GradFUTURES®
Two-Year Impact Report
2019–2021
PART 1: The Making of GradFUTURES®
GradFUTURES’ origin story begins with understanding national trends and the Princeton context, which drove a new approach to graduate student professional development, galvanizing a campus and engaging more than a quarter of Princeton’s graduate students.

PART 2: GradFUTURES Strategic Pillars: Supporting Success, Now and for a Lifetime
GradFUTURES is devoted to opening up worlds of possibilities for our graduate students, teaming them with mentors, and helping them cultivate skills and experiences that will enrich their work, now and for a lifetime.

PART 3: FUTURES Forward: Our Strategic Next Steps
Building on the momentum of our first two years, we look forward to expanding our reach, deepening our impact, and demonstrating national leadership.
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

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

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)

Sarah Jane Leslie ’07

Former Dean of the Graduate School and Class of 1943 Professor of Philosophy

“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.”

Cole Crittenden ’05

Former Deputy Dean and Acting Dean of the Graduate School

“With 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.”
PART 1 THE MAKING OF GRADFUTURES

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.

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.

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.
PART 1 THE MAKING OF GRADFUTURES

A Brief History

Highlights from our first two years

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<tr>
<th>YEAR</th>
<th>MONTH</th>
<th>EVENT</th>
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<tbody>
<tr>
<td>2019</td>
<td>JULY</td>
<td>Held Summer Think Tank Retreats and Stakeholder Analysis</td>
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<td>2019</td>
<td>OCTOBER</td>
<td>Launch of Cross-campus Professional Development Working Group</td>
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<td>2019</td>
<td>NOVEMBER</td>
<td>Buildout of Clio Hall program hub</td>
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<td>2019</td>
<td>MARCH</td>
<td>Launch of GradFUTURES Mentor Collective—100 graduate students paired with graduate alumni</td>
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<td>2019</td>
<td>JUNE</td>
<td>Sponsored graduate students for the podcasting for the Humanities Residency program with the National Humanities Center</td>
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<td>2020</td>
<td>SEPTEMBER</td>
<td>Inclusive Leadership Learning Cohort launch to help build skills in diversity, equity, and inclusion</td>
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<td>2020</td>
<td>OCTOBER</td>
<td>Navigating Your First Year in Graduate School Learning Cohort launch</td>
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<tr>
<td>2020</td>
<td>DECEMBER</td>
<td>Created Trailblazers Beyond the Tenure Track series with alumni stories</td>
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<tr>
<td>2021</td>
<td>FEBRUARY</td>
<td>Hosted Data Transparency Summit with campus partners, academic departments</td>
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<tr>
<td>2021</td>
<td>AUGUST</td>
<td>Conducted professional development survey of incoming graduate students to understand their interests and goals</td>
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<tr>
<td>2021</td>
<td>DECEMBER</td>
<td>Designed of customized graduate alumni career outcomes dashboards with 10-year rolling dataset</td>
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By The Numbers

- 2,401 Total unique participants in all GradFUTURES programs combined during 2020–21
- 141 Tailored workshops, panels, learning cohorts, conferences, meetups, networking receptions, and bootcamps
- 112 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
- 97% Graduate students participating in GradFUTURES programs were highly likely to recommend them to a friend
- 80 Funded fellows and interns placed during 2020–21 within five distinctive experiential programs

GradFUTURES Report 2019-2021
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

- **Competency Model**
- **Campus-Wide Ecosystem**
- **Experiential Learning**
- **Graduate Alumni Connections**
- **Data Transparency**

Design and implement a professional development model that engages all graduate students and prepares them with the skills and competencies needed for career success across all fields.

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

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

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

Utilize quantitative and qualitative data to share outcomes and showcase the impact of a holistic approach to graduate student professional development.
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
**PART 2 GRADFUTURES STRATEGIC PILLARS**

**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.

**Core Competencies**

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, cross-promote, and deliver programs that build these skills.

**PROGRAMS & PARTICIPATION**

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<th>2018–19*</th>
<th>2019–20</th>
<th>2020–21</th>
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<tbody>
<tr>
<td>PROGRAMS</td>
<td>23</td>
<td>117</td>
<td>141</td>
</tr>
<tr>
<td>ATTENDEES</td>
<td>325</td>
<td>1,119</td>
<td>2,401</td>
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*2018–19 was prior to the launch of GradFUTURES.

**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.
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 respondents 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

- 3,600+ Attendees
- 38 Sessions
- 70 countries and global participation
- 60 Speakers
- Likely or highly likely to recommend 93%
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/fieldwork. 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.

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 Bootcamp 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 Tilgman, 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 supplement 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. Birkeland 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.

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.
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

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.
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

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: Ithaka 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-edge resources that you have at Princeton.” Andrea Morris ’99 (MOL)

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.”
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 in order 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.

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
PART 2 GRADFUTURES STRATEGIC PILLARS

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.

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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 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
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.”

PART 2 GRADFUTURES STRATEGIC PILLARS

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.

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.

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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 Waianaina, 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.

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- 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.

### 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.
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.

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
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. Nataika Pavlovsky *01 (Music), whose modeling and constructive feedback about her teaching allowed Sophie to learn, through personal experience, the challenges and opportunities afforded Ph.Ds. 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
ekubu@princeton.edu

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 reimagination 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.

James M. Van Wyck
Assistant Dean for Professional Development
jvanwyck@princeton.edu

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.

Sonali Majumdar
Assistant Dean for Professional Development
sm4446@princeton.edu

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).

Graduate Student Project Management Fellows and Professional Development Associates

Yuzhou Bai
GS, EAS
Jonathan Aguirre
GS, SPO
Vy Lou
GS, PHY
Bianca Dyer
GS, CBE
Yangyou Fang
GS, SPO

Lindsay Griffiths
GS, ENG
Genevieve Allotey-Pappoe
GS, MUS
Kimberly Akano
GS, REL
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.

Vacant at time of print

Professional Development Coordinator
@gradfutures@princeton.edu

Revised June, 2022.
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.