



March 5, 2023

Search Committee for the Dean of the Graduate School
University of Colorado, Colorado Springs (UCCS)
cu.edu/cu-careers (job #: 29152)

Dear Graduate Dean Search Committee:

Please accept the materials submitted for the Graduate Dean position at UCCS. After reviewing your job requirements, I am very interested in being considered as a candidate for this opening. I have worked in public research universities (e.g., Southern Illinois University Carbondale which is also a land-grant institution, and the University of Toledo, Ohio). They are like UCCS in research and graduate education. As you can see in my CV, my experiences as the dean of College of Arts and Sciences (CAS), Associate VP and interim Executive Director of Global Initiative, and as the Graduate School dean for four years (2015-2019) and my current role as our Faculty Senate President (elected in 2021 and 2022) to represent 1500 faculty members at SIU Carbondale surely help me to serve successfully and collaboratively as the Dean of Graduate School at UCCS.

Academically and administratively, **first**, I received a *Ph.D. in Psychology* from Stony Brook University (aka SUNY Stony Brook). **Second**, I have been a *tenured full professor* and have produced *12 scholarly books* and authored or co-authored over *120 publications* including refereed scientific journal articles, peer-reviewed book chapters and other general publications. I am still an active scholar. **Third**, I have gained substantial experience in administration *as an academic program director, departmental chair, Dean of the College of Arts and Sciences and Dean of the Graduate School*. I am supportive of faculty growth, graduate student success, and shared governance. **Fourth**, my communication skills and leadership skills are highly respected, along with my great ethics and integrity. I am a strong advocate of diversity, inclusivity in research, having initiated and implemented a variety of national and international research projects. **Fifth**, I have received and implemented several federal and state grants (approximately \$6.0 million) and have actively been involved in fundraising both for university programs and community projects (raising \$9.0 million). I strongly support knowledge production, creativity, innovation, and discovery. **Finally**, I have worked at *various institutional settings*, including complex doctoral public land-grant universities. All these are required as important qualities and qualifications for the Dean position. Below is my detailed narrative.

1. Strategic planning experience, and human resources, budgetary management, and enrollment management (with innovative programs—certificates and others)

I have much experience in strategic planning, HR and budgetary management. **First**, as the Dean of the Colleges of Arts and Sciences (CAS) at Minot State University in North Dakota and later as the Dean at the University of Toledo, Ohio (where the CAS was dissolved into three colleges), I was responsible for the largest college on both campuses respectively. As described on my CV, my administrative responsibilities as a dean and chair are included but were not limited to: strategic planning of liberal arts and science education; research and operation; budgetary management; supervision and evaluation of faculty and staff members; sharing governance and working with constituencies; program review and assessment; promotion of academic excellence and diversity; student learning and other academic matters; facility and other resources management; and grants-seeking and fundraising for faculty and students. With respect to budgetary management, I have managed the budget of approximately \$15 million (approximately 150 FTE) for the College of Arts and Sciences at Minot State University and \$39M (approximately 390 FTE) for the College of Arts and Sciences at the University of Toledo.

Second, as the Dean of the Graduate School at Southern Illinois University, Carbondale, I was the chief administrative and academic officer of the Graduate School with approximately 3500 graduate students in

doctoral, masters and other graduate and professional programs. Daily, I managed, administered and supervised Graduate School operations by working with our staff members very collegially and effectively. My primary responsibilities also included, but were not limited to: strategic planning and budgeting (with over \$20M in personnel, assistantships and fellowships); accreditation and academic quality control (e.g., graduate program review and implementation, and program update and development); admission and enrollment management (recruitment, retention, advisement and degree completion), records and registration; advocacy of excellence and diversity in graduate education and research; support of online and international education; compliance with applicable laws, the University and the Graduate School's policies, and various other policies; sharing governance by working with graduate students organizations and the Graduate Council; collaborating and partnering with various constituencies and offices on and off campus; and seeking external resources to support graduate education and research.

Third, I have substantial experience in strategic planning and implementation, both in academia and outside. I had been on the strategic planning committee for the city of Toledo for several years by working with different mayors, focusing on Toledo's economic development and initiatives. These strategic initiatives produced a positive economic impact on the city of Toledo, Ohio. Institutionally, I have served on the strategic planning committees at various institutions for over 20 years with other colleagues (e.g., Minnesota State University in Mankato, Minnesota; Minot State University in Minot, North Dakota; University of Toledo in Toledo, Ohio; and Southern Illinois University in Carbondale, Illinois). On these committees, we dealt with the institutional long-term and short-term plans very effectively. In the past years, as the Dean of the Graduate School at SIU Carbondale, I have worked with different constituencies (Graduate Students, Graduate Council and Graduate Faculty and Staff members, Graduate Alumni, and Graduate School's National Advisory Board) to develop a plan for the Graduate School (2016-2020). The plan includes five strategic directions for SIU Carbondale's graduate education—i. Managing Graduate Enrollment; ii. Advocating Excellence in Graduate Education and Research; iii. Promoting Graduate Diversity, Equity, and Engagement; iv. Improving the Best Practices for Graduate Training and Operation; and v. Maximizing External Resources (e.g., fundraising and grants) for Graduate Programs and Graduate Students. Through implementation, we can see the progressive impact on our students and graduate programs based on the strategic plan.

Finally, enrollment (i.e., recruitment, retention and degree completion) is essential in higher education, especially since the number of tuition-paying students is a fundamental part of revenue to campuses' daily function, operation, and on-going academic excellence (including student success, faculty/staff development, and other areas) on campus. When I was a chair at Minnesota State University, I doubled our undergraduate and graduate enrollment. When I was Dean of the colleges of Arts and Sciences at Minot State University and the University of Toledo, we increased the college enrollment by 5% each year. At the Graduate School of Southern Illinois University Carbondale, despite no state budget for two continuous years, our tuition-paying masters-level students increased by 5%. For example, at SIU, we developed twelve 4+1 accelerated programs, almost 20 full or hybrid online programs, graduate certificate program and part-time training programs or workshops for adult learners with full time jobs (like graduate micro-credentials or badging programs in Colorado).

2. Research advocacy and administrative commitment to faculty and graduate students' learning/mentoring and research, creativity, and discovery, and resource seeking

Both as a faculty member or as an administrator, I am a very strong advocate of faculty and graduate students' research, scholarly and artistic creativity, innovation, and discovery. **First**, as a very active scholar and scientist, I have been actively pursuing the production and dissemination of knowledge and seeking and implementing external grants to support for own research projects and academic programs for the past 25 years. From my vita, I have had produced 12 scholarly books and 120 publications including numerous scientific peer-reviewed ones. Many of our publications were coauthored with my students. I have also received and implemented several federal, state, or private foundational *grants* (approximately \$6.0 million)

by working with various colleagues on and off campus. That means that I had much experience of building research relationships in federal, industrial and institutional environments (see my CV).

Second, as a prior dean of the college of arts and sciences (CAS) for several years, our college's faculty members (e.g., the science faculty members at the University of Toledo) generated the most external grants among the colleges on campus. For example, in 2008, the CAS of the University of Toledo was the most prolific college (Awards=\$22M) among all the colleges of arts and sciences in the state of Ohio (except Ohio State University) with regards to external resources from NSF, NIH and other agencies and corporations and industrial partners.

Third, as the Dean of the Graduate School at Southern Illinois University Carbondale, I built a very strong **mentorship program** for our graduate students and faculty members here as you see in my CV. I worked with Vice Chancellor of Research Office closely and encouraged our graduate faculty members and graduate students to **seek external resources**. Even when we did not have budget for several years in Illinois, our external grant dollars increased by almost by 20%. In the past years, with the strong support of the SIU Carbondale Foundation Office, I worked with a half-time development officer to reach out to and reconnect with hundreds of graduate alumni via meetings, email messages, telephone calls, and the *Graduate Saluki Stories* publications. For example, we have raised over \$650,000, of which were two estate gifts of \$100,000 and \$500,000 to support graduate education. Additionally, because no state support was allocated to graduate students to present their research at national and international conferences, we raised more monies to help them achieve this crucial goal.

3. Diversity and inclusive excellence in research and graduate education, and Interdisciplinary research collaboration, and interdisciplinary graduate program development and accreditation

To me, student inclusivity or diversity includes students of color and gender, first-generation students, veteran students, international students and nontraditional students. Being a dean of college of arts and sciences, I had experience and understood multi-dimensional metrics that support research missions across a variety of disciplines. The productivity of humanities scholars and artists are different from the productivity of STEM faculty members when we measure faculty members in terms of their production of knowledge, research and creativity. I am very committed to the diversity of research and the diversity and inclusive excellence of research and graduate education. For example, as the Chair of the Department of Ethnic Studies at Minnesota State University, our faculty and I successfully developed two graduate programs, including an MS in Multicultural and Ethnic studies and an interdisciplinary diversity certificate (online). At Minot State University, our faculty members and I worked together to recruit more American Indians and other ethnic minority students. I have still been working very closely with American Indian reservations, including recruiting and supervising American Indian graduate students.

As the Dean of the Graduate School at Southern Illinois University, I helped to develop several new graduate disciplinary and interdisciplinary graduate programs which increased our enrollment of tuition-paying graduate students as described above. I also implemented two graduate fellowship programs for underserved graduate students—the PROMPT (Promoting the Recruitment of Multicultural Professionals for Tomorrow) fellowship program and the Graduate Dean's Fellowship program for those who overcome great challenges to reach their graduate and professional goals. In the past three years, I took our chairs and a few deans to visit and recruit at Harris Stowe State University. In terms of interdisciplinary graduate education and research, our environmental resource and policy (ERP) program is part of the Graduate School at SIU Carbondale. It involves four colleges (e.g., liberal arts, science, engineering and agriculture) and numerous departments. Faculty members are encouraged to do research together and supervise graduate students collaboratively. I helped to develop a partnership agreement between our ERP program at SIU Carbondale and SIU Edwardsville. Finally, as you see in my CV, I have had much experience in academic assessment and accreditation. Program review, assessment and accreditation help to enhance academic excellence and institutional strategic planning.

4. Communication and social skills, listening skills, integrity and Compliance

My decisions are data-driven. I check the data or consult with different parties before making any important decision. When our directors, chairs or direct reports are tasked based on our mutually agreed objectives or goals, I follow up with them and hold them accountable through clear and valid metrics. Also, as a psychologist, I am socially approachable with a sense of humor, optimism, high emotional intelligence and listening skills. I am always very energetic and listen well. I know how to engage and communicate with others effectively. I have leadership skills with the ability to set challenging and attainable goals, and work with and inspire faculty and others to high levels of creative performance.

I also have a high sense of integrity and responsibility for the university and different colleagues when we deal with federal and state legal compliance involving research and graduate education. I have had experience of implementation involving compliance and regulation that govern research and graduate education. All these are relevant to your job description.

5. Articulation, transparency, shared governance, and respect for faculty research talents

As a dean for several years, I have much experience to articulate the needs of the faculty and graduate students. As the Dean, I will be able to articulate the vision and goal of the University research and graduate education to different constituencies both on and off campus—e.g., faculty, graduate students, staff, leadership teams, business leaders, funding agencies, government officers, industrial and business leaders and other colleagues and friends.

By serving as an academic chair and dean for years, I have been very proud of the faculty members from different fields and departments at various institutions from where I have worked. I always did my best to attract, strengthen and retain excellent faculty from diverse backgrounds. **First**, I believe part of our strength is to serve colleagues rather than to manage them because I am a faculty member above all. **Second**, as the Dean of the Colleges of Arts and Sciences in ND and OH, I often organized various grant writing workshops and trainings for faculty on campus or sent faculty or chairs to various training sessions off campus. As the Dean of the Graduate School, each semester, my staff and I organized workshops or training sessions for our chairs, graduate directors and graduate faculty members with regard to mentorship and best practices. **Third**, I strongly support faculty scholarship, research, teaching and their professional growth and staff development. Academic excellence is based on research, teaching, scholarship and services. Chairs, especially, are academic leaders or role models for faculty with regards to teaching and scholarship. I have considerable experience in training and mentoring new chairs, new faculty and staff members. **Fourth**, to me, it is important to “share governance” and to “build consensus,” (e.g., “flexibility, and teamwork”). If an administrator or other leaders can share governance and collaborate with the faculty and other colleagues on and off campus, projects and tasks can be accomplished more harmoniously and effectively. From my work with various institutions and diverse faculty members, colleagues or associations on and off campuses (i.e., in Massachusetts, in Minnesota, in Ohio, and in Illinois), I value more and am more dedicated to shared governance and transparency after learning a powerful lesson of the re-organization case at the University of Toledo in 2008. Currently I serve as the Faculty Senate President (elected in 2021 and 2022 to represent 1500 faculty members) and fully appreciate the importance of shared governance at SIU Carbondale.

6. Staff support and supervision

I greatly appreciate our staff members’ work and services. They are usually the group members who pay less and work longer hours on campus. As a chair, director, academic dean, and Faculty Senate President, I depend on their help and service. In return, I am always available to provide support and guidance for them as needed. For example, I sent them to various workshops and training sessions for professional growth and provide flexible work schedule with the permit of the university policies. In fact, the staff members of our Graduate School play a very important role in the daily operation of our graduate programs on campus, working with graduate students, graduate faculty and various offices at the University. It is my job as a dean to

support the staff members who work with me. In brief, I have had much experience of recruiting, training, retaining and supporting talented staff members from diverse backgrounds as a Dean of College of Arts and Sciences and as a Graduate Dean.

7. Why am I interested in the Dean of the Graduate School at UCCS and Why Now?

I see myself as a very good fit for UCCS as a successful Dean of Graduate School. **First**, based on our leadership position description, I can resonate well with the mission of UCCS—“ The Colorado Springs campus of the University of Colorado shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards. The Colorado Springs campus shall offer liberal arts and sciences, business, engineering, health sciences, and teacher preparation undergraduate degree programs, and a selected number of master's and doctoral degree programs.” By working with different people (e.g., the provost, other deans and graduate faculty/staff and students), and constituencies, I can help to develop the Graduate School’s strategic priorities based on the UCCS’s mission, to increase graduate enrollment, to enhance excellence of graduate programs, to mentor graduate students, faculty/staff, and to foster graduate faculty’s interdisciplinary and collaborative research on issues or problems relate to the region, state and around the world, to advocate for diversity, equity, and inclusion and to recruit, retrain and support a strong diverse staff and graduate student body at the Graduate School at UCCS. **Second**, I have had much experience of working as the Dean of the Graduate School at Southern Illinois University Carbondale (2015-2019). In brief, I have all the experiences and skill sets as you expect for this position at UCCS. I have very strong academic background (e.g., graduate teaching, scholarship, research experience, and graduate student engagement, and applied learning and research experiences). My substantial administrative experiences, including strategic planning and implementing, budgetary management, leadership skills, management style, social and communication skills, new program development (professional, masters and doctoral), program review and accreditation experiences, online and other nontraditional graduate programs, innovative and entrepreneurial experience (e.g., seeking external grants and fundraising), faculty and staff development, staff supervision, collaboration with other administrators, partnership development, globalization and diversity advocacy, and sharing governance—please see the appendix at the end of this cover letter. **Third**, why am I interested in this position at UCCS now? I was the Dean of the Graduate School at SIU Carbondale as described above. Due to budget constraints and re-organization, the Graduate Deanship position and Vice Chancellorship position of Research were merged into one position in 2020. A new person was hired outside. I was back to faculty to serve for the faculty senate as an academic leader since 2020, which is another way to support our faculty and graduate and undergraduate students. As the Faculty Senate President, I have had opportunities to work with our faculty, Chancellor and Provost on the weekly basis and have come to know the University from the 360-degree perspective for the past three years. Now it is time for me to consider the Graduate Dean at UCCS.

In conclusion, in my 18-year leadership career, I have been a successful chair/director, dean and a faculty senate president. I will be more than willing to share my administrative success with you orally when opportunities allow. Enclosed please find a copy of my updated CV and other materials. I appreciate your treating my file in a very **confidential** way. Please feel free to contact me if more information is needed. I look forward to hearing from you.

Very Sincerely,

Yueh-Ting Lee

E. Yueh-Ting “Y-T” Lee, Ph.D.
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