Administrative Leadership Meeting

Randy Woodson
Chancellor
Tuesday, September 10, 2019
# Upcoming ALMs

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 19</td>
<td>Strategic Plan Report Card</td>
<td>Titmus</td>
</tr>
<tr>
<td>January 14</td>
<td>Athletics</td>
<td>Titmus</td>
</tr>
</tbody>
</table>
Enrollment Information

• Enrollment exceeded 36,000 students this Fall

• Received 30,898 undergraduate applications

• First-year students from 97 North Carolina Counties, 40 states and 20 countries
Fall Semester Event Updates

- New Student Convocation
- Packapalooza
- Bell Tower Renovations
- Plant Sciences Building
Legislative Update

- 2019 Appropriations Act
- Mini-Budgets
  - House Bill 426
    - UNC Employee Salaries
    - Special Annual Leave – 5 days
    - Faculty Recruitment and Retention Funding
- Redistricting
An Overview of Graduate Education: From Enrollment through Graduation

Administrative Leadership Meeting
Sept. 10, 2019

Peter Harries, Dean, Graduate School
Overview

• Introduction
• Enrollment Trends
• Enrollment Planning and Recruitment
• Graduate Student Success
• Postdoctoral Scholars
• Up-coming Issues/Opportunities in Graduate Education
Functional

Innovative
Graduate Students

• Doctoral → PhD, EdD, DVM, DoD

• Masters
  – Traditional thesis masters
  – Non-thesis masters
    • Professional Science Masters

• Certificate and Non-Degree Seeking (PBS: Post-Baccalaureate Students)
Graduate Degree Programs

• Currently:
  - 106 master’s programs
  - 62 doctoral programs

• Programs in the pipeline
  - PhD in Agricultural and Human Sciences
  - MS in Foundations of Data Science
  - Master’s of Econometrics and Quantitative Economics
  - PhD and MS in Engineering Education
  - PhD and MS in Structural Engineering
NC State Strategic Plan

Goal 1: Enhance Student Success
Goal 2: Invest in Faculty and Infrastructure
Goal 3: Support Interdisciplinary Scholarship
Goal 4: Pursue Organizational Excellence
Goal 5: Engage Locally and Globally
Fall Enrollment

10-Year Increase = 20.8%

10-Year Increase = 16.4%
Fall Enrollment: Top Six Countries

- India
- China
- South Korea
- Turkey
- Taiwan
- Iran
- Bangladesh

Years: 2009 to 2019
Newly Admitted Students: Gender Trends

![Graph showing gender trends for newly admitted students from 2009-10 to 2018-19. The graph compares the number of female and male students admitted each year. The y-axis represents the number of students, ranging from 1000 to 2200. The x-axis represents the years from 2009-10 to 2018-19. The graph shows an overall increase in the number of female students, with a peak in 2016-17, while the number of male students shows fluctuations but remains generally stable.]
Newly Admitted Students: Residency Trends

- International
- NC Resident
- Domestic (non-NC)
Newly Admitted Students: Ethnicity Trends

Note: This plot does not include white, Asian-American or international categories.
Graduate Degrees Awarded

- Master's: 10-Year Increase = 53.5%
- Doctoral: 10-Year Increase = 35.0%
Graduate Student Completion Rates

- Doctoral 6-yr
- Master's 4-yr

Percentage of completion rates from 2008-09 to 2017-18.
2025 Enrollment Plan: Graduate Education Strategies

- Create ambitious doctoral enrollment targets, especially those related to strategic research initiatives and those that strengthen interdisciplinary initiatives;
- Build professional master’s programs that provide career development opportunities for working adults and that address unmet economic development needs;
- Leverage degree-granting authority and faculty expertise through partnerships with other universities; and
- Provide sufficient resources needed to support graduate enrollment projections, including GSSP and stipends, as well as tenure-track faculty and research space.
# 2020 and 2025 Targets
## Master’s Enrollment: Total and New

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2025</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master’s Total</strong></td>
<td>5,706</td>
<td>5,764</td>
<td>5,792</td>
<td>6,070</td>
<td>6,695</td>
</tr>
<tr>
<td><strong>Change</strong></td>
<td>+58</td>
<td>+28</td>
<td>+288</td>
<td>+903</td>
<td></td>
</tr>
<tr>
<td><strong>Target Change</strong></td>
<td></td>
<td></td>
<td></td>
<td>+288/yr</td>
<td>+151/yr</td>
</tr>
<tr>
<td><strong>Master’s New</strong></td>
<td>2,516</td>
<td>2,406</td>
<td>2,585</td>
<td>2,402</td>
<td>2,930</td>
</tr>
<tr>
<td><strong>Change</strong></td>
<td>-110</td>
<td>+179</td>
<td>-183</td>
<td>+345</td>
<td></td>
</tr>
<tr>
<td><strong>Target Change</strong></td>
<td></td>
<td></td>
<td></td>
<td>-183/yr</td>
<td>+58/yr</td>
</tr>
</tbody>
</table>
# 2020 and 2025 Targets
Doctoral Enrollment: Total and New

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2025</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PhD Total</strong></td>
<td>3,323</td>
<td>3,412</td>
<td>3,462</td>
<td>4,060</td>
<td>4,230</td>
</tr>
<tr>
<td><strong>Change</strong></td>
<td>+91</td>
<td>+50</td>
<td>+598</td>
<td>+768</td>
<td></td>
</tr>
<tr>
<td><strong>Target Change</strong></td>
<td></td>
<td></td>
<td>+598/yr</td>
<td>+128/yr</td>
<td></td>
</tr>
<tr>
<td><strong>PhD New</strong></td>
<td>700</td>
<td>681</td>
<td>668</td>
<td>804</td>
<td>826</td>
</tr>
<tr>
<td><strong>Change</strong></td>
<td>-19</td>
<td>-13</td>
<td>+136</td>
<td>+158</td>
<td></td>
</tr>
<tr>
<td><strong>Target Change</strong></td>
<td></td>
<td></td>
<td>+136/yr</td>
<td>+26/yr</td>
<td></td>
</tr>
</tbody>
</table>
Expanding the Enrollment Pipeline
Professional Development Framework

**Communication**
- Writing
- Public Speaking
- Addressing Non-Technical Audiences
- Digital Literacy
- Interpersonal Skills

**Academic Development**
- Critical Thinking
- Peer Review
- Teaching
- Collaboration
- Mentorship
- Ethical Conduct

**Leadership & Management**
- Teamwork
- Project Management
- Building Trust
- Conflict Resolution
- Data Management
- Classroom Management

**Personal & Professional Development**
- Professionalism
- Job Search Strategies
- Networking
- Entrepreneurship
- Personal Branding
- Business Acumen

**Empowering 21st Century Emerging Professionals**
Accelerate to Industry (A2i)™
Core Modules

- Industry Immersion: Week, One-day or Two-day Series
- Industry Team Practicum: Semester and Year-long Team Projects
- Industry Job Search Strategies: Half-semester Development Series
- Industry Company Site Visit: One-day Recruitment Event
- Industry Internship: Length Determined by Company
Preparing the Professoriate
Academic Packways: Gearing up for Faculty
Best Practices in Graduate Mentoring
New Positions to Support Graduate Student Success

External fellowship/scholarship specialist
• Help graduate students to find, submit competitive applications, and improve grant-writing skills

Writing specialist for international students
• Funded in partnership with Engineering
Graduate Student Support Plan

• Critical to reaching our research and enrollment goals

• Essential issues:
  – Are we competitive with our peer institutions and aspirational peers in terms of stipends?
  – How does NC State’s mix of state, grant, and endowment funding compare?
  – How do fees compare?
Office of Postdoctoral Affairs
Mission and Composition

- Advocate for postdoctoral scholars and house officers
- Provide career services and professional development programs
- Develop a sense of community

![Postdoc & House Officer Distributions Across NC State]

<table>
<thead>
<tr>
<th>Department</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>COT</td>
<td>2.12%</td>
</tr>
<tr>
<td>Kannapolis</td>
<td>2.59%</td>
</tr>
<tr>
<td>Centers</td>
<td>2.12%</td>
</tr>
<tr>
<td>COE</td>
<td>19.76%</td>
</tr>
<tr>
<td>CED</td>
<td>0.94%</td>
</tr>
<tr>
<td>Design</td>
<td>0.24%</td>
</tr>
<tr>
<td>CVM</td>
<td>29.88%</td>
</tr>
<tr>
<td>COS</td>
<td>12.71%</td>
</tr>
<tr>
<td>CNR</td>
<td>4.94%</td>
</tr>
<tr>
<td>CHASS</td>
<td>2.12%</td>
</tr>
<tr>
<td>CALS</td>
<td>22.59%</td>
</tr>
</tbody>
</table>
The New York Times Magazine

One of America’s Most Vital Exports, Education, Never Goes Abroad, but It Still Faces Threats

INSIDE HIGHER ED

New International Enrollments Are Down Again

The number of new international students fell by 6.6 percent in fall 2017, and the decline appears to be continuing this fall, according to new data.

Huge surge in international students coming to Canada

This op-ed was originally published in Canadian Immigrant on March 28, 2018.
National Enrollment Trends of International Students

Figure 6. Changes in graduate applications by degree level, Fall 2007 to Fall 2017

- % Change, 2016 to 2017
- Average Annual % Change, 2012 to 2017
- Average Annual % Change, 2007 to 2017

Note: Master’s/Other includes applications to graduate-level certificate and education specialist programs.

Source: 2017 CGS/GRE Survey of Graduate Enrollment and Degrees, Table C.1

Notes: R1=Doctoral Universities: Highest Research Activity, R2&R3=Doctoral Universities: Higher or Moderate Research Activity, Master’s Institutions=Master’s Colleges and Universities and Other Institutions.

Data Source: Council of Graduate Schools, International Graduate Applications and Enrollment, Fall 2018.
New International Recruitment Efforts

• Broaden the range of international students
  – Together with Global Engagement and Registration and Records, hired Steve Bergman as Director of Sponsored Student Programs
  – Developing country-specific recruiting efforts
Evidence for a mental health crisis in graduate education

Teresa M Evans¹, Lindsay Bira², Jazmin Beltran Gastelum³, L Todd Weiss⁴ & Nathan L Vanderford⁴,⁵

With mental illness a growing concern within graduate education, data from a new survey should prompt both academia and policy makers to consider intervention strategies.
Prevalence of anxiety and depression within the population of graduate students studied, by gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Anxiety (%)</th>
<th>Depression (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td>Female</td>
<td>43</td>
<td>41</td>
</tr>
<tr>
<td>Transgender</td>
<td>55</td>
<td>57</td>
</tr>
</tbody>
</table>

Effect of relationship with mentor in graduate students experiencing anxiety or depression

<table>
<thead>
<tr>
<th>Perception</th>
<th>Anxiety (%)</th>
<th>Depression (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides mentorship</td>
<td>36</td>
<td>33</td>
</tr>
<tr>
<td>Provides ample support</td>
<td>49</td>
<td>50</td>
</tr>
<tr>
<td>Positive emotional impact</td>
<td>48</td>
<td>47</td>
</tr>
<tr>
<td>Asset to career</td>
<td>53</td>
<td>54</td>
</tr>
<tr>
<td>Feel valued by mentor</td>
<td>55</td>
<td>56</td>
</tr>
</tbody>
</table>
Making ALL Credentials Transparent & Revealing the Marketplace of Credentials
The Challenge

- Growing size and complexity in the marketplace
- Varying descriptors are confusing for all
- Increasingly inefficient and expensive

Outcomes

- Identify the institutional processes and supporting staff roles needed to advance credential transparency
- Articulate how technical specifications for credentials and credential-related data empower institutional leaders to effectively differentiate their offerings
- Reference technical resources institutional staff can use to advance credential transparency
Stackable Credentials

- What does “stacking” mean?
- Promoting our certificates programs
  - Combining for higher level credentials
- Currently, no mechanism for competency-based credentialing
  - Is this something to consider?
125 YEARS OF GRADUATE STUDENT SUCCESS
Questions?