

## OSU GRADUATE SCHOOL: 2012-13 PROGRAMMATIC ACHIEVEMENTS

We envision OSU as a leader in graduate training in the U.S. and globally, and a pioneer in exploring new approaches to graduate education. Implementation of our five-year strategic plan is contributing to this vision while also contributing to university enrollment goals and OSU's three signature areas. Our graduate programs must train a diverse student body in core disciplinary principles while also encouraging collaboration and effective communication across disciplines in an effort to solve complex societal problems.

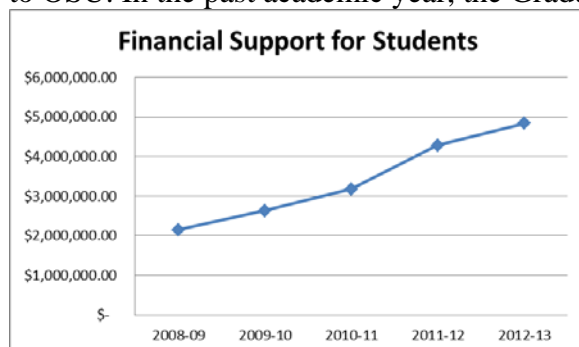
The Graduate School:

- Assists programs with recruitment, especially of under-represented minorities;
- Processes and reviews all applications, admissions, matriculations and enrollments;
- Strategically distributes nearly \$5 million dollars in fellowships and scholarships to graduate students in an effort to recruit and retain the best and brightest students;
- Assists departments with the development of degree programs and coordinates external reviews;
- Works with the Graduate Council to review policies and conduct program reviews;
- Is responsible for annual and decadal assessment of all graduate programs;
- Supports graduate students by providing opportunities for training that will improve their success during and after degree completion;
- Offers a curriculum of courses and workshops to increase employability of graduates;
- Oversees and supports interdisciplinary programs for four or more years as they develop;
- Oversees the Office of Postdoctoral Studies; and
- Works with the OSU Foundation to enable philanthropic giving to support graduate education.

### 1. Key initiatives undertaken and noteworthy outcomes achieved in the following areas:

**a. Student engagement and success:** Student engagement in the Graduate School is at the heart of the Graduate School Strategic Plan and is coordinated around the student life-cycle, from recruitment, admission, retention, and degree completion to alumni relations.

*Recruitment.* The Graduate School works with programs to recruit the best and brightest students to OSU. In the past academic year, the Graduate School administered tuition waiver, scholarship,



fellowship, loan programs and competitions that were open to all OSU graduate programs in efforts to recruit and retain the very best students.

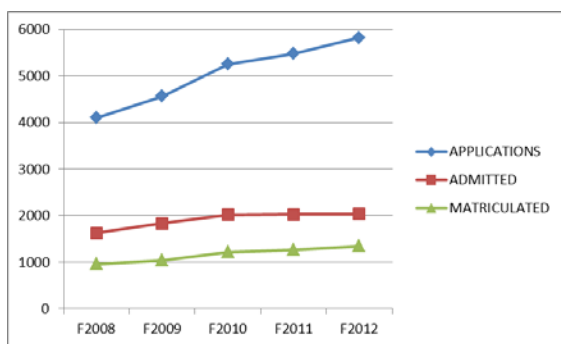
Competitive awards were based on evaluations by members of the Graduate Council and selected faculty and administrators. In 2012-13, the Graduate School awarded and administered more than \$4.8M in awards, an increase of approximately 13% from 2011-12. The majority of the increase was attributable to the increased

number of Provost Distinguished Fellowships awarded. Domestic recruiting efforts have focused on specific events for diversity recruitment. We are now advertising graduate programs

both online and on displays. International graduate recruitment is coordinated between the Graduate School, International Programs, and INTO OSU.

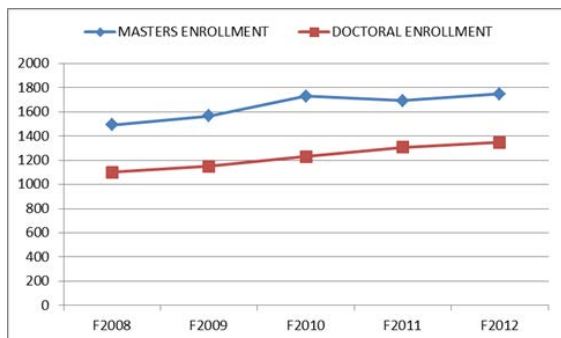
The Graduate School has explored collaborative connections with emerging countries by visiting embassies in DC, the Education USA forum hosted by the State Department, and meeting with Fulbright and the Institute of International Education officers in New York. World Education Services, one of the largest international evaluation organizations, highlighted OSU programs in an article and requested OSU present a graduate admissions online webinar, thus increasing our visibility around the world. Lastly, through the use of an online vendor that markets universities, OSU programs are displayed in the home language of over 28 different countries, generating an average of over 60 contacts per week.

*Admissions.* The number of applications continues to increase each year. However, the number of applicants offered admission has reached a plateau, with little overall change since fall 2010. Encouraging applicants and faculty to upload documents using our newly developed online system has increased efficiency. The new system also reduced the number of email inquiries



about the receipt of documents. The international evaluation process is streamlined with two admissions specialists, allowing greater clarity and response time to our applicants, programs, faculty and sponsoring agencies. However, fewer than 13% of international applicants were offered admission compared to nearly 40% of domestic applicants. There is significant potential to increase the number of admitted international students if faculty are willing to accept them.

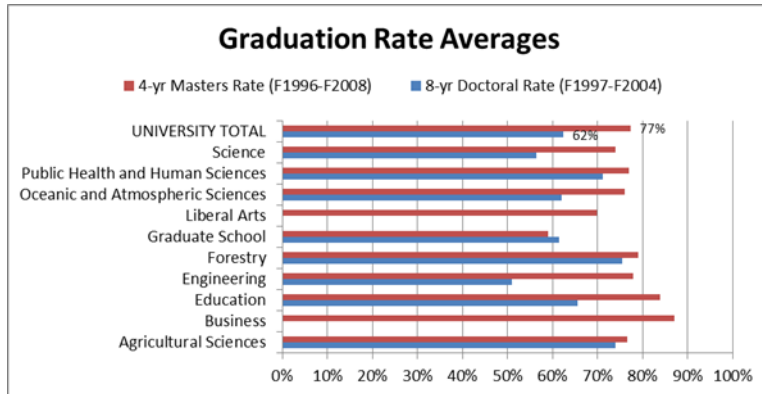
Graduate Council, in partnership with the Graduate School, initiated three major admission policy changes in the past year: 1. Calculating cumulative incoming GPA for all admitted students will now provide accurate data for assessment. 2. Professional degrees can be



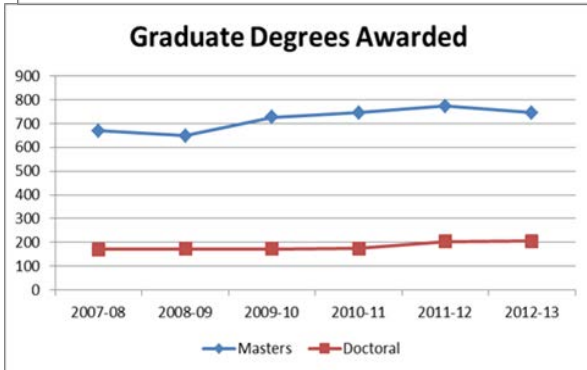
accepted, thus allowing flexibility to programs which will increase international admission potential. 3. TOEFL waivers for applicants with: 1. a 3.0 GPA with two terms of full time rigorous academic study in the U.S or, 2. a faculty advocate in a department to request a waiver; these changes will significantly benefit OSU's competitiveness for international applicants.

*Enrollment.* Fall 2012 enrollment was 1,346 doctoral students, 1,747 master's students and 900 non-degree graduate students, totaling 3,993. We averaged approximately 200 additional graduate students per year over the past five years.

*Retention.* The Graduate School actively fostered student success through sponsorship of nine degree completion workshops for over 500 participants. Two mentoring workshops for advisors were also offered, which 60 faculty members attended. Four financial aid workshops and six diversity and recruiting events were held, with 88 and 363 participants, respectively. Nonetheless, four- and eight-year graduation rates indicate that one-third to one-fifth of our



graduate students are not completing their degrees within these timeframes; thus, we are developing a new initiative aimed at improving retention and student success.



*Degree Completion.* Time to completion of the degree averaged 6.2 years for doctoral degrees and 2.8 years for master's degrees for the 2012-13 graduating cohort. There

was a 2.6% decrease in the total degrees certified during 2012-13 compared to the previous year. However, 1.5% more doctoral degrees were awarded this year compared to last. Commencement deadlines were relaxed to encourage completion during spring and participation in the ceremony. For the first time, graduate diplomas included the student's major in addition to the degree received.

**b. Research and its impact:** Approximately 64% of graduate students have published or exhibited their scholarly work before graduating from OSU, and 65% have presented at a professional meeting. The work of our graduate students receives considerable attention. During any one month, 75,000-155,000 downloads of theses or dissertations are made from ScholarsArchive. We continue to work with the Library to make research results and data more openly available to others.

**c. Outreach and engagement:** Approximately 350 new graduate students attended the Graduate School's orientation event. Twenty-three workshops were offered, with a combined total of over 1,000 participants. The Graduate School and OPAA also offered a Graduate Fellowship Workshop to graduate advisors and staff (35 participants). In addition, 10 workshops were offered for postdocs (210 participants). The Graduate School works to communicate with and support students throughout their tenure at OSU using our OSU Graduate School Facebook page, our newly revised webpage, faculty and student newsletters, and a recently created LinkedIn account. We actively post upcoming events, news of interest, helpful tips for success and other student support notices, initiating communication posts multiple times a week throughout the academic year.

Our graduate student liaison maintains active outreach with the Coalition of Graduate Employees, ASOSU Graduate Affairs Task Force, Intercultural Student Services, the cultural and resource centers and graduate student organizations, among others, to foster collaborative student support. The Graduate School, CGE and ASOSU co-sponsored the 2nd Annual Open Forums Project, designed to gather data regarding the experiences of OSU graduate students. Information collected provides us with a better understanding of the student support, academic success, employment and mentoring needs of OSU graduate students. The project involves both in-person focus groups and an online survey which engaged over 230 student participants. Our

liaison also worked with OEI and the Women, Gender and Sexuality Studies program to assist with Professor Shirazi's "Feminist Research Methods" course to gather additional information. We have collaborated with CAPS on the Healthy Minds Study, which assesses the mental health and well-being of our students. We also collaborated with International Students of OSU (ISOSU) to support their series of focus groups with international students to identify ways of better meeting the needs of international students and their families.

The Graduate School provided informational meetings about continuing and new policies concerning graduate education to faculty and students; the dean met with the leadership of each college and the assistant dean met with the graduate coordinators to explain the improvements in the application and admissions processes. Professional workshops on career choices were offered to both postdocs and PhD students. The Graduate School and Research Office jointly sponsored a workshop for 40 faculty and administrators on how to write successful proposals to the National Science Foundation for Graduate Training grants. The Director of the National Science Foundation's Integrative Graduate Education and Research Training Program, was the keynote speaker for the workshop; he also gave a presentation to 22 students on how to be successful in a graduate degree program.

The first Scholars' Insights graduate student competition was held in April. OSU graduate students had the opportunity to present the impact of their scholarly works and creative activity to a non-specialist OSU and Corvallis community audience. This competition is modeled after the three-minute thesis competitions occurring around the world with two notable differences: impact is emphasized and presentations are not limited to thesis research. The purpose of the presentations was to generate awareness, stimulate thought, inspire attendees and reach out to the local community. The event received front page coverage and engaged the community. Videos of the winners can be seen at <http://gradschool.oregonstate.edu/event/76>; these have been viewed over 300 times since being posted at the end of spring term. Next year there will be a local OSU competition followed by a statewide event in May 2014 from winners of OHSU, OSU, PSU, and UO in a competition organized by the Oregon Council of Graduate Deans.

Finally, we have been assisting the Applied Economics and Water Resources Policy Graduate Programs with development of proposals and MOA's to establish dual degree programs collaboratively with international institutions.

**d. Community and diversity enhancement initiatives:** We are actively involved in recruiting a more diverse student body to OSU. The dean has been an active member of the OEI Strategic Planning team and the Diversity Council. The Graduate School represented OSU at the Society for the Advancement of Chicano & Native Americans in Science (SACNAS) conference in Seattle, Washington (3,750 students) and the California Forum for Diversity in Graduate Education at San Francisco State University and UC Irvine (1,000 students each). The Graduate School provided funding to enable attendance of faculty and students at the Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) conference (860 students), and we attended the National Name Exchange conference. We also hosted a campus recruiting event intended primarily for McNair and Project 1000 scholars from Washington, Oregon, California, Utah and Michigan. Several of these attendees have been accepted to OSU graduate programs. The Graduate School provided six tuition waivers (\$70K) as part of our McNair Scholar Incentive Program and we issued 90 application waivers for McNair Scholars, of whom 67 applied for admittance. We also made awards through the Graduate Diversity Recruitment

Bonus Program (\$5K), Thurgood Marshall Fellowship (\$4K) and Diversity Advancement Pipeline Fellowship Program (\$63K).

We are also working collaboratively with other offices to improve the climate for marginalized groups. From 10-20% of the graduate students completing an exit survey in 2012-13 indicated that they had witnessed some form of prejudicial behavior based on gender, race, sexual orientation or religion. We are working with the OEI office, Ombuds office and others to address a change toward greater inclusivity and understanding on this campus.

#### **e. Other initiatives**

*Grad Education Toolkit.* The Graduate School has committed to build and implement comprehensive administrative software that will improve responsiveness, flexibility and functionality in all service areas. A Salesforce.com platform will support student life cycle workflow and enhance the collection and reporting of data, while utilizing existing Banner and Nolij systems. The first phase of development of the new system will include admissions (application, department processing and workflow), base communications functionality, integration with Banner and Nolij, and a robust security infrastructure. Phase II will add additional student-related processes. The system will allow our 80+ graduate programs to define program-specific questions for their applicants and reference writers as well as define the number and type of required documents. They will also be able to actively monitor applications in all stages and target recruitment efforts to the best students. Further, it is being designed to support our current business model and allow future growth.

*Improvements for Postdocs.* The Office of Postdoctoral Programs (OPP) created a program to enable the creation of an Individualized Development Plan (IDP) that is tailored to the specific goals of the research program and the aspirations and talents of postdoctoral scholars. The IDP ensures that postdoctoral scholars receive the training and professional development expected for this “trainee” appointment, and it assures that postdoctoral scholars receive annual performance evaluations. OPP and OSU Postdoctoral Association are also working to create a new Industry Experience Program. With assistance from the Office of Commercialization and Corporate Development (OCCD) in the Research Office, postdocs are forming collaborations with key local industries and businesses who will host half-day site visits.

*Graduate Student Professional Development.* The GRAD course designator was approved and allows the Graduate School to create and offer for-credit courses that have relevance across disciplines and/or contribute to university-wide graduate learning outcomes. We are developing a suite of courses that will train graduate students in skills they will need to succeed in their future positions. The new Certificate in College and University Teaching enrolled 30 students for fall 2013. Workshops, courses, and curricula are being developed and offered to provide skills that are essential for student success when they seek employment. In addition, the Associate Dean has developed a course for new students, which guides them through their graduate program.

*Mentor/Mentee Relationships.* A Workgroup on Graduate Student Mentoring and Advising, composed of faculty, staff and students, was convened by the university ombuds and the dean. The group is focused on developing best practices, trainings and outreach materials to serve as professional development and engagement opportunities for students and faculty.

*Support for International Students.* We will be holding the first international graduate student orientation and will follow up with continued programming and resources throughout the year. In addition, we plan to engage our sponsored students as cohorts that can help us establish better relationships with agencies and identify future talented applicants.

## **2. Assessment of efforts: what worked; areas that need improvement; major barriers**

*Enrollment.* Although we have responsibility for growth in graduate student enrollment, we do not have the authority to ensure that it occurs. While applications have increased, acceptances have not. Application processing improvements have allowed much faster faculty review while reducing processing time. However, many graduate programs continue to review application files too late to allow timely notification of admission to applicants, with a resulting loss of competitiveness. Incentives are needed for graduate faculty to recruit and mentor graduate students if we hope to make any progress toward a goal of having 20-25% of OSU students as graduate students, especially in light of rapid undergraduate enrollment growth.

*Student Financial Support.* Opportunities for funding support based on program award nominations and tuition waiver requests will exceed the Graduate School's budget in 2013-14. Funding for international programs such as Fulbright and the Vietnam Education Foundation will increase the demand for support by 5-10%. We are reviewing how the Graduate School's scholarship/fellowship award programs might be better designed to enhance achievement of strategic goals. We also need to incentivize recruitment of graduate students as well as incentivize philanthropic contributions to Graduate Scholarships (match on interest earned on endowments).

## **4. Initiatives to leverage E&G and other resources and improve administrative efficiencies**

We are actively promoting Ecampus and INTO pathway programs to build financial resources for programs. Although we are supporting a recent effort in Environmental Sciences, we promote these avenues for growth during every Graduate Program Review. We also are reaching out to alumni to build recognition and support for graduate education; we are hopeful that a recently approved matching program will increase the level of philanthropy to support graduate fellowships. Finally, the Graduate Education Toolkit is a large investment to streamline administrative services and processes, and harvest data for more informed decision-making. See page 5 for more information.

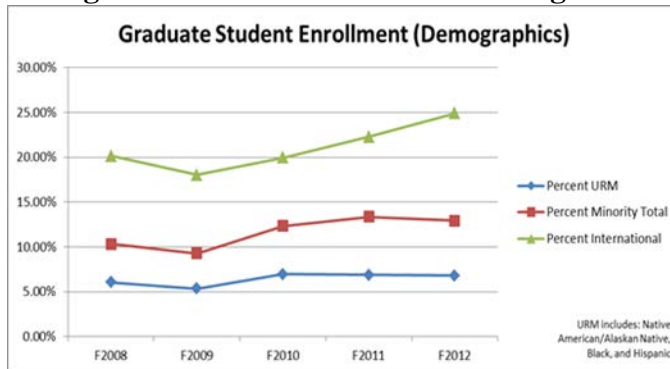
## **3. Summary of Faculty and Student Awards**

The 2013 Excellence in Graduate Mentoring Award will be presented to Dr. Carl Schreck, College of Agricultural Sciences, Department of Fisheries and Wildlife, at the 2013 University Day. In addition, we made 499 individual fellowship and scholarship awards to students and we awarded over \$40k in travel grants to 65 students. We also entered into a partnership with the Office of International Programs to award 20 Graduate Internationalization Grants.

## 2012-13 RESULTS AND OUTCOMES

**Performance on college-level metrics** – The Graduate School Strategic Plan lists three goals and a set of objectives to support each goal. These objectives were prioritized by the Graduate School and Graduate Council. We provide an assessment of progress on each of these goals and objectives.

**Goal 1: Increase our graduate student population to 25% of total university enrollment through recruitment and retention of high achieving and diverse students.**



**Objective 1.1 – Effectively recruit high achieving students and ensure representation of under-represented minorities.** The Graduate School is very active in both on- and off-campus recruiting efforts collaboratively with the graduate programs. These efforts contributed to a 6.3% increase in graduate applications, a 0.25% increase in admissions, a 6.5% increase in

matriculations, a 0.9% increase in enrollment of under-represented minority students, a 0.6% increase in total minority enrollment and no change in proportion of the total student body that is graduate students, despite a 5.7% increase in the total graduate student body.

**Objective 1.2 – Increase the efficiency of the application and matriculation process, and improve timely and clear communication with applicants and matriculants.** The number of email questions from applicants decreased sharply in 2013 due to the implementation of the online letter of reference and document upload system. The development of the Graduate Education Toolkit will increase the efficiency of the application and matriculation process and improve timely communication with applicants and matriculants. When it is operational, applicants will be able to upload application material and request letters of reference before submitting their application, and then log into the system to see the current status of their application. Programs will be able to manage application material, committee workflow and communications.

**Objective 1.3 – Improve communication among the Graduate School, graduate students and graduate faculty.** As part of our holistic approach to student support, the Graduate School disseminates two quarterly newsletters: *Grad Connections* to all graduate students and *The Mentor* to all graduate faculty and program advisors. Facebook, our renovated website, and LinkedIn are also used to communicate with others on and off campus. Forty percent of students completing the 2012-13 exit survey indicated that they were very satisfied with the services provided by the Graduate School and 60% of participants in the 2013 Open Forums Project indicated they were satisfied with communication they receive from the Graduate School.

## GOAL 2: Continuously Improve Program Quality

**Objective 2.1 – Improve quality assessment of graduate programs.** Graduate programs now must create assessment plans. Assessment reports are due annually by each program, and are a component of integrated full-cycle assessment for graduate programs. The revised Graduate Program Review (GPR) Guidelines include a new set of core metrics required in self-study documents in preparation for decadal reviews. Approximately 80% of these GPR core

metrics will be provided by the Graduate School, with the assistance of Institutional Research, to all graduate programs by the end of each fall term. Over the next academic year, these metrics will be integrated with the CORE system for automatic delivery to programs and future storage. We are also working with the office of APAA to begin compiling all past decadal reports, self-studies, action plans and annual metrics so that every program will have easy access to all past and current assessment data. The Graduate School has continued collaboration with the Research Office and Institutional Research in using data from Academic Analytics to contribute to program metrics and explore new initiatives that support graduate education and faculty success.

***Objective 2.2 – Grow the number of graduate faculty and their capacity to train students.*** Currently, there are 2,761 graduate faculty approved for one or more graduate education activity levels; this is an increase of 257 from this time last year, but we continue to seek additional qualified faculty. In partnership with Vice Provost Scott Reed, we have started an Extension faculty recruitment effort by reaching out to Extension Regional Directors, Portland Metro Extension faculty, Extension faculty at Training Days and through the distribution of a graduate faculty information packet.

***Objective 2.3 – Improve and enhance transdisciplinary and interdisciplinary opportunities in graduate education.*** During the past academic year, there was a 3.3% increase in total graduate students enrolled in interdisciplinary programs and a 12.9% increase in total graduate degrees awarded in interdisciplinary programs. A new interdisciplinary program is being proposed, Comparative Health Sciences. A doctoral student has been assessing the similarity in course enrollment and curricula among master's programs. The results will allow us to identify opportunities for programs to collaborate on cross-disciplinary curricula.

### **GOAL 3: Grow and invest resources to enhance graduate education opportunities**

***Objective 3.1 – Create new or restructured graduate programs where there is capacity.*** During the past year, new graduate degree programs were approved in Environmental Engineering (MS, MEng, PhD), Public Policy (PhD) and Business (PhD), as well as a Certificate in College and University Teaching. Comparative Health Sciences (MS, PhD) is under review. We continue to work with academic deans to assist development of new degree programs, with Women Gender and Sexuality Studies (PhD), Psychology (MS, MA, PhD), Applied Science (MS), and Environmental Humanities (MA) likely to be submitted within the next year.

***Objective 3.2 – Create endowments for graduate fellowships.*** The Campana family established a Graduate Fellowship endowment in Water Resources during the past year. We are in the process of identifying individuals who may be supportive of creating additional endowments for Graduate Fellowships. We will be distributing information regarding the value of graduate fellowships and scholarships to all 4,700 graduate program alumni later this year. We have visited with prospective donors in Corvallis and are planning trips to San Francisco, Los Angeles, Boston and Washington DC. In addition, we are working to establish a funding model to incentivize faculty to partner with the Graduate School on the selection of Fulbright applicants.

***Objective 3.3 – Incentivize assistantship opportunities for graduate students.*** Although we continue to see a more rapid rate of increase in postdoctoral appointments than graduate student numbers, there was a 6.3% increase in the number of GTA positions in the past academic year and an increase of 2.2% in GRA positions. Average salaries increased by 5.2% for all GRAs and 7% for GTAs. We continue to seek mechanisms for faculty to preferentially support graduate students.