

Current Issues in the development of Graduate Schools

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An original idea from the 19th Century

- Humboldtian model from Germany –
Research University = teaching + research +
research training
- Copied in UK at Oxford, Cambridge, London
Universities and then the red-bricks, and then
the modern Universities
- Copied in North America and enshrined in
legislation - USA (research universities) and
Canada (G-13 Universities) deliver most of
the PhD's registrations/completions

Original Graduate Schools

- Developed from the USA in the 1960's by the research intense Universities
- High status and combined all pg education together whether this was academic or professional (eg Law, Business, Medicine).
- A continuum model from Masters to PhD with an emphasis on research methodology training at Masters but still with courses in the early years of the PhD
- Often enshrined in stand-alone facilities including student residences, social facilities and teaching rooms, computer suites, quiet study rooms etc.
- Housing the administration for pg studies.
- Faculty staff become members of the Graduate School and abide by GS rules for membership

Variants of this model have spread but all:

- Champion doctoral training with a clear differentiation from the undergraduate student
- Support research students
- Support research supervisors
- Provide a single point for administration
- Provide quality assurance and monitoring

Compromises on the US model

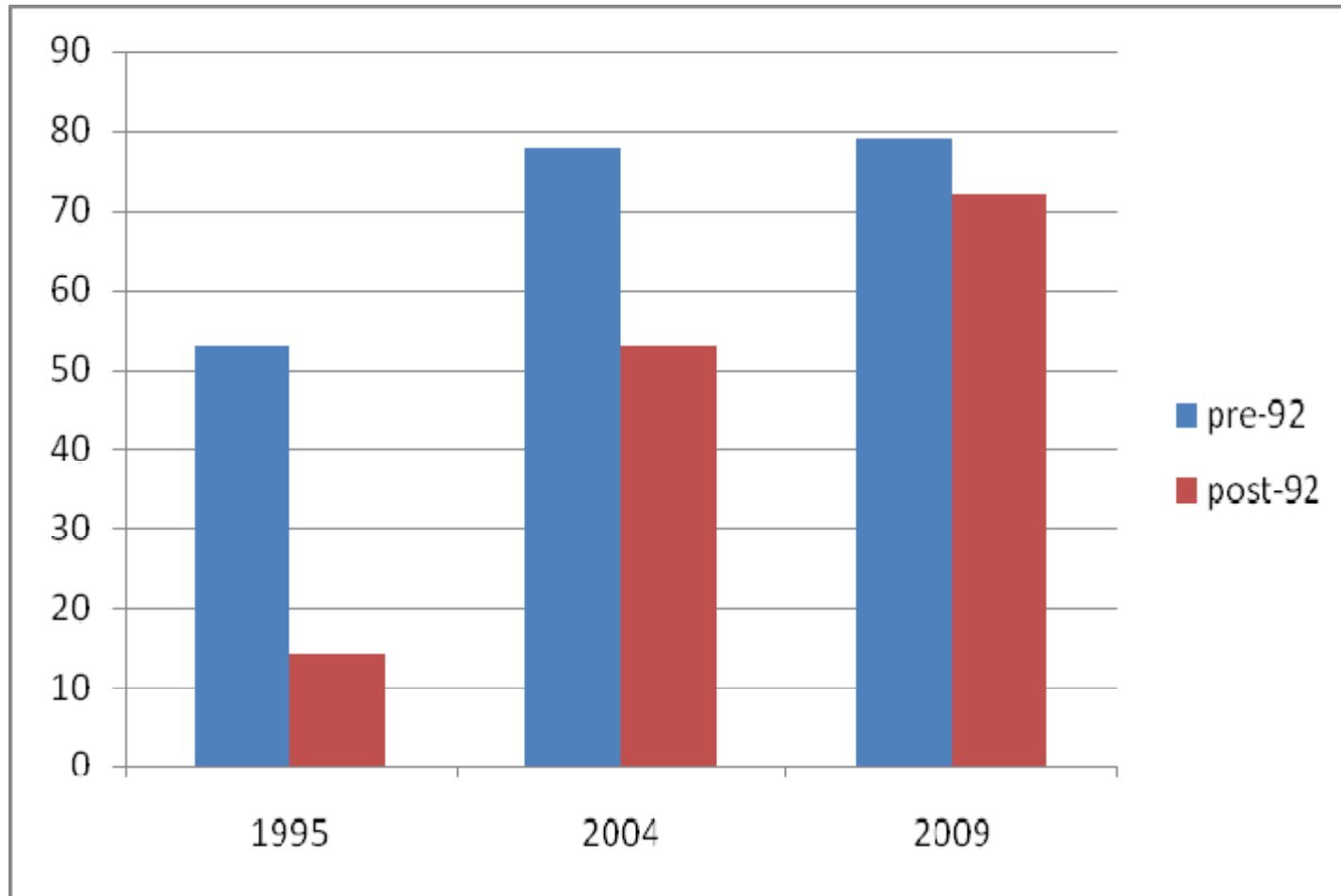
- Do not always provide support for Masters but are for PhD's exclusively
- Not responsible for residences/accommodation
- Do not always have dedicated teaching/research space
- Do not have their own building
- Often part of another “structure” within the University

What are the trends in the UK and elsewhere

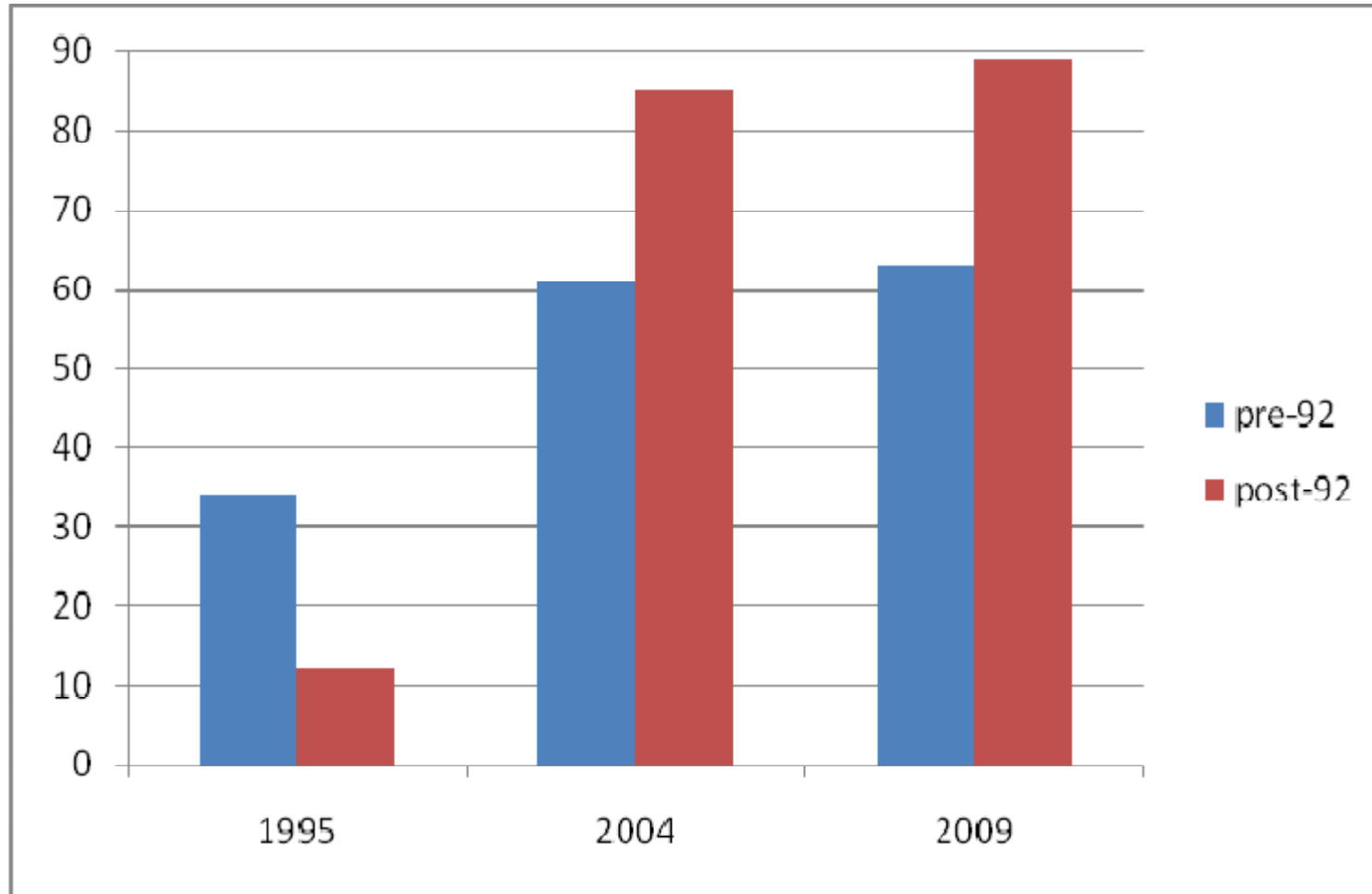
	Pre 1992	Post 1992
Institution-wide	61%	89%
Faculty/Department based	33%	11%
Disciplinary	0	0
Inter-institutional	2%	0
Cross Institutional	2%	0
Other	2%	0

From: A Review of Graduate Schools 2009 UKCGE

Institutions with at least one graduate school.



Proportion of Grad School containing HEIs with an institution-wide graduate school.



Nos of GS's serving different pg constituencies

	Pre 1992		Post 1992	
	Yes	No	Yes	No
Serve PGR	all	0	all	0
Serve PGT	47	23	8	35
Serve Prof Doc Students	50	20	26	17

Importance of aims of Graduate Schools 2009

	High	Medium	Low	N/A
Improving the quality of graduate education	100%	0	0	0
Improving the student experience	97%	3%	0	0
Improving research progression and completion rates	89%	7%	2%	2%
Sharing good practice on research supervision	87%	13%	0	0
Representing graduate issues within and /or outside the institution	79%	21%	0	0
Improving PGR degree administration	74%	16%	6%	4%
Increasing the number of PGR Students	65%	31%	3%	1%
Promoting interdisciplinary work	50%	31%	19%	0
Increasing the number of PGT Students	21%	22%	9%	48%
Sharing good practice on PG teaching	18%	38%	16%	28%
Improving PGT degree	16%	18%	12%	54%

GS with accommodation and how that is used (2009)

	Pre 1992	Post 1992
Has dedicated accommodation	74%	93%
- Head of GS/ Graduate Dean	77%	63%
- PG Admin staff	96%	68%
- Social Space	42%	25%
- Teaching Space	44%	25%
- Visiting research staff	27%	18%
- Other staff	2%	3%

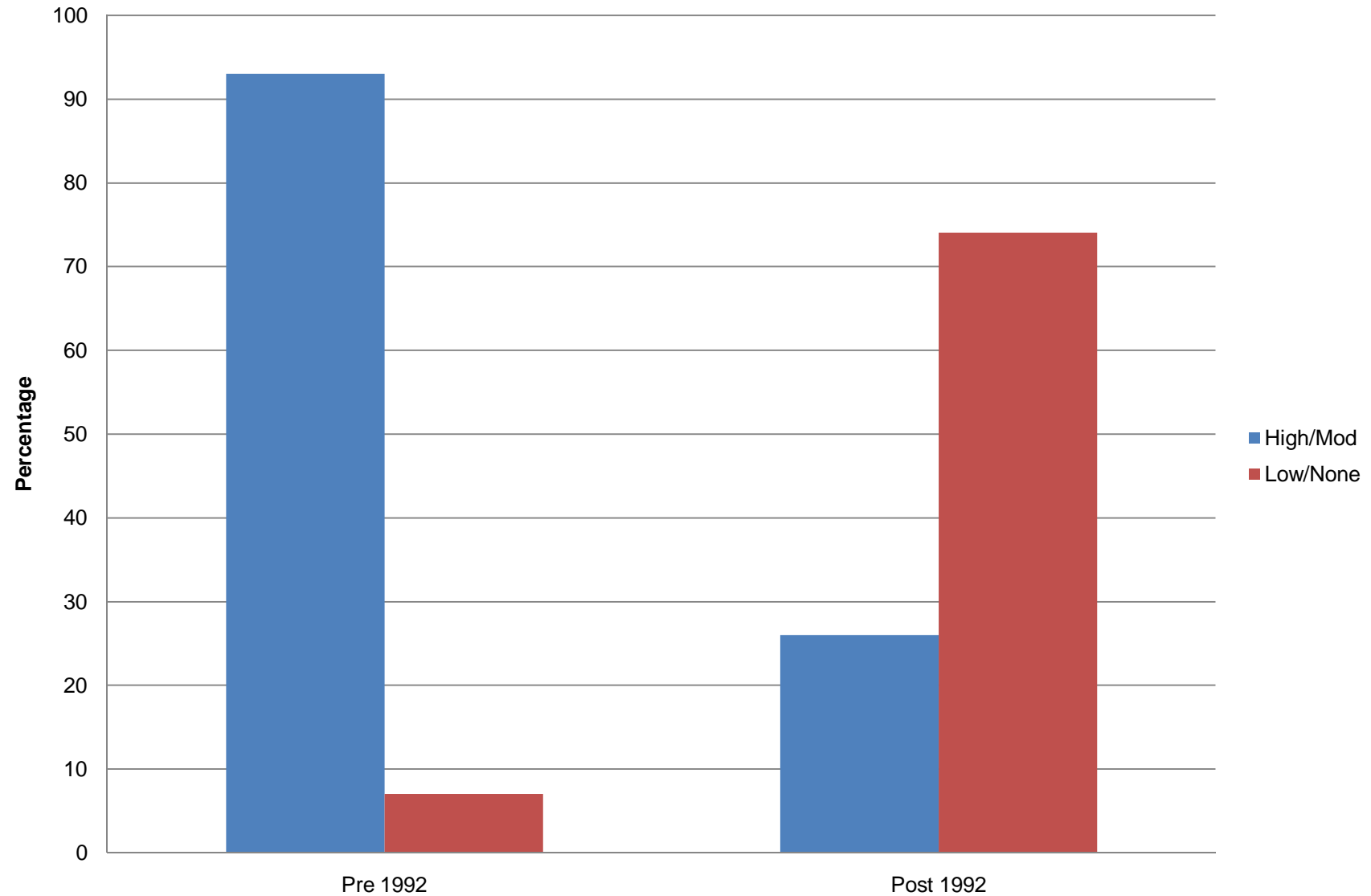
Degree of involvement of GS in delivery of areas of work

	Hi/Some
Research Student training programmes – generic skills training	100%
Website – internal and/or external	100%
Quality assurance/monitoring	97%
Monitoring student progress	95%
Research Student training programmes – research methods	94%
Provision of learning resources for PG/Research students	93%
Research supervisor training	92%
Central co-ordination of responses to national consultations	89%
Liaison with research Councils	89%
Recruitment/admission (PGR)	89%
Liaison with student organisations	89%
Award of Studentship	87%
Publicity/postgraduate prospectus	87%
Social Provision for Students	84%
Student records	81%
Research Students training programmes – learning to teach	77%
Specific support for international students	77%
Registration/matriculation	75%
Preparing returns to HESA, funding councils etc	75%
Liaison with employers/industry etc	70%
Development of new taught PG programmes	59%
Recruitment/admission (PGT)	52%

Stimuli to develop GS's in UK

- Pre 2001
 - Research mission of some HEI's and the method to deliver/control PhD administration and student support
- Post 2001
 - Set for Success Report (G. Roberts 2002)
 - QAA Code of Practice (2001)
 - Roberts Funding (2003)

Perceived dependence on Roberts funding for the delivery of skills training programme (Grad School's respondents)



Are GS's sustainable in the UK?

- Smith Report (2010)
 - Acknowledges the importance of Graduate Schools in enhancing the research student experience
- UKCGE (2009)
 - Embedded organisational asset
- Maheu (2008)
 - Essential structures to tackle the burgeoning need for continuing & diversified graduate education

Are GS's sustainable in the UK?

- Challenges or Opportunities?
 - Doctoral Training Centres – RCUK DTC's, Marie Curie Networks, Erasmus Mundus Networks
 - Funding squeeze – critical mass
 - Funding squeeze –
 - can you afford to have one: can you afford not to!
 - Student expectations – raised thanks to Roberts agenda
 - Employability – continued career development
 - Competition – All our competitors are firmly wedded to the GS philosophy

What do GS need to do to survive?

- Provide a valued service to students
- Provide a valued service to staff
- Develop a customer support ethos
- Integrate with Research Support
- Become an integral part of the research environment for the institution – REF
- Continue to evolve and update
- Keep waving the flag for research students

Believe me, I'm a Doctor!



MF