

# The INNOVATOR

The Voice of the PSM

Volume 10, Issue 2

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## Message from the President



There are two important 10-year olds in my life right now – my son and the NPSMA. I'll spare you my lecture on the virtues of using a washcloth (although it's a good one), but I will point out two commonalities I've observed between raising a son and caring for an organization.

First, the success of both endeavors depends on community. Many teachers, neighbors, friends, and family are shaping my son's development each year – giving further definition to both his strengths and his growth opportunities. So, too, with the 10-year old NPSMA. The organization today reflects the great effort and care of many PSM pioneers and thought leaders while continuing to define its unique place at the nexus of STEM disciplines and careers.

Which leads to the second observation, that both endeavors are future-oriented. For our son, we hope the values and habits we teach him today will develop him into a 30-year old that other humans want to be around (hence the washcloth lectures). The NPSMA is also still developing values and habits that we hope, twenty years from now, ensures the organization remains an engaging, vital force in graduate education.

The NPSMA Board of Directors think a lot about both the PSM community and the future. It's why you're seeing a significant number of new initiatives this year. The first "Ask NPSMA" call on industry advisory boards was held in May to rave reviews. This re-imagined monthly call, facilitated by Deborah Silver (Rutgers) and Maribeth Watwood (Northern Arizona), can serve more participants and is coordinated with original video content that any member can access at any time. Linda Strausbaugh, NPSMA Director of Strategic Initiatives, has assembled an editorial board for the first **peer-reviewed issue of the Innovator**, to be released this fall. This is a huge step in collecting and curating all that you know about PSM outcomes and impacts into accessible scholarship that can be widely distributed.

The first institutions have begun receiving **unified invoices**, which now couple NPSMA association dues and program affiliation fees. With nearly 130 institutions involved in program affiliation but not in the NPSMA, this approach was necessary to ensure that the PSM community is unified and positioned to reach our fullest potentials. I hope this results in our largest **annual meeting** ever this November in Phoenix, AZ and appreciate all Ramona Mellott (Northern Arizona) and the planning team are preparing for you. The **pre-conference workshop on marketing**, led by Ray Hoobler (University of Utah) and Heidi Harkins (UNC-Chapel Hill), is in direct response to your requests for focused attention to this topic. Take advantage of the early-bird registrations open now.

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## Registration Now Open!

**NPSMA 8<sup>th</sup> National Conference  
Members Meeting and  
Pre-conference Workshop**

**November 8-10, 2017**

**Crowne Plaza Phoenix Airport  
4300 East Washington Street  
Phoenix, Arizona**

**November 8:  
Marketing your PSM  
Programs**

**November 9-10:  
Build, Grow, Sustain**

**Early Bird Registration Prices  
available until Labor Day**

**Click [HERE](#) to Register now!**

**[www.npsma.wildapricot.org/event-2572845](http://www.npsma.wildapricot.org/event-2572845)**

## President's Message (cont. from pg. 1)

As you see, there is much to be enthusiastic about in this tenth year. In late summer / early fall, you will see a call for nominations for new NPSMA board members. I strongly encourage each of you to start considering that opportunity now. I, or any other board member, would be happy to answer questions about the responsibilities and the rewards. Thank you for your part in making sure the NPSMA grows up to be the best organization it can be.

Yours,

*Courtney H. Thornton, Ed.D.*  
President, NPSMA

## Use PSM's 20<sup>th</sup> Anniversary to promote your own program

Let us help you. The NPSMA has designed a specific [20<sup>th</sup> Anniversary Press Release](#) template that builds upon this milestone to help market your PSM programs.

Designed for Program Directors, the template has options to add information about your program, to share quotations from graduates and employers, and to customize with your university's logo and color scheme. Complete the template and share it with your institution and advisory board members for their upcoming publications.



## NPSMA National Conference November 9-10, 2017 in Phoenix, Arizona



The number of skyscrapers and tall buildings being constructed around the world are shooting up like mushrooms. The latest project is the Dynamic Tower Hotel in Dubai which will be the world's first rotating skyscraper where residents will be able to spin their apartments. Like Skyscrapers, Professional Science Masters (PSM) programs are on the move! [Science News](#) reported just 20 such programs being established between 1997 and 1992 (Tobias, 2009). Fast forward to 2017! We now have 365 programs at 165 institutions ([professionalsciencemasters.org](http://professionalsciencemasters.org)). PSM programs are designed to meet the needs of industry by preparing students technical and scientific knowhow along with leadership and management skills creating leaders that not only have the scientific knowledge but the professional skills to lead.

The theme of the 2017 NPSMA National Conference is to "Build, Grow and Sustain" PSM programs. PSM program leaders will discuss ways to grow and sustain PSM programs as well as offer strategies to build the different components of PSM programs (e.g., internships, advisory boards, plus courses, etc.). Employers and alumni will talk about the value and impact of this degree in the workplace. Finally, in recognition of our ten-year anniversary the NPSMA, we will hear from our past leaders and pioneering academic programs on their journey to build the organization and grow and sustain PSM programs.

Some of the topics to be covered during the conference include:

- Administrative Support for PSM Programs and Sustain Support with Changing Leadership
- Accelerated and Online PSM Programs: Innovative Approaches for Sustainable Success
- Successful Strategies for Meeting PSM Internship Demand
- Pioneering PSM programs: Creating one where none existed
- Twenty years of Professional Science Master's programs – What does the future hold?
- Professional Development: Shaping Effective Programs for STEM Graduate Students
- Giving a Voice to Alumni in PSM Programs

In addition, this conference will feature for the first time in NPSMA history, an innovative session by current or recently graduated students who will share their capstone/internship projects in a lively 6 minute presentation format with no more than 6 slides. Program directors, please look for the call for proposals in late August and encourage your students/former students to participate in this exciting new event.

There will also be ample opportunity for exchange with fellow program directors and faculty to discuss other aspects of successful PSM Programs. So join us in Phoenix, Arizona in November. We look forward to seeing you there.

*Ramona Mellott is a member of the NPSMA Board of Directors, and Chair of the Planning Committee for the 2017 National Conference in Phoenix, Arizona. She served as the Dean of the Graduate College at Northern Arizona University (NAU) between 2007 and 2014 and helped established the first PSM programs at this institution. She currently serves as the Dean of the College of Education at NAU.*

## NATIONAL ACADEMY OF SCIENCES: LETTER FROM NPSMA DIRECTOR OF STRATEGIC INITIATIVES

In 2016 the National Academies of Sciences, Engineering, and Medicine established a committee on Revitalizing Graduate STEM Education for the 21<sup>st</sup> Century. The committee, chaired by Dr. Alan Leshner, will address a number of issues related to graduate STEM education: the landscape of potential careers, the alignment of graduate training to the needs of an evolving labor market, strategies that ensure diversity and equity, and the issues that span across fields as well as those unique to individual disciplines. Based on her experiences with the NPSMA and beyond, NPSMA Director of Strategic Initiatives Linda Strausbaugh was invited to speak and participate on a panel focused on learning from national initiatives in graduate education at the committee's first meeting in January 2017. Part of this daylong program was a "homework assignment" to make recommendations for how the committee's report could differ from the many that have preceded it. Following is Linda's full response to this charge.



Dear Chairman Leshner:

Thank you again for the opportunity to share with the NASEM Committee on Revitalizing STEM Education for the 21<sup>st</sup> Century some of the lessons learned from 20 years of experience with the Professional Science

Master's degree. We believe the PSM embodies concepts that are widely applicable and portable, including to doctoral training. The more than 356 PSM programs at more than 165 institutions are diverse geographically (exist across the nation, as well as internationally) and span many STEM fields of study and employment sectors. Herein please find my contributions to the "homework" assignment to offer ideas about how the Committee's report may differ from the many that have preceded it. I've focused on issues surrounding master's level graduate education.

An approach that can set the Committee's report apart is to take **an inclusive view of graduate education that makes the destination Master's degree both visible and valuable**. A destination master's degree, of which the PSM is an example, generates STEM Master's graduates who can fill many workforce niches for scientists. Such degrees enhance the discipline-specific coursework and research of a traditional master's with other experiential learning and professional development directed towards successful careers in the academic, industrial, governmental and nonprofit STEM environments. The PSM experience suggests that the pool of potential graduate students who are interested in STEM careers and don't choose to pursue the Ph.D. when they first enter graduate school is deep and talented. Given that the vast majority

envision how revitalizing graduate STEM education can be effectively addressed without including this component.

The tagline for the PSM has been "**Science Trained Professionals for the 21<sup>st</sup> Century.**" Since their beginning 20 years ago, seeded with funding from the Alfred P. Sloan Foundation, PSM programs have been actively learning what it means to be a science professional in the new century. Program directors, faculty and students are deeply and continuously engaged with employers who provide: guidance on workforce needs; advice about, and participation in, professional development training; mentoring; and opportunities for internships and employment. PSM programs are required to have an active and engaged external advisory board that includes members from the employment sector.

From these conversations, the PSM community has learned two important points that are also revealed in numerous surveys of employers: 1) the numbers of well-qualified STEM graduates do not meet demand, and 2) STEM graduates at all levels are in need of wider skill sets than are experienced/emphasized in traditional models, specifically ones that will enable them to thrive in the scientific workplace. To address the first point of recruiting more STEM graduate students, we found that our students did not have knowledge of the varied types of positions that were available. To remedy this, **PSM programs have actively engaged local scientists from industry, government, corporations, and non-profits** to help us educate potential and current students about the wide spectrum of career opportunities in the STEM world that are open to master's graduates. The second point, missing professional skill sets, is at the heart of the uniqueness of the PSM degree: all students gain the "PLUS" of professional development training and internships (or other experiential learning) in addition to scientific proficiency. PSM programs tailor their PLUS professional development learning to the scientific field and specific types of career goals. As a result, the PSM community holds, and is in position to share, a wealth of approaches and courses directed toward improving workplace readiness. The Committee might consider ways that this expertise could be harnessed and applied to the broader graduate community.

Another feature that could set the Committee's report apart is the **identification of commonly desirable, professional skills for graduate students**, and to push-back on the aversion in some academic circles to "teaching to employer needs". Examples of a few of the skill sets commonly recognized by both recent Bloomberg and PSM surveys are: communication skills for reaching the non-specialist; leadership and team/project/laboratory management; strategic/critical thinking and decision-

(Continued on page 4)

## NAS Letter (cont. from pg. 3)

making; and data analytics/analytical thinking. What graduate student or post-doctoral trainee would not find these skills of benefit, regardless of career trajectory? How many of us who became professors would not have found these skills valuable in successfully establishing and directing research teams and projects?

It would seem that the major barrier to change is the dilemma of how to add PLUS professional development training to an existing degree program without sacrificing science content. One innovative approach is to move from credit-hour or time-based models to student competency-based education models. Many of the PLUS skill sets valued by employers might be amenable to flexible, on-line or in person modular formats – some of these types of non-traditional delivery modes for PLUS training already exist in the PSM world. This tactic requires a fundamental shift in the way colleges and universities approach programming.

Anecdotally, and from the PSM initiative's own periodic surveys, PSM students are thriving in well-paying scientific careers and rapidly advancing. **Is the PSM concept for M.S. education demonstrably superior to the more traditional M.S. degree?** Now that there are hundreds of affiliated PSM programs with thousands of graduates, as well as many other professional type STEM degrees that are not formally affiliated, a project to comprehensively gather information on the career trajectories and workplace performances of PSM would be extremely useful.

In the face of changing demographics, study after study has emphasized the necessity of fostering a **diverse population of STEM graduate students** who will enrich the workplace and provide role models for a wide variety of STEM careers, enhancing the prospects for recruitment. Despite decades of efforts to improve recruitment and retention of URM (Hispanic/Latino, American Indian/Alaska Native, Black/African American), the outlook for completion of doctoral degree programs for URM, first generation graduate students in general, and non-traditional graduate students remains somewhat bleak. Master's degree programs offer the possibility of helping to meet this challenge by providing a local/regional opportunity for acclimation to graduate educational environments and demands without initial commitments to >5 years. The latest available survey on PSM enrollment (2014) places URM enrollment at 15.3% with an additional 12.5% listed as unknown or > 2 races. We infer from these statistics that the PSM and its clearly articulated employment goal may be a particularly attractive entry point to graduate education for such students.

A major barrier for socioeconomically disadvantaged, but academically well-qualified, students is the **lack of funding for matriculation in master's programs**. Such students may already be bearing student debt and are reluc-

tant to undertake more. The NSF offers a small number of programs that can be used for master's educational expenses; the single one specifically directed to this population of graduate students does not appear to be a high agency priority. For federal agencies that support internal and external research, it would be instructive to know how many master's level graduates constitute the scientific personnel that support the project's long-term success. If a significant presence, this could encourage more agency support for master's education as a crucial component for meeting their own goals. Since most PSM programs are "entrepreneurial" (students expect to pay their own tuition that in turn provides revenue to support the program), even relatively small investments (such as the NSF S-STEM scholarships of \$5,000 per semester) can yield high returns, especially for URM and economically needy students.

Again, thank you for the opportunity to participate in the Committee's first meeting. If I can provide additional information, please don't hesitate to ask.

Respectfully submitted,

Linda Strausbaugh, Ph.D.  
NPSMA Director of Strategic Initiatives

### Upcoming "Ask NPSMA" Events

*Are you a PSM program coordinator, administrator or affiliated faculty?*

*Do you have a question about Professional Science Master's programs?*

Join us by webinar on the last Thursday of the month to discuss issues that relate to program development and running a professional science master's program. Discuss with other directors and colleagues issues that relate to your program and students.

Have a question for a future session? Please send an email with your deas to [coordinator@npsma.org](mailto:coordinator@npsma.org) with the subject "Ask NPSMA Ideas."

#### "Ask NPSMA" Calendar

##### 2017

**Thursday, September 28 @ 3pm EST**

*Tentative Topic: Corporate Immersion*

**Thursday, October 26 @ 3pm EST**

*Tentative Topic: On-campus Partnerships*

November – NPSMA conference.

December – Happy Holidays!

##### 2018

**Thursday, January 25 @ 3pm EST**

**Thursday, February 22 @ 3pm EST**

March – Spring Break!

**Thursday, April 26 @ 3pm EST**

**Thursday, May 24 @ 3pm EST**

**[Insert Marketing Plan Here]**

How are you developing your Marketing Plan?

Developing an effective marketing strategy is often a new task for program directors, faculty, and administrators responsible for building, growing and sustaining their PSM programs, and NPSMA members have regularly asked for help in how to market their programs. If your marketing plan is currently [Put Marketing Plan Here], then join us at the 2017 NPSMA Pre-Conference Workshop on November 8th, **Marketing your PSM Programs**.

Jim Fong, Director of the Center for Research and Marketing Strategy at UPCEA, will provide the keynote address **Marketing 101 for the Modern PSM**.

Participants will learn about:

- Internal and external marketing opportunities
- Digital Marketing
- Branding of the PSM degree

The NPMSA will send out a short survey in early August to help us understand your marketing challenges and current practices and are asking one individual representing each PSM program to complete the questionnaire. We will communicate the results at the workshop and in November and in a future edition of the PSM newsletter, *The INNOVATOR*.

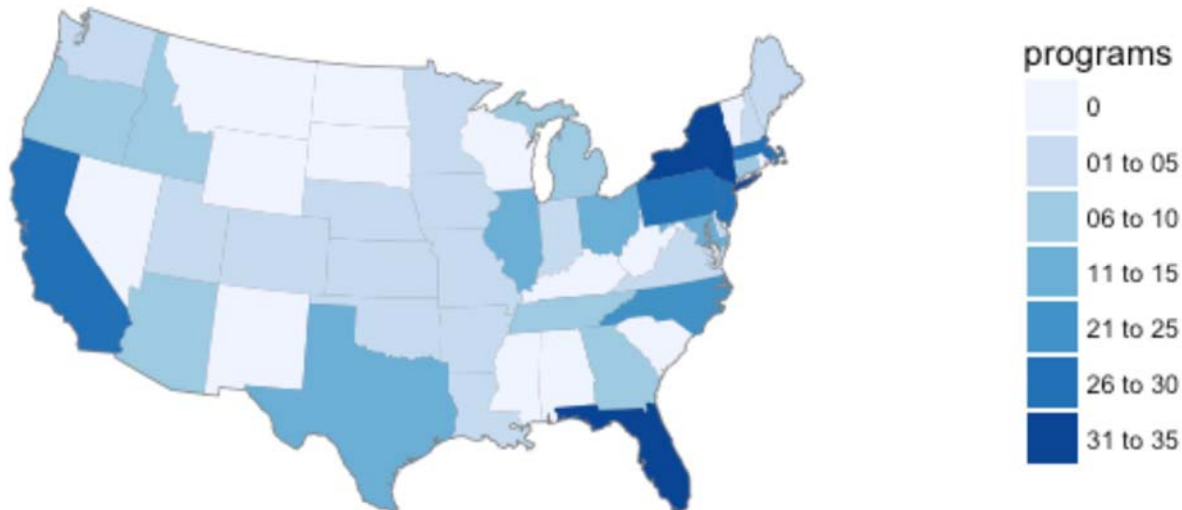
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***NEED HELP INTRODUCING THE PSM? Check out the new NPSMA flyer for [Marketing the PSM](#) to employers and prospective students.***

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**FIND A PSM PROGRAM NEAR YOU**

Visit [www.professionalsciencemasters.org](http://www.professionalsciencemasters.org) under program locator to get started.



**PSM NATIONAL OFFICE: 2017 Progress Report**

We are pleased to report on several hot topics as we experience some hot summer weather here in southern California. We are pleased to welcome the new PSM programs that have been affiliated in the past year. We also want to report on a couple of important changes to the PSMCAS centralized application service. Finally, we share links to our social media pages to encourage the PSM community to participate in the various resources that are available to help us all to stay in touch and support each other.

**New Affiliated PSMs**

In the past year (7/1/16 through 6/30/17) there have been 18 new PSMs added at 11 institutions and there are 8 additional PSMs at 6 other institutions that are pending affiliation review and approval as this article goes to press. We are very pleased to welcome the following new PSMs and announcements can be found on PSM social media presented at bottom of this article.

**PSMCAS Update**

Centralized application services provide admissions offices with an automated paperless process of admissions that can allocate some burdensome tasks to the system provider while freeing admissions professionals to focus on high-touch

Institution	Program Name	Next Affiliation Review Date
Baker College	Information Systems: Business Intelligence	November 2021
Bard College	Environmental Sciences: Environmental Policy	March 2022
Bard College	Environmental Sciences: Climate Science and Policy	March 2022
Colorado State University	Greenhouse Gas Management and Accounting	May 2022
East Carolina University	Geographic Information Science	August 2021
New York Medical College	Biochemistry and Molecular Biology	May 2022
	Cell Biology	May 2022
	Microbiology and Immunology	May 2022
	Pathology	May 2022
	Pharmacology	May 2022
	Physiology	May 2022
Saint Mary’s College	Data Science	August 2021
Southern New Hampshire University	Cyber Security	May 2022
Temple University	Computer and Systems Security	June 2021
University of Colorado, Denver	Applied Geography and Geo-Spatial Science	July 2021
University of Connecticut	Applied Financial Mathematics: Actuarial Science	July 2021
University of the District of Columbia	Applied Sciences: Urban Agriculture	January 2022
University of the District of Columbia	Applied Sciences: Urban Sustainability	January 2022

marketing and recruitment activities. PSMCAS is entering its second cycle as a service that PSM institutions can choose to adopt for these purposes. There is no cost to your institution and the applicant information can be streamlined for automated import into your student information systems. As the number of programs adopting PSMCAS grows over time,

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## PSM Progress Report (cont. from pg. 6)

the service can also provide a benefit for students by enabling them to apply to multiple PSM programs after entering most of their data including personal data, transcripts, letters of recommendation, and other information just one time. The system allows program-specific application information to be customized to your PSM.

The most significant change in this 2<sup>nd</sup> year of offering this benefit/service to PSM institutions is that students will pay an **application fee of \$50 for the first application, and only \$35 for each additional application**. Another change implemented this year is that in-progress applications can be viewed by admissions professionals before the student completes submission. This will allow campus admissions and/or program directors/faculty to contact prospective students to encourage them to complete their applications. Among the other minor changes, student applications will now roll over root-level, but not Program Material from one application cycle to the next.

If you are interested in learning more about this, please see [www.psmcas.liasoncas.org/](http://www.psmcas.liasoncas.org/) or contact our office at [psmoffice@sciencemasters.com](mailto:psmoffice@sciencemasters.com).

### Online PSM Resources

As the PSM National Office and the NPSMA collaborate to promote and support the PSM initiative, there have been a variety of projects developed to communicate important information about the benefits, features, and best practices to the PSM community. Please take advantage of the resources and help us promote their use by tweeting PSM information to the community.


*James D. Sterling, Professor, is Faculty Director and Kiriko Komura is the Administrative Director of the PSM National Office at Keck Graduate Institute in Claremont, California.*

## CONNECT WITH PSM AND NPSMA ON SOCIAL MEDIA

### PSM Initiative Website:

Including content of both NPSMA and PSM National Office.

<https://www.professionalsciencemasters.org/>

 [www.facebook.com/Professional-Science-Masters-PSM-Initiative-157551274305179/](https://www.facebook.com/Professional-Science-Masters-PSM-Initiative-157551274305179/)

 [www.twitter.com/PSMInitiative](https://www.twitter.com/PSMInitiative)

 [www.youtube.com/channel/UCp7vizyHy2ldZq27k0D5D1w/featured](https://www.youtube.com/channel/UCp7vizyHy2ldZq27k0D5D1w/featured)

 [www.linkedin.com/groups/1925794](https://www.linkedin.com/groups/1925794)

Looking for more? Browse the repository of videos from **the 300<sup>th</sup> PSM Milestone Event** on YouTube:

[https://www.youtube.com/channel/UC298u24W-8c\\_3WGDUCWs8EA](https://www.youtube.com/channel/UC298u24W-8c_3WGDUCWs8EA)

## Resources for Promoting the Value of the PSM Degree for Policymakers

Promoting the value of the PSM degree program has been important since the first program was started in 1997. Since that time, the number of PSM programs has grown steadily in colleges and universities across the U.S. as well as internationally. In the current environment of competition for limited resources and ongoing scrutiny of the value of higher education in general, it is more important than ever for leaders of the PSM community to make the case for the value of the PSM as a cornerstone of a national strategy to develop a highly skilled STEM workforce.

As the voice of the PSM, the NPSMA is committed to providing its members with resources to help make the case for the value of the PSM. One new piece of guidance available on the NPSMA website is a document titled "Engaging with your College/University Federal/State Government Relations Office." Many institutions of higher education (IHE) have government relations professionals who regularly engage with federal and state policymakers about the benefits their IHE provides to the state, nation and perhaps the world. These professionals usually maintain close contact with policymakers in order to share their priorities and ongoing needs associated with maintaining a first-rate institution. University government relations professionals are potential allies and resources for PSM directors and they should be aware of and engaged in promoting the value of the PSM.



Many PSM program directors may have a working relationship with their government relations offices, but some may not. The month of August is generally a good time to talk with your government relations office. Congress is usually in recess and most state legislatures are not in session so it is often a quiet time with the staff more relaxed. The new document referenced above provides suggestions for engaging with your university's government relations office and references other documents available in the Resources section of the NPSMA website that would also be helpful in your efforts.

*If you have any questions, comments or feedback on your discussions with your university government relations office, please contact Patricia McAllister, a Governmental Relations Specialist working with NPSMA as a Consultant, at [phmedu@msn.com](mailto:phmedu@msn.com).*

**Check out our newest materials** to help you effectively promote your programs to the right governmental organizations and policymakers and introduce PSM to employers and prospective students:

[Guide to Engaging your Institutional Government Relations Officers](#)

[PSM Employer Flyer](#)

## PSM ALUMNI IN THE SPOTLIGHT



**Danny Reed, Sr.** Petrophysicist – Appomattox Development, Subsurface Geoscience Graduate, Rice University

"My father has worked in the oil & gas industry all my life, my undergraduate thesis focused on monitoring and characterization of drill string

vibrations, and I had just relocated to Houston. A career in the oil industry seemed inevitable.

In 2006 the industry was crying out for new hires; the "big crew change" was the buzzword of the times. Universities offered numerous classes and programs to choose from, all with the intent of satisfying this gap in existing workforce. The two big questions were which curriculum would best match my current skills and which programs would provide me the best platform to move into a successful career?

I began by researching the traditional oilfield master's degree programs such as Petroleum Engineering, Geophysics, and Geology. The programs were all of high technical quality but they all lead to pre-defined roles in the industry. With so many varied careers available, I wanted to find a program that offered a healthy mix of real work experience and solid technical foundations. The Rice Professional Masters Program appeared to offer just this balance. The program relied on strong links to the industry, evident in the large number of professors that were concurrently employed by major oil companies. This collaboration gave me confidence that the course curriculum would be fit for purpose and that access to internships would be comprehensive.

My initial assessment was spot on; the program advisors were extremely knowledgeable of the industry challenges and brought real world problems into the classroom for students to tackle. Internships afforded me an insight into many career options. In addition, they helped me shape the courses of my final semester that would benefit me most in obtaining employment in my chosen field.

The transition from education to employment was effortless; I felt prepared and qualified to be a productive member of the team far beyond what my total years' experience would suggest. Thus far, in my career I have worked on futuristic research projects in Canada, thousand well development projects in California, and most recently the high profile Alaskan exploration project. In all these situations, I felt I had the requisite skills in my toolbox to handle the various challenges.

What makes Rice's Subsurface Geoscience program stand out above all others was its ability to prepare me for assignments that I was not expecting. In 2015, I worked directly for the vice president of Shell's Surveillance and Technical Support organization. This business advisor role required me to understand, analyze, and recommend strategy related to the bigger industry picture. Petroleum economics and the business courses ensured I once again was able to contribute quickly in my new role and quickly begin adding value.

I currently reside in New Orleans, working as a Sr. Petrophysicist and well lead for Shell's flagship, ultra deep-water, offshore project in the Gulf of Mexico."

## SHARE AN OUTSTANDING PSM ALUMNUS/A

**Know an alum with noteworthy accomplishments? Email a short article about/by one of your graduates to [coordinator@npsma.org](mailto:coordinator@npsma.org) to be considered for a future issue of the NPSMA Newsletter, The INNOVATOR.**

**Mike Olson**, President & Co-Founder, Zuben AI, PSM Industrial Mathematics, Michigan State University, 2006



"After graduating with my Bachelor's in Physics and Mathematics, I knew I needed additional education and training prior to entering the business world. The PSM program in Industrial Mathematics was exactly what I was looking for and I am very proud to have earned this degree at MSU. The MSIM program provides its select students the opportunity to work directly with the business community on challenging, impactful, and meaningful projects. I vividly and fondly remember taking part in multiple business projects during my time in the program as each engagement provided additional opportunity to network and creatively solve interesting business problems. Additionally, my 'cohort' course selections targeted key areas of analytic business practice such as quality and marketing management, and financial mathematics.

My experience in the PSM program is not far from what my professional life is now as the owner of an analytical (data science) consultancy. I source projects, work on them, communicate with clients, and deliver results. The key is your ability to translate the work you deliver into the language the business community expects: the 4M's – "Make Me More Money." The skills you will gain in this program are coherently focused on developing you into a successful leader and practitioner in the analytical busi-

## Announcing Six Minute Project (6MP) Presentation Competition

This year NPSMA will be host its first **Six Minute Project (6MP) Presentation Competition** at our annual conference in Phoenix, Arizona on November 9<sup>th</sup>. Please consider entering your students or recently graduated students who have completed their capstone project/internship for this exciting inaugural event!

Look for the email to be sent early August providing more details on the event. Nominations and brief abstracts are due on September 18<sup>th</sup>. NPSMA will cover registration fees for student presenters. Information on the awards for the top two presentations will be provided in the August announcement.





## Share Your Knowledge Contribute to First Peer-Reviewed Issue of The INNOVATOR Newsletter

The fall 2017 issue of the INNOVATOR is NPSMA's first attempt to create one fully curated issue each year. Our goal is to feature original articles from members that address issues of interest to the PSM community and are research, data, or otherwise evidence-based. The Editorial Board invites evidence-based submissions of three types: Featured, In Practice, and Opinion. The submission deadline is September 11, 2017, for the fall issue. To learn more about the curated issue's goals, lengths and kinds of articles, manuscript preparation, and review, see our brief [Guidelines for Authors and Reviewers](#).

### JOIN THE NPSMA

Individuals click [HERE](#) to join:

<https://www.professionalsciencemasters.org/membership/individual>.

Academic Institutions: contact the [NPSMA office](#).

*In the near future,  
ONLY members will receive The Innovator!*

#### Newsletter

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##### Managing Editor:

Jeannie Houts, NPSMA

##### Advising Editor:

Linda Strausbaugh, NPSMA, University of Connecticut

##### Editorial Board, Curated Edition

Josh Hertel, University of North Carolina, Charlotte

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David King, NPSMA, SUNY

Peiru Wu, Michigan State University

The INNOVATOR, "The Voice of the PSM," is published periodically throughout the year by the National Professional Science Master's Association, P.O. Box 1822, Lawrence, KS 66044-1822. Send newsletter submissions to [coordinator@npsma.org](mailto:coordinator@npsma.org).

This newsletter serves as a venue for NPSMA members to make program announcements and attract national visibility. To receive full benefits and best practices advice for new programs, we encourage you to join the NPSMA.

## 2017 NPSMA Board of Directors

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Marilyn Wells, Ph.D., Provost and Senior Vice- President for Academic Affairs, Minnesota State University, Mankato (-2017)

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