Bold Aspirations
Goal 2

Elevating Doctoral Education

Implementation Plan

Fall 2013 – Spring 2016
Message from the Dean of Graduate Studies

Doctoral education is central to KU’s mission to lift students and society by educating leaders, to build healthy communities, and to make discoveries that will change the world. The long-term health of KU as a research institution depends in no small part on the quality of its doctoral programs, because high-quality graduate students help to attract (and retain) research faculty, to maintain the integrity of the undergraduate teaching mission, and notably to enhance the overall research enterprise. Our graduate students make it possible for us to complete the research and scholarship of today while at the same time creating tomorrow’s scholars and leaders. By strengthening our doctoral programs, we will fulfill our self-stated goal to “prepare doctoral students as innovators and leaders who are ready to meet the needs of the academy and our global society.”

We have made progress toward our goal to elevate doctoral education over the past year. The groundbreaking work of the prior year’s Doctoral Education Workgroup, which produced the first report to document how doctoral students are currently funded and made recommendations regarding how the institution should seek to fund doctoral students was released to the campus community and has informed the work of the Bold Aspirations Goal 2 Implementation Committee. Through the tireless efforts of the faculty, staff, and students on the latter committee, an implementation plan for making our goals a reality was completed in the spring semester; the details of that plan are included in this report.

Goal 2 of KU’s strategic plan, Bold Aspirations, identifies a number of areas in which doctoral education can and will benefit from faculty and administrative attention and from small infusions of strategically allocated resources to improve the quality of our graduate programs in significant ways. The practical implementation of Goal 2 of Bold Aspirations (“Elevating Doctoral Education”) rests on a two premises: first, program improvements, enhancements, and elevation should be viewed as outcomes; and second, if they are to be meaningful, such outcomes must be identifiable and non-trivially measurable or assessable. The outcomes sought for in “Elevating Doctoral Education” and re-iterated in Goal 2 of Bold Aspirations focus on the following strategic action items to improve KU doctoral education: develop comprehensive and sustainable funding models for graduate education; use comparative data to set program standards; develop a comprehensive recruitment plan; and set program goals focused upon merit, mentoring, and placement.

Over the next three years, different areas of doctoral education will receive special focus. They are all inter-related, of course, but many can be separately parsed for special attention. This year, it will be recruitment. Other areas will include time in program, diversity, admissions yield, flexibility of funding, and graduate placement. Over this three-year period, we will see an improvement in KU doctoral education as indicated by metrics that have been developed in direct response to the mandate of Bold Aspirations, Goal 2. These will be publicly reported on the Graduate Studies website and rigorously scrutinized.
Consistent with the centrality of doctoral education to the research and education missions of KU, the strategies contained in the implementation report call upon the participation of numerous KU administrators and administrative offices. At the same time, the implementation group and its several predecessor committees have consistently recognized that doctoral education is best managed at the department or program level. This fact means that concrete goals and actions must be determined, shaped, and implemented at the disciplinary levels, even while wide administrative support is indispensable to fulfilling our commitment to elevating doctoral education at KU. Much of the necessary implementation must be enacted and managed at the doctoral program level. The elevation of doctoral education at KU will be a large-scale exercise in group work. At a comprehensive research university, it is an exercise worthy of our fullest attention.
**INTRODUCTION**

*Bold Aspirations*, the strategic plan of the University of Kansas, asserts our commitment to “prepare doctoral students as innovators and leaders who are ready to meet the demands of the academy and our global society.” Successfully meeting this commitment and excelling in doctoral education are central to KU’s role as a research university: graduate students make it possible for the University to conduct the research and scholarship of today, while simultaneously training the researchers, scholars, creators, educators, and innovators of tomorrow.

Four broad strategies outlined in *Bold Aspirations* provide a framework for elevating doctoral education: (A) develop a comprehensive and sustainable funding model for doctoral education; (B) use comparative data to set academic program standards; (C) develop a comprehensive recruitment plan; and (D) set program goals focused upon merit, mentoring, and placement. This implementation plan illustrates the benefits of a mindful approach to these strategies, elucidates how we will measure success, and summarizes a series of specific, concrete activities to achieve our goal of preparing doctoral students as innovators and leaders.

Consistent with the centrality of doctoral education to the research and education missions of KU, the implementation strategies contained in this report call upon a significant number of KU administrators and administrative offices to participate in various ways in the activities needed to implement them. At the same time, the strategies and corresponding action items outlined in *Bold Aspirations* were formed with the recognition that doctoral education is best managed at the department or program level, so that concrete goals and actions must be determined, shaped, and implemented at the discipline level. Thus, while wide administrative support is indispensable to fulfilling our commitment to elevating doctoral education at KU, many of the necessary strategic action items must be enacted and managed at the doctoral program level.

**BACKGROUND**

An implementation committee with wide university representation met from November 2012 through May 2013 to outline the specific actions found in this plan. This implementation plan specifies each broad strategic action item, enumerates the outcomes that will result from the enactment of these actions, and provides a summary of the specific short- and long-term activities recommended in each area. This information is also reflected in a detailed implementation plan found in the appendix.

The committee’s recommendations contained in this report are based not only upon the combined experience and reflections of the committee members, but also upon their review of the recommendations of several recent KU committees concerned with graduate education (including the recent work of the Doctoral Education Workgroup). The committee also looked carefully at systematic KU, national, and international data, and at currently understood and confirmed national and international good practices.

It is the assertion of the committee that by applying the recommendations found within this plan, we will elevate doctoral education at KU and prepare our students to meet the demands of our society. Some of these recommendations call for additional resources; others demonstrate how programs can maximize the resources at hand through collaboration and sharing of good practices. Together, we will foster an environment for doctoral education at KU that asserts our *Bold Aspiration* – to be recognized as a top-tier public international research university.
Strategic Action Items

Strategic Action Item 1:

Develop comprehensive and sustainable funding models

The Doctoral Funding Workgroup report outlined three recommendations that “have the potential to move our doctoral education program forward and serve the best interests of our students while providing a high quality of doctoral education.” These three recommendations are to:

1) Ensure certainty in funding for the doctoral career. Make recruitment offers to doctoral students that include a funding package commitment for the expected length of the degree program, usually 3 to 5 years.

2) Ensure diversity in doctoral training experiences. Fund the multi-year recruitment offers with training opportunities both as a Graduate Teaching Assistant (GTA) and as a Graduate Research Assistant (GRA) with a faculty mentor. Such diversity in training enriches learning, enhances training for varieties of professional careers, and brings additional breadth and depth to the student experience.

3) Discover new sources of funding for doctoral programs in order to offer recruitment packages that are competitive and diverse.

Implementation of these recommendations will allow KU to attract, retain, train, and place the leaders and innovators of tomorrow. Certainty in funding will enable students to successfully complete doctoral training in a timely manner while also receiving diverse experiences in teaching, research, and other aspects of their profession that will support their transition into their chosen career.

Performance Indicators
Success in developing comprehensive and sustainable funding models will be measured by:

• An increase in the percentage of full-time graduate students receiving competitive funding packages;

• An increase in the number of programs providing funding packages that provide diverse training experiences; and

• The identification of additional sources of funding to bring KU funding levels in line with our aspirational peers.

Strategic Action Item 2:
Use comparative data to set program standards

Doctoral programs at KU that have high disciplinary rankings and strong records of performance utilize good practices in recruiting, training, and placing their students. In order to maintain these good practices, and to improve them where necessary, we must measure our performance on a regular basis. Gathering and reviewing performance indicators in these areas will allow programs to evaluate their strengths and weaknesses and tailor their doctoral training to fit the program’s shared vision of an ideal graduate education through the creation of coherent and explicit expectations for program and student performance.

This process will be supported by institutionally collecting and reporting program data on a regular basis to facilitate program, department, School/College and University efforts to elevate the training of scholars.
Performance Indicators
Success in using comparative data to set program standards will require easy university-wide access to performance indicators. Success itself will be measured by:

- Program use of performance metrics, such as the doctoral program profiles, to measure performance against disciplinary peers;
- Optimized time to degree, with fewer programs exhibiting median time to degree lengths in excess of our AAU peers;
- Improved degree completion rates; and
- Improved tracking of student placement into degree-appropriate employment.

Strategic Action Item 3:
Develop a comprehensive recruitment plan

Active, mindful recruitment of doctoral students builds excellent cohorts of students suited to the educational goals of specific programs. Recruitment in doctoral programs occurs at the discipline level, and necessitates active involvement of the faculty. Faculty efforts will be augmented by central support activities that provide expertise in the areas of recruitment and economies of scale through employing central coordination and technology to work smarter, not harder.

The committee noted key areas necessary to support excellence in recruiting:
1) The availability of multi-year, competitive funding packages;
2) The availability of centralized, coordinated information, training and resources;
3) Dedicated resources for marketing and recruitment activities; and
4) The enhanced creation and utilization of alumni networks.

Performance Indicators
Success in developing a comprehensive recruitment plan will be measured by:

- Increased quantity and quality of applicants;
- Applicant pools that reflect the diversity of our local, national, and global society;
- Increased matriculation rate of admitted students;
- Placement outcomes of graduates that match the stated expectations of programs; and
- Graduate programs at an optimal desired capacity, with excellent students completing in a timely manner.

Strategic Action Item 4:
Set program goals focused upon merit, mentoring, and placement

Quality doctoral programs are structured to train each cohort of students based on available faculty resources to mentor students, available funding, disciplinary expertise, and appropriate and desired placement opportunities for graduates. As noted in strategic action item 2, data informs optimal program structure, so that programs may consider their goals and base their decisions about recruiting, admissions, training, and funding on stated program goals. The implementation committee noted that each doctoral program at KU offers a unique training opportunity; therefore, each program has an implicit commitment to examine and set explicit criteria regarding the optimal goals for admissions, training, and placement that maximize the resources available to it while ensuring that we fulfill our commitment established in Bold Aspirations by preparing our graduates to be, “innovators and leaders … ready to meet the demands of the academy and our global society.”
Performance Indicators

Success in setting program goals that are focused on merit, mentoring, and placement will be measured by:

- Program establishment and use of explicit discipline-specific guidelines for admitting students based upon merit, available funding, desired faculty-student ratios, and placement outcomes;
- Establishment of a maximum desired capacity in master’s and doctoral programs where excellent students can participate in research and generate research on their own;
- Increased number of students with multi-year funding packages;
- Optimal faculty to student mentoring ratio achieved for each discipline;
- The presence in programs of adequate numbers of faculty mentors who are well-prepared to discuss multiple career pathways;
- Student satisfaction survey data, used to monitor mentoring practices as needed; and
- Improved time to degree, improved completion rates, and better tracking of placement data.

Summary and Conclusions

The implementation committee has proposed a set of specific activities in support of these four action items that—once implemented—will serve to raise the caliber and stature of doctoral training at KU. The proposed activities recognize that doctoral training is best managed at the program level, but that faculty planning, commitment, mentoring, training, and dedication can be supported by central activities in the schools/College, Graduate Studies, and University administration. By focusing our efforts, we will strengthen our programs and solidify our reputation as a top-tier international research university. The success of these implementation recommendations will, in many cases, be indicated by having the recommended standards, procedures, metrics, and resources explicitly stated, in place, and used as the goal at which programs aim or the guiding principles under which they operate. That success will include the achievement of various program outcomes as specified in these recommendations. Success will, in other cases, be ongoing: providing and assessing doctoral education is not a one-time activity, but a continuing practice that must be ever again renewed and reviewed.
APPENDIX

Specific Recommended Activities

Implementation Timeline

Committee Roster
Specific Recommended Activities

Strategic Action Item 1:
Develop comprehensive and sustainable funding models

Immediate Actions:
Steps that are underway, or that can be taken immediately or within a one-year time frame include:

Develop flexible funding models and workloads for graduate assistantships
1) Disseminate the recommendations of the Doctoral Education Workgroup on funding at KU and prevail upon deans, chairs, directors to enact the recommendations in detail in light of their own program needs:†
   a. Ensure certainty in funding for the doctoral career
   b. Ensure diversity in doctoral training experiences
   c. Discover new sources of funding
2) Identify departmental “bright spots” in funding and share them with the KU community.
   a. Challenge one or two units that have a good balance of GTAs and GRAs to make multiple year offers to incoming students that include both teaching and research. These would serve as pilot programs for other units.*
   b. Identify units that offer multi-year packages, but do not provide a diversity of training to otherwise well-funded students. Explore possibilities to diversify training experiences in these areas as disciplinally appropriate.*
3) Identify existing resources that may currently be underutilized and use them to supplement existing funding levels.*
4) Conduct an audit of GTA/GRA/GA salaries in all programs; work with programs to set pay matrices to ensure evenness and predictability of funding between and amongst GTAs and GRAs in each program. Work with deans, chairs, and directors to ameliorate the structural imbalances between GRA and GTA pay scales to bring KU practices in line with AAU peers and to eliminate disincentives for graduate students to assume GRA appointments; implement departmental-based GRA and GTA pay matrices with uniform GRA and GTA salaries across the academic life of a graduate student.
5) Make multi-year funding packages in departments a requirement of eligibility for University Graduate Fellowship support.

Increase external and internal funding opportunities for doctoral education
1) Establish a “creative committee” comprised of faculty, administrators, and students to develop ideas for new funding and re-allocation of existing funding or budgetary resources, including:
   a. Identify funds to support a University Dissertation Fellowship
   b. Identify funds to support a University First-Year Graduate Fellowship*
   c. As a component of the capital campaign, reach out to potential donors interested in investing in doctoral education
   d. Secure more research grants with grant-funded GRAs
   e. Review recommended and implemented changes in the graduate research funding environment as federal funding agencies, for example, move to new or revised funding models; inform the KU community of such changes and develop strategies to respond to them

† An asterisk indicates reference to and affirmation of a Doctoral Education Workgroup Report recommendation
f. Develop promotional videos and statements on graduate student research and experiences

g. Seek additional institutional sources for enhanced GTA/GRA funding:
   i. Re-investment from Changing for Excellence
   ii. More money or different use of existing money from Coca-Cola or other third party university wide contracts
   iii. New corporate licenses
   iv. Expanded allocation of grant overhead to graduate education

h. Explore the concept of a general use GRA appointment from non-grant funds
i. Establish tracking method for external fellowships and internships
j. Continual reference to the recommendations of the Doctoral Education Workgroup report for ideas to develop toward increased and improved funding of doctoral students

2) Encourage all graduate students to apply for external fellowships in their first or second year, as disciplinarily appropriate

   a. Use GS website, faculty and department meetings, and other means of communication—as available—to raise visibility of this necessity

   b. Establish auxiliary university resources to students who receive this kind of external funding, including tuition, health insurance, and retention of access to KU buildings and the library

3) Use remaindered unrestricted undergraduate fellowship and recruitment funding at the departmental or school level for graduate support

4) Make encouragement and fostering of graduate applications to external sources a requirement of program eligibility for University Graduate Fellowship support

Make doctoral education a priority in Far Above, the comprehensive fundraising campaign

   1) Coordinate with the Endowment Association to raise awareness of graduate education as an area for donation

   2) Develop promotional materials on graduate student research to be used in development efforts

Longer Term Actions

Steps that will take more time and resources include:

Develop flexible funding models and workloads for graduate assistantships

   1) Benchmark GTA/GRA/GA benefits (including health insurance, daycare, and other benefits) against peer institutions; adjust funding and benefits packages to match aspirational peers*

   2) Make the university community aware of the issues in item (1) of cost, availability, and competitiveness related to graduate student benefits

   3) Work individually with programs to identify opportunities to diversify doctoral training experiences in a manner appropriate to stated program outcomes for student placement

      a. Academic units develop explicit support plans that fit with graduate training and teaching expectations; these plans are reviewed in College/Schools and GS and funds are allocated by Deans and GS Dean based on these plans.

   4) Work with deans, chairs, and directors to increase number of GRA appointments relative to GTA appointments to bring KU practices in line with AAU peers; while seeking to attract more external funding, also—as recommended in the Doctoral Education Workgroup report—develop GRA funding models that do not depend solely on such
funding*
5) Work with deans, chairs, and directors to create pools of back-up funds to provide security of multi-year funding packages

Increase external and internal funding opportunities for doctoral education
1) Identify other models of funding graduate education based on peer institutions*
2) Identify and mitigate barriers related to tuition funding for GRA, GA, and fellowship recipients*
3) Continually keep abreast of changes in the graduate research funding environment as federal funding agencies, for example, move to new or revised funding models.
4) Explore ways to increase the applications for federally-funded training grant programs
5) Explore alternative enrollment and tuition support models at aspirational peers; adjust KU’s tuition model appropriately

Make doctoral education a priority in Far Above, the comprehensive fundraising campaign
1) Designate a position within Endowment focused entirely on graduate education

Strategic Action Item 2:
Use comparative data to set program standards

Immediate Actions:
Steps that are underway, or that can be taken immediately or within a one-year time frame include:

Establish discipline-specific standards and review student progress annually
1) Provide regular programmatic data reports, including:
   a. Applications
   b. Admissions
   c. Faculty
   d. Enrollment
   e. Financial Aid, Assistantships, Fellowships, and Support
   f. Degree counts
   g. Time to degree
   h. Postdoctoral plans and placement
   i. Graduate student satisfaction
2) Review time to completion trends by individual doctoral program
3) Require annual review of all graduate students at the program level
4) Identify bright spots and share models of departmental good practices with the KU community
5) Identify any additional metrics required and collaborate with the Office of Institutional Research and Planning to collect and disseminate the needed data
6) Develop a method for central tracking of internal and external fellowships
Longer Term Actions
Steps that will take more time and resources include:

Establish discipline-specific standards and review student progress annually
1) Develop plans of study in Advising Tool
2) Provide information on best practices in faculty mentoring of graduate students
3) Encourage programs to establish discipline-specific standards for doctoral degree outcomes, milestones, time to degree, completion, and placement
4) Make program discipline-specific standards for doctoral degree outcomes, milestones, time to degree, completion, and placement a requirement of eligibility for University Graduate Fellowship support
5) Make program reporting of data accessible to central acquisition; make reporting a requirement of program eligibility for University Graduate Fellowship support.
6) Distribute Student Satisfaction Survey results to inform departments of the student perspective and to promote changes to program structures and practices

Distribute fellowships to programs based upon student progress and placements
1) Creation of additional data reports, including collection and dissemination of placement and outcomes data
2) Identification and recording of additional data in doctoral student records, such as committee composition and annual reviews
3) Collection and reporting of graduate student research productivity as demonstrated in publications and conference presentations

Strategic Action Item 3:
Develop a comprehensive graduate recruitment plan

Immediate Actions:
Steps that are underway, or that can be taken immediately or within a one-year time frame include:

Actively target and recruit high-quality applicants
1) Collect and distribute student inquiries from website, McNair, SACNAS, and ABRCMS to programs for active use in their recruitment efforts.
2) Encourage departmental recruitment presence on websites; increase visibility of individual faculty research and areas of expertise of faculty

Provide central support and training for unit-led recruiting efforts
1) Identify funding for and implement Prospect, a Customer Relationship Management (CRM) software tool currently being piloted in selected programs, to allow communication throughout the recruitment, inquiry and application, thereby maximizing the quality and quantity of applicants and matriculants
2) Develop and distribute application and admission reports to programs/schools
3) Develop a Recruitment Toolbox of resources for faculty and programs
4) Designate resources within Graduate Studies to accomplish/coordinate the following activities:
   a. Provide applicant/admissions data to programs and schools/College
   b. Provide information on successful recruitment strategies to programs
5) Make program comprehensive graduate recruitment plans a requirement of eligibility for University Graduate Fellowship support

**Longer Term Actions**
Steps that will take more time and resources include:

**Actively target and recruit high-quality applicants**
1) Identify funding for, and purchase, targeted GRE score information
2) Create, deploy, and report data from a non-matriculant survey
3) Work with University Communications and Schools to explore options for aggressive marketing campaigns
4) Establish and maintain contact with regional “feeder” institutions
5) Generate and share graduate student success stories

**Provide central support and training for unit-led recruiting efforts**
1) Offer recruitment workshops to faculty and staff on recruitment strategies
2) Identify/seek funding to support faculty recruitment travel
3) Identify/seek enhanced funding to support graduate applicant visits to campus
4) Identify ways to collect and share alumni information with programs to support recruitment efforts
5) Explore and create comprehensive, multi-year packages for students to include funding, tuition assistance, health insurance, as well as a variety of experience (GRA, GTA with reasonable teaching loads) relevant to the desired placement

**Strategic Action Item 4:**
Set program goals focused upon merit, mentoring, and placement

**Immediate Actions:**
Steps that are underway, or that can be taken immediately or within a one-year time frame include:

**Ensure transparency by publishing key data in a consistent format**
1) Continue to update all Doctoral Program Profiles on an annual basis
2) Periodically review the Doctoral Program Profiles with deans and departments to ensure that the most useful information is captured, adjust profiles as necessary
3) Identify bright spot departmental best practices and share them with the KU community
4) Create and provide additional mentoring resources, including KU-specific guides for both faculty and students on the Graduate Studies website
5) Meet with all departments/programs in which time to degree medians are at or above those of AAU peer institutions and identify with them specific programmatic means of decreasing those medians.

**Mentoring & Placement**
1) Collect and report placement data by program
2) Offer faculty workshops on mentoring
3) Institute regular orientation/training for directors of graduate study
4) Offer topical mentee workshops or seminars on how to get the most out of a mentoring relationship
5) Make an explicit statement of program goals concerned with mentoring and placement a requirement of eligibility for University Graduate Fellowship support

**Longer Term Actions**
Steps that will take more time and resources include:

**Ensure transparency by publishing key data in a consistent format**
1) Enhance the current tracking of student progress in the PtD system to include reporting and additional milestone collection
2) Encourage units to develop plans for raising awareness about the importance of mentoring and best mentoring practices. The plans might include:
   a. Incentives for mentors and mentees to attend workshops/seminars/other development opportunities
   b. Good practices for setting clear expectations in mentor-mentee relationship
   c. A defined process for peer mentoring (pairing 1st year doctoral students with post-comp doctoral students)
   d. Ways to encourage master’s and doctoral students to work together on research projects and collaborative paper writing
   e. Ways to encourage students to seek multiple mentors to fit needs (research mentor, networking mentor, etc.)
   f. Partnerships between “junior” and “senior” mentors in department to develop “junior” mentor’s mentoring skills
   g. Guidelines for creating mentor/mentee contracts that would outline frequency of meetings and clear expectations
   h. Sending annual status letters to graduate students to let them know where they stand with respect to graduation requirements
   i. Develop mentoring contracts between faculty and students

**Mentoring & Placement**
1) Increase support for field-specific professional development activities at the departmental level
2) Create a new position in career services dedicated to serving doctoral students seeking careers outside the academy; it will target students in those disciplines with diverse career paths that are beyond the expertise of the disciplines’ faculty
3) Collaborate with programs and the KU alumni association to support networking opportunities for graduate student placement
4) Create an alumni mentoring program where alumni are matched with current graduate students based on common interests in career paths
5) Make an explicit program mentoring plan and an explicit program placement plan requirements of eligibility for University Graduate Fellowship support
**Bold Aspirations: Goal 2**  
**Strategic Action Items:**

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<thead>
<tr>
<th>Strategy</th>
<th>Action</th>
<th>Implementation Timeline</th>
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<tbody>
<tr>
<td><strong>2A</strong></td>
<td>Develop sustainable funding for doctoral education</td>
<td>Fall 2012-Spring 2013 Fall 2013 Spring 2014 Fall 2014-Spring 2015 Fall 2015-Spring 2016</td>
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<tr>
<td><strong>2A.1</strong></td>
<td>Develop flexible funding models and workloads for graduate assistantships</td>
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<tr>
<td><strong>2A.1.1</strong></td>
<td>Disseminate the recommendations of the Doctoral Education Workgroup on funding at IU</td>
<td>in progress complete</td>
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<td><strong>2A.1.2</strong></td>
<td>Identify bright spot department to share successful practices with other programs on creating multi-year funding packages with diverse experiences</td>
<td>in planning in progress recurring monitoring</td>
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<td><strong>2A.1.3</strong></td>
<td>Identify existing resources that may be currently underutilized to supplement current funding levels</td>
<td>in planning recurring monitoring</td>
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<td><strong>2A.1.4</strong></td>
<td>Institute departmental pay matrices for GTA/GRA/ASA positions in all units</td>
<td>in planning in progress monitoring</td>
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<tr>
<td><strong>2A.1.5</strong></td>
<td>Benchmark GTA/GRA/ASA benefits (health insurance) against peer institutions</td>
<td>in planning in progress</td>
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<tr>
<td><strong>2A.2</strong></td>
<td>Increase external and internal funding opportunities for doctoral education</td>
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<tr>
<td><strong>2A.2.1</strong></td>
<td>Identify and mitigate barriers related to tuition funding for GRA, GA, and fellowship recipients</td>
<td>in planning in progress monitoring</td>
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<td><strong>2A.2.2</strong></td>
<td>Establish a doctoral funding innovation committee to develop ideas for new funding opportunities; implement recommendations</td>
<td>in planning in progress</td>
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<td><strong>2A.2.3</strong></td>
<td>Encourage applications to external fellowships by students</td>
<td>in planning in progress recurring</td>
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<td><strong>2A.2.4</strong></td>
<td>Identify ways to increase applications for training grants; identify resources and provide required support</td>
<td>in planning in progress monitoring</td>
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<tr>
<td><strong>2A.2.5</strong></td>
<td>Identify other models of funding doctoral education based on peer institutions</td>
<td>in planning in progress complete</td>
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<td><strong>2A.3</strong></td>
<td>Make doctoral education a priority in Far Above, the comprehensive fundraising campaign</td>
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<td><strong>2A.3.1</strong></td>
<td>Develop promotional materials on graduate student research (annual effort)</td>
<td>complete in progress recurring</td>
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<td><strong>2A.3.2</strong></td>
<td>Coordinate with the Endowment Association to raise awareness of graduate education as an area for donation</td>
<td>in progress recurring</td>
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<td><strong>2B</strong></td>
<td>Use comparative data to set academic program standards</td>
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<td><strong>2B.1</strong></td>
<td>Establish discipline-specific standards for doctoral education and review student progress annually</td>
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<td><strong>2B.1.1</strong></td>
<td>Develop and distribute application and admission reports to programs/schools</td>
<td>in planning in progress recurring</td>
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<td><strong>2B.1.2</strong></td>
<td>Develop plans of study in Advising Tool</td>
<td>in planning in progress monitoring</td>
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<td><strong>2B.1.3</strong></td>
<td>Review time to completion trends by doctoral program</td>
<td>in progress recurring</td>
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<td><strong>2B.1.4</strong></td>
<td>Require annual review of all graduate students at the program level</td>
<td>in planning in progress monitoring</td>
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<td><strong>2B.1.5</strong></td>
<td>Provide best practices in monitoring information</td>
<td>in planning in progress complete</td>
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<td><strong>2B.1.6</strong></td>
<td>Continue to produce doctoral program profiles on an annual basis, reviewing and refining annually</td>
<td>recurring</td>
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<td><strong>2B.2</strong></td>
<td>Distribute fellowships based upon student progress and placements</td>
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<tr>
<td><strong>2B.2.1</strong></td>
<td>Collect and distribute outcomes data</td>
<td>in planning in progress recurring</td>
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<td><strong>2B.2.2</strong></td>
<td>Develop reports of NLE, PG, exam outcomes, placement</td>
<td>in planning in progress monitoring</td>
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<td><strong>2C</strong></td>
<td>Develop a comprehensive doctoral student recruitment plan</td>
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<td><strong>2C.1</strong></td>
<td>Actively target and recruit high-quality applicants, including international students and students from underrepresented groups</td>
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<tr>
<td><strong>2C.1.1</strong></td>
<td>Implement a campus wide Constituent Relations Management Software package, Prospect, to enhance recruitment efforts in all graduate programs</td>
<td>in progress monitoring</td>
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<tr>
<td><strong>2C.1.2</strong></td>
<td>Collect and distribute student inquiries from website, McNair, SACNAS, ABRCMS to programs for use in recruitment efforts</td>
<td>recurring</td>
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<tr>
<td>2C.1.3</td>
<td>Improve web recruiting presence</td>
<td>in planning</td>
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<td>2C.1.4</td>
<td>Identify funding for and purchase GRE scores</td>
<td>in planning</td>
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<tr>
<td>2C.1.5</td>
<td>Survey admitted doctoral students who chose to go elsewhere for doctoral training</td>
<td>in planning</td>
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</tbody>
</table>

**2C.2 Develop Recruitment Toolbox**

- **2C.2.1** Offer recruitment workshops to faculty and staff members to train them on recruitment strategies | in planning | in progress | monitoring |
- **2C.2.4** Identify/Seek funding to support recruitment travel (faculty) | in planning | in progress | monitoring |
- **2C.2.5** Work with University Communications and Schools to explore options for aggressive marketing campaigns | in planning | in progress | monitoring |
- **2C.2.6** Generate and share success stories | in progress | recurring |
- **2C.2.7** Identify ways to collect and share information on alumni with programs to support recruitment efforts | in planning | in progress | monitoring |
- **2C.2.8** Develop and distribute application and admission reports to programs/schools | in planning | in progress | recurring |

**2D Set program goals focused on mentorship, placement**

- **2D.1** Ensure transparency by publishing each program’s key data in a consistent format | recurring |
- **2D.1.1** Provide discipline-specific reports on admission, time in program, completion and job placement | in planning | in progress | monitoring |
- **2D.1.2** Identify bright spots and share good practices with KU community | in planning | in progress | monitoring |
- **2D.1.3** Enhance mentoring information for faculty on students on graduate studies website | in planning | in progress | monitoring |
- **2D.2** Collect and use job market and placement data to set admission targets for doctoral programs | in planning | in progress | recurring |
- **2D.2.1** Collect and report placement data by program | in planning | in progress | recurring |
- **2D.2.2** Identify bright spots and share good practices with KU community, including tools to facilitate conversations of placement issues at the program level | in planning | in progress | monitoring |
- **2D.2.3** Collaborate with programs and alumni association to support networking opportunities for students | in planning | in progress |
- **2D.2.4** Identify resources to create a new position in career services dedicated to serving doctoral students seeking careers outside the academy | in planning | in progress | complete |
**Committee Roster**

**Implementation Committee**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and School/Department</th>
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</thead>
<tbody>
<tr>
<td>Arvin Agah</td>
<td>Associate Dean, School of Engineering</td>
</tr>
<tr>
<td>Marta Caminero-Santangelo</td>
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<td>Thomas Heilke</td>
<td>Dean, Graduate Studies</td>
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<tr>
<td>Paul Laird</td>
<td>Professor, School of Music</td>
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<td>Kristine Latta</td>
<td>Director, College Office of Graduate Affairs</td>
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<td>Jim Mielke</td>
<td>Associate Dean, College of Liberal Arts &amp; Sciences</td>
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<tr>
<td>Alisa Moldavanova</td>
<td>Graduate Student</td>
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<tr>
<td>Roberta Pokphanh</td>
<td>Assistant Dean, Graduate Studies</td>
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<tr>
<td>Jake Rapp</td>
<td>Graduate Student</td>
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<tr>
<td>Teruna Siahaan</td>
<td>Professor, Department of Pharmaceutical Chemistry</td>
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<tr>
<td>Tom Volek</td>
<td>Associate Dean, School of Journalism and Mass Communications</td>
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