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DOC 1994-01 Proposal for the Formation of a Graduate School

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PROPOSAL TO THE ACADEMIC SENATE

TITLE Proposal for the Formation of a Graduate School

SUBMITTED BY Graduate and Research Councils, Academic Policies Committee

DATE April 29, 1994

Indicate the action required: Legislative, Concurrence, or Consultation, and refer to the appropriate reference in the Senate Constitution (Article IIB, 1, 2, 3).

ACTION IS: Legislative Concurrence

REFERENCE IS: Article II, B, 2.

DESCRIPTION OF PROPOSAL:

See attached memo from Dr. Gordon A. Sargent to Fr. James L. Heft, S.M., dated April 28, 1994.



The University of Dayton

Memorandum

To: Father James L. Heft, S.M., Provost
and members of the Academic Senate

From: Gordon A. Sargent, Ph.D. *Gordon A Sargent*
Vice President for Graduate Studies and Research,
Dean of Graduate Studies

Date: April 28, 1994

Subject: **Graduate School Proposal**

Please find attached draft 15 of the proposal to form a Graduate School at the University of Dayton. The consultation and approval process detailed below has been followed:

- The first draft of the Graduate School Proposal was presented to Father Heft on August 5, 1993 for his review and consideration. Continuing from that initial point there were numerous discussions with members of the Graduate and Research Councils, the academic deans, graduate deans, chairs of departments with graduate programs, and graduate program directors. Several drafts of the proposal were discussed during the process of broad consultation and approval by these constituents. Recommendations were incorporated in each revision of the proposal. Individual meeting with the deans followed and their recommendations and suggestions were incorporated in the current draft of the proposal.
- On January 21, 1994 an early draft of the proposal was presented to the Academic Policies Committee of the Board of Trustees. Their response was supportive and their input was incorporated into subsequent drafts of the proposal.
- A briefing about the need and benefits of the Graduate School was given to the full Board of Trustees on January 21, 1994.
- The Campus Report ran an article regarding the Graduate School proposal on March 31, 1994.
- The Graduate Council unanimously approved the proposal on April 13, 1994.

- The proposal was approved by the Research Council unanimously with (1) abstention on February 23, 1994.
- The Academic Policies Committee of the Academic Senate unanimously voted to support the document on April 14, 1994.
- The Academic Senate reviewed and discussed the proposal at the April 15, 1994 meeting.

The proposal will be considered for concurrence by the Academic Senate on May 6, 1994, and will be presented to the Board of Trustees for their approval at its May meeting.

PROPOSAL FOR THE FORMATION OF A GRADUATE SCHOOL

INTRODUCTION

Graduate education and research have become essential parts of the educational mission of the University of Dayton. During the past three decades the percentage of graduate degrees conferred has increased rapidly and continuously from 6.6% of the total number of degrees in the decade of the '60s, to 24.7% in the decade of the '70s, to 37.0% in the decade of the '80s, to over 42% in the first three years of the decade of the '90s. During the past decade, undergraduate credit hours have fallen from 215,983 in 1982-3 to 199,405 in 1992-3, whereas the graduate student credit hours have increased from 57,986 to 70,340 (including the Law School), during the same period. Furthermore, during the same decade, the University of Dayton Research Institute, which includes academic research, has increased its research expenditure from \$19 million to \$45 million. Currently there are 221 teaching, research, and administrative assistantships in graduate and research programs. There are 124 graduate students working at the Research Institute.

There has also been a marked increase in graduate program activity. The Ph.D. in Educational Leadership began in 1990, and the Ph.D. in Electro-Optics began in January 1994. A new master's program in Engineering Mechanics was approved in 1992. The number of doctoral degrees conferred in Engineering disciplines and the number of students enrolled in the Biology doctoral program have increased. Additionally, the Academic Plan and An Educational Vision for Entering the 21st Century both propose the establishment of new Ph.D. programs in Human Factors Psychology and Religious Studies. Plans are to add other master's programs in Manufacturing Engineering, Environmental Engineering and Environmental Sciences.

The University of Dayton as a comprehensive university has several core competencies: undergraduate education, graduate education, research and scholarship, and continuing education. Our competitive advantage as a university lies in the rich combination of these programs and activities. Four elements distinguish our efforts: (1) a commitment to the advancement of knowledge in all fields in which its faculty is engaged guided by its Catholic intellectual and Marianist educational traditions; (2) an environment in which teaching, scholarship, and research frequently cross disciplinary boundaries; (3) an emphasis on the faculty member as scholar/practitioner; (4) close connections with undergraduate and professional education demonstrated in common faculty responsibilities for both undergraduate and graduate programs. These distinguishing qualities guide our deliberations about the purpose and value of graduate education and research which are essential components of our current mission and are expected to become an increasingly important part of the University in the future.

Unfortunately, the organization for graduate education has not kept pace with its growth in the importance. Particularly, if continued growth in programming is expected at doctoral level. In fact, many recommendations aimed at strengthening the organization of graduate education have been made over several years by faculty, administrators, and students, and by peers in visiting bodies. Both internal and external recommendations have stated the need for establishing a clearer, better defined,

and more effective organization than exists now. This proposal is presented as a response to these long-standing recommendations.

The problem began to materialize as early as 1978 when the North Central Association recommended that no further doctoral programs should be introduced until there is a resolution regarding the direction and monitoring of graduate programs. This position was upheld in the 1987 accreditation review. In fact, the 1987 North Central Association (NCA) Report refers to "a number of issues related to the administration of graduate studies at the University of Dayton." (p.5) It shows "that the role and authority of the graduate studies office needs definition." (p.7) It states that ". . .the management of graduate studies at the University of Dayton. . . is sufficiently unclear so that a review is suggested to determine whether or not a more centralized approach is more appropriate for consideration of new programs which might be proposed."(p.2) It then summarizes,

For reasons indicated in the report (p.3, p.5) the team is not prepared to eliminate the stipulation entirely. The clarification of the structure for directing and monitoring graduate education called for by the 1978 NCA team report has not been developed. Until such time as there is some resolution regarding the direction and monitoring of graduate programs, no further programs at the doctoral level should be introduced. (p.8)

The 1987 NCA Team upheld the 1978 stipulation for doctoral programs for the above quoted reasons.

In 1987 the Dean of the College of Arts & Sciences appointed a Task Force on Graduate Education in the College to review graduate programs and recommend ways to strengthen strong programs and phase out weak ones. The Task Force met for two years. Its Report pointed to a notable lack of clarity about responsibilities for graduate education in the University and to the lack of coordinated planning for graduate education:

After studying documents dealing with the history of Graduate Education within the University. . .we have reached the following conclusion: The piecemeal evolution of graduate education in the University, including the piecemeal evolution of various administrative structures, has resulted in a lack of clarity and a great deal of ambiguity regarding the relations among the various components of that structure. (p. 7)

Because of the College Dean's assessment, supported by the Task Force Report, eight master's programs were suspended.

University Direction Statements for 1990 and 1991 have also called for the development of "a mission for graduate studies" and the need "to develop structures and processes for graduate studies that reflect the challenges of the times and mission of the University." (1990-91, p.21).

In 1991 the organization of graduate education was partly restructured in response to changing needs. The organization of graduate education at present is headed by the Vice President for Graduate Studies & Research and Dean of Graduate Studies. Graduate policies and procedures in place are published in the Graduate Bulletin. In practice, however, for several years Graduate Studies has been functioning as a loose collection of graduate programs with little university-wide interaction or supervision of published graduate policies, procedures, and services. Over the past several years, divisional, departmental or program organization of graduate programs took on increasingly separate and independent identities. On the other hand, the university-wide graduate organization with responsibilities for admission of students, supervision of graduate policies, maintenance of standards and procedures, and the development of strong graduate programs became increasingly weaker and was present in name only. The separate divisional and departmental units functioned in practice as separate entities, minimally related to each other or to the Graduate Dean and the University's graduate organization. The Office of the Dean of Graduate Studies could neither influence nor foster appropriate collaboration among graduate entities. Deliberations about specifically graduate issues, revision of ineffective practices, and recommendations for new directions did not proceed rapidly. During the past two years some issues in the graduate area have been rethought and some procedures have been revised and updated. However, progress has been slow and difficult because the role, authority and responsibilities of this recent organizational restructuring are not well defined.

The evidence is strong that it is now necessary to strengthen the university's ability to manage graduate education policies, promote excellence in new and existing graduate programs, and secure resources to develop our academic strengths. As an academic community we must agree on the value a Graduate School will have for the University. What role does graduate education play in the educational mission of the University? What are the strengths and weaknesses of graduate education at the University? What are the goals of graduate education at the University? Can these goals be achieved more effectively in a clearer organizational arrangement?

The Academic Plan of the University envisions the formation of a Graduate School to insure the integration and consistent quality of graduate programs. Goal Four of the Plan names specific steps to strengthen graduate education including: elevation of selected doctoral programs to leadership at the national level; interdisciplinary research centers in business and the social sciences; increased participation by Research Institute staff in graduate research and education, and the formation of a Graduate School. The Vision 2005 document also projects a Graduate School at the University. The formation of a Graduate School has been discussed by the Graduate Council and the Research Council. The subject was also discussed at the April 6, 1993 meeting of the Educational Leadership Council. Throughout all of these discussions there has been consistent recognition of the need for change in the University's administration of graduate programs. The following proposal recommends changing the present organization of Graduate Studies to a form that would appropriately be called a Graduate School.

BENEFITS OF A GRADUATE SCHOOL

A Graduate School, properly envisioned, is a university-wide organization that collaborates with the academic units to help all graduate programs and research efforts achieve their goals. It supports and facilitates integration, and monitors quality in all graduate programs. Such an integrative structure, headed by the Vice President for Graduate Studies and Research and Dean of the Graduate School, works with academic deans and graduate faculty in establishing policies, as also in planning, and developing new directions.

The Graduate School has a subtle and complex task. It should ensure quality, and promote integration and cohesion. In part, our present fragmentation is due to the lack of collaboration among separate divisional, departmental or program units, and to the inability to maintain a balance between the interests of individual programs and university-wide quality standards. The Graduate School should be a forum for discussion about graduate and research issues university-wide, such as recruiting diverse students, new modes of course and program deliveries, and exploring new ways to meet the changing needs of students. The Graduate School is a unified voice in the University addressing the needs common to all graduate programs.

The University of Dayton Graduate School, as a member of the network of other graduate schools in Ohio, the Midwest, and the United States with similar responsibilities, can also become a forum for the discussion of graduate and research issues that have regional and national ramifications. Developing new programs, ensuring university-wide quality standards, and coordinating graduate policies, standards, procedures, and recruitment are best deliberated collaboratively.

Faculty members and students have frequently commented on the need for indications of the University's commitment to graduate education and research. Some have stated that on the formation of the graduate school is perhaps the most important cornerstone upon which our graduate programs could compete with those of other universities. They expect the graduate school to do more than ensure quality. Specifically, they expect it to coordinate and lead efforts that will result in increasing) the number of full-time graduate students, upgrade the scholarship of both graduate faculty and graduate students, augment the sponsored research activity of the graduate faculty; and promote the interaction between undergraduate and graduate programs.

If the Graduate School is to plan effectively for the future, it must win a clearly defined place in the University's organization. The program faculty is principally responsible for planning, defining and implementing existing graduate programs under the leadership of the academic Deans. The Vice President and Dean of the Graduate School assisted by the Associate Dean of Graduate Studies & Research will maintain close communication with all Deans, divisional Associate Deans for Graduate Studies who represent their Deans, graduate program directors, graduate faculty, and graduate students. But, in the critical area of planning and innovation at the university level, the necessary leadership and initiatives are provided better by a strong Graduate School that effectively represents all graduate interests within the University. It is the proper foundation for such activity, and the Dean

of the Graduate School can become an effective advocate for graduate education in university-wide planning.

Internal funds available to the Vice President and Dean of the Graduate School will be targeted not only to bring assistantships in graduate programs up to competitive levels, but also to establish new assistantships. These efforts will serve to enhance the competitiveness of graduate programs. As stated earlier, the program faculty is principally responsible for defining and implementing graduate programs. Funds currently available to existing graduate programs will continue to remain in department or program budgets. If a program is terminated, the Dean of the Graduate School, in consultation with the academic dean, will determine if the available funds should be used to enhance an existing graduate program in the same unit or to establish a new program in the same unit. In competing for external funds, on the other hand, the Graduate School will serve to build collaboration between graduate programs and the University of Dayton Research Institute. Both the President and Provost of the University pointed out in their talks to the faculty on September 10, 1993 that our programs, particularly graduate programs, will have to compete in research just to keep pace with changing technologies and trends. Both emphasized that only our commitment to front-line research and teaching will guarantee that the education we offer is contemporary. As a university community we are increasingly aware of this continuous challenge.

PROPOSED GRADUATE SCHOOL

The proposed Graduate School will provide services currently provided by the Office of the Vice President for Graduate Studies and Research. Some current responsibilities of the graduate office are:

- Admission of graduate students to the University
- Receiving and processing applications, maintaining student records;
- Monitoring University minimum standards for graduate programs;
- Administering graduate assistantships and contracts;
- Ensuring degree certification;
- Making exceptions to University policies and standards;
- Approving transfer of credit, time-to-degree exceptions.
- Approving thesis/dissertation format

These necessary and other related functions are being carried out now, but not from a central location and not always uniformly or systematically. Ordinary efficiency and cost-saving measures suggest that these functions could be carried out more effectively for the entire university from a centralized point. It is this assumption that underlies the North Central Association's comments about the organization of graduate studies at the University.

The Graduate Council (the policy making body of the Graduate School) exercises authority delegated to it by the President and the graduate faculty for the development of university-wide policies and procedures for doctoral and master's degree programs. The Research Council, similarly exercises authority vested in it by the President to set policies regarding all issues specifically relating

to research. A Graduate School identity will strengthen common purposes in graduate programs and in research and foster greater coherence in the deliberations of the two policy making Councils.

The Graduate School will propose to establish two advisory committees, one internal and the other external. The internal advisory committee will consist of some members of the two Councils, graduate faculty and students. The external advisory committee will consist of members of the community, alumni, graduate faculty and students. With respect to these committees and other activities the Vice President will participate in partnership with the Deans of the College and Schools in accomplishing the graduate mission of the University.

A. Role of the Graduate School

The Graduate School will create a focal point for the University's leadership in graduate education and in research. Some examples of such leadership are:

- (1) Being a unified voice for graduate concerns in the University, and articulating a vision of excellence for the University's graduate mission.
- (2) Assisting departments, schools, and the College in obtaining approval for new programs in response to local, state, or national needs.
- (3) Establishing teaching assistant programs that enhance graduate students' learning, research and teaching experiences.
- (4) Surveying graduate students with a view to strengthening programs and student services.
- (5) Monitoring University standards, policies, and procedures to maintain competitive quality programs.
- (6) Searching for external funding to support and enhance graduate programs.
- (7) Promote ways for graduate education to contribute to and enhance undergraduate education.

Some new tasks for the Graduate School would be:

- Facilitate the development of alternative approaches to course and program delivery;
- To promote coherence among the various graduate programs and activities with the objective of relating graduate programs with our undergraduate programs;

- To facilitate the establishment and management of interdisciplinary programs, where appropriate;
- Work with departments, schools and the College to develop programs which enhances the interactions between undergraduate and graduate programs;
- To provide an appropriate forum for discussion of the role and challenges of graduate education within the mission of the University;
- To stress the importance of having university-wide support services for graduate students and to coordinate such services (e.g., telephone registration for graduate students);
- To develop an electronic records management system which would eliminate the need for duplicate record keeping;
- To be an advocate for issues and constituencies critical to the success of graduate programs.

B. Identity

Organizing graduate education as a Graduate School insures that there is a solid framework -- a university-wide structure -- beyond individual programs. Such a framework can function:

- To ensure that University graduate policies, standards, and procedures are followed;
- To strengthen the University's competitive position vis a vis other regional universities;
- To publicize that the University has stated aims for graduate education within the mission of the University;
- To facilitate recognition of participation in graduate programs, by promoting, for example: (a) discussion of what graduate faculty status means; (b) discussion of the role of graduate assistants teaching in undergraduate programs; (c) discussion of the relationships among teaching, scholarship, and research; (d) discussion of the impact of sponsored research on enhancing the full-time graduate enrollment.

Developing this coherent identity does not mean the creation of a centralized bureaucracy; it does mean having a forum in which faculty and students participate for the good of the whole.

C. Some Initiatives to Address the Present Situation

- Begin long-range planning in graduate education at the university level;
- Develop alternate approaches to course and program delivery to serve the changing needs of diverse students;
- Support collaborations between undergraduate and graduate programs, and UDRI;
- Initiate periodic program review of graduate programs for monitoring and strengthening the quality of graduate programs;
- Ensure minimum University requirements for graduate work across all programs;
- Review (through the Graduate Council) additions or deletions of Concentrations and other major changes in graduate programs;
- Approve (through the Graduate Council) faculty for Graduate Faculty status;
- Approve dissertation and thesis committees;
- Establish Teaching Assistant programs to enhance teaching experiences of graduate students at this university;
- Make university-wide efforts for students' socialization in graduate work;
- Provide systematic data on student perceptions of their experience;
- Introduce standard materials for admission;
- Focus on "customer satisfaction" in all procedures affecting graduate students;
- Maintain statistical data about prospective students' interests to assist in recruiting quality students;
- Enhance graduate student satisfaction by promoting cohesive group activities, seminars, and on-campus support structures;

D. Internal Relations

While the interaction between the Vice President for Graduate studies and Research and Dean of Graduate Studies (referred to below as DGS) and the Deans is collegial, the following describes the lines of authority and responsibility of the Vice president relative to those of the Deans:

1. DGS has the authority to enforce all formally established university graduate policies and procedures. Exceptions to these policies and procedures should be granted only by approval of DGS.
2. DGS has the authority to initiate, with concurrence of the appropriate academic dean, program reviews and make recommendations to the Provost.
3. DGS (after review and concurrence by the appropriate Councils) recommends to the Provost discontinuance of certain programs and creation of new ones initiated by the academic deans.
4. DGS, as part of the unit review process, reviews all budgetary requests germane to graduate programs, and makes an appropriate recommendation to the Provost.
5. Consistent with current policy, and upon request by the Provost DGS will provide input for appointment, promotion, and tenure processes.
6. DGS collaborates with the academic deans in mission development and strategic planning for graduate studies in the academic units. The academic deans collaborate with the DGS with respect to university wide planning for graduate education.
7. DGS facilitates the elimination of course duplication, the creation of interdisciplinary programs with cross disciplinary use of faculty, and addresses other issues transcending College, School, or UDRI boundaries.
8. DGS coordinates policies, procedures and budgetary agenda items first in consultation with the appropriate Dean or Deans as a group.
9. DGS seeks ways to support the academic dean's plans for graduate studies and enhance the resources available for graduate programming in the University.

E. External Relationships

A Graduate School emphasizes that we have a clear vision of a well-defined scope of graduate programs and of research that this University offers the local and regional communities.

- It provides the University with a strong graduate and research identity and positions it as a first rank competitor with other universities in research projects that compete for State and federal funds.
- It establishes an external advisory committee to review the long-range plans for graduate programs and graduate courses for life-long learning.

F. CONCLUSION

This proposal identifies and addresses the need for a Graduate School for strengthening the University's competency in graduate programs. It proposes a stronger, more focused, and dynamic forum for discussion about graduate programs, and outlines the internal and external benefits of organizing as a Graduate School. It reflects the determination of the University to excel in both undergraduate and graduate education.

4/27/94