

# **The Centennial Vision**

**Graduate Education at UMD:  
Research and Professional Practice  
for a Global Economy**



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## EXECUTIVE SUMMARY

The Graduate School of the University of Maryland was founded on March 14, 1919. Over the next five years, we will advance a *Centennial Vision for Graduate Education* that centers on *research education* and *professional training* as the twin missions for graduate education at UMD.

The *research mission* and, with it, our national and international reputation and stature, rest on the PhD, the signature degree for advanced intellectual inquiry. We will raise our PhD programs to a level that will let us speak of “*the UMD research doctoral program*,” signifying excellence across the board. We will graduate outstanding PhD students who pursue research careers in the professoriate or in other sectors of the economy: what they achieve matters more than where they go.

The PhD provides the mechanism for creating new knowledge and the next generation of knowledge producers. It should evolve as preparation for academic positions *and* for multiple career paths. Advancing the enterprise in this new way will require creative thinking and firm commitment to initiatives for ensuring student success, financial support, and international experience.

The *professional mission* and, with it, our state and regional contribution and profile, rest primarily on the masters degree and, to a much lesser extent, the professional doctoral degree. Professional masters degrees have been the growth area in graduate education, and we must address their growth at UMD, along with that of professional doctoral degrees, with strategic thinking and firm commitment to both high academic standards and market responsiveness.

The professional masters degree provides the mechanism for teaching, learning, and applying knowledge. It should continue to evolve as preparation for upper level positions in the workplace. Advancing this enterprise in new ways, and introducing innovative professional doctoral degrees, will require creative thinking and coordinated academic and administrative leadership at the campus level.

With these two missions in mind, the Graduate School has extended its outreach beyond internal campus constituencies to include external constituencies at regional, national, and international levels. It is building its communications and development operations and strategies accordingly: to matter, a vision for the future of graduate education at UMD must be widely known and well supported.

The Centennial Vision will be realized when UMD achieves true excellence in both its research and professional missions—when graduate education becomes a showpiece for UMD, and UMD an international showcase for outstanding and innovative graduate education.

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## I. OVERVIEW

As both a research and land grant university, UMD produces new and applied knowledge and contributes to the improvement of the state workforce and economy. We discharge our defining research role by adding to the sum of the world's knowledge and by preparing the next generation of knowledge producers; and we discharge our historic land grant role by translating research into applied knowledge and by providing current and future professionals with new and adaptable skills. In imagining a future for graduate education, then, UMD must emphasize both its *research* and *professional* missions.

### **The Research Mission**

Research and the production of knowledge depend on the PhD degree and, to some extent, terminal and transitional academic masters degrees. The PhD determines the national and international reputation of UMD—particularly among our peers in the AAU and CIC—and it contributes in no small measure to our regional profile. The degree's *raison d'être* is the creation of new knowledge, and its collateral benefit is applied knowledge. The importance of the PhD demands that we enhance its quality and celebrate its uniqueness, its stature, and, especially, its status as our signature degree.

We should strive to raise the doctoral research enterprise at UMD to the levels of UC Berkeley and U Michigan, widely regarded as national exemplars in public graduate education. We should strive to reach the point when, like those institutions, we legitimately can speak of *the* UMD doctoral research program. This would not imply an identity or even similarity of substance across our many programs, but rather would boast a homology of research and training objectives and a homogeneity of program excellence and student achievement.

We also should strive to build a vibrant *intellectual* graduate community, with faculty and students sharing together the life of the mind and transforming innovative ideas through rigorous research into new discoveries. Graduates from this community may enter the professoriate as the next generation of researchers, scholars, and teachers; or they may enter other sectors of the economy as researchers, leaders, or “change agents.” Where they go is not paramount; what they achieve and contribute is.

### **The Professional Mission**

Professional preparation at UMD depends on the professional masters degree and related graduate certificates, and to some extent, on the professional doctorate degree. These degrees virtually define our contribution to the state and region at the graduate level, particularly in fields like Education; and they add to our national and international stature, particularly in fields like Business and Engineering. These programs teach the skills needed to *apply* knowledge, whether newly created or received.

Professional masters programs are well established as a growth area in graduate education. In 2006, the Council of Graduate Schools observed that “master’s education is the fastest growing and largest part of the graduate education enterprise in the United States, representing over 90% of the graduate degrees awarded each year.” And, soon after, the *New York Times* reported that “the number of students earning [masters] degrees around

the country has nearly doubled since 1980. Since 1970, the growth is 150 percent, more than twice as fast as bachelor and doctorate programs.”

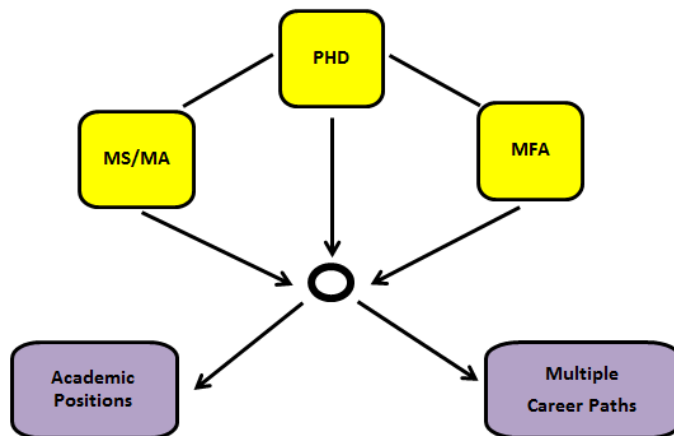
We must address the growth of professional programs in strategic terms, asking what is the vision, and what are the goals, for professional education at UMD. We want to ensure that professional masters degrees and graduate certificate programs maintain the highest level of academic standards, integrity, and oversight, while remaining responsive, agile, flexible, and competitive in the marketplace. And we want to develop innovative, interdisciplinary professional doctoral programs that address social and educational needs by filling niches currently occupied by neither PhD nor professional masters programs.

### **An Encompassing Vision**

UMD enjoys significant stature and visibility in research doctoral education and professional training alike. To reach the next level of excellence, UMD must advance a sound vision for the future of graduate education—one that encompasses *both* its research and professional missions. We must convey that vision to multiple constituencies, and we must make it our centerpiece for development.

## **II. THE GRADUATE RESEARCH MISSION**

The graduate research mission comprises the PhD (the predominant degree), the masters degree, and the master of fine arts degree. They lead to both academic positions and other career paths:



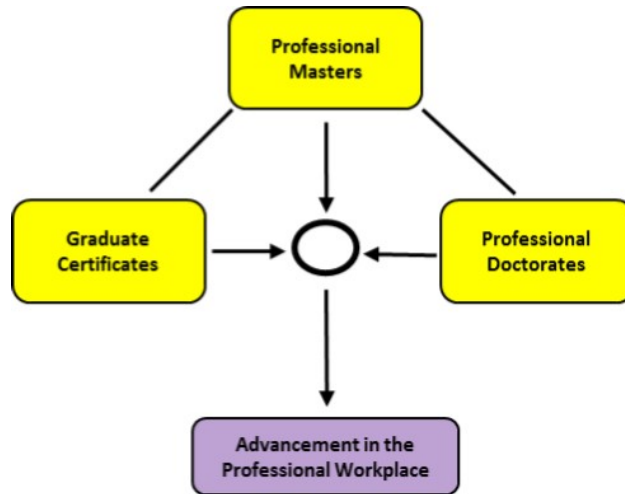
Key elements in advancing this mission are:

1. Continue Growing Nascent Campus Wide Student Success Initiatives
  - a. Graduate Student Writing Programs
  - b. Graduate Teaching and Learning Programs
  - c. Preparation of Doctoral Students for Multiple Career Paths

2. Place Fellowship Allocation Model on a Performance Basis
  - a. Shift basis of allocation from student enrollment to student success
  - b. Change allocation model to align better with strategic goals and best practices
  - c. Allocate portion of current fellowship pool for fundraising incentive programs
3. Implement Strategy for Fundraising for Fellowships
  - a. Create Office for Development and External Relations (done)
  - b. Create incentive programs for building fellowship endowments
  - c. Seek foundation funding for Student Success Initiatives
  - d. Ensure centrality of graduate fellowships in next capital campaign
  - e. Set capital campaign target at > \$100M in fellowship endowment
4. Reset and enforce enrollment targets
  - a. Conduct *streamlined* review of program capacity and student success
  - b. Reset enrollment targets using the review and Graduate Outcomes Assessment
  - c. Base fellowship allocations on success metrics and compliance with targets
5. Accelerate International Partnerships and Opportunities
  - a. Enhance direct contact with partners in Asia, Europe, Latin America, Middle East
  - b. Build on relationships with national and international agencies and NGOs
  - c. Develop international alumni relations and development opportunities
  - d. Build on existing international faculty collaborations
  - e. Expand joint international graduate seminar and research projects
  - f. Increase number of International Graduate Research Fellowships (IGRF) to ~25-50 per year through aggressive marketing and formal institutional agreements
6. Improve Degree Completion and Time to Degree
  - a. Extend to multiple colleges the data analysis/meeting model piloted with ARHU
  - b. Initiate discussion on multiple dissertation models and on incentives for change
  - c. Monitor progress of TA course buy-out piloted with English and Math
  - d. Work with Provost on issues outside of GS purview that impinge on TTD
7. Develop Post-Doctoral Opportunities for Non-STEM Graduates
  - a. Step 1: Pilot exchange program with selected peer for subsidized postdoctoral positions for recent non-STEM PhD graduates
  - b. Step 2: Revise exchange program to begin in final year of PHD with guarantee of postdoctoral position
  - c. Step 3: Consider two-track *research* PhD/postdoc for placements in a) academic positions and b) other sectors of the economy
  - d. Step 4: Expand bilateral institutional model to multilateral model

### III. THE GRADUATE PROFESSIONAL MISSION

The graduate professional mission comprises the masters degree (the predominant degree), the graduate certificate, and the professional doctorate. They lead primarily to advancement in the professional workplace:



Key elements in advancing this mission are:

1. Create Office for Professional Studies (OPS) in GS
  - a. Appoint Director or Coordinator for Professional Studies
  - b. Clarify role of professional studies in UMD graduate mission
  - c. Collaborate with colleges and Academic Planning and Programs on development, implementation, and oversight of programs
  - d. Collaborate with colleges and OES on management of programs
  - e. Continue to house Graduate Certificates of Professional Studies (GCPS) and Master of Professional Studies (MPS) in GS
2. Rationalize Citations and Graduate Certificates
  - a. Define and catalog existing certificates and citations (done)
  - b. Revisit current nomenclature of "certificates" and "citations"
  - c. Create uniform but flexible guidelines for certificates and citations
  - d. Research business models and market demands for certificates and citations
3. Rationalize Professional Masters Degrees
  - a. Develop taxonomy for and catalog of professional masters degrees
  - b. Create uniform but flexible guidelines for different types of these degrees
  - c. Ensure both high academic standards and market responsiveness

4. Develop and Rationalize Professional Doctoral Programs
  - a. Commission Task Force Report on Professional Doctorate and present to Graduate Council, Provost, and President (done)
  - b. Develop taxonomy for and catalog of professional doctorates (done)
  - c. Create uniform but flexible guidelines for different types of these degrees
  - d. Develop and guide to approval a Doctorate of Professional Studies (DPS)
  - e. Work with colleges and programs to build new, innovative, interdisciplinary professional doctorates
  - f. House DPS in GS OPS

#### IV. CONSTITUENCIES AND COMMUNICATIONS

UMD is an increasingly strong force in graduate education regionally, nationally, and internationally. To consolidate and strengthen our position further, the campus not only will have to realize an overall vision, but also will have to *convey* and *solicit support* for it. As the campus level unit for graduate education, the GS will take the lead, working closely with colleges, schools, and graduate programs to achieve these ends.

The GS will extend its *internal* campus focus of the past several years, necessitated by prior history, to include much broader *external* initiatives, constituencies, and communications. We will address not only students, faculty, programs, and colleges and schools at UMD, but also Trustees,, Regents, and the General Assembly; local, regional, national, and international institutions and opinion shapers; and prospective students and alumni.

The GS, in short, seeks not only to imagine, and to help programs to realize, the *future* for graduate education at UMD; we also seek to show constituencies on campus and across the globe *that* UMD is building that future and *what* that future will entail.

Key elements in this strategy are:

1. Expand Efforts at Levels of USM, State, Region, Nation, and Globe
  - a. Assume graduate leadership role in USM
  - b. Increase graduate visibility in Annapolis and mid-Atlantic region
  - c. Participate actively and visibly in CGS, AGS, and CIC
  - d. Participate actively and visibly in Universitas 21
2. Build Infrastructure for Development and External and International Affairs
  - a. Appoint Director for Development and Communications Officer (done)
  - b. Create and staff Office of Development and External Relations (done)
  - c. Appoint Director for International Initiatives (done)
  - d. Create and staff Office for International Initiatives (done)



### 3. Improve Communications Apparatus

- a. Work with University Relations on publicity for graduate achievements
- b. Commission new GS website and portal to graduate programs (done)
- c. Create newsletters and develop social media presence (done)

## V. THE CENTENNIAL VISION

Every future presupposes a past.

*The Graduate School of the University of Maryland was founded on March 14, 1919. Over the next five years, the GS will advance a systematic public relations campaign counting *down* to our centennial birthday and *up* to the start of our second century of operation. We have detailed staff members to work with university archivists in researching the history of graduate education at UMD; and we have formed an internal Centennial Planning Committee to develop a strategic plan for incorporating all major initiatives for the next five years into a *Centennial Vision for Graduate Education*.*

*This Centennial Vision will center on research and professional training as the twin missions for graduate education at UMD. The vision will be realized when UMD achieves true excellence in both missions—when graduate education becomes a showpiece for UMD, and UMD an international showcase for outstanding and innovative graduate education.*

*Updated April 1, 2015*