

State of Clemson's Graduate Programs

Fall 2009

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Graduate School

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Abstract

This report updates the report of February 23, 2009. As noted, the period of 2005-2009 has been one of continuous growth of Clemson's graduate programs. Applications, enrollments, revenues, and degrees awarded have all risen and further increases occurred for fall 2009 in all categories. The university's graduate enterprise, driven through the efforts of the faculty and staff, graduate students, graduate program coordinators, and graduate school personnel has launched a number of significant marketing, recruiting, and reputational initiatives that have achieved global reach. The university has achieved and is maintaining a competitive position concerning the graduate health subsidy, and has taken first steps toward achieving competitive stipend levels although progress in that direction has been impacted by the State's financial situation. In the previous year (FY09), graduate assistantship holders contributed ~500,000 hours of support to instruction and ~500,000 hours of support toward research. The State's economic situation continues to introduce a number of challenges.

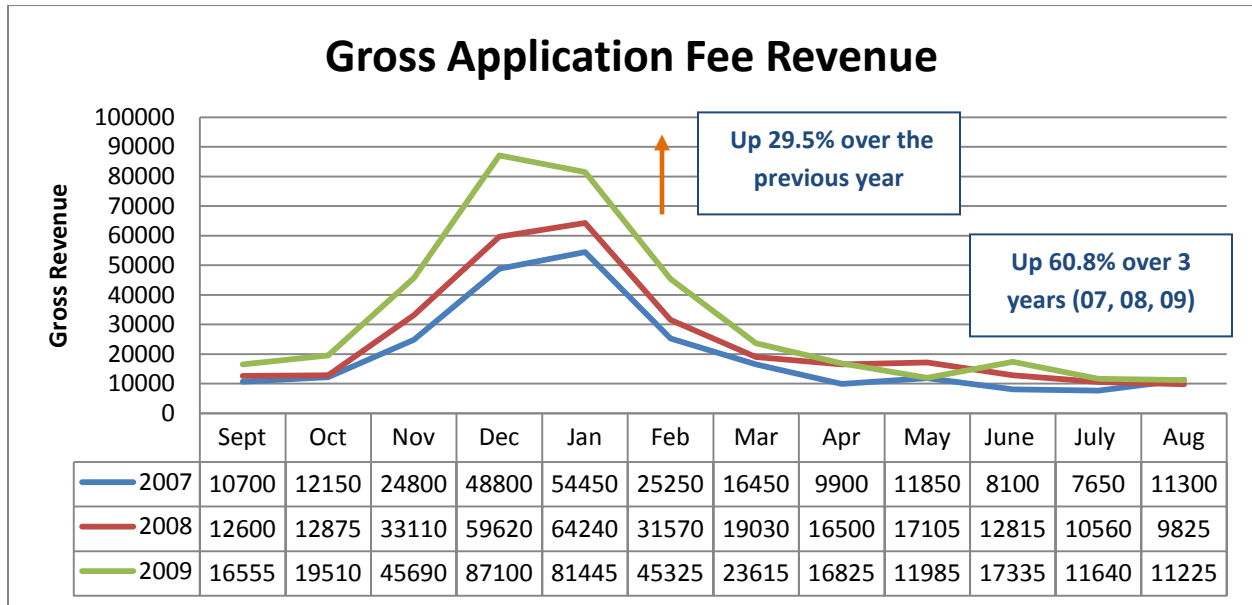
Specific Items (Alphabetical Order)

This section provides a short status update of major program and project activities. Additional detail can be found at <http://www.grad.clemson.edu/> , <http://www.grad.clemson.edu/video.php> , or <http://www.grad.clemson.edu/news/recentNews.php> .

Application Fee Revenue

Through August 31, gross application fee revenue has increased over the previous three years (AY 2007, 2008, 2009) by 60.8%. The decision to increase application fees in 2008-2009 to amounts comparable to Clemson's peer institutions has not resulted in a declining applicant pool. Instead, total applications increased modestly (3.2%) over the prior year and consequently, generated a sizeable increase (29.5%)

in application fee revenue over the previous year (AY 2008). This result reflects continuing demand for Clemson’s graduate programs along with prospective students’ perception of the increased value of earning a graduate degree from Clemson University. Those increases were achieved during a period when the international graduate admissions unit had zero permanent employees (both positions have subsequently been refilled).



*Source: CollegeNet Intelligent Connections Universal Forms Engine

Application growth

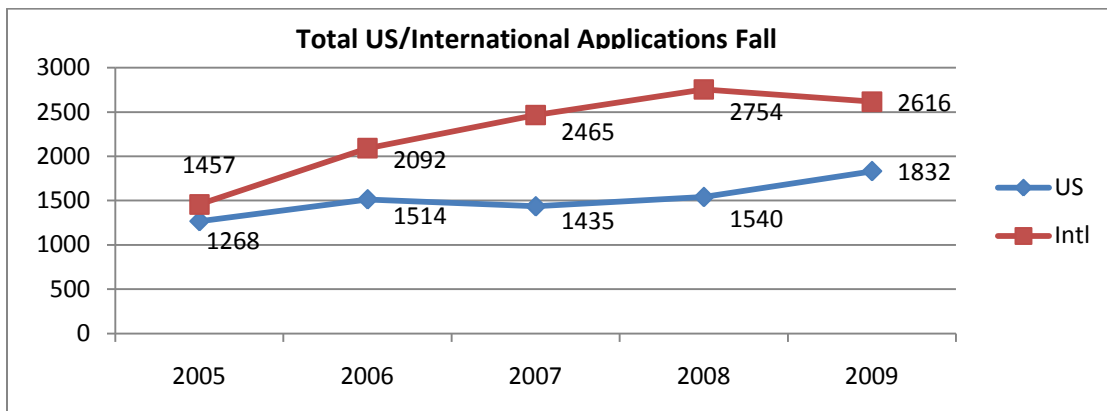
Total applications for fall admission maintained a sharp, upward trajectory (increase of 61.8%)* since fall 2005 in spite of achieving only a modest increase over the previous year (3.2%). Applications for fall 2009 were not atypical of the state of the economy albeit Clemson’s performance exceeded national averages. The increase in total applications is a direct reflection of the tenacious work of dedicated faculty and staff who, despite severe fiscal cuts which halted recruitment efforts and reduced human resources directly responsible for recruiting and servicing new applicants, more than doubled their professional work-loads to accommodate the unfortunate demands of the university’s budget crisis. These contributions are most commendable and should not be overlooked or understated when reviewing 2009 fall applicant data.

Application Status	Frozen Data				Current
	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Total	2753	3629	3932	4318	4455

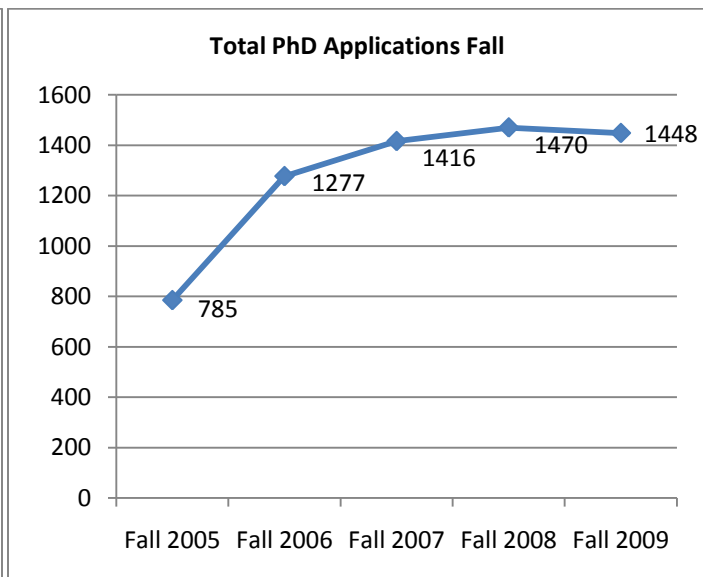
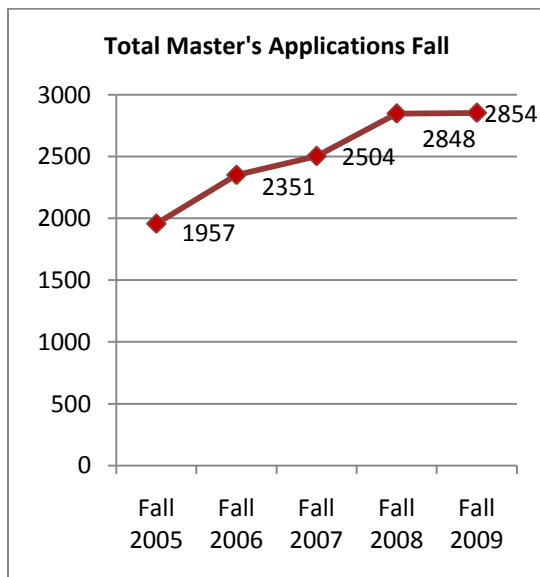
Source: Office of Institutional Research retrieved from <http://www.clemson.edu/oirweb1/dm/GradAdmissionsMetrics2.cgi> on September 7, 2009.

Consistent with national trends, Clemson’s US applications increased. While the average increase among all survey respondents nationally was 9% (*Findings from the 2009 CGS International Graduate Admissions Survey: Phase II: Final Applications and Initial Offers of Admission*, Council of Graduate Schools, August 2009, p.13), Clemson’s applications from US citizens sizably surpassed national norms by achieving an unprecedented 19% increase.

In contrast, Clemson’s international applications decreased by 5% while international applications increased nationally by 4% (CGS, p.3). This decline is not surprising given the fact that several of Clemson’s graduate programs did not solicit applications for fall 2009 because of looming fiscal constraints and the graduate admissions office had 0 FTE staff in 2008-2009 to recruit and process international applications. Typically, the office has 3 full time staff whose duties are entirely devoted to recruiting and servicing international applicants. In 2008-2009, the Graduate School was forced to leave these 3 positions vacant until FY10 due to the university’s budget crisis.



Degree applications for master’s and doctoral programs held steady in comparison to the previous year while maintaining five year increases. See charts below.



**All graduate applicant data citations source of the Office of Institutional Research Grad Admissions Profile retrieved from <http://www.clemson.edu/oirweb1/dm/DeptMetrics.cqj> on September 7, 2009.*

Capital Campaign

The Graduate School has recently been added to committees of the capital campaign related to raising funds for student and faculty support. In both cases, the Graduate School has supported building the internal communication plan that will be delivered to our internal constituents while ensuring that support for the graduate enterprise remains a key component in the campaign.

Conacyt (Mexico)

In Spring 2009, Clemson University was awarded the status of 'institution of excellence' by Conacyt, a branch of the Mexican government that funds science and engineering activities that includes a large number of fellowships for pursuit of graduate degrees abroad. By becoming an institution of excellence, fellowship recipients can now attend Clemson without special permission. Clemson currently has three Conacyt Fellows; however, the budget cuts eliminated all travel to Mexico this past year so no new Fellows matriculates in Fall 2009. This year, the plan is to focus significant energy and resources to establish Clemson's name at four or five of Mexico's top universities as a outstanding place to pursue the PhD. This effort will also include a significant thrust in a related Conacyt program – securing Conacyt funding for Clemson students to attend Mexican universities.

Distance learning

In partnership with Industrial Engineering and CCIT, the graduate school has worked to develop Clemson's first asynchronous, on-line distance learning program – a Master of Engineering in Industrial Engineering. This prototype program has now enrolled two classes, each with more than 40 students from around the world. Several other units are exploring opportunities to expand the use of this type of on-line distance learning. For example, Civil Engineering is seeking approvals for a certificate program in project management that will be delivered using this technology. Electrical Engineering and Packaging Science are using the technology on a trial basis to see if it is viable in their degree programs.

Diversity ambassadors FELDER

Conceived in 2003, minority graduate students have assisted in the recruitment of a diverse graduate student population by attending graduate recruitment fairs both in-state and out of state as well as serving as primary recruiters at national conferences. Over the most recent years, they have represented Clemson's graduate programs at the University's recruitment weekend, Look Inside Clemson, at the National Society of Black Engineers, and at Historically Black Colleges and Universities (HBCU's) including Howard University, Claflin, South Carolina State University, Tougaloo College, Florida A&M, North Carolina A & T, Jackson State University and Tuskegee University.

Diversity fellowships

In 1995, the Graduate School assumed the responsibility for the diversity fellowship account (initiated in the Office of Access and Equity). Since that time, the Graduate School promulgated policies and procedures to maximize the limited funds of the account, to support the goal of increasing doctoral enrollment, to ensure successful completion of programs of study and to secure an annual commitment from Clemson irrespective of the allocation received from CHE for diversity initiatives. Since fall 1998, with only an annual allocation of \$141,000, the Graduate School and the Office of Access and Equity have leveraged these funds in concert with departments and individual faculty to provide financial support for 145 master’s and doctoral minority students with an 87% success rate.

In the summer of 2008, the Graduate School joined in Clemson’s partnership with the Southeast Alliance for Graduate Education Program (SEAGEP) to provide added support to Clemson’s commitment to the Alliance. SEAGEP is a NSF-funded alliance whose goal is to increase minority university faculty in STEM disciplines in the U.S. In fall 2008, the Graduate School initiated the pilot project, Preparing Faculty for the Future, with the Center for Teaching Excellence, and we are currently supporting 12 students pursuing STEM doctoral degrees to participate in seminars and workshops designed to strengthen skills related to teaching at the university level.

The Diversity Fellowship account also is the fund which pays the institutional obligation of tuition and fees for students selected by SREB (South Region Education Board) to pursue the doctorate. We met this summer with the director and staff of SREB to ensure that we maintain effective communication and that the Graduate School and Office of Access and Equity participate in the selection of doctoral students to be awarded the SREB fellowship.

This current academic year, 2009-10, we are supporting two master’s students and 16 doctoral students, seven of which are also SREB scholars.

Doctoral and Masters Cohort growth

Both doctoral and masters’ enrollment growth are on track, showing continued increases of ~100 students/cohort/year. Concerns that the emphasis on increasing the number of doctoral students would result in a precipitous drop in the number of masters students have proven unfounded, as departments adopt a national model concerning alignment of internal support with doctoral programs and external (self-pay student) support with professional masters programs. The number of doctoral students has nearly reached the level where the goal of doubling the size of the doctoral cohort in the early 2000’s will be achieved.

	Fall 2009	Fall 2008	Fall 2007	Fall 2006	Fall 2005	Fall 2004
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Masters	2209	1933	1800	1830	1873	2036
PHDs	1250	1230	1130	1008	897	846

ELS SEAN

The relationship with ELS has formally begun this year. As of September 14, 2009, the ELS/Clemson Center is open with renovated facilities for ELS including offices for ELS's staff and a language lab where ELS students will work on their skills. The Clemson center opened with the most students ever in the history of a new center opening—20 in all—crushing the initial predictions that our center would open with about 5 students. These students come from all over the world, including for example, China, Korea, Turkey, Libya, and Saudi Arabia and many of the students will matriculate at Clemson as graduate students at the completion of their studies.

Also as part of the relationship officially beginning, 15 programs have agreed to accept students into their programs contingent upon those students successfully completing ELS's highest level, 112. Of the 20 students who have enrolled with ELS, 13 have been accepted to Clemson and will begin informal involvement with the departments as soon as they have enough language ability to do so.

As we have moved through opening the center, we're working wrinkles out of the system including streamlining admissions processes for the ELS students, working with ELS on recruiting more "self pay" students, particularly from the Middle East, and building relationships across campus with departments and programs who will interact with ELS students, including Housing, Redfern and the Office of International Affairs.

The relationship with ELS has many significant advantages for Clemson, not least of which is further diversifying our student body. It also provides access to services such as English instruction that our current students simply don't have. It also provides a modest amount of revenue to the university to help support and grow the limited services that we do provide such as consultation on theses and dissertations. As ELS becomes more integrated into Clemson's culture, we expect more exciting developments and opportunities for our international student body.

Electronic Theses and Dissertations JILL

Electronic thesis and dissertation submission (ETD) was instituted university-wide in the fall of 2006. Every year, members of the Graduate School staff review approximately 500 manuscripts. Manuscripts require an average of two cycles of review/revise/re-review, and some require several more.

The average turnaround time for a review using ETD is typically less than 24 hours. This allows students and committees maximum flexibility in meeting tight graduation deadlines. While some students continue to struggle with even the simplified ETD formatting requirements, most students report that their formatting time is significantly less than under the old guidelines. Faculty members have mixed feelings about the elimination of required paper copies, but departments are free to impose their own hardcopy requirements and some have chosen to do so.

Faculty Senate

A close and collegial relationship continues between the Faculty Senate, Graduate Council, Graduate Student Government, and the Graduate School continues. During FY09 the President of the Faculty Senate offered his formal public commendations to the Graduate School at several Faculty Senate meetings.

Fellowships

Retaining and recruiting the best students requires funding and the Graduate School, working with the Foundation, has built a database of all (internal) annual and endowed fellowships available for graduate students. The database also contains hundreds of external possible sources of funding. This database alerts faculty advisors, as well as students about the funding available since fellowship money is too often left unused due to lack of awareness by faculty and students.

Focus on Research Month

Initiated in 1996 as the Graduate Research Forum, in 2001 this one day event became Focus on Research Week during which research was heralded as one of the most critical aspects of Clemson that will propel us to top-20 status. In 2004, Focus on Research Month evolved, and by 2005 captured the imagination of every graduate and undergraduate program at Clemson. With 400+ graduate and undergraduate student researchers presenting posters at Clemson targeted at informing the public about research, every graduate dean in the state in attendance in Columbia when the Governor's "Focus on Research and Graduate Education Month" proclamation was read, schools from across the state sending high school students to Clemson's "Open Labs" and Clemson's "BrainStorm" for middle schools attracting the attention of the Department of Education and SCETV, a reason for graduate deans from across the state to maintain the alliance formed in the late 80's finally reemerged. A commitment was made by the alliance to develop FORGE: Focus on Research and Graduate Education. In 2006, the program was defunded and Creative Inquiry emerged with an undergraduate focus on research.

Graduate Assistantship Differential

A new university policy implemented in FY06 is now generally accepted and will provide the university with an estimated \$2.1M+ during FY010. The increases over FY09/FY08/FY07 (1.7M/\$900K/\$600K respectively) represent progressive growth in multi-year grant funding primarily in CoES. While the policy is 'generally accepted', satisfaction with it remains low among some groups. A separate document "The Graduate Assistantship Differential at Clemson: Various Considerations" is available on request and includes a detailed set of definitions, historical information, and faculty comments from the FY09 Faculty Senate Survey.

Graduate Coordinators

The graduate school continues to provide a full range of support services for the graduate program coordinators, spanning technology support and technology training, biannual working-group retreats, and specific 'problem solving' support.

Graduate Council

The graduate school continues to provide staffing and logistical support for all six of the standing graduate committees of the Graduate Council, and has worked closely with the Council during FY09 to help perform an integrative analysis of the 11 Presidential Taskforce reports. We have a deep and enduring commitment to faculty governance.

Graduate Student Government

A close and strong working relationship has been built between the Graduate Student Government and Clemson University. We meet regularly (each Friday morning) to continue to discuss and develop solutions to items of concern to Clemson's graduate students. This year exceptional progress was made in partnership with Student Affairs to achieve a plan to bring graduate student housing back to Clemson's campus; and we were also able to enhance health benefits for all of Clemson's graduate students without a corresponding increase in premium.

Graduate tuition and fee revenue growth

Graduate tuition and fee revenues continue to increase to record levels, nearly \$10M/yr over those 4 years ago.

Handbooks and reports

In the fall of 2005 we initiated an annual process of publishing a graduate view book, nearly 100 program-specific brochures, and performing a systematic annual web update. This process continues through FY09.

International Graduate Ambassadors

The graduate school has developed a globally unique method of recruiting blue-chip international graduate student prospects by involving current Clemson international graduate students. Program activities have been focused primarily on Spanish-speaking nations (Columbia, Costa Rico, Argentina, Mexico, and Chile). We currently have five international graduate ambassadors who visited five foreign universities during the past 12 months. Since Feb. 2008, we have regularly visited Argentina, El Salvador, Guatemala, Colombia and Costa Rica.

Marketing (Google ranking)

For prospective graduate students, 'it's all about the web'. Beginning in the fall of 2004, a long term strategy to achieve global dominance and reach was initiated. The major search term "Graduate School" in .edu domain has been led by Clemson since December 2007 (#1 ranking). No payment for placement is utilized. The deployment of a 'portal strategy' has helped the university achieve similar rankings in .edu domain for a large number of other search terms, e.g., "Provost", "Physics and Astronomy", "President". See 'web site' below.

MPA

During FY09 the MPA program moved from BBS to STI, where it is undergoing a period of positive transition and programmatic redefinition. Early indicators are that this transition has been a successful one.

New PhD and Masters Programs

The university has added 7 new PhD and 8 new masters programs since 2004.

Peace Corps Masters' International Program (PCMI)

In May 2007 Clemson signed an MOU with the Peace Corps, accepting the Masters' International Program in Applied Economics and Statistics, Forestry Resources and Agricultural Education (CAFLS). Three AES students matriculated to Clemson in the fall of 2008. One Forestry Resources student matriculated to Clemson in January 2009. The Graduate School and Peace Corps are discussing the expansion of the MI Program with Civil & Environmental Engineering, and Wildlife and Fisheries Biology. A visit to Peace Corps is planned for November 27, 2009.

Professional Development Framework

The Graduate School constructed a professional development framework in the fall of 2007 for the purpose of encouraging a holistic graduate student experience encompassing the opportunity to seek professional growth in designated emphasis areas (communication; global citizenship; entrepreneurship; public service; ethical judgment; and leadership). The graduate academic integrity policy undergirds the professional development framework, the intent being to integrate academic and personal integrity into the production of graduates of a top-20 research institution. Graduate student plans of study (GS-2's) may now delineate professional

development activities approved by the graduate programs or students' individual advisory committees.

An effort was underway during 2008-09 to require each graduate student to provide a mandated electronic signature acknowledging receipt of, and having read, the academic integrity policy. This option was rejected by the Registrar's Office and consequently, we are seeking other ways to ensure that students receive this vital information. Departments are taking seriously the task of informing students of the policy and are becoming proactive in developing options to expose students to the expectations of their disciplines regarding scholarship and publishing.

Several graduate programs have begun to indicate professional development activities on the GS-2 forms for their students and departments are beginning to utilize the professional development framework and model to write professional experiences into their curriculums. The Graduate School will work with individual programs during the 2009-10 academic year to increase utilization of the framework and to further refine the "Clemson graduate student experience."

Technology

Assistantship Report (GS-61)

Overview and current state

This report was created in 2008. Since then, it has substantially streamlined the process to add, edit, and delete graduate assistantships, stipends, and tuition (GAD) lines. The GS61 replaced a system that was showing its age with countless errors, lost paper forms, and very time consuming tasks impacting a large number of employees. Although big gains were made initially, there is always room for fine tuning. Pursuing the original goal of improving efficiency, in 2009 we have been focused on listening to user feedback, adding features to reduce human error, and resolving issues that arise with unique circumstances.

After the first semester of using the GS61, 300+ user errors (typos) were made in entering GAD's alone. Recognizing this as a major problem, over the past year we have implemented several small changes designed to assist users with finding the appropriate account strings. After data entry for Fall 2009, we identified less than 20 typographical errors.

Up-and-coming

The "Budget Monitoring Tool" designed this year will be moved to production by the end of the semester. This new feature will allow departments to view their fund 15 budgets, as well as monitor a "prediction" of what their balance will be at the end of the year. The prediction is updated in real-time as data is entered on the report.

Ticket System

This year (2009) our staff handled over 1618 tickets entered and tracked in Eman (ticketing system). Categories include Express Inquiry, Grad Web Services (gradweb), Grad Admissions and Application Services (grdapp), Letters of Recommendation, Manuscript Review, and Graduate School Inquiries (general).

The current ticket system has served us well by allowing us to up-hold a high standard of responsiveness to student inquiries (24hrs or less, usually much less). However, it has many limitations. This year, we have been working to migrate our ticketing system to CCIT's "Tiger Tracks". This new solution will allow us to accomplish much more, including one of our original goals which was to track inquiries sent directly to programs. This will ensure that all Graduate School related inquiries receive a timely, accurate, response.

Applicant Report

The Applicant Report tool allows graduate program coordinators and staff to build custom reports of their applicant data. Each user receives "at-a-glance custom view" of applicant data based on the graduate programs (major codes) to which they are associated. This tool, combined with OnBase, allows programs to review applications 100% online, saving paper, time, and money.

This year we added the ability to open documents in OnBase (imaging system) directly from the applicant report. In many cases this eliminates the need for the user to use/learn Onbase, reducing the number of "tools" required to review applications online.

Other changes include: added fields to include scores from the International English Language Testing System (IELTS), an English proficiency examination. Also, we added fields to identify an ELS (English as a Second Language) student from other applicants.

Onbase

OnBase continues to provide the ability to see electronic "images" of paper documents associated with an applicant. This year we lost our primary support person for Onbase/Admissions systems. However, the challenges that we have identified with this system have been reduced significantly. This result is largely due to a new hire that we brought on to the Graduate School IT team, who comes to us from the company that developed OnBase.

One major change worth mentioning would be a "Virtual Printer" that allows Admissions to "print" electronic documents directly into Onbase. Previously, Admissions would be required to print and then scan a document that was received electronically. This old process was very time consuming and costly.

Another major improvement we will implement prior to the end of the year is the ability to receive letters of recommendation electronically and have them loaded into OnBase automatically. This will save Admissions countless hours of work printing and scanning, as well

as cut down on paper costs. It will also move us a step forward towards emergency readiness. This request has already been submitted and is pending CCIT allocated resources.

Program Contacts and Portal Pages (Web)

We continue to evaluate how visitors to our website learn about Graduate Programs and ultimately connect with the program. This year we enhanced our program contacts page to provide a printer friendly version that includes more information. The new version also includes Administrative Assistants in addition to Program Coordinators. Of course all of this data pulls from a central database that we maintain. If a program contact is changed in the database, it is echoed throughout the site.

We have made many improvements to the back-end tools of our website. These improvements allow Graduate School staff to maintain information on the website more intuitively and efficiently. However, the eventual goal is to create an interface that will allow Program Coordinators and their staff to manage a “profile” of their Graduate Program on the Graduate School website. This profile will be the basis from which all program specific information on the Graduate School website pulls. It will also serve any affiliates to whom we provide information (other University entities, Gradschools.com, Petersons.com, etc.), all electronically.

Fellowship Database

The fellowship database was re-purposed to include the following additional categories of fellowships: Graduate School Sponsored Fellowships, Endowed, and Annual). This year we developed a system with which faculty can submit proposals for the Grad School Sponsored Fellowships online. Once submitted, the system will provide a tool for the fellowship review committee to review and make decisions online. The system will also tie in the student’s application data (applicant report), assistantship data (if available via the GS61), and any other data required for the review committee to make a decision. This will reduce costs associated with time and paper used during this review process. This system is scheduled for production in Spring 2010.

Virtual Worlds

Our work this year with Virtual Worlds has been focused on evaluating new platforms as members of the Carolinas Virtual World Consortium. We have successfully installed, configured, and tested Multiverse, RealXtend, and OSGrid in addition to our on-going work with Second Life. Worth mentioning, OSGrid is a private version of Second Life hosted on the local campus network. Being a closed system where visitors can use their real name, it has the potential to open doors for many faculty who are on edge about using Second Life due to its very “public” environment. It also has very minimal technology costs, and is totally customizable.

Crisis Planning

The Graduate School IT team assessed and evaluated the unit's response capability in the event of a pandemic or other university crisis. An example issue found, involved forms that must be

received by US mail in hard-copy and require signatures. These forms require human interaction at a physical location. The team is taking actions necessary to become as minimally dependent on physical space as possible while maintaining the current day-to-day work load.

University Center Greenville

We are working with University Center leadership and CCIT to resolve a variety of technology development issues and expect to enter into a new epoch of high bandwidth connectivity as the result of our engagement approximately October 15, 2009. The graduate school is working closely with President Baus to frame several national initiatives in the area of immersive learning and virtual worlds, and has facilitated the University Center being accepted into the Carolinas Virtual World Consortium as a new member this October.

Virtual and Immersive Worlds (CVWC)

The graduate school, in partnership with a large group of Clemson faculty spanning all colleges, has co-founded the Carolinas Virtual World Consortium and currently maintains a number of virtual clients on university web servers (Second Life, 2 islands; Qwaq; Multiverse; Activeworld). The CVWC currently is composed of Clemson and Appalachian State University, the NC Virtual Public School and the University Center of Greenville. Several other national universities are seeking membership. The past fall the CVWC's first submission to NSF resulted in \$1.5M of funding. Virtual and immersive assets are available to any Clemson faculty or staff. Other proposals for funding in this area are in works and will further establish the CVWC and Clemson as leaders in this important future-oriented approach to research and teaching.

Web Site

The graduate school web <http://www.grad.clemson.edu/> site has been under continuous development since fall 2004 to serve a multiplicity of purposes, spanning marketing, recruitment, admissions, policy access (wiki), customer feedback, distribution of noteworthy news, and 'home base' for program coordinator information and data/information access ('toolbox'). It is one of the most comprehensive and dynamic graduate school websites in the world complete with artificial intelligence and adaptive content, real-time links to the university mainframe and databases, and embedded archival storage and keyword access for news and other items. Currently, this site is ranked #1 by Google for the global search term "Graduate School" site:.edu .

Future Prospects

Clemson's graduate programs continue to have a strong, positive, upward trajectory as measured by virtually any metric of graduate program performance. Again, progress, as measured against national

norms, has been exemplary and there is no way to fully thank all those whose efforts have contributed to the accomplishments cited above. The performance of the portfolio is widely recognized among leading state and national peers.

The strategic situation is pretty much the same as last year, and so I copy those comments here:

“The primary challenge that we all currently face concerns the international financial crisis that became obvious during fall of 2008. Along with many other units, the graduate school has seen a reduction in the number of key personnel and base budgetary support. At some point our ability to continue growing with declining resources will reach its logical zenith. Now is an ideal time for us to grow in response to national imperatives and make a strong contribution to our nation’s efforts to remain a world leader in discovery, frontier science, and technology transfer. Now—is the perfect time to increase the assistantship allocation as a way to ignite further movement toward top 20 while at the same time providing high quality instruction at low cost.

The well known positive correlation of increasing graduate applications and enrollments with periods of economic distress is readily apparent and there exist a number of opportunities for Clemson to capitalize on the abundance of high quality graduate student applicants. I believe we have a unique opportunity to matriculate a new and better mix of full and part time graduate students. One opportunity leverages the fact that we have established the technology and expertise to successfully deliver graduate education asynchronously using streaming video and immersive technologies. I believe we could deploy up to 5 (or even more) programs similar to the Master of Engineering in IE whose revenue streams could help power the growth of doctoral programs in participating units and provide critically needed revenues beginning as early as fall 2010. There are also opportunities to exploit our partnership with ELS where we can conditionally accept high aptitude international graduate students with unacceptable English language skills. Clemson benefits because ELS has a proven track record of removing this deficiency through a rigorous program and these students typically carry full sponsorship from their home governments. It is possible to add 100 or more of such students each year beginning in fall 2009. Finally, there is an opportunity to exploit our international graduate ambassador program to continue recruiting outstanding graduate students using this unique and proven approach.

The challenges we face are obvious. First and foremost, it is incumbent that we restore and perhaps even increase the number of personnel in graduate admissions. At some point it is logical to assume that the growing number of graduate applications will overwhelm the decreasing number of graduate admissions staff. That point was reached this January. Graduate admissions is key to the execution of virtually all of the short term strategies that Clemson can deploy to build graduate revenue streams. We have approval to replace two of the three open positions within admissions, and active searches are underway.

Secondly, I will comment briefly on the delivery of graduate (and undergraduate) distance learning (DL). I know something of these activities, having previously served as Dean of Distance Learning at Michigan Technological University (MTU) while simultaneously serving as MTU’s graduate dean.

Clemson is, and has been—poised to explode with DL activity. Yet, we have not done so. I believe the answer is simple. The university has not yet developed a *comprehensive* DL strategy. That strategy should be based on a primary programmatic alignment with academics (program quality and reputation) with and a set of secondary support alignments with technology and finances. The situation we currently possess is nearly the opposite in many regards—the primary and almost exclusive emphasis is on technology (delivery) and finances (revenues). There is no formal academic voice of advocacy and the enterprise is fragmented across colleges. There is no branding or marketing beyond the individual programs—a key shortfall. The investment of effort to deploy a single streaming video program (MEngr IE) was larger than necessary (factoring into account that this was Clemson’s first streaming video program); progress at each step was characterized by well intentioned but inexperienced help from multiple gatekeepers. Yet, we have launched that effort and are capable of replicating it over and over given the opportunity to do so. There are several units that are prepared to follow this model.

Clemson is also poised at a cusp concerning a set of three ‘international’ graduate program initiatives: our Master’s International Peace Corps portfolio will either grow dramatically, or be eliminated due to inability to match efforts of our peers within the next year or so. The same is probably true for the International Graduate Ambassador program. Our interaction with the Mexican government—which has resulted in Clemson being named as an institution of excellence by Conacyt, opens the doors for hundreds of fully supported fellowships from Mexico to Clemson. Unfortunately, we now have limited travel funds available to recruit them, and as a new ‘institution of excellence’, we are not all that well known in Mexico as to be the recipient of inquiries from the best and the brightest students in Mexico. This set of activities can provide exceptional growth in academic reputation, financial support, and international stature. All that is needed to drive growth, reputation and net positive revenue is a modest operations budget.

We are also engaging as a group and providing leadership with our colleagues at other South Carolina graduate institutions to pursue a broad set of national-level initiatives, including a response to President Obama’s stimulus bill.

It is an exciting time for graduate education in the United States, South Carolina, and Clemson. We have the ability to become a nationally and internationally recognized force in a number of areas of graduate education, spanning immersive learning, virtual worlds, and international recruitment of the ‘best of the best’ students from virtually every country. The number of doctoral students and those receiving their doctoral degrees is rising impressively. More and more students wish to come to Clemson, both our numbers and quality are increasing alongside increasing tuition and fee revenues. Our graduate program rankings are beginning to rise according to plan. Graduate education is working its way into more and more day to day discussions at the university. Our faculty and students, and what they know and wish to do, can positively affect and change the lives of hundreds, thousands, millions of people around the world”.

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