Associate Vice President of Research and Dean of Graduate Studies

Graduate School Task Force

Southern Methodist University

December 18, 2018

Task Force Members

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CONTENTS

Executive Summary

SMU's Strategic Plan, *Launching SMU's Second Century*, states that to improve its competitiveness, SMU must continue to advance its standing among pre-eminent national universities. Emphasizing the importance of Ph.D. programs to achieving this goal, the Provost's Task Force on Scholarly Research and Creative Impact recommended creation of a Graduate School "to manage and facilitate non-professional graduate and especially doctorate of philosophy programs to build efficiency and standardization across programs" and "prioritize national recruiting efforts." Reinforcing this recommendation, *Continuing the Ascent: Recommendations for Enhancing the Academic Quality and Stature of Southern Methodist University* calls for creation of an SMU Graduate School to oversee University-wide guidelines such as admission standards for doctoral programs, support for doctoral students, and degree completion.

This report presents the recommendations of a Graduate School Task Force established by the Associate Vice President for Research and Dean of Graduate Studies and charged with recommending appropriate roles and responsibilities for a graduate school at SMU. Participants on the Task Force included representatives from the Faculty Senate and all schools with Ph.D. programs. Their recommendations are based on an assessment of the state of graduate education at SMU and a review of graduate schools at SMU Aspirational Peer and Colonial Group institutions.

The Task Force was in complete agreement that the role of a graduate school should be focused on facilitating program success and efficiency, ensuring financial support, and providing oversight of University standards for graduate education, but should not reduce or subsume important faculty responsibilities in creating graduate programs and curriculum, and in recruiting, admitting, mentoring, and graduating outstanding students. Shared governance must play an important role, and a first step in the creation of a Graduate School should be the formation of a Graduate Council charged with establishing the school's policies and procedures, and regularly reviewing changes and additions. Stressing these important principles, the Graduate School Task Force advances the following recommendations:

- Immediately constitute a faculty Graduate Council to set forth the particular governance rules, policies, and procedures for the Graduate School prior to its creation, and to review and advise the Graduate School after its creation.

- Create a Graduate School, headed by a Dean of the Graduate School, to support and oversee graduate programs exclusive of the professional degree programs offered by the Dedman School of Law, Cox School of Business, and Perkins School of Theology.

- Enact a staged implementation of the Graduate School with an initial mandate limited to a focus on Ph.D. programs and Dedman Masters programs to ensure that the school's responsibilities do not exceed its resources to act effectively, and follow a staged expansion of duties to eventually encompass the full breadth of responsibilities outlined in this report.

- Initial responsibilities of the Graduate School should include: (1) Baseline policies and consistent standards for Ph.D. programs; (2) Development and maintenance of a unified graduate catalog; (3) Maintenance of graduate student data; (4) Graduate student training, professional development, and student life; (5) Facilitation of recruitment; (6) Tuition waivers; (7) University-level fellowship programs; (8) Fundraising; (9) Resolution of graduate student concerns and discipline not addressable at department level; (10) Facilitation of interdisciplinary programs and collaboration; (11) Functions currently provided by the Office of Research and Graduate Studies in support of Dedman master's programs.

Introduction

SMU's Strategic Plan, *Launching SMU's Second Century*[1], states that to improve its competitiveness, SMU must continue to advance its standing among pre-eminent national universities. In support of this goal, two recent reports have recognized that the time has come to build on SMU's dramatic improvements in the quality of its faculty and undergraduate student body by establishing graduate education as a priority. Emphasizing the importance of Ph.D. programs, the Provost's Task Force on Scholarly Research and Creative Impact[2] recommended creation of a Graduate School "to manage and facilitate non-professional graduate and especially doctorate of philosophy programs to build efficiency and standardization across programs" and "prioritize national recruiting efforts." Reinforcing this recommendation, *Continuing the Ascent: Recommendations for Enhancing the Academic Quality and Stature of Southern Methodist University*[3] calls for creation of an SMU Graduate School to oversee University-wide guidelines such as admission standards for doctoral programs, support for doctoral students, and degree completion.

These recommendations, while clear, leave a number of important questions unanswered. What degree programs beyond Ph.D. programs should be included in the purview of a graduate school? How should a graduate school interface with the other schools, what should its specific roles and responsibilities encompass, and what resources would be required? Absent attention to these issues, creation of a graduate school could be potentially disruptive to SMU's decentralized system of graduate programs, which have been developed autonomously by schools for a century.

To address these questions, a Graduate School Task Force was established by the Associate Vice President for Research and Dean of Graduate Studies in the Spring Semester, 2018. The Task Force was charged with recommending roles and responsibilities for an SMU graduate school based on an assessment of graduate education at SMU and a review of the operation of graduate schools at SMU's Aspirational Peer and Colonial Group institutions. Additionally, the Task Force was asked to provide a timeline for implementation of a graduate school and to identify resources required to fulfill their recommendations. Task Force membership included representatives from the Faculty Senate and all schools with Ph.D. programs, the Dean and Assistant Dean of Graduate Studies, a school dean, two school associate deans, and a recent SMU Ph.D. The Task Force also met with faculty and students in a series of town hall meetings during Spring and Fall 2018 to solicit feedback from the broader SMU community regarding a Graduate School (see Appendix A).

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[1] https://www.smu.edu/AboutSMU/StrategicPlan
[2] https://www.smu.edu/-/media/Site/Provost/Provost/PDF/2017/Task-Force-Final-Report-Scholarly-Research-and-Creative-Impact-15March2017.pdf?la=en
[3] https://www.smu.edu/-/media/Site/Provost/Provost/PDF/Continuing-the-Ascent.pdf

Importance of Graduate Education

Graduate education is complex and multifaceted. To meet the needs of a wide variety of disciplines, an array of distinct degree types have evolved including Master's degrees, some of which are terminal, Master's and Doctoral professional degrees, and Ph.Ds. Post-Doctoral appointments, while not strictly constituting a degree program, offer additional training opportunities for recent Ph.D. recipients and are important positions in a research institution.

Master's degrees and professional doctorates, such as Doctors of Engineering (D.E.s) and J.D.s, deepen a student's education in their specific field, preparing them to function at a higher level in the industry or organization for which they will work. The importance of these degrees has increased to meet the expanding demand for knowledge and specialized skills and training in research tools and creative methods that are beyond the scope of undergraduate education. Graduate education in these programs plays a crucial role in meeting this demand and in preparing the next generation of real world leaders and innovators. In providing these programs, a university contributes in a very important way to workforce development and economic expansion in its region and beyond. For some students, these programs serve as stepping stones to doctoral programs and academic research.

Ph.D. programs have come to be viewed as essential components of the intellectual ecosystem of a 21st century research university. It is widely understood in higher education that quality Ph.D. students dramatically enhance the overall intellectual environment of a university and the productivity of its faculty. They are also important contributors to a university's teaching mission. Whether through leading discussion sessions, supervising laboratories, or working with the faculty on course syllabi and presentations, these students extend and deepen the capacity of a university to offer the very best undergraduate learning experience available, including undergraduate student mentoring and research experiences. As scholars in training, graduate students play a key role in research, constituting the majority of the workforce of productive research programs that successfully attract external funding and generate greater exposure for both the university and its faculty.

Ph.D. programs differ from Master's and professional degrees by requiring that a student demonstrate the ability to (1) identify an important problem in their field, (2) develop and execute a research plan to address the problem, and (3) communicate a cogent description of the results. In short, the Ph.D. student is expected to develop independent research skills (e.g., critical thinking and problem solving) and create new knowledge in their field – an essential component of the university mission. The requisite skills for success are not acquired in the classroom, but rather through trial and error under the guidance of faculty mentors. This process typically takes years, during which time the Ph.D. student is effectively an apprentice colleague in training. An important business consideration is that while Master's and professional degrees are typically revenue generating, Ph.D. programs generally represent a net cost to the institution. Thus, maximizing Ph.D. completion rate and reducing time to completion can translate into significant opportunities for increased financial efficiency and research productivity.

Post-Doctoral Scholars serve a research university in much the same way as its Ph.D. students, contributing to the research enterprise, creating new knowledge, and expanding the intellectual environment with knowledge and skills imported from other institutions. Post-doctoral scholars, like Ph.D. students, are important to an institution's standing in the Carnegie Classification of Research Universities, but in contrast to Ph.D. students, who upon entering the university must still take courses to expand their knowledge before they can contribute significantly to research, post-doctoral scholars

are recruited based on their ability to assist immediately in the advancement of a research program. While post-doctoral scholars are no longer students in the formal sense, neither are they typical staff. The ultimate goal of many post-doctoral scholars is a university faculty appointment, and their post-doctoral appointment should be viewed as a period of extended apprenticeship that is a natural extension of Ph.D. training. Institutions that struggle with understanding the employment status of post-doctoral scholars can create unnecessary recruitment hurdles that can hinder or even damage research programs.

The Special Importance of Ph.D. Programs

Given the large number and diversity of Master's programs and professional degrees at SMU, why are Ph.D. programs emphasized for immediate attention by a graduate school in recent University planning documents? The answer is that, today, a university is judged in no small part on its ability to contribute to the production of the next generation of academic scholars. Graduate students propelled into academic positions at other institutions enhance a university's reputation, ranking, and ability to recruit top graduate students and faculty. So important is the perceived role of Ph.D. programs to the success and productivity of a research university that their quality has significant impact on its overall stature. Ph.D. graduation rates are an important factor in the Carnegie Classification of Research Universities, and the quality of graduate student matriculates, as measured by their GRE scores, is a significant factor in the USN&WR ranking of engineering schools. The figure below shows that 2019 USN&WR peer assessment scores for private universities display a strong correlation with the percentage of their Ph.D. programs ranked in the top 50 by the National Research Council (NRC), suggesting that the assessments by university presidents and provosts regarding the quality of education at another institution are significantly influenced by their perceptions of its graduate programs. These considerations indicate that an initial focus on Ph.D. programs would be the most direct contribution a new graduate school could make to enhancing research and advancing the standing of SMU among pre-eminent national universities.
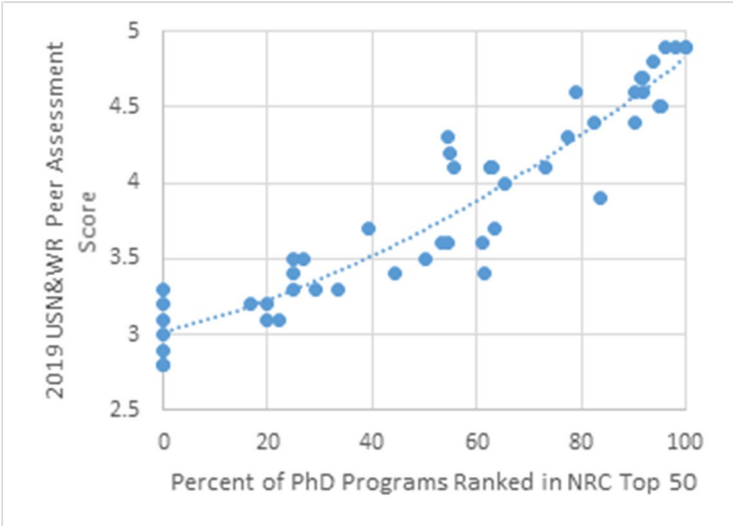
Graduate Education at Aspirational Peer and Colonial Group Institutions

The Task Force reviewed the administrative structures for graduate education at our 18 Aspirational Peer and Colonial Group institutions. ***Two-thirds of these institutions have graduate schools*** charged with responsibilities summarized in Table 1. All of these graduate schools offer special fellowships, set baseline policies and best practices, and offer student life and professional development programming. The majority of these graduate schools also provide some sort of admissions oversight, and about half administer tuition waivers to their doctoral programs, as applicable, and are the source of general financial support for graduate students exclusive of Teaching Assistant (TA) and Research Assistant (RA) positions.

Table 1. Responsibilities of Graduate Schools at SMU Aspirational Peer and Colonial Group Institutions.

School	Admissions Decision Oversight	Tuition Waiver	Stipend Funding	Special Fellowships	Best Practices and Policy Baselines	Student Life and Professional Development
Boston College	✓	N/A	✓	✓	✓	✓
Boston University	✓	N/A	GS or Department	✓	✓	✓
Brandeis University	✓	✓	✓	✓	✓	✓
Emory University	X	✓	✓	✓	✓	✓
New York University				✓	✓	
University of Notre Dame	✓	✓	X	✓	✓	✓
Syracuse University	X	X	X	✓	✓	✓
Tufts University	✓	✓	✓ (TA not RA)	✓	✓	✓
University of Miami	X	GS or Department	GS or Department	✓	✓	✓
USC	✓		✓	✓	✓	✓
Vanderbilt University	✓		X	✓		✓
Wake Forest University	✓	✓	✓	✓	✓	✓

Aspirational Peer Site Visits: University of Notre Dame and Vanderbilt University

A subset of the Task Force conducted site visits at the University of Notre Dame and Vanderbilt University during July 2018 to further research the practices of two of our aspirational peer institutions that historically shared several strong similarities with SMU. Both are private research universities that have historically focused on undergraduate education, but have strategically expanded services and support for graduate students to increase institutional stature in graduate education and research. Both now feature graduate schools that were until recently joined with an Office of Research (Notre Dame until 2007, Vanderbilt until 2015). Appendix B contains detailed itineraries of these site visits.

Beyond the observation that the graduate schools at Notre Dame and Vanderbilt both oversee university-level standards for graduate education, three points stand out as particularly important.

1) These universities consider that the role of a graduate school should be continually evaluated and adjusted to meet the changing demands on graduate education and to ensure a collegial and productive interface with the other schools and colleges.
2) The graduate schools at both institutions are focused on being service providers to the graduate students and graduate programs. They add value to the programs by providing assistance in key areas such as career and professional development, diversity recruitment, and graduate fellowships. These resources boost their graduates' success in career placement, both within and beyond academia, which in turn boosts recruitment of strong applicants looking for successful programs.
3) Both universities have invested resources to assist their graduate students' pursuit of external grants and fellowships. Notre Dame has two FTEs focused solely on graduate student grants, and through their efforts Notre Dame's annual graduate student grants rose from $500,000 in 2011 to $6,000,000 in 2018. Vanderbilt has targeted the NSF Graduate Research Fellowship (GRF) Program, hosting training sessions and workshops, and in 2018 had 70 students with GRF awards. For comparison, SMU has two students with GRF awards in 2018. These prestigious grants provide financial support to the graduate students and also provide funds to the university; currently, each NSF GRF award provides $34,000 annually to the student and $12,000 to the university for three years.

State of Graduate Education at SMU

Graduate enrollment at SMU has expanded from 4,418 in 1998 to 5,170 in 2018. (See Appendix C for the Final Fall 2018 Student Headcounts with the breakdown by college.) Graduate instruction now comprises approximately 50 percent of SMU's educational portfolio, and includes a range of degree options across a breadth of disciplines expected for a research university with national stature. During this expansion, Ph.D. students and Ph.D. programs increased from 297 students enrolled in 15 Ph.D. programs to 505 students enrolled in 25 Ph.D. programs today.

SMU graduate programs currently operate as independent entities, with little overlap or information-sharing. Oversight is strongly decentralized, and even within individual schools, few requirements or standards are applied uniformly across all graduate programs. Each school independently administers its graduate programs, sets admission standards, establishes the rules by which its programs are operated, and publishes its own graduate catalog. There is no admission oversight at the university level, although certain baselines are held in common by all of the schools for admission to a graduate program, such as the requirement of a valid undergraduate degree.

Each school or department is generally responsible for handling the day-to-day administrative needs of its graduate population. For example, individual department administrators handle stipend, TA, and RA payments for their program's students. Forms that require central processing, such as a grade change form, often will go from the department to the school for approval, and then directly to the Registrar's Office.[4]

While the vitality of SMU's Master's and professional programs speak to the historical success of the decentralized administration of these graduate programs, the performance of SMU's Ph.D. programs has been less impressive, generally underperforming in national rankings relative the equivalent programs at our Aspirational Peers. Figure 1 illustrates the stature of the 17 SMU Ph.D. programs ranked by US News and World Report relative to the equivalent programs at our Aspirational Peer Institutions and two top-20 private universities, Duke and Rice. Only SMU and two of its Aspirational Peers, Wake Forest and Tulane, failed to achieve top-50 ranking for any of these programs; however, it should be noted that Wake Forest and Tulane have 4 and 3 top-50 programs, respectively, that are not shown because equivalent programs are not offered at SMU. In sharp contrast, the majority of equivalent programs offered at Duke, Rice, USC, Carnegie Mellon, Vanderbilt, Notre Dame, and Emory were ranked in the top 50.

SMU's ability to compete with the Ph.D. programs of its Aspirant Peers is hampered by a lack of strategic oversight, limited resources and supporting administrative infrastructure, and inadequate integration of Ph.D. programs into University strategic planning efforts. No University standards exist for graduate student stipends or health care. Recruiting resources are limited and lack coordination across the University, and basic information on student levels of support, progress to degree, and post-graduation careers is woefully incomplete and decentralized. The University provides Faculty and Ph.D. students little guidance and oversees few formal procedures. Until these and related issues are addressed, it will be increasingly difficult for SMU to improve its Ph.D.

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[4] Dedman College is an exception to this rule – instead of a central person within the college, the Office of Research and Graduate Studies (ORGS) handles approval and processing of most university forms. This is a holdover from the time when ORGS was within Dedman College and not part of the Office of the Provost.

programs in the face of the challenges pressing graduate programs at institutions across the country, such as the increasing time and rising cost to produce a Ph.D.[5]
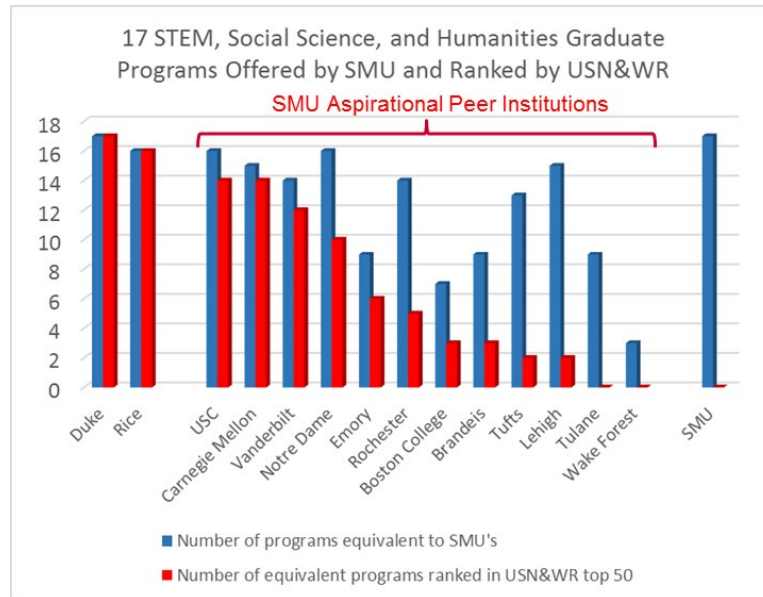
Figure 1. Number and ranking status of programs at other universities that are equivalent to the 17 SMU Ph.D. programs ranked by US News and World Report for 2019. (Note: All Aspirational Peer Institutions offer ranked programs for which there is no equivalent at SMU; these are not included in this figure.)

Currently, the Office of Research and Graduate Studies (ORGS) operates in the role most similar to a Graduate School at SMU. ORGS oversees University-Wide Fellowships such as the University Ph.D. Fellowship and to a limited extent has introduced broader student life and professional development opportunities for graduate students, including a graduate student orientation, professional development workshops, and monthly student social events. Originally part of Dedman College, ORGS was moved under the Provost's Office in 2007. This historical connection influences some of the work done by the office today with the result that ORGS continues to work closely with Dedman College to oversee admissions policies and procedures, process current student forms, review Ph.D. dissertations, and finalize graduation requirements.

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[5] The cost of producing a Ph.D. student can be estimated by looking at University expenditures for tuition waivers, stipends, and other forms of financial support, against the number of Ph.D. students graduating. As students leave the program without graduating, or remain for a longer than expected duration, the cost per Ph.D. increases accordingly.

Recommendations

Recognizing that a Graduate School is the vehicle of choice by a majority of our Aspirational Peer and Colonial Group institutions for optimizing university resources and establishing standards and procedures for graduate education, the Task Force strongly endorses creation of a Graduate School at SMU with the following recommendations.

Recommendation 1: Schools, departments, and faculty should retain important authority and responsibilities. Subject to standards and minimums set by the Graduate School, schools and departments should always retain responsibility for:

1) Applicant review and admissions decisions
2) Financial awards outside of special fellowships
3) Admissions policies beyond those baselines set by the Graduate School
4) Degree requirements and curriculum
5) Field-specific academic standards and progress milestones
6) Monitoring of student academic progress through annual reviews
7) Appointment of faculty members within a program
8) Program and curriculum development
9) RA and TA assignments
10) College or departmental fellowships
11) First resolution of student concerns and discipline
12) Maintenance of departmental handbooks

Recommendation 2: Charge the Graduate School with the following broad responsibilities concerning graduate education, understanding that specific responsibilities and functions will evolve with time.

1) Advocating for graduate education and ensuring it is integrated in the development of University strategic plans.
2) Establishing and overseeing consistent policies and procedures across programs.
3) Review of graduate student admissions decisions, and appeals of University policy.
4) Tracking graduate student progress.
5) Optimizing the use of University resources in support of graduate education.
6) Facilitating recruitment of the best and the brightest graduate students.
7) Fundraising in support of graduate programs.
8) Supporting the tracking of post-graduation career success.
9) Preserving the autonomy of graduate programs to operate as appropriate within their unique disciplines.
10) Overseeing special university-wide fellowships.

Recommendation 3: Include post-doctoral scholars within the responsibilities of the Graduate School. The Graduate School should facilitate recruitment and hiring of post-doctoral scholars, provide standards for their pay, treatment, and professional development, and take steps to engage them in the SMU community.

Recommendation 4: Establish a Graduate Council in the Spring Semester, 2019. The Graduate Council should include faculty representation from all segments of the graduate programs within the purview of the Graduate School. The Graduate Council should meet regularly to include faculty in the design and governance of the Graduate School and to advise the Dean of the Graduate School. See Appendix D for recommendations for the constitution of the Graduate Council in Spring 2019.

Recommendation 5: Prior to the launch of the Graduate School, charge the Graduate Council with (1) drafting a unified graduate catalog, and (2) working with school and University offices to develop operational guidelines for the Graduate School.

Recommendation 6: Beginning in Fall Semester, 2019, implement a Graduate School in stages to ensure that responsibilities do not outstep resources and to allow adequate time for collaborative planning with faculty, schools, and other administrative offices before the expansion of responsibilities. Recommended stages are:

> **Stage One:** Launch of a Graduate School in the Fall Semester, 2019, _with initial focus on Ph.D. programs_, as this element of graduate education has the greatest potential to contribute to the Strategic Plan and improve SMU's stature in higher education. Responsibilities for Dedman Masters programs currently handled by the Office of Research and Graduate Studies will also be within the purview of the Graduate School at this stage.

> **Stage Two:** Expand the Graduate School purview to include other terminal degrees – the Doctor of Engineering, Master's of Fine Arts, and Doctor of Education. The Graduate School would also take on the responsibility of overseeing all university post-doctoral scholars. Stage two would include adding positions of a Director/Assistant Director of Postdoctoral Fellows, and a Director/Assistant Director of Career and Professional Development.

> **Stage Three**: Include Lyle School master's degrees within the purview of the Graduate School. To accommodate this significant expansion in responsibility, stage three would include adding the positions of an Enrollment Services Manager and a Graduate School Coordinator within the Graduate School.

> **Stage Four**: Include the remaining master's degrees in the Meadows and Simmons Schools, including the Liberal Studies program. Stage four would include adding positions of a Recruitment/Admissions Coordinator and an Assistant Director/Coordinator of Graduate Student Life. At this point the Graduate School may also require an administrative assistant.

Staffing recommendations for each stage are presented in Appendix E.

Recommendation 7: Initial responsibilities of the Graduate School as they pertain to Ph.D. programs would be as follows in Stage One.

1) **Baseline Policies and Consistent Standards**. The new Graduate School should work across colleges and departments to create baseline policies and consistent standards so that all of our programs are operating at the same level, while still respecting the differences that are inherent in diverse fields. Specific initial responsibilities for the Graduate School should include:

> i. Baseline admissions policies and guidelines
> ii. General academic standards and progress milestones for Ph.D. programs
> iii. Development and maintenance of a unified graduate catalog
> iv. Teaching and research assistant policies
> v. Graduate student funding guidelines

2) **Graduate Student Data**. The Graduate School should maintain information on graduate student progress and the graduate programs, which is currently dispersed across the University.

3) **Training, Professional Development, and Student Life**. The Graduate School should offer programming as resources allow, such as new student orientation, professional development workshops, and events that enrich the SMU experience for graduate students. By providing offerings centrally for all graduate students, it will allow departments to focus on the specific needs of their students without having to provide baseline information that should be provided to all graduate students.

4) **Recruitment**. The Graduate School will facilitate and support recruitment of outstanding Ph.D. students, with the understanding that their selection remains a faculty responsibility.

5) **Tuition waivers**. The Graduate Council should engage the schools and the Office of Budget and Finance to determine if centralized awarding of tuition waivers would benefit the University. For example, centralized administration of tuition waivers could facilitate graduate student enrollment in courses offered outside of the department and school, encouraging interdisciplinary programs. If tuition waivers prove problematic, the Graduate Council should investigate other mechanisms to facilitate student enrollment in graduate courses across the University.

6) **University Fellowship Programs**. The Graduate School should administer University-level fellowship programs to attract the best matriculates possible. Schools and departments should retain control of programs endowed at the school or department level.

7) **Fundraising**. The Graduate School should be authorized to work with the Development Office to raise funds in support of graduate education, including the appointment of an embedded Development Officer. <u>Naming and endowment of the Graduate School should be a Development priority.</u>

8) **Conflict Resolution**. Development and implementation of formal procedures for resolution of graduate student concerns and discipline not solved at the department level.

9) Facilitation of interdisciplinary programs and collaboration.

10) Responsibility for the following with respect to Dedman master's programs (currently overseen by the Office of Research and Graduate Studies):

    - Baseline admissions policies and guidelines
    - General academic standards and progress milestones
    - Professional development and student life offerings
    - Limited career support services
    - Student concerns and discipline not resolved at the departmental level

Recommendation 8: **Staff the Graduate School adequately** to perform the functions to which it is assigned. Recommended organizational charts linked to Graduate School responsibilities are presented in Appendix E.

Recommendation 9: **Establish metrics** to measure the performance of the Graduate School and contributions to the Strategic Plan, and utilize the metrics to recommend policies and strategies to improve the programs. Examples of appropriate metrics are:

1) Program selectivity.
2) Matriculate quality.
3) Average time to degree.
4) Degree completion rate.
5) Student research achievements during the Ph.D. program.
6) Post-graduation career outcomes.
7) Growth of University resources through grants and gifts.

Recommendation 10: Constitute a Graduate School Executive Board to establish a connection with the SMU alumni and Dallas businesses and organizations.

Appendix A

Summary of Town Hall Meetings

After the production of a draft Task Force report in Spring 2018, a diligent effort was made to receive input from the stakeholders across campus. In June, July, August, and September, a total of seven town hall meetings were held that were chaired by Dean Quick, including one devoted to graduate student input. In summarizing the comments, it should be emphasized is that virtually all of those who spoke at those meetings lauded the idea of creating a Graduate School at SMU.

The comments from those meetings can readily be split into two groups. First, many articulated goals that they would like to see instituted by the new school. For instance, many said that they felt it important that the Graduate School be an advocate for graduate students to help make stipends nationally competitive and provide support for health insurance, as well as to guide them in the areas of professional development and raise the overall visibility of graduate education at SMU. Several faculty and students also mentioned that staff at the school could help with conflicts that cannot be resolved by the department.

Faculty also want the school to be an advocate for programs, including helping with recruiting, development support for graduate programs, and full-ride fellowships that can be used to attract top talent. In particular, it was felt that a graduate school could provide support for two important areas for growth that are currently not well managed: post-doctoral scholars and interdisciplinary programs. With regard to the latter, a graduate school holds a unique position, agnostic with regard to field and discipline, allowing it to provide support and oversight as a neutral player.

In addition to aspirations for the school, the faculty also expressed a number of concerns. Above all, they wondered where the funding for the school would come from and were concerned that it might be drawn from existing funds for the graduate programs. Additionally, there was discussion of what might be the proper scope for graduate school oversight (in terms of admissions, degrees, and degree requirements) and a timeline for implementation of a school.

These observations have informed and supported the development of the task force report.

Appendix B

Aspirational Peer Site Visits

UNIVERSITY OF
NOTRE DAME
The Graduate School

502 Main Building, Notre Dame, Indiana 46556
tel (574) 631-5536   fax (574) 631-4183   email GradSch@nd.edu

James Quick – AVP for Research and Dean of Graduate Studies

Renee McDonald – Senior Associate Dean for Research and Academic Affairs for Dedman College

Reva Pollack – Assistant Dean of Graduate Studies

Thursday, July 12

Time	Location	Topics	Contact
8:30 – 10:00	Sorin's – Morris Inn (Breakfast)	Structure, Governance, Oversight/Assessment, Fundraising	Laura Carlson – VP, Assoc Provost, and Dean
10:00 – 10:15	Walk to Main Building		Laura Carlson – VP, Assoc Provost, and Dean
10:15 – 11:00	502 Main Building	Recruitment and Admissions	Nyree McDonald – Associate Dean of Recruitment and Admissions Dee Gipson – Recruitment Strategies Program Director
11:00 – 11:45	502 Main Building	Professional Development	Demetra Schoenig – Director, Academic Enhancement
11:45 – 12:00	Walk to lunch		
12:00 – 1:30	Lunch		
1:30 – 2:15	502 Main Building	Professional Development – Office of Grants and Fellowships	Samantha Lee – Program Director, Grants and Fellowships
2:15 – 3:00	502 Main Building	Office for Postdoctoral Scholars	Demetra Schoenig – Director, Academic Enhancement Valli Sarveswaran – Associate Program Director Diana Dickson - Coordinator
3:00 – 3:45	502 Main Building	Student funding, Program data, Assessment	Brian Flaherty – Strategic Initiatives Program Director
3:45 – 4:00	Break	Break	
4:00 – 4:45	316 Main Building	ND Research	Bob Bernhard – Vice President for Research
4:45 – TBD	Break	Break	
TBD	TBD	Dinner	Laura Carlson Demetra Schoenig Nyree McDonald John Lubker Brian Flaherty

Friday, July 13

Time	Location	Topics	Contact
8:30 – 9:30	North Suite 528 Duncan Student Center	Professional Development – Graduate Career Services	Ryan Willerton – Associate Vice President for Career and Professional Development Demetra Schoenig – Director, Academic Enhancement
9:30 – 10:15	W206 Duncan Student Center	Graduate Student Life	Mimi Beck – Program Director, Graduate Student Life
10:15 – 11:00	TBD Duncan Student Center	Student policies, Student progress, Ombudsman	John Lubker – Associate Dean for Academic Affairs
11:00 – 12:00	Duncan Student Center	Lunch, Closing	Laura Carlson – VP, Assoc Provost, and Dean

Meeting Schedule - July 30-31, 2018

Southern Methodist University (SMU) Visit
SMU Graduate School Task Force:
Jim Quick, Associate Vice President for Research and Dean of Graduate Studies
Renee McDonald, Senior Associate Dean for Research and Academic Affairs, Dedman College
Panos Papamichalis, Associate Dean for Academic Affairs, Lyle School of Engineering
Reva Pollack, Assistant Dean of Graduate Studies

Host: Mark T. Wallace, Ph.D.   **Office phone:** 615-936-6709
Vanderbilt University
Graduate School
Alumni Hall

Monday, July 30, 2018

1:30pm - 2:30pm

Group Meeting with the Vanderbilt University Graduate School Deans and Assistant Admissions Director:
Mark Wallace, Ph.D., Dean of the Graduate School, Louise B. McGavock Endowed Chair, Professor of Hearing & Speech Sciences, Psychology and Psychiatry
Richard Hoover, Ph.D., Associate Dean for Academic Affairs in the Graduate School, Professor of Pathology, Microbiology, and Immunology, and Associate Professor of Pediatrics
Clare McCabe, Ph.D., Associate Dean for Postdoctoral Affairs in the Graduate School, Cornelius Vanderbilt Professor of Engineering, Professor of Chemical and Biomolecular Engineering, and Director of Graduate Studies for Chemical and Biomolecular Engineering
Don Brunson, Ph.D., Assistant Dean in the Graduate School Office of Diversity: Underrepresented Student Outreach, Admission, and Retention Officer, and Director of the Enhancing Diversity in Graduate Education Program (VU-EDGE)
Mary Michael-Woolman, Assistant Dean for Operations in the Graduate School: Financial and Personnel Management; New Initiatives, Administrative Oversight
Ruth Schemmer, Ph.D., Assistant Dean for Career Development: Liaison to the Graduate Student Council and the Graduate Development Network
Walt Bieschke, M.B.A., Assistant Director of Admissions: Technical Application System Questions
Location: 010 Alumni Hall Conference Room

Individual Meetings:

2:30pm– 3:00pm

Ruth Schemmer, Ph.D., Assistant Dean for Career Development: Liaison to the Graduate Student Council and the Graduate Development Network
Location: 010 Alumni Hall Conference Room

3:00pm – 3:30pm

Jeannette Mancilla-Martinez, Ed.D., Associate Dean of Graduate Education at Vanderbilt University: Peabody College of Education, Associate Professor of Literacy, Department of Teaching & Learning
Location: 010 Alumni Hall Conference Room

3:30pm – 4:00pm

Clare McCabe, Ph.D., Associate Dean for Postdoctoral Affairs in the Graduate School, Cornelius Vanderbilt Professor of Engineering, Professor of Chemical and

Appendix C

SMU Fall 2018 Graduate Student Headcount

				Fall 2018			Fall 2017			% INCR/DECR		
				FT	PT	Total	FT	PT	Total	FT	PT	Total
Credit		Cox	Graduate	713	220	933	715	213	928	-.3%	3.3%	.5%
			Graduate Non Deg	3	0	3	4	0	4	-25%		-25%
			Undergraduate	1,147	23	1,170	1,143	33	1,176	.3%	-30.3%	-.5%
			Total Cox	**1,863**	**243**	**2,106**	**1,862**	**246**	**2,108**	**.1%**	**-1.2%**	**-.1%**
		Dedman	Graduate	202	197	399	227	177	404	-11%	11.3%	-1.2%
			Undergraduate	1,117	74	1,191	1,121	75	1,196	-.4%	-1.3%	-.4%
			Total Dedman	**1,319**	**271**	**1,590**	**1,348**	**252**	**1,600**	**-2.2%**	**7.5%**	**-.6%**
		Dedman Law	Doctoral - Prof	708	7	715	732	9	741	-3.3%	-22.2%	-3.5%
			Graduate	50	10	60	57	11	68	-12.3%	-9.1%	-11.8%
			Total Dedman Law	**758**	**17**	**775**	**789**	**20**	**809**	**-3.9%**	**-15%**	**-4.2%**
		Enrlmt Srvcs	Undergrad Non Deg	0	27	27	5	15	20	-100%	80%	35%
			Total Enrlmt Srvcs	**0**	**27**	**27**	**5**	**15**	**20**	**-100%**	**80%**	**35%**
		Guildhall	Graduate	45	46	91	89	2	91	-49.4%	2200%	0%
			Graduate Non Deg	1	10	11	15	0	15	-93.3%		-26.7%
			Total Guildhall	**46**	**56**	**102**	**104**	**2**	**106**	**-55.8%**	**2700%**	**-3.8%**
		Lyle	Graduate	443	600	1,043	564	565	1,129	-21.5%	6.2%	-7.6%
			Graduate Non Deg	0	0	0	0	2	2		-100%	-100%
			Undergraduate	497	18	515	611	24	635	-18.7%	-25%	-18.9%
			Total Lyle	**940**	**618**	**1,558**	**1,175**	**591**	**1,766**	**-20%**	**4.6%**	**-11.8%**
		Meadows	Graduate	96	86	182	98	102	200	-2%	-15.7%	-9%
			Graduate Non Deg	3	40	43	4	33	37	-25%	21.2%	16.2%
			Undergraduate	586	23	609	602	19	621	-2.7%	21.1%	-1.9%
			Total Meadows	**685**	**149**	**834**	**704**	**154**	**858**	**-2.7%**	**-3.2%**	**-2.8%**
		Perkins	Graduate	130	131	261	105	149	254	23.8%	-12.1%	2.8%
			Total Perkins	**130**	**131**	**261**	**105**	**149**	**254**	**23.8%**	**-12.1%**	**2.8%**
		Rsrch&Grad	Graduate	2	317	319	2	323	325	0%	-1.9%	-1.8%
			Total Rsrch&Grad	**2**	**317**	**319**	**2**	**323**	**325**	**0%**	**-1.9%**	**-1.8%**
		SMU Pre-majors	Undergraduate	2,779	31	2,810	2,621	34	2,655	6%	-8.8%	5.8%
			Total SMU Pre-majors	**2,779**	**31**	**2,810**	**2,621**	**34**	**2,655**	**6%**	**-8.8%**	**5.8%**
		Simmons	Graduate	228	738	966	342	595	937	-33.3%	24%	3.1%
			Graduate Non Deg	2	142	144	14	188	202	-85.7%	-24.5%	-28.7%

			Fall 2018			Fall 2017			% INCR/DECR		
			FT	PT	Total	FT	PT	Total	FT	PT	Total
		Undergrad Non Deg	0	4	4	0	5	5		-20%	-20%
		Undergraduate	147	6	153	137	7	144	7.3%	-14.3%	6.3%
		Total Simmons	**377**	**890**	**1,267**	**493**	**795**	**1,288**	**-23.5%**	**11.9%**	**-1.6%**
	Total Credit		**8,899**	**2,750**	**11,649**	**9,208**	**2,581**	**11,789**	**-3.4%**	**6.5%**	**-1.2%**
Non Credit	**Dedman**	ESL Studies Non-Certificate	0	5	5	0	0	0			
		Intensive English GR	0	2	2	0	0	0			
		Intensive English UG	0	10	10	0	0	0			
		Total Dedman	**0**	**17**	**17**	**0**	**0**	**0**			
	Total Non Credit		**0**	**17**	**17**	**0**	**0**	**0**			
Total University			**8,899**	**2,767**	**11,666**	**9,208**	**2,581**	**11,789**	**-3.4%**	**7.2%**	**-1%**
Credit	**Graduate**	Degree	2,617	2,352	4,969	2,931	2,146	5,077	-10.7%	9.6%	-2.1%
		Non Degree	9	192	201	37	223	260	-75.7%	-13.9%	-22.7%
		Total Graduate	**2,626**	**2,544**	**5,170**	**2,968**	**2,369**	**5,337**	**-11.5%**	**7.4%**	**-3.1%**
	Undergraduate	Degree	6,273	175	6,448	6,235	192	6,427	.6%	-8.9%	.3%
		Non Degree	0	31	31	5	20	25	-100%	55%	24%
		Total Undergraduate	**6,273**	**206**	**6,479**	**6,240**	**212**	**6,452**	**.5%**	**-2.8%**	**.4%**
	Total Credit		**8,899**	**2,750**	**11,649**	**9,208**	**2,581**	**11,789**	**-3.4%**	**6.5%**	**-1.2%**
Non Credit	**Graduate**	Non Degree	0	7	7	0	0	0			
		Total Graduate	**0**	**7**	**7**	**0**	**0**	**0**			
	Undergraduate	Non Degree	0	10	10	0	0	0			
		Total Undergraduate	**0**	**10**	**10**	**0**	**0**	**0**			
	Total Non Credit		**0**	**17**	**17**	**0**	**0**	**0**			
Total University			**8,899**	**2,767**	**11,666**	**9,208**	**2,581**	**11,789**	**-3.4%**	**7.2%**	**-1%**

NOTES:

Students counted by their primary program

Institutional Research excludes non-credit when reporting to IPEDS

Full-time (FT) is 12 credit hours for undergraduate enrollment, 9 hours for most
graduate programs, 6 hours for Dispute Resolution, and Counseling (both
in Simmons.

Appendix D

Recommendation for Spring 2019 Graduate Council

At the conclusion of the Fall 2018 semester, a Graduate School Council will be immediately constituted to move into the next phase of development for the Graduate School. The Task Force recommends that the Graduate Council meet weekly for the Spring 2019 semester, approximately 15 meetings in total, to create the policies and procedures which will govern the School's initial framework. The Task Force recommends the Council's work proceed in three steps:

Step one: Review the current catalogs of Dedman College and the Lyle, Meadows and Simmons Schools to see where there are commonalities and where there are discrepancies, and unify these segments into a single Graduate School catalog.

Step two: Review the catalogs and academic codes of select peer schools to determine where SMU's catalog might be updated to reflect best practices.

Step three: Consider other policy questions that extend beyond the catalog.

The Task Force recommends that the Council complete its work by May 17, 2019, the day prior to Spring 2019 Commencement. This would provide sufficient time for the University's catalog editor to prepare the new Graduate School catalog for Fall 2019 publication.

The Spring 2019 Graduate Council should be charged with formulating the policies governing the composition and selection of the permanent Graduate Council. For the Spring 2019 semester, the Task Force recommends that the Graduate Council comprise one faculty representative each from Dedman I, II, and III, Lyle, Simmons, and Meadows, along with an associate dean from each of the four schools.

Appendix E

Graduate School Staffing Recommendations

The Graduate School must be staffed adequately to perform the functions to which it is assigned. Overseeing the Graduate School should be a dedicated Dean of the Graduate School. This will involve splitting the current role of Associate Vice President for Research and Dean of Graduate Studies, following the recommendation of the Provost's Task Force on Scholarly Research and Creative Impact. The current Graduate Studies staff, an Assistant Dean of Graduate Studies, Director of Graduate Recruitment, and Assistant Director of Graduate Studies, should accordingly be moved under the Graduate School.

As services are expanded, the following positions would be required:

- Director/Assistant Director of Graduate Grants and Fellowships
  - This position would be focused on helping students find and prepare applications for outside grants and fellowships.
- Director/Assistant Director of Postdoctoral Affairs
  - This position would facilitate recruitment and hiring of postdoctoral fellows, and their professional development.
- Director of Career and Professional Development
  - This position would be focused on developing and harnessing campus resources to assist graduate students (1) while at SMU, and (2) in their post-graduation careers. This position may be affiliated with the Hegi Career Center.
- Graduate Student Life Coordinator
  - This position would be focused on the quality of the graduate student experience on campus, and would create programming to bring graduate students together across departments and schools.
- Enrollment Services Manager
  - This person would work within Slate to set up a coordinated system of application review for all graduate programs. This position may be affiliated with the Admissions Office.
- Administrative Assistant

As the Graduate School continues to grow, particularly if a phased model is implemented, additional positions required may include:

- Associate/Assistant Dean of Academic Affairs
- Associate/Assistant Dean of Recruitment and Admissions
- Financial Manager
- Graduate Alumni Director
- Graduate Development Officer
- Webmaster

Additional support personnel in the areas of admissions, recruitment, and student resources may also be needed.

Stage One: Initial Launch of a Graduate School in the Fall Semester, 2019, _with initial focus on Ph.D. program._ Responsibilities for Dedman Masters programs currently handled by the Office of Research and Graduate Studies will also be within the purview of the Graduate School at this stage. A new position of Director of Graduate Fellowships would be added to facilitate applications for external grants and fellowships by graduate students.

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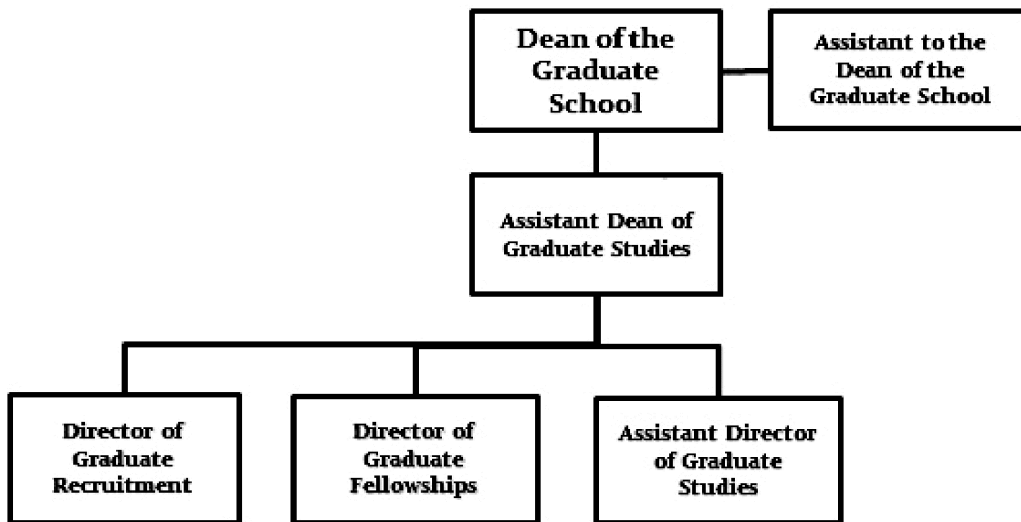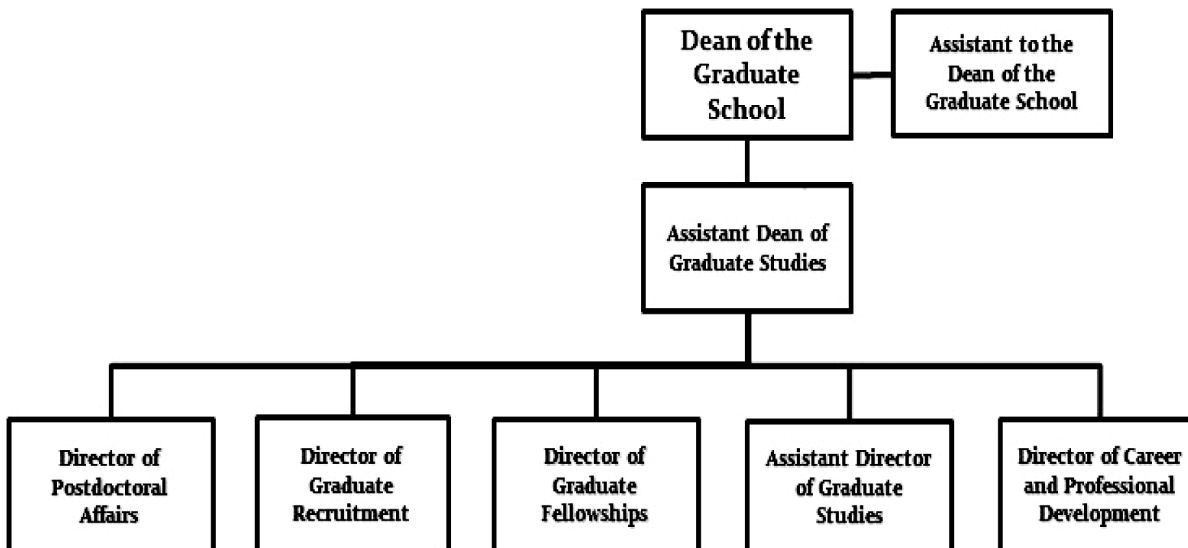
Stage Two: Expansion of the Graduate School purview to include other terminal degrees – the Doctor of Engineering, Master's of Fine Arts, and Doctor of Education. The Graduate School would also take on the responsibility of overseeing all university post-doctoral scholars. Stage two would include the hiring of a Director/Assistant Director of Postdoctoral Fellows, and a Director/Assistant Director of Career and Professional Development.

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Stage Three: Inclusion of the master's degrees within the Lyle School of Engineering. To accommodate the significant expansion in students under the Graduate School, stage three would include the hiring of an Enrollment Services Manager and a Graduate School Coordinator.

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                    │ Assistant Dean of │
                    │ Graduate Studies │
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Director of Postdoctoral Affairs | Director of Graduate Recruitment | Director of Graduate Fellowships | Assistant Director of Graduate Studies | Director of Career and Professional Development

Enrollment Services Manager

Graduate School Coordinator
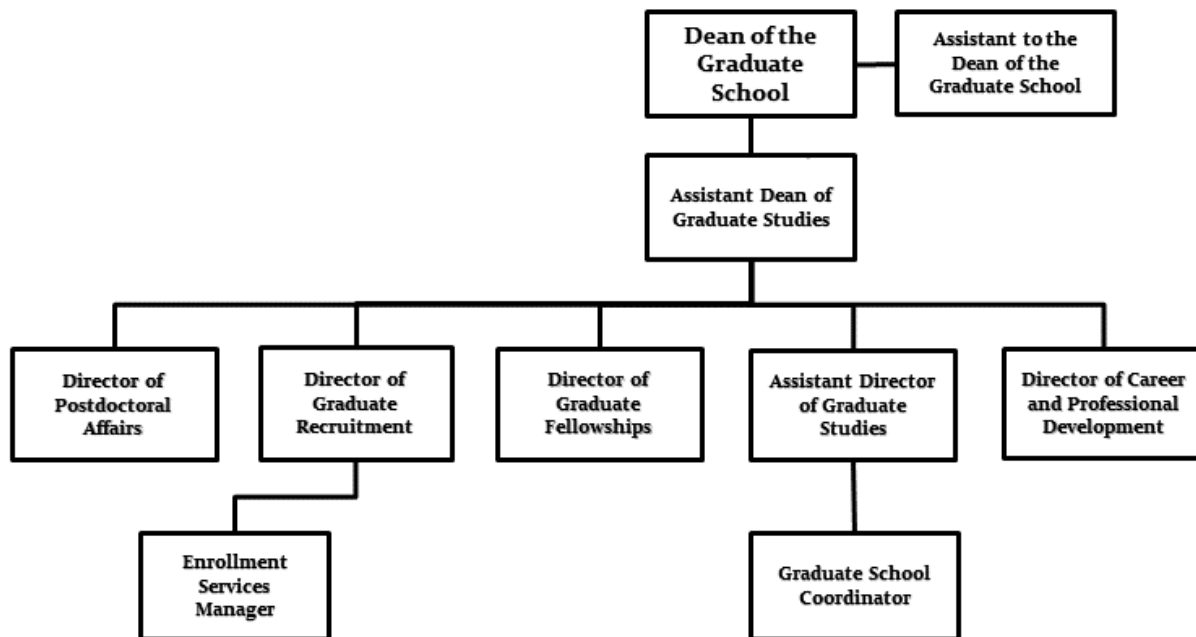
Stage Four: Inclusion of the remaining master's degrees in the Meadows and Simmons Schools, including the Liberal Studies program. As the Graduate School grows again quite significantly, stage four would include the hiring of a Recruitment/Admissions Coordinator and an Assistant Director/Coordinator of Graduate Student Life. At this point the Graduate School may also require an administrative assistant.

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                    │ Assistant Dean of │
                    │ Graduate Studies │
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Director of Postdoctoral Affairs | Director of Graduate Recruitment | Director of Graduate Fellowships | Assistant Director of Graduate Studies | Director of Career and Professional Development | Assistant Director of Graduate Student Life

Enrollment Services Manager | Recruitment/ Admissions Coordinator

Graduate School Coordinator

27