



To: Graduate Education Development Team Members
Al Hartman, Chair
Jim Koch, Chair of Graduate Council
Fred Yeo, Graduate Dean
Greg Wypiszynski, Director of Graduate Services
COB Rep
COLS Rep
COEHS Rep
CON Rep
COLS department without a graduate program
COLS department without a graduate program
Petra Roter, VC for Student Affairs and Co-Chair Enrollment Management Committee
Graduate Student Rep
Graduate Student Rep

From: Richard H. Wells, Chancellor
Lane Earns, Provost and Vice Chancellor for Academic Affairs

Re: Team Charge, Goals, Roles and Responsibilities

Date: October 28, 2009

It is our pleasure to provide confirmation of your assignment to the Graduate Education Development Team. It is important to note that this is not a committee or task force. Rather, it is a group of people selected because of their expertise and commitment to work together toward common goals as they hold themselves mutually accountable. All team members will be expected to serve for a minimum of two years. Given that several members of the team have job descriptions directly related to the team's goals, they would remain on the team as long as they work at UW Oshkosh.

Rationale for an Graduate Education Development Team and Strategic Plan

There are many good reasons why UW Oshkosh needs a Graduate Education Development Team and a Strategic Plan:

1. Feedback from faculty, staff, students, and alumni has identified graduate education as a unique characteristic of our campus but that does not have uniform high visibility internally and externally (some programs are quite well known in the region while others are not).
2. Some faculty and staff members have expressed concerns that we do not promote or provide enough resources to graduate education.
3. While 2009/2010 graduate enrollment did not decline from 2008/2009, overall our enrollment in graduate education has declined from its levels 10 years ago and awarding of degrees is relatively low compared to our some of our sister comprehensive campuses. Having vibrant graduate education enhances our undergraduate program and the academic lives of faculty members as well as being a source of revenue.
4. We have the broadest and deepest array of graduate programs in the New North region which needs more individuals with both undergraduate and graduate degrees. This is the second most populous region of the state and the fastest growing over the last 15 years. Our region needs us to

be the leader in graduate education and to leverage this distinctiveness to contribute to its growth and vitality.

5. It is important to remember that we rely on graduate student tuition as part of our base budget. Continued decline in graduate students will have a negative impact on our budget.
6. Competition for key resources, such as faculty, students, staff, state/federal funding and donors, will continue to increase dramatically so we need to ensure effective use of our resources and to market graduate education to obtain increased resources.
7. A well-designed graduate education plan will help us deliver the best graduate education and to use our resources effectively.

Teams similar to this have been used for other areas on campus to address issues. Academic advising, Liberal Education Reform, Sustainability, and Marketing were all areas that needed attention and showed significant development as a result of a group of faculty, staff and students focusing their attention on the area and developing a plan that was then implemented. While graduate education on our campus has not been a source of major concern, it was cited by the HLC accreditation team as an issue, and members of our own campus community have raised some of the concerns listed above.

The Charge for the Team

The team is charged with designing a Graduate Education Strategic Plan that will:

1. Help ensure the achievement of the desired size and mix of the student body as outlined in the Enrollment Management and Student Support Plan and guided by the Academic Program and Student Outcome Assessments Plan.
2. Enhance graduate education by the quality of the programs, the quality of students, the number of students taking graduate level classes, and the array of programs offered.
3. Enhance public awareness, appreciation and accessibility for graduate education.
4. Identify campus and external resources to support graduate program development, marketing and research on or about graduate education (as distinct from research within graduate education programs). Additionally, determine better ways to develop and utilize program revenue to support graduate education.
5. Develop an in-depth, programmatic style of assessment of and for graduate education on this campus, including identification of data points, analytic strands, reporting, and feedback cycles.

Team Goals

In accomplishing the team charge, it is very important to pursue the following goals:

- Maximize campus ownership of the planning process and the resulting plan;
- Involve internal and external University constituents in the on-going key operational planning and refinement process;
- Use internal and external research findings and insights to analyze existing data and documents, especially those related to plans of colleges academic affairs;
- Design and merge a plan with Academic Affairs Key Operational Plan;
- Develop and fully implement a programmatic assessment model for graduate education that acts not only to provide operative information on that specific area, but also acts to extend the Academic Affairs Key Operational Strategic Plan and helps integrate graduate and undergraduate education;
- Execute, assess and refine the plan.

Criteria for evaluating graduate education as a whole and each specific program

To evaluate the overall success of the campus-wide effort to design and *execute* the *graduate education strategic plan*, we believe we need to analyze the following for graduate education as a whole and for each program:

- 1) History, development and expectations of the program
 - a. meeting educational goals such as learning outcomes,
- 2) External demand for the program
 - a. placement of graduates in jobs,
 - b. placement of graduates in doctoral programs,
- 3) Internal demand for the program
 - a. Faculty/staff commitment to the program
- 4) Quality of program inputs and processes
 - a. undergraduate GPA and test scores for entering students
 - b. retention rates of student,
 - c. graduation rates,
 - d. time/credits to degree,
 - e. accessibility (e.g. online, location), and
 - f. responsiveness to student needs
- 5) Quality of program outputs
 - a. assessment results
 - b. alumni evaluation of the education they received
 - c. employer and PhD program directors' evaluation of graduates.
 - d. Faculty and administrative perspectives on the quality of the program.
- 6) Size, scope, and productivity of the program
 - a. the number of students enrolled in graduate level courses
 - b. the number of student credit hours
 - c. identify other quantitative and qualitative measures appropriate for each program
- 7) Revenue and other resources generated by the program
- 8) Costs and other expenses associated with the program
- 9) Impact, justification, and overall essentiality of the program
 - a. The array of programs and how they help the university fulfill its mission
 - b. The array of programs and how they support the economy of the New North.
- 10) Opportunity analysis of the program
 - a. how well the programs meet existing and future needs of the region including possible new practice doctorates

Questions to Consider

In preparation for developing the *graduate education strategic plan* some questions you may wish to consider include but are not limited to the following:

- 1) How is faculty scholarship related to graduate education?
- 2) What areas might we offer a practice doctorate and what impact, if any, will the presence of more practice doctorates have on terminal masters programs?
- 3) What national or regional data tell us about demand for graduates?
- 4) What is the future for terminal masters programs?
- 5) What is the optimum mix and balance of types of graduate education (e.g., professional versus more traditional academic, part time versus full time, degree versus non-degree, credit versus non credit, taking single course for its content versus seeking a certificate/degree)?
- 6) Is the structure appropriate?
- 7) What is needed to market graduate programs?
- 8) Could we develop 3+1 or 4+1 programs that combine bachelors and masters degrees?

- 9) How will we assess the success of the plan and who will be responsible for implementation?

When the plan is being developed we ask that you consider the following questions:

- 1) Where is the leadership for the plan going to come from?
- 2) Who will take on the performance of various functions required by the plan?
- 3) How will we communicate with key stakeholders during development and implementation of the plan?
- 4) Who will be affected by our decisions, and how do they get enfranchised into the process?
- 5) How can we ensure that the changes we seek will be fully implemented and endure?

The Promise to Support the Team

We are asking team members to take on very challenging tasks and to provide leadership in the development and execution of a strategic plan for graduate studies. However, assistance exists in the following forms:

1. Existing well-developed and ever-improving university strategic and operational plans, processes, actions and successes;
2. The involvement and support of the university community and its internal and external leaders;
3. Support for team members and others for professional development programs in the area of graduate education;
4. A base budget allocation of \$10,000 to support work on this plan;
5. Student assistant to help collect data, interpret results, assist with writing summaries of research;
6. Financial support for new programs, expansion of existing programs and for marketing will be made available when the plan is approved.

Timetable for the Development of a Graduate Education Strategic Plan

TASK	DATE
Select and charge the team.	November 2, 2009
Prepare report on: trends in graduate education nationally, regional needs, and summary of results from workshops held in 2007 - 2009.	January 15, 2010
Preliminary Graduate Education Development and Strategic Plan to Provost for Review.	February 15, 2010
Share preliminary plan with deans, Graduate Council, and Vice Chancellors.	February 22, 2010
Stakeholders provide feedback.	March 15, 2010
Final Plan including implementation process submitted to Provost.	April 15, 2010
Key metrics and reporting processes submitted to Provost.	August 6, 2010
Report on implementation progress submitted to campus community.	October 1, 2010
Evaluate performance on metrics.	Ongoing and through University Annual Reports