

Proposal for the School of Graduate Studies

Submitted by:

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Proposal:

To create the School of Graduate Studies (SGS)

Unit type:

The proposed School of Graduate Studies is an academic unit that will support and advance graduate (Master's and Ph.D.) education in Rutgers University New Brunswick and Rutgers Biomedical and Health Sciences – the AAU and Big 10 components of Rutgers.

Timeline:

We propose that establishment of the SGS receives approval within the calendar year 2017

Reason for Proposed SGS:

The integration of biomedical and health science units into Rutgers has provided an unprecedented opportunity to create a comprehensive infrastructure to support graduate training in the biomedical sciences, life sciences, physical sciences, engineering, social sciences and humanities. Our graduate programs aspire to excellence, but require a more unified, integrated and robust infrastructure that will support the education and training of our future scholars, break down traditional silos, and enhance opportunities for inter-disciplinary training.

Vision:

In order to provide the integrated and robust infrastructure that will best support the education and training of our future scholars, the deans of GSNB and GSBS are proposing the creation of a new School of Graduate Studies. This School will merge and will replace the existing separate Schools, GSNB and GSBS. The SGS will provide the ideal structure for our graduate students -- removing current obstacles, facilitating interactions and training opportunities within and across disciplines, and fostering stronger collaborations among our faculty. It will also provide an opportunity to optimize and synergize operations that currently exist in the two schools, with the intent of creating a single world-class infrastructure that affords the graduate education and support found at our AAU and Big 10 peer institutions. The creation of the SGS will be the first step towards harmonizing common processes and procedures across the various disciplines, with the recognition that some processes/procedures will be unique to a particular discipline.

The SGS will be headed by a single Dean who will be appointed by the Senior Vice President for Academic Affairs (SVPAA) for a 5-year term. The Dean will be assisted by a Vice Dean. The SGS will report to the SVPAA, with secondary reporting to the New Brunswick and RBHS Chancellors. The secondary reporting is necessary because of the RCM budgeting arrangement in which funds for the SGS will flow from both the New Brunswick Chancellor and the RBHS Chancellor.

The administrative and support staff for SGS will be the individuals currently housed within GSNB and GSBS. There may be a need for re-alignment of responsibilities as we look to

harmonize processes and procedures across graduate programs. While we do not anticipate a direct financial benefit from the restructuring, we do expect that the creation of the SGS will allow us to develop a more efficient and effective infrastructure, raising the quality of the education that we can provide, and assuring that the School of Graduate Studies is viewed as a premiere, world-class educational enterprise. Attracting the top students will put us in a better position to attract more federal and private funding as well as philanthropy.

A schematic illustration of the structure of SGS is shown in Figure 1.

Size and scope of SGS:

The School of Graduate Studies will house 67 Ph.D. programs (with a total of approximately 2,800 Ph.D. students) and 52 Master's programs (with a total of approximately 1,700 Master's students). SGS will be the home for research-based doctoral and master's degree programs distributed among the scholarly disciplines in humanities, social sciences, physical sciences, biological and biomedical sciences, and engineering. Professional practice doctoral and master's degrees will not be housed in SGS. Professional degrees will continue to be supported and awarded by the individual professional schools. The Graduate School-Newark, an academic unit of Rutgers University Newark, and the Graduate School-Camden, an academic unit of Rutgers University Camden, will remain as separate graduate schools and will not be part of SGS.

Role of the External Advisory Board (EAB):

GSNB currently has an advisory board, called the Dean's Advisory Council. This Board is comprised of a small group of dedicated graduate school alumni who give generously of their time, talent and treasure to help advance graduate education at Rutgers. We plan to expand this Board to include representatives from the biomedical and health sciences. The Board will play a major role in alumni relations and development. They will also play a consultative role in strategic planning.

Resources to support graduate education:

As mentioned above, the SGS will report to the SVPAA, with secondary reporting to the New Brunswick and RBHS Chancellors. The secondary reporting is necessary because of the RCM budgeting arrangement in which funds for the SGS will flow from both the New Brunswick Chancellor and the RBHS Chancellor. The existing financial structures that support graduate education (i.e., individual Ph.D. students, graduate programs and administrative components) within GSNB and GSBS will remain in place in SGS. Central services that should be available to all graduate students will be located within the central SGS support offices. Examples of such central services are given in Figure 1 ("Common Support to All Graduate Programs"). Some services will also be supported locally, as appropriate.

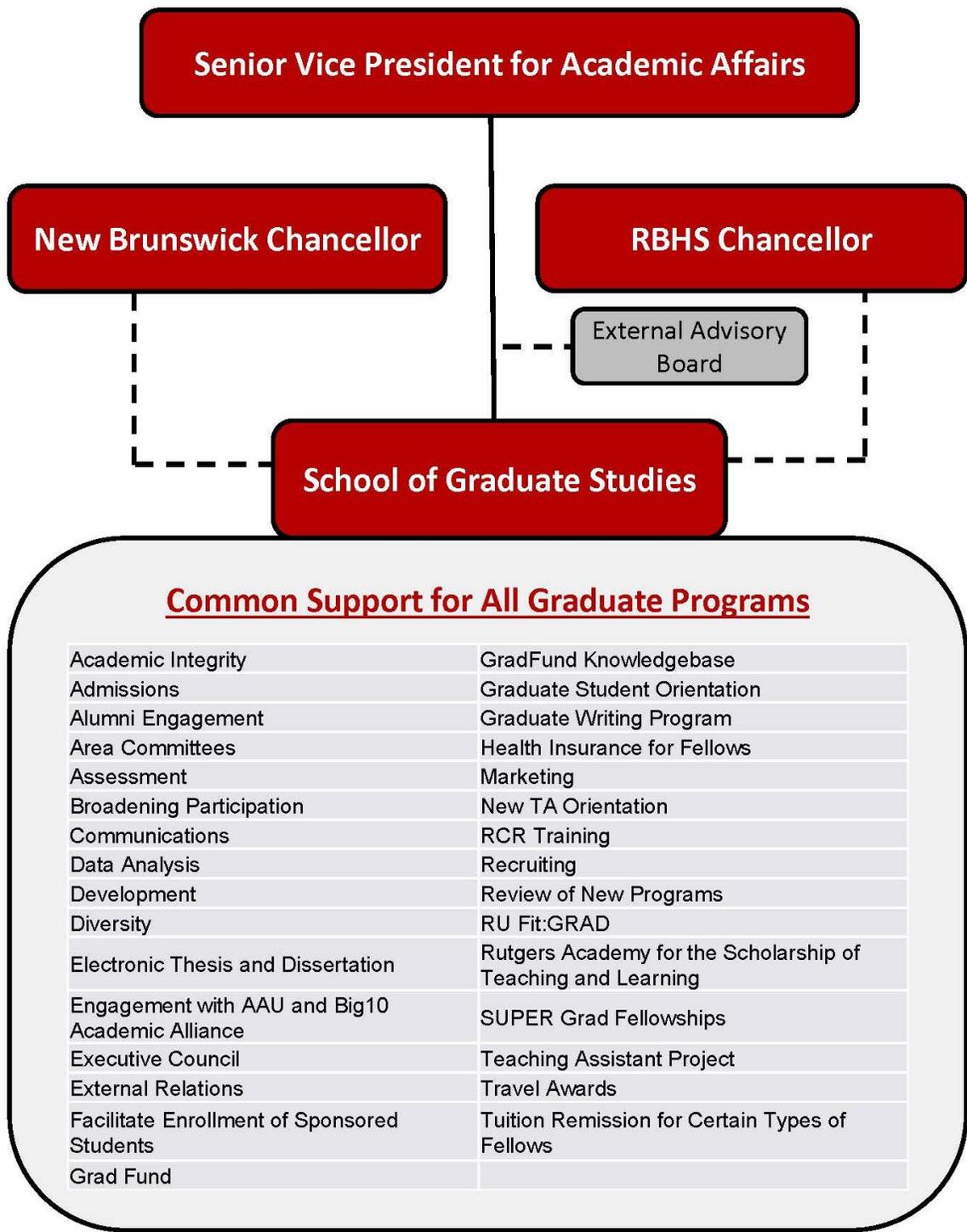
Faculty governance:

GSNB and GSBS each have a separate set of Bylaws that specify procedures for nomination of faculty to membership, voting privileges, nomination of graduate program directors, organization of standing committees, and related governance matters. The first order of business for the new SGS will be the formation of a School-wide faculty committee to draft a set of Bylaws for the new Graduate School. In the interim, the existing Bylaws will remain in effect.

Faculty consultation:

The Executive Council, Graduate Program Directors, and graduate faculty of both GSNB and GSBS were consulted and approved the proposal.

Figure 1. Organizational Structure of the School of Graduate Studies



Questions about SGS that have been raised in various faculty forums:

- 1. How will current GSNB funds available for diversity fellowships, conference travel and special study awards be affected by the addition of all of the new GSBS/RBHS graduate students in the larger combined unit?**

Initially some of these funds – diversity fellowships and special study awards, for example -- will need to be restricted to legacy GSNB students and legacy GSNB programs. There are insufficient funds at present to expand these programs to RBHS students. However, other funds – such as travel awards – are provided currently by both GSNB and GSBS and will continue to be funded via the same funds streams that are currently in place. Moreover, GSBS provides supplements for students who obtain their own external fellowships. This might be a practice that we would want to adopt for all programs in SGS. The longer term goal is to acquire additional funds to provide similar support across all programs in SGS.

- 2. Will Ph.D. students in New-Brunswick affiliated programs be eligible for the financial support model that currently operates in GSBS?**

No. New Brunswick and RBHS use fundamentally different RCM models to support Ph.D. students. In New Brunswick, funds flow to the responsibility center Deans, who in turn provide financial support for Ph.D. students in their school-affiliated programs. GSNB is not a responsibility center; it is a cost center. In RBHS, funds flow directly to GSBS as a responsibility center and hence it is able to directly support Ph.D. students. In the SGS, there will be two separate funds flows – one for Ph.D. students who are working with New Brunswick-affiliated faculty, and another for Ph.D. students who are working with RBHS-affiliated faculty.

- 3. Will there continue to be the equivalent of GSNB and GSBS first year fellowships for students admitted to the Molecular Biosciences graduate programs?**

Yes. The GSNB-equivalent fellowships come from SAS resources and the GSBS-equivalent fellowships come from RBHS resources. These funding streams will remain unchanged.

- 4. Graduate students holding GA positions in the GSNB are currently in a bargaining unit represented by the Rutgers AAUP-AFT. Many graduate students enrolled in GSBS are supported on research grants and perform duties identical to their peers in GSNB. Will these legacy GSBS students become eligible for union representation and the associated contractual benefits?**

There is no answer at this point but this is an issue of which the university is aware.

- 5. Will faculty from all of the current GSBS and GSNB graduate programs have input in governance of the new SGS?**

Yes. GSBS and GSNB each have a set of Bylaws that specify procedures for nomination of faculty to membership, voting privileges and related governance matters. The first order of business for the new SGS will be the formation of a School-wide faculty committee to draft a set of Bylaws for the new Graduate School. In the interim, the existing Bylaws will remain in effect.

- 6. Several joint programs between GSBS and GSNB are not housed by single departments, but instead have administrative support from staff in GSBS and staff**

in SAS (Division of Life Sciences). First year fellowships derive from GSBS and SAS. In the new SGS, how will support for these programs be maintained?

Support structure for these programs will not change. Financial support will still come from RBHS through its allocation to Ph.D. programs, and from SAS through its allocation to Ph.D. programs. Staff support will remain unchanged.

- 7. Faculty PIs in GSBS historically received the benefit of not having to charge tuition directly to research grants. Faculty PIs in GSNB did not receive this benefit. What will be the policy going forward into a single Graduate School?**

Not charging tuition directly to research grants was the practice at GSBS – but it is no longer so. Moving forward, faculty at GSBS are now expected to cover Ph.D. tuition up to the cap set by the NIH (their primary source of external funding). Deans Kukor and Scotto are working with CAPR and Rutgers senior leadership to develop a more reasonable tuition model that could be applied to Ph.D. programs across SGS. The goal is to develop and implement a policy that has equal requirements for all investigators who support Ph.D. students, regardless of source of funding.
- 8. Will graduate students who hold Fellowships (either internally funded or externally funded) in GSNB and GSBS retain their current status as students, and not as employees?**

Yes.
- 9. Recruitment of students by the legacy GSBS Newark division was carried out independent of the Piscataway/New Brunswick division, and students were accepted specifically into the programs on the RBHS-Newark campus. Will this continue under SGS?**

Yes. Recruitment and admissions will always remain at the local graduate program level. This will be true for all graduate programs within SGS. However we will consider joint marketing ventures when deemed appropriate.
- 10. Will funds generated by Master's programs continue to be managed by the local unit that generates them?**

We do not anticipate a change in the current model for Master's tuition, which varies widely within GSNB and between GSNB and GSBS. The allocation of Master's degree revenue will depend on the financial arrangements that have been made by the programs vis-à-vis the local RCM Responsibility Center. For some Master's programs, agreements are in place that the revenue returns entirely to the program; for others, revenue flows to the RCM unit Dean.
- 11. Where will the administration for the new SGS be housed?**

The SGS Dean's office and some support staff will be housed at 25 Bishop Place in New Brunswick. But the new SGS will be a very large and distributed unit with the need for administrative and staff support in multiple locations. The current support arrangements that are in place for GSNB and GSBS will remain. As we move forward we will need to investigate how (and where) to best deploy support.
- 12. Will the existing GSNB structures of administrative personnel and procedures remain in place?**

Yes. See answer to #11, above.

13. Why is “New Brunswick” being removed from the name of the new graduate school?

The new graduate school is not an academic unit solely of the New Brunswick Chancellor-headed component of Rutgers. The new graduate school seeks to unify the two AAU and Big 10 components of Rutgers – namely Rutgers University New Brunswick and Rutgers Biomedical and Health Sciences. Retaining the descriptor “New Brunswick” is inappropriate for the new graduate school.

14. Most of the services provided by University Career Services are oriented towards undergraduates. The proposal for the School of Graduate Studies should include provision for a Graduate Studies Career Services unit that can focus on the career development and employment placement needs of graduate students. Students in, and graduating from, graduate programs require dedicated and more specialized support than students in, or graduating from, undergraduate programs.

We agree. In fact, this is one of the components of RUFit:GRAD. See #18, below.

15. I wonder if it would be helpful to, in addition to the external advisory board, also have an internal advisory board consisting of faculty (e.g., GPDs) and graduate students. Especially during the transition phase, such a board could advise on issues specific to particular graduate programs. The leadership of the new Graduate School could also use such a group as an initial sounding board for new initiatives.

This is a very good suggestion. We currently meet with the GPDs once each semester. We could perhaps increase the frequency of meetings to twice each semester, using the GPDs as an advisory board for new initiatives. We will suggest this to the GPDs. However, getting graduate students involved remains a challenge. There are 2 graduate student members of the current GSNB Executive Council, but their participation is spotty at best. We will work with graduate student leadership (perhaps through the various GSOs – as well as the GSA) to find better processes for ensuring student input and engagement.

16. What is GradFund Knowledgebase? I am familiar with GradFund but I have never heard of GradFund Knowledgebase. Please explain.

GradFund Knowledgebase was launched in 2015. The foundation of Knowledgebase was the GradFund database, created in 2000 – one of the most robust graduate student award databases available. The Knowledgebase has curated information on 3800 fellowships and grants from 1900 funders. GradFund has integrated Knowledgebase into the site CAS authentication. GradFund offers Rutgers users a number of Knowledgebase resources including the ability to build and save fellowship and grant lists, and to email their lists. Additional Rutgers-specific features include access to examples of successful applications, proprietary GradFund insights, intelligence on specific awards, and lists of Rutgers students and alums who have won a specific fellowship or grant.

17. The Comprehensive Graduate Writing Program is a great initiative, but it needs to be expanded. In addition to generic writing assistance, our students often need more specialized, technical writing assistance. The instructors need to know more about the requirements and standards within the scholarly disciplines.

We agree, and we plan to expand CGWP based precisely on this kind of student and faculty feedback. CGWP is a major financial commitment from the Graduate School (>\$200K per year) but it is essential that it be sustained.

18. What is RUFit:GRAD? I have never heard of this.

This is the name that we have given to the continuation and institutionalization of the initiatives that we mounted under the NSF Innovations Through Institutional Integration grant. This grant allowed us to develop a series of projects and activities to develop, enrich and enhance the education and training of graduate students. These grant-funded activities are now becoming a permanent part of graduate training, under the aegis of RUFit:GRAD RUFit:GRAD will organize, coordinate, expand and disseminate activities essential to the research and education of graduate students in all disciplines as well as work to disseminate and raise funds for these activities. The activities cover 5 core areas: communications skills, responsible and ethical conduct of research, mentoring, career decisions, and outreach.

19. What are SUPER Grad Fellowships?

This is an acronym for “Summer Pipeline to Excellence at Rutgers Graduate” Fellowships. This program awards competitive first-year graduate fellowships to top alumni of our diversity-focused summer undergraduate research programs -- the signature RiSE (Research in Science & Engineering) program and its REU partners. Identified in the New Brunswick Strategic Plan as a critical priority towards advancing our inclusive, diverse, and cohesive culture, SUPER-Grad capitalizes on the strong summer pipeline Rutgers has established in STEM. In FY 2016, our inaugural class of 4 SUPER Grad Fellows matriculated, representing SAS, SEBS, and RBHS programs. We were able to support a cohort of four by supplementing Strategic Plan funds with partial matches from GSNB, RBHS/GSBS, SAS, and SEBS.

20. The amount of money available for travel awards for graduate students is inadequate. It needs to be increased.

Inadequate funds for graduate student travel is a problem for GSNB, but not for GSBS. GSBS students each receive \$1,000 in travel funds. But the typical award for GSNB students is ~\$250. The award amount for GSNB students is small because the number of applicants is so large relative to the total pool of funds available. We certainly need to increase the funds to support professional travel for GSNB students.

Appendix A

Senate Questionnaire for Establishment, Dissolution, Merging, or Major Restructuring of Colleges, Schools, Institutes, and Other Units, as listed in Rutgers University Policy 10.1.2

1. Indicate your name and title

Jerome J. Kukor, Ph.D., Dean, Graduate School–New Brunswick (GSNB)

Kathleen W. Scotto, Ph.D., Dean, Graduate School of Biomedical Sciences (GSBS)

2. Who is requesting this change?

Rutgers University Central Administration

The Faculty of the school/department/unit

The administration of the school/department/unit

Mandated by state legislation

Rutgers University Senate

Other (Specify)

3. Describe the proposed creation, modification, dissolution, or restructure.

See attached proposal

4. What type of unit(s), is this?

Academic Unit

Administrative Unit

Research Center or Institute

Other (Specify)

5. Will the name of the department, unit or school change or remain the same? If new, what is the proposed name of the respective unit(s)?

The School of Graduate Studies is a new entity. It will replace the Graduate School-New Brunswick and the Graduate School of Biomedical Sciences.

6. Describe the reason for this change.

The integration of biomedical and health science units into Rutgers has provided an unprecedented opportunity to create a comprehensive infrastructure to support graduate training in the biomedical sciences, life sciences, physical sciences, engineering, social sciences and humanities. Our graduate programs aspire to excellence, but require a more unified, integrated and robust infrastructure that will support the education and training of our future scholars, break down traditional silos, and enhance opportunities for inter-disciplinary training.

7. When would you like this proposed change to take place?

1 July 2017

8. Is there statutory or contractual requirement that this change take place?

No

9. Is there a uniform process and procedure being harmonized? If so, describe in detail.

The creation of the SGS will be the first step towards harmonizing common processes and procedures across graduate programs within the AAU and Big 10 components of Rutgers (viz., Rutgers University New Brunswick and RBHS), with the recognition that some processes/procedures will be unique to particular disciplines.

10. If this is an academic unit responsible for undergraduate and/or graduate instruction, can you provide documentation that will help inform the Senate regarding related curriculum issues and how they will be addressed?

While this does involve academic units, it will have no immediate impact on curriculum.

11. How will the name of the combined, dissolved or changed unit or school appear on diplomas? Will students be allowed to choose the school name to appear on their diploma if they are currently enrolled in one of the existing units?

The name of the degree-granting unit will change on the diploma. The new name will be the School of Graduate Studies.

12. Are there any accrediting bodies involved? If so, what information and processes do they require?

GSNB and GSBS do not have separate, independent accreditation. Their accreditation stems from the general accreditation of Rutgers University by the Middle States Commission for Higher Education. The reorganization of GSNB and GSBS to form SGS is an internal organization of academic units and does not constitute a substantive change as defined by Middle States. Therefore, nothing needs to be submitted to Middle States regarding this internal academic unit reorganization.

13. What is the impact of the restructuring on enrollments?

We do not expect any significant impact on enrollments as a direct consequence of the creation of the SGS.

14. How will the restructuring affect other programs or areas of the university?

The SGS will provide a unique home for researchers, educators and graduate students across all disciplines and spanning Rutgers University New Brunswick and Rutgers Biomedical and Health Sciences. This powerhouse will help to nucleate interactions within and across disciplines, will facilitate undergraduate-to-graduate pipeline programs and will be the public face of graduate education at Rutgers.

15. If the leadership team of each unit is merged, how will the new leadership be decided?

The SGS will be headed by a single Dean who will be appointed by the Senior Vice President for Academic Affairs (SVPAA) for a 5-year term. The Dean will be assisted by a Vice Dean. The SGS will report to the SVPAA, with secondary reporting to the New Brunswick and RBHS Chancellors. The secondary reporting is necessary because of the RCM budgeting arrangement in which funds for the SGS will flow from both the New Brunswick Chancellor and the RBHS Chancellor. The reporting structure for additional academic leadership currently housed within GSNB and GSBS will remain the same.

16. Is the size, complexity, and cost of the administrative structure in the preliminary proposal sent to the Senate comparable to those of the administrative structures in peer schools or disciplines?

Establishment of the SGS will create a graduate education support unit that is larger than the one at Indiana; of comparable size to the ones at Ohio State, Michigan State, Minnesota and Penn State; but significantly smaller than the ones at Maryland, Purdue, Illinois, Iowa, Michigan, and Wisconsin.

17. What steps were taken to ensure that faculty members were involved in all aspects of the restructuring process?

The Executive Council, Graduate Program Directors and graduate faculty of GSNB and GSBS were consulted and have approved the proposal.

18. Have the faculty been consulted in an open forum and have they had an opportunity to vote for or against this change?

Yes.
 No.

19. If yes, what is the result of the vote?

*At GSNB: 121 votes cast, 120 in favor, 1 abstention
At GSBS: 94 votes cast, 84 in favor, 10 No*

20. Describe the precautions taken to ensure that votes were confidential.

GSNB always votes by show of hands at a faculty meeting. GSBS always votes by email to a single point of contact, and results are anonymized prior to presentation to GSBS leadership.

21. How will faculty reappointments, promotions, or other personnel matters be handled?

N/A

22. How does the size and staffing (including faculty) of the merged unit compare to i) the individual units prior to the merger; and ii) comparable units at aspirant AAUs?

The support staff for SGS will be the individuals currently housed within GSNB and GSBS. There may be a need for re-alignment of responsibilities as well look to harmonize processes and procedures across graduate programs. Establishment of the SGS will create a graduate education support unit that is larger than the one at Indiana; of comparable size to the ones at Ohio State, Michigan State, Minnesota and Penn State; but significantly smaller than the ones at Maryland, Purdue, Illinois, Iowa, Michigan, and Wisconsin.

23. Did you follow each unit's bylaws during the consultation and deliberation process?

Yes

24. What stakeholders have been consulted? (Please list).

For GSBS, The Deans of the medical and dental schools have been consulted.

25. What is/are their position(s) on the matter?

Favorable

26. What other stakeholders might be involved and/or impacted?

N/A

27. What impact will the restructuring have on the individual unit budgets?

The creation of the SGS should have no impact on the budgets that currently support graduate education.

28. How will the budgets be reconciled upon restructuring?

N/A

29. What are the costs involved in restructuring?

The costs involved in restructuring are minimal and consist mainly of rebranding and marketing efforts.

30. What are the financial benefits if any?

While we do not anticipate a direct financial benefit from the restructuring, we do expect that the creation of the SGS will allow us to develop a more efficient and effective infrastructure, raising the quality of the education that we can provide, and assuring that the School of Graduate Studies is viewed as a world-class educational enterprise. Attracting the top students will put us in a better position to attract more federal and private funding as well as philanthropy.

31. What are approximate cost projections for the merger? What are expected long-term savings?

See above

32. If money is being taken from a budget reserve to help cover merger costs, then what are the expected short- and long-term impacts of that diminishment of the budget reserve?

N/A

33. What are the costs of not restructuring, if any?

The cost of not restructuring is not so much financial as educational. By merging the capabilities of the two graduate schools we will begin to create an infrastructure that supports graduate education to the same level as our peer and aspirant institutions in the AAU.

34. Is there any other information that should be known here concerning this proposed change? If so, provide in detail.

N/A