



Annual Graduate Education Planning and Update

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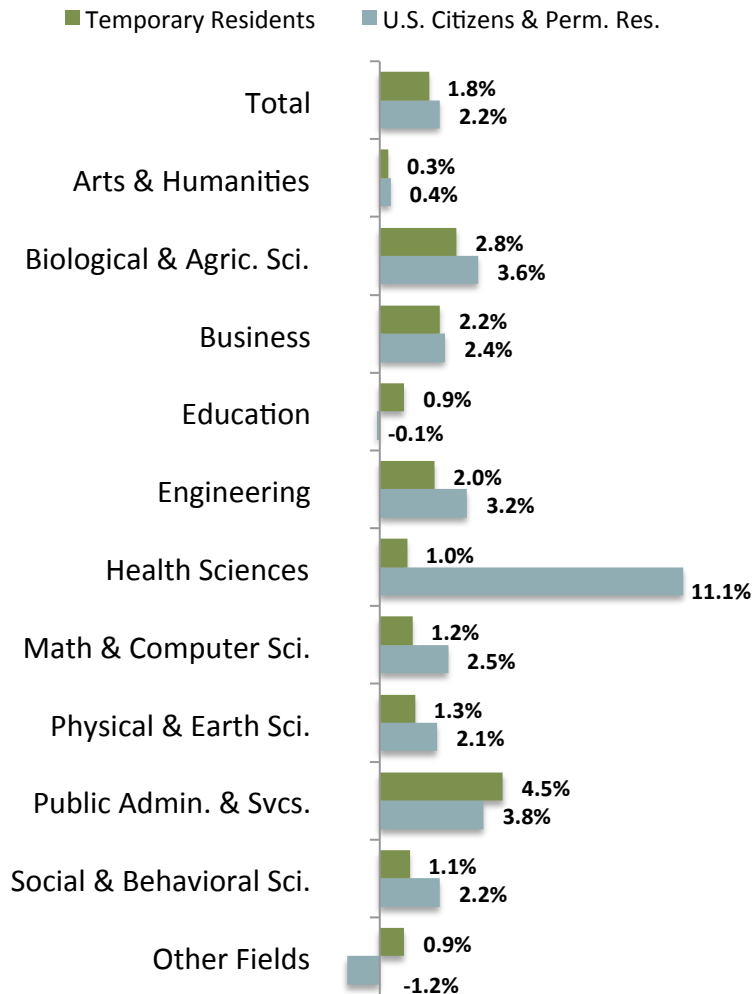
Acting Vice Provost and Dean of Graduate Education

Presented To The Board Of Regents Educational Planning & Policy Committee ♦ February 13, 2014



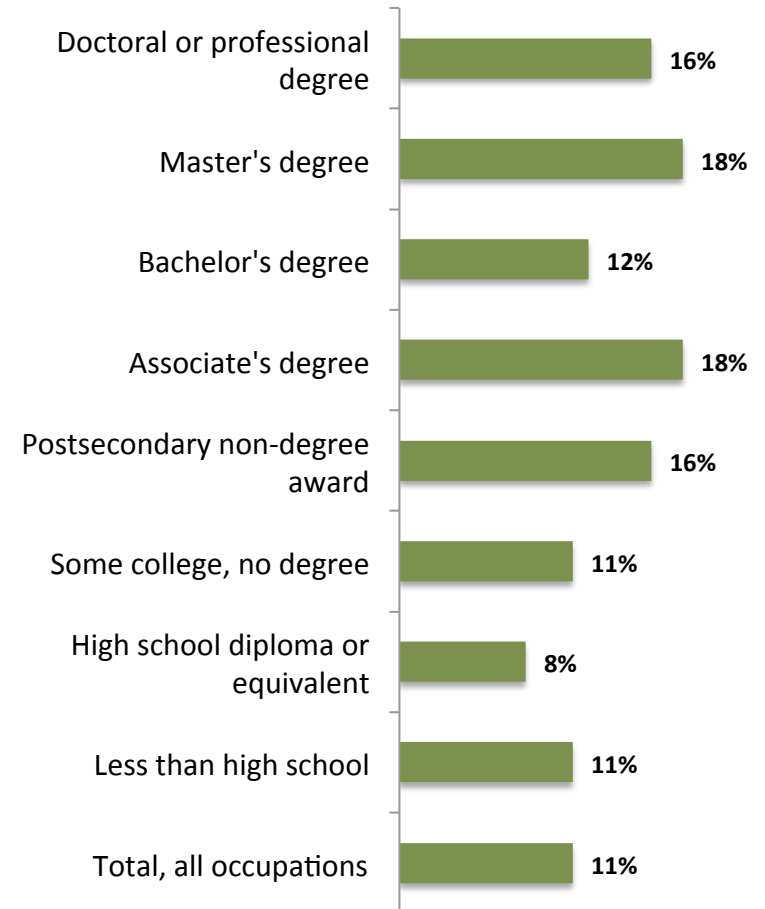
Board of Regents, 2014

Change in Graduate Enrollment, 2002-2012



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Projected growth in employment by level of educational attainment, 2012-2022



Source: Bureau of Labor Statistics

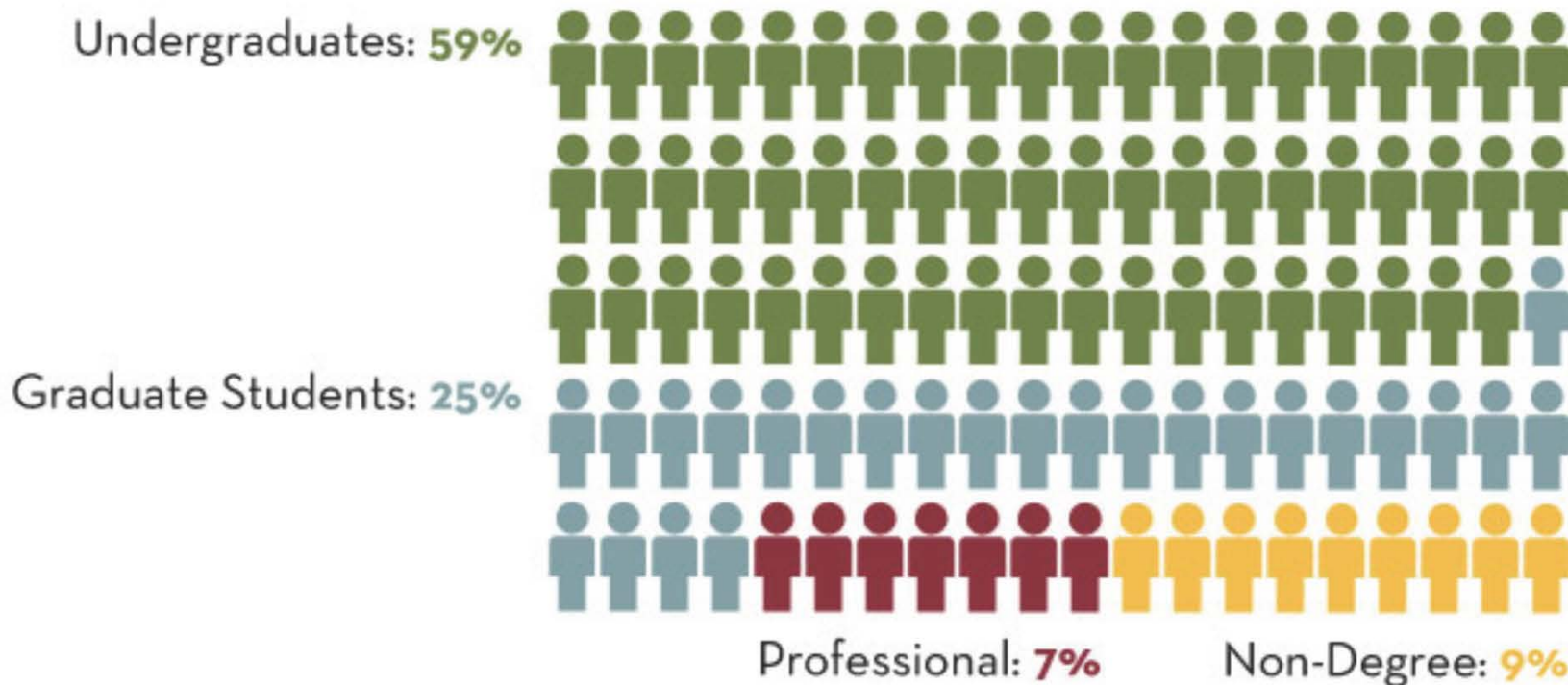
Categories and Definitions

Baccalaureate		Post-baccalaureate					
Undergraduate		First Professional	Departmental Master's		Graduate		
BA	B Mus	DDS	MD	DNP	MOT	MA	M Acc
BS	B Biom Eng	DVM	Pharm D	MDT	MPH	MS	MFA
BFA	Certificates, etc.	JD	Residencies & Certificates	M Ed	Certificates, etc.	PhD	Certificates, etc.
		LLM				EdD	

“ The diversity of our graduate programs creates administrative complexity but ensures that we are offering programs that meet the widely varied interests of students and are aligned with the range of societal challenges we strive to address.”

– Special Committee Report on Graduate Education (2013-14)

Fall 2013 Enrollment: Twin Cities Campus



Post-baccalaureate students comprise **32%** of the student body

Research

- Conducting original work through collaboration with faculty, post-doctoral associates and others

Teaching

- Educating undergraduates and tutoring through UROP and REU summer projects

Reputation & strength of the University

Leadership

- Heading discussion and activities in academia, industries, non-profit organizations, and corporations

Outreach

- Engaging in public activities in the local and sometimes global community

Pabalelo Mmila: Research



“ I’m using ethnography and archival research to examine the role of women as both producers and beneficiaries of popular theater in Botswana...paying attention to how they use popular theater as a site of political and social agency.

Theatre Arts & Dance Department

Maria Miranda: Education



“ I think the collaborative spirit and reputation of the department also is a huge help to finding jobs... Because of the collaborations I've participated in, I can clearly illustrate my ability to work on teams and work with others.

Department of Chemistry

Dr. Susan Connor: Active Engagement



“ My research interests are a result of blending my passion for the profession of nursing, my compassion for mothers and infants, and the honor that comes with serving this wonderful country.”

School of Nursing

Eric Kaler: Leader

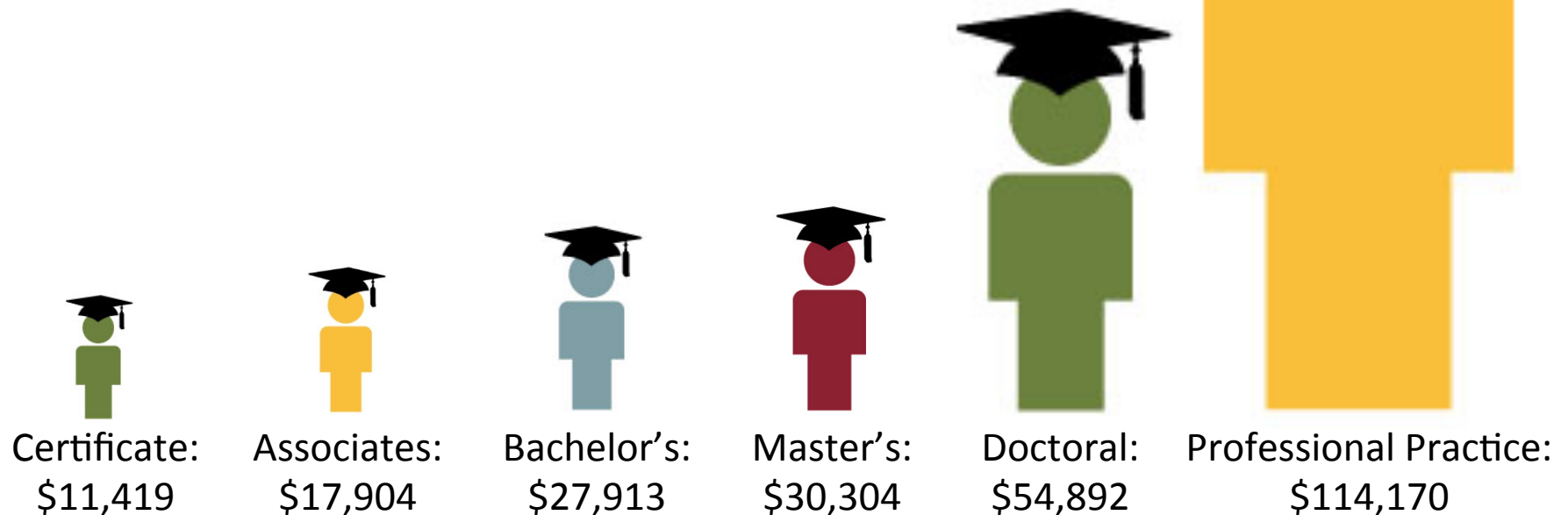


“My four years on campus as a graduate student transformed me. I loved being here – the intellectual stimulation, good friends and lifelong mentors and teachers made it an extraordinary experience.”

Department of Chemical Engineering

Student Debt by Degree Category

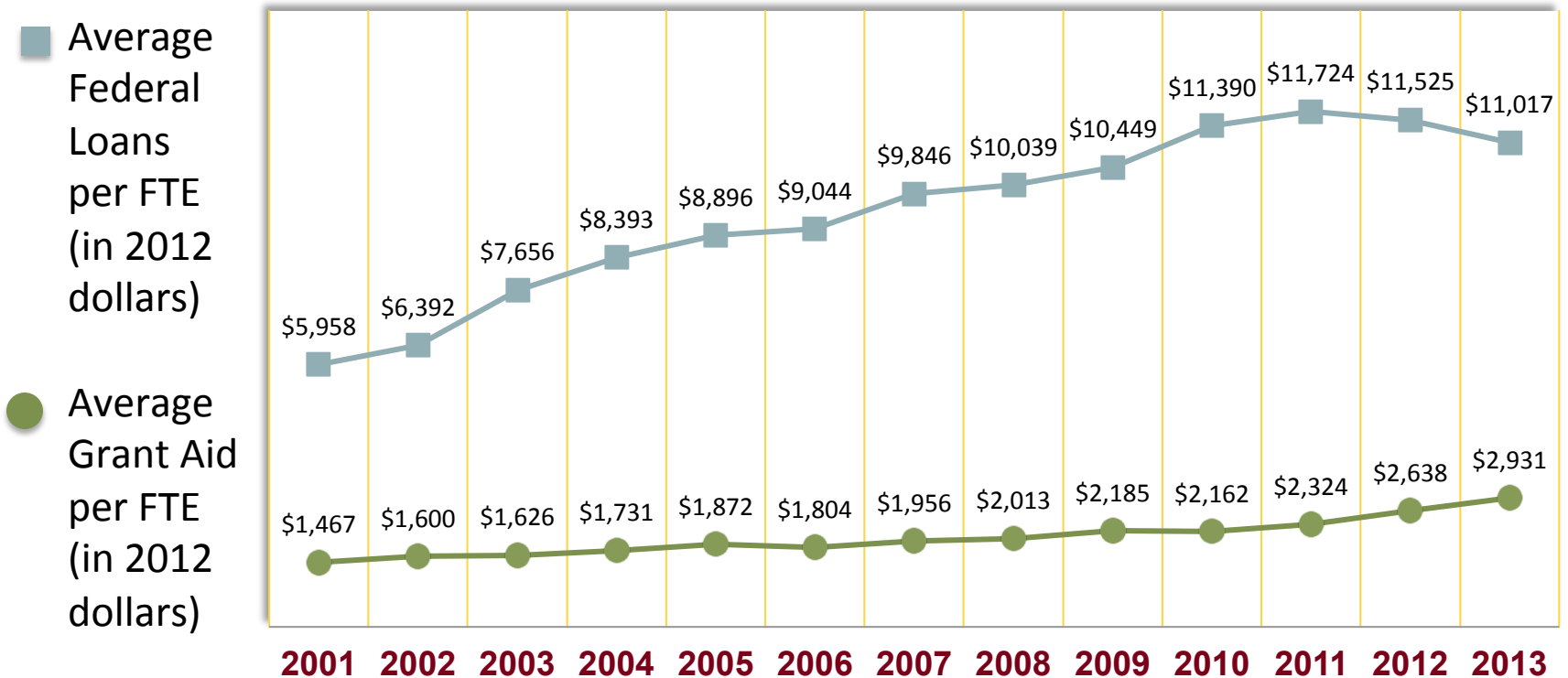
Among Minnesota Graduates, by Degree Type, 2009-2010



Source: Minnesota Office of Higher Education, Cumulative Debt Survey

Change in Average Aid, 2001-2013

UMTC Post-baccalaureate students



Source: Office of Institutional Research, University of Minnesota

Financial Support for Graduate Students

Stipend Expenditures for Graduate Assistants, Fellows and Trainees

	Graduate Assistants	Fellows & Trainees
FY09	\$80,534,566	\$22,076,667
FY10	\$80,044,247	\$21,463,756
FY11	\$80,233,992	\$22,510,454
FY12	\$78,473,793	\$20,906,900
FY13	\$78,991,821	\$21,525,917
Change	-1.90%	-2.50%

Amount of Tuition Waivers for Graduate Assistants

	Tuition Waiver
FY09	\$19,602,499
FY10	\$18,724,617
FY11	\$17,300,931
FY12	\$18,172,521
FY13	\$18,703,455
Change	-4.60%

Source: Office of Institutional Research, University of Minnesota

Financial Support for Graduate Students

Total funding for Graduate Assistants, Fellows and Trainees Based on Expenditures

	O&M	Sponsored	Other	Total
FY09	\$79,469,164	\$53,861,440	\$22,731,387	\$156,061,991
FY10	\$73,183,417	\$58,051,303	\$27,552,637	\$158,787,356
FY11	\$76,123,646	\$62,476,228	\$22,545,978	\$161,145,852
FY12	\$77,661,581	\$59,606,642	\$23,099,737	\$160,367,960
FY13	\$77,640,828	\$57,445,165	\$26,176,348	\$161,262,341
Change	-2.30%	6.70%	15.20%	3.30%

Source: Office of Institutional Research, University of Minnesota

Role of the Graduate School

- Program Enhancement & Assessment
- Funding Allocations
- Academic & Professional Development
- Interdisciplinary Activities
- Diversity Initiatives
- Issues in Graduate Education

Challenges

1

If you agree that post-baccalaureate/graduate education is at the heart of our institution, how can we **better reach the public** where its significance may not be immediately/readily evident?

2

Do you think that it is important to do more to **“cross pollinate” among the various component parts of our post-baccalaureate programs**? This means not only interdisciplinarity for graduate education but also enhanced collaboration and visibility within them?

3

What are additional strategies to address **recruitment of under-represented students** as well as the quality of their experience and their successful graduation?

4

What are likely to be the **opportunities and needs of the state, nation, and indeed the global community** that graduate education should be positioned to address in the coming decades – how can we prepare our graduate students to be not only engaged but also leaders?