



TO: University Community

SUBJECT: Report from the Committee to Review the Graduate School (Beck Committee)

FROM: Barbara R. Snyder
Executive Vice President and Provost

DATE: February 3, 2006

The aims of Ohio State's Academic Plan all point to one overarching goal: that our institution become the premier public land-grant research university in the nation. If we're to achieve that status, the quality of our graduate education cannot be merely excellent. It must be exemplary.

To ensure that Ohio State provides that level of excellence to its graduate students, in March 2005 I appointed a Committee to Review the Graduate School, known informally as the Beck committee after its chair, Paul Beck, Dean of the College of Social and Behavioral Sciences. I charged the Beck Committee to do an in-depth review of the structure and functions of the Graduate School. I also asked it to make recommendations on how the School can best support a top-quality graduate experience.

In November 2005 the Beck Committee released the first part of its findings, those pertaining to the optimal structure of the Graduate School. In that preliminary report (available on the Office of Academic Affairs web site at <http://oaa.osu.edu/documents/GradSchoolReviewCommRptPart1.pdf>), the committee said that it found no compelling reason to alter the present arrangement, whereby a dean of the Graduate School oversees graduate studies and reports to the provost.

The Beck Committee's full report is now available for review. In addition to its earlier structural recommendation, the complete report also proposes that there be

- changes to the manner in which Graduate School fellowships, fee authorizations, and research grants are awarded;
- new processes for the oversight of graduate education; and
- revisions to recruitment, admissions, and career development practices.

In accordance with the Beck Committee's structural recommendation, we are preparing to launch a nationwide search for a new dean of the Graduate School.

With this memorandum, we will begin the process of conducting campus-wide discussions of the Committee's additional findings. Dean Beck and I will discuss the Committee's report and

recommendations with interested groups, including but not limited to the Council of Deans, the Council on Research and Graduate Studies, the University Research Committee, the Council on Academic Affairs, the Faculty Council, and the Council of Graduate Students.

In addition, I ask that all members of the university community plan to review the Beck Committee's report and provide me with reactions by May 15, 2006.

After I have received broad input from the campus, I will work with the Graduate School to develop an appropriate implementation plan.

The work of the Beck Committee, in tandem with that of the Freeman Committee on Graduate Education, charts a sure course towards enhanced academic excellence, which, in turn, is the route to the reputational goal articulated in the Academic Plan.

I am deeply grateful to Dean Beck and the members of the Committee for their efforts to help us reach that goal.

**Report to Provost Barbara Snyder
from the
Committee to Review the Graduate School**

The Ohio State University

February 1, 2006

Committee to Review the Graduate School

Paul A. Beck (Chair), Dean, College of Social and Behavioral Sciences, and Professor,
Department of Political Science

David Andereck, Senior Associate Dean, College of Mathematical and Physical Sciences,
and Professor, Department of Physics

Carole Anderson (*ex officio* member of Committee), Vice Provost, Academic Affairs,
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Melanie Bales, Associate Professor, Department of Dance

Robert Brueggemeier, Dean and Professor, College of Pharmacy

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Allan Yates, Associate Dean, College of Medicine, and Professor, Department of Pathology

Executive Summary

Promoting excellence in graduate education, especially at the doctoral level, is critical in realizing the goal of the University's Academic Plan to make The Ohio State University a leading public university. With this in mind, the Committee to Review the Graduate School was created by the Provost to review the Graduate School, but in actuality it had a broader mandate – to review how the University structures graduate education and performs the functions necessary to support it in achieving excellence and to recommend changes for improvement where warranted. The Committee met from March 2005 through January 2006 to perform its task and issue its report. **The resulting report is unanimously supported by Committee members.**

The report begins with the recognition that there are some serious problems facing graduate education at Ohio State, which limit our ability to concentrate resources and energies as effectively as is necessary to realize our high aspirations for graduate education. The primary problems are financial, involving the failure to fund doctoral education appropriately, especially under the new budget system, and to fund doctoral fellowships at a level that enables us to compete with the nation's top universities. Additional problems are the uneven quality of graduate programs and the failure to regulate quality in an effective manner. The report contains numerous recommendations to address these and other problems.

Part I of the report, circulated to the University community in November 2005, recommends that the current structure for graduate education be maintained: a Graduate School that is aligned with the academic units of the University in reporting directly to the Provost. This model has served the University well, and it is the preferred model among all but a handful of our peer universities. Part II of the report, which is promulgated for the first time below, recommends that many of the core functions of the present Graduate School also be continued -- including its oversight of quality in graduate programs, its investment of University fellowship funds to support graduate students, and its oversight of admissions and recruitment of graduate students – but with some important operational changes. We envision an even stronger role for the Dean of the Graduate School in fulfilling these responsibilities. Among the most important of the recommendations for changes are:

Related to the structure of the Graduate School:

- Appoint the Dean of the Graduate School to the President's Cabinet.
- Create a new Graduate Council to work directly with the Graduate School and its Dean.

Related to Graduate School funding competitions:

- Increase funding for first-year and dissertation Graduate School fellowships.
- Eliminate the Graduate School's Post-Doctoral Fellowship Program.
- Give top priority for Graduate School fellowships, fee authorizations, and research grants to PhD students and other students like them who are pursuing degrees requiring original scholarly or creative work that is necessary for faculty or research careers.
 - PhD/MFA applicants would be eligible for University Fellowships.
 - Some terminal masters students would be eligible for Enrichment Fellowships.
- Require a minimum level of program quality for its students to be eligible to compete for Graduate School fellowships.

- Grant eligibility for Graduate School fellowships to incumbent Ohio State students moving from masters to PhD programs if they had not been considered previously for fellowships.
- Decentralize the University Fellowship decisions to colleges, where the number of fellowships and the allocation rules make it feasible; other Graduate School fellowships would continue to be decided centrally.
- Reallocate to University or Presidential fellowships any fee authorization or other funds freed up by following the Committee's recommended rules for eligibility.
- Discount tuition for graduate students while they are at the dissertation stage, if it is not financially disadvantageous to the University.

Related to Graduate School oversight for graduate education:

- Establish Graduate School criteria for Graduate Faculty status, but local program and college decide who qualifies.
- Eliminate Graduate School Representatives from examination committees, but encourage committees to include faculty from outside the programs as regular committee members.
- Require annual dissertation progress reports to the chairs of graduate studies committees and probation, then termination, for dissertation students earning consecutive U grades.
- Conduct regular program reviews for all graduate programs under the aegis of the Graduate School.
- Require all programs and the Graduate School to maintain up-to-date records on a variety of metrics related to quality and the funding of graduate education.

Related to the Graduate School role in services, recruitment, admissions, and placement

- Move the reporting line of the Graduate Admissions Office to the Graduate School.
- Require separate admission decisions for masters and PhD degree programs.
- Give the Graduate School responsibility for coordinating, maintaining, and enhancing the effectiveness of University-wide programs for recruiting graduate students, especially minority, domestic, and Ohio students.
- Assign the responsibility for nominating graduate student Fulbright Fellows to the Graduate School.
- Provide additional funding to the Graduate School so that it can establish and maintain a career development office for graduate students.

Introduction

Great research universities have great graduate programs. As The Ohio State University moves up in standing among research universities, and aspires to move even higher as articulated in its Academic Plan, attention must focus on improving the quality of its graduate programs, especially doctoral programs, which figure so prominently in university reputations. The efforts of individual departments and colleges, through their recruitment and development of distinguished faculty and their construction of cutting-edge high-quality programs are, of course, essential to this improvement. These efforts can be impeded or supported by the structuring and financing of graduate education. Recent movement to a new budgeting system, without explicit attention to how it might affect graduate education, and the increasing competition for graduate students as the University aspires to become a top public university make it even more imperative to examine the University's role in graduate education at this time. The imminent search to replace the long-standing Dean of the Graduate School provides an opportunity to take a comprehensive look at the Graduate School and its role in graduate education at Ohio State.

Attention to graduate education at Ohio State is long overdue. During the last decade, the University has devoted considerable effort to improvement at the undergraduate and faculty levels. The investment of more resources in the recruitment and funding of top undergraduate students has yielded increases in the quality of the student body and in consequent retention and graduation rates. The recently-released report of the Committee for the University-wide Review of Undergraduate Education (the so-called "McHale Committee," named after its chair) is now stimulating campus-wide discussion about how to best align our curricular requirements with these changes in the student body. Through its Selective Investment and Academic Enrichment programs and its initiatives to improve faculty compensation relative to peer universities, the University has supported and enhanced the quality of its faculty. The recently-launched Provost's initiative for Targeted Investments in Excellence promises to advance the University even more towards attaining the faculty excellence goals espoused in the Academic Plan.

Provost Snyder has appointed two committees to examine graduate education at Ohio State. The Committee on Graduate Education (the so-called "Freeman Committee," named after its chair) was established in July 2004 to:

assess the alignment of doctoral education with the academic plan; recommend an appropriate funding model to support outstanding doctoral programs; suggest how resources might be redistributed or reinvested to support outstanding doctoral programs; and devise metrics that might be used for a cyclical review of the quality of doctoral programs.¹

Part I of the Freeman Committee report, focused on the financing of graduate education, was released in September 2005. The Committee to Review the Graduate School (the so-called "Beck Committee," named after its chair) was established in March 2005 "to consider the current structure and functions of the Graduate School, the optimal structure and functions, and recommendations for change that will bridge any gap." In particular, the Beck Committee was asked to:

¹ The quote is from the Provost's 9/13/05 memo to the University community releasing Part 1 of the Freeman Committee Report.

examine the current organizational structure; the various models of graduate schools among our benchmarks; the appropriate mission of a graduate school in a research institution; the functions of the Graduate School and its committees; the desired interaction between the Graduate School and colleges and departments and between the Graduate School and the Office of Academic Affairs and the Office of Research; and some specific issues, such as the process by which Graduate School fellowships are allocated and the role of Graduate School representatives on graduate examinations and PhD defenses.²

The earlier findings of the Freeman Committee, as described in its Part I report, provided an important context for the considerations of our Committee. In particular, that committee found that Ohio State “lags behind its peers in production of PhD graduates, and there has been a decline in PhD production over the last ten years, during the same time enrollment in masters programs has surged.”³

One important contributor to a decline in PhDs awarded by OSU, according to the Freeman Committee, is how the University funds PhD education. Under the new University budgeting model, state subsidies for graduate education are distributed to graduate programs as they are earned – at the masters subsidy levels for graduate students through their first 50 earned credits and at the doctoral subsidy levels for students who had already earned 50 credits. Since the Board of Regents has set a fixed cap on doctoral subsidy dollars, however, the greater the number of 50+-credit students, the lower the subsidy for any single student. Because masters students were often earning more than 50 credits and their numbers were growing, this meant that doctoral students were being increasingly under-funded (relative even to the subsidy levels set in the Regents’ formula) through the new budgeting system. By contrast, the new budgeting system has been a boon to masters programs and encourages their growth. Because Regents’ funding for masters programs was not capped, many departments benefited financially – first, from enrollment growth at the masters level and, second, from the extra subsidy their masters programs earned from students earning more than 50 credits for graduation. Untrammelled growth in masters enrollments under the OSU budget model, in short, has undermined doctoral programs at Ohio State.

The funding problem for doctoral education is exacerbated by two additional unintended consequences of changes in the budget model. First, marginal increases in subsidy and fee income earned from PhD students are charged central taxes and central services fees and, for the Colleges of the Arts and Sciences, an additional Arts and Sciences Federation tax. Where departments and colleges are paying the students’ fees, as is the case for many PhD students, this means that they pay central taxes and service fees, and the Federation tax, on their own fee expenditures. Second, with the change to the new budgeting system, the Office of Research discontinued its long-standing policy of providing fee authorizations to students funded on external research grants. Even though the net increases in indirect cost recoveries are returned to the colleges without any central tax, these monies often become mingled with other revenues coming into the colleges and are not applied to fee authorizations for graduate students. Because of these two factors, less money may be available for funding PhD students than under the previous budgeting system.

² These passages are quoted from the Provost’s charge to the Beck Committee. For the full charge, see Appendix A below or <http://oaa.osu.edu/pdf/gradschool.pdf>.

³ See page 2, Executive Summary, of the Freeman Committee’s Part I report.

The Freeman Committee also found substantial variation in the quality of doctoral programs, in part because there was little central control over the quality of students admitted to them and because of virtually free movement of students from masters into doctoral programs. The Freeman Committee proposed to develop key metrics to use in regularly evaluating the quality of graduate programs and to have periodic comprehensive reviews to gauge doctoral program quality. The committee also called for an alignment of graduate student funding with program quality in the investment of University dollars in graduate education. This situation too affected funding for top-quality graduate students and their programs under the new budgeting model, as Regents' doctoral subsidies were allocated to programs based on numbers of students rather than program quality, further hindering the development of first-class doctoral programs. These problems of inadequate financial support for doctoral education and inadequate control over its quality, the Freeman Committee concluded, must be addressed if Ohio State is to move into the top ranks of doctoral programs in the country.

To identify the key issues involved in reviewing the Graduate School and to gather information on how these issues might be addressed and resolved, representatives of the Beck Committee met with a variety of campus groups;⁴ and the Committee heard from visitors to its meetings⁵ and analyzed data supplied by the Graduate School staff. Through two Committee members who served simultaneously on the Freeman and Beck Committees and regular reports to the Beck Committee of Freeman Committee findings and proposals, the deliberations of the Committee were informed by the earlier findings and proposals from the Freeman Committee. To gather information on how peer universities structured graduate education and performed key functions in support of it, the Committee also surveyed graduate school deans and their equivalents at peer universities.⁶ Appendix C contains the questions utilized in this survey, and Appendix D displays the pre-coded answers to them.

Two previous reports related to graduate education at OSU also guided the Graduate School Review Committee. We carefully considered the recommendations from an earlier 1995 Provost-appointed Graduate School Review Committee (the so-called "Ripley Committee"). Our recommendations echo many of theirs – reaffirming some that were adopted and renewing many that never were implemented. In 2001, the Central Investment Review Committee on Graduate School Funding Competitions (the so-called "Cerny Committee") addressed issues of Graduate School funding. Its key recommendations were not implemented, but we considered them seriously in our review. In the following pages, we note when either of these committees had addressed the issue that we were addressing and what was recommended.

Our response to the Provost's charge comes in two parts, circulated at two different times. Part I, on "the Structure of the Graduate School," was submitted to the Provost on November 11, 2005, and circulated to the University community soon thereafter. Because the structural question had to be settled before the search for a new leader of the Graduate School

⁴ The campus groups with which committee members met are listed in Appendix B. The committee also solicited comments from the University community more broadly through an email "phorum" on the Office of Academic Affairs website, and emails were received by the Committee's chair.

⁵ Visitors to Committee meetings are listed in Appendix B.

⁶ The universities surveyed included the 14 CIC schools plus Arizona, Texas, UCLA, and Washington.

could commence, the Committee felt that it was imperative to communicate its recommendation to maintain a freestanding Graduate School reporting to the Provost as soon as it had reached that decision. The recommendations and their supporting rationales appear virtually verbatim, except for the introduction, as Part I of the current report below. Part II below focuses on the functions of the Graduate School. It contains numerous recommendations about what the responsibilities of the Graduate School should be and how they should be fulfilled, as well as (in the passage that follows) the justifications for the recommendations.⁷

Part I **The Structure of the Graduate School⁸**

Several important issues are involved in considering the structure of the Graduate School at The Ohio State University: Where should the Graduate School be located in the University's structure? To whom should the head of the Graduate School report? What should be the relationship between the Graduate School and the Office of Research? To address these issues, the Committee began by reviewing the structural arrangements for the oversight of graduate studies at peer universities and by interviewing several administrators experienced with different structural arrangements. Basically, there are two different models for administering graduate studies. The first model is OSU's current arrangement, which separates the administrative leaders for graduate study from those for research -- usually with a graduate school dean who reports to the institution's chief academic officer (or provost) and a top administrative official for research who reports directly to the university's chief executive (the president or chancellor). The alternative model combines these two positions, with the top administrator for research and graduate studies sometimes reporting directly to the university's chief executive and sometimes reporting to the chief academic officer.⁹

Among the 18 peer institutions we surveyed on this question, only four (Arizona, Indiana-Purdue at Indianapolis, Penn State, Wisconsin-Madison¹⁰) combined the two positions. Each institution appeared to be satisfied with its present structural arrangement. While several reported that they had experienced both arrangements in their recent history and did not view one to be inherently superior to the other in principle, the most recent changes have been in the direction of the separated model. The Ohio State University too has experienced both models, but the campus now has become accustomed to a free-standing graduate school whose dean reports to the provost. We believe that the separated model has served us well. Based on these considerations, two specific recommendations follow.

Recommendation I.1: Continue present structural arrangement for the Graduate School.
We see no compelling reason to change from the present structural arrangement whereby the

⁷ The Committee is especially grateful to Susan Reeser and Bobbi Davis-Jones of the Graduate School and Janet Myers of the College of Social and Behavioral Sciences for their assistance.

⁸ Part I was previously circulated to the University community in November, 2005.

⁹ These models are described in the Council of Graduate Schools' *Organization and Administration of Graduate Education*, published in 1990.

¹⁰ Wisconsin-Madison combines these two positions in the graduate school, placing their office of research under the supervision of the graduate school dean.

Dean of the Graduate School oversees graduate studies and reports to the Senior Vice President and Provost.

This recommendation leaves the Dean of the Graduate School and the Senior Vice President for Research as separate positions. Over the past two decades, these two offices have developed heavy responsibilities for very different, yet very important, aspects of university affairs. Each is a full-time administrative job, with its own responsibilities, clientele, and functions. The vesting of both research and graduate studies oversight in one official would overload that individual and likely relegate to second place either research or graduate studies. Moreover, the strong leader and advocate for high quality graduate programs that we (and the Freeman Committee) envision for Ohio State requires a strong Dean of the Graduate School with a direct reporting line to the Provost – just as our thriving research enterprise requires the full attention of the Senior Vice President for Research. This recommendation is in line with the recommendation of the Ripley Committee.

Recommendation I.2: Foster close cooperation between Dean of the Graduate School and Senior Vice President for Research. One of the key criteria in the selection of the new Dean of the Graduate School should be the expectation of close cooperation between the Dean and the Senior Vice President for Research.

Graduate studies and research are intertwined in many ways at research universities. While we recommend that administrative responsibilities for them remain separate, we also recognize that close cooperation between the Dean of the Graduate School and the Senior Vice President for Research is important for The Ohio State University to realize its Academic Plan goals in both graduate studies and research.

Part II

The Functions of the Graduate School

A. The Governance Structure for Graduate Education

In order for the Graduate School to play the role we envision, it needs strong leadership from its Dean and advisory committees. It also needs to communicate effectively with faculty and student groups beyond the immediate purview of the Graduate School, including the Council of Graduate Students, the University Senate, the Office of Research's advisory committee, and college and departmental leaders and graduate committees. We believe that the current governance structure of the Graduate School leads to unnecessary duplication of the work of the various committees and an unnecessary drain on faculty and student time. We also believe that the current structure does not adequately encourage faculty engagement and innovation in putting forward new initiatives. The following recommendations are designed to achieve three goals: (1) a stronger and more effective governance structure for the Graduate School; (2) better communication among various constituencies involved with graduate education across campus; and (3) more efficient and effective use of faculty and student time.

We realize that these recommendations require changes beyond the purview of the Graduate School itself -- and are well beyond the mandate of the Graduate School Review Committee. We believe that they are necessary, nonetheless, to provide the appropriate forum for Graduate School policy-making and to marshal support for high-quality graduate education across the University. Based on these considerations, we offer the following recommendations:

Recommendation II.A.1: Appoint Dean to President's Cabinet. The Dean of the Graduate School should be a member of the President's Cabinet.

A guiding principle behind all of our recommendations is that the Graduate School should be a stronger unit in and of itself while also having better communication with other units across campus. To this end, we believe that the Dean should be a member of the President's Cabinet, where he or she can be a powerful advocate for graduate education. In making this recommendation, we echo the Ripley Committee Report, which noted that "it is our understanding that the individual would also be a member of the President's Executive Committee, an appointment we strongly support" (p. 1).

Recommendation II.A.2: Create Graduate Council to work with Graduate School Dean. The principal legislative and advisory body of the Graduate School should be a Graduate Council that reports to the Dean of the Graduate School and has responsibility for considering, enacting, and implementing policies and rules related to graduate study.

Currently, the Council on Research and Graduate Studies (CRGS) combines policy-making for the Graduate School with policy-making for the Office of Research, perhaps as a carry-over from a time when these two units were overseen by a single administrative head. We believe that an advisory committee that works directly with the Graduate School Dean is more appropriate for realizing the goals of this report. The new Graduate Council should serve the following functions: (1) to initiate Graduate School policies and standards and to act upon any questions about them; (2) to establish rules and policies governing graduate associates and graduate fellowships, including overseeing eligibility and allocation procedures for Graduate School fellowships; and (3) to provide oversight for interdisciplinary and one-of-a-kind programs. These functions were previously the province of the Council on Research and Graduate Council's Policy and Standards and Graduate Associate and Fellowship committees. Given the changes we are recommending in the selection process for university fellows (see section II.B. below), we believe that the Graduate Council will play an increasingly important role regarding policies for graduate fellowships. In making this recommendation, we endorse in principle the proposal of the Ripley Committee for "replacing the present Research and Graduate Council by a university-level Graduate Studies Council broadly representative of the colleges. This new council...would engage principally in broad oversight designed to promote excellence and would advise the vice provost/graduate dean" (p. 8).

Recommendation II.A.2.a: Size of the Graduate Council. The size of the Graduate Council should be significantly reduced from the current 42 members of CRGS to a number that ensures adequate representation of various constituencies yet operates efficiently in fulfilling its responsibilities -- in our view, approximately 12-15 members. Two to three of these members should be graduate students. The Graduate Dean and Associate and Assistant Dean(s) will serve as ex-officio members of the Council.

The current size of the structure makes it difficult to recruit and retain new members, to schedule meetings, and, most importantly, to be flexible and efficient in deciding on policy. While seeming to invite broad participation, the large size in fact often leads to primary decisions being made by staff and by the few committee members who are able to attend regularly and stay abreast of current issues and information. A smaller size will encourage greater engagement from its members.

Recommendation II.A.2.b: Length of term of Graduate Council members. Faculty members of the Graduate Council should serve a three-year term; student members should serve a one-year term.

The current four-year term for faculty requires an unusually long commitment. Reducing the term by a year will make it easier to recruit members to serve on the committee and will provide turnover that will promote new ideas and greater participation. At the same time, a three-year term gives members enough time to build experience and complete specific initiatives. Approximately a third of the faculty members of the council should rotate off the Council each year. Graduate students currently serve one-year terms, with the possibility of re-election to another term. We see no reason to change this policy, given the time constraints faced by graduate students and the transitory nature of the graduate student population.

Recommendation II.A.2.c: Selection of Graduate Council members. Faculty members of the Graduate Council should be chosen by a vote of the graduate faculty in the arts and sciences, professional, and health sciences cluster constituencies and in rough proportion to the number of graduate students overseen by the Graduate School within each cluster. Graduate student representation should be chosen by the Council of Graduate Students. We also suggest that there be three slots on the Graduate Council for at-large faculty members appointed by the Dean.

The graduate faculty should elect most of the faculty members of the Council. Such a system preserves the representation inherent in the CRGS and encourages greater engagement of the faculty than an appointment process. At the same time, we believe that allowing the Dean to appoint several members who complement the background of the elected members will help to create a strong Graduate School. Since the Council of Graduate Students has responsibilities for appointing graduate students to university committees, it should have responsibility for determining the graduate student members.

Recommendation II.A.3: Require Graduate School concurrence, but no Graduate School level review of graduate curriculum. While Graduate School concurrence will be required for all graduate course and curricular changes, the Graduate School should no longer be a separate review level for graduate curriculum proposals.

The curriculum approval process at Ohio State is multi-layered, and it often proves to be inefficient and to discourage innovation. Responsibility for curriculum is vested in the department/program faculty, college curriculum committees, and the Council on Academic Affairs – and, for the graduate curriculum, the Graduate School. With graduate faculty already serving at each of these levels, we see no compelling justification for retaining the Graduate School as an extra layer of committee review. At present, it only seems to duplicate subsequent CAA reviews. Instead, we encourage CAA to develop a separate sub-committee with graduate faculty and graduate student representation to handle graduate curriculum matters. A sufficient Graduate School presence in this process can be achieved by requiring its concurrence for all graduate curriculum changes.

Recommendation II.A.4: Review Council on Research and Graduate Studies (CRGS). If the preceding recommendations II.A.2 and II.A.3 are implemented, the functions of CRGS will be greatly diminished, and it should be reviewed to determine its continuing role.

In its current form, the CRGS is divided into four standing committees to handle graduate education and research issues: Curriculum, Graduate Associate and Fellowship, Policy and Standards, and Research. Three of these standing committees overlap with committees of the University Senate: the Council on Academic Affairs (CAA); the Research Committee (which is comprised of members from the CRGS and the Senate); and the Graduate Associate Compensation and Benefits Committee (GCBC). The GCBC focuses on specific benefits and compensation issues for graduate associates. This committee serves a more limited function than the Graduate Associate and Fellowship Committee, which sets academic policies for GAs and fellows as well as policies regarding the University Fellowship competition. Under our recommendations, the Graduate School's advisory committee, the Graduate Council, will deal with Graduate School policy, standards, graduate associates, and fellowships. Curricular functions will be ceded to CAA. If these changes are implemented, the role of the Research and Graduate Council must be reviewed. A Research and Graduate Council with many fewer functions could remain as the locus for coordination between the Graduate School and the Office of Research, or as an advisory committee on research.

Recommendation II.A.5: Dean appoints *ad hoc* selection committees. The Dean should appoint separate faculty committees, drawn from the different college clusters in proportion to the number of graduate students overseen by the Graduate School in each cluster, to select Presidential and Enrichment Fellows as well as recipients of Alumni Grants for Graduate Research and Scholarship. Members should be appointed to staggered three-year terms. The Dean also can appoint *ad hoc* committees in response to any unexpected situations or opportunities.

This is the current practice, and the Committee endorses it. Centralized competitions need centralized faculty selection committees that are representative of the different colleges involved in the Graduate School. We believe that keeping these committees separate from the Graduate Council leads to wider involvement of the graduate faculty, as well as to more efficient and focused selection processes. Providing for a three-year staggered term maintains experience on the committee, yet allows for regular rotation of membership.

Recommendation II.A.6: Continue to allow some graduate programs not to be overseen by the Graduate School. Professional masters and doctoral programs accredited by external groups do not need to be overseen by the Graduate School. Joint professional programs awarding a PhD should be overseen by the Graduate School, in cooperation with their home professional school.

The Graduate School does not currently oversee all graduate programs at the University, especially professional masters and doctoral programs governed by accreditation requirements, and this should continue. While students from these programs should be eligible to receive the graduation services they need from the Graduate School, only students in programs overseen by the Graduate School should be eligible for Graduate School financial support.

B. The Graduate School Role in the Funding of Graduate Education

At present, the Graduate School plays a critical role in graduate and post-graduate education through five programs for funding graduate students and one program for post-doctoral fellows.¹¹ It provides **University Fellowships** and **Enrichment Fellowships** that cover stipends and fee authorizations to attract new graduate students. It provides *ad hoc* fee authorizations to match stipends awarded by departments/colleges. The Graduate School also awards **Alumni Grants for Graduate Research and Scholarship (AGGRS)** to Ohio State dissertation or thesis students and **Presidential Fellowships** to dissertation and MFA students. The Graduate School also has budgeted funds for a limited number of **post-doctoral fellowships**, even though it has not spent this money in recent years in anticipation of possible budget cuts. Allocation decisions for five of these six programs have been made by faculty committees in centralized competitions run by the Graduate School. Allocations of *ad hoc* fee authorizations are made by the Dean of the Graduate School.

In consideration of the importance of these programs for the quality of graduate education and for graduate students, the Graduate School Review Committee reviewed each one of them and developed a series of complementary recommendations regarding them. Our overall conclusion from this review is that, relative to our peer public and private university competitors and to how much funding the Graduate School has available for direct student support, Ohio State dedicates insufficient fellowship funding to students pursuing the highest graduate degrees to be able to realize the goals of the Academic Plan and to play a major leadership role in producing the top scholars, researchers, and creative artists of the future.

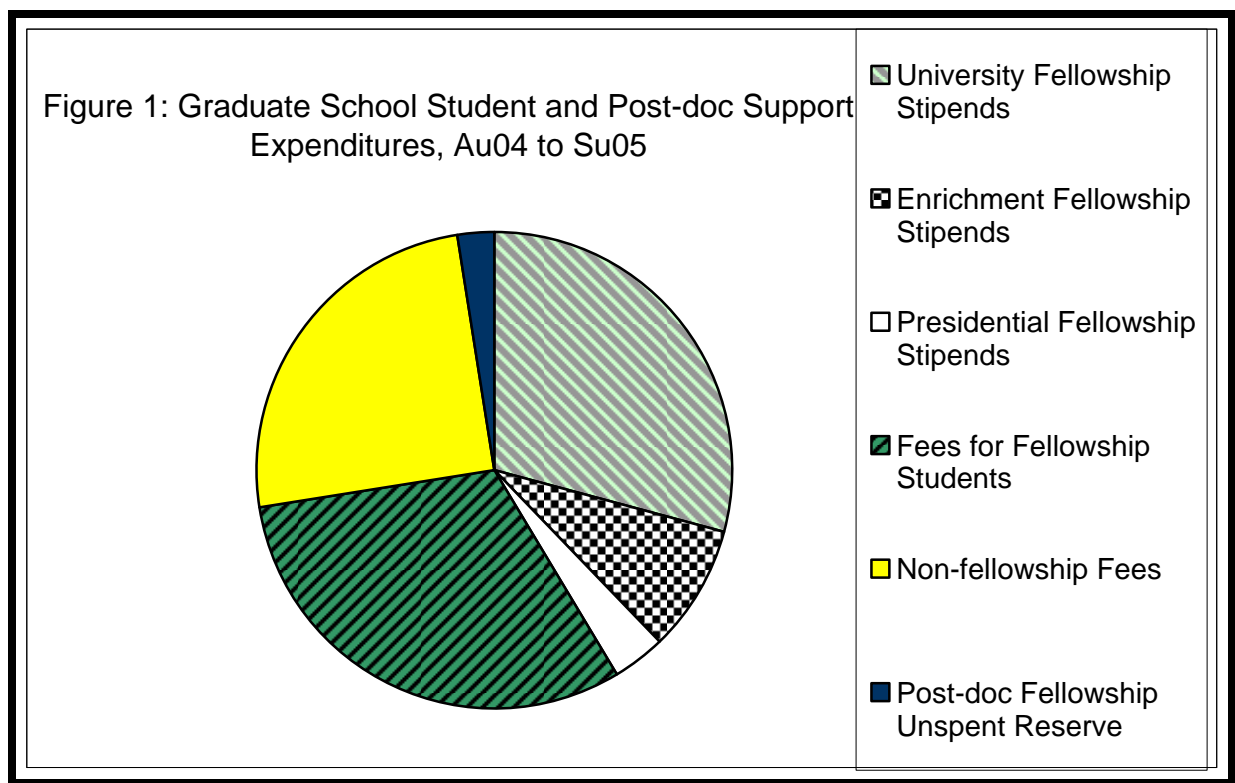
We concur with the Freeman Committee that the national and international reputation of the University is significantly related to the quality of the students who earn its highest graduate degrees, primarily the PhD. These are the graduates who are producing the original research and creative works that advance the frontiers of knowledge and creativity. It is from among such graduates at Ohio State and elsewhere that the ranks of university/college faculty and industry and government research and development scientists are renewed. The University has a powerful interest in preparing the next generation of faculty and research leaders. Recruiting the best graduate students for the highest degrees at Ohio State and then supporting them adequately with fellowships to complete their degrees expeditiously should be the highest priority for the investment of centralized University funds in graduate education.

Increased funding so that the Graduate School can support this critically important group of students is necessary. We urge the University to make this additional investment in excellence for graduate education. We also strongly encourage the Graduate School to maximize its spending on fellowships for incoming and advanced students from the funds it currently controls. The case is obvious for using Graduate School fellowships to recruit students pursuing the PhD degree in a discipline or program that offers the PhD, including those first-year students who are entering at the masters level *en route* to their PhD. There are cases in the creative arts where the

¹¹ It is important to note that the Graduate School provides only a small part of the funding for graduate students. Most of the funding is provided by grants, departments, and colleges through GRA and GTA appointments.

MFA fulfills the functions of the PhD in requiring original creative work and serving as the entry degree for faculty, and they should be targeted for this investment too.

Figure 1 shows the breakdown of the \$13.4 million the Graduate School spent in FY05 (Autumn Quarter 2004 through Summer Quarter 2005) on its five pre-doctoral and one post-doctoral financial support programs. Presidential Fellowship funds are dedicated to supporting students seeking the highest degrees already, but a considerable number of entry-level fellowships and *ad hoc* fee authorizations also are awarded to candidates for terminal and/or tagged masters degrees who are not pursuing a higher-level degree at Ohio State. We urge that Graduate School fellowship and grant funds be concentrated on students seeking the highest degrees in their fields -- that is, as will be explained below, for PhD and selected MFA students in programs that report directly to the Graduate School.



What follows is an integrated set of specific recommendations for concentrating Graduate School funding on PhD/MFA aspirants and for achieving other important goals in the funding of graduate students. Several key principles guide these recommendations: First, for realizing the goals of the Academic Plan, Graduate School funds are best invested in fellowships and fee authorizations designed to recruit the highest-quality new students, promote diversity, and reduce the time to degree of our best dissertation students. These students should come from high-quality programs that require original research or creative work leading towards faculty or research careers. Second, commitments to new students must be made as early as possible to increase the probability of recruiting them to OSU. Third, graduate faculty whose expertise is as close as possible to the candidates' areas of specialization should adjudicate the competitions, and programs should have to supply only the necessary information in their nomination pack-

ages. By following these principles, on its own the Graduate School could reallocate considerably more money to support PhD/MFA students. In addition, the Graduate School fellowship competitions could become more efficient in using faculty time and more effective in making fellowship choices that advance program excellence.

Recommendation II.B.1: Increase funding for University, Enrichment, and Presidential Fellowships. The Graduate School should retain its University, Enrichment, and Presidential fellowship programs. More funds should be invested in them, especially in first-year fellowships, through the allocation of additional fellowship funds from central administration and the Graduate School's own internal reallocations.¹²

Providing fellowship opportunities to recruit new students, to increase the diversity of the graduate student population, and to facilitate earlier completion of doctoral dissertations are important University goals, as embraced in the Academic Plan. The current fellowship programs, therefore, should be continued. Given OSU's challenges in competing with the nation's top universities in attracting the best graduate students, moreover, additional money needs to be invested by the University to raise stipends for and increase the numbers of graduate fellowships, especially multi-year packages for new students, and to keep fellowship stipends at a competitive level. Through internal reallocations of Graduate School funds and additional University funds dedicated to fellowships, OSU could recruit more top-quality new students and support more dissertation-level students.

Recommendation II.B.2: Restrict University and Presidential Fellowships to PhD and MFA students. Given the shortage of University funds for Graduate School fellowships, they need to be dedicated, as the top priority, to doctoral students and other students like them who are pursuing degrees requiring original scholarly or creative work that is necessary for faculty or top-level research careers. These are the PhD or MFA degrees in programs that are overseen by the Graduate School. Students applying to programs that offer a PhD or an MFA, including those entering at the masters level *en route* to the PhD in that program, should be automatically eligible to be nominated for Graduate School fellowships, subject to whatever student quality criteria the Graduate School stipulates. Ohio State students from masters programs who have been admitted for doctoral study at Ohio State also are eligible if they had not been eligible for Graduate School fellowships previously.

Because of the importance of high-quality doctoral programs for the University's national reputation, the consequent centrality assigned to doctoral programs in the Freeman Committee Report, the need to support original research and creative work leading to degrees necessary for faculty and research positions, and the value for the continuous renewal of faculty ranks of supporting programs giving degrees required for faculty careers, the Committee strongly recommends restricting Graduate School fellowships to students pursuing the highest degree in their field (i.e., the PhD and in some cases the MFA). Other doctoral programs and masters programs in which students are required to complete original research or original creative works to earn a degree for entry into faculty and research positions can petition the Graduate School for

¹² Our recommendation of more University funding of graduate school fellowships echoes the 2001 recommendation of the Cerny Committee.

eligibility to submit nominees to the Graduate School fellowship competition. The Graduate Council (see section II.A.2. above) will review such petitions and advise the Dean of the Graduate School on whether to approve them. Because of a dire need to support incumbent graduate students beyond their first year and to encourage graduates from masters programs to pursue doctoral study after earning their initial degree at Ohio State, this recommendation also allows students not eligible for a previous round of Graduate School University or Enrichment Fellowships to become eligible if admitted to a PhD program.

Recommendation II.B.3: Broaden eligibility for Enrichment Fellowships to some masters students. To enhance diversity, it is sometimes necessary to attract students to graduate study by first involving them in masters programs. Therefore, while the top priority for Enrichment Fellowships should be applicants who are pursuing PhD or MFA programs, applicants to high-quality terminal masters programs should also be considered. Applicants for tagged masters programs, which prepare students for careers outside of academia and research, however, should not be eligible for Enrichment Fellowships.

Enrichment Fellowships, which are dedicated to enhancing the diversity of the graduate student population, have accounted for about a third of all Graduate School fellowships in recent years. Diversity enhancement is conceptualized in a variety of ways by the programs nominating candidates for these fellowships – from, e.g., increasing the representation of minorities or women to adding students who are the first college graduates in their families or who have overcome physical and economic disadvantages to meet the high standards required for graduate study. To date, the Enrichment Fellowship program has been most successful in attracting masters students to the University. The program has had little effect, however, on enhancing the diversity of PhD and MFA cohorts -- and, thereby, contributing to the diversity of those earning the highest degrees in their fields.¹³ The goals of diversity in the graduate student population are best served by concentrating Enrichment Fellowships on students pursuing the highest degrees in their fields and, secondarily, by supporting outstanding applicants for terminal masters degrees in the hope that they can be recruited for higher degrees after they are on campus. Even though there are shortcomings in student diversity at every level, the shortages at the PhD and MFA levels create the most serious problems for higher education, especially in the lack of diversity in candidates for faculty and top research or creative positions.

Recommendation II.B.4: Base continuing program eligibility for Graduate School fellowships on program reviews. The Graduate School, with the advice of its Graduate Council (see II.A.2 above), needs to review each graduate program at Ohio State initially and then periodically to determine whether the program continues to meet the degree-sought and quality criteria for eligibility stipulated by the Graduate School for fellowships and fee authorizations.

In addition to not meeting the criteria established in II.B.2 and II.B.3 above, graduate programs can be designated through the University's review process as ineligible for Graduate School fellowships and/or fee authorizations if they fail to meet minimum standards for quality

¹³ Of the 117 Enrichment Fellows in the most recent cohorts (2001 and 2002) who can be tracked through completion of the first phase of their graduate study, for example, 80% left the University without pursuing the highest degree in their area: 56 of these students left with a tagged or terminal masters degree and 16 left without any degree at all.

as established by the University. This recommendation recognizes that program quality should be a criterion for student eligibility for fellowships.

Recommendation II.B.5: Decentralize University Fellowship competition. The University Fellowship competition should be decentralized to the college level.

There is considerable dissatisfaction with the current graduate fellowship competition. The most often cited complaints are: (a) awards are announced too late in many cases to attract top students; (b) preparing and reviewing nominations is highly labor-intensive; (c) because the Graduate School fellowship committee typically lacks the specialized expertise to make the best qualitative judgments of applicants, some of the most desirable applicants are passed over. The Committee carefully considered alternative ways to award University Fellowships to graduate student applicants. Rather than fine-tune the centralized competition through which University Fellows are chosen, the Committee recommends that the University adopt a decentralized approach with some regulations built in to ensure that fellowships are awarded to highly qualified students. While urging that offers be made earlier and greater weight be given to departmental rankings, the Ripley Committee recommended that Graduate School fellowship competitions remain centralized. Its recommendations for fine tuning of the centralized competition were adopted, but dissatisfaction with the centralized competition remains high. Reflecting that dissatisfaction, the Cerny Committee called for decentralization of the kind we are recommending.¹⁴ Our proposal realizes the advantages of decentralization while retaining the controls over quality and budget that centralization provides. The principal issues in implementing our recommendation are how to determine the initial allocation and then how to adjust that allocation based upon the quality of the programs and applicants in future years. A set of recommended procedures follows for the implementation of a decentralized University Fellowship competition.

Recommendation II.B.5.a: Allocate fellowships to colleges by formula based on past success.

Initially, each college eligible for Graduate School fellowships will be allocated a share of the total number of University Fellowship positions to be awarded that year, with each position funded at the same base stipend and fee authorization level set by the Graduate School. We encourage colleges or programs, using their own funds, to supplement these awards to provide more attractive fellowship packages. The initial college allocation will be a function of its proportionate share of fellowships won and accepted by PhD/MFA students (adjusted to comply with the new Graduate School rules on eligibility recommended in II.B.2 above) and its PhD/MFA completion rates during the preceding three years. If qualitative assessments of graduate programs have been developed by the University in time for this initial allocation, they should be employed as well. The precise initial allocation formula to be used by relying upon these two or three factors will be developed by the Graduate School with the approval of its Graduate Council. The Graduate School will provide cash to fund the stipends and fee authorizations for each student who accepts a fellowship up to the number allocated to that college, but the annual rate for the fellowships will remain in the Graduate School.

¹⁴ In its 2001 report, the Cerny Committee cited “dissatisfaction and frustration with the first-year fellowship competition” (p. 1) in recommending decentralization, albeit through a different procedure than we propose. It went on to say: “Our intuition and that of most of the Graduate Studies Chairs, however, is that the current system used by the Graduate School to select fellowship recipients is a highly inefficient method of arriving at a less than optimal result” (p. 3). In its response to the Cerny Committee report, the Graduate Associate and Fellowship Committee of the Research and Graduate Council identified a number of problems with a decentralized approach of the kind recommended by the Cerny Committee. We have taken these problems into account in fashioning our proposal.

Recommendation II.B.5.b: Allocate fellowships at college level following Graduate School guidelines. Each college will select its fellows directly. To qualify for consideration at the college level, fellows must meet the following minimum Graduate School standards: They must (a) be pursuing a PhD or MFA degree, (b) be identifiable as new applicants for the particular PhD or MFA program, and (c) satisfy minimum GRE and GPA requirements (if currently required for that particular graduate program) set by the Graduate School for that year's fellowship competition. In addition, to be eligible for college selection, the programs of otherwise eligible students must meet the standards for quality determined by the Graduate School using metrics implemented from the Freeman Committee Report. A fixed number of waivers, to be determined by the Dean of the Graduate School in consultation with the Graduate Council, from the minimum GRE/GPA requirements for fellowship eligibility can be granted to each college by the Graduate School following an expedited process. Using their own funds, colleges and departments/programs have the option to fund University Fellows at a higher level or award more University Fellowships than the allocated number. Colleges also can determine how their fellowship allocations will be divided between single-year and multi-year fellowships, and they can opt to defer the start of the fellowship period to the second year if that is more beneficial in recruiting a student.

Recommendation II.B.5.c: Revise fellowship allocation formulas after 3 years. After the first three years of this decentralized fellowship allocation process, the allocation formula should be modified to include: (a) updated PhD/MFA completion rates, (b) the number of applicants to the program who meet the Graduate School's minimum GRE and GPA fellowship requirements, and (c) evaluations of program quality as determined through University reviews. It will be the responsibility of the Graduate School and its Graduate Council to develop this new formula in accordance with the Graduate School standards stipulated above.

Recommendation II.B.5.d: Apply same procedures to interdisciplinary degree programs. Interdisciplinary degree programs will be subject to the same formulas stipulated above for initial and subsequent allocations of University Fellowship. The procedures for the University Fellowship competitions should follow those for individual colleges except that each college participating in the interdisciplinary program must be represented in the selection process.

Recommendation II.B.5.e: Require college reports on fellowship awards. By the end of the second week of the autumn term, each college is to report to the Graduate School on its student-by-student awards of University Fellowships. If any students are awarded University Fellowships who do not meet the standards stipulated above or exceed the number of waivers granted, the college will lose that fellowship in subsequent Graduate School allocations. College deans also will be held responsible for allocating their fellowships on the basis of student and program quality, and they will be expected to report to the Graduate School the fellowship allocation rules that they used in the college competition.

Recommendation II.B.6: Retain centralized University Enrichment Fellowship competition. The competition for University Enrichment Fellowships should remain centralized as before, but with the possibility of offering them as *multi-year fellowships* like some of the University Fellowships.

Despite the Committee's preference for decentralization of fellowship competitions, we believe that decentralization is not viable for Enrichment Fellowships.¹⁵ The number of candidates for these fellowships varies too much across the years in the various colleges to make reasonable *a priori* allocations to them. The overall number of fellowship winners is relatively low. The legal constraints on how diversity can be considered in fellowship allocations also must be fully honored. In every other respect but diversity goals, though, the Enrichment Fellowship and the University Fellowship should be parallel programs, including multi-year provisions for Enrichment Fellowships. This change will enhance the University's ability to attract the most competitive students who add to its diversity.

Recommendation II.B.7: Follow strict guidelines in awarding fee authorizations not tied to Graduate School Fellowships. The Graduate School should allocate any of its fee authorization funds that are not tied to Graduate School Fellowships as matches for stipend funds won in extramural competitions by students/programs eligible for Graduate School fellowships.

The Graduate School automatically provides fee authorizations to Graduate School fellowship winners, and it also provides stand-alone fee authorizations to support students whose stipends are funded through training grants received by their programs or fellowships they have won on their own. In FY05, the Graduate School devoted about \$3.4M to this *ad hoc* fee authorization program. A majority of these funds in the past have been spent for terminal or tagged masters students, supplementary summer programs for new graduate students, or programs specified in earlier arrangements. These complementary fee authorizations were awarded by the Graduate School on a program-by-program *ad hoc* basis. We believe that the allocation of fee authorizations not linked to Graduate School fellowships should be guided by clear and consistent principles. First, they should be reserved as supplements to attract high-quality PhD/MFA students. Second, they should go only to students in programs eligible for Graduate School fellowship funding. Third, the top priority should be to provide them as matching funds for stipends awarded in competitions, especially national and international competitions. The Graduate School Dean should award these supplementary fee authorizations in strict accordance with these guidelines. Programs receiving "stand-alone" fee authorizations should report to the Graduate School on exactly how this money was used.

Recommendation II.B.8: Retain centralized Presidential Fellowship competition. Graduate School Presidential Fellowships need to be supported at least at current levels, governed by the same rules for allocation as other Graduate School fellowship programs, and awarded through a centralized competition involving a Graduate School committee. In evaluating fellowship nominees, this committee should evaluate students' quality within their area and not impose its own judgments about the quality of one area of study over another.

The Committee believes the Presidential Fellowships are an important part of the Graduate School's fellowship program and deserve more funding in the future. Eligibility for Presidential Fellowships should be determined by the rules for other Graduate School fellowships (dedicated to MFA/PhD students in programs reporting to the Graduate School whose students are certified as eligible for Graduate School fellowships.) Because of the small number

¹⁵ The Cerny Committee reached the same conclusion as we have about not decentralizing the Enrichment Fellowship competition.

of Presidential Fellowships awarded each year and the year-to-year variation in what programs receive them, the fellows need to be selected on a centralized basis by a Graduate School committee, appointed by the Dean. One of the frequent complaints about the centralized committee is that members sometimes base their judgments of candidates on their evaluations of the candidates' general areas of study. It is difficult to compare candidates across areas of study. In doing so, however, it is the responsibility of committee members to focus on candidates' quality within their chosen area and genre as documented by the nomination materials – and to refrain from employing their own judgments of the areas.

Recommendation II.B.9: Discontinue Graduate School Post-doctoral Fellowships. The Graduate School Post-Doctoral Fellowship program should be discontinued, and its budgeted funds should be reallocated.

For several years, in practice the Graduate School has not been investing any resources to fund post-doctoral fellowships, even though the program remains in principle. While such fellowships are a valuable part of professional training, we believe that the responsibility for supporting post-doctoral fellows needs to be assumed by the individual programs and/or faculty who are sponsoring them.

Recommendation II.B.10: Reallocate financial support funds to highest priority uses. Any fee authorization or other financial support funds freed up by application of eligibility conditions in these recommendations should be reallocated to the Graduate School's University and Presidential fellowship programs.

Graduate School fellowships need more funding for the University to compete in recruiting and supporting graduate students. All fee authorization and post-doctoral fellowship funds that become available through cost savings should be used for an increase in student fellowships.

Recommendation II.B.11: Continue, but streamline, the Alumni Grants for Graduate Research and Scholarship (AGGRS) competition. Funding for the AGGRS program should continue at present levels plus periodic "cost of living" adjustments. Requirements for proposals should be less onerous, and a centralized Graduate School committee, appointed by the Dean, should make the selections.

This program has been valuable in supporting dissertation and thesis research. Currently, however, there is a widespread belief that advisors and applicants have to devote more effort in preparing their proposals and that AGGRS committees have to read more material in support of a proposal than is necessary to make good awards decisions. Therefore, this recommendation calls for changing the guidelines for AGGRS applications so that shorter proposals and fewer letters of support are required. Although we prefer decentralization of the competitions for Graduate School fellowships and grants, we feel that it is not preferable in this case because of the variation across the years in programs housing the winning candidates and the relatively small amount of money involved.

Recommendation II.B.12: Discount tuition for post-candidacy PhD students. Once PhD students have satisfied the requirements for admission to candidacy, the University should seriously

consider charging them a significantly lower rate for tuition/fees. Before recommending this change to the Board of Trustees, however, it must be determined not to be harmful to the University's fiscal situation in a thorough review by the Senate Fiscal Committee, the Provost, and the Senior Vice President for Business and Finance.

Lower tuition for dissertation students is a common practice at peer universities, and it is recommended by the Freeman Committee for implementation here. Since doctoral students who have completed their candidacy examination are not making heavy demands upon their program, even if they must take a full load of course credits, they should not be forced to pay standard tuition levels as they work on their dissertations.

Recommendation II.B.13: Continue fourth-quarter fee authorization program. Graduate Associates who have been funded for three consecutive quarters should continue to be eligible for fourth-quarter fee authorizations, which are provided by the program from which their earlier funding was received.

This is the current policy at the University, but it has been questioned because the new budgeting system requires programs to pay for fee authorizations. The Committee feels that funded graduate students deserve this benefit and that it should continue. It should be recognized, however, that net increases in graduate fees impose a cost that departments and colleges must bear in paying these fee authorizations.

C. Quality Control of Graduate Education

The Committee recognizes that unambiguous measures of quality are elusive. The duty of balancing different fields of study, different measures of scholarship, and different goals of programs is best left for college determination, if possible. Nonetheless, the central authority of the Graduate School is the appropriate point for general oversight of quality control regarding graduate programs. The Graduate School should be responsible for determining the relative investment in graduate student support across colleges. It is thus the appropriate authority for adjusting levels of support due to performance that is either improving or lagging. The following recommendations are consistent with those of both the Freeman Committee and the Ripley Committee, but they are more detailed.

Recommendation II.C.1: Hold departments and colleges responsible for quality of their graduate programs. The responsibility for the quality and functioning of graduate programs is shared by the department, the college housing the program (or for interdisciplinary programs, the colleges), and the Graduate School.

Everyone responsible for supporting and evaluating instruction and scholarship should be concerned with and responsible for graduate education. As the Ripley Committee recommended ten years ago, the artificial separation should end between the graduate faculty and Graduate School on the one hand and departments/colleges on the other. Departments and colleges are primarily responsible for the funding of graduate education and its quality. The Graduate School (and the Office of Academic Affairs) must work with them to assure that the University's goals for graduate education are met and must hold them responsible when they are not.

Recommendation II.C.2: Hold departments and colleges responsible for reporting data on their programs. All graduate degree-granting programs have the responsibility for keeping up-to-date data on time-to-degree, degree completions, the status of each student in the program, and other data that the Graduate School will identify. These data must be made available for program reviews and for summary reports to the Graduate School.

At present there are few standards for record keeping and no enforcement of what standards there are. It is clear that decisions on policies and resources must be based on the best and most complete data available. The most reasonable source of, and repository for, these data is the department or program. Summaries of these data and other data, as specified by the Graduate School Dean, need to be kept by graduate programs and shared with the college and the Graduate School, which has the overall responsibility for overseeing graduate program data collections and dissemination. This was a recommendation of the Ripley Committee.

Recommendation II.C.3: Regularly review graduate programs. All graduate programs should be reviewed every seven to ten years by the Graduate School, preferably as part of a broader review of the department or interdisciplinary program by the Office of Academic Affairs. These reviews must include (a) the program's re-evaluation of the eligibility for graduate faculty status for each member of its graduate faculty, (b) an assessment of the program's quality using objective metrics established by the Graduate School, (c) an assessment of the program's quality by external evaluators approved by the Provost and the Dean of the Graduate School, and (d) a determination of whether the program should be eligible for Graduate School fellowships and fee authorizations. If it satisfies the above conditions, an accreditation review, or other similarly exhaustive external review of the rigor of the program, can be conducted concurrently with or be substituted for the University review with prior approval of the Provost and the Dean of the Graduate School.

The Committee agrees with the Freeman Committee Report where it states that resources are not, at present, allocated according to program quality. The Graduate School, along with Office of Academic Affairs, must take responsibility for program reviews that can be the basis for assessing program quality. Our recommendation echoes a recommendation of the Ripley Committee Report that was not implemented.

Recommendation II.C.4: Exempt professional programs accredited by external groups from standard University reviews. Professional programs that must meet standards external to OSU for continuing accreditation do not need to be reviewed under the auspices of the Graduate School.

The overall quality of all University programs should be reviewed periodically. Professional accreditation reviews are well established, rigorous, and detailed. We believe that they can be substituted for University reviews.

Recommendation II.C.5: Graduate School and colleges should monitor compliance with reviews. The Graduate School and the college deans share the responsibility for monitoring de-

partment or program implementation of recommendations arising from Office of Academic Affairs and Graduate School reviews.

Undertaking reviews of graduate programs without follow-up evaluations of compliance is not sensible. The Graduate School is the most appropriate unit for ongoing monitoring of changes to graduate programs, as it must be responsible for institutional resource reallocations that might arise post-review.

Recommendation II.C.6: Decentralize decisions about graduate faculty status. The Graduate School should have clear policy guidelines on formal designations for categories of graduate faculty (currently M and P) regarding what designations are necessary and by what minimal criteria they are made. At a minimum, the Graduate School should require that P faculty (1) be pursuing an active program of scholarly research or creative activity that has led to publications or creative work, and (2) exhibit a willingness to participate in and share the responsibilities for graduate education. These criteria should be applied to both University and non-University graduate faculty. The program's graduate studies committee and the department chair should make the decisions on faculty status following these guidelines. Graduate faculty status is not permanent and is subject to change upon review.

Alternatives to the present system were discussed. Peer universities vary in how they assign graduate faculty status, and in some instances all faculty have graduate status. The Committee believes that graduate faculty status provides an important additional quality control mechanism that should be retained. Such status is not to be taken for granted by faculty. The authorization to guide dissertation research should not be automatically conferred, or continued indefinitely. By taking a more formal approach to graduate faculty status we believe that students and the university will benefit. The Ripley Committee recommended local control over graduate faculty status. We are recommending that the decision be vested in departments and programs, as it is now, but that clear Graduate School criteria be applied in making the local decisions, as routinely enforced by the department chair and college dean.

Recommendation II.C.7: Eliminate external Graduate School representatives on examination committees. Even though we encourage candidacy and final oral examination committees to include an outside member chosen by the student and her/his advisor, the current requirement that the Graduate School assigns to the committee a member of the graduate faculty from outside the program should be eliminated.

The present system of selecting and recruiting Graduate School representatives to serve on candidacy and final examinations functions poorly. The Ripley Committee urged that it be reviewed, but it has never been. Because of the lack of volunteers, faculty are often asked at the last minute to serve on committees in fields in which they have little or no expertise. A great deal of effort is expended by the Graduate School in trying to find faculty to serve. On the other hand, there is concern that eliminating outside representatives on examinations may be detrimental to graduate students, because there would be no one to protect them from unfair treatment. In the end, we concluded that this dysfunctional system of outside representatives serves neither the University nor the students well. The system is a remnant of the past, when there may have been reason not to trust faculty and departments to perform their quality control and fair treatment re-

sponsibilities faithfully. With a stronger faculty, external program reviews, and more responsibility for graduate program performance by chairs and deans, outside representatives are not necessary today. Student complaints or grievances should be raised with the chair of the program's graduate studies committee and, if not resolved there, should be addressed through the normal University grievance process. Despite our recommendation to end the Graduate School representatives procedure, we recognize that it can be valuable to have outside members with relevant substantive expertise on dissertation committees. We encourage students and their advisors to consider including a suitable faculty member from outside of their program on dissertation committees.

Recommendation II.C.8: Require dissertation progress reports. Doctoral dissertation committees should meet at least once a year to provide the chair of the program's graduate studies committee with a written progress report on the dissertation. The format of the report may be determined by the graduate studies committee. Copies of the report will be sent to the department chair or the appropriate administrator of an interdisciplinary program and to the college dean. These annual reports may be used to review the progress of individual students, the status of graduate faculty, and the program itself. They should be part of the information provided in periodic program reviews.

The Committee is convinced that formally monitoring progress to degree will provide useful input to those students (and their advisors) who are already making good progress and to those students (and advisors) who need more substantial guidance in order to insure timely completion of degrees. At present, there is no established procedure for monitoring progress beyond the individual responsibilities of dissertation chairs and, in some cases, individual program requirements.

Recommendation II.C.9: Require probation and, ultimately, dismissal for continuing “Unsatisfactory” grades for 999s. Any dissertation student who receives U's in 999 courses for two consecutive quarters of enrollment should be placed on academic probation by the Graduate School. Before continuing for a third quarter, the student will meet with the chair of the Graduate Studies Committee to review her/his progress toward the degree. After a third quarter of U's, the student will be denied registration in graduate courses and terminated from the program.

At present there is no Graduate School mechanism for the termination of students who are not making progress toward a degree. This recommendation, like II.C.8, is intended to increase accountability about whether the student is actively engaged in working towards a degree.

D. Admissions, Recruitment, and Services

The Graduate School provides essential services for facilitating, supporting, and enhancing graduate education at The Ohio State University. These services must be provided or overseen by the Graduate School in an effective and timely manner. They include admissions, recruitment, student services, and various administrative functions. Many of our recommendations in this area reinforce and extend the recommendations of the Ripley Committee Report.

ADMISSIONS

Currently, graduate student application materials are received in the Graduate Admissions Office, which is located in the University Office of Admissions, and in the offices of the graduate programs. On-line application procedures are readily accessible via the OSU website and facilitate the application process. Reviews of the applications and decisions on admission are made at the department/college level. Minimal admission criteria are set by the Graduate School.

Recommendation II.D.1: Change reporting line of Graduate Admissions Office. Without changing the physical location of the Graduate Admissions Office, its reporting line should be shifted to the Graduate School.

Although the Graduate Admissions Office is run very professionally and effectively at present, there is the potential under different leadership for the processing of graduate student applications in an office outside of the Graduate School to create coordination problems, with graduate admissions too disconnected from the oversight of other aspects of graduate education. Our recommendation of separate graduate admissions standards and decisions for masters and doctoral program admissions (see II.D.2 below) make it even more important that the Graduate Admissions Office be a part of the Graduate School, even if its physical location is unchanged.

Recommendation II.D.2: Admit students separately to Masters and PhD programs. For graduate programs reporting to the Graduate School, we join the Freeman Committee in recommending that students be admitted separately to each degree program. Students accepted by a department or program to pursue a masters degree would be admitted by the Graduate School as masters students. Students accepted by a department or program to pursue a doctorate would be admitted as doctoral students, even if they were expected to earn a masters degree on the way. Students who had earned a masters degree at Ohio State without having been admitted to a doctoral program would have to apply and be admitted to a doctoral program before they would be allowed to pursue doctoral study. Admission decisions would continue to be made as they are now in the departments and programs, except where the student does not meet minimum admission standards for the degree and the Graduate School decides whether to waive them. In all cases, a formal Graduate School admission would be required before the student could pursue the degree.

The current application form has the option for students to apply as “masters/doctoral,” “masters only,” and “doctoral only” students. In the past, it has been possible for “masters only” students to move from their masters program into a doctoral program, sometimes in the same department but sometimes in a different department, without having been accepted formally by the doctoral program. Our recommendation is designed to close this “loophole” by requiring departments to make an explicit decision to accept or not accept the student for doctoral study and to communicate that decision to the Graduate School, and by having the Graduate School confirm admission by officially enrolling the student as a doctoral student. Formal admission by the Graduate School to only one of these three categories at a time, with a clear message that change from the “masters only” to the “doctoral” category requires positive departmental and Graduate

School action, also should reduce confusion among potential applicants and make it easier to determine the number of students seeking each particular degree. The Freeman Committee Report points out the difficulty of differentiating masters from PhD students at present. Clearly distinguishing them by separate admissions decisions can ameliorate this problem.

Recommendation II.D.3: Tailor admission criteria to level of degree being pursued. In all cases, minimal admission criteria would be set by the Graduate School, with the advice of the Graduate Council; higher requirements would be set for doctoral programs than for masters programs. Admission would be granted by the Graduate School automatically for all students recommended by their program who meet the minimum admission criteria. Programs seeking admission for a student who fails to meet the Graduate School's minimum requirements can formally submit a request for admission to the Graduate School Dean.

This recommendation follows current practices, except that separate decisions, using separate standards, are to be employed for masters and doctoral students.

Recommendation II.D.4: Remove graduate non-degree students from Graduate School. Some students enroll in graduate programs to satisfy requirements for professional certification rather than for the purpose of earning a graduate degree. The Graduate School and the Office of Continuing Education should cooperate in determining whether these students can be channeled through a Continuing Education program rather than admitted to a graduate program.

Students seeking professional certification credits are different from regularly-enrolled graduate students pursuing degrees. The Graduate School should have oversight of the latter, but it may not be appropriate for this oversight to extend to the former.

RECRUITMENT

Active and aggressive recruitment of excellent potential graduate students is an essential factor in developing and maintaining high quality graduate programs. As discussed in the Ripley Committee Report, graduate student recruitment is primarily the responsibility of individual graduate programs. The Ripley Committee recommended that the Graduate School should support local unit recruiting and promote interactions and coordination across departments and programs. Our committee agrees that recruitment of graduate students is primarily the responsibility of the specific graduate program that would enroll the students. Yet, we believe that the Graduate School has special roles to play in assisting and monitoring local unit efforts at recruiting high quality graduate students, especially minority, domestic, and Ohio students.

Recommendation II.D.5: Broaden Graduate School role in general student recruitment. Where there are opportunities for effective recruitment through presence at broad recruiting events, the Graduate School has the responsibility for arranging for the representation of Ohio State University programs. Additional funding for the Graduate School is required to support this new function.

A Graduate School role in taking advantage of opportunities to showcase OSU graduate programs can valuably supplement local program efforts. These opportunities can include in-

volvement in events that provide information about graduate studies at Ohio State for undergraduate students and undergraduate advisors locally, regionally, and nationally; a user-friendly website explaining graduate educational opportunities at OSU; and promotion of graduate studies at appropriate recruiting events.

Recommendation II.D.6: Broaden Graduate School role in focused student recruitment.

The Graduate School has a special role to play in (1) recruiting to enhance the diversity of graduate students at Ohio State by coordinating diversity recruiting efforts and (2) strengthening the recruitment of domestic and Ohio students. Additional responsibilities here will require more funding for the Graduate School.

As a public university, OSU has a responsibility to inform domestic and minority potential students broadly about graduate educational opportunities and financial assistance in various areas at OSU. As an Ohio university, the Graduate School also has a special responsibility to develop effective methods for the recruitment of high quality Ohio residents to join graduate programs at OSU. A major goal of the Academic Plan is enhancing diversity, and the Graduate School should develop and implement long-range plans to recruit minority graduate students. In particular, the Graduate School should play a more active role in coordinating the recruitment of underrepresented minority students. For example, the Graduate School should support participation in regional and national minority recruiting events, such as the Ohio Science and Engineering Alliance, the Annual Biomedical Research Conference for Minority Students (ABRCMS), the National McNair Research Conference and Graduate School Fair, and the various national programs available through disciplinary organizations. The active, aggressive recruitment of high quality domestic graduate students is especially important for graduate programs. In order to obtain financial support such as federal training grants, a significant proportion of the student body of a graduate program often must consist of high quality domestic students and minority students. The Graduate School should be supportive of efforts to meet these requirements at the local program level. Reviews of graduate programs should take into account program efforts and accomplishments in the recruiting of these students.

Recommendation II.D.7: Review graduate student recruiting programs outside of the Graduate School. The Office of Academic Affairs should review centrally-financed graduate student recruiting programs outside of the Graduate School to determine if they could be handled more effectively by either better coordination with or more oversight from the Graduate School.

The University supports programs for the recruiting of minority graduate students outside of the Graduate School, such as the Graduate and Professional Schools Visitation Day (GPSVD). These programs should be reviewed as to whether their goals would be better served by enhanced coordination with the Graduate School. The review should address whether reallocation of the funds for these programs to the Graduate School would increase the effectiveness of these programs.

SERVICES

The Committee acknowledges the importance and effectiveness of many of the services and administrative responsibilities currently within the oversight of the Graduate School, some

of which are shared with other units. We recommend that they be continued as they are. We also identify three additional services that would be valuable to graduate students. It should be realized that performing the new functions might require additional Graduate School funding and a reallocation of staff responsibilities.

Recommendation II.D.8: Continue many present Graduate School services: The following services are currently being provided by the Graduate School and, in the view of the committee, should be maintained by the Graduate School as they are: dissertation format checks; oversight of electronic dissertations; graduation services; a graduate school handbook; petitions for exceptions to rules; certification of graduate exams passage; and record/data keeping and reporting. We further recommend that the Graduate School continue to work with the Office of International Education (OIE) in facilitating and tracking OSU students traveling abroad, Faculty and TA Development (FTAD) in the development and oversight of programs to enhance teaching and other professional development programs, and the College of Education in conducting spoken English certification.

These services are important and, currently, they are performed professionally and well by the Graduate School and its partners. No change is needed in these operations.

Recommendation II.D.9: Protect graduate student eligibility for deferrals of student loan repayments. The Graduate School needs to coordinate regularly with the Office of Student Financial Aid to ensure that every graduate student in good standing qualifies for continued eligibility for student deferral of student loan repayments

It has come to the attention of the Committee that some graduate students have been threatened with termination of their deferrals for student loan repayments because they were reported by the University not to be continuing students in good standing – either not enrolled during a particular quarter, typically the summer, or having graduated when they receive a masters degree on their way to a PhD. The Office of Student Financial Aid has assured us that neither condition should result in termination of the student deferment. It is the responsibility of the Graduate School to work with Financial Aid to make sure that no graduate student eligible for a deferment is denied that deferment because of internal University procedures or oversights.

Recommendation II.D.10: Give Graduate School responsibility for graduate student nominations for Fulbright Fellowships. The Graduate School should handle graduate student nominations for Fulbright Fellowships, which includes advertising the competition to solicit applicants and then overseeing the selection process. Responsibilities for this function may require more funding for the Graduate School.

The Office of International Education (OIE) currently handles the nominations of OSU graduate students for Fulbright Fellowships, whereas undergraduate nominations are handled by the Honors Program. OIE has recommended, and we concur, that the Graduate School should handle Fulbright graduate student nominations, which includes advertising the competition to solicit applicants and then overseeing the selection process through a centralized graduate faculty committee to select Ohio State nominees. The Graduate School also could advise applicants on how to draft a sound proposal.

Recommendation II.D.11: Develop career development service in Graduate School. The Graduate School should establish a career development office, which would provide (a) a dossier service for submitting PhD student materials to prospective college/university and other professional employers, (b) a career counseling service to assist PhD students in identifying professional positions, and (c) a location for current professional development programs. Substantial additional funding will be required for the Graduate School to provide this service.

The Graduate School should extend its support to graduate students by providing basic career services, particularly by facilitating the collection and distribution of materials for job searches, such as vitae and letters of recommendation. Additionally, we expect the Graduate School to continue to develop and maintain mentoring programs and professional development/enrichment services and workshops, such as the successful Preparation of Future Faculty (PFF), as a part of the functions this office.

Appendix A:
Provost's Charge to the Committee



EXECUTIVE VICE PRESIDENT AND PROVOST

Memorandum

TO: Committee to Review the Graduate School

FROM: Barbara R. Snyder, Executive Vice President and Provost *Barbara*

RE: Committee Charge

DATE: March 11, 2005

Thank you for agreeing to serve on the committee to review the structure and functions of the Graduate School. Through your service on this committee, you will have the opportunity to shape the future of the Graduate School and to influence graduate education at the University.

In 1995, the Graduate School Review Committee, chaired by Dean Ripley, made several recommendations regarding the structure of the Graduate School. The overarching recommendation was that the structure be aligned with the structures that bear responsibilities for the academic programs—namely, the Office of Academic Affairs and the departments and colleges. An important first step was to appoint a Graduate Dean who would also hold the position of Vice Provost for Graduate Studies. At that time, it was envisioned that this individual would work closely with the Provost to evaluate programs and to seek expanded resources for the best programs.

Susan Huntington was appointed as Vice Provost for Graduate Studies and Dean of the Graduate School subsequent to that report and has held the position for the past nine years. The Graduate School Review Committee also made several other recommendations; the committee's final report is included in your materials.

Earlier this year, I appointed a committee, chaired by Dean Rick Freeman, to ensure that doctoral education is serving the goals of the Academic Plan. Specifically, I asked the committee to recommend a process and appropriate metrics to assess the quality of doctoral programs, and a funding model to align funding with quality. This committee is due to finish its work by the end of Spring Quarter.

March 11, 2005
Page Two

Since it has been almost ten years since the Graduate School has had an in-depth review, I want to take the opportunity created by a change in leadership to review its existing structure and functions. In general terms I am asking that you analyze the current structure and functions of the Graduate School to determine whether or not it is optimally positioned to support high quality graduate education. Put another way, I am asking you to consider the current structure and functions of the Graduate School, the optimal structure and functions, and recommendations for change that will bridge any gap.

As part of your charge I am requesting that you examine

- the current organizational structure;
- the various models of graduate schools among our benchmarks;
- the appropriate mission of a graduate school in a research institution;
- the functions of the Graduate School and its committees;
- the desired interaction between the Graduate School and colleges and departments and between the Graduate School and the Office of Academic Affairs and the Office of Research; and
- some specific issues, such as the process by which Graduate School fellowships are allocated and the role of Graduate School representatives on graduate examinations and PhD defenses.

The above is not intended as an exhaustive list and your deliberations may lead you into other areas. My overall goal in asking you to undertake this assignment is to ensure that the Graduate School facilitates the maintenance of high quality graduate education working in concert with the departments and colleges.

If possible, I would like to have your report by June 30, 2005, so that we can make any needed structural and/or functional changes and recruit a permanent dean of the Graduate School.

Appendix B: Committee Schedule, Visitors, and Contacts

Committee Meetings (visitors in parentheses)

March 11, 2005	Executive Vice President and Provost Barbara Snyder
March 17	Graduate School Dean Susan Huntington , Associate Deans William Clark and Elliot Slotnick , and Assistant Deans Lamar Murphy and Kathleen Wallace
April 6	
April 13	
April 26	Dr. Jules Lapidus , former OSU Vice President for Research and Dean of the Graduate School, former President, Council of Graduate Schools
May 11	Graduate School Associate Deans William Clark and Elliot Slotnick
May 24	Nance Hoza , Director, Office of Graduate and Professional Admissions
June 8	
June 17	
July 21	
August 30	Robert McGrath , Senior Vice President for Research
September 12	
September 27	
October 3	
October 19	Bobbi Davis-Jones , Fellowship Services Manager of the Graduate School
October 28	
November 14	
November 28	
December 9	
January 27, 2006	

Outreach to University Community (appearances by Committee chair/members and news releases)

March 29, 2005	Chairs of Graduate Studies Committees
April 6	Research and Graduate Council
April 6	College of Humanities Executive Committee
April 8	Council of Graduate Students
April 9	news release about Committee to University community via OnCampus and OSU Today, containing address of phorum for posting comments
April 11	Campus-wide Open Forum
April 13	Freeman Committee
May 6	College of Engineering Graduate Studies Committee
May 12	University Senate, Progress Report
August	Interim Progress Report released by email to University vice presidents, deans, department chairs, graduate study committee chairs, and Council of Graduate Students; and subsequently appearing in OnCampus and OSU Today
November	Part I Report released to University community by emails to vice presidents, deans, department chairs, graduate study committee chairs, and Council of Graduate Students; and subsequently appearing in OnCampus and OSU Today

Appendix C:
Questionnaire for Survey of Peer University Graduate Deans

GRADUATE EDUCATION QUESTIONNAIRE

May 27, 2005

As the chair of the committee appointed by the Provost to review the structure and functions of the Graduate School at Ohio State University, I am contacting you to ask some questions about graduate education on your campus. We are asking these questions of the graduate deans or their equivalents at a small group of peer universities to inform our review of the Graduate School at Ohio State. Most questions simply request information about the graduate school or its equivalent at your university. In some cases, we ask additionally for your comments on the advantages and disadvantages of a particular arrangement. It should take you only 10-15 minutes to answer all of our questions. Answers to both kinds of questions, without attribution to particular sources, will be aggregated in our report. If you want us to treat any of your comments confidentially, please so indicate. If you would like to have a copy of our report, please check the box at the end of the questionnaire.

Paul A. Beck, Dean
College of Social and Behavioral Sciences
The Ohio State University

INSTRUCTIONS: Please answer the following questions as best you can by checking the most appropriate response option or writing in your response and return the questionnaire to my assistant via e-mail at reeser.1@osu.edu or by fax to 614-292-3656 by June 14, 2005.

1. At Ohio State, the chief academic officer for graduate education is the Dean of the Graduate School, who reports directly to the University's chief academic officer, the Provost. What is the structural arrangement at your university?
 - a. Chief official for graduate education (e.g., the graduate dean) is separate from chief official for research and reports to:
 - i. chief academic officer (e.g., the Provost)
 - ii. president or the equivalent
 - iii. both the president and chief academic officer
 - b. Offices for graduate education and research are headed by the same person (e.g., a Vice President for Research and Graduate Studies), who reports to:
 - i. chief academic officer
 - ii. president
 - iii. both the president and chief academic officer
 - c. Other _____ (please specify)

2. What do you see as the major advantages and disadvantages of the structural arrangement for graduate education at your university?

3. At Ohio State, the graduate faculty are nominated by each graduate program and formally represented by the program's Graduate Studies Committee, whose chair works directly with the graduate school and its dean. How is the governance of graduate programs organized at your university?
 - a. Through the graduate faculty and their representatives
 - b. Through a department/program chair/director and its dean
 - c. Through both the graduate faculty and the chairs and deans
 - d. In some other way _____ (please specify)

4. What do you see as the major advantages and disadvantages of the organization at your university for administering graduate programs?

5. At some universities, the graduate dean is charged with the responsibility for periodic review of each graduate program. Who is responsible for reviews of graduate programs at your university?
 - a. Graduate dean
 - b. Chief academic officer (e.g., provost) reviews graduate programs as part of broader review of unit
 - c. Graduate dean and chief academic officer work together in program reviews
 - d. Other _____ (please specify)
 - e. University does not currently do reviews of graduate programs (**skip to Q10**)

6. Do these reviews involve external review teams who make site visits?
 - a. Yes, always
 - b. Sometimes, but not always
 - c. No

7. How often are these external reviews conducted? On the average, every ____ years?

8. How important are these reviews in academic plans for the units?
 - a. Very important
 - b. Somewhat important
 - c. Not important at all

9. What do you see as the major advantages and disadvantages of how program reviews are conducted at your university?

10. Who in your university has responsibility for final approval of graduate curriculum and graduate program changes?
 - a. Graduate school
 - b. College deans

- c. Department/program faculty
- d. University-level curriculum committee
- e. Program chairs/heads
- f. Other _____ (please specify)

11. What do you see as the major advantages and disadvantages of your university's current system of oversight?

12. In your university, does the graduate school or its equivalent appoint an outside member to all graduate exams who has not been chosen or recommended by the examining department/program or the student?

- a. Yes, dissertation defenses only
- b. Yes, general qualifying exams (or prelims) only
- c. Yes, both dissertation defenses and qualifying exams
- d. No

13. What do you see as the major advantages and disadvantages of your university's current system of overseeing exams?

14. Is there a graduate faculty in your institution that does not include all members of the regular faculty?

- a. Yes
- b. No (**Skip to Q16**)

15. Is there a distinction between faculty who can be primary advisers only at the masters level and those who can be primary advisers at the masters and doctoral levels?

- a. Yes
- b. No

16. Are applications for admission to graduate programs in your university handled by an office that combines both undergraduate and graduate admissions or an office that handles only graduate applications?

- a. Combined undergraduate and graduate admissions office
- b. Separate graduate admissions office
- c. Other _____ (please specify)

17. Does your university manage the number of enrollments in its graduate programs or is this management left up to the departments/programs, as long as university standards are met?

- a. University manages enrollments
- b. Departments/programs manage own enrollments
- c. Other _____ (please specify)

18. If your university awards centrally-funded graduate school fellowships, how are the fellows selected?

- a. Through a university-wide competition conducted by the graduate school
- b. By the department or program itself, using some predetermined allocation of central funds
- c. By a combination of both methods
- d. Other _____ (please specify)
- e. University has no centrally-funded fellowships (**skip to Q21**)

19. In academic year 2004-05, how many students at your institution received centrally-funded graduate fellowships? _____

20. If graduate fellowship money from a central source is divided among programs according to a formula, what factors determine the proportion each program receives? Check all that apply.

- a. Quality of program (Please list the indicators: _____)
- b. Size of program
- c. Uniqueness of program
- d. Historical level of funding
- e. Other _____ (please specify)

21. Does the university reduce the rate of tuition for full-time graduate students who are working on their doctoral dissertations?

- a. Yes
- b. No

Thank you.

(Name of Institution)

(Name of person completing the questionnaire)

**Please check the following box if you would like to
have a copy of the results of this survey.**

OSU Graduate Education Questionnaire

Key: nr = No Response
wr = Written Response

Questions	IND	Mich St	NW	OSU	Penn St	Purdue	U Chic	IL-Chic	IL-UC	U Iowa	U Mich	U MN	WI-Mad	WI-Mil	IUPU	Peer Institutions			
																U AZ	UCLA	Texas Austin	U Wash
1. Chief Official for Graduate Education														nr					
A. Chief official is separate from research/reports to:																			
i. Chief academic officer	x		x	x		x		x	x	x	x	x						x	x
ii. President or the equivalent																			
iii. Both the president & chief academic officer		x															x		
B. Chief official is same for research & grad educ.																			
i. Chief academic officer																x			
ii. President or the equivalent															x				
iii. Both the president & chief academic officer					x								x						
2. Advantage/disadvantage of structure (see written)	wr	wr	wr		wr	wr		wr	wr	wr	wr	wr	nr	wr	wr	wr	wr	wr	wr
3. How is governance of graduate programs organized?										nr				nr					
a. Through graduate faculty & their representatives				x				x			x	x	x					x	
b. Through department/program chair/director/dean																			
c. Through graduate faculty, chairs & deans		x	x		x										x				
d. In some other way (see written response)	x					x			x							x	x		x
4. Advantage/disadvantage of organization (see written)	wr	wr	nr		wr	wr		wr	wr	wr	wr	wr	nr	nr	wr	wr	nr	wr	wr
5. Who is responsible for review of graduate programs?														nr					
a. Graduate dean	x				x						x	x	x					x	x
b. Chief academic officer							x												
c. Graduate dean & chief academic officer together		x								x						x			
d. Other (see written response)			x	x											x		x		
e. Does not currently review graduate programs						x			x										
6. Do reviews involve external teams who make site visits?						nr			nr					nr					
a. Yes, always	x	x	x	x			x			x	x	x			x	x	x		x
b. Sometimes, but not always					x													x	
c. No													x						
7. How often are external reviews conducted?	7-10 yrs	8 yrs	7 yrs	just began	3 yrs	nr		7 yrs	nr	5-7 yrs	10 yrs	7 yrs	10 yrs	nr	5-7 yrs	6 yrs	nr	5-7 yrs	10 yrs
8. How important are reviews in academic plans for units?						nr			nr					nr					
a. Very important	x	x	x							x			x			x	x	x	x
b. Somewhat important					x			x			x	x			x				
c. Not important at all																			
9. Advantage/disadvantage of program reviews (see written)	wr	wr	wr		wr	nr		wr	nr	nr	wr	wr	nr	nr	wr	wr	wr	wr	wr

Questions	IND	Mich St	NW	OSU	Penn St	Purdue	U Chic	IL-Chic	IL-UC	U Iowa	U Mich	U MN	WI-Mad	WI-Mil	IUPU	Peer Institutions			
																U AZ	UCLA	Texas Austin	U Wash
10. Who approves curriculum & program changes?														nr		nr			
a. Graduate School			x		x					x	x		x		x				x
b. College deans																			
c. Department/program faculty	x																		
d. University-level curriculum committee		x		x				x					x						
e. Program chairs/heads																			
f. Other (see written responses)						x			x			x					x	x	
11. Advantage/disadvantage of system oversight (see written)	wr	wr	wr		wr	wr		wr	wr	nr	wr	wr	nr	nr	nr	wr	wr	wr	wr
12. Appointment of outside reviewer on all graduate exams?														nr					wr
a. Yes, dissertation defenses only										x									
b. Yes, general qualifying exams (or prelims) only																			
c. Yes, both dissertation defenses and qualifying exams				x															
d. No	x	x	x		x	x		x	x		x	x	x		x	x	x	x	
13. Advantage/disadvantage of exam oversight (see written)	nr	wr	wr		wr	wr		wr	wr	nr	nr	wr	nr	nr	wr	wr	nr	wr	wr
14. Are all faculty included in graduate faculty?	nr													nr					
a. Yes			x		x	x						x			x				x
b. No, (Skip to Q16)		x		x				x	x	x	x		x			x	x	x	
15. Faculty distinction for masters & doctoral level advisers?	nr	nr						nr	nr		nr		nr	nr		nr	nr	nr	nr
a. Yes				x								x			x				
b. No			x		x	x				x									
16. Are Grad/UG admissions applications & offices separate?	nr													nr					
a. Combined undergraduate & graduate admissions office				x				x		x									
b. Separate graduate admissions office					x	x					x	x	x		x	x	x		x
c. Other (see written responses)		x	x						x									x	
17. Enrollment management by university or depts/pgrms?														nr					
a. University manages enrollments			x					x									x		x
b. Departments/programs manage own enrollments		x		x	x	x		x	x	x	x	x	x		x	x		x	
c. Other (see written responses)	x																		
18. How are fellows selected?														nr					
a. University-wide competition conducted by graduate school	x	x		x				x	x			x	x						
b. Department/program using predetermined allocation	x				x														
c. By a combination of both methods	x		x			x				x	x				x	x	x	x	x
d. Other (see written responses)																			
e. University has no centrally-funded fellowships																			
19. N of students who received centrally-funded fellowships?	wr	80	300	~300	~80	~300		70%	wr	50	n/a	150	300	nr	60	wr	~611	~350	40-50
20. What factors determine funding programs receive?								nr					nr	nr				nr	
a. Quality of program			x		x				x			x			x		x		
b. Size of program		x	x		x				x			x					x		
c. Uniqueness of program			x							x	x				x		x		
d. Historical level of funding			x		x				x	x					x		x		
e. Other (see written responses)	x	x				x					x					x	x		x
21. Does the university reduce the rate of tuition for full-time?									wr					nr					
a. Yes	x	x	x		x			x		x	x		x				x		
b. No		x		x		x						x			x	x		x	x