

## Working group draft report

### UW Graduate School roles and responsibilities

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### *Charge to and activities of the Working Group*

The Provost charged the Working Group on 3 June 2008 with carrying out preparatory analytical work to clarify the goals and aspirations for the UW Graduate School. In the context of searching for the next Vice Provost and Dean, the Provost wrote: “I would like to know what The Graduate School does now that is valued by the University community and what faculty, academic units, and students hope The Graduate School can do for graduate education across the University.”

The Working Group sought information on five questions:

1. What are the most critical roles our graduate school should play?
2. What are the most effective contributions our graduate school provides?
3. What three new responsibilities or tasks might our graduate school take on?
4. What areas of authority would you reconsider?
5. What should a new Vice Provost/Dean focus on initially?

The Working Group met 6 times over the summer. Requests for answers to the five questions were sent to the members of The Graduate School (85 persons), graduate program coordinators ( $\approx$ 110 persons), graduate program advisors ( $\approx$ 110 persons) and all department/school chairs ( $\approx$ 140 persons) across the three campuses. Deans and chancellors as well as the Faculty Senate Executive Committee were asked for input. In addition, a request for advice and answers was sent to all faculty via email in mid-June. The Working Group then contacted over 400 individuals to get their perspectives, and phone calls were placed to every graduate program coordinator, graduate program advisor and departmental chair to request input. Meetings were also held with all of The Graduate School staff, the former dean and other faculty.

The Working Group received replies from 120 people representing 51 departments, schools, colleges and all three campuses. Written responses to the five questions were then extracted and collated. Approximately 80 pages of summarized material were posted on the Working Group Catalyst website for committee access. In addition, written and previously published materials were posted for committee review covering the national goals for graduate education, previous assessments of The Graduate School academic review process as well as scholarly documents about graduate education.

The Working Group considered the complete spectrum of options including abolishing The Graduate School and reassigning its functions across the university to colleges: recombining the Office of Research with The Graduate School: and enhancing its responsibilities. The findings represent a summary of the many issues brought to the Working Group. Many people had wonderful compliments for the work of individuals in The Graduate School. The Working Group heard widespread respect for its integrity and thoughtful reflection on many issues that affect graduate departments and graduate students. The Working Group heard and endorses the praise for the creation of the Office for Post-Doctoral Affairs.

## *Findings*

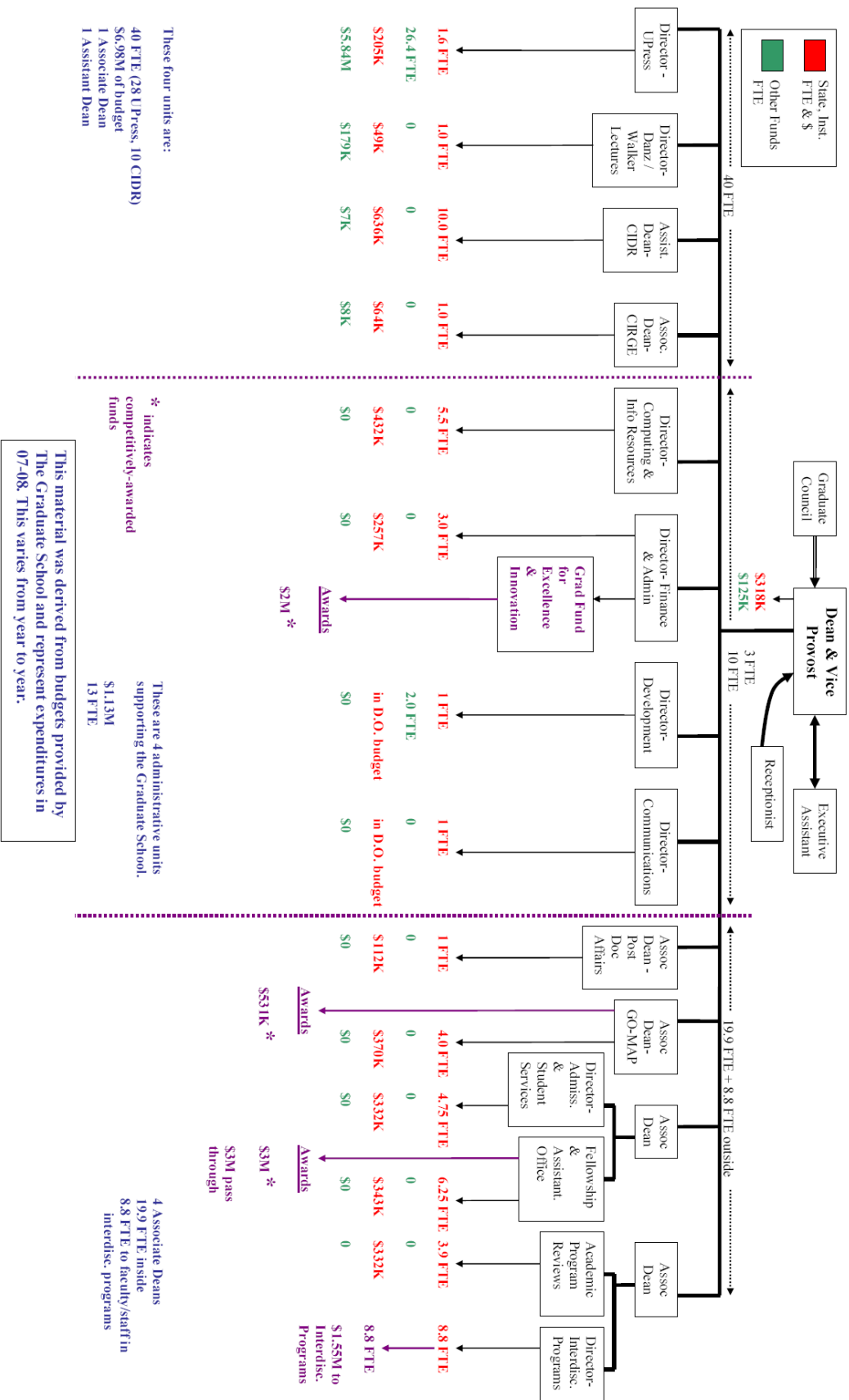
The Graduate School is the home for activities ranging from graduate student admissions, to Academic Program Review, to CIDR and University Press. Many of the responses received commented only of one or two activities of The Graduate School. CIDR and MyGrad Program drew the most praise: most respondents however were unaware of the significant financial resources dedicated to these programs. The capability in The Graduate School to answer the complex and unusual questions for students and departments was viewed very positively. The knowledge and helpfulness of individuals is much appreciated. Academic Program Review drew the most criticism: it also was deemed one of the essential responsibilities for The Graduate School to undertake as a service to the university. The lack of information about how The Graduate School resources are used or awarded was the target of significant criticism.

- There is widespread and strong support for a vibrant, intellectually strong graduate school that provides services and catalyses collaborations. Some faculty and staff see that at present there are major inefficiencies and procedural resistance to change within The Graduate School. It is imperative that the new Dean/VP substantially re-organize the administration and rigorously re-focus the missions of The Graduate School, but we found that there would be no overall efficiencies by its elimination.
- For many outside agencies there must be a single point of contact that will work for fellowships, scholarships and student aid. Student affairs (information and problem resolution that is effective and uniform), enhancement of diversity and independent program approval and academic program review are effectively handled by a single organization. No other place in Administration can provide these services as effectively as a well-respected Graduate School.
- There is the need for leadership and advocacy for graduate education across all three campuses. A well-focused graduate school is strongly desired to support the work and the case for graduate education.
- There needs to be more effective communication that our research prowess, reputation and funding is achieved in large measure through the work of our graduate students.
- There is the need for continued professional development for our graduate students and post-docs (in the sense of pedagogy, diversity, creative linkages for career development, and development as professionals in both academic and non-academic settings).
- The academic respect of The Graduate School within UW needs to be enhanced by the communication of The Graduate School activities to faculty and students and by committed leadership in crucial areas. The Graduate School's activities are appreciated, though some are belatedly noted and some hardly recognized. There is a strong need for better information about the activities and contributions that The Graduate School is capable of making to more students, faculty and advising staff.
- There are emerging strategic needs and a university-wide perspective required on the growth of graduate (especially Masters) enrollment as the expectations of the

- state change and changes occur in the traditional separation of 4-year under-grad programs from traditional 2-year Masters.
- The Graduate School is the focus of huge expectations for funding support for students especially in the humanities and social sciences. Goals need to be set realistically by communicating what resources are available. Procedures need to be promulgated, and expectations tempered by information. The corollary is that because the amounts of money are not large, just carving up the pie and distributing it to colleges does not make institutional sense for a university (where scholarship is more than money).
  - All parts of The Graduate School need to develop an entrepreneurial spirit: develop proposals in conjunction with many others across all three campuses to raise funds for specific activities especially for mentoring, diversity and community building. A culture of poverty or entitlement is not conducive to creative partnership.
  - The Graduate Council needs to be more involved in fulfilling Section 23-45 E of the Faculty Handbook, namely, “The Graduate School shall determine its own organization and rules of procedures. It may directly control its affairs or may delegate to a council executive committee or other members any of its powers, provided that such council or committees shall be representative of the various fields of graduate study.”
  - There is a need and hope for enhanced campus-wide interaction on performance of functions and of services in The Graduate School. Working with academic units and not just with graduate students is a crucial responsibility.
  - The Graduate School needs major changes in organizational structure and transparency of processes from the selection for awards to funding priorities within The Graduate School. There is a clear and immediate need for effective management and internal focus on leadership and collaboration.

The Working Group tried to develop a holistic view of The Graduate School, which is represented in the following organizational chart. It illustrates several important findings. There are 6 associate and assistant deans, some of whom are an organization of one. Resources are very unevenly split among the many functions as may be appropriate for the responsibilities. But the fact that this figure had to be developed by the Working Group and that there is no Graduate School executive level budget prioritization shows that The Graduate School is not operating as efficiently as desirable as a unit.

The figure also shows that the resources that The Graduate School can provide to academic units and their students are remarkably small, though very important. The balance of internal support funds within The Graduate School versus money sent outside for supporting students should be a continuing touchstone for all prioritizations over budget allocations.



These four units are:  
 40 FTE (28 U/Press, 10 CIDR)  
 \$6,98M of Budget  
 1 Associate Dean  
 1 Assistant Dean

\* indicates competitively-awarded funds

These are 4 administrative units supporting the Graduate School.  
 \$1,13M  
 13 FTE

This material was derived from budgets provided by The Graduate School and represent expenditures in 07-08. This varies from year to year.

4 Associate Deans  
 19.9 FTE inside  
 8.8 FTE to faculty/staff in interdisc. programs

Based on the large number of responses to the questions, our Working Group report highlights 5 topics to provide a vision and a roadmap for The Graduate School and for the new Dean and Vice Provost:

- 1. Roles and responsibilities of The Graduate School at UW**
- 2. Responsibilities of the Dean of The Graduate School**
- 3. Responsibilities of the Vice Provost**
- 4. Immediate actions**
- 5. Implications for the Search for the new Dean and Vice Provost**

### **Roles and responsibilities of The Graduate School at UW**

- Provide knowledgeable services to graduate students, efficient services to academic units and ensure fairness of treatment based on well-developed, documented policies.
- Ensure the highest standards of teaching, research and service are developed across all three campuses by reviewing the establishment, performance and goals of academic programs. (This is much more than accreditation, which is a necessary though minimum bar, but the two processes should be coordinated and complementary.)
- Support of, and grow funding for, a diverse body of outstanding students who wish to be part of the large academic university-wide community. Act as a trusted information source for student academic and personal well being.
- Act as an incubator for interdisciplinary programs where needed, not a holding company for continuing programs.
- Act as a catalyst for innovative graduate education in the departments, schools, colleges and campuses where the students carry out their studies.
- Provide graduate enrollment and other data for strategic planning of departments, colleges and campuses.

### **Roles and responsibilities of the Dean of The Graduate School**

- Advocate for graduate teaching and graduate learning inside and outside UW.
- Advocate for graduate students as major contributors to the teaching, research achievements and prestige of a high quality university.
- Develop partnerships and funding for support of graduate students, the graduate community and post-doctoral community at UW.
- Work collaboratively with deans/chancellors to provide a rigorous and respected academic program review that is valuable in each context and independent of department, school, college pressures and institutional funding pressures.
- Develop effective networks and partnerships across the span of academic units to foster innovation in graduate teaching, research and interdisciplinary scholarship.

## **Roles and responsibilities of Vice Provost**

- Manage actively a service organization with metrics of service and goals: sustain and recognize a service commitment from The Graduate School staff.
- Partner with Vice Provost of UAA to ensure CIDR can perform its several tasks to the highest standards and is a leader of pedagogy to the professional development of graduate students and faculty and the benefit of all students.
- Support graduate students and their research across all departments to assist them in competing with their national peers. Work with Vice Provost of Research to develop recognition of research achievements and contributions of graduate students to reputation of UW and as a key component of research core of UW values. Engage in a similar endeavor with the Vice Provost for UAA for graduate student teaching impact.
- Provide services and support to build diverse graduate and post-doc communities across all three campuses.

## **Immediate Actions. Now and the next 12 months**

There is one over-arching action that should be started immediately:

- The Dean should review all functions and expenditures within The Graduate School in order to simplify its organizational structure and coalesce some of the silos that have evolved, align spending with priorities and consider missed opportunities and the opportunity costs. Services that enhance the experience of students and the efficiency of their programs should have the highest priority

Ten specific actions are suggested, some of which could be initiated before a new dean is in place, but which will all need to be undertaken in the next 12 months.

1. Re-organize The Graduate School to ensure a service organization culture that enhances the work of all academic units. The new dean should review all functions in order to simplify the organizational structure and constrain spending. Develop a strategic budgeting process with clear programmatic accountability, which is linked to responsibilities.
2. Cut the organizational overhead by reducing the number of Associate Deans and Assistant Deans from six to two or three. One model that might be considered is to have an Associate Dean for Academic Affairs and an Associate Vice Provost for Graduate Services to emphasize the twin functions of academic planning and innovation, and university-wide services to students and departments.
3. Reform, re-structure and “customize” academic program review procedures. Make the review process appropriate to the context and scale of the program.

Make creative and insightful academic program review a hallmark of intellectual as well as administrative achievement of a research university rather than a formulaic process. This crucial work has been recently started. Major changes need to be made quickly to retain/restore respect from the academic colleges and across all campuses for The Graduate School serving this role. Ensure that there are known recipients for any academic review who have the authority and responsibility to implement appropriate recommendations. Procedures for implementation should include explicit response by the academic dean and Provost's Office to the review as part of their strategic planning.

4. Develop a clear understanding with the Provost of the importance/support of graduate teaching and graduate student research. Clarify the role and responsibilities of The Graduate School as the academic conscience of the quality and fairness of graduate education and as the advocate for graduate research.
5. Increase emphasis on providing financial support for students. Advancement and communications are a key responsibility for the Dean and The Graduate School in supporting students.
6. Evaluate and specify the role of The Graduate School for each of the 18 academic programs that report there. Examine and prioritize the financial commitments. Develop procedures for the continuation of these inter-disciplinary programs under The Graduate School auspices. The Graduate School should become an incubator for ideas and a temporary home during the development of new programs, if needed, rather than a home that is isolated from the continuing changes of related academic programs. In addition, the Dean should examine the existing 18 programs with the intent of developing strategies for transitioning each into a college or school if that makes sense. Doing so will cause these programs to gain greater legitimacy in the long term and will also free up resources for The Graduate School to invest in the incubation of future interdisciplinary programs.
7. Inform students about services of The Graduate School, from GOMAP to student professional development. The Graduate Council should inform their colleagues of its activities: the Council is an important component of shared governance. Inform chairs and graduate program coordinators of the successes and challenges facing the graduate and post-doc community. This will involve writing proposals and developing partnerships to build a bigger funding base in collaboration with schools, colleges and campuses.
8. The Dean should examine the location of UWPress to determine where it can be most effective in meeting its broad intellectual mandate while also demonstrating responsible fiscal practice. Other locations including the Library should be considered so that UWPress can best serve the UW. The Dean should look at the academic impacts and evaluate scholarly benefits within and outside UW. Costs are important: goals and any academic subsidies must be agreed upon. With the Dean's concurrence, a strategy should be quickly implemented to eliminate

outstanding debt and to ensure that the press runs as a fiscally viable auxiliary entity

9. CIDR should continue to report in The Graduate School. CIDR's work with graduate students and faculty teaching are a core competency of The Graduate School. The dean should carry out, in conjunction with other academic leaders, a review of campus expectations of CIDR, and the achievements/aspirations of CIDR to these responsibilities in light of the significant UW investment. CIDR is a university-wide resource, which has university-wide accountability through the Dean. CIDR should also become significantly more entrepreneurial in applying for external funds for innovation. CIDR should act as the home for graduate learning about professional development.
  
10. Discontinue the Center for Innovation in Research in Graduate Education as a center in The Graduate School. After appropriate review, if a Center is appropriate, its operation should be centered in the College of Education. Any financial subsidy should be phased out quickly to focus funds on more needed priorities, such as student support.

### **Implications for Search for new Dean and Vice Provost**

If discovery is at the heart of our university, graduate education is its lifeblood. The Working Group heard from so many people how important and influential The Graduate School could be in serving UW and in catalyzing learning and professional development for our students. The list of action items suggests that the new dean will be focusing a great amount of their time on internal issues.

In starting the search for a new Dean and Vice Provost the Working Group wishes to emphasize the desired vision of the UW Graduate School:

1. The Graduate School leads through its service to graduate students, to post-doctoral fellows and to the graduate programs where the students learn.
2. The Graduate School serves the entire university through the academic reviews that are a key component in advocacy for and ensuring quality across the departmental responsibilities of teaching, research and service.
3. The Graduate School raises funds to support students and build a diverse community by partnership across campuses and by highlighting the special role that graduate students play in a research—driven university.
4. The Graduate School leads through creative incubation of interdisciplinary programs, which within five years are sustained in academic departments and colleges or terminated.
5. The Graduate School helps develop the scholarly career of students through teaching skills, mentoring programs, providing a broad academic community and being a source of knowledge about graduate education.

In accord with this vision and the ten action steps identified above, we suggest that the new appointee be an outstanding and respected professor with the following characteristics:

1. A determined manager (vice provost) who sees achieving leadership through providing service and leading a service organization for the entire UW community across all three campuses
2. A dedicated, eclectic academic (dean) who is excited by the many styles of teaching, learning and research and will embrace working with colleagues to ensure academic excellence, integrity and diversity.
3. A persuasive professor who will be advocate for graduate students, graduate activities and lead an organization that will build funds to support graduates across UW.
4. The Graduate Dean is the embodiment of academic excellence in a complex organization where the education of graduate students, their work and their development in the many departments across our campuses is a cornerstone of UW's worldwide recognition.

#### Addendum

The Working Group heard from many people about every aspect of the operations and activities of The Graduate School. In this report we have identified the major and immediate topics. Other aspects that merit consideration include:

Communication: How could The Graduate Council be more effective and influential in communication between The Graduate School and academic units on all three campuses? How can graduate program advisors be best consulted on implications of proposed policy changes?

GO-MAP: The program spends 60% of its budget on direct student support. GO-MAP's impact in building community, in reaching across departments, colleges and campuses is best achieved through its position in The Graduate School. Like other parts of The Graduate School, partnering with individual academic units to seek external funding is an important avenue to explore.

Collaborations in UW-service: There are a myriad of individual concerns from how the graduate programs across all three campuses are effectively presented to the HECB, action plans out of 10-year reviews, and UWEO authority on graduate degrees. All the comments made to the committee have been summarized in a document that will be made available to the Interim Dean and to the candidates for the position of Dean and Vice Provost.

## Finale

In describing the philosophical operation of the committee we examined all possibilities

A couplet by William Shakespeare in Julius Caesar (4:3; 218) set the strategy:

*There comes a tide in the affairs of man*

*Which taken on the flood leads on to greatness.*

The Working Group feels that, after all the material comments and the potential for impact, The Graduate School should grasp this moment to build a culture of service, ensure a capacity to catalyze and broadcast to the UW community and its leaders, and to others in the proximal communities, that graduate education across our three campuses is a proud and important endeavor. (For those worried about history, the timing of this report is as far from the Ides of March as possible. And for those who know the rest of the quote, it applies!)

A sentence by David Quammen in National Geographic (Sept/08) gave us tactics:

*Show a little caution: show a little respect: get the information you need: back off.*

From an article with advice on approaching an elephant!

Graduate education will change dramatically over the next decade as one-year Masters degrees and contemporaneous BA/MA and BS/MS degrees co-evolve. State demand for more graduate degrees will change enrollment patterns. How the UW as a whole responds should reflect all three campuses and how the two new campuses can best collaborate with the graduate programs that are well established.

As part of a state institution, The Graduate School should improve its support of departments in terms of recruitment of diverse, Washington State students who plan to stay and work in the state. The Graduate Dean should lead these discussion based on understanding of local/state interests and national and international trends.

We learned a great deal about an organization that matters to many faculty, staff and students across our campuses. We thank all those in The Graduate School who provided lots of detailed information, and those who are known across nearly every academic unit as being the source of knowledge. Any factual errors are the responsibility of the Chair of the Working Group. This report and the proposed actions are the unanimous recommendation of 12 people who worked hard over Summer 2008 and who come from two campuses, seven different colleges and nine different departments.