Strategic Planning Committee for Graduate Education and Research Final Report

May 9, 2012
I. INTRODUCTION

This report is the result of a systematic process to evaluate graduate education and research at Bowling Green State University and to plan for its future. The last time that a broad-based strategic plan was conducted for graduate education and research was 1985. Since that time there have been significant changes to the structure of graduate education within BGSU as well as many changes in the external environment. With all of these changes, it was clear that a new strategic plan was needed.

The strategic planning committee used a variety of methods to solicit input from faculty, students, and administrators to make sure that the process would be viewed as transparent, inclusive, constructive, and open to all opinions. After this information was collected, the committee engaged in significant deliberations to derive the conclusions that we present in this document. Some of those deliberations resulted in the crafting of the mission statement for graduate education that can be found in Section II of this report. In Section III, we present a summary of the strategic goals that we have envisioned for graduate education at BGSU and actions to be taken to accomplish these goals. Section IV describes the various methods used to collect data from faculty and graduate students, and Section V presents the general findings of those investigations. In Section VI, we elaborate further on the actions that are described in Section III.

We hope that this report will be used to better chart the future of graduate education and research at BGSU, as well as present a model for future decision-making efforts that are data-driven and based on a transparent process that solicits a wide variety of opinions from diverse constituencies.

Committee’s Charge and Structure

The Strategic Planning Committee for Graduate Education and Research convened for its initial meeting on October 5, 2011, and included the members listed below. The committee was purposefully designed to include members of the faculty and graduate student body who had been actively involved in graduate education and leaders of the graduate community at BGSU. Members were recommended by college deans to Dr. Michael Ogawa, vice president for research and economic development and interim dean of the graduate college, and two were elected by Graduate Council. The members were:

Committee Members:
Dr. Mike Zickar – Arts and Sciences (Committee Chair)
Dr. Alan Atalah - Technology (Replaced Dr. Terry Herman in January)
Dr. Margaret Zoller Booth - Education & Human Development
Dr. George Bullerjahn - Graduate College (ex officio)
Dr. Stephen Demuth - Arts and Sciences
Dr. Lynne Hewitt - Health and Human Services
Dr. Dale Klopfer - Graduate Council
Dr. Lesa Lockford - Graduate Council
Mr. Jason Ratliff - Graduate Student Senate
Dr. Charles Saenz - Music
Mr. David Sleasman - Graduate Student Senate
The committee’s charge, presented by Dr. Ogawa was to: “Articulate the goals and aspirations for graduate education and research at BGSU and outline the means through which these goals can be achieved. The importance of the plan is that it will provide a broad context within which policy decisions can be made and resources be aligned. It will be used to guide the future evaluation of existing programs and help identify benchmarks for the creation of new ones.” See Appendix A for the complete charge.

The membership of the Strategic Planning Committee was purposefully designed with members who had extensive experience in graduate education at BGSU in order to reap the benefits of this experience in the production of a strategic plan. Even so, the committee concluded that it was imperative to engage the entire campus community in the conversation of the future of graduate education, in order to be as inclusive as possible in the development of the plan. The committee met weekly to: (1) determine how to best develop the strategic plan; (2) create a process that would be inclusive but also timely and efficient, (3) develop procedures to collect the academic community’s opinions, (4) implement those procedures, (5) collect and analyze those data; and (6) write the strategic planning report.

As part of this plan, the committee was asked to focus on the following three tasks:

1. Articulate the mission of graduate education/research at Bowling Green State University (Section II),

2. Identify the strategic goals that must be achieved to accomplish this mission (Section III),

3. Provide a list of strategic initiatives/actions that should be pursued to achieve these goals (Sections III & VI).
II. MISSION STATEMENT

Graduate education at BGSU seeks to provide students with the highest quality academic and professional preparation to enable them to meet their learning goals and achieve professional success. It promotes a collaborative and inclusive environment for research, creative activity, and teaching. It enhances all levels of the university through recruitment and retention of superior faculty and students. Graduate education embodies a diverse community of engaged scholars and artists, thereby enhancing the national and international reputation of BGSU. The graduate community of BGSU serves our state and our region, providing an array of scholarly, technical, professional, creative and volunteer resources.

III. STRATEGIC GOALS AND STRATEGIC ACTIONS

In order to chart our goals and strategic actions for graduate education at BGSU, it is imperative that we define graduate education as research, teaching and creative activities. The committee identified five strategic goals for graduate education along with strategic actions that need to be taken to accomplish these goals. We summarize the strategic actions here but elaborate upon them in Section VI.

Strategic Goal 1: Strengthen the Infrastructure of Graduate Education at BGSU

For graduate education and the research enterprise to succeed in the next 20 years, we believe the university needs to strengthen its infrastructure. The Graduate College has been in a state of transition as have been other offices related to research (e.g., Sponsored Programs).

Strategic Action: Articulate vision for the Graduate College

There are two typical models of structuring graduate education used by other universities. One is a strong centralized Graduate College model and the other is a decentralized model that runs graduate education through line colleges. There are also hybrid approaches that have a Graduate College that runs masters level programs whereas doctoral programs are run through line colleges. Each of these approaches has merits, though we believe that a strong advocate for graduate education is needed (see Sections VI.1).

Strategic Action: Improve the financial sustainability of graduate programs.

Those departments that are capable of attracting extramural funding (e.g., those in STEM disciplines) should develop strategies to increase such support. The university currently has a portfolio of graduate programs that is not particularly well suited for receiving large amounts of external funding. Expansion of future programs should consider this. In addition, the University should improve the internal programs that are designed to help faculty to develop grant-funded research programs.

Not all programs can generate significant extramural funding, but they provide value to the University and the community in a number of important ways. These include contributing to the national reputation of the university, teaching undergraduate students, outreach programs, contributions in the fine arts, and development of future professionals in defined fields. To demonstrate long-term sustainability, programs should document their contributions to undergraduate instruction, and professional degree programs should develop plans for
increased recruitment of fee-paying students. Programs should identify criteria by which their intrinsic value to Graduate Education and the University can be established. Overall, a list of appropriate criteria is provided in the List of Action Items in Section VI.2. In its totality, the portfolio of graduate programs should lead to greater financial sustainability. Sustainability can help lead to more competitive stipend and scholarship packages for recruitment of graduate students (see Strategic Goal 4).

**Strategic Goal 2: Promote Interdisciplinarity**

Interdisciplinary initiatives are a vital source of new ideas for research and creative activities. Although academic departments are important for organizing university administrative functions, today's complex problems often require interdisciplinary solutions. In addition, focused interdisciplinarity is a way to promote excellence in a time of diminished resources, and a process should be developed by which proposals for new programs can be developed and reviewed (see Section VI.6).

**Strategic Action: Remove administrative barriers to interdisciplinarity**

Current policies make it difficult for graduate students to take courses in departments outside of their home discipline. This disparity occurs as a result of tuition scholarship money being awarded to departments that are motivated to have those dollars spent all within the department. Student-centered interdisciplinarity will allow students to pursue training that is not directly aligned with our institutional discipline-based structures.

**Strategic Action: Develop centralized resources for interdisciplinary initiatives**

Many institutions found interdisciplinary centers; we at BGSU have some examples such as the J.P. Scott Center and the Centers for Excellence. A centralized means for promoting and maintaining interdisciplinary initiatives, perhaps under the auspices of the Graduate College, would assist in developing robust programs and collaborative efforts.

**Strategic Action: Consider more interdisciplinary hires**

One way to promote interdisciplinarity is to have more joint hires, with faculty who hold rank within multiple departments. These faculty can be treated as bridges between departments that could be working closely together.

**Strategic Goal 3: Build a More Systematic and Valid Process of Assessment and Review**

From our data, the committee determined that there exists a strong consensus for a more robust process of assessment and review. Too often, decisions about programs need to be made quickly and in a data-poor environment. Systematic and on-going program assessment needs to be reinstated. This assessment should be linked to resources and should be also used to help develop strategies to improve individual programs.

**Strategic Action: Develop an ongoing assessment program**

Although the previous program review process was time-intensive, it was viewed by faculty in our focus groups as an important tool for providing positive and negative feedback to programs. We believe it is very important that people from outside the university are brought in to help evaluate programs. This feedback can be very important for providing strategies that can allow programs to adapt to change (see Section VI.5).
Strategic Action: Work with individual programs to develop appropriate evaluation criteria
With graduate programs, there are many different goals and outcomes. It would be naïve to think that there was a single set of criteria that would be applicable across a range of programs. In section VI, we have determined a wide range of criteria that should be used to evaluate programs, depending on their nature and purpose. Deans should work with individual programs to determine appropriate criteria among the ones that we have enumerated (as detailed in Sections VI.2).

Strategic action: Institutional support for collection of data as it pertains to graduate education
Currently we lack reliable data on fundamentals of graduate education, such as admissions, enrollment, student demographics, time to degree by program, completion rates, graduate placement, diversity, and other areas. These data are essential for the continued strategic development of the university, as well as for individual programs’ ability to measure and report their effectiveness (see Section VI.4, VI.7).

Strategic Goal 4: Achieve Greater Competitiveness
In order to be competitive with peer institutions, we need to address disparities in salaries and graduate stipends. We found faculty and students in some programs were relatively satisfied with stipend and support levels, whereas in other areas there was much higher dissatisfaction.

Strategic Action: Conduct systematic benchmark studies for graduate stipends
Regular benchmark studies should be conducted on schools with whom we compete for graduate students to ensure our stipends and scholarship packages are comparable with peers (Section VI.3, VI.4).

Strategic Action: Conduct systematic benchmark studies for faculty salaries
Regular benchmark studies should be conducted with peer institutions to determine whether salaries are comparable. We are being compared on productivity measures with other institutions and so to be more complete, salary and compensation should also be compared (Sections VI.4).

Strategic Goal 5: Develop a Process for Systematic Development and Growth of Graduate Programs
The current process of developing new graduate programs relies on the initiative of individual faculty members and the process of developing a program focuses on curricula, resources, and redundancy. There is no process for the university to systematically consider new programmatic growth and the alignment of new proposed programs with emerging areas of scholarship and research. By growth we also mean increasing enrollments by developing non-traditional degree plans, alternate forms of delivery, and responsive curricula.

Strategic Action: Develop an internal review process for future growth and new programs
An internal review process should be developed that can ensure that future growth in existing graduate programs, and development of sustainable and new programs, is consistent with our university’s strategic plan (Section VI.6).
Strategic Action: Promote flexibility in the delivery of graduate education

Adhering to the traditional model of graduate education – two- or four-years of full-time post-baccalaureate study – limits the pool of prospective students. We should promote alternative models of delivering graduate education (e.g., accelerated master’s programs, on-line or hybrid programs) that maintain program quality in order to attract non-traditional students. Moreover, we should provide resources to students who seek training in other disciplines that better prepare them for professional or academic careers.

IV. PROCESSES AND PROCEDURES IN DATA COLLECTION

The committee created a three-step process of data collection to inform the report: A SWOT analysis of graduate education and research at BGSU was completed by each member of the planning committee; focus groups were conducted with faculty in each college and with graduate students to solicit their qualitative opinions about graduate education at BGSU; and a survey was distributed to the entire faculty and graduate student bodies to measure their opinions about graduate education and gather their input.

SWOT Analysis

To initiate the discussion of the state of graduate education today and future directions, each member of the committee was asked to complete a SWOT analysis illustrating their thoughts about the Strengths, Weaknesses, Opportunities, and Threats to graduate programs at BGSU. After discussing these analyses, several major themes emerged from this process and these were used as a basis for the development of questions to be used for focus groups throughout campus.

Focus Group Process

For the purpose of further refining the questions that were discussed in focus groups, two pilot studies were conducted. First, a small group of graduate coordinators was invited to participate in one pilot focus group. The second included a small group of graduate students from the Graduate Student Senate. Based on the interactions and feedback from these focus group participants, the committee came up with a list of 7 questions to be used in focus groups.

A total of 11 focus groups were completed: 1 for the associate deans, 3 from the College of Arts and Sciences, 2 from the College of Education and Human Development, 1 of each from the Colleges of Business, Health and Human Services and Musical Arts faculty, and 2 for graduate students (1 of each from the Colleges of Education and Human Development and Arts and Sciences). In addition, an abbreviated focus group was conducted at a Deans’ Council meeting. No focus group was held in the College of Technology due to scheduling difficulties. Two committee members were present for each focus group discussion. (See Appendix B for a summary of the focus group results.)

The responses from focus group participants enabled the committee to create survey questions, the survey format, and the structure of the results section. We thought the survey was important so that we could survey all faculty and graduate students for the purpose of inclusiveness.
Survey Process

The committee conducted an analysis of the focus group qualitative data and found emerging themes within each of the six sub-topics. These themes were utilized as the basis for the development of questions for a survey that was created during winter break. This survey, consisting of the 6 sub-categories and a total of 43 questions was distributed through a campus-wide faculty listproc from the Graduate Dean’s office on January 17, 2012 and to the graduate student body. The respondents were given until January 31st to complete the survey and several reminders were also distributed through email in order to encourage a high completion rate. The following table describes the participants who completed the survey. See Appendix C for a list of items and the item means and standard deviations.

<table>
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<th>COLLEGE</th>
<th>Response Count</th>
<th>Response Percent</th>
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<td>Arts &amp; Sciences</td>
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Graduate Student 57.3% 596
Faculty Total 42.7% 444
Professor 8.8% 91
Associate Professor 14.5% 151
Assistant Professor 7.8% 81
Instructor or Lecturer 11.6% 121

V. GENERAL FINDINGS FROM THE COMMITTEE

The findings reported below are informed by careful examination of and deliberations about our own SWOT analyses, the focus group results, and the survey data. They are grouped into five categories that speak to (a) the value that graduate education brings to the university, (b) the value that graduate education has for faculty and students, (c) steps that must be taken to strengthen graduate education at BGSU, (d) societal trends in graduate education and how to deal with them, and (e) the diverse portfolio of graduate programs that we have at the university. Each category of findings is discussed in turn.

The Value of Graduate Education for BGSU

Although graduate education finds no mention in the University’s Strategic Plan, it is clear that having a diverse set of quality graduate programs supports all seven of the strategies and is necessary for accomplishing most of them. Faculty and graduate students identified several different ways that graduate programs contribute value to the mission of the university.
1. **Graduate education at BGSU is central to our university mission.** Graduate programs help provide meaningful educational experiences in focused and professional areas that allow graduates to be leaders in their fields, whether that is academia, the public sector, or the private sector. More students are pursuing graduate degrees due to professional demands, and so graduate programs are essential for fulfilling the university’s mission of “leadership in a global society” and “lifelong career growth.”

2. **Graduate programs have a direct impact on undergraduate education.** The interaction between undergraduate students and graduate students strengthens programs and learning at all levels. Faculty in focus groups mentioned that graduate students provide important mentorship to undergraduate students and allow more research experiences; these in-depth research experiences are essential for our undergraduate students to progress professionally. Also, graduate students play a key role in the teaching mission by teaching their own courses and by leading small discussion sections that help provide more instruction. They also serve in important administrative assistantships working directly with students (one-on-one and in groups) serving as academic advisors, graduate residence hall directors, program assistants (e.g., Honors and Chapman Learning Community), and a variety of other roles.

3. **Graduate education is essential to the research focus at BGSU.** Graduate students provide crucial research and assistance that undergraduate students generally cannot provide. In addition, faculty report being nurtured intellectually by teaching graduate seminars, which are generally smaller and more focused than undergraduate courses, that must appeal to a broader audience. Graduate students serve as co-authors with faculty on manuscripts and they are a key component to attract federal grant dollars, which often require a training component. Finally, some faculty continue to collaborate with graduate student alumni long after they leave BGSU.

4. **Graduate education is important in the recruitment and retention of faculty.** Faculty who teach in graduate programs reported quite strongly that without these graduate programs that they would likely not have been attracted to BGSU. Graduate programs have an important part in cultivating a world-class faculty. Doctoral faculty strongly agreed they would not be at BGSU without access to graduate programs. Respondents indicated a belief that the quality of graduate programs is correlated with the quality of the professional productivity of faculty.

5. **It promotes a diverse culture in which our student population draws from the community, region, country and world.** Our graduate programs are more diverse than our undergraduate programs. Although we have had success at recruiting more students from outside of Ohio at the undergraduate level, most students still come from within a 3-hour radius of the campus. Recruitment at the graduate level is much more national and international. The range of backgrounds that graduate students come from enriches the university and contributes to the diverse environment, which is central to our mission.

6. **Impact on community and alumni.** Graduate programs provide important services to the community and to alumni, through a variety of activities. Graduate students provide business consulting and scientific expertise. High-quality creative experiences enrich our communities, and our graduates provide a supply of high-level professionals to serve in a broad array of fields throughout the region and nation.
7. **Our graduate programs help to elevate our national and international reputation.** BGSU has developed many graduate programs that have achieved reputations within their own disciplines. These national and international reputations contribute to the overall reputation of the university. In addition, graduate faculty who attain reputations and recognitions within their fields also contribute to the overall reputation of the university.

**Value of Graduate Education for Faculty and Students**

Both faculty and graduate students strongly noted that graduate education at BGSU significantly influenced their individual professional careers. The focus group sessions and the results from the campus wide survey both clearly suggested that the vast majority of the tenure-track faculty would not be at BGSU if there were not graduate programs in which they could participate. The significance of the graduate programs on their own professional lives fell into three major categories.

1. **Graduate programs provide the opportunity for faculty and students to stay current in the field.** Overwhelmingly, all tenured and tenure-track faculty and students felt most strongly that without participation in graduate education, it would be difficult to stay current in the field. In addition to the strength of this opinion on the campus survey, qualitative comments from focus groups also consistently noted the magnitude of graduate education to their own professional careers. Of the many comments, faculty said that graduate education, “forces faculty to stay atop of their fields and the developments within them; keeps [faculty] on the cutting edge; requires [faculty] to be more up-to-date with the knowledge base of the discipline because the students are more demanding than undergraduate students; and working with advanced students helps [faculty] growth.”

2. **Graduate education improves teaching, research, and creative scholarship, as the two have a reciprocal strengthening effect.** Tenured and tenure-track faculty and students both recognized that working on research projects with graduate students is a significant element of the teaching/mentoring experience. Through research, faculty also recognized that they develop future researchers. They also recognize that scholarly and research activities impact their own teaching. The research process enhances the teaching process. Most notable comments from focus groups emphasized the strong connection between research, graduate students, and teaching, with significant learning being done by both faculty and students. For example, faculty indicated that “faculty learn a lot from graduate students and their research; the environment supports teacher-scholars; and that Graduate teaching is integrated with research projects and produces research training.”

3. **Graduate programs also provide opportunities to collaborate with others on campus.** While this sentiment was third in strength, faculty particularly recognized academic efforts that were present on campus as a result of collaborative graduate programs and research projects. Furthermore, faculty and students both recognized the collaborative impact that graduate students had on undergraduate students as they assisted in teaching and scholarship. Many focus group participants recognized the positive influence that having TAs in departments has on undergraduates. They assist in connecting the material for undergraduates; work collaboratively with undergraduates on research and creative projects; and assist faculty in connecting with their undergraduates better.
Strengthening Graduate Education at BGSU

1. There was broad consensus that the university's vision, mission, strategic planning, and communications all need more focus on graduate education. Graduate programs and research should be more highly emphasized and viewed as central to the mission of the university. Administrators should consider impact on graduate education of their decisions, and graduate education quality and concern should also drive their strategizing and be front and center in university planning.

2. The majority indicated support for a graduate college as a cornerstone of strengthening the voice of graduate education at BGSU. There was some diversity of opinion on whether a strong central graduate college is needed, and in a minority view some respondents were comfortable with a balkanized model where each college handles its own graduate students. But the majority look to a graduate college to advocate for and promote graduate education, on a programmatic level, as well as providing assistance to programs by coordinating graduate student services (currently spread out over several university offices), providing clear direction and support for evaluating current programs and developing new ones, and assisting colleges and departments in serving their graduate students.

3. A graduate college dean with a clear and continuing mission was seen as central to goal 2 above, of a strong graduate college. Focus on graduate education as an entity separate from, albeit intimately linked with, research was seen as a means to elevate its standing. A cabinet level focus on graduate education is advocated.

4. A more centralized Graduate College with the graduate college dean as a voice and advocate for graduate students. Graduate students feel there is a disconnect between the role of the Graduate College and what office or college supports graduate students. The Graduate College should clearly be in collaboration with the Graduate Student Senate, other graduate student organizations and university administration to provide advocacy, professional development, and administrative support to students in their academic career while at BGSU.

5. Another source of support for a return to a stronger graduate college model is significant faculty concern about the heightened amount of accounting and administrative/clerical work required to be completed by graduate programs. Adequate staffing for these increased responsibilities is needed. The current model of removing responsibilities and spinning them off to other areas is seen as unsustainable. An analysis is needed that considers the financial and other consequences of recent decisions resulting in substantially changed roles of staff in the line colleges (associate deans charged with graduate education, graduate coordinators, and graduate secretaries).

6. As departments begin to recruit more fee-paying graduate students, any proposed mechanisms to reward success by returning monies to the departments should be transparent and fair. Mechanisms for rewarding departmental efforts toward recruiting fee-paying students will be critical to the success of initiatives in this area; such mechanisms will need careful consideration to ensure equity between and within colleges.

7. Faculty consistently expressed concern about our stipend and scholarship packages; to strengthen our programs we have to be competitive with peers. Less attractive support packages have hurt recruiting in many programs. Some programs are losing top candidates to competitor programs.
8. Faculty believe program evaluation can help programs, thus in general there was consensus for an evaluative process. But there is concern that the process must be regular, communicated in advance, consistently applied by succeeding administrations, based on peers within their disciplines, and that the programs should have input into the criteria being used to evaluate them.

Societal Trends in Graduate Education

Faculty, administrators, and graduate students identified a number of larger societal trends impacting graduate education at BGSU moving forward. Some of these trends represent positive opportunities, while others are viewed as negative challenges facing BGSU. In some cases, the same trends are characterized differently, positively or negatively, by different groups on campus. The trends often overlap, but fall loosely into 5 categories in the following order: globalization, economics, technology, collaboration, and the structure of the graduate college.

1. **Globalization:** In focus groups, there was general support for recruiting international students and developing awareness of other countries. But, there were concerns that support for English as a second language had declined over time and that blindly encouraging the recruitment of international students for academic or financial reasons could prove counterproductive without sufficient institutional support. Non-native English speakers often have difficulty communicating in classes and in their RA/TA duties. Survey results indicate that all groups have a strong desire to increase the diversity of the graduate student population. There is support, although slightly less strong, for recruiting more international graduate students.

2. **Economics:** Economics was the most central, and the most divisive, theme discussed in focus groups. There was general concern with the growing trend of framing University goals and decision making primarily through a financial lens without adequate consideration of scholarly or pedagogical concerns. While most realize that financial considerations are unavoidable, there is dissatisfaction with the perceived growing emphasis on external funding, fee-paying students, professionalization, and enrollment. That being said, there is a willingness to pursue economic opportunities so long as they do not compromise our educational mission and are viewed as beneficial to both students and to the university. Faculty do not want to exploit students financially and are concerned about educational debt and student preparedness. The development of more flexible pricing structures and incentives (e.g., more competitive stipends) could be used to increase revenues in those programs that have greater market demand. Some “win-win” opportunities mentioned were the introduction of accelerated master’s programs, the development of terminal professional-focus programs, meeting the educational and retraining needs of students during the economic downturn, and recruiting qualified faculty. Survey results indicate that overall there is moderate support for the development of accelerated master’s and terminal professional master’s degree programs. Notably, faculty in doctoral programs are less likely to support the creation of these degree options than their peers in master’s programs. Asked whether all programs should be required to enroll fee-paying students, the overall sentiment was negative. But this masked disagreement between groups, with doctoral program faculty being strongly opposed and their master’s program peers being less so.

3. **Technology:** While the use of technology to better streamline the recruitment of students and marketing of the university is considered a positive development, the creation of on-line courses and degree programs is viewed both positively and negatively by faculty and students. It is
acknowledged as a way to reach students who cannot attend the campus and as a source of additional revenue, but there are concerns about the appropriateness of online instruction for graduate education. Plagiarism, students with mixed abilities, and the absence of face-to-face instruction were concerns. Overall, survey results suggest modest support for online education among faculty and students. However, faculty in doctoral programs were the least excited about this development.

4. **Collaboration:** There was general support for greater collaboration between departments, between the university and the community (e.g., industry, government), and among faculty, students, and administrators. Strong arguments were made that greater collaboration would improve program quality, increase research and teaching efficiency, save or make money, and demonstrate the value of graduate education at BG. Interdisciplinary programs were seen as a positive trend in that it might create opportunities for collaboration among faculty and might attract students interested in having broader access to faculty. The university needs to do a better job working with industry to facilitate technology transfer and employment of students. By better understanding and meeting the needs of students and employers, we will improve retention and attract stronger students.

5. **Graduate College Structure:** A local trend was the decision to downsize the Graduate College. Opinions about this move varied across colleges and degree programs. While many liked the flexibility and responsiveness of decentralization to the line colleges, others worried that without a centralized Graduate College there was no strong advocate for graduate education and no unified structure to meet student needs. One suggestion was that doctoral programs might be better served under a centralized system, but master’s programs might be better served by line colleges. Doctoral program faculty are much more supportive of a centralized system than their master’s-only program counterparts. However, it must be emphasized that both groups are more likely to favor the centralized approach than to disfavor it.

**Portfolio of Quality Graduate Programs at BGSU**

The university is served by a mixture of doctoral and master’s programs across a variety of areas. For the most part, these programs have grown organically without any systematic design or strategic plan for deciding which programs have been created or grown. There is no one-size-fits-all approach to graduate education and no single measure that can be used to judge their value or effectiveness.

1. **There is no strong consensus for how the profile of programs should change.** Faculty only slightly agreed with the statement that *BGSU needs more doctoral programs*, indicating some reservation about future growth at the doctoral level. Based on the focus groups, there was some reservation to creating new doctoral programs because of a fear that this would dilute finite resources. There was strong disagreement with the statement that *BGSU should focus primarily on master’s degree programs*, indicating that the faculty pride themselves on the existing doctoral programs and do not want to see a master’s-only approach to graduate education. There was slight agreement that *more graduate certificate programs should be developed*. Based on the focus groups, there was a fear that future programs would be created just to generate more revenue. There was consensus that the growth of academic programs should be driven by consideration of academic excellence.

2. **There is a desire for more interdisciplinary graduate programs.** Faculty and graduate students agreed with the need for more interdisciplinary graduate programs. In the focus groups,
participants cited the collaborative spirit that encourages interdisciplinarity, though frustrations were made about institutional barriers that sometimes discouraged these collaborations.

3. **There was no strong consensus about the importance of the Centers of Excellence being used to guide the growth of programs.** Faculty and students slightly agreed that Centers of Excellence should be used to help guide the growth of programs, but there was no strong consensus. Some focus group participants expressed concern that the designation of Centers of Excellence was not an inclusive process.

4. **Faculty and students are not afraid to compete with neighboring universities, though less so with doctoral programs.** Graduate students and faculty who teach in undergraduate and master’s programs indicated a willingness to offer programs that competed with strong programs at neighboring institutions; faculty who taught in doctoral programs indicated more reluctance to compete against strong programs at other institutions.

VI. LIST OF ACTION ITEMS FOR THE GRADUATE COLLEGE STRATEGIC PLAN

BGSU must develop a comprehensive, coordinated approach to graduate education. To do this, we should:

1. **Establish administrative support required to accomplish action items and strategic plan for graduate education.** The committee found broad consensus that there was a need for a highly visible person on campus who is a strong advocate for graduate education in general and for graduate students specifically. Historically, duties of the graduate dean have included oversight of research; in the most recent model, the graduate dean and the newly-created position of vice president for research and economic development are shared duties of one administrator. There are some advantages to that structure in terms of salary savings and that the VP position is a cabinet-level position. Disadvantages are evident as well, in that there is a danger that the scope covered by the position may be too broad.

If the University stays with the current dual-role model, we believe the role of the associate dean for graduate education would need further development. This person could provide not only day-to-day operations support but also leadership and strategic direction for all aspects of graduate education on the campus. The position should continue as it currently does providing support and assistance to programs and students, to ensure consistency in application of academic policies and standards. This associate dean for graduate education could serve as an advocate and voice for graduate education at all levels of the university while promoting quality and coherence among graduate offerings.

In addition to proposing a position that is a strong advocate for graduate education, the committee believes the Graduate College is understaffed and needs additional staff to carry on the day-to-day functions required for supporting graduate education. While many duties of the Graduate College have been assigned to other campus entities or spun off to the colleges, there remain many others that still need to be fulfilled by the current staff.

There are many different models for supporting graduate education. Below, we propose several structures that were considered.
Proposed Structures

Separate Graduate Dean
One model is a graduate dean, charged with strategic planning, leadership, advocacy and oversight of the Graduate College, and service as head of Graduate Council. In addition, there would need to be Associate Deans tasked with duties that would include program review, academic policies and standards, student services, and the like, with an assistant dean for graduate student clearance and graduate student orientation.

Single Position for VPRED and Graduate College
Another model is a single person holding responsibilities for research and graduate education. In this case, we recommend two associate deans, one for the research function, and another for the graduate education function with duties divided between the VP position and the associate dean position. This structure might require more responsibilities to be carried out by the line colleges than the separate graduate dean model.

These two structures are just several possibilities. There was support among the committee for the stand-alone graduate dean model, though we realize there are strengths and weaknesses of both approaches. Regardless of the model, we urge the administration to develop a structure that provides high visibility for graduate education and staffing appropriate to handle the daily workflow. As strategic planning moves into the implementation phase, models of the Graduate College structure, roles, and staffing will need to be scrutinized. Whatever final model is arrived at, must promote and develop graduate education in a coordinated and well-resourced manner.

2. We urge implementation of the following list of criteria for evaluating different types of graduate programs. It is clear that graduate education contributes to the University mission by providing “educational experiences inside and outside the classroom that enhance the lives of students, faculty, and staff.” The research and creative activity of graduate students and faculty extend the University’s influence far and wide, providing the University with a robust national and international reputation. Our graduates extend BGSU’s reach through developing the next generation of leaders in industry, education, technology, the sciences and the arts. Graduate students and graduate faculty are the university’s chief producers of knowledge and creative work. Moreover, they contribute to the well being of the region in terms of health and education as well as through outreach programs and community partnerships. Finally, graduate education is instrumental in furthering the undergraduate mission of the university through undergraduate instruction and through graduate/undergraduate collaboration in research and creative activity.

With this snapshot of graduate education in view, we present three primary goals and aspirations for graduate education that have emerged from the focus groups, the survey results, and discussions in which the committee has engaged. Graduate education should embody the University’s mission to promote learning, discovery, and personal growth; contribute to the rich experiences that are found in a culture and community of learning; and assist with the financial sustainability of the University. We feel that graduate programs should be evaluated in terms of how well they are achieving these goals. What follows is an outline with the major goals presented at the highest level, with possible ways to reach those goals (sub-goals) at the next level. The bulleted points are examples of how one might measure progress along the sub-goals; no set of measures has been approved or finalized. No degree program will be able to use all of the measures
listed to demonstrate how progress towards attaining a sub-goal is being made. Different degree programs contribute to the University’s mission in different ways. How and in what measure individual programs attain each of these goals will necessarily be determined in consultation with individual chairs, deans, and the provost/VPAA.

**Contributes to the University’s mission by:**

**Enhancing the national and international reputation of BGSU**
- Rankings of programs by professional organizations
- Editorships of journals
- Holding office in national and regional professional organizations
- Awards granted to faculty and graduate students

**Producing graduates capable of filling academic and professional needs of the region, state, and nation**
- Student placement rates in academia (post-docs and faculty positions) and professional careers

**Adding to the body of published knowledge**
- Number of peer-reviewed journal articles
- Number of chapters in edited volumes
- Number of edited or co-edited volumes
- Number of scholarly books authored or co-authored

**Adding to the repertory of creative works: performances, compositions, exhibitions**
- Number of performance at venues outside and inside the university;
- Distribution of creative work
- Nature of art exhibition: juried vs. invited, large vs. small, regional vs. national/international

**Providing social, educational, consultancy, and health services to the NW Ohio region and beyond**
- Number of projects implemented and agencies served
- The number of faculty and students involved in these activities

**Providing outreach for cultural, economic, and cultural partnerships with regional organizations**
- A list with level of faculty involvement (e.g., hours per semester)

**Contributing to the undergraduate mission of the University**
- Undergraduate student credit hours (SCHs) generated with graduate students as Instructors of Record
- Undergraduate SCHs generated with graduate students as teaching assistants (recitation sections, labs, studios)
- Number of undergraduates working in research groups alongside graduate students (can be credit-bearing for undergraduates)
- Number of undergraduates working with graduate students in performances and creative arts (can be credit-bearing)
Contributes to University culture by:

Helping to create well rounded students/citizens through exposure to culture and the arts
- Attendance at events and performance that are largely graduate student works (e.g., MFA Exhibition)

Enriching the undergraduate experience at BGSU
- Formal and informal interactions that undergraduates have with graduate students
- Perceived value of those interactions

Enriching the research and creative scholarship of graduate faculty
- Co-authorships and presentations with faculty and graduate students in home department
- Grant submissions and awards with principal investigators from home department where graduate student costs are budgeted

Providing opportunities for interdisciplinary research and scholarship across units in the University.
- Co-authorships and presentations with graduate students and faculty from other departments
- Grant submissions and awards with faculty from other departments where graduate student costs are budgeted

Increasing the diversity on campus
- Number of international graduate students and students of color enrolled (includes study abroad students)
- Number of different countries and states in graduate student population
- Number of international faculty and faculty of color in departments with graduate programs

Contributes to the financial sustainability of the University by:

Generating state subsidy
- Revenue from state follows students

Enrolling fee-paying students
- Percent of FTE graduate students not receiving scholarships
- Tuition dollars generated

Obtaining external funding (research and training grants)
- OSPR data for awards
- OSPR data for submissions

Generating undergraduate tuition
- Convert SCHs taught by graduate students to undergraduate FTEs and multiply by tuition rates

Generating donors and endowed chairs
- Number and amount of donations and foundation accounts earmarked for graduate programs
- Number of new endowed research faculty positions

Creating economic opportunities through intellectual property and technological transfer
- Number of new start-ups and income realized
- Number of new patents filed and approved
- Number of new copyrighted measurement scales or instruments, educational programs, intervention programs, or software applications created and the income realized

Using graduate students as part-time labor in areas other than teaching
- Replacement costs for hiring staff instead of administrative assistants
- Replacement costs for hiring staff instead of research assistants

Measuring success in the sub-goals that describe the culture of a learning community is very difficult. However, what we heard from the focus groups was clear: there is something exciting, rewarding, and enriching about being in an environment where the creative arts, scholarship, learning and discovery are valued. Difficult though it may be to measure the intangible benefits of having quality graduate programs, we should not ignore them.

3. **Provide adequate support for graduate programs via competitive stipend and scholarship allocations.**
   Recruitment of the best graduate students requires that we must compete with other institutions so that students choose to attend BGSU. Support should be available to attract the best possible talent to our graduate programs.

4. **Develop high-quality, reliable data and train all involved to use them effectively.**
The Strategic Planning Committee recognizes the need to drive decision making based on reliable data on student expenditures, headcount enrollments, SCHs, time to degree, graduation rates, and student placement. Assessment of faculty time and expenditures must also be tracked, and all data should be analyzed with respect to peer institutions. Data must be obtained and stored in a consistent manner and available to both the Graduate College and individual programs in timely fashion.

5. **Promote program quality by engaging in program review for existing graduate programs, based on identified criteria**
The Regents’ Advisory Committee on Graduate Study (RACGS) has developed policies for doctoral graduate program review requiring a comprehensive evaluation every eight years (RACGS Guidelines Part D.II.A-E). The evaluation involves both a internal review and the input of external reviewers, who will examine the following program indicators of program quality: program faculty; program graduates; program vitality (quality of the intellectual environment, availability of resources, and the appropriateness of the curriculum and degree requirements); program demand; program interactions; and program access. Together the review will assess both the effectiveness of the program and the centrality of the program to the broader mission of the University.

Master’s programs do not require regular review under RACGS guidelines. Nonetheless, master’s programs will be subject to a similar internal review process on an eight-year cycle. Given the diversity of master’s programs at Bowling Green State University, specific criteria for evaluation will be developed consistent with guidelines for accreditation (if appropriate) and discussions between program faculty and the line Dean.

6. **Design internal review process for proposed new graduate programs**
Graduate programs must be developed consistent with the University Strategic Plan. Thus, it is important that all new proposed graduate programs be reviewed in light of the potential
contributions made toward the University’s mission. Program proposals will be reviewed by a committee composed of representatives appointed by the graduate dean, the Faculty Senate Committee on Academic Affairs, and Graduate Council, using both the University Strategic Plan and criteria established by RACGS for the evaluation of new programs (RACGS Guidelines, Part A.I.-II.). Those proposals approved by the committee will then be permitted to prepare proposals for Graduate Council and RACGS approval.

7. **Develop plan to enhance diversity of graduate faculty and students**
   Bowling Green State University is committed to ensuring a diverse community of scholars through recruitment and retention of women and underrepresented minorities. Recruitment and retention of underrepresented minority students will continue through existing programs (Project Search, AIMS) and will involve a broader strategy of on-campus recruitment involving visits to selected universities. Working with the Center for International Programs, targeted recruitment plans for international students will be developed and implemented by individual degree programs. Assessment of progress to the goal should include: increasing the representation of underrepresented minority students above the current 9.2% of headcount; increasing total number of degrees awarded to minority and international graduate students; placement of minority graduate students post-graduation; increasing the representation of women and underrepresented minorities and women on the graduate faculty.
Appendix A

Committee Charge

October 12, 2011

To Graduate Faculty, Staff, and Students:

I am pleased to announce the formation of the Strategic Planning Committee for Graduate Education and Research.

Comprising nominees from the Deans, elected members from Graduate Council, and representatives from Graduate Student Senate, this committee is charged to articulate the goals and aspirations for graduate education and research at BGSU, and to outline the means through which these goals can be achieved. The importance of the strategic plan is that it will provide a broad context within which future policy decisions can be made and future resources can be realigned. It will serve to guide the future evaluation of existing graduate programs and help identify benchmarks for the creation of new ones. I anticipate that this plan should be developed by early spring 2012.

During the course of its work, the committee will be soliciting input from the various constituencies involved with graduate education and research on campus. I encourage you to avail yourself of these opportunities as they arise. In addition, the committee membership is listed below. Please do not hesitate to contact them with your thoughts and suggestions.

Dr. Mike Zickar - A&S (Committee Chair)
Dr. George Buehler - Graduate College (ex officio)
Dr. Stephen Demuth - Arts & Sciences
Dr. Lynne Hewitt - Health & Human Services
Dr. Peggy Booth - Education & Human Development
Dr. Maureen Wilson - Education & Human Development
Dr. Arthur Yeh - Business Administration
Dr. Terry Herman - Technology
Dr. Charles Sanz - Music
Dr. Dale Kupper - Graduate Council
Dr. Lesa Lockford - Graduate Council
Mr. David Sleasman - Graduate Student Senate
Mr. Jason Ralliff - Graduate Student Senate

Sincerely,

[Signature]

Michael Y. Ogawa
Vice President for Research and Economic Development
and Interim Dean of the Graduate College
Appendix B

Focus Group Summary

Question 1 – What value do graduate programs have for the university?

Faculty Recruitment and Retention
- Strong link to faculty retention and satisfaction; if we lost our graduate program, nearly all faculty would leave.

Revenue Generation
- Without graduate students you wouldn’t be able to get grants.
- Need the mentoring component for grants to get accepted.
- Provide revenues to university through the executive programs.
- Brings in crucial resources.
- Serving non-traditional fee-paying graduate students.

Impact on Undergraduate Education
- Graduate students help mentor the undergraduate students.
- Cost effective to serve undergraduate students with graduate students.
- Graduate students teaching undergraduate courses. Sheer volume would not be possible for instructors.
- Graduate students are individuals that undergraduate students can more readily identify with. With a university of this size, we need graduate students to help maintain smaller undergraduate class size.
- Graduate students help with innovative pedagogies in the classroom; Graduate students help with teaching and they learn about teaching.
- A synergy between undergraduate and graduate programs.
- Enhances undergraduate education because of role of graduate TA’s.
- Many undergraduate programs would not exist or be able to sustain themselves without graduate students.
- Help us meet the demand of our undergraduate students.
- Connection to undergraduate education; intellectual engagement.
- Diversity of the graduate programs are much higher than the undergraduate programs – and this benefits undergraduates as well.
- Middle person between faculty and undergraduates.
- Doctoral students can teach advanced classes.
- Graduate assistants contribute a lot to the university for little cost.
- Help us meet the demand of our undergraduate students.
- Graduate programs increase the reputation of our undergraduate programs.
- Graduate programs help the functioning of the undergraduate programs. The trickle down of the influence from graduate program to undergraduate program.
- Use of graduate assistants enhances the quality of undergraduate education.
- Facilitating/mentoring undergraduate research.
- Graduate assistants serve as instructors of record for undergraduate courses.
- Quality of instruction.
● Important to undergraduate teaching. Sets a higher standard for our students that work alongside them.
● Presence of the MAcc should promote undergraduate enrollment in the Accounting specialization; prepares students to occupy much needed positions in the professional community.
● Good for influencing undergraduate students.
● Graduate students are important mentors for undergrads.
● TAs – teaching courses.
● In composition, mentors help pull younger students along, including MM students (the DMA composers).
● Cost effective labor (Quality labor for a low cost).
● Provides undergraduate students an option to stay at BGSU for professional programs.
● Modeling critical thinking and problem solving for the undergraduate population.

Central to University Mission and Culture
● Graduate education is central to the mission. A university is not a university without graduate programs.
● Help the research mission of the university.
● Contributes to the diversity of the institution – we attract people to come for the variety of programs.
● The graduate programs contribute to the “internationalness” of our university.
● PhD programs define the excellent programs in the field. Our university is defined by our doctoral programs.
● Culture of the academic enterprise of the university is influenced by graduate programs.
● Increases the diversity of the university, in terms of intellectual styles and world perspectives.
● Serious research agenda should be part of the university; value of intellectual development.
● Bridge to corporate and economic leadership.
● Strengthens university’s purpose for entering entry level positions and higher-up positions.
● Participating in fulfilling the 4th goal of BGSU’s Strategic Plan- Produce high-quality scholarship and creative achievements throughout the University.
● Art Department is vital to university given importance of visual literacy.
● Increase intellectual culture of the university.
● Having a progression of program, from BA to MA to PhD creates an expectation that learning is a life-long progress
● Contribute to the efficiency of the management of the university by having university managers enrolled in business programs.
● Generate new knowledge.
● Sharing research at conferences across the country.

National and International Reputation
● Helps our students get jobs. Helps us get networks around the world.
● Institutional prestige and national reputation.
● National visibility.
● Reputation of the university (prestige) – otherwise we aren’t a university.
● There are some top rated graduate programs (i.e. HESA, Photochemical Science)- national notoriety.
● Their (grad students) contribution makes an impact on the reputation of the institution.
● Graduate programs drive national ranking and reputation of the university.
• AACSB accreditation, because of quality faculty delivering quality undergraduate and graduate classes.
• 95% internship placement rate in clinical psychology representing BGSU in the field.
• Scholarship and research- sharing with professional associations.
• Generate new knowledge .
• Sharing research at conferences across the country.

**Impact on Teaching**
- Graduate programs set higher standards for faculty and this benefits both undergraduate and graduate students and their intellectual inquiry.
- Graduate students act as a multiplier on faculty productivity.
- Better teacher with lower class load and engaging in research with students.
- Graduate faculty teaching upper-level courses that keep them on the cutting edge.
- Confronts faculty with real-world issues, which probably would not exist in undergraduate-only programs.
- Graduate programs keep faculty up to date with research and teaching.
- Cost effective labor.
- For GSW, rely on MA and doctoral students for teaching. The MA level students require more mentoring and so it is nice to have the doctoral students to teach because they require less oversight
- Employ graduate students. They do much of the work.
- Research led teaching.

**Impact on Research**
- Keeps one’s curiosity alive and this drives research and this flourishes in graduate programs.
- Without graduate students, faculty wouldn’t be productive. To enhance the university standing, we need to have graduate programs.
- PhD students are here for 4-5 years; they function as peers and can really help further research.
- Enhances faculty research with assistance of graduate assistants.
- Research help to faculty.
- Creates a deeper research environment.
- Essential for helping faculty members conduct research. Graduate assistants make it possible for faculty to run laboratories.
- Does help faculty research to some degree by freeing faculty time for doing research.
- Promote research.
- The best interface for faculty. With research/creative activity, many graduate students are capable of operating at the same level.
- The network of collaborations across Departments, Colleges, and Institutions is much stronger.
- A high value as graduate students bring money and help with a lot of our research Labs.
- Scholarship and research- sharing with professional associations.
- Employ graduate students. They do much of the work.
- Research led teaching.

**Impact on Community and Alumni**
- Graduate students help with community outreach, Pallister Conference, K-12 outreach.
- Serving community needs for advanced degrees
- Contribution to community.
- Contribution to society.
- Alumni connections to professionals in the field.
- Opportunities for community development are effected by our graduate education.
- Centers handle projects and problems that cannot be handled by undergraduate students as students assistants.
- They have the highest profile among our students with regard outreach.
- Implications for state of Ohio economy and growth
- Preparing the next generation of teachers
- Life-long learning
- Fresh minds that are practicing in the field (theory and applied practices together)
- Some - Education: students who are now teaching have desires to develop professionally (bridge the gap between theory and applied practices)
- Some - Higher level of teaching and research (for some programs).
- Grad programs play a significant role in providing teaching faculty at other institutions after they leave us, so we teach them to balance both teaching strengths and research (we mentor the future teachers)
- MAcc is responsive to the legislated requirement for 150 semester hours of education to be eligible for the CPA.
- Incredibly important for training students to have similar professions.

Cultural Diversity and Globalization
- Students bring a different population from the community, region, country, world (more diversity on campus).
- Brings cultural diversity.
- Helps create “global citizens”.
- Relationship and awareness to other countries through international trips.
- Contributes to the diversity of the institution – we attract people to come for the variety of programs.
- The graduate programs contribute to the “internationalness” of our university.
- Increase intellectual culture of the university.
- MA students in GREAL have to do study abroad. Brings in more international students than undergraduate program.
- Allow us to have different kinds of students who are here for different reasons

Benefits to graduate students
- We empower students to pursue research and this promotes good skills for employment and otherwise
- One of the few places where people can do research that’s not just economically-driven
- Our students are very popular among teaching colleges. They can do research and teach, better than Big Ten universities which just focus on research.
- For the Geology MS program, we create satisfied and well-compensated alumni.
- Life-long learning
- Accessibility to faculty by graduate students
- Network of alumni externally
- Career enhancement (MA is the new BA)
- At the tier, our University is (the middle), we have more opportunities to mentor future teachers
- Many of our MA students go to other excellent institutions so, they have been strengthened here (prepare them)
- Allows for our graduates to go to other universities and pass on their values as faculty members (cultural transmission)
- Having a progression of program, from BA to MA to PhD creates an expectation that learning is a life-long progress
- Professional programs basically guarantee employment at least in some fields
- Offering more options to graduate students; career switching.
- 95% internship placement rate in clinical psychology- representing BGSU in the field
- Scholarship and research- sharing with professional associations
- Generate new knowledge
- Sharing research at conferences across the country
- Employ graduate students. They do much of the work.
- Research led teaching
- Incredibly important for training students to have similar professions.

Question 2 – What value do graduate programs have for you personally?

Research
- Faculty value research, graduate programs are a commitment to research
- Faculty learn a lot from graduate students and their research
- Research is an integral part of our roles and the environment supports teacher-scholars
- Helps me with my teaching, helps me with my research
- I like teaching but I really love research. If I taught at a liberal arts school, I would not be fulfilled.
- My individual research would suffer
- Without the graduate students, I would not be able to do the research which then provides me professional development monies for travel, etc.
- Opportunities to collaborate, improve your own research, put our doctoral degrees to work, create emerging young scholars
- Grad teaching integrated with research projects and get research training
- Research is not possible without graduate students but that research is shared with undergraduate students
- Faculty learn from graduate students; they help drive your own research
- The university is a laboratory where I can practice my trade with limited consequences (graduate students).

Professional Growth
- Investigation of self and knowledge, this is the only place it can happen without being influenced by market forces, this investigation helps the persistence of any culture
- Without graduate programs, faculty’s own intellectual development decreases
- Forces faculty to stay atop of their fields and the developments within them and leads to publications
- Keeps me on the cutting edge
- Upward mobility (for some)
- The feeling that you are moving your students into a professional world which also contributes to your own development and satisfaction
- Higher quality of class discussion which challenges the mind
- Make me more ac. in discipline (know my material)
• Requires you to be more up-to-date with the knowledge base of the discipline because the students are more demanding than undergraduate students

- Intellectual Growth

• Working with advanced students helps our own growth and although it places greater demands on our time, it helps with our teaching and other areas as well. They connect with undergraduates. Help to breakdown walls that can be there.

• Satisfaction toward my career. It challenges me to strive to do more as a teacher and professional.

• Receiving experience in the field of study (grad students)

• Credentialing (grad students)

• Experience in my field of study (grad students)

• Peer review of faculty is more valid and there are higher expectations with graduate programs

• Applied programs cause faculty members to be exposed to real-world issues.

Mentoring and Teaching

• Mentoring is a significant personal reward. You don’t tend to develop close relationships with undergraduate students. Very inspiring and motivating.

• Ability to mentor students – it’s a great joy

• Gives a sense of fulfillment, much closer mentorship. This is why I came here compared to a smaller liberal arts school.

• Teaching undergraduate students is not as fulfilling. Graduate students help you keep current with your knowledge.

• Some faculty and staff wouldn’t be here if there weren’t graduate teaching opportunities (graduate and doctoral)

• Teachers of graduate students have extended relationship with students and their research (2 years over maybe just one course) & mentoring

• Enjoy graduate teaching – different challenge and more conversation

• Can reinforce the value of education

• Graduate students are more receptive

• Graduate students offer more to the environment

• Discuss teaching with graduate students (*How to teach philosophy?)

• Classroom is more exciting at the graduate level because many graduate students come back to the program after significant professional experience (more often in professional programs). This experience can be very beneficial to faculty members for keeping up with what is going on

• Variety of classes to teach.

• Graduate courses are gratifying to teach.

• Growth at the graduate level is greater than at the undergraduate level. Focused teaching in areas where there is very little experience afforded in an undergraduate curriculum.

• Help students learn to become academics (find jobs, make presentations, etc.)

Community and Collaboration

• Process of mutual learning.

• Graduate students are one of the best areas for building collaboration between faculty. The process of thesis and dissertation committees where you have faculty sitting around a table during the thesis meeting helps bring people together.

• Enhances collaborations across the university.

• Enhances research collaborations.

• Cross-program collaborations enhance our work via multiple areas of expertise.
At the graduate level, we’ve been able to be much more interdisciplinary. This has allowed us to work on interdisciplinary conferences.

Online programs allow me to interact with students from all over the world.

Partnership and community partnership building which opens up career opportunities for students.

Like the camaraderie of graduate faculty and exploring ideas.

Requires/facilitates engagement with an entirely different set of constituents outside the university.

We attract scholars to come to campus for lectures, etc. via graduate programs.

Students become extended family of faculty.

**Graduate students and programs make valuable contributions to the University**

- TAs are closer to undergraduates and connect well to them
- Graduate students help bring undergraduates back to BGSU via positive word-of-mouth
- Connect graduates with undergraduates even more
- Graduate students help energize the undergraduates and faculty
- Graduates = different motivations
- Get graduates involved with research projects with undergraduates
- Helps us get our work done.
- Maturity of the graduate students.
- Keeping faculty on their toes.
- I will be able to give back to the university (grad student)
- We learn a lot from these students and their experiences
- Classroom settings could not be possible without TA’s (theory).
- All programs are much better because of graduate programs.
- Helps to attract professionals who have gained valuable experience before entering graduate study.
- Won’t come if not for the presence of graduate programs.
- I would not be at BGSU without my particular graduate program (repeated by three individuals)
- The interaction between graduate students and professors helps professors with undergraduate courses, improves undergrad course programming
- Not having a graduate program can be an impediment to attracting good faculty
- Most would not have considered BGSU without graduate programs
- Like/Value the balance of both graduates and undergraduates
- Probably would not be here (= everyone)
- Symbiotic relationship

**Question 3 – What do you see as strengths of graduate education at BGSU?**

- **High quality niche programs** that get high quality students (e.g., applied philosophy, contemporary music, German (study abroad program in German,), statistics)
- **Overall high quality of graduate education**, in broad ranges of areas, campus-wide. Many programs with national reputation. “hidden gems”. Programs which attract fee-paying students, based on quality (CDIS, CJUS in HHS). Reputation for quality, and career relevance (BA).
- **Excellent faculty.** Continue to be able to attract strong faculty.
- **Reputation.** Reputation strong enough to attract students regionally, nationally, internationally.
- **Excellent students.** Student quality high (all colleges), increased quality in recent years (HHS)
- **Graduate teaching and mentoring.** Strong graduate teaching and support for students, including student research. Good faculty mentoring, caring professors. Good graduate teaching, dedication of faculty. Individualized attention, individualized educational experiences, mentoring. “Student-centered.”
- **Supportive community.** Collegial, positive atmosphere between and among graduate students and faculty.
- **Good size.** Right size classes. Seminar-size classes. Small enough for individual attention. Institution more intimate, provides personal touch for graduate students. (See above re: teaching and mentoring, community.) Department size small enough to help foster collaboration between units. Yet large enough to offer diverse array of programs. (Sort of a “Goldilocks” theme.)
- **Contributions to region.** Provide trained personnel and data analysis to support many regional needs (MPA, service learning assessment, k-12 educators.)
- **Historically good levels of student financial support.** But concern this is changing.
- **Excellent placement rates for graduates.** Better than expected for size of school and reputation.
- **Students trained as post-secondary educators;** helps with placement; many new Ph.D.’s are not ready for teaching, but BGSU students get ample training for college teaching.
- **Innovative delivery models.** Programs for non-traditional learners, distance learning, nights and weekends.

**Question 4 – What needs to be done to strengthen graduate education at BGSU? For your program specifically what needs to be done?**

**Big Picture**
- We need a clear commitment to graduate education in the university’s strategic plan and a solid idea of how graduate programs should fit into the academic mission of BGSU.
- Graduate education needs support beyond financial matters; recent decisions show lack of commitment to graduate students and education and cuts to graduate programs have been willy-nilly
- Administrative decisions regarding program cuts have caused irreparable harm to national reputation and student confidence
- Financializing everything has caused people to be focused on micromanaging and focus on tasks that they are not trained to do
- There is a perception that graduate programs are a burden to the university because they cost a lot of money. However, graduate students and programs provide valuable services to this campus.
- We need to quit treating graduate programs like they are undergrad programs (e.g. administratively – handling of enrollment, contradictions of rolling admissions, logistics)
- Incentivize creative approaches to graduate education
- Remove the one-size-fits-all idea when conceptualizing graduate programs at BGSU
- Capitalize on master’s as new bachelor’s but can’t be myopic about that
- Improve processes that expedite seemingly laborious tasks or decision-making and update antiquated processes
- Enhance overall national and international reputation. Outside of NW Ohio, our university is not known elsewhere. That’s not true of all programs.
- It takes a lot of time to be creative and think and it’s difficult to make time to do that
- We need to prepare undergraduates better for graduate work
Climate

- Faculty are leaving because of the climate and cuts to graduate education
- There is a bad climate for graduate students with tensions between faculty and administration and cuts to summer funding and classes; graduate students' experience is being negatively affected by these tensions
- Faculty distrust leads to student uncertainty
- Students feel like revenue sources (e.g., graduate students charged for Stroh Center)

Leadership

- We need stable leadership and consistency in university leadership so that everything is not up in the air year-to-year; most of the problematic administrators are gone but there has been a revolving door in the administration
- We need better organization at the university, college, and program level
- We cannot improve at the macro level if we are not functional on the micro level

Graduate College and Graduate Council

- The contraction of the Graduate College seemed completely unplanned – it just happened and we’re paying the price for that; it is “an absolute mess right now”
  - Students and faculty are not getting timely (or any) response from the Graduate College
  - There is little institutional history in the Graduate College
  - Decentralization is taking too much valuable time that graduate coordinators could be investing in more mission-strategic activities and it’s hard to know exactly what the graduate program needs to do under the decentralized model
  - There are different masters to serve; should programs listen to Mike Ogawa or associate dean/dean in the college?
  - Graduate students feel like the university doesn’t care about them
  - They don’t have personnel to support the functions of the Graduate College
  - Graduate education is unstable
- We need a clear plan for the future of the Graduate College and an effective centralized university structure to assist graduate program development
  - Strengthen the administrative resources of the Graduate College
  - We need a strong graduate college because the line colleges are focused on undergraduate education.
  - Provide resources for Graduate College to be a strong centralized office
  - Define the role of the Graduate College at BGSU
- We are constrained to 4-5 years to develop a PhD student and that timeline may be too short. Enrollment Management sees them as expenses. Graduate College needs to speak out for and protect graduate programs.
- Need help to compete for top-tier students
- Who should be assisting graduate students: student affairs or the Graduate College?
- Need more involvement in decision making at an institutional level by graduate coordinators regarding graduate programs
- Rethink the purpose of the Graduate Council…shouldn’t be a rubber stamp of College activities. For example, could we bring in an outside speaker/consultant to lead a focused general discussions on emerging trends and best practices?
Faculty
- We have lost a lot of faculty and need to rebuild tenure-track faculty
  - Random contagion of retirements, and poaching of faculty because of our low salaries. Faculty haven’t been replaced. Many personal sacrifices to keep up with the increased workload.
  - Everything would be fine if we could get our faculty back up. We’ve lost so many. We can’t rely on the administration to support the faculty. There’s a fear to complain about it because you don’t want to appear weak.
  - Not being paid for all the work we do. Working late nights, 14 hour days are often the norm. Three classes being scheduled at once (stacked classes) that only count as one course when the faculty member is servicing multiple populations.
  - Lots of discussion about how not being paid for work that we do.
  - Reduced faculty leads to difficulties in completing graduate student committees (not enough people to serve)
- Still need to attract the best faculty. The best way to improve the graduate education is to have superior faculty
- Increase number of graduate-level faculty lines and prioritize faculty over continued expansion of administrative overhead
- Need more faculty and better salaries to recruit and retain good faculty; our salaries are embarrassing low to offer to recruited faculties
- Understaffed in terms of faculty. We cannot offer the classes we want to.
- Permit more hires of senior faculty
- We need to be deliberate about how faculty resources are allocated

Finance and Budgeting
- This is the third year of differentiated tuition rates...makes recruitment difficult, can only allow predictions one semester forward. Consistent forward thinking answers regarding tuition rates and allocations
- Revisit the tuition structure (e.g., Must we have out of state fees? Might the non-resident fee be reduced?
- Stipend and scholarship allocations need to be provided by October to allow adequate time for planning and recruitment

Stipends and Scholarships
- Attract top notch students (good packages to excellent students)
- Nice to have localized control over graduate allocation
- Good that funding allocations are at the local level – but more dollars to support are needed
- Good that the “tier-structure” of stipends is gone but we’re still limited due to number of students needed
- Increase tuition scholarships and stipends. Stipends for grad student are an enormous problem. We lose good students due to the low size of the offers to admitted students. Size of stipends could be stronger. Students often have to work one or two jobs even with a TA. We lose a lot of students because of this. Our stipends are lower and our workload is heavier than many other schools. The stipend issue is the biggest. We cannot recruit. Taking away the waivers really brought a lot of trouble. We are losing students we want to recruit.
- Need to better clarify what TAs teach because they often teach courses that we need taught but won’t help their careers, so they are often exploited.
- Variable tuition to maintain competitive edge
• Budgeting model is backwards. Allocations flow down from the top. You can’t cross over from tuition budget and stipend budget. Get estimates from programs for both budgets and then build the larger budgets from these estimates. Allow more flexibility between the stipend and the tuition fee budgets.
• Allocation of funds should be based on a strategic plan in a process that is transparent, based on grassroots needs
• Decoupling of waivers and stipends have been an issue for uniformed approach of providing funding for students
• Need clear websites with funding packages clearly stated; departments misrepresented funding packages to students
• Restrictions of 9 credit hours being paid for by graduate assistant
• Issues of graduating on time come into play when limiting credit tuition wavier
• More funding for TA’s as well as students that don’t have teaching assignments.

Fee-Paying Students
• Many disciplines cannot attract fee-paying students and it’s not a realistic expectations (some can) but not when programs are competing with programs that offer full support; need to identify which areas can realistically support fee-paying students and which cannot
• Focusing only on fee-paying students will result in quality students choosing to go elsewhere
• We need to keep an eye on quality as programs are expanded – just because a student can be fee-paying, may not be prepared for graduate program
• We can’t abandon our core programs in pursuit of fee-paying students; don’t want to be certification mill
• We can’t add this new mission (get fee-payers) to already existing faculty loads
• Fee-paying students often don’t get the full experience and many time fee-payers are lower quality students who don’t get funded elsewhere; they miss many of the experiences that come with assistantship opportunities
• Others disagree – there are potential fee-paying students who are very good and creative approaches that can attract them (e.g., online, cohort)
• We don’t have faculty resources to develop certificate programs and other initiatives that could bring in fee-paying students; seed money and support could help faculty develop these
• Don’t change funding formulas in the middle of contracting (e.g., increase in general fee)

Marketing and Recruitment
• When money is released late (allocation), it becomes difficult to market programs and recruit the best students
• Better 21st Century marketing and the resources to do so
• Better market analysis
• Stronger marketing and PR for graduate programs (on a university level, not just at a program level)
• Waive graduate application fee for our own undergraduate students and alumni
• Waiving out-of-state tuition penalty to increase recruitment of out-of-state graduate students
• Masters programs are limited in their ability to attract students from outside the region – current recruitment efforts are helping to improve this. (Not true of all programs)
• Often programs are under-promoted...need to showcase specific programs of appropriate definition so the degrees can be recognized by employers Consider Falcon Forever incentive similar to Forever Buckeye program to offer in-state graduate tuition to any student who gets undergraduate degree at BGSU
- Need stronger recruitment support for graduate students. Complementariness of doctoral programs needs to be emphasized, especially for recruitment.

**Research**

- If we are going to strengthen the research mission of the university, we need to hire more research-focused faculty.
- Improve extramural funding – incentivize research application process. Came here to have a stronger research program. If we don’t have stronger recruitment, I don’t know what will have with our graduate program.
- A stronger culture of research – include grad students with not only research but presentations and entire academic experience. We need funding for that.
- Resources for bringing in more guest artists and supporting our research/creative work
- Funding for student projects (research). Pro Musica helps, but is often not enough to support graduate student endeavors
- 4-4 teaching loads hamper research productivity and collaborations
- Make more student research funding available
- Extend research and service ability to national opportunities
- We need to pay attention to research facilities.
- We need to work with Development to try to improve research capabilities, and graduate education.
- Need to examine incentives (e.g., course releases, etc) that drive faculty research exercises
- Small funding for faculty, via competitive grants, to help sustain research
- More assistance to faculty to help achieve greater grants.
- The structure of the internal mechanisms didn’t work (FRC)
- Need to realize RO1 grants are not always the be-all, end-all of research experience
- Research should be a cultural experience for graduate students that is going on at all times. There should be incentives for faculty to explore new ideas and curiosity.
- RESOURCES to do what we need to do (grants accounting, research office, restructure and streamlining follow through)
- Human Resources to help grant writing process to be faculty friendly
- Need stronger databases of faculty interests and research that’s easily accessible

**Collaboration**

- Faculty collaboration is supposed to be of value here, but team teaching cannot be done unless one faculty member doesn’t get paid. So more real support for team teaching and interdisciplinary collaboration.
- Infrastructure for collaborations are stronger at some other campuses
- Less chance of inter-departmental collaborations than expected
- Co-teaching doesn’t really exist and it’s not supported here
- Give credit for team-teaching (see University of Toledo model)
- Cross college collaboration
- Someone has to take the lead to introduce scholars to one another to strengthen their work
- More can be done to improve interactions between graduate programs and graduate students...can there be coordinated publicity so that graduate students can attend/participate in such events? (e.g. Soc/Criminal Justice; Behavioral Psych/HHS; Gerontology/Architecture) A communication issue...the people need to get to know each other. Deans can facilitate these interactions
- Not enough awareness of what other Colleges are doing – can Colleges collaborate at some level?
• Video meetings/colloquia to see what other Colleges are doing

Programs
• Need to look at national trends in professional degrees – clinical doctorates?
• Depending on the program, incentivize thesis /research options for graduate programs that currently lack a thesis requirement (e.g. Criminal Justice, some Business programs) Maybe streamline the thesis prep/publication process so that students have time to complete a MS/MA thesis on programs where few students choose thesis option over a comp exam
• Increase the number of dual degree (interdisciplinary) programs offered
• College of Technology needs to develop focus – programs are not well defined…how is technology defined as a field in graduate education Technology does not have as long a history compared to other programs statewide
• Reduce the number of doctoral programs and increase focus on programs that generate resources rather than merely consume resources.

Curriculum, Classes, Scheduling, and Advising
• How do we evaluate online teaching? We can evaluate the online course itself, but not the quality of teaching
• Strict enrollment floors and smaller cohorts don’t mix – classes must be offered regardless of cohort size
• Graduate education assumes small classes; the minimum that is given is often too small.
• The financialization has provided disincentives to students to take classes in other programs.
• Flexibility in the course scheduling; the present institutional rules are conflicting to program goals (e.g., “speed courses“ and variable scheduling such as 2-3 week intensive courses offering greater flexibility for school teachers to take summer classes)
• How do we adapt curriculum requirements to reduced credit hour support?
• Fewer graduate student credit hours to spread out and support seminars
• Variable contract periods (e.g., summer-fall or spring-summer) to cover summer courses in more economical fashion (some programs need heavier teaching loads during the summer and less during regular academic year)
• Prioritize summer courses
• Require course evaluations in the summer session and count toward tenure and promotion
• The initiative to cut back on credit hours does not strengthen or enhance our programs. We need to reevaluate our curriculum but not necessarily to cut back.
• Some inconsistent advising

Quality
• Evaluate quality of graduate programs via consistent and formal program review processes of departments
• BGSU needs to define quality graduate programs (rankings, publications, acceptance rates)
• Departments and colleges should determine what a quality graduate program is for themselves
• Quality of graduate programs should be the top priority, not how to generate fee-paying students.
• Link funding to accountability and quality outcomes
• Need to pressure the programs to be better; need to be selective.
• Some programs feel pressure to increase enrollment but are worried about the quality.
• We can’t undermine quality and reputation without remembering that value isn’t just financial
• What defines program quality and what are the criteria for success? (Large number of students? High quality students?)
International Students
- International students are being recruited without adequate support to succeed (e.g., support for ESL students)
- TOEFL score minimum needs to be raised.
- Provide greater support for out-of-state and international students
- Increase international, diverse (regionally), students

Resources
- Library: Since there is an initiative to look at library resources, is there a way to condense our resources there (since a lot of resources are online now) and use them or redistribute them. We need more resources there and order more. We are in a transition, so knowing how to redistribute the resources since things are changing. In short, look at how our resources are used and then rethinking how we decide to allocate them in the library. Different individuals at the table reporting different assessments of our library resources. Resources such as library holdings are good, but need to be expanded
- Support staff: Need more trained, localized support staff
- Data: Need better and more reliable data (on enrollment, etc.)
- Facilities: Great need to improve facilities to be competitive with other universities (and high schools); better advertise what facilities departments have around campus (i.e., communications doesn’t know that psychology has an eye tracker)
- Travel support: Improve support for attending conferences
- Graduate housing: Need graduate housing (furnished apartments, organized/advertised)
- Alumni: Tap more into alumni base for program support

Question 5 – What positive trends can BGSU take advantage of to improve Graduate Education? What potentially negative trends do we have to address?

Globalization
- The comments with regard to Globalization were largely positive and concern ways that we might capitalize on international programs and find ways to develop awareness of other countries. Faculty noted that increased numbers of international students were a positive trend, but that ESOL support for these students had declined over time.
- In terms of negative responses to the trend of Globalization, one concern was noted specifically for the College of Business that there has been an ongoing pressure to recruit non-native English speakers.

Economics
- There was some call for considering the economic downturn as an opportunity that we could capitalize on. This trend was also noted in Question One and our comments here reflect those responses as well.
- The idea that graduate students present “cheap labor” was cited as a positive trend that we could exploit.
- Given that many qualified applicants are unable to find jobs at present, we could take advantage of that labor pool by making an effort to hire now when so many good people are looking for positions.
Additionally, due to lack of employment, more people might need retraining so this is a time when we could recruit more students (this was also cited as a negative since these would-be students might be under-motivated).

We might also find ways of offering five year BA/MA programs or find other ways to give incentives for students to do a graduate program.

The negative comments largely circulated around two themes: 1) the cost (and student debt) of education and 2) the commodification of education. With regard to cost, comments were also made about how grants are drying up (and the pressure to get them is “threatening graduate education.”) A need to find ways to develop flexibility, better pricing structures, and more competitive stipends was urged. With regard to the commodification of education (which includes the “obsession” with external funding, fee paying students, “excessive professionalization,” and emphasis on enrollment), a general sense of dis-ease was voiced for how such emphases sap the pedagogical mission of graduate education and “water[s] down programs to meet declining student capabilities.”

**Technology**

- The trend of Technology tended to be regarded as simultaneously positive and negative.
- Online education was positively acknowledged as a way to reach more students who cannot attend this brick and mortar institution, and it was thus regarded as a way to bolster our finances. However, negative comment was made about the problems with online education (plagiarism, students with mixed abilities, absence of face to face education).
- Comments were made that we should/could do a better job of recruiting by taking advantage of new technological developments.

**Graduate College changes**

- The issues surrounding BGSU’s decision to downsize the Graduate College came up collectively as a sort of local trend. Whether this downsizing was negative or positive very much depended upon individual responses. The content of the responses perhaps also depended upon which college the respondents were from.
- Some praise was given to the idea of having a decentralized administration of graduate programs. Flexibility for funding and the opportunity to more specifically respond to individual recruitment needs was seen as a positive.
- On the negative side, some call was for more centralized organization to oversee the administration of graduate programs.
- Furthermore, a lack of infrastructure means we don’t have a comprehensive way to support graduate student needs.
- One suggestion was that doctoral programs might be better served under a centralized Graduate College, but that masters programs might be better managed by line colleges.

**Collaboration**

- Collaboration means working together across groups to improve quality, increase efficiency, save or make money, and demonstrate the value of graduate education at BGSU.
- Interdisciplinary programs were seen by some as a positive trend: there are grant opportunities for interdisciplinary research and students might be attracted to programs in which they have access to more than one department.
- Some argued that we need to do a better job of working with industry, doing technology transfer, and providing students with better information and contacts for employment.
Also, in order to retain and attract students we should be more accommodating and flexible, especially where there is existing (and fee-paying) student demand (e.g., BG undergrads, teachers, veterans, business professionals).

Finally, one negative trend was the perception of growing dominance of the administration. There was a call for faculty and administration to improve mutual trust and work together more effectively.

**Question 6 – What is the optimal blend for graduate programs?**

- The most frequent response was that it was difficult for individual faculty to discern the optimal blend of programs at the university level.
- Need to distinguish ourselves by creating unique grad programs, niche programs, programs that aren’t “business as usual,” but without being glib
- Importance of connections to other programs/interdisciplinarity
- PhD programs can be costly: new programs may cut existing
- One that includes a broad mix of programs (i.e., not just sciences) and recognizes unique needs of programs and their students
- There was divergence on the opinions of whether the number of Ph.D. programs should be increased or not
- The was disagreement on whether Master’s are regional, doctoral national
- Some faculty were positive about regional and inter-university cooperation whereas others were skeptical about such cooperation
- There was disagreement about whether we would need to find more money-making programs.

**How do our programs fit within the region?**

- Unique programs and degrees: DMA, Arts, photochemical sciences
- We are better than UT in: Arts, Business, Education; they have the edge in big science and Human Services
### Appendix C

#### Survey Items and Item Statistics

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduate programs are central to the mission of the university.</td>
<td>4.362</td>
<td>0.946</td>
<td>4.352</td>
<td>0.899</td>
<td>4.695</td>
<td>0.673</td>
<td>4.817</td>
<td>0.568</td>
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<tr>
<td>2. Graduate programs are a cost effective use of resources.</td>
<td>4.373</td>
<td>0.805</td>
<td>3.962</td>
<td>1.004</td>
<td>4.305</td>
<td>0.864</td>
<td>4.395</td>
<td>0.873</td>
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<tr>
<td>3. Graduate programs attract high quality faculty to the university.</td>
<td>4.472</td>
<td>0.774</td>
<td>4.279</td>
<td>0.897</td>
<td>4.662</td>
<td>0.621</td>
<td>4.841</td>
<td>0.482</td>
</tr>
<tr>
<td>4. Graduate programs attract high quality students to the university.</td>
<td>4.477</td>
<td>0.758</td>
<td>4.194</td>
<td>1.010</td>
<td>4.380</td>
<td>0.808</td>
<td>4.713</td>
<td>0.653</td>
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<tr>
<td>5. Graduate programs enhance the diversity of the university.</td>
<td>4.454</td>
<td>0.756</td>
<td>4.298</td>
<td>0.891</td>
<td>4.490</td>
<td>0.765</td>
<td>4.768</td>
<td>0.515</td>
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<tr>
<td>6. Graduate programs positively influence the undergraduate experience.</td>
<td>4.338</td>
<td>0.820</td>
<td>4.067</td>
<td>0.953</td>
<td>4.305</td>
<td>0.894</td>
<td>4.598</td>
<td>0.724</td>
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<tr>
<td>7. Graduate education is necessary to attract external funding.</td>
<td>4.423</td>
<td>0.747</td>
<td>4.147</td>
<td>0.825</td>
<td>4.413</td>
<td>0.796</td>
<td>4.762</td>
<td>0.585</td>
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<tr>
<td>8. Graduate programs are an important regional resource.</td>
<td>4.532</td>
<td>0.644</td>
<td>4.184</td>
<td>0.883</td>
<td>4.487</td>
<td>0.702</td>
<td>4.706</td>
<td>0.608</td>
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<tr>
<td>9. Involvement in graduate programs enhances my research.</td>
<td>4.540</td>
<td>0.727</td>
<td>3.462</td>
<td>1.114</td>
<td>4.349</td>
<td>0.862</td>
<td>4.744</td>
<td>0.652</td>
</tr>
<tr>
<td>10. Involvement in graduate programs enhances my teaching.</td>
<td>4.356</td>
<td>0.836</td>
<td>3.587</td>
<td>1.094</td>
<td>4.453</td>
<td>0.799</td>
<td>4.726</td>
<td>0.600</td>
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<tr>
<td>11. Graduate education improves my ability to collaborate with other programs.</td>
<td>4.245</td>
<td>0.900</td>
<td>3.490</td>
<td>1.106</td>
<td>4.087</td>
<td>0.983</td>
<td>4.482</td>
<td>0.825</td>
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<tr>
<td>12. I would not be at BGSU if I did not have access to graduate programs.</td>
<td>4.714</td>
<td>0.686</td>
<td>2.837</td>
<td>1.315</td>
<td>3.693</td>
<td>1.331</td>
<td>4.521</td>
<td>0.971</td>
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<tr>
<td>13. Involvement in graduate education enhances my ability to stay current in my field.</td>
<td>4.701</td>
<td>0.581</td>
<td>3.423</td>
<td>1.228</td>
<td>4.307</td>
<td>0.934</td>
<td>4.791</td>
<td>0.549</td>
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<tr>
<td>14. BGSU has many high quality graduate programs.</td>
<td>4.018</td>
<td>0.811</td>
<td>3.643</td>
<td>1.008</td>
<td>3.856</td>
<td>0.983</td>
<td>3.894</td>
<td>0.841</td>
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<tr>
<td>15. My graduate program has an excellent post-graduation placement rate.</td>
<td>4.051</td>
<td>0.934</td>
<td>3.505</td>
<td>0.909</td>
<td>4.238</td>
<td>0.847</td>
<td>4.544</td>
<td>0.726</td>
</tr>
<tr>
<td>16. The graduate student culture is a collaborative healthy environment.</td>
<td>4.164</td>
<td>0.857</td>
<td>3.649</td>
<td>0.958</td>
<td>3.980</td>
<td>0.815</td>
<td>4.261</td>
<td>0.833</td>
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<tr>
<td>17. BGSU's graduate programs provide a student-centered individualized experience.</td>
<td>4.041</td>
<td>0.941</td>
<td>3.663</td>
<td>0.952</td>
<td>3.986</td>
<td>0.855</td>
<td>4.233</td>
<td>0.858</td>
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<tr>
<td>18. BGSU's graduate programs produce strong academic researchers.</td>
<td>4.039</td>
<td>0.869</td>
<td>3.515</td>
<td>0.959</td>
<td>3.697</td>
<td>0.938</td>
<td>4.000</td>
<td>0.886</td>
</tr>
<tr>
<td>19. BGSU's graduate programs produce strong professionals.</td>
<td>4.260</td>
<td>0.761</td>
<td>3.724</td>
<td>0.972</td>
<td>4.102</td>
<td>0.809</td>
<td>4.217</td>
<td>0.796</td>
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<tr>
<td>20. Graduate assistant financial packages are competitive with our peer programs.</td>
<td>3.511</td>
<td>1.218</td>
<td>2.771</td>
<td>1.051</td>
<td>2.445</td>
<td>1.151</td>
<td>2.239</td>
<td>0.958</td>
</tr>
<tr>
<td>21. BGSU needs a strong centralized Graduate College structure.</td>
<td>3.889</td>
<td>1.028</td>
<td>3.459</td>
<td>1.047</td>
<td>3.524</td>
<td>1.155</td>
<td>3.963</td>
<td>0.996</td>
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<td>22. Graduate programs should be administered through their own academic colleges.</td>
<td>3.976</td>
<td>0.933</td>
<td>3.765</td>
<td>0.961</td>
<td>3.596</td>
<td>1.124</td>
<td>3.127</td>
<td>1.121</td>
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<tr>
<td>23. The OSPR office needs to improve its grant support services to influence graduate research.</td>
<td>4.119</td>
<td>0.813</td>
<td>3.837</td>
<td>0.858</td>
<td>4.076</td>
<td>0.875</td>
<td>4.298</td>
<td>0.828</td>
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<td>24. A systematic process should occur to evaluate quality of graduate programs.</td>
<td>4.018</td>
<td>0.874</td>
<td>3.949</td>
<td>0.838</td>
<td>3.979</td>
<td>0.826</td>
<td>4.137</td>
<td>0.939</td>
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<td>25. BGSU needs a stronger research-oriented culture on campus.</td>
<td>3.874</td>
<td>0.969</td>
<td>3.612</td>
<td>0.981</td>
<td>4.088</td>
<td>0.936</td>
<td>4.426</td>
<td>0.855</td>
</tr>
</tbody>
</table>
### Graduation Needs and Recommendations

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. BGSU needs to market its graduate programs more effectively.</td>
<td>4.179</td>
<td>0.880</td>
</tr>
<tr>
<td>27. Graduate advising needs to be improved.</td>
<td>3.617</td>
<td>1.111</td>
</tr>
<tr>
<td>28. BGSU should target its resources for its existing high quality programs.</td>
<td>3.841</td>
<td>0.952</td>
</tr>
<tr>
<td>29. BGSU should put resources into strengthening graduate programs across the board.</td>
<td>4.029</td>
<td>0.936</td>
</tr>
<tr>
<td>30. Graduate programs need to cut their costs.</td>
<td>2.245</td>
<td>1.037</td>
</tr>
<tr>
<td>31. Graduate education is adequately represented in the university's strategic plan.</td>
<td>2.660</td>
<td>1.039</td>
</tr>
<tr>
<td>32. BGSU should increase its graduate on-line courses and programs.</td>
<td>3.125</td>
<td>1.192</td>
</tr>
<tr>
<td>33. BGSU should develop more accelerated master's degree programs (e.g., 4+1, 3+2).</td>
<td>3.346</td>
<td>1.025</td>
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<tr>
<td>34. BGSU should develop more terminal professional master's degree programs.</td>
<td>3.491</td>
<td>0.858</td>
</tr>
<tr>
<td>35. BGSU should recruit more international graduate students.</td>
<td>3.574</td>
<td>0.945</td>
</tr>
<tr>
<td>36. BGSU should recruit more diverse graduate students.</td>
<td>3.855</td>
<td>0.914</td>
</tr>
<tr>
<td>37. All programs should be required to enroll fee paying graduate students.</td>
<td>2.372</td>
<td>1.095</td>
</tr>
<tr>
<td>38. BGSU needs more doctoral programs.</td>
<td>3.760</td>
<td>0.919</td>
</tr>
<tr>
<td>39. BGSU should focus primarily on master's degree programs.</td>
<td>2.546</td>
<td>0.990</td>
</tr>
<tr>
<td>40. BGSU should encourage the development of graduate certificate programs.</td>
<td>3.466</td>
<td>0.924</td>
</tr>
<tr>
<td>41. BGSU should not try to offer programs that would compete with strong programs at neighboring institutions.</td>
<td>2.477</td>
<td>1.115</td>
</tr>
<tr>
<td>42. BGSU should develop more interdisciplinary graduate programs.</td>
<td>3.930</td>
<td>0.814</td>
</tr>
<tr>
<td>43. The Centers of Excellence should inform the direction of the future of graduate programs.</td>
<td>3.403</td>
<td>0.913</td>
</tr>
</tbody>
</table>

**Note:** The scale ranged from 1 (strongly disagree) to 5 (strongly agree)