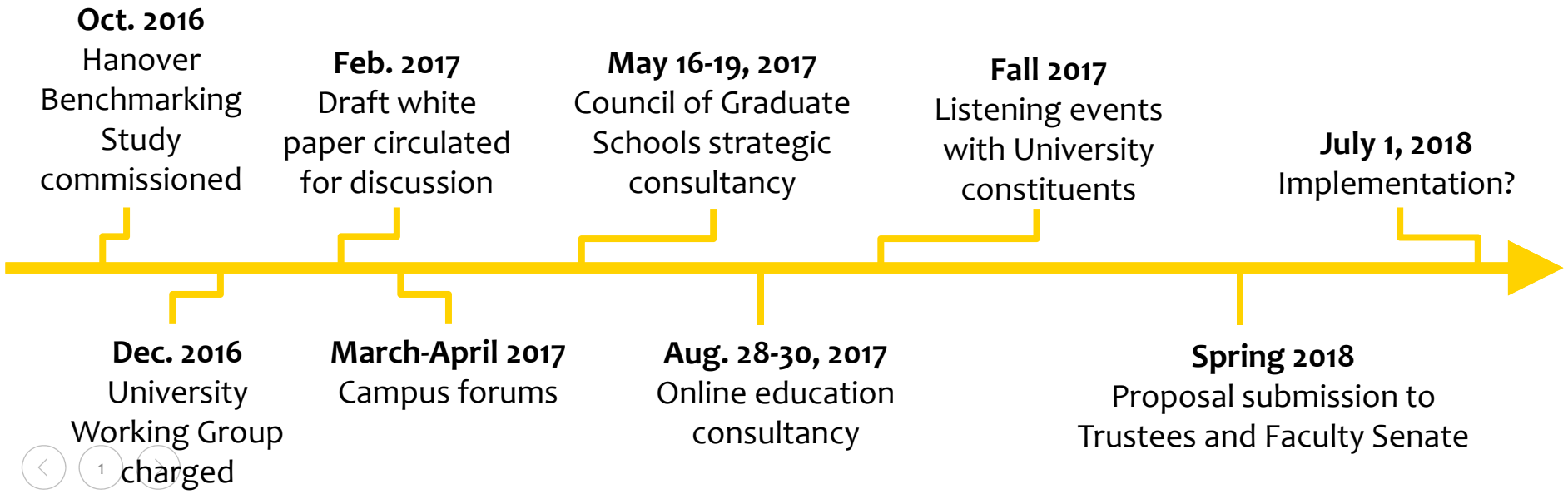
UNIVERSITY OF DELAWARE
Graduate & Professional Education
Board of Trustees Retreat
October 5, 2017
1:30-3 p.m.
UD Graduate College

# Graduate College

- Enhance academic excellence of all graduate programs
- Promote interdisciplinary graduate programs
- Support inclusive excellence
- Centralize and enhance graduate student services



# University Graduate Working Group

**Eric Wommack,** Deputy Dean, CANR
**Doug Doren,** Deputy Dean, CAS
**Jack Baroudi,** Associate Dean, Lerner
**Janis Lopez,** Assistant Dean, CEOE
**Ralph Ferretti,** Director, School of Education, CEHD
**Yushan Yan,** Associate Dean, CE
**Susan Hall,** Deputy Dean, CHS
**Ravi Ammigan,** Institute for Global Studies
**Gretchen Bauer,** Faculty Fellow, Graduate Office
**Peggy Bottorff,** Associate Provost/Chief of Staff
**Jim Broomall,** Associate Vice Provost, PCS
**Trevor Dawes,** Vice Provost for Libraries and Museums
**Lynnette Overby,** Deputy Director, Community Engagement Initiative
**Jeff Palmer,** University Registrar
**Charlie Riordan,** Vice President for Research, Scholarship and Innovation
**Buz Swanik,** Chair, Graduate Studies Committee, University Faculty Senate
**John Sawyer,** Associate Provost, IR
**John Poehlmann,** Chief Budget Analyst

# University Working Group charge

- What is the optimal centralized organizational structure for graduate and professional education at UD at this time?
- What is the optimal leadership and governance structure?
- What is the optimal organization of staff and staff/student ratio?
- Would interdisciplinary graduate programs be managed more efficiently centrally?
- Should non-academic as well as academic support services for graduate students be centralized in a graduate college or school?
- Should online education (undergraduate as well as graduate, blended/hybrid as well as fully online) be managed through the graduate college or school?
- What resources will be required to launch a graduate college or school at UD and support substantial expansion of graduate enrollment?

# Key resources

- **UD Peer Institution Snapshots** (Diversity & Inclusion)
- **UD graduate enrollment data and college-level analyses** – current strengths and challenges
- **2016 Mellon Foundation**, "Revitalizing Graduate Education"
- **2015 Educational Advisory Board,** "Two Types of Master's Programs Growing the Fastest
- **2015 Educational Advisory Board,** "Understanding the Changing Market for Professional Master's Programs
- **2014 Delaware Will Shine** – Graduate and Interdisciplinary Education white paper
- **2012 and 2013 Online Taskforce Reports**
- **2011 Academic Program Review –** Office of Graduate and Professional Education
- **2010 Hanover,** "Organization and Administration of Graduate School"
- **2009 Hanover,** "Organizational Restructuring of Graduate Schools"
- **2004 Council of Graduate Schools,** "Organization and Administration of Graduate Education"

# Spring 2017 campus forums

| | |
|---|---|
| **March 2, 2017** | Chairs Caucus |
| **March 9, 2017** | Graduate Student Government |
| **March 17, 2017** | University Graduate Directors |
| **March 20, 2017** | University Faculty Senate Executive Committee |
| **March 23, 2017** | Research Council |
| **April 5, 2017** | Provost's Executive Committee Retreat |
| **April 7, 2017** | Interdisciplinary Graduate Student RSO |
| **April 10, 2017** | Town Hall |
| **May 16-19, 2017** | Council of Graduate Schools site visit |

# Today's distinguished guests:

**Steve Matson,**
Dean of the Graduate School,
UNC Chapel Hill

**Lisa Tedesco,**
Vice Provost for Academic Affairs and
Dean of the Laney Graduate School,
Emory University

UNC

THE GRADUATE SCHOOL

# Graduate School Mission

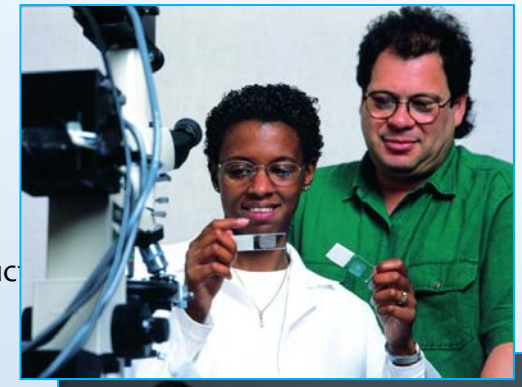
The Graduate School leads a collaborative effort to:

- Promote high quality education across campus at both the graduate and undergraduate levels
- Support innovation and excellence in all graduate programs
- Provide the academic and financial support required to attract and retain a diverse, highly qualified student body
- Ensure degree completion as well as professional preparation for a wide range of careers

UNC
THE GRADUATE SCHOOL

# Graduate Students Contribute to the UNC Mission

- The research mission
  - Work force; innovation; funding
  - Important economic impact
- The teaching mission
  - Teaching assistants and laboratory/recitation instruc for undergraduates
  - Graduate Research Consultants
- Role models and mentors for our undergraduate students
  - In the classroom, the laboratory and the field



UNC
THE GRADUATE SCHOOL

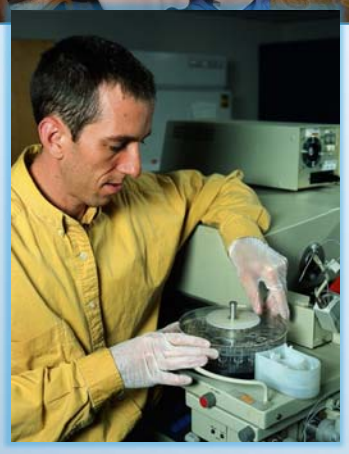
# Professional Development

- Providing professional development opportunities is essential
  - The Graduate Student Center
- More than 60 workshops and seminars in 2016-17
- Serving more than 1,600 students in 60 departments
  - Critical for success as professionals

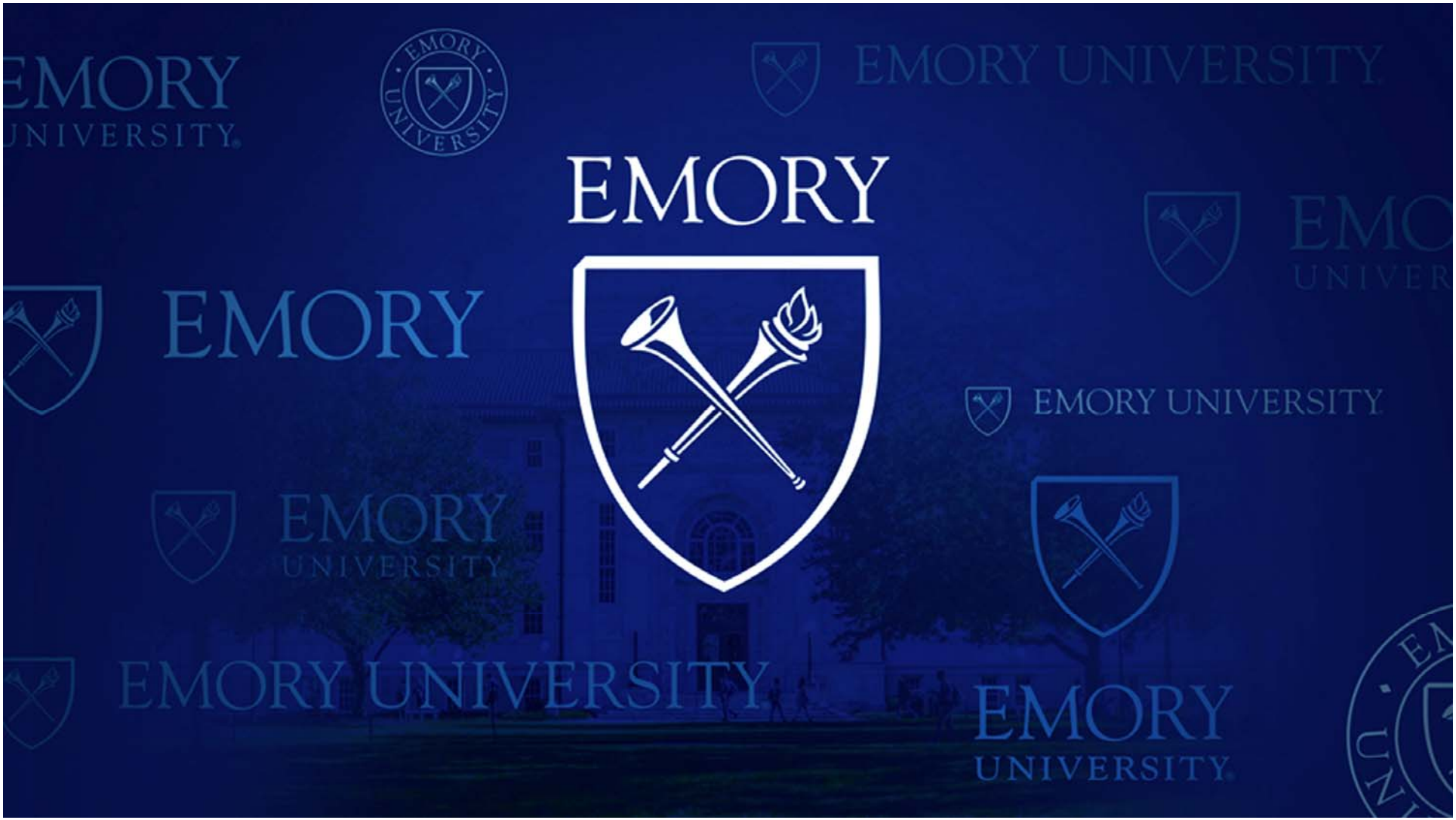
UNC
THE GRADUATE SCHOOL

# Advancement and Advocacy

- Fundraising is directed to provide student support
  - Dissertation completion support
  - Summer support
  - Travel support
- Advocacy at the state and federal level
  - Educate and advocate for importance of graduate education



UNC
THE GRADUATE SCHOOL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# THE LANEY GRADUATE SCHOOL AT EMORY UNIVERSITY


Presented by:

**Lisa A. Tedesco**

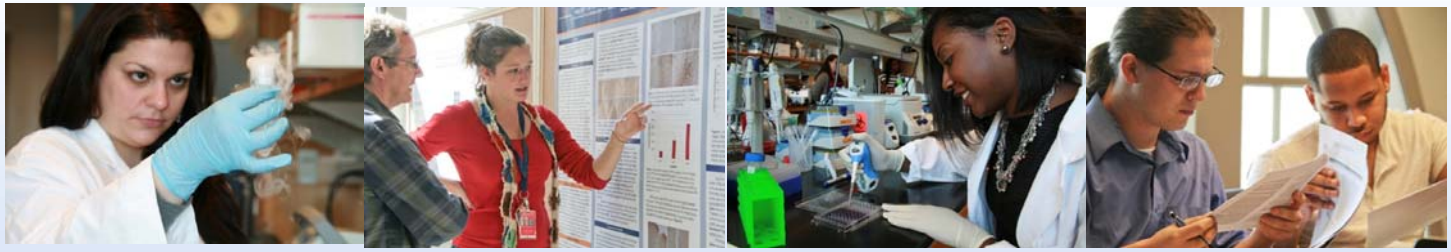
Vice Provost for Academic Affairs, Graduate Studies

Dean, Laney Graduate School


October 2017

# LGS at a glance

EMORY



- Centralized graduate school
- More than 1,800 students (second highest number of students among all of Emory's schools)
- Over 45 degree programs
- 85% of graduate population is doctoral
- More than 1,000 scholars and researchers make up LGS graduate faculty, from almost every school at Emory as well as partner institutions in Atlanta and beyond
- Significant research opportunities with Emory partners such as CDC, The Carter Center, Georgia CTSA

EMORY

# Our mission is to:

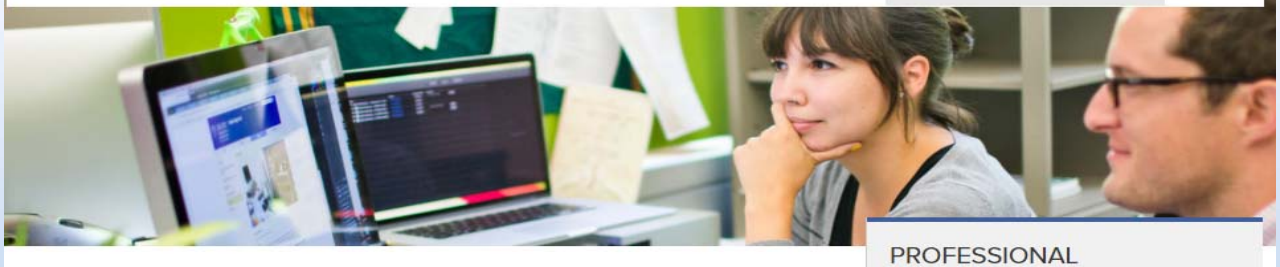
- Provide broadly based, excellent graduate education that supports the research and scholarship of students, faculty, and the university as a whole;
- Foster an environment of inclusion to ensure the range of educational benefits that can only come from diversity across the academic community;
- Preparing our graduates for success through contemporary professional development and career planning resources and programming;
- Increase the visibility of graduate education nationally and internationally through advocacy.

## Our structure enables us to….

EMORY

LANEY | GRADUATE SCHOOL

ADMISSIONS ACADEMICS FUNDING DIVERSITY PROFESSIONAL DEVELOPMENT ABOUT



Home / Professional Development / Professional Development

# PROFESSIONAL DEVELOPMENT AND CAREER PLANNING

RESOURCE

Use the Professional Development and Career Planning (PDCP) timeline to help guide your preparation throughout the stages of your graduate career, from pre-candidacy to your final year.

PDCP Timeline

Graduate education is a stepping stone to a professional career, whether in education, public service or private enterprise.

At LGS, we fully recognize the profound impact that the right professional development resources can have on students. We offer a range of professional development and career planning programming that encourages students to develop their professional skills and to engage with broader professional communities.

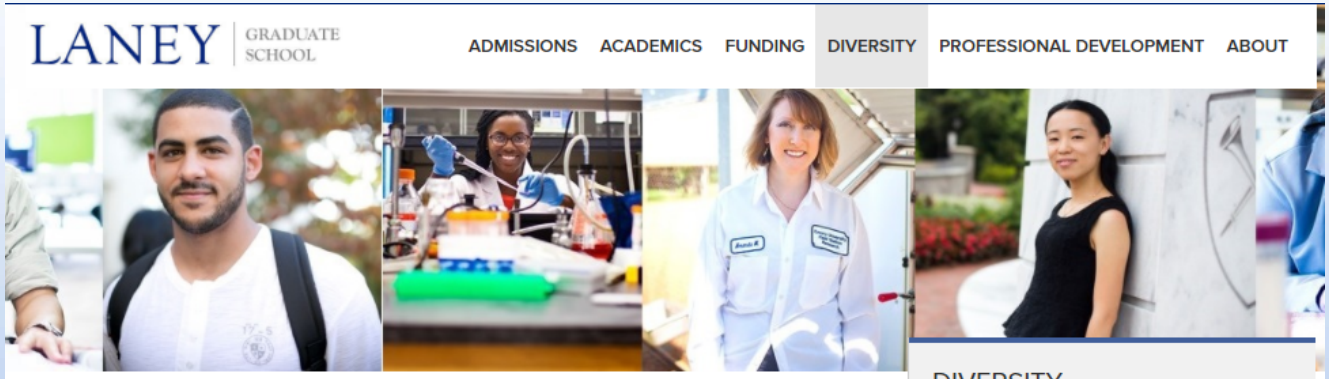
We invite you to take advantage of programming designed to help you:

- **Sharpen your professional skills** related to grant writing, communicating your research, teaching and more;
- **Explore careers** within the academy and beyond the professoriate, and connect with successful alumni who have used their degrees to great professional success;
- **Manage the job search** through advanced preparation and a plan to navigate the search process;
- **Explore fellowship and grant opportunities**, from advanced fellowships offered by LGS and Emory

PROFESSIONAL DEVELOPMENT

- Sharpening Your Skills
- Exploring Careers
- Managing the Job Search
- Fellowships and Grants
- Professional Development Support Funds
- Teaching Program (TATTO)
- Jones Program in Ethics
- Mentoring
- Center for the Integration of Research, Teaching and Learning

EMORY




Home / Diversity / Diversity

# OUR COMMITMENT TO DIVERSITY

**Laney Statement on Diversity**

Diversity and community are of highest priority to Emory University and the Laney Graduate School. Diversity and community are fundamental to our commitment to graduate education that provides students with deep expertise in their chosen fields, creativity to cross disciplinary boundaries, and courage to take on the most important and complex problems of our time.

eDgE
EMORY DIVERSIFYING GRADUATE EDUCATION

We strive to create and strengthen an inclusive, respectful, and intellectually challenging environment that embraces individual difference. We are committed to proactively cultivating and sustaining an academic community that engages diverse intellectual capacity and that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence – the driving forces that enrich and enhance innovative research and scholarship.

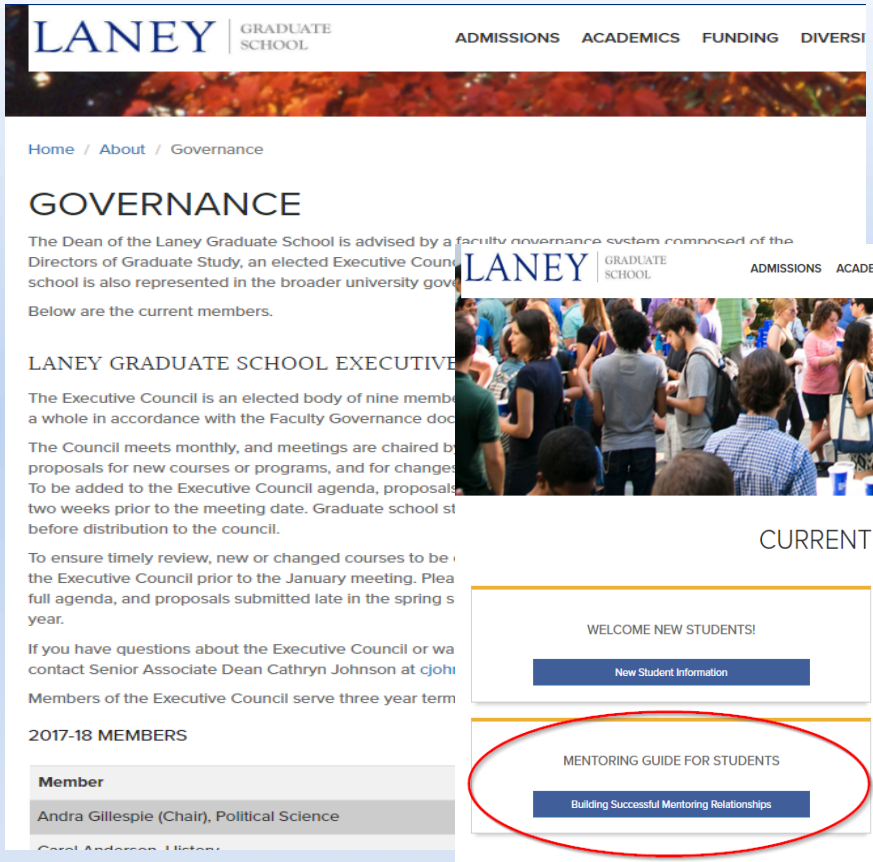
## DIVERSITY

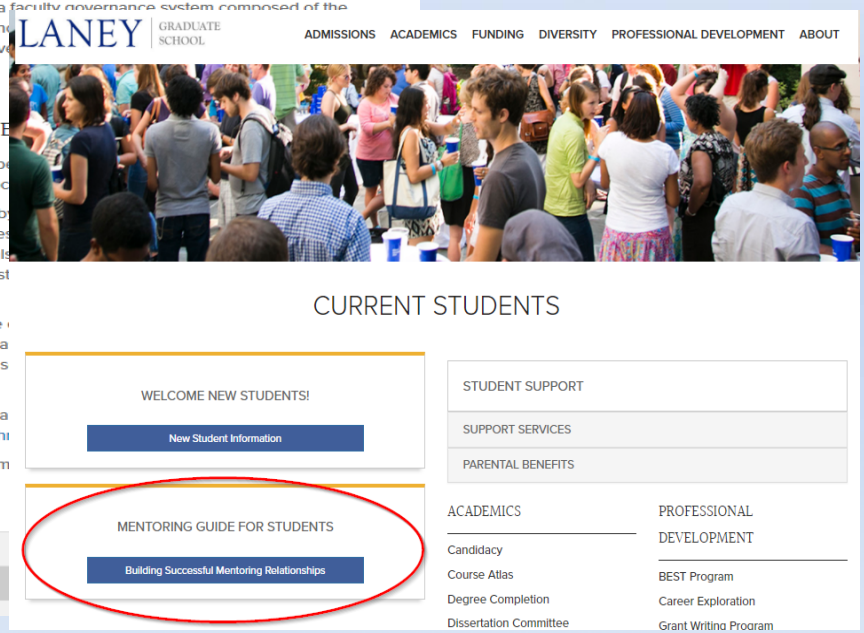
- Programming
- Community
- Fellowships
- Outreach and Recruitment
- Partner Organizations

### INTERESTED IN LGS?

Complete our inquiry form to learn more about LGS at Emory University and life in Atlanta.

# Constructively Engage Our Executive Council



# Leverage External Funding to Support Innovations

## Develop and implement a performance management process for doctoral programs.

- Program quality helps to guide enrollment discussions and strategies
- Accountability – this process helps us to nurture and environment and climate where students can do their best work
- Tied to metrics we use in annual program planning.

******I'll walk through some of our metrics here******

EMORY

## Online Student data (most recent year and 5 year averages for all programs posted on web and reviewed at planning meeting)

- Diversity, enrollment demographics
- Admissions selectivity and yield
- Degree completion (number of degrees, median time to degree, % completed)

### HUMANITIES

Humanities include Art History, Comparative Literature, English, French, Graduate Division of Religion, Graduate Institute of the Liberal Arts, Islamic Civilizations Studies, Philosophy, and Spanish.

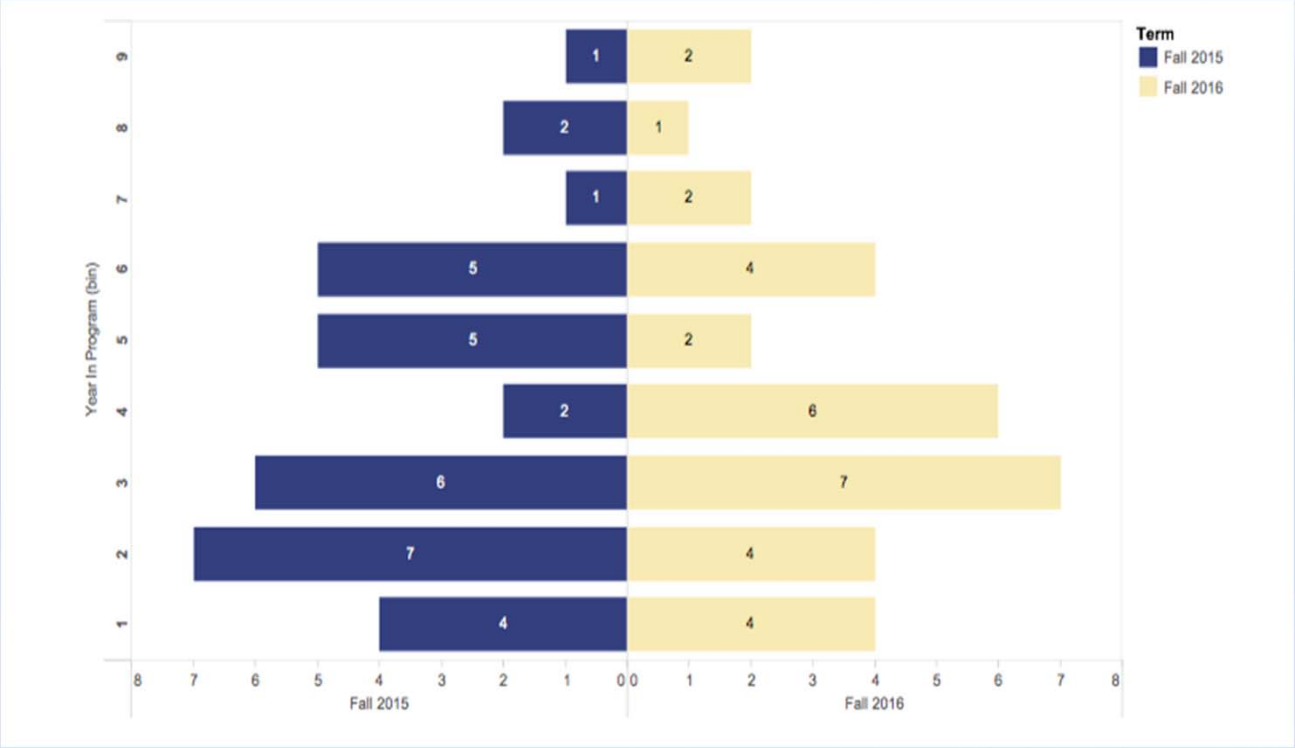
Percentages are rounded to whole numbers and do not always add to 100. "Five Year Average" of admissions and enrollment data reflect data from 2012-13 through fall semester 2016. "Five Year Average" of degree data reflects data from 2011-12 through 2015-16.

| PhD Program Data | Fall 2016 | Fall 2015 | 5 Year Average |
|---|---|---|---|
| **PHD ADMISSIONS** | | | |
| Number of applications | 613 | 635 | 707 |
| Number of admissions offers (Selectivity) | 76 (12%) | 75 (12%) | 80 (11%) |
| Number of new doctoral students (Yield) | 39 (51%) | 47 (63%) | 47 (58%) |
| **PHD ENROLLMENT** | | | |
| Total enrollment | 304 | 328 | 345 |
| Female | 54% | 55% | 51% |
| Male | 46% | 45% | 49% |
| International | 15% | 13% | 14% |
| U.S. citizen or permanent resident | 85% | 87% | 87% |

| PHD ENROLLMENT, U.S. CITIZEN OR PERMANENT RESIDENT, BY RACE | | | |
|---|---|---|---|
| Black of African American | 8% | 8% | 8% |
| Asian | 7% | 6% | 6% |
| Hispanic of any race | 7% | 6% | 6% |
| American Indian or Alaska Native | | | |
| Native Hawaiian or Other Pacific Islander | | | |
| White | 63% | 66% | 65% |
| Two or more races (includes Hispanic) | 2% | 2% | 2% |
| Not indicated | 12% | 13% | 13% |
| **PHD DEGREES** | | **2015-16** | **5 YEAR AVERAGE** |
| Number of degrees awarded | | 55 | 59 |
| Median years to PhD | | 5.9 | 5.9 |
| Average adjusted years to PhD | | 6.8 | 6.7 |
| Percent of students who entered between 2004-05 and 2008-09, and completed the PhD as of August 31, 2016 | | 78% | |

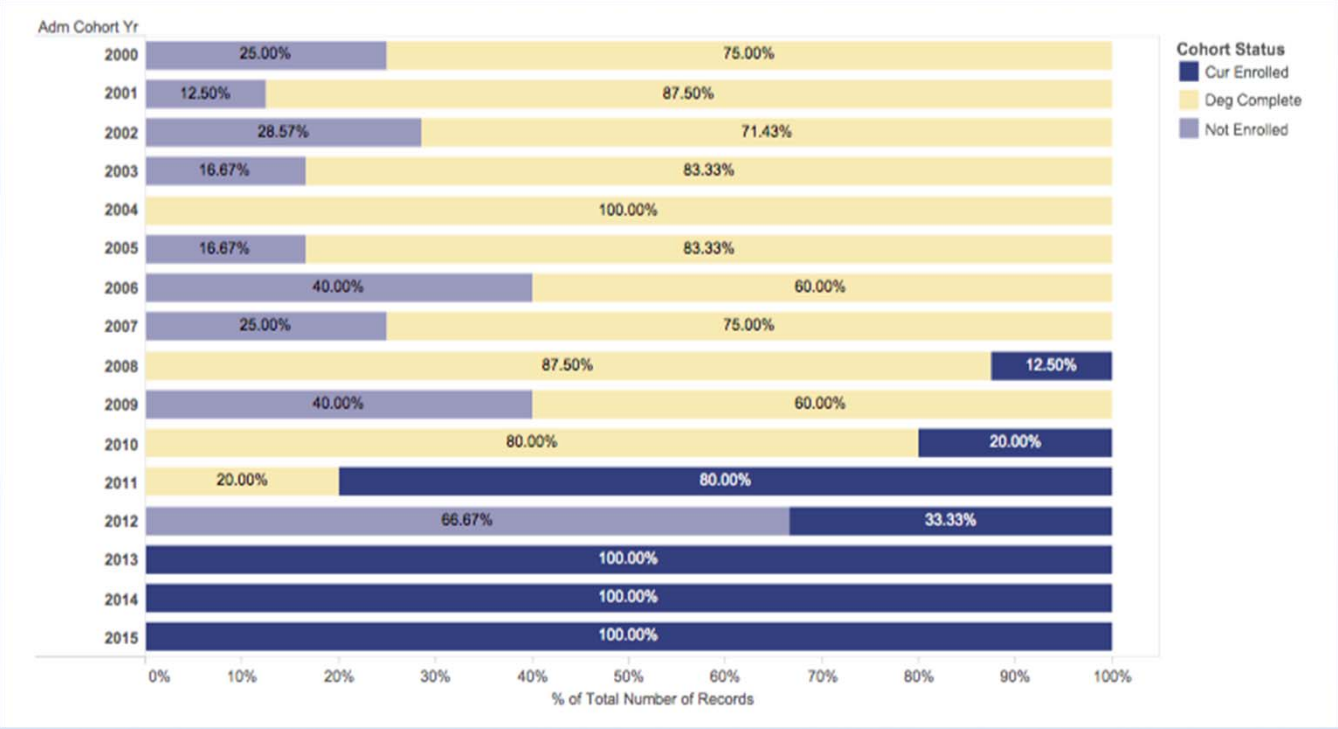
## Population pyramid of enrolled students

- Distribution by year in program



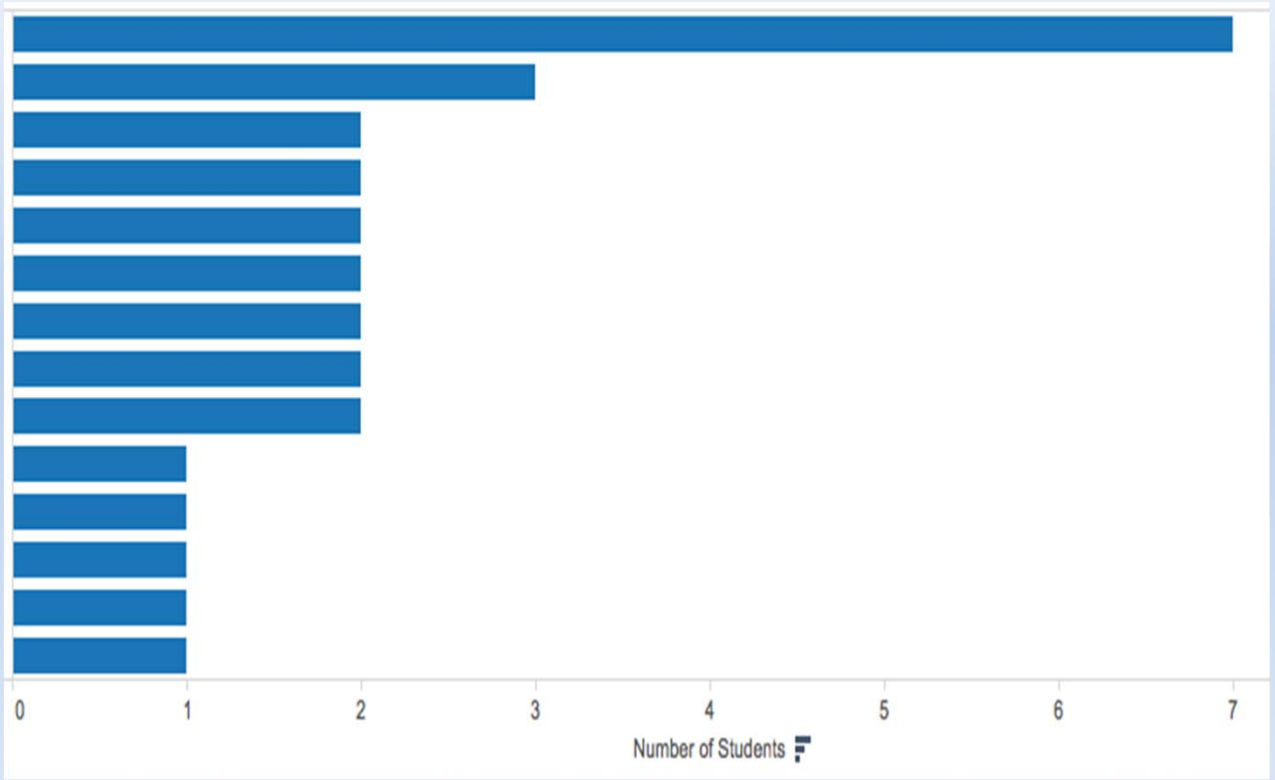
## Cohort status charts

- Indicates number and % of 10 cohorts who have completed, are enrolled or are no longer enrolled



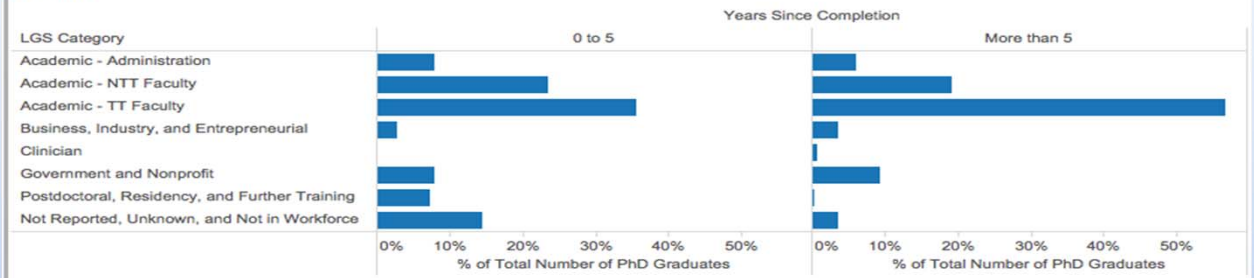
## Distribution of students among program faculty mentors

- Distribution of students by faculty mentors

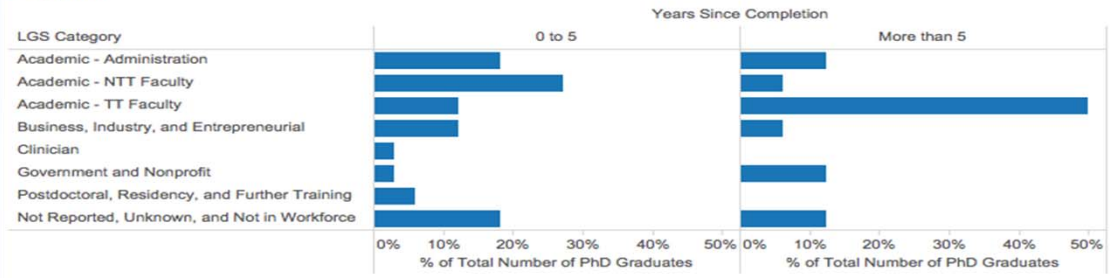


# Placement

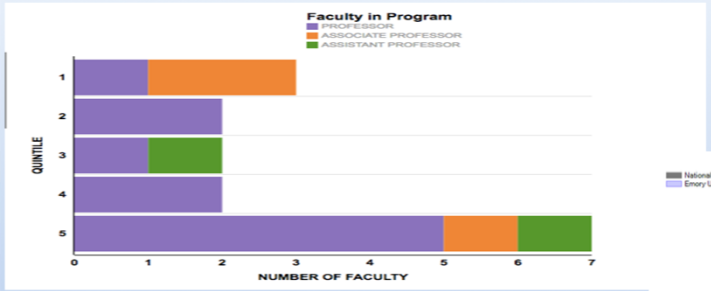
**Division**

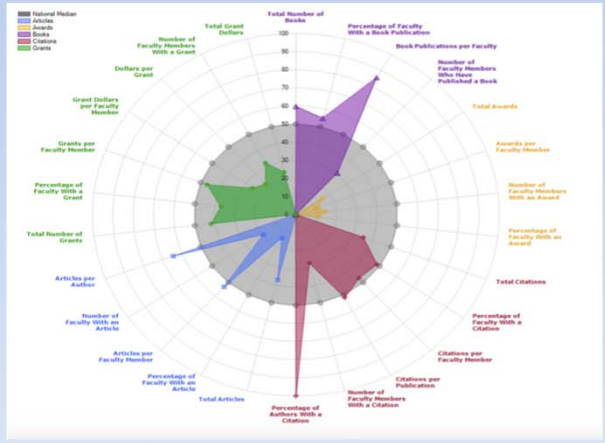


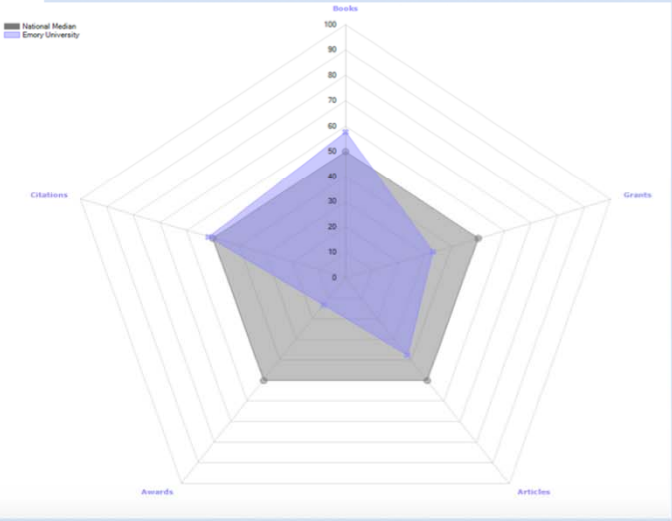

**Program**



# Faculty Productivity and Visibility from Academic Analytics



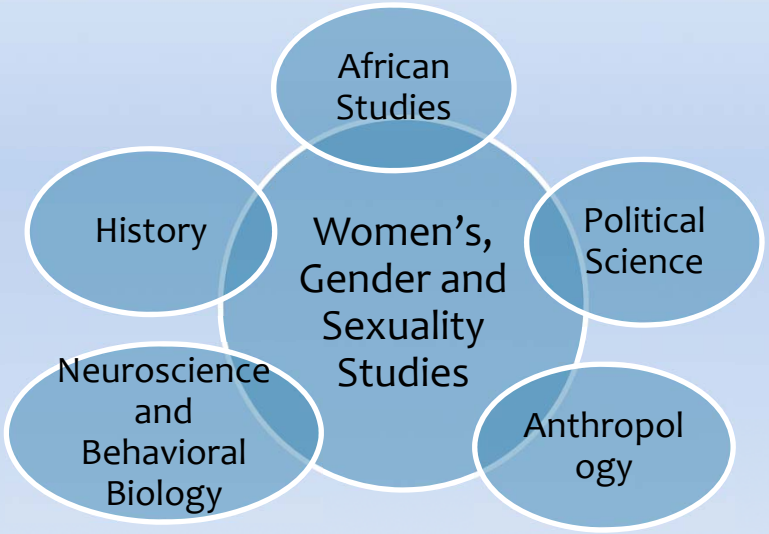



**Our structure also enables us to….**

## Assemble Interdisciplinary Graduate Programs

*LGS offers interdisciplinary programs and strongly encourages graduate faculty and students to engage in interdisciplinary work. Interdisciplinary course offerings and academic relationships generally articulate from a base program and engage others.*

*For example….*



## Support Undergraduate Education

**Graduate Programs (4+1 Masters – innovative entryways for Emory undergraduates**

**Teaching training**

- Teaching program (TATTO, TATTO extensions)

**Access to research experiences and mentor training**

- Undergraduate summer research programs
- IMSD

**Advanced fellowship opportunities where students can engage with undergraduates**

- MGTF
- DTFs
- Emory Libraries
- ORDER
- Emory centers (JWJI)

EMORY

# Do other deans like our model?

Thank You.

# Summary of CGS consultants' recommendations for UD

## A. Organization and Administrative Structure of Graduate/Professional Education

1. **Establish a Graduate College** – importance and value of this for advancing in the rankings of research universities
2. Leadership: **dean with a vice provost title** – authority and responsibility for leveraging resources across the university to promote excellence in all programs, and holding programs accountable for outcomes; importance of mutually collaborative and supportive partnership with each of the deans of the other colleges
3. Personnel and financial resources: **centralize positions to eliminate redundancy of function and inefficiencies in the academic colleges** related to support for graduate education to begin to address resource needs of new unit
4. **Professional and Continuing Education ("a regional treasure")** should be a full partner within the Graduate College to assist with revenue-generation for doctoral programs and regional/global outreach via continued expansion of online master's programming

# Summary of CGS consultants' recommendations for UD

A. Organization and Administrative Structure (continued)

5. Identify/create **a dedicated space for graduate student activities** – and leverage graduate student leadership capacity in the formation of the Graduate College
6. Charge the Graduate College with **assessing and benchmarking graduate curricula and co-curricular professional development and career planning** - and guiding resource allocation toward achievement of 21st century best practices in graduate and professional education
7. Drive the achievement of 21st century best practices in **diversity recruitment, retention, mentoring, timely graduation and student success** in all graduate programs through the Graduate College
8. Ensure **contemporary and high value interdisciplinary contributions** of graduate programs to the University's strategic priorities through the Graduate College

# Summary of CGS consultants' recommendations for UD

B. Assessment and Analysis of Student Funding/Graduate Assistants

1. Either centralize all graduate assistantships in the Graduate College *OR* authorize the Graduate College to partner with the academic colleges and central administration in aligning resource allocation with quality outcomes and national best practices in graduate and professional education
2. **Increase internal funding packages for doctoral students** to improve competition for best students
3. **Decrease internal funding allocations for master's students** and develop an integrated business plan for master's programming that includes revenue streams for doctoral students
4. Achieve greater transparency/clarity in tuition discounting and merit award opportunities

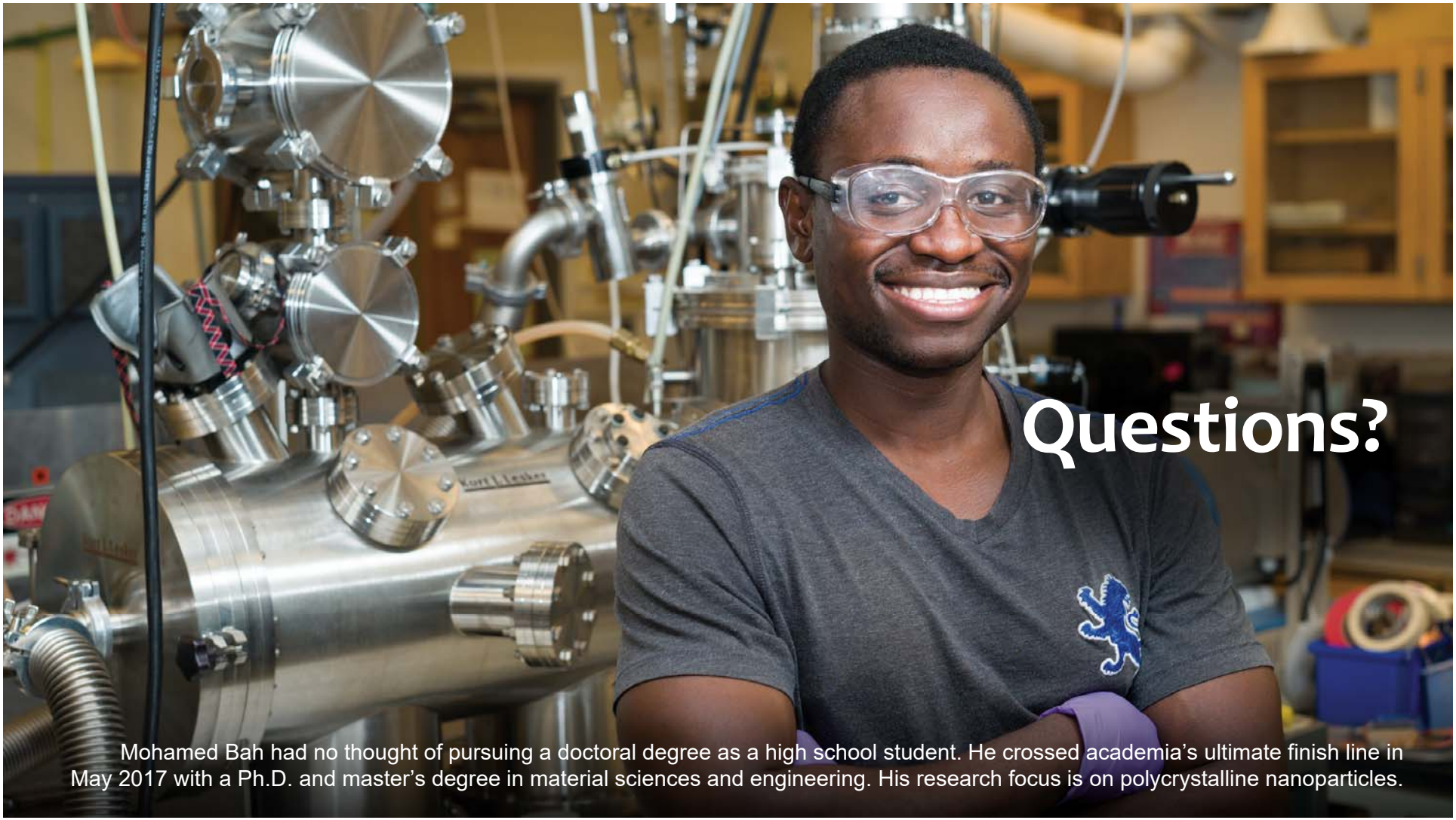
# From "Summary" of CGS consultant's report:

University of Delaware 2017 Doctoral Hooding

With the arrival of President Assanis, the University of Delaware has gained extraordinary momentum to continue its rise upward as a transformative research university.

There is widespread agreement that the establishment of a Graduate College is key to advancing UD's contributions to research, scholarship, innovation and discovery.

Graduate education thrives where there is emphasis on student success and the essential role of mentoring and inclusion. Graduate students, by virtue of their preparation and motivation seek innovation, question intellectual boundaries and work beyond disciplinary borders. Graduate and professional students in the 21st century have a keen appetite for incorporating global perspectives and desire learning in a variety of settings. **Taken together, these "graduate assets" will provide great dividends to the mission and goals now established for the University of Delaware.**




Mohamed Bah had no thought of pursuing a doctoral degree as a high school student. He crossed academia's ultimate finish line in May 2017 with a Ph.D. and master's degree in material sciences and engineering. His research focus is on polycrystalline nanoparticles.

Thank you
University of Delaware 2017 New
Graduate Student Orientation

UNIVERSITY OF DELAWARE
Graduate & Professional Education
http://grad.udel.edu/grad-white-paper
"Organizational Restructuring of Graduate and Professional Education and Planning for Graduate Enrollment Growth"
40