



UC SANTA CRUZ

Strategies for Achieving Aspirational Graduate Growth

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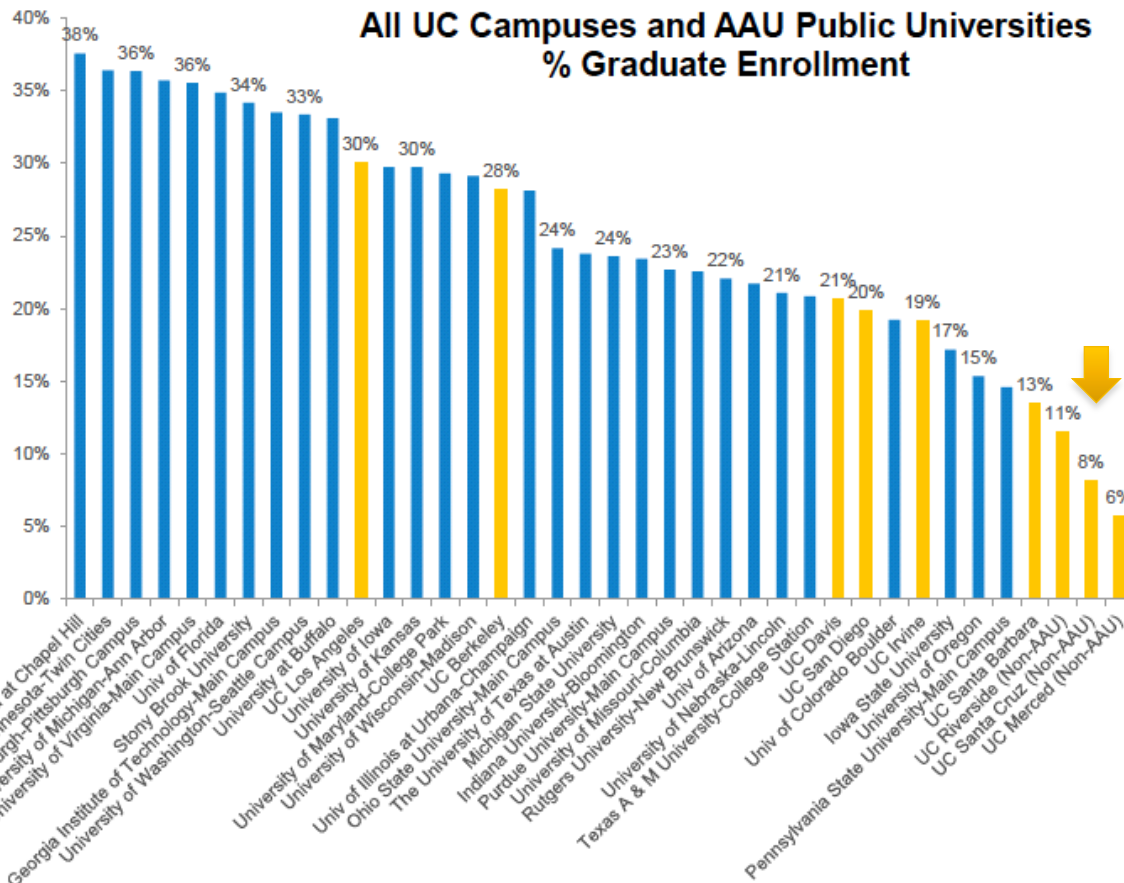
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Discussion outline

- Graduate growth — where are we now and how does that compare with UC's goals for “aspirational doctoral” growth?
 - Challenges, opportunities, synergies
- Strategies and programs to enable growth
 - Masters Incentive Program
 - Center for Innovation & Entrepreneurial Development
 - Task Force on Graduate Growth recommendations
- Discussion/Q&A

Graduate Growth: Challenge and Opportunity

- Graduate students comprise only 8% of campus enrollment



Compared with peer institutions

- Only newly-established UC Merced has a lower graduate proportion
- UC Santa Cruz's doctoral proportion is only 6.7% (*about half the UC-wide average*)

Graduate Growth: Challenge and Opportunity

- A large cohort of the best and brightest graduate students a factor in
 - Attracting and retaining the most talented faculty — doctoral students support faculty research as well conduct and publish their own original research
 - Expanding the research enterprise and extramural grant opportunities by participating in research teams
 - Enhancing the undergraduate experience as mentors, as role models, and as instructors or teaching assistants
- Key component of a campus profile that more closely resembles that of an AAU institution

Linking Research Development and Graduate Growth

Graduate growth

- Doctoral students help increase faculty research productivity
- Sponsored faculty research
 - Helps graduate students conduct and publish their own original research
 - Provides financial support for doctoral students

Research development

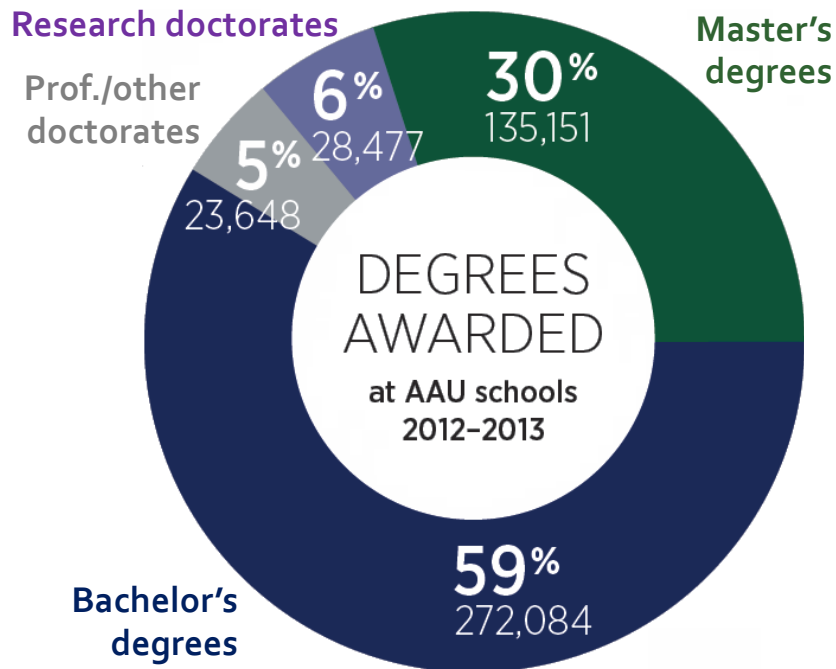
- Must be broader than faculty contracts & grants support

- Grant-writing assistance for graduate students
- Institutional training grants
- Multi-PI grants that provide new opportunities for interdisciplinary and collaborative research.
- Research/scholarship analytics — exploring untapped opportunity
- Catalyzing technology transfer
- Industry and private sector opportunities for RA-ships
 - ... *and a pipeline to future employment!*

Doctoral / Masters Growth

Peer benchmarks

- University of California awards **2½ masters** for each **doctoral** degree
- AAU institutions



Synergies

- Curricular efficiency — potential to design masters curriculum around first-year doctoral courses
- Financial aid — masters students demand less financial aid than doctoral students: at least partial tuition-paying.
- Revenue sharing — income from masters enrollments help fund:
 - Graduate fellowships
 - Grant proposal writing
 - Research support
- Doctoral students help faculty instruct undergraduates; potentially TAs for larger masters classes.

Key barriers to success

Barriers addressed by campus strategies

- UCSC overly dependent on State and tuition funding
- Number of filled ladder faculty FTE lower than required critical mass
- Current campus culture not aligned with doctoral growth
- Multi-year resource uncertainty creates hesitancy to grow doctoral programs

“Enhancing UC Santa Cruz’s reputation, expanding the research enterprise and extramural support, and attracting and retaining the most talented faculty all require a large contingent of the best and brightest graduate students.”



Strategies and initiatives

Overarching/spanning organizational boundaries

- Cultivate resources needed for growth
 - Additional block/fellowships
 - Instructional support/TA-ships
 - Masters Incentive Program
- Build capacity for doctoral growth
 - Faculty FTE allocations
- Advance success through integration and synergy

Graduate Division policies and services

- Refinements to block allocation policies
 - Disciplinary weightings updated to reflect UC-wide resource availability experience (e.g., to GSRs, etc.)
 - New reserve/carry-forward policy
- New fellowship support opportunities
- Professional development
- Diversity programs

Initiative focus: Masters Incentive Program

Program goals

- Create flexibility to expand doctoral enrollments
- Improve research and instructional capacity
- Enrich graduate curriculum
- Enhance UCSC's relevance for regional industry

How have SOE programs used MIP funds toward these goals?

School of Engineering

- MIP allocations to SOE programs (2013-14/2014-15)

<u>MA/MS major</u>	<u>Total (2 years)</u>
SAM/SSM/AMS	\$ 9,967
BINF/BMEB	\$ 15,600
CMPE	\$ 45,933
CMPS	\$ 150,367
GAME	\$ 143,650
EE	\$ 158,601
TIM	\$ 17,550
	<hr/>
	\$ 541,668

Initiative focus: Masters Incentive Program

Program goals

- Create flexibility to expand doctoral enrollments
- Improve research and instructional capacity
- Enrich graduate curriculum
- Enhance UCSC's relevance for regional industry

How have Arts programs used MIP funds toward these goals?

Arts Division

- MIP allocations to Arts programs (2013-14/2014-15)

<u>MA/MS major</u>	<u>Total (2 years)</u>
MUSC	\$ 2,167
S OCD	\$ 27,733
THEA	<u>\$ 33,367</u>
	<u>\$ 63,267</u>

Initiative focus:

Center for Innovation & Entrepreneurial Development

CIED suite of programs and educational services are designed to support

- Entrepreneurial desires of students, faculty, and the greater Santa Cruz community
- Technological innovation and social enterprise
 - CIED will reach out to and encourage women and underrepresented minorities to bring their ideas to life

CIED website: <http://cied.ucsc.edu/>



CIED initiatives

- Summer Session certificate program for undergraduates, graduate students, and community members
- Graduate minor for master's and Ph.D. students
- Development of seminars and workshops

Initiative focus: Task Force on Graduate Growth

Building consensus

- Joint administrative/ Senate task force
- Charge
 - Recommend graduate growth goals
 - Maintain quality of graduate programs
 - Strategies of how to achieve both (growth and quality)
- Work completed 2014-15:

Recommendations

- Increase capacity of existing programs
- Examine how funding drives graduate growth
- Incentivize growth
- Provide professional development

<http://senate.ucsc.edu/archives/Current%20Issues/Task%20Force%20on%20Graduate%20Growth/>

Discussion/Q&A

