GRADUATE EDUCATION

Dr. Susan Carvalho

Interim Dean and Associate Provost of the Graduate School
Strengthen the quality and distinctiveness of our graduate programs to transform our students into accomplished scholars and professionals who contribute to the Commonwealth, the nation, and the world through their research and discovery, creative endeavors, teaching, and service.
Graduate Education
Graduate Education and Core Missions

- Leaders of the Commonwealth
- Top-Flight Faculty and Staff
- Graduate Education
- Research Accelerators
- Undergrad Education
I. Recruit and retain outstanding graduate students from all backgrounds.

II. Invest in graduate programs that have distinctive synergy with UK’s research priorities and/or whose graduate students demonstrate excellence at the national or global levels.

III. Elevate the quality and richness of the graduate student experience and increase the national competitiveness of UK’s graduate programs.
I. Recruit and retain outstanding graduate students from all backgrounds.

- Competitive support packages for students who work on behalf of the campus (e.g., labs, teaching)

- Welcoming environment (e.g., climate, inclusion, diversity)

- Recruitment strategies that highlight UK’s strengths in research and interdisciplinarity
II. Invest in graduate programs that have distinctive synergy with UK’s research priorities and/or whose graduate students demonstrate excellence at the national or global levels.

– Enhance program-level flexibility to achieve goals

– Use academic excellence measures to guide program growth
III. Elevate the quality and richness of the graduate student experience and increase the national competitiveness of UK’s graduate programs.

- Enhance professional development beyond the academic area
  a. Leadership
  b. Management
  c. Communication
  d. Diversity of occupations

- Provide broad career planning/placement services tailored to graduate students
Data shows that our doctoral students are building successful careers after leaving UK\(^1\).

Note 1: Data are based on doctoral students who graduated between 12/2004 and 12/2014.
Graduate Education
Graduate Student Stipends

UK versus Big 10 institutions\(^1\)

Note 1: Fall 2013 Data
Baseline data are from Fall 2015 and represent public research universities.
Graduate Education
Diversity of Incoming Graduate Class

Percentage of Incoming Graduate Class

Overall Graduate Diversity Enrollment (%)

<table>
<thead>
<tr>
<th></th>
<th>AA/Black</th>
<th>Hisp/Lat</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 10</td>
<td>4.9%</td>
<td>1.7%</td>
</tr>
<tr>
<td>F 11</td>
<td>5.0%</td>
<td>1.9%</td>
</tr>
<tr>
<td>F 12</td>
<td>5.6%</td>
<td>2.2%</td>
</tr>
<tr>
<td>F 13</td>
<td>5.7%</td>
<td>2.3%</td>
</tr>
<tr>
<td>F 14</td>
<td>5.1%</td>
<td>2.5%</td>
</tr>
<tr>
<td>F 15</td>
<td>5.6%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

African American
Hispanic
Invest in programs that have distinctive synergy with research priorities

1. Award block grants to top graduate programs

2. Create flexibility to strategically allocate funds

3. Develop accountability metrics to determine the next year’s block grant amount
Graduate Education
Timeline for Model Initial Action | Investing in Programs

• **Fall 2015**
  - Select 4 to 5 high-priority graduate programs for pilot round of block grants

• **Spring 2016**
  - Utilize block grants to recruit incoming class for Fall 2016, crafting support packages for top-quality students from all backgrounds
  - Convene a faculty Task Force to identify next tier of high-priority programs, assessing both graduate student performance and research excellence

• **Spring 2017**
  - Assess pilot programs’ use of block grants, and announce block grants for subsequent academic year; continue the cycle
1. Doctoral program selectivity
   – Percentage of doctoral applicants who receive offers of admission

2. Graduate degrees awarded
   – Master’s, Education Specialist, and Doctoral degrees awarded

3. Diversity of graduate students
   – Per Council of Postsecondary Education enrollment goals
## Graduate Education
### Metrics | Baseline and Target Values

<table>
<thead>
<tr>
<th>Metric</th>
<th>Definition</th>
<th>Baseline</th>
<th>2020 Target</th>
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<tbody>
<tr>
<td>Doctoral program selectivity</td>
<td>Percentage of doctoral applicants who receive offers of admission</td>
<td>32.9%</td>
<td>22%</td>
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Graduate Education
Metrics | Baseline and Target Values

<table>
<thead>
<tr>
<th>Metrics</th>
<th>Definition</th>
<th>Baseline</th>
<th>2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate degrees awarded</td>
<td>Master’s, Education Specialist, and Doctoral</td>
<td>1,490</td>
<td>1,639 (10% increase)</td>
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<tr>
<td></td>
<td>degrees awarded</td>
<td></td>
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</table>

Baseline data are from academic year 2014-2015, and does not include professional programs.
<table>
<thead>
<tr>
<th>Metrics</th>
<th>Definition</th>
<th>Baseline</th>
<th>2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity of graduate students, per CPE enrollment goals</td>
<td>African American/Black</td>
<td>5.6%</td>
<td>7.7%</td>
</tr>
<tr>
<td></td>
<td>Hispanic/Latino</td>
<td>2.4%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

Baseline data are from Fall 2015.