

UPDATE – GRADUATE SCHOOL BENCHMARKING STUDY

Prepared for University of Delaware

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In the following document, Hanover Research presents the findings from a peer graduate school benchmarking study conducted on behalf of the University of Delaware.

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

In this document, Hanover Research (Hanover) presents the results from qualitative research conducted in support of the University of Delaware’s (UD) Graduate School Benchmarking Study. In particular, the benchmarking study seeks to understand effective organizational structures for graduate education, explore advantages and disadvantages to centralized and decentralized graduate school operations, and investigate recent trends in graduate program administration. Ultimately, the findings from this benchmarking study will help to inform UD’s decision-making process in planning to enhance the visibility (internally as well as externally) and operational functionality of university-level oversight of graduate and professional education.

To gather information about the establishment and ongoing administration of graduate schools or colleges at large research universities, Hanover interviewed 11 graduate school administrators. Additional information and data drawn from institutional websites, strategic plans, staff directories, organizational charts, and faculty handbooks serve to further supplement the insights obtained through these interviews. This report comprises three sections:

- **Section I: Methodology** details the methodology Hanover used to collect information through qualitative interviews and from university websites.
- **Section II: Summary Analysis** highlights trends that emerged across multiple institutions related to governance and staffing, challenges in graduate program administration, and common graduate school initiatives and services.
- **Section III: Graduate School Snapshots** provides snapshots of the graduate school operations at each of the 11 institutions that Hanover interviewed as well as selected interview highlights. The 11 institutions that participated in this benchmarking study include three anonymous public research universities and the following eight peers:
 - Boston University
 - Stony Brook University
 - University of California Santa Barbara
 - University of Massachusetts Amherst
 - Purdue University
 - University of California San Diego
 - University of Maryland
 - University of Minnesota

Finally, **Appendix A** includes verbatim transcripts of each of the interviews conducted in support of this research. **Appendix B** presents background information related to the qualitative research process, including the in-depth interview questions that Hanover used to guide its discussions with graduate school administrators.

KEY FINDINGS

- **The majority of institutions reviewed for this study organize graduate programs via one or more graduate schools.** Specifically, 23 of 39 peer institutions have established graduate schools, six institutions administer graduate programs through an office or administrative unit, and five institutions in California have a graduate division. Hanover identified four institutions with graduate colleges, making it the least common organizational structure among the institutions reviewed for this study.
- **The University of Delaware appears to staff its Office of Graduate and Professional Education at lower levels than many of its peers.** Although staffing numbers and ratios are difficult to determine precisely, the University of Delaware appears to employ fewer staff overall (13) and relative to graduate student enrollment (estimated ratio of 374:1). In contrast, peer institutions employ from 23 to 41 staff in the graduate school and have student-to-staff ratios ranging from 99:1 to 379:1. Not surprisingly, centralized graduate schools tend to have higher staffing levels.
- **Hanover identified the graduate school budgets at five peer institutions, ranging from \$2.5 million to \$15 million.** Three graduate schools report an annual operating budget of approximately \$15 million. Notably, two of these institutions also operate according to a centralized model. The remaining two institutions for which information is available—Anonymous University C and University of Massachusetts Amherst—report operating budgets of \$2.5 and \$4 million, respectively. Further, both of these institutions follow a decentralized model for administering graduate education programs.
- **The majority of graduate schools at peer institutions do not oversee online graduate program administration.** The Graduate School at Purdue University, which operates according to a centralized model of program administration, is the only graduate school reviewed for this report that manages online graduate programs as well as other on-campus degrees. More frequently, online programs are managed through a school or division of continuing or professional studies or in collaboration with other departments.
- **The two most common support services offered at peer graduate schools interviewed for this report are professional development and diversity programs.** The University of California Santa Barbara, for example, has developed professional development programs to help prepare students for both academic and non-academic careers. Graduate school administrators also discussed diversity initiatives such as recruiting, support programs on campus, and funding for diversity scholars.

SECTION I: METHODOLOGY

IN-DEPTH INTERVIEWS WITH GRADUATE SCHOOL ADMINISTRATORS

The findings of this study primarily draw from interviews with graduate school administrators at 11 institutions. The University of Delaware provided Hanover Research with an initial list of 25 aspirational peer institutions, consisting primarily (but not exclusively) of large public research universities belonging to the Association of American Universities (AAU). To ensure a sample size sufficient enough to yield an adequate number of quality interviews, Hanover expanded this list to include the remaining 14 public AAU universities that were not already represented in the set of peers.¹ Figure 1.1, describes the 39 institutions that Hanover considered in this study, providing information for each institution about how it was selected, its membership status in the AAU, and the name of its graduate college, school, or office.

Figure 1.1: Peer Institutions Contacted for In-Depth Interviews

INSTITUTION	SELECTED BY	AAU	GRADUATE SCHOOL
Boston University	Delaware	Private	Graduate School of Arts and Sciences
Case Western Reserve University	Delaware	Private	School of Graduate Studies
Georgia Institute of Technology	Delaware	Public	Office of Graduate Studies
Indiana University	Delaware	Public	The University Graduate School
Iowa State University	Delaware	Public	Graduate College
Michigan State University	Delaware	Public	Graduate School
North Carolina State University	Delaware	No	The Graduate School
Ohio State University	Delaware	Public	Graduate School
Pennsylvania State University	Delaware	Public	The Graduate School
Purdue University	Delaware	Public	Graduate School
Rutgers-New Brunswick	Delaware	Public	Graduate School
Stony Brook University	Delaware	Public	Graduate School
Texas A&M University	Delaware	Public	Office of Graduate and Professional Studies
University of Arizona	Delaware	Public	Graduate College
University of Buffalo -SUNY	Hanover	Public	The Graduate School
University of California Berkeley	Hanover	Public	Graduate Division
University of California Irvine	Hanover	Public	Graduate Division
University of California Los Angeles	Hanover	Public	Graduate Division
University of California San Diego	Hanover	Public	Graduate Division
University of California Santa Barbara	Hanover	Public	Graduate Division
University of Connecticut	Delaware	No	The Graduate School
University of Florida	Hanover	Public	Graduate School
University of Illinois Urbana-Champaign	Delaware	Public	The Graduate College
University of Iowa	Hanover	Public	Graduate College

¹ “Member Institutions and Years of Admission.” Association of American Universities.
<https://www.aau.edu/about/default.aspx?id=16710>

INSTITUTION	SELECTED BY	AAU	GRADUATE SCHOOL
University of Kansas	Hanover	Public	Office of Graduate Studies
University of Maryland	Delaware	Public	The Graduate School
University of Massachusetts Amherst	Delaware	No	Graduate School
University of Michigan	Delaware	Public	Rackham Graduate School
University of Minnesota	Delaware	Public	The Graduate School
University of Missouri	Hanover	Public	Office of Research and Graduate Studies
University of North Carolina Chapel Hill	Delaware	Public	The Graduate School
University of Oregon	Hanover	Public	Graduate School
University of Pittsburgh	Delaware	Public	Graduate and Professional Studies
University of Texas at Austin	Hanover	Public	Graduate School
University of Utah	Delaware	No	The Graduate School
University of Virginia	Delaware	Public	Office of Graduate and Postdoctoral Affairs
University of Washington	Hanover	Public	Graduate School
University of Wisconsin-Madison	Hanover	Public	Graduate School
Virginia Polytechnic Institute	Delaware	No	Graduate School

Specifically, Hanover reached out to senior administrators at these peer and aspirant institutions. Illustrative job titles include:

- Assistant Dean for Academic Affairs
- Assistant Dean for Programs, Policy, and Diversity Initiatives
- Associate Dean for Strategic Planning
- Dean/Associate Dean of the Graduate School/College
- Director of Graduate Education Administration
- Vice Provost for Graduate Studies/Education

INFORMATION GATHERED FROM INSTITUTIONAL SOURCES

Section III of this benchmarking study provides **snapshots** of the graduate school operations at each of the 11 institutions that Hanover interviewed as well as selected **interview highlights** and graduate school **staff titles**. Each snapshot includes basic information about the characteristics of the institution’s graduate school, such as graduate student enrollment, governance or leadership, an overview of the graduate school mission or functions, graduate faculty and staff, and other noteworthy items. The information for these snapshots was drawn from graduate school websites, staff directories, organizational charts, faculty handbooks, and interview content. Hanover also selected highlights from each interview, with an emphasis on information that most closely aligns with the original research questions or is particularly unique to the institution. **Appendix A contains verbatim transcripts** of each interview for further reference.

When interpreting the information in the graduate school snapshots, the reader should be aware of the following considerations.

- **Overarching Structure:** Each snapshot attempts to provide insight into the degree of centralization or decentralization of the graduate school. In most cases, Hanover identifies the overarching structure as either “decentralized” or “centralized” based on the interviewee’s perspective of the institution’s arrangement. For example, institutions identified as “centralized” typically have graduate schools with more authority over admissions decisions, program approval, faculty appointments, and other key processes.
- **Enrollment and Degree Completions:** The snapshots identify graduate enrollment and degree completions based on information provided in annual institutional reports or through the office of institutional research. Institutional websites do not always distinguish full-time equivalent (FTE) and headcount graduate enrollment, so enrollment figures represent headcount enrollment for consistency. Further, program data may include professional students or continuing education graduate students that are not necessarily under the purview of the graduate school. Each snapshot notes which graduate students have been included in the enrollment figures for the purposes of calculating the student-to-staff ratio.
- **Faculty and Staff:** Hanover derived the number of graduate school staff from graduate school staff directories or departmental contact pages. The number of graduate school staff provided in the snapshots typically includes staff responsible for “centralized” functions (e.g., graduate school coordinators located within individual colleges or schools are excluded). Further, staff counts also exclude graduate assistants, student workers, statewide system employees, and vacant positions (although these positions are identified in the list of graduate school staff at each institution, they are excluded from the total count). Thus, the reported **Number of Staff** should be interpreted as headcount figures rather than FTE values. Similarly, the **Student-to-Staff** ratio should be interpreted with caution given the differing organizational structures of the graduate schools studied in this report.

Finally, the content of each graduate school snapshot may vary slightly by institution given differences in institutional websites and the availability of publicly reported data. Where information is not available, each snapshot notes either “Information not available” for descriptive categories or “--” for missing quantitative data.

SECTION II: SUMMARY ANALYSIS

This section of the report presents a summary of the information gathered from institutional websites and through interviews with graduate school administrators. In particular, the summary analysis highlights trends that emerged across multiple institutions related to governance and staffing, challenges in graduate program administration, and common graduate school initiatives and services.

GOVERNANCE AND STAFFING

DEGREE OF CENTRALIZATION

The majority of the 39 institutions initially considered for this study organize graduate programs via one or more graduate schools. Specifically, 23 of 39 peer institutions have established graduate schools, six institutions administer graduate programs through an office or administrative unit, and five institutions (all in the University of California System) have a centralized graduate division. The six institutions without either a graduate school or college include Georgia Institute of Technology, Texas A&M University, University of Kansas, University of Missouri, University of Pittsburgh, and University of Virginia. Hanover also identified four institutions with graduate colleges, making it the least common organizational structure among the institutions reviewed for this study. These institutions include Iowa State University, University of Arizona, University of Illinois Urbana-Champaign, and University of Iowa.

Although the majority of peer institutions that Hanover interviewed operate distinct graduate schools or colleges, many of the administrators Hanover interviewed describe graduate program operations as “decentralized,” “very decentralized,” or “highly decentralized.” For example, an administrator at Anonymous University A noted that the Graduate School “sets the general policies and in some cases the minimum standards, and then programs do a lot of the individual parts on their own.” Similarly, Senior Vice Provost for Academic Affairs and Dean of the Graduate School at the University of Massachusetts describes the Graduate School’s decentralized approach by noting “bureaucratic administration of the graduate programs is done in the graduate school, but admissions are done by the individual departments.”

Even among institutions that described their model as centralized, some responsibilities appear to remain with individual departments or programs. For example, Senior Assistant Dean of Finance and Administration at Stony Brook University explains:

All of the programs go through the governance and the Graduate School, but they're managed. They're decentralized in their own departments. We have a Graduate Program Director for each program that reports to us on different things and has to submit their forms and has to come through the Graduate School to move things along in their program for their students.

GRADUATE SCHOOL FUNCTIONS

Graduate schools at peer institutions assume a variety of functions, including academic affairs, academic services, finance and administration, admissions, career development, communications, development, diversity and inclusion, fellowships, information technology and management, institutional research, interdisciplinary graduate programs, postdoctoral affairs, and the thesis office. Most commonly, among the 11 institutions reviewed in this report, graduate school administrative responsibilities include admissions (all institutions) and diversity and inclusion (nine institutions). Less common functions include information technology or management (four institutions), institutional research (two institutions), development (two institutions), and interdisciplinary graduate programs (one institution). Notably, the University of Delaware is the only institution that does not have a Dean to serve as the leadership for the graduate programs.

Figure 2.1 summarizes the organizing offices or units within graduate schools at peer institutions, based on organizational charts and staff directories.

Figure 2.1: Summary of Offices or Units at Peer Graduate Schools

INSTITUTION	UNITS OR OFFICES	
University of Delaware ²	<ul style="list-style-type: none"> ▪ Admissions ▪ Communications ▪ Graduate Services Operations 	<ul style="list-style-type: none"> ▪ Graduate Professional Education ▪ Diversity, Recruitment and Retention
Anonymous University A	<ul style="list-style-type: none"> ▪ Admissions ▪ Student Records/Academic Affairs ▪ Operations and Fiscal Affairs ▪ Communications 	<ul style="list-style-type: none"> ▪ Postdoctoral Affairs ▪ Diversity and Inclusion ▪ Development ▪ Information Technology
Anonymous University B	<ul style="list-style-type: none"> ▪ Academic Affairs ▪ Admissions and Enrollment Services ▪ Communications ▪ Educational Equity Programs ▪ Fellowship Office 	<ul style="list-style-type: none"> ▪ Graduate Student Development and Postdoctoral Affairs ▪ Professional Science Master’s ▪ Ombudsperson and Graduate Student Experience ▪ Thesis Office
Anonymous University C	<ul style="list-style-type: none"> ▪ Office of Academic Planning and Assessment ▪ Admissions and Academic Services 	<ul style="list-style-type: none"> ▪ Diversity, Inclusion and Funding ▪ Professional Development and Communications
Boston University*	Not Specified	
Purdue University	<ul style="list-style-type: none"> ▪ Admissions ▪ Business Office ▪ Fellowships ▪ Graduate Programs ▪ Information Management and Analysis 	<ul style="list-style-type: none"> ▪ Interdisciplinary Graduate Programs ▪ Multicultural Programs ▪ Professional Development ▪ Records ▪ Thesis/Dissertation Office

² “Staff Directory.” University of Delaware. <http://grad.udel.edu/about/staff-directory/>

INSTITUTION	UNITS OR OFFICES	
Stony Brook University	<ul style="list-style-type: none"> ▪ Finance and Administration ▪ Records and Admissions ▪ Center for Inclusive Education 	<ul style="list-style-type: none"> ▪ Office for the Integration of Research, Education and Professional Development
University of California San Diego	<ul style="list-style-type: none"> ▪ Student Affairs ▪ Admissions ▪ Academic Affairs 	<ul style="list-style-type: none"> ▪ Financial Support ▪ Business Operations ▪ Information Systems
University of California Santa Barbara	<ul style="list-style-type: none"> ▪ Administrative Support ▪ Academic Services ▪ Admissions and Outreach ▪ Communications 	<ul style="list-style-type: none"> ▪ Career and Professional Development ▪ Financial Support ▪ Institutional Research
University of Maryland	<ul style="list-style-type: none"> ▪ Development and Alumni Relations ▪ Graduate Diversity and Inclusion ▪ Academic Support and Student Services ▪ Funding Opportunities ▪ Postdoctoral Affairs 	<ul style="list-style-type: none"> ▪ Ombuds Office ▪ Admissions and Enrollment Management ▪ Student and Faculty Services ▪ Information and Systems ▪ Finance and Administration
University of Massachusetts Amherst	<ul style="list-style-type: none"> ▪ Assistantship Office ▪ Student Service Center 	<ul style="list-style-type: none"> ▪ Professional Development
University of Minnesota	Not Specified	

STAFFING

The University of Delaware appears to staff its Office of Graduate and Professional Education at lower levels than many of its peers. Although staffing numbers and ratios are difficult to determine precisely, the University of Delaware appears to employ fewer staff overall (13) and relative to graduate student enrollment (a ratio of 374:1). In contrast, peer institutions employ from 23 to 41 staff in the graduate school, with a median staffing level of 28 employees. The student-to-staff ratio ranges from 99:1 to 379:1, with a median ratio of 228:1. Not surprisingly, centralized graduate schools tend to have higher staffing levels.

Figure 2.2, on the following page, summarizes student-to-staff ratios at each institution, including notes about how the ratios were calculated. Staff headcount data draws from institutional staff directories at the time the report was written (January 2017) while student headcount enrollment represents the most recently available data from each institution (typically fall 2016). Individual institutional snapshots in Section II of this report provide further details about each institution’s available data.

Figure 2.2: Governance and Staffing at Peer Graduate Schools

INSTITUTION	MODEL	STAFF HEADCOUNT	STUDENT HEADCOUNT	RATIO	STUDENT ENROLLMENT NOTES
University of Delaware	Decentralized	13	3,930	374	Fall 2016 headcount enrollment reported to CGS. ³
Anonymous University A	Decentralized	39	8,900	228	Headcount enrollment excludes School of Veterinary Medicine, Lifelong Education, and online students.
Anonymous University B	Centralized	41	10,428	254	Headcount enrollment reflects on-campus and non-professional programs only. Online enrollment is excluded.
Anonymous University C	Decentralized	30	8,418	281	Enrollment includes distance enrollment (the data could not be disaggregated) but excludes professional schools.
Boston University*	Decentralized	10	1,762	176	Enrollment includes Arts and Sciences graduates only.
Purdue University	Centralized	39	9,461	243	All on-campus and online graduate students are included.
Stony Brook University	Centralized	23	4,132	180	Enrollments exclude the school of professional development and health professionals program, which are administered separately.
University of California San Diego	Centralized	38	5,784	152	Enrollment excludes medical school students.
University of California Santa Barbara	Centralized	28	2,772	99	All graduate students are included.
University of Maryland	Decentralized	28	10,611	379	Enrollment excludes law students and online programs.
University of Massachusetts Amherst	Decentralized	25	4,140	166	Enrollment excludes Continuing and Professional Education students.
University of Minnesota	Decentralized	23	6,342	276	Enrollment excludes professional graduate program and College of Continuing Education students.

*Note: Staffing numbers and ratios for Boston University are based on the Graduate School of Arts and Sciences only.

³ Data provided to Hanover Research by the University of Delaware.

BUDGET

Hanover identified documentation of the annual operating budget at five peer graduate schools. Three graduate schools report an annual operating budget of approximately \$15 million. Notably, two of these institutions also operate according to a centralized model. The remaining two institutions for which information is available—Anonymous University C and University of Massachusetts Amherst—report operating budgets of \$2.5 and \$3.9 million, respectively. Further, both these institutions follow a decentralized model for administering graduate education programs. Figure 2.3 summarizes this information for the institutions for which data were available.

Figure 2.3: Graduate School Operating Budget at Peer Institutions

INSTITUTION	MODEL	GRADUATE STUDENTS (HEADCOUNT)	BUDGET
Anonymous University B	Centralized	11,000+	\$15,000,000
Anonymous University C	Decentralized	9,000	\$2,500,000
Purdue University	Centralized	9,461	\$15,401,608
University of Massachusetts Amherst	Decentralized	6,033	\$3,909,146
University of Minnesota	Decentralized	6,342	\$14,055,875

ONLINE GRADUATE PROGRAMS

The Graduate School at Purdue University, which operates according to a centralized model of program administration, is the only graduate school reviewed for this report that manages online graduate programs as well as other on-campus degrees. In two cases, interview contacts described a collaborative system for managing online programs involving the graduate schools, the individual programs or departments, and the distance education division (e.g., Anonymous University C and University of Massachusetts Amherst). More frequently, however, interview contacts and institutional organizational charts suggest that online programs are managed through the school of continuing studies, distance education, professional development, or similar. Figure 2.4 summarizes the role of graduate schools reviewed in this report in relation to online programs.

Figure 2.4: Governance of Online Graduate Programs at Peer Institutions

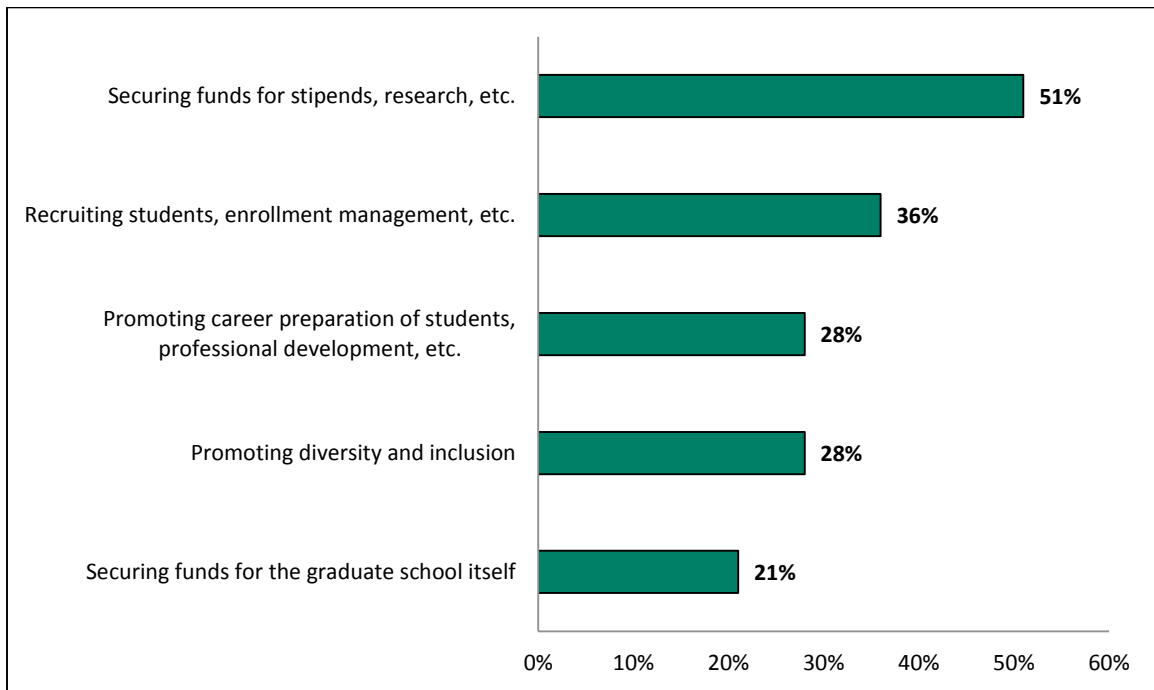
INSTITUTION	MODEL	ONLINE GRADUATE PROGRAMS
University of Delaware	Decentralized	No
Anonymous University A	Decentralized	Distance programs are managed by the distance education branch
Anonymous University B	Centralized	No
Anonymous University C	Decentralized	Responsibility for online programs is shared with Division of Continuing Studies and individual programs
Boston University*	Decentralized	No
Purdue University	Centralized	Yes
Stony Brook University	Centralized	The School of Professional Development manages online programs

INSTITUTION	MODEL	ONLINE GRADUATE PROGRAMS
University of California San Diego	Centralized	Institution does not offer online graduate programs
University of California Santa Barbara	Centralized	Institution does not offer online graduate programs
University of Maryland	Decentralized	No
University of Massachusetts Amherst	Decentralized	Continuing and Professional Education and individual departments share responsibility with the Graduate School
University of Minnesota	Decentralized	Online programs are administered through the College of Continuing Education

GRADUATE SCHOOL ADMINISTRATION CHALLENGES

Graduate school administrators at all institutions, regardless of model, identify several challenges to graduate education program administration in the current higher education landscape. Many of the challenges align with findings from a survey of graduate school administrators conducted by the Council of Graduate Schools (CGS) in 2016. Among doctoral institutions, CGS found that the top five most pressing issues were securing funds for stipends and research, recruiting students, promoting career preparation and professional development, and securing funds for the graduate school itself (Figure 2.5).

Figure 2.5: Top 5 Most Pressing Issues for Graduate Schools at Doctoral Institutions, 2016



Source: Council of Graduate Schools⁴

⁴ Allum, J. "Data Sources: Highlights from the 2016 CGS Pressing Issues Survey." Council of Graduate Schools. <http://cgsnet.org/data-sources-highlights-2016-cgs-pressing-issues-survey-0>

ADDITIONAL FUNDS FOR GRADUATE SUPPORT

Similar to the findings of the CGS survey of pressing issues, several graduate school administrators interviewed for this report mentioned funding-related challenges. The interview excerpts below illustrate how graduate school administrators view funding-related challenges at their institutions, including providing competitive stipends, establishing financially sustainable models, and locating external funding sources.

- **University of California Santa Barbara** (centralized): “I think that's another area where we'd really like to see improvement, more financial support for students so that they're better supported during their time and in their graduate program.”
- **Anonymous University A** (decentralized): “We oversee what’s called the graduate student support plan, which is what supplies, basically, tuition dollars and healthcare for all of our graduate assistants. That’s probably among the biggest challenges is simply having that funding to reach the enrollment goals that the university has.”
- **Stony Brook University** (centralized): “I hear Graduate Programs talk or they're frustrated that they have a hard time recruiting PhD students from other areas because our stipends aren't as high as other private schools. I think that's one of the biggest challenges if I was to ask around, my colleagues in the Graduate Programs.”
- **Anonymous University B** (centralized): “[The challenge is] to transition to a model in which there is substantially less self-paid support for graduate education to a model in which graduate education is more financially sustainable.... Well, we're working with departments to develop business plans or strategies to increase the establishment of graduate programs that students value and are willing to pay tuition to invest in their futures.”
- **University of California San Diego** (centralized): “We're reasonably well-resourced in terms of the administrative structure, but we do not have funding to adequately support either enough of our graduate students or provide competitive support packages for our students... One area that we're looking at very actively right now is philanthropy and making the case for external support of our graduate students, working with the departments and programs and individual students themselves to increase the rate of application for individual fellowship, federal training grants. We try and incentivize applications for those types of awards by providing matching funds to the faculty who receive training grants and other large research grants that have significant provisions for graduate student support.”
- **University of Maryland** (decentralized): “Biggest challenge. I would say support funding for graduate students, primarily because being a state institution, we have come to the development game very late. Two, I think most development operations are geared towards undergraduates and so they forget graduate education needs to be supported because everybody assumes that everybody is on some NSF grant and paid for and living high off the hog. Third, we are also in a very expensive area. We don't have any graduate housing so that impacts our ability to attract applicants and students to come here.”

ADVOCATING FOR THE GRADUATE SCHOOL

Administrators at several institutions with centralized graduate school models, including Purdue University and the University of California San Diego, described challenges with demonstrating the value of the Graduate School or communicating the Graduate School's mission to other university stakeholders. For example, Purdue University discusses this particular challenge as follows:

The second challenge and I think this is a challenge for any graduate, or any centralized graduate entity, is getting folks to understand what it is we do. We spend a lot of time on advocacy. This is a common theme [...], advocacy is a huge issue because I think there are a lot of people that don't know, even if they're a part of the academic institution, they may not know the depth and breadth or what a graduate school does.

Similarly, the University of California San Diego notes:

[...] I think one of the challenges for a centralized graduate school [is] to get the word out about what we actually do. A couple of years [ago] now, [we] actually undertook a complete re-branding initiative with, sort of, a unified messaging. We completely redid our website [and] all of our literature, and I think that's been quite helpful with [an] information sharing initiative and trying to get the word out to the departments that we work with that really our role is not to be the police or the gatekeeper, but really we're here to help them help the students and really to guide students from their pathway from admissions and orientation through graduation commencement and into their future careers.

GRADUATE SCHOOL INITIATIVES AND SERVICES

The support services offered by graduate schools varies somewhat; however, several institutions discussed the importance of professional development and recent initiatives related to diversity. The following two subsections present excerpts from interviews where administrators highlighted these services.

PROFESSIONAL DEVELOPMENT

Several administrators discussed the importance of professional development for graduate students, especially given the growing number of graduate students who choose to pursue careers outside academics after graduation. Indeed, the organizational structure of peer graduate schools reflects this notion—six graduate schools include an office or unit devoted to graduate student career and/or professional development (see Figure 2.1 above). For example, the University of Massachusetts at Amherst describes the purpose of its Office of Professional Development (OPD) to provide “professional skills training to cultivate strengths in the areas of career preparation, communication, grants and fellowships, personal

development, and teaching” to help prepare graduates “to thrive in academia, industry, government, and the non-profit sector.”⁵

The interview excerpts below, discuss the role of professional development in graduate education in the context of these recent trends.

- **University of California Santa Barbara:** “That’s been an area where we’ve seen a lot of growth in terms of trying to and actually establishing a program that’s focused on graduate students and really helping graduate students prepare, not only for jobs in academia, but really looking beyond and preparing themselves for jobs outside of academia, if that’s the direction they go... Really, I think, coming to terms with the fact that there aren’t as many jobs in academia as there once were and really thinking about how best to prepare students for a broad range of careers, not just going into academia being a faculty member, but really thinking beyond that and preparing themselves for a broad array of careers.”
- **Anonymous University A:** “[...] we do a lot of professional development activities that sort of cover a broad swath of different things from academic skills to communication skills to writing skills to preparing for careers that are non-academic in nature.”
- **Anonymous University C:** “[W]e have a professional development program, which tries to help the students develop very specific, or broad kinds of professional development skills, both for academic and non-academic job markets. The specific career work is done at the program level.”
- **University of California San Diego:** “I think that we can offer a broader range of services to department[s] and programs that might not be possible if graduate education was organized in a more school by school fashion. Particularly in the area of professional development, we find that many departments and programs don’t feel comfortable or well-qualified to offer programs in that area.”

DIVERSITY AND INCLUSION

Several institutions noted the importance and/or impact of their diversity initiatives and programs. As noted above, nine of the 11 institutions reviewed for this report operate a unit or office of diversity and inclusion within the graduate school. The excerpts below highlight interviewees’ perceptions of how these initiatives have impacted graduate education at their respective institutions.

- **Stony Brook University:** “We also can do diversity recruiting centrally. We go to diversity conferences and recruit for our different graduate programs in one shot. We get the advantage of not having to have every program do their own recruitment,

⁵ “Office of Professional Development Events.” University of Massachusetts Amherst.
<https://www.umass.edu/gradschool/opd>

even though they do their own outreach, but we have another added bonus of having recruitment events managed centrally.”

- **University of California Santa Barbara:** “We have another major initiative that we have within the graduate division around diversity. Defining diversity broadly, you're really providing support to a diverse group of scholars and making sure that we have an inclusive campus that's sensitive to the needs of all students and that we're responding to those needs and providing that support, especially for groups that are under served or underrepresented within their programs and within graduate education... Students who may not have had the same support or preparation coming into graduate school to be successful and just making sure that we are providing them with all the resources necessary to help them be successful. That's something else that's a pretty major initiative that we have within the graduate division here at UCSB.”
- **Anonymous University C:** “We do have events that try to build some community among graduate students, particularly students from diverse backgrounds.”
- **University of California San Diego:** “I think one really important role that we play is in outreach and recruitment, particularly for students from groups who are underrepresented in the academy, so that's a really critical central function. Of course, we partner with departments and programs to fulfill that but we serve as a central coordinating point in outreach to other institutions that have large populations of underrepresented students in representing the university at national diversity events.”
- **University of Massachusetts Amherst:** “Oh, our most impactful initiative? There are two. One of them is the Office of Professional Development that I mentioned earlier. That's had a huge impact. The other thing is diversity fellowship and support programs.”
- **University of Maryland:** “The Graduate School, we don't control but we have our own diversity programs, we have people who are doing professional and career development across the campus. There are some colleges who are large enough and have enough money to be able to do their own programming in these areas.”

SECTION III: GRADUATE SCHOOL SNAPSHOTS

ANONYMOUS UNIVERSITY A

OVERVIEW OF GRADUATE SCHOOL

Figure 3.1: Graduate School Snapshot, Anonymous University A

<i>Enrollment and Degree Completions</i>					
	Year	Total	Master's	Doctoral	Other Graduate
Enrollment	Fall 2016	8,900	5,400+	3,000+	200+
Degrees Granted	--	--	--	--	--
<i>Governance</i>					
Overarching Structure	Decentralized				
Graduate School Oversight	Dean of the Graduate School				
History	Has offered graduate programs for over 100 years				
Operating Budget	Information not available				
<i>Overview</i>					
Master's Programs	160	The Graduate School primarily serves an administration function, setting general policies and procedures, implementing minimum program standards, and providing support to graduate program directors in individual colleges or departments.			
PhD Programs	60				
Graduate Certificates	38				
Online Graduate Programs	60+				
<i>Faculty and Staff</i>					
Graduate Faculty	Faculty at the assistant professor rank or higher can receive associate or full-time graduate faculty status by recommendation for department heads or graduate program directors and with approval from the Dean of the Graduate School. Visiting and adjunct professors are not eligible for full-time status. There are over 3,000 Graduate Faculty listed on the Graduate School's Graduate Faculty directory.				
Number of Staff	39 staff including the Dean, Associate Deans, program evaluation, professional development, admissions, records, operations and finance, communication, diversity, development, and information technology.				
Student-to-Staff Ratio	228 (Enrollment excludes the School of Veterinary Medicine, Lifelong Education, and online students.)				
<i>Programs and Support Services</i>					
Is the Graduate School all inclusive?	No				
Does the Graduate School manage online programs?	No, distance programs are managed by the distance education branch.				
Does the Graduate School coordinate support services?	Some, professional development and career services. Academic and Student Affairs oversees Graduate Student Life.				
<i>Other Noteworthy Items</i>					
<ul style="list-style-type: none"> ▪ The Dean of the Graduate School reports to the Provost. 					

Source: Anonymous University A

GRADUATE SCHOOL STAFF

Figure 3.2: Graduate School Staff, Anonymous University A

UNIT OR OFFICE	STAFF	
Dean's Office	<ul style="list-style-type: none"> ▪ Dean of the Graduate School ▪ Senior Associate Dean ▪ Associate Dean of Program Evaluation ▪ Assistant Dean of Student Administration and Academic Affairs 	<ul style="list-style-type: none"> ▪ Assistant Dean, Professional Development ▪ Assistant Dean, Outreach and Diversity ▪ Assistant Dean, Finance and Operations ▪ Administrative Assistant (2) ▪ Executive Assistant to the Dean
Admissions	<ul style="list-style-type: none"> ▪ Director of Admissions and Enrolled Students ▪ International Admissions Specialist ▪ Residency Officer 	<ul style="list-style-type: none"> ▪ Student Processor ▪ Administrative Support Specialist
Student Records/ Academic Affairs	<ul style="list-style-type: none"> ▪ College Liaison (4) ▪ Coordinator of Administrative Board 	<ul style="list-style-type: none"> ▪ Electronic Thesis Reviewer and Graduation Coordinator
Operations and Fiscal Affairs	<ul style="list-style-type: none"> ▪ Graduate Student Support Plan and Appointments Coordinator ▪ Fellowships and Grants Administrator ▪ Director, Graduate Student Support Plan 	<ul style="list-style-type: none"> ▪ Business Officer ▪ Manager of Graduate Appointments, Fellowships, Postdocs
Communications	<ul style="list-style-type: none"> ▪ Director of Marketing and Communications 	<ul style="list-style-type: none"> ▪ Webmaster
Postdoctoral Affairs	<ul style="list-style-type: none"> ▪ Postdoctoral Affairs Assistant 	
Outreach and Diversity	<ul style="list-style-type: none"> ▪ Program Manager (2) ▪ Director of Student Diversity Initiative ▪ Student Diversity Initiative Program Associate 	<ul style="list-style-type: none"> ▪ Director of Recruiting ▪ Graduate Services Assistant ▪ Thesis & Dissertation Support Services Program Coordinator
Development	<ul style="list-style-type: none"> ▪ Director of Development 	<ul style="list-style-type: none"> ▪ Development Associate
Information Technology	<ul style="list-style-type: none"> ▪ Business Applications Designer 	<ul style="list-style-type: none"> ▪ Applications Analyst Programmer

Source: Anonymous University A

INTERVIEW HIGHLIGHTS

- Overview of how the graduate school operates:

I would say that basically the grad school sets the general policies and in some cases the minimum standards, and then programs do a lot of the individual parts on their own. We do have a lot of touches here because we have a system of what we call liaisons. We have four of them. They each deal with individual programs in individual colleges, so we have a lot of contact with at least what we call the director of graduate programs or the graduate services coordinators who help to administer graduate education at the program level.

- Benefits of a more decentralized approach to managing graduate programs:

Well, I think graduate education is so personalized or should be so personalized that it's really hard for an office to know what should be going on, I mean a central office to know what should be going on in each discipline, so this structure really allows each program to design what they think is academically most appropriate for their students.

- The disadvantages of a decentralized approach for interdisciplinary programs:

No, I think it actually hurts in this case. For interdisciplinary programs, it's not that good. I mean as long as money is plentiful, they don't have issues, but as soon as constraints start being placed on it, then it gets really hard because they sort of belong to everybody and no one simultaneously.

- Funding-related challenges:

We oversee what's called the graduate student support plan, which is what supplies, basically, tuition dollars and healthcare for all of our graduate assistants. That's probably among the biggest challenges is simply having that funding to reach the enrollment goals that the university has.

ANONYMOUS UNIVERSITY B

OVERVIEW OF GRADUATE SCHOOL

Figure 3.3: Graduate School Snapshot, Anonymous University B

<i>Enrollment and Degree Completions</i>					
	Year	Total	Master's	Doctoral	Other Graduate
Enrollment	Fall 2015	10,428	--	--	--
Degrees Granted	Unknown	--	Approx. 3,400	--	--
<i>Governance</i>					
Overarching Structure	Centralized				
Graduate School Oversight	Dean				
History	Information not available				
Operating Budget	Graduate College Budgeted Expenditures FY 2015 total \$15 million (including \$3.8 million on admin and \$6.2 million on fellowships)				
<i>Overview</i>					
Master's Programs	140+	The graduate college works in collaboration with more than 100 graduate programs around the campus to provide support to students, faculty, and staff including admissions, fellowship administration, and professional development.			
PhD Programs	90+				
Graduate Certificates	6				
Online Graduate Programs	20+				
<i>Faculty and Staff</i>					
Graduate Faculty	All tenure track faculty are automatically on the graduate faculty. Non-tenure track faculty, instructors, and emeritus professors follow an application process.				
Number of Staff	Approximately 41 employees including student records, admissions, communications, diversity, and fellowships				
Student-to-Staff Ratio	254 (Headcount enrollment reflects on-campus and non-professional programs only. Online enrollment is excluded.)				
<i>Programs and Support Services</i>					
Is the Graduate School all inclusive?	Yes (except Law and Veterinary Medicine)				
Does the Graduate School manage online programs?	No				
Does the Graduate School coordinate support services?	Yes, including admissions, records, fellowships, tuition, and career services				
<i>Other Noteworthy Items</i>					
<ul style="list-style-type: none"> ▪ The Dean reports to the Provost for Academic Affairs. 					

Source: Anonymous University B

GRADUATE SCHOOL STAFF

Figure 3.4: Graduate School Staff, Anonymous University B

UNIT OR OFFICE	STAFF
Academic Affairs	<ul style="list-style-type: none"> ▪ Director, Academic Programs, Policy, & Academic Services
Admissions and Enrollment Services	<ul style="list-style-type: none"> ▪ Admissions and Records Officer ▪ Admissions and Records Representative (4) ▪ Admissions Systems Coordinator ▪ Assistant Director, Admissions, Registration & Enrollment Services ▪ Director, Admissions, Registration & Enrollment Services ▪ Graduate Academic Services Coordinator ▪ Graduate Admissions & SEVIS Coordinator ▪ Information Management Specialist ▪ IT Technical Associate ▪ Office Support Specialist (4)
Communications	<ul style="list-style-type: none"> ▪ Communications Specialist
Dean’s Office	<ul style="list-style-type: none"> ▪ Administrative Aide ▪ Administrative Clerk (Budget) ▪ Associate Dean ▪ Budget Director ▪ Business/Administrative Associate ▪ Dean ▪ Executive Associate Dean ▪ Office Support Specialist
Educational Equity Programs	<ul style="list-style-type: none"> ▪ Associate Director, Educational Equity Programs ▪ Director, Educational Equity Programs ▪ Office Support Specialist
Fellowship Office	<ul style="list-style-type: none"> ▪ Assistant Director, External Fellowships (2) ▪ Director, External Fellowships and Campus Competitions
Student Development and Postdoctoral Affairs	<ul style="list-style-type: none"> ▪ Assistant Dean, Graduate Student Development & Postdoctoral Affairs ▪ Assistant Director for Employer Outreach ▪ Assistant Director for Student Outreach ▪ Director, Sloan University Center of Exemplary Mentoring ▪ Office Support Specialist
Professional Science Master’s	<ul style="list-style-type: none"> ▪ Director, Professional Science Master's ▪ Visiting Assistant Director, PSM
Ombudsperson and Student Experience	<ul style="list-style-type: none"> ▪ Assistant Dean, Graduate Student Experience & Graduate College Ombudsperson
Thesis Office	<ul style="list-style-type: none"> ▪ Thesis Coordinator

Source: Anonymous University B

INTERVIEW HIGHLIGHTS

- The advantages of a centralized approach to administering graduate programs:
The advantage is that centralizing certain processes with respect to record keeping, with respect to graduation checks, with respect to certifying that students have their qualifications to enter is valuable. We also provide services to graduate students around the areas of wellness and professional development, and distributing those services around campus would be inefficient and would lead to duplication of roles.

- The distribution of responsibilities for support services:
Well let's say, for example, when it comes to issues around professional development of graduate students, when it comes to wellness services, when it comes to issues related to, oh I don't know, student conduct and things like that. The graduate college provides resources, but many departments, they also provide services themselves. So it's once again a shared model.

- Graduate education at the institution in the past 10-15 years:
Well, I would say that the basic structure of graduate education or the graduate college working in collaboration with more than 100 graduate programs around the campus has remained pretty similar. I think the biggest change has been the increase in the proportion of self-supporting graduate degrees in which student tuition cannot be waived. Mostly at the master's level, mostly professional degrees, and virtually all online degrees.

- The most impactful initiative of the graduate program:
To provide resources to enable graduate students and graduate programs to be competitive in seeking and receiving externally-funded fellowships and to provide financial support for graduate education for students in need, underrepresented students, and for exceptionally qualified students.

- A major challenge:
To transition to a model in which there is substantially less self-paid support for graduate education to a model in which graduate education is more financially sustainable.

- Strategies to overcome this challenge:
Well, we're working with departments to develop business plans or strategies to increase the establishment of graduate programs that students value and are willing to pay tuition to invest in their futures.

ANONYMOUS UNIVERSITY C

OVERVIEW OF GRADUATE SCHOOL

Figure 3.5: Graduate School Snapshot, Anonymous University C

<i>Enrollment and Degree Completions</i>					
	Year	Total	Master's	Doctoral	Other Graduate
Enrollment	Fall 2016	Nearly 9,000	--	700+	--
Degrees Granted	2014-15	3,600+	2,100+	1,500+	--
<i>Governance</i>					
Overarching Structure	Decentralized				
Graduate School Oversight	Dean				
History					
Operating Budget	Approx. \$2.5 million				
<i>Overview</i>					
Master's Programs	134		The graduate school sets minimum program standards, provides professional development opportunities for graduate students, supports some fellowships, and evaluates graduate programs on a 10-year cycle.		
PhD Programs	100				
Graduate Certificates	23				
Online Graduate Programs	8				
<i>Faculty and Staff</i>					
Graduate Faculty	"We have a designation called graduate faculty. If you are in a program that offers an advanced degree, you are a member of the graduate faculty by virtue of being made a full time faculty appointment. You have to have a tenure track appointment and the process of promotion and tenure begins at the departmental level and moves through what's called the divisional level and then up through the provost."				
Number of Staff	Central administration includes 30 employees				
Student-to-Staff Ratio	281 (Student enrollment includes distance enrollment (the data could not be disaggregated) but excludes professional school enrollment.)				
<i>Programs and Support Services</i>					
Is the Graduate School all inclusive?	No (professional programs such as law, medicine, and public health are administered by the home school)				
Does the Graduate School manage online programs?	Partly, responsibility is shared with Division of Continuing Studies and individual programs				
Does the Graduate School coordinate support services?	Mainly just professional development				
<i>Other Noteworthy Items</i>					
<ul style="list-style-type: none"> ▪ The graduate school is located within the division of research and graduate education. 					

Source: Anonymous University C

GRADUATE SCHOOL STAFF

Figure 3.6: Graduate School Staff, Anonymous University C

UNIT OR OFFICE	STAFF
Dean's Office	<ul style="list-style-type: none"> ▪ Assistant to the Dean ▪ Associate Dean, Graduate School ▪ Dean, Graduate School ▪ Senior Associate Dean, Graduate School
Office of Academic Planning and Assessment	<ul style="list-style-type: none"> ▪ Academic Planner for Program Evaluation ▪ Academic Planning Specialist ▪ Assistant Dean, Academic Planning and Assessment ▪ Policy and Planning Analyst
Admissions and Academic Services	<ul style="list-style-type: none"> ▪ Academic Leadership Project Assistant ▪ Admissions and Academic Services Coordinator ▪ Degree Coordinator (2) ▪ Director of Academic Services ▪ Director of Admissions ▪ International Examiner ▪ Senior Student Status Examiner (2)
Diversity, Inclusion and Funding	<ul style="list-style-type: none"> ▪ Assistant Dean, Diversity, Inclusion and Funding ▪ Associate Director ▪ Fellowship Director ▪ Fellowship, Funding and Diversity Initiatives Coordinator ▪ Graduate Student Advisor ▪ Multicultural Graduate Network Coordinator
Professional Development and Communications	<ul style="list-style-type: none"> ▪ Assistant Dean, Office of Professional Development and Communications ▪ Assistant Director of Professional Development ▪ Director of Communications ▪ Director of Professional Development ▪ Higher Education Leadership Project Assistant (3)

Source: Anonymous University C

INTERVIEW HIGHLIGHTS

- **Disadvantage of decentralized model:**

It's hard to force programs to do things unless they're breaking big rules. They may not be engaging in the best possible practices. [...] For example [...] we want to encourage programs to minimize time to degree. There are limited levers that we have to impose that on programs.

- **The graduate school's role in career services:**

Career services, that's an area where we have a professional development programming, which tries to help the students develop very specific, or broad kinds of professional development skills, both for academic and non-academic job markets. The specific career work is done at the program level. We do have events that try to build some community among graduate students, particularly students from diverse backgrounds. Most of that work is done at a local level as well.

- **Changes in graduate program administration in the past 10 to 15 years:**

Yes, we do different things in the graduate school than we used to do. I mentioned professional development and ten years ago we didn't have a professional development programming for students interested in non-academic careers and now we do.

- **Most impactful initiatives of the graduate school:**

I think the things that make the most difference that we do are evaluating programs every decade. Providing some fellowship funding for PhD programs. Helping new programs get underway and evaluating to make sure that it makes sense for them to get underway. Doing professional development programming and probably also working to build a diverse student body.

- **Biggest challenges include a changing graduate education landscape and funding:**

I think that the landscape for graduate education is changing. You asked about online programs and I talked about something slightly different but not unrelated, professional masters and certificates. I think those are growing and PhD programs are contracting nationwide. We've had a challenge dealing with that new landscape and how to deal with it in a responsible way. Then our university has been hit by pretty substantial budget cuts at the state level the last several budget cycles.

BOSTON UNIVERSITY

OVERVIEW OF GRADUATE SCHOOL

Figure 3.7: Graduate School Snapshot, Boston University

<i>Enrollment and Degree Completions⁶</i>					
	Year	Total	Master's	Doctoral	Other Graduate
Enrollment	2015-2016	1,762	519	1,244	--
Degrees Granted	2015-16	593	390	203	--
<i>Governance</i>					
Overarching Structure	Decentralized				
Graduate School Oversight	Associate Dean of the Graduate School				
History	Established in 1910				
Operating Budget	Information not available				
<i>Overview</i>					
Master's Programs	40	"The mission of the Graduate School of Arts & Sciences is the advancement of knowledge through research and scholarship, and the preparation of future researchers, scholars, college and university teachers, and other professionals. GRS awards degrees through 40 professional MA, MS, and MFA programs and 30 PhD programs in the natural sciences, social sciences, and humanities." ⁷			
PhD Programs	35				
Graduate Certificates	5				
Online Graduate Programs	46				
<i>Faculty and Staff</i>					
Graduate Faculty	Anyone appointed into the Faculty of Arts and Sciences with a professorial title is a member of the graduate faculty.				
Number of Staff	The Associate Dean of the Graduate School reports to the Dean of the College of Arts and Sciences. Other staff include admissions, financial aid, and student records, totaling 10 employees overall.				
Student-to-Staff Ratio	176 (Student enrollment includes Arts and Sciences graduates only.)				
<i>Programs and Support Services</i>					
Is the Graduate School all inclusive?			No		
Does the Graduate School manage online programs?			No		
Does the Graduate School coordinate support services?			Mostly no		
<i>Other Noteworthy Items</i>					
<ul style="list-style-type: none"> ▪ The Associate Provost for Graduate Affairs coordinates graduate program activities across the Colleges and reports to the Provost. ▪ For further reference see: Organization Chart 					

Source: Boston University

⁶ "College and Graduate School of Arts and Sciences 2015-16 Annual Report." Boston University. <http://www.bu.edu/cas/ar/2016/7/#ma>

⁷ "Graduate School of Arts & Sciences." Boston University. <https://www.bu.edu/academics/grs/>

GRADUATE SCHOOL STAFF

Graduate School (Arts and Sciences)

- Dean of the Graduate School
- Director
- Assistant Director of Graduate Affairs
- Assistant Director of Admissions & Financial Aid
- Admissions Associate
- Financial Aid Associate
- Records Associate
- Graduate Services Associate
- Admissions & Financial Aid Coordinator
- Senior Staff Coordinator

Office of the Associate Provost for Graduate Affairs (University-wide)

- Associate Provost for Graduate Affairs
- Assistant Provost for Graduate Enrollment Management
- Assistant Provost for Academic Affairs
- Administrative Coordinator (3)

INTERVIEW HIGHLIGHTS

- The advantages and disadvantages of a decentralized approach:

I'd say the advantages is you can tailor policies to the particular needs of your population of students, so you get less bureaucratic. The downside is there's some duplication of effort between different schools and colleges. It probably falls down most where a college has a single small PhD program which is not the case for Arts and Sciences, but we do have some schools in the university that have a single PhD program and that administration, I wonder how it really works.

- The role of the Associate Provost for Graduate Affairs:

We do have an Associate Provost for Graduate Affairs, which is a relatively new position. He has university-wide jurisdiction, I suppose would be the right word, but is more a coordinator than providing any particular services.

- The history behind the new Associate for Graduate Affairs position:

Well, we hired a new Provost a little before that from elsewhere, and I think she thought there should be a much more robust level of administration at her level, so she appointed a whole number of Associate Provosts, this being just one of them. It was more a buildup of administration at that level within the university administration. Historically, often universities had very autonomous schools and colleges. That's partly our history. A hundred years ago when we were distributed in different places in downtown Boston, so each school and college was physically separate.

- Program challenges:

Finding enough financial support for our PhD programs is certainly one of them. I'm not sure it's the biggest, but that's a major one.

PURDUE UNIVERSITY

OVERVIEW OF GRADUATE SCHOOL

Figure 3.8: Graduate School Snapshot, Purdue University

Enrollment and Degree Completions					
	Year	Total	Master's	Doctoral	Other Graduate
Enrollment⁸	Fall 2016	9,461	4,373	4,673	415
Degrees Granted⁹	2015-16	2,976	1,870	727	379
Governance					
Overarching Structure	Centralized				
Graduate School Oversight	Dean				
History	Established in 1929				
Operating Budget ¹⁰	\$15,401,608 FY 2015 (General and Restricted Funds)				
Overview					
Master's Programs	Approx. 80		"The Graduate School oversees graduate education that includes more than 80 graduate programs at the West Lafayette campus and nearly 30 programs at four regional campuses across the State of Indiana." ¹¹		
PhD Programs	Approx. 60				
Graduate Certificates	30+				
Online Graduate Programs	18				
Faculty and Staff					
Graduate Faculty	The Graduate School does not have its own faculty. The department to which the faculty belong makes a request and the Graduate School reviews it.				
Number of Staff	39 staff including Dean, Associate Deans (3), Information Management and Analysis, Marketing and Communication, Records, Admissions, Multicultural Programs, Fellowship and Professional Development				
Student-to-Staff Ratio	243 (All on-campus and online graduate students are included.)				
Programs and Support Services					
Is the Graduate School all inclusive?	Yes, including professional, online, and non-degree enrollment				
Does the Graduate School manage online programs?	Yes				
Does the Graduate School coordinate support services?	Some, including admissions, records, and graduate student government but not including the career center or student housing				

⁸ "Purdue University Graduate School West Lafayette Enrollment Summary Fall Semester 2016." Purdue University. <https://www.purdue.edu/gradschool/documents/enrollment/fall-2016-wl-enrollment-summary.pdf>

⁹ "Degree Counts and Time to Degree." Purdue University. <https://www.purdue.edu/datadigest/>

¹⁰ "Final System-Wide Operating Budget FY 2015." Purdue University, September 2014, p. 3. <http://www.purdue.edu/business/budgetfp/pdf/2014-15BOT%20Report.pdf>

¹¹ "The Graduate School: Prospective Students." Purdue University. <https://www.purdue.edu/gradschool/prospective/index.html>

Other Noteworthy Items

- Graduate faculty must attend a required graduate faculty workshop which is an orientation for new faculty to ensure consistency in program delivery and operations.
- For further information, see: [Graduate School Organizational Chart](#) | [Graduate Strategic Plan](#)

Source: Purdue University

GRADUATE SCHOOL STAFF

Figure 3.9: Graduate School Staff, Purdue University

UNIT OR OFFICE	STAFF
Dean’s Office	<ul style="list-style-type: none"> ▪ Dean ▪ Associate Dean (3) ▪ Administrative Assistant
Admissions	<ul style="list-style-type: none"> ▪ Director of Graduate Admissions ▪ Assistant Director ▪ Graduate Admissions Manager ▪ Marketing and Communications Manager ▪ Credentials Analyst ▪ Administrative Assistant ▪ Graduate Assistant (2)
Business Office	<ul style="list-style-type: none"> ▪ Director of Financial Affairs ▪ Fellowship Account Assistant
Graduate Programs	<ul style="list-style-type: none"> ▪ Graduate Programs Administrator ▪ Clerk ▪ Secretary (2)
Information Management and Analysis	<ul style="list-style-type: none"> ▪ Director of Information Management and Analysis ▪ Data Analyst ▪ Assessment Data Analyst ▪ Statistical Data Analyst ▪ Graduate Assistant (10) <ul style="list-style-type: none"> ○ IT Support ○ Data Support ○ Web Developer (2) ○ Database Programmer (6)
Office of Interdisciplinary Graduate Programs (OIGP)	<ul style="list-style-type: none"> ▪ Managing Director of Interdisciplinary Graduate Programs ▪ Interdisciplinary Student Services Manager ▪ OIGP Program Coordinator ▪ PULSe Student Services Coordinator ▪ Secretary (2)
Multicultural Programs	<ul style="list-style-type: none"> ▪ Director of Multicultural Programs ▪ Administrative Assistant ▪ Graduate Research Assistant ▪ Work-Study Student
Professional Development	<ul style="list-style-type: none"> ▪ Director of Fellowship and Professional Development ▪ Graduate Assistant (2)
Records	<ul style="list-style-type: none"> ▪ Graduate Records Manager ▪ Graduate Records Assistant Manager ▪ Credentials Analyst (2) ▪ Records Clerk ▪ Graduate Records Coordinator
Thesis/Dissertation Office	<ul style="list-style-type: none"> ▪ Manager, Thesis/Dissertation ▪ Thesis/Dissertation Assistant ▪ Receptionist, Admissions Office

Source: Purdue University¹²

¹² “Graduate School Staff.” Purdue University. <https://www.purdue.edu/gradschool/about/staff/alphabetical.html>

INTERVIEW HIGHLIGHTS

- The challenges of recruiting and retaining staff for the Graduate School at Purdue:

I think, and this goes back to a question you asked earlier about one of the struggles that we have because we're seen as an administrative unit rather than an academic unit, our salaries are not as competitive as the academic units. If we have any challenge at all, it's in the level of salaries I don't think are commensurate if you were to compare us to an academic college. Academic colleges are able to pay more. We commonly struggle with, once we get good people, it's not an issue of finding good people, it's an issue of keeping them. There's a salary differential between us as an administrative unit versus what an academic unit can pay. The scrutiny, I know, is much—we're under much more scrutiny. I think we're treated differently because we're perceived as an administrative unit. We're scrutinized a little more heavily than maybe what an academic unit would be.

- The advantages of the Graduate School's structure and current operational practices at Purdue:

I think the biggest thing that the graduate school has done is become an interconnected entity that has promoted efficient use of resources across colleges, within itself relative to programs. I think, if the graduate school did not exist, I mentioned earlier that at the undergraduate level we have no university-level oversight committee that oversees the creation of courses, programs, blah, blah, blah, right? What that had allowed is duplication of programs, courses, and so forth. I think we would see that same level of duplication at the graduate level if the graduate school didn't exist. I also think our graduate operations would cost more, and they would be less consistent across the institution as a whole.

- Recommendation to create a centralized graduate school for cost savings and to ensure quality programming:

I guess what I would say, if they are starting from scratch, I would recommend the centralization of graduate functions because it's so different from undergraduate operations, number one. Number two, in the long run, it will save money. If they already have an established graduate program, and they're asking the question, should we do away with our graduate college, I would say, "Hell, no." I think that could be the biggest mistake any institution could make would be to try to think that by dissolving a graduate school, that suddenly you're going to save money. It's going to cost you more money. It's going to be lower quality operations and it's going to be more chaos and mayhem.

- Unique program approval process via the Graduate Council:

Purdue is kind of peculiar in that we have a Graduate Council, through which, when someone proposes a new course or a new program, there's a university level committee through which that flows before it's finally a program from the university standpoint.

STONY BROOK UNIVERSITY

OVERVIEW OF GRADUATE SCHOOL

Figure 3.10: Graduate School Snapshot, Stony Brook University

<i>Enrollment and Degree Completions</i>					
	Year	Total	Master's	Doctoral	Other Graduate
Enrollment¹³	Fall 2016	4,132	--	--	--
Degrees Granted¹⁴	2015-16	2,802	1,920	630	252
<i>Governance</i>					
Overarching Structure	Centralized				
Graduate School Oversight	Dean of the Graduate School/Vice Provost for Graduate and Professional Education				
History	Information not available				
Operating Budget	Information not available				
<i>Overview</i>					
Master's Programs	88	"The Graduate School provides support, oversight, and advocacy for graduate education at Stony Brook University. We strive to produce and teach the knowledge that will solve human problems both locally and globally, and thereby become a source of intellectual capital for our community, our state, our nation, and our world." ¹⁵			
PhD Programs	54				
Graduate Certificates	30				
Online Graduate Programs	6				
<i>Faculty and Staff</i>					
Graduate Faculty	Employed by individual colleges and reside in their own academic departments				
Number of Staff	23 staff including the Dean, Associate Deans, Finance and Administration, Records and Admissions, Center for Inclusive Education, and the Office for the Integration of Research, Education and Professional Development				
Student-to-Staff Ratio	180 (Enrollments exclude the school of professional development and health professionals program, which are administered separately.)				
<i>Programs and Support Services</i>					
Is the Graduate School all inclusive?	No (excludes Dentistry, Public Health, etc.)				
Does the Graduate School manage online programs?	No, the School of Professional Development manages online programs.				
Does the Graduate School coordinate support services?	No				

¹³ "Fall 2016 Headcount Enrollment." Stony Brook University.

http://www.stonybrook.edu/commcms/irpe/fact_book/data/enrollment/Fall2016Profile.pdf

¹⁴ "Degree and Certificate Completions by Award Level, 1960-61 to 2015-16." Stony Brook University.

http://www.stonybrook.edu/commcms/irpe/fact_book/data/degree_completions/Degree%20Completions%20by%20Award%20Level.pdf

¹⁵ "About Us: Mission Statement." Graduate School, Stony Brook University.

<https://www.grad.stonybrook.edu/about/mission.shtml>

OTHER NOTEWORTHY ITEMS

- The Dean of the Graduate School oversees all West campus graduate programs (i.e., those that are non-medical related).

Source: Stony Brook University¹⁶

GRADUATE SCHOOL STAFF

Figure 3.11: Graduate School Staff, Stony Brook University

UNIT OR OFFICE	STAFF
Office of the Dean	<ul style="list-style-type: none"> ▪ Vice Provost for Graduate and Professional Education/Dean of the Graduate School ▪ Associate Dean (2) ▪ Executive Assistant and Special Events Coordinator
Finance and Administration	<ul style="list-style-type: none"> ▪ Senior Assistant Dean ▪ Assistant Director, Finance & Administration
Records and Admissions	<ul style="list-style-type: none"> ▪ Senior Assistant Dean ▪ Manager ▪ Data Analyst ▪ Staff Assistant (4) ▪ R&A Assistant
Center for Inclusive Education (CIE)	<ul style="list-style-type: none"> ▪ Assistant Dean for Diversity/Director ▪ Administrator ▪ Administrative Assistant ▪ Interim Assistant Dean for Diversity ▪ Program Manager ▪ Diversity and Outreach Coordinator ▪ Vacant: Program Manager, Postdoctoral Associate, Content and Publications Writer
Office for the Integration of Research, Education and Professional Development	<ul style="list-style-type: none"> ▪ Associate Provost and Associate Dean ▪ Director, Office of Postdoctoral Affairs ▪ External Fellowships Advisor

Source: Stony Brook University¹⁷

¹⁶ [1] "Degree and Certificate Completions by Award Level and Field, 2016-16." Stony Brook University. http://www.stonybrook.edu/commcms/irpe/data/completions/Completions_Major.pdf

[2] "Graduate School Directory." Stony Brook University. https://www.grad.stonybrook.edu/about/grad_dir.shtml

¹⁷ "Graduate School Directory." Stony Brook University. https://www.grad.stonybrook.edu/about/grad_dir.shtml

INTERVIEW HIGHLIGHTS

- Overview of the Graduate School structure:

All of the programs go through the governance and the Graduate School, but they're managed. They're decentralized in their own departments. We have a Grad Program Director for each program that reports to us on different things and has to submit their forms and has to come through the Graduate School to move things along in their program for their students. They belong in their department. Like the Math GPD Graduate Director, interfaces with the Graduate School on many levels, but they report to their chair of the math department.

- The advantages of a centralized approach:

To have a Graduate School centralized, we can have our application is centralized. We have one applicant system. We matriculate students all the same way. They all graduate through the same channels. They all have the same requirements. We keep track of the requirements through our State all on one bulletin. We have one central place where we know our programs are approved as far as the curriculum. We don't have all individual departments doing their own curriculum.

We also can do diversity recruiting centrally. We go to diversity conferences and recruit for our different graduate programs in one shot. We get the advantage of not having to have every program do their own recruitment, even though they do their own outreach, but we have also another added bonus of having recruitment events managed centrally.

- The disadvantages of a centralized approach:

It is challenging to work with 50 or 60 different graduate programs as far as our offices go. We have to learn and work with many different coordinators and staff and faculty from all over the college. They're all staffed differently. They all have different styles and relationships could be different. I guess that part, I would say, could be challenging, but we manage to figure it out.

- Major changes in the Graduate School over the past several years:

There's definitely been change in processing and efficiencies. We've had a lot of pressure to streamline workflow and do more with less. I'm sure I'm not the only colleague that has said that this is going to be a common theme, especially at state institutions.

- Program challenges:

I hear Graduate Programs talk or they're frustrated that they have a hard time recruiting PhD students from other areas because our stipends aren't as high as other private schools. I think that's one of the biggest challenges if I was to ask around, my colleagues in the Graduate Programs.

UNIVERSITY OF CALIFORNIA SAN DIEGO

OVERVIEW OF GRADUATE SCHOOL

Figure 3.12: Graduate School Snapshot, University of California San Diego

<i>Enrollment and Degree Completions</i>					
	Year	Total	Master's	Doctoral	Other Graduate
Enrollment¹⁸	Fall 2016	5,784	2,858	2,906	20
Degrees Granted¹⁹	2015-16	2,096	1,325	540	231
<i>Governance</i>					
Overarching Structure	Centralized				
Graduate School Oversight	Dean of the Graduate Division				
History	First graduate students enrolled in the 1960s				
Operating Budget	Information not available				
<i>Overview</i>					
Master's Programs	12	"The Graduate Division is the central resource for all matters related to graduate education at UC San Diego. Our team is there at every step in a graduate student's career, helping students navigate their path from admission to graduation and beyond. Working behind-the-scenes and in collaboration with faculty, staff and students, the Graduate Division guides today's scholars on their upward trajectory to becoming tomorrow's leaders." ²⁰			
PhD Programs	60+				
Graduate Certificates	50+				
Online Graduate Programs	0				
<i>Faculty and Staff²¹</i>					
Graduate Faculty	Employed by individual colleges and reside in their own academic departments				
Number of Staff	38 staff including the Dean's Unit, Business Operations Unit, Graduate Academic Affairs, Student Affairs and Admissions, Graduate Student Financial Support, and Information Systems.				
Student-to-Staff Ratio	152 (Enrollment excludes medical school students.)				
<i>Programs and Support Services</i>					
Is the Graduate School all inclusive?	Does not include the School of Medicine				
Does the Graduate School manage online programs?	No online programs offered				
Does the Graduate School coordinate support services?	Partially				
<i>Other Noteworthy Items</i>					
<ul style="list-style-type: none"> ▪ The Dean of the Graduate Division oversees all graduates and professional students (including those in self-supporting programs), with the exception of medical and pharmacy students. ▪ For further reference see: Graduate Division Organizational Chart 					

Source: University of California San Diego

¹⁸ "Total Campus Enrollment." University of California San Diego. http://studentresearch.ucsd.edu/_files/stats-data/enroll/total.pdf

¹⁹ "Degrees Conferred." University of California San Diego. http://studentresearch.ucsd.edu/_files/stats-data/degrees/degsumm.pdf

²⁰ "Graduate Division Mission." University of California San Diego. <http://grad.ucsd.edu/about/mission.html>

²¹ "Graduate Division Directories." University of California San Diego. <http://grad.ucsd.edu/about/staff-directory.html>

GRADUATE SCHOOL STAFF

Figure 3.13: Graduate School Staff, University of California San Diego

UNIT OR OFFICE	STAFF	
Dean’s Unit	<ul style="list-style-type: none"> ▪ VACANT: Dean of the Graduate Division ▪ Interim/Associate Dean of the Graduate Division ▪ Executive Assistant to the Dean 	
Student Affairs	<ul style="list-style-type: none"> ▪ Assistant Dean and Director, Graduate Students Affairs ▪ Program Administrator ▪ Student Affairs Officer, Diversity Outreach, Recruitment and Retention (2) ▪ Student Affairs Officer, Graduate Student Professional Development, Retention and Recruitment 	
Admissions	<ul style="list-style-type: none"> ▪ Admissions Supervisor ▪ Admissions Credential Eval (4) ▪ Admissions Administrative Assistant 	<ul style="list-style-type: none"> ▪ VACANT: Admissions and Student Affairs Assistant ▪ GradLife Intern ▪ Community Intern (4)
Student Academic Affairs	<ul style="list-style-type: none"> ▪ Director Graduate Student Academic Affairs ▪ Assistant Director Graduate Student Academic Affairs ▪ Professional Adviser and Academic Personnel Coordinator 	<ul style="list-style-type: none"> ▪ Academic Affairs Adviser (3) ▪ Institutional Research Officer ▪ Academic Affairs Assistant
Student Financial Support	<ul style="list-style-type: none"> ▪ Director, Graduate Student Financial Support ▪ Senior Graduate Employment Coordinator ▪ Employment Coordinator ▪ Fellowship Supervisor 	<ul style="list-style-type: none"> ▪ Fellowship Advisor ▪ Fellowship Coordinator ▪ Graduate Student Financial Support Assistant ▪ Visiting Graduate Student Coordinator
Business Operations	<ul style="list-style-type: none"> ▪ Director, Business Operations ▪ Associate Director, Business Operations 	<ul style="list-style-type: none"> ▪ Fiscal/HR Administrator ▪ Receptionist and Timekeeper
Information Systems	<ul style="list-style-type: none"> ▪ Director, Information Systems ▪ Programmer/Analyst (4) 	

Source: University of California San Diego²²

²² “Graduate Division Directories.” University of California San Diego. <http://grad.ucsd.edu/about/staff-directory.html>

INTERVIEW HIGHLIGHTS

- The advantages of a centralized approach:

I think it's useful for overall quality control to make sure that the consistent policies are enacted and followed and it provides for kind of as a scale for interaction between students and different programs and departments, with respect to identifying opportunities with professional development. [...] I think that we can offer a broader range of services to department and programs that might be possible [if] graduate education was organized in a more school by school fashion. Particularly in the area of professional development, we find that many departments and programs don't feel comfortable or well, qualified to offer programs in that area.

- The Graduate Division's partial role in the coordination of non-academic student support services:

We collaborate closely with [graduate housing] in setting policies and strategy for the graduate housing effort and making decisions about where the new graduate housing should be constructed and conditions of housing and other programs. General graduate student life type of activities, particularly with respect to the university, are managed by the graduate division in collaboration with the departments and programs, so we have offerings for community building, and targeting specific populations, international students, student parents, etc. Those things are done either by the graduate division or in collaboration with campus partners, like our counseling and psychological services and so forth, and the international center. We do a lot of partnering.

- The program's most impactful initiative:

I think one really important role that we play is in outreach and recruitment, particularly for students from groups who are underrepresented in the academy, so that's a really critical central function. Of course, we partner with departments and programs to fulfill that, but we serve as a central coordinating point in outreach to other institutions that have large populations of underrepresented students in representing the university at national diversity events.

- Program challenges:

We're reasonably well-resourced in terms of the administrative structure, but we do not have funding to adequately support either enough of our graduate students or provide competitive support packages for our students. [...] One area that we're looking at very actively right now is philanthropy and making the case for external support of our graduate students, working with the departments and programs and individual students themselves to increase the rate of application for individual fellowship, federal training grants. We try and incentivize applications for those types of awards by providing matching funds to the faculty who receive training grants and other large research grants that have significant provisions for graduate student support.

UNIVERSITY OF CALIFORNIA SANTA BARBARA

OVERVIEW OF GRADUATE SCHOOL

Figure 3.14: Graduate School Snapshot, University of California Santa Barbara

<i>Enrollment and Degree Completions²³</i>					
	Year	Total	Master's	Doctoral	Other Graduate
Enrollment	Fall 2016	2,772	511	2,255	6
Degrees Granted	2015-16	1,069	609	346	114
<i>Governance</i>					
Overarching Structure	Centralized				
Graduate School Oversight	Dean for the Graduate Division (and Associate and Assistant Deans for the Graduate Division)				
History	Information not available				
Operating Budget	Information not available				
<i>Overview²⁴</i>					
Master's Programs	46	"The Graduate Division facilitates and coordinates graduate education. We provide student services for all graduate academic and professional programs at the University of California, Santa Barbara. It is our goal to promote academic excellence in graduate degree programs; to foster a diverse and inclusive graduate community of domestic and international students; and to cultivate for all graduate students both an intellectually challenging and socially supportive academic environment." ²⁵			
PhD Programs	45				
Graduate Certificates	2				
Online Graduate Programs	0				
<i>Faculty and Staff</i>					
Graduate Faculty	Employed at the department level				
Number of Staff ²⁶	28 staff including Deans, Administrative Support, Academic Services, Admissions and Outreach, Communications, Career and Professional Development, Financial Support, and Institutional Research.				
Student-to-Staff Ratio	99 (All graduate students are included.)				
<i>Programs and Support Services</i>					
Is the Graduate School all inclusive?	Yes				
Does the Graduate School manage online programs?	No online programs offered				
Does the Graduate School coordinate support services?	Yes				

²³ "2016-2017 Campus Profile." University of California Santa Barbara. <http://bap.ucsb.edu/institutional.research/campus.profiles/campus.profiles.2016.17.pdf>

²⁴ "Graduate Degree Programs at UCSB." University of California, Santa Barbara. <https://www.graddiv.ucsb.edu/departments/>

²⁵ "Graduate Student Handbook." University of California, Santa Barbara Graduate Division. <http://www.graddiv.ucsb.edu/handbook>

²⁶ "Department Contact Information." University of California, Santa Barbara Graduate Division. <http://www.graddiv.ucsb.edu/contact>

Other Noteworthy Items

- The Graduate Division oversees everything from admissions to student financial support, academic services, academic advising, professional development for graduate students, and a variety of other services.
- For further reference see: [Graduate Division Organizational Chart](#)

Source: University of California Santa Barbara

GRADUATE SCHOOL STAFF

Figure 3.15: Graduate School Staff, University of California Santa Barbara

UNIT OF OFFICE	STAFF
Deans	<ul style="list-style-type: none"> ▪ Graduate Dean ▪ Associate Dean (2) ▪ Assistant Dean
Administrative Support	<ul style="list-style-type: none"> ▪ Finance and Administration Manager ▪ Executive Assistant to the Deans ▪ Financial and Administrative Assistant (2)
Academic Services	<ul style="list-style-type: none"> ▪ Director ▪ Assistant Director ▪ Academic Advisor (2) ▪ Associate Director/Academic Counselor
Admissions and Outreach	<ul style="list-style-type: none"> ▪ Director ▪ Assistant Director, Admissions ▪ Assistant Director, Outreach
Communications	<ul style="list-style-type: none"> ▪ Director, Marketing and Communications ▪ VACANT: Communications Peer Advisor
Resource Center/Career and Professional Development	<ul style="list-style-type: none"> ▪ Director, Graduate Student Professional Development ▪ Professional Development Programs Coordinator ▪ Graduate Career Counselor ▪ Funding Peer Advisor ▪ Writing Peer Advisor ▪ Professional Development Peer Advisor ▪ Career Peer Advisor ▪ Diversity and Outreach Peers (2)
Financial Support	<ul style="list-style-type: none"> ▪ Director ▪ Assistant Director, Fellowships ▪ Fellowships Analyst (2) ▪ Assistant Director, Employment and Systems Compliance ▪ Academic Appointment Analyst ▪ Financial Systems Analyst ▪ VACANT: Financial Analyst
Institutional Research	<ul style="list-style-type: none"> ▪ Research Analyst

Source: University of California Santa Barbara²⁷

²⁷ “Department Contact Information.” University of California Santa Barbara. <http://www.graddiv.ucsb.edu/contact>

INTERVIEW HIGHLIGHTS

- The advantages of a centralized approach:

The clear advantage is the inner-relation amongst the sub-units within the division [...] The financial piece, the employment piece, the academic piece, and so having it all together, centralized, makes it much easier for us to navigate those pieces and help students and departments as problems come up. I think that's really the biggest benefit [...] we have the big picture and can make sure that we take care of the student and help make sure the student is making, or the departments are making, informed decisions when they need to do certain actions.

- The disadvantages of a centralized approach:

In terms of the centralized structure, the disadvantage would be the impression on campus is that we would handle all things for graduate students, and certainly there are other units on campus that do provide services for graduate students, or should. [...] We feel like we're the graduate experts and we find ourselves out there trying to facilitate work being done in other areas of campus and sometimes taking things on. That's not in and of itself a bad thing, but I think that the centralized model, it points everyone at us and sometimes can lead to other units not necessarily having the push to provide the support they need for graduate students.

- The Graduate Division's increasing focus on professional development initiatives:

We established a graduate student resource center on campus and from there we run all of our professional development activities. We have a hundred different services and workshops that we offer throughout the year. We have a variety of conferences and competitions and things that we do throughout the year. That's been an area where we've seen a lot of growth in terms of trying to and actually establishing a program that's focused on graduate students and really helping graduate students prepare, not only for jobs in academia, but really looking beyond and preparing themselves for jobs outside of academia, if that's the direction they go. [...] Really, I think, coming to terms with the fact that there aren't as many jobs in academia as there once were and really thinking about how best to prepare students for a broad range of careers.

- Program challenges:

Staffing, I think. We see that there are a lot of things that we would like to do. This probably isn't any different than most other institutions. With additional staffing support, there's always more that you could do that you'd like to do, and financial support for graduate students. I think that's another area where we'd really like to see improvement, more financial support for students so that they're better supported during their time and in their graduate program.

- The Graduate Division's diversity initiative:

We have another major initiative that we have within the graduate division around diversity. Defining diversity broadly, you're really providing support to a diverse group of scholars and making sure that we have an inclusive campus that's sensitive to the needs of all students and that we're responding to those needs and providing that support, especially for groups that are under served or underrepresented within their programs and within graduate education.

UNIVERSITY OF MARYLAND

OVERVIEW OF GRADUATE SCHOOL

Figure 3.16: Graduate School Snapshot, University of Maryland

<i>Enrollment and Degree Completions</i>					
	Year	Total	Master's	Doctoral	Other Graduate
Enrollment²⁸	Fall 2016	10,611	5,830	4,186	595
Degrees Granted²⁹	2015-16	3,464	2,836	628	--
<i>Governance</i>					
Overarching Structure	Decentralized				
Graduate School Oversight	Dean				
History	Established in 1917				
Operating Budget	Fellowships and Awards FY15-16: \$12,375,000				
<i>Overview</i>					
Master's Programs	107	"The deans, directors, and staff of the Graduate School collaborate with over 120 directors and coordinators of graduate studies to guide applicants, students, and faculty through admissions to completion and every milestone in between and to offer these constituents access to the resources, opportunities, and support needed to succeed now and in the future." ³⁰			
PhD Programs	83				
Graduate Certificates	113				
Online Graduate Programs	30				
<i>Faculty and Staff</i>					
Graduate Faculty	All tenured and tenure track faculty are automatic members of the graduate faculty. The Graduate School approves adjunct or special members. There are 2,241 faculty members (headcount).				
Number of Staff	28 staff including the following offices: Dean, Development and Alumni Relations, Diversity and Inclusion, Academic Support and Student Services, Postdoctoral Affairs, Admissions and Enrollment Management, and Operations.				
Student-to-Staff Ratio	379 (Enrollment excludes law students and online programs.)				
<i>Programs and Support Services</i>					
Is the Graduate School all inclusive?	Yes (except law and medicine)				
Does the Graduate School manage online programs?	No				
Does the Graduate School coordinate support services?	Yes				

²⁸ "University of Maryland Campus Counts." University of Maryland. <https://www.irpa.umd.edu/CampusCounts/index.html>

²⁹ Ibid.

³⁰ "The Graduate School: Staff." University of Maryland. <https://gradschool.umd.edu/about-us/staff>

OTHER NOTEWORTHY ITEMS

- Students are admitted to, and graduate from, The Graduate School, but colleges oversee the academic programs.
- In the past 10-15 years the Graduate School has transitioned from being part of the Vice President for Research’s purview to constituting its own unit in the Provost’s office.
- For further reference see: [Graduate School Organizational Chart](#)

Source: University of Maryland³¹

GRADUATE SCHOOL STAFF

Figure 3.17: Graduate School Staff, University of Maryland

UNIT OF OFFICE	STAFF
Office of the Dean	<ul style="list-style-type: none"> ▪ Interim Dean, Assistant Dean and Chief of Staff ▪ Associate Dean for Academic Standards and Policies ▪ Assistant to the Dean ▪ Communications Officer ▪ Senior Advisor ▪ Research Associate, Policies and Programs ▪ Research Analyst
Office of Development and Alumni Relations	<ul style="list-style-type: none"> ▪ Director of Development
Office of Graduate Diversity and Inclusion	<ul style="list-style-type: none"> ▪ Associate Director for Diversity and Inclusion
Office of Academic Support and Student Services	<ul style="list-style-type: none"> ▪ Director, Graduate Writing Initiatives ▪ Director, Professional and Career Development
Office of Funding Opportunities	<ul style="list-style-type: none"> ▪ Assistant Director, Fellowships and Awards
Office of Postdoctoral Affairs	<ul style="list-style-type: none"> ▪ Coordinator, Postdoctoral Affairs
Ombuds Office	<ul style="list-style-type: none"> ▪ Graduate Ombudsperson
Admissions and Enrollment Management	<ul style="list-style-type: none"> ▪ Manager, Graduate Admissions ▪ Admissions Officer (2) ▪ Admissions Evaluator ▪ Business Process and Systems Lead ▪ Systems Analyst
Student and Faculty Services	<ul style="list-style-type: none"> ▪ Coordinator, Student Services ▪ Information and Policy Support Coordinator
Graduate Information and Systems	<ul style="list-style-type: none"> ▪ Director, Graduate Information and Systems ▪ Information Technology Coordinator

³¹ [1] “The Graduate School: Message from the Dean.” University of Maryland. <https://gradschool.umd.edu/about-us/message-dean> [2] “The Graduate School: Faculty.” University of Maryland. <https://gradschool.umd.edu/admissions/choose-maryland/facts-and-figures/faculty>

UNIT OF OFFICE	STAFF
<p>Finance and Administration</p>	<ul style="list-style-type: none"> ▪ Director, Finance and Administration ▪ Manager, Fellowships and Tuition Accounts ▪ Coordinator, Administrative Services ▪ Program Administrative Specialist

Source: University of Maryland³²

INTERVIEW HIGHLIGHTS

- **Overarching administration of graduate programs:**

I guess one thing that I should explain, at Maryland we are organized and maybe just back to your first question about how we're organized. We don't have the med school or the law school. That's at a separate institution here in Maryland. That's at the University of Maryland, Baltimore. We have 12 schools and colleges here. All graduate programs, whether they are professional or research or non-degree, they're all under the Graduate School umbrella. In essence, I am over ... We sign off on all MBA to a PhD to an EdD to certificates. Often times you'll find graduate schools are only over the arts and sciences and the professional schools, engineering, business, law, med schools are all separate. That's not the case here. Our business and engineering are all underneath the graduate school. It's a bit of a nuance but it is important in terms of how I answer some of the questions.

- **Advantages to a very decentralized approach:**

The programs are administered at the local level, at the program level, would be I guess one advantage, so closer to where the student and the faculty member are.

- **Disadvantages to a very decentralized approach:**

Basically inequities and inconsistencies of treatment of graduate students from program to program. [...] In terms of the spectrums or opportunities for research because it's all thought of at the local level.

- **Coordinating student services:**

The Graduate School, we don't control but we have our own diversity programs, we have people who are doing professional and career development across the campus. There are some colleges who are large enough and have enough money to be able to do their own programming in these areas. Graduate student life actually is a unit of our student union but it's paid for out the graduate school budget. It's only been about two years since we've had a coordinator for student life. Before we just hired a GA. Graduate student government is part of the campus student life program. They have their own funding. Our working together is strictly sort of voluntary cooperation and then as part of the way I've dealt with things here is that I have partnerships so within our teaching and learning center, we pay for the staff person who does

³² "Staff." University of Maryland. <https://gradschool.umd.edu/about-us/staff>

graduate programs for graduate students as a career position with our University Career Center so we've split that position. That explains a little bit.

- **Impactful initiative:**

I think the one that's probably been most impactful is what we call our rightsizing initiative. This was particularly aimed at our doctoral programs of which we have 83 that the number of students enrolled in the program correlates with the amount of resources available to support those students so whether they have enough funding to be able to support them as well as do they have enough faculty to support the research and advising, etc. Some people look at it as shrinking. Some programs have to shrink. Some programs were able to grow. If anything had an impact, that was a big impact.

UNIVERSITY OF MASSACHUSETTS AMHERST

OVERVIEW OF GRADUATE SCHOOL

Figure 3.18: Graduate School Snapshot, University of Massachusetts Amherst

<i>Enrollment and Degree Completions</i>					
	Year	Total	Master's	Doctoral	Other Graduate
Enrollment³³	Fall 2016	4,140	1,486	2,488	166
Degrees Granted	--	--	--	--	--
<i>Governance</i>					
Overarching Structure	Decentralized: "bureaucratic administration of the graduate programs is done in the graduate school, but admissions are done by the individual departments"				
Graduate School Oversight	Senior Vice-Provost for Graduate Education and Dean of the Graduate School				
History	Graduate programs available since 1896				
Operating Budget	FY16 Expenditures: ³⁴ \$3,909,146				
<i>Overview</i>					
Master's Programs	76	"The Graduate Dean, in collaboration with the University Graduate Council, exercises overall review and supervision of graduate programs conducted in the several colleges and provides guidance in the development of new programs as well as the maintenance of standards for existing programs. Each college of the university has developed its graduate programs in accordance with the highest national professional standards of the respective fields." ³⁵			
PhD Programs	47				
Graduate Certificates	18				
Online Graduate Programs	8				
<i>Faculty and Staff</i>					
Graduate Faculty	The faculty are employed by individual departments according to different criteria but must be appointed by the Dean of Graduate School. Graduate faculty can have different ranks and levels of responsibility. There are 1,400 faculty members.				
Number of Staff	25 staff including the following offices: Graduate Assistantship, Business, Registrar, Student Life, Student Service Center, and Professional Development.				
Student-to-Staff Ratio:	166 (Enrollment excludes Continuing and Professional Education students.)				
<i>Programs and Support Services</i>					
Is the Graduate School all inclusive?	No				
Does the Graduate School manage online programs?	No, Continuing and Professional Education and individual departments share responsibility with the Graduate School.				
Does the Graduate School coordinate support services?	Professional development, career services, and graduate events				

³³ "Admissions and Enrollment Report Fall 2016." University of Massachusetts Amherst.

http://www.umass.edu/oir/sites/default/files/publications/admissions_enrollment_reports/fall16.pdf#page=11

³⁴ "FY16 Expenditures of All Current Funds." University of Massachusetts Amherst, p. 1.

<http://www.umass.edu/af/budget/library/Table%20III%20-%20All%20Current%20Fund%20Expenditures.pdf>

³⁵ "The University of Massachusetts Amherst." University of Massachusetts Amherst.

<https://cesd3.oit.umass.edu/gradbulletin/2015-2016/Chapter2795.html>

Other Noteworthy Items

- One “unusual” responsibility of the graduate school is “bargaining and administering the contract with the grad student union, the grad student employee union.”
- The Office of Professional Development “provides professional skills training to cultivate strengths in the areas of career preparation, communication, grants and fellowships, personal development, and teaching.”
- For further reference see: [University Organizational Chart](#)

Source: University of Massachusetts³⁶

GRADUATE SCHOOL STAFF

Figure 3.19: Graduate School Staff, University of Massachusetts Amherst

UNIT OR OFFICE	STAFF
Office of the Graduate Dean	<ul style="list-style-type: none"> ▪ Vice-Provost for Graduate Education and Dean of the Graduate School ▪ Assistant Dean of the Graduate School ▪ Accountant ▪ Staff ▪ Fulbright Student Program ▪ Associate Dean for Student Success ▪ Director of Communication and Events ▪ Assistant Dean for Student Inclusion and Engagement ▪ Deputy University Registrar
Graduate Assistantship Office	<ul style="list-style-type: none"> ▪ Assistantships & Fellowships; Tuition Waivers (3)
Graduate Student Service Center	<ul style="list-style-type: none"> ▪ Director of Operations ▪ Staff (7) <ul style="list-style-type: none"> ○ Applications ○ Enrollment Verification ○ Acceptances and Denials of Online Decisions ○ Transcript Evaluations
Office of Professional Development	<ul style="list-style-type: none"> ▪ Director ▪ Assistant Director (3) ▪ Administrative Assistant

Source: University of Massachusetts Amherst³⁷

³⁶ [1] “The Graduate School at the University of Massachusetts Amherst.” University of Massachusetts Amherst. <https://www.umass.edu/gradschool/about-us> [2] “Frequently Asked Questions.” University of Massachusetts Amherst. <http://www.umass.edu/gradschool/faculty-staff/faq>

³⁷ “Staff Directory.” University of Massachusetts Amherst. <http://www.umass.edu/gradschool/faculty-staff/staff-directory>

INTERVIEW HIGHLIGHTS

- Advantages of a centralized bureaucratic process with departmental-specific ownership of admissions:

It's pretty efficient. The departments are the ones who have to make decisions about the students' admission, but a decision for one unit to take care of the administration of the graduate students' applications and their records and awarding of degrees. And then the other thing is that it's efficient for one unit to have responsibility for grad students, professional development, and career preparation particularly when you're talking about non-academic careers.

- The biggest challenge they face:

I think the biggest challenge actually occurs in the department rather than in the graduate school. It's the fact that the graduate program directors, who are the faculty who run the grad program in their department, are quite uneven in their training and awareness and things like that. It's hard to reach all of them. There's over a hundred of them.

UNIVERSITY OF MINNESOTA

OVERVIEW OF GRADUATE SCHOOL

Figure 3.20: Graduate School Snapshot, University of Minnesota

<i>Enrollment and Degree Completions</i>					
	Year	Total	Master's	Doctoral	Other Graduate
Enrollment	Fall 2016	6,342	--	--	--
Degrees Granted	--	--	--	--	--
<i>Governance</i>					
Overarching Structure	Decentralized				
Graduate School Oversight	Vice Provost & Dean of Graduate Education				
History	The Graduate School became further decentralized in 2009. Last year, professional programs and graduate programs were separated into two divisions.				
Operating Budget	Approved Budget FY17: \$14,055,875				
<i>Overview</i>					
Master's Programs	Nearly 200	“The Graduate School [...] is here to ensure that students have the resources and support they need to have a successful graduate education experience. In addition to providing a number of academic and professional development opportunities, the Graduate School connects students across colleges through interdisciplinary initiatives, administers fellowships and grants, provides quality oversight of programs, leads initiatives that foster excellence in graduate education, and promotes diversity and inclusivity in the graduate community.” ³⁸			
PhD Programs	Over 100				
Graduate Certificates	72				
Online Graduate Programs	0				
<i>Faculty and Staff</i>					
Graduate Faculty	The Graduate School does not have any faculty positions and has no role in filling positions or advertising positions. Graduate faculty are determined at the collegiate level.				
Number of Staff	23 staff, 270 Directors of Graduate Studies, 45 College Coordinators for Graduate Education, and Plan Level Coordinators				
Student-to-Staff Ratio	276 (Enrollment excludes professional graduate program and College of Continuing Education students.)				
<i>Programs and Support Services</i>					
Is the Graduate School all inclusive?	No, professional degree programs are administered through professional schools and colleges including allied health programs, dentistry, education and human development, law, management, medicine, nursing, pharmacy, public health, and veterinary medicine.				
Does the Graduate School manage online programs?	No, administered through the College of Continuing Education.				
Does the Graduate School coordinate support services?	No, these are managed by central units at the University.				

³⁸ “About the Graduate School.” University of Minnesota. <http://www.grad.umn.edu/about>

Other Noteworthy Items

- The Graduate School's Strategic Plan 2014-2018 includes as one of its five goals "To position graduate education more centrally and visibly within the University."³⁹

Source: University of Minnesota⁴⁰

GRADUATE SCHOOL STAFF

- Staff, Office for Diversity in Graduate Education
- Admissions Officer/Fellowships Coordinator
- Analyst
- Assistant to the Vice Provost and Dean of Graduate Education (3)
- Executive Office & Administrative Specialist (2)
- Associate to VP/Dean
- Admissions Officer
- Student Personnel Coordinator (2)
- Admissions Coordinator
- Vice Provost & Dean of Graduate Education
- Director of Outreach and Recruitment
- Assistant Director Admissions and Recruitment
- Strategic Communications Consultant
- Executive Operations/Student Services Specialist (2)
- Associate Director, Fellowship Office
- IT Bus/Systems Analyst
- Director of Admissions and Recruitment
- Executive Assistant/Office Manager; Office for Diversity in Graduate Education⁴¹

³⁹ "Strategic Plan: Jan 2014-Dec 2018." University of Minnesota. <http://www.grad.umn.edu/about/strategicplan>

⁴⁰ [1] "Professional Degrees." University of Minnesota. <http://www.grad.umn.edu/admissions-graduate-programs/profdegrees>

[2] "About Us." University of Minnesota. <http://twin-cities.umn.edu/about-us>

[3] "Directors of Graduate Studies." University of Minnesota. <https://apps.grad.umn.edu/lists/DGS/>

⁴¹ "Staff Directory." University of Minnesota. <http://www.grad.umn.edu/about-contact/staffdirectory>

INTERVIEW HIGHLIGHTS

- The overarching structure of the Graduate School:

Decentralized. The graduate school exists and has a variety of roles, but much of the responsibility for graduate education is at the collegiate level. We do things like have centralized admissions that we do on behalf of the colleges, but really supporting the programs, individual programs, is really done at the college level. Setting admissions goals, how many people are going to be admitted to a graduate program, that's all done locally. The grad school doesn't have a say in that.

- Advantages of the decentralized model:

I think probably the main one is that at some institutions it's unclear who's really responsible for funding graduate programs. It could be the college; it could be central. The way we're set up makes it pretty clear that the colleges have the responsibility for day to day funding of the operations of the graduate program, of funding graduate support, to the extent that that's done by the institution. That means that the graduate school, then, can focus on identifying and promoting best practices.

- Disadvantages of the decentralized model:

The disadvantage is that means we have limited clout. We can identify best practices, maybe if we have some resources, sort of dangle resources to encourage colleges to adopt those practices, but there's very little that we could mandate. That's the disadvantage, if you will. The cost of having it be decentralized is that it's harder to effect change across the institution.

[...]

To me, the fact that the graduate school, in our model, lacks clout, I don't know, in the end, how much of a cost that really is. Because you just can't make faculty do stuff, from central. Just doesn't work that way. The clout, if you will, that some central organizations have is more potential than real, let's put it that way. I think most things have to be done locally anyway.

- The impact of the new administrative division between professional programs and traditional graduate degree programs:

It's a work in process. Obviously. I think it's working fine. I think we haven't reaped all the benefits yet. The big advantage of splitting graduate and professional is too often they're confused and they have very different missions and challenges. Not the least of which, one of the most important, I'd say, is that we tend to think about professional education as a private service. Students pay their own way. [...] Graduate degrees, we tend to think of more as a community good. [...] To some extent, that is subsidized by the institution. How much varies by the program. [...] There's sort of that philosophical difference between graduate and professional education.

- Future plans for graduate education:

With this decentralization, the fact that the colleges are really responsible for funding programs, I don't think the graduate school has really stepped up to start taking on this role of identifying best practices and providing incentives for their adoption. That's where we'll be focusing and, probably most importantly, is diversity.

APPENDIX A: INTERVIEW TRANSCRIPTS

The following pages offer verbatim transcripts from interviews that Hanover conducted with graduate school administrators in support of this project. In cases where the contacts requested to be anonymous, Hanover redacted the transcripts to preserve anonymity, but they otherwise remain unaltered. Hanover completed all interviews via telephone throughout November of 2016.

Figure A summarizes the 11 institutions that participated in this study and the job titles of the interviewees.

Figure A: Participating Institutions and Contacts

INSTITUTION	CONTACT TITLE
Anonymous University A	Senior Associate Dean
Anonymous University B	Dean
Anonymous University C	Senior Associate Dean
Boston University	Associate Dean of the Graduate School
Purdue University	Anonymous, senior faculty with significant administrative experience
Stony Brook University	Senior Assistant Dean, Finance and Administration
University of California San Diego	Dean of the Graduate Division
University of California Santa Barbara	Assistant Dean of the Graduate Division
University of Maryland	Interim Dean, Assistant Dean and Chief of Staff
University of Massachusetts Amherst	Senior Vice Provost for Academic Affairs and Dean of the Graduate School
University of Minnesota	Vice Provost & Dean of Graduate Education

ANONYMOUS UNIVERSITY A

Interviewer: Just to begin, can you describe your current role and experience at your institution?

Interviewee: I’m currently the [Redacted], although I have previous experience of being the associate dean at another institution. I’ve been here for a little over a year. Well, almost a year and a half now.

Interviewer: Okay, great. How would you describe your institution’s overarching model for administering graduate education programs?

- Interviewee: I would say that basically the grad school sets the general policies and in some cases the minimum standards, and then programs do a lot of the individual parts on their own. We do have a lot of touches here because we have a system of what we call liaisons. We have four of them. They each deal with individual programs in individual colleges, so we have a lot of contact with at least what we call the director of graduate programs or the graduate services coordinators who help to administer graduate education at the program level.
- Interviewer: Okay. Who manages the academic programs directly then? Would it be the graduate school, or is it these separate colleges?
- Interviewee: It depends on what you mean by manages.
- Interviewer: Okay. Maybe could you walk me through what the decisions of that would be then?
- Interviewee: Sure. If you mean in terms of the students, that's really managed by the individual programs. They also manage all the academic content. We manage the overall structure, if that makes sense.
- Interviewer: Yeah, it does. Say with online education programs, would that also be with the academic content underneath these separate programs?
- Interviewee: No, that's even a little bit more complicated here in that we have a distance education branch. The same requirements that we have in place and so on would fit that way, but that's sort of an additional step in the process in some cases. Not all online degree programs run through distance education, but the vast majority do.
- Interviewer: Okay. What would you say are the main advantages of this organizational structure then?
- Interviewee: Well, I think graduate education is so personalized or should be so personalized that it's really hard for an office to know what should be going on, I mean a central office to know what should be going on in each discipline, so this structure really allows each program to design what they think is academically most appropriate for their students.
- Interviewer: Okay, great. Are there any disadvantages to your current organizational structure that you see?

- Interviewee: Well, there's always disadvantages to ... When things aren't centralized, people can sometimes go off the reservation, and then you have to bring them back in. Obviously, there's a lot of oversight that's necessary when each program is running in their own direction and a lot of unique situations that often need feedback.
- Interviewer: Okay, so the communication between departments can be challenging sometimes?
- Interviewee: I don't know if the communication. I mean we have good communication with them. It's just you never quite know what they're up to.
- Interviewer: Okay. To what extent are nonacademic services managed directly by the graduate school, or are they coordinated by these separate departments?
- Interviewee: No. It's sort of offered at three different levels at the department level/program. We have some interdisciplinary programs that really aren't housed in a department at all, and then there's things offered at the college level, and then there's things that we offer. I would say most of it is at the department and at our levels that we do a lot of professional development activities that sort of cover a broad swath of different things from academic skills to communication skills to writing skills to preparing for careers that are nonacademic in nature.
- Interviewer: Okay. What about some other nonacademic services such as graduate housing or maybe-?
- Interviewee: Yeah, we don't deal with housing. We do get involved with international students in terms of basically visa issues and things like that. We also deal with residency components.
- Interviewer: Okay. What about student life functions, so a graduate student association or graduate student government?
- Interviewee: The grad student association is independent of us, but we do interact with them very closely.
- Interviewer: Okay, great. Most of the nonacademic services are the professional development and career services type?
- Interviewee: Yeah, I would say that's the majority of what we do. I mean not the only thing, but a main component, yep.

Interviewer: Okay, great. What procedures or guidelines do you follow for appointing graduate faculty?

Interviewee: Obviously, that's heavily controlled by FAX, which is the regional accrediting body. In terms of that, you need to have, at least for us, a terminal degree in the discipline. It also has to be sort of in our ... Well, I guess it should be in the discipline. There are ways that you can show competencies in other ways, but those are all exceptions and need significant documentation.

Interviewer: What proportion of graduate faculty are employed by the graduate school or by individual colleges?

Interviewee: None.

Interviewer: None, okay.

Interviewee: We don't have any faculty.

Interviewer: Okay, so more of an administrative body then?

Interviewee: Yeah, it's more of administrative role. Exactly.

Interviewer: Okay, okay. Thank you for clarifying that.

Interviewee: No problem.

Interviewer: Great. How has the organization of the graduate education programs changed in the past 10 to 15 years at [University]? I guess this-

Interviewee: I couldn't answer that. I can't answer that. I've only been here for a year, so I have no idea. I would say, just based on what I've seen, I don't think it's changed significantly. Any course action, any new program, any of that filters through us and then to what we call our administrative board, which is made up of college-level associate deans and faculty members.

Interviewer: Okay. Are there any future plans then for reorganizing the current system?

Interviewee: No.

Interviewer: Okay, great. What would you say has been the graduate education program's most impactful initiative?

Interviewee: Ever or recently or ...?

Interviewer: Just within your own experience.

Interviewee: I would say the biggest thing that we've done recently ... I mean there's several things. Last year, we had the three-minute thesis for the first time where students have to get one static PowerPoint slide and have three minutes to explain their research in a way that informed lay people can understand it.

Interviewer: Okay, interesting.

Interviewee: We've also ... I don't want to get into details of it, but we've completely redone our orientation.

Interviewer: Okay, great. What, then, would you say is the biggest challenge with the graduate education program administration?

Interviewee: The biggest challenge? I think it's dealing with situations where the relationship between especially a Ph.D. advisor, and it could also be a master's thesis advisor, and the student has gone off the track.

Interviewer: Okay. Okay. What about more internally within your own graduate administration?

Interviewee: Biggest challenge? Here in [State], tuition is real money. We oversee what's called the graduate student support plan, which is what supplies, basically, tuition dollars and healthcare for all of our graduate assistants. That's probably among the biggest challenges is simply having that funding to reach the enrollment goals that the university has.

Interviewer: Okay. Okay great. Great. Is there anything else that we haven't covered today that you think would be helpful to include in our research?

Interviewee: Wow. I think an important component for people who are interested in graduate education is how interdisciplinary programs are funded and how they feed. They're certainly given a lot of lip service, but having the appropriate academic structure in place to ensure their success is a difficult thing.

Interviewer: Okay. Do you think the decentralized program that you have kind of helps manage some of this?

Interviewee: No, I think it actually hurts in this case. For interdisciplinary programs, it's not that good. I mean as long as money is plentiful, they don't have issues, but as soon as constraints start being placed on it, then it gets really hard because they sort of belong to everybody and no one simultaneously.

Interviewer: Okay, so when funding's an issue, that kind of exacerbates it?

Interviewee: Yep. At some places, they're under the grad school. Here, they are not.

Interviewer: Okay. Okay, great. Great. Well, those are actually all the questions that I have for you today.

Interviewee: Okay.

Interviewer: Yeah. First, I just want to thank you so much for your time. I really do appreciate all of the answers.

ANONYMOUS UNIVERSITY B

Interviewer: Okay, so just to begin. Can you describe your current role and experience at your institution?

Interviewee: Yes. I currently serve as [Redacted], and I'm also [Redacted], doing two jobs. Before that I was a department head, and I've been at the institution for 17 years.

Interviewer: Okay, great. How would you describe your institution's overarching model for administering the graduate education programs?

Interviewee: We have a centralized graduate college with approximately 45 employees that coordinate aspects of graduate admission and services for graduate students in conjunction with academic programs around the campus.

Interviewer: Okay, great. What would you say are the main advantages for this more centralized structure you have then?

Interviewee: I think we have what I would call a mixed structure. The advantage is that centralizing certain processes with respect to record keeping, with respect to graduation checks, with respect to certifying that students have their qualifications to enter is valuable. We also provide services to graduate students around the areas of wellness and professional development, and distributing those services around campus would be inefficient and would lead to duplication of roles.

- Interviewer: Okay, great. Are there any disadvantages to the current structure?
- Interviewee: I think the current structure we use is pretty similar to the structures that I used at a peer institution of the size and caliber of the [University].
- Interviewer: Okay, great. So the graduate college manages the academic programs directly, correct?
- Interviewee: No. The graduate college approves new degrees, approves or is part of the process for the approval of new degrees and courses, but many aspects of the management of individual academic programs continues to be done at the department level.
- Interviewer: Okay. Where would online educational programs fit, then? Those would be also done at the department level?
- Interviewee: That's split. I mean online ... For example, issues related to the allocation of instruction or online programs is done at the department level. Issues related to who TAs, funding of the TAs, is done at the department level. Approval of the degrees is done centrally.
- Interviewer: Okay, great. I think you mentioned a little bit of this as being under the graduate college, but to what extent are non-academic services managed directly by the graduate college or coordinated by separate departments?
- Interviewee: Well let's say, for example, when it comes to issues around professional development of graduate students, when it comes to wellness services, when it comes to issues related to, oh I don't know, student conduct and things like that. The graduate college provides resources, but many departments, they also provide services themselves. So it's once again a shared model.
- Interviewer: What about graduate housing? Would that be under the graduate college or the housing department?
- Interviewee: That would be the housing department, student housing.
- Interviewer: Okay. What about some certain student life functions like a graduate student association or a graduate student government?

- Interviewee: We have a campus-wide graduate student group that advises us with respect to students, with respect to graduate student policy. We also communicate with every graduate student every week through our newsletters and our social media outlets, but there's nothing to prevent an academic department having a graduate student group in their particular academic disciplines. Many do, and many don't.
- Interviewer: Okay, great. I want to move on to faculty and staffing levels. What procedures to you follow for appointing graduate faculty?
- Interviewee: At [University], all tenure track faculty are automatically on the graduate faculty, and so there is no additional process of screening. For non-tenure track faculty, instructors, emeritus professors, there's a process of application that is used at the graduate college level.
- Interviewer: Okay, great. How has the administration of graduate education programs changed in the past 10 to 15 years at your institution?
- Interviewee: The administration of graduate education programs or the structures, financing? What are you asking for on this question?
- Interviewer: Yeah. So the organization or the administration of it. Anything along those lines.
- Interviewee: Well, I would say that the basic structure of graduate education or the graduate college working in collaboration with more than 100 graduate programs around the campus has remained pretty similar. I think the biggest change has been the increase in the proportion of self-supporting graduate degrees in which student tuition cannot be waived. Mostly at the master's level, mostly professional degrees, and virtually all online degrees.
- Interviewer: Okay, great. Do you know how long ago the graduate college was established at your institution?
- Interviewee: More than 100 years ago.
- Interviewer: Okay. So we've got a few questions about the impact of the establishment and any staffing or resources that you needed, but it seems a little irrelevant at this point if it was that long ago. I guess generally, then, what would you say has been the graduate college's most impactful initiative?

Interviewee: To provide resources to enable graduate students and graduate programs to be competitive in seeking and receiving externally-funded fellowships and to provide financial support for graduate education for students in need, underrepresented students, and for exceptionally qualified students.

Interviewer: Okay, great. What would you say is your institution's biggest challenge with graduate education program administration?

Interviewee: To transition to a model in which there is substantially less self-paid support for graduate education to a model in which graduate education is more financially sustainable.

Interviewer: Okay. How are you overcoming this challenge, if you are at this point?

Interviewee: Well, we're working with departments to develop business plans or strategies to increase the establishment of graduate programs that students value and are willing to pay tuition to invest in their futures.

Interviewer: Okay, great. Is there anything else that we haven't covered today you think would be helpful to include in our report?

Interviewee: No, I don't think so.

Interviewer: Okay, great. Those are actually all the questions that I have for you then, so I just want to thank you so much for your time.

ANONYMOUS UNIVERSITY C

Interviewer: To start can you describe your current role and experience at your institution?

Interviewee: Sure. I'm [Redacted] in the graduate school. I've been in the graduate school for four and a half years. I work on more or less all aspects of graduate education. For the first two years I also worked on issues of faculty research and start-up packages, retention offers for faculty as well.

Interviewer: Great. How would you describe your institutions overarching model for administering graduate education programs?

Interviewee: Highly decentralized.

Interviewer: In what way?

Interviewee: I mean the graduate school set certain minimum standards. The programs themselves make better determinations of who they accept. How many people they accept, et cetera. We encourage programs to provide full funding for students. It's not required, it's up to the program. Most everything is really up to the program.

Interviewer: What would you say are the main advantages of this type of decentralized organizational structure?

Interviewee: The main advantage is the programs are invested in what they do. They know best how to do it. They are obviously disadvantages as well. I should also note that the graduate school does do some things. We offer professional development programming for graduate students across campus. We provide some resources for fellowship. We oversee the evaluation of graduate programs on a 10-year cycle.

Interviewer: Great. You mentioned there are some disadvantages. What would those be?

Interviewee: It's hard to force programs to do things unless they're breaking big rules. They may not be engaging in the best possible practices. We want to encourage the programs to for example ... Let's do a different case we want to encourage programs to minimize time to degree. There are limited levers that we have to impose that on programs.

Interviewer: That makes sense. The separate colleges or departments are the ones who are managing the academic programs directly. Correct?

Interviewee: Correct.

Interviewer: Is that also the case for any online education programs or doctoral programs?

Interviewee: I was mostly talking about doctoral programs. We have a wide array of graduate programs but I was mostly talking about doctoral programs. We've introduced a number of professional oriented master's degrees and certificates and so on. We play a role in overseeing those. The Division of Continuing Studies also plays an important role but the programs themselves are responsible.

Interviewer: That was also the same for any online courses?

Interviewee: Yes. Professional masters aren't exclusively online but many of them are.

Interviewer: That makes sense. Thank you for clarifying. To what extent are non-academic services managed directly by the graduate school? For example, career services, housing, any graduate student life functions?

Interviewee: Housing is not at all managed from the graduate school. What are the other things you said, the examples you gave?

Interviewer: Career services and ...

Interviewee: Career services, that's an area where we have a professional development programming, which tries to help the students develop very specific, or broad kinds of professional development skills, both for academic and non-academic job markets. The specific career work is done at the program level. We do have events that try to build some community among graduate students, particularly students from diverse backgrounds. Most of that work is done at a local level as well.

Interviewer: That would also be the case for graduate student government?

Interviewee: There is graduate student government on this campus and I think that there are spaces reserved on the various governance bodies for graduate students but you'd have to ask them to know more about that. Programs also provide often some means for a graduate student voice. You can imagine faculty meetings where there's a non-voting graduate student at the faculty meetings to report both to the faculty about what graduate students think they want and need and also to hear from the faculty in the reverse direction. On various other committees there are mandated certain kinds of search committees on this campus require student representation.

Interviewer: I want to change gears a little bit and talk about faculty and staffing levels. What procedures and guidelines do you follow for appointing graduate faculty?

Interviewee: How do you mean?

Interviewer: Is there a procedure that you do specifically for the graduate school? Maybe this is not applicable since every program is running independently?

Interviewee: We have a designation called graduate faculty. If you are in a program that offers an advanced degree, you are a member of the graduate faculty by virtue of being made a full time faculty appointment. You have to have a tenure track appointment and the process of promotion and tenure begins at the departmental level and moves through what's called the divisional level and then up through the provost.

Interviewer: How has the organization of graduate education program as your institution changed in the past 10 to 15 years, if it has at all?

Interviewee: I would say it's changed radically. There's first of all many more professional master's programs, many more certificate programs. Those are all, they're not directing people towards academic careers. I would say that on average, well in probably a number of programs in the social sciences and humanities the number of students admitted for PhD programs has probably declined to a certain degree. Those are probably the most obvious changes.

Interviewer: Has the structure of how the graduate education is run shifted at all in the last decade or so?

Interviewee: That's really too broad a question. Yes, we do different things in the graduate school than we used to do. I mentioned professional development and ten years ago we didn't have a professional development programming for students interested in non-academic careers and now we do. At that level there have been changes at that program level. Surely there have been changes, but again this is a decentralized campus so it would be hard to know exactly what kind of changes have been made. We do get some idea about that when programs are reviewed.

Interviewer: Do you know how long ago it was that the graduate school was first established?

Interviewee: It was a long time ago in the nineteenth century I think.

Interviewer: I have a few questions about how staff and resources were allocated when it was first established but I understand some programs have definitely been around longer than others so that may not be applicable. More generally, what would you say has been the graduate education programs most impactful initiative if you can pick one?

Interviewee: I think everybody would say something different. I think the things that make the most difference that we do are evaluating programs every decade. Providing some fellowship funding for PhD programs. Helping new programs get underway and evaluating to make sure that it makes sense for them to get underway. Doing professional development programming and probably also working to build a diverse student body.

Interviewer: What would you say is your institutions' biggest challenge within the graduate education program administration?

Interviewee: That's a hard question to say that there's one. I think that the landscape for graduate education is changing. You asked about online programs and I talked about something slightly different but not unrelated, professional masters and certificates. I think those are growing and PhD programs are contracting nationwide. We've had a challenge dealing with that new landscape and how to deal with it in a responsible way. Then our university has been hit by pretty substantial budget cuts at the state level the last several budget cycles.

Interviewer: Is there anything else within the institution or maybe communication with different departments or staffing levels, anything else specifically within the institution that has been a bit of a challenge?

Interviewee: Those are things that effect within the institution. It would be hard to talk exactly about staffing level. You got to talk at the individual program levels but sure some programs face staffing challenges others probably don't.

Interviewer: Is there anything else that we haven't covered today that you think would be helpful to include in our research?

Interviewee: I hope in this brief time I've given you some sense of the landscape on which we operate. There's the two sides, the one is change. Big changes in budget, big changes in what kind of demand for graduate education is, that's on the one hand and what we should be doing about that, which has to do with things like professional development programming and working to recruit and retain a diverse student population. Those kinds of things.

Interviewer: Great. That's actually all that I have for you today so thank you so much for your time.

BOSTON UNIVERSITY

Interviewer: Great. Just to begin, can you describe your current role and experience at your institution?

Jeffrey: Sure. My current role is as Associate Dean of the Graduate School of Arts and Sciences, which is within... We have one Dean of Arts and Sciences responsible for both the graduate college and the graduate school. I have primary responsibility for all graduate programs in Arts and Sciences.

Interviewer: Okay.

Jeffrey: I've been in the position six and a half years. I've been at the institution over 40 years.

Interviewer: Okay, great. Great.

Jeffrey: I'm a Professor of Astronomy also.

Interviewer: Okay, great. How would you describe your institution's over-arching model for administering graduate education programs?

Jeffrey: What's the model for... We do not have an institution-wide graduate school, so each school and college manages its own graduate program.

Interviewer: Okay, great.

Jeffrey: Graduate and professional programs, maybe I should say.

Interviewer: Okay. What would you say are some of the main advantages of this type of organizational structure?

Jeffrey: Well, this is the only institution I've worked in, so I'm not sure I am familiar with the pros of cons of doing it university-wide. I'd say the advantages is you can tailor policies to the particular needs of your population of students, so you get less bureaucratic. The downside is there's some duplication of effort between different schools and colleges. It probably falls down most where a college has a single small PhD program which is not the case for Arts and Sciences, but we do have some schools in the university that have a single PhD program and that administration, I wonder how it really works.

Interviewer: Okay, great. The academic programs are managed directly by these separate colleges and departments. Correct? Just make sure I'm on the same ...

Jeffrey: Schools and colleges, not departments. Schools and colleges.

Interviewer: Okay. Are any online programs, those fall under that same structure?

Jeffrey: Not in my school, but we do have some online graduate programs at the university.

Interviewer: Okay, great. To what extent are these non-academic services managed by the separate departments, then? Non-academic services such as career services, graduate housing, student life functions.

Jeffrey: Okay. I wasn't quite sure what we were ... The academic administration of the degrees is by schools and college.

Interviewer: Okay.

Jeffrey: We do have an Associate Provost for Graduate Affairs, which is a relatively new position. He has university-wide jurisdiction, I suppose would be the right word, but is more a coordinator than providing any particular services. Career services is university-wide and is the same as undergraduate. We probably don't do as good a job on graduate career services as we should. Some of the professional schools have graduate career services, like the School of Social Work for example, because they've got very specific ... They're trying to place students in social work positions.

Interviewer: Right.

Jeffrey: Arts and Sciences is far more broad, so we can't do it quite like that. We don't have any within the school career services. Graduate housing, there is very little here at Boston University. For all intents and purposes, there is none. What other services had you in mind?

Interviewer: Yes, sir. Student life functions, so like, graduate student government.

Jeffrey: The different schools and colleges have their own graduate school government.

Interviewer: Okay, great. I want to move on to faculty and staffing levels, then. What procedures do you follow for appointing graduate faculty?

Jeffrey: Anyone appointed into the Faculty of Arts and Sciences with a professorial title is a member of the graduate faculty.

Interviewer: Okay, so there's not that distinction within every individual college?

Jeffrey: No.

Interviewer: Okay, that helps. How has the organization of the graduate education program at your institution changed in the past 10 to 15 years, if it has at all?

Jeffrey: A little longer than that. We did have ... The school that I am now the Associate Dean of was until the early '90s the only PhD granting school within the university. We did have oversight of PhDs in Engineering. Now it's just College of Engineering does their own, and in Medical Science now the Medical Campus has its own graduate division of Medical Sciences that does its own PhDs. It has evolved with PhD degrees going elsewhere. Other graduate degrees have always been awarded by each school and college.

Interviewer: Okay, great. You said that the Associate Provost for Graduate Affairs, that was a recent addition?

Jeffrey: Yes, about five years ago.

Interviewer: Okay. Can you describe why that change occurred, why the position was created?

Jeffrey: Well, we hired a new Provost a little before that from elsewhere, and I think she thought there should be a much more robust level of administration at her level, so she appointed a whole number of Associate Provosts, this being just one of them. It was more a buildup of administration at that level within the university administration. Historically, often universities had very autonomous schools and colleges. That's partly our history. A hundred years ago when we were distributed in different places in downtown Boston, so each school and college was physically separate.

Interviewer: Okay. Interesting.

Jeffrey: Mid-twentieth century we came to a single campus, and now we're all on the same campus, so that changed things.

Interviewer: Right.

Jeffrey: There's a long-term history in there. We each have our own curriculum. There is no university-wide curriculum, for example.

Interviewer: Okay, great. What would you say is your institution's biggest challenge with graduate education program administration?

Jeffrey: What's the biggest challenge? Finding enough financial support for our PhD programs is certainly one of them. I'm not sure it's the biggest, but that's a major one.

Interviewer: Okay.

Jeffrey: We had a ... What's the right word? We've been asked by Central Administration to increase involvement in master's and professional programs, so that's certainly an onus on us. I'd say the biggest issues in dealing with that are that being a tightly packed open campus and space. It's hard to grow and there's no place to grow.

Interviewer: Okay, great. How are you overcoming some of these challenges? It seems like some of these would be a little more difficult, like with the space aspect of it. Maybe with finding financial support for the PhDs or increasing enrollment, how are you tackling some of these issues?

Jeffrey: I would say it's all on an ad hoc basis.

Interviewer: Okay, great. Thank you so much for your time.

PURDUE UNIVERSITY

Interviewer: Just to begin, can you describe your current role and experience at your institution?

Interviewee: My current role is ... I serve as [Redacted] at Purdue University. I've been in this role for a little over a year now. The part that I play, is I oversee basically the academic governance piece of the graduate school, thesis dissertation office, and the information management data analysis group. There are three groups that report to me.

Now, as to my experience at Purdue, I've been at Purdue as a faculty member since 1994. I've served in a variety of administrative roles since 2006, I think it is. I've served as assistant department head, associate department head. I was associate dean of academic affairs and diversity at an academic college for four years prior to my current position.

Interviewer: Okay. Great. Thank you for all of that. That's very helpful. How would you describe your institution working model for administering graduate education program?

Interviewee: We have a graduate school that functions as the college. Pretty much all of the departments are master's and PhD. Our graduate degrees are essentially departmentally based.

Interviewer: Okay.

Interviewee: Rather than them being—rather than the graduate functions being in each college, they're centralized within the graduate school, which I'm a part of. Essentially, the graduate school functions as the "college" for all of the graduate programs. We basically have a lot of the graduate functions are centralized from admissions, records. Purdue is kind of peculiar in that we have a Graduate Council, through which, when someone proposes a new course or a new program, there's a university level committee through which that flows before it's finally approved from the university standpoint.

Interviewer: Okay.

Interviewee: Undergraduate does not function that way, which is kind of odd at Purdue in that we don't have-we have a graduate council that's university-wide at the graduate level. We have no such council or body at the undergraduate level which means at the undergraduate level, there's greater duplicity, repetition, or what do I want to say-more duplication of courses, programs, concentrations, majors, minors, all of that. At the graduate level, we have less of that because we have a single university-wide graduate council through which everything has to flow. It typically-the amount of duplication of courses, majors, degrees, and all that is less.

Interviewer: Okay.

Interviewee: I will also say that the graduate school at Purdue doesn't just oversee graduate operations at the main campus, pretty much all of the regional campuses also, of which there are two regional campuses and one, not really a regional campus, but we call it a regional campus. There's three other campuses. We're responsible for more than just the main campus' graduate operations.

Interviewer: Okay, okay. Does the graduate school also oversee online education programs, then?

Interviewee: Yes, if it's graduate level, yes.

Interviewer: Right, okay. Great. What would you say are the main advantages of this organizational structure?

Interviewee: I think the biggest advantage of it being centralized is cost reduction. If we were to take all the functions that exist in the graduate school and distribute them into the colleges, those colleges-one, I think it would cost more. Two, I think we'd have a lot of differentiation if not inconsistency in process. It would just cost a whole lot more. The graduate school at Purdue has existed since 1929, I think. We've been doing this this way for a long time.

Interviewer: Okay, nice.

Interviewee: I will say that we are currently reviewing our processes and stuff. We're currently being reviewed, I would say, by our Provost office. They're coming to the same conclusion that I relayed or referred to you, which is, take all the stuff that we do and try to distribute it into the colleges would cost more and probably cause more inconsistency. If you were to take, for example, I said our records and admissions group is centralized here in the graduate school. If you were to try to take our admissions, graduate admissions, and put it in our normal admissions, which is basically undergraduate, I think they would struggle because graduate and undergraduate admissions are significantly different.

Interviewer: Right.

Interviewee: Same thing with records. At the undergraduate level, if you talk about records, you know, one of the big things that records does is audit students when they're done. Well, at the undergraduate level, usually, there's a single academic advisor that does that auditing. At the graduate level, you have a committee of faculty members that does that along with the defense of a thesis and/or other kinds of exams that go along with that. I think there's too many differences between graduate and undergraduate if you were even to talk about moving admissions and records. I just don't think it's even-it's just not feasible, not possible.

Interviewer: Right. Okay, great. Would you say there are any disadvantages to the current organizational structure?

Interviewee: In our particular case, one disadvantage is that while we have a lot of the feature of an academic college, we're seeing that the Provost office of the university is an administrative unit as opposed to an academic unit at times, which makes our funding model a little bit different than some others. We don't have faculty like other colleges do. Our budget is not reoccurring like- in other words, if we have residual, we can't necessarily keep it because we're more of an administrative unit than we are...We're seen by administration as an administrative unit even though we are an academic unit because we-about the only thing we don't have as an academic unit is that we don't have our own faculty.

Interviewer: Okay.

Interviewee: Everything else we do have. We do have some of our own programs. We do offer our own courses. We just don't have our own faculty. That's one challenge. The second challenge and I think this is a challenge for any graduate, or any centralized graduate entity, is getting folks to understand what it is we do. We spend a lot of time on advocacy. This is a common theme if you talk to any, I know it's not called Big 10 anymore, but any CIC or Big 10 institution, advocacy is a huge issue because I think there are a lot of people that don't know, even if they're a part of the academic institution, they may not know the depth and breadth or what a graduate school does.

Interviewer: Okay. Great. I know you discussed some of academic services being managed directly by the graduate school, but what about non-academic services? Are those housed in separate departments? Are they still underneath the graduate school?

Interviewee: Describe what you mean by non-academic.

Interviewer: Yes, so, career services, graduate housing. Maybe like student life functions.

Interviewee: At Purdue, I would say, those functions-we have a Center for Career Opportunities. CCO for short. They handle and they actually have one individual. Historically, our CCO has only focused on undergraduates. Only in the last couple of years that they've expanded to include graduate placement. Basically, placement and coordinating job fairs and tracking students when they leave. Find out, did they get a job and all that. That's a separate office. Housing. That is a whole other arm of the university. We don't necessarily deal with the housing of graduate students. We do deal with fellowships. We have a small number of assistant-ships that we manage, but generally speaking, most of the assistantship dollars flow directly from the Provost's office to the academic colleges, not necessarily through the graduate school. I'm not sure what other ancillary or non-academic things you would be talking about. If you told me what they were, I could tell you how it works here, but I'm drawing a blank.

Interviewer: Fine. I guess the only other one I want to touch on specifically is graduate student government.

Interviewee: The graduate student government is connected to the graduate school. The graduate student government advisory is one of the associate deans in the graduate school. We definitely connect and interact with, quite frequently and quite heavily, our Purdue graduate student government.

Interviewer: Okay, great. What procedures or guidelines do you follow for appointing graduate faculty?

Interviewee: Actually, it's funny you should say that because that was what I was doing right before you called. We have a policy in place that defines, and is readily available on our website, that defines how graduate faculty...We do have two major classifications of graduate faculty and there are all kinds of nuances underneath of those. The process for appointing graduate faculty is the department to which the faculty belongs makes a request on the electronic system that we use. They enter information about the faculty member.

Basically, I'm the one that reviews the requests for graduate status appointment. Typically, we look at the credentials of the individual, the experiences of the individual. Prior mentoring experience, prior graduate experience, and then, also, whether or not they have attended a required graduate faculty workshop, which is clearly an orientation workshop not just for new faculty but faculty that are new at Purdue to try and get some consistency, to try to orchestrate. By orchestrate, what I mean is helping them understand this is how we do it here.

Interviewer: Okay. Okay. How would you describe your current staffing ratios for these graduate education programs?

Interviewee: Can you be more specific?

Interviewer: Are you struggling to find people for these different roles? I guess, more of like how satisfied are you with your current ratio?

Interviewee: I think, and this goes back to a question you asked earlier about-one of the struggles that we have because we're seen as an administrative unit rather than an academic unit, our salaries are not as competitive as the academic units. If we have any challenge at all, it's in the level of salaries I don't think are commensurate if you were to compare us to an academic college. Academic colleges are able to pay more. We commonly struggle with, once we get good people, it's not an issue of finding good people, it's an issue of keeping them. There's a salary differential between us as an administrative unit versus what an academic unit can pay. The scrutiny, I know, is much-we're under much more scrutiny. I think we're treated differently because we're perceived as an administrative unit. We're scrutinized a little more heavily than maybe what an academic unit would be.

Interviewer: Okay. Okay. How has the organization of graduate education programs at your institution changed in the past ten to fifteen years, if it has at all?

Interviewee: It really hasn't. I do think we have gone through some cost-cutting measures and efficiency measures to try to do more with less. That's probably an effect of our upper administration more than anything. All technology has also played a role in that as we've implemented technological systems and gone more electronic, obviously, you can do more with less that way. As far as any significant or structural way, it hasn't changed that much. I do believe that our university is currently doing a review or our unit, asking that exact question of are there things that we are doing that we should stop doing? Are there things that we aren't doing that we should be doing? What things are we doing well? Are we funded at an appropriate level? Those kinds of questions. Fundamentally, over the last ten years, I don't think our organization that is the graduate school has changed significantly. If anything, we've gotten leaner because we are able to—we've been asked to and we've also been able to do more with less.

Interviewer: Okay. Great. I have a few questions about the establishment of the graduate school and kind of what resources were required. You said that was back in 1929?

Interviewee: Yeah, and I'm going to be pretty fuzzy on—even if you were talking to someone who's been here ten years, it's probably going to be a little fuzzy.

Interviewer: Right. That's fair. What would you say has been the graduate education program's most impactful initiative?

Interviewee: You mean over the long haul? Or are you talking in the short-term? You kind of set the context by saying from its origination, you know blah, blah, blah. Are you talking about that? Or are you talking about...Can you clarify for me?

Interviewer: Honestly, just whatever, I think, you were most familiar with your time working for the graduate education programs.

Interviewee: I think the biggest thing that the graduate school has done is become an inter-connected entity that has promoted efficient use of resources across colleges, within itself relative to programs. I think, if the graduate school did not exist, I mentioned earlier that at the undergraduate level we have no university-level oversight committee that oversees the creation of courses, programs, blah, blah, blah, right? What that had allowed is duplication of programs, courses, and so forth. I think we would see that same level of duplication at the graduate level if the graduate school didn't exist. I also think our graduate operations would cost more, and they would be less consistent across the institution as a whole.

Interviewer: Okay.

Interviewee: How's that?

Interviewer: That's great. Thanks.

Interviewee: I hope you're recording it because don't ask me to repeat it because I couldn't.

Interviewer: Yes, that is why everything is recorded, for accuracy. Great. I have two more questions for you. What would say is your institution's biggest challenge with the graduate education program administration?

Interviewee: Say that one more time because I missed it.

Interviewer: Yes, yes. What would you say is your institution's biggest challenge with the graduate education program administration?

Interviewee: Truly quantifying its value. In other words, at Purdue, it's existed for so long. It's existed since 1929. I don't think that the university realizes how efficient and effective it is. How much we do with how little we get. I think the part that gets laborious over time, even though I've only been here a year, I just know this a consistent thing across all institutions that have a graduate school, is having to constantly advocate, advocate, advocate, advocate the value of what it is we do. I don't know that the university-and it's kind of one of those-the only way a university would know what it had. You don't know what you've got 'till it's gone to quote an old song or an old phrase.

That's essentially the struggle and some of the institutions that are peers with Purdue-I use an example, I believe, the University of Chicago went away from a graduate school and now they're kind of-the pendulum seems to be swinging back the other way. I'm not sure if they would actually admit that or say that, but that seems to be when I talk to colleagues from some institutions that have gone away from a centralized graduate unit, that the pendulum's swinging back the other way because their institutions have realized how much they had and how good it was with a centralized graduate school. They didn't realize it until it was gone.

Interviewer: Okay, okay. Great. Is there anything else that we haven't covered today that you think would be helpful to include in research?

Interviewee: I'm not sure that I caught ... I know you sent an email, but what's the primary thing that you are ... what's your primary research question or questions here?

Interviewer: We are doing this on behalf of the University of Delaware. Basically, they're just doing a benchmarking of what peer universities are doing for the structuring of their graduate education programs. It's more just kind of checking with best examples at universities that they respect.

Interviewee: I guess what I would say, if they are starting from scratch, I would recommend the centralization of graduate functions because it's so different from undergraduate operations, number one. Number two, in the long run, it will save money. If they already have an established graduate program, and they're asking the question, should we do away with our graduate college, I would say, "Hell, no." I think that could be the biggest mistake any institution could make would be to try to think that by dissolving a graduate school, that suddenly you're going to save money. It's going to cost you more money. It's going to be lower quality operations and it's going to be more chaos and mayhem. Any other questions, my second one, while strongly worded, I say it that way because I do believe that there a lot of institutions that are asking that exact question because when they look at their graduate school, they, again, don't really understand the value-add. Graduate education is so different from undergraduate education. I guess if I were to speaking directly from the University of Delaware, you said?

Interviewer: Yes.

Interviewee: I would say, if you're starting from scratch, create a centralized graduate school with centralized graduate functions separate from your undergraduate operations because it's so different. If you already have one established and you're questioning whether you should keep it, by all means, keep it. It would be dumb to break it up, and if you think you're going to save money by doing so, that's just stupidity.

Interviewer: Okay.

Interviewee: Sorry to be so blunt, but that's my future.

Interviewer: Okay. No, it's great. Well, those are all the questions I have for you today.

STONY BROOK UNIVERSITY

Interviewer: Just to begin, can you describe your current role and experience at your institution?

Lori: Sure. I'm the Assistant Dean for Finance and Administration, for the Graduate School and the School of Professional Development, which is a newer additional role that was added to my current role as Assistant Dean of Finance and Administration for the Graduate School. I had the School of Professional Development added under me last year due to restructure.

Interviewer: How long have you been at Stony Brook for?

Lori: Seven years.

Interviewer: Great. Have you always been the Associate Dean and had that other...?

Lori: No. I started off in a different title.

Interviewer: How long have you been...?

Lori: In my current title?

Interviewer: Yes, ma'am.

Lori: That's a good question. I want to say three years. Let me just check. I have my resume here dates in front of me. I really should know this. I feel like I just passed my three year, but let's just check. Sorry, bear with me one second here.

Interviewer: That's fine.

Lori: I started in this position in August 2013. Three and a half years.

Interviewer: Perfect. How would you describe your institution over-arching model for administering graduate education programs?

Lori: There is a Dean of the Graduate School, who oversees the over-arching graduate programs across all of our West campus program. Our East campus is our hospital and our medical-related programs like physical therapy and the medical school. He doesn't govern over those. It's only the PhD and Master's programs on the other side of campus.

All of the programs go through the governance and the Graduate School, but they're managed. They're decentralized in their own departments. We have a Grad Program Director for each program that reports to us on different things and has to submit their forms and has to come through the Graduate School to move things along in their program for their students. They belong in their department. Like the Math GPD Graduate Director, interfaces with the Graduate School on many levels, but they report to their chair of the math department.

Interviewer: What would you say are the main advantages of this organizational structure then?

Lori: The main advantages. To have a Graduate School centralized, we can have our application is centralized. We have one applicant system. We matriculate students all the same way. They all graduate through the same channels. They all have the same requirements. We keep track of the requirements through our State all on one bulletin. We have one central place where we know our programs are approved as far as the curriculum. We don't have all individual departments doing their own curriculum. You know what I'm saying? Or, un-centrally managed.

We also can do diversity recruiting centrally. We go to diversity conferences and recruit for our different graduate programs in one shot. We get the advantage of not having to have every program do their own recruitment, even though they do their own outreach, but we have also another added bonus of having recruitment events managed centrally.

Interviewer: Are there any disadvantages that you see to your current system?

Lori: I mean, it is challenging to work with 50 or 60 different graduate programs as far as our offices go. We have to learn and work with many different coordinators and staff and faculty from all over the college. They're all staffed differently. They all have different styles and relationships could be different. I guess that part, I would say, could be challenging, but we manage to figure it out.

Interviewer: That's great. You're saying that it's decentralized. That the people that are managing those programs directly are in their own departments.

Lori: Right.

Interviewer: Is this also the case for any online education programs you have?

Lori: The School of Professional Development, which is the other part of the school, the second part of my job. The Dean of the Graduate School is also the Vice Provost for Graduate Education. He manages the School of Professional Development, which is our continuing ed. Mostly, we have K through 12 leaders taking our program and people who want to go into teaching. Those programs, a majority of them are online. I would say the majority of the online courses offered at Stony Brook are through the School of Professional Development. Within that school, we have our own programs.

I don't think a lot of the other decentralized departments of math and computer science have online courses just yet. We haven't gotten there yet. Most of the online programs are through our continuing ed department, which makes sense in terms of who the population of students are as far as being nontraditional students.

Interviewer: It does make sense. To what extent are non-academic services managed directly by the Graduate School then or coordinated by the separate departments?

Lori: What would you mean by non-academic service? Student accounts?

Interviewer: Career services, student life functions, like graduate student government.

Lori: They're all separate.

Interviewer: All separate.

Lori: Mm-hmm (affirmative).

Interviewer: Great.

Lori: We have all of those separate departments that we interface with regularly, but they have their own function, their own organization. They report to different ... They don't report to the Dean of the Graduate School. We don't have people that just do Student Life or ... What was the other example you gave?

Interviewer: Like Graduate Student government or Career Services.

Lori: Career Services, we have a separate Career Center that is part of Student Affairs. That's a whole separate division. For Student Government, we have an Executive Committee of Graduate Students that sit on the Board. They meet regularly with our Dean, but they're not governed by the Dean. They have their own President and Executive Committee.

Interviewer: Great. I wanted to talk a little bit about faculty and staffing levels. What procedures or guidelines do you follow for appointment graduate faculty?

Lori: We don't have graduate faculty in the Graduate School because like I said before, the faculty all resides in their own academic department. We, for example, back to my math example, there's math graduate faculty that obviously are teaching graduate level courses. They reside in the math department. They report to their Chair.

Interviewer: One hundred percent of the graduate faculty then are employed by the individual colleges?

Lori: Correct.

Interviewer: Okay. Great. How has the organization of the Graduate Education Programs at your institution changed in the past 10 to 15 years, if at all?

Lori: I would say they've changed a lot. I haven't been here over the 15 years, but we've had a long standing Dean for 19 years. Our Dean now, he's been here for about five years. With different styles, come change. There's definitely been change in processing and efficiencies. We've had a lot of pressure to streamline workflow and do more with less. I'm sure I'm not the only colleague that has said that this is going to be a common theme, especially at state institutions.

We've been under pressure to really look at our processes and figure out what we are doing, if it still makes sense. What we can do better and what we can use help with technology and basically being able to service our students the same or at better levels with, I don't want to say less staff, but with growing enrollment and the same level of staff. It's been our operation we've been working on for the past few years. Does that answer the question?

Interviewer: It does. It does, thank you. Do you know what the process for allocating the staff and resources was when the Graduate School was first established then?

- Lori: I wasn't here back then. I could tell you what the process is now and I could tell you it has gotten harder over the past. I've been here 7 years. It definitely has gotten harder to replace staff. The process is more ... I don't want to say "cumbersome." That's not the word. Restrictive. You have to really ... There's a lot of governance around replacing staff and hiring new staff. I can't speak to what it was 15 years ago, because I wasn't here.
- Interviewer: When you say it's more restrictive, there's more reservation around ...
- Lori: Yeah. It's a lot more justification you have to provide. There's approval processes that you have to have before it goes to Human Resources to actually post your job to be searched. It has to go through your Dean, your Provost, then it goes to ... We have a committee on campus that reports to the President. They review every single staff replacement.
- Interviewer: What would you say has been the Graduate Education Program's most impactful initiative?
- Lori: Most impactful initiative. That's a hard one because I feel like that's much more of my Dean's level of a question than my level. You know what I'm saying? I feel like that would be a question for my boss, not myself, because he ... I don't want to assume that the things that I see are the things that he would see for his other staff members.
- Interviewer: That's no problem at all.
- Lori: You know what I'm saying?
- Interviewer: We'll move on. Absolutely. What would you say is your institution's biggest challenge with Graduate Education Program administration then?
- Lori: I would say ... You know, I hear Graduate Programs talk or they're frustrated that they have a hard time recruiting PhD students from other areas because our stipends aren't as high as other private schools. I think that's one of the biggest challenges if I was to ask around, my colleagues in the Graduate Programs. I mean, is that what you mean by administration or do you need more of like the processing and the details behind getting things done.
- Interviewer: Maybe more of like internally with the department itself. I know you mentioned staffing was difficult. Maybe a communication between these different colleges since it is more decentralized.

Lori: I would say that our institution, even though we've made progress, I think we're still heavy paper intensive. Even just hiring a graduate student, everything's still paper and has to go through channels of signatures and things are getting signed, and originals have to be sent. We have a very, like I said, paper intensive process with more students, more enrollment, and same level of staff. I think that might be frustrating for some of the bigger departments, I think, really struggle with keeping up.

Interviewer: How do you recommend they can overcome these challenges then?

Lori: Well, we have made progress in changing some of our paper processes into creating systems. I think that our institution is moving in that direction. Since this is a big place and we have so many different types of constituents that I think having the same solution for all different types of the colleges, medical school down to our College of Arts & Sciences, I think, is a challenging one. I think they realize it. I think we're getting better. I think it's a work-in-progress.

Interviewer: Is there anything else that we haven't covered today that you think would be helpful to include in our research?

Lori: I mean, I would be curious to know how many schools have their continuing ed, if they have a continuing ed school together with their graduate school. I don't know if that is something you are addressing or if you have any insight on that. I'm always curious because that's an addition we just did over the past year. I'm just curious to see if people are moving in that direction.

UNIVERSITY OF CALIFORNIA SAN DIEGO

Interviewer: Great. Just to begin. Can you describe your current role and experience at your institution?

Kim: I'm the dean of the graduate division. I've been in the position about ten years. I oversee all aspects of graduate education on our campus.

Interviewer: Okay. Great. How would you describe your institution's over action model for administrating graduate education programs?

- Kim: I think we have a fairly centralized model. I oversee all graduates and professional students, including those in self-supporting programs. The only student bodies that I don't directly oversee would be medical students and pharmacy students, but everything else is under my purview, including academic graduate students in the health sciences and students in management schools and global policy and strategy school.
- Interviewer: Okay. Okay. Great. What would you say are the main advantages of this more centralized model you have then?
- Kim: I think it's useful for overall quality control to make sure that the consistent policies are enacted and followed and it provides for kind of as a scale for interaction between students and different programs and departments, with respect to identifying opportunities with professional development. What else can I say? I mean, I think that we can offer a broader range of services to department and programs that might not be possible if graduate education was organized in a more school by school fashion. Particularly in the area of professional development, we find that many departments and programs don't feel comfortable or well, qualified to offer programs in that area.
- Interviewer: Okay. Okay. Great. Are there any disadvantages that you've seen?
- Kim: Well, not from the perspective of the graduate scene. Sometimes, some departments or programs may chase a little in terms of having that oversight role, but in my experience, it's usually because they're trying to get away with something that we really don't want them to.
- Interviewer: Okay. Okay. Is communication ever an issue or it's just difference of opinions that come up?
- Kim: I think there are some incentives sometimes for recruiting students that are on the margin into some programs, and because we have this centralized admissions, that usually doesn't happen. Although, of course, we do have an encryption process, but I think it's important to maintain quality of students admitted to our programs because that's a huge factor on which the reputation of the institution rests. It impacts all degree recipients that the quality of our programs is uniformly high.
- Interviewer: Okay. Okay. So, the academic programs, they're managed directly by the graduate school then. Is that correct?

Kim: Let's define manage. Each program is either offered by a department or an entity departmental grouping of faculty. Ultimately, the programs are responsible for the academic senate with respect to matters of curriculum and admissions. The oversight of those issues is delegated to the graduate division to oversee, but we're not in the trenches day by day "managing the programs" but we do have oversight of student academic progress of making sure that milestones are reached, of making sure that policies and regulations, particularly with respect federal funding, are observed, that students who are provided financial support are eligible for that support, that students who are either on probation or leaves of absence abide by the regulations and so forth.

Interviewer: Okay. Okay. Would that be same for online education programs?

Kim: We really don't have online education at present. We have some programs for post, but we really don't have any at the present.

Interviewer: Okay. Okay. So, to what extent are nonacademic services managed directly by the graduate school then? I know you mentioned professional development, but what about like, graduate housing or graduate student life functions, like a student association?

Kim: The Graduate Student Association is managed by the students themselves with assistance from the Assistant Life Chancellor of Student Life who does not report to the graduate division, that reports to the vice chancellor of the student affairs. Graduate housing is managed by housing, dining and hospitality that reports to our chief financial officer. However, we collaborate closely with them in setting policies and strategy for the graduate housing effort and making decisions about where the new graduate housing should be constructed and conditions of housing and other programs. General graduate student life type of activities, particularly with respect to the university, are managed by the graduate division in collaboration with the departments and programs, so we have offerings for community building, and targeting specific populations, international students, student parents, etc. Those things are done either by the graduate division or in collaboration with campus partners, like our counseling and psychological services and so forth, and the international center. We do a lot of partnering.

Interviewer: Okay. Okay. Great. Do you have graduate faculty that are appointed then? Or how does that work?

- Kim: No, faculty are all appointed in their home departments and essentially one of the three divisions on our campus, which would health sciences, the general campus and our institute for oceanography.
- Interviewer: Okay. Okay. How would you say that the organization or administration of graduate programs at your institution changed in the past 10 to 15 years?
- Kim: It really hasn't.
- Interviewer: It hasn't. Okay. Are there any improvements that you'd like to see or are there any future plans for changing the current system?
- Kim: Not that I'm aware of. Having said that it hasn't changed, the one big thing that did happen just over ten years ago is that the role of the dean of the graduate division and the vice chancellor for research used to be conjoined, and about ten years ago, those two functions were split because the workload was such that they thought that one person could no longer oversee both functions.
- Interviewer: Okay. Okay. Are there any future plans for any other changes like that?
- Kim: Not that I'm aware of.
- Interviewer: Not that you're aware of. Okay. Okay. Great. Do you know when the graduate school was actually established?
- Kim: When the university was established. It was ... at this point, I don't know ... 55 years ago, something like that. In fact, the first students here were graduate students and pretty much has always had the same model.
- Interviewer: Okay. Because I have a few questions about, like resources and staff, when the graduate school was first established but if it was 55 years ago, then I can't ask-
- Kim: Yeah, that I couldn't tell you.
- Interviewer: That's fair. Okay. I guess, more generally, what would you say has been the graduate education program's most impactful initiative?
- Kim: The graduate education programs ... plural or the central administration? I'm not quite sure what you're getting at with that question.
- Interviewer: Yeah, the central graduate college.

- Kim: We... I think one really important role that we play is in outreach and recruitment, particularly for students from groups who are underrepresented in the academy, so that's a really critical central function. Of course, we partner with departments and programs to fulfill that but we serve as a central coordinating point in outreach to other institutions that have large populations of underrepresented students in representing the university at national diversity events and in trying to develop pipelines from other institutions into EST.
- Interviewer: Oh, okay. Okay. Great. What about would you say is your institution's biggest challenge with the administration aspect of the graduate college.
- Kim: We're reasonably well-resourced in terms of the administrative structure, but we do not have funding to adequately support either enough of our graduate students or provide competitive support packages for our students.
- Interviewer: Okay. Okay. And how are you looking at overcoming this challenge then?
- Kim: Well, one area that we're looking at very actively right now is philanthropy and making the case for external support of our graduate students, working with the departments and programs and individual students themselves to increase the rate of application for individual fellowship, federal training grants. We try and incentivize applications for those types of awards by providing matching funds to the faculty who receive training grants and other large research grants that have significant provisions for graduate student support. There have been some campus-wide initiatives, also, to return some of the tuition dollars to units that either increase their enrollments of master students or who bring in additional doctoral students who are international.
- Interviewer: Okay. Okay. Great. Is there anything else that we haven't covered today that you think would be helpful to include in our research?
- Kim: Well, I think one of the challenges for a centralized graduate school sort of to get the word out about what we actually do. A couple of years now, actually undertook a complete re-branding initiative with, sort of, unified messaging, we completely redid our website, all of our literature, and I think that's been quite helpful with coupled with, sort of, information sharing initiative and trying to get the word out to the departments that we work with that really our role is not to be the police or the gatekeeper, but really we're here to help them help the students and really to guide students from their pathway from admissions and orientation through graduation commencement and into their future careers.

Interviewer: Okay. Okay. Great. Great. Well, those are actually all the questions that I have for you today, so first I just want to thank you for your time.

UNIVERSITY OF CALIFORNIA SANTA BARBARA

Interviewer: Just to begin, can you describe your current role and experience at your institution?

Christian: Sure. I am the Assistant Dean for the Graduate Division at UC Santa Barbara. There's only one Assistant Dean, so it's just me. In my role, I report to the graduate dean and I really serve as the chief of staff and the manager for all of the various functions and units of the division. I'm sure we'll talk about this but we have a number of units within the graduate division and so the managers of all of those units report directly to me.

Interviewer: Okay. Great. That brings me to the next question is how would you describe your institution's model for administering these graduate education programs?

Christian: It's definitely a centralized model. We oversee graduate education for the entire campus, so all of the ... We have 45 departments or programs that offer graduate degrees. They all work through the graduate division. Each academic department, of course, they have their own department and programs but we administer the graduate education piece for campus, so everything from admissions to student financial support, academic services, reviewing petitions and requests from students, academic advising, degree programs, all of that falls under us. We also have, we also handle professional development for graduate students.

Interviewer: Okay, great. What would you say are the main advantages of this organizational structure you have then?

Christian: I want to say, there's certainly advantages. I want to think through this really. The clear advantage is the inner-relation amongst the sub units within the division. For graduate students, it's so different from the undergraduate experience. The graduate student, they're so tied to their academic department, the faculty who they're working with, they type of financial support package they receive, their employment. They have student employment either as a teaching assistant or as a graduate student researcher, so when something happens with the student, if a student needs to go on leave, if a student is having academic difficulty, you name it, it's all tied together. The financial piece, the employment piece, the academic piece, and so having it all together, centralized, makes it much easier for us to navigate those pieces and help students and departments as problems come up. I think that's really the biggest benefit is to, we have the big picture and can make sure that we take care of the student and help make sure the student is making, or the departments are making informed decisions when they need to do certain actions.

Interviewer: Okay, great. That makes a lot of sense. What are some of the disadvantages that come along with this centralized structure then?

Christian: I would say, in terms of the centralized structure, the disadvantage would be, the impression on campus is that we would handle all things for graduate students and certainly there are other units on campus that do provide services for graduate students, or should. We have the division of student affairs and a lot of the times things that, services they provide are seen as very much undergraduate focused and part of the reason for that is that everyone just assumes that anything graduate student related goes through us, and part of that is that centralized model. It's easy to understand why people would have that impression. Sometimes that can be a little bit challenging. It's a little bit of self-fulfilling prophecy, so we start to really take on things that maybe could also be done by other units, but we feel like we're the graduate experts and we find ourselves out there trying to facilitate work being done in other areas of campus and sometimes taking things on. That's not in and of itself a bad thing but I think that the centralized model, it points everyone at us and sometimes can lead to other units not necessarily having the push to provide the support they need for graduate students, feeling like, "Oh well, graduate division will take care of it. They do all things graduate students," so we find ourselves a lot of the time reminding other units that they also serve graduate students.

I think that, to me in my experience, that's been the biggest probably obstacle to overcome. On one hand it's good. Everyone comes to us. We know everything. On the other hand, we don't want others to get off the hook of trying to, or from having to provide adequate support as well.

Interviewer: Right. Okay. Who manages the academic programs directly then? Would it be also under the graduate school or is that managed by the separate colleges?

Christian: The academic programs are actually, well for the actual, the academic departments are managed within, they have an academic dean, so we have six schools or divisions here at UCSB, and that's how our academic departments are organized. The graduate piece of those academic units, so the actual graduate degree programs, that portion is overseen by the graduate division.

Interviewer: Okay.

Christian: If that's what you're asking.

Interviewer: Yes. Okay. Great.

Christian: We function separately and independently from the academic deans. Undergraduate education works the same way. There's a centralized undergraduate education office and a dean for undergraduate education, and so academic advising and thinking about types of academic services that the undergraduate students need, that falls under an undergraduate dean, and so again, the undergraduate programs live within the academic departments but administering the actual degree program falls under, and the students, falls under the purview of the undergraduate and the graduate deans.

Interviewer: Okay. Would that be the same case for online education programs as well?

Christian: We actually don't offer any online education courses here, or online education degree programs, I should say.

Interviewer: Okay. I think you may have already touched on this but to what extent are the non-academic services managed directly by the graduate school, so like career services, unit housing?

Christian: Right. Career professional development is probably the major one, I would say. Housing is handled independently. There's a housing unit on campus that administers the graduate student university housing. We certainly are in frequent contact with them about policy decisions and student issues and things like that but that happens outside of the graduate division. The division of student affairs provides a variety of resources for students undergrad and grad where, again, we interact pretty heavily with them but those services are provided outside of the division. For example, there's a career services office on campus but we have a separate career and professional development unit that really focuses on professional development skills for graduate students to prepare them for moving on to the job market.

Our career services office tends to be very undergraduate focused but they have a career counselor who only works with graduate students who's embedded within our professional development unit, and a graduate student peer advisor, career peer advisor as well. There, again, some of the support happens outside of the division, some of it they just embed within the division because again, as a very centralized unit, sometimes departments on campus just see it's better to put someone with us rather than to try and do it within their own office.

Interviewer: Okay.

Christian: There's a variety of offices on campus, student health, health and wellness, the office of international students and scholars. There are a number of services for students on campus that fall outside of the purview of the graduate division.

Interviewer: Okay. Where would student rights functions, graduate student government, or graduate student association fall then?

Christian: That falls under the division of student affairs.

Interviewer: Okay. Great.

Christian: Again, we're very involved in those things. For example, I go to the graduate student association assembly meetings. I'm on hand. I give a presentation. I'm a resource for them but their organization is within the division of student affairs and their staff advisor is an associate dean in the division of student affairs.

Interviewer: Okay. Great.

- Christian: They sort of draw that line at things that seem more student life oriented and the things that are a little more heavily academic.
- Interviewer: Right, that makes sense. What procedures do you follow for appointing graduate faculty?
- Christian: Are you talking about hiring faculty?
- Interviewer: Yes, if that's something that you do.
- Christian: We're not involved in the hiring of faculty here on campus. That goes through the academic, the actual academic departments and their divisional dean.
- Interviewer: Okay. How has the administration of the graduate education programs changed in the past ten to fifteen years, if it has at all?
- Christian: How has it changed ... I've been here, this is my ninth year as the assistant dean. I'm trying to think about how ... Are you thinking like how we interact with campus or are you thinking more technology wise, development there?
- Interviewer: Yeah. If like the organizational structure of it has changed, so things like you're centralized and having involved with the departments that you're not, some functions you don't actually oversee yourselves, has that changed at all?
- Christian: No. That's been in place since before I came here, that structure.
- Interviewer: Okay. Are there any plans for changing it or are there any improvements you'd like to see?

Christian: No, I think ... We've been slowly expanding. I will say, when I first came here, the professional development work we did wasn't that, I mean it was fairly small and that's one thing that has grown over the last eight or nine years. We established a graduate student resource center on campus and from there we run all of our professional development activities. We have a hundred different services and workshops that we offer throughout the year. We have a variety of conferences and competitions and things that we do throughout the year. That's been an area where we've seen a lot of growth in terms of trying to and actually establishing a program that's focused on graduate students and really helping graduate students prepare, not only for jobs in academia, but really looking beyond and preparing themselves for jobs outside of academia, if that's the direction they go.

That's, and I think that's been a pretty significant change, and even in the philosophy over the last decade or so, of the faculty. Really, I think, coming to terms with the fact that there aren't as many jobs in academia as there once were and really thinking about how best to prepare students for a broad range of careers, not just going into academia being a faculty member, but really thinking beyond that and preparing themselves for a broad array of careers.

Interviewer: Right. Okay.

Christian: That's a pretty major shift in faculty perspective, I think over the last ten years.

Interviewer: Okay, interesting. What would you say then is the graduate education program's most impact-able initiatives that you've seen at your time there?

Christian: Most impactful initiative ... I actually think our professional development work has been the most, has really been the most impact-able thing. Really expanding the services that are available to students. Faculty, clearly are very good at helping students prepare for careers in academia and knowing about the academic job market, that type of thing. A lot of faculty haven't done anything other than be faculty, and so it's difficult for them to be able to advise on how to prepare for careers outside of academia, and so I think that's been a real benefit for our students to have, that type of resource and training available to them.

Interviewer: Okay, great.

Christian: I really think that that's been, if not the, at least one of the most impactful things that we've been able to do.

Interviewer: Okay, great. What would you say then is your institution's biggest challenge with graduate education program administration?

Christian: Staffing, I think. We see that there are a lot of things that we would like to do. This probably isn't any different than most other institutions. With additional staffing support, there's always more that you could do that you'd like to do, and financial support for graduate students. I think that's another area where we'd really like to see improvement, more financial support for students so that they're better supported during their time and in their graduate program.

Interviewer: Okay, great. Is there anything else what we haven't covered today that you think would be helpful to include in our research?

Christian: Well, you know, it's just that ... One thing that I will mention. We have another major initiative that we have within the graduate division around diversity. Defining diversity broadly, you're really providing support to a diverse group of scholars and making sure that we have an inclusive campus that's sensitive to the needs of all students and that we're responding to those needs and providing that support, especially for groups that are under served or underrepresented within their programs and within graduate education. That's anything from women who are in acting graduate programs where there are fewer than 15%, it's less than 15% representation of females in those departments. Thankfully there are very few of those these days but it still exists. Underrepresented minority students, LGBTQ students, students from less socio-economic backgrounds, disabled students, veterans. Students who may not have had the same support or preparation coming into graduate school to be successful and just making sure that we are providing them with all the resources necessary to help them be successful. That's something else that's a pretty major initiative that we have within the graduate division here at UCSB.

I think that's something else where we're pretty happy with what we're able to do and the support we're able to provide students, that welcoming environment and a positive environment.

Interviewer: Okay, great. Thank you for sharing that. Yeah, those are actually all the questions that I have for you today. First, I just want to thank you again for your time and I really do appreciate all of the insight that you've brought to the study.

UNIVERSITY OF MARYLAND

Interviewer: Can you describe your current role and experience at the University of Maryland?

Jeffrey: Okay, so I am currently the interim dean of the Graduate School. I have been at Maryland for three and a half years. Prior to being the interim, I was the assistant dean, chief of staff of the Graduate School.

Interviewer: Okay, great. How would you describe your institution's overarching model for administering graduate education programs?

Jeffrey: Very decentralized but I guess all graduate degrees are you're admitted and graduate from the Graduate School. The programs are all run in the college level at the colleges.

Interviewer: Okay, great. What would you say are the main advantages of this type of structure then?

Jeffrey: Main advantages. The programs are administered at the local level, at the program level, would be I guess one advantage, so closer to where the student and the faculty member are.

Interviewer: Okay, great. Are there any disadvantages that you've seen?

Jeffrey: Basically inequities and inconsistencies of treatment of graduate students from program to program.

Interviewer: Okay. What do you mean by treatment?

Jeffrey: In terms of the spectrums or opportunities for research because it's all thought of at the local level.

Interviewer: Okay. The academic programs are then directly managed by these separate colleges. Is that correct?

- Jeffrey: Correct. I guess one thing that I should explain, at Maryland we are organized and maybe just back to your first question about how we're organized. We don't have the med school or the law school. That's at a separate institution here in Maryland. That's at the University of Maryland, Baltimore. We have 12 schools and colleges here. All graduate programs, whether they are professional or research or non-degree, they're all under the Graduate School umbrella. In essence, I am over ... We sign off on all MBA to a PhD to an EdD to certificates. Often times you'll find graduate schools are only over the arts and sciences and the professional schools, engineering, business, law, med schools are all separate. That's not the case here. Our business and engineering are all underneath the graduate school. It's a bit of a nuance but it is important in terms of how I answer some of the questions.
- Interviewer: Right. No, that definitely helps. Okay, great.
- Jeffrey: The fact is that I deal with professional master's degrees to PhDs in nuclear physics.
- Interviewer: Okay, wide range.
- Jeffrey: To the arts and humanities, sciences, social sciences. We have a college of journalism as well, public policy, business. All the professional schools still report to the Graduate School for graduate programs.
- Interviewer: Okay. What about online education programs then? Would those be treated as separate colleges as well?
- Jeffrey: They would be, right. We have very few. We haven't really moved into that area although I think we went to five this year so it's not very much but if they're under the graduate programs, then they run at the local level but follow the Graduate School policies.
- Interviewer: Okay. To what extent are nonacademic services managed directly by the Graduate School then?
- Jeffrey: Non-academics. Do you define non-academic as professional and career development?
- Interviewer: Yes. For example, career services, graduate housing, student life functions, graduate student government. Anything along those lines?

- Jeffrey: Okay. The Graduate School, we don't control but we have our own diversity programs, we have people who are doing professional and career development across the campus. There are some colleges who are large enough and have enough money to be able to do their own programming in these areas. Graduate student life actually is a unit of our student union but it's paid for out the graduate school budget. It's only been about two years since we've had a coordinator for student life. Before we just hired a GA. Graduate student government is part of the campus student life program. They have their own funding. Our working together is strictly sort of voluntary cooperation and then as part of the way I've dealt with things here is that I have partnerships so within our teaching and learning center, we pay for the staff person who does graduate programs for graduate students as a career position with our University Career Center so we've split that position. That explains a little bit.
- Interviewer: Okay, great. Since you don't have academic services directly under the Graduate school, would that mean you don't have graduate faculty either.
- Jeffrey: We have the concept of graduate faculty on the campus and we make the approval for it. Primarily all tenured and tenure track faculty are automatic members of the graduate faculty. We just basically take care of approving those that are adjunct and our special members.
- Interviewer: Okay. That make sense.
- Jeffrey: As part of it, we also have the graduate council which is our elected body of faculty that is responsible for graduate standards and policies of which I'm the chair.
- Interviewer: Oh, okay, great. How has the organization of the graduate education programs changed in the past 10 to 15 years, if it has at all?
- Jeffrey: For the Graduate School, about 11 years ago, 12 years ago, was subsumed under the office of vice president for research which is a division under research and then in about 2004 separated from the office of research and constituted its own as part of the provost office. In terms of changes, in terms of it, we were very good at adding degrees and programs, particularly in the area of professional master's degrees and what we call certificates. They're actually transcriptable items. We don't have a continuing studies college on this campus. Certificates were really non-degree but they are on the NHEC list of inventory of what we can provide transcripts for. Those have been blossoming in the last five years.

Interviewer: Okay, so when you changed and left underneath the division of research, is that when you established the decentralized organizational structure or was that already present?

Jeffrey: It was already present.

Interviewer: Okay, great. Are there any improvements you'd like to see in the future, either to the organization or administration of graduate programs?

Jeffrey: Okay, now this is where I may have to change my name to protect the innocent. I will answer it in terms of this campus and this is something I've been saying publicly anyway so I'm not worried about it is that we have to untangle the research, professional, and non-degree programs. I call it graduate Jenga. It is so intertwined because of being a public institution with declining state revenues, caps on undergraduate tuition, etc. The colleges have been using the professional programs to raise money for their individual colleges and we don't have those dividing lines for where if I wanted to change ... For example, if we have to vet everybody in as if they are going to be in classes for PhD students for research courses, therefore, we don't have the flexibility as some other universities or institutions would have.

In a certificate program, bringing somebody in who would not qualify to be I think in a more advanced research course. I don't want to say anything else but a person who may just need a certificate may have a different academic background and experience and they're not well prepared enough to be able to participate fully and succeed in a more advanced class that requires a different background and experience but since we don't have that division, that's one area that I would pursue on this campus.

Two, what's important is flexibility and adaptability. I haven't spent my entire life in higher academics so I see this in a different light that it needs to be able to adapt for things changing at a faster pace than it does so one example would be the whole movement to go into multiple career paths or as it was affectionately known for years as alternate careers. To move that has been changing because the identity is that the faculty, we're only training other people to become faculty members. They didn't know how to do anything else. It's not the fault of the faculty but with the institution being so faculty oriented and based, it had a hard time turning the ship in a different direction. As technology improves and communication and the global aspect shrinks, we have to be able to think differently and move more quickly, if that makes sense.

Interviewer: No. That definitely does.

- Jeffrey: Yeah, I think which means we have to look at our processes and our policies.
- Interviewer: Okay, great. When was the Graduate School actually established at the University of Maryland?
- Jeffrey: 1919.
- Interviewer: Okay, great. I have a few questions about the impact of the establishment of the school, like the resources that were needed at the time but that was a while ago.
- Jeffrey: Yeah, about 100 years ago.
- Interviewer: Yeah, so I can skip-
- Jeffrey: It was officially done in 1919 issuing degrees. It had gone under various different formulations of things. At one point in time, the med school and the business school were part of the College Park campus and then in the late '40s or '50s it became its own institution because they were located in Baltimore so some unbrilliant person decided that they should be separate for which I am thankful because our IRB process is a lot easier without the medical school. Then it was under the Offices of Research for a long time.
- Interviewer: Okay, yeah, they were telling me that. I guess just more generally then, what would you say has been the graduate education program's most impossible initiative?
- Jeffrey: Looking back, I would say the last four or five years, I think the one that's probably been most impactful is what we call our rightsizing initiative. This was particularly aimed at our doctoral programs of which we have 83 that the number of students enrolled in the program correlates with the amount of resources available to support those students so whether they have enough funding to be able to support them as well as do they have enough faculty to support the research and advising, etc. Some people look at it as shrinking. Some programs have to shrink. Some programs were able to grow. If anything had an impact, that was a big impact.
- Interviewer: Okay, great. I did have one more question for you. What would you say is your institution's biggest challenge with the administration of these graduate education programs?

Jeffrey: Biggest challenge. I would say support funding for graduate students, primarily because being a state institution, we have come to the development game very late. Two, I think most development operations are geared towards undergraduates and so they forget graduate education needs to be supported because everybody assumes that everybody is on some NSF grant and paid for and living high off the hog. Third, we are also in a very expensive area. We don't have any graduate housing so that impacts our ability to attract applicants and students to come here.

Interviewer: Okay, great. Is there anything else that we haven't covered today that you think would be helpful to include in our research?

Jeffrey: Well I could probably go on forever and ever. What my philosophy is, is that we have to have the foundations in place in order to be able to do it and I think that quite often people knee jerk react to trying to be like somebody else or to do something without ensuring that it can be sustainable and I find that that is not something that comes easy into a high rate institution. I'll have to explain. This is only my second academic gig. Before I was at Georgetown for about six years and then before that I was an officer with the Pew Trust so I have a long background in foundation work, building foundations and working in change management and foundations and boards and things like that. I didn't come from the faculty here so I didn't have the faculty appointment, I don't have the faculty appointment.

Interviewer: Okay, cool. Great.

Jeffrey: My opinions probably would not reflect a lot of others.

Interviewer: It's good to have that perspective then. Great. Those were actually all of the questions I have for you today.

UNIVERSITY OF MASSACHUSETTS AMHERST

Interviewer: Just to begin, can you describe your current role and experience at your institution?

John: Mm-hmm (affirmative)

I'm senior vice provost for academic affairs and dean of the graduate school. This is my fifth year as dean. I've been with the University of Massachusetts as a faculty member for thirty years.

Interviewer: Okay great. Great, and how would you describe your institution's overarching model for administering graduate education programs?

John: I think what we have is probably pretty typical of R1 universities. The bureaucratic administration of the graduate programs is done in the graduate school, but admissions are done by the individual departments.

Interviewer: Okay. Okay.

John: Then the grad school provides professional development and career support for grad students. We centralize bureaucratic functions and the career and professional development, and also we centralize of course things like commencement. The admissions decisions are made in the department and then we implement them.

Interviewer: Okay. Are the academic programs managed directly by the separate colleges then, or departments?

John: Yeah. The colleges manage their academic programs as far as selecting students to admit and deciding when students have finished and things like that. Formally, the grad school is involved in making sure that they're practices conform to broad policies.

Interviewer: Okay. Okay, great. Would that be same for any online education programs that you might have.

John: Yes. At U Mass, as far as the policies and approvals and so on, there are no distinctions made between online and face to face.

Interviewer: Okay, great.

John: Any degree could be offered through either modality.

- Interviewer: Okay, interesting.
- John: Many of the faculty that teach online also teach face to face and vice versa.
- Interviewer: Okay. Okay, great. What would you say are the main advantages of this type of organizational structure then?
- John: It's pretty efficient. The departments are the ones who have to make decisions about the students' admission, but a decision for one unit to take care of the administration of the graduate students' applications and their records and awarding of degrees. And then the other thing is that it's efficient for one unit to have responsibility for grad students, professional development, and career preparation particularly when you're talking about non-academic careers.
- Interviewer: Oh okay.
- John: The faculty are in a good position to advise students about how to become faculty just like them at an R1 university, but there are a much wider range of careers that graduate students, particularly doctoral students, are considering these days.
- Interviewer: Right. Right. Okay. Are there any disadvantages that you've seen?
- John: I don't think so. This seems to be, as I said, a fairly standard model for at least public R1 universities where you have a very large number of graduate programs that need to be both individualized to the departments, but also managed in some way. We have 75 master's programs and about 50 doctoral programs.
- Interviewer: Okay.
- John: We have a lot of degree programs.
- Interviewer: Right. Okay. I know you mentioned professional development as a large part of what the graduate school does.
- John: Mm-hmm (affirmative)
- Interviewer: But to what extent are other non-academic services managed directly by the graduate school?

John: Let's see. We also do various kinds of events for grad students. Some of these are related to the professional development, but some of them are more social events, particularly around grad student organizations that [inaudible 00:04:37] grad students of color for example, we work with an organization that does serve grad students of color and we help them with event planning and so on. We run the graduate commencement, which is a big ceremony that's held every year. Let's see. What else do we do besides the ... We provide loans to graduate students.

Interviewer: Okay.

John: We process their ... Of course we process the paperwork for their assistantships, but we also provide loans to them. And then the other thing that we do, and this is quite unusual, is we have responsibility for bargaining and administering the contract with the grad student union, the grad student employee union.

Interviewer: Oh okay.

John: Yeah. It's a union of grad assistants and the grad school has responsibility for bargaining and administering the contract.

Interviewer: Oh okay, interesting. Okay. Do you have graduate student housing at all?

John: No. Housing and conduct are under student affairs, not the graduate school.

Interviewer: Okay.

John: That's under the dean of students ... Student Affairs including dean of students. They handle the conduct issues other than academic honesty, that's in the grad school. A conduct issue is if a grad student is arrested for DUI or something like that, then that falls in Student Affairs. Most of what they do is undergrads' conduct. Grad students rarely get in trouble, but sometimes they do. Right.

The other thing that we of course don't do is grad student health, including mental health. We are often consulted about such things and we do referrals to the psychology ... to the center for counseling.

Interviewer: Okay. Okay. Do you appoint graduate faculty then or is that done...

John: Yes, I do.

Interviewer: You do. Okay.

- John: Yeah. I appoint them. The departments recommend them and I appoint them.
- Interviewer: Okay great. Is there any procedures or guidelines that you follow for appointing graduate faculty?
- John: Yeah. I review the CV.
- Interviewer: Okay. Okay.
- John: We have some policies about what kind of ... There are different kinds of graduate faculty that have different amounts of, let's say authority or responsibility. There are grad faculty members who can chair a committee, dissertation committees, but there are some that can't and things like that.
- Interviewer: Okay. Okay. What proportion of graduate faculty are employed by the graduate school or by individual colleges?
- John: 100%. We don't employ any faculty in the grad school.
- Interviewer: Okay.
- John: 100% are employed by their department, right, but we appoint them to the graduate faculty.
- Interviewer: Okay.
- John: We don't pay them. Right. That's pretty standard, I think.
- Interviewer: Okay. Great. How would you describe your current staffing ratios for graduate education programs then? Are you satisfied with the current ratio?
- John: We're not bad, yeah. The people who report to me would say that we need more. I think we're okay at the moment.
- Interviewer: Okay.
- John: Right. Mainly because we've adopted a lot of technology that's simplified things.
- Interviewer: Okay. Okay. Great. This goes on to my next question. How has the organization or administration of these graduate education programs changed in the past ten to fifteen years?

John: One major change has been the adoption of technology. We used to get bags and bags of mail with applications, right, at the height of the application season. Now we get hardly any.

Interviewer: Right.

John: We used to have to process thousands of checks with the application fee. Now it's all done as credit card transactions. That has saved a lot of money. We need many fewer staff than the grad school had ten or fifteen years ago. That's been a big change.

Ten years ago ... In fact, when I became dean five years ago, the grad school did not have any professional development.

Interviewer: Okay.

John: I started that and now we're up to five FTE, five full-time employees in that.

Interviewer: Okay.

John: That's something that grad schools didn't used to do. They just weren't involved in that and now it's regarded as a necessity.

Interviewer: Okay great. Are there any future plans improvement or any improvement you would like to see?

John: I think we're in pretty good shape right now. The thing I would probably like to see would be that we would have somebody that interacted with Student Affairs around issues with grad students who need help.

Interviewer: Mm-hmm (affirmative)

John: Right, who are having personal problems, mental health problems, things like that. It's really helpful to have somebody who is connected to both the grad school and Student Affairs working on those matters, because they always have academic implications as well as personal implications for the student.

Interviewer: Mm-hmm (affirmative)

John: I think that would be helpful.

Interviewer: Okay great.

John: Mostly I do that myself now. It's a lot of work.

Interviewer: Okay. Okay. When was the graduate school actually established?

John: Eighteen ninety something.

Interviewer: Okay.

John: 1892 maybe.

Interviewer: Okay.

John: Yeah. Actually the grad school ... Well actually no. That was the first graduate degree. The grad school turned 100 in 2010 or something like that.

Interviewer: Okay.

John: Early 20th century.

Interviewer: Okay great. I just have a few questions about how staff was allocated and resources when the graduate school was first established, but ...

John: I haven't a clue. Right.

Interviewer: Okay. Great.

John: I just don't know. When they had the Centenary, they dug up some old records - the first graduate degree and things like that. I doubt if they had any employment records.

Interviewer: Right, I'm sure. Okay. Just more generally, what would you say has been the graduate education program's most impactful initiative?

John: At the grad school?

Interviewer: Yes.

John: Yes. Oh, our most impactful initiative? There are two. One of them is the Office of Professional Development that I mentioned earlier. That's had a huge impact. The other thing is diversity fellowship and support programs.

Interviewer: Okay great.

- John: We haven't really mentioned fellowship programs, but the grad school administered those as well.
- Interviewer: Okay.
- John: That's a pretty standard thing.
- Interviewer: Okay. What would you say is your institution's biggest challenge with graduate education program administration?
- John: I think the biggest challenge actually occurs in the department rather than in the graduate school. It's the fact that the graduate program directors, who are the faculty who run the grad program in their department, are quite uneven in their training and awareness and things like that. It's hard to reach all of them. There's over a hundred of them.
- Interviewer: Oh okay.
- John: Yeah. If we run a workshop, the ones who come are the people who need it the least. Yeah, which is always the case with voluntary training.
- Interviewer: Okay. How are you working to overcome some of these challenges then?
- John: We do have those workshops and we send out some things with ideas about best practices, that kind of thing, to our mailing list of graduate program directors. We try to make them aware of who should you contact if there is a grad student you're worried about.
- Interviewer: Okay, so just making those resources available.
- John: Yeah, I think making people more aware. Right. There's also a campus-wide push of course on Title Nine training for them.
- Interviewer: Okay, great. Is there anything else that we haven't covered today that you think would be helpful to include in our research?
- John: Yeah. The other thing is that apart from the fellowship programs, we also administer various kinds of internal grant programs for grad students ...
- Interviewer: Okay.

John: ... related to funding to travel to conferences, help in doing their dissertation research, if they have to travel to an archive or a field site or something. We run programs like that that are competitive awards of various kinds.

Interviewer: Okay.

John: It's very important to the grad students. It's very helpful for them.

Interviewer: Okay, great. Great. Well those are actually all of the questions that I have for you today.

John: Okay.

Interviewer: I just want to thank you for your time.

UNIVERSITY OF MINNESOTA

Interviewer: To begin, can you describe your current role and experience at your institution?

Scott: My title is vice provost and dean of graduate education. The structure here at the university is that there's president, the provost under the president, is overall the academic mission, and there are four vice provosts. I'm one of those four. I also have a dean title, and in that capacity, I'm one of 17 deans. Most of those are collegiate deans over liberal arts or biological sciences, that sort of thing. I've only been doing that since June. Prior to that, I was 13 years as director of the Natural History Museum here at the university and eight years as head of one of the academic departments.

Interviewer: Great. How would you describe your institution's overarching model for administering graduate education programs?

Scott: Decentralized. The graduate school exists and has a variety of roles, but much of the responsibility for graduate education is at the collegiate level. We do things like have centralized admissions that we do on behalf of the colleges, but really supporting the programs, individual programs, is really done at the college level. Setting admissions goals, how many people are going to be admitted to a graduate program, that's all done locally. The grad school doesn't have a say in that.

Interviewer: Great. What would you say are some of the main advantages of this organizational structure?

Scott: I think probably the main one is that at some institutions it's unclear who's really responsible for funding graduate programs. It could be the college; it could be central. The way we're set up makes it pretty clear that the colleges have the responsibility for day to day funding of the operations of the graduate program, of funding graduate support, to the extent that that's done by the institution. That means that the graduate school, then, can focus on identifying and promoting best practices.

Interviewer: Great.

Scott: The disadvantage is that means we have limited clout. We can identify best practices, maybe if we have some resources, sort of dangle resources to encourage colleges to adopt those practices, but there's very little that we could mandate. That's the disadvantage, if you will. The cost of having it be decentralized is that it's harder to effect change across the institution.

Interviewer: Okay, that makes sense then.

Scott: Let me also say that so much of ... Well, this is true in higher education generally. Certainly, when it comes to graduate education, so much of the things that need to be changed are actual cultural changes. Rarely can you mandate those from central anyway. Culture really has to change locally. Again, you can encourage cultural change and you can maybe guide cultural change to some extent. To me, the fact that the graduate school, in our model, lacks clout, I don't know, in the end, how much of a cost that really is. Because you just can't make faculty do stuff, from central. Just doesn't work that way. The clout, if you will, that some central organizations have is more potential than real, let's put it that way. I think most things have to be done locally anyway.

Interviewer: Okay, interesting. Who manages the academic programs directly? Would it be these separate college or departments? Is that under the graduate school?

Scott: It is separate colleges. What's complicated here, a little bit, is that our graduate programs have a loose relationship with the academic department, so that every department is associated with one or more graduate programs, but the graduate faculty for a given graduate program almost always have faculty from more than one department. My own background is I was in the department of ecology, evolution, and behavior. There was an ecology, evolution, and behavior graduate program. Every member of the EEB department was in that graduate program, so there were twice as many faculty in that program as there were in the department. There are faculties from, I think, eight other departments also had appointments within that graduate program. Most faculty actually have appointments in multiple graduate programs.

I don't know how atypical this is. I know it's not typical. There are many institutions, each department has its own graduate program, and that's just the way it is. They may have some adjunct faculty.

What that means is that there are some graduate programs that are intimately tied with the departments, others that aren't, so that the programs really, in many ways, are administered, guided by the college. Sometimes the departments have a heavy role. Sometimes, if it's a really inter-departmental kind of program, then it's really more at the collegiate level. The graduate faculty for a given program tends to decide what the curriculum should be, whether they should change courses. The graduate faculty decides on who else will be faculty. If a faculty member from another department says they want to be associated with the graduate program, that faculty would vote on whether that person came in. The grad school has no role in that.

Each of our programs has a director of graduate studies, basically it's a faculty member who serves in that role. That is determined by the program and the college, not by the graduate school.

Interviewer: Interesting. To what extent are non-academic services managed either by the graduate school or, I don't know, different departments or colleges?

Scott: I had asked in advance sort of what those were, and what I was given was sort of career services, housing, student life functions, student services, faculty recruitment. Given that list, none of those are managed by the graduate school. Most of those are, to the extent they're managed, they're managed by ... Career services, housing, student life functions, students' services are all done by other central units at the university. Faculty recruitment, that's done by the college or the department.

Interviewer: Interesting. Great. How would you describe your current staffing levels for graduate education programs?

Scott: All faculty are in colleges. The grad school doesn't have any faculty positions. It has no role in filling positions or advertising positions. It's all done at the collegiate level. I would say ... No graduate program has faculty lines. All the faculty lines are in departments. As I said, those are sometimes strongly associated with an individual graduate program. Sometimes the affiliation is loose. That means that if a key faculty member leaves a graduate program, their funding line is in a department someplace, and that department may or may not decide how to refill that position ... Make take into account or not the needs of the graduate program.

The graduate program doesn't formally have a say in any kind of hiring. They can weigh in. Sometimes, if there's a close association with a department, the department may do exactly what is best for that graduate program. But there's no control. There's no formal role for a graduate program in faculty hiring.

Interviewer: How has this organization we've been discussing, for the graduate education program, changed in the past 10-15 years, if it has at all?

Scott: We decentralized in 2009. Even then, we became more decentralized in 2009. It was already somewhat decentralized, but further steps were made in 2009. Then, just really late last year, early this year, a division was made between professional education and graduate education. We have lots of professional programs. We have a law school, a medical school, a vet school, a dental school, pharmacy school, business school, etc., etc., etc. Those are all the professional programs. Prior to this year, all of those programs, with all of the graduate programs, were administratively in the graduate school. We now separated out the professional programs to a separate office.

Interviewer: Great. Has this been working better for your institution that you've seen?

Scott: It's a work in process. Obviously. I think it's working fine. I think we haven't reaped all the benefits yet. The big advantage of splitting graduate and professional is too often they're confused and they have very different missions and challenges. Not the least of which, one of the most important, I'd say, is that we tend to think about professional education as a private service. Students pay their own way. They're going to get a law degree, they're expected to pay their own tuition, and so on. Graduate degrees, we tend to think of more as a community good. These are people that are getting advanced scholarship training and research training, and they're going to go off and do great things for society. To some extent, that is subsidized by the institution. How much varies by the program. Some programs, the students basically don't incur any debt as a graduate student. They get graduate teaching assistantships or fellowships for their entire time. In other programs, they may be paying more their own way. There's sort of that philosophical difference between graduate and professional education.

The other key piece is that, in general, when we talk about graduate education, there is an explicit research component to it. They're generating new knowledge, rather than consuming knowledge, which is what the professional programs are more designed for.

Interviewer: Interesting. Are there any future improvements that you would like to see or any plans for still working on the graduate program organization?

Scott: I don't know that I see much change in organization in the coming five to ten years. I think that the biggest change for the graduate school is that it's time ... With this decentralization, the fact that the colleges are really responsible for funding programs, I don't think the graduate school has really stepped up to start taking on this role of identifying best practices and providing incentives for their adoption. That's where we'll be focusing and, probably most importantly, is diversity.

Interviewer: Great. When was the graduate school actually established?

Scott: It was established in 1905.

Interviewer: Okay, because I have a few questions about what impact the establishment had on graduate enrollment and what resources were required.

Scott: My answer to all such questions will be I have no idea.

Interviewer: That is fair. Centuries ago. Great. I guess, more generally then, what would you say has been the graduate education program's most impactful initiative?

Scott: Is there a time period for answering that question? Are you talking recently ...

Interviewer: Just whatever, within your own experience, I think would be best.

Scott: I guess I would say that one is recruiting fellowships. The coming up with fellowships that colleges could compete for so that they could use these to strengthen their offering to the very best graduate students. This is something we had and we've actually sort of backed off from some with the decentralization, which I think everybody sees as a downside of having decentralized. There was a time when graduate programs were told, based on their quality and the quality of their applicant pool, that you have one three-year fellowship you can offer and maybe two two-year fellowships and five one-year fellowships, something like that, to try to recruit the very best students. Because it was done centrally, since not all of those would be accepted by the prospective students, then basically the grad school accepted the risk of maybe more accepting one year than another. We could have colleges make more offers than we expected would actually be accepted. That proved very important, especially for our very best programs, in helping them to compete.

Almost every answer I give will be fellowships. It's one of the most important things that I think our grad school has done. Another fellowship type is basically a minority opportunities fellowship. Again, recruiting fellowship, to recruit people from underrepresented groups, broadly defined. Two programs. That's been helpful. I think another program, along these lines, is interdisciplinary fellowships. This is not through recruiting. This is for students who are already here. To encourage graduate students and facilitate graduate students, actually thinking outside the box and interacting and working with faculty from across the university, not just their own graduate program.

Interviewer: Okay, great.

Scott: Actually, I have one more that they should think about. That is the ... One of the things that we've been really starting to stress is graduate students can apply for external fellowships, fellowships in the National Science Foundation, various private foundations, corporate foundations. They're very prestigious, so that helps students' careers. It obviously brings in more money to the institution and helps underwrite private education. Most of these don't pay the full stipend or the full healthcare, full tuition. They come up short in some ways. What we've done is start a program where as long as a student competes successfully for one of these external fellowships, and it's of sufficient magnitude in terms of how much money, it's not just \$1,000 or something, then the graduate school makes up the difference.

Because we want to encourage students to go out and try to get these. We want to encourage departments to train their students to be competitive. It's great for the students. It helps the colleges and the institution financially. It helps the institution, in terms of stature, to be the recipient of a lot of these fellowships.

Interviewer: Interesting. Great. What would you say is your institution's biggest challenge with the graduate education program administration?

Scott: Do you mean administration in the narrow sense of the word or do you mean challenge with graduate education? I'm not sure ...

Interviewer: Yeah, that's fair. Probably a little narrower, specifically internally within your organizational structure of the program.

Scott: I think the answer is probably the fact that it is decentralized. I would be quick to say that if we were centralized, I would say the biggest challenge is that we're centralized. The issue with graduate education is it's a shared thing. It's a shared mission that the central administration has a real stake in the quality of graduate education at the institution, but it's delivered locally. Everybody has a stake. The challenge is that everybody legitimately has a role in this, and the question is how do you balance that. To me, with our structure, the reason that the decentralized nature becomes a problem is if you have a program that's not very high quality, because it's locally managed, there's a tendency not to admit that it's poor quality. There, you need some mechanism centrally to actually identify programs that are under performing and to exert pressure to either get them to be improved, closed down, whatever it might mean. That specifically, it's those kinds of things that I think is where the decentralized nature can be a problem.

Interviewer: Great. Is there anything else that we haven't covered today that you think would be helpful to include in our research?

Scott: I don't ... Nothing that I really think of. No, I think we've covered most of your questions, most things that had occurred to me when I saw the questions. I think we're good.

Interviewer: Great.

Scott: I haven't said anything that I feel needs to be kept anonymous. So you're fine to use my name.

Interviewer: Okay. Great. Thank you. I was going to ask about that again. Great. First, I just want to thank you for your time. I really do appreciate all of the answers and insight you've provided.

APPENDIX B: IN-DEPTH INTERVIEW GUIDE

This Appendix presents background information related to the qualitative research process, including the in-depth interview questions that Hanover used to guide its interviews with graduate school administrators.

INVITATION EMAIL

The figure below provides an overview of the research goals and agenda that Hanover sent to prospective contacts at peer and aspirant institutions. Hanover modified the language of the invitation email based on the prospective contact’s specific role and responsibilities. Following its initial email outreach, Hanover followed up with prospective contacts via telephone.

Figure B: Invitation Email Language for Prospective Interviewees

Subject: Seeking your insights on best practices in graduate education program administration

Dear [ADMINISTRATOR],

Hanover Research is conducting a study on behalf of our partner, a large, public research university, investigating best practices for graduate education programs and services related to organizational structures, staffing, and general program best practices. We identified your institution as a peer institution, and would like to include your perspective in this study by interviewing you over the phone for no more than 30 minutes.

As a “thank you” for your participation, Hanover Research will provide you with a copy of the completed report.

To schedule an interview or learn more about this study, please reply to this email or give us a call at (202) 499-5239. Our researchers will be happy to work around your schedule.

We look forward to speaking with you and learning from your experiences!

Sincerely,

[Primary Researcher Name]
[Primary Researcher Signature]

QUESTIONNAIRE

INTRODUCTORY SCRIPTING

Before we begin the interview, I'd like for you to know that your participation is voluntary, you can choose not to answer any question, and you can end the interview at any time without penalty.

1. INCENTIVE: Should you choose to complete the interview, we would be happy to send you a copy of the final report.

2. CONFIDENTIALITY: We would also like for you to know that we will keep the information you provide us confidential, and neither your name nor the name of your company/organization will be associated with the answers you provide unless you give us permission to do so. We may also use your anonymous information in our research library or to address other research needs in the future.

1. May I use your name for research purposes or would you like to remain anonymous?
If respondent wants to remain anonymous, seek permission to use title and organization.

a. **Name:** Yes No

b. **Title and organization:** Yes No

2. **RECORDING:** For quality and training purposes, we do record our interviews.

OVERVIEW OF SERVICES AND ADMINISTRATIVE STRUCTURES

- Tell me about your role as [Contact Title] at [Institution Name].
 - How long have you been employed at the institution?
 - How long have you been employed in your present position?
- How would you describe your institutions' overarching model/approach for administering graduate education programs?
- What would you say are the main advantages or disadvantages of the graduate school's governance/leadership/organizational structure, if any?

- To what extent are academic programs managed directly by the graduate school or by separate colleges, schools, or departments?
 - Online education programs (fully-online, blended/hybrid, individual online courses)
 - Master's programs
 - Doctoral programs

- To what extent are non-academic services managed directly by the graduate school or coordinated by separate departments? *[follow up on bolded items in particular]*
 - **Career services**
 - **Housing**
 - **Student life functions** like RSOs, Graduate Student Association, Graduate Student Government, etc.
 - Student Recruitment and Admissions
 - Student Services
 - Faculty Recruitment
 - Strategic Planning
 - Institutional Research

FACULTY AND STAFFING LEVELS

- What procedures or guidelines do you follow for appointing graduate faculty?
 - What proportion of graduate faculty are employed by the graduate school or by individual colleges?

- How would you describe your current staffing levels/staffing ratios for graduate education programs?
 - How satisfied are you with current staffing levels/staffing ratios?

GRADUATE SCHOOL REORGANIZATION

- How has the organization or administration of graduate education programs at your institution changed in the past 10-15 years?

- What impact (if any) did the establishment (or other, more recent organizational changes) of the Graduate School/College have on graduate enrollment in future years?

- What was the process for allocating staff and resources when the graduate school was first established?
 - Did they pull existing staff from other units or initiate a university-wide reorganization?

- What resources were required to launch the graduate school/college when it was first established?
 - Dedicated facilities
 - Funding
 - Infrastructure development
 - Professional development or other training

- How was the graduate school/college funded when it was first established?
 - Did it and/or does it operate in the same manner as undergraduate colleges from a budgetary perspective?

- What impact did the establishment of a graduate school/college have on support services (academic support services as well as IT, housing, dining, etc.), if any?

- What would you say has been the graduate education program's most impactful strategy, initiative, improvement, etc.? Why?

STRATEGIC PLANNING AND CONTINUOUS IMPROVEMENT

- What would you say is your institution's biggest challenge with graduate education program administration?
 - Delineation of roles/responsibilities
 - Communication between colleges/departments/services
 - Staffing levels

- How have you overcome these challenges in the past or what steps do you plan to take to address these challenges in the future?

WRAP-UP

Thank you for your time; our partner appreciates your feedback.

1. **REAFFIRM CONFIDENTIALITY:** Now that we have completed the interview, I want to know how comfortable you are being identified with the information that you shared. We can do it on a continuum from completely anonymous, to including your name, title, and company. What would you be the most comfortable with doing?

2. **INCENTIVE (if applicable):** As discussed earlier, respondents who complete the interview can receive a copy of the final report. May I have your email address so that I can send this report to you?

Email:

Declined report

3. **RE-CONTACT:** In case we have any further questions may we re-contact you? If we conduct similar studies in the future, are you willing to be contacted again for participation?

Yes

No

4. **REFERRALS (if applicable):** Before we conclude the call, is there anyone else you might suggest to help complete our study?

No

Yes

Thank you for your answers and for participating in our study. You will receive a copy of the completed report by email in four to six weeks.

PROJECT EVALUATION FORM

Hanover Research is committed to providing a work product that meets or exceeds client expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.

<http://www.hanoverresearch.com/evaluation/index.php>

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