Governance and Organization

Building Relationships & Synergies for Any Organizational Structure

Council of Graduate Schools Annual Meeting
Pre-Meeting Workshop
December 4, 2019

Moderator Dr. Karen Butler-Purry
Associate Provost for Graduate and Professional Studies
Professor, Department of Electrical and Computer Engineering
Workshop Presenters

Dr. Karen Butler-Purry
Texas A&M University
Associate Provost for Graduate and Professional Studies

Dr. Lisa Boehm
Bridgewater State University
Dean of the College of Graduate Studies

Dr. Scott Lanyon
University of Minnesota
Vice Provost and Dean of Graduate Education
Workshop Overview

• Dr. Karen Butler-Purry, Texas A&M University
• Dr. Lisa Boehm, Bridgewater State University
• Break
• Dr. Scott Lanyon, University of Minnesota
  [Each speaker will give a 30-minute presentation]
• Activities, Discussion, and Q&A
• Concluding Remarks and Key Recommendations
Texas A&M University

• Large Public Land Grant University
• Carnegie Classification: doctoral university with the highest level of research activity
• Enrollment (not including Galveston and Qatar branch campuses)
  • 67,003 total
  • 52,205 undergraduate students
• Graduate & Professional Studies
  • 14,798 graduate and professional students
  • 175 Master’s degree programs
  • 92 Doctoral degree programs

Source: accountability.tamu.edu
GRADUATE AND PROFESSIONAL STUDIES

Administrative Organization

Provost and Executive Vice President

Associate Provost for Graduate & Professional Studies

• Office of Graduate and Professional Studies (OGAPS)

Graduate Operations Committee (GOC)

GOC – serves as advisory body to the Associate Provost for Grad & Prof Studies and focuses primarily on operations and procedures regarding administration of graduate education throughout the University. Each academic college is represented on the GOC by the associate dean (or other named individual) responsible for graduate studies in that college.
**Administrative Organization – Graduate Operations**

<table>
<thead>
<tr>
<th>Department &amp; Intercollegiate Faculty</th>
<th>College – GIC</th>
<th>University – GC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Advisors – Faculty and/or Staff</td>
<td>Chair – Associate Dean for Graduate Studies</td>
<td>Chair</td>
</tr>
<tr>
<td></td>
<td>Members – Dept. Graduate Advisors</td>
<td>Members – Chairs of GICs, Dept. Graduate Advisors, Graduate Faculty</td>
</tr>
</tbody>
</table>

*GIC (Graduate Instruction Committee) – Responsible for making recommendations concerning graduate course offerings, general policies on graduate instruction and for other matters pertaining to graduate studies in each college.*

*GC (Graduate Council) – A reporting committee to the Faculty Senate. Concerns itself with the development of graduate programs within the university and the maintenance of standards of excellence in all graduate instruction and graduate activities.*
<table>
<thead>
<tr>
<th>Office of Admissions</th>
<th>Departments/Programs</th>
<th>Office of Graduate and Professional Studies (OGAPS)</th>
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</thead>
<tbody>
<tr>
<td>Facilitates application materials</td>
<td>• Recruiting</td>
<td>• Official Student Record</td>
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<tr>
<td></td>
<td>• Make Admission Decisions</td>
<td>• Student Matriculation Processes:</td>
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<tr>
<td></td>
<td>• Fellowships</td>
<td>- Teaching Assistant – Training &amp; English Proficiency</td>
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<tr>
<td></td>
<td>• Assistantships</td>
<td>- Degree Plan, Proposal, Preliminary &amp; Final Exams</td>
</tr>
<tr>
<td></td>
<td>• Dept./Program Orientation</td>
<td>- Theses &amp; Dissertations</td>
</tr>
<tr>
<td></td>
<td>• Graduate Faculty</td>
<td>• University Degree Clearance and Dismissal Processes</td>
</tr>
<tr>
<td></td>
<td>• Offers Courses</td>
<td>• Graduate Committee Faculty Membership</td>
</tr>
<tr>
<td></td>
<td>• Directs Research</td>
<td>• Non-resident waivers</td>
</tr>
<tr>
<td>Other Units</td>
<td></td>
<td>• Doctoral Hooding</td>
</tr>
<tr>
<td>• Registrar</td>
<td></td>
<td>• New Graduate Student Orientation</td>
</tr>
<tr>
<td>• International Student Services</td>
<td></td>
<td>• University level recruitment</td>
</tr>
<tr>
<td>• Career Center</td>
<td></td>
<td>• Univ. Fellowships and Awards</td>
</tr>
<tr>
<td>• University Writing Center</td>
<td></td>
<td>• Research and Presentation Travel Grants</td>
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<tr>
<td>• Center for Teaching Excellence</td>
<td></td>
<td>• Student Prof Development Programs</td>
</tr>
<tr>
<td>• Counseling and Psychological Services</td>
<td></td>
<td>• Ombuds Services</td>
</tr>
<tr>
<td>• Student Life</td>
<td></td>
<td>• Advisor Workshops and development</td>
</tr>
</tbody>
</table>
Roles and Responsibilities of Graduate Education Office

- OGAPS supports and promotes the advancement of graduate and professional studies at Texas A&M University, in the state and beyond
- Central office
- Number of staff:
  - 30 full-time;
  - 15-20 part time staff and graduate & undergraduate students
- Functional areas:
  - Administrative and Programmatic Support
  - Records/ Documents Processing
  - Thesis and Dissertation Services
  - Recruiting, Professional Development, and Student Success
  - Special Projects & Technology Management
  - Data Services
  - Ombuds Services
  - Communications & Marketing (January 2020)
Leadership Team

Dr. George Cunningham
Senior Assistant Provost
Administration, Oversees Special Projects, IT, Thesis & Dissertation Teams

Dr. Shannon Walton
Director
Oversees Recruiting, Professional Development, and Student Success

Jackie Perez
Director
Business Services, Budget, HR
Oversees Administrative & Programmatic Support Team

Dr. Jamie Saucier
Assistant Director
Oversees Graduate Records Processing Team

Rachel Krolczyk
Director
Oversees Data Services Team
Administrative and Programmatic Support

**Linda Thurman**  
Fellowship & Scholarship Coordinator  
Manages administration of university fellowships and awards, unit business services  
Facilitates allocations to colleges for graduate student support  
Fields all incoming phone, e-mail and walk-in inquiries  
Manages graduate student records  
Coordinates graduate committee faculty membership  
Supports Graduate Council  
Facilitates Compliance for TAs – English Language and New TA training

**Susanna Banda**  
Administrative Specialist  
Manages student workers and front office

**Chelsey Michalsky**  
Graduate Employment Coordinator  
Graduate Student Employment and Benefits Administration

**Vacant**  
Operations Administrative Coordinator  
Graduate Committee Faculty, Graduate Council, Non-Resident Tuition Waivers

**Yvonne Costello**  
Assistant to the APGPS  
Supports Dr. K. Butler-Purry

**Laura Rueda**  
Administrative Coordinator  
Supports G. Cunningham, S. Walton, R. Krolczyk, Ombuds

**Liz Rodriguez**  
Administrative Coordinator  
Supports J. Perez, R. Krolczyk, J. Saucier, R. Ramirez

**Vacant**  
Business Specialist

**Susanna Banda**  
Administrative Specialist  
Manages student workers and front office

**Vacant**  
Business Specialist

**Laura Rueda**  
Administrative Coordinator  
Supports G. Cunningham, S. Walton, R. Krolczyk, Ombuds

**Vacant**  
Operations Administrative Coordinator  
Graduate Committee Faculty, Graduate Council, Non-Resident Tuition Waivers

**Cherie Castille, Administrative Coordinator**
Thesis and Dissertation Services


- Provides advice, preparation support and coordination for release of documents for public access.

Part-Time Editorial Assistants

- Jay Brakefield*
- Judie Heidelbaugh*
- Amy Motquin*
- Julia Williams
- Mary Lou Wilshaw-Watts*

*Distance Reviewer
# Thesis and Dissertation Review

<table>
<thead>
<tr>
<th>FY18</th>
<th># of Dissertation/ROS*</th>
<th># of Theses</th>
<th># of Manuscripts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017 C (Fall)</td>
<td>249</td>
<td>173</td>
<td>422</td>
</tr>
<tr>
<td>2018 A (Spring)</td>
<td>226</td>
<td>170</td>
<td>396</td>
</tr>
<tr>
<td>2018 B (Summer)</td>
<td>277</td>
<td>196</td>
<td>473</td>
</tr>
<tr>
<td>TOTAL</td>
<td>752</td>
<td>539</td>
<td>1291</td>
</tr>
</tbody>
</table>
Special Projects / Technology Management

• Coordinates special projects such as conversion to
doctoral commencement and hooding ceremonies, new
graduate admissions application platform, building move,
etc.

• Maintains content for OGAPS-managed websites,
calendars, etc..
• Facilitates OGAPS Blog Ambassador Program and
OGAPS social media platforms.
• Supports document and media production for staff
• Liaison to Provost IT Organization

Russell Ramirez
Special Projects
Operations Manager

JaeCee Crawford
Senior IT Coordinator

Vacant
IT Specialist
Records and Document Processing

- Facilitate document processing relating to progress toward graduate degrees
- Advise faculty, staff and graduate students on university policies and procedures

Kim Widdison
Graduate Records Coordinator

Savanah Sanchez
Graduate Records Specialist

Stacy Hernandez
Graduate Records Specialist

Debbie Starnes
Graduate Records Specialist

Part-Time
Karen Seago, Graduate Records Specialist
Records & Document Processing

15,964+ documents
FY 18

- Degree plans
- Petitions
- Preliminary exam results
- Final exam requests
- Final exam results
- Special request letters
- Letters of completion
- Research proposals
Recruiting, Student Success, Professional Development

- Perform recruiting activities in coordination with programs to attract high-quality, diverse students
- Facilitate graduate student orientations
- Facilitate university fellowships and awards selection, advising, selection, and processing
- Oversees Center for the Integration of Research, Teaching and Learning (CIRTL) and its activities
- Coordinates 3-Minute Thesis competition and annual Community of Scholars activities
- Oversees G.R.A.D. Aggies professional development program, including activities and workshops coordinates; and confers professional development certificates
- Oversees the university graduate Research and Presentation Travel program

LaRhesa Johnson
Recruitment Coordinator

Dr. LaToya Morris
Student Success Coordinator

Dr. Morgan Schweller
Professional Development Coordinator
NSF AGEP (Alliance for Graduate Education and the Professoriate) Initiative

- Facilitate alliance of four Texas A&M System institutions

- The Texas A&M System AGEP Alliance is developing, implementing and studying a new model for advancing dissertating STEM doctoral candidates as they complete their doctorates, enter postdoctoral fellowships, and succeed in faculty positions.

- Partners with units and organizations to support project goals
Data Services

- Provides business intelligence for the office by analyzing relevant data
- Gathers, compiles, analyzes, interprets, reports data and identifies patterns
- Prepares, maintains, and presents historical and comparative data reports
- Prepares and develops ad-hoc reports and queries
- Develops, maintains, and updates databases for specialized projects
Dr. Linda Castillo
Ombuds Officer

- Assist students, faculty, staff and administrators to informally solve conflicts
- Confidential listener, not an advocate
- Provide advice to those voluntarily seeking it with respect and dignity
Shift toward more centralized structure

- Change to Graduate School/College model
- What led to the decision to re-establish graduate school model?
  - Emerging issues are benefitted by a more centralized structure.
    - Interdisciplinary graduate degree programs
    - PhD student advising and requirement inconsistencies
  - Graduate School will contribute perceived value to the external branding and visibility of graduate programs at Texas A&M
  - Positions graduate school administration to serve as a facilitator in strengthening our graduate programs, research, and innovation
  - Promotes student success and well-being across programs and fosters collaborations among individual programs and disciplines
Strategies Implemented During Transition

• Hanover Study Report
  – Scope of work and findings
    • Analyze the structure of graduate units, program offerings, types of administrative staff in the unit, and graduate unit mission and focus.
    • 10 of 14 graduate units at peer institutions have standalone graduate schools or colleges, and 3 have graduate divisions. Most are decentralized
    • Median number of deans in benchmarked graduate units is 5
    • Median number of staff employed in benchmarked graduate units is 48
    • Financial aid support, admissions, and student services are the most common services housed in benchmarked graduate units.
  – Major recommendations
    • Consider transfer of some admissions responsibilities to OGAPS
    • OGAPS should consider increasing its role in financial aid and funding opportunities
Strategies Implemented During Transition (Cont.)

• New Provost supports the shift to a graduate school
• Campus visits to 3 Graduate Schools/Divisions
  • OGAPS staff
  • Faculty/Administrators
    • Council of Principal Investigators (CPI) Representative
    • Graduate Operations Committee (GOC)/University Research Council (URC) Representative
    • Faculty Senate Representative
• Meetings with groups
  • CPI
  • URC
  • Faculty Senate
  • Graduate & Professional Student Government (GPSG)
  • Council of Deans
Transition Process

- Timeline (anticipated Sept 1, 2020)
- New resources allocated to OGAPS and other units to support transition in 2019-20
- Move to renovated building in late Spring 2020
- Establish Task Force of stakeholders in Spring 2020; Possibly survey faculty

Key Bodies and Units Supporting Graduate Education

- Governing Board and Administration that Support Graduate Education
- Programs and other Units that Supervise Graduate Study and Recommend Degrees
- Graduate Program Directors
- Graduate Faculty
- The Graduate Council
- The Graduate Student Organization
- The Graduate Advisory Board
- Other Units
  - Graduate Admissions
  - International Services
  - Continuing Studies
  - Office of Postdoctoral Affairs
Contact Information

• ogaps.tamu.edu
• klbutler@tamu.edu
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Lisa Krissoff Boehm, PhD
Dean, College of Graduate Studies
BRIDGEWATER STATE UNIVERSITY

reg. comprehensive
masters level
DIV III
Founded 1840
Horace Mann
Oldest continually situated public university for teachers in the US
11,000 total students
Southeastern Massachusetts
Serves Gateway Cities
Additional Campuses on Cape Cod and Attleboro
COLLEGE OF GRADUATE STUDIES AT BSU

Founded 1937
42 master’s degrees
113 distinct graduate programs
1500 graduate students

UNITS: Grad Student Services, Grad Admissions, Communication and Outreach in house—15 staff and one faculty, program chairs, faculty
Highly centralized
Serve all graduate students & programs
Graduate programs in all colleges
4:4 teaching load
Two collective bargaining contracts with faculty—“day” and “evening”—continuing education and graduate
Would not recommend due to complexity, however allows for autonomy
Graduate Education Council instead of other governance committees
Different pay rates for graduate and continuing education
Some faculty teach graduate on load; most of it is additional work
Monitoring schedule and keeping track of how professors are being compensated complicated
Independent Financially
Strategies

Graduate Assistants

GWF, GRAs. Full and Half time GAs
120+ positions
GA funding and appointment
Begin to use funding for recruitment
Prioritize student experience
Manage carefully and re-distribute
Strategies

Faculty

Work with other deans on hiring
Interview with other dean
Build graduate courses into job ads
Collaborate with Provost and deans to establish hiring priorities
Create business plans to show how extra income and fund hires
Strategies

Communication is KEY

Grad only listserv
Appointment of graduate faculty
*Dean’s Notes*—internal communication device, with “chair’s corner”, bi-weekly
  I write them myself
Chair’s Meetings
Dean’s Dialogues
Strategies

Create community for students and faculty
Continuous outreach to other universities and area non-profits and employers
Write MOU agreements regularly
Strengthen Assessment
Strengthen course evaluation process
Graduate Review
Improved Exit Requirement Process and thesis
Strategies

Graduate deans must foster—
Collaboration
Lack of hard feelings
Open channels of communication
Respect for graduate research
Celebration of faculty and student achievements
Relationships with advancement
Grant writing skills, esp. grants for student scholarships
Break
GOVERNANCE & ORGANIZATION:
LESSONS FROM DECENTRALIZING

Scott Lanyon
Vice Provost and Dean of Graduate Education
University of Minnesota

Carnegie Classification: R1

5 campuses (3 with Grad/Prof)

44,001 Undergraduate students

4,814 Ph.D. students

2,235 Research Master’s students

9,705 Professional students

Graduate School staff size: 27

RCM Budget Model
Why do institutions decentralize graduate education?

- Collegiate desire to capture resources from central
- Collegiate desire for more autonomy
- Realignment of support services
- Save money by reducing Grad School staff
- Perceived poor performance of Graduate School
Collegiate Desire to Capture Resources from Central

Graduate School

Colleges & Grad Programs
Collegiate desire for more autonomy

Local decision-making

Responsibilities

Colleges & Graduate Programs
Realignment of support services
Realignment of support services

Office of Equity and Diversity
Graduate School
Office of Diversity in Graduate Education
Office of Equity and Diversity
Save money by reducing Graduate School staff

Colleges & Graduate Programs
Perceived poor performance of Graduate School

Lack of transparency
Unresponsive or slow to respond
Central “one-size-fits-all” mandates that don’t make sense for all disciplines
Make work for faculty, staff, and students
Biased distribution of resources
Rethinking, and subsequently changing, processes and procedures

Making conscious decisions about what is best done by:

- the graduate program,
- the college,
- the Graduate School, and
- by other central units
Overall Conclusion:

There was too much focus on what people wanted to *change from*, and not enough thought given to what they wanted to *change to*.
Centralized

100% Decentralized
Sept 26th I received an email from a student who was just notified that her surgery scheduled for Oct 8th was not covered by the new insurer which went into effect the start of the semester.

First time I heard anything about it.
2015

Graduate School

GRADUATE EDUCATION

PROFESSIONAL EDUCATION

Provost's Office
Why did we divide post-baccalaureate education?

**Unnecessary additional oversight** since professional programs are mostly accredited

Pressure for grad school to distribute resources to both grad and prof – desire to **build a firewall around grad resources**

Professional programs **wanted still more autonomy** (to set tuition, to do their own admissions in some cases)
Unnecessary additional oversight since professional programs are mostly accredited

Colleges have been very happy to not have to duplicate effort where they are reviewed one way by the external accrediting body and then have to do yet another review that conforms to a Graduate School review structure and format.

The Provost’s Office sometimes plays little or no role in program review.

There is no central advocate for professional education.
Pressure for grad school to distribute resources to both grad & prof—desire to **build a firewall around grad resources**

The division clarified the intent of the institution. Central resources are largely intended for the research programs and now that is made clear. Since the split there has been less complaints about why professional students aren’t eligible for various Grad School fellowships etc.…

Furthermore, Graduate School programs are clearly offered to graduate students but we welcome professional students, and that makes the Professional Programs feel like they are getting a benefit.
Professional programs wanted still more autonomy (to set tuition, to do their own admissions in some cases)

Professional programs have been able to set their own tuition to track what is happening nationally.

Many programs did their own admission with their own office and infrastructure.

Many programs recognized that this was inefficient and so have asked the Graduate School to handle their admissions infrastructure for them.
Hi, I'm a grad student.

Oh, I'm a grad student, too.
Recommendations

Based on Actual Data

- Identify current strengths
- Specify new desired outcomes

Based on Best Practices

- Engage the entire Grad Ed community in developing an implementation plan
Activities/Discussion/Q&A
Using an internet browser go to pollev.com/scottlanyon301

Or

Using text messaging, text scottlanyon301 to 37607
Then, when poll is activated, text A, B, C, or D
Concluding Remarks, Key Recommendations