

Council of Graduate Schools: New Deans Institute

Denver, Colorado

July 8, 2023





Agenda



Meet the Presenters



**Doctoral University:
Very High Research
Activity**

Enrollment: 17, 940 | Staff: 15



Daniel Kleinman

**Associate Provost
for Graduate Affairs**
Boston University



Master's: Larger Programs
**Carnegie Community
Engagement Classification**

Enrollment: 3,100 | Staff: 16



Chevelle Newsome

**Dean for Graduate Studies
and Academic Services**
California State University,
Sacramento



Managing Operations: *Time, Staff, and Partnerships*

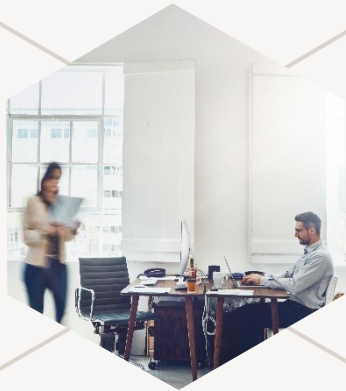
“Today, change is constant, and a strategy to manage the change is essential to success.”

Managing Operations in a Changing Environment



Planning

Assess the situation, consider options



Research

Review data, discuss benchmarks and best practices



Strategy

Determine next steps for action; review logic and reasoning



Communication

Foster an open and inclusive environment. Share plans for change.



Evaluation

Deploy strategic measurement strategies; measure outcomes; refine the plan.

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 the vision, and inspires them to make it happen despite the obstacles”

— John P. Kotter, *Leading Change*.



Effective change management

Leadership

Work on Your Communication Skills

Practice Problem Solving and Decision Making

Gain Greater Emotional Intelligence

Delegate Responsibilities

Develop Your Organizational Skills

Partnerships

Nurture the relationship

Connect to develop a common commitment to partnership

Keep everyone in the loop

Invest in tools, processes, and personnel

Emphasize accountability and outcomes



Managing
Operations:
Staff, Time, &
Partnerships

Breakout Groups:

Scenarios and questions



Scenario 1: Ban the Box

You've recently read about "ban the box." The scholarly and policy literatures on the collection of the criminal records of prospective university students make a powerful case for eliminating the so-called "box" on graduate applications or minimally, asking questions about criminal records not with the initial application, but later in the admissions process. The argument for retaining the "box" is that knowing the criminal histories of applicants (and admitted students) is crucial for maintaining the safety of university communities. However, there is no evidence that having the "box" makes universities safer or that "banning the box" will make universities less safe. Importantly, while retaining the box will likely not ensure campus safety, requiring applicants to provide information on criminal convictions is likely to lead to discrimination against applicants with criminal records. Beyond the effect of the so-called "box" on rejection rates, requiring criminal conviction information on college applicants appears to be a barrier to applicant completion.

Your office oversees applications for admissions to graduate school; however, the colleges at your university have discretion to shape their applications, to include or exclude certain questions for prospective students. You have told the Council of Deans about the ban the box movement and about the literature on the topic. Some deans, however, are still wary. In order to "ban the box" at your university, you must convince your dean colleagues of the importance of doing so and that the risk or liability of doing so is very minor. Assuming you are able to convince the deans, you will need to work with people in your office to implement the change.

Ban the Box Questions to consider:

How would you go about convincing the college deans?

- o Would you speak to them as a group or individually?
- o Would you provide them with readings?
- o Would you speak to the Office of General Council and report to the deans on what the attorneys say?
- o Would you confer with the office in charge of liability-related matters?
- o Would you provide the dean with information on what other schools have done?

Explain why you would choose the approach you did for convincing the deans?

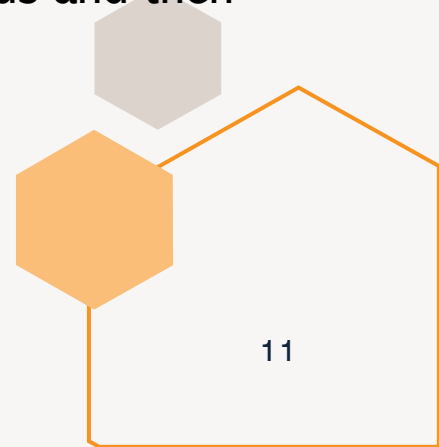
Assuming you convince the deans, how would you go about implementing the change?

- o Who would you work with? How and why?
- o What would your timeline be? Why?
- o Would you make a public announcement? Why?
 - If yes, what would you say?

Scenario 2: Transparency in PhD Education

There have been calls from many quarters over the last decade or so for more transparency in higher education. At the undergraduate level, government regulators have pushed institutions to provide information on student debt and on employment outcomes. Recognizing an uneven job market for recent PhD graduates, organizations like the American Association of Universities and the Coalition for Next Generation Life Sciences have encouraged research universities to prominently display data on matters ranging from program diversity and attrition rate to time to degree and employment outcomes.

You and your provost believe now is the time for your university to develop data dashboards for all of your university's PhD programs to enable prospective students to make more informed decisions about their graduate school choices. Obtaining quality data, building dashboards, and ideally automating their updating will not be simple or inexpensive. What is more, some faculty and college deans are wary of providing each access to PhD program data. How should you go about building support for these data dashboards and then putting them in place?



Transparency in PhD Education

Questions to consider:

How would you go about building support among faculty and deans for this initiative?

- Would you speak to them as a group or individually?
- Would you provide them with readings?
- How might you use information on what other institutions have done to convince faculty and deans?

Once you have developed sufficient support (or at least weakened opposition) how would you go about implementing the change?

- Who would you work with? How and why?
- What would your timeline be? Why?
- Would you make a public announcement? Why?
 - If yes, what would you say?

Key Takeaways

Hone your skill at using time effectively and efficiently.

Trust your staff and learn to delegate responsibility but also stay engaged and available to your team members

Remember to not only manage, but also to be a leader and offer vision for graduate education

Be intentional when forging partnerships to best serve students and support faculty and staff

Change is constant, and best managed with planning.



References

Center for Community Alternatives. 2015. *Boxed Out: Criminal History Screening and College Application Attrition Case of SUNY Albany*.

Runyan, Carol W., Matthew W. Pierce, Viswanathan Shankar, and Shrikant I. Bangdiwala. 2013. "Can Student-Perpetrated College Crime be Predicted based on Precollege Misconduct," *Injury Prevention* 19(6):405–411.

Stewart, Robert, and Christopher Uggen. "Criminal records and college admissions: A national experimental audit." (2018).

U.S. Department of Education. 2016. *Beyond the Box: Increasing Access to Higher Education for Justice-Involved Individuals*. Washington, DC: Department of Education.

Readings

AAU statement on data transparency: <https://www.aau.edu/key-issues/statement-aau-chief-academic-officers-doctoral-education-data-transparency>

Coalition for Next Generation Life Sciences statement on data transparency: <http://science.sciencemag.org/content/358/6369/1388>

"A call for transparency in tracking student and postdoc career outcomes"

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4395122/>

"A Trend Toward Transparency for Ph.D. Career Outcomes?"

<https://www.science.org/content/article/trend-toward-transparency-phd-career-outcomes>