Wayne State University: Graduate School Recommendations

Confidential Report
March 2013

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Executive Summary

Wayne State University's (WSU's) Graduate School serves over 7,500 graduate students, in addition to hundreds of WSU faculty teaching and advising WSU graduate students. The Graduate School has been in a state of transition for the last several years, with changing leadership and organizational re-alignments. The Huron Consulting Group (Huron) was initially retained by the WSU Provost in 2012 to perform a review of leadership models for the Graduate School and the Division of Research (defined within this report as Phase 1 – Organizational Framework). Our work encompassed providing WSU with comparative university organizational models, and conducting interviews of select members from the WSU faculty, administration and leadership to determine which model may be most appropriate for the WSU environment.

Over the course of two days, Huron met with over 100 faculty members affiliated with WSU graduate study programs. During these meetings Huron provided brief background information on the project, reviewed the comparative structures identified during our research, and requested feedback, both general and specific. The overwhelming majority of faculty expressed support for the current structure and leadership of the Graduate School. Through our review of other graduate schools, we determined that the vast majority of institutions with significant sponsored research activity have a separate Graduate School.

Based on our review of comparative research institutions and feedback from WSU faculty, we recommended that WSU maintain a separate Graduate School, with a dedicated Dean of the Graduate School.

At the request of the (former) Provost, after delivering our recommendation related to the organizational framework, we performed a high-level assessment of the WSU Graduate School's current operations (referred to within this report as Phase 2 – High-level Review of Operations). As a part of this assessment, we met with senior staff and leaders within the Graduate School, in addition to faculty members who interact regularly with the Graduate School, and compared operations at WSU to what we have seen utilized at other institutions.

The best Graduate Schools regularly perform one or both of the following functions: (a) ensuring consistent and effective student service to all graduate students; and/or (b) setting and enforcing institutional policy for the conduct of graduate education. To perform either function well requires significant resources. Based in part on current organizational needs, in addition to anticipated changes in WSU leadership that may result in a change in the strategic priorities of the Graduate School, we have outlined both short-term and longer-term recommendations.

In the short term, we recommend that WSU focus on a few key services and initiatives, including the effort to compile and analyze data related to retention and placement of WSU graduate students. In addition, we recommend that WSU's Graduate School enhance its focus on graduate student services, as several WSU representatives indicated that there is a dearth of availability of these services at WSU. However, until WSU executive leadership is more firmly established and the strategy and role of the Graduate School more clearly defined and supported, we also recommend that the Graduate School undertake no new responsibilities related to institutional policy-setting or compliance. Longer-term, WSU can utilize the information from the data analysis effort in order to determine the appropriate priorities for the Graduate School, and clearly outline a path to accomplish these priorities.

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Background and Project Approach

Background

Wayne State University (WSU) is a nationally recognized metropolitan public research university. Located in midtown Detroit, WSU's 27,000 students represent the most diverse student body among Michigan's 15 public universities. WSU's colleges and schools, listed below, each have graduate programs that include Masters', Ph.D., professional, and combined Master/Ph.D. programs.

- School of Business Administration
- College of Education
- College of Engineering
- College of Fine, Performing & Communication Arts
- Law School
- College of Liberal Arts and Sciences
- School of Library and Information Science
- School of Medicine
- College of Nursing
- College of Pharmacy and Health Sciences
- School of Social Work

The Graduate School serves nearly 7,500 graduate students and those faculty members teaching and advising graduate students in all schools and colleges. It provides leadership and resources in advancing the mission of the graduate school, cultivates a supportive environment for research, scholarly activities and other creative endeavors that are integral to long term academic and professional success of graduate students and faculty members.

The Graduate School has been in a state of transition for the last several years, with changing leadership and organizational re-alignments. Until mid-2012, the Graduate School and of the Division of Research were under the same leadership, even though both entities were relatively large organizations. WSU's externally sponsored research funding has grown over the last five years, with research funding of more than $150 million in 2011. At the same time, WSU's graduate school population is significant, at over 7,500 students, representing over 25% of the WSU student population.

In response to personal and institutional considerations, along with easing financial constraints, the Vice President for Research resigned from her position as the Dean of the Graduate School and a new Interim Dean was appointed in July 2012. In order to plan effectively for the future, the WSU Provost (to whom the Dean of the Graduate School reports) requested that a review be performed in order to help determine the most appropriate structure for WSU as it further establishes itself as both a top-tier research institution and a destination of choice for many graduate students.

Project Approach – Phase 1

Huron was retained by the WSU Provost to perform a review of organizational reporting framework models for the Graduate School and the Division of Research. Our work encompassed:

- Providing WSU with comparative information regarding university organizational models related to leadership of an institution's Graduate School and its Research operations
- Identifying benchmark institutions that utilize one leader for both operations, and those that have separate leaders
- Identifying key characteristics associated with these institutions, and how these characteristics may help influence the leadership model (or vice versa)
- Identifying important considerations for institutions such as Wayne State to help enable the success of a chosen organizational model
- Conducting interviews of select WSU executives and researchers to determine which model may be most appropriate for the WSU environment

The Provost emphasized the importance of interviews of WSU faculty in order to assess their needs and preferences. In addition to conducting two open faculty forums to collect feedback, Huron spent several hours in a series of meetings with the following faculty groups:

- o **Ph.D. Advisory committee** – Graduate Directors, who are responsible for administering graduate programs within the academic units, from select Ph.D. programs throughout WSU; this group has been convened by the Dean of the Graduate School to provide targeted guidance on matters related to Ph.D. programs

- o **Graduate School Directors** – from all graduate programs throughout WSU; this group has been convened by the Dean of the Graduate School to provide targeted guidance on matters related to graduate programs
- o **Graduate Council** - two Graduate Faculty members elected from each of the schools and colleges with graduate programs, three Graduate Faculty members appointed by the Dean of the Graduate School and a graduate student; established by the Board of Governors to provide guidance on basic policies for WSU's graduate programs
- o **Council of Deans** – Deans from each of the 13 schools and colleges within WSU
- o **Policy Committee of the Academic Senate** – steering committee of the Academic Senate, which is the instrumentality by which the faculties of the University can express to the President and the Board of Governors their considered opinion and judgments upon matters of educational policy affecting the University community

During these meetings Huron provided background information on the project, reviewed the comparative structures identified during our research, and requested feedback, both general and specific. The presentation included in Appendix 2 served as the basis to launch our discussions.

Project Approach – Phase 2

After compiling initial recommendations related to the organizational framework for the Graduate School, the Provost requested that Huron provide additional insight on the Graduate School's services and overall structure, at a high level. Huron utilized its experience from previous assessments of Graduate School operations at other institutions, and conducted interviews of key Graduate School staff and leadership to determine recommendations related to enhancing these areas. Huron reviewed the operations of the Graduate School and compared it to other graduate schools throughout the U.S, focusing where possible on schools with similar characteristics to WSU.

The review was performed with the understanding that WSU is in the midst of significant transition, with a Presidential search underway, an interim Provost, and recent reductions in operating budgets.

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WSU Observations

The Graduate School currently includes 13.5 FTEs, as follows:

Interim Dean	0.5 FTE
Director, Business Office	1.0 FTE

Office of the Dean

Associate Dean, Graduate School	0.5 FTE
Manager, Graduate Council	1.0 FTE
Manager, Awards & Events	1.0 FTE
Manager, Dean's Office	1.0 FTE
Clerk, Ph.D. Office	1.0 FTE
Systems Integrator	1.0 FTE

Office of Graduate Admissions

Director, Admissions	0.5 FTE
Associate Director	1.0 FTE
Service Clerk	1.0 FTE
University Counselor	1.0 FTE
Data Analysts	3.0 FTE

WSU's Graduate School currently has a Mission Statement and a Strategic Plan, with the Strategic Plan last updated in 2006. Currently, the responsibilities of the Graduate School include:

- Managing the initial standardized admissions process
- Establishing minimum criteria for graduate student eligibility
- Establishing minimum criteria for graduate faculty advisor eligibility
- Distributing fellowships and graduate assistantships (teaching and research)
- Providing orientation for graduate teaching assistants
- Coordinating major graduate student-based activities such as orientation and career day
- Reviewing and approving/denying time-to-degree extension requests
- Providing some (currently relatively limited due to resource constraints) oversight of WSU post-doctorate programs and professionals

As described above, the Graduate School is responsible for general oversight for many of the graduate level programs at WSU; however, not all programs are under the purview of the Graduate School. The Juris Doctorate (J.D. - Law School), Medical Doctorate, Pharmacy Doctorate (M.D., Pharm.D. - Medical School), and Doctorate of Education (School of Education) programs are examples of large programs that are not overseen by the Graduate School.

Since the fall of 2012, the Graduate School has been led by an Interim Dean in a half-time capacity; for approximately one year before that, the Dean of the Graduate School also served as the WSU Vice President for Research, in an Interim Dean capacity. At least since 2002, the Dean of the Graduate School and the Vice President for Research were separate positions, although the Dean of the Graduate School position was often filled during that time as an interim position. When the Dean of the Graduate School position was vacated in 2011, the Vice President for Research (who had previously served as the Dean of the Graduate School) was asked to assume both positions. As a result, there has been a perception by the faculty of a lack of focus on the Graduate School by WSU leadership.

Observations Related to Phase I (Organizational Framework)

During our discussions with graduate school faculty, nearly all expressed support for the current leadership and work of the Graduate School, and indicated a ***strong desire for the Graduate School to exist as a separate entity with dedicated leadership***. Reasons provided by faculty included:

- A need for a ***focus on education of graduate students***, not just research. Faculty perceive that combining leadership of research and the graduate school amounts to enveloping the Graduate School into the Research operations, and gives the appearance of graduate students becoming "just another cog in the research machine." According to these faculty members, the Graduate School should be largely focused on academics.
- Similarly, separating leadership of both entities ***enables the Vice President for Research to focus on sponsored research*** at a critical time – as indicated in Huron's separate report on research operations, research universities are in an era of decreasing federal appropriations and increased competition for funding. Focused attention on remaining competitive is especially important.

- If the Graduate School was to have common leadership with the Research operations, there were ***concerns expressed for those graduate programs with zero to minimal sponsored research*** and that their perceived value to WSU might be diminished.
- Concerns were also expressed for the ability of the Graduate School to advocate for graduate students, adequately protect their rights, and ***remain independent in instances where there could be a conflict with sponsored research*** operations (e.g., in instances where a graduate research assistant expresses a difference of opinion or concerns about an advisor with significant federal funding). The perception is that the significant funding associated with research could skew administration and leadership's reactions.
- One of the most important responsibilities of the Graduate School is to maintain consistency of graduate programs and ensure a minimum standard – several faculty indicated that the overall quality of the university's graduate programs is only as strong as its weakest link. If WSU were to ***distribute responsibility for overseeing graduate programs to the schools/colleges, there were concerns that consistency and minimum standards would be compromised***. Similarly, a centralized responsibility for reviewing the rationale and viability of new graduate programs was also seen as important in maintaining quality, utilizing common, un-biased standards.
- Faculty expressed reservations on distributing responsibilities of the Graduate School to the colleges/schools, indicating that it is ***more prestigious to have a separate Graduate School***. Several faculty members also mentioned the need for a Graduate School to help facilitate accreditation.
- Numerous faculty mentioned the ***importance of a centralized operation for record-keeping and data tracking*** – distributing these responsibilities to the schools/colleges would likely result in an increased overall cost and would likely result in reduced data integrity and chances for mistakes. A centralized process reduces administrative burden and maximizes effective data gathering and dissemination.
- Faculty also expressed concerns related to cross-degree programs if responsibilities currently performed by the Graduate School were transferred to the schools. Faculty mentioned ***the importance of the Graduate School in fostering relationships among graduate students and faculty across WSU schools and colleges***. The intent is to continue to enhance the culture of the WSU graduate community, especially for students, many of whom are part-time and non-resident and may require additional facilitation.

Observations Related to Phase 2 (High-level Review of Operations)

During Huron's Phase 1 review of the Graduate School, in addition to providing input on preferred organizational structures for the Graduate School, WSU faculty also provided perspective on graduate education and Graduate School services at WSU. Several indicated that there were needs for addressing some of the challenges that have increased over the last several years, including:

- Economic strains on graduate students, many of whom must work in part-time positions outside of WSU and who may require additional time to complete their graduate studies
- Need for enhanced data for decisions and policymaking; for example, there is no current method or process to track all graduate student alumni or those who have left WSU prior to program completion
- Communication challenges between the Graduate School, graduate students, and Directors of programs at specific schools/colleges – faculty cited several instances of missed deadlines or paperwork where there was a lack of clarity in roles and responsibilities

Further, faculty also provided perspective on additional opportunities for the Graduate School to enhance their service in areas that they feel are currently underserved:

- Marketing of the general WSU graduate student programs
- Coordinating recruitment of graduate students (recognizing that the main responsibility for recruiting would be by the colleges/schools)
- Fostering interdisciplinary graduate programs, which have increased in recent years
- Increasing use of technology (an example was given of the desire for an electronic Plan of Work)
- Enhanced visibility on allocation of Teaching Assistant and Graduate Assistant funding
- Focus on the Graduate Council and making sure it is effective – defining clear responsibilities and requirements for membership
- Training grants – several faculty indicated that there were often issues in effectively obtaining graduate student information for T-32 and related grant applications

During interviews with faculty and Graduate School staff during the Phase 2 work, several individuals (including the Interim Dean) provided additional perspective, expressing concern in the reduction in the last few years of the number of graduate students at WSU, especially at the Masters' levels. Individuals cited that the retention of WSU graduate students through matriculation was not high, and for those that did complete their advanced degrees, the time to degree was long.

At the time of our review, the Graduate School was in the process of enhancing its data collection and analysis efforts, in order to better understand the characteristics of the graduate student population. The collection and

analysis was intended to emphasize data related to retention of existing graduate students and post-graduate school employment – two key areas of importance for both WSU (in order to attract, retain, and adequately prepare graduate students) and increasingly for the National Institutes of Health (NIH), who provides significant financial support to graduate students. See Appendix 7 for additional detail on the NIH initiative.

Recommendations

Since this project was initiated, the Provost began a leave of absence from WSU. In addition, the current President's appointment is scheduled to conclude in the summer of 2013, and it is anticipated that a permanent Provost will be appointed soon afterwards. These current and upcoming changes in WSU leadership may present a challenge to implementing a long-term plan for the Graduate School; however, it is critical that the Graduate School move forward with a more definite vision of its role at Wayne State University. This should help reduce uncertainty regarding the importance of the Graduate School and some of its more critical services. We have therefore focused our recommendations on more immediate solutions, with an eye towards the likely eventual structure that may result with permanent university leadership and increased financial support.

Recommendations Related to Phase 1 (Organizational Framework)

Based on our review of comparative research institutions and discussions with WSU faculty, we recommend that WSU *maintain a separate Graduate School, with a dedicated Dean of the Graduate School* who has no other significant administrative commitments. Oversight for the majority, if not all, of the Ph.D. programs should remain the responsibility of the Graduate School. Recognizing that there may be a need and desire for more local control over selected graduate programs such as professional programs or those largely comprised of Master's students, WSU may wish to consider transferring the responsibility for overseeing these programs to the colleges/schools in which they are located. However, as with the change in oversight of the Master of Laws program (LL.M.), any movement of oversight responsibilities from the Graduate School to the colleges/schools should be reviewed carefully. The Graduate School and the college/school should work together to establish clearly defined expectations and minimum standards, in addition to establishing a method and frequency for reporting on the performance of the program(s).

Recommendations Related to Phase 2 (High-level Review of Operations)

As Wayne State moves forward with establishing a more permanent organizational framework for the Graduate School, there are several key components to clarifying the role of WSU's Graduate School. Again, due to pending WSU executive leadership transitions, we have segregated our recommendations into those which are more critical to implement in the short term (e.g., in the next few months) and those which should likely wait until the executive team is in place.

Short- to medium-term recommendations:

1. Finalize the leadership of the Graduate School

2. Enhance the Graduate School's current ability to capture, maintain and report on relevant, accurate data

3. Focus on providing high-priority services that are currently critical to attracting and retaining WSU graduate students

Longer-term recommendations:

4. Utilizing data from (3) above, determine WSU needs and areas for focus by the Graduate School based on data analysis

5. Outline the specific roles and responsibilities of the Graduate School and other entities involved in graduate education, including:

   o Graduate School staff
   o College and school administration
   o Graduate faculty
   o Graduate students

These recommendations are outlined in more detail below.

(1) Finalize Graduate School leadership

In coordination with the decision by WSU to retain a separate Graduate School (which we understand is likely as a result of the Phase 1 recommendations), WSU should also considering removing the "Interim" title from the Dean of the Graduate School title. This will help with establishing a strong presence of the Graduate School and providing some additional clarity about the importance of its initiatives. In interviews with faculty and Graduate School staff, all expressed support for the Interim Dean's leadership and a desire that this position be finalized. Recognizing that the Dean's position is currently a half-time position, WSU may wish to consider increasing that to full-time, or waiting until executive leadership is in place in order to determine whether or not an Associate Provost title should be added to this position.

(2) Enhance data collection and analysis

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WSU's current data tracking of key graduate student information related to retention and post-WSU activities is somewhat limited. As described in the "Observations" section, a data initiative was started to obtain a better understanding of WSU graduate students – their needs and the outcomes of their WSU work (e.g., career placement). It is our understanding that this project is currently on hold due to resource constraints. We recommend continuing this project, reducing the scope if appropriate and reallocating resources if necessary. One of the key reasons cited by the Interim Dean for continuing this initiative is related to the pending additional data reporting requirements by the NIH (see Appendix 7 for more detail); although the requirements are not finalized, the likelihood of data needs beyond those currently readily available to the Graduate School is quite high. In addition, this data will be useful to determine the needs and potential areas of focus by the Graduate School and other WSU units affecting WSU graduate students. For example, if data analysis indicates that current graduate students require writing instruction, then the Graduate School can work with other WSU units to provide this.

(3) Focus on high-priority services not currently being adequately offered to WSU graduate students

There are two major areas of focus by most U.S. graduate schools: **student-centered** services such as recruitment and retention, and **academic-centered** services such as policy-setting (see Appendix 5 for the services provided by a representative sample of graduate schools). Currently, WSU's Graduate School is attempting to focus on both areas with limited resources. Recognizing that resources will likely not increase significantly in the near future, especially with an anticipated transition in executive leadership for Wayne State, we recommend that the Graduate School at WSU focus on student-centered services. Based on our discussions with WSU personnel, this area is more in need of attention, as reflected by increasing graduate student retention.

Student centered services would include key activities such as::

- Establishing an Individual Development Plan (consistent with the NIH recommendation) for each graduate student and working with students to reduce their time to matriculation
- Enhancing the assimilation of graduate students into the WSU community by coordinating additional symposiums and showcases, where students can demonstrate their particular areas of expertise and expand their knowledge of other graduate students' academic experiences
- Working with external entities and WSU departments/schools to identify and attract additional sources of funding for graduate students
- Working with companies and other universities to identify potential career opportunities for WSU graduate students and post-docs upon completion of their WSU programs
- Continuing to enhance programs that attract and retain minority graduate students
- Working with the Graduate Directors in the colleges/schools to determine the responsibilities for these roles should be enhanced

Longer-term, as WSU transitions to more permanent executive leadership and obtains a clearer vision for graduate education at WSU and of the Graduate School, the services provided by the Graduate School may expand. Longer-term recommendations will likely include the two general areas of recommendations below.

(4) Determine WSU graduate student needs and areas for improvement

As a result of implementing recommendations (2) and (3) above, the Graduate School should have an enhanced understanding of the needs of current WSU graduate students, in addition to information on how to better attract future target graduate student populations and help these students prepare for success after WSU. WSU can then identify more specific resource requirements and initiatives to fill these needs, and can move forward with implementing enhancements consistent with the vision of executive leadership toward its graduate programs and students.

(5) Outline the specific roles and responsibilities of the Graduate School

Once needs and areas for improvement are defined, consistent with recommendation (4) above, the Graduate School should work with academic and research units to define specific roles and responsibilities associated with graduate education at WSU. See Appendix 6 for a representative matrix that WSU can use as a baseline for discussions within the Graduate School and with other WSU entities associated with graduate education. Note that this exercise may involve incorporating programs not currently under the purview of the Graduate School in order to either (a) re-affirm that the college/school/department is responsible for each of the responsibilities of the program, or (b) identify needs that the Graduate School could assume related to these programs.

Appendices – Phase 1

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Appendix 1: Interviews and Information Sessions

<u>Individual Interviews</u>

Ronald Brown	Provost
Ambika Mathur	Interim Dean of the Graduate School and Professor of Pediatrics
Marcus Dickson	Associate Department Chair and Professor, Psychology

<u>Group Discussions where feedback was solicited</u>

<u>Ph.D. Advisory Committee</u>

Jeff Stanley	Psychiatry (TNP)
Andrew Feig	Chemistry
Marcus Dixon	Psychology
Loren Schwiebert	Computer Science
David McGrann	Graduate School

<u>Academic Senate Policy Committee</u>

Linda Beale
Victoria Dallas
David Kessel
Charlie Parrish
Lou Romano
Anca Vlasopolos
James Woodyard

<u>Graduate Directors</u>

Allen Goodman	Economics
Mike Belzer	Economics
Stephen Chrisomalu	Anthropology
Michael Joiner	Radiation Oncology
J. Rice (for M. Giordano)	CMLLC
Trilochan Singh	Mechanical Engineering
Janice Green	Education
Arlene Weisz	Social Work
Robin Boyle	Urban Studies & Planning
Jo Wadehra	Physics and Astronomy
George Brush	Cancer Biology
Smita Gupta	Nutrition & Food Science
Mahendra Kavdia	Biomedical Engineering
Thomas Holland	Immunology/Microbiology and Basic Medical Science
Margaret Greenwald	Communications Sciences & Disorders
Edward Golenberg	Biological Sciences
Tim Stemmler	Biochemistry & Molecular Biology
Michael Scrivener	English

<u>Council of Deans</u>

Bonnie Stanton	School of Medicine
Sandra G. Yee	Library & Information Sciences
Margaret Williams	Business
Robert Ackerman	Law
Lloyd Y. Young	Pharmacy & Health Sciences
Wayne Raskind	Liberal Arts & Sciences
Cheryl Waites	Social Work
Barbara K Redman	Nursing

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Graduate Council
Note that all members are listed; not all may have attended the October 2012 meeting at which the presentation was reviewed and feedback obtained.

Abhijit Biswas	School of Business Administration
Attila Yaprak	School of Business Administration
Jina Yoon	College of Education
JoAnne Holbert	College of Education
Guangzhao Mao	College of Engineering
Loren Schwiebert	College of Engineering
Mary Anderson	College of Fine, Performing and Communication Arts
Pradeep Sopory	College of Fine, Performing and Communication Arts
Annmarie Cano	College of Liberal Arts and Sciences
Marcus Dickson	College of Liberal Arts and Sciences
Elizabeth Faue	College of Liberal Arts and Sciences
Andrew Feig	College of Liberal Arts and Sciences
Kate Paesani	College of Liberal Arts and Sciences
Robert Holley	School of Library and Information Science
Gregory Kapatos	School of Medicine
Stanley Terlecky	School of Medicine
Horng-Shiuann Wu	College of Nursing
Poco Kernsmith	School of Social Work
Carole Barduca	Graduate School
Cindy Sokol	Graduate School
Joe Dunbar	Graduate School and Division of Research
Lou Romano	Academic Senate
Kathy Leuckeman	Graduate Admissions
Charlotte Winston	Graduate School
Christy Chow	Liberal Arts
Paul Dubinsky	Law School
Delores Dungee-Anderson	Social Work
Janice Green	Education
Judith Moldenhauer	Fine Arts
Robert Pauley	Medicine

General Faculty Forums (one held at the Medical School and one on the main campus)
Attendees who signed in are listed below:

Rodrigo Fernandez-Valdivia	Pathology
Robert Parker	Associate Dean, School of Medicine
Hai-Young Wu	Pharmacology
Kann List	Pharmacology
Dokol Todi	Pharmacology
Izabela Podgorski	Pharmacology
Ray Mattingly	Pharmacology
Nicholas Davis	Pharmacology
Doug Yingst	Physiology
Todd Leff	Pathology
George Brush	Cancer Biology
Larry Matherly	Cancer Biology
Stanley Terlecky	Pharmacology
Mac McCanley	Pharmacology
Kamiar Moin	Pharmacology
Larry Brown	CMMG
Bonnie Sloane	Pharmacology
Melody Neely	Immunology/Microbiology
Zhengping Xi	Pharmaceutical Sciences/EACPHS
Thomas Holland	Immunology/Microbiology and Basic Medical Science
Juri Gelovani	Chair, Biomedical Engineering
Janet Hankin	Director, Graduate Program
Robert Holley	School of Library & Information Science
Judith Moldenhauer	Interim Associate Dean, CFPCA
LaQuita Lowery	Business Operations Mgr., Institute of Environmental Health Sciences

Jean Davis	Associate Dean, College of Nursing
Park Dore-Duffy	College of Medicine
Avis Vidal	Urban Studies & Planning
George Corcoran	Chair, Pharmaceutical Sciences
Khari Brown	Sociology
Julie Boerner	Oncology/Pharmacology
Deepak Bhalla	Pharmacy/Health Sciences
John Heinrichs	School of Library & Information Science
Joan Beaudorn	School of Library & Information Science
Paul Dubinsky	Law School
Richard Smith	Social Work

Appendix 2: Presentation from Phase 1 Discussions

See attached for the presentation that was utilized as the initial basis of discussions during the on-campus group discussions referred to in Appendix 1.

Wayne State University

*Review of Leadership Models for the
Graduate School and the Division of Research*
October 2012

Agenda

- Background

- Summary of Current Models in Higher Education

- Areas for Feedback

# Background

Huron has been asked to provide Wayne State University ("WSU" or the "University") with a review of leadership models for the Graduate School and the Division of Research. Based on our review of other organizations, potential models include:
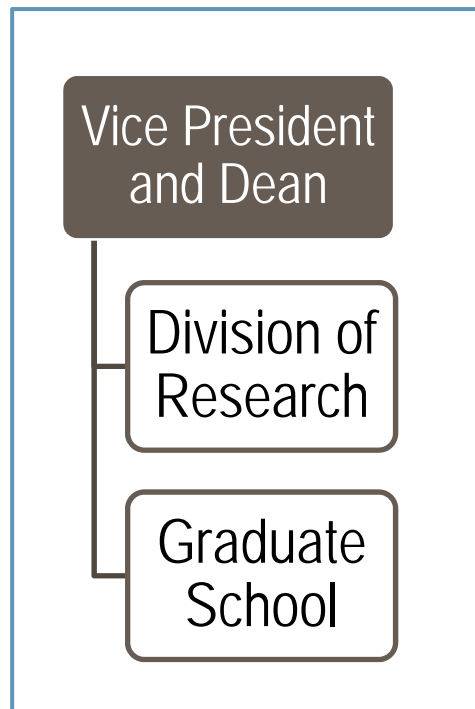
Combined Leadership
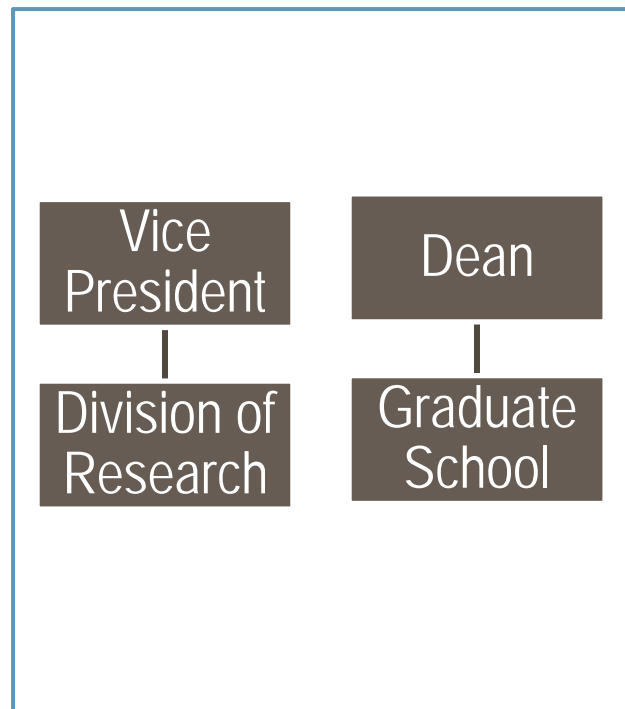
Separate Leadership
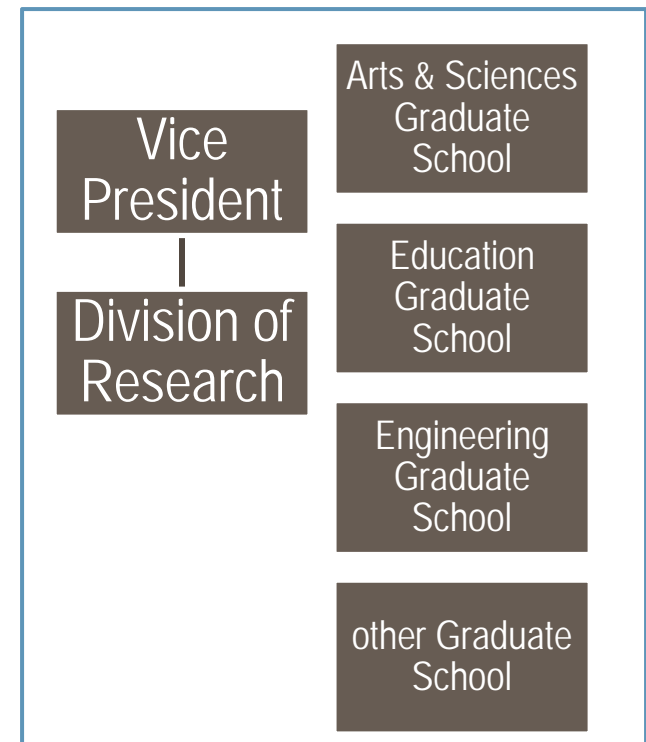
Graduate School Responsibilities at the School Level

Attributes

Combined Leadership	
Benefits	Potential Challenges
• Common processes/criteria/requirements for students involved in research	• Potential lack of focus on graduate students not involved in research
• Enables research benefits, funding, etc. to flow more easily to graduate school	• Potential inability to focus on the specific needs of each area

Examples: University of Wisconsin at Madison, Temple University, San Diego State University

Attributes

Separate Leadership	
Benefits	**Potential Challenges**
• Potentially able to focus more attention on each area • Enables VPR to focus on research • Graduate school challenges are significantly different than research challenges	• Potentially slower response to national changes in research related to graduate students

Examples: University of Michigan, Michigan State University

Attributes

Distributed Oversight of Graduate Studies	
Benefits	Potential Challenges
• Enables a more targeted focus on needs of each graduate student populations, especially at the Masters' level	• Likely requires additional staff to be added at each school – lose economies of scale • Potential loss of consistency and quality of graduate education

Examples: Boston University, Georgia State University

Areas for Feedback

1. What do you consider the role of the Graduate School?

2. What do you consider to be the role of the Division of Research?

3. What would be the benefits (and conversely, potential issues) to combining leadership of graduate studies and research?

4. What are the benefits (and conversely, potential issues) to separating leadership of graduate studies and research?

5. What would be the benefits and/or issues to having the Colleges assume responsibility for each of their graduate programs?

6. What would be the benefits (and conversely, potential issues) to significantly reducing central oversight of WSU graduate studies?

Contacts

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Appendix 3: Comparative Information – Graduate School Organizational Framework

Graduate Schools typically exist at U.S. universities with significant graduate student populations, and serve to coordinate and focus resources specifically on graduate education, research scholarship, and the preparation of candidates for advanced degrees. WSU requested organizational model comparisons of WSU's Graduate School to other major research institutions' graduate schools. As a result of our research, we determined that although organizational structures of Graduate Schools vary somewhat, in general for institutions with significant sponsored research (defined for purposes of this report as greater than $50 million in externally sponsored research programs) and graduate student populations (defined here as more than 5,000 graduate students), there are three organizational frameworks:

1. Separate Graduate School and Research leadership

2. Combined Graduate School and Research leadership

3. Graduate School oversight assumed by the colleges/schools with significant graduate student populations

Characteristics of each of these models are provided below, and a listing of the benchmark institutions representing each model is presented as Appendix 2. As a component of our work, we also held discussions with leaders at a few of these institutions with each of these organizational frameworks – their perspectives are incorporated below.

1. Separate Graduate School and Research Leadership

- Most common organizational model at major research institutions (21 out of the 26 peer institutions identified by Huron and Wayne State and sampled for this project)
- Separate positions for Vice President for Research and Dean of the Graduate School (or similar titles)
- Variations in reporting structures for the leaders of these separate entities:
    o At some institutions, both report to the President
    o At some institutions, both report to the academic leader (e.g., Provost)
    o At most institutions surveyed, each reports to a separate leader; more commonly the Vice President for Research reports to the President and the Dean of the Graduate School reports to the Provost

Benefits

- Enables the institution to focus separately on academics and on research, which often have different requirements and resource needs

Potential Detriments

- Issues addressing both areas (e.g., decreases in research funding for graduate students involved in research) may have a slower response time as coordination in response is required

2. Combined Graduate School and Research Leadership

- More prevalent at universities with smaller graduate student populations and sponsored research activity; rarer at major research institutions (3 out of 26 institutions sampled)
- Graduate Schools at these institutions often have a senior leader (other than the Dean/VPR) overseeing day-to-day operations (Temple University has a Vice Provost, San Diego State has an Associate Dean for Graduate Affairs)

Benefits

- Typically these models facilitate a better-coordinated, faster response to issues that affect both areas (e.g., reductions in research funding for graduate research assistants, changes in tuition remission policies by sponsors)
- Sponsored research funding, which is often significantly higher than graduate student tuition, may be more readily available for Graduate School operations and special initiatives because the revenue stream is typically combined for both operations

Potential Detriments

- Perceived or actual reduced focus on academics, as sponsored research often takes priority due to its higher funding levels
- Difficult to adequately oversee both graduate education and sponsored research, especially if both are significant to the university

Note – one major research institution who has combined leadership considered separating the Graduate School from the Research function several years ago, but the faculty resisted the change, citing that graduate education and research would suffer if segregated.[1]

3. Graduate Student Oversight Assumed by Colleges/Schools

- Not currently prevalent at major research institutions (2 out of 26 institutions sampled)
- Based on discussions with senior leaders at major research institutions, this model is being considered by some, especially if graduate programs are housed mainly in one or two colleges/schools
- A change to this model from a centralized Graduate School model is a major organizational change, which may require significant resources and clear communications

Benefits

- Enables a focus on unique program needs and student populations

Potential Detriments

- If graduate student programs are significant in more than one or two colleges/schools, resource requirements in each college/school to administer programs may be higher than if administration is centralized
- Likely loss of consistency and potential reduced quality because of reduced central oversight

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[1] For additional context and information, see http://www.news.wisc.edu/research-and-graduate-ed/index.html.

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Appendix 4: Benchmarking Data for Graduate School Organizational Structures

Institution Name	Campus Setting	Medical School?	FY 2010: Government Grants and Contracts	Fall 2010: Full-time Staff with Faculty Status	2010: 12-Month Enrollment Graduate Students	Separate Grad School and Research	VPR & Grad. Studies Combined?	Graduate School Operations in Schools/Colleges	Notes
Wayne State University	City: Large	YES	$ 172,927,731	1,816	13,310				VPR and Interim Dean of the Graduate School reports directly to the President of the University
Michigan State University	Rural: Fringe	YES	$ 345,746,423	2,551	13,439	X			Associate Provost and Dean of the Graduate School reports to the Provost; VPR reports to the President of the University
University of Illinois - Chicago	City: Large	YES	$ 339,756,484	1,918	12,446	X			Dean of the Graduate School reports to the Provost; Vice Chancellor reports to the Chancellor of the University
Boston University	City: Large	YES	$ 269,746,543	2,670	16,979			X	Assoc. Dean of the Graduate School reports to the Dean of the College of Arts and Sciences; VPR reports to the Provost
Indiana University - Purdue University - Indianapolis	City: Large	YES	$ 246,137,160	2,651	11,087	X			Both Director of Graduate Office and Vice Chancellor for Research report to the Executive Vice Chancellor and Dean of Faculties (same person)
University of Cincinnati	City: Large	YES	$ 201,427,265	2,010	11,790	X			Both the Dean of the Graduate School and the VPR report to the SVP for Academic Affairs and Provost (same person)
Virginia Commonwealth University	City: Midsize	YES	$ 181,710,369	1,968	11,075	X			Dean of the Graduate School reports to the VP for Academic Affairs and Provost; VPR reports to the President
University at Buffalo	City: Large	YES	$ 174,522,447	1,535	10,544	X			Dean of the Graduate School reports to the Provost; EVP for Academic Affairs; VPRED reports to the President
Florida International University	Suburb: Large	YES	$ 143,129,383	844	10,654	X			Both Dean of the University Graduate School; VPR report to the EVP, COO, and Provost (same person)
University of Louisville	City: Large	YES	$ 136,937,000	1,618	6,558	X			Dean of SIGS reports to the Provost; EVPRI reports to the President
Temple University	City: Large	YES	$ 128,873,000	1,930	11,199		X		SVP for Research and Graduate Education reports to the Provost and SVP for Academic Affairs
University of Michigan - Ann Arbor	City: Midsize	YES	$ 798,192,000	5,693	16,846	X			Dean of the Graduate School and Vice Provost for Academic Affairs reports to the Provost and EV Provost for Academic Affairs; VPR reports to the President
University of Pittsburgh	City: Large	YES	$ 706,378,176	3,859	11,834	X			Vice Provost for Graduate Studies reports to the Provost; Vice Chancellor for Research Conduct and Compliance reports to the Chancellor
University of Wisconsin - Madison	City: Midsize	YES	$ 565,219,706	3,163	12,787		X		Vice Chancellor for Research and Dean of the Graduate School reports to the Chancellor
University of Alabama - Birmingham	City: Midsize	YES	$ 406,885,560	2,044	6,722	X			Dean of the Graduate school reports to the Provost; VPR reports to the president
University of New Mexico	City: Large	YES	$ 280,041,683	1,740	9,152	X			Dean of the Office of Graduate Studies reports to the Provost; VPR reports to the President
University of Houston	City: Large	NO	$ 144,105,367	1,160	8,931	X			AVP for Graduate and Professional Studies reports to the EAVP for Faculty Affairs; VPR reports to the President
Georgia State University	City: Large	NO	$ 127,688,196	1,075	10,008			X	Director of Graduate Studies reports to the Dean of the College of Arts and Sciences; VPR reports to the President
Portland State University	City: Large	NO	$ 90,629,553	845	12,507	X			Dean of Graduate Studies reports to the Provost and Vice President for Academic Affairs; VPR reports to the President
San Diego State University	City: Large	NO	$ 68,781,103	849	6,631		X		VPR and Graduate Dean reports to the President
University of Missouri-Kansas City	City: Large	YES	$ 41,469,046	1,239	6,700	X			Both Dean of the School of Graduate Studies and Vice Chancellor for Research report to the Executive Vice Chancellor and Provost
University of California - Los Angeles	City: Large	YES	$ 929,377,616	2,922	12,433	X			Vice Provost for Graduate Education reports to the Executive Vice Chancellor and Provost; Vice Chancellor of Research reports to the Chancellor
University of Minnesota - Twin Cities	City: Large	YES	$ 671,267,248	2,502	21,384	X			Vice Provost and Dean of Graduate Education reports to the Senior Vice President and Provost; VPR reports to the President
University of Colorado - Denver	City: Large	YES	$ 362,243,111	2,819	15,154	X			Dean of the Graduate School reports to the Provost; Vice Chancellor reports to the Chancellor
Arizona State University	City: Midsize	NO	$ 319,236,000	2,561	16,234	X			EV Provost and Dean of the Graduate College reports to the Provost; SVPKED reports to the President
University of Utah	City: Midsize	YES	$ 318,662,000	2,991	7,690	X			Dean of the Graduate school reports to the SVP of Academic Affairs; VPR reports to the president
New York University	City: Large	YES	$ 307,768,000	4,548	24,638	X			Both Vice Provost for Academic, Faculty, and Research Affairs and SVProvost for Research reports to the Provost
						21	3	2	

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Appendices – Phase 2

Appendix 4: Interviews and Information Sessions

Individual Interviews

Phyllis Vroom	Interim Provost
Ambika Mathur	Interim Dean of the Graduate School and Professor of Pediatrics
Joe Dunbar	Asst. Dean of the Graduate School and Asst. VP for Research
David McGrann	Manager of the Graduate Council, Graduate School
Ken Jackson	Associate Dean of the Graduate School and Associate Professor, CLAS
Carole Barduca	Business Manager of the Graduate School
Delores Dungee-Anderson	Associate Dean, Communications
Liz Faue	Professor, History, and Graduate Council member
Andrew Fieg	Professor, Chemistry and Graduate Council member

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Appendix 5: Benchmarking of Graduate Schools Services and Staffing Levels

Benchmarking (Aspirational Schools)

This matrix has been completed for "aspirational" schools with significant graduate student populations, top research status, and relatively large Graduate Schools, based on information that Huron had on file for these institutions.

The extent to which the Graduate Schools at these institutions is involved in key services is outlined below, in addition to the approximate graduate student population and the FTEs within the Graduate School.

Key services have been defined as:

Admissions	Reviewing prospective student criteria; determining if individual students meet relevant criteria for admission; notifying students of admission or denial. May also include recruiting, and processing visas for international students.
Financial Services	Identifying and disseminating fellowship and assistantship opportunities; processing applications for internally-funded fellowships; may include providing assistance for applications to external fellowships and assistantships; allocating internal fellowships.
Student Services	Coordinating internal initiatives such as diversity enhancement and knowledge-sharing; providing career placement services. May also include coordinating or provision of counseling and housing services
Academic/Policy Services	Monitoring degree progress; establishing and monitoring minimum criteria for graduate programs

Code	Admissions	Financial Services	Student Services	Academic Services	Graduate Student Population *	FTEs in GS
WSU	Minimal	Moderate	Minimal	Moderate	7,500	13.5
A	Extensive	Extensive	Minimal	Extensive	12,000	45
B	Minimal	Moderate	Moderate	Extensive	17,000	26
C	Extensive	Extensive	Extensive	Extensive	13,500	22.5
D	Moderate	Extensive	Moderate	Moderate	13,500	28.5
E	Extensive	Moderate	Minimal	Extensive	11,000	25
F	Moderate	Extensive	Extensive	Extensive	12,500	48
G	Extensive	Minimal	Extensive	Extensive	11,500	23
H	Extensive	Moderate	Moderate	Moderate	11,000	18
I	Extensive	Extensive	Moderate	Extensive	10,000	14

* May include students not served by the Graduate School

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Appendix 6: Sample Roles & Responsibilities Matrix for a Graduate School

Below is a roles and responsibilities matrix that focuses on both infrastructural and student-related services that are important to support graduate education. Note that this listing is not intended to be comprehensive, and is not intended to outline recommendations for responsibilities for the WSU Graduate School, or WSU schools/colleges and graduate students. However, WSU should consider establishing a matrix that clearly outlines the expectations of each unit as it relates to graduate education.

Service	Responsibility		
	Graduate School	School/College	Student
Student Services			
Provide Mentoring Services		X	
"Ombuds"-Function	X		
Coordinate Diversity Initiatives	X		
Provide Postdoctoral and Visiting Scholar Services	X		
Financial Services			
Find and Disseminate Fellowship Opportunities	X	X	
Apply for Fellowships and Grants	X	X	X
Process Internal Fellowship Applications	X		
Coordinate Award Payment	X	X	
Allocate Fellowship & Scholarship Dollars	X	X	
Division Administration			
Perform Graduate Study-Related Institutional Research	X		
Maintain Graduate Information Technology	X		
Coordinate Special Events	X	X	
Training			
Perform Annual Reporting	X		
Maintain Websites		X	
Academic Services			
Coordinate Class Registration			X
Monitor Degree Progress		X	X
Approve Degree Programs	X		
Approve Course Changes	X		
Approve Exceptions	X		
Provide Mediation	X		
Admissions Services			
Recruit Students	X	X	
Answer Admissions Questions	X	X	
Review Applications		X	
Review Accepted Applications	X		
Coordinate Outreach and Diversity Initiatives	X		

Appendix 7: NIH Biomedical Research Workforce Information

In June 2012, a Biomedical Research Workforce, convened by the Director of the National Institutes of Health (NIH), issued a report that was intended to address the Director's request to develop a model for a sustainable and diverse biomedical research workforce. The model's purpose and function was to inform decisions about training students for the appropriate types of positions that will advance science and promote health.

In December 2012, the NIH working group proposed several critical initiatives related to implementation of the report's recommendations[2]. Areas of focus were:

- o Diversifying and reducing the pathway to Ph.D. and independent careers
- o Enhancing targeted financial support for graduate students and postdocs (although gradually reducing the percentage of funds coming from NIH)
- o Requiring that students (NIH trainees at a minimum) have an Individual Development Plan
- o Recommending that institutions enhance identification and tracking of graduate students and postdocs supported by NIH.

Implementation details are still in process, and specific details have not yet been provided on either the recommended contents of the IDPs or the data that institutions will be required to track.

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[2] For the NIH presentation associated with the December 2012 interpretation of the report, please see http://acd.od.nih.gov/Biomedical-Workforce-Implementation-Plan.pdf