

Developing Academic Identity

Insights from the Michigan Doctoral Experience Study

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Rackham Graduate School

Inaugural Rackham Faculty Symposium

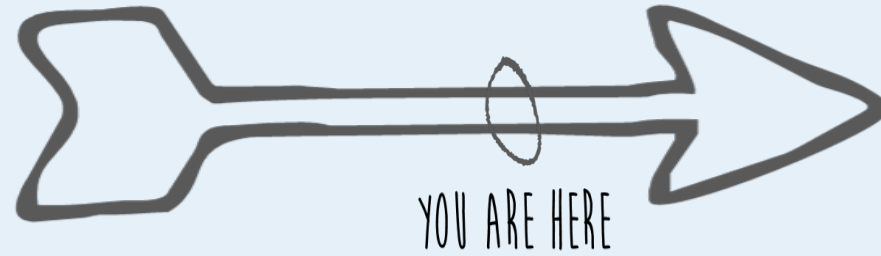
May 6, 2019



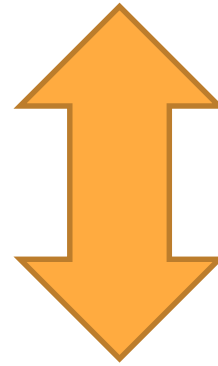
RACKHAM GRADUATE SCHOOL
UNIVERSITY OF MICHIGAN



STUDENT



SCHOLAR



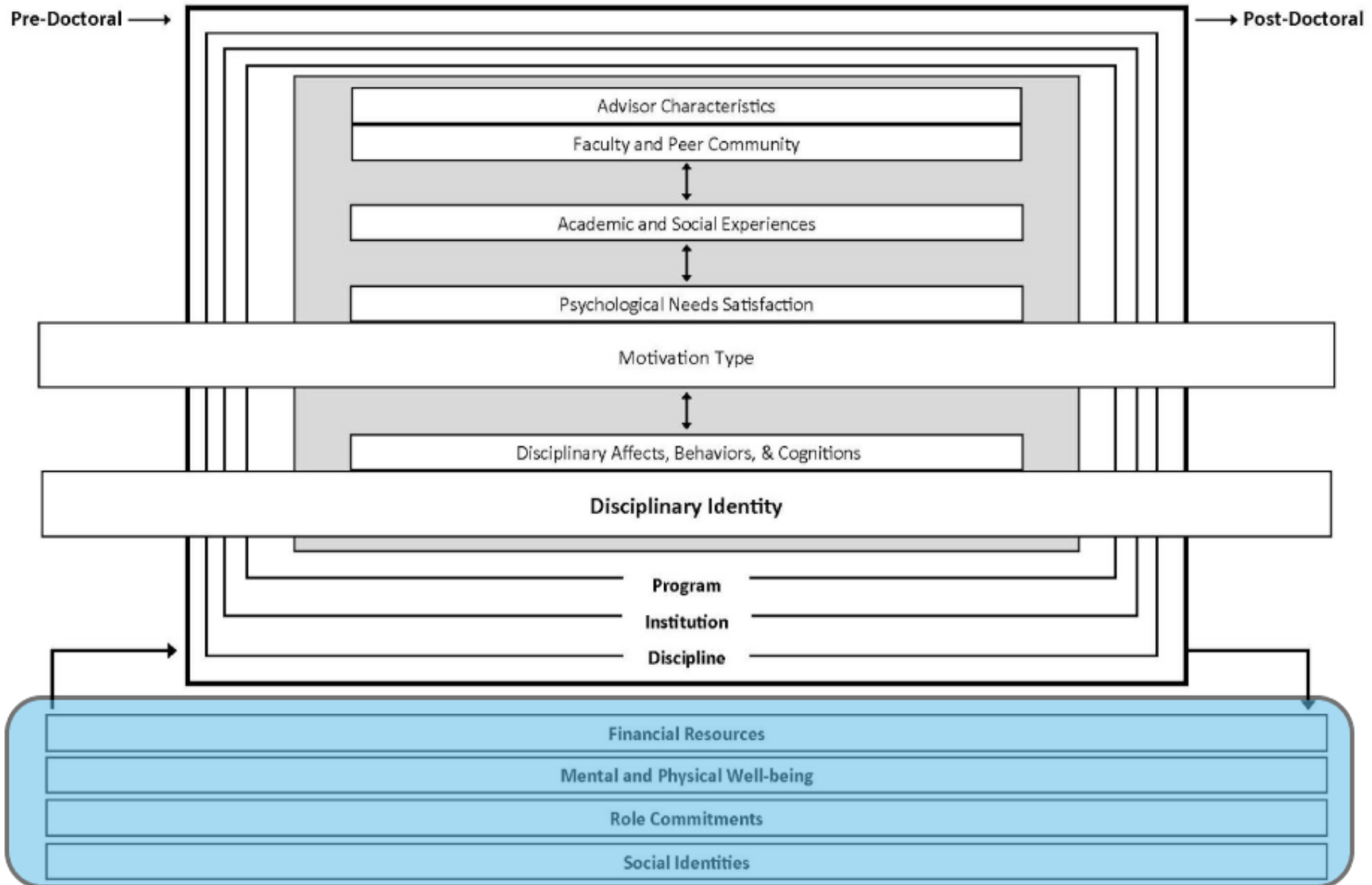
The Self-Determination Continuum

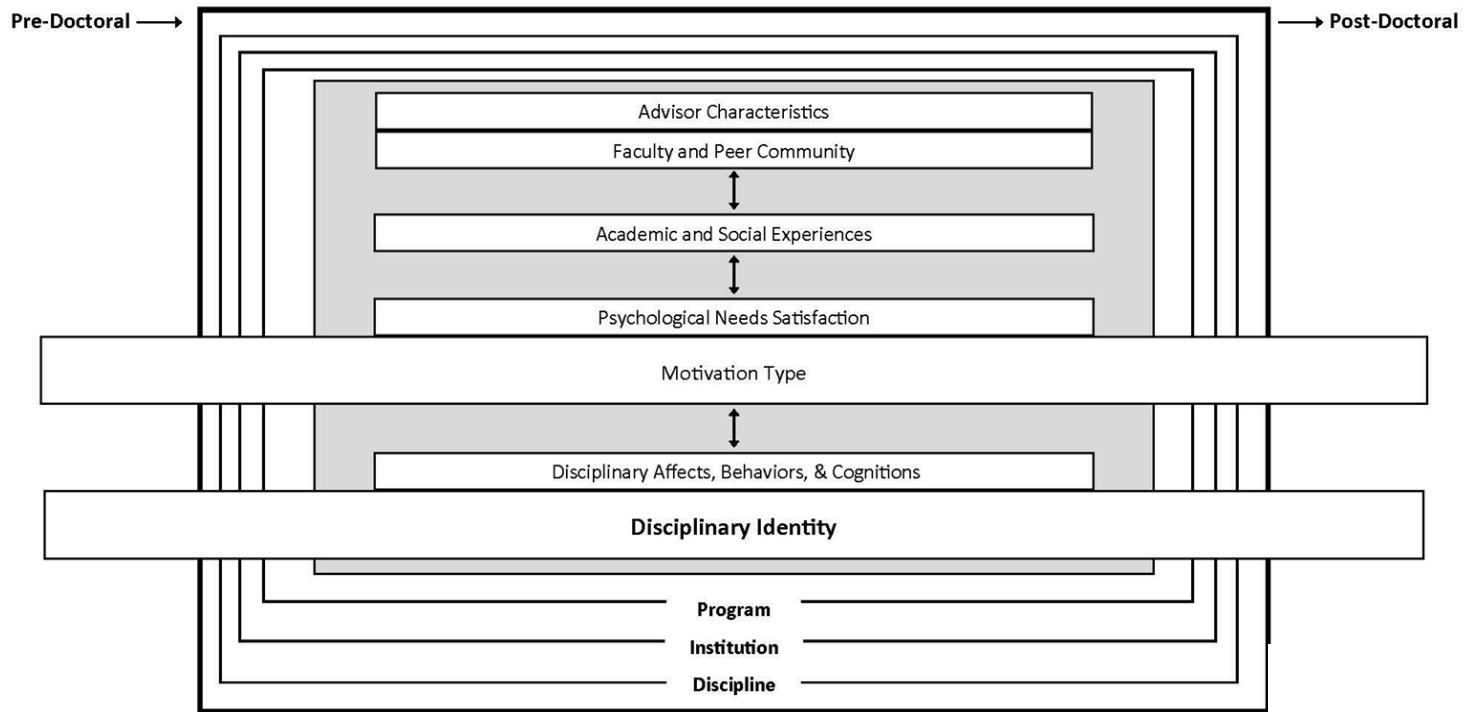
Non Self-Determined

Self-Determined

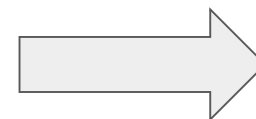


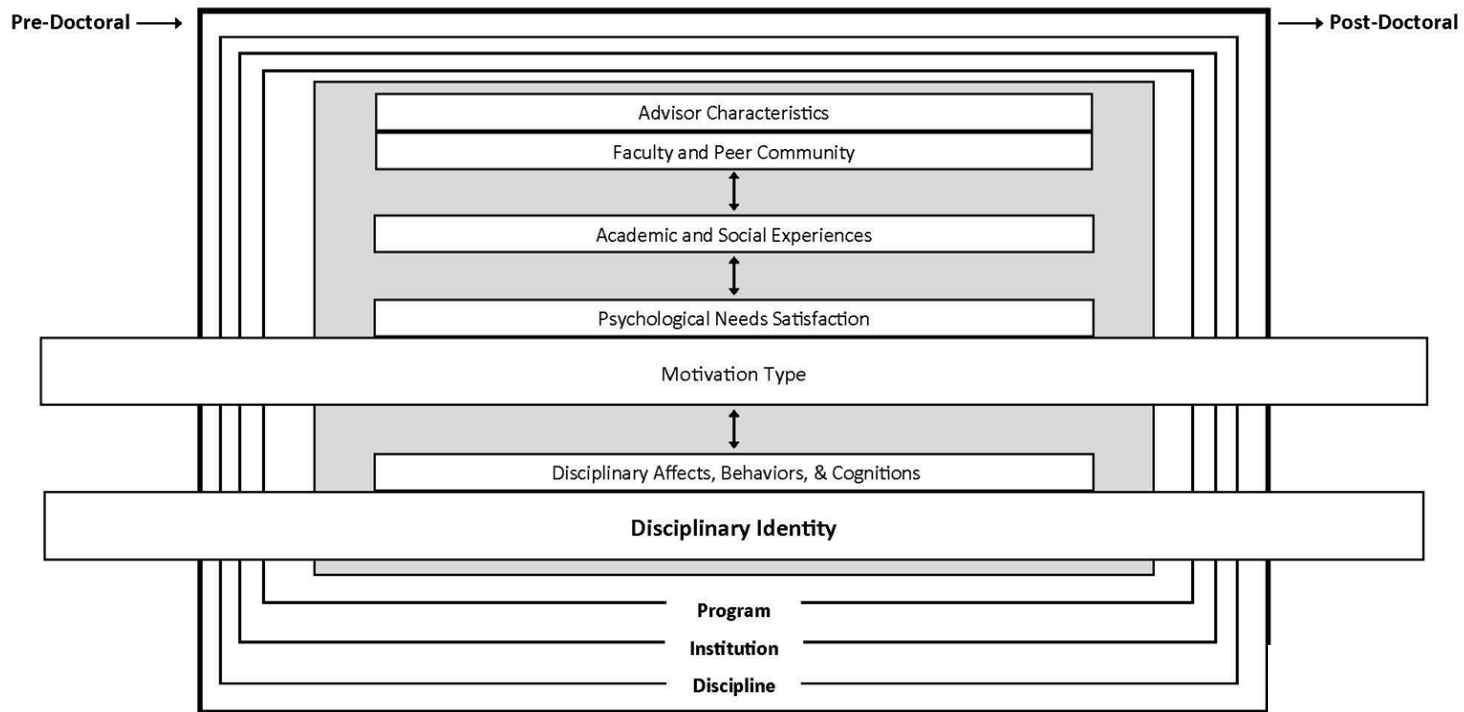
Conceptual Model



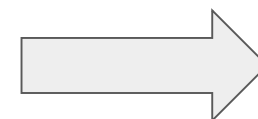


2017 Survey	2018 Survey	2019 Survey	2020 Survey	2021 Survey
2017 Cohort Wave 1	2018 Cohort Wave 1	2019 Cohort Wave 1	2020 Cohort Wave 1	2021 Cohort Wave 1
	2017 Cohort Wave 2	2018 Cohort Wave 2	2019 Cohort Wave 2	2020 Cohort Wave 2
		2017 Cohort Wave 3	2018 Cohort Wave 3	2019 Cohort Wave 3
			2017 Cohort Wave 4	2018 Cohort Wave 4
				2017 Cohort Wave 5





2017 Survey	2018 Survey	2019 Survey	2020 Survey	2021 Survey
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		2017 Cohort Wave 3	2018 Cohort Wave 3	2019 Cohort Wave 3
			2017 Cohort Wave 4	2018 Cohort Wave 4
				2017 Cohort Wave 5



60% of the 2017 cohort responded to both the Wave 1 & 2 surveys; N=598 students.

Research Questions

1. Upon entering their doctoral programs, what are students' levels of **well-being**, career and educational **expectations**, and academic **self-beliefs**?

Do these traits vary by discipline type?

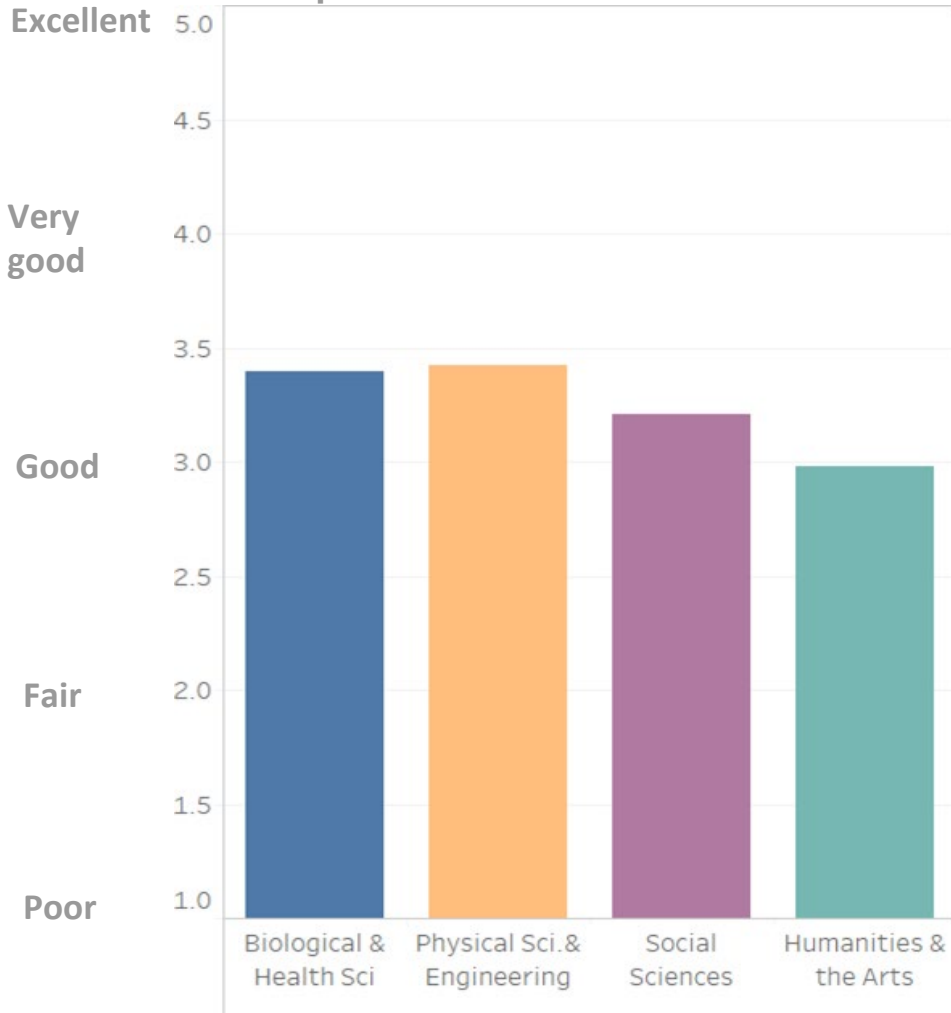
2. How do well-being levels, expectations, and self-beliefs **change during the first year** of doctoral study?

Do these changes vary by discipline type?

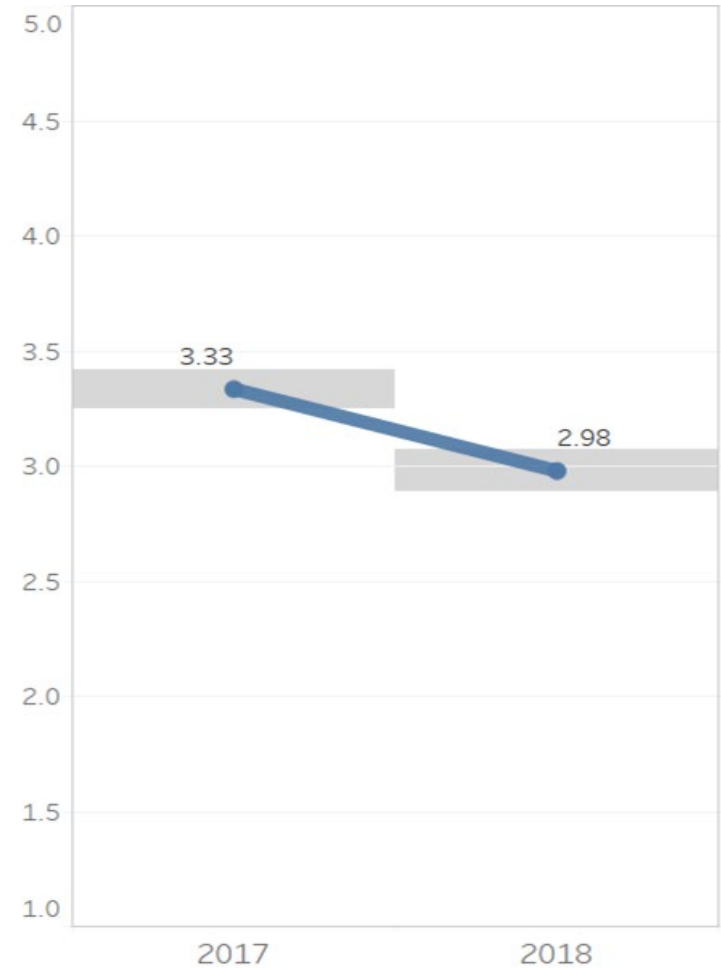
Mental Health

Measured at third week of fall term

Mean Mental Health Self-Rating in 2017, by Discipline

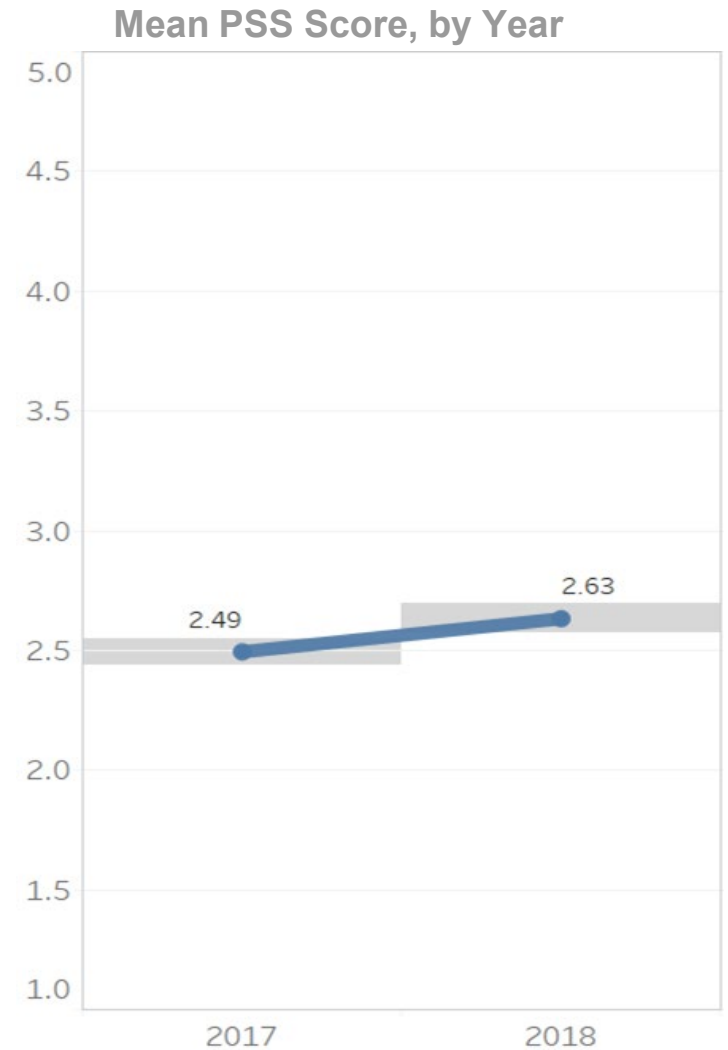
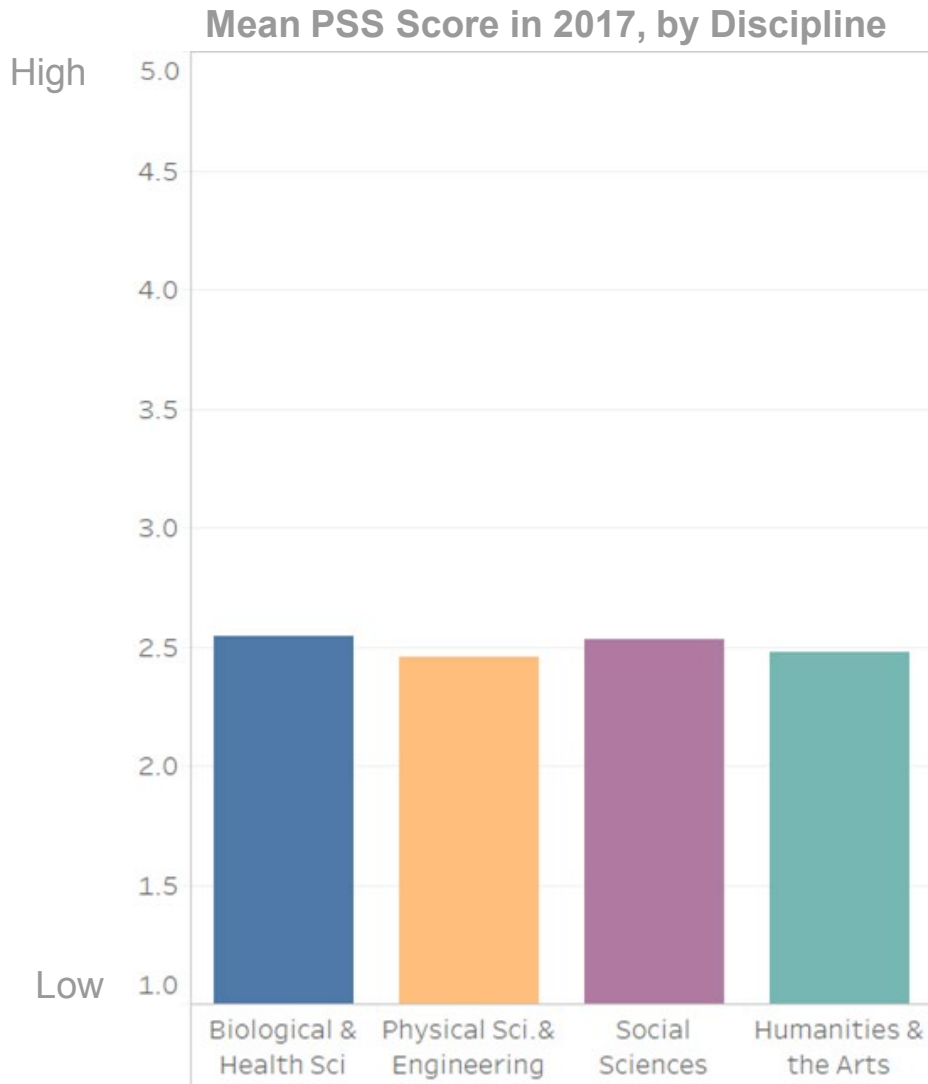


Mean Mental Health Self-Rating, by Year



Stress Intensity

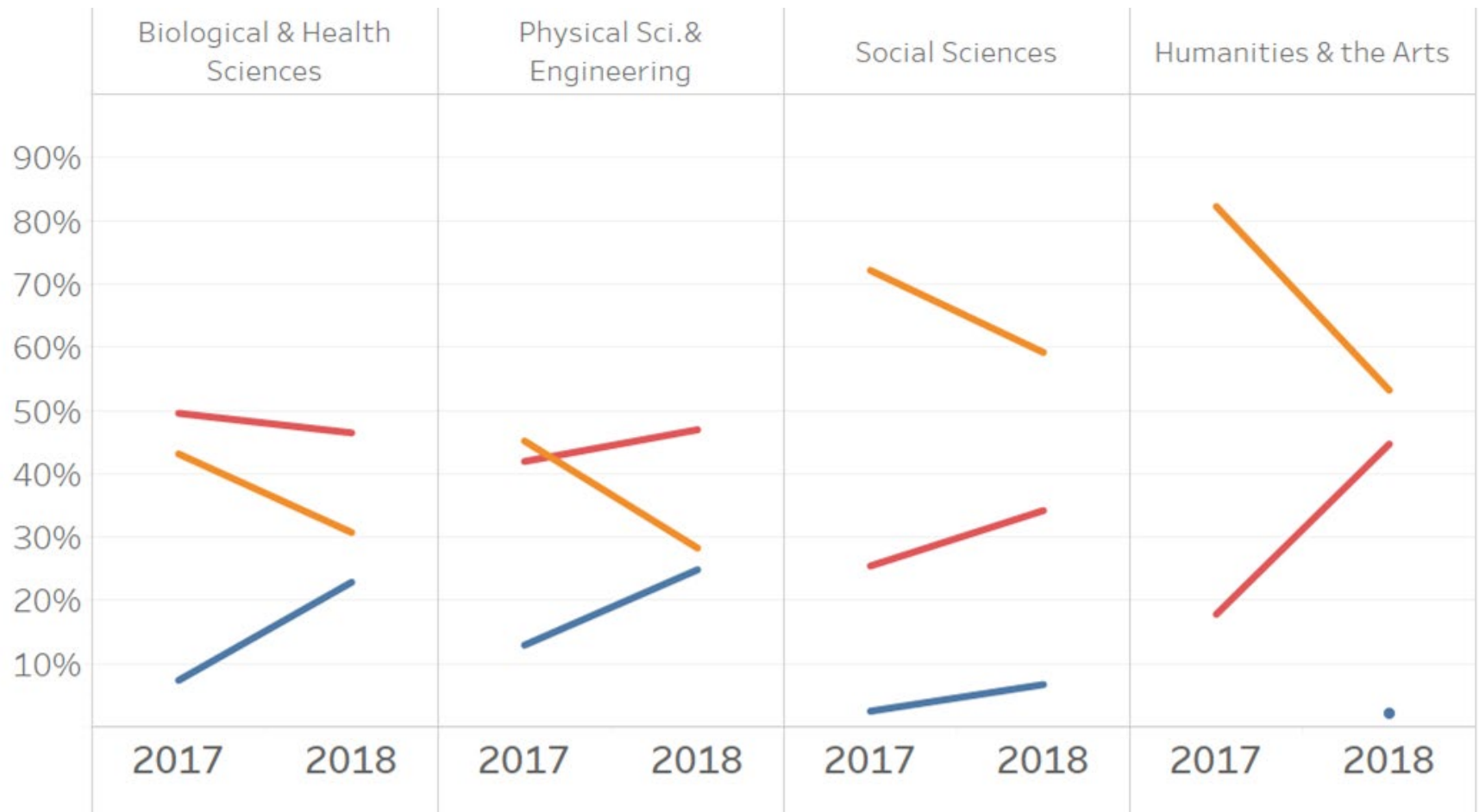
Perceived Stress Scale (PSS-4, Cohen) by Discipline Type and Year



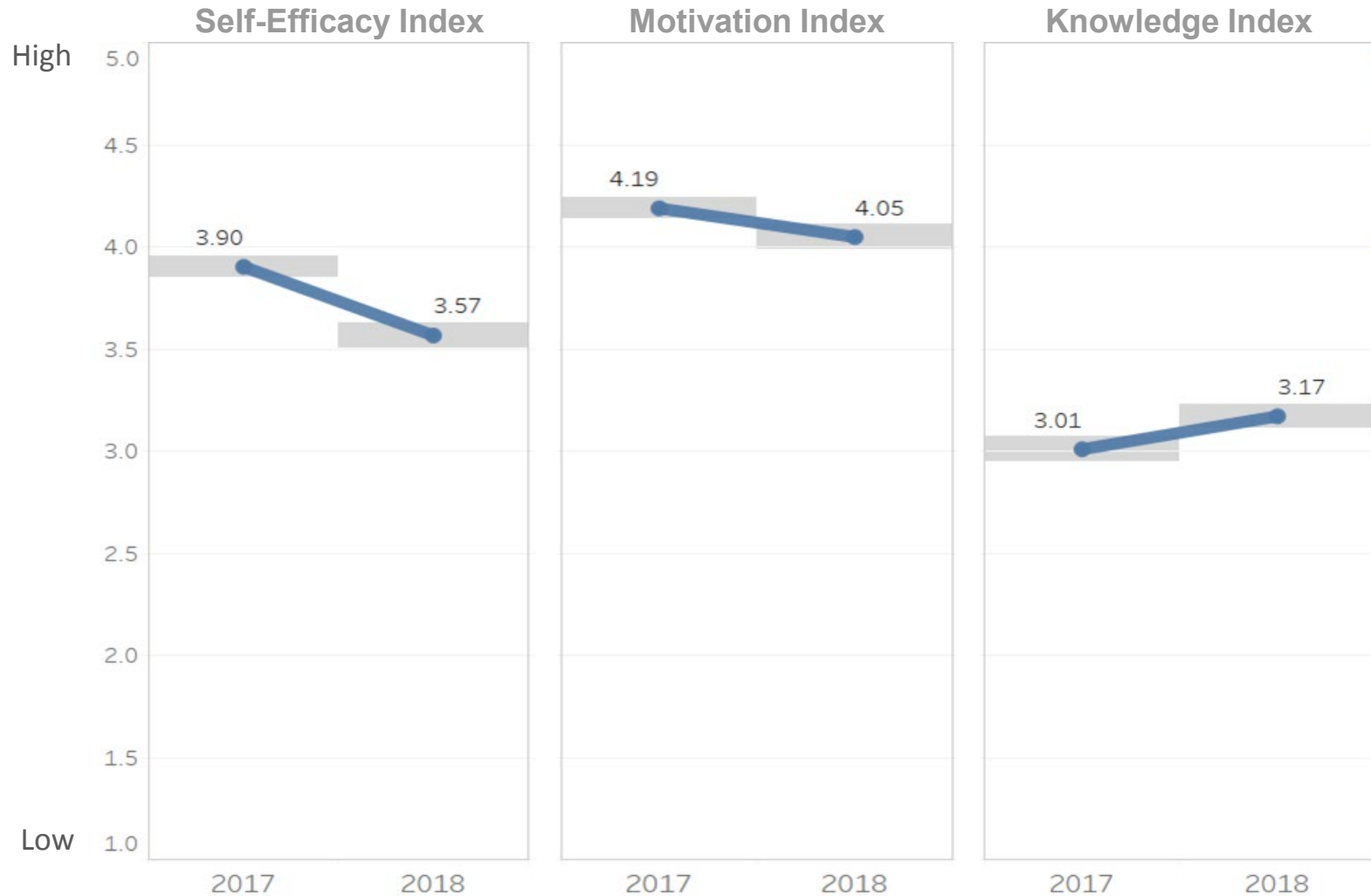
Career Plans

Interest in Pursuing Tenure

- No
- Yes
- Unsure



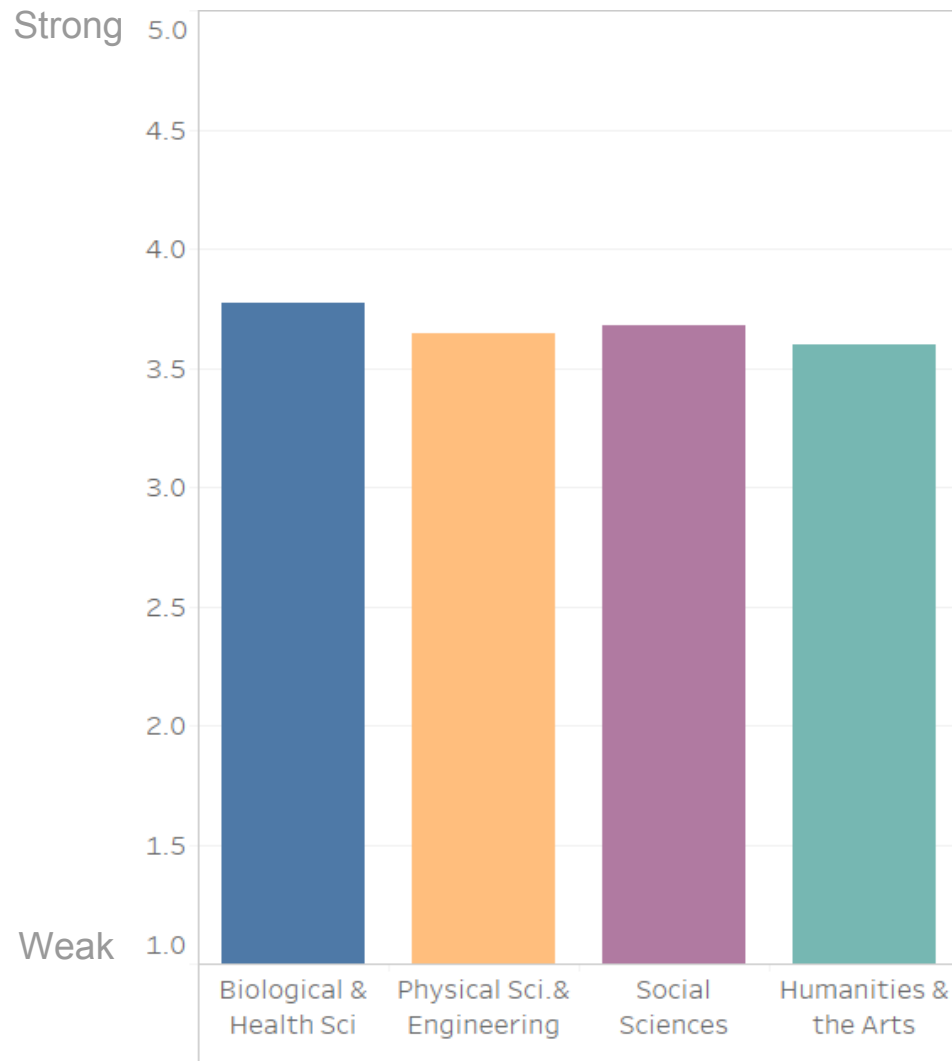
Self-beliefs and motivation



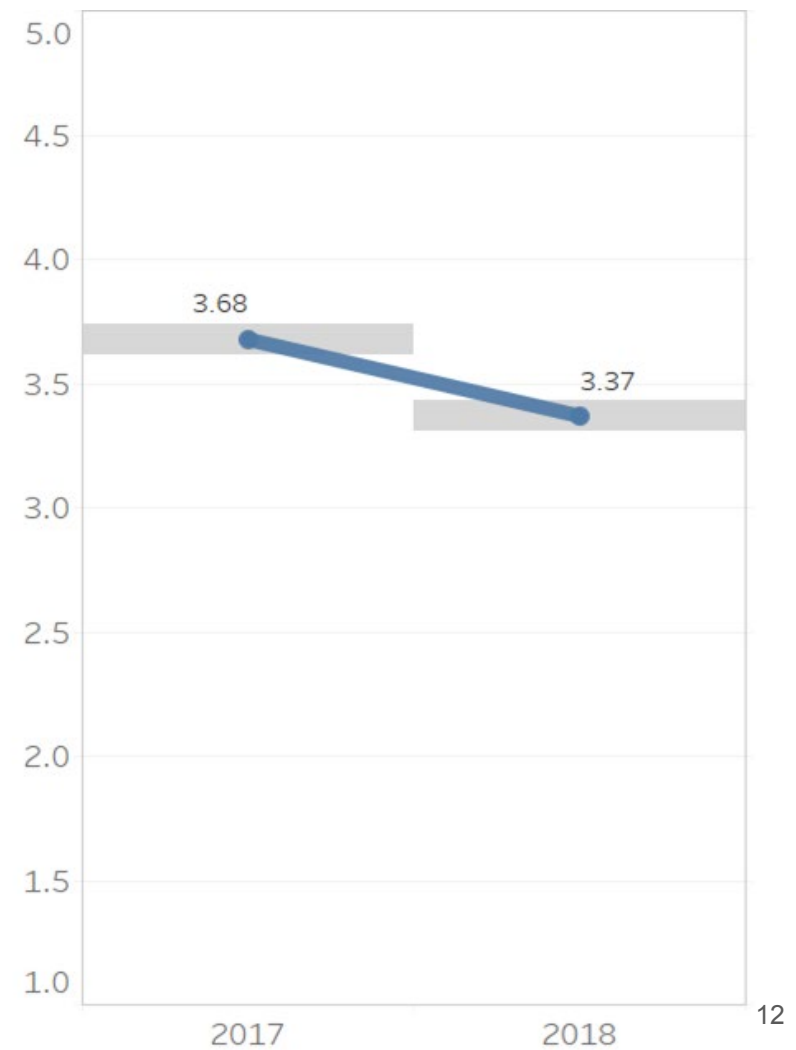
Disciplinary Identity

Disciplinary Identity Index by Discipline Type and Year

Mean Identity Index in 2017, by Discipline Type



Mean Identity Index, by Year



Exploratory Findings

On average, Ph.D. students at UM enter their programs with:

- Good – very good mental health
- High self-efficacy
- High intrinsic motivation
- High levels of disciplinary identity

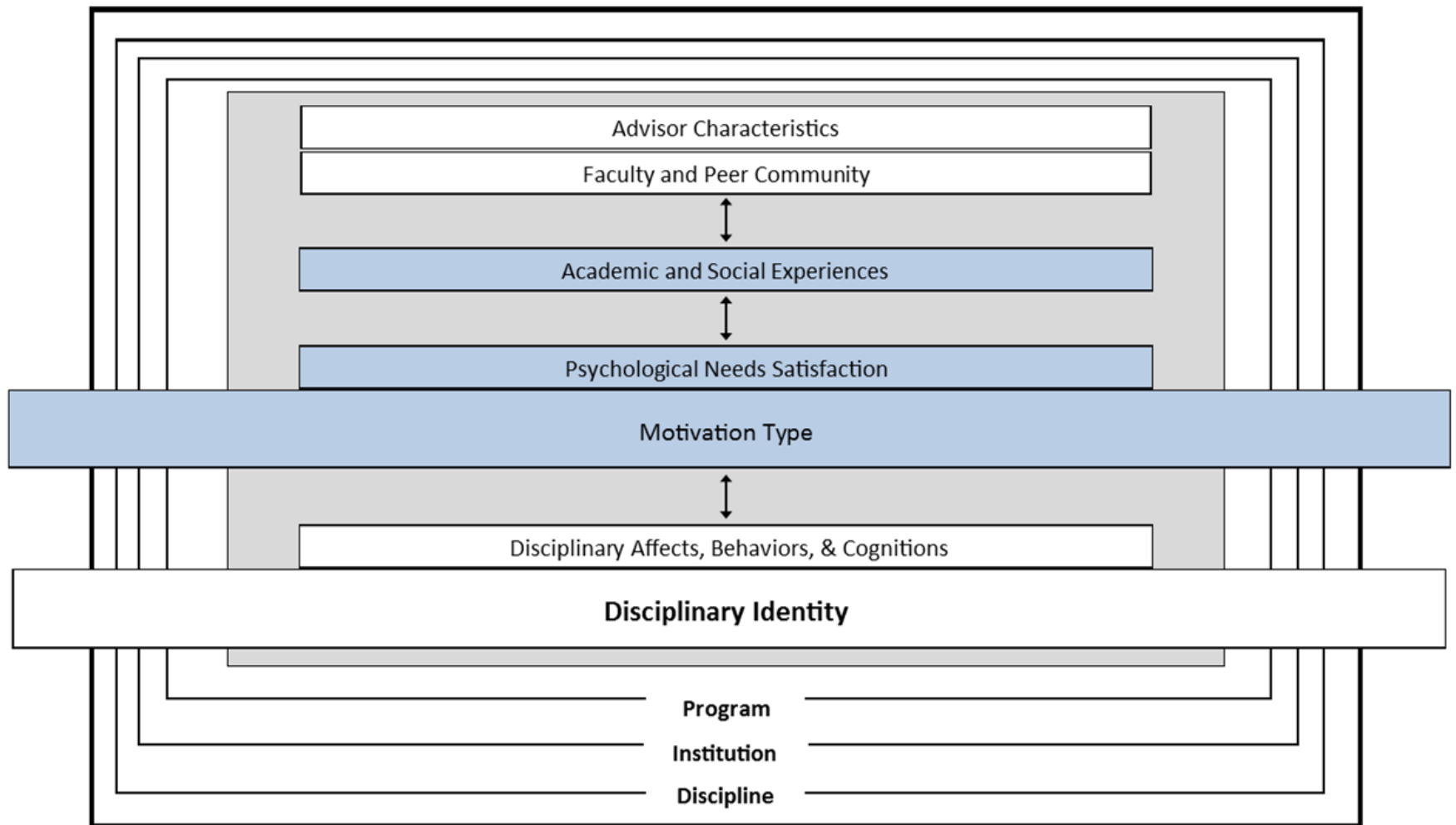
The first year of Ph.D. study is associated with:

- Small but significant declines in all of the aforementioned constructs
- Becoming less certain about plans to pursue tenure-track positions

One area of improvement from Year 1 to Year 2: perceptions of possessing disciplinary knowledge

Next Steps

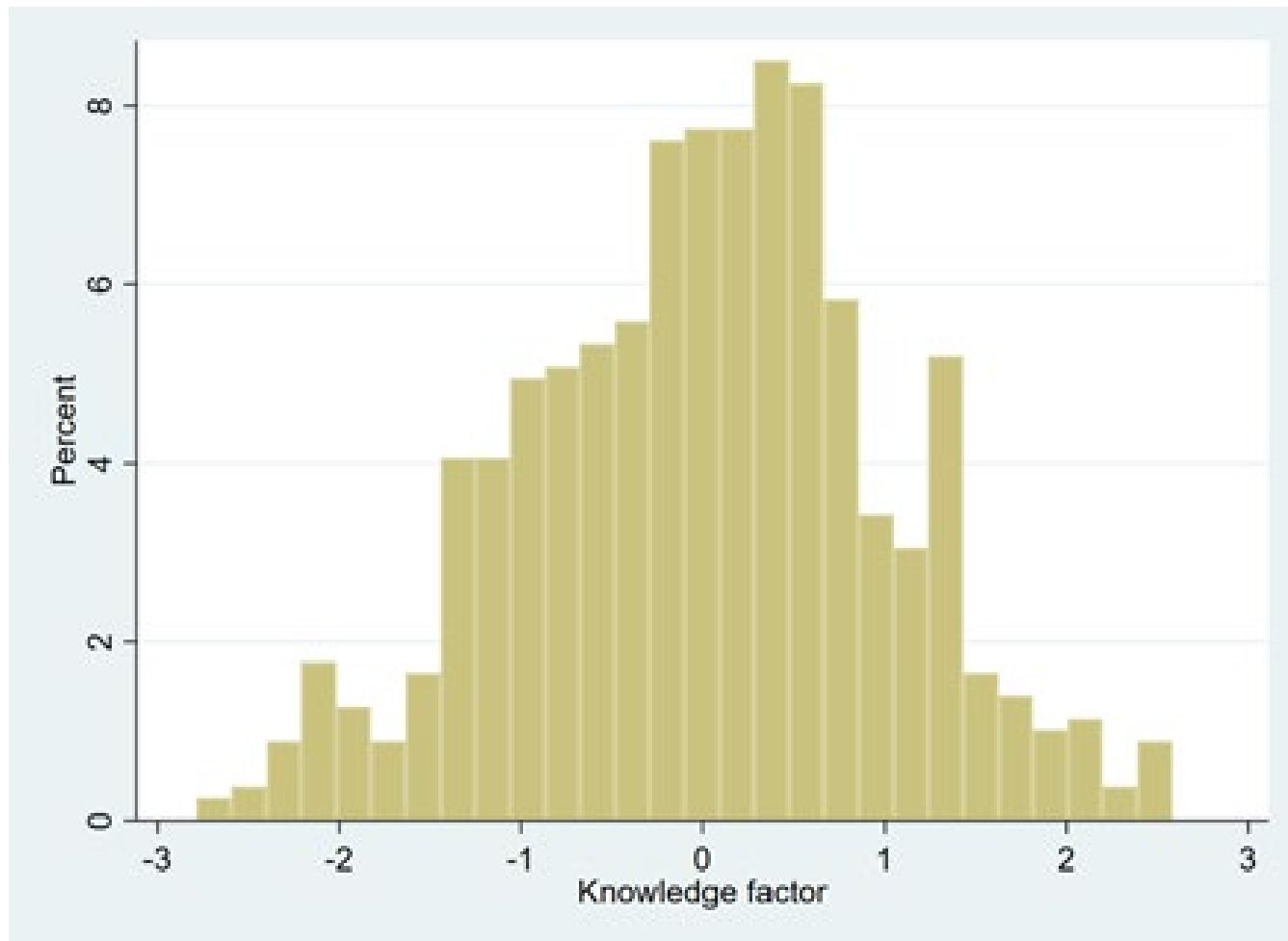
Formal testing of our conceptual model and examining sources of variation in constructs



Next Steps

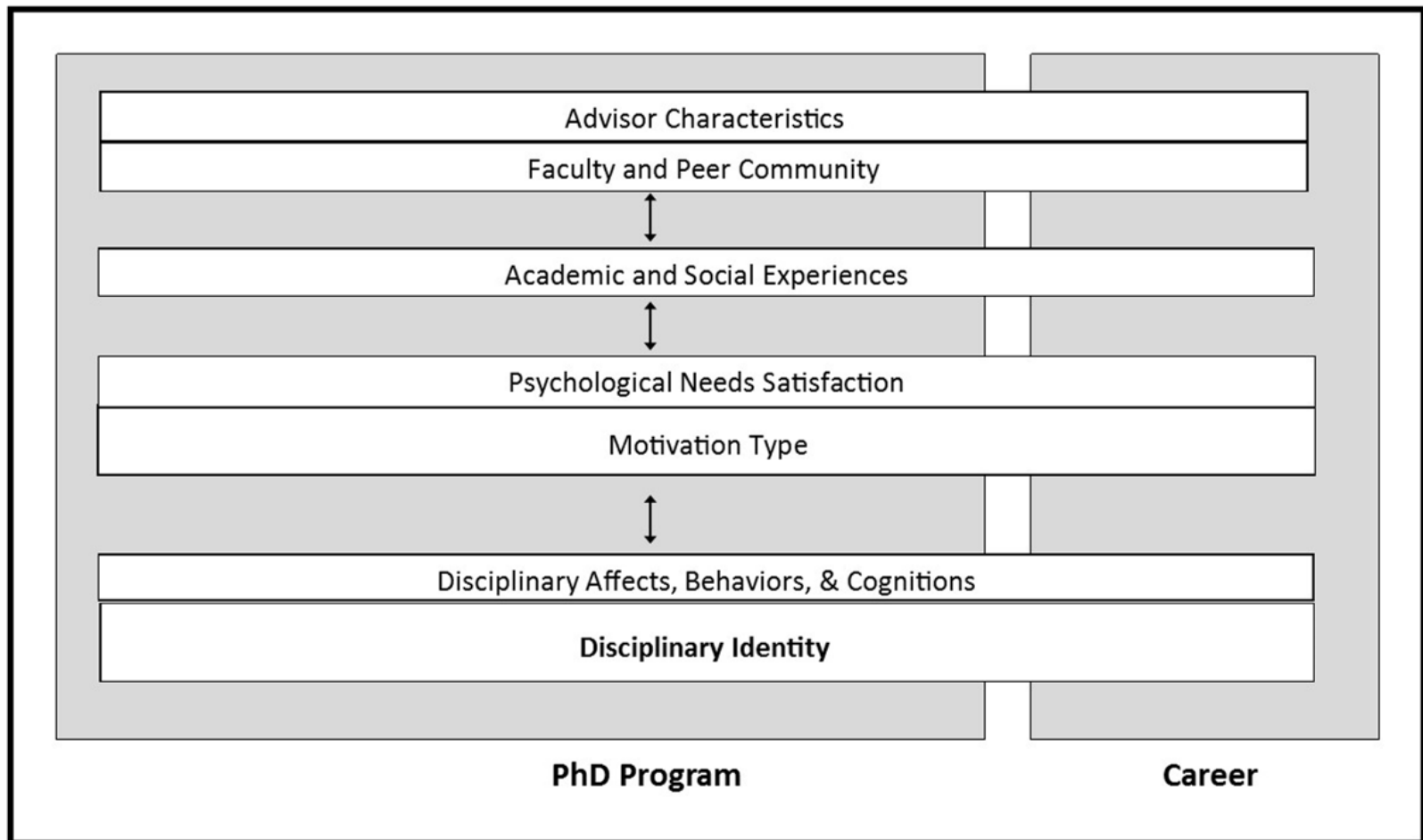
Formal testing of our conceptual model and examining sources of variation in constructs

Histogram of year 1 self-perceived disciplinary knowledge factor scores



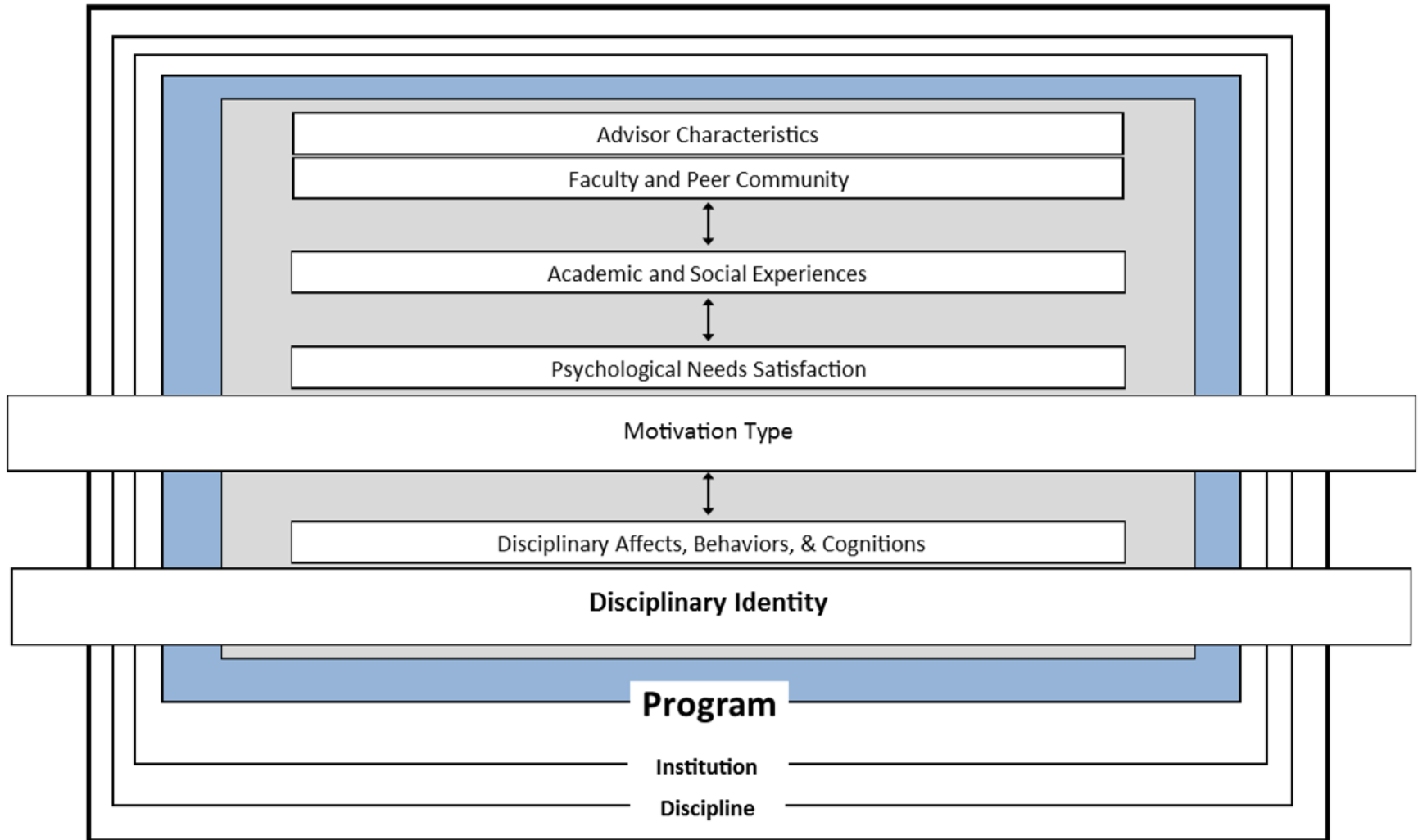
Next Steps

Extending study of disciplinary identity development into early career and beyond



Next Steps

Partnering with faculty to better understand the graduate student experience



Follow our Progress

Michigan Doctoral Experience Study website:
<https://rackham.umich.edu/mdes>

Results Dashboard:



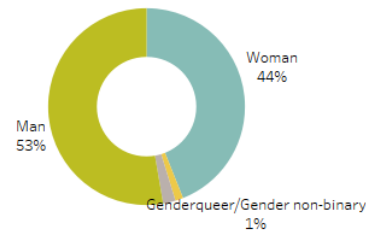
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Select Population
 All

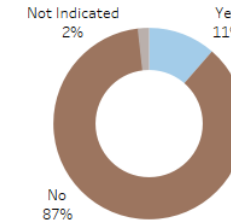
Demographics of First Year Doctoral Students

Division
 All

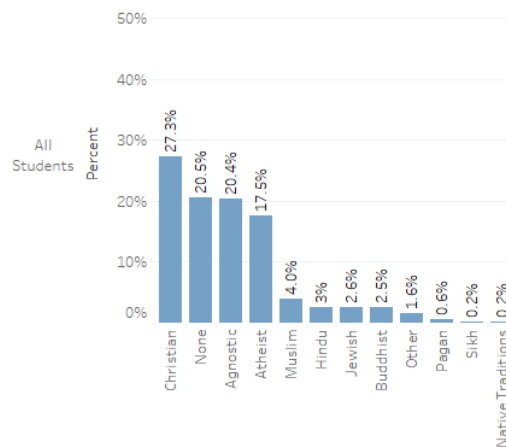
Gender Identity



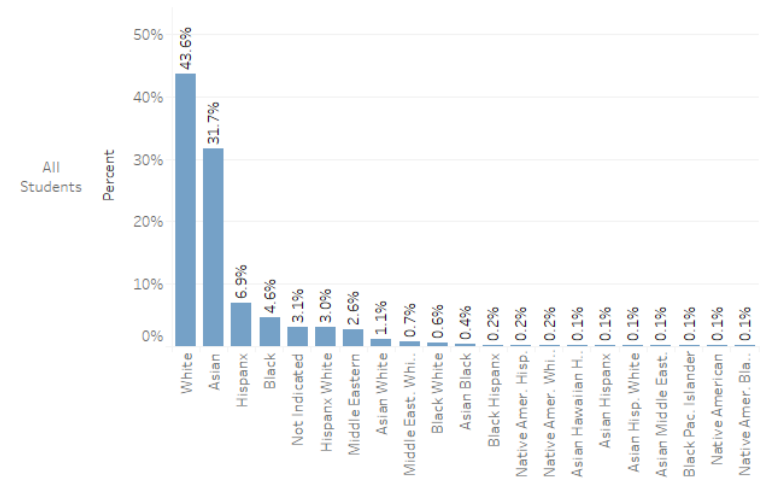
Identifies as Part of LGBT+ Community



Religion/Belief System
 (percentages reflect total number of responses)



Racial/Ethnic Background



Questions & Suggestions