

GRADUATE STUDIES VISION AND STRATEGY AT TCU

**A Strategic Plan Prepared by the AdHoc Committee for Graduate
Education Planning**

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The 2010 VIA Committee requested input from each college, university programs, and graduate studies as part of the ongoing effort to develop a strategic plan for TCU Academic Affairs. Following a review of the 2004 VIA plan for Graduate Education by the Associate Provost for Academic Affairs, who has institutional oversight for Graduate Studies, it was decided that broader input should be sought to develop a new strategic plan for graduate education at TCU. This task force, with broad representation from professional master's, traditional master's, doctoral, PhD, creative, science, research intensive, part-time, and full-time programs was asked to develop a plan. The Graduate Advisory Council of Associate Deans was also asked to comment and made suggestions that improved the work.

The Role of Graduate Education

Much recent discussion about graduate education in the United States has focused on the increasing competition for job seekers with college degrees. Economic and workforce models likewise often propose a greater role and need for those with advanced college degrees. Solving the complex social and scientific problems of the future will require the type of expert problem solvers graduate education can provide.

An elemental part of thinking strategically about the future of graduate education at TCU is to determine the purpose graduate education should have at TCU. We view these roles as central and equally essential:

1. To lead in the scholarly output and reputation of the University
2. To meet community and personal need for expertise at the post-baccalaureate level

The time is right for a strategic investment in graduate education at TCU. Recent investments in infrastructure for undergraduate education and athletics have advanced and will continue to advance the TCU reputation. Graduate education has not had significant investments and is primed to provide large, reputation-building returns for the investment of resources this plan proposes.

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Vision

We envision graduate education at TCU that is resourced appropriately to advance TCU's profile as a great university. Graduate education will

- Include professional, interdisciplinary, traditional, and innovative programs; PhD/Doctoral and Master's levels will be represented.
- Establish and maintain a strong, viable graduate presence in the TCU student population, with an appropriate new professional school if possible.
- Advance the scholarly reputation of the University with
 - publications, scholarly presentations and performances,
 - participation and inspiration in faculty scholarship, including that sponsored by external funding, and
 - enhanced faculty recruitment.
- Contribute to community development with student projects, internships, and products and to local industry with alumni placements.
- Guide the professional development of students and community with career skills programming, including speakers, workshops, and curricula.

- Inspire students (undergraduate and graduate) to solve big problems through research, creative scholarship, and critical thinking.

Context for this work

Several documents and data tables provided context for this plan. A summary of their important points is provided here.

1. “Graduate Education Vision and Strategy at TCU” paper prepared in 2004 had these charges:
 - Graduate and professional enrollments will grow to a maximum of 2,500 by 2014-2015.
 - Graduate and professional enrollment targets presume no new colleges or schools.
 - All graduate and professional programs will meet national standards.
 - Professional graduate programs will respond to regional needs.

**2004 VIA charge included:
Graduate and professional enrollments will grow to a maximum of 2,500 by 2014-2015.**

and highlighted these concerns:

- There are significant synergies between graduate students and the undergraduate learning environment.
 - The ability to sustain first-rate education at all levels depends on the development and maintenance of excellence in research programs and recruiting and retaining excellent faculty.
 - Graduate programs should not [indeed cannot] be judged solely in monetary terms.
 - A supportive environment for graduate education as well as quality research and creative activity is a necessity for raising the reputation of graduate study within and outside the institution.
2. “Position Paper on Strategic Plan for Graduate Study” prepared in 2005 focused on these needs:
 - Additional staff to implement graduate endeavors at the institutional level.
 - Competitive stipends, particularly for PhD programs.
 - Programs to bring the most talented students to TCU.
 - Marketing for visibility and for recruiting at the institutional level.
 3. 1999 Commission on the Future of TCU identified these items for emphasis in its recommendations that TCU strengthen the presence, visibility, and support of graduate programs:
 - Increase competitiveness to attract and retain top students.
 - Provide vital funding to build highly respected graduate programs.
 - Identify a high level member of central administration to advocate for graduate studies and research.
 4. Though data for comparison are hard to come by, a 2008 brief by the Educational Advisory Board found these steps important for a number of private AAU institutions:
 - Provide some centralized oversight for those decentralized structures.
 - Plan strategic growth in PhD programs.
 - Use doctoral education as a support factor for research.
 - Rethink how students are supported and to what extent; increase external funding.

**Commission on the Future recommended:
Provide vital funding to build highly respected graduate programs.**

5. Current TCU graduate student population

Program	Fall 2004 enrollment	Fall 2009 enrollment
Research Doctorates		
Chemistry, PhD	23	21
English, PhD	49	47
History, PhD	44	44
Mathematics, PhD	NA – started in Fall 2010	NA – started in Fall 2010
Physics & Astronomy, PhD	16	13
Psychology, PhD	30	30
Science Education, PhD	NA – started in 2005	18
Other Doctorates		
Educational Leadership, EdD	1	22
Musical Arts, DMA	NA – started in 2009	4
Nursing Practice, DNP	NA – started in 2007	54
Research Master's		
Art History	6	10
Biology	6	12
Communication Studies	15	14
Curriculum Studies	NA – started in 2007	4
Environmental Science	12	15
Geology	7	14
Journalism	28	15
Kinesiology	17	20
Professional Master's		
Accounting	17	40
Education Administration	51	40
Education Counseling	44	47
Education Foundations	13	3
Education-Elementary	9	8
Education-Middle School	3	7
Education-Secondary	4	1
Education-Special	17	10
Environmental Management	NA – started in 2007	9
MAT-Mathematics	8	9
MBA (includes accelerated, executive, and professional)	357	267
Nurse Anesthesia	122	196
Nursing	20	30
Speech Pathology	24	25
Other Master's		
Master of Liberal Arts	107	88
Music	40	53
Studio Art	7	9
Graduate Non-Degree	26	15
Total TCU Graduate*	1179	1214
Total TCU Undergraduate	7154	7640
Total TCU students	8333	8854
% graduate students	14.1%	13.7%

*Total includes students in discontinued programs

Source: TCU Fact Book 2009, www.ir.tcu.edu

6. US News and World Report USNAWR “aspirant” data (private schools w/religious tradition, above TCU in rankings)

Institution and source(s)	USNAWR rank	Graduate % of enrollment	# PhD Programs	Professional schools (excluding business)	Graduate % enrollment w/o professional schools
Duke http://www.dukenews.duke.edu/resources/quickfacts.html http://gradschool.duke.edu/depts_progs/phd_only_list.php	10	53.2	47	Law, Medicine, Divinity, Public Policy	unknown
Notre Dame http://www.nd.edu/aboutnd/profile/ http://graduateschool.nd.edu/about-the-graduate-school/facts/history/ http://www.nd.edu/academics/graduate-programs/ http://www.nd.edu/aboutnd/profile/students/	20	28.7	24	Law, Architecture	unknown
Georgetown http://explore.georgetown.edu/documents/?DocumentID=742	23	53.7	22	Law, Medicine	42.9
Boston College http://www.bc.edu/publications/factbook/at_a_glance.html	34	33.5	27	Law, Theology	28
Fordham http://www.fordham.edu/discover_fordham/facts_26604.asp	61	45.3	18	Law	38.3
SMU http://www.smu.edu/aboutsmu/~link.aspx?id=E03854336E744CBAB736D7ACBA7BC882&z=z http://smu.edu/graduate/programs.asp	68	32.5	19	Law, Divinity	24.8
BYU http://yfacts.byu.edu/viewcategory.aspx?id=50 http://www.byu.edu/gradstudies/catalog/programs.php	71	unknown	25	Law	unknown
Baylor http://www.baylor.edu/graduate/ http://www.baylor.edu/about/index.php?id=48867	80	17	22	Law, Theology	10.8
American University http://www1.media.american.edu/facts.htm	84	27.5	8	Law	15.4
Marquette http://www.marquette.edu/about/student_demo.shtml	84	30.9	15	Law, Dentistry	22.5
St. Louis University http://www.slu.edu/x5525.xml http://www.slu.edu/x32057.xml http://www.slu.edu/x23769.xml	88	39	31	Law, Medicine	30.1
University of Dayton http://campus.udayton.edu/~vpadmin/	110	32.1	8	Law	28.8
TCU http://www.ir.tcu.edu/	110	13.7	7	--	--

Strategic Plan: 2016

With consideration for the current context, the critical roles of graduate education, and our vision for what TCU must achieve in this arena, we propose the following *goals* and *outcomes along with recommended action steps* for their achievement:

Goal 1. Graduate education at TCU will include professional, interdisciplinary, traditional, and innovative programs; PhD/Doctoral and Master's levels will be represented.

Outcomes

- Program additions will protect this balance.
- Action A. Proposed program additions will be reviewed by the Provost and Associate Provost for balance.

Goal 2. Establish and maintain a strong, viable graduate presence in the TCU student population, with an appropriate new professional school if possible.

Outcomes

- Raise graduate presence as a percentage of student body to 17%, without a professional school addition. Such an outcome is intended to add to faculty productivity and graduate stature of programs with critical mass to achieve reputation building levels.
 - Add a professional graduate program/school with a target size of 3% of student body.
- Action A. Review current programs for their contributions to the role of graduate education and for their capacity to grow.
- Action B. Make a commitment to graduate education with additional faculty at competitive workloads to raise capacity in performing programs that desire growth.
- Action C. Make a commitment to graduate education with competitive workloads for faculty participants. This shows value for faculty contributions to graduate education.
- Action D. Increase the size of performing programs up to capacity. In most cases, this means a substantial commitment to graduate education with additional financial aid for stipends and tuition awards. This will require a cost/benefit analysis that considers more than the cost per student. For example, a critical mass of students in programs so proper depth and breadth of course offerings will attract excellent students and enable research skills beyond the fundamentals is vital.
- Action E. Call for proposals for new programs that meet the roles described for graduate education at TCU.
- Action F. Establish a task force for the purpose of proposing a new professional program/school that will add to a strong graduate presence with target size of 3% of student body by 2016. Such programs might include law, theology, architecture, or other programs with professional stature.

- Goal 3. Advance the scholarly reputation of the University with**
- **publications, scholarly presentations, exhibitions, and performances,**
 - **participation and inspiration in faculty scholarship, including that sponsored by external funding, and**
 - **enhanced faculty recruitment.**

Outcomes

- Raise admissions profile and selectivity of graduate students.
 - Increase scholarly contributions of graduate students.
 - Add Research Assistants to graduate financial aid assistantships.
 - Increase the number of proposals for external funding.
- Action A. Track selectivity (application and acceptance) numbers by program.
- Action B. Track admissions GPA and Standardized Test scores by program.
- Action C. Raise stipends for research programs to competitive national levels (top 1/3) with a 2-year review cycle.
- Action D. Offer incentives program with increased financial aid, tuition awards as well as stipend-tuition awards, for significant improvements in selectivity and admissions profiles.
- Action E. Offer competitive “bonus” stipends for top quality students – 5 @ \$7000 each year (20 total) + health insurance + recruiting visit.
- Action F. Track publications, performances, scholarly presentations by graduate students by program.
- Action G. Track placements of graduate program alumni.
- Action H. Provide quarterly reports on progress assessments to programs, deans, and Provost.
- Action I. Add to financial aid budget with RAs in selected areas. Examples:
- Part of start-up packages for new tenure-track faculty,
 - Part of RCAF awards to pre-tenure faculty,
 - Part of RCAF or similar awards for tenured faculty with special opportunities such as journal editors or invited texts,
 - Match for external funding awards,
 - Competitive awards for those with non-funded external proposals who are working on re-submissions.

- Goal 4. Contribute to community development with student projects, internships, and products and to industry with alumni placements.**

Outcomes

- Place alumni from graduate programs with local industry for internships and employment.
 - Use real community problems as class and group projects for graduate programs.
- Action A. Hold annual industry and community career lunch for graduate students.
- Action B. Work with community leaders and industry representatives to showcase graduate programs and solicit partnerships.

- Action C. Work with TCU Career Services on annual extension to current TCU Graduate Forum.
- Action D. Track placements of graduate program alumni.

Goal 5. Guide the professional development of students and community with career skills programming, including speakers, workshops, and curricula.

Outcomes

- Provide regular program of extracurricular activities to graduate students intended to increase employability.
 - Provide regular activities, including degree programs, to increase employability and civic engagement for the constituent community.
- Action A. Centralize relevant parts of new student orientation to address TCU's role in professional development.
- Action B. Offer a series of opportunities to graduate students, at least once a semester, for career skills development. These should include outreach to non-traditional students and students studying away from the Metroplex.
- Action C. Review program offerings with community leaders to assess new and continuing program needs.
- Action D. Market selected graduate programs to community constituents.

Goal 6. Inspire students (undergraduate and graduate) to solve big problems through research, creative activity, and innovative thinking.

Outcomes

- Provide opportunities to showcase graduate student achievements in creativity and research.
 - Provide opportunities for graduate students and undergraduate students to work together on research and creative scholarship projects.
 - Bring reputation building talent to campus; enlist their participation as student role-models and mentors.
- Action A. Enable graduate student participation in Festival events in each college/school.
- Action B. Work with Graduate Student Senate and Student Government to explore mentorship program for research, creative scholarship, and graduate school planning.
- Action C. Solicit donor for a prestigious scholars program. This would bring post-doc level new scholars from multiple disciplines to campus for one year, with all expenses paid. The program would attract scholars and practitioners of renown to work with these promising new scholars on topics of emerging interest. Example topics: energy, health care, sustainability.

Resources

Where possible, estimates are provided of required resources to accomplish this plan. Tuition hours are given as hours instead of \$\$.

Financial aid

(current student population)

- \$1.6 M to raise stipends competitively for current master's and PhD programs
- 150 additional hours to increase quality of current student population

(increases to current programs)

- \$2.3 M to add 55 PhD students at increased stipend level
- \$900 K To add 55 master's level students at increased stipend level
- 1800 hours for additional students (money for this increase is paid back as income)
- \$1 M for new stipends in professional master's and doctoral programs
- 1400 hours to add 200 students in professional master's and doctoral programs

(new programs/initiatives)

- \$150 K to add "superstipends" as four-year additions for exceptional recruits
- \$700 K to add 100 students at increased stipend level for anticipated new programs
- 1800 hours for additional students (money for this increase is paid back as income)
- Financial aid is not expected for new professional program.

Facilities

- Space for Nurse Anesthesia and DNP programs to grow
- Lab expansion for speech pathology
- Office space for new PhD students and master's level TAs
- Building for new professional school

Faculty

- New programs faculty
- New faculty positions to address workload adjustments

Staff

- Graduate Studies staff/faculty administrative position to handle increased applications and coordinate assessment and program priorities.