

Graduate Policy Journal

With submissions from graduate and professional students across the University of California concerning the state of graduate education

VOLUME 1

The **University of California Student Association** is the official voice of over 240,000 undergraduate, graduate, and professional students from all ten UC campuses. It is our mission to advocate on behalf of current and future students for the accessibility, affordability, and quality of the University of California system.



MESSAGE FROM THE CHAIR



ARTICLE OF DISTINCTION

WINNER:

*(Re)Thinking the Tenure Process by
Embracing Diversity in Scholars and
Scholarship*
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Of 238,700 University of California students, 1 in 5 currently pursues a Graduate or Professional degree. Graduate and Professional students serve a critical role in the success of the ten-campus system which depends on our labor. We conduct primary research in our fields, are hired by the UC faculty to assist in data collection, analysis, and the writing of manuscripts, and generate significant scholarship with global impacts.

Probably our most critical role is as Graduate Student Instructors and Teaching Assistants: We teach, mentor, and advocate for Undergraduates (and sometimes even other Graduate students). If we are not the sole lecturer in a course, we provide the bulk of instruction in discussion sections and lab classes, and are thus directly responsible for the academic success of hundreds of thousands of students.

Graduate students are often ignored in conversations about the quality, affordability, and accessibility of the UC, because these conversations generally focus on Undergraduate populations. Now is the time for Administrators and other stakeholders in public higher education to acknowledge the experience of Graduate students. See the face of grad students whose labor is regularly exploited, hear the voice of grad students whose financial aid and funding is precarious, feel the weight of grad students carrying an average of \$58,000 in student loan debt, taste the bitterness of grad students who are survivors of campus sexual violence, and smell the stress of grad students whose well being suffers in pursuit of academic excellence.

The 2015 Graduate Policy Journal aims to affirm that Graduate students have a critical and discerning eye for the way the UC is run, and more importantly, many suggestions for ways to improve it. We want to engage in shared governance of the UC and provide meaningful consultation to decision makers. And until the day we are invited to sit and vote and be valued as equal contributors to the conversation, we will slip this journal through the crack under every door.

Sincerely,

Iman Sylvain, 2014-15 Chair

Graduate Professional Committee
UC Student Association

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(Re)Thinking the Tenure Process by Embracing Diversity in Scholars and Scholarship

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Introduction: A Catalyst for Change

In 2014, the University of California at Berkeley (UCB) officially denied tenure to Dr. Carolyn Finney. This decision brought to the fore simmering questions of diversity in scholars and in scholarship, both within her interdisciplinary department of Environmental Science, Policy, and Management (ESPM), and throughout campus. Dr. Finney works across academic-community divides, encouraging all to think critically about difference, race, representation, and natural resource management. She is a rising scholar in Geography, and an award-winning mentor and teacher. She is also the only African American and one of only two women of color in a department with nearly seventy faculty members. Dr. Finney's commitment to accessible knowledge is demonstrated by her recently published monograph *Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors*¹, numerous journal articles, television interviews, and community engagement within various organizations, including the National Parks Advisory Board. Situated within a department whose historical development and current faculty composition is typified by natural science disciplines and white (male) researchers, we contend her tenure denial must be viewed in the larger context of institutional racism, sexism, and exclusionary models of scholarship.

Dr. Finney's tenure denial delivered an acute blow to students of ESPM, UCB, and beyond. It was particularly disheartening among students who sought to emulate her work, specifically making scholarship accessible to the public and making marginalized voices heard within academic discourse. This announcement also became the catalyst and entry point for the student-run Graduate Diversity Council in ESPM (GDC) to question the opaque tenure promotion process. In response the GDC, along with collaborators from other graduate student groups across campus, began organizing university-wide efforts to examine how administrators and faculty are held accountable to UCB's equity, inclusion, and diversity initiatives² and to call into question the tenure process itself.

Our inquiry led to two graduate student government calling publicly for "Diversity in the University!"³ In August 2014, representatives from the campus-wide Graduate Assembly (GA) and the GDC, with tremendous support from UC Santa Barbara, successfully lobbied the UCSA to establish Graduate Students Democratizing Education (GRADE), which led "the graduate student campaign to democratize the hiring and evaluation practices of UC faculty members," from 2014-2016.⁴ In Fall 2014, the GDC, with support from GA officers, lobbied the Graduate Assembly Delegation to add "diversity" to the GA Advocacy Agenda for the 2014-15 academic year. This agenda item included focusing on campus student diversity, cultural humility training, and creating legislation that sanctions graduate student participation in the faculty hiring process. These experiences culminated in the GDC campaigning for UCB to commit to diversifying the campus in real and meaningful ways, namely, through the promotion of diversity in *both* scholars and scholarship.

This paper is organized into four main sections. We begin with a review of the local context at UCB itself, to situate our discussion within our own struggles and experiences at a top tier research institution. We then move to a theoretical discussion of diversity and knowledge production, and explain why this framework is useful, both for analyzing the impact of exclusionary tenure processes on scholarly communities, and for cultivating creative research. Next, we take an in-depth look at the micro-politics of the tenure process to understand how the current valuation of peer-reviewed publications severely limits what "counts" as rigorous and valuable scholarship. In the final section, we present alternative models to the peer-review tradition. Here, we include resources as a type of "toolkit," and offer possibilities for intervention and fundamental reshaping of the tenure process. We conclude with a call to graduate students not only to advocate for a redefinition of what is considered rigorous scholarly production, but also to demand institutional accountability, such that valuation of diverse forms of scholarly work is written into tenure policy and implemented in practice. This paper is co-written by several GDC members, with support from the work and thought of other students across campus.

The UC Berkeley Context

Given that UC Berkeley is a public university with a reputation for social activism connected to the 1964 Free Speech Movement, many might assume that exclusionary and practices are not an issue. Unfortunately, the California state government's budgeting decisions, and the UC system's subsequent increased reliance on private funding sources, have resulted in a disproportionate focus on research with marketable possibilities that fit comfortably into dominant regimes, all of which remain an easier "sell" than scholarship and activities focusing on racism, sexism, or other "controversial" topics. *continued*

Environmental Studies in particular has a legacy of viewing nature in a way that is culturally white, male, and privileged⁵.

In the *UC Berkeley Pathway to Excellence: Strategic Plan for Equity and Inclusion*, UCB explicitly lists "commitment to diversity" as a campus-wide initiative for both the recruitment and retention of students and faculty.⁶ A top-level strategy of this plan is to "fully align the definition of merit and reward structures with UC Berkeley's mission by adopting practices and policies such as comprehensive review and the consideration of contributions to diversity in faculty and staff hiring and advancement."⁷ To this end, the plan cites the Academic Personnel Manual (APM) policy 210-1-d, which recommends including "(1) teaching, (2) research and other creative work, (3) professional activity, and (4) University and public service."⁸ We note that while contributions to diversity and equal opportunity are defined as taking "a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities," APM 210-1-d remains most emphatic that evaluating a faculty's evidence of a "productive and creative mind should be sought in [their] published research..."⁹ We ask what kind of accountability measures, or concrete ways of producing and evaluating scholarship, might be made in the context of these commitments?

The GDC maintains that diversity in scholars and scholarship cannot be a mere option, and understands diversity as a practical and theoretical framework that demands a fundamental shift in academic culture. As opposed to the current practice of assimilating marginalized peoples and knowledges into the status quo, true diversity in scholars and in scholarship rejects exclusionary forms of knowledge production. Our concept of *diversity in scholars and scholarship* allows for diversity to be recognized and acknowledged both via the personal identity of the scholar (in all their intersecting social and academic manifestations), *and* the ways in which their knowledge is produced. Further, this dual conception of diversity makes explicit that both must be taken into account in welcoming and incorporating underrepresented and non-traditional intellectuals into academia as one can not fully occur without the other.

Diversity in Education and Knowledge Production

The meaning of "diversity" shifts and varies over time, place, speaker, and audience; it is thus useful to begin with a brief discussion of the term, and clarify our specific use of the word in this paper. In the natural sciences, *biodiversity*—difference and variation within and across species and ecosystems—is thought to be

necessary for ecosystem functionality.¹⁰ While natural scientists broadly recognize biodiversity as integral to creating and maintaining healthy ecosystems, when the concept of diversity is applied to the academic system, this belief that difference engenders resilience and well-being does not seem to carry over. Racial and ethnic diversity has been acknowledged, though often challenged, as critically important within academic systems. Patricia Gurin, in "The Compelling Need for Diversity in Higher Education," outlines three types of diversity: structural diversity, referring to the racial and ethnic composition of the student body; classroom diversity, referring to the inclusion of diverse knowledges about diverse groups into the curriculum; and informal interactional diversity, referring to the chance encounters between students from diverse backgrounds.¹¹ Though Gurin's work focuses on how diversity improves educational outcomes for students, one can readily apply these concepts to university faculty and scholarship.

In 2006, the UC President's Task Force on Faculty Diversity came to the same conclusion, writing in their Statement of Faculty Diversity that "faculty [and student] diversity is critical to the future of the University of California." We agree. The GDC, moreover, emphasizes diversity in scholars *and* scholarship. The GDC therefore works to promote an academy of people who represent a wide variety of personal experiences, values, and worldviews, that in turn arise from differences in culture and circumstance. These variations include, but are not limited to: race, ethnicity, gender, sexual orientation, gender identity, gender expression, age, religion, language, (dis)ability, socioeconomic status, geographic region, citizenship status, and parental status. In recognizing and embracing this broader, deeper definition of diversity, the GDC also strives to address the specific challenges that underrepresented groups face when working to establish conditions that allow them/us to thrive within academia.

Science and Technologies Studies (STS) positions diverse knowledge production as not only more holistic and relevant to material and social realities, but also more objective. According to Donna Haraway, what was historically labeled objective (scientific) knowledge is that of the "masculinist scientists and philosophers replete with grants and laboratories."¹² Building from Haraway, Sandra Harding argued that data from a variety of sources produce "stronger" objectivity than those derived through a singular lens or framework, because any phenomenon can be viewed from a multiplicity of sources and perspectives.¹³ Public engagement and knowledge dissemination, as practiced by Dr. Finney and other "nontraditional" scholars, challenge an elite, predominantly white male perspective, that, in turn, suppresses or dismisses other ways of approaching social and environmental challenges.

In making admissions, hiring, and tenure decisions, professors are the gatekeepers of future academics. They are not only producers of knowledge, but technocrats in charge of deciding how that knowledge will be disseminated, demonstrated, and judged, and they bring their social and research biases with them. Katherine Milkman found that university professors in general were more likely to respond to queries from white males than anyone else for future graduate study.¹⁴ James Fenelon found that “some universities use tenure and promotion committees, as well as other resources, to show that private universities are more susceptible to the interests of alumni and, as a result, are sometimes less interested in safeguarding the interests of faculty of color who are involved in controversial research on racial issues.”¹⁵ Tenure committees composed of faculty that reflects and enforces the traditions and priorities of the established system, will thus, by design, exclude or dismiss important scholars and scholarship that challenge orthodoxy.

There are countless examples of productive challenges to the status quo. In the 1980's, AIDS activists educated themselves to become relevant participants in the policy debate, influencing traditional experts in the fields of virology, immunology, public health, and medicine.¹⁶ City planning literature also contains many examples of citizen science, such as in the environmental justice movement, where community engaged data gathering provided a more nuanced picture of environmental realities.¹⁷ These examples comprise successes in the participation of the public in knowledge creation, as lay contributions were typically marginalized if not completely ignored.

The Tenure Process

A tenure process that focuses solely on one's publication record is in essence a standardized test that overlooks and de-values the diverse scholars who bring diverse methods of teaching and research to the academy, including the positive material outcomes of meaningful community engagement. Educational scholarship has shown that standardized testing not only misses complex understandings that a holistic approach would not, but is discriminatory. For example, on average, women received lower scores than men on the SAT (resulting in underrepresentation) and yet earned higher GPAs at UCB.¹⁸ In this sense, such narrow forms of standardized testing may be understood as a method of social engineering, or institutional racism, that further marginalizes already underrepresented groups. Researchers who question this privilege or point a critical gaze inward at the academy itself will find gaining tenure to be a steep uphill battle.

The tenure promotion process remains shrouded in ambiguity and confidentiality. Though specific steps may vary across academic institutions and among academic

units within institutions, advancement is predicated on the decisions of already tenured faculty who review junior faculty behind closed doors. The university maintains that anonymity allows faculty to discuss and review candidates freely and honestly, but the lack of accountability inherent in such an opaque process can also lend itself to abuse. Certain problematic cases, in fact, led to the enactment of state laws such as CA SB 251, which requires full disclosure of materials and files related to a candidate's evaluation. UCB complies by providing redacted copies of a candidate's file directly to the candidate upon request.¹⁹

Peer-reviewed publications (PRP) are the primary currency for tenure promotion (in terms of article quantity, number of citations, and impact of the publishing journals) under the presumption they are an accurate, comprehensive measure of academic value.²⁰ This method of evaluation reinforces the idea that it is only through PRPs, and to a lesser extent books, that academics can make a contribution worthy of consideration for tenure. Academic journals, moreover, reproduce discourses that are not only typically illegible outside of their fields but, due to high subscription costs, are also usually out of reach to the general public. Why PRPs are the determining factor for tenure is a particularly salient question for public academic institutions such as UC Berkeley. If UCB values diversity in both scholars and scholarship, as it claims,²¹ then PRP tallies alone are clearly a narrow, biased, ossified metric. PRPs discourage emergent forms of scholarship, particularly approaches that represent and benefit marginalized populations. As Haraway and Harding have demonstrated, traditional research methods not only leave out a diversity of perspectives and experiences, but also reinforce existing power relations, particularly between those who are well-established in the academic system and those who might threaten its hierarchy.²²

Tenure in effect creates a barrier between who may produce knowledge and who may benefit from the limited knowledge that the research-driven university currently prioritizes and promotes. Due to such limiting and exclusionary practices, certain groups of scholars are struggling to achieve greater representation within academia. For example, according to a guide for junior faculty provided by the UCB Academic Senate, “[Tenure] was not originally designed for parents or caregivers, or for those who wish to translate their science or scholarship into public service.”²³ The guide also states that women and people of color who face additional and particular difficulties in advancing through the tenure process are burdened with added professional demands, precisely because of their underrepresentation. The only advice the Academic Senate offers these junior faculty is “learn to say no.” Though the university has recently added new language to its Academic Personnel Manual,²⁴ explicitly rewarding service or teaching efforts that advance the diversity agenda of the university, many of our ladder rank faculty and campus administrators have

admitted that this is the least important of the areas of evaluation, and that if faculty do not meet some equivocal, poorly described bar for publication, their tenure advancement will be in jeopardy.

Recommendations for Diversity in Scholars

Under the UC's current tenure criteria, faculty contributions to diversity remain optional. Moreover, diversity itself is undefined, lacks context, and is thus rendered vague, meaningless, and unimportant. We assert that diversity must be a fundamental component of the tenure process, and that this change can only be realized if diversity is clearly defined and contextualized, with delineated actions that faculty may demonstrate, be held accountable to, and evaluated on. Within this framework, diversity becomes a factor in the tenure process that benefits both academia and society. Here we offer models and resources as entry points for inquiry into the potential adoption of alternatives to traditional PRPs, and as ways to better cultivate diversity in scholars and scholarship.

The Tenure Team Initiative (TTI)—a consortium of professors, administrators, scholars, and artists who have grappled with and sought viable ways to legitimize non-traditional and public knowledge creation within the tenure process—remains a great resource for students and professors. In a 2008 report, they proposed “ways to remove obstacles to academic work carried out for and/or with the public by giving such work full standing as scholarship, research, or artistic creation.”²⁵ This document lays out practical examples of publicly engaged scholarship, research, non-traditional publication possibilities, and solutions to incorporating these practices into the tenure process. These recommendations are provided with the understanding that “to attract and keep diverse faculty, we need flexible but clear guidelines for recognizing and rewarding public scholarship and artistic production.”²⁶ This collaboratively produced guide is representative of a larger conversation and movement toward publicly engaged knowledge production, situated within the concept of “the engaged university.”²⁷

Calleson et al. (2005) provide two alternatives to the traditional PRP model for tenure promotion: applied products and community dissemination products. Applied products, as defined by Rice and Richlin (1993): “allow practice to ‘inform and enrich theory. These products can be evaluated for evidence of scholarship by the extent to which they require a high level of discipline-related expertise, are innovative, have been implemented or used, and have had an impact on learners (if educational in scope), organizational or community capacity, or the health of individuals or communities.”²⁸ Community dissemination products: “can include community forums, newspaper articles,

websites, and presentations to community leaders and policymakers at state and national levels,” which are in turn “critiqued by peers both in the community and in the academy.”²⁹ In this conception, PRPs remain the standard, but Calleson and colleagues expand on the concept of *peers* to include community members into the tenure evaluation process. The work of negotiation still falls on individual faculty members, however they must advocate for community-engaged scholarship to be considered in their tenure evaluation, as well as articulate expected outcomes with the department chair, peers, and colleagues.

A third potential alternative approach to evaluating tenure is the Boyer model.³⁰ Rather than displacing or overturning the traditional core of PRP research, Boyer called attention to the many significant activities in which faculty is engaged, articulated a more holistic rubric for evaluating these faculty contributions, and offered a variety of recommendations for its implementation. Agreeing, Moody (2000) contends that scholars need to: “[b]reak away from a narrow view of what constitutes scholarship by including not only the discovery of new knowledge but also, according to the late Ernest Boyer’s suggestions, the integration of knowledge, the application of knowledge, and the scholarship of teaching.”³¹ Discovery focused institutions (i.e. R1) can find such reevaluations of their priorities daunting, and that the more research-oriented a university is, the greater its resistance to moving away from traditional, narrow tenure evaluation.³² A number of universities have attempted to reform their tenure processes based upon the Boyer model with some success, but his “call for a redefinition of faculty roles evoked changes in practice that were radical for some campus cultures.”³³

Drawing from TTI, Calleson et al, Boyer, Moody, and other sources, the GDC recommends:

1. Expand what counts as scholarship.³⁴ Include alternatives to PRP, such as non-peer reviewed articles, museum exhibitions, gallery installations, blogs, and documentaries, among other possibilities. These alternatives should be recognized as valuable scholarship, and become additional determining factors that are on par with traditional PRPs in the tenure promotion process. This is particular to the social and physical sciences.
2. Clearly define and provide written criteria for documenting alternatives to PRP.³⁵
3. Develop a network for institutional support that includes cultivating senior faculty committee or cluster to mentor junior faculty through the tenure process.³⁶
4. Continue to explore additional alternative models to the tradition tenure process.

Conclusions

In his response to UCB's recent Campus Climate survey, Chancellor Nicholas Dirks stated:

"As a public university, among our most fundamental purposes are the contributions we make to our collective intellectual and moral well-being, and the extent to which we prepare our students to fully engage in a world defined by differences and diversity. We will do what is necessary to create on this campus an environment that can serve as a model for the sort of society we are striving to build."³⁷

Embracing diversity in scholars:

Thus far, attempts at inclusion of diverse scholars have relied on "tolerance" and tended towards goals of "color-blindness," the idea that differences across race and ethnicity are irrelevant and therefore should be ignored to achieve equality. However, in being "blind" to difference we are inherently suggesting that what lies outside the "norm" is inferior. According to the 2014 UC Berkeley Campus Climate Project Final Report, 1 in 4 respondents (26%) "experienced exclusionary, intimidating, offensive and/or hostile conduct" with "10% indicating that the conduct interfered with their ability to work or learn."³⁸ (Embracing diversity in scholars and scholarship speaks to the need for the academy to expand its concept of who and what a scholar is and can be, and to go beyond "tolerance" to creating a safe and inspiring space most conducive to innovative knowledge production.

Embracing diversity in Scholarship:

To rethink traditional scholarly approaches, especially in this digital age when the Internet increasingly allows for opportunities to publish beyond scholarly journals, all academic institutions need new ways to measure the impact and productivity of research. Publishing for an audience of colleagues in journals for highly specialized research areas is still valuable; those publications are laboratories for theory, a testing ground for ideas that have productively altered our disciplines and that will continue to do so.³⁹ But to remain on the cutting edge of intellectual and social progress, researchers and institutions should also embrace new approaches. Publishing in increasingly expensive and elite peer-reviewed journals is no longer (and perhaps never was) the best or only way to measure and reward scholarly work. We need to reimagine this deeply ingrained practice. Social scientists are especially pressured to show professors, students, and funders socially relevant work with policy impacts. Major funders, such as the National Science Foundation and US Environmental Protection Agency, explicitly seek "broader impacts" in their criteria for proposals. Curtailing the evaluation of scholarly performance to a narrow slice of the publishing world limits the relevance of the university and of social

science in general. A revised and refreshed tenure process would recognize the multiple avenues toward knowledge production and its meaningful applications. These changes will not happen on their own.

We understand these changes will not be made easily nor without resistance from those who benefit from the status quo. It will take student and faculty collaborations to pressure the academic institution to embrace diversity in scholars and scholarship. As graduate students and as future faculty we are the change we have been waiting for.

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PhD Students' Professional Development

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Purpose and Background

A key step toward improving professional development opportunities for graduate students within the University of California (UC) is to understand the scope of their needs and experiences. At UC Santa Cruz (UCSC) the Division of Graduate Studies and the office of Institutional Research, Assessment, and Policy Studies have conducted a biennial Graduate Student Survey (GSS) since 2007. This survey provides data that can help identify gaps in PhD students' professional development and career readiness in order to make recommendations for policy improvement and resource allocation at UCSC. Specifically, the GSS collects comprehensive data on student satisfaction with various aspects of their graduate studies including the curriculum, faculty teaching and mentorship, availability and quality of resources, Teaching Assistant training, and climate in the department.

The current report summarizes the key findings on students' self-evaluation of their preparedness to carry out various professional tasks such as conducting independent research, preparing scholarly articles for publication, and making presentations. In addition, it outlines evidence-based professional development policy recommendations derived from the GSS in order to better serve graduate students at UCSC.

Methodology

Participants

This brief report examines data from the last GSS administration in 2013.¹ All enrolled graduate students were invited to participate and logged in to the survey system using their official UCSC login. In 2013, 55% of eligible participants responded, representing all five of UCSC's academic divisions: the Arts, Humanities, Social Sciences, School of Engineering (SOE) and Physical and Biological Sciences (PBSci).

For the current analysis we focus on students enrolled in doctoral programs at UCSC. In order to analyze the professional development experiences of students who were advanced in their graduate programs, we selected PhD students who indicated that they had *completed their coursework* and excluded students who were in the beginning of their doctoral studies. A total of 386 graduate students are included in our sample for this report (see Table 1). Please note that there may be a

different number of total respondents for each question analyzed below due to some students skipping individual questions.

Table 1. 2013 Graduate Student Survey respondent characteristics

		Arts	Humanities	Social Sciences	SOE	PBSci	Total
Gender	Men	30%	36%	31%	69%	50%	47%
	Women	70%	64%	69%	31%	50%	53%
Ethnicity	Asian American	10%	10%	20%	26%	17%	19%
	Hispanic/Latino	0%	10%	12%	8%	11%	10%
Groups	Other Underrepresented Minorities*	20%	10%	11%	5%	7%	8%
	Non-Hispanic White	70%	69%	58%	62%	65%	63%

*Other underrepresented minorities included students who identified as American Indian or Alaska Native, African American/Black, Native Hawaiian, or Pacific Islander.

Results

Career Expectations

In order to better understand what kinds of professional development PhD students at UCSC may need, we analyzed students' expectations for professional employment immediately after they receive their graduate degree. Overall at UCSC 65% of advanced PhD students intend to pursue an academic career while 35% plan on going into non-academic fields (see Table 2). Unsurprisingly, the ratio of students interested in academic versus non-academic careers varied across academic divisions. For example, the vast majority of students in the Arts and Humanities divisions intend to go into academia while just 39% of those in the SOE said they will pursue academic jobs. These cross-divisional differences are important to consider when analyzing students' career aspirations and preparedness, and when developing appropriate professional development training.

Table 2. Current expectations for professional employment by academic division

	Arts	Humanities	Social Sciences	SOE	PBSci	Total
Tenure track faculty position at university/college	40%	33%	28%	11%	13%	19%
Non-tenure track faculty position at university/college (including visiting, adjunct)	30%	43%	18%	4%	4%	13%
Postdoctoral researcher, fellow, or associate	10%	8%	19%	11%	45%	26%
Researcher, academic setting (university, national lab, medical center)	0%	0%	7%	14%	6%	7%
Total Academic	80%	82%	71%	39%	68%	65%
Researcher, non-academic setting (industry, government)	0%	3%	13%	41%	16%	19%
Other teaching position	10%	3%	7%	1%	2%	3%
Other non-academic position	10%	13%	9%	19%	13%	14%
Total Non-Academic	20%	18%	29%	61%	32%	35%
Total	10	40	90	74	142	356

Preparation for Professional Tasks

The survey asked students to think about their graduate training at UCSC and evaluate their current preparation to:

1. Find academic and non-academic jobs following graduation
2. Conduct independent research/scholarship
3. Write scholarly articles for publication
4. Write proposals to obtain funding
5. Make presentations for academic and non-academic audiences
6. Teach undergraduate and graduate students

Students rated their preparation in these areas on a 5-point scale (*excellent, good, fair, poor or very poor*). For the purposes of this analysis we designate as “underprepared” those who rated their preparation as *fair, poor, or very poor*.

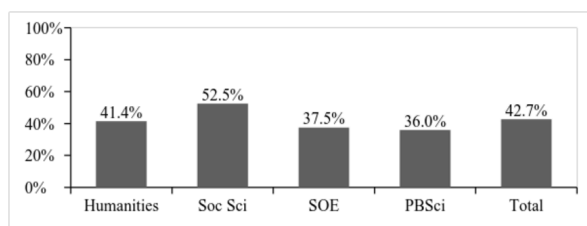
We examined differences and similarities in professional development training between the academic divisions, between men and women², and among different ethnic groups (White, Asian American, Hispanic/Latino, and other underrepresented minorities) using Chi-Square analysis. Arts Division students were excluded from group difference tests between academic divisions due to the low number of respondents, but they are included in all reported total frequencies.

Preparation to Find a Job

We analyzed students’ self-reported preparation to find academic and non-academic jobs following graduation separately for those who intended to pursue academic and non-academic careers. This distinction was made in order to understand the gaps in students’ preparation for the careers they actually intend to pursue.

Overall at UCSC, 43% of students who want an academic career reported being underprepared to find an academic job following graduation (i.e., rated their preparation as *fair, poor, or very poor*). The highest proportion of underprepared students was found in the Social Sciences division (53%). In the PBSci division, however, just 36% of advanced PhD students reported being underprepared (see Figure 1). The differences in the proportion of underprepared students across academic divisions were not statistically significant.

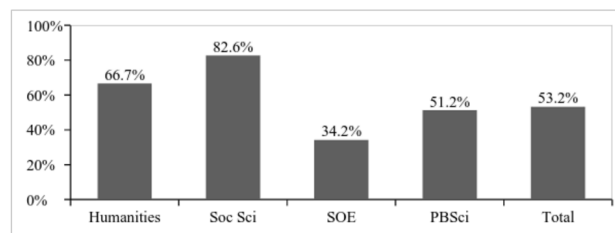
Figure 1. Students who want an academic career: Percentage reporting fair/poor/or very poor preparation to find an academic job.



Across UCSC, 53% of students who want a non-academic career reported being underprepared to find a non-academic job following graduation. In the Humanities, Social Sciences, and PBSci divisions, over 50% of students who want a non-academic career reported being underprepared to find a non-academic job following graduation, while just one-third (34%) of SOE students were underprepared (see Figure 2). Furthermore, the difference between the SOE and the Social Sciences was

statistically significant.

Figure 2. Students who want a non-academic career: Percentage reporting fair/poor/or very poor preparation to find a non-academic job.



Gender and Ethnic Group Differences

At UCSC women interested in an academic career rated their preparation to find an academic job after graduation significantly lower than men who want an academic career (49% versus 33% rated their preparation as fair, poor, or very poor). This gender difference was particularly pronounced in the Social Sciences division, in which 63% of women and 20% of men reported being underprepared to find an academic job.

However, for students who wanted non-academic careers, there were no gender differences in ratings of preparation to find non-academic jobs.

There were no significant differences based on race and ethnicity in regards to students’ preparation to find academic and non-academic jobs.

Preparation to engage in research and academic writing

We found that among all PhD respondents who had completed their coursework, many reported being underprepared to carry out professional tasks related to research and writing, specifically conducting independent research, writing proposals to obtain funding, and writing scholarly articles for publication (see Figure 3).

Overall at UCSC, 22% indicated that they were underprepared to *conduct independent research/scholarship*. The proportion of students who were underprepared ranged from 16% in the PBSci division to 34% in the Social Sciences. The PBSci and Social Sciences divisions differed significantly, in that students in the Social Sciences were statistically more likely to report being underprepared to conduct independent research/scholarship than PBSci students.

Across UCSC over half (54%) of advanced PhD students reported being underprepared to *write proposals to obtain funding*. The highest proportion of underprepared students was found in the SOE (73%), which was significantly different from the lowest proportion (47%) in PBSci.

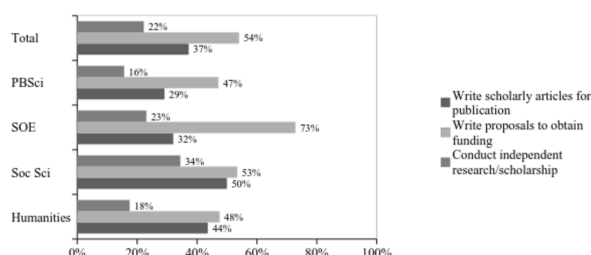
When asked to rate their preparation to *write scholarly articles for publication*, over one-third (37%) of UCSC advanced PhD students reported being underprepared. Social Sciences students were significantly more likely to be underprepared than those in the PBSci division (50% versus 29% reported fair, poor, or very poor preparation).

Gender and Ethnic Group Differences

We found no gender differences in student self-reported preparation to conduct independent research at UCSC. However, women rated their preparation to write scholarly articles for publication significantly worse than men (45% versus 28% were underprepared). In contrast, men rated their preparation to write proposals to obtain funding significantly worse than did women (61% versus 48% rated their preparation as fair, poor, or very poor). This gender difference was particularly pronounced in the PBSci division (58% of men versus 36% of women rated their preparation as fair, poor, or very poor).

There were no significant differences based on race and ethnicity in regards to students' preparation to engage in research and to write for grants and publications.

Figure 3. Percentage of advanced PhD students who rated their preparation as Fair, Poor, or Very Poor.



Preparation to teach and deliver presentations

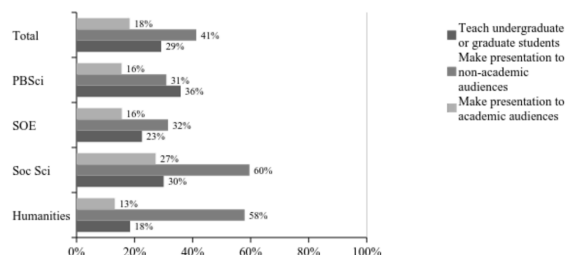
Among all PhD respondents who had completed their coursework, many indicated being underprepared to make presentations to academic and non-academic audiences or to teach (see Figure 4). Specifically, 18% of advanced graduate students were underprepared to *make presentations to academic audiences*. This proportion ranged from 13% in Humanities to 27% in the Social Sciences.

In contrast, 41% of advanced PhD students across UCSC reported being underprepared to *make presentations to non-academic audiences*. The highest proportion of underprepared students was in the Social Sciences (60%) and Humanities (58%). PBSci and SOE students were significantly more prepared.

When asked to rate their preparation to *teach undergraduate or graduate students*, over one-quarter

(29%) of UCSC advanced PhD students reported being underprepared. There were no significant differences among the academic divisions in this area.

Figure 4. Percentage of advanced PhD students who rated their preparation as Fair, Poor, or Very Poor.



Gender and Ethnic Group Differences

We found no gender differences in students' self-reported preparation to make presentations to academic audiences. However, women rated their preparation to make presentations to *non-academic* audiences significantly worse than did men (47% versus 35% rated their preparation as fair, poor, or very poor).

No significant gender differences were found in graduate students' perception of their preparation to teach in all divisions except the Humanities division. In the Humanities, women were more likely than men to report being underprepared to teach undergraduate and graduate students (29% versus 0% rated their preparation as fair, poor, or very poor).

There were no ethnic group differences in students' reported levels of preparation to teach or make presentations.

Workshop Availability

One way that departments can prepare PhD students for professional tasks is by offering workshops pertaining to important skills needed for academic and non-academic careers. Figures 5 and 6 show that the percentage of respondents reporting that their program offered such workshops varied considerably by academic division.

Figure 5. Percent of respondents in each division reporting that their PhD program offers classes/workshops in these areas.

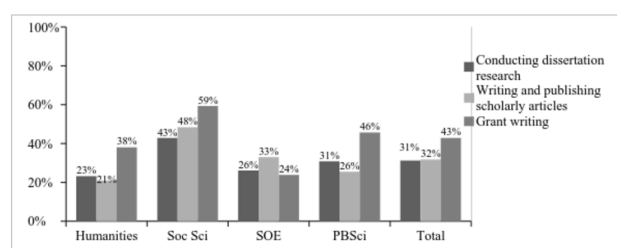
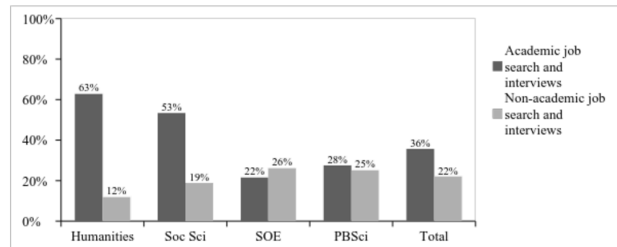


Figure 6. Percent of respondents in each division reporting that their PhD program offers classes/workshops in these areas.



These findings indicate irregular availability and a shortage of professional development classes and workshops in these areas across programs, and/or that there is insufficient visibility of offerings. In addition to the departmental workshops and seminars, students access such resources outside of their departments (i.e., through the Graduate Division, Graduate Student Commons, and at professional conferences). Nevertheless, students' self-reported levels of underpreparedness strongly suggest that the university should provide more field-relevant and career-specific information and trainings.

Conclusions and Policy Recommendations

Academic careers

The majority of PhD students we surveyed plan to pursue academic careers, yet 43% of them reported being underprepared to find an academic job following graduation. Across academic divisions many students reported being underprepared for important tasks required of academic careers, in particular for writing proposals to obtain funding and scholarly articles for publication. The survey findings suggest an urgent need for increased professional development for graduate students.

We recommend that the university and academic departments:

1. Incentivize the graduate program directors and graduate committees in all academic departments to provide resources and training related to academic jobs:
 - Regularly offer workshops about the academic job search and interviews, including guidance for negotiating salaries.
 - Regularly offer graduate courses in grant-writing to help students prepare grant proposals and get feedback (i.e., Psyc290E: Grant Writing for Psychologists). Regularly offer workshops about each stage of conducting dissertation research (design, proposal writing, strategies for long-term planning (etc.).

2. Provide training to all students about the gendered nature of the academic job market:
 - Provide training about how to recognize and cope with gender bias and discrimination in academia.
 - Hold work-life balance workshops so women feel more prepared and welcome in academia while here at UCSC.
3. Fund efforts that address the lack of training in academic writing:
 - Offer organized writing retreats. Retreats could be for several hours or several days and create a space to collaborate. To provide additional support and close the gap we found between men and women in their perceived preparation to write scholarly articles, some of these retreats could be women-only.
 - Provide accessible resources for students who want to start their own dissertation writing groups.
 - Establish a *Writing Partnership Program* (such as the one at UC Davis) which helps graduate students connect with fellow students interested in writing support and peer review.

Non-academic careers

A number of students across academic divisions at UCSC intend to pursue non-academic careers, yet half of them reported being underprepared.

We recommend that the university and academic departments:

1. Openly acknowledge that their programs and faculty advisors should prepare students for both academic and non-academic careers.
2. Provide professional development training and resources for pursuing both academic and non-academic career tracks.
3. Incentivize the graduate program directors/graduate committees in all academic departments to provide resources and training related to non-academic jobs:
 - Regularly offer workshops about the non-academic job search and interviews. Although some departments are currently offering these workshops, the rates were lower than for all other types of workshops.
 - Create and distribute a list or database of non-academic jobs related to the department's academic focus. Include an explanation of the transferrable skills students could develop in a PhD program that are applicable to those specific jobs.
 - Distribute a list of resources (websites, databases) through which students can search for non-academic jobs when they reach that stage.
 - Connect current students with alumni who have

- entered non-academic jobs.
 - Provide funds to bring alumni to speak on panels/brown bag lunches about entering the non-academic job market, developing professional connections off-campus, and other topics.
4. Fund professional internships so graduate students can gain non-academic career experience.

Other Recommendations

We recommend:

1. That the Graduate Division reevaluate keeping the main source of professional development resources for graduate students on the Career Center's website.
 - Many large universities have a website for dedicated to professional development that addresses training at all stages of graduate work, not just at the end-stage when the student goes on the job market (see the professional development program at UC Davis for an example).
2. That the Career Center more proactively promote their resources for graduate students after the orientation week for new graduate students in the following ways:
 - Setting up meetings with the graduate students at their respective departments to promote career center resources.
 - Additional outreach for students to seek the Career Center's resources prior to the job market.
 - Updating online materials regularly—especially alumni lists.
 - Holding workshops on the best ways to use *Versatile PhD*.
 - Record the workshops offered in various academic departments or at the Graduate Student Commons and post them online.

References

1. The 2015 survey data collection is currently underway.
2. The analysis compared men's and women's experiences. We did not have a sufficiently large number of respondents with other gender identities for inclusion in a statistical analysis as a separate group(s).

Preliminary Analysis of Graduate and Professional Student Intent to Complete Degree at the UC System

Author

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Introduction

Graduate students are significant for the advancement of universities, especially at the University of California. In this study, I intend to analyze a survey on graduate students at the University of California. In doing this, I intend to explore the question of whether the intention to complete a graduate degree changes depending upon whether a student is an Academic Masters, Doctoral Pre-Dissertation, Doctoral All-But-Dissertation (ABD), or Professional Student; and whether that intent varies by the number of years of graduate or professional education a student has.

This is a worthwhile project due to the importance of graduate studies on personal and professional development, and subsequently the importance of graduate and professional students within the politics of universities. To be more precise, graduate and professional students are necessary in the development of good research universities, and moreover in the continued growth of existing research universities. Without graduate or professional students, universities would be left without (a) teaching assistants who assist professors in teaching and maintaining the quality of undergraduate education; and (b) without research assistants to run labs, experiments, and provide fresh ideas and perspectives within all disciplines. However, unlike undergraduates, graduate and professional students are not widely studied due to their small number at most higher education institutions. This is compounded with the issue of the two tiers of graduate student: the academic graduate student and the professional graduate student. Moreover, the University usually funds graduate and professional students in doctoral programs, so if graduate and professional students are not considering completion, it may be a strong disinvestment for the University from a business perspective.

The former ideally works toward becoming an academic themselves, while the latter strives towards specialization toward a particular (usually) non-academic career. These categories are further complicated through variable degree programs: terminal master's degrees, non-terminal master's degrees, and doctoral programs. Even within these categorizations, we then can divide doctoral program students into those pre-dissertation, and those

advanced to candidacy. With such distinctions between graduate students, field of study notwithstanding, studying graduate students becomes a difficult endeavor for any researcher.

For these reasons, graduate students may not be getting the same careful attention as undergraduates, especially within the area of professional development. However, studying the entire population of graduate students may be impossible for one study alone. Likewise, the multitude of issues that fall within the topic of graduate student problems makes it difficult to simply have one study that explores everything about this population. The result of these limitations is that this study focuses on a particular population of graduate students: those across the University of California (UC) system.

To examine graduate student issues across the UC, I use survey data provided by the University of California Student Association (UCSA). This organization is a 501c3 with ties to the UC Office of the President, and is composed of student representatives from across the UC system. In January 2014, UCSA conducted a survey on graduate students across the UC system within the area of professional development and resources and services the UC system provides to their graduate students systemwide. In this study, I intend to use this survey to study graduate student attitudes towards completing their degrees at the UC system. I hypothesize that there is some association between the intent to complete a graduate degree and the type of degree a student is working toward, as well as how many years of graduate education a student has. The null hypothesis is that there is no association between the type of program a student is working on, the years of graduate school completed, and the intent to complete a graduate degree.

Jobs Survey

The Graduate and Professional Student Committee of UCSA made a survey of graduate student professional development a priority back of their Jobs campaign in January 2014. The purpose of the Jobs campaign was to determine why the market for graduate students has declined, and subsequently why it was becoming difficult for graduate degree holders to get jobs within their field of study. The Jobs Survey conducted was focused on the professional development aspect of the educational experience, and whether these were adequately provided by the UC. Specifically, the survey was conducted across the UC System online, and distributed across the graduate student population at UC campuses through the support of campus-specific graduate student associations and graduate divisions. The survey was conducted at the following UC campuses: Berkeley, Santa Cruz, San Francisco, Davis, Merced, Irvine, Riverside, Santa Barbara, and San Diego. The Los Angeles campus was not surveyed due to a similar survey being conducted at the time. The

survey received 3,678 responses. As the survey attempted to reach out to the entire population of graduate students, the survey excluded undergraduate students.

While the survey self-selected graduate and professional students, every effort was made to contact all graduate and professional students via e-mail several times each week. Furthermore, while questions of representation may arise, given the small amount of respondents, the amount of respondents is equivalent to 9.76 percent of the total graduate student population at the UC. Given that few surveys have even attempted to survey graduate students at the UC, this is an excellent preliminary dataset for analyses.

I intend to use this survey to study a specific aspect of the graduate and professional student experience at the UC system: Intent to Complete Degree. With data available on graduate student demographics, I focus on the characteristics that influence degree completion. These are described in the following section.

Variables

For the dependent variable, I use Intent to Complete Degree. This variable is described as follows:

Intent to Complete Degree

For this variable, we asked the question (Q5), "Do you intend on completing your program?" I recoded the responses to the following schema: (0) No, (1) Unsure, (2) Yes.

I use two independent variables in this study: Academic Degree Status, and Years of Graduate Education, They are described as follows:

Academic Degree Status

For this variable we asked the question (Q3), "What is your current academic status?" with the following coding for responses: (1) Academic Master's Student (not in a professional school), (2) Doctoral Student (not yet advanced to candidacy), (3) Doctoral Student (advanced to candidacy) (4) Professional Student. Since this variable and the coded responses are nominal categories, I create dummy variables for each of these categories, using Academic Master's Students as the reference category.

Years of Post-Graduate Education

For this variable, we asked the question (Q4), "In what year of your program are you?" We provided the following options: (1) 1st year, (2) 2nd year, (3) 3rd year, (4) 4th year, (5) 5th year, (6) 6th year or higher. I treat this variable as a continuous variable.

Methods

I use three regression methods in this study. The first is ordinary least squares regression analysis. For the ordinary least squares regression, I use the following general estimation equation:

$$Y_i = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \epsilon_i \quad (i = 1 \text{ to } n)$$

In this case, the intercept or constant coefficient β_0 is where the graph starts, i.e., if all other variables have a value of 0, then this is the slope of the line. The other β , from β_1 to β_2 refer to the independent variables mentioned in the previous section. Thus, the estimated regression equation is as follows:

$$\hat{Y} = \beta_0 + \beta_1 X_i + \beta_2 X_i + e_i \quad (i = 1, 2)$$

Within this equation, the estimated value of Intent to Degree Completion is represented by \hat{Y} . As previously, the constant coefficient is represented by β_0 ; that is, where the graph begins if all other independent variables and control variables are equal to 0. β_1 represents the parameter estimate for X at a value of $i = 1$, which in turn represents one primary independent variable: Academic Degree Status. As this variable is separated using dummy variables for each category, with the Master's degree category as the reference model, this model actually has additional β variables. β_2 represents the parameter estimate for X at a value of $i = 2$, which in turn represents another independent variable: Years of Post-Graduate Education. The variable "e" represents the standard error for the model's regression line. The purpose of using Ordinary Least Squares here, however, is not to calculate probabilities but rather to determine whether there are patterns in the model that may apply for the Ordered Logit model.

The second regression method used is the generalized linear model with an identity link. For generalized linear model regression, I use the following general estimation equation:

$$E(Y) = \beta_0 + \sum^k \beta_k X_{ik} \quad (k = 2)$$

As a starting point, this is simply the ordinary least squares regression model in a different form, now using an identity link, which is represented in the following equation:

$$\eta = g(\mu), \text{ where } \mu = E(y)$$

This identity link allows for a different form of ordinary least squares using the generalized linear model's assumptions. Nevertheless, β_0 still represents the constant coefficient, while all β values within the sum of k equation remain the same as in the ordinary least squares estimated equation (albeit with additional β 's for the

dummy variable categories of Academic Degree Status). The difference here is the form of estimation, as I use Maximum Likelihood Estimates within the generalized linear model. The purpose of this model is thus to confirm the pattern results from the ordinary least squares model.

The appropriate model due to the nominal nature of the dependent variable is an ordered logit model. The ordered logit model is similar to the basic logit model in equation:

$$\Pr(Y=1 | X_1, X_2, \dots, X_k) = 1 / [1 + e^{(\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_K X_K)}]$$

The difference is the added proportional odds assumption, which is that the number added to each of these logarithms to get the next category or outcome is the same in every case; that is, this process forms an arithmetic sequence. Given the proportional odds assumption with an ordered set of outcomes from a nominal variable, it is possible to analyze the data in the most precise manner possible.

Results

Before beginning with the Ordinary Least Squares and General Linear Model, it is important to preface by reiterating the following note: the purpose of these non-logit results is to inform our understanding of the patterns of the data. These results are not necessarily interpretable in the traditional sense. Moving now onto Table 1 below, we see some interesting results. First, the coefficients for each variable are the same throughout each model. The differences here are actually in the standard errors. After calculating ordinary least squares and testing for heteroskedasticity using the Breusch-Pagan/Cook-Weisberg Test, I found that the results are largely heteroskedastic. To account for this, I use robust standard errors by running a second ordinary least squares regression. As the process yields more accurate standard errors, and does not significantly change other parameters in the model, this informs the ordered logit regression results in the next section; that is, I use robust standard errors for the ordered logit regression as well.

Table 1. OLS and GLM Regression Results

Variables	OLS	OLS (Robust)	GLM: Identity Link
Alpha	1.974** (0.017)	1.974** (0.013)	1.974** (0.017)
<i>Academic Degree Status</i>			
Masters			
PhD (Pre-Dissertation)	-0.078** (0.018)	-0.078** (0.016)	-0.078** (0.018)
PhD (ABD)	< -0.0002 (0.024)	< -0.0002 (0.023)	< -0.0002 (0.024)
Professional	0.015 (0.022)	0.015 (0.014)	0.015 (0.022)
Years of Post-Graduate Education	< -0.003 (0.005)	< -0.003 (0.006)	< -0.003 (0.005)
<i>Global Fit Statistics</i>			
N Observations	3,678	3,678	3,678
Chi ² (Model Fit)	11.58**	10.75**	-
R ²	0.013	0.013	-
<i>Post-Regression Tests</i>			
AIC	2471.846	2471.846	2471.846
BIC	2502.896	2502.896	2502.896
Chi ² (Heteroskedasticity) ¹	668.45**	-	-

¹Note: This is the Breusch-Pagan / Cook-Weisberg Test for Heteroskedasticity.

Significance: * < 0.05, ** < 0.01

It is now possible to examine the patterns of the regression results. While the alpha is significant, it is again not possible to interpret this. It is nevertheless significant across all models at an alpha level of 0.01. This is likewise the case with the PhD (Pre-Dissertation) category of the independent variable Academic Degree Status. This category is significant across all models at an alpha level of 0.01 as well. No additional variables are significant. This suggests that the PhD (Pre-Dissertation) category of the independent variable Academic Degree Status should be highly significant in the Ordered Logit Regression models. Furthermore, while not significant, the effects of the Years of Post-Graduate Education in these ordinary least squares regressions and the generalized linear model regression are statistically small and thus negligible. This suggests that the Years of Post-Graduate Education variable will have little influence.

Ordered Logit Regression

In keeping with the idea of controlling for heteroskedasticity, the ordered logit models in Table 2 below are all calculated using robust standard errors. Examining Table 2, we notice some interesting findings. Since the /cut1 and /cut2 values are simply coefficients for the model at different categories of the dependent variable, and are actually better interpreted as predicted probabilities, I withhold interpreting these substantively until the next section below and as predicted probabilities (see also Table 3). However, what we can see is an interesting relationship between the models. First, between the (1) Null Model and (3) Years Model, we see similarities in the coefficients for /cut1 and /cut2, such that the coefficient values actually become bigger. This is the reverse of what happens in the (2) Degree Model and (4) Full Model, in which the coefficients get smaller. Moreover, the model Chi² value is actually less significant for the (3) Years Model than for the (2) Degree Model and (4) Full Model. This suggests something about the Years of Post-Graduate Education variable; that is, perhaps the variable in itself is insignificant as a predictor when combined with Academic Degree Status. Since the models in this study are extremely simplified, it is difficult to tell whether this is the case.

Table 2. Ordered Logit Regression Results

	(1) Null Model	(2) Degree Model	(3) Years Model	(4) Full Model
<i>Academic Degree Status</i>				
Masters				
PhD (Pre-Dissertation)		-1.208** (0.354)		-1.180** (0.357)
PhD (ABD)		-0.127 (0.388)		0.086 (0.475)
Professional		0.666 (0.604)		0.695 (0.606)
Years of Post-Graduate Education			0.105* (0.052)	-0.071 (0.089)
/cut1	-3.517 (0.099)	-4.148 (0.331)	-3.236 (0.166)	-4.257 (0.366)
/cut2	-3.372 (0.092)	-4.001 (0.335)	-3.091 (0.160)	-4.110 (0.365)
<i>Global Fit Statistics</i>				
N Observations	3,678	3,678	3,678	3,678
Chi ² (Model Fit)	-	39.05**	4.18*	45.31**
R ²	-	0.038	0.003	0.039
<i>Post-Regression Tests</i>				
AIC	1169.806	1131.109	1168.386	1132.493
BIC	1182.226	1162.16	1187.016	1169.754

Significance: * < 0.05, ** < 0.01

However, we can see from Table 2 that the relationships expressed in the ordinary least squares and generalized linear model regressions in Table 1 hold within the ordinal logit models. We can also see the Akaike information criterion (AIC) and Bayesian information criterion (BIC) scores for each model. These values represent the goodness of fit for each of these models, although they are limited to models of the same type. Since we want smaller AIC and BIC scores for each model, for smaller values represent a better fit of the data, it is now a dilemma choosing between the (2) Degree Model (AIC = 1131.109; BIC = 1162.16) and the (4) Full Model (AIC = 1132.493; BIC = 1169.754). While the former has the smaller AIC and BIC scores, and is thus the better model statistically speaking, substantively speaking we want to understand the variations between the years an individual spends in higher education and their academic status, and how these two factors influence an individual's Intent to Complete Degree. These issues may be attributable to model simplicity—that is, due to the lack of controls included in the models. Thus, for the purposes of interpreting predicted probabilities, I will use the (4) Full Model with the caveat that the (2) Degree Model is itself the better statistical model overall.

Ordered Log-Odds Interpretation for Significant Variables

Before moving on to examining the predicted probabilities for the (4) Full Model, it is necessary to interpret the ordered log-odds for each model where significant. Beginning with the (2) Degree Model, the PhD (Pre-Dissertation) is significant with an ordered log-odds value of -1.208 at an alpha level of 0.01. This suggests that a one unit increase in PhD (Pre-Dissertation), or moving from being in a Masters program to a PhD program in the Pre-Dissertation stage, while holding all the other variables constant in the model, would result in a decrease within the individual's ordered log-odds of being in a higher Intent to Complete Degree category by 1.208. This is the only significant variable in this model, and so we can move onto the (3) Years Model now. Within the (3) Years Model, we notice that the Years of Post-Graduate Education is significant, with an ordered log-odds value of -0.105 at an alpha level of 0.05. This suggests that a one unit increase in Years of Post-Graduate Education, or spending more time in a post-graduate program, while holding all the other variables constant in the model, would result in the individual's ordered log-odds of being in a higher Intent to Complete Degree category to increase by 0.105. As this is the only significant variable in this model, we can again move on—this time to the (4) Full Model.

In the case of the (4) Full Model, only the PhD (Pre-Dissertation) is significant, with an ordered log-odds value of -1.180 at an alpha level of 0.01. This suggests that a one unit increase in PhD (Pre-Dissertation), or

moving from being in a Masters program to a PhD program in the Pre-Dissertation stage, while holding all the other variables constant in the model, would result in the individual's ordered log-odds of being in a higher Intent to Complete Degree category to decrease by 1.180. Since this is the only significant variable in the (4) Full Model, it is possible now to discuss the /cut1 and /cut2 coefficients.

The variable /cut1 is the estimated cut point on the latent variable used to differentiate the Unsure category from the No and Yes categories of Intent to Complete Degree when values of the predictor variables are evaluated at zero. Individuals who had a value of -4.257 or less on the underlying latent variable that gave rise to the Intent to Complete Degree variable would be classified as Unsure given they were Masters students (the reference variable) holding all other variables at zero in the model. The variable /cut2 is the estimated cut point on the latent variable used to differentiate the Unsure category and No categories from the Yes category of Intent to Complete Degree when values of the predictor variables are evaluated at zero. Individuals who had a value of -4.110 or greater on the underlying latent variable that gave rise to the Intent to Complete Degree variable would be classified as belonging to the Yes category given they were Masters students (again, the reference variable) holding all other variables at zero in the model. Individuals who had a value between -4.257 and -4.110 on the underlying latent variable would be classified belonging to the No category of Intent to Complete Degree. While the /cut1 and /cut2 variables do not tell us too much about the results besides where the scores were categorized, we can examine the predicted probabilities for the model, which due to interpretability, can tell us a lot about what the data says.

Predicted Probabilities of the Ordered Logit Results

Tables 3 and 4 below provide the predicted probabilities for two separate sets of profiles. Table 3 has the probabilities for Masters students. According to Table 3, the probability of falling into the Unsure category for Masters students increases as years of post-graduate education increase. This increase is slight, from 0.015 at year 1 to 0.021 at year 6+. However, the confidence intervals for year 6+ suggest that this result is untrustworthy, and so we can assume that the predicted probabilities up to year 5 are trustworthy at 0.020.

Table 3. Predicted Probability for Masters (Baseline) Students

Intent	Years of Post-Graduate Education					
	1	2	3	4	5	6+
0 (Unsure)	0.015	0.016	0.017	0.018	0.020	0.021
Lower Confidence	0.025	0.006	0.005	0.003	0.001	-0.002
Upper Confidence	0.025	0.027	0.030	0.034	0.039	0.045
1 (No)	0.002	0.003	0.003	0.003	0.003	0.003
Lower Confidence	< 0.0004	< 0.0004	< 0.0002	< -0.00001	< -0.0004	-0.001
Upper Confidence	0.004	0.005	0.005	0.006	0.007	0.007
2 (Yes)	0.983	0.982	0.980	0.979	0.977	0.976
Lower Confidence	0.972	0.969	0.966	0.961	0.955	0.948
Upper Confidence	0.994	0.994	0.995	0.997	0.999	1.003

Note: 95% confidence intervals are provided as Lower and Upper confidence levels below the predicted probabilities.

For the second category, the probability of falling into the 'No' category for Master's students increases as their years of post-graduate education increase up to year 2, but then mostly stabilizes. Specifically, it goes from 0.002 to 0.003 from year 1 to year 2, which remains approximately the same up to year 6. The confidence intervals for year 6+ for 'No' similarly suggest that this result is untrustworthy, and so we can assume that the up to year 5 is trustworthy although it is the same as year 2. For the third category, the probability of falling into the Yes category for Masters students decreases as their years of post-graduate education increase up to years 6+. Specifically, it goes from 0.983 to 0.976 from year 1 to year 6+. The confidence intervals for this category suggest the results are trustworthy.

Intent	Years of Post-Graduate Education					
	1	2	3	4	5	6+
0 (Unsure)	0.047	0.050	0.054	0.058	0.062	0.066
Lower Confidence	0.034	0.039	0.038	0.032	0.025	0.015
Upper Confidence	0.060	0.062	0.070	0.083	0.099	0.116
1 (No)	0.007	0.008	0.008	0.009	0.009	0.010
Lower Confidence	0.004	0.004	0.004	0.003	0.002	0.001
Upper Confidence	0.011	0.011	0.012	0.014	0.016	0.018
2 (Yes)	0.946	0.942	0.938	0.934	0.929	0.925
Lower Confidence	0.932	0.930	0.920	0.905	0.887	0.867
Upper Confidence	0.960	0.954	0.956	0.963	0.972	0.982

Note: 95% confidence intervals are provided as Lower and Upper confidence levels below the predicted probabilities.

Table 4 has the probabilities for Pre-Dissertation PhD students. According to Table 4, the probability of falling into the Unsure category for Pre-Dissertation PhD students increases as their years of post-graduate education increase. This increase is slight, from 0.047 at year 1 to 0.066 at year 6+. The confidence intervals for these values suggest we can trust these results, but moreover it is important to note that these probabilities are significantly higher than for Master's students. This suggests that Pre-Dissertation PhD students are more uncertain about degree completion than Master's students.

For the second category, the probability of falling into the No category for Pre-Dissertation PhD students increases as their years of post-graduate education increase per year. Specifically, it goes from 0.007 to 0.010 from year 1 to year 6+. The confidence intervals for these probabilities likewise suggest that these results are trustworthy. These results are likewise larger than those for Master's students, suggesting that Pre-Dissertation PhD students are more likely to fall under the 'No' category than Master's students in the case of Intent to Complete Degree.

For the third category, the probability of falling into the 'Yes' category for Pre-Dissertation PhD students

decreases as their years of post-graduate education increase up to years 6+. Specifically, it goes from 0.946 to 0.925 from year 1 to year 6+. The confidence intervals for this category also suggest the results are trustworthy. As in the prior two cases, these results are substantially greater in magnitude than for Master's students, with students at both year 1 and year 6+ less likely to fall under the Yes category.

Discussion

Given the results of the analyses, it is possible to conclude two things. First, the model needs additional factors to provide more accurate results of the data. While the ordered logit model is appropriate given the model with a categorical, ranked dependent variable, the results suggest that additional control variables would increase the accuracy of the results provided. In this way, the results presented are preliminary and necessitate additional theory crafting and analyses. Second, the predicted probabilities given the preliminary ordered logit model suggests that it is more likely for Pre-Dissertation PhD students to be uncertain regarding whether to finish their degrees than Master's students, it is more likely for Pre-Dissertation PhD students to be certain of not completing their degrees than Master's students, and it is more likely for Master's students to be certain of completing their degrees than Pre-Dissertation PhD students.

In short, the results of this study have suggested that it is more likely for Pre-Dissertation PhD students to not want to complete their degree program than Master's students. Should this study be extended, and thus provide more accurate and meaningful results, then such a study could inform both researchers and policymakers on how to improve higher education for prospective students. These results, while preliminary, still suggest that there is a lack of confidence among Pre-Dissertation students relative to Master's students. To find out why, it is necessary to extend the study further, but policymakers and academics alike would be keen to take a closer look at graduate and professional students at the UC system to determine where the lack of confidence lies for these groups.

Limitations

The models presented here need additional variables to increase explanatory capability. Control variables, such as Race or Ethnicity, Gender, and Age may increase the explanatory capacity for these models. Extending the model in this way will make the results more accurate, and may give way to an understanding of the different effects that these factors can have within a system of educational institutions as diverse as the UC system.

Sexual Violence Response & Prevention

Author

Jane Pomeroy, State Legislative Affairs Director & Amber Piatt, Project Director, Women of Color Initiative, UC Berkeley

As colleges and universities across the nation work to reform sexual violence response policies and prevention programs, graduate and professional students are often left out of the conversation. These students face particular and distinct barriers when navigating experiences with or reporting sexual violence, including, but not limited to: lack of clarity or information surrounding student vs. professional roles, responsibilities, or rights; fear of retaliation from reporting a faculty or research advisor; and lack of consistent training and messaging. The UC Berkeley Graduate Assembly has committed to addressing this pervasive and complex issue within its 2014-2015 Advocacy Agenda.

The mission of the Graduate Assembly is to improve the lives of University of California, Berkeley graduate students and to foster a vibrant, inclusive graduate student community.

In order to foster a respectful, inclusive and collaborative learning environment that is intolerant of sexual violence, the GA implores the University of California, Berkeley to 1) Recognize distinct and diverse graduate and professional student needs and responsibilities, 2) Tailor sexual harassment and violence prevention trainings accordingly, and 3) Adhere to nationally recognized best training practices.

Distinguishing Graduate Student Needs

Nearly 10,500¹ masters, doctoral, and professional students comprise the UC Berkeley graduate student body, many of whom assume myriad academic student employee roles including: Graduate Student Instructor (GSI), Graduate Student Researcher (GSR), Reader, and Tutor. Graduate students experience sexual violence on campus in distinct ways which can influence their perceived ability or desire to report or seek services.

In their professional capacities, graduate students are protected by collective bargaining labor agreements, while simultaneously covered under university anti-discrimination policies, such as Title IX, and the distinctions can be confusing. Further, 10% of graduate students are parents,² and may face unique barriers to seeking support. Other barriers to consider include:

1. Graduate students experience less anonymity in reporting due to smaller cohort sizes.
2. Graduate students may fear reporting perpetration by a faculty or research advisor who has power in determining their academic or professional careers.
3. GSIs may hesitate to seek support from campus entities for fear of encountering their students in those offices.
4. GSIs may hesitate to report or seek services for perpetration by their students due to lack of clarity or confusion regarding their rights.

Adhering to Best Practices

In April 2014, the White House Task Force to Protect Students from Sexual Assault released a paper from the Centers for Disease Control and Prevention (CDC) on evidence-based primary prevention strategies. According to the CDC, effective prevention programs are comprehensive, skills-based, and multi-session, and focus on behavior and norms change, rather than awareness. Online interventions do not fall into this category.³

Alternatively, the Graduate Assembly recommends each graduate and professional student attend three mandatory, in-person, small-group sessions, per evidence-based best practice.⁴

Consistent and comprehensive group-specific trainings should include, but not be limited to, the following:

1. Graduate student rights, resources and options
2. Reporting obligations
3. Clear and readily available whistleblower and anti-retaliation policies
4. Considerations of power dynamics, coercion, and fear as related to advisor-advisee relations
5. Clear information regarding graduate student survivors' reasonable accommodations when assaulted or harassed by research or faculty advisors, undergraduate students, or other professional affiliate or colleague
6. Rights, resources and options for graduate student parents and their families

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OPINIONS

Embracing the Spirit of a Turtle to Succeed in Graduate School

Author

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I recently read a Huffington Post article that had me reaching for Kleenex. In it, Barbara Sostaita, a first year graduate student at Yale University gives advice to colored girls in academia. She talks about the conflicting milieu graduate women of color encounter when they find themselves in a privileged place because they managed—in spite of all the odds stacked against them—to reach the holy grail of graduate school, yet, at the same time finding themselves utterly isolated, uprooted from their community to one where they simply don't belong, no matter how much they try.¹ Though women of color have been allowed through the doors of the ivory tower, many of us are finding that the tower still has a long way to go before it can be a safe space where we can thrive and succeed at the same rate as our white male colleagues, or even our white female colleagues for that matter, all while being “allowed” to remain true to our unique identity.

Referring to her experience as a Chicana and her immigrant background, Gloria Anzaldúa writes: “I am a turtle. Wherever I go, I carry “home” on my back.”² I can easily relate to feeling like a turtle both as an immigrant but also as a woman of color in academia. I do, indeed, carry “home” on my back because without it I would not have made it this far in graduate school. When students of color transport ourselves to a new environment that does not look like us, the one coping mechanism is to stay connected to the community we left behind, our family, and our support network and to try to find something similar in the new environment. When the new setting fails to provide it, we need to be strong and allow the memory of where we come from and where we want to go provide us with enough courage to endure the long and arduous journey ahead of us.

But while a turtle can carry its home with it, it is also a

solitary animal and solitude is something I can easily relate to in the many times and ways I have felt utterly alone in my graduate experience. Alone because I was one of the few brown bodies in the halls of my department, alone because of the lack of diversity in the faculty, alone because no one really understood what I wanted to do with my research. Alone because I was dissuaded from being an “activist” my very first year of graduate school, alone because as a non-traditional graduate student I was older than the rest of my cohort and had family commitments to attend to when the rest of my peers were out for happy hour. The most excruciating solitude of all, though, was being aware that no one close to me could relate to this isolation; no one understood it because they were not experiencing it.

Like a turtle, students of color need a strong shell to protect ourselves from the multiple times we are knocked out to the ground in graduate school. I have a shell (imaginary) that protects me from all the setbacks, the comments, the micro aggressions, the many days I sat in seminars feeling incompetent, like a token, unwanted, and undervalued. This shell has been my refuge, my survival mechanism that has allowed me to make it this far. It has been unwavering and impenetrable because for every setback I jumped right back up. I sometimes crawl into this shell to take a breather, to ground myself, and to find my inner strength to continue to move forward.

What Sostaita and I have experienced in graduate school are not, unfortunately, isolated events, and a number of research findings speak to the issues facing women of color in graduate school that also resonates with similar experiences of faculty of color, especially female professors (Escobedo 1980, Middleton 1980, Thomas, Willis, and Davis 2007, Noy and Ray 2012). They are not unique because we need to remember that higher education has historically been a white man's universe and did not include a large number of women and especially minorities until the 1960s when the Civil Rights Act of 1964 opened the doors for underrepresented groups to finally have access to higher institutions of learning across the country. Like most minorities, Hispanics were often excluded from the ivory tower prior to the 1960's and they also lacked the institutional support accessible to other minorities, such as Historically Black Colleges.³

The number of Hispanic undergraduate students attending college has undoubtedly increased and made universities like UCSB, my home institution, more diverse when compared to earlier decades. In fact, due to its high enrollment of Hispanic students, early this year UCSB was officially recognized as a Hispanic-Serving Institution (HSI)⁴. The undergraduate Hispanic population now supersedes 26 percent, but only 10 percent of graduate students come from a Hispanic background⁵ and a meager 5 percent of the faculty is of Hispanic descent⁶. Whilst it is

true that more minority students are now completing graduate programs and that compared to the 1960s the faculty is now more diverse, parity is far from apparent as we continue to struggle with underrepresentation of minority faculty across the board⁷. Now that we have a critical mass of Hispanic students, how can we best serve these students when only 5 percent of the faculty is of Hispanic descent? When and how do we reach a critical mass of Hispanic faculty at UCSB?

The only way we can ensure Hispanic undergraduate and graduate student success is by having a faculty that shares similar upbringings and experiences that help incoming Hispanic students navigate the college experience. But in order to have a more diverse faculty we need to recruit and retain graduate students of color who want to go into the professoriate in the first place. Research going back as the early 1980's has found that graduate programs fail to provide support systems, peer networks, and adequate orientation to Hispanic graduate students.⁸ More recent studies have found that minority graduate students often feel isolated, have less access to mentors or role models that they can reach out to for research or personal support⁹ and that women of color are the most disadvantaged in advisory support¹⁰. Furthermore, a number of minority students pursue research programs that are unique to their lived personal experiences but struggle to find faculty who are comfortable supporting such research¹¹. This further impedes the successful completion of their graduate career in normative time, which explains my graduate experience to perfection.

As a low-income immigrant woman from El Salvador who grew up in South LA and attended some of the worst schools in the Los Angeles Unified School District, whose native tongue is Spanish and has struggled all of her life with mathematics, I knew that graduate school was going to be challenging. Not not a day goes by where I don't ask myself, "Do you have what it takes to make it in this white, male dominated world? Will you succeed? If you succeed will your identity remain intact?"

I know, as Barbara Sostaita writes, that "academia needs me, it needs women like us. Women who were not trained for this or groomed for a graduate education. It needs women who are going to tell stories for our fathers who didn't finish high school. Mothers who carried us on their backs across borders. Peers who were robbed of an education by the prison industrial complex, by lack of legal documentation, and the harsh realities of life as a person of color in the United States."¹² Academia needs me because there are millions of minority students that need role models who will assist them in their university careers and welcome them to join the professorate so that we can reach a critical mass of minority faculty, thus allowing us to diversify and democratize the ivory tower.

Turtles are known to move slowly, and slowly I have moved along—or fallen behind—in my graduate work. The isolation and lack of adequate mentorship has all taken a toll. But like turtles that take their time to reach their desired destination, I too, will reach that finish line and will one day walk on stage to get that hard-earned diploma. I am more than ready to take on the ivory tower, but is it ready to take me?

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Graduate Student Experiences in the Inhumane and Undemocratic UC

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As a graduate student TA, I've learned that CA's contemporary education crisis shares the core problem driving the contemporary crises of our larger society: a lack of democracy. The USA and its constituent states, such as CA, and in turn the social systems subordinate to these states, including the UC, may be touted as strongly democratic and humane for nationalist and political purposes. However, our social systems are at best weakly democratic. Consequently, they require massive democratization that begins with basic political organizing in order to humanize our society. The UC is an apt place to start.

As an undergraduate, I suspected that my essays that demanded weeks of labor were given a glance of a few minutes by a TA, before receiving a near-arbitrary qualitative grade and being stuffed into a shredder of some sort. As a graduate student, my own personal experiences and my research on contemporary academia indicate that this process is the rule, not the exception. Especially if the purpose of a Social Science / Humanities education is largely to cultivate strong writing and critical thinking skills, that purpose seems less clear with every rushed and often poorly-written assignment I grade. As TAs, we witness firsthand overworked undergraduate students learning how to practically "bullshit," instead of (a) relevant job skills or (b) the capacity to sincerely critique and investigate different theories.¹

I spent one quarter employed as a "super reader," or a 50% faculty employee that had no discussion sections, but was the primary grader for a class of 140 students.² I graded at least 100 2-4 page essays every other week, and graded a final essay of 5-8 pages. In total, I graded 2000-3000 pages in 10 weeks. This workload was in addition to three graduate-level courses, political organizing, and my own research. To grade without violating the UAW Union stipulation that I not work more than 20 hours per week, I had to make sacrifices in terms of feedback to students and legitimate engagement with their material. My experience is not an exception. Furthermore, I am experiencing this system as a person of relatively extreme privilege. Imagine experiencing this system as a woman, a person of color, or someone from an otherwise historically oppressed, disenfranchised, and underrepresented social category. Imagine it as a temporary, no-benefits adjunct lecturer. This experience

is closer to a hazing we must survive than it is something where knowledge production and teaching occurs.

Researchers now lack resources of every kind. Especially painful is the lack of time necessary to perform at a superhuman capacity - something that is increasingly also demanded of not just graduate students, but also undergraduates and instructors. As money disappears through budget cuts and austerity / neo-liberalism, time becomes more precious, and there is never enough of it to accomplish what we must - from the basics of sleeping and raising our children, to grading and playing the politics game of attending as many seminars and supporting as many professors as possible before our Ritalin- and insomnia-facilitated workloads forces us into depression, anxiety, and dropping out with unpayable and unforgivable student loan debt.

In a UC system meant to produce research papers and undergraduate degrees at an industrial scale, graduate students are faced with a cruel choice between their own wellbeing and research, or that of the undergraduates they are effectively co-teaching. Professors are also not excepted from choosing between themselves or their students (both undergrad and grad) and, unsurprisingly, the students often lose out, as graduate students are charged with handling the bulk of undergraduates. It is inhumane and unsustainable to operate at this capacity. The de-publicization of the UC and the lack of a way to make the UC representative of student needs means that there are few to no official channels to remedy student grievances, necessitating political organizing that must circumvent official UC administration and its student service groups, such as Associated Students (AS) or Graduate Student Associations (GSA).

Grieving to an employee's union is one channel outside the UC, as a union operates independently and opposed to the UC as a collective bargaining unit. Of course, unions generally suffer their own issues of representation and dysfunction. Specifically for graduate students, the classic fear of reprisals against employees who complain is omnipresent. This fear prevents most graduate students from filing formal grievances, meaning that often the union at best can only quietly track "problem professors" or "problem departments." Despite the massive size of the UC overall, graduate school is ultimately lived within various small bubbles: communities divided by tenure, political or methodological ideology, and/or department. When a student (graduate or undergraduate) or an employee (researcher, tenured, adjunct, administrative, or service) complains, it's not hard to identify who complained and why. For a graduate student TA working on a small team, depending on department goodwill for their wages, healthcare, and tuition, the bubble can be especially small and toxic. It's easy to punish those who stray from the marketable narrative that all is well at our

“top tier research institution” - an institution that now needs to constantly market itself as successful in order to win non-public funds.

As this marketization and de-publicization of the UC continues, a UC education is more and more becoming a system based on exploiting the fears of the university's and society's precariat. Secondary school students fear not being admitted; undergraduates' and graduates' fear not graduating, or graduating into unemployment in an abysmal economy. Graduate students and instructors fear not publishing, or not publishing enough or in the appropriate place or time, or never receiving tenure, or researching something unpopular or un-fundable. Researchers further fear breaking down in a cycle of poverty and hopelessness in a system with no light in a tunnel of poverty, discrimination, mental illness, and abysmal quality of life.

In general, participants in the UC are now governed by fear of being punished by a university system that has turned against academic freedom and a mission of humanely producing, maintaining, and teaching knowledge to the public. The central purpose of graduate school and a research institution - mastering and teaching one's own topic of research - grows less possible with each budget cut and cost-of-living increase that mandates additional TAs and side jobs in order to merely survive. Such an inhumane and unsustainable workload degrades the ability to do research, ultimately resulting in plummeting quality of UC education and research that mirrors the plummeting public funding for the UC.

Immediate Policy and Procedural Improvements

As the root problem with the UC is its undemocratic structure that creates a logic of governance for private profit, the response must be massive democratization to create a UC that governs in the interest of those in the UC community. This demands structural change that ensures university populations govern themselves and determine UC policy as well as influence state-level policy beyond the UC. One UCSA campaign, Graduate Democratization of Education (GraDE), has the right idea in emphasizing student inclusion on decision-making bodies.³ It seeks graduate student inclusion in the form of voting membership in every departments' hiring committee/process. This sort of non-symbolic voting authority of students must be replicated at every level. We must abandon merely allowing some students to observe and occasionally vote on token committees. We must ensure students and instructional employees hold vote-controlling majorities on important decision-making bodies.

(1) UC Board of Regents Reform

Restructuring the UC Board of Regents is probably the most obvious, simplest, low-or-no-cost solution. It is already a popular notion amongst activist groups.^{4,5} However, given the entrenched powers that benefit from its current undemocratic structure, it will also be the most difficult to implement. The UC Board of Regents should not be composed of 16 12-year-term political appointees and only a single 1-year-term voting Student Regent. Instead, the Board of Regents should: retain its ex-officio members; have only a single shorter-term corporate business expert; and have the remaining 18 voting members be equal parts current students (undergraduate and graduate), current instructional employees (adjunct and tenured-track), and representatives from and elected by the entire UC system. Those eligible to compete for election as a UC representative should be any individual currently working in the UC system, whether as an instructor, or as a service employee, or as an administrator.

While these proportions are just one possible new structure, and term limits must understandably vary between students, instructional employees, and elected representatives, there is no insurmountable barrier to an effective UC Boards of Regents being comprised of diverse UC populations instead of political appointees. In this proposed reformed structure, the ties between the CA state government would remain in tact via the ex-officio members, the single corporate business expert would maintain a formal business presence (as private for-profit business already informally governs most of our society), and the majority of the UC Regents would be stakeholders in, and representative of, the UC community.

(2) Hiring and Commendation Committee Reform

To expand on the proposals of the UCSA GraDE campaign, students should be included, and preferably comprise a majority of the members, on all high-level committees and bodies that hire, fire, and commend the performance of UC employees. Instead of selectively allowing some students to observe and occasionally vote in committees, students should be obligated and given tangible incentives to sit on and directly decide who is chosen to instruct, administer, and be paid by the UC system. Students should be informed of committee formation and selection processes with significant notice of the time commitments and their satisfactory compensation for participating.

Preferably, each body should have the majority of its members be students, not administrators. Practically doing this would not be difficult. If a search committee currently has 6 administrators on it, then that committee could be rearranged to 2 administrators and 4 students. If all those administrators are deemed critical, then simply expand the committee to 6 administrators and 7 students. Logistical details may vary, but the result should be students having the largest say in who is controlling their education.

(3) Union Oversight and Regulatory Reform

The four most prevalent unions in the UC are AFSCME 3299 (service employees), UC-AFT (non-academic-senate, adjunct instructors), UAW 5810 (post-doctoral researchers), and UAW 2685 (graduate student TAs).^{6 7 8 9}

Each campus should have an administration-supported and -incentivized Labor Committee composed of representatives from each of these collective bargaining bodies that meets routinely, at least quarterly, and preferably monthly. If the UC is to cease being a site of labor exploitation and instead an ally in the struggle for humane labor and living wages, then the UC should support and encourage collaboration between its labor unions. The UC must cease being an exploiter of labor that opposes humane labor, and instead become an ally by making it easier for labor to advocate for the wellbeing of laborers in the UC. Preferably, this committee would also include students, as well as coordinate and organize in line with each UC-campus-specific Faculty Association.

Lastly, though it is a contentious issue that is difficult to accomplish, tenure-track instructional employees of the UC should be unionized. Currently, the UC Council of Faculty Associations serves as a quasi-collective bargaining and advising unit, as it is an umbrella organization for all UC-campus-specific Faculty Associations.¹⁰ However, in order to significantly impact state-level policies at the UC and in the CA government, the tenure-track instructors at the UC should come together in a single, inclusive, representatively-structured, bargaining body. Doing so would finally see all levels of UC employees represented by collective bargaining units, from the service workers, to the graduate students and graduate student researchers, to the adjunct instructors, to the tenure-track instructors. Working together across boundaries of occupation and privilege would create a powerful challenge to ongoing labor exploitation by both current UC administration and the CA government. Indeed, working together across such boundaries is the only way to resisting the terror of neo-liberalism.

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Campus Sexual Assault: On Leadership and Humility

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The University of California, the leading public university system in the country, has an ego problem.

Mired in allegations of mishandled sexual violence reports, Federal Title IX complaints, and investigations by the US Department of Education's Office for Civil Rights, the University is actively seeking¹ to represent itself as a national leader in campus violence response and prevention. It is doing so not only at the expense of past and future survivors, but at the expense of our entire learning community. And it is not alone.

Recently, myriad organizations,² politicians³ and schools including Brown,⁴ Dartmouth,⁵ Penn State,⁶ University of Virginia,⁷ and University of Washington,⁸ among others, have overtly claimed to be or aspire to become "national leaders" in the field, as if the title were protective, as if we could manifest solutions by simply proclaiming ourselves the best. It is not noble to strive to be the leader in sexual violence response and prevention, to capitalize on insidious trauma for prestigious gain. Such a motivation smacks of hubris, ill intention and fear. We have not found our institutional leaders.

Leadership is not superlative. Leadership is humble. Leaders admit wrongdoing and seek to understand the fallacies in their actions, to forgive and learn with agility. Leaders seek to collaboratively produce and understand the nuances in evolving knowledge, and welcome criticism -- the very foundation of the academic institution.

When did we allow public relations to trump our ethics? When did we cast off our vulnerability in exchange for the armor of cachet, skewing our vision toward authority and away from discovery? To rebuke humility is to rebuke learning. To do so is cowardly and destructive. So, the University of California has no comprehensive solution for ending sexual violence on college campuses? No one does. And that's OK -- so long as we actively and compassionately continue to learn.

We -- students, educators, counselors, advocates, activists, staff, faculty, policy-makers, and community members -- across the country have together compiled volumes of brilliant and innovative ideas over decades. We have the power and resources to collaboratively

make incremental change, heal wounds, and prevent sexual violence on college campuses (and we have). But we will never do so wholly if we do not humble ourselves to learn and accept the reality that no single leader ever muddles through alone.

We are not and should not become the national model -- every campus is distinct with diverse, nuanced challenges and resources. But we can become collective leaders in learning by quieting our PR megaphones and listening to survivors -- those true leaders who have bravely brought this issue to the forefront and who should be celebrated.

I implore the University of California to distinguish itself by humbly bowing to the struggle of this epidemic. Now is the time to learn, not to teach, and to prioritize the needs of survivors and our campus communities, above appearance or acclaim.

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