

# 13th Annual Strategic Leaders Global Summit on Graduate Education



## *Cultural Contexts of Health and Well-being in Graduate Education*

September 1-3, 2019  
University of Manchester  
United Kingdom

Cover Photo Credit: Jill Jennings

# Table of Contents

<b>2019 Strategic Leaders Global Summit on Graduate Education: Agenda</b>	
<b>Welcome and Introduction</b>	
<i>Suzanne T. Ortega, Council of Graduate Schools</i>	7
<b>1: National Trends and Perspectives I: Cultural Attitudes, Differences in Terminology, Current Research</b>	
<i>Sue Berners-Price, Griffith University</i>	12
<i>Luke Georghiou &amp; Melissa Westwood, University of Manchester</i>	14
<i>Shireen Motala, University of Johannesburg</i>	16
<i>Adham Ramadan, The American University in Cairo</i>	19
<i>Christopher Sindt, Lewis University</i>	21
<b>2: National Trends and Perspectives II: Demographic Differences, Legal Contexts, Healthcare Systems</b>	
<i>Lidia Borrell-Damien, European University Association</i>	24
<i>Ximena Luengo, Universidad de Chile</i>	27
<i>Liviu Matei, Central European University</i>	30
<i>Alistair McEwan, University of Queensland</i>	32
<i>Paula Wood-Adams, Concordia University of Canada</i>	34
<i>Sen Yang, Xi'an Jiaotong University</i>	36
<b>3: Creating a Campus Culture that Proactively Supports Wellness</b>	
<i>Karen Butler-Purry, Texas A&amp;M University</i>	42
<i>Amanda Davis, University of Melbourne</i>	45
<i>Jessica Horowitz, ProQuest Dissertation Publishing</i>	47
<i>Timo Korkeamäki, Hanken School of Economics</i>	50
<i>Yanlin Ma, Huazhong University of Science and Technology</i>	52
<i>Fahim Quadir, Queen's University</i>	54
<b>4: Addressing the Role of Mentors and Advisors</b>	
<i>Nelson Ijumba, University of Rwanda</i>	58
<i>Paula McClain, Duke University</i>	60
<i>Tracy Riley, Massey University</i>	62
<i>Xian-li Zhou, Southwest Jiaotong University</i>	64
<b>5: Supporting "At-Risk" Student Populations</b>	
<i>Carlos Gilberto Carlotti, Jr., University of São Paulo</i>	68
<i>Gillian Houston, UK Council for Graduate Education</i>	70
<i>Sally Pratt, University of Southern California</i>	73
<i>Carmen Sammut, University of Malta</i>	76
<i>Aimée Surprenant, Memorial University</i>	78

\*: Paper to be distributed at meeting.

## **6: Prioritizing Professional Development and Career Counseling**

*Joshua Barker, University of Toronto* 82

*Pat Buckley, University of South Australia* 85

*Hans-Joachim Bungartz, Technical University of Munich* 88

*Lorraine Davies, Western University* 91

*David G. Payne, Educational Testing Service* 93

## **Biographical Sketches of Participants** 96



# 2019 Strategic Leaders Global Summit on Graduate Education: Timed Agenda

## Sunday, 1 September 2019

Time	Details
18:15	Assemble in Lobby of Crowne Plaza, Manchester
18:30–20:00	Opening Dinner at Eddington Foster Private Dining Room in the Crowne Plaza, Manchester

## Monday, 2 September 2019

Time	Details
	<b>Breakfast on Your Own</b> <b>Note:</b> Crowne Plaza group rate includes breakfast
8:00	Assemble in Lobby of Crowne Plaza, Manchester
8:15	Participant Registration - 4.009 Alliance Manchester Business School
8:30–8:45	<b>Welcome and Introduction</b>  <b>Suzanne T. Ortega</b> , President, Council of Graduate Schools
8:45–10:00	<b>Panel 1: National Trends and Perspectives I: Cultural Attitudes, Differences in Terminology, Current Research</b>  Moderator: <b>Luke Georghiou</b> , Deputy President & Deputy Vice-Chancellor, University of Manchester (U.K.) <hr/> <b>Sue Berners-Price</b> , Dean, Graduate Research School, Griffith University; Convenor, Australian Council of Graduate Research (Australia) <hr/> <b>Luke Georghiou</b> , Deputy President & Deputy Vice-Chancellor and <b>Melissa Westwood</b> , Associate-Vice President for Research, University of Manchester (U.K.) <hr/> <b>Shireen Motala</b> , Senior Director, Postgraduate School, University of Johannesburg (South Africa) <hr/> <b>Adham Ramadan</b> , Dean of Graduate Studies, The American University in Cairo (Egypt) <hr/> <b>Christopher Sindt</b> , Provost and Dean of the Graduate School, Lewis University (U.S.)
10:00–10:15	<b>Coffee Break</b>

**10:15–11:30 Panel 2: National Trends and Perspectives II: Demographic Differences, Legal Contexts, Healthcare Systems**

Moderator: **Sue Berners-Price**, Dean, Griffith University Graduate Research School, Griffith University; Convenor, Australian Council of Graduate Research (Australia)

**Lidia Borrell-Damien**, Director, Research and Innovation, European University Association (EU)

**Ximena Luengo**, Director of Student Health at the Vice-Presidency of Student and Community Affairs, Universidad de Chile

**Liviu Matei**, Provost, Central European University (Hungary)

**Alistair McEwan**, Pro-Vice-Chancellor, Research Training and Dean of the Graduate School, University of Queensland (Australia)

**Paula Wood-Adams**, Dean, Graduate Studies, Concordia University (Canada)

**Sen Yang**, Dean of Qian Xuesen Honors College, Xi'an Jiaotong University (China)

**11:30–11:45 Coffee Break**

**11:45–13:00 Panel 3: Creating a Campus Culture that Proactively Supports Wellness**

Moderator: **Paula Wood-Adams**, Dean, Graduate Studies, Concordia University (Canada)

**Karen Butler-Purry**, Associate Provost for Graduate and Professional Studies, Texas A&M University (U.S.)

**Amanda Davis**, Associate Director, Graduate Research, The University of Melbourne (Australia)

**Jessica Horowitz**, Director, Academic Relations, ProQuest Dissertation Publishing (U.S.)

**Timo Korkeamäki**, Department Head, Finance and Economics & EUA CDE Member, Hanken School of Economics (Finland)

**Yanlin Ma**, Dean of the Graduate School, Huazhong University of Science and Technology (China)

**Fahim Quadir**, Vice-Provost and Dean, School of Graduate Studies, Queen's University (Canada)

**13:00–14:00 Lunch - Crowne Plaza, Manchester**

**14:00–15:15 Panel 4: Addressing the Role of Mentors and Advisors**

Moderator: **Adham Ramadan**, Dean of Graduate Studies, The American University in Cairo (Egypt)

**Nelson Ijumba**, Deputy Vice Chancellor, Academic Affairs & Research, University of Rwanda

**Paula McClain**, Dean of The Graduate School and Vice Provost for Graduate Education, Duke University (U.S.)

**Tracy Riley**, Dean of Research, Massey University (New Zealand)

**Xian-li Zhou**, Executive Vice Dean of the Graduate School, Southwest Jiaotong University (China)

**15:15 - 15:30 Coffee Break**

**15:30 - 16:45 Panel 5: Supporting “At-Risk” Student Populations**

Moderator: **Christopher Sindt**, Provost and Dean of the Graduate School, Lewis University (U.S.)

**Carlos Gilberto Carlotti, Jr.**, Provost, Graduate Studies, University of São Paulo (Brazil)

**Gillian Houston**, Chair, UK Council for Graduate Education

**Sally Pratt**, Vice Provost, Graduate Programs, University of Southern California (U.S.)

**Carmen Sammut**, Pro-Rector, Students and Staff Affairs and Outreach, University of Malta

**Aimée Surprenant**, Associate Vice-President (Academic) and Dean of Graduate Studies, Memorial University (Canada)

**17:30 Assemble in Lobby of Crowne Plaza, Manchester****18:00–21:00 Reception & Dinner at the John Rylands Library**

## Tuesday, 3 September 2019

Time	Details
	<b>Breakfast on Your Own</b>
<b>8:00</b>	<b>Assemble in Lobby of Crowne Plaza, Manchester</b>
<b>8:15–9:45</b>	<b>Panel 6: Prioritizing Professional Development and Career Counseling</b>
	Moderator: <b>Shireen Motala</b> , Senior Director, Postgraduate School, University of Johannesburg (South Africa)
	<b>Joshua Barker</b> , Vice-Provost, Graduate Research and Education and Dean, School of Graduate Studies, University of Toronto (Canada)
	<b>Pat Buckley</b> , Dean of Graduate Studies, University of South Australia
	<b>Hans-Joachim Bungartz</b> , Graduate Dean, Technical University of Munich (Germany)
	<b>Lorraine Davies</b> , Associate Vice Provost, School of Graduate and Postdoctoral Studies, Western University (Canada)
	<b>David G. Payne</b> , Vice President and Chief Operating Officer, Global Education, Educational Testing Service (U.S.)
<b>9:45–10:00</b>	<b>Coffee Break</b>
<b>10:00–11:30</b>	<b>Practical Actions</b>
<b>11:30</b>	<b>Global Summit Ends</b>
<b>12:00 - 13:30</b>	<b>Optional Lunch - Crowne Plaza, Manchester</b>





# Welcome and Introduction

## Welcome and Introduction

**Suzanne T. Ortega**  
**President**  
**Council of Graduate Schools**

It is an honor for the Council of Graduate Schools to co-host the Thirteenth Annual Strategic Leaders Global Summit on Graduate Education in partnership with the University of Manchester (UoM). Before I begin my formal remarks, I would like to express my appreciation to Luke Georghiou, Deputy President and Deputy Vice-Chancellor at UoM, for his commitment and collaboration throughout the process of planning this event. It has truly been a pleasure for CGS to develop this year's program in conversation with him and the talented UM staff, especially Lisa Gledhill.

I would also like to give thanks to our co-sponsors for this year's event, Educational Testing Service (ETS) and ProQuest, for continually demonstrating a deep commitment to graduate education. A special thanks is due to Jessica Horowitz, Allan Lu, and David Payne for recognizing the Summit's value and prioritizing support for this important event. Since the Summit began in 2007, topics have included scholarly integrity and research ethics, international collaborations, career outcomes, "big data," and diversity and inclusion, but this marks the first year we will focus exclusively on the cultural contexts of health and well-being in graduate education. I am proud to say that CGS has prioritized mental health and well-being in its own work. We recently announced a new initiative, Supporting Mental Health and Wellness for Graduate Students, and I would like to tell you what has motivated our network of nearly 500 institutions to address this issue.

### **Supporting Mental Health and Wellness of Graduate Students**

As you know, a growing body of evidence indicates that mental health challenges are common among graduate students. The prevalence of mental health problems is higher in PhD students than in the highly-educated general population, and much higher than in the general population. One in two PhD students has experienced psychological distress, and one in three is at risk of a common psychiatric disorder.<sup>1</sup> Although graduate students report lower rates of mental health issues than undergraduates, overall they report higher rates of stress, and the determinants of stress among graduate students vary, including pressure to publish, difficult relationships with advisors, financial insecurity, and a highly-competitive academic job market.<sup>2</sup>

However, many barriers exist to effective support and care. These may include campus services that do not necessarily recognize the unique needs of graduate students, and a lack of evidence about what types of support are best suited to them. Students from different backgrounds may also face different sources of stress and levels of comfort in seeking help. Equally important are efforts to proactively promote wellness.

In response to these challenges, CGS has embarked on a two-year project, Supporting Mental Health and Wellness of Graduate Students, in collaboration with [The Jed Foundation](#), a non-profit that exists to protect emotional health and prevent suicide for teens and young adults. This initiative will create a foundation for evidence-based policies and resources to support graduate student mental health and well-being, prevent psychological distress, and address barriers to effective support and care. CGS and JED will give particular attention to the experiences

1 (Eisenberg, Hunt, & Speer, 2013; Hyun et al., 2006)

2 (Levecque, Anseel, & De Beuckelaer, 2017; Wyatt & Oswald, 2013)

of underrepresented racial and ethnic minorities pursuing graduate education. A grant from the Alfred P. Sloan Foundation will support the council's focus on issues specific to science, technology, engineering, and mathematics (STEM) fields, while a grant from the Andrew W. Mellon Foundation will support the council's work in the humanities. This project will address these and other concerns across all broad fields of graduate study.

The project will convene an advisory committee of experts and graduate education leaders, who will counsel CGS on its research and action plan. In addition, CGS will survey its member institutions to better understand existing policies and practices for supporting graduate student mental health and factors that may impact the design and delivery of services. In 2020, graduate deans, graduate students, mental health researchers, and other experts will convene in Washington, D.C., for a one-and-half-day workshop. The final project outcome will include a report and a statement of common principles for supporting graduate student mental health. We are in the early stages of this initiative, but we will look forward to sharing our progress. This summit will be our first opportunity to do some deep thinking of the issues and questions raised in our project, and I look forward to learning from your perspectives and programs.

### **Overview of Panels**

During the 2019 Global Summit, we will attempt to address the many ways the international graduate education community currently works to support health and well-being in graduate education. In addition, we must consider areas for improvement, including assessing points of intervention, training mentors, cultivating supportive environments, improving access to campus health services, and improving internal reporting structures. This year's panels have been organized around six topics for discussion: national trends and perspectives across a variety of topics, including cultural attitudes, differences in terminology, current research, demographic differences, legal contexts, and healthcare systems; creating a campus culture that proactively supports wellness; the role of mentors and advisors; supporting "at-risk" student populations; and prioritizing professional development and career counseling. This should in no way be considered an exhaustive list of themes relevant to mental health and well-being in graduate education, but these topics will provide a framework for our conversations.

I think we can all agree that one of our shared goals is to foster learning environments that provide all current and future graduate students with the tools and support to succeed. I hope that our discussions over the next two days will provide each of us with new ideas and strategies to take back to our campuses.

### **Final Session and Next Steps**

As in past years, we have formulated a number of challenging questions that lack definitive answers. We do know that this topic has become a high priority for most (if not all) of us. During the final session of the Summit, we will work together to identify action steps to assist our efforts to advance the work of this summit when we return home.

I hope they will reflect the priorities of our varied national and institutional contexts, as well as some common themes of the meeting. CGS will publish the proceedings of this Summit, including your papers and a final document of practical actions, on the CGS website. We will also share it with our member universities in a variety of ways.

I look forward to sharing ideas with this diverse group of leaders in graduate education as we consider the Cultural Contexts of Health and Well-being Graduate Education, and how individually and collectively we can improve upon these efforts for the benefit of students, universities, and our broader communities.



# **1. National Trends and Perspectives I: Cultural Attitudes, Differences in Terminology, Current Research**



## Graduate Research Mental Health and Wellbeing: The Australian Context

**Sue Berners-Price**  
Dean, Graduate Research School  
Griffith University (Australia)

Within Australia there has been a shift in cultural attitudes towards mental health since the early 2000s and an important component has been the *Beyond Blue*<sup>1</sup> initiative, founded by the former Victorian state premier, The Honourable Jeff Kennett. The original focus of *Beyond Blue* was on raising awareness of depression and reducing the associated stigma. Since then it has grown to become an Australian public company limited by guarantee. The members are the Commonwealth of Australia and each Australian State and Territory; the current Chair is former Prime Minister, The Honourable Julia Gillard. The mission of Beyond Blue is to “promote good mental health” and “create change to protect everyone’s mental health and improve the lives of individuals, families and communities affected by anxiety, depression and suicide.”

Australian universities are expected to pay serious attention to the mental health and wellbeing of their students. *The Higher Education Support Act 2003* (HESA),<sup>2</sup> which is the main piece of legislation governing higher education in Australia, mandates the provision of counselling services by suitably qualified staff for domestic students. *The Education Services for Overseas Students (ESOS) Act 2000*<sup>3</sup> addresses similar provision for international students.

The *Australian Graduate Research Good Practice Principles*,<sup>4</sup> that have been developed and endorsed by the Australian Council of Graduate Research (ACGR), articulate a set of standards considered to be essential for the delivery of graduate research programs. They are listed by the Australian Government Tertiary Education and Quality Standards Agency (TEQSA) as one of two Reference Points for the 2015 Higher Education Standards (HES) Framework Domain 4.2: Research Training. The topic of wellbeing is encompassed under the *Principle for Graduate Research Candidature*, with sub-principle 2.5 stating “The University provides appropriate levels of personal and pastoral support for candidates”, and under the *Principle for Resources and Intellectual Climate*, which states that resources required for candidates to complete a high quality research project include access to personal counselling.

The topic of mental health and wellbeing achieved greater prominence in Australian universities in 2018 as a result of two key publications. In January 2018 TEQSA published a *Guidance Note on Wellbeing and Safety*,<sup>5</sup> which states that Higher Education Providers will have an overarching framework of guiding policies and effective processes for safety and wellbeing; and will take steps to understand and respond to the safety and wellbeing needs of the student body and cohorts within it. In June 2018 the Australian government released the Higher Education Standards Panel’s final report on *Improving Retention, Completion and Success*

---

1 <https://www.beyondblue.org.au/home>

2 <https://www.education.gov.au/higher-education-support-act-2003-and-guidelines>

3 <https://www.legislation.gov.au/Details/C2018C00210>

4 <https://www.acgr.edu.au/good-practice/graduate-research-good-practice-principles/>

5 <https://www.teqsa.gov.au/latest-news/publications/guidance-note-wellbeing-and-safety>

in *Higher Education*,<sup>6</sup> which recommended that all universities should have a mental health strategy supported by a genuine commitment and adequate resourcing, including appropriate staffing levels of university counselling services.

As one example of how the sector is responding to this changing national policy framework, in July 2018 Griffith University established a *Student Mental Health and Wellbeing Advisory Group* tasked with providing advice on developing and implementing the *Griffith University Student Mental Health and Wellbeing Strategy* to sit within and support a University-wide Healthy University Framework. The Advisory Group includes the Director of the Graduate Research School ensuring that the special needs of higher degree by research (HDR) candidates are considered.

In November 2018 the ACGR national meeting included a session on Student Wellbeing and Mental Health, which addressed the changing national policy framework and highlighted important international initiatives including the Universities *UK Step Change Framework*<sup>7</sup> and the Vitae report *Exploring wellbeing and mental health and associated support services for postgraduate researchers*.<sup>8</sup> An outcome from the session was the decision to hold a national forum addressing graduate research mental health and wellbeing. The forum will take place in Sydney in late September 2019 and the program is currently being scoped.

The Vitae report highlights a number of factors that affect the wellbeing of postgraduate researchers which include difficulties in the supervisory relationship and sexual harassment and harassment generally. In August 2017 the Australian Human Rights Commission released a report of a national independent survey (commissioned by Universities Australia) of the prevalence of sexual assault and sexual harassment at Australian universities.<sup>9</sup> The report has had major influence across the sector and (as an outcome from a national forum held in March 2018) the ACGR has developed a suite of video resources and training materials to help combat sexual harassment, gender bias and discrimination in research training programs. The ACGR Respectful Research Training resources have been adopted by 43 Higher Education providers across Australia and NZ. They align with the *Principles for Respectful Supervisory Relationships*,<sup>10</sup> which were developed jointly by Universities Australia, the ACGR, National Tertiary Education Union and the Council of Australian Postgraduate Associations.

---

6 <https://www.education.gov.au/news/release-final-report-improving-retention-completion-and-success-higher-education>

7 <https://www.universitiesuk.ac.uk/policy-and-analysis/stepchange/Pages/default.aspx>

8 Metcalfe J, Wilson S, Levecque K. *Exploring wellbeing and mental health and associated support services for postgraduate researchers*, Vitae, UK. 2018

9 *Change The Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities (2017)*: <https://www.humanrights.gov.au/our-work/sex-discrimination/publications/change-course-national-report-sexual-assault-and-sexual>

10 <https://www.acgr.edu.au/wp-content/uploads/2018/09/principles-for-respectful-supervisory-relationships.pdf>

## Mental Health and Well-being of Research Students – the University of Manchester’s responses in the United Kingdom context

**Luke Georghiou**

**Deputy President & Deputy Vice-Chancellor  
University of Manchester (U.K.)**

**Melissa Westwood**

**Associate-Vice President for Research  
University of Manchester (U.K.)**

An increasing demand for wellbeing support services among students has helped to alert universities to the growing issues and concerns around mental health. It is recognised that around one in four people will experience some form of mental health in their lives, ranging from stress and anxiety through to more serious and long terms conditions. Students experience problems across the full spectrum. A regular survey conducted by the UK Office of National Statistics shows a declining sense of wellbeing, as only 16% of students reported low anxiety in 2019, falling from 21% in 2016, which is far lower than the same age cohort in the general population (37%).<sup>1</sup> In contrast the PRES (Postgraduate Researcher Experience Survey) in 2018 showed 74% of respondents indicating the two highest categories when asked about life satisfaction, although only 60% were content with their work/life balance.<sup>2</sup> An important question is the extent to which such surveys suffer from under-reporting and other evidence such as a study in Flanders indicated as many as 32% of postgraduate researchers (PGRs) are at risk of, or already exhibit, common psychiatric disorders, notably depression.<sup>3</sup>

Concerns about this issue led Research England, one of the main funding agencies for PGR support in the UK, and the organisation with responsibility for the health of the research base, to commission Vitae to undertake the country’s first specific piece of research into the wellbeing and mental health of PGR students.<sup>4</sup> The study looked at the policies and provision relating to these issues in universities conducting interviews with staff, and running PGR focus groups at ten UK institutions. It was particularly valuable in identifying the factors which could disrupt wellbeing in the course of a doctoral degree. Building on these findings, the factors could be seen as falling into three categories:

1. In the first group are issues arising from the nature and structures of the doctoral research itself including lack of clarity in expectations for research and little positive feedback; expectations of high achievement and high workloads triggering imposter syndrome; and problems with the supervisory relationship.
2. The second group connect to the broader academic environment, particularly if there is a wider culture in which academics are stressed. Future career insecurity could also be put into this category. At the extreme are incidences of sexual harassment and/or bullying.
3. The third group may broadly be described as ‘life problems’ which may be exacerbated by the PGR’s situation but are common to all groups. These include financial insecurity, broader health and relationship problems.

1 Student Academic Experience Survey 2019, Jonathan Neves and Nick Hillman, HEA and HEPI

2 Postgraduate Research Experience Survey 2018, Jonathan Neves, Advance HE

3 Levecque, K., Anseel, F., De Beuckelaer, A., Van der Heyden, J. and Gisle, L. Work organization and mental health problems in PhD students Research Policy Volume 46, Issue 4, May 2017, Pages 868-879

4 Exploring wellbeing and mental health and associated support services for postgraduate researchers, Metcalfe, J., Wilson, S. and Levecque K, Vitae 2018

Vitae also identified groups particularly vulnerable to poor mental health. These include international students who work in an unfamiliar environment, potentially cut off from family and other support networks. In some cases their own cultural norms make it harder for them to admit to mental health issues. Those in more isolated circumstances were also seen as more vulnerable, including those working off-site or part-time, mature PGRs and those excluded by disability or ethnicity. In contrast, those in more structured environments or cohorts benefited from a sense of integration. The study recommended that universities should have a much more systematic approach to these issues.

The University of Manchester (UoM) is undertaking a follow-up project supported by Research England's Catalyst Fund. The project has two aims, to understand the wellbeing and mental health issues from a PGR perspective and to improve the referral pathway into the National Health Service (NHS) for PGRs with mental health issues. The activities of the project have focussed on:

- **Prevention:** understanding better, via an online survey, what triggers challenges to the mental health and wellbeing of our PGRs; piloting a monthly wellbeing check; enhancing PGR engagement with the University's Six Ways to Wellbeing framework.
- **Support:** improving the visibility of existing wellbeing resources and training; identifying gaps and developing tailored training for both PGRs and their supervisors.
- **Referral:** improving links and pathways to local NHS providers.

A key element of the project has been to work closely with PGRs to ensure relevancy our approach; this has been achieved via a PGR consultative forum who have tested resources and apps; attended training; promoted the survey to their peers and acted as sounding board for emerging themes and ideas.

A year into the project we have identified some significant themes and learning.

- Initial survey results and PRES 2019 data show that the prevalence of wellbeing and mental health issues is high.
- Delivering and creating resources in collaboration with PGRs is necessary to counter the challenge of engaging a diverse and sometimes dispersed community of PGRs with University initiatives and resources.
- Facilitating peer support is crucial to reducing feelings of isolation.
- Supervisors have an impact on wellbeing, both positive and negative, and need training and support to enable them to effectively support their PGRs.

Our second aim of improving referrals has been achieved through the initiative that will see UoM join forces with the three other higher education institutions in the city (total student body of 100,000) and with the local health services to make Greater Manchester the first city in the country to establish a dedicated centre to help support university students with mental health needs. It is hosted on UoM's campus. Under the new system, wherever a student presents to the mental health system (NHS, third sector or at university), they will receive a standard assessment. Depending on the result, they will proceed either to university services, or for more specialist intervention at the new centre.

There is a high level of interest from the sector in PGR wellbeing and mental health. Over the next year UoM will work with the other Catalyst-funded projects and Research England to ensure the findings, effective practice and resources developed are accessible across the sector.

## Mental Health in South African Postgraduate Students- A Current Perspective

*Shireen Motala*

Senior Director, Postgraduate School  
University of Johannesburg (South Africa)

Mental health and mental health care of all students are regarded as extremely important aspects at the University of Johannesburg and there is a continued focus on raising awareness among students and staff regarding these matters. Despite the focus on communication and awareness across all South African universities at undergraduate and postgraduates, a recent study by Vinitha Jithoo at Wits University (Jithoo, 2018) found that students struggle to understand concepts around mental health as they experience it as “shrouded in mystery and complexity”.

Much research has been done on the levels of mental health among postgraduate students internationally and in South Africa, and although understanding the level of concern is important, is also important to understand the behaviours of students, and in particular postgraduate students, seeking and using help provided for mental health issues. It is often stated in mental health communications that very few South Africans with mental health issues reach out for help and our experience among UJ Postgraduate students supports this view.

### *Mental health among Postgraduate students in South Africa*

The ability to distinguish between mental health and mental illness was identified as a concern in a study involving students in South Africa and although the study focused on undergraduate students it can be expected that there are similarities as the study used a cultural lens to understand the issues (Jithoo, 2018). The experience of postgraduate students includes the socio economic stress where deep inequalities persist. Gender based violence is part of this, and linked to mental health (Schreiber, B., 2018). The (then) South African Minister of Higher Education, Naledi Pandor, announced in November 2018 that ZAR 900 million (60 million Euros) will be invested in “university capacity development in order to support universities in developing programs around issues of mental health and support to students that face gender-based violence” (DHET, 2018).

The stigma attached to mental health concerns for black students are particularly strong as illustrated through this quotation reported by Jithoo (2018):

“For many Black families a huge stigma is attached if they have a child with a disability. In my hometown, individuals with mental problems are built a small cottage at the back of the house; they are left to stay there as (if) they are a threat to society, an embarrassment to the home and capable of harming members of the house.”

### *Mental Health Services and support – Status and attitude*

South Africa has progressed in enacting and implementing mental health legislation since 1994 but a substantial gap remains between the supply and demand, as well as equity of services. A recent national hearing into the status of mental health care in South Africa (Human Rights Commission, 2017) found that numerous human rights concerns were highlighted in this specific matter, and this came out of “a prolonged and systemic neglect at the level of policy implementation”. It was also found that, although South African policies and legislation emphasize the need for a primary health care approach, South African provision of mental health services



seem to focus on psychiatric hospitals (HRC, 2019). This further influences the perceptions of students about mental illness and increases the stigma associated with reaching out for help.

#### *Postgraduate Mental Health- The role of the institution*

The relationship between successful completion of doctoral degrees and support for physical and mental wellness is clear (Wisker and Robinson, 2018). At an international level the 'Caring University' has received significant focus but there are many challenges to this – including views that universities should “challenge” and not “cocoon” students (Schreiber, 2018).

#### *The role of the supervisor*

At an international level the aspect of pastoral care is often included in documentation and guidelines that describe the role of supervisors or the code of conduct of supervisors. However, an initial survey of such documents for South African universities showed that pastoral care is not regarded as an important aspect of a supervisor.

The precise definition at UJ clearly shows how the duties are delineated to include only professional and academic guidance and exactly what support can be expected from the supervisor:

*“Supervisor” means the person formally appointed by the University to give professional and academic guidance to a student registered for a postgraduate research project under his/her name and to ensure the provision of adequate financial, spatial and infrastructural support for the research project prior to enrolment.*

Schreiber (2018) clearly articulates a view held in South Africa by many supervisors that mental health care professionals are equipped to diagnose and treat and that supervisors are not trained to monitor students. However, the supervisor is uniquely placed to be aware of the difficulties and stresses experienced by their students and the role of the supervisor in supporting postgraduate mental health should be researched further (Wisker and Robinson, 2018). At the Postgraduate School, we include aspects of the duty of care in the development opportunities provided to supervisors and we are also actively working towards the development of an emergent code of conduct for supervisors that would hopefully include aspects of pastoral care.

#### *The role of the student*

The role of the postgraduate student in managing their mental health cannot be disregarded as they are active partners within a socially just pedagogy (Schreiber, 2018). Universities provide support to help postgraduate students to make healthy choices and manage their life balance but the universities cannot enforce the usage of this support.

#### *Mental health support mechanisms at UJ*

There are several mental health support mechanisms in place at UJ. The Centre for Psychological Services and Career Development (PsyCaD) offers a service on all four campuses as well as our 24-hour Crisis Line. PsyCaD is accredited by the health professions Council of South Africa (HPCSA); professional staff are counselling, clinical and/or educational psychologists, and psychometrists registered with the HPCSA. Depending on the seriousness of the case students could be transported to the closest medical facility, where psychiatrists, social workers, psychologist, among other qualified professionals, will take over the treatment and management of the case. Other interventions include awareness campaigns including primary suicide campaigns.

During the first half of 2019 the Postgraduate School at UJ presented 12 different mental health and wellness related workshops to postgraduate students but these were poorly attended. Preliminary feedback shows that the students prefer to attend workshops that directly impact their research.

One of the potential areas of concern is the fact that 39.1% of all UJ doctoral students are registered as part time students. These students do not have access to the onsite mental health support mechanisms and are therefore dependant on the stretched national private and public mental health resources. In addition to this, given the evidence that students still find the issue of mental health shrouded in mystery or are perceived as apathetic towards the matter, it is clear that the awareness strategies should be reconsidered and modernized.

#### *Help Seeking Behaviour of Postgraduate students with mental health concerns*

Factors that influence help-seeking behavior included ignorance, stigma and the attitudes of the specific community (Schreiber 2018). Despite regular and widely distributed communication and awareness campaigns on mental health matters to students, there remains a lack of understanding. The stigma associated with mental health problems has additional cultural elements within the South African context and the emphasis on mental illness through its focus on psychiatric hospitals, instead of primary health care further complicates the matter.

#### *The way forward*

It is clear that mental health support mechanisms are important and that significant resources are needed to ensure that there is treatment and support available to postgraduate students when needed. Universities need to both engage with research evidence and participate in the creation of this evidence to inform policies and interventions aimed at improving the mental health of postgraduate students. From the current research relevant to postgraduates in South Africa with its particular challenges, cultural realities and history identifies that attention is needed in the following areas:

- Improving the understanding of what mental health is, how it can be maintained and when professional help is needed among postgraduate students, supervisors and other contributors to the supervisory effort
- Understanding how help seeking behaviour regarding mental health and mental health maintenance by postgraduate students can be improved
- Understanding and development of a clear and shared Code of Conduct for UJ supervisors that include aspects of pastoral care

#### REFERENCES

Jithoo, V., 2018. Contested meanings of mental health and well-being among university students. *South African Journal of Psychology*, 48(4), pp.453-464.

Wisker, G. and Robinson, G., 2018. In sickness and in health, and a 'duty of care': phd student health, stress and wellbeing issues and supervisory experiences.

Schreiber, B., 2018. Mental health at Universities: Universities are not in loco parentis—Students are active partners in mental health. *Journal of Student Affairs in Africa*, 6(2).

Auerbach, R.P., Mortier, P., Bruffaerts, R., Alonso, J., Benjet, C., Cuijpers, P., Demyttenaere, K., Ebert, D.D., Green, J.G., Hasking, P. and Murray, E., 2018. WHO World Mental Health Surveys International College Student Project: prevalence and distribution of mental disorders. *Journal of Abnormal Psychology*, 127(7), p.623.

Human Rights commission, (2017). Report of the National Investigative hearing into the status of mental health Care in South Africa.

## Student Wellbeing at The American University in Cairo

*Adham Ramadan*

**Dean of Graduate Studies**

**The American University in Cairo (Egypt)**

Student mental wellbeing represents one of the pillars of student life at The American University in Cairo (AUC), where it is considered an essential aspect for a healthy and safe campus. AUC is a private, international, not-for-profit institution, established in Egypt since 1919. It is the only American Liberal Art institution of higher education in Egypt, with recognized well established graduate programs. Being incorporated in the US and located in Cairo, it adheres to both U.S. and Egyptian laws pertaining to mental health and student wellbeing. In this respect, starting the 1960s, it pioneered activities and support services for student mental wellbeing at institutions for higher education in Egypt and in the Middle East and North Africa (MENA) Region. In Egypt, while some universities followed suit setting up centers or developing structures for student mental wellbeing, such services are still not available at every Egyptian higher education institution.

Student mental wellbeing at AUC is catered for by the Center of Student Well-being, which aims at supporting students develop resiliency in order to enable them to cope with challenges on the emotional, behavioral, and cognitive levels. It also aims at raising the awareness of the university community about wellbeing challenges and disabilities. The Center of Student Well-being is composed of three administrative entities:

- The Student Counseling Center, which provides individual and group psychological counseling as well as psychiatric prescriptions where needed. In addition, for serious cases, the center provides emergency intervention through a private psychiatric hospital in Cairo.
- The Student Disability Services unit, which supports students with disabilities, and specifies the academic accommodations needed to ensure equal opportunity to education for students with any type of disability, including mental health disorders. The recommended academic accommodations are binding to academic departments and faculty members.
- The Coaching for Learning and Success unit, which delivers wellness educational workshops open to all student, and entailing a range of life skills such as stress management, improving self-esteem, managing performance anxiety, managing relationships, etc.

The Center of Student Well-being works closely with the Office of Medical Services, commonly referred to on campus as the “Clinic”, because students experiencing physical symptoms of psychological problems often seek initial help there. The Clinic, which operates a 24/7 hotline and an ambulance service for emergency interventions, also provides psychiatric prescriptions when needed, on referral from the Student Counseling Center.

In addition to the above, support to students facing mental health issues is possibly available at the Psychological Counseling Services and Training Center, established in 2011, and now part of the Psychology Department. This center’s primary mission is to train AUC students in the Counseling Psychology program, graduates and junior and senior undergraduates, supervised by clinical psychologists with U.S. licenses. The center provides free counseling services to AUC community members who are not served by the Student Counseling Center, such as faculty and staff members, alumni, and their respective family members. The center, however, has also been receiving students,

and for such cases, it closely collaborates with the Student Counseling Center. This center does not provide psychiatric prescriptions.

Students at AUC face many of the same kinds of behavioral health challenges faced by students in the U.S. in addition to other stressors associated with stigmas and cultural barriers about mental health. Though the political upheavals in Egypt between 2011 and 2015 led to added mental health stressors for the Egyptian population at large, and in particular, to the youths' population who was significantly engaged in the 2011 revolution and the events that ensued, this contributed to the start of a slow de-stigmatization of mental health issues. Although cultural barriers remain a challenge today, mental health issues and mental wellbeing are topics that can now be discussed more openly. This has reflected on the incoming student population at AUC. While a majority of students identify, in incoming student surveys, depression as a personal challenge, together with the sense of feeling overwhelmed by what they had to do, less than half the respondents specified that they would seek personal counseling. This is reflected by the small portion of the student body that sought counseling at the AUC Student Counseling Center in 2017-2018, which amounted to about nine percent, as compared to a US average of 20 percent. Of these AUC students, about 65 percent were female, and about 90 percent were Egyptian students. Graduate students represented about 20 percent of this portion. Typical reasons specified by students for not seeking counseling include the reluctance of revealing emotions; feelings of embarrassment; the belief that mental health issues are a sign of weakness; concerns about what others would think; and worries about recommendations for medications. Over the past decade however, the number of students seeking counseling at the Student Counseling Center more than doubled.

As part of the continuous efforts at AUC for enhancing support to students with mental health issues, a deeper engagement of all constituents of the university community is recognized as crucial. While the Center for Student Well-being spearheads this support through counseling services, student coaching activities, as well as general awareness initiatives, a clearer understanding by faculty and staff members of student mental wellbeing issues is key. This is of particular significance to graduate students at AUC, who, in addition to the stressors typically associated with performance in a competitive academic environment, also need to cope with stressors on work-life balance and studies-job balance.

## National Trends and Perspectives in the U.S.

**Christopher Sindt**  
**Provost & Dean of of the Graduate School**  
**Lewis University (U.S.)**

Demand is on the rise for mental health services and well-being support in the American universities. In fact, research shows that demand for these services has grown at a rate that's five times faster than enrollment growth over the past few years. In a study of presidents of American universities by the American Council for Education published in August, 80% indicated that student mental health has become more of a priority and 72% reported they had allocated additional funding to addressing the issue. A recent study by the Healthy Minds Network indicated that a total of 39% of American university students are experiencing significant mental health issues -- 14% have severe symptoms of depression, 10% have severe symptoms of anxiety, 9% have probable eating disorders, 21% report non-suicidal self-injury in the past year, and 11% report thoughts of attempting suicide in the past year.

Health and wellness have a direct impact on academic performance and persistence. According to mental health research conducted by the National Alliance on Mental Illness, one in four college students in the United States has a diagnosable illness. 40% of those do not seek help; 80% feel overwhelmed by their responsibilities; and 50% have become so anxious that they struggle in school. A recent study at Lewis University found that 70% of students regularly feel exhausted and 78% feel overwhelmed with all they have to do.

The causes for this increase in the need for mental health services are complex, reflecting shifts in diagnoses as well as cultural attitudes that often show marked difference across generations. There is more general awareness of mental health in mainstream media, and stigmas associated with mental health counseling have decreased significantly. Data also suggests an increase in anxiety and depression among teens over the past decade, and this trend has now carried over into undergraduate populations and traditional aged graduate students. Other external factors include financial stress, substance abuse, stressors associated with social media, habits stemming from fear of failure or connected to family pressure, job market competition—and most significant for graduate students—the perception of intensified expectations as students face persistent pressure to excel in the classroom, lab, or research group.

Healthy Minds data also suggest significant variation of mental health challenges based on demographics. Increased risk for depression and anxiety are notably prevalent among queer, first-generation, Black, and Latinx students. Women are more likely to report experiencing anxiety as compared to men, and students from lower socioeconomic backgrounds and those with minority sexual orientation or gender identities report a higher prevalence of all mental health problems.

These dynamics have a direct negative impact on academic performance, productivity, retention, and time to degree, and these challenges not only tax the university in areas directly responsible for supporting students – such as health and wellness or counseling centers—but also put pressure on myriad campus personnel, from campus safety officers to faculty.

Lewis's University Catholic identity and Lasallian charism calls us to provide an environment that's characterized by a personalized interaction between students and their faculty and staff that support



the students' educational experience. Grounded in the Catholic Intellectual Tradition, we are guided by a vision of the dignity and wholeness of the human person, we strive to maintain a community that works in association to support student well-being through mutual respect and sincere dialogue.

In this spirit of association, Lewis employs an integrated care and intervention model that combines health services, counseling services, and health education in one unit. This unit is part of a larger division that focuses on student life and engagement and is part of a care and communication network that includes residential life, the graduate school, academic advising, student disability services and faculty.

Lewis is investing in additional mental health counselors, expanding hours to better support graduate student schedules, and providing more support for group sessions. Like many American institutions, Lewis University is strategically rethinking our scope of care, and rethinking how to tailor responses to individual student needs. This requires some investment in holistic health, prevention, and educational programs, and an investment toward improving the intake, triage, and walk-in hours of health centers. Once this is accomplished, our focus will shift toward building better clinical resources both on campus and through an improved referral network to address a small group of high-need students. We have found that some of these initiatives have a greater impact on graduate students, such as online self-help and psychoeducation, group therapy, and off-campus referral for students attending online master's classes or traveling to conduct research.

Inspired by new research, we are modeling a coordinated care model to go into effect in fall 2020, which goes further to ensure that offices across campus are mutually committed to meeting students' needs using shared processes and technologies. In this system, everyone on the care team—advisors, tutors, athletic coaches, faculty and staff—are truly working together. Our vision for true integration includes co-location of student support, cross-training to ensure that many different offices are prepared to serve as intake coordinators for students in distress, and an app that offers a one-stop shop for resources, directory information, and appointments.

Research topics in recent years have focused primarily on food security and eating disorders, drug use and addiction, and the impact of social media on mental health. One area of particular growth in recent years deals with prevention and well-being, with a special emphasis on helping students to build resilience. Many institutions have created multiple opportunities to infuse resilience education across the student experience – from resilience training at orientation, in coursework, in conjunction with student success coaches, and in group workshops dedicated to stress management. Faculty are vital in supporting and integrating these efforts – graduate faculty, dissertation advisors, and principal investigators need to be trained to support a resilience framework. One of the hallmarks of the liberal arts tradition underpinning American higher education is the responsibility of the university experience, at both the undergraduate and graduate level, to provide students with habits of mind and professional practice that will ensure lifelong learning. A framework for health and resilience can be a part of what students take from their university experience.

## **2: National Trends and Perspectives II: Demographic Differences, Legal Contexts, Healthcare Systems**

## Doctoral candidates in Europe: how to maintain high levels of motivation and engagement

**Lidia Borrell-Damien**

**Director, Research and Innovation  
European University Association (EU)**

Candidates with positive experience in pursuing a doctoral degree normally highlight a number of challenging situations and conditions that they faced during the doctoral period which they managed to overcome, either alone or supported by their supervisor or other colleagues. These challenges do not only refer to purely scientific or technical questions related to the foreground knowledge that they are developing. Often, they refer to personal interactions, insecurity or lack of awareness of what is expected from them.

First, doctoral candidates have limited or no experience in the research process itself. They have been higher-education students, following regulated educational programmes and performing well in their works and examinations. *“Moving from structured assessments and grades to unstructured activity was a challenge”*, said a doctoral candidate at the University of Bremen (Germany). Therefore, the doctoral process starts with a transition phase of mental status: from being a traditional student (or an employee if the candidate has a first work experience outside academia) to a researcher. They are normally highly motivated to become good researchers, and passionate about the discovery process in tackling a scholarly question that nobody has explored previously. They have received inspiration from their university teachers, are naturally driven to theoretical approaches, or have been exposed to people who are role models for them. However, they are not yet researchers. Due to this unique condition, doctoral candidates may feel initially lost or misplaced, overwhelmed by the high-level of the scholarly dialogue between their more advanced peers, and feeling shy about promoting their initial research results in case they would not be perceived ‘good enough’.

Doctoral candidates are not normally aware of the way the ‘research system’ works in their scholarly domain or discipline. However, they normally understand that they need to work to pass a threshold of performing ‘excellent’ research along a series of academic standards. On the one hand, their process is highly individualised, for what it refers to the specific theme of their theses; on the other, there are institutional rules to comply with. For example, some universities require the publication of three papers (in prestigious journals) before the thesis defence. Other institutions may not set a specific target and rely on the supervisor’s assessment of the level of preparedness of the candidate.

Doctoral candidates with successful experiences report levels of ‘healthy’ pressure. They like the challenge of finding resources for themselves, as they feel that they are naturally growing along the conduct of their research. As a doctorate graduate from University Libre de Bruxelles (Belgium) expressed it: *“Pursuing a doctorate is a journey. I would do it again right away”*.

What would help? As the initial period of a doctoral thesis process is normally the time when the candidates’ levels of expectation and motivation are higher, it may pay off for those supporting the candidate to care for their concerns and raise awareness or provide guidance. There is a role for the supervisor/s, for the colleagues within the research team, the colleagues in the extended scholarly network and, of course, for the research institution where the doctoral

thesis is performed, being a university, research center, or in a company. While the future career of doctoral graduates as employees inside or outside academia are their sole responsibility, universities and scholarly networks have a responsibility in educating the younger generations of researchers.

The pressures, often interrelated, that doctoral candidates face can be classified as follows:

- High level of self-demand: doctoral candidates are placed in top-notch scholarly communities and they “*wish to perform well*” (doctoral candidate, Universitat Pompeu Fabra (Spain)). The candidates’ motivation corresponds with an ultimate desire of belonging to a knowledgeable network and they do not hesitate to push themselves to devote long or intense hours to achieve that goal.
- ‘*In-between*’ place in university and/or in life: half-way between a student and a researcher, support policies for students do not fully apply to doctoral candidates (Vitae, Ghent University study – see references below). Policies for post-doctoral fellows or established researchers may not either. On a more personal note, candidates’ families may not be all that supportive to the doctoral candidate, due to the inability to place themselves in situation.
- Uncertainty over the quality of outcomes in their scholarly research topic: “*you are your own measure until you face the defence committee*” said a doctorate graduate from Ghent University (Belgium). This makes the candidates wonder, or worry, how good their research outcomes are and if they are going to be ‘good enough’. Here, the supervisor and the research team or scholarly network have a critical role to play.
- Unawareness of typical ways of working in their group or scholarly networks: from simple orientation on time management (e.g. teaching and research workload, time to devote to email correspondence) to more fundamental issues such as how to initiate a scholarly research question, or when is the right time to publish their research results, doctoral candidates may feel the need for guidance, and can adopt role models provided by their supervisors, other research staff, professors or advanced researchers. In this aspect, candidates placed in a well-structured research group, with a clear model of working, may have an advantage.
- Fear of interaction with peers: within or outside their research group, doctoral candidates can expect to worry about how well their research outcomes will be received by their peers and may find themselves caught in between the wishes to sharing results, exchanging ideas, and making their research visible and the reservations they may have over their quality.
- Uncertainty about career prospects: doctoral candidates do naturally worry about their future career prospects, and this concern increases as the time for their theses defence approach. With the current increasing numbers of doctoral candidates in Europe (and worldwide), it is clear that finding a job in an research, academic environment is just one of the many career options for doctoral candidates, as suitable jobs can be found in education, service sector, industry, government, etc. However, the perceived ‘useless’ of a doctorate degree in many sectors of society may play against the mind of doctoral candidates who usually see their research far from ‘real world’ applications, even if at the genesis of their doctoral project an exercise of potential applications would be developed.

Universities provide different levels of information to their doctoral candidates depending on the established institutional policies and processes. As a highly individualised process, candidates do react differently to the pressures mentioned above. It is the responsibility of the supervisor

and other authority figures closer to the candidate to care for early symptoms that candidates' overwhelming feelings that can lead to a loss of motivation and can evolve towards the typical feelings attributed to the lack of wellbeing and good mental health of doctoral candidates.

Studies on mental health and wellbeing of doctoral candidates are increasing, and these need to be further encouraged. Indeed, much more needs to be done at the level of doctoral education to ensure that the next generation of researchers is a generation of mentally well-balanced and motivated human beings ready to work to solve problems affecting all of us. In this respect, the Sustainable Development Goals do provide an excellent framework to relate to the usefulness of a certain research topic.

EUA-CDE investigated several good examples of surveys and studies on mental health and wellbeing of doctoral candidates. These included the works of [Katia Leveque and Anneleen Mortier](#) from Ghent University in clearing up the concepts of mental health and wellbeing. [Barbara Dooley](#), CDE Steering Committee member, provided an institutional perspective in tackling the issue. [Janet Metcalfe and Sarah Nalden](#) from Vitae gave extensive overview of the situation in the UK and provided recommendations for other institutions across Europe. [Mathias Schroiijen](#) from Eurodoc provided an overview of the issue from different national contexts in Europe.



## Student Mental Health at the University of Chile

*Ximena Luengo*

**Director of Student Health at the Vice-Presidency of Student and Community Affairs  
Universidad de Chile**

The University of Chile understands that excellence in training must include specific health care, as part of supporting student life.

Higher education institutions must face this task in a flexible manner according to resource availability within their organization and should understand student quality life as central to their mission.

The present report will summarise the context of university mental health in Chile and specifically our approach to mental health issues.

### **International and Chilean Context of University Student Mental Health**

The last two decades have brought significant changes in the educational background of the population. This is best exemplified by the fact that the proportion of people in tertiary education has more than doubled [1].

University students face several challenges such as social adaptation to new environments, economic stress, and a high degree of uncertainty over their future; they may be at higher risk of presenting mental health problems in comparison with the general population [2-5].

Elevated prevalence rates of any mental disorder (35.3%) have been found in university students when compared to the general population,[6]. Additionally, university students in developing countries present even higher prevalence of mental disorders compared to developed countries [7-9].

The mental health of students is essential in its own, as part of the comprehensive project that academic life should be. Not only that, but also mental disorders have been associated with higher dropout rates and poorer academic performance [10]. A good university, in the broadest sense of the word, must take care of its students' physical and mental well-being.

Chile is a country with an upper-middle-income. However, good socioeconomic indicators hide a deep socioeconomic inequality that is not only limited to aspects such as income, access to capital or employment but also covers the fields of education and political power. In terms of education, higher education students have increased 39.9% in the previous ten years, and the proportion of 18-24 year-olds whose parents have not attained tertiary education among new entrants to university programs was 67% in 2016 [11]. Additionally, the annual average of the tuition fees charged by public institutions of tertiary education is only exceeded by the USA within the OECD countries.

Although in the year 2018, over a million people studied undergraduate and graduate programmes in Chile, there is no specific public health policy or programs for them and, as a consequence, they are neglected by the public and private health provision systems. Therefore, this reality must be faced independently by the universities and according to their organisation reality and resources available.

## **Policies, practices and resources to support student well-being at the University of Chile**

The University of Chile is the oldest and principal public higher education institution in Chile and has more than 32,000 undergraduate students and 9,000 graduate students belonging to 113 Master and 38 PhD programmes.

This university has a series of policies, plans and programs to promote mental health and assist undergraduate and graduate students with mental illness.

### *Regulatory Practices*

Since best institutional practices contribute to building a healthy university community, the University of Chile in the last five years has achieved progress in the recognition of social and political rights for their community, based on a broad and participatory work.

Some of these examples are the adoption of: 1) A policy of social responsibility in the reconciliation of family responsibilities and university activities, 2) A policy of prevention of sexual and labour harassment and the provision of an Office of Sexual Harassment and Violence, dependent on the Office of Gender Equality, directly dependent on the university President and 3) A protocol of action on sexual harassment, labour harassment and arbitrary discrimination; and the creation of a specialized prosecutor's office for the investigation and sanction of these cases of sexual and labour harassment and abuse.

### *Mental Health Services*

The institution has several mental health services in place to intervene when students show a mental health need. These services include counselling and students' medical services.

On the other hand, mental health professionals also participate in promotion and prevention activities that are mainly carried out through the health fairs that take place in the different university campuses. This is a powerful way to spread self-care messages to students and to promote the health care services they have.

- **Working Group on Mental Health - A participatory strategy**

The University Council and also the University Senate, the highest decision-making bodies at the institutional level, approved and mandated the establishment of a Working Group on Mental Health.

It is a group constituted in a tripartite manner (faculty members, administration officials and students), multidisciplinary and intersectional within the university (academia, health, administration). Its purpose is to develop and implement proposals for improvement of possible conditioning factors that may affect the integral well-being and mental health of the members of the university community, in particular the students.

### **Closing Remarks**

The experience in the University of Chile is similar to that described internationally. However, a large number of first-generation students, as well as several students with high debts rates, is a differentiating factor to consider in the national context.

Graduate students have access to most of the available mental health services inside the institution, but there are still no specific programs for them. The progressive increase in the demand in mental health care of this group will require a focus on their particular needs.

## Bibliography

1. The World Bank. World Development Indicators. School enrollment, tertiary (% gross) [Data file]. Retrieved from [https://data.worldbank.org/indicator/SE.TER.ENRR?name\\_desc=false](https://data.worldbank.org/indicator/SE.TER.ENRR?name_desc=false); date accessed: December 3, 2018.
2. Conley C, Durlak J & Dickson D. An evaluative review of outcome research on universal mental health promotion and prevention programs for higher education students. *Journal of American College Health* 2013;61:286–301 doi:10.1080/07448481.2013.802237 [Published online: 14 June 2013].
3. Conley C, Durlak J & Kirsch A. A meta-analysis of universal mental health prevention programs for higher education students. *Prevention Science* 2015;16:487–507 doi:10.1007/s11121-015-0543-1 [Published online: 07 March 2015].
4. Evans T, Bira L, Gastelum J, et.al. Evidence for a mental health crisis in graduate education. *Nature Biotechnology* 2018;36:282–284 doi:10.1038/nbt.4089 [Published online: 06 March 2018].
5. Torres C, Otero P, Bustamante, B, et.al. Mental health problems and related factors in ecuadorian college students. *International Journal of Environmental Research and Public Health* 2017; 14:530 doi:10.3390/ijerph14050530 [Published online: 15 May 2018].
6. Auerbach R, Mortier P, Bruffaerts R, et.al. WHO world mental health surveys international college student project: Prevalence and distribution of mental disorders. *Journal of Abnormal Psychology* 2018; 127:623-638 doi:10.1037/abn0000362 [Published online: October 2018].
7. Costa E, Rocha M, Santos A, et.al. Common mental disorders and associated factors among final-year healthcare students. *Revista da Associacao Medica Brasileira* 2014; 60:525-530 doi:10.1590/1806-9282.60.06.009 [Published online: 06 March 2014].
8. Kronfol Z, Khalifa B, Khoury B, et.al. Selected psychiatryc problems among college students in two Arab countries: Comparison with the USA. *BMC Psychiatry* 2018; 18:1-9 doi10.1186/s12888-018-1718-7 [Published online: 24 May 2018].
9. Fritsch R, Escanilla X, Goldsack V et.al. Gender differences in psychiatric distress in university students. *Revista de Psiquiatria Clínica* 2006; 43:22-30.
10. Reavley N & Jorm A. Prevention and early intervention to improve mental health in higher education students: a review. *Early Intervention in Psychiatry* 2019; 4:132–142 doi:10.1111/j.1751-7893.2010.00167.x [Published online: 20 April 2010].
11. OECD, *Education at a Glance 2018*. Paris: OECD Publishing, 2018.

## International Graduate Education vs National Regulations: Challenges in Health Care. The Case of Central European University in Hungary

*Liviu Matei*

Provost

Central European University (Hungary)

In many countries national legislation and regulations pose significant obstacles to quality international education. The range of non-supportive, even restrictive, national laws, regulations and practices is quite large, going beyond the academic operations proper, such as those with regard to teaching and learning or accreditation. International student admissions and enrollment (visas, most directly), tuition fees and financial aid, but also the hiring and retention of staff, retirement benefits and health care are also negatively impacted.

Central European University (CEU) is an international graduate school that has operated in Budapest, Hungary since 1991. CEU currently enrolls about 1500 students from over 100 countries. It is one of the few universities in the world without a national majority in the student body. Local Hungarian students are the largest group, but they represent less than 20% of the total. CEU's academic and administrative staff count more than 40 nationalities from all continents.

As an international university CEU has experienced directly many of the negative consequences of national regulations, laws and practices. In some cases, they are simply not adapted to the operation of international universities. In other cases, laws and regulations can be explicitly designed to be hostile, even openly repressive. In a political context marked by the acute corrosion of democratic norms and institutions, new legislation adopted in Hungary in 2017 specifically targeted CEU and an international higher education institution. As a consequence, CEU will be forced to relocate to another country.

Graduate students in Hungary, not only at CEU, face a series of difficulties, even handicaps with regard to health care:

- Students from outside the European Union are not eligible to receive free medical care within the state social security systems. They are obliged to secure private medical insurance.
- Students from other EU countries are not eligible for free medical care in the state system either, unless they are enrolled in Hungarian-accredited programs.
- Most international students do not speak Hungarian. This is a major obstacle given that very few members of the medical personnel or medical and administrative staff speak English or other foreign languages.
- It is very difficult for the spouses and children of international students to get access to healthcare, in particular if they are from non-EU member states.
- The Hungarian public healthcare systems suffers from lack of specialized personnel, adequate medical materials and equipment. Corruption can also interfere with the availability and quality of medical care. Even when international students have access to state-funded healthcare, they have to navigate a complicated, underfunded and understaffed, and low quality system. In fairness, this is also true for local students.

International students in Hungary do not have the same status as Hungarian or EU students (when enrolled in Hungarian accredited programs). This puts them at a disadvantage in a variety of ways and situations, including with regard to health care. Not speaking the local language and being unfamiliar with local informal norms and practices in healthcare puts international students in a situation of further discomfort and disadvantage. Similar circumstances affect negatively international university staff.

To address this situation CEU has adopted a series of measures, to ensure that international students and, respectively, staff can work effectively in Budapest. These measures include:

- CEU covers the cost for private medical insurance for all its students, whether they are from Hungary, the EU or outside the EU, and irrespective of their status as a fee-paying students or receiving full or partial financial aid. CEU also provides private medical insurance for all its resident academic and administrative staff.
- CEU maintains an in-house medical center with English-speaking doctors and nurses. CEU hires in-house psychological counselors. All CEU students, staff and their spouses and children can access these services for free.
- The private insurance bought by CEU for all its students makes it possible to have access to English speaking medical personnel outside CEU.
- CEU helps its graduate students to obtain medical insurance for members of their families (spouses and children) when needed.

Access to healthcare for students (and personnel) is only one of the challenges faced by a university like CEU, which result from national regulations, laws and practices that are not adapted to or supportive of international institutions.

## Health and Well-being Services and the Australian Graduate Research Community

*Alistair McEwan*

**Pro-Vice-Chancellor, Research Training and  
Dean of the Graduate School  
University of Queensland (Australia)**

In Australia health and well-being services are provided via a hybrid single payer/private insurance system. *Medicare*,<sup>1</sup> founded in 1984, operated by the Commonwealth (Federal) Department of Human Services is a universal healthcare system supported by a Federal income tax surcharge (the *Medicare levy*). This tax surcharge is currently 2% of a person's taxable income but the most of the funding for Medicare is from general revenue. Medicare is available to Australian citizens and permanent residents and they are entitled to treatment from authorized medical practitioners, nurses and allied health professionals as well as treatment in public hospitals free of charge. International surveys have consistently rated the Australian health care system among the best in the world. However, the system is under pressure as a consequence of an increasing gap between the schedule fee payable to medical practitioners and allied health providers under the Medicare Benefits Schedule (MBS) and the full-service fee charged to patients by providers. Where medical practitioners bill Medicare directly for their services (known as bulk billing) they accept a percentage (currently 85%) of the schedule fee in full payment for their services. However, increasingly authorized medical and health service providers are opting out of bulk billing and has led to out of pocket costs for patients which are among the highest in the developed world.

Although Australia has reciprocal (limited) health-cover agreements with a number of countries international students are not covered by Medicare and are required to purchase Overseas Student Health Cover (OHSC)<sup>2</sup> from a private insurance company as a mandatory requirement of the student visa. OHSC covers hospital, out of hospital, ambulance and prescription medicine subsidy at a similar level to Medicare. The cost of OHSC ranges from A\$3400 for individuals to A\$17,100 for families for coverage over 4 years. This must be paid upfront prior to arrival. The cost of OHSC is sometimes borne by the student but is often covered along with fees for students with scholarships. Many universities include OHSC as part of a stipend and fee scholarships awarded to international post-graduate research (PGR) students and at the University of Queensland, competitively awarded international scholarships include provision for OSHC (for up to 4 years for PhD students). Equity considerations have also led UQ to make available family health cover for students receiving a centrally awarded UQ stipend and fee scholarship, although this is not a uniform policy across all Australian universities.

With some exceptions Medicare does not cover dental services and so patients must pay the full amount unless they are eligible for subsidised access. The provision of dental services is one reason why uptake of private health insurance in Australia is relatively high (> 40%), although the proportion of under 30s taking out private health insurance is decreasing. Some OHSC policies do provide limited dental services for international students but for Australian domestic students and their families dental services can represent as significant expense.

At many Australian universities, students are able to access a dedicated health service on campus.

1 Medicare – Australian Department of Human Services <https://www.humanservices.gov.au/individuals/medicare>

2 Overseas Student Health Cover <https://www.studyinaustralia.gov.au/english/live-in-australia/insurance>



The University of Queensland owns and operates UQ Health Care<sup>3</sup> which provides support from general practitioners, nurses, allied health professionals and specialists to students across five medical clinics on the main St Lucia campus, the Gatton Agriculture & Veterinary Science campus and three other locations. The service is available to all UQ staff and students. Dependents of international students are also able to use this service. Services range from general health care and mental health to travel advice and vaccinations as well as support for management of drug and alcohol related issues, sexual health checks, contraception, pap smears, pregnancy testing. Health information relating to individuals in Australia is protected by the Privacy Act (1988), meaning that there is limited ability to get involved in student wellness checks without student consent.

There is provision for sick leave and paid parental leave for PGR students within the Australian system. At UQ where the scholarship rules permit PGR students receive scholarship payments for periods of illness of 10 days or less.<sup>4</sup> Scholarship recipients may be entitled to an additional 60 days paid sick leave within the duration of the scholarship for periods of sick leave exceeding 10 days. In alignment with the *Commonwealth Scholarships Guidelines (Research) 2010*, PGR candidates who have completed 12 months of their scholarship are entitled to paid parental leave during the scholarship. If the scholarship recipient is the primary carer of a child, the recipient is entitled to a maximum of 60 working days paid parental leave during the scholarship. If the scholarship recipient is the partner of the primary carer for a child, the recipient is entitled to a maximum of 5 working days paid parental leave during the scholarship. Scholarship recipients who have exhausted their paid parental leave allocation are able to apply for an unpaid interruption to candidature for each instance of parental leave under 'Interruption to Candidature'. The above provisions may not apply for international students who are subject to the conditions of the student visa and the Education Services for Overseas Students (ESOS) Act.

Overall, Australia has a well-developed universal healthcare system that provides excellent support for domestic students and their families. Weaknesses include poor coverage for dental treatment and the increasing out of pocket expenses for consultations involving general practitioners and services from allied health providers. For international students a system of modestly priced health insurance provides support although the expense for students with families can represent a significant burden.

---

3 UQ Health Care <https://www.uqhealthcare.org.au/>

4 <https://ppl.app.uq.edu.au/content/4.60.10-higher-degree-research-leave-and-interruption-candidature>



## Graduate Student Health and Wellness in Quebec, Canada

*Paula Wood-Adams*

Dean of Graduate Studies

Concordia University (Canada)

### Introduction to our context

In Canada, health care is provided through public systems which are available to all citizens and landed immigrants. Health care is legislated nationally through the Canada Health Care Act<sup>1</sup> but is administered provincially. The Canadian Health Care Systems provide access to most medical services including access to physicians/nurses in clinics and in-hospital diagnostics and treatment as needed with limited access to other services such as dental care, psychologists, and para-medical practitioners. In practise, most out-patient term psychological treatment is not covered by the public system and Canadians rely on private insurance or more likely pay out-of-pocket for these services.

Most universities provide on-campus health and wellness services. For example at Concordia we provide:<sup>2</sup>

- access to professional licensed psychologists, psychotherapists and counsellors
- an urgent care clinic and appointments with nurses and doctors
- sexual assault support services
- fitness facilities
- multi-faith and spirituality centre

Services at the medical clinic are covered by Quebec's public health insurance for students who are citizens or landed immigrants and by mandatory private insurance for international students (~\$1200 per year). Psychological and counselling, sexual assault support and spiritual services are covered by student fees. Although the supports available on-campus are comprehensive, the challenge is of course managing the volume, especially in the case of psychological and counselling services. Our staff have noted a marked increase in the demand for these services as well as a change in the type of problems that students present from transactional to more severe mental illnesses. Graduate students seek these services at a higher rate than undergraduates although to-date we have no dedicated services for graduate students but rather general services that are available to all students. In an effort to make psychological support more accessible, this fall, Concordia will create an embedded wellness centre in each faculty where students can drop in to access a range of activities and supports each day. We expect these centres to raise awareness of the mental health services that we provide but it is unlikely that they will address the balance between demand and capacity for support. Currently our psychological and counselling services cannot meet demand and we are having to send more and more students out to obtain services in the community for which they usually must pay out-of-pocket.

The approach of considering the mental health needs of post-secondary education students as a single population is common in Canada. For example, the Canada Mental Health Commission<sup>3</sup> is currently developing a "Standard on Psychological Health and Safety for Post-Secondary Students" which encapsulates trade schools, community colleges, undergraduate, graduate, and professional schools. This standard will provide a voluntary guideline for Canadian academic institutions and is a companion standard to existing "National Standard of Canada for Psychological Health and Safety in the Workplace".<sup>4</sup> It is likely that the needs of the graduate student population will not be fully captured in either of these standards on its own.

1 <https://www.canada.ca/en/health-canada/services/health-care-system/canada-health-care-system-medicare/canada-health-act.html>

2 <https://www.concordia.ca/students/campus-services/health-wellness-fitness.html>

3 <https://www.mentalhealthcommission.ca/English/what-we-do/children-and-youth/students-standard>

4 <https://www.mentalhealthcommission.ca/English/what-we-do/workplace/national-standard>

### **Needs specific to graduate students**

In order to elucidate the distinct needs of graduate students we have run a series of facilitated focus groups at Concordia University. The students in these focus groups report feelings of isolation, inadequacy, and guilt (for not working enough) that are exacerbated by competition between research groups and between students even in the same group. They find social activities within their departments to be stressful rather than enjoyable because of this. The students feel that their supervisors are not able to support them adequately because they are also caught up in the same need to produce research results. The students believe that having a clear understanding of expectations from the beginning of their relationship with their supervisor would help but even with clear expectations they feel the power imbalance intensely and feel unable to advocate for themselves. They also expressed the need for non-academic advisors to help them navigate through the university system, something that their supervisors either do not care about or do not know about. These findings are not particularly surprising but they do point to several concrete actions that can be taken around providing centralized non-academic advising and the creation of workshops about imposter syndrome and self-advocacy. Tools for clarifying expectations between supervisors and students can also be created.

### **When mental health issues and behavioural problems intersect**

Some of the most difficult situations arise when mental illness leads to behavioral problems that interfere with a student's ability to continue their studies. In order to manage such cases, Concordia convenes a case team chaired by the Director of Rights and Responsibilities, comprising the Deputy Provost, the Dean of Graduate Studies (when a graduate student is involved), legal counsel, the Medical Director, and the Director of the International Students Office (when an international student is involved). The case team considers the situation and determines if the student of concern is a sufficient "threat to themselves, others, the educational process, or the University community in general" such that restrictions need to be placed on their access to university facilities.<sup>5</sup> These restrictions and associated behavioral requirements are implemented in a supportive and non-disciplinary manner so as to allow the student to continue their studies as smoothly as possible. Returning to normal status at the university after a restriction has been placed, requires that the student seek treatment for their condition and that their medical professional attest to their ability to return to studies. At that point, if needed, we will also provide academic accommodations such as delaying major milestones like comprehensive exams. We also ensure that the student's funding is re-instated once they return to their studies. In the case of international students, if they are on leave for more than one semester and are under active treatment for a medical condition in their own country they may not be covered for that condition by our private health insurance. This is often the determining factor in whether or not they will continue their studies.

### **Summary**

Universities in Canada with the help of our public health care systems can provide comprehensive health and wellness support for their students. Difficulties arise with serious or chronic mental illnesses that require more support than can be provided on campus. Although our healthcare system is public, mental health care, especially psychotherapy and counselling, is significantly privatised and therefore accessing sufficient such treatment can be very difficult for graduate students. There is also a need to develop standards for services for graduate students as a distinct population. Our focus groups reported that feelings of isolation and difficulties in the student-supervisor relationship are the most common barriers to good mental health for our graduate students. When mental illness leads to behaviors that are disruptive or dangerous, decisions should be made by a team consisting of medical and legal professionals as well as student service providers and academic leaders so that all aspects of the student's situation are considered as fully as possible. In this way we can ensure that needed support is provided and minimize the impact on the student's academic progression.

---

<sup>5</sup> <https://www.concordia.ca/content/dam/common/docs/policies/official-policies/PRVPA-15.pdf>

# Socially Responsible Leadership: An effective way to Support “At-Risk” Student Populations

*Sen Yang*

Dean of Qian Xuesen Honors College  
Xi’an Jiaotong University (China)

## 1. Introduction to Socially Responsible Leadership

To enable young people to develop a strong sense of civic responsibility and a desire for social change, a Social Change Model of Leadership Development was first published in 1996 by the Higher Education Research Institute at the University of California Los Angeles[1]. This model is concerned with engaging undergraduate college students in effective leadership development, which prepares them for enacting positive social change[2]. The model was created specifically for use with college students and defines leadership (Socially Responsible Leadership, SRL) as “a purposeful, collaborative, values-based process that results in positive social change”[3]. The social change model of leadership development “builds upon that understanding through emphasizing the clarification of values, development of self-awareness, ability to trust, capacity to listen and serve others, collaborative work and change for the common good”[4].the central principles associated with the social change model involve social responsibility and change for the common good (HERI). These are achieved through the development of eight core values targeted at enhancing students’ level of self-awareness and ability to work with others (HERI). The values include consciousness of self, congruence, commitment, common purpose, collaboration, controversy with civility, and citizenship[5]. Eight core values interact synergistically and represent a student’s knowledge and capacity.

## 2. Socially Responsible Leadership and Health and Well-being

Dugan and Komives (2007) suggest that “increases in leadership development in turn enhance the self-efficacy, civic engagement, character development, academic performance, and personal development of students”[6]. A multitude of research especially over the last 20 years has highlighted both the importance and effectiveness of socially responsible leadership. For instance, participation in community service helps students be more empathetic, have more positive self-attitudes, and have “more highly internalized moral standards”, in addition, it “positively affected students’ beliefs that they can make a difference in the world” and that “leadership and political influence are important aspirations”[7]. If students have a strong alignment with constructs such as congruence, consciousness of self and commitment, It reflects that today’s undergraduates appear to be much more comfortable with diversity and conflict than once was the norm. Clifton, Anderson, and Schreiner (2006a) suggest several things happen when individuals become more aware of themselves, First, there is an increased understanding of others through the use of a common language. Second, this common language leads to increased interpersonal closeness, cooperation, and a greater sensitivity to social barriers. From an individual perspective, an awareness of individual talents brings about greater self-confidence and a sense of identity and direction[8]. The consciousness of self will assist people in addressing psychological, physical, and social challenges more effectively and with more confidence[9].

Within positive psychology, hope is positively correlated with self-esteem, optimism, and positive affect which are related to citizenship behavior, performance, and authentic leadership[10]. As such, this may suggest individual values of the socially responsible leadership are also related to hope. So, in a way, socially responsible leadership is an activating force that enables people, even when faced with the most overwhelming obstacles, to envision a promising future and to set and pursue goals. In higher education, it can predict resilience[11], academic success, and persistence.

### 3. Research on Socially Responsible Leadership

In 1998, Maryland doctoral student Tracy Tyree completed a dissertation that created a survey instrument to measure each of the seven C's, as well as Change[12]. These eight scales, collectively called the Socially Responsible Leadership Scale (SRLS), were subsequently revised to reduce the number of question items from 105 to 68 while maintaining reliability and validity, resulting in the SRLS-Revised 2 (SRLS-R2)[13]. In 2006, the Multi-Institutional Study of Leadership (MSL) was created and has collected data from participants across the country (Multi-Institutional Study of Leadership, 2011). Published findings from MSL data suggest students involved in community service and leadership programs are more likely to score higher on one or more dimensions of the socially responsible leadership scale[14]. Additional attention is paid to the influence of involvement in community service, positional roles, student organizations, and formalized programs on socially responsible leadership. In addition to engagement, certain demographic factors were also found to be significant. A study by Dugan, Komives, and Segar (2009) found that African American/Black students reported significantly higher mean scores than White students on consciousness of self. Asian Americans scored significantly lower than peers from all racial categories across consciousness of self and significantly lower than peers in all categories except Native Americans on congruence and commitment. Literature also reveals that women score statistically higher than men on all scales except for change[15].

### 4. Research on Graduate Students' Socially Responsible Leadership

Our study adopted an adapted socially responsible leadership scale. Combine Chinese cultural context, the SRLS measures were reduced from original 68 items to 40 items through standard data reduction technique across the six constructs of self-consciousness, integration of knowledge and action, consultation and cooperation, diversity and inclusiveness, civic responsibility, innovation and change. Each construct comprises between 5 and 8 items, Participants self-report using a five-point Likert-type scale response continuum ranging from strongly disagree (1) to strongly agree (5).

Data collection occurred from August 2015 to August 2016 in eight universities in shaanxi including Xi 'an jiaotong university, Xi 'an dianzi university, Shaanxi university of science and technology, Xi 'an foreign affairs university, Xi 'an university of posts and telecommunications, HuaQing college, Xi 'an university of architecture and technology and Xi 'an university of technology. A total of 1721 questionnaires were distributed and 1680 were valid for an effective rate of 97.62%. Among the respondents, more men (64.17%, n = 1078) completed the instrument than women (35.83%, n = 602). Approximately, 40.18% ( n = 675) of the sample were graduate students and 59.82% ( n = 1005) were undergraduates, subject categories are as follows: 66.73% engineering ( n = 1121), 36.9% Science( n = 391), 25.7% humanities and social sciences(n = 272), the majority of participants identified themselves as students with average or above academic performance (78.75%, n = 788).

Data in the study were analyzed using SPSS 20.0. Internal reliability for this instrument were 0.965. KMO (Kaiser-Meyer-Olkin) were 0.976, Chronbach alphas were conducted to determine reliabilities for this study and ranged from 0.783 for civic responsibility to 0.907 for innovation and change.

Table 1 provides the means and t values for both graduate students and undergraduates across each of the constructs. graduate students scored significantly lower than undergraduates counterparts on the following constructs: integration of knowledge and action (t = -5.49, p <0.001), diversity and inclusiveness (t = -3.04, p < 0.001), consultation and cooperation (t = -6.39, p < 0.001), civic responsibility (t = -4.69, p < 0.01), innovation and change (t = -9.34, p <0.001). The constructs of self-consciousness were not significantly different. It can be seen from the difference analysis that, with the improvement of the academic stage, except for the "self-consciousness" dimension, all

the other constructs of socially responsible leadership have significantly decreased. However, both graduate students and undergraduates score lowest on the same three constructs: self-consciousness (graduate students = 3.64, undergraduates = 3.76), civic responsibility (graduate students = 3.76, undergraduates = 3.92), and innovation and change (graduate students = 3.68, undergraduates = 3.96). It indicates that the postgraduates have a weak cognition of themselves and a lack of sense of civic responsibility and social change. Their health and well-being needs attention as well.

**TABLE 1. Current situation of SRL among graduate students**

Items	Self-Consciousness	Integration of Knowledge & Action	Diversity & Inclusiveness	Consultation & Cooperation	Civic Responsibility	Innovation & Change
Graduate Students (N=675)	3.64	3.89	3.90	3.81	3.76	3.68
Undergraduates (N=1005)	3.76	4.07	4.01	4.03	3.92	3.96
<i>t</i> values	-3.63	-5.49***	-3.04***	-6.39***	-4.68***	-8.34***

\* $p < 0.05$ , \*\* $p < 0.05$ , \*\*\* $p < 0.001$

\*The original Socially Responsible Leadership Scale included constructs: consciousness of self, congruence commitment, common purpose, collaboration, and controversy with civility, citizenship and change. The adapted socially responsible leadership scale included constructs: self-consciousness, integration of knowledge and action, consultation and cooperation, diversity and inclusiveness, civic responsibility, innovation and change.

[ ] Astin, Helen S. and Alexander W. Astin. A Social Change Model of Leadership Development Guidebook Version III. The National Clearinghouse of Leadership Programs, 1996.

[ ] Whitten-Andrews, Jeanie. Contextual Development: Situating the Social Change Model of Leadership Development Within a Broader Reality of Comprehensive Support[J]. Journal of College and Character, 2016, 17(3):201-208.

[ ] Komives, S. R., Wagner, W., & Associates. Leadership for a better world: Understanding the social change model of leadership development. San Francisco: Jossey-Bass. 2009.

[ ] Ricketts K G , Ph D , Ewing J C . How Today ' s Undergraduate Students See Themselves as Tomorrow ' s Socially Responsible Leaders[J]. Journal of Leadership Education, 2008, 7(1):24-42.

[ ] Dugan J P, Komives, Susan R, Segar, Thomas C. College Student Capacity for Socially Responsible Leadership: Understanding Norms and Influences of Race, Gender, and Sexual Orientation[J]. Journal of Student Affairs Research & Practice, 2008, 45(4):927-952.

[ ] Lane F C . The Relationship of Hope and Strength's Self-Efficacy to the Social Change Model of Leadership[J]. Journal of Leadership Education, 2011, 10(2):116-137.

[ ] Berger J B , Milem J F . The Impact of Community Service Involvement on Three Measures of Undergraduate Self-Concept[J]. Naspa Journal, 2002, 40(1):85-103.

[ ] Anderson J . Strengths Quest: Discover and Develop Your Strengths in Academics, Career, and Beyond[J]. 2014.

[ ] Hagedoorn M , Molleman E . Facial disfigurement in patients with head and neck cancer: The role of social self-efficacy.[J]. Health Psychology, 2006, 25(5):643-647.



- [ ] Walumbwa F O , Luthans F , Avey J B , et al. Authentically leading groups: The mediating role of collective psychological capital and trust[J]. *Journal of Organizational Behavior*, 2011, 32(1):4-24.
- [ ] Worrell F C , Hale R L . The relationship of hope in the future and perceived school climate to school completion.[J]. *School Psychology Quarterly*, 2001, 16(4):370-388.
- [ ] Tyree T M. Designing an Instrument to Measure Socially Responsible Leadership Using the Social Change Model of Leadership Development[J]. *Dissertation Abstracts International*, 1999,59(06).
- [ ] Dugan, J. P. SRLS-Rev2:Third revision of SRLS. College Park, MD: National Clearinghouse for Leadership Programs.2006.
- [ ] Dugan J P, Komives S R. Developing Leadership Capacity In College Students: Findings From a National Study[J]. *College Park*, 2007, 4(1):80–96.
- [ ] Dugan J P , Komives S R , Segar T C . College Student Capacity for Socially Responsible Leadership: Understanding Norms and Influences of Race, Gender, and Sexual Orientation[J]. *Journal of Student Affairs Research and Practice*, 2009, 45(4).





# **3: Creating a Campus Culture that Proactively Supports Wellness**

## Wellness Within Reach: Promoting Graduate and Professional Student Well-Being at Texas A&M University

**Karen Butler-Purry**  
Associate Provost for Graduate and Professional Studies  
Texas A&M University (U.S.)

Texas A&M University's (TAMU) bold pursuit of its mission to provide the highest quality graduate programs proves inexorably linked to efforts at creating a campus culture supportive of and advancing the seven dimensions of wellness: physical, emotional, social, intellectual, spiritual, environmental and occupational. As the National Wellness Institute defines it, wellness represents a conscious, self-directed and evolving process of achieving full potential. From the top down with the *Vision 2020: Creating a Culture of Excellence* plan, TAMU prioritizes student wellness and equips students to reach that potential. This paper highlights the diverse techniques and initiatives employed by specific TAMU stakeholders to promote wellness and mental health for the graduate and professional student community.

First and foremost, the TAMU Office of Graduate and Professional Studies (OGAPS) regularly facilitates an assessment of the graduate student campus climate to understand how the climate is perceived and experienced by graduate students. The Spring 2012 Graduate Student Campus Climate Survey revealed wellness as an area of concern to graduate students. The 2016 Survey also revealed additional graduate student wellness concerns such as pregnancy and parenting accommodations. OGAPS communicates results of the climate surveys through in-person presentations to graduate student groups such as the Graduate and Professional Student Government and Black Graduate Student Association, as well as to various units supporting graduate students. Further, OGAPS makes survey results available to all through reports and data published on the OGAPS website.

In response to the survey findings, OGAPS launched through their Graduate Resources and Development (G.R.A.D. Aggies) professional development program regularly scheduled wellness initiatives. For example, OGAPS partners with the University Counseling & Psychological Services (CAPS) to present "Creating a Life of Balance and Wellness," a session that helps graduate students develop practical methods to better manage stress and promote self-care. Session content includes CAPS explaining resources available such as the Sanvello App, a no-cost mobile app that uses clinically validated techniques to help users manage stress and anxiety and improve overall well-being. Comprised of quick activities alongside a supportive community, Sanvello is designed as a daily tool to help students at a gradual pace.

Furthermore, G.R.A.D. Aggies expanded wellness initiatives for the coming academic year. They will collaborate with CAPS to incorporate wellness into all professional development programming, workshops and events through developing 1 to 3 minute activities to use at the beginning or end of sessions. OGAPS will also distribute PowerPoint slides and brochures describing available wellness resources. In addition, G.R.A.D. Aggies will include a "Wellness Corner" section in their weekly newsletter highlighting a new topic, resource or activity related to wellness. G.R.A.D. Aggies will also deliver information on wellness to Graduate Advisors through e-mail, workshops and brown bag sessions.

OGAPS also partnered with DoctoralNet and MastersNet to offer free access to a series of resources, tools, and webinars for TAMU graduate students through the TAMU DoctoralNet Portal. A subset of these online offerings include tools and professional development webinars tailored to wellness. Sample topics include: anxiety, imposter syndrome, work-life balance and more.

In addition, the OGAPS Ombuds Officer encourages student wellness. The ombuds officer advocates for the fair processes of graduate education and provides equal, open access to all parties: graduate and professional students, staff, faculty and administrators. The ombuds officer serves as an informal, independent, neutral and confidential resource for persons to discuss questions and concerns related to graduate education. To create awareness regarding issues of concern to graduate and professional students, the ombuds officer develops an annual report containing detailed visitor statistics, demographics, roles at the university, nature of visit, and comparisons over time. OGAPS shares the report with Associate Deans of the Colleges and also publishes the report on our website.

The second stakeholder promoting graduate and professional student wellness at TAMU is Counseling & Psychological Services (CAPS). CAPS commits to enriching student development and growth through compassion, empowerment, advocacy and empathy. They organize their strategy around prevention, education, counseling and outreach. They provide goal-oriented counseling to address mental health and developmental issues. Services come in workshop, group, couples and individual formats as well as with limited psychiatric care and crisis management. They also engage in assessment and intervention, plus outreach from a culturally informed, social justice perspective. As part of their campus-wide initiatives to educate and support the Texas A&M community, they house an after-hours mental health service telephone Help Line. The Help Line is available from 4 pm to 8 am weekdays and 24 hours a day on weekends when school is in session. CAPS also houses a Suicide Awareness & Prevention Office. CAPS outreach to faculty, departments and colleges includes education on how to recognize a problem, how to talk with and listen to students, how to refer when necessary, how to recognize an urgent or crisis situation, and when and how to seek consultation. Additionally, CAPS tailors specific services directly to graduate and professional students including an international student discussion group, a thesis/dissertation support group, a graduate student support group, individual personal counseling, academic/career counseling, psychiatric consultation, substance abuse assessment and counseling, and crisis intervention.

The third TAMU stakeholder promoting wellness is the Office of the Dean of Student Life in the Division of Student Affairs. This unit houses the Health Promotion office. The Health Promotion mission includes empowering all Aggies to embrace a culture of holistic well-being that fosters academic, personal, and professional success. Their work supports graduate/professional students and undergraduates. Health Promotion provides three general levels of engagement: one-on-one consultation, presentations and small group workshops/trainings, as well as campus wide initiatives. Programming is informed by data collected in the National College Health Assessment, campus surveys, qualitative data collection, and relevant literature. Additionally, they provide programming upon request to meet the needs of various stakeholders, including those who connect with graduate students. These programs focus on mental health, stress management, and removing barriers to healthy behaviors. In addition, Health Promotion employs a variety of graduate students within their office, further incorporating the unique perspectives and experiences of the graduate/professional student population into programming.

Health Promotion also offers the Green Dot Bystander Intervention Program. The Green Dot Strategy is a comprehensive approach to violence prevention that capitalizes on the power of peer and cultural influence across all levels of the socio-ecological model. Informed by social change theory, the model targets all community members as potential bystanders, and seeks to engage them. Through awareness, education and skills-practice, the Green Dot program teaches proactive behaviors that establish intolerance of violence as the norm, as well as teaching reactive interventions in high-risk situations – resulting in the ultimate reduction of violence.

The fourth stakeholder promoting wellness includes the Texas A&M University System. Through Benefit Services, the System provides resources to graduate students. Members of the System Health Insurance Plan have access to the myStrength App. MyStrength is a community-oriented mental health tool available 24/7, offering students personalized evidence-based activities to help build mental strength. Students can find what works best for them, choosing from over 100 activities: short or long, videos, articles, inspirational quotes, mindfulness exercises and more.

Rec Sports in the Division of Student Affairs represents a fifth unit promoting wellness for graduate students. The Student Recreation Center is the flagship facility, holding more than 400,000 square feet of recreation space. Rec Sports offers something for everyone: aquatics, certification courses, drop-in recreation, group fitness and classes, indoor climbing, intramural sports, outdoor adventures, sport clubs, and strength/conditioning. During OGAPS' 2019 Community of Scholars celebration for National Graduate and Professional Student Appreciation Week, OGAPS partnered with the Rec Center to offer graduate student discounts on group fitness classes, plus games and food to encourage graduate students to utilize the Student Rec Center.

In summary, numerous Texas A&M University stakeholders including the Office of Graduate and Professional Studies understand the importance of creating a campus culture that enables students to thrive. They remain committed to helping graduate and professional students develop methods to prioritize wellness, manage stress and promote self-care while balancing the multiple roles, responsibilities and challenges associated with graduate school.

## Don't just survive: thrive!

**Amanda Davis**

**Associate Director, Graduate Research  
The University of Melbourne (Australia)**

The University of Melbourne's [Student Charter](#) underpins the relationship between the University and its students. It was developed in consultation with students in 2012 and updated in 2017.

The University's current institutional strategy, *Growing Esteem*, is nearing its end. Discussion of the next decadal plan (*Strategy 2030*) is underway and student wellbeing will likely feature more strongly in it.

The University strives to create an environment in which students can succeed and excel. There is widespread understanding and acceptance amongst institutional and school leadership that students can only do so in an environment that is safe, supportive, respectful and nurtures their wellbeing. That said, there is more to do to inculcate that empathy throughout the academy.

We are a comprehensive, research-intensive University, organised into 10 academic divisions, with 50,270 equivalent full-time students (51% undergraduate; 42% taught graduate and 7% graduate research programs).

Academic divisions (schools and faculties) provide local induction, enrichment and cohort development programs. The [Murrup Barak Institute](#) and Indigenous Graduate Students Association provide student success support for our Indigenous students.

Two student associations; the [University of Melbourne Student Union](#) (UMSU) and the [Graduate Students Association](#) (GSA) provide activities are funded by a student services levy.

Medical and physical health, counselling and psychological support services and personal safety programs and support are provided for [students](#) and [staff](#). Staff benefits include a confidential, externally provided [Employee Assistance Program](#). As is the case for many Australian institutions, the University also has an active LGBTQI+ Ally network.

### *Monitoring mental health*

Researchers from the University of Melbourne, La Trobe University and Queensland University of Technology undertook an Australian government funded [Enhancing Student Wellbeing](#) project, which delivered its findings in 2016. As a result of that work they proposed a [Framework for Promoting Student Mental Wellbeing in Universities](#).

Student wellbeing and course experience surveys have been undertaken at the University in recent years - in 2013 and 2017 for undergraduate and graduate taught programs and in 2018 for graduate research programs. The aims of these surveys have been to:

- Understand the levels of psychological distress and positive wellbeing reported by students
- How course satisfaction, course progress and course experiences vary across taught programs and how graduate researchers assess their course experience
- Which demographic, course-related and psychological factors are associated with student mental distress, psychological wellbeing and course satisfaction; and
- How student mental wellbeing can be enhanced and better supported (both by university staff and in curriculum and program design).

The surveys use validated scales for depression, anxiety and stress; for psychological wellbeing; and for satisfaction with life. The researchers note that an individual's basic psychological



needs for autonomy, competency and connectedness must be met in order to thrive, not just the absence of negative influences. They also consider the concept of ‘self-compassion’ as important in building resilience.

Consistently, the researchers report that a sense of belonging and connection within the faculty/school is a key contributor to positive wellbeing and student satisfaction. Modelling of demographic and life factors such as employment concerns and financial stresses showed they were not predictive of psychological distress in these surveys.

The surveys also ask students about their use and awareness of counselling services; whether they are confident they can identify when their stress or anxiety levels are too high; and whether they are confident they would know *where and when* to refer a University friend who is suffering anxiety or stress.

#### *Proactive responses*

Our internal surveys indicate that the best ways to support students’ mental health are to increase their sense of purpose and belonging to their academic community, increase opportunities for peer engagement and networking and develop the feedback and guidance provided by their supervisors.

The *First Year at Melbourne* program is connecting students more deeply into University life and the services available to them. Students will have regular appointments with both academic and professional staff advisors and be introduced to the support services available. Buddy programs and peer-to-peer mentoring for new students are increasing across all cohort groups to build their social connections on arrival.

Discipline-cohort initiatives are necessarily undertaken at school and faculty level. Schools may also engage external facilitators to deliver targeted workshops and seminars (eg Thinkwell). For students in taught programs, additional wellness services are provided at times of higher stress. For example, during the examination period ‘how to manage exam stress’ workshops are run, wellness puppies are on campus, and microwave-ready meals can be obtained at the Library.

Direct wellness supports for students range from online tips for healthier living and managing exam stress, free lunchtime yoga and meditation classes (also provided by UMSU and GSA), mindfulness classes, to full-day managing anxiety workshops for doctoral students.

The Counselling Service provides a secondary consultation service to staff to coach them in managing a situation in real-time. They have also created an online training program on supporting student mental health and periodically offer a 2.5 day ‘mental health first aid’ program.

More comprehensive development programs for graduate research advisers (supervisors) are in planning.

#### *Raising awareness and help-seeking behaviour*

Programs and services are communicated through the full range of channels: University [websites](#), Facebook groups, e-notices in the Student Portal, student associations, administrative support centre, academic divisions and the Library. Events held during themed weeks (Wellness week, Mental health week, Diversity week etc) also build awareness.

All students are offered a free, confidential, 30-minute general health consultation. This preventative health assessment is designed to help them understand their health care needs. Those who attend the appointment are entered into a monthly prize draw to win \$50 of movie tickets.

## One is the Loneliest Number: How to help the Writing Phase using a Dissertation Writing Group

*Jessica Horowitz*

Director, Academic Relations  
ProQuest Dissertation Publishing (U.S.)

Writing. Writing with a deadline. Writing to be critiqued by a mentor. Writing to be evaluated by several mentors. The outcome could foreseeably affect your future. Not sure how to begin. Questioning *everything*. Oh my.

Graduate students face a multitude of challenges along each step of the journey as they navigate through their program. Concerns about finances, family obligations, imposter syndrome, career opportunities and physical health can be daunting and easily derail the best laid plans for an advanced degree. The few recent studies regarding graduate student mental health issues suggest that there is a significant rise in self-reported mental health issues (anxiety and depression being # 1 and 2 respectively) and subsequent visits to the student counseling service at the institution (Berkeley, 2014). International graduate students, while reporting similar concerns and frequency, face additional challenges with isolation and language barriers (Hyun, Quinn, Madon & Lustig, 2007).

According to the Berkeley study (2014), Doctoral students post-coursework (advanced to candidacy) self-report that they are less satisfied overall than those graduate students prior to candidacy. In addition, respondents who were satisfied with life were more likely to report that they were on track to complete their degree program on time and were engaged by their day-to-day work. Unpacking that, although students who feel that they are making good progress and have strong interactions with their colleagues/departments report less mental stress and anxiety, students who are in the dissertation phase report less satisfaction. The final hurdle for doctoral students, the culmination of their research and study, can prove to be the most challenging, emotionally draining and isolating of their entire graduate career.

It is clear that there is no single magic formula or special session that promotes every student's strength and success both physically and mentally, while simultaneously progressing through their completion of program requirements. However, a key strategy that has demonstrated success for many students in this last stage, and requires few resources is the ***Dissertation Boot Camp/Writing Support Group***.

### *Cohort Model of Writing*

Most graduate programs, regardless of discipline have naturally occurring cohorts each year with new graduate students enrolling in courses together, training to be teaching/research assistants, and working in labs together. While there can certainly be a level of competitiveness, many students feel a sense of support and belonging at this point in graduate school.

When students enter the post coursework/post exams stage, however, many are confronted by a new model and set of expectations by their advisor and the faculty. The semester length deadlines are no longer present, the ready-made groups of people studying and preparing for a presentation no longer exist, and the general structure and calendar that so many are accustomed to aren't relevant.

Many of us believe writing to be a solitary activity. We are programmed to go somewhere quiet and devoid of stimulus so that we can ‘get our work done’. For graduate students who may struggle with future indecisions, anxiety about finances, and concern about job prospects, being alone with their thoughts every day without structure or social support from others in a similar situation may be a near impossible task.

Creating a writing group can be an elegant solution to this, although an effective and supportive cohort requires planning and consideration. Graduate Schools and offices can take the lead in creating and nurturing these programs, with the eventual goal of a self-supportive group over time. Many models exist that have proven effective in both easing the anxiety and stress of students and assisting in the completion of the dissertation.

I would like to highlight one program for consideration, a model that has been used for over ten years at my former institution: *The Summer Dissertation Boot Camp*. This program invites doctoral students who are in the proposal or writing stage of the dissertation to join in a one-week (five full days) intensive writing session, with a commitment to the entire day from 9:00 am until 5:00 pm. Each applicant is asked to submit a brief letter of support from their dissertation director/advisor and a synopsis of the research and timeline for completion.

### **Program Specifics:**

#### *Goals shared with group:*

- Participants in this workshop will get a taste of completion while working in a group environment that is meant to be both motivating and supportive.
- Participants will take away the work habit of designating specific time in a day to writing.
- Participants will engage in a schedule and in a writing method that, if practiced well after the workshop, will result in a completed doctorate.
- Participants will come to the workshop prepared to put fingers to keyboards in order to reach a specific goal: complete the dissertation proposal (in draft or final form) or complete a dissertation chapter (in draft or final form).

#### *Guidelines:*

- Participants will arrive **on time** to the workshop with all necessary research materials: data will have been entered, secondary sources reviewed and in hand, notes compiled.
- Participants will not browse the internet while working.
- Participants will keep a daily log of their progress that will be shared with the group each morning. This sharing of daily – and weekly goals are vital in holding each other accountable and support/encouraging everyone.
- Participants will peer review and be peer reviewed. Peer reviews can take place as early as mid-week (for those dissertating) and as late as Friday (for both stages). Students choose or the facilitators will pair up writing partners who will exchange work at the end of an agreed-upon day(s). **At home**, each will read, comment, and provide suggestions on their peer’s written work. Reviewed work will be exchanged the following day and discussed at a time convenient for both (the scheduled afternoon time is flexible).
- Participants should keep in contact with their advisor throughout the week. At the end of the week, you will send a revised timeline and your completed work to your advisor.
- Lunch will be provided for all five days.

#### *Outcomes:*

The week is organized with several outcomes in mind, the most important of which is the feeling of success at the completion of a writing goal. The sometimes painful but mostly rewarding process of writing is as much a habit as exercising or procrastinating. Participants will engage

in a schedule and in a writing method that, if practiced well after the workshop, will result in a completed doctorate. This is a unique experience of intense community, writing and, perhaps fun as well.

#### *Follow Up:*

- Encourage continued meetings throughout summer as a group.
- Online group created in Blackboard with chat rooms and synchronous meetings when possible; shared documents (if desired) on Google Docs. Check in as group in person/Skype before holidays.
- If dissertation not completed by following spring/summer, one more week of boot camp for cohort.

#### *Assessment:*

One boot camp participant withdrew from program before completing dissertation in the ten years of this boot camp model. Completion rates vary but >60% defended dissertation within two years of completing the first boot camp. As an aside (as mentioned by the students), about 15% of former participants mentioned boot camp in the Acknowledgements section of their dissertation.

#### *Final Thoughts:*

- Bringing in students from all disciplines makes for a more interactive and productive week.
- Incorporate Peer Review sometime towards the end of the week. Students were never excited about the prospect and were anxious, but all benefitted by being critiqued by peers and critiquing others' work – especially across disciplines.
- Interspersed in the strictly writing timeframe – often during lunch – invite someone from the Wellness Center to speak about self-care, have one of the Deans/Directors talk about graduate policies, formatting requirements and guidelines, and consider inviting an alum from the boot camp to talk about how they finished successfully.
- Yes to Thesis boot camp. Perhaps not an entire week – maybe three days but important.
- Some boot camps charge students to attend. Consider subsidizing the meals etc. so every student can be eligible.
- Depending on location and resources, think about 15-20 students per session

While this particular structure is one of many models, the primary emphasis of writing groups, especially across disciplines and programs allows for a safe, potentially supportive environment for collaboration and success. The broadening of this type of writing support to a virtual community for online students and to those who can't physically be present has also shown a great deal of success.

#### **References**

Berkeley Graduate Student Well-being Report (2014). *The University of California graduate student well-being survey report*. [http://www.ucop.edu/institutional-research-academic-planning/\\_files/graduate\\_well\\_being\\_survey\\_report.pdf](http://www.ucop.edu/institutional-research-academic-planning/_files/graduate_well_being_survey_report.pdf)

Hyun, Quinn, Madon & Lustig (2007). *Mental Health Need, Awareness, and Use of Counseling Services Among International Graduate Students*. *Journal of American College Health*, 56:2, 109-118, DOI: 10.3200/ JACH.56.2.109-118

## Early Observations on Wellness Programs at Hanken School of Economics

*Timo Korkeamäki*

**Department Head, Finance and Economics &**

**EUA CDE Member**

**Hanken School of Economics (Finland)**

To produce new and unique knowledge is bound to seem like a daunting task for a beginning researcher. Doctoral students spend their coursework reading seminal works of the very best scientists in their fields, which lifts the bar even higher. It is natural, that even the brightest doctoral students face some uncertainty in their minds regarding their own chances to complete their degree requirements.

On top of the academic challenges come life challenges outside the doctoral curriculum. Funding of doctoral studies is scarce, and working to secure funding through completion can easily take the focus away from the academic tasks, or at least increase the stress level. Many forms of funding also come with hooks attached, such as expectations to work as teaching- or research assistants, and these tasks do not often serve the progress towards completion of dissertation. Naturally, doctoral students also need to worry about their employment opportunities upon graduation. Media reports on unemployed doctors are likely to cause anxiety – “am I struggling for nothing?”. Yet another layer of stress can come from private life, as typical doctoral students are often of age when their family situation presents new challenges, such as starting a family. In sum, doctoral studies are almost by default surrounded by several severe stress factors.

Universities have only recently woken up to these challenges. As faculties and even administrators tend to be survivors of this system, their response to doctoral well-being may often be indifference. “If I had to suffer through it, why should my students have it any easier?”.

Upon moving from the US to Finland some eleven years ago, I noticed significant differences in treatment of doctoral students. Where the culture that I knew from business schools in the US often supported the use of doctoral students as “slave laborers”, the Finnish system recognized doctoral students as independent researchers, with a heavy focus on their own scientific work. For instance, the collective bargaining agreement of the Finnish university sector sets very strict limits for use of doctoral students in teaching.

One would think that at a Finnish business school, with well-protected status of doctoral students and generally very good employment opportunities upon graduation, the doctoral students would strive and be stress-free. With a total student population of about 2,500 and roughly 120 doctoral students, the small size of our university also allows for a more personable and tailor-made approach, which should further reduce the doctoral anxiety. Nevertheless, we conducted our first-ever wellness survey to our doctoral students in 2017. The national survey had been previously conducted bi-annually to faculty and personnel, and we saw the need to extend the sample of the survey also to our doctoral students. In order to be able to compare the results to those from faculty and personnel, we used the national survey with only minor adjustments, such as additional questions related to supervision.

While the results of this first survey were in general very positive, the survey also served as an eye opener in several ways. First, it revealed that not all of our doctoral students are happy

about their program. Second, the school's strategy and its implementation are not very clear to many of the doctoral students. Third, perhaps unsurprisingly, experiences with supervisors exhibit wide variation. The last observation has highlighted the need for added supervisor training and follow up. The support system for wellness within a doctoral program can easily be as strong as its weakest link.

It was also interesting to observe that administering a survey to a population that is very current on research methods presents some challenges. We received some well-placed critique concerning the survey design, and setting of certain questions in the national survey.

Looking into the future, it is obviously important to collect both formal and informal information regarding well-being of doctoral students. Even in a close environment of a small university, one can not solely rely on the informal channels. The students appreciate the fact that they have a voice. It is also important that universities are open about any potential problems revealed in their programs, and that they respond to them promptly.

With regards to future challenges, I see funding of doctoral studies and long term career concerns as the main issues causing stress to our doctoral students. At Hanken School of Economics, we currently offer our incoming doctoral students fully-funded positions as employees for the first 24 months of their studies. However, as the typical time to graduation is about five years, our current policy has students facing anxiety about how to gather funding for a large portion of their studies. The situation is particularly difficult for those students coming from outside the EU, as their residence permits are tied to their ability to provide proof of employment and future source of income. Their options to supplement their income from sources outside the university in a foreign country are limited by both language barriers and immigration law. The mental challenges of doctoral education are difficult enough without worries of filling funding applications and drafting research proposals.

Another challenge in Europe is the academic job market, where I envy the large American market with relatively homogenous educational standards and expectations on newly-minted doctors. Europe still has long ways to go in order to achieve a continent-wide job market, free of language, culture, and even regulatory barriers. For a doctoral student, the light at the end of the tunnel, coming from an eagerly-waiting, wide and deep job market, would be a major stress-reliever for many doctoral students in Europe.



## HUST's Intervention Strategies to Support Graduate Students' Mental Health

*Yanlin Ma*

**Dean of the Graduate School**

**Huazhong University of Science and Technology (China)**

Huazhong University of Science and Technology (hereinafter referred to as HUST) is located in Wuhan, the biggest city of central China. As one of the top 10 universities in China, HUST is a comprehensive and multi-disciplinary research university directly under the administration of China's Ministry of Education. Currently, it offers 200 master programs and 183 PhD programs with over 24,000 graduate students, including about 7,000 PhD candidates and over 17,000 master's degree candidates.

### **I. Unique stress and challenges for grad students**

With the expansion of graduate student enrollment in China's universities, mental illness has been a growing concern for the graduate community. Evidence shows that grad students, esp. PhD students in HUST now face significant mental health challenges, such as OCD (Obsessive-compulsive disorder), depression and anxiety. Further investigation suggests that the major stressors and challenges for grad students include academic stressor, financial stressor, interpersonal relationship stressor, job placement stressor, and emotional stressor etc.

### **II. Intervention strategies to support the students' mental health**

In recent years, mental health of grad students is becoming increasingly hard to ignore on the part of the university. In order to address this issue, HUST has explored and launched a couple of strategies to proactively support grad students' wellbeing.

1. HUST has endeavored to create a campus culture that supports grad students' mental health. We have organized trainings, lectures and events to educate faculty and administrators about the impact of the mental health of graduate students to ensure that those in a position can identify student's mental health needs and support the students accordingly.
2. Universities should take steps to address mental health problems proactively before crises occur. HUST has adopted prevention and intervention strategies to follow up on the "key" students' mental states. There's an effective communication channel between the Graduate School, individual school and department, supervisors and tutors by which we can identify students who have gone through immense pressure and special care and attention can be given to him/her in order to prevent serious cases of psychological problems from arising.
3. On-campus counselling center offers free counselling sessions for all students. In 2018, 3,807 students have sought mental health services at the center, including 2,330 undergraduate, 1,090 postgraduate and 387 PhD students. In addition, the counselling center has worked with concerning schools and departments to settle 68 cases of students suffering from severe psychological problems, among which 44 were undergraduate, 17 postgraduate and 7 PhD students.
4. Strong, supportive and positive relationships with supervisors correlate significantly with less anxiety and depression for grad students. The Graduate School organizes training sessions on a regular basis for supervisors, especially new supervisors on preventing, recognizing, and addressing mental health issues in their students. It is articulated that in addition to providing assistance and guidance in academic endeavors, supervisors are also responsible for offering psychological support to their students.

5. HUST provides the grad students with all kinds of scholarships, grants and student Loans to help relieve their financial burdens.
6. HUST has launched a “Mental Health Month” program in which lectures and talks are given by mental health professionals on how to adopt a positive attitude toward life as well as equipping students with knowledge in psychology to identify their own problems and seek professional help as needed.
7. Campus-wide and school- or department-wide activities are organized to help grad students adapt better to the new environment, strike a work-life balance, and reduce a feeling of isolation. For example, Sports games and talent shows are held annually at HUST. In 2018, several grad students adapted a pop song called Those Were The Days into a HUST version. Some created a sand painting named Memory in honor of Huang Qun, an alumnus who died for protecting the national key research platforms. Some made videos called A New Era for Us and HUST Is Awesome. In addition, 42 schools and departments all have their unique culture and featured activities, which have greatly enriched students’ life.
8. All around the year, well-known scholars, professors and entrepreneurs in the industry are invited to give talks on the approaches and attitude toward doing scientific research. Events such as Excellent Doctoral Student Forum, Afternoon Tea for Academia have been held to provide opportunities for sharing, and seeking advice, so that the students’ academic pressure can be reduced.
9. There are plenty of opportunities for students’ social activities and internship. Each year, about 1,000 grad students engage in a social activity called “Deep Understanding of China” and various social surveys, through which, students can get access to the real world and be better prepared for their future career.
10. HUST provides employment guidance and career development consultation to the grad students. We have connected the industry, enterprises and the students by updating recruitment information, organizing on-campus job fairs and inviting the employers to give talks on career planning and job-hunting tips. All these efforts are meant to increase students’ competitiveness in the vast and ever-changing job market to ensure their success and wellbeing.
11. Every school of HUST has a full-time tutor who oversees the grad student affairs related to their academic work, everyday life and mental health. A few of them are licensed counselor and career advisor who can provide psychological and career guidance to the students.

### **III. Conclusion**

A great number of grad students are struggling with mental health problems that can develop into serious threats to students’ wellbeing or even lead to social crimes. Therefore, universities should take immediate actions to address this issue by cultivating supportive environments and adopting intervention strategies. In addition, since having an inspirational supervisor partially offset the risks of mental illnesses, supervisors should be encouraged to provide psychological support, guidance, and assistance to students who are often working through some of the most difficult periods in their lives, both personally and professionally.

Due to the traditional Chinese mindset, people are fearful of making their mental illnesses public and always try to keep their problems to themselves or confide with very close friends or family. A campus culture should be created to eliminate the stigma and ensure that students are not reluctant to seek counselling when in need. After all, the counselling and medical treatment are the most effective and ultimate means to help the students who suffer from psychological problems.

## Creating a Support Culture of Wellness: the wellness consultation service and community building

*Fahim Quadir*

**Vice-Provost and Dean, School of Graduate Studies  
Queen's University (Canada)**

This rather short presentation is based on my keen interest in fostering a culture of wellness at two major Canadian universities. In particular, it revolves around two distinct yet interrelated models of wellness that are aimed at ensuring graduate student success by building a community as well as promoting the personal well-being of graduate students.

### **A. Enhancing Pathways for Support: The Wellness Consultation Service**

Pursuing a graduate degree at times can be overwhelming, bringing a significant increase in stress to the lives of students. Many graduate students struggle to maintain a sense of wellness throughout their studies and may hesitate to reach out for help when they need it most. As reported by the Canadian Federation of Students-Ontario's Not in the Syllabus report, common barriers faced by graduate students when considering accessing supports include: fear of reprisal, not wanting supervisors or mentors to know they are seeking help, and having to access services in the same physical space as their undergraduate students (as they may be serving as their Teaching Assistant).

Additionally, centralized counselling services require students to undergo a formal intake process before being offered services, and students who are not in critical or urgent need often wait weeks—sometimes months—before they are connected with a professional. As students wait for this connection, their distress may intensify and their level of personal wellness may diminish. Now more than ever, it is recognized that graduate students have unique needs when it comes to accessing mental health and wellness supports, and these services need to be flexible and designed specifically for graduate students in order to best meet their needs.

### **Program objectives**

Recognizing the need to better support mental health and wellness, The Wellness Consultation Service, which is a unique, quick-access, single-session counselling and consultation support service for graduate students, was launched in 2017. Its primary goal is to achieve accessibility and impact through the delivery of a first-of-its-kind service that removes many of the common barriers identified by graduate students that stand in the way of seeking help. The Faculty of Graduate Studies at York University, where I was serving as Interim Dean and AVP, created a new role – Manager, Graduate Student Wellness Services – in order to have an embedded mental health professional with dedicated responsibility for wellness service design and implementation.

The aim was to create a meaningful, easily accessible source of support for graduate students that did not replicate existing services. More specifically, the Wellness Consultation Service was introduced with the following service goals and priorities in mind:

- i. **Graduate-specific:** a service created for graduate students which is located outside of centralized counselling services.
- ii. **Fast access:** graduate students will have almost immediate access to a mental health professional when needed.
- iii. **Accessibility:** no formal intake or service entry criteria; service available to all graduate students regardless of student status.
- iv. **Autonomy:** graduate students self-direct the booking of their appointments and can re-access the service at their discretion.

## **B. Creating a Support Culture of Wellness by Building a Community**

Wellness has been and continues to be a concern among graduate students at Queen's University. Students, faculty, and staff are increasingly aware about personal wellbeing of graduate students and factors that can affect it. I believe that one of the most effective means of supporting students is to foster and cultivate an environment in which care and support are recognized as a university-wide priority.

The University recently adopted the Okanagan Charter and has undertaken a collaborative, campus-wide Campus Wellness Project that focuses on the wellbeing of students, staff and faculty. As a leading member of the project, the School of Graduate Studies focuses on building a cohesive graduate student community that is central to student wellbeing. In programs where there is a strong community and an emphasis placed on collaboration, there is a stronger sense of wellness among students. Students place great value on the relationships they form, whether with other students, their supervisors, or staff. Graduate Assistants and students, for example, often develop relationships as the former are readily accessible, provide results, clearly demonstrate care, and provide direction. It is the personal ties, the community chosen and fostered, that generates a sense of belonging that can have a positive effect on the student experience, which cannot be either understated or undervalued. Much of our activities are geared towards the following four major initiatives:

- i) **Developing networking opportunities among students, support units, and staff across campus:** A number of programs, including “Dining Family Night”, “Cooking on a budget”, “Research Bake Off”, “Good Food Box”, “Cooking with Kids”, “Grad and Post-Doctoral Fellows and their Families BBQ”, and “Networking Reception” are introduced to support the community building initiative.
- ii) **Creating dedicated physical space and opportunities to come together to meet, study, and share knowledge and experiences:** Providing space and more opportunities for students to come together can help to alleviate many anxieties—including alienation, imposter syndrome, and lack of awareness of support—and address some of their explicit desires to collaborate, meet others, learn about diverse research, and build a community.
- iii) **Building resilience:** Recent campus surveys confirm that graduate students often experience difficulties in achieving program milestones partly due to their struggles with stress, anxiety, self-doubt or isolation, many of which result from their challenges of dealing with supervision, transitioning to graduate schools, staying healthy, balancing life as a grad student, managing time to completion, and coping with the lack of financial support. As our efforts to remove barriers to student success, we have introduced a number of new programs, including “7 Secrets to Success”, “Jump Start Your Career”, “Effective Communication with your Supervisor”, “Managing your Time”, “Making Assumptions Explicit: building a productive supervisory relationship”, “Week-long Writing Bootcamps” (which include 1:1 consultations on well-being); and “PA Day Writing Workshops for Parent Students”.
- iv) **Supporting Wellness:** SGS has introduced the grad-only “embedded counsellor” support that provides individual counselling services to graduate students outside our normal wellness support services. It now hosts group-based wellness sessions and mental health and wellness events, and sponsors peer mentorship programs. Starting this fall, students will have access to “Empower Me”, an online support platform that offers proactive counselling services (available 24/7) on virtually any issues that affect their personal well-being. From September 2019, graduate students will also be part of “TAO: Therapy Assistance Online” that provides comprehensive counselling support to Queen's staff, faculty and students. In July of this year, we worked with relevant campus partners to introduce a “Same Day Appointment Program” to help students deal with urgent wellness issues without any delay (mini counselling sessions).

I believe that the success of our students depends on a number of factors, most critical of which is their personal well-being.



# **4: Addressing the Role of Mentors and Advisors**



# Enhancing the Learning Experience of Postgraduate Students through Mentors and Supervisors: The University of Rwanda Case Study

*Nelson Ijumba*

Deputy Vice Chancellor, Academic Affairs & Research  
University of Rwanda

## 1. Context

Doctoral students have to make an intellectual adjustment from the being Masters, and in some cases Bachelors students. The expectation that their work should result into an original contribution to knowledge adds on to the stress of the transition. Some of the doctoral students enter into the studies as an immediate continuation from the Masters studies while others come in with years of working experience. The primary degrees that the doctoral students would have completed earlier consist of structured courses and with the student enjoying direct instruction and regular contact with a team of lecturers concerned. However, doctoral candidates are expected to be more independent, with access to the supervisor being less frequent and less structured than in a first degree. For the doctoral student, contact with and feedback from supervisors depend very much on the rate of progress of the individual student concerned as well as the experience of the supervisor. In the early stages of the study, the supervisor will lead from the front but as the years progress, the expectations are that the student will now have greater insight into areas of research design, techniques and methodology. He or she then catches up with the supervisor passes him or her, as further inroads are made into the research topic, and eventually the supervisor leads from behind.

While the supervisors help the students navigate through the intellectual and academic spaces, doctoral students need another form of support to deal with issues related to their adjustment and fitting into the new way of learning. They need to become familiar with the new environment and build relationships. Both aspects are crucial to their success in the academic field. They, therefore, need another form of support, other than that provided by the academic supervisors. This kind of support is provided by the mentor, who is supposed to help students build confidence and be able to manage their stressful moments, resulting from social and academic reasons. The mentor is also supposed to help students understand how their ambitions fit into their postgraduate education, life in the university and career choices.

## 2. Experience at UR

The University of Rwanda has a total enrollment of about 27000 students and around 1450(5.4%) are postgraduate students. Of the postgraduate students, about 200 (14%) are doctoral students. About 28% of the doctoral students are international students. Although the students and programmes are hosted in the academic units, the coordination of the programmes and support services as well as development of regulations and policies is done by the Centre for Postgraduate Studies. Each academic unit (i.e. School or Research Centre) there are Postgraduate Studies Coordinators whose responsibility is to ensure that the students are supervised properly and also given the necessary support for their professional development. The training of supervisors is formalized and well established. There is a course for the training of supervisors as well as one for the Trainers of Trainers. The latter is for internal capacity building to reduce dependency on trainers from outside the country. The supervisors and the

Coordinators of PG studies are trained to also provide some mentorship services to the students. Students with difficulties are supported through the Directorate of Student Affairs, which also offers counseling services. However, following extensive consultations with doctoral and other postgraduate students, it was agreed that there is a need for professional development and a more structured mentorship programme, for the enhancement of the students' learning experience. The Centre for Postgraduate Studies is now in the process of developing the protocol for a structured mentorship programme. Ideas are being drawn from both internal and external consultations. So far the Director of CPGS has visited the University of Johannesburg (UJ), which one of the partner institutions. The protocol developed is also going to draw inputs from the Graduate Schools of Duke University and the University of Washington.

### **3. Discussion**

UR is in the process of developing a structured mentorship programme for doctoral and Masters students. Consultations have been done with partner institutions (e.g. UJ). Additional Graduate Schools have been identified for further inputs into the development of the structure. The programme is designed to be able to provide: Emotional and psychological support to the students; assistance with regard to the student's career and professional (development; (role models; access to the particular system or context (campus life, departmental (culture); an environment that promotes trust, confidence and mutual respect. The programme will also give special consideration to international students, female students as well as students with disabilities and special needs. The programme is also involving the development of a framework for selection and training of mentors.

The postgraduate students at UR are categorized as either national or international. Some of the national students are academic staff members of UR. The academic staff are granted special study leave, which gives them 30%-50% to spend in their academic units to teach. The University has core values that recognize and promote respect for cultural and other diversities.

### **4. Conclusion**

The University of Rwanda has a growing population of postgraduate students, which comprises of both national and international students. The postgraduate programmes are coordinated through the Centre for Postgraduate Studies, which has recently been established. The Centre is responsible for coordinating the provision of services for the professional development of the students, including mentorship. The Centre is in the process of developing a structured mentorship programme, drawing ideas from partner institutions and Graduate Schools internationally for best practice.

## Addressing the Role of Mentors and Advisors—Duke University Graduate School’s Approach

*Paula McClain*

**Dean of The Graduate School and  
Vice Provost for Graduate Education  
Duke University (U.S.)**

### **Introduction**

Duke University is a Carnegie classification R1: Doctoral Universities – Very high research activity institution. It has a total student population of 15,892 students, of which 6,994 are undergraduates and 8,898 are graduate and professional students. The Duke University Graduate School (TGS) oversees all of the Ph.D. degrees and research-based master’s degrees. Students in those programs are registered in TGS and their degrees are awarded by TGS. TGS has 2,564 Ph.D. students, 1,088 master’s students, 54 Ph.D. programs, 29 master’s programs, and 28 certificate programs. TGS at Duke has several initiatives and will put those initiatives within the prompts that we were given for this session.

We were given three prompts for developing our paper. I would like to focus on the first two prompts:

1. What training protocol for mentors, advisors, and/or supervisors exists on your campus for identifying students in crisis? How was that protocol developed?
2. What has your institution done to promote systemic cultural change across the academic environment?

### **Protocols for identifying students in crisis**

The main and most useful approach by the university has been to develop DukeReach, and to foster a very strong, seamless relationship between DukeReach and Counseling and Psychological Services (CAPS). DukeReach is the campus-wide mechanism for identifying and working with students in crises. Any member of the Duke community (faculty, staff, students), as well as those external to Duke (parent, friend, other relatives), can file an anonymous report to DukeReach. The DukeReach case manager then contacts staff in the appropriate school so that there is a coordination of students’ care. Below are the links that give a general overview of DukeReach, including its vision and mission and the case management process.

Links to DukeReach:

<https://studentaffairs.duke.edu/dukereach1/about-us/our-vision-and-mission>

<https://studentaffairs.duke.edu/dukereach1/about-us>

<https://studentaffairs.duke.edu/dukereach1/about-us/case-management-services>

TGS has occasional workshops for directors of graduate studies and their assistants on dealing with difficult student situations, the biggest part of which is identifying and helping students in crisis. Participants discuss case studies, and panelists have included the primary TGS liaisons from DukeReach and CAPS, as well as the student ombuds. We have had a couple of different versions of this workshop (which is optional). The Office of Faculty Advancement has also done workshops like this, which TGS promotes to graduate programs. New faculty orientation programs now include content about helping students in crisis connect with the resources they need.

Every Responsible Conduct of Research (RCR) orientation session includes a 45-minute presentation by DukeReach and CAPS on how to recognize and deal with stress and mental health concerns,

not only in the students themselves but also in their peers. The goal is to make students aware that such things are a normal part of graduate school and must be dealt with to be a responsible student, and to tell them how to do that. We also have a plenary session on implicit bias on each of the RCR Orientation days, and for the Ph.D. students, this is followed by break-out sessions with illustrative discipline-specific case studies.

The Duke Student Wellness Center provides a comfortable, safe, and attractive place on campus for all students to enhance their wellness and access a broad spectrum of resources if they have concerns. Also TGS's strategic plan has a focus on student wellbeing, and we have developed a [Health and Wellness](#) page on TGS's website that highlights the campus wellness support services.

TGS has also started "how are you doing" conversations with targeted groups of students (students of color, women, LGBTQ, first-gen, and others). One outcome of these conversations was that we were able to host an event led by a student and supported by TGS that focus on dealing with [trauma related to students' research](#).

### **Promote cultural change**

On the general mentoring front, TGS introduces students to the importance of mentoring during orientation week with workshops using the [Mentoring Toolkit](#). (There is a digital downloadable version that can be accessed through the link in the paper.) Faculty, advanced graduate students, and experienced professional staff who work directly with students serve as facilitators. The Office of Graduate Student Affairs (GSA) in TGS offers additional mentoring workshops during the academic year, usually one in the fall and one in the spring. Some departments have used the toolkit during their departmental retreats. We have also partnered with departments and other schools to host events using the [Theater Delta](#) (interactive theater for social change). Examples include the [Mentoring Matinée](#), and students have been able to get [Responsible Conduct of Research credit](#) for participating.

TGS also has a [Best Practices and Core Expectations](#) document that lays out the expectations of all of those involved in graduate education—TGS, department, faculty, and graduate students. We will begin to revamp it in the coming year. The Office of Faculty Advancement and other units, including the President's Office and the School of Medicine, among others, have held town halls to help promote a more inclusive environment and highlight the difficulties that some groups have faced, as well as the toll that harassment and discrimination take on their lives.

In summer 2019, TGS, under the direction of one of our Associate Deans, launched a "Sisters in STEM" group with African American and Black students because of the pattern of unease, harassment, and the lack of support these women had expressed. These are confidential conversations and provide a space for these students to put their concerns on the table. The plan is to have at least one every three months (about four meetings per year). This will provide support for these students and keep TGS in the know about sensitive matters before they reach a tipping point.

### **Conclusion**

This is been just a brief overview of what Duke University TGS and Duke University are doing in the areas of student wellbeing and mentoring and advising. Clearly there is more that needs to be done, but we feel that we are on a path that will eventually lead to an overall culture change in mentoring and advising in graduate education, and being more mindful of the importance of wellbeing and wellness in the success of our students in their graduate programs.

## Developing a Policy and Supervisor Accreditation at Massey University, New Zealand

*Tracy Riley*  
**Dean of Research**  
**Massey University (New Zealand)**

In 2018, the Academic Board of Massey University approved a policy for supervision of doctoral candidates which provides a coherent set of research supervision expectations and guiding principles to underpin research supervision practices. The implementation of the policy throughout 2019 includes the development of a supervisory accreditation framework, programme of professional learning and development and an online system for accreditation. This paper is drawn from the supervision policy and describes the accreditation process.

### **Background**

Massey University has three campuses on the North Island in New Zealand, enrolling over 1,100 doctoral students across five colleges. Just over half of the doctoral candidates are international students, around 60% are female, and a growing cohort of students are identified as studying off campus as distance doctoral candidates. Doctoral studies are supported centrally by the Graduate Research School and governed by the Doctoral Research Committee.

Massey University provides academic guidance, advice, and support for each research candidate through the appointment of supervisors. Research supervision, as a unique and personalised approach to teaching and learning, is the highest level of study within the university. Supervision is described, invariably, as a distinctive form of teaching and learning, mentoring, providing apprenticeship opportunities, developing researchers, advising student research, or scaffolding student projects.

In Māori culture, the interactions between research candidates and supervisors may be shaped by a tuakana-teina structure. Tuakana-teina, or elder-younger, builds on the concept of an expert guiding those with less experience. When applied to research supervision, and mediated by ako (to teach and to learn), supervisors and candidates each have a role in the learning and teaching process, as researchers learning from one another, guided by informed supervisory practices and deliberate reflection.

The supervision policy outlines expectations and principles of research supervision which have been developed to:

- ensure high quality research experiences and success for candidates;
- acknowledge disciplinary methods and expressions of research (e.g., creative works);
- build research supervision capability and capacity; and
- differentiate supervisory roles and responsibilities.

### **The Policy**

The policy ensures that all doctoral candidates are provided with a supervisory team, consisting of a main Massey University supervisor and one or more other supervisor, who may have different roles and responsibilities. The supervisory team has at least two members who have a mix of expertise in the discipline(s) of the candidate's research and the relevant research methods (including Kaupapa Māori principles and practices, as appropriate). The main supervisor should be a Massey University academic staff member, and, preferably, the second supervisor will be a Massey University academic staff member. Additional expertise outside the supervisory team may be sought or appointed to support the candidate by way of content, methodological, and/or cultural advisor(s) or an advisory group.

The policy outlines the responsibilities of the supervisory team as being to:

- actively assist and support the candidate's research;
- meet academic and administrative requirements;
- tailor their supervisory practice to the needs of individual candidates within their disciplinary context;
- facilitate respectful research supervision;
- provide access to appropriate researcher development, support, and pastoral care; and
- honour the University's commitment as a Treaty of Waitangi-led institution.

The main supervisor, who leads the team, should be suitably qualified in their discipline; actively engaged in research, as evidenced in written research outputs and creative works; experienced in all aspects of postgraduate research processes; and engaged in ongoing supervision learning and professional development. The main supervisor is expected to take overall responsibility for leading the supervisory team, ensuring transparent and consistent communication amongst all team members, and may mentor other supervisors.

### **Supervisor Accreditation**

All supervisors will be accredited by the Graduate Research School via an online application portal connected with their online staff profiles and human resources system. Accreditation will be granted for three different roles: main supervisor, co-supervisor and/or mentor supervisor. This differentiated approach will afford supervisory opportunities for early career researchers, while also acknowledging contributions and setting expectations for senior researchers. Therefore, the online application takes into consideration:

1. Supervisory experience (drawn from supervision records and supplemented with previous experience outside Massey)
2. Research activity
3. Courses designed and delivered through the Graduate Research School, including induction for new supervisors and annual refresher courses for experienced supervisors
4. Courses offered by Massey University People and Culture that are relevant to supervision (e.g., having difficult conversations, working in teams)
5. Academic citizenship and leadership in postgraduate research (e.g., examination convenor, school coordinator, workshop contributor or facilitator)
6. Other relevant evidence (e.g., publications and presentations, examiner)

Approval for supervision will be given by the Graduate Research School on the recommendation of the head of unit. The appointment and management of supervisory teams is the responsibility of the head of unit or their delegate. The supervisory team is expected to work together with the candidate and head of school to determine the roles and responsibilities, how they will work together, and why this is the right team for the candidate. Any perceived or real conflicts of interests should be disclosed and managed, as part of the appointment of a supervisory team. Research supervision should be formally and transparently recognised in workload formulae. Supervision should be balanced in terms of other workload responsibilities (e.g., teaching, research, service), with time allocated, dependent upon supervisory roles and responsibilities.

The Graduate Learning and Development Coordinator is leading a review of supervisory workshops and development opportunities in 2019 so that a framework for a comprehensive, cohesive supervisory programme can be developed. An intensive, fast-track early career researcher programme will also be developed in 2020. In addition to Massey University Supervisor Accreditation, supervisors may also seek accreditation through the Higher Education Academy (HEA) for their continuing professional development in teaching.

### **Conclusion**

It is hoped that the supervisory accreditation will enable greater accountability for supervisors, leading to better outcomes for doctoral students at Massey University.



## A Collaborative Improvement in the Happiness of Post-Graduates

*Xian-li Zhou*

**Executive Vice Dean of the Graduate School  
Southwest Jiaotong University (China)**

Post-graduate education is the main approach to train high-level professionals. The quality of post-graduate training is not only reflected in professional skills, but also in the personality development. It is generally believed that post-graduate students have a higher sense of happiness, given that they possess high professional competence and personal qualities. However, with the increasing pressures of academics and employment, it is commonplace for post-graduates to have anxiety, self-doubt and self-denial. Ultimately, their sense of happiness is greatly reduced.

As far as I am concerned, the following strategies can be adopted to improve the happiness of post-graduate students:

### **1. A collaborative caring system should be established, with a view to improving the happiness of post-graduates**

The supervisor plays a vital role in the post-graduate education, and a caring supervisor-student relationship will be extremely helpful to the post-graduates' academic and career development. Therefore, it is necessary to explore a humanistic caring system with educational significance. The supervisor ought to show more care for post-graduate students by respecting the different personalities, providing individualized coaching, and establishing a good supervisor-student interaction mechanism. In addition to the guidance on the academic research, the supervisor should strengthen the mutual communication and pay attention to the physical and mental health of post-graduate students. By paying close attention to the academic and career pressure of post-graduate students, the supervisor can provide the needed encouragement and support for students. Besides, the academic level and coaching approach of the supervisor will directly affect the relationship between post-graduates and the supervisor. That being said, it is necessary to strengthen the construction of the supervisor team and set up a normal supervisor training mechanism. A series of activities will be held, such as the Supervisor-Students Forum and the Supervisor Salon, through which there will be more chance for two parties to exchange their ideas and the supervisor's coaching skills can be strengthened; The supervisors, especially new comers, should be sent to top-notch universities or research institutions at home and abroad in order to improve their academic level and train their coaching ability.

The employment department of the college ought to conduct the career education with enterprises. A career tutor should be hired to help post-graduates with their career planning; An employment studio should be set up to provide one-on-one consultation of employment guidance; A college-enterprise cooperative practice base should be built for the purpose of enhancing post-graduates' innovative and practice ability.

The college should take more heed to the mental health of post-graduate students. It can provide psychological counseling and prompt intervention by organizing lectures for freshmen on their mental health, offering general courses of psychology, and holding competitions to train their psychological counseling skills. With these methods can we foster a positive campus culture that cares for the students' mental health.

## **2. A structural multi-funding system comes into being in order to improve the quality of financial support**

Scholarships, being the most important source of income of post-graduate students, are essential to the happiness of them. It is advisable to build a structural multi-funding system by expanding the funding channels. In addition to the governmental fund, college fund, social fund, and supervisor fund can also be introduced into the system. In the form of foundations, research projects of enterprises, achievement transformation, and entrepreneurship projects, we can expand the way of financial aid by further strengthening cooperation with enterprises, making post-graduate students the fresh blood of technological innovation and management improvement of enterprises. It's a win-win situation all around. What's more, a hierarchical system of scholarships and on-campus work (assistant of teachers, administrators, and researchers) are also extremely helpful. We should teach post-graduates to be independent and innovative with an entrepreneurial spirit. By this means can we help them financially as well as mentally, and their social practice ability and comprehensive quality will also be enhanced. Ultimately, a helped-circle of "helped-grown-successful-giving back" will be created.

## **3. A collaborative culture system is to be built to enhance the academic literacy**

Harmonious interpersonal relationship is an important indicator of happiness. A variety of group activities can not only promote good health of post-graduate students, but also expand the social circle and free them out of the narrow connections of the laboratory. In addition, school, college, and students should work together to carry out the "three-in-one" academic literacy improvement program for general education, professional education, and entrepreneurship education. A number of special projects and activities are also provided for post-graduates, such as post-graduate summer camp, global research practice, cross-disciplinary innovation education, science and technology cultivation, and pre-employment funding.

When it comes to the happiness of post-graduate students, it is far from enough to merely rely on the adjustment of teachers and students. Many factors that cause the pressures are still in the social environment. Therefore, the improvement of post-graduates' happiness is in need of a joint effort of the college, family, society and government.



# **5: Supporting “At-Risk” Student Populations**

## Mental Health Disorders and Graduate Studies: University of São Paulo – Brazil

**Carlos Gilberto Carlotti, Jr.**  
**Provost, Graduate Studies**  
**University of São Paulo (Brazil)**

Some sectors of the University have been concerned for years with the occurrence of mental health disorders and depression among graduate students, especially in schools of psychology and medicine, but it was not a widespread concern, only 2,5 years ago with the occurrence of 3 short-term suicides that this topic has come to be considered of importance by graduate program coordinators and advisors. Former limited initiatives have become of global interest.

Since then, a series of measures have been adopted, which can be classified between general initiatives and initiatives for students with a history of mental health disorders or depression.

Among general initiatives we can mention two main ones, the introduction of courses that can be computed as academic credits that stimulate social activities and interaction among the students and the diffusion of the subject (mental health disorders and depression among graduate students) to the advisors.

So far two courses have been created that can be attended by all students, regardless of their field of study. The first course provides sports activities on weekends, initially are presented theoretical concepts of the activity, later partial activities are performed and finally the complete activities, usually sports activities that are not frequent among Brazilian students are chosen, as for example, rowing. This activity is held 5 weekends each semester and it is encouraged that the groups should be formed by students from different areas of knowledge.

The second subject is characterized by participation in cultural activities that take place at the University. A mobile application has been developed “entreartes” that shows all the scheduled events, such as museum visits, choir and orchestra presentation, cinema theater and others. At the event location, a QR code is provided with a geolocation system that allows document student attendance.

Regarding the presentation of the mental health disorders and depression of postgraduate students to the counselors, a series of lectures were held (49 in total) to discuss the importance of the subject and to alert everyone to the presence of signs by the students that may represent an alert, it should be noted deterioration of academic performance, change in mood and isolation in joint activities. These lectures were given by volunteer psychologists.

Regarding the students already identified as having potential risk for mental illness, mainly by the student’s own manifestation, some strategies have been employed. One is the provision of an outpatient clinic for appointments with regularly scheduled psychologists. This initiative is available in Health, Medicine and Psychology Schools, and more recently has been offered universally on two University campuses, reaching about 50% of graduate students. Usually the outpatient clinic is very busy and should be expanded.

When students belonging to these outpatient clinics need medical support, they are referred to University Hospitals through agreements made by the University, this service is also available for 50% of our students.

As can be perceived, the University does not yet have concealing support services for mental health disorders for all students, approximately 25,000 graduates and 55,000 undergraduates, and the biggest limitation is financial, preventing the hiring of specialized professionals in the appropriate numbers of our needs.

In the last 2 years we have had no cases of suicide among graduate students, but we are aware that we have not yet reached a level that makes us confident that our measures are being sufficient.



## UK Council for Graduate Education : Two case studies on the needs of BAME and transgender doctoral researchers and their relationship to well-being

*Gillian Houston*

Chair

UK Council for Graduate Education

In May this year, the UK Council for Graduate Education held the first international conference on the ‘Mental health and wellbeing of postgraduate researchers’, responding to the increased awareness of mental health issues in higher education and among the population of doctoral candidates (e.g. Levecque et al, 2017). In this paper we outline two case studies from the conference that identify factors contributing to poor mental health in specific doctoral populations. Further details on all the conference papers are at: <http://www.ukcge.ac.uk/events/icmhw-programme.aspx>. Also relevant is one of UKCGE’s ‘Research in Focus’ papers on the experiences of LGBT doctoral candidates: <http://www.ukcge.ac.uk/article/rif-kieran-fenby-hulse-ross-english-431.aspx>.

### **Case 1 — University of West London:** *‘The Experiences of Postgraduate Research Students from Black, Asian and Minority Ethnic Background: an exploratory study’*

Evidence suggests that Black, Asian and Minority Ethnic (BAME) research postgraduates face particular challenges and that these may not be addressed by university support systems. Researchers at UWL conducted a survey of 15 BAME candidates (average age 34; 11 F, 4 M) from different disciplines and institutions, who were recruited through online networks. Ethnic backgrounds were: South Asian – 6; mixed – 4; Middle Eastern – 2; South-east Asian – 1; Black Caribbean – 1; Black African – 1. Interview data were analysed using a theoretical framework influenced by Bronfenbrenner’s ecological systems theory (2005). Influences included:

- the individual’s expectations and experiences, including health, financial situation, age, stage of doctoral programme, nationality and language
- proximate other relationships, with peers, mentors/advisers/supervisory team, friends, family and support network
- institutional structures and policies, national and international context, e.g. difficulty with visa applications

Researchers were aware that intersectionality – the overlapping of various social identities – contributes to the discrimination experienced by individuals. In this case the factors were; ethnicity; gender; (lack of) privilege; mental health; sexuality (LGBT) and age (mature). They concluded that the needs of BAME students are complex, that they share similar issues to non-BAME students but have their own additional concerns. The study found that:

- All candidates were suffering from stress and anxiety in various degrees. Some attributed this to the process of pursuing a doctorate, and had even expected it. Some had more severe mental health issues. In some cases, cultural stigma had prevented them from seeking help. Candidates thought their institutions should proactively offer help, especially since some might not realise they needed it.
- Despite institutional diversity policies, these candidates nevertheless felt discriminated against, in areas of: funding, opportunities, jobs, publications, etc. This was not helped by the lack of ethnic diversity among academic populations. Some were ashamed to ask for help. Discriminatory factors were adversely affecting mental health.

- Lack of privilege was perceived to be a factor in poor mental health, particularly in the areas of: finance; cultural capital; fewer opportunities for non-UK candidates; and English as a second language was seen as an additional barrier. Extensions of study and conference attendance were also affected by visa problems and their financial implications.
- Regarding gender, BAME female candidates felt themselves to be more disadvantaged than men of the same ethnic group or white females. There was often a negative stereotype assumption about gender in certain ethnic groups and a perception that those from the same gender and ethnic background should be 'mates'. It was difficult to separate gender from ethnicity issues.

Researchers concluded that numerous intersectional factors affect mental health. It is difficult to separate the effect of individual factors as they are inter-related. BAME candidates are affected by both unconscious and conscious non-inclusive behaviour, and by all layers of the HE system; institutions need to take a more pro-active approach to supporting BAME doctoral candidates, making support more visible.

**Case 2 — Newcastle University:** *'At the crossroads: intersections of inequality and mental health issues in the experience of post-graduate research students'*

This study focused on issues experienced by 15 transgender doctoral candidates and staff at Newcastle University. Using existing studies (e.g. McKendry and Lawrence, 2017; Bachmann and Goodch, 2018a), the researchers identified multiple forms of exclusion, stigmatisation and marginalisation for transgender individuals. As the title indicates, this study also had intersectional implications. Interviews were conducted with the participants, seven of whom identified as transgender, five as non-binary, one agender and one gender non-conforming. Participants were asked about interaction with staff and students, negotiations within the university and, if appropriate, their experiences of transition. A 16-page report on UKCGE's website that references other recent research and cites examples of negative behaviour, attacks and transphobic bullying, provides greater detail on the researchers' findings, which show that transgender issues have an impact on mental health and well-being. Recommendations are made under six headings and include:

**Teaching, learning and research:** include transgender<sup>1</sup> issues in induction activities; training for staff to avoid misgendering; consider use of pronouns in all correspondence; integrate transgender issues into the curriculum in all disciplines;

**Health and well-being:** regular training for counseling and student well-being staff on transgender issues; clear communication of transgender policies; specific policies and guidance for transgender students;

**Representation:** regular events to raise awareness; accessible web pages with information on transgender support; consider an 'ally' programme for staff and students interested in supporting sexual diversity;

**Internationalisation, placements and fieldwork:** named institutional contacts should be responsible for advising and caring for transgender staff and students, providing tailored advice for those engaging in international work and study, placements, fieldwork, or other work external to the university, raising awareness of potentially hostile or cultural issues;

**Built environment and facilities:** provide all-gender or gender-neutral toilets and changing rooms, properly signposted and visible on campus maps; provide signage that makes it clear it is inappropriate to challenge individuals using such facilities;

**Self-presentation:** this section relates some particularly moving experiences, including how individuals make sure to present themselves so they 'fit in'. Recommendations include a zero

<sup>1</sup> Defined as: transgender; genderqueer; gender non-binary and gender non-conforming

tolerance approach by institutions to transphobic bullying, discrimination and harassment, and engaging Hate Crime Champions.

Four early career researchers at different stages, in diverse disciplines formed a panel at our conference, bravely choosing to share their personal experiences of anxiety and depression. Some powerful messages emerged from their testimonies, which resonate with some of the evidence from these and other studies:

- The importance of seeking help and support early, while acknowledging how difficult it might be to overcome challenges such as embarrassment or concern that supervisors might not be understanding
- The isolation experienced by many international students, whose experience and family situation may not be sufficiently acknowledged in the support they receive and who experience visa problems
- The desperation faced by some, such that it can be difficult to continue with normal life, let alone a demanding research degree; and that
- A PhD should not be a trial of endurance but something empowering to be enjoyed and celebrated.

Such was the interest in our 2019 conference that we are planning to hold the second in November 2020.

## References

- Bachmann, C and Gooch, B (2018a) LGBT in Britain: trans report. London: Stonewall
- Bronfenbrenner, U (2005) (Ed) 'The developing ecology of human development: Paradigm lost or paradigm regained' in Making human beings human: *Bioecological perspectives on human development*. Thousand Oaks, Sage.
- Levecque, K, Anseel, F, De Beuckelaer, A, Van de Heyden, J and Gisle, L (2017). Work organisation and mental health problems in PhD students. *Research Policy*, 46: 4, 868-879.
- Mckendry, S and Lawrence, M (2017) *TransEDU Scotland: Researching the Experience of Trans and Gender Diverse Applicants, Students and Staff in Scotland's Colleges and Universities. Report*. <https://www.trans.ac.uk/Portals/88/TransEdu-Scotland-Report-2017.pdf> [Accessed 9th August 2019]

## **A Multifaceted Approach to Multifaceted Problems: Identifying and Supporting At-Risk Students from Multiple Cultures**

*Sally Pratt*

**Vice Provost, Graduate Programs  
University of Southern California (U.S.)**

Last year at the Global Summit on Diversity in Johannesburg, South Africa, it quickly became apparent that definitions of diversity vary across regions and cultures. Not surprisingly, support systems for access and inclusion also vary across regions and cultures. In relation to this year’s theme, Cultural Contexts of Health and Well-being in Graduate Education, the situation is even more complicated. I am going to supply more questions than answers in this area – what we in the humanities call “problematizing” an issue – because this approach provides the fullest possible consideration of an issue that is very complex. And then I will tell you about the multifaceted approach to at risk students at the University of Southern California..

The first question is: What kind of risk are we talking about? Are we talking about academic success? Is this something that could be helped by tutoring, study groups, or a dissertation writing group? Or are we talking about wellness overall? Is the student functioning poorly because she has a new baby and is hardly getting any sleep? Or because she is working two jobs to pay tuition and support her family? Is another student at risk because of an unrecognized disability and the absence of treatment or accommodation? Is the student addicted to marijuana or other drugs? Or is there something more alarming, like the risk of doing harm to oneself or others? The risk of being involved in a group encouraging dangerous and hateful acts? Obviously, solutions will depend on the type of risk.

The second question relates to the cultural context of the risk. How do different cultures conceive of risk? How do they characterize health and well-being? What kind of language is appropriate for discussing risk in a given cultural context? What methods does a student’s community perceive as useful? What types of emotional reactions occur when a student is confronted with the notion of risk, whether the risk is related to academic success or personal behavior?

Such cross-cultural questions are poignantly reflected in a film currently playing in the United States called *The Farewell*. In the film, a Chinese American family returns to China to say farewell to the family matriarch, who has only a few weeks to live. In accordance with the cultural norms portrayed in the film, the stark reality of the situation cannot be articulated, so the family arranges a fake wedding as an excuse to gather around the matriarch. The character of the Chinese American granddaughter carries the film’s purposely mixed message as she struggles to sort out the conflicting values of “truth” and “taking charge of your own medical treatment,” versus the comforting lie enacted by her family.

Third, how do we know who is at risk? Studies show that students from different demographic groups face different types and levels of risk. Veterans may suffer from trauma related to military service; international students face the challenges of cultural dislocation and separation; many graduate students, including underrepresented minorities, suffer from the imposter

syndrome, from a feeling that they were admitted to the program by mistake; students from the LGBTQ community face particular risks related to behavioral norms and standards of identity. And yet, we as faculty and as deans don't necessarily know who is a veteran, who is an international student as opposed to a permanent resident or long-time citizen, who suffers from imposter syndrome, or who has a given sexual identity.

What about social media? At one point, Face Book was developing an algorithm to identify people whose postings suggested that they were a suicide risk. That effort has dissipated, but it raises the concept of social media as possible indicators of risk, and, of course, as the site of risky behavior. What do we do, for example, if a student gravitates to brutal pornographic websites and posts appreciative comments, and this becomes known to university administrators through the student's roommate?

The importance of culture and region cannot be overstated in our understanding of risk. A student who engages with multiple sexual partners might be viewed as well-adjusted in some cultures, and might be viewed as very much at risk in other cultures, especially if the student is female. A student who smokes marijuana in a dormitory in Colorado, where marijuana is legal, will most likely be perceived as not at risk, whereas the same behavior in a different state, let alone a different country, could constitute substantial legal, educational, and social risk.

What can we as administrators and faculty do about all this? In terms of individual students, the key is to pay attention, go with your gut, and make sure you know the resources that are available and refer students to them – and encourage faculty to do the same. A particular challenge at a large university is making sure that people actually know about the resources that exist. At USC, with the support of the student government, we established a box of text about key resources to be posted on the home pages of USC's schools and programs, and on syllabi for both graduate and undergraduate courses. The box is labeled "Statement on Academic Conduct and Support Systems." For every service listed, there is a brief description, a URL, and a phone number. The text starts with a definition of plagiarism and the URL for the student Code of Conduct, and then moves on to list Student Counseling, the National Suicide Prevention Hotline, the Offices of Equity and Diversity, Bias Assessment Response, Disability Services, and the campus police. The point is that even if students initially pay no attention to the postings on websites or the syllabus, they may remember where the necessary information is when they need it.

For the most serious cases, USC has an office of threat assessment. The chief threat assessment officer is trained as a police officer, which you might expect. However, his undergraduate major was sociology and he has a master's degree in psychological counseling. His strategy does not rest solely on the forced removal of people perceived as threats, although that is definitely an option. Rather, he works towards a nuanced understanding of people's motivations and the identification of triggers, and he searches out ways of encouraging these individuals to remove themselves from difficult situations, and often from campus altogether.

Poor health leading to poor academic function creates a different risk. In graduate students, we see some issues of physical health, but more often issues of mental health, especially depression, as a hindrance to academic progress. USC has a Health Leave Coordinator and a system that requires the involvement of a registered healthcare provider, a clear treatment plan including the criteria for the student's return, and an academic plan providing benchmarks for academic progress once the student returns. This has proven far better than the former situation

when students simply disappeared for a while and neither the student nor the faculty knew if the student would return at all, or if students would be healthy enough to do the required work if they did return.

While the most risks are treated at a professional level through student counseling, threat assessment, and health leaves, some at risk students find the support they need through less direct approaches. These are especially important for students from cultures where professional therapeutic methods are not common, or where such treatment creates stigma. For example, at-risk students may find grounding and support in dissertation writing groups, informal study groups, groups engaged in sports, line dancing, tai chi, or yoga. Students also find various kinds of academic and social grounding in USC's cultural centers, including La Casa, the Center for Black Cultural and Student Affairs, Asian Pacific American Student Services, and the LGBT Resource Center. And finally, there is the Center for Religious Life, which has chaplains for students who are Catholic, Muslim, Jewish, Coptic, Presbyterian, Episcopal, Lutheran, Baptist, and from many other denominations. The center also has chaplains who might seem to represent a contradiction in terms, namely atheist and Wiccan chaplains. The University of Southern California's extreme version of inclusiveness shows a recognition that it takes multiple and multifaceted resources to serve our at-risk students and keep our community healthy.



## An inclusive University for an inclusive society

**Carmen Sammut**

**Pro-Rector for Student and Staff Affairs and Outreach  
University of Malta (Malta)**

This academic year the University of Malta celebrates 250 years since its inception and 100 years of women. Yet, most of the major shifts within our alma mater took place in the past three decades, when the student population mushroomed, and it approached the size of one of the island’s biggest towns. In recent years, swift social changes coincided with the impact of immigration that soon followed EU accession in 2004, followed by waves of third country nationals, namely refugees from the sub-Saharan and the MENA region together with the arrival of migrant workers from Eastern Europe and the Asian continent. On top of this, about one-tenth of the university population is composed of international students.

Gone are the days when a few privileged local students enjoyed the social safety net and support of extended traditional families. Social mobility, new expectations, demographic changes, the end of island insularity and endless opportunities brought by interactivity and mobility are compounded with an awareness of new vulnerabilities and risks. In fact, our old university now requires individuals to adapt and acquire “a systematic way of dealing with hazards and insecurities induced and introduced by modernization itself,” and I am here borrowing the words of Ulrich Beck.<sup>1</sup> The risks are various and implications diverse.

“At risk” students may vary from those who are most likely to drop out, to those who are highly distressed and may even be contemplating suicide. Indeed, as Beck pointed out, “risk positions are springs, from which questions rise to the surface, to which victims have no answers<sup>2</sup>.” It was not surprising when only two weeks ago Malta’s leading newspaper reported that more than one in every five youths in Malta, aged between 18 and 24 are at risk of depression, the third-highest rate in Europe after Sweden and Estonia.<sup>3</sup>

As the national university, which is generously supported by public coffers, we feel that an inclusive campus will contribute toward an inclusive society. In fact, our new strategy clearly outlines how we must strive to support our community, both within university and in wider society.<sup>4</sup> We also aim to inspire public service and to actively maintain a lead by example. While we strive to improve the well-being of our academic community, the University commits to strengthen, develop and synergize the intersections of gender, race, ethnicity, disability and other spheres of diversity. Allow me to briefly explain how we are implementing this.

A. **Disability:** The University facilitates access and support to ensure that disabled students stand a good chance of succeeding in their studies. The Disability Support Unit (ADSU) assists individuals on a case-by-case basis, based on Senate approved guidelines.<sup>5</sup> We have noted that

1 Beck, U. (1992) “From Industrial Society to the Risk Society: Questions of Survival, Social Structure and Ecological Enlightenment”. *Theory, Culture and Society*. Vol 9, pp 97-123.

2 Beck, U. (2005) *Risk Society: Towards a New Modernity*. Sage: London, p. 54.

3 Caruana, C. (2019) “More than one in five young people are at risk of depression”, Times of Malta, Accessed online: <https://timesofmalta.com/articles/view/more-than-one-in-five-young-people-are-at-risk-of-depression.730153>

4 University of Malta (2019) “Strategic Plan 2020-2025: Serving Students, Scholarship and Society, Sustainably”. Accessed online [https://www.um.edu.mt/\\_data/assets/pdf\\_file/0004/405940/UMStrategicPlan2020-2025-ENGLISHVERSION.pdf](https://www.um.edu.mt/_data/assets/pdf_file/0004/405940/UMStrategicPlan2020-2025-ENGLISHVERSION.pdf)

5 The University of Malta Access Arrangements (2018) Accessed online: [https://www.um.edu.mt/\\_data/assets/pdf\\_file/0004/378481/UMGuidelinescomplete2018.pdf](https://www.um.edu.mt/_data/assets/pdf_file/0004/378481/UMGuidelinescomplete2018.pdf)

the number of students requesting assistance is on the increase and about a third of these students, self-declare mental health or learning difficulties. The Office of Professional Academic Development (OPAD) and the Office of Human Resources organize training courses to prepare members of the administrative and academic staff. We also hold regular sessions on Mental Health first aid.

B. **Gender:** The University is committed to the advancement of gender rights that include women and LGBTIQ. A Sexual Harassment Policy is implemented and entrenched within the Collective Agreements of all employees.<sup>6</sup> At present about 60% of our graduates are women but still we are suggesting improvements of existing practices, that include: A regular gender audit of the University; gender mainstreaming within the curriculum; a discussion on specific gender-related challenges on campus when it comes to staff promotion; addressing the gender gap in subjects such as Engineering and ICT, where there is a dearth of women, and also efforts to address the under-representation of male students in Education and Health Care.

C. The Committee for **Race and Ethnic Affairs** (CREA) was set up to create awareness, ensure access and integration; to safeguard students and members of staff and to advise the rectorate. The University is committed to: Promote the benefits of diversity; Ensure that there are adequate inter-faith facilities; Promote a programme of events to encourage attitudinal change, and; Support a buddy system for international students and staff; Moreover, we are committed to increase awareness of the *existent Bullying and Harassment Policy*.

The introduction of the *Recognition of Prior Learning* policy permitted more students with a refugee status or who are seeking asylum in Malta to apply for courses and entitlement for fee exemptions. This contributes to national integration efforts in collaboration with other relevant entities, including the state.

D. **Health promotion and well-being:** Best-practice diversity and inclusion policies acknowledge mental health and well-being as diversity issues. Two years ago, we set up the *Health and Wellness Centre* to synergize the impact of services such as Counselling, psychiatric care and healthy lifestyle programmes. We intend to develop into a Health Promoting University, as recognized by the World Health Organisation. Regular stress-management sessions for students take place around the examination period. We recently published Guidelines for members of staff to support suicidal and/or highly distressed individuals, that will be followed up by training for support and academic staff.<sup>7</sup>

*Conclusion:* An inclusive environment promotes positive student and staff recruitment practices, social mobility initiatives and outreach programmes to attract participants from all parts of society. Our *University of the Third Age* was set up 26 years ago, and it continues to spread its wings in new towns and villages. We also make ample outreach efforts in communities where we note that student representation is low. For this purpose, we set up the *Cottonera Resource Centre* that is based in the inner Harbour area, which provides a summer school for children and free services such as counselling, a mobile dental clinic and a law clinic. We are committed to extend these centres to other areas of the Maltese islands that include the Northern Harbour Area. The University also has a smaller campus on the sister island of Gozo.

Such efforts have contributed to shake our proverbial Ivory Tower that was originally founded by the Jesuits in 1592 and had survived as a restricted niche for the few, for the centuries that followed.

---

<sup>6</sup> Stand Up to Harassment. Accessed online: <https://www.um.edu.mt/gender/harassment>

<sup>7</sup> Staff Guidelines (2019) *Supporting Suicidal and/or severely distressed students*. Malta: University of Malta.

## An “Inclusive Design” approach to supporting at-risk graduate students

*Aimée Surprenant*  
**Associate Vice-President (Academic) and  
Dean of Graduate Studies  
Memorial University (Canada)**

At Memorial University of Newfoundland’s School of Graduate Studies, we are developing a number of integrated supports for students built around the principles of inclusive design (ID). We strongly believe that by identifying and removing barriers to success for those students most at risk, we are helping all students succeed. Our most at-risk students are identified as belonging to groups whose programs are terminated, those who withdraw voluntarily from their programs even though satisfactory progress is being made, and those whose time to completion are long drawn-out. Those populations often include international students, indigenous students, first-generation students, on-line and part-time students, and students from groups that are under-represented in academia.

If an environment is accessible, convenient, and intuitive to use, everyone benefits. The goal of universal design (UD) is to make designs that create accessible services and environments by considering the diverse needs and abilities of everyone throughout the design process. Inclusive design is a variation on UD that specifically builds designs “with respect to ability, language, culture, gender, age and other forms of human difference”.<sup>1</sup> As identified by the Inclusive Design Research Centre at OCAD-U, there are three main elements to ID:

**1. Recognizing diversity and uniqueness**—Most human-crafted environments, including universities, operate on the idea that there is an “average” person. Our buildings, resources, and policies and procedures are all aimed at that hypothetical individual. This design is meant to be cost-efficient and to benefit the majority of the population. However, the population used to calculate that “average person” is based on those who identify with the dominant culture. As the university broadens to include individuals who are members of groups that were not included in the initial design, the range of individuals who benefit fully from the university shrinks and more students are left unsupported.

It is possible to create a system that is flexible enough to accommodate all students, if we are willing to make a few adjustments. Although seldomly recognized, we currently provide many adjustments and accommodations to assist the average person. As just one example, eyeglasses are an assistive technology but, because they are so common, no one argues that they are giving ‘special advantage’ to those who wear them. As another example, standardized tests are meant to provide a common measure of ability yet end up systematically disadvantaging groups from non-standard backgrounds.<sup>2</sup> Through our ID process, we hope to create a network of accommodations that can be flexibly applied depending on an individual’s particular needs. As just one example, we are working to implement holistic graduate admissions in which admissions committees are given the tools to assess the diverse attributes and conditions of the graduate applicants. This solution will ensure that strong applicants are not necessarily ex-

1 <https://idrc.ocadu.ca/about-the-idrc/49-resources/online-resources/articles-and-papers/443-whatisinclusivedesign>

2 <https://www.nature.com/naturejobs/science/articles/10.1038/nj7504-303a>

cluded early on. By creating and using “Whole person” graduate admissions,<sup>34</sup> we are working to improve diversity, productivity, and innovation in our graduate programs through a fairer, more inclusive method of considering advanced degree applications.

**2. Creating and supporting inclusive process and tools via an inclusive process**—The creation of supports for a broad spectrum of individuals cannot be done by individuals belonging to the dominant group that built the original environment but, instead, must include diverse perspectives and voices. We need to engage the groups we hope to serve. Using the principle “nothing about us without us”, SGS has created and supported a committee on diversity and inclusion with the goal of meeting this standard.<sup>5</sup> In addition, we have hired a Special Advisor to the Dean for Diversity and Inclusion. Following Universities Canada’s principles on equity, diversity, and inclusion,<sup>6</sup> SGS will work with the special advisor and the committee to actively identify and remove barriers and improve supports for graduate students from all backgrounds to ensure academic progress and success. Through evidence-based, collaborative practice, we are working to foster a welcoming and supportive campus culture for student scholars and leaders and to be deliberate in our efforts to raise awareness of diversity and inclusive excellence in all disciplines and programs.

**3. Broad beneficial impact**—Limiting our efforts to specific groups means that we perpetuate the deficit model of difference; the idea that those who are different are lesser or are disabled in some way. But, in a sense, we are all disabled when there is a mismatch between our abilities and the environment we are encountering at the time. This re-framing allows us to avoid categorizing and stereotyping individuals into multiple isolated groups who require special accommodations or assistance. Instead we form a set of interconnected inclusive systems that celebrates, rather than denigrates difference. Our efforts on this front include an integrated series of workshops whose goal is whole-person learning, offered through Memorial’s Enhanced Development of the Graduate Experience (EDGE).<sup>7</sup> We aim to help graduate students become the very best scholars, practitioners, and/or leaders in their chosen fields. Graduate education at Memorial is viewed as a comprehensive learning experience. In both curricular and non-curricular forms, graduate students at Memorial have opportunities to build knowledge and develop diverse skills and competencies to contribute to society in meaningful ways. We foster high-level intellectual skills through academic programming and supports.

The graduate student population at Memorial University of Newfoundland is increasingly diverse with more than 38% of our graduate students coming from outside of Canada. In addition, we are committed to attracting and supporting an even more diverse population including first generation students, students with disabilities, indigenous students and students identifying with under-represented groups. We recognize that the graduate school’s role as gatekeeper can act to open or shut doors. Our goal is to build an environment is accessible, convenient, and intuitive to use in which everyone benefits.

---

3 <https://cgsnet.org/innovation-graduate-admissions-through-holistic-review>

4 Posselt, J. R. (2014). Toward inclusive excellence in graduate education: Constructing merit and diversity in PhD admissions. *American Journal of Education*, 120(4), 481-514.

5 <https://www.mun.ca/sgs/contacts/diversity.php>

6 <https://www.univcan.ca/media-room/media-releases/universities-canada-principles-equity-diversity-inclusion/>

7 <https://www.mun.ca/edge/>



# **6: Prioritizing Professional Development and Career Counseling**

## Building Graduate Skills, Building Awareness: A View from Toronto

*Joshua Barker*

**Vice-Provost, Graduate Research and Education  
and Dean, School of Graduate Studies  
University of Toronto (Canada)**

The University of Toronto in Toronto, Canada is a leading research university, ranking consistently among the top 25 universities globally. It is also a public university, serving a wide range of domestic and international students, including many who are “first-in-family.” Its School of Graduate Studies is the largest in Canada, supporting approximately 9,000 graduate students in professional programs and 10,000 in research-stream programs as well as nearly 1,000 postdoctoral fellows. Across its three campuses, U of T offers more than 300 graduate programs, including 60 professional graduate programs, 76 combined degree programs and 40 interdisciplinary specializations.

Toronto is a highly cosmopolitan city that is going through many changes, with a booming technology sector, growing urban density, rising real estate prices, and growing socio-economy inequality. On the edge of our downtown campus, where the vast majority of our graduate students study, there is a major high tech and artificial intelligence hub, drawing talent from across our campus and serving as a symbol of how the world of work is changing with the rise of the knowledge economy.

For many graduate students, an awareness of potential employment opportunities outside academia for highly educated people like themselves can be intriguing and exciting, but also daunting, raising a number of questions: Is it common for people from my own particular disciplines to land work outside academia, or is this a likely outcome only for a small sub-set of graduates? If it is really a prospective outcome, how will I acquire the skills necessary to make the transition out of the education sector and into industry, government, or the charitable sector? Will the pursuit of such skills somehow interfere with my doctoral work, either because it adds to my time to completion or because it marks me as being less serious about my academic pursuits?

To begin to address these questions, the School of Graduate Studies at U of T conducted an extensive study of the employment outcomes of its doctoral graduates. Known as the *10,000 PhDs Project*, this study looked at the outcomes of the 10,886 PhD students who graduated from U of T between 2000 and 2015. Following a methodology that has been used by a small but growing number of academic institutions and non-profit organizations, the study mined public, online information sources to produce a snapshot of where our graduates were currently employed (as of 2016). The study had limitations, as it was focused on a single point in time and so did not address the question of individual career pathways. But the study was unusual for its scale, as few institutions have such large graduating classes (in Canada, none do). Furthermore, for U of T it was an unprecedented study in its comprehensiveness, and it covered a key period for us, since between 2000 and 2015 the number of PhDs we graduated nearly doubled. This rapid growth raised a question: were all these PhDs being absorbed into employment, and if so, in what sectors?



Broadly, the research indicated not only that our PhDs are successfully employed, but also that they are finding careers in all sectors of the economy, in Canada and abroad. In 2016, 59% of all found PhD graduates were employed in the post-secondary education sector (roughly half of these in tenure-track jobs), 22% were employed in the private sector, 12% in the public sector, 4% in the charitable sector and 3% in the individual sector.

To make these data useful to prospective and current students as well as faculty and staff, SGS developed seven audience-specific fact sheets and launched an interactive dashboard of the survey findings. Three of the fact sheets provide an overview of the data and findings for academics, employers, and the government. The four additional fact sheets provide discipline-specific information with a more granular breakdown of the data, commonly asked questions and answers about employment in that discipline, and links to career search and professional development resources. The 10,000 PhDs dashboard in turn enables users to filter the data to find specific information about employment sectors, employers, job titles, and location of employment. Since its release in early 2018, 10,000 PhDs data has also inspired panel discussions, workshops, and “informational interview” events that help graduate students in all disciplines recognize their transferable skills and successfully present these skills to prospective employers. By sharing these data with learning strategists and career counselors at U of T’s Career Exploration & Education Office, SGS has also encouraged students in graduate programs to think more broadly about their career options post-graduation.

SGS also aims to enhance graduate education and prepare students for diverse careers by offering professional development programs specifically designed for graduate students. We have two main vehicles for doing so: our Graduate Centre for Academic Communication (GCAC) and our Graduate Professional Development (GPD) program. Currently, GCAC offers professional development in academic writing and speaking for U of T’s graduate students through a variety of instruction modalities for both native and non-native speakers of English. Among its offerings are non-credit courses, workshops, individual writing mentoring, and writing boot camps. With the growth in the graduate student population, including professional degree students and international students who often present unique language-related needs, the demand for support in academic writing and speaking has exponentially increased. Moving forward, we plan to reach more students with communication support by delivering courses using a blended learning method, creating satellite units at each campus of the University of Toronto, and using video-conferencing technologies to conduct writing tutorials remotely.

Our graduate professional development (GPD) program is competency-based training that complements students’ discipline-based coursework and research. It runs workshops to build professional development skills, hosts non-academic career panels, facilitates an interdisciplinary graduate speaker series for students to discuss their research outside of their discipline, and organizes the Three Minute Thesis (3MT®) competition that challenges students to present complex research information in an engaging and accessible way. GPD also offers career coaching sessions and an innovation fund to develop and support new or expanded professional development initiatives created by graduate students for graduate students, as well as a Graduate Professional Skills (GPS) Program that each year provides over 100 free and optional professional development courses, workshops, and seminars to develop generalizable, transferable skills and competencies critical to success in a wide range of careers. As U of T is highly decentralized, GPD also partners with other offices across the University to provide a multitude of discipline-specific professional development and career advising services.

In summary, the School of Graduate Studies and the University of Toronto are developing an approach to professional development that provides students with the evidence they need to make career decisions, while putting skills training in place centrally and embedding it in programs. We are also taking strides to ensure all members of our institution recognize the transferable skills that students acquire through an advanced degree, and actively support students in building new professional skills. Toronto, and indeed the global workforce, can only benefit from the addition of highly diverse and talented individuals who can solve problems through creative thinking, and understand how to think contextually. We owe it to our graduate students to give them the confidence to recognize how valuable and how wide-ranging their impact can truly be.

## Enhancement of Doctoral Graduate Employability – EDGE – Achieving Career Goals

**Pat Buckley**  
**Dean of Graduate Studies**  
**University of South Australia**

Australia's research training system was comprehensively reviewed by the Australian Council of Learned Academies (ACOLA) in 2015-2016. Amongst other priorities, the ACOLA Panel was asked to examine the employability of PhD graduates. ACOLA delivered 11 key findings – subsequently accepted by the Australian government – that had multiple references to professional development & career, including:

- The skills developed through higher degree research (HDR) training need to be appropriate for graduates to succeed in careers right across the spectrum of the economy
- Candidates need to be provided with information on the career outcomes of past HDR graduates
- A greater proportion of HDR training opportunities to be focused on an industry-defined research problem, take place in industry settings, or involve an industry supervisor for the project
- The current examination system ensures Australia's HDR outputs are of high quality, but a statement of the skills and knowledge gained by the candidate is also needed

At that time, the University of South Australia (UniSA) was introducing the Transformed PhD (tPhD) which had the objectives of: connecting research degree candidates to research grand challenges which incorporate end users; establishing the candidate as researcher towards conclusion of the PhD; and providing an explicit enterprise & career orientation during candidature. This paper focuses on achieving the latter objective.

*EDGE* – Enhancement of Doctoral Graduate Employability – is the University's first institution-wide model for HDR candidates' professional development. At the time of writing, it was launched to the university community and external partners 3 months ago.

### **EDGE: Development**

The research undertaken in developing EDGE was comprehensive. Systematic reviews of the literature identified the importance of having explicit preparation during candidature for career for a positive PhD experience, and provided evidence relating to career preferences & pathways, post-PhD. For the first time, the early career outcomes of UniSA PhD graduates (2015-2017 graduating cohorts) were determined. Similar to that which has been shown internationally, UniSA graduates enter a wide variety of careers following graduation. Over 20% of UniSA graduates immediately entered a career that was neither university-based research nor university academe: an additional 14% moved directly into research positions that were not university based. Of those that secured academic university positions, about a third were casually employed or on short-term contracts. International longitudinal tracking of doctoral graduates (there are no equivalent data in Australia) suggest that a large proportion of those early career graduates currently in university research and academic appointments will transition to careers outside of research at a later stage of career.

The consultation undertaken in developing EDGE was extensive and involved candidate, supervisor, end user, and employer groups. This generated a set of principles that informed the approach to building what was to become EDGE. In particular, staff & candidates wished to have a model which explicitly integrated research, transferable & professional skills, and career orientation. There was also a mandate to deliver a personalised model of skills development – that it be flexible and candidate-directed.

### **EDGE: Framework**

EDGE is underpinned by a unique Framework, which defines and characterises the capabilities (skills, knowledge and experiences) which will be attained by candidates through their engagement with EDGE. These capabilities are organised into four domains, across the main stages of candidature: commencing, continuing, completing.

The EDGE domains are:

- Research Expertise: encompassing the skills and attributes required to operate effectively as a researcher.
- Enterprising Futures: aligned to the attributes and competencies deemed desirable for all career paths and sought-after by employers.
- Skills in Practice: providing explicit recognition for experiential and work-integrated learning during PhD research.
- Careers in Focus: designed to support candidates in the reflection, planning and management of their skills requirements in the context of their individual career goals.

### **EDGE: Engagement & Outcomes**

The candidate experience of EDGE is framed around three key phases: **Plan; Do; Recognise**.

In early candidature, the candidate undertakes a customised *Development Needs Analysis*, and uses this to direct a *Career Conversation* with a mentor. The outcomes of the *Career Conversation* are used alongside the training requirements identified with the supervisory team for the purposes of the research project to inform the development of their personalised *Training Map*, completing the initial **Plan** phase. As EDGE is embedded into PhD milestones, candidature monitoring points will also support regular opportunities to refine the ‘Plan’ elements of EDGE, as the candidate’s competencies develop.

In the **Do** phase, EDGE brings together a range of professional development opportunities and activities offered inside and outside of UniSA, for candidate selection. Candidates develop skills and competencies aligned with their plan, and with a view to improving skills which benefit their research, as well as their career prospects. Industry-engaged experiences, including internships and partnered projects to develop the prioritised skills identified by employers, are encouraged as part of the model.

As the candidate progresses towards the final stages of their research project, focus shifts to the **Recognise** phase of EDGE. Candidates curate their EDGE experience and finish with a portfolio of career assets, university certification of completion of EDGE and, importantly, the ability to articulate their expertise to diverse audiences.

In the 3 months since EDGE was launched at UniSA, 50% of HDR candidates have commenced EDGE and made over 1800 bookings for approximately 100 professional development opportunities.

Importantly, an evaluation framework has been embedded in the model. This suite of measures will evaluate EDGE and its impact on candidate experience and satisfaction, research and employability outcomes, and stakeholder satisfaction, as well as supporting ongoing quality assurance and improvement.

Early feedback has been very positive. The final word goes to stakeholders.

*UniSAEDGE is modular, like a choose-your-own-adventure. It's about asking, 'what skills and experiences do I need to reach my goals?'*

(HDR candidate)

*UniSAEDGE provides a structure – a roadmap – to help identify, attain and apply the skills required to succeed at each stage of candidature, and maintain momentum throughout the process. It's a win-win. For the supervisor it's ensuring they have a candidate with the necessary competencies to get through the PhD, and for the candidate, they'll have the skills that will make them market-ready for employment.*

(HDR supervisor)

*I brainstormed the skills I look for when recruiting from the position of being an employer, and virtually all of them are ticked off under UniSAEDGE. I really like the emphasis on self-awareness as that is critical in industry.*

(Industry employer)

## Reference

McGagh, J, Marsh, H, Western, M, Thomas, P, Hastings, A, Mihailova, M, Wenham, M (2016) Review of Australia's Research Training System. Report for the Australian Council of Learned Academies, [www.acola.org.au](http://www.acola.org.au)

## Beyond a “Research-only” Perspective

**Hans-Joachim Bungartz**  
**Graduate Dean**  
**Technical University of Munich (Germany)**

In 2017, TUM Graduate School (TUM-GS) participated in the European Science Foundation’s Career Tracking Survey to learn more about the career paths of TUM doctoral alumni. The survey showed that within five years of completing their doctorate, 64% of the respondents had left academia and worked outside a university or research institution. These numbers are even higher when considering only doctoral degree holders in the area of engineering.<sup>1</sup> TUM, as most other German universities committed to doctoral education, therefore has always been convinced that doctoral qualification must take into consideration a broad variety of potential career paths – most of them actually outside academia.

When comparing the self-reported competences at the end of the doctorate with the skills needed in their jobs, TUM doctoral alumni felt well prepared with regard to skills developed in their daily research work such as methodical and specialist expertise, language skills, innovation and creativity as well as critical-analytical thinking. In contrast to that, the respondents reported to experience a certain skills gap in the area of general career management, networking, and communication. That’s why TUM-GS has added an increased focus on career orientation within the qualification program offered.

While some of the skills needed for a specific job certainly have to be developed on the job, professional development and career orientation should already be part of doctoral qualification to prepare early-stage researchers for their next career steps. In this regard, TUM follows a twin-track approach. Doctoral research is embedded in a context that allows candidates to gather specialized experiences and individual abilities. At the same time, tailor-made qualification and career services are offered to support different needs and individual career goals.

### **Research context**

As many other European universities of science and technology, TUM aims to address today’s grand societal challenges, which – in turn – “creates an institutional setting which is conducive to an interdisciplinary research environment and close collaboration with the non-academic sector, particularly industry”.<sup>2</sup> This kind of environment introduces doctoral candidates to interdisciplinary communication and collaboration, intersectoral cooperation, as well as international exchange during their research.

In an international context, TUM supports early international collaboration and a creation of personal and institutional networks. Research stays abroad, international summer or winter schools, or the possibility of inviting guest researchers are essential parts of the doctoral qualification at TUM offered to all candidates. As a member of e.g. the EuroTech Universities Alliance, a strategic partnership of six leading technical universities in Europe and Israel, and the GlobalTech Alliance, a worldwide network of some of the world’s leading technical

1 Heiß, Hans-Ulrich (2015): Die Ingenieurpromotion. In: *Forschung & Lehre* 6/2015.

2 CESAER, CLUSTER, EuroTech Alliance, IDEA League, Nordic Five Tech (2016): *Innovative Doctoral Training at Universities of Science and Technology*. Discussion Paper. Online: <http://eurotech-universities.eu/wp-content/uploads/2015/10/Innovative-Doctoral-Training-at-Universities-of-Science-and-Technology-Discussion-Paper.pdf> [last accessed on July 8th, 2019]



universities, TUM offers expanded exchange opportunities as well as individual funding for candidates within these networks. These activities enable doctoral candidates to gain valuable personal experience and prepare them adequately for the increasingly global job market.

In addition to exposing all doctoral candidates to its multi-faceted and interdisciplinary research environment, TUM also implemented different measures to further foster the cooperation with non-university stakeholders. To strengthen interdisciplinary and intersectoral doctoral research and qualification in some dedicated areas, TUM-GS has implemented joint thematic graduate centers in collaboration with selected non-university as well as university partner institutions. Examples are (1) the Helmholtz Graduate School Environmental Health (HELENA) in cooperation with the LMU Munich and the Helmholtz Center Munich; (2) the International Helmholtz Graduate School for Plasma Physics (HEPP) together with the University of Greifswald and the Max-Planck-Institute for Plasma Physics; or (3) the joint thematic graduate center in cooperation with the University of Applied Sciences Munich with its specific focus on building technology & energy efficiency. Furthermore, TUM has put in place agreements with major industrial partners allowing candidates to conduct application-oriented research while ensuring academic freedom and high scientific quality.

While TUM fully supports the collaboration with stakeholders from different sectors, this may also lead to complex constellations which require the unambiguous clarification of different roles, expectations, and responsibilities. In order to agree on overall principles, TUM promoted the PROMUC Initiative, a Munich-based network of stakeholders from different sectors involved in doctoral research and qualification. On the one hand, the network agreed on specific guidelines, on the other hand, it also serves as a resource for identifying the skills needed for doctoral candidates to successfully and adequately prepare for their career.

These collaborations and networks strengthen TUM's international, intersectoral, and interdisciplinary research environment. At the same time they open doors for doctoral candidates to future employers and new working contexts within science and industry.

### **Additional qualification courses and career orientation**

To support doctoral candidates in further developing their personal and transferable skills, TUM-GS offers a wide range of courses and workshops. TUM-GS's current qualification program includes approximately 70 courses for about 850 participants per semester and is divided into a doctorate-oriented program and a career-oriented program. Within the doctorate-oriented program, there is high demand for courses for e.g. project management, leadership, business administration, scientific writing, or presentation skills. Courses addressing personality and self-management, including stress management and work-life balance, are also very well attended.

The career-oriented program was developed to adequately prepare doctoral candidates for their future careers. Approximately 20 courses per semester include orientation workshops and specific seminars for three career paths: *Science, Research and Science Management*; *Entrepreneurship & Start-Ups*; *Business & Industry*. Courses offered in *Science, Research and Science Management* focus on a career in the academic system, e.g. reflecting one's individual career anchor and strategic planning, science management and career options e.g. at universities of applied sciences. On top of that, TUM ForTe (Office for Research and Innovation) supports doctoral candidates and postdocs in all issues concerning third-party funding, research and



industrial cooperation, and technology transfer. The path Entrepreneurship & Start-Ups has a particular standing at TUM being an entrepreneurial university<sup>3</sup> and is mainly planned by UnternehmerTUM, the Center for Innovation and Business Creation at TUM. A special focus is put on future industries of information and communication, medical engineering and CleanTech. Therefore, business plan and design workshops, innovation strategy seminars, and systematic coaching are just some of their offers for young academics. Within the path *Business & Industry*, TUM-GS offers specific job application courses, CV checks, and job interview simulations with a specific focus on the job market outside academia. An overview over possible career options in the public, industrial and economy sector is given, as well as self-reflection workshops with a focus on the individual competence profile. Doctoral candidates can also benefit from career counseling and mentoring programs free of charge. Furthermore, the department TUM Alumni & Career is organizing various Career Days and company visits enabling doctoral candidates to get in contact and build up networks with companies and potential future employers. In a special and exclusive format, doctoral candidates are offered four one-to-one coaching sessions with a certified coach from academia or industry, depending on the doctoral candidate's personal career focus.

### **TUM's twin-track approach to professional development in a nutshell**

In Germany, a doctorate has always been considered as something that prepares for much more than an academic or research-oriented career. Thus, TUM aims at providing an environment which enables contextualized professional development for doctoral candidates by combining individual and mostly optional opportunities for further education and qualification, networking as well as career orientation with the general qualification of early-stage researchers in an interdisciplinary, international and intersectional research context (or others). In 2018, TUM reached number 6 (in 2017, number 8) in the new worldwide "Global University Employability Ranking" which places the university at the top of the list of German universities in terms of quality of education from future employers' perspective.

---

<sup>3</sup> With its vision „TUM. The Entrepreneurial University“, TUM was successful in the Excellence Initiative, and was thus awarded the title of “University of Excellence”.

## ***Own Your Future (OYF): Western's Doctoral Professional Development Program***

***Lorraine Davies***

**Associate Vice Provost, School of Graduate and Postdoctoral Studies  
Western University (Canada)**

Over the past decade, questions about the quality and relevance of postsecondary education for students' lives have increased as a result of two societal trends. First, greater numbers of students are experiencing elevated levels of stress and mental health problems. Second, changes in the labour market have led governments and student groups to question the applicability of a university degree for career success. The doctoral degree has not been immune from such scrutiny. Concerns about graduate student mental health abound, as do worries about the relevance of the doctoral degree for careers beyond academia, especially given the finding that only a minority of graduates find work as full-time professors (Conference Board of Canada, 2015).<sup>1</sup> More optimistically, this finding also means that the value of the doctoral degree extends beyond academia, with almost 2/3 of graduates finding employment in industry, government and not-for-profit organizations (Conference Board of Canada, 2015). However, questions remain about gaps in career preparation, including uncertainty about the skills and competencies acquired when doing a doctoral degree. We began to address these concerns in 2015, by conducting focus groups with 32 graduate students about their experiences of health and wellness. The findings clearly demonstrated connections between student stress, academic confidence and engagement, and career preparation and validation. In partnership with key units across the University, we then began the process of 'redreaming professional development'. The result is the creation of the *Own Your Future* doctoral professional development program. The purpose of this paper is to describe this program. In my presentation, I will discuss the potential of the *OYF* program to support our students to get the most out of their doctoral degree, to support the re-imagining of the doctoral degree, and to promote the relevance of the doctoral degree to society more broadly.

### ***Own Your Future (OYF) – Guiding Principles***

- All content must be doctoral relevant
- The content must not differentiate between academic and non-academic career preparation
- The structure and design is overseen and coordinated by the School of Graduate and Postdoctoral Studies
- Delivery of *OYF* is based on partnerships with relevant campus units
- Program informed by Employer Advisory Committee and on-going student focus groups

### ***Own Your Future (OYF) – Defining Features***

- A four year program designed to parallel the doctoral degree, complement the doctoral curricula and support academic progression
- The first two years of *OYF* are geared toward maximizing success in graduate school, answering graduate students' key question: How do I be a graduate student?
- The final two years are designed to help students acquire additional competencies and leverage all their skills in career contexts
- The curriculum is broken down into six core competencies, each with their own associated learning outcomes and identified power skill(s)

<sup>1</sup> Edge, Jessica, and Daniel Munro. *Inside and Outside the Academy: Valuing and Preparing PHDs for Careers*. Ottawa: The Conference Board of Canada. 2015.

- The Six Core competencies: Thriving, Communication and Relationship Building, Leadership, Teaching and Learning, Intercultural and Social Fluency and Career Engagement
- Student engagement is self-directed and it is facilitated by a **customized on-line self-assessment** confidential to the graduate student. Students receive their self-assessment results, which also include direction to workshops designed to improve proficiency in relevant learning outcomes and competencies
- The program includes foundational workshops, which students supplement with elective workshops to customize their experience. Elective workshops are more often discipline specific. For example, Year 1 Foundational Workshop “Managing Your Time & Establishing Productive Routines” is followed by the Elective Workshop: Time Management for Lab Based Students
- The self-assessment builds self-evaluation skills; makes strengths, abilities and skills explicit; provides the language to articulate transferable skills to potential employers; guides future professional development

### Lessons Learned So Far...

- Supervisor support is critical
- Students crave community
- Time as a real and perceived barrier
- Doctoral students expect content to be evidence-based and designed specifically for them
- Integration with graduate programming is vital

### Own Your Future (OYF) - Curriculum Snapshot

	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>Alumni Engagement</i>
	<i>Ongoing Self-Assessment</i>				
<i>Communication</i>	How to have Difficult Conversations with your Supervisor	What is Conflict and How do I manage it?	Navigating Conflict in Graduate School	Navigating Conflict in the Workplace	Provide opportunities for OYF Alumni to participate in the program in a mentoring way
<i>Leadership</i>	Character Leadership, Context and Core Beliefs	Exercising and Developing Character Leadership	Influencing Character Leadership in Others	Embedding Character Leadership into Teams and Organizational Practices	
<i>Career Engagement</i>	Using Your Self-Assessment to Guide your Skill Development	Designing a Meaningful Life	Cultivating Career-Enhancing Connections	Emphasizing Your Strengths in your Professional Development	
<i>Thriving</i>	Managing your Time & Establishing Productive Routines	Mindful Preparation for Comprehensives and Evaluations	Building Perseverance and Persistence to Deal with Setbacks	Leading with your Strengths	
<i>Teaching and Learning</i>	Explaining Difficult Concepts	Creating Engaging Learning Experiences	Designing Assessments	Leveraging Your Teaching for Future Careers	
<i>Intercultural and Social Fluency</i>	Navigating Social Inequalities & Power Relations	Strategies for Effective Intercultural Communication	Indigenous Cultural Competence	Intercultural Conflict Resolution	

## Enabling Education-to-Employment Transition: Promoting Students' Higher-Order Skills

**David G. Payne**

Vice President and Chief Operating Officer, Global Education  
Educational Testing Service (U.S.)

**Lorenzo Esters**

Executive Director, Global Education  
Educational Testing Service (U.S.)

As we reflect on the factors that affect graduate students' health and well-being, we should consider why students pursue higher and graduate education in the first place, and how their motivations may be related to stressors that impact their health and well-being. Results from a recent Strada-Gallup® poll that surveyed 86,000 students at more than 3,000 higher education institutions are revealing. They showed that 58 percent of undergraduate students and 72 percent of respondents with postgraduate education experience say work outcomes, such as finding a good job with good pay and opportunities for career advancement, are their primary motivation for attending. This finding held true across all higher education pathways and demographic subgroups.

Students in higher education experience a range of stressors related to succeeding in college and preparing for life after graduation. Even the decision to enroll in a higher education program can be stressful, as individuals weigh the costs and benefits of gaining an advanced degree. Over the past two decades, federal funding for higher education has been cut dramatically, with the burden falling on individuals and their families (Hou & St. John, 2001). Thus, many grapple with the reality of taking on large amounts of debt and the accompanying concern about the return on their educational investment once they enter the workforce (Oreopoulos & Petronijevic, 2013). While these concerns are common among students, some populations, such as first-generation college students, international students, nontraditional students and veterans, face unique challenges that can be especially stressful. Moreover, these factors impact nontraditional students' retention in higher education, and they can be impediments for these students to complete their degree (Shapiro, Dundar, Ziskin, Yuan, & Harrell, 2012). Likewise, many veterans experience isolation as they attempt to transition to college, often with little guidance or support from their institutions. Many programs lack the tools to help these students transition to the classroom. As a result, students can feel overwhelmed and confused about how to attain their academic goals (O'Herrin, 2011), and often shift their priorities for academic achievement (Cook & Kim, 2009).

Given that finding a good first job is a primary motivation for students pursuing higher education (and the related family expectations), it is reasonable to infer that changes in the nature of employment can introduce uncertainty and stress into many of their higher education decisions. With the economy increasingly being shaped by advancements in automation and artificial intelligence, there is a growing expectation for the college-educated workforce to master certain competencies in order to meet employers' needs and to support economic growth (Cummings, Brown, Barr, & Mehri, 2019).

In addition to the demands of the digital economy, graduate students are expected to have mastered new types of workplace competencies. The National Academies of Sciences, Engineering, and Medicine have released a report, *Graduate STEM Education for the 21st Century*, that examines the state of U.S. graduate STEM education. The report documents various types of competencies

that students at the master's and doctoral levels should develop, including disciplinary and interdisciplinary knowledge, professional competencies, and foundational and transferrable skills.

### *Challenges*

Other education-to-employment challenges in higher education today include the skills gap; lack of alignment between employers and higher education leaders regarding students' mastery of higher-order skills and/or readiness for workplace success; and the changing nature of technical skills and competencies required in the digital economy. Nontraditional students who have been in the workforce for many years may return to the classroom to reskill or upskill to catch up with technological advancements and automation in the new economy (Veasey & Hawkins, 2000). The question is how institutions and employers can meet both current and future skills requirements for success in this rapidly transforming, continuously evolving workplace. A collaborative effort between employers and leaders in higher education is required for agreement on what competencies are needed and how such competencies are defined. Only then can they provide individuals with meaningful guidance on how to ensure their readiness for the demands of the workplace.

### *How ETS Helps to Ease the Transition to the Workplace*

Students are expected to use critical thinking and analytical skills to succeed in college. However, as “the nature of work is changing and workers are expected to be quicker, smarter, and to demonstrate digital and technological skills and to be culturally sensitive” (ETS, 2019), it is evident that students are tasked with mastering additional skills such as creativity, collaborative problem-solving, oral communication and intercultural competency. To succeed in the new economy, higher education providers must teach these skills and students must learn them. ETS's role is to “develop relevant and meaningful skills for a new economy across industries and job levels, and to design assessments to measure and certify their attainment” (ETS, 2019). Through its recently launched Skills for a New Economy initiative, ETS is partnering with higher education institutions and employers to develop solutions to close the skills gap.

ETS has a 70-year history of building innovative assessments that serve diverse learners and institutions. Emphasizing assessment, ETS works to align graduate students' skills development with employers' expectations and to increase students' aptitude to perform well in the workplace, thus creating a smoother transition to the workplace. By aligning skills development with employers' expectations, we can raise learners' confidence and academic institutions' constructive accountability. Achieving this alignment requires articulating and documenting a clear and agreed upon set of skills and competencies and related assessments to certify and validate skill attainment. Despite the growing importance of higher-order skills, they are often difficult for education providers to teach, for individuals to demonstrate, and for employers to verify. It is urgent that we find ways to translate these skills frameworks into actionable practices. In addition, we must develop a clear, shared understanding of oft-used terms — “critical thinking” is one example — that now connote multiple, varied meanings.

We will know that we have achieved our goal when we see higher education systems and institutions preparing learners with critical, work-relevant competencies, employers endorsing and using evidence-based assessments and certificates, and learners demonstrating competencies as a means of obtaining skill-based work. These improvements in the clarity of competencies required for employment in the digital age, opportunities for students and institutions to provide credible and direct evidence of key competencies, and the alignment of education and employers will also help ease the education-to-career transition, and thereby help alleviate a major stressor for students and their families.

## References

Cook, B. J., & Kim, Y. (2009). *From Soldier to Student: Easing the Transition of Service Members on Campus*. Washington, DC: American Council on Education.

Cummins, P. A., et al. (2009). Heterogeneity of Older Learners in Higher Education. *Adult Learning*, Vol. 30, No. 1, p. 23. Gale General OneFile. Retrieved from [https://link.gale.com/apps/doc/A574313339/ITOF?u=nysl\\_me\\_bpl\\_cent&sid=ITOF&xid=b6d03d47](https://link.gale.com/apps/doc/A574313339/ITOF?u=nysl_me_bpl_cent&sid=ITOF&xid=b6d03d47). Accessed 31 July 2019.

ETS (2019). *Skills for a New Economy*. Princeton, NJ.

Hu, S., & St. John. E. P. (2001). Student Persistence in a Public Higher Education System. *Journal of Higher Education*, 72(3). Ohio State University Press.

O'Herrin, E. (2011). Enhancing veteran success in higher education. *Peer Review*, 13(1). p. 15. Gale General OneFile. Retrieved from [https://link.gale.com/apps/doc/A273081363/ITOF?u=nysl\\_me\\_bpl\\_cent&sid=ITOF&xid=44b51e15](https://link.gale.com/apps/doc/A273081363/ITOF?u=nysl_me_bpl_cent&sid=ITOF&xid=44b51e15)

Oreopoulos, P., & Petronijevic, U. (Spring 2013). Making college worth it: A review of the returns to higher education. *The Future of Children*, p. 41. Gale General OneFile. Retrieved from [https://link.gale.com/apps/doc/A335734305/ITOF?u=nysl\\_me\\_bpl\\_cent&sid=ITOF&xid=2ea43738](https://link.gale.com/apps/doc/A335734305/ITOF?u=nysl_me_bpl_cent&sid=ITOF&xid=2ea43738)

Shapiro, D., Dundar, A., Chen, J., Ziskin, M., Park, E., Torres, V., & Chiang, Y. (2012, November). *Completing College: A National View of Student Attainment Rates* (Signature Report No. 4). Herndon, VA: National Student Clearinghouse Research Center.

The ETS Mission Drives Everywhere We Go. (n.d.). Retrieved from <https://www.ets.org/mission>

Veasey, R. L., & Hawkins, K. (Winter, 2000). The Ebb and Flow of Global Competition: Morrilton, Arkansas 'The Phoenix of Small Town America.' *Arkansas Business and Economic Review*, Vol. 33, Issue 4, p. 9. Gale General OneFile. Retrieved from [https://link.gale.com/apps/doc/A77713857/ITOF?u=nysl\\_me\\_bpl\\_cent&sid=ITOF&xid=6a10cc20](https://link.gale.com/apps/doc/A77713857/ITOF?u=nysl_me_bpl_cent&sid=ITOF&xid=6a10cc20)





# Biographical Sketches of Participants



**Charles Ambler** is Dean in Residence at the Council of Graduate Schools. He was formerly Associate Provost and Dean of the Graduate School at the University of Texas at El Paso where he remains Professor of History. He has a PhD in African history from Yale University. He has undertaken research as a visiting scholar at the Universities of Nairobi, Zambia and London and most recently at Oxford University. He has been a Mellon Faculty Fellow at Harvard and has been recipient of NEH research fellowships. His most recent publications include the co-edited volumes, *Drugs in Africa* (2014) and *A Companion to African History* (2019). He has received funding from the National Science Foundation, the U.S. Department of Education, the Sloan Foundation and the National Endowment for the Humanities. In 2010 he was President of the African Studies Association (U.S.).

**Joshua Barker** is Dean of the School of Graduate Studies and Vice-Provost, Graduate Research and Education at the University of Toronto. Previously, he has served as Acting Chair of the Department of Anthropology, Director of the Asian Institute, and Vice Dean, Graduate Education, in the Faculty of Arts and Science. He received his B.A. from Trent University, his M.A. from SOAS at the University of London, and his Ph.D. from Cornell University. A socio-cultural anthropologist, Barker conducts research primarily in Indonesia, where he has examined various themes relating to his three main topics of interest: urban studies, socio-technical innovation, and crime and security. He has published articles in a range of journals, including: *Anthropologica*; *Bijdragen tot de taal-, land- en volkenkunde*; *Culture, Theory and Critique*; *Current Anthropology*; *Language and Communication*; *Social Analysis*; *Third World Quarterly*; and *Oceania*. He is also the co-editor of two books, *Figures of Southeast Asian Modernity* (U. Hawaii Press) and *State of Authority: State in Society in Indonesia* (SEAP, Cornell U.). In 2009 Barker delivered the Malinowski Memorial Lecture at the London School of Economics. He has served as editor of *City & Society* and is currently a contributing editor of the Cornell University Press journal, *Indonesia*.

**Sue Berners-Price** is the convenor of the Australian Council of Graduate Research (2018–2019). She is the Dean of the Griffith University Graduate Research School (Brisbane, Australia) and a Principal Research Leader in Griffith's Institute for Glycomics. She obtained her PhD in Chemistry from Birkbeck College, University of London and has held academic and senior administrative positions at both Griffith University and the University of Western Australia. Her research is in the field of medicinal inorganic chemistry. She is the author of more than 125 peer-reviewed original research articles and is a Fellow of both the Royal Society of Chemistry and the Royal Australian Chemical Institute. She is the current President of the Society of Biological Inorganic Chemistry and the recipient of the 2018 Asian Biological Inorganic Chemistry (AsBIC) Outstanding Achievement Award.

**Lidia Borrell-Damian** has worked for EUA since 2006 and has served as Director for Research and Innovation (R&I) since January 2014. She is responsible for supporting the work and enhancing the role of universities as major research and innovation organisations at the European level. Her responsibilities include the coordination of policy input based on the evidence and practice provided by EUA individual members and the National Rectors' Conferences. Her areas of work and activities cover a wide range of current EU priorities, namely the Horizon 2020 programme and its successor Horizon Europe; the European Research Area; research infrastructures; research integrity; university-business cooperation and other research partnerships; Regional Innovation Strategies for Smart Specialisation (RIS3); the Digital Agenda and Open Science. She also addresses the broad fields of doctoral education and academic careers in collaboration with the EUA-Council for Doctoral Education (EUA-CDE). As part of the EUA strategy in the field of energy as a fundamental societal challenge, she coordinates scientific and policy input to the European Strategic Energy Technology Plan (SET-Plan) through

the European Platform of Universities in Energy (EUA-EPUE). Lidia Borrell-Damian holds a Doctorate in Chemistry (Chemical Engineering Specialty; Solar Energy) from the University of Barcelona. Prior to joining EUA, she was Director of Research at Universitat Pompeu Fabra in Barcelona from 2003-2005. She has also worked in the private sector in a chemical company in Spain as the R&D Deputy Director from 2001-2003. Previously she was a researcher and an Assistant Professor at the University of Barcelona from 1990-1998; a Visiting Scholar at North Carolina State University (USA), 1997-1998; and a Post-Doctoral Researcher at The University of Western Ontario (Canada), 1999-2000.

**Pat Buckley** is the Dean of Graduate Studies at the University of South Australia. Previously, she was the Director of the Sansom Institute for Health Research and the Dean Research & Research Education in the Division of Health Sciences. A biochemist-turned-physiologist, Pat has initiated and led many improvements in research training here and elsewhere. At UniSA, she also leads researcher development across the university and works closely with staff to enhance and support their research capacity. As Dean, she is responsible for developing an excellent and supportive environment for supervisors and for candidates undertaking higher degrees by research, and in aligning the University's research training programs with its strategy of doing research which is inspired by challenges and opportunities, partnered with end-users and communities, and underpinned by excellence.

**Hans-Joachim Bungartz** is a full professor of informatics and mathematics at the Technical University of Munich and holds the Scientific Computing chair in the Informatics Department. Dr. Bungartz earned degrees in mathematics and informatics and a PhD as well as his habilitation in informatics, all from TUM. He became associate professor of mathematics at University of Augsburg, full professor of informatics at University of Stuttgart, and returned to TUM in 2005. Since 2008, he has been affiliated with the Department of Mechanical Engineering at University of Belgrade, Serbia. Since 2013, Dr. Bungartz has served as both Dean of Informatics and TUM Graduate Dean, heading TUM Graduate School with responsibility of doctoral education TUM-wide. He is a member of TUM's Extended Board of Management. Dr. Bungartz has served or serves on several editorial boards, and he was a member of the scientific directorate of Leibniz Institute for Informatics Schloss Dagstuhl. He is involved in various national and international review and advisory board activities. In 2011, he was elected chairman of the German National Research and Educational Network (DFN). Furthermore, Dr. Bungartz is a board member of Leibniz Supercomputing Center. In 2016, Dr. Bungartz has been appointed a steering committee member of the Council for Doctoral Education of the European University Association. His research interests are where computational engineering, scientific computing, and supercomputing meet. He works on parallel numerical algorithms, hardware-aware numerics, high-dimensional problems, data analytics, and aspects of HPC software, with fields of application such as computational fluid dynamics. Most of his projects have been interdisciplinary ones. As an example, he coordinates DFG's Priority Program Software for Exascale Computing.

**Karen Butler-Purry** is the Associate Provost for Graduate and Professional Studies (APGPS) at Texas A&M University, a position she has held since 2010. In addition, Butler-Purry is a professor in the department of electrical and computer engineering, having served at all faculty levels beginning with an initial appointment as visiting assistant professor of electrical engineering in 1994. Dr. Butler-Purry has vast experiences in graduate education as a faculty member, administrator, researcher and program leader. From 2001-2004, she served as Assistant Dean for Graduate Programs in the College of Engineering and served as Associate Department Head in the Electrical and Computer Engineering Department from 2008-2010. Further, Dr. Butler-Purry has directed several fellowship and education projects promoting recruitment,

retention and advancement of graduate students in STEM fields. Additionally, she has served in many capacities on committees for the college, university, and professional societies. Dr. Butler-Purry developed a successful research program with funding from federal agencies such as NSF and ONR, and industry funding from electric utility companies. She has supervised and funded over 40 graduate and 65 undergraduate research students.

**Carlos Gilberto Carlotti, Jr.** is MD and PhD graduated at Ribeirao Preto Medical School of University of São Paulo, Brazil, his specialty is neurosurgery and the main research interest areas are brain tumor molecular features and epilepsy surgery. He made a post-doctorate at the Brain Tumour Research Centre, University of Toronto, Canada. He is currently Full Professor at the Ribeirao Preto Medical School of University of São Paulo and he served as Dean and Director of the University Hospital. Since 2016 Prof. Carlotti is the Provost of Graduate Studies of University of São Paulo, that award 3.000 PhD/year, and worked to enhance the quality of graduate programs, using internationalization as the main tool.

**Lorraine Davies** is the associate vice-provost in the School of Graduate and Postdoctoral Studies and an associate professor in Sociology at Western University. Lorraine enjoys her administrative role because it gives her the opportunity to contribute to systemic change in graduate education related to professional development, reimagining the PhD, and graduate student wellness. In her research, she studies how women navigate gender inequality and the impact of gender relations on mental health.

**Amanda Davis** is a senior professional advisor to the Pro Vice-Chancellor (Graduate and International), The University of Melbourne, on all matters related to graduate research strategy, policy and performance. She is responsible for implementing the University's institutional strategy for graduate research and represents the Research portfolio on the University's Respect Taskforce. Amanda is an active contributor to national policy debates and implementation and is coordinating the Australian Group of Eight Universities adaption of the CGS Understanding PhD Career Pathways for Program Improvement project. Prior to joining the University 8 years ago, Amanda was an academic publishing executive, responsible for a broad portfolio of academic journals in Asia Pacific. She is also an alumna of the University, holding a PhD in Biochemistry.

**Luke Georghiou** is the University's Deputy President and Deputy Vice-Chancellor. From 2010 to 2017 Luke was responsible for the University's research strategy and its implementation and doctoral training. He continues in his new role to be responsible for business engagement and commercialisation activities. He is active in research and policy advice to governments and business with current work on innovation management, public procurement and innovation and evaluation of the national demonstrator project for Internet of Things (CityVerve). Luke is a member of RISE, the European Commissioner for Research and Innovation's high-level policy advisory group. He has chaired and been a member of several high-level inquiries and advisory bodies, including being rapporteur of the influential Aho Group report to European leaders, 'Creating an Innovative Europe' which put demand-side innovation policy onto the political agenda. He was Co-Champion of the 2016 Euroscience Open Forum (ESOF), Europe's largest pan-disciplinary science conference. Luke is currently a member of the Board of Directors of Manchester Science Partnerships, the UK's largest science park company and a Non-Executive Director of The Manchester University Foundation Trust, the UK's largest hospital trust. Since 2016 he has chaired the Steering Committee of the European Universities Association Council for Doctoral Education. He was elected to the Academia Europaea in 2011. He has published extensively in leading outlets. He holds a PhD (1982) and BSc from The Victoria University of Manchester.



**Katherine Hazelrigg** joined the Council of Graduate Students in 2015 as the communications manager. In August of 2017, she became assistant director of communications. Her responsibilities at the Council include website content development and management, social media, media relations, development of print and electronic communications, and the Global Summit. Prior to joining CGS, she was a program assistant and communications coordinator at the Association of Public and Land-grant Universities (APLU), where she managed communications, event planning, projects, and grants in the Office of Research, Innovation, and STEM Policy. Katherine spent several years teaching English 101 and Introduction to Literature courses at the University of Maryland, College Park, while earning an M.A. in English; she received a B.A. in English with a minor in French from The Pennsylvania State University's Schreyer Honors College.

**Jessica Horowitz** is currently the Director of Academic Relations at ProQuest Dissertation Publishing. Her former position until January 2019 was the Associate Dean of the Graduate School at Loyola University Chicago, a position she held for ten years. Jessica was on the Executive Committee of the Midwestern Association of Graduate Schools from 2013-2017 and was Chair of the organization for two of those years. She has taught at the graduate level for several years, focusing on Disability Education in Higher Ed and Educational Research Methods. Jessica earned her Master's in Communication Disorders from Northwestern University and her PhD in Educational Leadership from Loyola. Her primary research interests include disability and mental health concerns in higher education and mentoring across the university.

**Gill Houston** has wide-ranging experience of higher education, latterly focusing on assessment of students and postgraduate education. Activities include developing and implementing higher education policy in the UK and internationally, in universities and with sector-wide bodies such as the Quality Assurance Agency (QAA) and the UK Council for Graduate Education (UKCGE). Gill is currently chair of UKCGE's board of trustees (since July 2018) and completed a PhD in education in 2018, entitled: 'A study of the PhD examination: process, attributes and outcomes', available online at: <https://ora.ox.ac.uk/objects/uuid:07291f0e-e80b-4b06-a6af-b3ac8b90a00e>

**Nelson Ijumba** is the Deputy Vice-Chancellor for Academic Affairs and Research at the University of Rwanda, responsible for institutional strategic development in research and innovation. He is also an Honorary Professor of Electrical Engineering, at the University of KwaZulu Natal, South Africa and a serving member of the Board of the East African Science and Technology Commission (EASTECO). He graduated from the University of Dar es Salaam (Tanzania), and obtained his Master's and Doctoral degrees from the Universities of Salford and Strathclyde (United Kingdom), respectively. He is a Senior Member of the Southern African Institution of Electrical Engineers, a Senior Member of the Institute of Electrical and Electronics Engineers, a Member of the Institution of Engineering and Technology. Professor Ijumba is a Member of the Academy of Sciences of South Africa and a Fellow of the South African Academy of Engineering. He is a registered Professional Engineer with the Engineering Council of South Africa, Engineers Registration Board of Tanzania, and a Chartered Engineer of the United Kingdom Engineering Council. He has over 40 years of experience in teaching, research, consulting and academic leadership. His research interests are in the areas of high voltage and power systems, impact of technologies on sustainable development and translation of research outputs into socially relevant innovative products. He has published widely and made presentations at international and local conferences.

**Jing Jiang** is the Deputy Director of the Academic Affairs Office of the Graduate School at the Huazhong University of Science and Technology (HUST), which is located in Wuhan, the largest city in the central China. Her role at the Graduate School involves the management of graduate teaching, training, curriculum, transcripts and student management for the interna-

tional students. Associate Professor Jiang is a PhD candidate in Chinese Literature Criticism at the Chinese Department of HUST. She received her master degree at the School of Foreign Languages and Literature of Xiamen University in 2001. She worked at the School of Foreign Languages of HUST as an assistant professor and associate professor from 2001-2014 before she took her role as the Deputy Director of the Graduate School. Associate Professor Jiang stayed at the School of Journalism and Mass Communication at the University of Wisconsin-Madison as a visiting scholar for six months in 2012. She also worked at the Department of International Exchanges and Cooperation at the Ministry of Education, China from 2014-2015. She served as the Deputy Director of the Confucius Institute at the University of Canterbury in New Zealand from 2016-2018.

**Timo Korkeamäki** is a Professor of Finance and a Head of Department of Finance and Economics at Hanken School of Economics in Helsinki, Finland. He is also a former Dean of Research of the school. Prior to joining Hanken in 2008, he was on faculty at Gonzaga University. He is a member of the EUA-CDE Steering Committee. Prof. Korkeamäki received a PhD in international finance from University of South Carolina in 2001. His areas of expertise include corporate finance, financial markets, and financial institutions. He has published articles in a wide variety of academic outlets, including the *Journal of Finance* and the *Journal of Corporate Finance*. He has also published policy-related work for the Finnish Prime Minister's Office and in the *Finnish Journal of Foreign Affairs*.

**Allan Lu** is a Vice President at ProQuest LLC., where he manages its dissertation and thesis business, product developments and the ProQuest platform. He has 30-year experience in the information industry. Prior to joining ProQuest, he was the Head of Product Management at Elsevier, managing the company's flagship product ScienceDirect. Before Elsevier, he did 2-year management consulting in finance and HR practices. He started his career at LexisNexis and worked there for 17 years, advancing his career from R&D of search engine technology and products, to management of the company's major product lines and finally to general management in its legal research business. Allan holds an MBA from the University of Chicago and a Ph.D. in information retrieval from the University of Western Ontario in Canada.

**María Ximena Luengo Charath, MD, MPH**, is a medical doctor specialized in Adolescence Health, Master on Public Health. Students' Health Director at the University of Chile, since July 2018, dependent on the Vice-President of Student and Community Affairs, she is in charge of the students' health services and the development of promotion and prevention initiatives and health community policies. She was Advisor Coordinator at the Bioethics Office at the Ministry of Health since June 2014 to July 2018. Executive Director of the National Fund for Research in Health-FONIS, at the National Commission for Scientific and Technological Research (CONICYT) since November 2010 to April 2014, after going through a public competitive call. Currently she is member of the Bioethics Advisor Committee at the National Fund for Scientific and Technological Development (Fondecyt) of CONICYT. She has worked for over 25 years as Assistant Professor of the School of Medicine at the Universidad de Chile. She has focused her professional development on teaching, research, and comprehensive care for the health of adolescents, with emphasis on sexual and reproductive health with gender perspective. Acknowledgement of that experience has led the Ministry of Health's Adolescent Health Program to recruit her as a technical advisor, and to participate as a member on inter-ministerial committees of the Ministry of Health, the Ministry of Education, and the National Service for Women, to discuss issues related to sexuality and adolescent pregnancy, sexual education, gender, and post-natal rest legal policy, among others. She also has experience in management. She worked as Under-Director of the Center of Reproductive Medicine and Comprehensive Development for Adolescent (CEMERA) for over 10 years. Between 2001 and 2007, she was Executive Director

at ICMER, a non-profit foundation focused on health-related research. As a researcher, has leading different research projects and has published articles on scientific journals, author of books and chapters in books. Has been a consultant for different international agencies such as the World Health Organization (WHO) and its Regional Office for the Americas (PAHO), the United Nations Population Fund (UNFPA) and others. At the regional level, she has contributed as independent advisor in different technical workshop, developed the Andean Policy on SRH for Adolescents with emphasis in pregnancy prevention, among others. She has been invited to make presentations at various international conferences. She is also a member of scientific organizations like the Adolescence Committee of Chilean Pediatric Association, and was member of the Chilean Obstetrics and Gynecology Association for Children and Adolescents (SOGIA), and has acted as president or member of their respective Boards.

**Paula D. McClain** is Professor of Political Science and Professor of Public Policy and Dean of The Graduate School and Vice Provost for Graduate Education, having moved to Duke from the University of Virginia in 2000. She became Dean on July 1, 2012. She also directs the American Political Science Association's Ralph Bunche Summer Institute hosted by Duke University and funded by the National Science Foundation and Duke University. A Howard University Ph.D., her primary research interests are in racial minority group politics, particularly inter-minority political and social competition, and urban politics. Her articles have appeared in numerous journals, most recently the *Journal of Politics*, *American Political Science Review*, *Urban Affairs Review*, *The Du Bois Review: Social Science Research on Race and Politics*, *Groups and Identities*, among others. Westview Press published the sixth edition of her book, "Can We All Get Along?" *Racial and Ethnic Minorities in American Politics*, coauthored with Joseph Stewart, Jr. in 2014. The 7th edition with a new coauthor, Jessica D. Johnson Carew was published in June 2017. Her 1990 book, *Race, Place and Risk: Black Homicide in Urban America*, co-authored with Harold W. Rose, won the National Conference of Black Political Scientists' 1995 Best Book Award for a previously published book that has made a substantial and continuing contribution. *American Government in Black and White: Diversity and Democracy*, co-authored with Steven Tauber, won the American Political Science Association's Race, Ethnicity and Politics Organized Section Best Book Award for a book published in 2010. The 4th edition of the book was scheduled for publication in January 2019.

**Alastair McEwan** is Dean of the Graduate School and Pro-Vice Chancellor (Research Training) at the University of Queensland. He was awarded his PhD in Biochemistry from the University of Birmingham, U.K. and undertook his postdoctoral training at the University of Illinois at Urbana-Champaign. He joined the University of Queensland in 1993 and has served in several leadership roles including Head, School of Chemistry and Molecular Biosciences and Deputy Executive Dean, Faculty of Science. He continues to lead a research program in bacterial physiology and pathogenesis. He is a member of the Australian Council of Graduate Research Executive and is convener-elect (for 2020-21).

**Yanlin Ma** is the dean of the Graduate School at the Huazhong University of Science and Technology (HUST), which is located in Wuhan, the largest city in the central China. Yanlin Ma accepted her PhD in the field of human geography from Beijing Institute of Geography, Chinese Academy of Sciences in 1999. Prof. Ma served as the Associate Dean at the College of Public Administration, HUST from 2002 – 2008. Her primary research interest included land use, land policy, urban policy and Regional Development and regional economics. Prof. Ma has received a few honors including Fang Shuquan Doctor Fellowship, granted by Chinese Academy of Sciences; four-time Prize for Best Work, College of Public Administration of HUST; The Third Prize of Science and Technology Progress awarded by Hubei Provincial Government. In addition, Prof. Ma authored two books entitled *Modern Urban Management* and *The Development*

of Oasis Sustainable Agriculture and Rural Economy in Arid Area. From 2008, Prof. Ma took her new position at the Graduate School of HUST as the Director of Student Affairs Administration Office, in charge of graduate students' scholarship and well-being-related affairs. She also served as the Director of the Degree Office of the Graduate School from 2012-2018. Since Nov. 2018, Prof. Ma took a role of the Dean of the Graduate School up to now.

**Liviu Matei** is the Provost of Central European University, a Professor of Higher Education Policy and Director of the Yehuda Elkana Center for Higher Education. His research focus is on governance of higher education. He taught at universities in Europe and the U.S., consulted extensively in the area of higher education policy and coordinated applied policy research projects for the World Bank, UNESCO, OSCE, the Council of Europe, the European Commission, other international intergovernmental and non-governmental organizations, governments/national authorities and universities from Europe and Asia. He is a member of the Board of Trustees of the American University of Central Asia and serves on the editorial board of the Journal of Internationalization of Higher Education. He studied philosophy and psychology at Babeş-Bolyai University Cluj, and Sociology of Higher Education at Bucharest University, Romania. He received his PhD from the latter. He benefited from fellowships at the Institut Supérieur de Formation Sociale et de Communication, Bruxelles, The New School for Social Research (New School University), Université Paris X Nanterre, Université de Savoie, Salzburg Seminar and the Maison des Sciences de l'Homme, Paris.

**Shireen Motala** is the Senior Director of the Postgraduate School within the Research and Innovation Division, University of Johannesburg. She is part of the Executive Leadership Group at the UJ. Prior to joining UJ in 2010, Professor Shireen Motala, was the Director of the Education Policy Unit at the University of the Witwatersrand. Her academic qualifications include: a BA (University of Durban-Westville), a B Social Science Honours (University of Cape Town), an MA (University of Warwick), a PGCE (University of London) and a PhD (University of the Witwatersrand) She is currently UJ's representative on the international body, the Council Graduate Schools and participates in the Universitas 21 activities. She has held numerous leadership roles related to Higher Education including: Chairperson of the Education Policy Consortium (2006-2010), Chairperson of the UNESCO South African Commission (2001-2006), and first inaugural president of the South African Research Association (SAERA) (2013-2014). She continues to be an executive member of SAERA. In 2010, she was appointed by the Minister of Higher Education and Training to serve on the Council of Higher Education (CHE) and re-appointed in 2015 to the Council and to the Executive Committee of the CHE. In 2013, she served on the Ministerial Committee to review the national Senior Certificate examination, focussing specifically on promotion requirements. She is currently a trustee on the Boards of the Centre for Education Development, and the South African Institute for Distance Education. An NRF (National Research Foundation) rated researcher, she has initiated collaborations between universities across Africa and with Asia and Europe, and this has led to the formation of long-term regional and international partnerships. Her research record is substantial and includes publications in journals and books and editorship of local and international journals. Her research interests and expertise have been in the areas of education financing and school reform, access and equity, education quality and the internationalisation of higher education.

**Suzanne Ortega** became the sixth President of the Council of Graduate Schools on July 1, 2014. Prior to assuming her current position, she served as the University of North Carolina Senior Vice President for Academic Affairs (2011-14). Previous appointments included the Executive Vice President and Provost at the University of New Mexico, Vice Provost and Graduate Dean at the University of Washington, and the University of Missouri. Dr. Ortega's



masters and doctoral degrees in sociology were completed at Vanderbilt University. With primary research interests in mental health epidemiology, health services, and race and ethnic relations, Dr. Ortega is the author or co-author of numerous journal articles, book chapters, and an introductory sociology text, now in its 8th edition. An award-winning teacher, Dr. Ortega has also served on a number of review panels for NSF and NIH and has been the principal investigator or co-investigator on grants totaling more than \$6 million in state and federal funds. Dr. Ortega serves or has served on a number of professional association boards, committees, including, the Executive Boards of the Council of Graduate Schools, the Graduate Record Exam (GRE), the National Academies of Science Committee on the Assessment of the Research Doctorate, the National Science Foundation's Human Resources Expert Panel, the North Carolina E-learning Commission, the North Carolina Public School Forum, the UNC TV Foundation, and the UNC Press Board of Governors.

**David Payne** is the Vice President and COO of the Global Education Division at ETS. David heads the GRE® program, as well as higher education assessments such as the ETS® Major Field Tests and ETS® Proficiency Profile. He also led efforts to create the comprehensive HEIghten® assessment suite for student learning outcomes and he is currently leading the ETS Skills for the New Economy initiative that will address competencies needed for 21st Century employment. Payne works closely with the GRE Board; undergraduate and graduate education organizations; and colleges, universities and public education systems. He also helps identify assessment needs in the higher education and professional markets — both domestic and international — and develop external relationships. Payne is also Chair of ETS Global BV, ETS's for-profit subsidiary, which has offices throughout Europe and the Middle East. ETS Global BV oversees ETS Assessments (Beijing) Ltd. and ETS Educational Services (India) Private Limited. Prior to joining ETS in 2003, Payne was Vice Provost and Dean of the Graduate School at SUNY Binghamton and was a tenured professor in the department of psychology. He earned bachelor's and master's degrees in experimental psychology from SUNY Cortland and a Ph.D. in cognitive psychology from Purdue University. He is a Fellow of the American Psychological Association and the Association for Psychological Science. He has published five books, nine book chapters and more than 100 articles, technical reports and papers.

**Sally (Sarah) Pratt** is Chair-Elect of the Council of Graduate Schools Board of Directors. She is Vice Provost for Graduate Programs at the University of Southern California and served earlier as Dean of Academic Programs in USC Dornsife College. She is responsible for PhD, master's and graduate certificate programs across the humanities, sciences, and social sciences, as well as seventeen professional schools, including engineering, business, public policy, social work, health sciences, and cinema, among others. She has served as President of the Executive Board of the AAU Association of Graduate Schools. She is interested in a wide range of issues, including student wellness, increasing diversity in graduate study, academic professional development, ways of addressing sexual misconduct, and the nature and use of the PhD degree. She has served on the accreditation committee of the Western Association of Schools and Colleges. Within USC, she has increased efforts to support diversity and academic professional development and reduced the teaching load for graduate students to allow more time for study and decrease time to degree. She has implemented a system of PhD Program Progress Data and established a group called Friends of the Graduate School made up of representatives from academic departments, financial aid, campus security, health services, and other offices. She received her bachelor's degree from Yale and her PhD from Columbia. Her research focuses on Russian poetry. She and remains active in the field of Slavic Studies.

**Fahim Quadir** is Vice-Provost and Dean, School of Graduate Studies, and Professor of Global Development Studies at Queen's University. Prior to joining Queen's, he served as Interim Dean and Associate Vice-President Graduate in the Faculty of Graduate Studies at York University, where he was a Professor of Development Studies. From July 2013 to May 2017, Dr. Quadir held the position of an Associate Dean in the Faculty of Graduate Studies. He is the founding director of York University's Graduate Program in Development Studies and its undergraduate program in International Development Studies. Previously, he held academic positions at St. Lawrence University in New York, Queen's University at Kingston and the University of Chittagong in Bangladesh. He also taught at Dalhousie University in Halifax, Nova Scotia. Professor Quadir specializes in International Development, International Relations and International Political Economy. He has edited/co-edited five books and published extensively in various international peer reviewed journals relating to cosmopolitan citizenship, South-South cooperation, emerging donors, aid effectiveness, good governance, civil society, democratic consolidation, transnational social movements, human security and regional development. Dr. Quadir was the recipient of several SSHRC grants, the Fulbright Scholarship, SSHRC and Killam Postdoctoral Fellowships, Killam Memorial Scholarship, and the Social Science Research Council (SSRC, USA) Dissertation and Pre-Dissertation Fellowships. He has supervised numerous graduate students, and both designed and taught a large number of graduate and undergraduate courses. In 2007, he was presented with the York University-Wide Teaching Award for teaching excellence from the full-time faculty category.

**Adham Ramadan** is a Professor of Chemistry at The American University in Cairo, a Fellow of the Royal Society of Chemistry and a Member of the American Chemical Society. He is a chartered Chemist in the UK. He has been serving as Dean of Graduate Studies since 2014. Prior to that he served as head of the Department of Chemistry from 2010 to 2013. As Dean of Graduate Studies, he initiated a university-wide review of the graduate admissions system and the graduate fellowship award system, as well as worked on the enhancement of university-wide metrics for assessing the performance of graduate programs. He updated university-level coordination of graduate programs, leading to the development of a Graduate Studies Manual. He has recently been involved the Strategic Enrollment Management for Graduate Studies, as well as Graduate Studies opportunities for refugees.

**Tracy Riley** is the Dean, Research at Massey University in New Zealand. Tracy is a leading scholar in gifted education in New Zealand, an award-winning teacher and active advocate. She relishes the opportunity to apply what she knows about the exceptional abilities and qualities of the gifted to postgraduate research. Tracy believes many postgraduate students evidence giftedness in their creativity, risk-taking, intellectual curiosity, high achievement and motivation, but also through their social and emotional vulnerabilities, intensities and sensitivities. As Dean, Tracy is responsible for the governance and operational oversight of doctoral studies, student and supervisor development, and scholar development. Tracy has applied her teaching skills in the development of a range of new initiatives at Massey that support postgraduate researchers: a supervisor accreditation programme, thesis writing boot camps, inaugural Dean's List lectures for high performing candidates and Scholars@Massey, a scholar development programme. Tracy is Secretary for the World Council for Gifted and Talented Children and a former Director of SENG Social and Emotional Needs of the Gifted and the New Zealand Centre for Gifted Education. She is actively engaged as a member of the New Zealand Deans and Directors of Graduate Schools, the Australian Council of Graduate Research and the Universities New Zealand Scholarships Committee. Tracy's research explores how schools and teachers in New Zealand respond to giftedness through differentiation, and she is currently leading a Teaching Learning Research Initiative, a prestigious New Zealand education grant, investigating how middle school teachers differentiate scientific learning expressed through the arts.

**Carmen Sammut** is Pro-Rector for Student and Staff Affairs and Outreach at the University of Malta. She lectures in the Department of International Relations (Faculty of Arts) where she also served as Head of Department. She currently chairs a number of academic entities that include the Institute for European Studies, the International Foundation School and the Access Disability Senate Committee. Prof Sammut holds a PhD in Media and Communications from Goldsmiths College, University of London where she was supported by a Commonwealth Scholarship. She obtained her Masters (cum laude), a Postgraduate Certificate in Education (PGCE) and a BA Degree from the University of Malta. She currently teaches and writes about journalism, international communications, political communication and issues of culture in international affairs. At the University of Malta, she also teaches journalism within the Faculty of Media and Knowledge Sciences (MAKS). Carmen Sammut is a long-experienced broadcaster and regularly appears as an analyst to discuss current events. She is also currently serving as Chair of a Technical Committee that published a Consultation Document aimed to increase female participation in the Maltese Parliament, which is set to lead to a number of legislative amendments.

**Christopher Sindt** is Provost and Dean of the Graduate School at Lewis University. From 2000-2018, Sindt was a professor and administrator at Saint Mary's College of California, serving as program director of the MFA Program in Creative Writing, the associate dean of the School of Liberal Arts, the dean of the Kalmanovitz School of Education, the vice provost for graduate and professional studies, and the vice provost for academic affairs where he managed a wide range of areas, such as accreditation, career and professional development, community engagement, educational effectiveness, faculty development, graduate education, institutional research, international studies, sponsored research, student success and undergraduate education. In 2011-2012, Sindt was selected as an American Council on Education Fellow, the nation's premier training program for university administrators. He currently serves as chair-elect of the Board of Directors of the Council of Graduate Schools and Vice President of the Board of the Directors of the Community of Writers at Squaw Valley. From 2015-2017, he served on the Board of Directors of Reading Recovery of North America. Sindt earned his M.A. and Ph.D. in English from the University of California, Davis, and a B.A. in English from the University of California, Los Angeles. He has been the recipient of numerous awards and fellowships for his poetry, including the James D. Phelan award and fellowships at the Macdowell Colony and the Blue Mountain Center. He is the author of two collections of poetry, *The Bodies*, and most recently, *System and Population*. In addition to poetry, his research interests include the literature of California, and environmental literature. He is the co-director of SMC's Center for Environmental Literacy.

**Aimée Surprenant** is the Associate Vice-President (Academic) and Dean of Graduate Studies, and Professor in the Department of Psychology. She completed her BA at New York University and her MSc and PhD at Yale University. An expert in the intersection of auditory perception and memory, Dr. Surprenant is the co-author of two books; *Human Memory: An Introduction to Research, Data, and Theory*, and *Principles of Memory*. She has also authored, edited and contributed to numerous book chapters, papers, publications and other scholarly articles. She is a Fellow of the Canadian Psychological Association and the Psychonomic Society and is on the board of directors of the Canadian Association for Graduate Studies and the Northeastern Association of Graduate Schools.

**Melissa Westwood** is Professor of Endocrinology (2015) and Associate Vice-President Research. She is also Academic Director of the University's MRC-funded Doctoral Training Partnership. Previously, she was Associate Dean for Postgraduate Research in the Faculty of Biology, Medicine and Health and Lead of the Centre for Women's Health in the Faculty's



Institute of Human Development. Melissa graduated from the University of Manchester with a first class honours degree in Anatomical Sciences in 1991 and began her PhD studies, also at the University of Manchester, on the role of the insulin-like growth factor (IGF) axis in diabetes. However, an unexpected finding led her into pregnancy research and she was awarded a prestigious Royal Society Dorothy Hodgkin Fellowship (1997) to pursue her PhD findings, which resulted in a number of key studies relating to IGF function in normal and compromised pregnancies. 'Finding solutions to pregnancy problems' became the focus of her research; her current interests, funded through Research Council and UK charities, include the influence of maternal hormonal and nutritional signals on implantation and placental development/function, aiming to develop new strategies for clinical intervention. Melissa is an elected member of the Council of the Society for Endocrinology and a member of the International Federation of the Placenta Association's Executive Committee.

**Paula Wood-Adams**, a Professor of Materials Engineering, was appointed Dean of Graduate Studies of Concordia University in September 2013. While widely recognized for her academic achievements, she is also known as a strong leader, having supervised over 30 graduate students and postdoctoral researchers. As an administrator, she has provided strategic and operational direction to various functions of graduate studies at Concordia, focusing her attention mainly on new curriculum, professional development and program support, student funding and recruiting new, promising, graduate students as well increasing the visibility of their work externally. She has been an active member of provincial and federal funding agency peer-review committees including, the New Frontiers Research Fund of the Tri-agency Institutional Programs Secretariat, the National Sciences and Engineering Council of Canada (NSERC) and the Fonds de recherche du Québec (FRQ). She has also contributed numerous articles to scientific journals on her research focus: polymer science, polymer processing and rheology, and has received over \$3.4M in grants to support her research. Dr. Wood-Adams is a member of the board of governors for John Abbott College and is also the current President of ADÉSAQ, the Quebec association of deans of graduate studies. Professor Wood-Adams joined Concordia in 2001 as an assistant professor in Mechanical Engineering and in that same year received the NSERC University Faculty Award which was renewed in 2004. She has also received Canada Foundation for Innovation infrastructure grants which allowed her to set up the Laboratory for the Physics of Advanced Materials. In 2006, she became the graduate program director of Mechanical and Industrial Engineering, was awarded a Concordia University Research Chair, and became Visiting Professor of Chemical Engineering at Kasetsart University, Bangkok, Thailand. In 2010, she became associate dean at the School of Graduate Studies and interim dean in 2012. She obtained her BSc in Chemical Engineering from the University of Alberta and her MEng and PhD in Chemical Engineering from McGill University

**Sen Yang** was born in 1974 in Jiangsu Province, China. In 1993, he entered Xi'an Jiaotong University (XJTU) as an undergraduate student. He received his B.S. degree in materials science and engineering and Ph.D. in physics both from Xi'an Jiaotong University. He was a postdoc fellow of Japan Society for the Promotion of Science working in National Institute for Materials Science at Tsukuba in Japan between 2005 and 2007. He then joined the Ferroic Group in National Institute for Materials Science as an Assistant Researcher. In 2010, he went back to Xi'an Jiaotong University as an associate professor at department of physics and then was promoted to full Professor in 2012. Now, he is an executive dean of Qian Xuesen Honors College, Xi'an Jiaotong University in charge of the education of honors students. He has been awarded Second Rank Prize of Natural Science of China, Second Rank Prize of Natural Education of China, First Rank Prize of Natural Science by the Ministry of Education. At the same time, he has been awarded Excellent Youth Fund of NSFC, Excellent Youth in Science and Technology by Shaanxi Province and so on. Up to now, He has published more than 150

papers in Journals including Nature Nano., PRL, JACS, Small. Sen Yang's research area is in condensed matter and materials physics. His present research interests focus on magnetism and magnetic materials, spintronics, ferroic glass, and bioapplications of magnetic nanoparticles.

**XianLi Zhou** received his B.S, M.A. and Ph.D. degree in Chemistry from Sichuan University in 1990, 1995 and 2003 respectively. He was a visiting scholar at the University of North Carolina in USA from 2009 to 2010. He is currently a full Professor at Southwest Jiaotong University, Chengdu, China. He serves as the Executive Vice Dean of the Graduate School since 2016. His research currently focuses on finding and optimization of natural small molecular drugs. He is the author and coauthor of more than 100 papers published in prestigious journals, including two cover papers.





MANCHESTER  
1824

The University of Manchester



**COUNCIL OF GRADUATE SCHOOLS**

One Dupont Circle, NW  
Suite 230  
Washington, DC 20036  
USA  
[www.cgsnet.org](http://www.cgsnet.org)

**UNIVERSITY OF MANCHESTER**

Oxford Road  
Manchester  
M13 9PL  
UK  
<https://www.manchester.ac.uk/>