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

Undergraduate Students: ~17,000
Graduate Students: 3,930
Masters and Certificate Students: 2,008
Doctoral Students (PhD, EdD, DPT, DNP): 1,877
National Context: Graduate Enrollment as a Percentage of Total Enrollment

- **Over 60%**: Harvard, Chicago
- **50-60%**: MIT, Cal Tech, Georgetown, Yale, Duke
- **40-49%**: Washington University (St. Louis), Carnegie Mellon, Rochester, Emory, Vanderbilt, Tufts
- **30-39%**: North Carolina, Wake Forest, Boston College, Princeton, University of Michigan
- **20-29%**: Dartmouth College, UC Berkeley, U Conn, Brown
- **20.4%**: University of Delaware
National Context: Number of Masters and Doctorates Granted
IPEDS Completions Survey 2015

<table>
<thead>
<tr>
<th>University</th>
<th>Doctorate</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Michigan</td>
<td>1612</td>
<td>4296</td>
</tr>
<tr>
<td>UNC, Chapel Hill</td>
<td>1219</td>
<td>2141</td>
</tr>
<tr>
<td>UC Berkeley</td>
<td>1165</td>
<td>2386</td>
</tr>
<tr>
<td>UC Santa Barbara</td>
<td>349</td>
<td>519</td>
</tr>
<tr>
<td>University of Oregon</td>
<td>320</td>
<td>897</td>
</tr>
<tr>
<td>University of Delaware</td>
<td>274</td>
<td>891</td>
</tr>
</tbody>
</table>
Global Context: Importance of International Recruitment to UD’s Reputation as a Comprehensive R1

<table>
<thead>
<tr>
<th>Total Graduate Enrollment and % International, Fall 2015 (10th day, as reported to Council of Graduate Schools)</th>
<th>ENROLLMENT</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Natural Resources</td>
<td>206</td>
<td>42.7%</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>1112</td>
<td>30.0%</td>
</tr>
<tr>
<td>Lerner</td>
<td>646</td>
<td>53.9%</td>
</tr>
<tr>
<td>Engineering</td>
<td>881</td>
<td>56.0%</td>
</tr>
<tr>
<td>Education and Human Development</td>
<td>327</td>
<td>11.6%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>440</td>
<td>4.1%</td>
</tr>
<tr>
<td>Earth, Ocean, and Environment</td>
<td>140</td>
<td>23.6%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>3752</strong></td>
<td><strong>36%</strong></td>
</tr>
</tbody>
</table>
## Competitiveness of Graduate Admissions

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>ACCEPTED/TOTAL ACTIONABLE APPS (yield), CGS 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical Engineering, PhD</td>
<td>93/382 (24.3%)</td>
</tr>
<tr>
<td>Psychology, PhD</td>
<td>23/267 (8.6%)</td>
</tr>
<tr>
<td>Speech Pathology, MS</td>
<td>25/288 (8.7%)</td>
</tr>
<tr>
<td>American Material Culture, MA</td>
<td>11/88 (12.5%)</td>
</tr>
</tbody>
</table>
To advance UD’s reputation for excellence in graduate and professional education, we need to:

- Continue expanding our portfolio of professional programs
- Invest in inclusive excellence
- Invest in doctoral education
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

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.

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