

# GRADUATE SCHOOL RESOURCE REALLOCATION: NAVIGATING THE WATERS OF HISTORICAL STASIS AND FINANCIAL CHALLENGE

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# Miami at a Glance

- ▣ State supported
- ▣ 16,000 students, 1500 graduate students (2/3 full time)
- ▣ Over 50 Masters programs, 12 Doctoral Programs
- ▣ Founded in 1809

# Excerpts from Strategic Goals, 2008

- ▣ **Make the Miami Undergraduate Experience Among the Very Best in the Nation.**
- ▣ **Ensure Excellence in Graduate Education.**
- ▣ **Raise the Level of Scholarly Accomplishment**

# The Graduate School, by the Numbers

Division	Students	Assistantships	% Supported	Total Stipend
Arts and Science	770	421	55%	6.3 M
Education, Health & Society	338	79	23%	945K
Engineering & Applied Sciences	34	22	65%	306K
Farmer School of Business	82	46	56%	224K
Fine Arts	62	57	92%	306K
Total	1286	762	59%	9.6M

# Tuition Waived

Category	Amount
E&G Funded	20M
Externally Funded	3M
Workshops	7.5M
Total Waived Tuition	30.5M

# Goals of Review

- ▣ Reallocate existing assistantships to bring investment in line with quality and strategic goals
- ▣ Develop a framework for ongoing reallocation as programs and disciplines evolve
- ▣ (2008) Achieve significant reductions in stipend and waiver costs

# Principles

- ▣ Program quality must be driving force
- ▣ Graduate investment must be aligned with mission and strategic goals of Miami
- ▣ Despite the need to prioritize all programs, disciplinary diversity must be recognized
- ▣ Review process must be shaped and informed by input from departments and programs

# Time Line for Review

- ▣ December 2007 – review committee appointed by Provost
- ▣ March 2008 – “Phase 1” survey distributed to departments
- ▣ Summer 2008 – responses analyzed; “Phase 2” survey designed.
- ▣ August 2008 – “Phase 2” survey distributed
- ▣ October 2008 – Review committee evaluates responses
- ▣ November, 2008 – Committee report released
- ▣ December 2008- Consultation with Deans, Chairs
- ▣ January, 2009 – Reallocation Decisions Announced

# Review Committee Composition

- ▣ Associate Provost and Dean of the Graduate School (chair)
- ▣ Associate Deans
  - Arts and Sciences
  - Business
  - Education, Health and Society
  - Engineering and Applied Sciences
  - Fine Arts
- ▣ Additional Faculty Members
  - Arts and Sciences (2)
  - Education, Health and Society (1)
- ▣ Graduate Student Association Representative

# Phase 1 Structure

- ▣ Program Context
  - Goals/Mission
  - History
  - Demand
  - Factors demonstrating Student/Faculty quality
  - Modes of faculty engagement with program
  - Contribution to undergraduate education
- ▣ What are appropriate quality indicators?
- ▣ Additional information?

# Phase 2 Quality Indicators

- ▣ Centrally gathered data (five year history)
  - Applied, Admitted, Enrolled
  - Average GPA, GRE (if relevant)
  - Diversity data
  - Support for Students – E&G; External
  - Total Grants and Contracts per Faculty Member

# Quality Indicators – 2

- ▣ Faculty data
  - ▣ Number graduate faculty
  - ▣ Number chairing/ serving on committees
  - ▣ Number teaching graduate courses
  - ▣ Number courses/ average enrollment
- ▣ Scholarly productivity
  - ▣ Refereed Articles, books, chapters, conference proceedings
  - ▣ Invited presentations
  - ▣ Juried creative work
  - ▣ Honors and awards
  - ▣ Other

# Quality Indicators – 3

- ▣ Student Outcomes
  - First time placements
    - ▣ Doctoral – tenure earning, non-tenure earning, postdocs, industry/nonprofit/others
    - ▣ Masters – doctoral program placement (Miami/elsewhere), professional position, non-academic careers

# Quality Indicators 4

- ▣ Narratives provided by department
  - Program requirements
  - Philosophy regarding graduate scholarship
  - Graduate student involvement in undergraduate education
  - Program-specific mentoring by faculty
  - Student outcomes
    - ▣ Required by accreditation
    - ▣ Numbers achieving professional certification
    - ▣ Starting salaries of graduates
    - ▣ Other

# Evaluative Criteria

- ▣ Attracts talented applicants and students
- ▣ Attracts a diverse student body
- ▣ Excellent record of scholarship with active student engagement
- ▣ Generates appropriate external support
- ▣ Graduate students have positive impact on undergraduate education
- ▣ Student outcomes are consistent with program mission
- ▣ Program mission is consistent with that of Miami

# Resulting Classification Matrix

Tier	Program Category			
	Doctoral (CAS)	Transitional Masters	Professional Masters	Education
1 - High Priority	5	4	2	1
2 - Room for improvement	3	9	4	1
3 - Significant weaknesses	1	3	3	3
New Program	1			

# Reallocation Results - The Good

- ▣ New programs funded – two doctoral, one masters
- ▣ New positions allocated – numerous category 1
- ▣ Stipend enhancements – 2 doctoral, 3 masters (category 1)

# Reallocation Results - The Bad

- ▣ Loss of all assistantships
  - 2 doctoral programs (1 category 2, 1 category 3)
  - 1 professional masters program (category 3; reconfigured to attract paying students)
  - 2 transitional masters programs (category 3)
- ▣ Reduced assistantship positions
  - 1 professional masters program (category 3)
  - 1 transitional masters program (category 2)
- ▣ Divisional decisions
  - Suspended program (category 3) not refunded
  - New program (not reviewed) no new funding

# Reallocation Results - The Ugly

- ▣ Reduced stipend budget
  - \$80,000 first year
  - \$200,000 steady state
- ▣ Position reductions - 21.5 overall

# Summary

- ▣ Major one-time reallocations accomplished
- ▣ Strategic priorities supported
- ▣ Some budget savings realized
- ▣ Long-term dynamism in allocations remains to be established

# Reflections

- ▣ No matter how hard you try, you will not be sufficiently consultative or transparent
- ▣ A line between budgetary and academic decisions cannot be drawn
- ▣ Disciplinary and program diversity is both the strength and the bane of graduate schools
- ▣ Aligning review processes with faculty governance structures is important but challenging