



Stanford | GRADUATE SCHOOL OF
EDUCATION

CLASS OF 2015 ANNUAL REPORT

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Dear Education Community,

We are excited to share our Class of 2015 Annual Report with you. When we began Stanford EdCareers in 2012, we had numerous conversations with a variety of stakeholders and it was clear that data collection and dissemination were key areas on which we needed to focus. This is the fifth report that the Stanford EdCareers office has released since our inception, allowing all of us to better understand what opportunities our graduates are pursuing, and how employment trends are changing within education.

During the past four years, we have also developed frameworks to help our students and alumni better understand the education career space and its future. The first of these is the Education Industry Categorization that allows us to better appreciate the vast diversity of industries within education. You'll find these in the figure on page three and we hope you'll be able to see which types of career areas interest our students in a more nuanced way than simply education or non-profit.

Another tool we created was the EdCareers Coaching Model. As we worked with our students to better navigate their careers, the four components of our model surfaced organically from our professional development curriculum.

- **Know Thyself** stresses the importance of defining professional and personal interests, what skills, strengths, and knowledge one brings to the table, and how/where one wants to make a professional contribution.
- **Explore the Landscape** highlights the value of understanding the vast array of industries and organizations within the education space.
- **Connect with the Players** introduces our students to the craft of expanding their network in those industries and organizations they find most appealing. Finally,
- **Execute Your Game Plan** teaches students the nuts and bolts of the tactical job application/interview/offer process and how to best navigate these components.

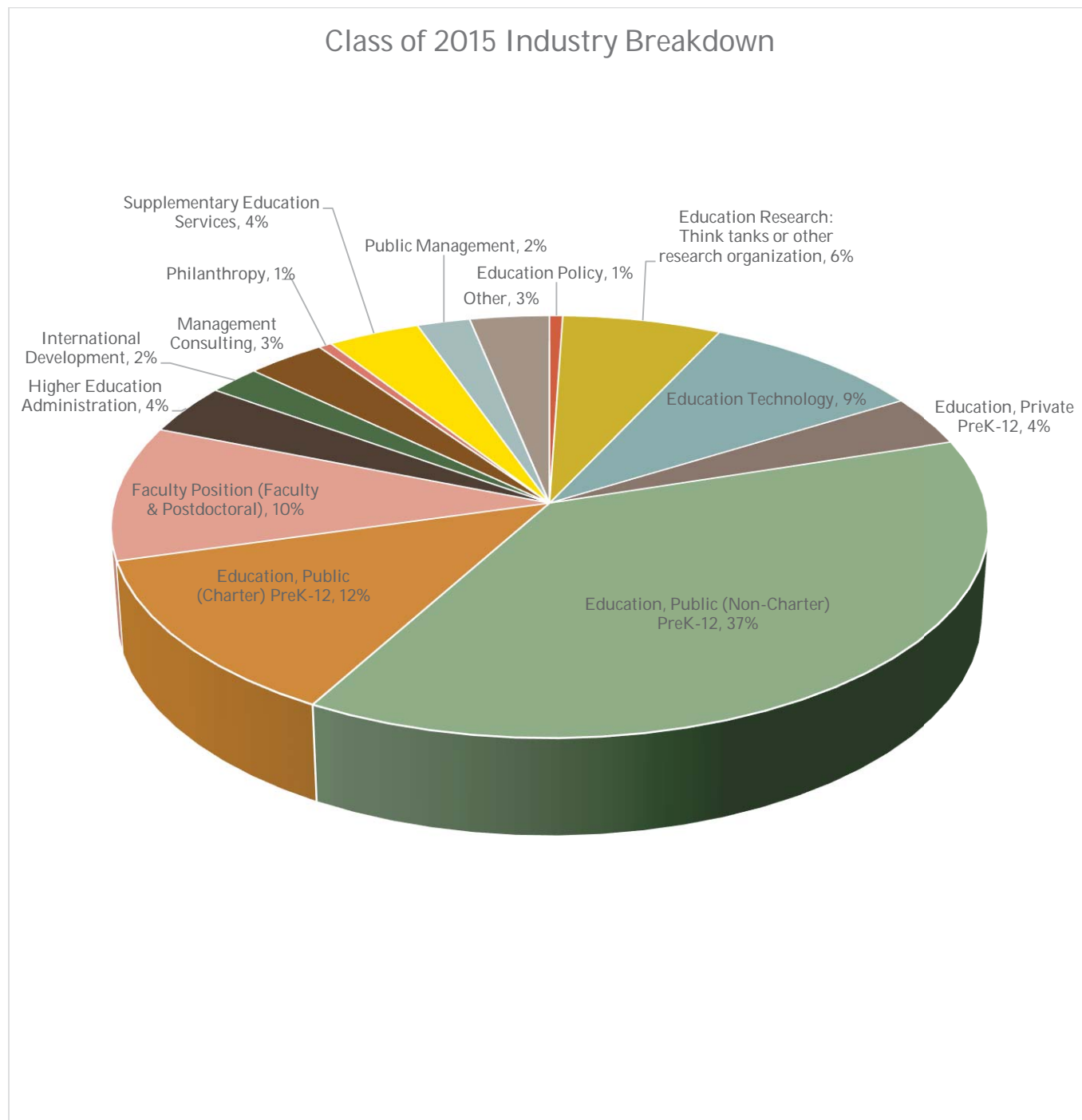
We are very impressed with the breadth of career paths our 2015 graduates have pursued. *As you read this report, you'll see that our 221 graduates of the Class of 2015 secured positions at 144 different organizations in 10 countries and 16 U.S. states. The many titles range from professor and teacher to strategic partnership manager and data scientist.* We invite you to read the entire report, and please remember, if you ever find yourself looking for talent in the education space for either early career or more experienced positions, you may always reach our students and alumni at edcareers.stanford.edu.

All my best,

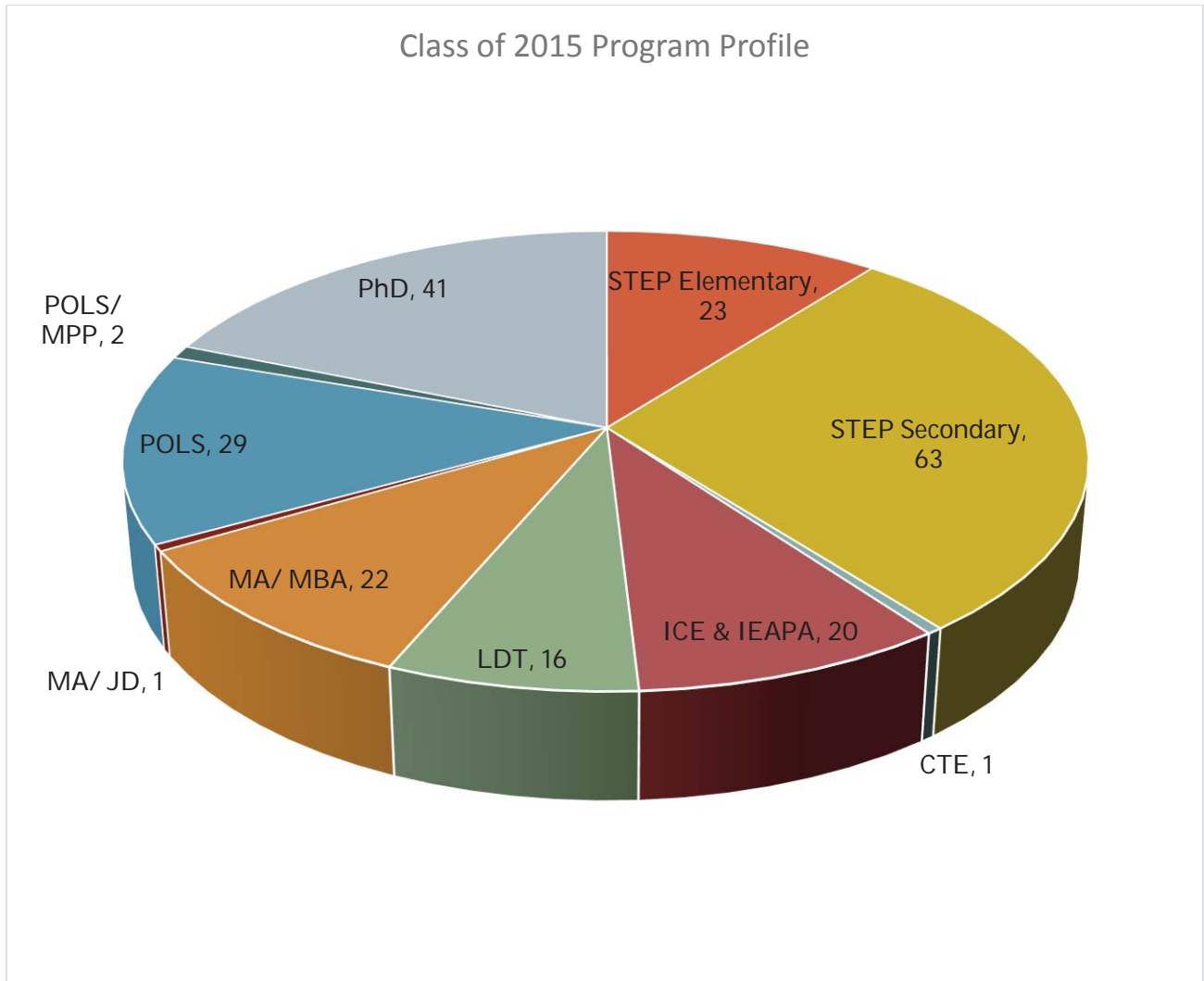
Nereyda Salinas

Class of 2015 Profile

The Class of 2015 included 221 Master's and PhD graduates who pursued a variety of degrees, which led to new career opportunities. As seen in the figure below, these positions span 13 different industries within education.



The graph below depicts the breakdown of the Class of 2015 by academic program* for the master's and doctoral students.



Stanford Graduate School of Education MA & PhD Academic Programs:

- Stanford Teacher Education Program (STEP)
- Curriculum and Teacher Education (CTE)
- International Comparative Education (ICE)
- International Education Policy Analysis (IEPA)
- Learning, Design and Technology (LDT)
- Policy, Organization and Leadership Studies (POLS)
- Joint-Degree: MA & JD
- Joint-Degree: MA & MBA
- Joint-Degree: POLS & MPP
- PhD in Education

* Does not include the individually designed master's degree.

The EdCareers Coaching Model ~ Shaping Student Experience

The Class of 2015 Annual Report reveals our graduates' career destinations. **Within four months of graduation, 93 percent of the class of 2015 graduates¹ seeking a position found engaging new roles at 144 different organizations in 10 countries and 16 U.S. states.** Graduates are impacting education locally and throughout the world with **94 percent working at an education-related organization** and **96 percent working in an education-related job function**. Our graduates accept roles ranging from principals and teachers to faculty and entrepreneurs at top organizations in public education, higher education, international development, education technology, and many other exciting industries.

However, we believe that just as important as where they are hired, is the process that helped them arrive at those positions. *In their survey responses, the class of 2015 graduates credit their wide-ranging experiences, unique connections, and ongoing support as a critical part of their Stanford experience and their career paths.* During their time at the GSE, faculty and staff work hard to help students grapple with the complex research, policy, and management challenges facing education. Students developed a variety of skills, explored interests in education, and connected with leaders in the field. The EdCareers office then worked with students to translate their skills and experiences to academia and the professional world through the EdCareers Coaching Model:

- know thyself,
- explore the landscape,
- connect with the players, and
- execute your game plan.

Know Thyself- a PhD Student's Decision

Doctoral students at Stanford develop the key research skills critical for successfully impacting education. Alexis Patterson, who received her PhD in Curriculum Studies and Teacher Education in Science, knew at her core that she was a teacher. She knew that with the skills and experience she had gained while at Stanford she had a lot of options available to her to pursue her passion as an educator, whether that would be in educational administration or as a professor. When an Assistant Professor position opened up at the University of California, Davis, her advisor strongly encouraged her to apply for it. He believed that each researcher makes her own path, and that both the position and the collegial atmosphere at UC Davis, where Alexis could work with many Stanford alumni, were a good fit with Alexis' interests and strengths.

¹ We know the employment placement rate of 96 percent of graduates. See the methodology section for total calculations.

During the interview process at UC Davis, Alexis realized she had found the academic home she was looking for, one where she'd be supported and engaged in genuine conversation about critical ideas in education. She would have the opportunity to conduct research that would directly inform her teaching of teachers so they would have the latest research and tools to be most effective in their classrooms. Alexis is enjoying being a professor and encourages everyone to *"make decisions based on your values. As a PhD you are trained as a rigorous researcher and you will have lots of options. Decide what is best for you."*

Explore the Landscape-An MA Student Learns through Doing

MA students engage in classes that help them understand the underlying complexity of different educational challenges. 2015 MA graduate Patrick Curry credits his experiences at Stanford and the networks he built for leading to his current position at Room to Read as the Associate Program Manager for Curriculum in Southeast Asia. *"I cannot stress enough how unbelievably valuable I have found my Stanford education and the networking I did at the GSE,"* he said.

While completing his MA in International Comparative Education (ICE), Patrick first connected with Room to Read during winter quarter to learn more about international literacy programs, this specific organization, and their work. As he searched for a literacy-based international nongovernmental organization for his MA thesis, ICE/IEPA Program Director, Christine Min Wotipka and EdCareers suggested that Patrick reach out to an alumna. She was the current associate director of Room to Read's Literacy Program. Patrick eventually completed an internship at Room to Read in San Francisco similar to the other 66 percent of MA graduates, who completed an internship during their master's program.

"In the summer, a data analysis internship opened up at Room to Read and, because of the networking I had done there and the understanding of their program I gained through contracting, I was offered the data analysis internship. This led to a full time contracting position and finally to my current position" Patrick said. Now he is impacting literacy as Room to Read's Associate Manager of the Southeast Asia Literacy Program. Patrick is based in Phnom Penh, Cambodia, and travels throughout Southeast Asia managing curriculum development teams in Cambodia, Laos, and Vietnam.

Connect with the Players & Execute Your Game Plan-A STEP Story

STEP prepares students to become teachers at the elementary and secondary levels. In addition to their classwork and teaching practicum, graduates participate in a range of activities as they develop a supportive network of peers. Jeffrey Charles Dong, a STEP graduate from 2015, is a high school teacher at Del Mar High School in Campbell, CA. He teaches Math to 9th-10th grade students. While in the program he participated in STEP Mock Interviews, where he first met his future employer, and then used the advice of his STEP peers to secure a position. According to Jeffrey, *“I trusted the connections and suggestions of STEP and GSE, and those were invaluable in securing the job that I desired.”*

For most STEP graduates, the job they desire includes leadership inside as well as outside the classroom. Through STEP’s range of activities, graduates are prepared to take on leadership roles as they commence their teaching careers—**60 percent** of 2015 STEP graduates report accepting at least one leadership position in addition to their normal teaching responsibilities for the 2016-2017 school year. Perhaps it is partially due to this unique preparation that the 2015 STEP graduates were highly sought after, with graduates receiving an average of three offers.

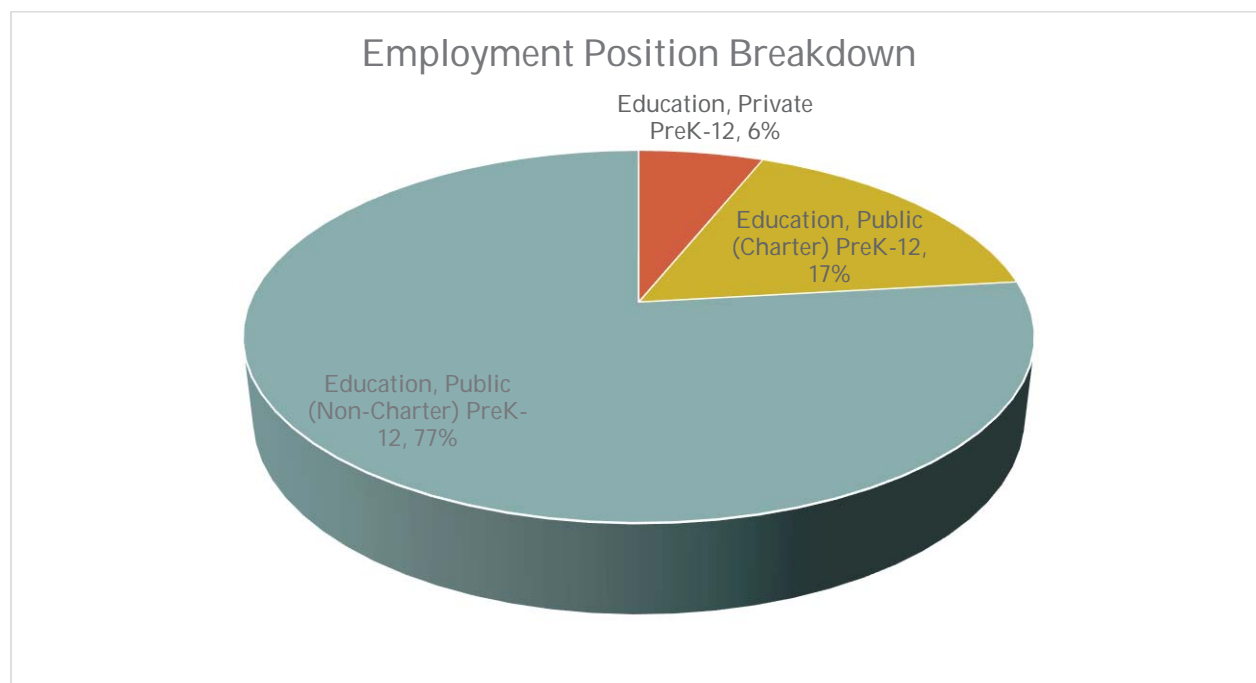
We hope you enjoyed these brief stories of our students’ journeys to their current positions. We do everything in our power to help each of them not only secure a position, but secure the right position that places each one on the best personal career trajectory.

STEP Graduates

The Stanford Teacher Education Program (STEP), a nationally renowned, full-time, 12-month program, prepares future teachers at the elementary and secondary levels. STEP leads to a Master of Arts in Education and a California teaching credential. The program also requires a 12-month teaching practicum. Graduates of STEP Elementary earn a California preliminary multiple subject teaching credential. STEP Secondary graduates earn a California preliminary single subject teaching credential in English, Mathematics, History/Social Sciences, Science, or World Languages.

We know the employment status of 98 percent of the 86 STEP graduates.

- 98 percent were employed within four months of graduation.
- 100 percent of employed graduates accepted a position in the field of education.
- 100 percent were employed as PreK-12 classroom teachers.
- 90 percent indicated they were employed in their desired geographic location.
- 75 percent were teaching at a public (non-charter) school
- Median full-time salary was \$54,553 (range \$38,000 - \$73,000).²



² Most teacher salaries are set by districts and are not negotiated on an individual basis.

STEP Hiring Organizations

Ann Sobrato High, Morgan Hill USD³
 Aragon High, San Mateo USD
 Arvada High, Jefferson County PS⁴
 Bayside STEM Academy, San Mateo-Foster City SD⁵
 Bellarmine College Preparatory, Diocese of San Jose
 Berkeley High, Berkeley USD
 Brawley Union High, Brawley Union HSD⁶
 Bret Harte Elementary, San Francisco USD
 Buena Vista Horace Mann K-8, San Francisco USD
 Cupertino High, Fremont Union HSD
 Del Mar High, Campbell Union HSD
 Don Callejon School, Santa Clara USD
 East Oakland PRIDE, Oakland USD
 Eastside College Preparatory, East Palo Alto
 Elmhurst Community Preparatory, Oakland USD
 Encinal High, Alameda USD
 Envision Academy, Oakland USD
 Everest Public High, Summit PS
 Evergreen Valley High, East Side Union
 Fremont High, Fremont USD
 Gabriela Mistral Elementary,
 Mountain View-Whisman SD
 Graham Middle, Mountain View-Whisman SD
 Greenleaf Elementary, Oakland USD
 Gunderson High, San Jose USD
 Healey Elementary, Somerville Public SD
 High Tech Elementary Chula Vista, High Tech High
 Highline High, Highline Public SD
 J.E.B. Stuart High, Fairfax County PS
 June Jordan School for Equity, San Francisco USD
 Lakewood Elementary, Sunnyvale SD
 Lemoore Middle College HS, Lemoore Union HSD
 Life Academy, Oakland USD
 Los Altos High, Mountain View-Los Altos SD
 LPS Oakland R&D, Leadership PS
 Luis Valdez Leadership Academy, East Side Union
 HSD/National Hispanic University Foundation
 Lynbrook High, Fremont Union HSD

Madison Park Academy, Oakland USD
 Malcolm X Elementary, Berkeley USD
 Martin Luther King Jr. Academic Alternative Middle,
 San Francisco USD
 Maya Lin School, Alameda USD
 Menlo School, Atherton
 MESA Charter School, New York City, NY
 Middleburg Community Charter, Loudoun County PS
 Mission High, San Francisco USD
 Monta Vista High, Fremont Union HSD
 Newark Memorial High, Newark USD
 Novato High, Novato USD
 Palo Alto High, Palo Alto USD
 Plymouth North High, Plymouth PS
 Ponderosa Elementary, Santa Clara USD
 Richard Henry Dana Middle, Wiseburn USD
 Roberto Cruz Leadership Academy, Foundation for
 Hispanic Education
 Robertson High, Fremont USD
 Rosemary Elementary, Campbell Union SD
 San Francisco Community School, San Francisco USD
 San Jose High, San Jose USD
 San Miguel Elementary, Sunnyvale SD
 San Rafael High, San Rafael City Schools
 Sequoia High, Sequoia Union HSD
 St. Ignatius College Preparatory, San Francisco
 Stevenson PACT, Mountain View-Whisman SD
 Stocklmeir Elementary, Cupertino Union SD
 Sunnyvale Middle, Sunnyvale SD
 Thurgood Marshall High, San Francisco USD
 Vaughn International Studies Academy, San
 Fernando, CA
 Vista High, Vista USD
 Wallenberg High, San Francisco USD
 Westside High, Anderson SD Five
 Woodrow Wilson Elementary, Framingham PS
 Woodside High, Sequoia Union HSD

³ USD is an abbreviation for Unified School District

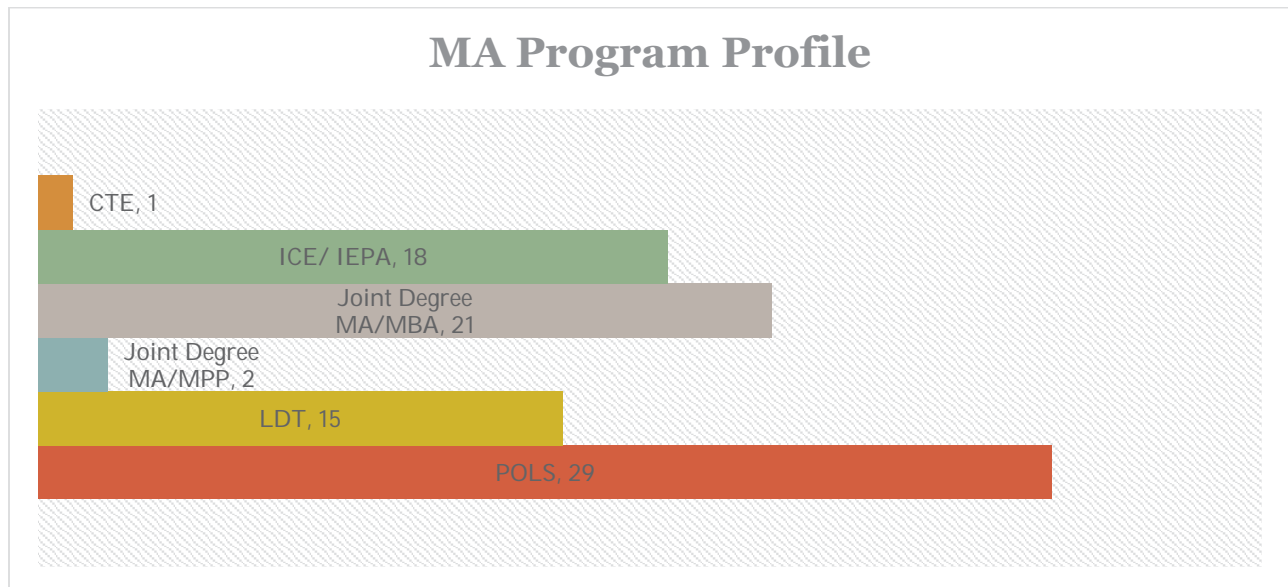
⁴ PS is an abbreviation for Public Schools

⁵ SD is an abbreviation for School District

⁶ HSD is an abbreviation for High School District

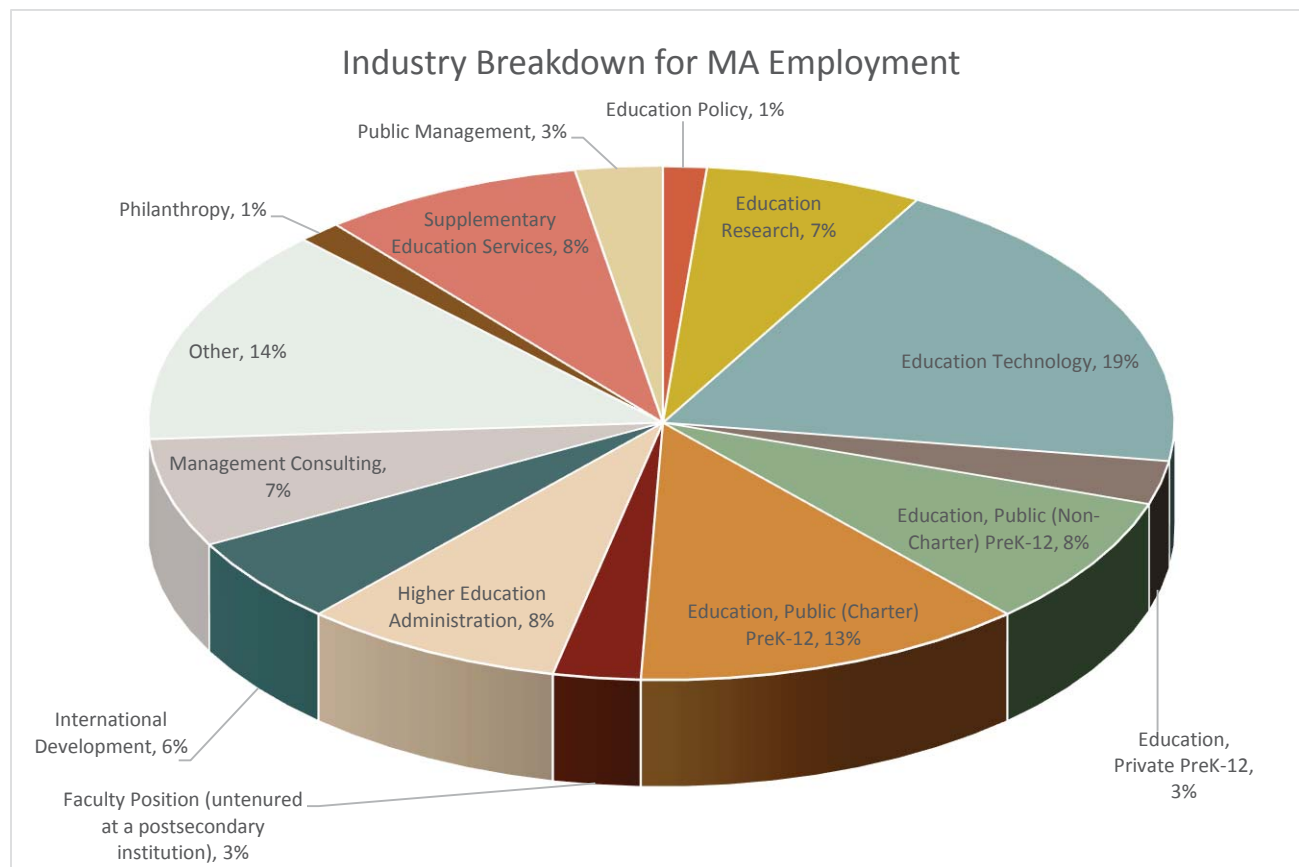
MA Graduates (Non-STEP)

We know the employment placement rate of 95 percent of the 94 MA graduates (non-STEP) of 2015. They earned degrees from seven different programs in the areas of education management, policy, research, and technology. The breakdown by program is shown below.



- Curriculum and Teacher Education (**CTE**)
- International Comparative Education (**ICE**)
- International Education Policy Analysis (**IEPA**)
- Joint Degree: MA/MBA
- Joint Degree: MA/MPP
- Learning, Design and Technology (**LDT**)
- Policy, Organization and Leadership Studies (**POLS**)

Within four months of graduation, 63 organizations hired 73 MA graduates. Overall, 89 percent of MA graduates (non-STEP) who were seeking a position were employed, continuing their education, or had started a new organization.



Of the graduates who had accepted a position:

- 79 percent indicated they had accepted a position in their desired geographic location
- 85 percent were full-time positions

MA Salaries*

	MA graduates (excluding MA/MBA)	MA/MBA
Average Yearly Full-time Salary	\$69,326	\$118,222
Median Yearly Full-time Salary	\$65,000	\$107,500
Full-time Salary Range	\$27,000-\$135,000	\$70,000-\$248,000

* Salaries are provided in USD \$ equivalent.

MA Hiring Organizations and Job Titles

Adobe Systems Inc., Education Strategy Manager
African Leadership University, English Immersion Senior Consultant
African Leadership University, Director of Product
Alliance for College Ready Public Schools, Director of Project Management
Animas High School, World Humanities Teacher
Bain & Company, Consultant
BloomBoard, Product Manager
Boston Public Schools, Director of Innovation
Charter School Growth Fund, Associate
Citizen Schools California, Campus Director
Clever, Account Manager
Clever, District Success Associate
College Advising Corps, Strategic Initiatives Manager
Collegiate Academies, Teacher
Coursera, Head of Government Partnerships
Coursera, Specialist
Curriculum Associates, Associate Director of Professional Services
Darunsikkhalai School for Innovative Learning, Vice Provost
DC Public Schools, Teacher
Deloitte Consulting, Senior Consultant
Edmodo, Program Manager
Education.com, Product Manager
General Motors, Associate Innovation Engineer
Global Nomads Group, Assessment Manager
Goldman Sachs, Associate
Google, Program Manager
Google, Design Manager
HotChalk, Student Services Advisor
Instituto Natura, Development Manager
Institute for Education Policy, Research Associate
Kammok, Chief Operating Officer
KIPP Foundation, College Success Manager
Leadership Public Schools, College Programming and Persistence Coordinator
Lemann Foundation, Senior Consultant for Governmental Relations
Massachusetts Institute of Technology, Instructor
McKinsey & Company, Associate
Modern University for Business and Science, Research and Innovation VP & Assistant Professor
Native American Community Academy Inspired Schools Network, Director of Strategic Initiatives
NoRedInk, School Partnerships Manager
Oracle, Sales & Business Development Representative
Overfelt High School, Teacher on Special Assignment
Pearson, Pearson Leadership Development Associate
Poppins International Institute for Child Science, Professional Researcher
Rocketship Education, Assistant Principal
Room to Read, Associate Program Manager, Literacy Program, Southeast Asia
San Francisco Unified School District, Educational Policy Analyst
SAP, User Experience Designer
Save the Children, Basic Education Learning Research Specialist
SchoolMint, Customer Success Specialist
Signia Venture Partners, Senior Associate
Stanford University, d.school, Learning Experience Designer
Stanford University, d.school, Lecturer in Design
Stanford University, Graduate School of Business, Program Manager for Online Education
Stanford University, Graduate School of Education, Graduate Associate
Stanford University, School of Medicine, Assistant Director
State of Oregon Chief Financial Office, Assistant Budget and Policy Analyst
Strive For College, Vice President of Programs
Summit Public Schools, Manager of Data & Instructional Technology
The Bridgespan Group, Consultant
The Guild, Founder & CEO
The Urban School of San Francisco, Admissions Counselor and Outreach Coordinator
The Walt Disney Company, Senior Associate
University of California, Berkeley, User Experience Designer
University of California, Los Angeles & University of California, San Diego, Director
Vetor Brasil, Director
Virgin America, Manager of Learning Design & Technology
WestEd, Research Assistant
YouCubed.Org, Elementary Mathematics Specialist
Zearn, Engagement Manager

Internship Organizations

Since 2013, Stanford EdCareers has managed a centralized internship program for GSE students. Internships provide an opportunity for our students to learn about the organizations that exist in their areas of interest as they explore the landscape of varying industries. Students experience the importance of intentional planning through an agreement/project plan they draft with their internship supervisors. Quality control is maintained through a quarterly feedback survey completed by both students and managers.

During the 2014-2015 academic year, **66 percent** of MA graduates (non-STEP) completed at least one internship. Of the students who participated in an internship and were seeking a job, **31 percent** reported that the internship directly or indirectly lead to their job placement.

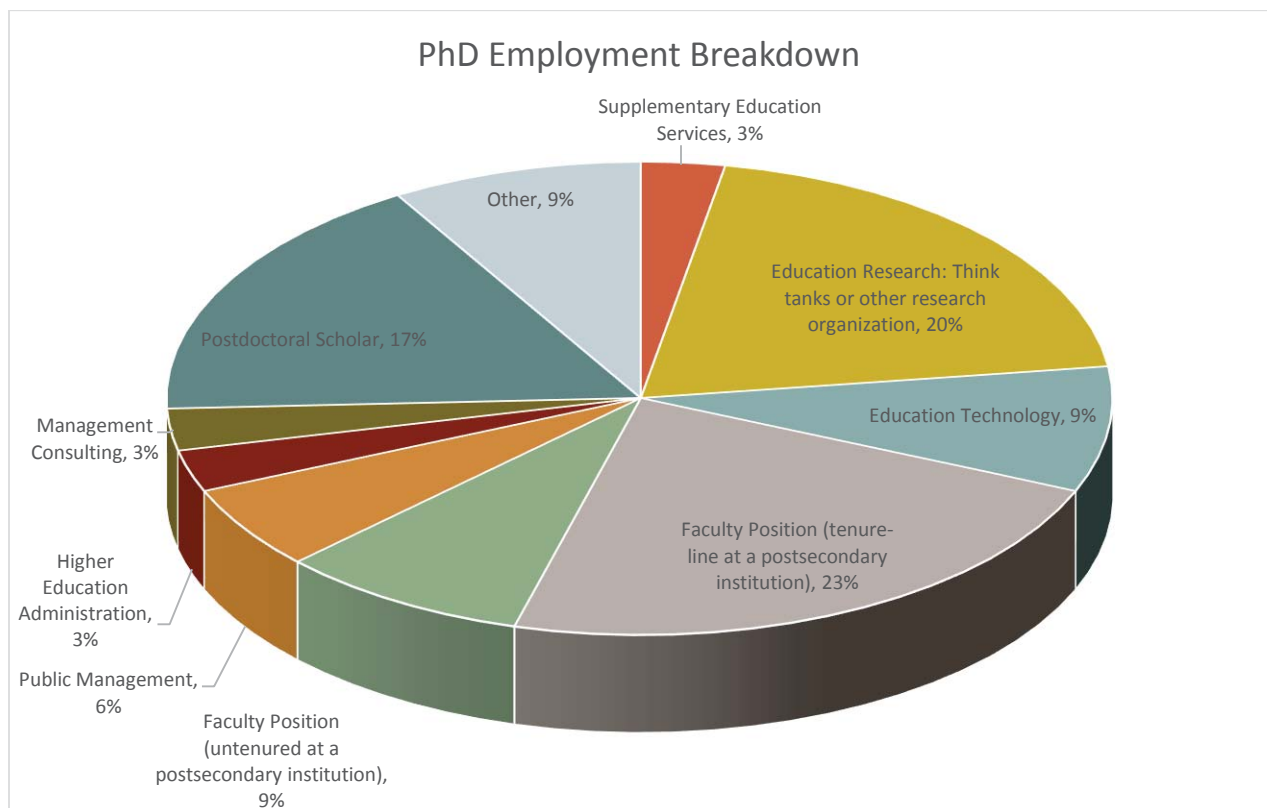
Comprehensive list of internship organizations

<i>African Leadership University</i>	<i>Owl Ventures</i>
<i>AltSchool</i>	<i>PACE</i>
<i>American Institutes for Research</i>	<i>Rocketship Education</i>
<i>Art in Action</i>	<i>Rocketship Si Se Puede Academy</i>
<i>Aspire Public Schools</i>	<i>Room to Read</i>
<i>Atrium Capital</i>	<i>San Francisco Unified School District</i>
<i>Bellwether Education Partners</i>	<i>SCOPE</i>
<i>Bill & Melinda Gates Foundation</i>	<i>SkillPrimer</i>
<i>Bookopolis</i>	<i>Stanford d.School</i>
<i>Boys & Girls Club of the Peninsula</i>	<i>Stanford University, Gardner Center for Youth and Their Communities</i>
<i>Brightwheel</i>	<i>Stanford Graduate School of Business</i>
<i>Children's Council of San Francisco</i>	<i>Stanford Graduate School of Education</i>
<i>ck12 foundation</i>	<i>Stanford Ignite</i>
<i>co.lab</i>	<i>Stanford University, Leading through Education, Activism, and Diversity</i>
<i>Cornerstone Academy Preparatory School</i>	<i>Stanford, Lemann Center for Educational Entrepreneurship & Innovation in Brazil</i>
<i>Coursera</i>	<i>Stanford Recycling</i>
<i>EdSurge</i>	<i>Stanford University, Transformative Learning Technologies Laboratory (TLTL)</i>
<i>Excel Academy</i>	<i>Stanford University, VPGE Leadership Labs</i>
<i>Foursquare</i>	<i>Student Activities and Leadership</i>
<i>Galxyz</i>	<i>Summit Public Schools</i>
<i>Goldman Sachs</i>	<i>Swedish Expert Group for Aid Studies</i>
<i>IDEO</i>	<i>Teach for America</i>
<i>Imagineerz Learning</i>	<i>Third Plateau</i>
<i>Institute of International Education</i>	<i>Transcense</i>
<i>Institutional Decision Support</i>	<i>Trellis Education</i>
<i>Internews</i>	<i>YouCubed.Org</i>
<i>Laurel School</i>	<i>YouTube EDU</i>
<i>Lightup</i>	<i>Zaption</i>
<i>McKinsey & Company</i>	<i>Zearn</i>
<i>Minerva Project</i>	
<i>NACC Frosh Fellows</i>	
<i>NewSchools Venture Fund</i>	
<i>Open Learning Initiative</i>	
<i>Overfelt High School</i>	

PhD Graduates

We know the employment placement rate of 98 percent of the 42 PhD graduates of the class of 2015. Within four months of graduation, 27 different organizations employed 40 graduates. Overall, 95 percent of those seeking a position had accepted a job.

- **86 percent** had accepted a position in the field of education.
- **75 percent** indicated that they had accepted a position in their desired geographic location.
- **49 percent** had accepted a faculty or postdoctoral position.
- Median full-time salary was \$73,000 (range: \$44,000 – \$175,000).*
*based on USD \$ equivalent



PhD Hiring Organizations and Job Titles

Airbnb, Data Scientist
 Brazilian Ministry of Strategic Actions, Program Manager of Education
 Desmos, Chief Academic Officer
 Education Northwest, Researcher
 Facebook, Women's Diversity Program Manager
 Harvard University, Graduate School of Education, Assistant Professor
 IXL Learning, Data Scientist
 Learning Policy Institute, Senior Researcher
 LearnVest, Data Analyst
 McKinsey & Company, Associate/Management Consultant
 MDRC, Research Associate II
 Michigan State University, Assistant Professor
 Northwest Evaluation Association (NWEA), Research Scientist
 San Francisco State University, Assistant Professor
 San José State University, Lecturer
 Santa Clara University, Assistant Professor of Teacher Education
 Save the Children, Research Director & Adviser
 Simon Fraser University, Assistant Professor
 Stanford University, Center for Education Policy Analysis (CEPA) Labs Executive Director
 Stanford Graduate School of Education, Postdoctoral Scholar
 Stanford University, Research Scientist
 Stanford University, Transformative Learning Technologies Laboratory (TLTL),
 Postdoctoral Scholar
 Temple University, Postdoctoral Research Fellow
 The American Museum of Natural History, Manager of Educational Research and Evaluation
 University of California, Berkeley, The Learning Design Group at the Lawrence Hall of Science,
 Elementary Curriculum Specialist/Project Manager
 University of California, Davis, Postdoctoral Scholar
 University of California, Davis, Assistant Professor of Education
 University of California, Irvine, Assistant Professor
 University of Oregon, Assistant Professor
 University of Pittsburgh, Postdoctoral Scholar
 University of Tampere, Finland, Postdoctoral Researcher

Geographic Distribution

84 percent of all employed GSE graduates indicated that they accepted a position in their desired geographic location across the United States and around the globe.

International

Bangkok, Thailand
 Beau Plan, Mauritius
 Beirut, Lebanon
 Brasilia, DF, Brazil
 Phnom Penh, Cambodia
 São Paulo, São Paulo, Brazil
 Singapore
 Tampere, Finland
 Tokyo, Japan
 Vancouver, Canada

U.S. Mid-Atlantic

Washington, DC
 New York, NY
 Philadelphia, PA
 Pittsburgh, PA
 Lake Barcroft, VA
 Middleburg, VA

U.S. Midwest

Iowa, IA
 Lansing, MI
 Warren, MI

U.S. South

New Orleans, LA
 Chapel Hill, NC
 Anderson, SC
 Austin, TX

U.S. Northeast

Billerica, MA
 Boston, MA
 Cambridge, MA
 Framingham, MA
 Northampton, MA
 Plymouth, MA
 Somerville, MA

U.S. West

Alameda, CA
 Atherton, CA
 Berkeley, CA
 Brawley, CA
 Burlingame, CA
 Campbell, CA
 Chula Vista, CA
 Cupertino, CA
 Davis, CA
 East Palo Alto, CA
 Fremont, CA
 Hawthorne, CA
 Irvine, CA
 Lemoore, CA
 Los Altos, CA
 Los Angeles, CA
 Menlo Park, CA
 Milpitas, CA
 Morgan Hill, CA
 Mountain View, CA

Newark, CA
 Novato, CA
 Oakland, CA
 Palo Alto, CA
 Redwood City, CA
 Richmond, CA
 San Fernando, CA
 San Francisco, CA
 San Jose, CA
 San Mateo, CA
 San Rafael, CA
 Santa Clara, CA
 Santa Monica, CA
 Stanford, CA
 Sunnyvale, CA
 Vista, CA
 Woodside, CA
 Denver, CO
 Durango, CO
 Golden, CO
 Albuquerque, NM
 Eugene, OR
 Portland, OR
 Salem, OR
 Burien, WA

Methodology

Stanford EdCareers designed and internally tested a placement survey consisting of items addressing program affiliation, internship participation, employment status, and employment characteristics. The survey was administered to the Class of 2015 graduates electronically, via Qualtrics, at graduation. Those who indicated that they were “still seeking” a position at graduation received a follow-up survey four months post-graduation. The survey was closed in December 2015, at which point the response rate for all three programs (STEP, non-STEP MA, and PhD) was 92 percent.

Response rate was calculated both within each program and in aggregate. In all calculations of response rate, the rate exceeds 90 percent, indicating sufficient participation in the survey to provide comprehensive data. Employment statistics were calculated based on all valid responses that indicated either having accepted a position or still seeking a position in the job market. The report also presents information from the small subset of respondents – 3.85 percent – who indicated they were not seeking employment; these respondents continued their education, started a business, or chose alternative paths for personal reasons.

PhD graduates can receive their degree during any of the four quarters: PhD graduates included in this report earned degrees during September 2014-August 2015. Because of the unique nature of the STEP program, STEP graduates were asked to complete a modified version of the survey.

In addition to the survey respondents, a knowledge rate was calculated for 12 percent of graduates who either did not respond to the initial or follow up surveys. The knowledge rate is based on information sent via email, faculty contacts, or LinkedIn profiles. The total knowledge and response rate is 96 percent.

*Front cover photo credit: Stanford University

** Published in March 2016