

SAN JOSE STATE UNIVERSITY CGS STRATEGIC CONSULTATION REPORT

Strategic Consultation Report
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Table of Contents

Introduction and Overview	2
Rethinking Graduate Education within the Overall Research Mission of SJS	4
Areas of Review	4
Strengths	5
Challenges	6
Review of Area 1 - Organization and Administration of Graduate Education	6
Review of Area 1A - Advocacy	6
Review of Area 1B - Functional Integration and Graduate Enrollment Management	7
Review of Area 1C - Student Support	10
Review of Area 1D - Academic Innovation	11
Review of Area 1E – Research	13
Review of Area 2 - Formal Connection of Research and Graduate Education	14
Review of Area 2A - Indirect Cost Return	14
Review of Area 2B - Graduate Faculty Status	15
Review of Area 2C - Roles of Graduate Council and Faculty Senate	16
Concluding Summary and Transition Plan	16
Acknowledgements	17
Appendix A Consultation Assessment Profile	18
Appendix B Resources	23

Introduction and Overview

San Jose State University (SJSU) is a vibrant, metropolitan, state-supported institution of higher education located in the heart of Silicon Valley, California. Founded in 1857, SJSU is the oldest campus of the 23-unit California State University system and, according to its website, “the oldest public institution of higher education on the West Coast.” Its basic Carnegie classification is listed as Master’s Colleges and Universities: Larger Programs and its graduate instructional program as Post-baccalaureate: Comprehensive Programs. Currently, SJSU enrolls nearly 8,000 graduate students out of an overall population of 35,000 students. Graduate students are enrolled in more than 60 programs, mostly at the master’s level and across a wide variety of disciplines: arts, humanities, social sciences, natural sciences, health sciences, business, education, and engineering. Leading the way in terms of enrollment growth are programs in library and information sciences, social work, and – not surprisingly, given SJSU’s Silicon Valley location – several engineering sub-disciplines. A handful of professional doctoral degree programs are flourishing, most notably the EdD and the DNP. As part of the California State University system, moreover, SJSU is prohibited by the state from offering PhD degrees on its own; partnering with institutions of higher education outside of the system presents the most promising way around this obstacle.

At present, graduate education at San Jose State University is highly decentralized. Prior to 2014, there was an Office of Graduate Studies and Research headed by an associate vice president who reported to the provost and vice president for academic affairs. The duties of that office were subsequently divided between a newly created Office of Research and a newly reorganized Office of Graduate and Undergraduate Programs (GUP). Both administrative units are now led by associate vice presidents who report through the deputy provost to the provost and senior vice president for academic affairs. Dr. Thalia Anagnos directs GUP with three staff members specifically assigned to manage the graduate portfolio: Dr. Beverly Grindstaff, interim associate dean for graduate studies, Ms. Cheryl Cowan, graduate studies associate, and Ms. Angela Iraheta, graduate studies coordinator. GUP is responsible for approving graduate curricula and producing and implementing graduate policies and procedures. The latter are published in the SJSU Catalog, a single document combining graduate and undergraduate information.

Graduate Admissions and Program Evaluations (GAPE), an administrative unit reporting through the associate vice president for enrollment services to the vice president for student affairs, covers those areas related to graduate student continuance: recruiting, admissions, financial aid, advising, thesis/dissertation review, and commencement. Ms. Tricia Ryan serves as director and Ms. Christie Wright as associate director. Eight evaluators are assigned to cover the needs of students across the academic colleges. International graduate applications are also managed through this office, but in coordination with the College of International and Extended Studies.

The Office of Research, although now an entirely separate unit, maintains strong ties to graduate education. It is led by Dr. Pamela Stacks, who holds the title of associate vice president, and Dr. Gilles Muller, who holds the title of associate dean. Two analyst positions support the office. In addition, the SJSU Research Foundation is a separate 501(c)3 operation that partners closely with the Office of Research. It also reports through the deputy provost to the provost and senior vice president for academic affairs. SJSU, as a whole, boasts a research portfolio valued at approximately \$60 million annually.

The shortcomings of this decentralized graduate education structure are myriad. There is no high-ranking administrator – dean’s level or above – representing graduate stakeholders both inside and outside the institution. No one administrative unit has oversight or input into the budget pertaining to graduate education, including graduate student assistantship or fellowship/scholarship support. Graduate coordinators/advisors from across the university do not meet as a group regularly, and it is not clear which personnel in the individual deans’ offices of the academic colleges are responsible for graduate matters. It was also not clear to the consultation team if a systematic graduate program review process is in place. Faculty graduate certification standards are not uniform across the various colleges. Lastly, it seems that no one represents SJSU regularly at the meetings of the Council of Graduate Schools (CGS) or the Western Association of Graduate Schools (WAGS) so as to be more conversant with best practices in the field.

Rethinking Graduate Education within the Overall Research Mission of SJSU

Dr. Mary A. Papazian, who was appointed the 30th president of SJSU in July 2016, has made advancing the institution's graduate and research profile one of her stated priorities. She is exploring the creation of a new position – vice president for research and innovation – and she is implementing the Research, Scholarly, and Creative Activity Reassigned Time Program (RSCA), a faculty initiative designed to incentivize research productivity. She is also considering implementing a more centralized model for graduate education at the institution.

In summer 2018, SJSU contracted with CGS to provide a Consultation Assessment Profile that was followed by a site visit. The members of the consultation team included Brian Kloepfel, Dean of the Graduate School and Research at Western Carolina University; Dennis Livesay, Dean of the Graduate School and Associate Vice President for Research and Technology Transfer at Wichita State University; and Robert Wojtowicz, Dean of the Graduate School at Old Dominion University. The team visited the SJSU campus from October 1-3, 2018. Interim Provost Joan Ficke and Deputy Provost Carl Kemnitz served as gracious hosts, assisted by Ms. Melanie Schlitzkus. The consultation team met with the following campus stakeholders:

- President Papazian;
- Provost Ficke and Deputy Provost Kemnitz;
- The deans and representative faculty from each of SJSU's eight academic colleges;
- Staff from the Office of Research;
- Staff from the Office of Graduate Admissions and Program Evaluations (GAPE);
- Staff from the Office of Graduate and Undergraduate Programs (GUP);
- Graduate coordinators/advisors from across the colleges;
- Members of the Graduate Studies and Research Committee; and
- Selected graduate students.

Areas of Review

The Consultation Assessment Profile originally identified three areas of graduate education at San Jose State University for the consultation team to study. These included Organization and Administration of Graduate Education, Graduate Program Review, and Graduate Program Director Roles and Responsibilities and are summarized in Appendix A. A number of common

themes emerged by the site visit's conclusion, however, and, consequently, the consultation team reorganized and expanded the Assessment Profile to comprise the following areas:

1. Organization and Administration of Graduate Education
 - A. Advocacy
 - B. Functional Integration and Graduate Enrollment Management (Including Program Review)
 - C. Student Support
 - D. Academic Innovation
 - E. Research
2. Formal Connection of Graduate Education and Research
 - A. Indirect Cost Returns
 - B. Graduate Faculty Status
 - C. Roles of the Graduate Council and Faculty Senate

Strengths

The consultation team identified a number of existing institutional strengths working in SJSU's favor:

- Geographic location – SJSU's Silicon Valley location places it at the epicenter of technology-based workforce development alongside a vast array of potential industry partners;
- Institutional loyalty – SJSU's faculty, staff, and students demonstrate a high regard for their institution and a commitment to advancing it to the next level, especially in regard to graduate education and research;
- Innovation and creativity – like many state-supported institutions of higher education, SJSU has thrived despite a downturn in government support, and this is largely due to the innovative and creative efforts of its faculty and administrators, particularly within the College of International and Extended Studies; and
- Dynamic leadership – President Papazian has begun assembling a talented group of senior academic leaders who together will be working toward SJSU's advancement.

Challenges

The consultation team identified a number of perceived institutional challenges:

- An unorthodox alignment of academic programs within colleges that seem to inhibit interdisciplinary collaboration;
- The bureaucratic obstacles inevitably encountered when an institution is part of a statewide university system;
- Uneven levels of graduate student support; and
- The absence of a centralized and robust unit within Academic Affairs to advocate persuasively for graduate education.

Review of Area 1

Organization and Administration of Graduate Education

The consultation team recommends centralization as the key to advancing Graduate education at San Jose State University. Despite its current, decentralized structure, graduate education at SJSU is vibrant and growing. Even so, the consultation team strongly recommends the creation of a centralized graduate school, or similar administrative unit, to advance SJSU's graduate education and research priorities. The five sub-areas identified that follow (Advocacy, Functional Integration and Graduate Enrollment Management, Student Support, Academic Innovation, and Research) are each individually important, but, collectively, the consultation team believes, transforming all five will fuel both graduate education and the research culture at SJSU further.

Review of Area 1A

Advocacy

Perhaps the most important rationale for centralization is related to advocacy. With almost 30,000 undergraduate students, SJSU's priorities, not surprisingly, are most frequently aligned with undergraduate needs. Yet, graduate students represent more than 1 in 5 students, meaning they form a significant and, given emerging demographic trends, potentially growing portion of the overall student body. With no advocate at the decision-making level (dean or above), graduate priorities inevitably get lost in the annual budget request cycle and when setting strategic planning priorities. Creating a graduate school, with a respected academic dean at its helm, will provide the SJSU with the focus and

structure it needs to move forward. Appendix B includes a link to *Guide to Advocacy for Graduate Education Leaders* (CGS, 2012) a resource specifically designed to support advocacy for graduate study.

Review of Area 1B

Functional Integration and Graduate Enrollment Management

There is no single, accepted administrative model for graduate schools in higher education, but most have responsibility for aspects of budgeting related to graduate education, curriculum oversight and publication of a graduate catalog, and academic continuance. Some, but not all, graduate schools also oversee graduate admissions and recruiting and co-curricular activities. Nearly all have close working relationships with key offices, including institutional research and assessment, the registrar, financial aid, career development, student health, academic integrity, and development. Most have a dotted-line connection to the various academic colleges, as well as an office of research and/or related research foundation. Functional integration among all of these units, whether through direct reporting lines or through cooperative agreements across vice presidential divisions, will be key to the success of the proposed graduate school.

Financial aid, student health services, and institutional research are further examples of critical units that graduate schools routinely work with to form a cohesive social and financial services fabric that knows how to spot students in trouble and then effectively intervenes to help them succeed.

Whether or not admissions is integrated into the proposed graduate school's portfolio, graduate enrollment management (GEM) must be a part of its mission. According to the National Association of Graduate Enrollment Management, GEM is **"...is a systematic approach to managing the graduate student lifecycle from initial awareness to alumna/alumnus by integrating the core functions associated with the enrollment and support of a graduate student"** (emphasis added). In many ways, this definition is similar to the primarily undergraduate-focused strategic enrollment management efforts that are already underway at SJSU. However, as with advocacy, there are substantive

differences that necessitate a more tailored approach for graduate students. In particular, graduate programs are by their very nature extremely heterogeneous and require different models compared to the more standardized approach that guide undergraduate enrollments. Graduate certificates, master's degrees, and doctoral programs each have unique characteristics and requirements. This diversity ranges from measures as simple as time to program completion to measures as complex as student motivation toward achieving a credential. Moreover, some programs operate under traditional business models whereby assistantships coupled with tuition remission are absolutely necessary to yield students, whereas others in high-demand professional areas can forego assistantships and charge differential tuition. A centralized graduate school is the best unit to disseminate best practices to the departments and programs to be successful in their specific areas. The Council of Graduate Schools provides resources to support these roles and responsibilities. Links to *An Essential Guide to Graduate Admissions*, (CGS, 2011); *Assessment and Review of Graduate Programs*, (CGS, 2012); and *Holistic Review in Graduate Admissions: A Report from the Council of Graduate Schools* (Kent & McCarthy, 2016) are available in Appendix B.

Successful graduate schools provide a robust overarching framework to facilitate enrollment management, which essentially guides students from application and admission through matriculation, graduation, and post-graduate placement. This starts with generation of potential candidates through traditional (graduate school fairs, print media, and purchased lists) and nontraditional (digital marketing and targeted emails) means. A robust and effectively utilized customer relationship management (CRM) software that seamlessly integrates into the graduate admissions application system is also required. After applications are started, the graduate school should proactively reach out to candidates to generate excitement, answer their questions, and connect them to their academic programs.

Conceptually, GEM deviates from traditional enrollment management significantly. Each program (not department) needs to articulate its plan for success. For example, the GEM plan for a doctoral program is significantly different than a course-based master's, even

when they are in the same department and discipline. Similarly, for example, the plans for a master's program in the humanities is appreciably different from that of an engineering program. These differences span both functional and academic dimensions, making a centralized graduate school the best unit to oversee and manage the complexity. Moreover, the graduate school should then follow the key themes from the program-specific plans into a campus-level GEM plan that should be treated as equal to SJSU's other enrollment management priorities.

A related, common function of centralized graduate schools is degree audit and conferral, which includes processing of terminal projects (thesis, dissertation, disquisition, etc.). Graduate schools should develop and deploy proactive processes and technologies to ensure that students understand what needs to be completed in order to graduate in a timely manner. The consultation team noted that, while GAPE provides this service and has many helpful resources on their website, its efforts should be better integrated into GEM and into the academic programs themselves. For example, programs too frequently are unwilling to define restricted electives, making degree progress mapping nearly impossible. Resources should be tied to degree completion success, especially as related to graduate school allocated graduate assistantships. Lastly, successful graduate schools provide policy and technology frameworks to ensure that degree progress and student success are ensured.

Thus, GEM does not end with yielding students. The critical feature of the above discussion is **integration of all functions to support the entire student lifecycle**, from prospect to alumnus. In this way, it could be said that everything that the graduate school does is related to enrollment management; this is particularly true in terms of the student support functions described in the next section. Put another way, the graduate school can become the touchstone connecting the various administrative units impacting recruitment, retention, and graduation.

Review of Area 1C

Student Support

Centralized graduate schools are simultaneously academic, functional, and student support units. Exceptions, program review, and degree clearance are common academic roles, whereas recruiting, admissions, and other aspects of enrollment management are the most obvious functional responsibilities. However, efforts focused on student support are typically the most impactful and obvious functions of a successful graduate school.

- *Financial Aid and Assistantships.* Distribution of need-based financial aid and assistantships are typically the most prominent student support efforts coordinated by graduate schools. The former may be done by the graduate school exclusively, or more commonly in partnership with the financial aid office. Either way, the graduate school should be involved to ensure that financial aid is connected to GEM. Assistantships are typically distributed as “pass through” funds that are shifted to the academic colleges and then awarded to individual students by departments. The graduate school must be the driver of the allocations of the funds at a high level to ensure that the finite assistantship budget is being used in ways that are strategic and most effective. In this way, **GEM, program review, and resource allocations must be connected and aligned to university priorities.** Tuition waivers and health insurance subsidies are common functions that are related to assistantships, and the graduate school should develop robust processes to ensure that these benefits are always provided when appropriate to do so. Appendix B provides a link to the CGS resource *Financial Education: Developing High Impact Programs for Graduate and Undergraduate Students* (Denecke, Feaster, Okahana, Allum and Stone, 2016) that supports these functions.
- *Professional Development.* It has become common practice nationwide for graduate schools to provide a full range of professional development training opportunities and related resources to their students. These programs provide key skills that all graduate students need, with a common focus on fundamentals like communication (oral and written), academic development (scholarship, teaching, and mentorship), leadership, professionalism, time management, wellness, and career planning. The graduate school cannot provide this breadth of training alone, but it is the appropriate unit to

coordinate collaboration across the university towards the goal of supporting graduate students in these ways. Common partners include career development, the library, and student affairs. Graduate schools also typically host research symposia, 3-Minute Thesis competitions, and related events to help ease students into their professional communities by providing important and visible venues for them to learn how to present their scholarship. Appendix B provides a link to the CGS resource *Professional Development: Shaping Effective Programs for STEM Graduate Students* (Denecke, Feaster, and Stone, 2017).

- *Graduate Community*. At urban-serving universities like SJSU, a graduate student community is a lofty goal that is difficult to achieve. This is because students typically do not arrive on campus until after regular business hours, and, more frequently, rarely or never come to campus at all given that many are enrolled in online programs. Therefore, the graduate school should utilize a mix of traditional events (social events and activities) and virtual engagement through social media to foster that sense of inclusion and connection to SJSU. This is also true for professional development events as online students need this training just as much as traditional students – in some instances even more so since they tend to enroll for decidedly professional reasons. As emerging professionals, it is appropriate to involve graduate students in determining priorities and individual efforts. As such, a graduate student association (GSA) or related graduate branch of student government should work closely with the graduate school. In ideal scenarios, the GSA should have its own budget – apart from the undergraduate student government group – for programming and activities related to graduate student professional development and community.

Review of Area 1D

Academic Innovation

As has often been noted, **this is the most disruptive time in higher education since the Morrill Act created the land-grant institutions nearly 170 years ago**. Technology disrupting how universities teach (online vs. in-seat), and is also fundamentally changing the structure of credentialing, particularly in graduate education. As such, leaders of graduate education must stay abreast of recent advances and broadly promulgate those

changes to the university community. For example, graduate certificates, micromaster's, graduate credit-bearing badges, and other types of microcredentials are increasingly common and represent the frequently forecast "unbundling of higher education." Even as the value of these new credentials, in and of themselves, is increasing, they also represent new entry points into traditional degrees. Graduate leaders should work with their colleagues to develop programs that are based on stackable credentials that lower the barrier to entry, especially from the working professional.

In addition, graduate and professional education must increasingly work with industry to develop programs that meet the region's work force demands. SJSU's College of International and Extended Studies (CIES) already does a very good job of this, and a strong partnership with the graduate school will be critical going forward. In fact, we encourage university leadership to consider integrating the two units more fully (perhaps with the international student role kept distinct) so that the academic and functional aspects of this evolving space can best be aligned with industry needs. Too often the biggest barrier to innovation is that processes and policies are tied to traditional models, and integration will help reduce the speed-bumps related to working with industry to deliver credit-bearing professional education and alternative credentials. An example of this is related to admissions status – admitting a student to a graduate degree program will continue to be similar to current practices, but students taking a single graduate course for professional development demand something more similar to their experience checking out at Amazon. Universities that figure out how to resolve this and related dichotomies will be far more successful than those that refuse to adapt. Moreover, were SJSU to put in place an effective and regular cycle of graduate program reviews across the academic colleges, a better alignment of certificates, degrees, and other offerings with current disciplinary standards would be ensured.

The changes affecting graduate education are also challenging how universities define graduate faculty membership. Traditionally, full graduate faculty status requirements are closely tied to a traditional model of ongoing academic scholarship, and even the default criteria for affiliate status (or similar) is a graduate degree and professional

accomplishments. These requirements have served universities well as they have helped ensure that the education that a graduate student receives is timely and relevant. However, as new academic products are developed that are shorter, more competency based, and increasingly tied to professional outcomes, graduate faculty membership must evolve, and the graduate school should work with university and industry partners to provide the training that students are seeking.

Finally, graduate schools will become even more important over time given the changing nature of the workforce. Commonly discussed characteristics of the Fourth Industrial Revolution (4IR) include automation, artificial intelligence, and biotechnology; however, the true hallmark will be interconnectedness. While disciplines are critically important and will always remain so, the workforce demands of the future will require **broad, cross-disciplinary training**. The unbundling of higher education will assist with this as people will increasingly have access to just-in-time training, but also to truly interdisciplinary degree programs. The administration of such programs again challenges universities' fundamental structures, making centralized graduate schools critical to ensuring programs that fall between the cracks of traditional disciplines are successful.

Review of Area 1E

Research

Research and other forms of scholarship are critical aspects of graduate education, and RSCA is clearly an important SJSU priority. The consultation team strongly endorses the recent RSCA initiative, which provides more time for faculty to pursue research and scholarly projects and which aligns well the institution's graduate education aspirations. Similarly, the consultation team also supports creation of the vice president of research and innovation (VPRI) position. There are many models of graduate deans and chief research officers, but for a university the size of SJSU with its sizeable research portfolio, separating the positions into two makes the most sense. Based on that observation, there should be strong coordination between the two offices, and sometimes a dotted line is used to connect the graduate dean to the VPRI. In fact, one member of the committee has a hybrid role wherein he reports to the provost as dean of the graduate school and also the vice president

of research and technology transfer. This model is an outlier but underscores the importance of aligning efforts. The Council of Graduate Schools provides key resources to promote the relationship between graduate education and scholarship. Appendix B includes a link to *Best Practices in Graduate Education for the Responsible Conduct of Research* (CGS, 2008) and *On the Right Track: A Manual for Research Mentors* (CGS, 2003).

Review of Area 2

Formal Connection of Research and Graduate Education

Most universities recognize the symbiosis of graduate education and research and have formalized the connection between the two by developing dual leadership titles or formalizing the budgetary connections between indirect cost returns and graduate education. Graduate deans may also have additional titles such as associate vice president for research or chief research officer. Such dual titles link the oversight of the two roles, demonstrating the value and necessity of graduate students to the overall research enterprise and to the success of faculty in achieving their own research expectations. Two other important considerations facilitated by having a formal connection between graduate education and research are 1) ensuring that graduate students make steady progress towards earning their degree while conducting research, and 2) maintaining reasonable research workloads relative to the stipends paid and tuition remitted.

Review of Area 2A

Indirect Cost Return

There are almost as many indirect cost return disbursement plans as there are universities. In most successful cases, indirect cost returns are used to cover the real costs of the research enterprise infrastructure, but they are also used to stimulate graduate student, postdoctoral, and faculty research. In many cases, indirect cost returns provide seed grants for faculty and students to pursue a new or high risk/high reward topic to increase the probability of future external funding success with preliminary data collection, analysis, and research. At SJSU, small internal grants of indirect cost returns to graduate students could stimulate research productivity, especially in fields where the major advisors may not have existing research grants to support novel research. In addition, graduate student travel grants could also be utilized to enable students to work in locations such as archives, museums, and

remote field sites that contain the specimens and artifacts critical for research. Both research and travel grants are small, but effective pathways to build research capacity and success at SJSU.

Review of Area 2B

Graduate Faculty Status

There is a need for a standardized graduate faculty certification process at SJSU that recognizes the initial level of scholarly training and the continued scholarly productivity by faculty qualifying them to teach and mentor graduate students. Regional accreditors require faculty to have terminal degrees in their field to teach at the graduate level or to demonstrate research training and productivity to teach in a related field. Most graduate schools also have an expectation for continued faculty research productivity to ensure current relevancy of course content and research methods and results. Indeed, current research relevancy is the reason behind the time expiration of graduate coursework, typically 6 or 7 years before degree or certificate conferral, by nearly all graduate schools in the United States.

While faculty can obtain graduate faculty status during their hiring process by demonstrating a terminal degree in their field, they can also obtain temporary graduate status to teach at the graduate level and to serve on thesis and dissertation committees. Temporary faculty status is typically endorsed by a graduate program director and department head and reviewed and voted upon by a graduate council that reviews the reason for appointment and the qualifications of nominees. Temporary faculty status is typically 2 to 4 years, but can be renewed for subsequent graduate student committee appointments. Experts in a student's field of research may be referred to as professors of practice who are extremely valuable to guide and review research, but who do not have terminal degrees; hence, they cannot be permanent graduate faculty members.

For faculty to maintain graduate faculty status, they typically need to demonstrate continued research productivity, even after earning tenure. For universities that have post-tenure review, research activity and productivity is evaluated on a 5-to-7-year basis and

graduate status can be maintained or removed to ensure that research relevancy is being upheld for teaching faculty. All of these criteria should be considered when developing graduate faculty certification standards at SJSU.

Review of Area 2C

Roles of Graduate Council and Faculty Senate

The establishment of an effective, decision- and policy-making graduate council will be essential to the overall success of the proposed centralized graduate school. A graduate council typically serves in the following roles: 1) reviewer and voting body for graduate faculty status and graduate curriculum matters; 2) developer of graduate policies and procedures; 3) counsel for the graduate dean and the graduate leadership team on policy, financial, and process matters; and 4) chief advocate for graduate education for faculty in their home academic colleges, departments, and programs. Graduate council members are typically elected by their colleges based on graduate student enrollment or equal representation from each academic college.

A faculty senate may have curricular review and approval authority, typically after items have been reviewed and approved by a graduate council. This review, however, may be cursory since Faculty Senates are also usually responsible for final review and approval of undergraduate curricula, a proportionally larger task. Faculty senates may typically take on advocacy roles in the area of faculty and graduate student resources when part of shared governance models that include provosts, chancellors, and presidents. Issues that arise in this context may include financial investment in graduate education as it relates to the institution's research enterprise and alternative faculty workloads to stimulate increased graduate teaching and research.

Concluding Summary and Transition Plan

The process and pathway toward enacting a centralized graduate school at SJSU must be built on a stable and intentional campus leadership foundation. President Papazian will need the support of the interim provost and senior vice president for academic affairs, as well as the incoming provost, who will likely start in July 2019, the incoming VPRI, who will likely start in January 2019, and

the academic deans to build campus momentum toward creating the proposed graduate school. A national search for a graduate dean could be launched as early as January 2019 coincident with the internal appointment of an interim dean and a faculty-administrator task force to begin working on the proposed graduate school structure. Whatever its final form, a fully-functioning SJSU graduate school could be ready to launch in time for the 2019-2020 academic year.

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Appendix A CGS Strategic Consultation Assessment Profile of August 24, 2018

Institutional Snapshot

San Jose State University holds a Carnegie classification of Master's Colleges & Universities; Larger Programs and serves as a public institution that offers study in the professions plus arts & sciences. The institution currently has a total enrollment of 35,900. The university states that its mission is: *To enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.* Currently, San Jose State University enjoys a strong partnership with its local economy by supplying graduates in the fields of education, engineering, computer science and business to Silicon Valley.

The Graduate Leadership Team reported that the university currently enrolls approximate 7,600 graduate students each year. The university hosts more than 70 graduate degree programs among 8 academic colleges. The graduate portfolio focuses on Master of Science and Master of Arts degrees that include many additional concentrations and credentialing opportunities. In addition to Master's Degrees, the portfolio includes the Master of Library and Information Science (MLIS), Master of Fine Arts (MFA), Doctor of Education (EDD), and Doctor of Nursing Practice (DNP). Further complimenting the graduate offerings are a wide range of graduate certificate programs with the largest number of opportunities in business, education, and urban and regional planning. The Leadership Team also highlighted the university's active research agenda which includes 60 million dollars in funded projects. The administration of research resides in the Office of the Provost.

The team explained that during a period of budget challenges, the primary roles and responsibilities for administration of graduate education were consolidated with those of undergraduate education. These dual responsibilities now reside in the Office of Graduate and Undergraduate Programs (GUP). As a result, leadership important to graduate education including leadership for innovations and advances in admissions, dynamic curriculum review and monitoring the matriculation of graduate students is combined with undergraduate policies and practices. The Leadership Team seeks a CGS Strategic Consultation yielding recommendations for advancing graduate study at San Jose State University focusing on assessment of the following priority areas.

Assessment Profile 1

Organization and Administration of Graduate Education

The Leadership Team shared the history of the organization and administration of graduate education at San Jose State University. The team noted that prior to 2014 the Office of Graduate Studies and Research, under the leadership of an Associate Vice President, provided the organizational structure and function of graduate education. The administrative structure at that time included a budget for administration of graduate education to promote graduate education initiatives important for achieving priorities aligned with strategic planning. A cost saving strategy

was implemented that consolidated resources and responsibilities of graduate administration with undergraduate administrative structures while elevating research to create the current model.

San Jose State University seeks a CGS Strategic Consultation to assess the impact of the consolidated graduate/undergraduate administrative model. The consultants will develop an assessment profile to determine if the essential role of graduate education as the foundation for setting standards of academic excellence and scholarship at the university is being fulfilled using this model. The consultants will verify if the existing structure positions the university to adopt practices, policies, and engagement with the larger academic community that are essential for achieving the graduate mission. These include promoting quality programs of graduate study, sustaining competitiveness for graduate admissions and enrollments, advancing strategic areas of program growth, and fostering the research, scholarship, and experiential learning opportunities that are essential for advanced study.

The profile will include a comprehensive assessment of the roles of the current administrators who are responsible for leading and advocating for graduate education and the roles of the current support staff who manage the day-to-day operations, services, and programs essential for graduate student and faculty support. The review will evaluate the effectiveness of the Graduate Council and engagement of the graduate faculty and graduate program directors who share responsibility for shaping the quality of graduate study through graduate program governance. The consultants will be guided by the priorities for graduate education established at San Jose State University to determine if the current leadership, staffing, governance, and faculty responsibilities are strategically aligned with achieving these priorities.

The assessment profile will yield recommendations to strategically position the graduate leadership, support staff, graduate faculty, and other stakeholders to achieve the defined goals of graduate education. The recommendations will provide guidance on the key competencies required for the primary leader of graduate education to engage the broader university community to achieve the desired recruitment, enrollment, and matriculation goals of graduate education. The recommendations will outline the staffing, governance structures, processes and resources needed to achieve the desired reputational, enrollment, and regional engagement the institution seeks. The organizational analysis plan should include guidelines for current and future staffing required to fulfill and further advance the graduate mission. If possible, the organizational staffing plan should offer examples of effective administrative structures for leadership responsibilities and management responsibilities related to graduate study from other institutions of similar scope and mission and from institutions that may serve as aspirational examples. Having examples of leadership and management positions and the outcomes that are achievable with these positions will help institutional leaders achieve several goals. The first is to create a culture of commitment to best practices in graduate education among the graduate faculty, the graduate council, staff and administration. The second is to achieve the desired enrollments and regional engagement. Finally, the examples will provide a framework for engaging in dynamic program review practices that promote the strengths, distinctiveness, and value of graduate study specific to San Jose State University.

Assessment Profile 2

Graduate Program Review

The Leadership Team noted that the current process for graduate program review that is used to continuously update and improve the graduate curriculum so that programs remain competitive, responsive to changes in the disciplines and/or credentialing, and alert to emerging areas of degree demand needs to be strengthened. Because successful marketing of graduate programs leading to successful recruitment relies on documentation of excellence, innovation, and distinction, an effective and deeply engaged graduate program review process is essential to achieving the institution's mission to *transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.*

To assess the university's current graduate program review processes, the consultants will determine how the current practices are used to identify graduate program weaknesses that lead to actions by the programs that can be tracked to verify how the weaknesses were addressed. The consultants will also need to determine how assessment is used to verify graduate program strengths and important institutional distinctions and innovations. The consultants should verify that program review is conducted across all types of graduate programs including on-campus programs, distance programs, hybrid/online options, accelerated degrees, joint/dual degrees, and competency-based degrees. The program review will include determining how academic program excellence is connected to institutional budgeting practices to achieve strategically planned programs of distinction. Creating a strong graduate program review process connected with well-focused investments will help programs attract high-quality students and faculty, sustain the program's current enrollment, advance the program's placements at degree completion, and provide evidence of the overall health and sustainability of its current graduate programs. The analysis should also examine the policies on graduate study to be sure that policy structures support and advance the graduate mission and if they do not, the consultants will need to provide guidance on how to address policy weaknesses. Also included would be consideration of best-practices for creating programs of distinction or innovative programs that build on existing strengths that would distinguish some of the San Jose State University's graduate programs from others in the region and state to increase their competitiveness. Finally, the analysis should identify policy improvements and institutional investments that are crucial to the success of the university's graduate mission.

Assessment Profile 3

Graduate Program Director Roles and Responsibilities

Graduate program directors strengthen the quality of graduate education through their program-level leadership. Program directors advise the university-level graduate leadership, collegiate leadership, and administrators on key graduate policies, professional development for faculty and graduate students, important areas of fiscal investment, effective outreach to alumni, advocacy for innovations, and many additional initiatives that create a vibrant graduate enterprise with renewable program potential. Graduate program directors establish expectations for rigor and

quality in current graduate programs and in future programs that the institution may develop. Program directors also lead discussions essential to faculty engagement in program review, assessment of student learning outcomes, and faculty credentials for participation in graduate education. The Leadership Team noted that San Jose State University is committed to creating an environment that promotes and strengthens the success of graduate program directors so that they may lead their programs and by extension, lead as members of the graduate council or members of committees or boards that guide graduate study.

To strengthen the role of faculty leadership in graduate education, CGS consultants will review the current roles and responsibilities associated with these important positions of leadership. The review will include verifying how the university supports graduate program directors. The consultants will identify the resources and data that program directors require to assess state, regional, and national workforce demand for the degrees their programs currently offer and for degrees, certificates, or concentrations that their programs may wish to offer as part of future planning. The assessment should address how graduate program directors use evidence and practices important for successful admission. The review will determine the resources and guidance provided to program directors who are confronted with challenges of declining enrollment, low degree completion rates, limited career placements, declining scholarship, or weak program or accreditation reviews. The consultants will document the guidance and professional development currently available to enhance leadership and determine if the institution provides sufficient development and release time for graduate program directors to develop the expertise needed to advance existing programs and develop expertise needed to implement new approaches to offering graduate degrees or launch new graduate options important to mission-focused areas of demand. Other areas of analysis may include how program directors are promoting and applying effective conflict management practices, reviewing and promoting policies on faculty mentoring leading to degree completion and career launch and receiving important information about legislation impacting higher education. The review will offer recommendations related to the practices and development important for securing and maintaining strong and effective graduate program directors.

Support Documents

The Leadership Team identified the emerging University Strategic Plan as a significant resource that the consultants will need to review. The plan will outline the institution's intended future and academic priorities and will help align the consultation recommendations with the intended future of graduate study proposed for the university. There are several other university documents that should be reviewed depending on their availability. Graduate student exit survey and employment data serve as an important resource for understanding program strengths. Annual graduate program reviews provide additional insights related to how these have been used to guide program improvements. The support resources created by the Office of Graduate and Undergraduate Programs such as graduate student orientation manuals, graduate faculty mentoring handbooks, and annual reports on the status of graduate education should also be reviewed in preparation for the consultation.

Concluding Summary

Based on this consultation assessment profile, minimally, two consultants over two days who would meet with various representatives from the university to prioritize the goals identified in the assessment profile would be required. However, if a more comprehensive assessment is preferred; three consultants over three days would be required. The anticipated outcome of a CGS Strategic Consultation is a prioritized list of actions to follow that will guide the university toward its stated mission of providing high quality, student-centered education and its stated vision as a premier teaching university that engages students in an inspiring, transformative educational experience in graduate education guided by the expertise of nationally recognized leaders who have achieved that vision for their institutions.

Appendix B CGS Resources

- Council of Graduate School. (2003). *On the right track: A manual for research mentors*. Washington D.C. Retrieved from the Council of Graduate Schools website: <http://cgsnet.org/right-track-manual-research-mentors-0>
- Council of Graduate Schools. (2008b). *Best practices in graduate education for the responsible conduct of research*. Washington D.C. Retrieved from the Council of Graduate Schools website: <http://cgsnet.org/best-practices-graduate-education-responsible-conduct-research-1>
- Council of Graduate Schools. (2011). *Assessment and review of graduate programs*. Washington D.C. Retrieved from the Council of Graduate Schools website: <http://cgsnet.org/assessment-and-review-graduate-programs-0>
- Council of Graduate Schools. (2012). *An essential guide to graduate admissions*. Washington D.C. Retrieved from the Council of Graduate Schools website: <http://cgsnet.org/essential-guide-graduate-admissions>
- Denecke, D., Feaster, K., Okahana, H. Allum, J., and Stone, K. (2016). *Financial Education: Developing high impact programs for graduate and undergraduate students*. Washington, D.C., Retrieved from the Council of Graduate Schools website: <http://cgsnet.org/financial-education-developing-high-impact-programs-graduate-and-undergraduate-students>
- Denecke, D., Feaster, K., and Stone, K. (2017). Professional development: Shaping effective programs for STEM graduate Students. Washington, D.C. Retrieved from the Council of Graduate Schools website: <https://cgsnet.org/professional-development-shaping-effective-programs-stem-graduate-students>
- Kent, J., & McCarthy, M. (2016). *Holistic review in graduate admissions: A Report from the Council of Graduate Schools*. Washington D.C. Retrieved from the Council of Graduate Schools website: <http://cgsnet.org/holistic-review-graduate-admissions-report-council-graduate-schools>