Procedures for Establishing OLPD Graduate Program Goals (GPGs)

The Director of Graduate Studies for OLPD, Frances Vavrus, presented the GPGs initiative to the department faculty at the beginning of the Fall 2014 term. An initial set of GPGs was drafted based on extensive work done in the department during the past three years as part of the Graduate Review and Improvement Process, or GRIP. We used GRIP data from students, faculty, and alumni about desired learning outcomes and modified them to form our initial GPGs. In October, a survey about the GPGs was sent to OLPD faculty, and a face-to-face input session was held for them to provide additional feedback. Based on information from the survey and input session, a revised version of the GPGs was sent to all OLPD graduate students with an invitation for them to send written comments to the Director of Graduate Studies and/or to attend one of two input sessions. The information from these sources was incorporated into a further revised version of the GPGs, and it was sent to OLPD faculty along with this narrative report. The final version of the GPGs are summarized in the table on page 2.

Goals for Graduate Education in OLPD

This iterative process for developing the OLPD GPGs yielded seven discrete goals for students along with specific ways for faculty to support student development in each of these areas. Although these are distinct areas of professional development, we view them as complementary and as integral to our identity as a department committed to advancing knowledge about educational and organizational change in local, national, and international contexts. Some of these goals address students’ acquisition of core and interdisciplinary knowledge, while others articulate our aspirations as a department for our students to become ethically-responsible researchers and leaders. It is important for these goals to have student and faculty components because we believe it is a joint responsibility to prepare students in these seven domains. The OLPD faculty will review the GPGs table in Spring 2015 and determine which goals they will prioritize in the upcoming academic year.
Assessing Graduate Program Goals

We currently assess the attainment of the GPGs through existing milestone processes. These include specific doctoral classes, such as an introductory doctoral seminar taken by all Ph.D. students during their first semester and an educational inquiry class typically taken during the second semester. These classes help prepare student for the written preliminary exam, which was restructured three years ago to ensure that our five program tracks had a consistent initial assessment process. We also assess acquisition of core knowledge and the ability to produce original work through the oral preliminary examination, the prospectus meeting, and the final dissertation. In addition, we have an annual student research symposium in the spring at which our master’s and doctoral students present their research and receive feedback on it, and we have expectations for conference attendance and presentations appropriate for each of our program tracks. The input from faculty and students during the development of the GPGs provided suggestions for how to measure students’ movement toward these goals, such as an annual self-assessment using a 1-5 scale for each goal and the development of a guide for faculty mentors on how to discuss students’ evaluations of these goals over the course of their years in the OLPD graduate program. In the spring of 2015, we will consider how to prioritize and assess key aspects of our existing and proposed assessment plan.

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<th>Program goals</th>
<th>What students can do:</th>
<th>What faculty can do:</th>
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| 1. Students acquire core knowledge in their fields of study. | • Take appropriate courses in OLPD and other departments to develop an appreciation of different ways of approaching scholarship in one’s area of interest  
• Read widely in one’s field (CIDE, EPL, ES, HE, HRD) to learn about the history of the field, enduring debates, and current issues  
• Engage in learning activities that promote both inquiry and analysis  
• Develop skills in using educational technologies effectively  
• Seek internships, research, and service experience in one’s field | • Encourage students to attend a range of classes in OLPD and across the university  
• Review curriculum on a regular basis to ensure it engages students in understanding their field and the contributions they might make to it  
• Invite speakers from different disciplinary backgrounds and using different research designs and methodologies to present to classes  
• Provide opportunities for students to synthesize and present knowledge using different pedagogical strategies  
• Model effective use of educational technologies in the classroom and in coursework  
• Facilitate internships and graduate assistantships in their fields |
| 2. Students produce original research to advance knowledge in | • Participate in research and writing skills seminars aimed at improving one’s scholarly development  
• Present research at academic conferences, including the OLPD | • Offer academic and research skills seminars on a regular basis  
• Establish a directory of OLPD faculty and student research interests  
• Mentor students through the research and writing process by holding... |
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<td>their fields of study.</td>
<td>Student Research Conference</td>
<td>regular meetings with advisees</td>
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<td>• Publish research in scholarly venues</td>
<td>• Involve new and more experienced students with common interests in applied research projects</td>
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<td>• Disseminate research in publications for practitioners and policymakers</td>
<td>• Develop opportunities for joint presentations and co-authorship of publications for scholarly and non-academic audiences</td>
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<td>3. Students engage with others across disciplinary boundaries.</td>
<td>• Strategically choose courses and professional experiences to enhance interdisciplinary depth and breadth in relation to scholarly interests</td>
<td>• Encourage students to take courses in other disciplines and invite speakers from different disciplines into the classroom</td>
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<td>• Participate in collaborative and interdisciplinary research groups with other students and faculty</td>
<td>• Incorporate explicitly interdisciplinary readings and perspectives into courses to promote appreciation of different core knowledges and epistemologies</td>
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<td>• Become involved with units outside of OLPD (Ex: ISSS, ICGC, UM Extension, Student Affairs, Humphrey School of Public Affairs, UROC)</td>
<td>• Invite campus representatives of different units as well as alumni, industry leaders, representatives of nonprofit organizations, and educators to speak in class</td>
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<td>• Attend and present at conferences and forums, both at the University of Minnesota and elsewhere</td>
<td>• Model interdisciplinarity in scholarly research, teaching and service</td>
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<td>4. Students participate in diverse intercultural and international experiences.</td>
<td>• Engage with faculty and students from a diversity of academic and cultural backgrounds at the University of Minnesota</td>
<td>• Model scholarly engagement with diverse ideas and communities by utilizing a range of sources in the classroom that exemplify different ways of knowing and promote recognition of academic and cultural diversity</td>
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<td>• Participate actively in international/intercultural experiences in the United States and abroad</td>
<td>• Provide courses that include critical perspectives on intercultural and international education</td>
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<td>• Participate effectively in diverse teams in the classroom</td>
<td>• Facilitate intercultural and international experiences, particularly field experiences</td>
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<td>• Collaborate effectively with diverse communities and organizations in the Twin Cities and beyond</td>
<td>• Provide opportunities in classes for students to engage in intercultural team building, problem-based learning, and service-learning</td>
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<td>• Encourage engagement with organizations representing the diversity of communities in the Twin Cities and beyond</td>
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| 5. Students prepare for leadership roles in research, service, and practice. | • Seek and accept leadership roles in academic and professional communities (such as OLSA, GradSEHD, GAPSA, COGS, MESI)  
• Practice leadership skills in classroom and research environments  
• Emulate good leaders in one’s field  
• Participate in service work and develop a deeper understanding of the real-world challenges different communities face  
• Communicate effectively with a variety of stakeholders, including those in education, industry, and other community organizations  
• Recognize the constraints faced by colleagues who have additional family or professional responsibilities  
• Participate as mentor/mentee in the OLPD Peer Mentor Program  
• Participate in internships and graduate assistantships | • Provide examples of leadership roles appropriate for students in academic and professional organizations in their fields  
• Serve as models of good leaders in the classroom and in research settings  
• Acknowledge the challenges faced by students with family and professional responsibilities, and offer a variety of course times and formats to accommodate their needs  
• Discuss service work in which the OLPD faculty is engaged and invite faculty into the classroom to discuss these experiences  
• Demonstrate a variety of communication strategies appropriate for different academic and professional communities  
• Facilitate internships and graduate assistantships in their fields |
| 6. Students act in ethically responsible ways in their academic and professional roles. | • Identify the professional norms of one’s fields and apply them in one’s work  
• Become familiar with the policies and regulations that affect student’s work as a scholar and professional  
• Interact with others in professionally responsible ways by adhering to the highest standards of responsible conduct in research, teaching, and in other professional roles | • Provide explicit information about ethical and professional norms in their fields, including policies and regulations regarding the responsible conduct of research  
• Discuss ethical dilemmas that can arise during research  
• Model responsible behavior in academic and professional roles  
• Demonstrate a commitment to high standards of professional conduct |
| 7. Students prepare for careers in the areas of their choice. | • Develop one’s professional identity throughout the graduate program  
• Explore alternative career paths by discussing career options with individuals in a variety of fields  
• Participate in internships and other practical experiences in the fields students wish to enter  
• Develop broad and diverse professional networks  
• Become familiar with the expectations for academic and non-academic career paths  
• Prepare throughout one’s graduate program to be a successful candidate for the career of one’s choice | • Promote awareness of different professional identities among members of one’s scholarly field and professional community  
• Discuss academic and non-academic career paths with students in class and during advising meetings  
• Invite speakers working for different kinds of institutions to discuss with students their careers and their preparation for them  
• Provide realistic assessments of students’ preparation for success on different career paths  
• Create opportunities for students to “learn to learn” in recognition of the changing dimensions of subject-specific knowledge  
• Develop workshops on how to navigate academic and non-academic career paths |