



GradFUTURES[®] Two-Year Impact Report 2019–2021



THE GRADUATE SCHOOL
PRINCETON



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Welcome



From the Desk of the Associate Dean

When GradFUTURES launched in the fall of 2019, the employment landscape for graduate students at Princeton and around the nation was already radically different than it was for previous generations — no longer a singular pathway to the professoriate, future-of-work trends continue to widen the aperture of opportunity with myriad options and new possibilities to explore.

Amidst the uncertainty of the past two years, the Graduate School has accelerated its efforts to prepare graduate students with the competencies, connections, clarity, and confidence they need to thrive at Princeton and wherever their lives after graduation may take them. A robust ecosystem of campus partners, faculty, graduate alumni mentors, industry partners, and graduate student leaders was mobilized—and an innovative, inclusive and highly integrative approach to graduate student professional development has taken shape.

GradFUTURES now serves as Princeton’s hub for empowering graduate student futures, through a broad spectrum of skills training, mentorship, bespoke experiential opportunities and interdisciplinary learning. This report offers a glimpse of what has been accomplished over the last two years, and points to so much more that is possible through the power of collaboration.

I welcome your questions, feedback, and partnership as we continue to expand our efforts to meet the unique and evolving interests of our extraordinarily talented graduate students—and the next generation of scholars, researchers, professionals, entrepreneurs, and leaders.

With sincere GRADitude,
Evangeline Kubu

Associate Dean for Graduate Student Professional Development & Director of GradFUTURES

»» LEADERSHIP PERSPECTIVES

Graduate student professional development helps students build important professional skills which serve as a catalyst for interdisciplinary collaboration, creativity and innovation. By cultivating connections between our graduate students, faculty, alumni and partners within Princeton’s Innovation ecosystem, we are building onramps to a diverse array of career paths including entrepreneurship. I have been very impressed with the rollout of the GradFUTURES program, and the opportunities that it has provided for graduate students to receive professional development training, to network, and to think more broadly about their future. I, myself, have enjoyed many of the activities!



Rodney D. Priestley
Newly-appointed
Dean of the Graduate
School, Pomeroy and
Betty Perry Smith
Professor of Chemical
and Biological
Engineering
(Started June 1, 2022)

PART 1

The Making of GradFUTURES®

Informed by the past, looking to the future

As part of the University’s 2015 Strategic Planning efforts, the Task Force on the Future of the Graduate School highlighted graduate alumni career outcomes as an area of focus.

Recognizing that nearly half of Princeton’s doctoral students pursue opportunities in fields beyond academia, one primary recommendation of the task force was to provide a supportive climate, resources, and professional development opportunities to enhance graduate student outcomes both within and outside of the academy. (Task Force on the Future of the Graduate School Report, 2015)

Former Dean of the Graduate School Sarah-Jane Leslie established professional development as one of the School’s central priorities. With generous support from an anonymous donor, the Graduate School hired Eva Kubu, formerly Director of Career Services, into the newly created role of Associate Dean and Director of Professional Development, to oversee the development and execution of a comprehensive strategy.

In July 2019, Dean Kubu convened campus stakeholders and conducted an environmental scan to evaluate existing needs and identify gaps. In three Summer Think Tank retreats, more than 50 people, including graduate students and graduate alumni, used brainstorming and design-thinking to inform the immediate and long-term goals for the Graduate School’s professional development initiatives.

»» LEADERSHIP PERSPECTIVES

“While many of our graduate alumni go on to have careers in academia, an almost equal number go on to make spectacular contributions across the entire spectrum of career possibilities. We need to ensure that our graduate students feel fully prepared and supported as they explore the complete array of options before them.”



Sarah-Jane Leslie *07
Former Dean of the
Graduate School and
Class of 1943
Professor of
Philosophy

“When graduate students earn a Ph.D., they acquire far more than subject matter expertise in their field of doctoral research. The very process of earning a Ph.D. can allow graduate students to develop valuable skills and competencies that will make them better thinkers and leaders. Our goals around graduate student professional development are centered on making evident and supporting the development of these skills and competencies, wherever our graduate students may choose to apply them professionally.”



Cole Crittenden *05
Former Deputy Dean
and Acting Dean of
the Graduate School

National Trends

Calls to action on graduate student professional development

Citing a dramatic decline in the academic job market, nearly all scholarly and professional associations — including the Council of Graduate Schools (CGS) and the Association of American Universities (AAU) — have called for a transformation in graduate student professional development, focusing on career diversity.

«« FACULTY PERSPECTIVES

Many brilliant people apply to graduate school and then find that graduate school is not quite what they expected. Rather than being a retreat from the world, it is in fact a training ground for a complicated, very public job, one that requires many of the same skills as other high-level positions. These include networking, scheduling time efficiently, managing multiple forms of technology, following a plethora of policies, and leading people from diverse backgrounds to accomplish a common goal while simultaneously writing, researching, and teaching.

Fortunately, the graduate student professional development program at Princeton University provides training in just these types of skills and thus is an essential part of graduate student success now and in the future.



Wendy Laura Belcher
Professor of Comparative Literature and African American Studies

Recommendations include:

- Shifting **institutional culture** to expose graduate students to the diverse array of career pathways within and beyond the academy;
- Increasing the **transparency of career outcomes** data and relabeling categories in ways that equitably recognize the range of Ph.D. career outcomes across all industries; and
- Improving curricular and co-curricular efforts aimed at the acquisition of **professional competencies** that will support successful career progression in all fields of endeavor.

For example, the AAU Ph.D. Education Initiative aims to make the culture surrounding doctoral education more student-centered, emphasizing diverse educational and professional interests, needs, and challenges. The Initiative seeks to make the full range of PhD career pathways visible, valued, and viable for all students. GradFUTURES puts these goals and objectives in a context tailored to Princeton’s doctoral students.

AAU'S PH.D. EDUCATION INITIATIVE

 <p>STUDENT-CENTERED</p> <p>Reorient the educational environment to prioritize students as individuals with diverse interests, needs, and challenges.</p>	 <p>CAREER PATHWAYS</p> <p>Support the full range of careers, within and beyond academia.</p>	 <p>VISIBLE</p> <p>Make full range of career pathways of PhD alumni transparent to institutions, departments, faculty, current and prospective students, and campus community.</p>
 <p>VALUED</p> <p>Create departmental cultures and structures that support students as they explore the full range of career options.</p>	 <p>VIABLE</p> <p>Make institutional and departmental resources accessible to help students develop the knowledge and skills necessary to enter careers of choice.</p>	 <p>FOR ALL STUDENTS</p> <p>Foster the full inclusion of current and prospective doctoral students from diverse backgrounds.</p>

Our Mission and Vision

Becoming a “hub” to empower graduate student futures

MISSION STATEMENT

We empower graduate students through a holistic and integrative model of professional development that enables them to build the skills and competencies, clarity of purpose, and multifaceted relationships they need to become leaders within the academic, public, and private sectors.

VISION STATEMENT

Professional development is an intrinsic part of graduate education at Princeton University, broadening the reach and impact of academic training by preparing our students to make transformative contributions within diverse fields of endeavor and to exercise leadership in ways that expand knowledge, accelerate discovery, and serve humanity.

These two statements act as the foundation for GradFUTURES and its five strategic pillars, outlined in Part II of this report.



RIGHT
Graduate students at the Venture Capital & Startups Learning Cohort led by alums Jim Cohen and Mark Poag of Fitzgate Ventures, fall 2019.

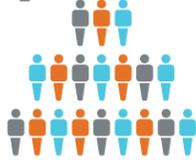
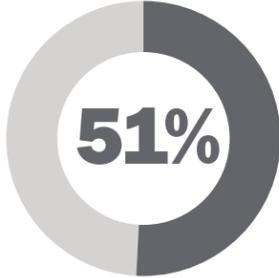
A Brief History

Highlights from our first two years

2019 2020	JULY 2019 Held Summer Think Tank Retreats and Stakeholder Analysis	OCTOBER 2019 Launch of Cross-campus Professional Development Working Group		NOVEMBER 2019 Buildout of Clio Hall program hub
	DECEMBER 2019 Launch of GradFUTURES website and competency framework		JANUARY 2020 Established Graduate student Liaisons in all four academic divisions	JANUARY 2020 Community College Teaching Partnership expands with addition of Rowan College of South Jersey
	MARCH 2020 Launch of GradFUTURES Mentor Collective—100 graduate students paired with graduate alumni	MARCH 2020 Pilot labor market study for all 42 doctoral programs by Burning Glass Technologies		APRIL 2020 Inaugural GradFUTURES Forum held—3 days of virtual sessions, 3,600 participants
2020 2021	JUNE 2020 Sponsored graduate students for the podcasting for the Humanities Residency program with the National Humanities Center	SEPTEMBER 2020 Inclusive Leadership Learning Cohort launch to help build skills in diversity, equity, and inclusion		OCTOBER 2020 Navigating Your First Year in Graduate School Learning Cohort launch
	DECEMBER 2020 Created Trailblazers Beyond the Tenure Track series with alumni stories		JANUARY 2021 Launch of Princeton Entrepreneur Bootcamp, with Princeton Innovation	JANUARY 2021 Sponsorship and launch of MyPrincetonU event and community engagement platform for Princeton's campus
	JANUARY 2021 Hosted Data Transparency Summit with campus partners, academic departments	FEBRUARY 2021 Launch of GradFUTURES Social Impact Fellowship opportunities at non-profits	AUGUST 2021 Conducted professional development survey of incoming graduate students to understand their interests and goals	DECEMBER 2021 Design of customized graduate alumni career outcomes dashboards with 10-year rolling dataset



By The Numbers

2,401 	Total unique participants in all GradFUTURES programs combined during 2020–21	 112
Tailored workshops, panels, learning cohorts, conferences, meetups, networking receptions, and bootcamps	141 	Dedicated graduate alumni mentors matched with current graduate students offer advice and support
51% 	More than half of first-year graduate students in 2020–21 participated in GradFUTURES programs	 80
Graduate students participating in GradFUTURES programs were highly likely to recommend them to a friend	97% 	Funded fellows and interns placed during 2020-21 within five distinctive experiential programs

GradFUTURES Spotlight:

Helping Older Americans Weather the Pandemic

Pallavi Podapati, History of Science

As Pallavi Podapati’s coursework and research took her deeper into historical contexts that have shaped our understandings of disability, she began to wonder how she could apply her growing pool of knowledge. She found her answer in a GradFUTURES Social Impact Fellowship with the American Society on Aging.

Under the guidance of her mentor, Leanne Clark-Shirley, Pallavi focused in on how to help older Americans live a full life in the face of a global pandemic that put them at special risk. In one project, Pallavi helped develop recommendations for congregate meal services that would provide seniors with the nutritional and social benefits of coming together for meals, while remaining safe. She also created a media toolkit to help reporters cover aging with more nuance, avoiding harmful caricatures. And she advised how to make technology — such an important part of human connection during Covid-19—more accessible to older Americans.

Pallavi said the fellowship gave her practical experience, a new mentor, and, in the process, powerful new tools she can bring to her dissertation.



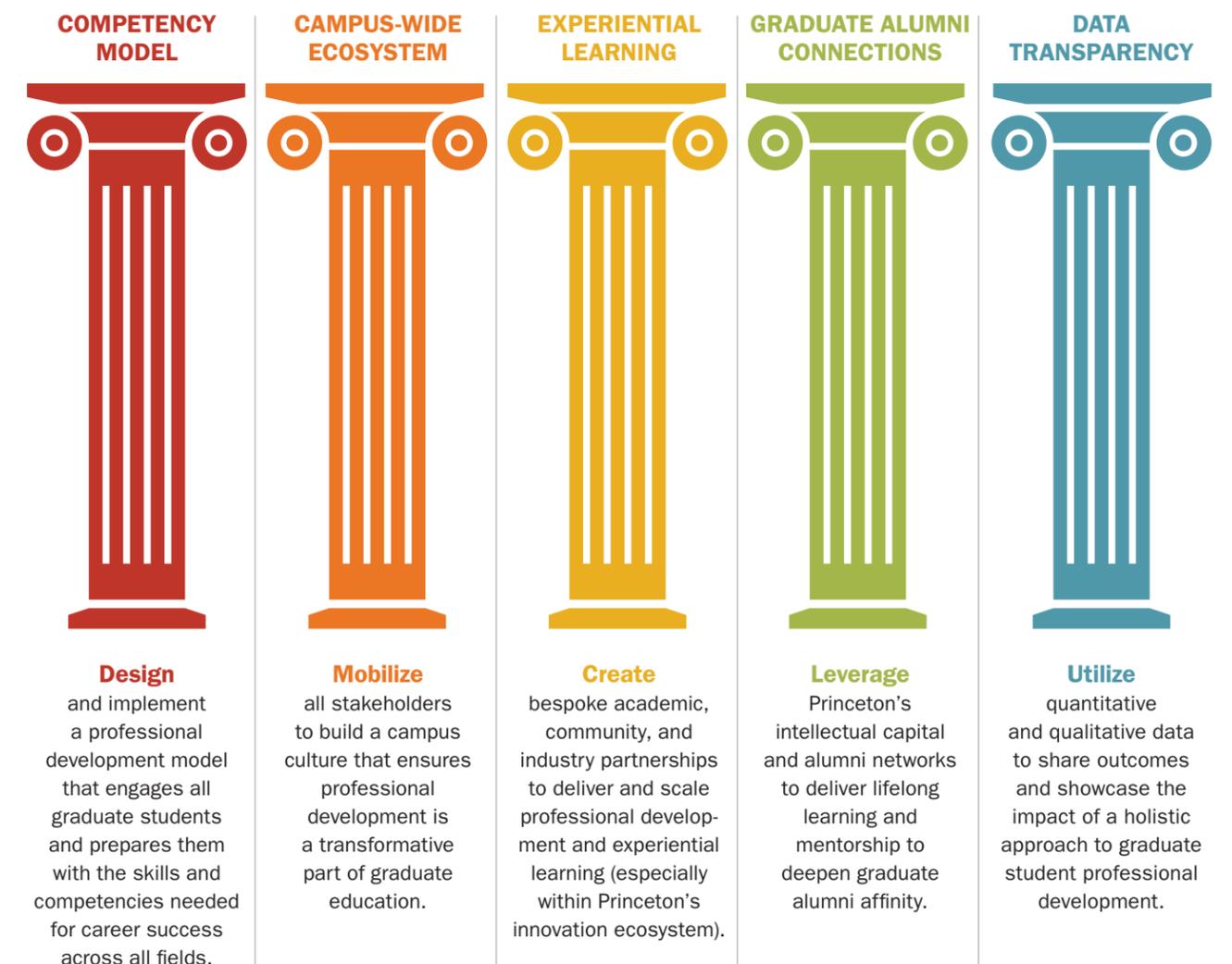
“I’ve found that by experiencing a new terrain, we enrich our own perspectives with overwhelmingly positive impacts for writing and thinking.” Pallavi Podapati

PART 2

GradFUTURES Strategic Pillars

These 5 pillars work together in a model that gives graduate students a coordinated, comprehensive experience.

The 5 Pillars of GradFUTURES Strategy



Supporting Success, Now and for a Lifetime

GradFUTURES is about more than resumés and interviews — It is about opening up a world of possibilities for our graduate students, teaming them with mentors, and cultivating the skills and experiences that will enrich their work, now and for a lifetime.

Our program model is depicted below.



There has been a significant increase in programs and program participation over the past two years. Expanded programming and events include competency-building workshops, individual professional development planning sessions (IDPs), alumni panels and speaker series', meetups, networking events, interdisciplinary learning cohorts, experiential opportunities, and a mentorship program. Some of our signature programs are described in this report. For more information, please visit: gradfutures.princeton.edu/current-students

GradFUTURES Spotlight:

Education in Medieval China and Modern America

Yuzhou Bai, East Asian Studies

Yuzhou Bai's research focuses on the history of ideas and the history of education in early medieval China (200-600 CE), with an eye toward contemporary debates on meritocracy and social mobility.

This desire for his work to reverberate in the present led Yuzhou to a position as Professional Development Associate with the GradFUTURES Team. There, Yuzhou helped his department reimagine its website to

include a range of graduate alumni outcome stories, and he collaborated with other GradFUTURES partners and a range of Humanities departments to create and share out opportunities available to graduate students.

Yuzhou's work at Princeton, in turn, led him to take advantage of a new program: the GradFUTURES Social Impact Fellowship Program. As a Fellow at Ithaka S+R—a not-for-profit organization that helps academic and cultural communities serve the public good and navigate economic, technological, and demographic change—Yuzhou contributed to a landscape review project on research facilities for shared use by STEM researchers in American universities, focusing on the challenges their business models face. Yuzhou's research will be published as an issue brief by Ithaka S+R.



The Fellowship at Ithaka S+R will help me in my job search in the short term and my career development in the long run. Coming out of it, I'm more assertive about all the transferable skills I have in project management, research, data analysis, and communications. I also honed my people skills through pitching ideas to colleagues and stakeholders, collaborating with them, and the constant exchange of honest and constructive feedback." Yuzhou Bai



GradFUTURES Pillar One: Competency Model

Fueling success at Princeton and beyond

GradFUTURES has defined a common set of skills and competencies that will support graduate students' scholarly and research goals while preparing them for success within academia, and/or the public and private sectors.

Defining these competencies helps students understand what they need to succeed and gives them the vocabulary to learn, share, and apply them.

GradFUTURES collaborates with partners across campus, graduate alumni, and industry partners to integrate, organize, cross-promote, and deliver programs that build these skills. In the 2020-2021 academic year, 141 programs served more than 2,400 participants. To reflect national trends, two new competencies were added for 2022: Diversity, Equity & Inclusion, and Innovation & Entrepreneurship.

«« FACULTY PERSPECTIVES

As I started as a faculty member, I realized that what I enjoyed most was learning, and I was able to benefit from the interplay I found possible between teaching and research. The synergies helped me over many years to maintain the joy I experience when teaching, while also helping me learn to exercise more creativity in research. Professional development has many facets, and the Graduate School can help with developing these skills. There are many possible paths to take after Princeton, and a core of good professional approaches, including soft skills, can help take you far, quite likely in directions you never imagined.



Howard Stone
Donald R. Dixon '69
and Elizabeth W.
Dixon Professor

PROGRAMS & PARTICIPATION			
	2018-19*	2019-20	2020-21
PROGRAMS	23	117	141
ATTENDEES	325	1,119	2,401

Attendees represent unique participants including graduate students, alumni, faculty, staff, and guests from other academic institutions and industry. *2018-19 was prior to the launch of GradFUTURES.

Core Competencies

Fueling success at Princeton and beyond

An integrated approach to professional development is built on a commonly defined set of discipline-specific and interdisciplinary skills and competencies that students acquire to achieve their academic, professional, and personal goals. Clearly defining these skills and competencies renders visible highly-transferable skills and gives students the language with which to translate those to a broad array of audiences and opportunities.

Based on literature reviews, benchmarking, qualitative feedback from graduate alumni, and labor market insights, GradFUTURES has defined a common set of skills and competencies that will support graduate students' scholarly and research goals while preparing them for success within academia, and/or the public and private sectors.

GradFUTURES collaborates with partners across campus, graduate alumni, and industry partners to integrate, organize, and cross-promote programs offered on or off-campus according to the core competencies on this page. GradFUTURES serves as a "hub" for graduate students to easily access opportunities through which to learn, hone, and apply the core competencies noted in this report. To reflect national trends, two new competencies were added for 2022: Diversity, Equity & Inclusion and Innovation & Entrepreneurship.



RESEARCH & DATA ANALYSIS

Conducting original and independent research within and beyond your discipline using methods that will advance knowledge and enhance understanding across many fields.



LEADERSHIP & COLLABORATION

Managing complex projects and working collaboratively in diverse, multidisciplinary teams to achieve mutual goals and realize a sense of shared accomplishment.



WRITING & PUBLIC SPEAKING

Developing strong written communication and public speaking skills to effectively communicate complex topics and demonstrate your expertise and research to diverse audiences.



TEACHING & MENTORING

Applying instructional pedagogies, assessment methods, and effective teaching practices to promote inclusive learning environments whether within a formal classroom setting or online, for student mentoring and tutoring, or facilitation of training programs within other organizational settings.



CAREER MANAGEMENT

Exploring diverse career paths, developing job search skills and materials, and building relationships that enable you to achieve your current and future professional goals.



PERSONAL WELL-BEING & EFFECTIVENESS

Maximizing your overall well-being allows you to perform at peak effectiveness in all aspects of your academic, personal, and professional life by fostering resilience, social connectedness, balance, and a growth mindset.



DIVERSITY, EQUITY, & INCLUSION

Engaging in lifelong learning to understand and apply strategies that foster inclusion and intercultural fluency while advancing equity within various professional, institutional, organizational, and community contexts.



INNOVATION & ENTREPRENEURSHIP

Applying innovative, inclusive, creative, and entrepreneurial approaches and mindsets to accelerate discovery and catalyze solutions to complex problems—whether within the context of the academic research enterprise and/or new venture creation.



ABOVE
Burning Glass Technologies, CEO, Matt Sigelman '94 presented this research at the GradFUTURES Forum in 2020 and 2021.

UNDERSTANDING THE FUTURE OF WORK SKILLS

In summer of 2020, we partnered with Burning Glass Technologies (now Emsi-Burning Glass Technologies) to identify the skills and competencies in demand in the Ph.D. labor market for each of Princeton's 42 Princeton graduate programs. With insights for each discipline and across all disciplines, we were able to identify combinations of foundational and differentiating skills and competencies doctoral graduates will need in an ever-evolving employment landscape.

In 2021, we partnered with Burning Glass yet again to develop a customized Princeton Graduate Program dashboard, now in beta-testing. These new datasets will enable a finer-grained view of the contours of the Ph.D. opportunity landscape.

Graduate Students Say...

GradFUTURES is 100% graduate student-centric! We are focused on amplifying graduate students' voices and making their experiences central in all that we do. Below is a summary and just a few examples of the many survey comments we've received from graduate students.

Clarity

Participants reported a greater awareness of career options within and beyond the academy—and a better understanding of their strengths.

"Graduate school is an amazing time to explore career options, and GradFUTURES makes it easy. I used to worry that my only choices were academia or industry, but GradFUTURES has shown me more career pathways than I could have imagined."

"I was instantly struck by my fellow classmates...students who looked a bit deeper into the companies they may work for in the future, students who are passionate about changing society for the better and doing good in the world. This inspired me to want more."

"Through the insights and discussion in this session, we learned to focus on the positive contributions we can make, both as members and as leaders of teams of diverse groups of individuals, each with our own unique strengths and weaknesses."

Confidence

Participants reported a greater sense of agency and well-being by taking action to pursue opportunities for personal and professional growth.

"[The event] helped me gain a renewed sense of purpose and energy in my graduate studies...[it] allowed me to think critically about my long-term plans and create an actionable game-plan for how to approach my research in a more purposeful way to achieve my goals."

"I have learned a great deal about myself. I now feel much more confident that I have the skills and the influence to make a difference in my community—both on-campus and off-campus."

"GradFUTURES is open to collaboration, dialogue and innovation, not just a place that points you to resources but takes on board the individual circumstances and ideas of students."

"The idea of the GradFUTURES program sparks new hope... It empowers me to imagine the many possibilities that I am capable of achieving. I am excited to find my way to touch more people and make a larger impact on this world."

Connections

Participants built community, gained social capital, and connected with mentors.

"Participating in the GradFUTURES Mentorship Program is one of the highlights of my Princeton education. The conversations I had with my mentor changed my perspectives on my research and career prospects. I really appreciated the thought and effort my mentor invested to help me develop my professional aptitudes."

"Over a stretch of time when I felt quite isolated—away from the Princeton campus, and our academic community—joining the learning cohort and listening to speakers and fellow graduate students model self-awareness helped me [feel more connected]."

"The [program] was terrific and taught me much about the importance of community building and the value of different types of experiences to one's future career."

Competencies

Participants reported gaining increased knowledge and skills.

"I was excited to see how I could apply my qualitative research skills to a company [...] [and] develop the skills in administration and communication that are critical for any future career path."

"[GradFUTURES was] foundational for building my confidence as a new and international graduate student. I was able to acquaint myself with the possible career options both within and beyond academia, and ...build my skills and competencies from early on."

"The events organized according to competencies listed in the newsletter each week makes it easy for me to find the skills and programs. My goal is to attend least one workshop in each category this year and so far, it's been a great learning experience."

"[GradFUTURES] LinkedIn Learning paths are pretty cool, there are so many skills you can learn, the only problem is not having enough time to spend there!"

GradFUTURES FORUM Draws Global Audience

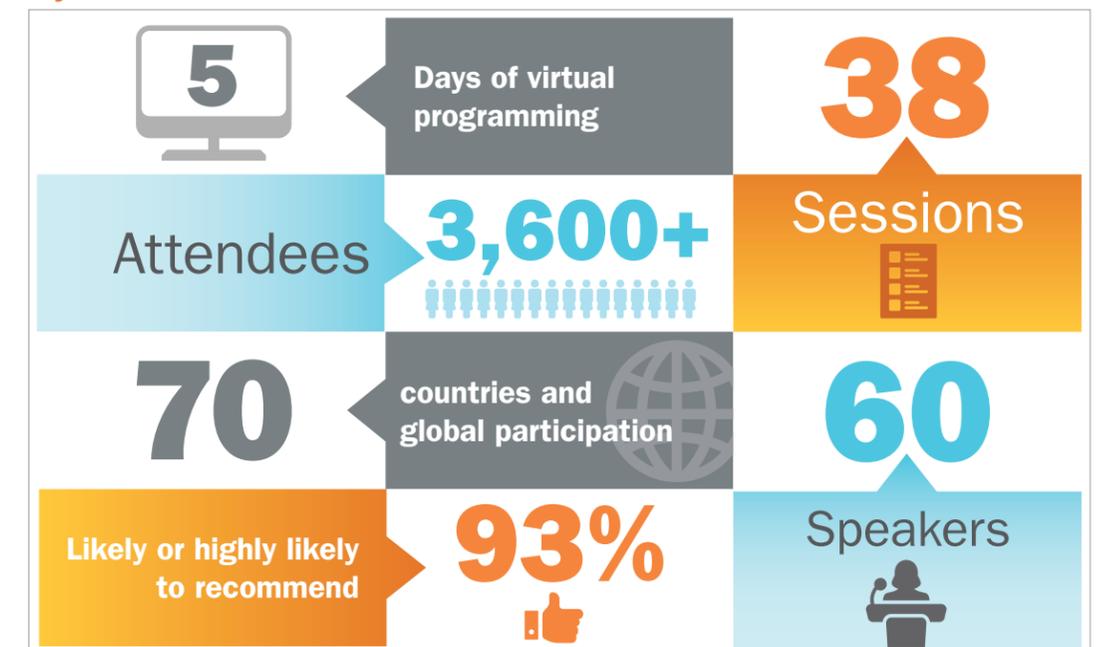


This multi-day professional development conference was established in 2020 and brings together graduate students, graduate alumni, thought leaders, authors, and industry experts from around the country and the globe. The goal of the Forum is to expose graduate students to diverse career options, provide practical advice, share inspirational stories, and facilitate connections and community. In 2021, there were more than 3,600 attendees, 60+ speakers from across academia and industry, and 30+ sessions. The event is free and open to the public.

In year two, our annual GradFUTURES Forum continued to attract global participants for five full days of virtual programming. There were 38 sessions involving 60 speakers; 3,600 attendees from more than 70 countries participated and there have been more than 1,000 views of the session recordings. Ninety-three percent of post-event survey re-

spondents indicated they were likely or highly likely to recommend the event to a friend or colleague. We also introduced the annual Clio Hall Awards, honoring 12 partners and campus champions for graduate student professional development. Looking ahead to the GradFUTURES Forum 2022, plans are underway to host another week-long event with virtual, hybrid, and in-person programming as well as the launch of a GradFUTURES podcast produced by graduate students in conjunction with the conference.

By The Numbers GradFUTURES Forum



INTERDISCIPLINARY LEARNING COHORTS: Community and Exploration

Among our most popular program offerings are the GradFUTURES Learning Cohorts. Each cohort brings graduate students together with alumni, faculty, post-docs, and industry experts to explore diverse professional pathways and societal, industry, and/or global trends. The cohorts offer a series of interdisciplinary seminars and co-curricular learning opportunities—generally seven or more sessions (an hour or more in length) with optional pre-readings and reflection activities. Most offer an experiential component such as an immersive project or an internship/fellowship. These cohorts help foster community as graduate students from across disciplines engage in building professional skills and knowledge together. Cohorts include:

Ethics of AI (EoAI): In partnership with the University Center for Human Values, lecturer, Steven Kelts (PhD, Politics); Stevie Bergman *19 (Physics PhD), Research Scientist in Fairness and Responsibility in AI at Facebook, and Yatin Manekar *21 (PhD Computer Science), assistant professor of computer science, University of Michigan lead the EoAI learning cohort. Speakers have included industry researchers such as Liz Davison *19, Director, Data Science and Artificial Intelligence Department at The Aerospace Corporation and past participant in the learning cohort, and faculty member Olga Russakovsky, assistant professor in the computer science department at Princeton University whose research is in computer vision, closely integrated with the fields of machine learning, human-computer interaction and fairness, accountability, and transparency. Graduate students in the cohort are also involved in a fellowship with the Responsible AI Institute (RAI), researching policy and best practices in the governance of AI.

American Higher Education: In partnership with the Humanities Council and featuring sessions led by author Leonard Cassuto (author of *The New PhD and The Graduate School Mess*) and faculty members Stan Katz, Tony Grafton, Bill Gleason, and Natasha Wheatley, cohort members gain a deeper understanding of the history and culture of the academic landscape. Session topics range from the rise of the PhD as the central academic credential, to graduate education's role in the research university, to the role of faculty in university governance. If pandemic protocols allow it, the cohort will make a site visit to meet with TCNJ President Kathryn Foster *93 as well as a visit to a local community college to meet senior leadership in spring 2022.

«« FACULTY PERSPECTIVES

My own journey through academia has been quite a ride! Delighted to help Princeton grad students think through all the pathways open to them, and the meaningful work available. I've seen the A.I. Ethics cohort transform how graduate students think about their future careers — both in academia, and in the growing space of corporate research on the ethical implications of A.I. Each year it's an impressive interdisciplinary group, bringing computer scientists, engineers, sociologists, psychologists, legal scholars, and others together with ethicists. And we all leave the room with new questions to ask about our own disciplines!



Steven Kelts
Lecturer,
University Center
for Human Values

«« FACULTY PERSPECTIVES

It's exciting to see how many new initiatives and opportunities for graduate student professional development are emerging here on campus, in communication, teaching, leadership, wellness, career management, and other crucial areas. I very much hope this programming will continue to grow. The topics under discussion in the American Higher Ed GradFUTURES Learning Cohort cover such an important range of issues central to understanding the past, present, and future of higher education that I suspect I've learned as much from the readings and discussions as the students have. I've learned a great deal from the students themselves, through the questions they raise and the opinions they share. I can't imagine a more productive space, or a more important moment, for thinking about these matters. I wish I'd had a seminar like this when I was in graduate school.



William A. Gleason
Hughes-Rogers
Professor of English
and American Studies
GradFUTURES
Learning Cohort
Participant

Venture Capital and Startups: In partnership with the Keller Center and featuring sessions led by Jim Cohen '86 and Mark Poag '93, managing directors of Fitz Gate Ventures, alumni entrepreneur guest speakers from Fitz Gate portfolio companies will be invited to participate along with campus partners including Tony Williams, New Ventures Associate in the Office of the Dean for Research. Cohort participants will also be encouraged to participate in the Venture Well Entrepreneur Bootcamps sponsored by Princeton Innovation and the Tiger Entrepreneur Conference hosted by the Princeton Entrepreneur Council.

Tell Me More: Humanizing Our Research: In partnership with John Weeren of Princeton Writes and the Humanities Council, with sessions led by distinguished faculty including President of the University Emerita Shirley Tilghman, William Gleason, and Tamsen Wolff, graduate students learn how to communicate the significance of their research to a broader audience of specialists and non-specialists alike. Additional experiences included public speaking workshops and fellowship opportunities for graduate students.

Inclusive Leadership: Developed in fall 2020 in response to President Eisgruber's call to action with the goal of preparing graduate students with inclusive leadership skills as a way to combat systemic racism. Session topics include exploration of diversity, equity, and inclusion programs within academia and industry; inclusive leadership models and best practices; and leadership assessment. As part of this series, guest speakers share personal stories, practical strategies, and ways they promote individual and collective action. Graduate students can earn a co-curricular certificate of completion if they attend all sessions and submit post-session reflections and a culminating individual inclusive leadership action plan.

Skills for the 21st Century Scholar: A joint venture of the Humanities Council and GradFUTURES in partnership with Princeton University Press (PUP), this graduate learning cohort invites participants to join a conversation about the nature of graduate school, the multifaceted role of the 21st century PhD, and the future of academia. Inspired by the Princeton University Press series Skills for Scholars, the cohort's seven sessions are geared to augment and recalibrate received understandings of academia. Together, we'll reimagine the definition and nature of scholarly work. In the process, participants will gain new insight into the ways scholarly skills--abiding and emerging--may be applied in new ways within and beyond the academy, as well as how we might complement our inherited pedagogical practices with a range of technological innovations.

Navigating Your First Year in Graduate School: This cohort is designed for first-year graduate students based on the new Princeton University Press book *A Field Guide To Grad School: Uncovering the Hidden Curriculum* by Dr. Jessica McCray Calarco (Associate Professor of Sociology at Indiana University). During each of the eight sessions, graduate students will have a facilitated discussion of different chapters of the book with guest speakers who will engage with the graduate students in the learning cohort including advanced graduate students, faculty, alumni and campus partners: Bianca Dyer, Chemical and Biological Engineering, Geoffrey Hill, Assistant Dean for Academic Affairs; Christine Murphy, Assistant Dean for Academic Affairs; Laura Murray, Assistant Director, Learning Programs, McGraw Center for Teaching and Learning; Jennifer Speed, Research Development Strategist, Office of the Dean of Research; John Weeren and Stephanie Whetstone of Princeton Writes, Meagan Levinson, Editor/Princeton University Press. We have also hosted talks by Dr. Calarco, and each participant receives a copy of her book.

Going Beyond Sustainability: There are 17 Sustainable Development Goals (SDGs) set out in the United Nations' (UN) 2030 Agenda outlining humanity's consensus on what constitutes progress. They're also a yardstick for measuring an organization's impact on the world. In partnership with Siemens USA and Princeton Institute for International and Regional Studies (PIIRS) and the Global Fung Fellows we bring together 7 international scholars and researchers with an interdisciplinary cohort of graduate students for eight sessions on the topic of sustainability. Each fellow led a session on their area of expertise in sustainability including a kick-off session with Siemens Chief Sustainability Officer, Matt Helgeson, and Stephen Kotkin, the John P. Birkelund 52 Professor in History and International Affairs, co-director of the Program in History and the Practice of Diplomacy, and director of PIIRS, and acting director of the Fung Global Fellows program for the 2021-22 academic year.

Podcasting and New Media: An emerging interest in new media and public-facing scholarship calls for an expanded professional toolkit, both for graduate students pursuing tenure-track employment and those curious to explore careers in media writ large. The Podcasting and New Media Learning Cohort will curate on campus resources and provide a series of training sessions, and will serve as an opportunity for graduate students to collaborate on thinking about-and building-their public-facing scholarly profiles. Graduate students in this cohort will also participate in the launch of the GradFUTURES podcast and work closely with mentors and advisers in Princeton's growing podcasting community including B. Rose Huber, producer of the School of Public and International Affairs' Politics and Polls podcast, Wright Seneres, producer of the Princeton Entrepreneur Council's Spark podcast, and Margaret Koval, producer of the SheRoars and WeRoar podcasts.

«« FACULTY PERSPECTIVES

As my career has moved between large public and smaller private institutions—and between the humanities and sciences—I've learned that navigating these contexts called on skills I'd never been explicitly taught. For graduate students, programs like GradFUTURES that can build these skills now will empower them to succeed even as the world around them changes.



Elizabeth Margulis
Professor of Music and Director, Music Cognition Lab, University Administrative Fellowship Program Mentor

Accelerated Business Skills (ABS): As part of the inaugural Wintersession in January 2021 we piloted a week-long intensive business skills workshop for graduate students. The ABS program involved both academics and professionals in business careers who shared their knowledge and experience in several core business areas including: 1) Introduction to the Sectors in Business and Career Outcomes in the Private Sector, 2) Finance, 3) Marketing, and 4) Leadership, Teamwork, & Management. In addition to learning from distinguished lecturers, course participants were organized into diverse teams to prepare and present pitch ideas. Taking into account current events, the theme of the pitch was focused on addressing the impact of COVID-19. Graduate students were encouraged to analyze the unique challenges facing us in this changing world and to brainstorm actionable solutions as an interdisciplinary team. This program will now become a Business Skills for Ph.D.s in Academia and Beyond learning cohort in 2022.

RIGHT
Graduate student, Lynne Guey (SPIA) with her GradFUTURES Social Impact Fellowship mentor, Ashley Casovan from the Responsible AI Institute (RAI).



GradFUTURES Spotlight:

Creating connections and community during COVID

Lindsay Griffiths, English

As a graduate student representative in the Working Group for Graduate Issues in the English Department, Lindsay Griffiths recognized that COVID provided an opportunity to improve the links between faculty, department administrators, and graduate alumni in a range of careers.

The English department concurred, and Prof. Meredith Martin along with GradFUTURES's James M. Van Wyck crafted a University Administrative Fellowship to accomplish these goals.

Since taking on this UAF, Lindsay's contributions have led to real benefits for her fellow graduate students: she has drafted campaigns to collect alumni career interviews; convened a committee to initiate Ph.D. program reforms; and spearheaded a new Orientation Seminar to familiarize students with the program and the available resources.

Griffiths was recently joined by a second UAF, Andrew Finn, the current Graduate Student Government President. Together they are focused on revising the Graduate Student Handbook, and on working to streamline communications between the department and graduate students.

The UAF helped me to peek “behind the veil,” so to speak, and observe the systems, hierarchies, processes, and procedures of department and university-level administration. It also taught me about myself. Between my academic research and my fellowship projects, I realized that what I love in both areas is problem solving.” Lindsay Griffiths



PART 2 GRADFUTURES STRATEGIC PILLARS



GradFUTURES Pillar Two: Campus-wide Coalition

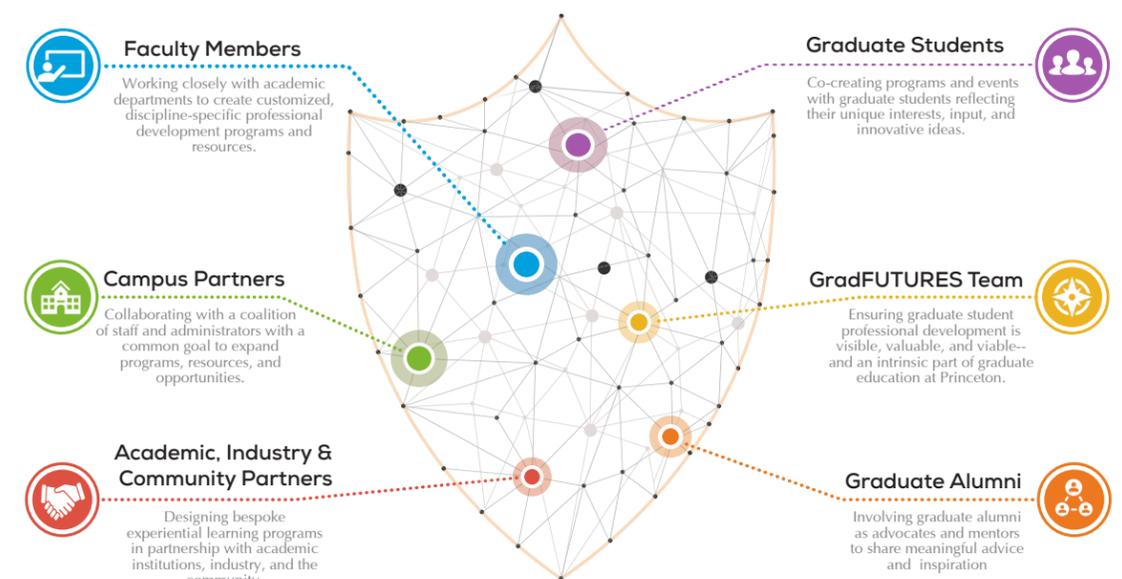
Connecting graduate students with support on and off-campus

The GradFUTURES® professional development initiative requires an entire ecosystem, on and off campus, bringing to bear the full range of expertise, experience, and support that gives Princeton graduate students what they need to realize their scholarly and professional goals. Off campus, GradFUTURES has mobilized a large and growing network of alumni and industry connections. On campus, GradFUTURES has galvanized a remarkable coalition that puts the success of Ph.D. students at the heart of the Princeton experience.

Established in 2019, the Professional Development Working Group includes 40 partners from across campus in a collaborative, cross-functional coalition. The Working Group meets regularly to plan, assess, and promote professional development programs, resources, and opportunities. To fully integrate and make easily accessible the breadth of programs and events available across campus for graduate students, GradFUTURES was one of the sponsors of the new campus-wide event management and community building platform, MyPrincetonU.

Graduate Student Professional Development Ecosystem

The GradFUTURES® professional development model relies on Princeton Graduate School partnerships on and off-campus. We're building a campus-wide ecosystem and connecting our graduate students to a global network of support.



GradFUTURES Spotlight:

Advancing careers abroad

Pierre Azou, French & Italian

As an international graduate student, Pierre Azou approaches professional development with an eye to a global career. As a GradFUTURES Social Impact Fellow at The French Mission for Culture and Higher Education in the French Embassy in New York City, Pierre was able to contribute to vital aspects of Villa Albertine, a newly minted program offering bespoke residencies for global creators, thinkers, and cultural professionals.

Working closely with his mentor, Emma Buttin, Pierre assisted in organizing the entire selection process within the Villa Albertine, working with other embassy departments in NYC as well as at Villa Albertine branches in Atlanta, Miami, Boston, and Los Angeles. Pierre also helped create and then test the platform to select and onboard fellows, and curated data to measure the impact of the program. Pierre also worked to create and research themes for a special residency program that would operate alongside the main residency program.

While at the Embassy, Pierre met with the Head of the Books and Ideas Department about the “Prix Goncourt,” France’s most prestigious literary prize. This year for the first time, Ph.D. students from six American universities will award their own Prix Goncourt, choosing from the same short-list as the actual Prix Goncourt. He also contributed ideas on how to increase the visibility of the prize in the U.S., including at Princeton University.

For me, this was the perfect position because it meant being at the center of things and working with all departments, and carrying very practical tasks that are very different from the ones expected of us as Ph.D. students, while also keeping an eye on the big picture...[The embassy is] just a great place to build one’s network in the French-American domain, because they’re in contact with virtually everybody.” Pierre Azou



PART 2 GRADFUTURES STRATEGIC PILLARS



GradFUTURES Pillar Three: Experiential Learning

Bespoke Partnerships for Fellowships, Internships, and Special Projects

GradFUTURES has dramatically expanded the experiential opportunities available for Princeton graduate students to explore various professional paths within the private, public, and non-profit sectors. Through highly customized fellowships, internships, and special projects, students apply discipline-specific skills, gain interdisciplinary project team experience, and receive one-on-one mentoring while contributing to the goals of the organization. Host organizations work closely with the Graduate School to determine the learning outcomes and professional development goals for these immersive experiences. Some of the individual experiences of our graduate students—and the impact they have had on student outlooks and outcomes—are detailed in the Spotlight stories featured throughout this report.

New and expanded opportunities for our graduate students include:

The **GradFUTURES Social Impact Fellowships Program** in the Nonprofit/Public Sector, launched in fall 2020, align with Princeton’s service mission and offer flexible fellowship options for summer (10-40 hours/week) and during the academic year (max. 10 hours/week). In 2020-21, there were 16 graduate students placed in fellowships at nonprofit organizations. Six fellows were placed during the spring semester at: New America (3), BioNJ (1), TechUnitedNJ (1), and the American Society on Aging (1). There were ten fellows placed in summer of 2021: Ithaca S&R (2), XPrize (2), ChooseNJ (2), Office of Institutional Diversity & Equity (2), TechUnitedNJ (1) and the Responsible AI Institute (1). Ninety-seven percent (97%) of fellowship program participants reported they were highly or very likely to recommend the program to a friend.

Also in 2020-21, the **Community College Teaching Fellowship Program** doubled in size from 7 fellows to 14 fellows. In addition to existing community college partners Mercer County Community College and Camden College, a new partnership was forged with Rowan College of South Jersey. Through the program, Princeton’s graduate students are not only mentored by seasoned community college faculty members but also gain exposure to cutting-

ALUMNI PERSPECTIVES

Andrea currently serves on the Professional Development Working Group at the Graduate School and is a mentor in the GradFUTURES Mentorship program. She is currently an Assistant Dean and the founding Director for Career and Professional Development at The Rockefeller University in New York City. “GradFUTURES has been a great way to build stronger connections to Princeton’s Graduate School and also to current graduate students. Above all, my time at Princeton taught me to be a fearless thinker and to take control of my professional goals. These lessons have allowed me to build a challenging, rewarding and dynamic career! My main advice for current graduate students is to make real time for your career and professional development, using



all of the amazing resources that you have at Princeton.”

Andrea Morris *99 (MOL)

«« FACULTY PERSPECTIVES

As the Director of Graduate Studies of the Department of Chemical and Biological Engineering (CBE), I know that students have truly enjoyed the pre matriculation internship program the GradFUTURES Office of Professional Development sponsors for incoming CBE graduate students at Millipore Sigma. During these internships students have an opportunity to collaborate with researchers across the US, as well as around the world, learn from their mentors, establish industry connections, and become familiar with a wide range of methods.



Christos Maravelias
Professor, CBE
Director of Graduate
Studies

edge pedagogical approaches designed to meet the unique and evolving needs of a highly diverse student body. This type of substantive teaching experience is invaluable for all future faculty and introduces Princeton graduate students to best practices for engaging low-income, first-generation, and nontraditional learners.

In 2019-20, there were 50 fellows in the **University Administrative Fellowship program**. Graduate students are placed within various campus offices and centers and gain a deeper understanding of university administration via staff mentorship, shadowing, and completion of immersive projects. The program also helps with the University's goal of connecting graduate students with the broader campus community. Due to virtual campus operations, there were 26 fellows in 2020-21.

Another customized experiential program was designed in partnership with the Chemical and Biological Engineering department's alumni council. A **Pre-Matriculation Summer Internship program** was created for incoming graduate students at MilliporeSigma. (Graduate alumnus Udit Batra helped establish the program while serving as the organization's CEO.) There were six interns (three each in summers 2020 and 2021) who participated in paid remote internships. Given the research-related demands on their time once enrolled, providing internship opportunities during the summer before students begin their graduate program can serve as a model for other academic departments—and as a key differentiator for prospective students who are considering Princeton's offer of admission.

GradFUTURES also partnered with the **Program in History of Science (HOS) Pathways Program** requiring advanced stage graduate students (those in years four through six) to complete an internship outside of academia that draws on the humanistic skills they are acquiring in their training (for one semester, and up to 10 hours a week). Additional departments may see this as a model moving forward and the Graduate School will look to support these efforts as an opportunity to further embed professional development and immersive experiences.

Launched in partnership with the Vice Dean of Innovation, the Princeton Entrepreneurship Council, the Office of Technology Licensing, and the Dean of the Faculty, there were two **Innovation/Entrepreneurship Bootcamps** in 2020-21. These 2-day, immersive training programs were facilitated by TechStars (a major startup accelerator) and were offered during Wintersession and in June. There were 35 participants representing each academic division. A \$10,000 cash prize (funded by Princeton Innovation) was awarded to the winning team at the culminating pitch contest.

Another new partnership was established with the National Humanities Center to provide hands-on training and digital skills for Ph.D. students in the humanities to translate research, commentary, and community-sourced narratives into podcast episodes. In 2021, five Humanities graduate students participated in the organization's **Podcasting the Humanities: Creating Digital Stories for the Public Residency Program**.

GradFUTURES Spotlight:

Finding inspiration in her roots

Rebekah Haigh, Religion

Rebekah Haigh, a Ph.D. candidate at Princeton with a growing public profile, draws inspiration from her own trajectory, which began as a community college student in Michigan.

Through GradFUTURES, Rebekah took up a Social Impact Fellow at New America, a public policy institute devoted to solving some of the social, economic, and political challenges America faces today. There she collaborated with her mentor, Iris Palmer, to collect and analyze data for the Center on Education and Labor's **ongoing project** on community college baccalaureate programs.

Rebekah also wrote several pieces for New America that combined her own research interests as a scholar of religion with CELNA's focus on education, labor, and workforce development. One of her articles, "**Faith and Community Build HOPE and a Connection to Jobs in Detroit,**"

concentrated on the role non-profits and faith-based organizations can play in workforce development.

Working with the GradFUTURES team, Rebekah has also been a key partner in the creation and launch of the GradFUTURES New Media Studio. While creating events and curating resources for her fellow graduate students, Rebekah has also been hard at work co-creating her own podcast, *Women Who Went Before*, which takes audiences on a journey into the past to give voice to women from antiquity.



As a graduate student, you know you've accumulated a certain set of skills. But you don't always see how those skills translate beyond the daily grind of graduate school. Through my GradFUTURES Fellowship, I saw how research, data analysis, and communication skills could be leveraged beyond a classroom or dissertation, both in professional and public spaces." Rebekah Haigh



GradFUTURES Pillar Four: Graduate Alumni Engagement

Role models, connectors, mentors and advocates

When we launched, we immediately received an outpouring of support from graduate alumni, many of whom said they wished there was a professional development program like this when they were at Princeton. We took the time to listen and learn from their experiences—and to invite them back to share their insights and advice with current graduate students. Our goal is to build connections and community among and between graduate students and graduate alumni—and develop the same kinds of multigenerational networks that have existed for decades among Princeton’s undergraduate alumni. In 2020-21, GradFUTURES engaged 374 graduate alumni as speakers, panelists, mentors, and participants in our programs, up from 140 in its inaugural year.

ONLINE GRADUATE ALUMNI MENTORSHIP PROGRAM

In July 2020, we launched a pilot mentorship program matching more than 100 graduate students one-on-one with a graduate alumni mentor, based on common academic and professional interests and life experiences. Using the Mentor Collective platform, the program provided graduate students with a structured professional relationship offering advice about doctoral education and career exploration, as well as help in networking and general inspiration and encouragement. Graduate student mentees represented 37 of the 42 academic departments; mentors represented 22 career fields. Surveys showed that nearly 90 percent of mentors and mentees were very satisfied or satisfied with the program. Based on graduate student demand, the mentorship program was expanded to support 200 mentor-mentee pairs in 2021. Moving forward, we also hope to match even greater numbers of first-generation, underrepresented, and international graduate students with graduate alumni mentors from similar backgrounds.

SHARING GRADUATE ALUMNI STORIES AND BUILDING CONNECTIONS

We developed several programs designed to share stories and advice while building connections and community among and between graduate students and alumni. During the early months of the pandemic, our Virtual Meetup series featured weekly talks by graduate alumni guest speakers from a diverse array of fields. In 2021, we launched a new series, entitled Trailblazers Beyond the Tenure-Track to share advice from graduate alumni who had pivoted from academia. Dozens of profiles of graduate alumni are also available on the Grad Stories pages of our website and videos of guest speakers are on the GradFUTURES YouTube channel. Our GradFUTURES LinkedIn Group now includes more than 900 members who share articles, updates, and advice.

ALUMNI PERSPECTIVES

Ann currently serves as the co-chair of the Dean’s Leadership Council at the Graduate School and is a University Professor at the City University of New York and says alumni and professionals like herself have an important role to play in modeling career paths and providing mentorship for current graduate students. “It’s time to redefine success for Ph.Ds. In this moment of great transformation around careers and graduate education, GradFUTURES is providing graduate students with the skills, opportunities and mentors they need to diversify their professional prospects. I wish the programs and support provided

by GradFUTURES existed when I was a graduate student.”



Ann Kirschner *78
(ENG)

GradFUTURES Spotlight:

Mentor-inspired leadership

Jonathan Aguirre, Spanish & Portuguese

Graduate professional development at its best is rigorously graduate student-centric: created for graduate students in concert with graduate students—like Jonathan Aguirre, a PhD Candidate in Spanish & Portuguese.

Jonathan’s trajectory through GradFUTURES programming shows how partnering with graduate students has rippling benefits. Mid-way through graduate school, Jonathan began attending GradFUTURES programs, including American Higher Ed, Ethics of AI, and Tell Me More: Humanizing Your Research, motivating him to pursue research topics he would have never otherwise considered.

Jonathan took from these programs a better understanding of the complex challenges faced in higher education and tech industries, and he leveraged this understanding while serving as a member of the Professional Development Working Group, co-founding a comprehensive research agency (Logische Phantasi), and as a Social Impact Fellow at Choose New Jersey, where he analyzed foreign direct investments and other factors to draft a white paper on strategic office locations in South America.

Jonathan continues to derive connections and confidence from GradFUTURES ties: his strong relationship with his mentor, Amar Gandhi *96 (Applied and Computational Mathematics), Senior Director of Product Management at Google, inspired Jonathan to pursue a career in tech.



Participating in the GradFUTURES Mentorship Program is one of the highlights of my Princeton education. The conversations I had with my mentor changed my perspectives on my research and career prospects. I really appreciated the thought and effort my mentor invested to help me develop my professional aptitudes.” Jonathan Aguirre



GradFUTURES Pillar Five: Data Transparency

Using quantitative and qualitative data to share outcomes and drive improvement

GradFUTURES is committed to collecting and disseminating data that will help us continue to refine and improve our programs and opportunities, while better informing and engaging the graduate students at the heart of our work. Our efforts involve analyzing and reporting the following data:

- Graduate alumni career outcomes
- Advertised jobs requiring discipline-specific Ph.D.'s for all 42 graduate departments
- Competencies required for those jobs
- Graduate students' reported professional interests, needs, and challenges
- Graduate students' self-reported levels of preparation in each of the GradFUTURES competencies
- GradFUTURES program participation
- Learning outcomes of our programs
- Graduate student satisfaction with our programs
- Ivy-plus benchmarking of professional development efforts and best practices

In January 2021, GradFUTURES sponsored a “Data Transparency” summit with presentations by Deputy Dean Cole Crittenden, the Vice Provost for Institutional Research, representatives from Academic Analytics, and Burning Glass CEO Matt Sigelman '94. We shared a framework and plan to increase transparency and understanding of the data we are tracking.



RIGHT
Graduate students connecting and networking at GradFUTURES event held in consultation the Princeton University Press.

ALUMNI PERSPECTIVES

Drew volunteered to advise the GradFUTURES team to assist in the launch of the Mentor Collective program. “I was fortunate to have several mentors who contributed significantly to my professional development. Both in the Senate and in private law practice, and I have enjoyed working with GradFUTURES to establish a mentorship program matching interested graduate students and graduate school alumni who want to give back to Princeton. We have grown the program from 10 graduate student-graduate alumni matches last year to over a hundred matches this year. The program has been very successful despite the challenges created by the pandemic. We are very fortunate to have a deep pool of talented and devoted



graduate alumni who want to assist current graduate students.”

Drew Harker *81 (SPIA)

In collaboration with the Office of Institutional Research, GradFUTURES has partnered with the firm Academic Analytics to secure an annual rolling ten-year data set of publicly verifiable career outcomes for our graduate alumni. Now in year two, this partnership has greatly expanded the breadth of outcomes data available for our masters and Ph.D. alumni.

GradFUTURES has also purchased licenses for Burning Glass Technologies' Labor Insights software which provides real-time data on job growth, skills in demand, and labor market trends. In addition, we contracted with Burning Glass on the development of a customized dashboard based on the unique attributes of each of Princeton's 42 doctoral programs to provide a side-by-side analysis of academic and industry demand to be completed in spring 2022.

A new incoming graduate student survey was launched in summer of 2021 to identify graduate students' initial interests, prior professional development experiences, and level of preparation with respect to each of the competencies. This data will be mapped with GradFUTURES program participation, learning outcomes, evolving career interests, and other institutional survey data to assess the influence of professional development on the career preparation and decisions of graduate students.



RIGHT
Graduate students at a GradFUTURES event held in the McGraw Center for Teaching and Learning.

GradFUTURES Spotlight:

From chemistry to housing equity

Elaine Tsui, Chemistry

In the midst of the pandemic, Elaine Tsui had time to think about life post-Ph.D. The more she thought about it, the more she realized that she wanted to pursue a career beyond academia, and beyond the chemical industries that are often the destination for Chemistry Ph.Ds.

Feeling a pull back towards a career in law, Elaine decided to take up a GradFUTURES Social Impact Fellowship to learn more about the inner workings of a nonprofit, writing for non-chemists, and contributing to a team with a social impact mission.

She found all of that and more at New America, where she collaborated with her mentor, Sabiha Zainulbhai, on a project that explored the causes and consequences of the lack of financing for small dollar mortgages (under \$100k), a key issue in the larger conversation about housing equity, access, and affordability. Tsui wrote **a blog post for FLH, contributed to a public-facing report**, and participated in interview sessions with experts in this area of the housing market.

Elaine describes her decision to take part in the Social Impact Fellowship as one of the best decisions she's made, and now encourages all graduate students—including those pursuing academic jobs—to take part in the program.

I think learning to be fluent in wildly different areas of research is an incredibly important skill to have, and this fellowship allowed me to develop that flexibility.” Elaine Tsui



PART 3

FUTURES Forward: Our Strategic Next Steps

Building momentum, expanding reach, demonstrating impact, new partnerships and programs

PILLAR ONE: COMPETENCY MODEL

Design and implement phase two of cutting-edge professional development model that engages all graduate students and prepares them with the skills and competencies needed for career success across all fields of endeavor

- Hosting a Second- & Third-Year Graduate Student Retreat in spring 2022, to sustain engagement with last year's first-year graduate students (51% participated in our programs during 2020-21). This event will feature guest speakers and workshops on a range of competencies and the introduction of a customized professional development planning tool.
- Launch the co-curricular transcript feature in the MyPrincetonU platform for graduate students to begin tracking their progress on learning paths related to each of the eight competencies.
- Establish three new learning cohorts: Business Skills for Academia and Beyond (with alumnus Jim Scully *03), Entrepreneurship & Innovation in the Humanities (with the Keller Center), Pre-matriculation Humanities Trek (with the Princeton Entrepreneur Council).
- Create additional GradFUTURES LinkedIn Learning paths for each competency featuring content from our learning cohorts, alumni meetups, and workshops. Include LinkedIn badges for as micro-credential for completion of learning cohorts and other signature programs.

PILLAR TWO: ECOSYSTEM

Mobilize all stakeholders to build a campus culture that ensures professional development is a transformative part of graduate education.

- The first episode of the GradFUTURES Podcast will debut at the GradFUTURES Forum in April, 2022. Our goal is to host inspiring and practical conversations with graduate students, alumni, members of the broader professional development ecosystem and other thought leaders. One of our graduate students, Hellen Wainaina, a first-year graduate student in the English department, is our executive producer—and several other graduate students in our Podcasting and Digital Media Learning Cohort are involved as well. Prior to coming to Princeton, Hellen was the producer of the Sewanee Review Podcast.

- Continue collaborating with all 42 academic departments to share graduate alumni career outcomes, labor market insights, graduate alumni, and faculty profiles, and to develop tailored resources and customized programs.
- Host faculty roundtable discussions regarding professional development and future of work trends—and include graduate alumni and industry partners as speakers.
- Begin planning the GradFUTURES Summer PD Institute 2023 partner graduate institutions.

«« FACULTY PERSPECTIVES

A Ph.D. in the humanities no longer means an academic tenure track job, indeed, it hasn't for a very long time. As the Director for the Center for Digital Humanities and in my role as a graduate advisor for the English department, I want graduate students to see themselves as ambassadors for humanistic thinking and approaches, especially if they are hoping to work in industries that have anything to do with technology. If we're going to change hidden systems of bias in our society, we need to be close readers, skilled interpreters, and concise writers. We also need to know how to scope a project, manage teams, adjust for disruption, and become agile and flexible collaborative thinkers.

The graduate school professional development program at Princeton provides real world experiences for humanities Ph.Ds. who will go into the real world — a real world that may include academia, but certainly must be responsible for making academia relevant to real world problems and solutions.



Meredith Martin
Faculty Director,
Center for Digital
Humanities
University Adminis-
trative Fellowship
Program Mentor

PILLAR THREE: EXPERIENTIAL LEARNING

Create bespoke academic, community, and industry partnerships to deliver and scale professional development and experiential learning (especially within the innovation ecosystem).

- Expand the pre-matriculation internships for incoming students in the Chemical & Biological Engineering department and use this program as a model to pilot similar initiatives in at least two other departments this year.
- Launch the Higher Education Leadership Fellowship with New Jersey community colleges, and private and public four-year institutions —and at HBCU's who have partnered with Princeton Innovation.
- Expand each of our five fellowship programs—and plan for one additional community college partner to join the Community College Teaching Initiative.
- Establish a post-graduate fellowship in professional development to advance the field and provide an immersive experience for recent graduate alumni.
- Partner closely with Princeton Innovation to promote the newly launched Northeast Region I-Corps Hub to graduate students.

PILLAR FOUR: GRADUATE ALUMNI CONNECTIONS

Leverage Princeton's intellectual capital and alumni networks to deliver lifelong learning and mentorship to deepen graduate alumni affinity.

- Launch alumni-in-residence program featuring 1:1 consultations with graduate alumni working in a variety of roles in the academic, private, and public sectors.
- Expand the Mentor Collective mentorship program to match 200 graduate students with graduate alumni mentors (as compared to 100 matches in 2020) working closely with Alumni Affairs and Advancement to identify and invite additional graduate alumni to serve as mentors.
- Collaborate with the Association of Princeton Graduate Alumni (APGA) to offer professional development programs that bring graduate alumni and graduate students together.

PILLAR FIVE: DATA TRANSPARENCY

Utilize quantitative and qualitative data to share outcomes and showcase the impact of a holistic approach to graduate student professional development.

- Prioritize evaluating the impact of our innovative, inclusive, and integrative approach to graduate student professional development via a rigorous analysis of participation and outcomes data. (From our early days, we've deployed lean start-up methodologies and focused on assessment and continuous improvement. This has been foundational to GradFUTURES' continued evolution and development.)
- Create an analysis of graduate alumni career outcomes and participation in professional development based on demographic data to explore trends by gender, race, and international student status.
- Beta-test customized labor market demand dashboard developed in partnership with Emsi-Burning Glass with academic departments.
- Publish two recent studies: Incoming Graduate Student Survey Report and the Ivy Plus Peer Benchmarking Survey Report.

RIGHT
In Memory of Pierre Mendelsohn *93, GradFUTURES mentor and Dean's Leadership Council member, pictured here speaking with graduate students following his Star Lessons in Leadership talk in fall of 2019.



GradFUTURES Spotlight:

Leading with a Humanities Ph.D.

Lucy Partman *21, Art and Archeology

When she began her doctoral studies at Princeton, Lucy Partman didn't imagine herself the way she sees herself now: a transdisciplinary scholar, designer, and strategic adviser, with leadership experience in education, business, fashion, and cultural institutions. What changed? A deep connection and involvement in the programs and opportunities afforded by the GradFUTURES campus-wide ecosystem of support.

As a **University Administrative Fellow**, Lucy helped create a learning cohort focused on exploring leadership and career diversity in the arts and public humanities. Now, in connection with the GradFUTURES team, she is giving a helping hand to fellow graduate students at the local and national levels.

Lucy's work as a UAF led to an article with national impact: "**Why you should share the dissertation-writing process**," published in **Inside Higher Ed**, highlighting the importance of reflecting on, learning from and sharing the process of building a dissertation and the experience of graduate education more broadly. Inspired by her time working with GradFUTURES, Lucy is now leading an interdisciplinary course with the Keller Center for Entrepreneurship and the Lewis Center for the Arts. Dubbed the "Looking Lab," the course equips Princeton seniors with critical and hands-on tools for engaging—critically and thoughtfully—with the visual world.



Graduate students and PhDs have world-class analytical skills, are passionate and dedicated systems thinkers, and can deal with tremendous amounts of ambiguity. I believe we can be agents of innovation, change, and leadership in the world." Lucy Partman

Join Us!

It takes an ecosystem to provide the deep and broad suite of opportunities that makes GradFUTURES a leader in developing the next generation. For our partners in this venture, GradFUTURES provides an opportunity to give back, and affords ways to build relationships with some of the nation's most promising graduate students, who are current and emerging leaders in an array of sectors.

For more information on the following, contact gradfutures@princeton.edu.

Graduate Alumni

Perhaps more than any other demographic in our partner ecosystem, graduate alumni play a critical role in encouraging and inspiring current graduate students along their professional development journey by serving as role models, connectors, mentors and advocates. Here are just a few of the many ways you can help make a difference:

- Mentor a graduate student as part of our **GradFUTURES-Mentor Collective mentorship program**.
- Share your story and advice as part of our **Virtual Meetup Series**—open to graduate students and graduate alumni.
- Serve as a panelist or facilitator for one of our many **Signature Learning Cohorts** to help expose graduate students to current trends and emerging fields.
- Join the **GradFUTURES LinkedIn group** to connect with over 700+ graduate alumni and current graduate students.
- Volunteer to be interviewed for an alumni professional development video series or as part of the **GradFUTURES Podcast** (launching in spring 2022).
- Arrange an immersive experience at your organization such as a **fellowship or summer internship** for current or **pre-matriculated graduate students**.
- Join us at the annual **GradFUTURES Forum** professional development conference open to all graduate alumni!
- Host graduate students at your organization (virtually or in person) for an Industry Exploration Day or shadowing experience.

Interested in getting involved? Please reach out via email (gradfutures@princeton.edu) or [complete this short form](#).

Industry Partners

Princeton seeks to advance teaching and research through partnerships that span academia, government, industry, and nonprofit sectors—and graduate student involvement in experiential programs is a key component of this endeavor. Opportunities include:

- Virtual Lunch & Learns
- Virtual Meetups
- GradFUTURES Social Impact Fellowships and Summer Internships
- Short-term projects
- Shadowing or site visits

«« FACULTY PERSPECTIVES

Most graduate students spend most of their time in their departments. But if they do that, they'll miss the huge range of support services, professional training, and experiential opportunities that the Graduate School offers! GradFUTURES, in particular, broadens graduate students' horizons to look not only at tenure-track jobs after the PhD but also at a whole range of other career possibilities. In these challenging times, it is good to know that someone with a PhD can launch many different types of careers – and that the Graduate School can launch many different types of graduate students.



Kim Lane Scheppele
Laurance S.
Rockefeller
Professor of
Sociology and
International Affairs

Higher Ed Partners

We offer a range of opportunities for our doctoral students to gain substantive experience in diverse educational settings. Through these experiences, we trust they will make meaningful contributions to the mission and goals of their host institutions—and build important relationships within the broader academic community. Connect with us to learn more about:

- **The Community College Teaching Initiative.** Currently offered at three of New Jersey's community colleges, we plan to expand the number of community college partners.
- **The University Administrative Fellows Program.** Currently offered within a number of administrative offices at Princeton, we are delighted to discuss the creation of an administrative fellow role at other institutions.
- **The Higher Education Leadership Fellowship Program.** This experience offers Princeton graduate students the unique opportunity to learn first-hand from senior leaders at New Jersey's public and private institutions—with a special emphasis on community colleges.

Faculty

Recognizing that graduate students are deeply rooted in departments and have close ties to their faculty advisers, the GradFUTURES team partners closely with departments across all divisions to ensure that each department's graduate professional development is bespoke and graduate student-centric. We Invite Faculty and Departments to:

- Work with us to create and promote stories, news and professional development-related events from your department.
- Invite us to present customized programming on departmental alumni outcomes and labor market analyses.
- Collaborate with us to create professional development programs that augment or complement departmental conferences or symposiums.
- Facilitate an interdisciplinary learning cohort, a series of lunch or dinner conversations regarding the professional implications of current societal, industry or global trends.
- Promote GradFUTURES events, programs and fellowship opportunities to your graduate students.
- Join the campus-wide Professional Development Working Group that convenes quarterly to chart new directions for graduate student professional development.
- Recommend former students and graduate alumni to be interviewed for our alumni video series.
- Schedule a departmental meeting to discuss graduate alumni outcomes, job market trends and ways to share data regarding diverse careers.
- Request customized professional development programs such as LinkedIn workshops that meet the unique needs of graduate students within your department.
- Attend the GradFUTURES Forum, a campus-wide professional development conference for graduate students, alumni, faculty and staff.

GradFUTURES Spotlight:

Fusing Passions for Teaching and Service

Sophie Brady, Music

Sophie Brady's decision to pursue a Ph.D. was deeply influenced by her love of teaching. And she knew first hand how vital community colleges are, having taken courses at a local community college during her undergraduate studies.

The Community College Teaching Fellowship was a natural fit for Sophie, offering more experience in the classroom and the chance to

design her own course. And Sophie gained much more as she shadowed and was mentored by a graduate alumna, Dr. Nataalka Pavlovsky '01 (Music), whose modeling and constructive feedback about her teaching allowed Sophie to learn, through personal experience, the challenges and opportunities afforded Ph.D.s. who choose to spend their careers in community colleges.

In a recent Princeton homepage story highlighting the **Community College Teaching Fellowship's** impact in New Jersey, Brady credited Pavlovsky for inspiring and guiding her as she designed her own syllabus, crafted lectures, and developed assignments that engaged students in the classroom and beyond.



The Community College Teaching Fellowship is a terrific opportunity for any graduate student who is interested in developing their teaching. But, more importantly, this fellowship also provides a tangible way for Princeton graduate students to get to know other academic institutions in the region and participate in community colleges' mission of improving access to quality higher education for everyone across New Jersey." Sophie Brady

Our Team



Evangeline "Eva" Kubu
Associate Dean & Director of Professional Development
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Eva is the inaugural Associate Dean for Professional Development at Princeton University's Graduate School, where she provides strategic vision and leads an institutional priority to ensure that professional development is an intrinsic part of graduate education. In 2019, she and her team launched the GradFUTURES professional development initiative serving Princeton's 3,000 graduate students and 42 graduate programs. Previously, she was Director of Career Services at Princeton where she helped lead a reimagining and major expansion of the career center. A first-generation college student, she is passionate about creating programs that ensure equitable access to opportunity and social mobility. Eva currently serves as a faculty member at the National Association of Colleges and Employers (NACE) Management Leadership Institute. She holds a BA in Psychology from Rutgers University, an MS in Higher Education Administration from Drexel University, and a mini-MBA certificate in Social Media Marketing from the Rutgers Business School.



Sonali Majumdar
Assistant Dean for Professional Development
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Sonali Majumdar joined the GradFUTURES team in May 2022. In addition to developing programs and building partnerships to benefit all graduate

students, Sonali serves as the primary liaison for graduate students and faculty in the natural sciences and engineering divisions. Previously, she was the Associate Director of Graduate Professional Development at the University of Virginia where she led implementation of PhD Plus, the university's professional development program to enable versatile PhDs who are deeply engaged with society's needs in every sector and field. She earned a PhD in Biochemistry and Molecular Biology at the University of Georgia and did postdoctoral training at Memorial Sloan Kettering Cancer Center in New York. She serves as an executive board member for the Graduate Career Consortium (GCC).



James M. Van Wyck
Assistant Dean for Professional Development
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James is the liaison for the Humanities & Social Sciences. He manages graduate student professional development programs, strategic communications, the GradFUTURES Fellowship programs, including the University Administrative Fellows Program, the GradFUTURES Social Impact Fellowship Program, and the Community College Teaching Fellowship Program. Prior to Princeton, he worked for Robert Weisbuch and Associates (RWA), where he served as a senior research fellow and associate. He was also a multi-year postdoctoral fellow at Fordham University, where he taught literature, public speaking, composition, and upper-level electives including "Literature and Leadership." James holds a Ph.D. in English literature and languages/letters from Fordham University, an M.A. in English literature from the University at Buffalo, and a B.A. in English from William Paterson University.

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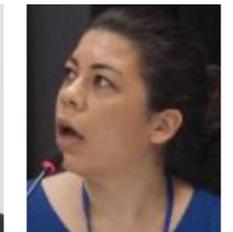
Genevieve Allotey-Pappoe
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James Watson-Krips
 GS, EAS



Duygu Coskuntuna
 GS, NES



Hellen Wainaina
 GS, ENG



Andrew Finn
 GS, ENG

Graduate Student Financial Wellness Fellows*



Greg Amusu
 GS, POL



Renee Congdon
 GS, SPO

* In partnership with the Graduate School's Finance and Administration team, these graduate student fellows contribute to the University's Financial Literacy Initiative and collaborate with GradFUTURES.

With Sincere GRADitude to Our Partners

On behalf of the Office of the Dean of the Graduate School, the GradFUTURES team, and all Princeton graduate students, we thank everyone who has supported and nurtured our campus-wide initiative from its inception and helped us to build momentum and broaden our impact.

GradFUTURES would not exist without the incredible ecosystem of support across Princeton's campus (graduate students, faculty, and staff) and the network of dedicated alumni, and academic and industry partners whose combined efforts help us provide a comprehensive suite of programs, resources, and experiential opportunities – and take an innovative and integrative approach in all that we do.

We are particularly thankful for the more than 40+ members of our Professional Development Working Group. This collaborative, cross-functional coalition convenes regularly to integrate, assess, and promote all of the robust professional development programs, opportunities, and resources offered for graduate students across campus. This group's work is integral to the success of the GradFUTURES campus-wide initiative, to our shared mission to support graduate student professional development, and to the strategic priorities of the Graduate School.

As you read through this report, we hope you see your efforts reflected and know you've had a role in shaping the futures of our extraordinarily talented graduate students. For a full list of all of our partners and quotes regarding their many contributions to the GradFUTURES initiative, please visit gradfutures.princeton.edu/partners.

Our special thanks go to the generous donors who make GradFUTURES possible, enhancing the lives of so many graduate students, now and in the future.





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