Council of Graduate Schools:
New Deans Institute

Minneapolis, MN   07/09/2022

Agenda

Meet the presenters

Session Overview

- ✓ Time and Staff
- ✓ Partnerships

Breakout Groups: Scenarios and questions

- ✓ Compare Ideas and Strategies

Key takeaways

Albany: 4,506 Graduate Enrollment; 9 Staff
Carnegie Classification: Research 1

Vice Provost and Dean
Graduate School at the
University of Albany

Kevin Williams

Dean Graduate Studies at California
State University, Sacramento

Chevelle Newsome

Sacramento: 3,001 Graduate Enrollment; 16 Staff
Carnegie Classification: Master's: Larger Programs
Carnegie Community Engagement Classification

Meet the presenters

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Managing Operations

Time, Staff, and Partnerships

Today, change is constant, and a strategy to manage the change is essential to success.

As a leader, you must hone your skills to use time effectively and efficiently;

delegate responsibility to staff members and monitoring workflow; and

forge partnerships with central administrative units, campus graduate programs, graduate faculty and students.

Managing Change
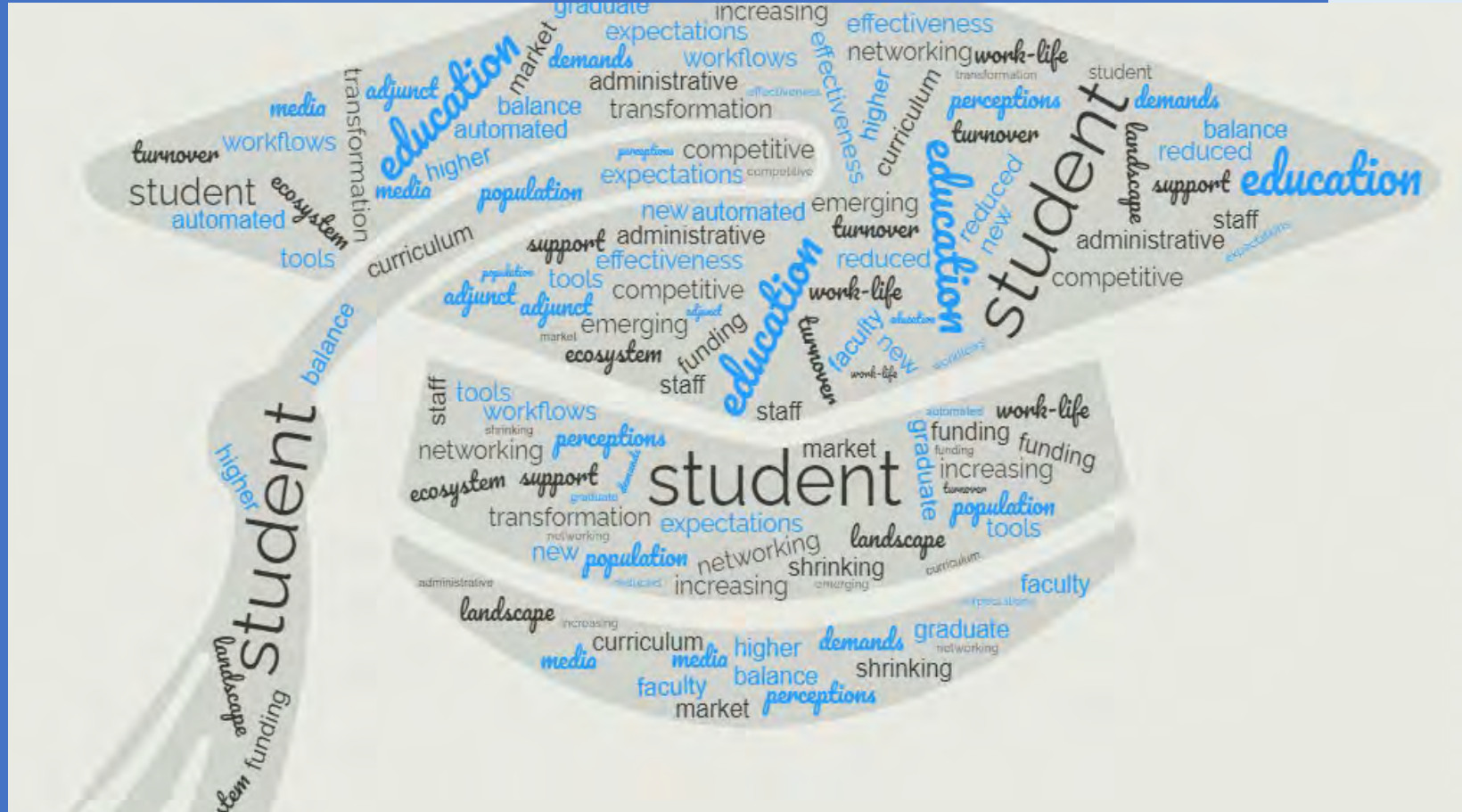
"Nothing undermines change more than behavior by important individuals that is inconsistent with the verbal communication."

— John P. Kotter, Leading Change

Managing Change

Plan Carefully

Monitor and Measure

Communicate

Managing Operations in a Changing Environment

Invite Participation/Feedback

Create a Roadmap

Seek Training

Time and Staff

We constantly experience change, whether it's a technology system upgrade, staff resignations, compliance initiatives, or reorganizations. Change is not always negative. In fact, change provides opportunities for growth and revitalization. How we manage operations in this changing environment depends upon our capacity to be leaders – including our abilities to manage time and staff.

Leading Change
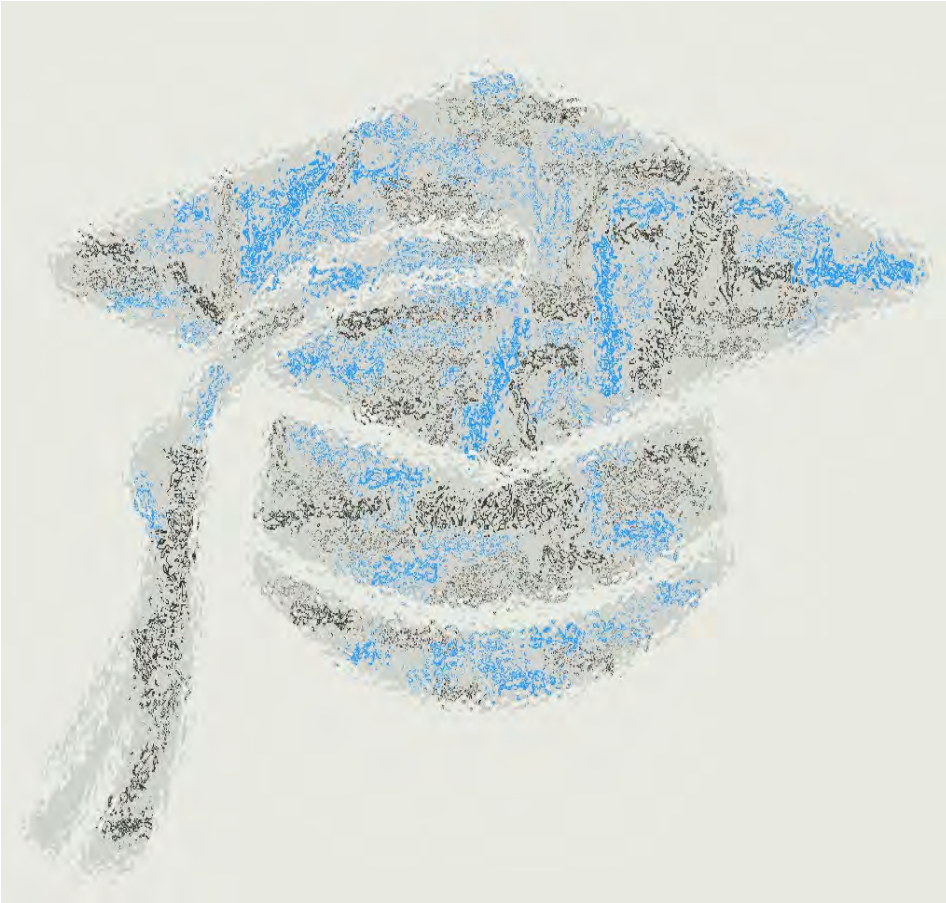
"**Management is a set of processes** that can keep a complicated system of people and technology running smoothly. The most **important aspects** of management include planning, budgeting, **organizing**, **staffing**, controlling, and **problem solving**.

Leadership is a set of processes that creates organizations in the first place or adapts them to significantly changing circumstances. Leadership **defines what the future should look like**, **aligns people** with that vision, and **inspires them** to make it happen despite the obstacles"

— John P. Kotter, Leading Change

Managing Graduate School Partnerships

Examples:

- Graduate enrollment management (with academic departments)
- Working with schools/colleges to launch new academic programs
- Combined bachelor-master programs (4+1; 3+2)
- Dual degree programs with other universities
- Institutional research and training grants (e.g., NIH T32; Bridge to Doctorate Program)
- Professional & career development programming
- Efforts to expand diversity and enhance inclusiveness
- Responsible Conduct of Research training (with Division of Research)
- Graduate Life and Wellness program

Must work collaboratively and productively in partnership with academic departments and other units to enhance student success

The goal of a partnership is to **add value through combined efforts**

School and College Deans

Department Chairs

Undergraduate Education/
Studies

Counseling/Health Center

Division of Research

Research Centers

Marketing/Public Relations

Teaching Centers

Graduate Student Association

Libraries

International Education/
Study Abroad

Public/Community
Engagement

Development/Fundraising

Alumni Affairs

Government Relations

Office of Diversity &
Inclusion

"To build a successful partnership it needs to be mutually beneficial and closely managed with an emphasis on growing trust"

Challenges

- **Resources**: what does each unit contribute?
- **Accountability**: what is each unit responsible for, and how is progress monitored and assessed?
  - Who's leading?
- **Cooperation and Trust**: how do you keep people working collaboratively toward common goal?
  - Relationship Building
- **Evaluation**: how do you measure success? And share credit for success?
- **Sustainability**: how do you ensure the project/initiative endures?
- **Dissolution**: when do you close down? When do you move on?

Engage the Leaders of the Other Unit(s)

Know When to Exit

Specify Goals & Establish an Understanding of Mutual Benefits

Critical Factors for Effective Partnerships

Monitor and Measure

Invest the Resources Needed to Manage the Relationship

Clarify Roles, Responsibilities and Expectations

Managing Partnerships

The purpose of the relationship is to work toward shared goals through a division of labor and resources. Effective collaboration requires mutual engagement and trust. The must be a clear vision of the objectives of partnership, and ideally there is co-creation and shared decision making among partners.

Breakout Groups: Scenarios and questions

CGS New Deans Institute

JULY 9, 2022

- The Associate Dean in the Graduate School informed you that the strategic planning committee for the Graduate School, which is comprised of faculty from the Graduate Council, was unable to complete a draft strategic plan for your review before the close of the spring term. At the President's administrative council meeting, they informed the deans that the strategic plans must address three of the five key initiatives. Only one of the initiatives directly aligns with the Graduate School mission. The strategic plan is due to the Provost in July and to the President in August for final approval. The strategic plan is deeply aligned with the budget allocations. The Provost at your university, the person who hired you and with whom you have a positive working relationship, abruptly resigned in June. You met the interim Provost only briefly before returning to campus following a three-week vacation. The former Provost was an advocate for the Graduate School, since they were a former Graduate Dean; in the eyes of the former Provost, the graduate school could not have been doing better, based upon the fact that enrollment was holding fairly steady with only a five percent (5%) reduction during the pandemic, and the Graduate School services surveys from students and faculty showed great satisfaction with the Graduate School student support services and operations.

- When the interim Provost started, it quickly became clear that the criteria had changed. After many years of believing success was measured by student success and timely progress to degree, you realize that the new interim Provost defined success quite differently. Specifically, they began insisting that you meet benchmark targets for things like the number of students enrolled not only in professional certificate programs operated out of the Graduate School but also, enrollment in graduate degree programs offered on campus. The university is also imposing a "hiring chill" on vacant positions, withdrawing support for new graduate student fellowships, along with reducing the budgetary support for the Graduate School.

- As directed by the president of the university, the Graduate School is poised to join a regional consortium as part of the innovative and economic development hub. To fully participate in this work, the former Provost had provided an allocation for the Graduate School to hire two new positions dedicated to this project. You have recently received complaints from the staff in the office related to project and its impact on the Graduate School operations.

Scenario # 1

Questions to consider:

➢ Identify the issue(s) that need to be addressed.

➢ What data or information would help you to determine how best to use your time? Or what criteria would you use to determine whom to delegate or assign to assist you as you address the issues facing you?

➢ Using the principles of organizational change management, how can you as a leader effectively navigate this change?

➢ Specifically, what strategies will help you adapt to defining success in a new and different way?

- You are approached by the director of a research institute and the Vice President for Research to partner on a grant application for an interdisciplinary training program in minority health disparities. You are asked, and agree, to provide 5 doctoral fellowships for 4 years as a cost-share for the grant. (The grant will provide funding for an additional cohort.) The fellowship program will fund doctoral students from different disciplines across three or four schools and colleges. They will work with faculty mentors in their home departments whose research addresses health disparities, and will take 4 courses and earn a graduate certificate in minority health disparities. The faculty commit to mentoring the students and the departments commit to providing funds for research and travel. Faculty who get students through this grant are expected to apply for funding to sustain the program after four years. The VPR's office will conduct regular seminars and colloquia for the fellows.

- The grant proposal was funded and the project is now in its third year. The program has received considerable recognition from the President and senior leadership because the campus' strategic plan calls for the university to be a research leader in the area of minority health disparities. The Institute Director approaches you to continue funding the fellowships because the grant is expiring next year and the Institute has not been successful in generating new funding. The faculty who were provided with doctoral fellow have not been successful in obtaining external funding, and as far as you can tell only one faculty member applied for a grant. You suggest that the deans of the schools and colleges provide funding or split the funding with you, but they claim to not have the funds to support the program.

- You recently received complaints from some of the fellows regarding limited mentorship in the program and some have questioned the value of the program and the graduate certificate.

Questions to consider:

➢Identify the issue(s) that need to be addressed.

➢What data or information would help you assess the success of the program?

➢What factors contributed to the current state of affairs?

 ➢ What could have been done differently?

➢How would you proceed? Would you provide continued funding? Would you exit?

Key Takeaways

Managing Operations

➢ Change is constant, but is managed with planning.

➢ Hone your skill at using time effectively and efficiently;

➢ Trust your staff and learn to delegate responsibility but also be mindful to monitor workflow; and

➢ Forge partnerships with central administrative units, campus graduate programs, graduate faculty and students.

➢ Tend to the relationships and be mindful to be a good partner with your colleagues