

# UNIVERSITY OF MINNESOTA

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*Office of the Vice President for Research and  
Dean of the Graduate School*

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March 12, 1996

## MEMORANDUM

**TO:** Recipients of Graduate School Executive Committee Minutes

**FROM:** Vicki Field, Assistant to the Dean (625-6532; field001@tc.umn.edu)

Enclosed are minutes from the fall quarter 1995 meeting of the Graduate School Executive Committee. Beginning in the spring, Executive Committee minutes will be available on the Graduate School's Web page at <http://www.grad.umn.edu/>. You will find the minutes (and other information related to Graduate School governance) under the heading, "Information for Faculty and Staff." This electronic version of the minutes will replace the paper version for most recipients; however, we will continue to send printed minutes to those who prefer to receive them in this format. If you wish to continue to receive a paper version of the minutes, please notify me by April 30.

Thank you.

/vf

Enclosure

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## MEMORANDUM

**TO:** Recipients of Policy and Review Council Minutes

**FROM:** Vicki Field, Assistant to the Dean (625-6532; field001@tc.umn.edu)

Enclosed are minutes from the fall quarter 1995 meeting of the Policy and Review Council with which your program is affiliated. Beginning in the spring, Policy and Review Council minutes will be available on the Graduate School's Web page at <http://www.grad.umn.edu/>. You will find the minutes (and other information related to the Policy and Review Councils) under the heading, "Information for Faculty and Staff." This electronic version of the minutes will replace the paper version for most recipients; however, we will continue to send printed minutes to those who prefer to receive them in this format. If you wish to continue to receive a paper version of the minutes, please notify me by April 30.

Thank you.

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Enclosure

**UNIVERSITY OF MINNESOTA  
GRADUATE SCHOOL**

Minutes, Graduate School Executive Committee  
Special Meeting of Friday, September 22, 1995  
1:15 p.m., 433 Johnston Hall

**Present:** Faculty representatives--Professors Ronald Hadsall (for Jack S. Mandel), Patrick Hanna (for Edward Cushing), Nancy Johnston, Kevin Janni, Charles Nelson (for Michael Graves); Administrative representatives--Deans Mark Brenner (chair), Stephen Hedman, Ted Labuza; Graduate School Fellowship Committee representative--Professor John Rice; Duluth representative--Professor Jean B. Regal; Student representatives--Susan Giovengo, Kathy James, Anne Sales, Mary Stoikes; Civil Service representative--Andrew LaChapelle; staff--Dennis Clayton, Wendy Larson, Myrna Smith, Karen Starry; secretary--Vicki Field

Acting Vice President Brenner thanked members for attending the special session. As several Policy and Review Council chairs were represented by substitutes, he called for introductions.

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He then commented on the evolution of the draft document entitled "The Graduate School: Adding Value to the University of Minnesota," and on the document itself. He reported that the reason for not initiating a search for his successor was to determine the future of the Graduate School and how the University can best position itself. He has been asked to demonstrate the value the Graduate School adds to the University, Acting Vice President Brenner said. He believed it important to do this not in isolation, but to seek support for the Graduate School's effort. His goal is to submit the document to central administration by October 15. He also indicated that he had shared an outline of the document with the Senate Committee on Educational Policy on September 20, and has scheduled a discussion with Big Ten graduate deans at a meeting in one week. He expressed confidence that there will continue to be a Graduate School; however, self-criticism is needed to look areas in which things might be done differently, or done better (Are there alternative models for doing more effectively what the Graduate School currently does?).

Using visual aids, Acting Vice President Brenner then made a presentation that focussed on the three major ways in which the Graduate School adds value to the educational enterprise. The Graduate School: strengthens the quality of graduate programs, advocates for quality of the student experience, and champions faculty development. He elaborated on each of these areas, which were addressed in detail in the draft document.

A lengthy discussion followed his presentation. In response to a question about differences between this draft and the document produced in the spring, Acting Vice President Brenner drew attention to the identification of advantages and disadvantages of various organizational models on p. 5 of the current draft. Professor Rice asked whether examples may be found of major public research universities with a decentralized graduate school structure. Acting Vice President Brenner replied that there are none; all major public research universities have centralized graduate schools, although not necessarily all with the same range of responsibilities. The

\*\*draft document attached with minutes

University of Toronto is currently threatened with the prospect of decentralizing its graduate education functions, he added.

Dr. James believed the most important point to make in the document is that the Graduate School is part of the "glue that holds the University together." A second, related point is the Graduate School's role in shaping interdisciplinary programs; this should also be strengthened in the draft. In this regard, Acting Vice President Brenner reported that the President's Office this fall has considered the "signature of the University" and what this should be. Interdisciplinary programs are unique to Minnesota, he added, and this aspect of the University ("connectivity across programs") is worth protecting. Others expressed strong agreement with this viewpoint.

In response to a concern voiced by one Committee member that "turf issues" will emerge under the three-Provost structure, Acting Vice President Brenner emphasized the need for reasoned arguments for retaining central functions within the Graduate School. Admissions and student progress related issues were identified as two such central functions. Another Committee member observed that the "worst-case" scenario would be to delegate all student-related functions to the Director of Graduate Studies (DGS). In regard to the benefits of a centralized Graduate School admissions system, Acting Vice President Brenner recalled that the Graduate School is working toward an electronic admission process. This is a subject of national interest; the University is best served by having a Graduate School focus for tapping into the national discussions and keeping the institution up to date.

Ms. Stoikes pointed out, and others agreed, that the document was reactive rather than proactive; it contained no vision for the future or statement of Graduate School goals. Acting Vice President Brenner concurred that the Graduate School must be progressive and needs to articulate its goals and plans.

Mr. Larsen suggested that a key point is the link the Graduate School provides to other programs. In this connection, Acting Vice President commented on his invitation to professional program DGSs to form an advisory committee to counsel the Graduate School with respect to professional program issues. The potential growth for graduate education is mostly in the professional area, he noted.

The Graduate School also plays a major role with respect to funding, Professor Nelson pointed out. As external funding shrinks, more pressure will be exerted on Graduate School funds. The Graduate School could take the lead in meeting the challenge posed by declining external support, he suggested. This comment elicited a discussion of Graduate School funds in relation to the three provostal areas. Also considered was the reporting line for the Graduate School (could the Graduate School report to three provosts?) and the nature of the Graduate School as a unit (is it an academic or support unit?). One Committee member feared that in the absence of a good

plan, the provosts might assume the Graduate School's responsibilities and work out the details later.

Associate Dean Hedman observed that one strength of the Graduate School is its lack of a "real" budget driven by tuition; it can focus on quality without concern about funds. He mentioned that a proposal has already been made for the Duluth campus to locate graduate education under the Chancellor.

Professor Johnston stated that, in the area of research, faculty already perceive that much has been "down-loaded" to them; this should be made clear to central administration. It should also be stressed that a shift in responsibility for graduate activities to the provosts would mean a tripling of cost and effort.

Dr. James recommended that the section on the Graduate School's role as advocate for the student experience contain a description of what is meant by this. With respect to teacher training, she suggested that the mentoring aspect of such initiatives be strengthened and given prominence.

Professor Janni drew attention to the Graduate School's expertise in the area of international student credentials review and recommended that this also be strengthened in the document. Another Committee member cited need for an entity to admit students on the basis of scholarship, rather than on their ability to pay.

The maintenance of the quality of scholarship, and of scholarship itself, is not solely the Graduate School's purview, Professor Hanna pointed out; however, the Graduate School must be the advocate for scholarship across the University, and it is not possible to overemphasize this fact.

Acting Vice President Brenner thanked Executive Committee members for their comments, which he said were very constructive. Following further brief discussion of the three-provost structure, which is unique to Minnesota, members agreed by consensus that the current document should be considered to be a working draft that requires improvement before being circulated more widely.

The meeting was adjourned at 2:45 p.m.

Respectfully submitted,

Vicki Field, Assistant to the Dean

**DRAFT**

**THE GRADUATE SCHOOL: ADDING VALUE TO THE UNIVERSITY OF MINNESOTA**

**“Although there is considerable room for differences of opinion and institutional variation in much of this discussion, one assumption remains clear throughout: given the diversity and decentralized nature of our institutions of higher education, the needs and concerns of graduate education are best served when its administration is carried out through a central university office.” (CGS)**

Note: The Council of Graduate Schools (CGS) is an association of more than 400 leading institutions of higher education in the United States and Canada. Material from their offices is included throughout this document.

**The Graduate School adds value to the educational enterprise in three ways:**

- 1. strengthens quality of graduate programs**
- 2. advocates quality of student experience**
- 3. champions faculty development**

These points are consistent with the Graduate School mission statement:

“... to serve the state, region, and nation by sustaining and developing high quality research and graduate education programs at the University of Minnesota. In terms of strategic planning, this organization is unique in that it is both an academic college and support service unit. This unit is to work with University faculty and administrators to develop new approaches and initiatives that will result in enhanced support and visibility for our research and graduate education programs.”

**Strengthens quality of graduate programs**

The Graduate School:

- **Defines the principles and scope of graduate education**  
The graduate dean is in a unique position to represent graduate education interests of the institution as a whole. Through the Graduate School’s University-wide governance structure, Policy and Review (P&R) Councils establish policies that define good graduate education practices: quality in curriculum, excellence in student admission, and rigor in graduate faculty appointments.
  - ◇ conducts extensive program reviews (15-20 annually) with external teams
  - ◇ establishes interdisciplinary programs in emerging research areas (e.g., neuroscience, water resources)
  - ◇ completes mergers, reevaluations, and disestablishments of degree programs
  - ◇ facilitates multiple program membership for graduate faculty
  - ◇ eliminates seldom-offered courses (1,219 courses deleted in 1992-94 Graduate Bulletin)

- ◇ clarifies coursework on several levels (e.g., degree-seeking vs. continuing education, graduate vs. undergraduate)
  - ◇ contributes to tenure decisions at central level
  - ◇ conducts DGS workshops throughout the year on a variety of graduate education issues
  - ◇ represents graduate perspective on broad issues such as intellectual property, integrity in scholarship, and values and ethics in graduate education
  - ◇ works with all-University policy groups, such as distance education, tuition policy, and enrollment management
- **Provides an institutional perspective on graduate education**
    - ◇ liaison office on national issues of graduate education (Committee on Institutional Cooperation)
    - ◇ interaction with national graduate school organizations (Association of Graduate Schools, Council of Graduate Schools, AACRO, NAGAP, NAFSA)
    - ◇ spokesperson for University on national graduate program evaluations
    - ◇ a single voice that speaks to all aspects of graduate education to better communicate with the media and state and federal agencies
- **Provides review and oversight mechanisms for graduate education admissions standards to maximize quality**

While it is expected that each academic program will have its own standards for excellence (in curriculum, student selection, faculty appointments), the Graduate School's role is to provide mechanisms whereby the faculty define the operational standards for admission that are acceptable across all programs, thereby defining an all-University standard.

    - ◇ admissions office handles
      - \* 43,000 calls/year
      - \* 14,000 in-person contacts/year
      - \* 14,000 applications received/year
      - \* 200 e-mail contacts/week
      - \* 20 recruiting fairs resulting in 1600 requests for applications/year
    - ◇ establish and publish tools to evaluate quality of degrees from international institutions
    - ◇ establish standards for admission for the non-traditional student
    - ◇ program management evaluation process by peer faculty
    - ◇ establish and evaluate benchmarks for program quality
- **Assures consistency of student progress standards across all academic disciplines**

Students and faculty must be assured that minimal standards are maintained across all graduate degree programs, and that degrees can be completed in a reasonable time.

    - ◇ monitors student progress and milestones
      - \* 11,500 active graduate student files maintained
      - \* 18,000 walk-ins/year and 25,500 calls/year
      - \* 3,000 degree programs reviewed/year
      - \* 1,800 graduate files reviewed/year for degree clearance
    - ◇ identifies, through program management data, programs that need to improve processes
- **Distributes fellowship funds through annual all-University competitions, assuring that Fellowships and Block Grant Funds go to the highest quality students and programs**

The quality and reputation of our graduate programs is in large measure dependent upon the quality of our graduate students. To enhance our ability to recruit and support the best students, the Graduate School rewards high-quality students regardless of major field through several competitions judged by faculty selection committees. The Graduate School's unique cross-University structure makes it possible to shift and target these funds on an annual basis, using program quality and special needs as criteria.

    - ◇ First-year Fellowships support the highest quality incoming students by selecting recipients from among graduate program nominations, through all-University competition

- ◇ Doctoral Dissertation Fellowships enable the most outstanding Ph.D. candidates to devote full-time effort to the research and writing of the dissertation, and to shorten the time to degree completion
- ◇ Block Grant Funds improve graduate program quality with discretionary fellowship fund support. Graduate programs must justify any request that exceeds 65% of their prior year's award. High quality programs receive the most funds:
  - \* 65% of funds go to the top quartile of programs
  - \* 23% of funds go to the second quartile
  - \* 8% of funds go to the third quartile
  - \* 4% of funds go to the bottom quartile
  - \* year-to-year funding shifts reflect relative quality of proposals and effectiveness of prior Block Grant Fund use
  - \* funding both rewards and drives performance
- **Assumes leadership in graduate education for diversity issues**
  - ◇ provides a cross-program approach vital to achieving critical mass
    - \* 4,000 inquiries /year regarding applying to or financing graduate education
    - \* 600 meetings /year advising students of color
    - \* 500 inquiries/year from Florida A&M, a cooperating institution
    - \* provides a University-wide emphasis on diversity in graduate programs
  - ◇ generates and secures external grants to support cultural diversity through programs and fellowships
  - ◇ assists programs with recruiting strategies
  - ◇ operates "buddy system" to pair new students of color with experienced students
- **Provides a specialized program database to allow the ability to forecast and provide University-wide data as well as retrospective analyses of program performance and quality**
  - ◇ processes 350 requests/year for information for surveys, colleges, departments, and central administration
  - ◇ provides 30 reports/year to programs on student progress, faculty committee assignments, and graduate faculty status
  - ◇ receives 2500 phone queries/year
  - ◇ provides critical measures documents and data to programs and administrators
  - ◇ designs and maintains a client/server data management tool for all 160 program offices for DGSS
  - ◇ provides a standardized meaning for definitions of "graduate student" or "student" or "doctoral" candidate

## **Advocates quality of the student experience**

The Graduate School:

- **Provides a uniform and standardized process from admissions application through graduation**
  - ◇ single point of application to minimize confusion where multiple programs have similar names, e.g., with "molecular" in the title with "biology"
  - ◇ ensures uniformity of evaluation process of applicants across the institution
  - ◇ ensures against potential legal problems or discrimination in admissions
  - ◇ ensures consistency of milestones among graduate programs
  - ◇ ensures all degree objectives are completed before the University grants a degree
- **Serves as an advocate for students' intellectual development**

Research and graduate education are inextricably linked, since graduate students contribute significantly to faculty research, which molds and defines the content of graduate coursework. The Graduate School ensures that faculty serve as intellectual and professional mentors, not just employers.

- **Emphasizes the institution-wide importance of training future college and university teachers**  
Provides opportunities for graduate students to receive adequate training in good teaching practices combined with mentoring by successful teachers, as well as creating an environment where graduate student teaching is valued
  - ◊ Teaching Opportunity Program for Doctoral Students/Preparing Future Faculty (TOPDS/PFF)
  
- **Supports and furthers graduate students' non-academic concerns**  
Graduate students need support in the non-academic aspects of their lives, and the Graduate School works with the Council of Graduate Students to identify issues. While the primary responsibility for some student services rests with other offices, the Graduate School plays a critical role in monitoring these services and ensuring that support offices are responsive.
  - ◊ resolves conflict: 85-120 conflicts/year resolved involving students/faculty/programs
  - ◊ serves as liaison with Student Judicial Affairs, Threat Advisory Group, and Student Dispute and Resolution Center
  - ◊ Other recent issues:
    - \* FICA, financial aid
    - \* health insurance and counseling services
    - \* student governance
  
- **Enhances undergraduate education experience**  
Creates links between the graduate and undergraduate programs in academic departments to ensure that the results of graduate student and faculty research find their way into the undergraduate experience
  - ◊ UROP (Undergraduate Research Opportunities Program) funding provides link between faculty and undergraduates who want a research experience
  - ◊ SROP (Summer Research Opportunity Program)
  - ◊ graduate students' mentoring of undergraduates in specific programs

## Champions faculty development

The Graduate School:

- **Provides the optimum structure for a cross-University perspective in research and education**  
Academic disciplines can become highly specialized and isolated. Emerging research areas need special attention in order to organize and thrive outside the traditional departmental structure. The Graduate School has the agility to bring faculty from diverse disciplines together to foster interdisciplinary activities.
  - ◊ establishes interdisciplinary programs (e.g., centers), with financial support, across provostal lines
  - ◊ gives faculty the stability of a departmental structure along with the flexibility to conduct research across disciplines
  - ◊ provides operating funds to interdisciplinary graduate programs not closely aligned with a budgetary department
  
- **Enhances the intellectual community of faculty scholars**
  - ◊ McKnight Land-Grant Junior Professorships
  - ◊ McKnight Mid-career Faculty Grants
  - ◊ Grant-in-Aid funding to support faculty research; 50% of funding supports research assistants
  - ◊ Hill Visiting Professorships
  - ◊ Guy Stanton Ford Lectureship

**At issue:**

**1. Would it be more efficient and cost effective if each academic program were entirely responsible for its own program of graduate study?**

Advantages:

- ◇ each program knows its own field most thoroughly
- ◇ responses to students could be highly personalized
- ◇ funding could be directed to specific local program needs
- ◇ degrees could vary program to program, being tailored to a specific clientele

Disadvantages:

- ◇ no economy of scale (see appendix \_\_\_\_)
- ◇ no leveraging of dollars possible across the University
- ◇ no consistency of standards for admission, performance, completion
- ◇ DGSs do the job now as an add-on, and most would not be prepared for an increase in administrative duties without substantial additional staff support
- ◇ there would be fewer incentives for cooperation across programs
- ◇ views of graduate education would become more segmented and narrow
- ◇ unity of purpose would diminish
- ◇ interdisciplinary programs would have difficulty thriving
- ◇ graduate education could be overwhelmed by the demands of the undergraduate component of the program

**2. What would be the consequences if provosts/colleges took total responsibility for graduate education?**

Advantages:

- ◇ responsibility for a smaller number of programs than with the current Graduate School structure, so tighter control might be possible
- ◇ some leveraging of dollars would be possible
- ◇ provosts and deans could shift funding to determine growth/decline patterns, without regard to other units

Disadvantages:

- ◇ no one individual at the University would be responsible for the “big picture” of graduate education and research; the “coordinating college” feature of the Graduate School would be lost
- ◇ the ability to influence quality (by, e.g., shifting funds to meet targets of opportunity) in an all-University context would be lost
- ◇ graduate education could become an *add-on* function rather than a responsibility *focus*
- ◇ since many disciplinary areas cross provostal lines, who would be “in charge”? 40% of faculty are in at least two administrative units crossing provost lines
- ◇ without central coordination and funding, the survival of interdisciplinary research/education ventures would be more precarious
- ◇ major new Research Training Grant initiatives are interdisciplinary, requiring a University-wide mechanism to nominate where proposal number is limited by institution (e.g., NSF RTGs)
- ◇ loss of all-University influence over quality (e.g., in the context of current fellowship competitions)

### 3. What has been the national experience with centralized vs. decentralized models of graduate education?

Many schools have experimented with their organizational structure:

- ◇ Stanford University decentralized but is now in the process of pulling together some functions centrally once again.
- ◇ The University of Southern California decentralized, then recentralized recently.
- ◇ The University of Houston decentralized, then recentralized recently.
- ◇ The University of Florida decentralized, then recentralized recently.
- ◇ In 1992-93 the University of Oregon looked at the question of decentralization. Their faculty concluded that a university-wide perspective on quality control at the front end (admissions) and the back end (graduation) were vital. They were concerned that there would be great unevenness in administering programs without that perspective.
- ◇ Michigan State University was centrally organized prior to 1955. In that year they went to an "indirect administration" model with planning and leadership central but implementation through colleges. They have now studied their situation and in 1991 produced a document that states, "...the council reached an inescapable conclusion during its deliberations: graduate education and research support are under severe stress at MSU. The University lacks centralized advocacy for graduate education. There is evidence of a decline in quality of some graduate programs in the 1980s. External research funding leveled off in real (inflation- adjusted) terms between 1988 and 1990." To resolve their problems they are now calling for increased visibility for their graduate school and a new infusion of support funds for graduate education, even in the face of extremely tight resources.

The Council of Graduate Schools advises, "... it is essential that graduate education maintain a strong presence and a place of prominence on college and university campuses if it is to fulfill its purpose of providing the future intellectual leaders of society. "

As noted, some major institutions have examined the possibility that decentralization might be the answer to some of their problems, and having proceeded with their experiments found that not to be the positive resolution they had expected.

4. The Johnson Committee (1992-93), composed of graduate students and faculty, conducted a thorough review of the operating status of the University of Minnesota Graduate School. They concluded that there was a need for a strong policy-making function of the Graduate School, but that certain mechanics should be left to the programs. The Graduate School took the Johnson Committee recommendations as mandates, and has acted accordingly. (See appendix \_\_\_\_)

Examples:

- ◇ The academic programs wanted greater control of their admissions decisions, while at the same time recommending no loss of quality as a result. The response of the Graduate School was to develop the Graduate Program Management Evaluation process, where each program was reviewed and agreed to certain minimums in admissions requirements and student progress procedures. Having achieved this, programs were allowed to have greater independence in their own admissions process. To enhance the management of this, the Graduate School has established an on-line client server system as a data tool for the DGSs.
- ◇ The Graduate School established operational standards for admissions and commencement.
- ◇ Professional degree programs had some needs that differed from traditional academic areas. The Graduate School has recently formed an Advisory Committee made up of deans from the various professional programs to facilitate common practices.

## Conclusion

As the Executive Committee of the Graduate School has already communicated to central administration this year,

“Graduate education and research are inextricably intertwined. Their quality in a research institution bears directly on the quality of the undergraduate teaching program and place the institution in a larger context of research universities nationwide. The Graduate School--with its broad, cross-disciplinary perspective--has historically played an important institutional role as the advocate and vanguard for graduate education and research at the University. It is uniquely positioned to continue in this role under the new provostal structure and, in fact, a case could well be made to strengthen this role.

...The place of the Graduate School in the University setting and its continued role as a coordinating college working in tandem with provosts and college deans alike must be sustained by the central officers in the best interests of the organization of the institution.

This is so because:

- ◇ the Graduate School structure brings to University discussions the detailed voice and collective judgment of the faculty and students in a manner not available to budgetary deans or provosts;
- ◇ the Graduate School upholds a tradition of quality that stems from Guy Stanton Ford and continues unabated to this day;
- ◇ the Graduate School has a broad perspective that can and should be a sounding board and corrective for the sometimes narrow interests of a college or a provostal unit; and
- ◇ the Graduate School brings to the University a national point of view on graduate education and research through its long association with the Association of Graduate Schools and the Council of Graduate Schools whose common policies and political effectiveness bind together in common purpose the leading national research universities.”

**Given the current Graduate School responsibilities, the perspective and history of graduate school organizational models in other institutions, and the depth of internal review of the graduate experience over the last four years, the Executive Committee of the Graduate Policy and Review Councils hereby recommends**

- that the current centralized management of graduate education be maintained in a University of Minnesota Graduate School
- that the provosts provide ex-officio representatives to each of the six P&R Councils and to the Executive Committee to ensure a provostal perspective under the new University structure
- that the Graduate School reporting function be reviewed within central administration to ensure that its voice be heard at the highest level possible to ensure the maintenance of the quality of graduate education at the University of Minnesota
- that this can be met best by having the Graduate School maintained within the Office of the Vice President for Research

## **The Value Added by the Graduate School**

### **The Graduate School adds value to the educational enterprise**

- \* Strengthens quality of graduate programs**
- \* Advocates quality of student experience**
- \* Champions faculty development**

## **Strengthens quality of graduate programs**

- \* **Defines the principles and scope of graduate education**
- \* **Provides an institutional perspective on graduate education**
- \* **Provides review and oversight mechanisms for graduate education admissions standards to maximize quality**
- \* **Assures consistency of student progress standards across all academic disciplines**

## **An advocate for quality in graduate programs**

*Continued*

- \* **Distributes fellowship funds through annual all-University competitions, assuring that Fellowships and Block Grant Funds go to the highest quality students and programs**
- \* **Assumes leadership in graduate education for diversity issues**
- \* **Provides a specialized program database to allow the ability to forecast and provide University-wide data as well as retrospective analyses of program performance and quality**

## **Advocates quality of the student experience**

- \* **Provides a uniform and standardized process from admissions application through graduation**
- \* **Serves as an advocate for students' intellectual development**
- \* **Emphasizes the institution-wide importance of training future college and university teachers**
- \* **Supports and furthers graduate students' non-academic concerns**

## **Champions faculty development**

- \* **Provides the optimum structure for a cross-University perspective in research and education**
- \* **Enhances the intellectual community of faculty scholars**

## **The national experience with centralized vs. decentralized of graduate education**

- \* **Stanford University**
- \* **The University of Southern California**
- \* **The University of Houston**
- \* **The University of Florida**
- \* **University of Oregon**
- \* **Michigan State University**

## **Recommendations**

- \* **Graduate School maintains centralized management of graduate education**
- \* **Provosts provide *ex officio* representation to each P&R**
- \* **Graduate School voice should be heard at the highest levels**
- \* **Graduate School should remain within the VP Research Office**