SUCCESS Covening 2024

Navigating Admissions and Funding for Graduate Education

March 29, 2024
FACILITATION TEAM

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WELCOME & AGENDA

- Overview
- Introductions Poll
- Level Setting
- Case Study #1 & Discussion
- Break
- Case Study #2 & Discussion
- Understanding Context
- Action Planning: Next Steps
Who are we?
Insights on the stakeholder groups and roles represented in the room

What is our context?
Insights on the level of support or restriction we are navigating within our localized contexts

Poll: bit.ly/undocugrad24
Padlet: What are our challenges and assets in supporting access to graduate education?

Link: https://bit.ly/undocupadlet
● **Research Degrees:** Examples include Doctoral and Research Master’s degrees. These are research intensive degrees focused on your development of an independent scholar with expertise in a specific area of research and scholarship.

● **Professional Degrees:** Examples include Master of Business Administration, Doctor of Medicine (Medical Doctor), Juris Doctorate (Law Degree), Master of Engineering, Master of Science in Nursing, Doctor of Dental Science, and more. These degrees focus on developing knowledge and skills required for a specific professional. Though some may include aspects of research, they are much more oriented on the practice of a profession.
<table>
<thead>
<tr>
<th>Program</th>
<th>Length</th>
<th>Structure</th>
<th>Funding</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEng &amp; MPS</td>
<td>1-2 yrs.</td>
<td>Coursework + Design or Professional Project</td>
<td>Self (mostly)</td>
<td>Industry, Gov’t, &amp; Entrepreneurship</td>
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<tr>
<td>MS</td>
<td>2 yrs.</td>
<td>Coursework, research, thesis</td>
<td>Limited Funding &amp; Self</td>
<td>Industry, Gov’t, Research, &amp; Entrepreneurship</td>
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<tr>
<td>PhD</td>
<td>4-6 yrs.</td>
<td>Coursework, Qualifying Exam, Research, Publications, Proposal Defense, &amp; Dissertation</td>
<td>Full Funding</td>
<td>Academia, Industry Leadership, R&amp;D, IP Law, &amp; Entrepreneurship</td>
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CASE STUDY #1: SITUATIONAL CONTEXT

A non-DACA undergraduate student plans to pursue a Ph.D. program in Sociology in a state that has no known policies on access to in-state tuition or state financial aid for undocumented students. This student does not have research experience and did not receive any support from their undergraduate institution to apply for graduate school. They applied to two Ph.D. programs and two Research Master’s Degree programs. Both of the Ph.D. programs rejected them and only one of the Master’s programs from a private university accepted them. However, they are not receiving any state or institutional aid.
CASE STUDY #1: SITUATIONAL CONTEXT

The student reaches out to their career advisor to try to understand what her options are. The student ultimately wants to pursue a Ph.D. but after being rejected from the two Ph.D. programs and with no research experience they are unsure if obtaining a Ph.D. is realistic anymore. They are unsure if they should…

1. Go into debt for a Research Master’s Degree program to gain research experience so they can re-apply for a Ph.D. program.

2. Take a gap year and do something else (but what?) that might help them become a more competitive candidate before re-applying to a Ph.D. program.
1. Describe the conditions the student is navigating.

2. Identify some of the challenges they are facing in how to move forward.
LARGE GROUP DEBRIEF
Reactive Strategies

1. What could the student do right now?
2. What could their current institution do right now to support them?
3. What could a prospective graduate program do right now to support them?
LARGE GROUP DEBRIEF
Proactive Strategies: If we had a “time machine”...

1. What could have the student done in advance to be more prepared to navigate this situation?

2. What could “you” and/or their current institution have done in advance to be more prepared to better support students confronting situations like this?

3. What could graduate programs have done in advance to be more prepared to better support students confronting situations like this?
LARGE GROUP DEBRIEF
BREAK TIME
A non-DACA student who was admitted to a graduate program in a large public research university in North Carolina is offered a paid research opportunity in the engineering department. The professor leading the project is excited about the prospect of serving as the student’s advisor and bringing them onto their research team however, this project is funded by the Department of Defense. This is the first time the faculty member has worked with an undocumented student. The faculty member wants this student to take advantage of this experience but they are nervous due to university and state restrictions.
North Carolina prohibits undocumented residents, including DACA recipients, from accessing in-state tuition and state financial aid. Requiring undocumented students to pay out-of-state tuition after the North Carolina Attorney General’s office issued an advisory letter stating that under federal and state law undocumented students are not eligible for in-state tuition. Additionally, The University of North Carolina System Policy 700.1.4 [G] establishes that the state’s undocumented students may not receive state financial aid in the form of a grant or a loan.
The student reaches out to the Presidents’ Alliance for more information on paid research opportunities for an undocumented graduate student without DACA status. As practitioners who work with undocumented students, what advice would you offer to…

● the student?

● the faculty member?

● student support practitioners at the graduate institution?
LARGE GROUP DEBRIEF
IMPORTANCE OF UNDERSTANDING CONTEXT

- Degree Program Context
- Institutional Context
- Geographical Context
- Student’s Situational Context
- Other types of context?
IMPORTANCE OF UNDERSTANDING CONTEXT

● What types of contextual questions should you be considering as you seek to support students?

● What types of contextual questions should students be considering as they investigate various degree programs?
NEXT STEPS: ACTION PLANNING

- **At the individual level:** What are some of the next steps you will take to help facilitate greater access to graduate education? How can you tap into the expertise of those here?

- **At a collective level:** What does the Presidents’ Alliance & members of our broader community need to think about or help facilitate before the next SUCCESS Convening?
QUESTIONS & ANSWERS
CONTACT INFORMATION

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THANK YOU FOR JOINING US AND FOR YOUR ENGAGEMENT!