the **EDGE** Project

NSF

GE | Enhancing Departments and Graduate Education in Geography

Master's Education and Student Demographics in Geography

Approximately 700-900 master's degrees conferred annually in the US by 151 graduate programs
(78 master's departments and 73 PhD departments)

Diversity of geography graduate students, as percentage of total reported by all responding departments (n=44)

	Male (n=1088)[1]	Female (n=846)[1]	Total (n=1934)
White, non-Hispanic	45.1	33.4	78.5
Black or African American	1.9	1.2	3.1
Hispanic or Latino	1.9	1.6	3.5
Asian	2.0	3.2	5.2
American Indian or Alaska Native	0.4	0.4	0.8
Native Hawaiian or other Pacific Islander	0.0	0.2	0.2
Other or multiple races	0.9	0.8	1.7
International, non-U.S. citizen	4.0	2.9	7.0
Total	**56.3**	**43.7**	**100.0**

[1] N values in the headers indicate the total graduate students (master's and doctoral level combined) reported of a given sex.

Percentages shown in the table correspond to the proportion of all graduate students reported.

2 percent increase in proportion of non-white racial and ethnic minorities over the previous five years

Master's Degrees

MA/MS in Geography
MA Applied Geography
MATeaching (and variants)
MS Liberal Studies
MS GIS
MS GISPA (GIS and Public Administration)
MS Geosciences
MS Geoenvironmental Studies
MS Environmental Studies/Sciences
MS Regional Planning
MS Adminstrative and Regional Planning
Combined BA/MA 9 (5 year program)
MRP Geography and Regional Planning
MRP/JD Geog/Planning with combined JD

Plus 20+ master's certificate programs in GIS/GIScience

Research Questions

1.   What are the motivations and career goals of studen
pursuing graduate study in geography, and what types of
positions do they tend to obtain upon graduation?

2.   To what extent are graduate students gaining
preparation in transferable skills expected of professional
inside and outside of the academy?

Motivations to enroll in graduate school

Master's students (N = 180)	Doctoral students (N = 403)
d not find a job	Intellectual challenge
aration for a better job	Opportunity for research and teaching
ease earnings potential	Academic prestige and progra reputation
tuition	Influence of faculty

as their first choice

ster's students in er's/comprehensive titutions (n=34)	Master's students in research/doctoral institutions (n=147)	Doctoral students (n
n to pursue additional e after graduating from t program (29.4%)	1. Plan to pursue additional degree after graduating from current program (28.6%)	1. Faculty position at an academic institution tha awards degrees up to th PhD level (45.9%)
ition with federal nment (17.4%)	2. Position with federal government (20.4%)	2. Faculty position at an academic institution tha offers degrees up to the master's level (no PhDs offered) (30.3%)
ition with a non-profit -governmental zation (13.9%)	3. Position with a non-profit or non-governmental organization (13.6%)	3. Faculty position at an academic institution tha offers bachelor's degree only (no master's or PhL offered) (20.1%)

advisees (n=281)	MA/MS advisees in PhD departments (n=281)	MA/MS advisees in m departments(n=1
...ulty position at an ...mic institution that ...s degrees up to the ...vel (26.3%)	1. Enroll in PhD program (28.1%)	1. Position with a state local government agenc department (39.4%)
...ulty position at an ...mic institution that ...degrees up to the ...r's level (no PhDs ...d) (16.4%)	2. Federal government (17.4%)	2. Position in private business (18.9%)
...tion with a federal ...ment agency or ...ment (7.1%)	3. Position with a state or local government agency or department (13.9%)	3. Enroll in PhD program (24.4%)

Some to extensive preparation (all students)	Little to no preparation (all students)
l Thinking	Grant Proposals
g	Adaptability
rch Planning and Design	Project Management
ve Thinking	Visioning
m-Solving	Coaching and Advising
Presentations	Supervising
Speaking	Fiscal Management
uter Technology Skills	Foreign (Non-English) Language Skills
nation Management	Entrepreneurial Skills
l Practice	
tative Skills	
ative Skills	