



## Graduate & Professional Education

### Board of Trustees *“Launching a Graduate School”*

September 30, 2016

## From UD's Mission statement:

...The University of Delaware is a **major research university with extensive graduate programs** that is **also** dedicated to outstanding undergraduate and professional education.

*(Approved by University Faculty Senate April 5, 1993;  
approved by the Board of Trustees May 26, 1993; May 19, 2008)*

## From “Models of the New American Research University” white paper:

Graduate education must be an institutional priority in the New American Research University **as it is essential to preparing the most highly trained members of our society** – our future leaders, innovators, teachers, professors, thinkers.

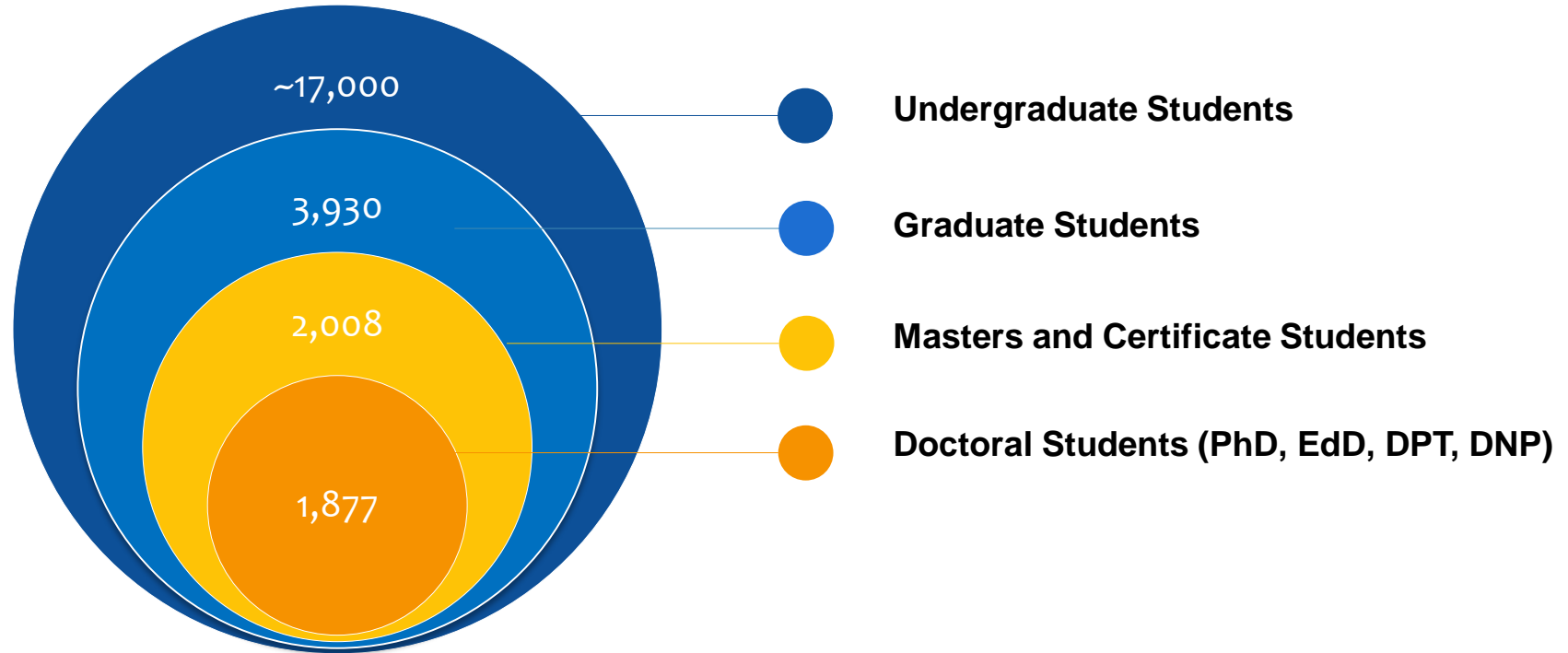




# What's at stake in launching a graduate school or college at this juncture in UD's history:

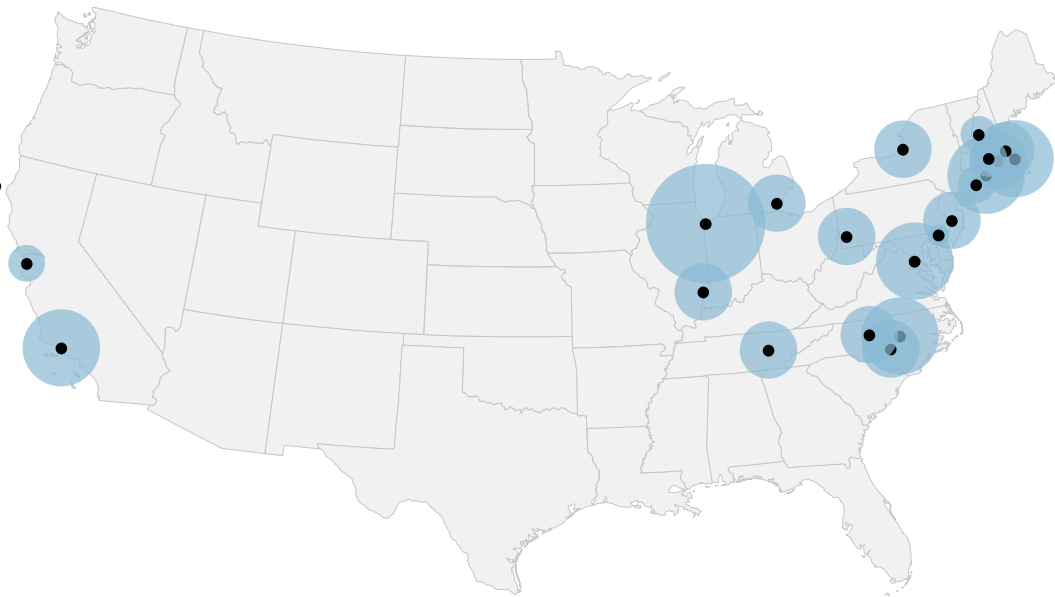
- Re-thinking UD's "intellectual density"
- Re-thinking the infrastructure supporting graduate and professional education (space, staff, programming) in order to:
  - promote academic excellence more effectively
  - enhance student services and support
  - leverage strategic cross-college collaborations on interdisciplinary program development

## UD's Intellectual Density, Fall 2016



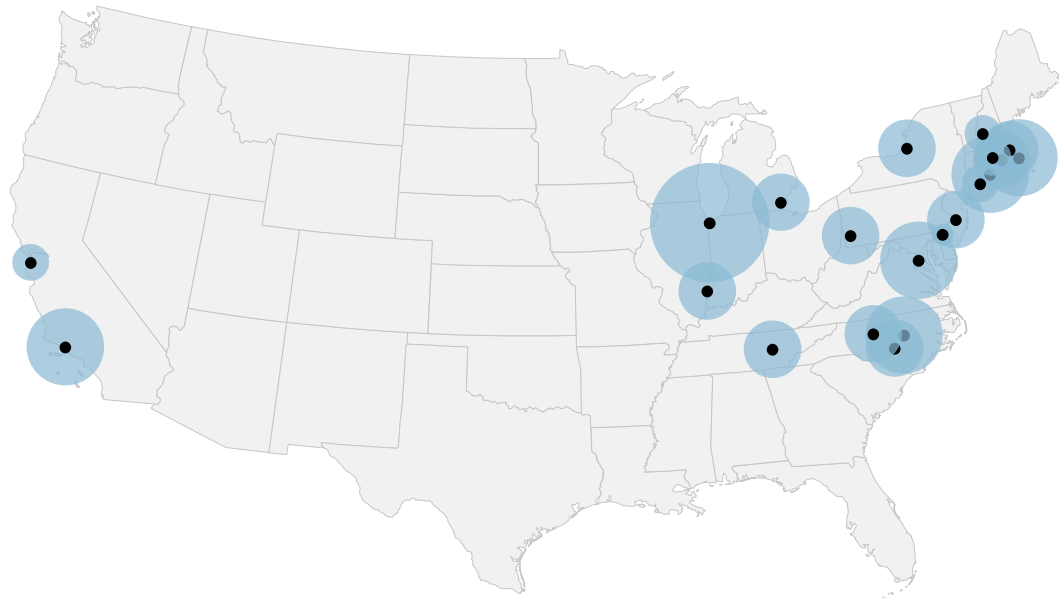
## National Context: Graduate Enrollment as a Percentage of Total Enrollment

<b>Over 60%</b>	Harvard, Chicago
<b>50-60%</b>	MIT, Cal Tech, Georgetown, Yale, Duke
<b>40-49%</b>	Washington University (St. Louis), Carnegie Mellon, Rochester, Emory, Vanderbilt, Tufts
<b>30-39%</b>	North Carolina, Wake Forest, Boston College, Princeton, University of Michigan
<b>20-29%</b>	Dartmouth College, UC Berkeley, U Conn, Brown
<b>20.4%</b>	University of Delaware



# National Context: Number of Masters and Doctorates Granted IPEDS Completions Survey 2015

	Doctorate	Masters
University of Michigan	1612	4296
UNC, Chapel Hill	1219	2141
UC Berkeley	1165	2386
UC Santa Barbara	349	519
University of Oregon	320	897
University of Delaware	274	891







# Global Context: Importance of International Recruitment to UD's Reputation as a Comprehensive R1

Total Graduate Enrollment and % International, Fall 2015  
(10<sup>th</sup> day, as reported to Council of Graduate Schools)

	ENROLLMENT	PERCENT
Agriculture and Natural Resources	206	42.7%
Arts and Sciences	1112	30.0%
Lerner	646	53.9%
Engineering	881	56.0%
Education and Human Development	327	11.6%
Health Sciences	440	4.1%
Earth, Ocean, and Environment	140	23.6%
<b>TOTAL</b>	<b>3752</b>	<b>36%</b>

## Competitiveness of Graduate Admissions

PROGRAM	ACCEPTED/TOTAL ACTIONABLE APPS (yield), CGS 2015
 Chemical Engineering, PhD	93/382 (24.3%)
 Psychology, PhD	23/267 (8.6%)
 Speech Pathology, MS	25/288 (8.7%)
 American Material Culture, MA	11/88 (12.5%)





# To advance UD's reputation for excellence in graduate and professional education, we need to:





## The benefits of establishing a graduate school to achieve these strategic objectives:

- A different kind of visibility for graduate and professional education – to internal as well as external constituents
- Accountability/quality control/engagement in national conversations about best practices and trends
- Incentivizing excellence and innovation at the highest levels of education
- Attracting external funding for inclusive excellence and interdisciplinary programs

# National best in class example of a graduate school



<http://www.rackham.umich.edu/>

The University of Michigan offers a remarkably broad and rigorous array of graduate degree programs that are among the very best in the country in each field of study. The U-M attracts outstanding students to graduate study, and prepares them to make lasting contributions to society through successful careers in professions and academic disciplines.

Interdisciplinary study and joint degrees are a special strength of U-M's programs.

The vibrant community of graduate and professional students on campus is highly diverse in citizenship, demographic background, and intellectual perspective. The Rackham Graduate School works together with faculty in the schools and colleges of the University to sustain this diversity, understanding it as critical to our dynamic intellectual climate.

# Inclusive Excellence Pipeline and Inter-Institutional Alliance Initiatives

## Graduate Scholar awards

and internal cost-shares on  
competitive multi-year  
funding packages

## Visiting McNair Scholars

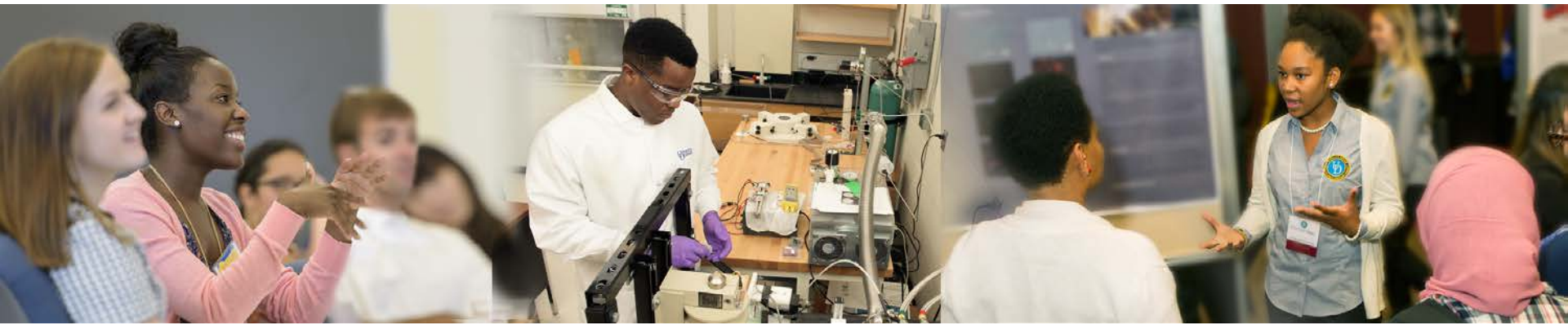
Pilot project, Summer 2016

## CIRTL Network:

improving undergrad  
STEM education, and URM  
retention in STEM, by  
improving STEM graduate  
students and post-docs'  
teaching practices

## Bridges to the Doctorate –

Greater Philly  
Cohort XIV STEM diversity



# Interdisciplinary graduate program development in signature areas of research strength



African American Material Culture Studies/Digital  
Public Humanities



Computational Social Sciences



Cybersecurity



Environmental Science  
and Engineering/Clean Energy



Microbiology



Rehabilitation Science





# The value proposition:

The University of Delaware has arrived at another major crossroads in its development as an R1.

Establishment of a graduate school would be a means of signaling more clearly to internal as well as external constituents the centrality of graduate education to the institution's reputational identity.

To take our graduate and professional education programs to the next level, we need to invest substantially in superlative training and professional development for our graduate students through:

- private philanthropy
- federal, corporate, and foundation grant-activity
- program development in high-demand fields





QUESTIONS?

