



Missouri
State[™]
UNIVERSITY

Identifying and Supporting Graduate Program Directors

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Council of Graduate Schools

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Graduate Education at MSU

- Over 3600 Graduate Students
 - Business 26%
 - Health-Human Services 22%
 - Education 20%
 - Agriculture, Arts/Letters, Humanities, Sciences, Interdisc 25%
- 47% Full-Time
- Graduate Credentials
 - 6 Professional Doctorates (2 in partnership)
 - 3 Specialists
 - 55 Master's
 - 60+ Certificates

Statement of Need

- Assumed position in 2015
- Faculty perspective and now dean perspective: GPD role is not well defined, consistently administered effectively, adequately supported, etc.
- Former Director of Admissions
 - Took initiative to develop Grads Dashboard
 - Publish a quarterly newsletter
 - Host GPD meetings once/semester
- Orientation for new GPD
 - GC staff basics on using Grads Dashboard, Degree Works
- During interview... one area of emphasis
- **There is a SCIENCE behind this.**
 - We understand about science, so I engaged a consultant with expertise (PhD in org psych, professional consultant to businesses, non-profits)

Method

- Interviews: Deans, Department Heads, Graduate Program Directors
 - Semi-structured 40-60 minute face-to-face interviews
 - Topics of discussion
 - Selection & onboarding
 - Role definitions: essential duties, responsibilities, expectations
 - Examples of outstanding & inadequate GPD performances; Underlying traits
 - Inclusion of GPD role as part of performance evaluation
- Surveys: Hosted online & delivered to all graduate program directors
 - Task inventory: 4 major role responsibilities; 54 unique task statements
 - Criticality of task & ratings of frequency performed (1-3 Likert-type scale)
 - Demographic, program, selection, compensation, significant challenges

What Drives Performance?



Maier, N.R.F. (1955). *Psychology in Industry (2nd Ed.)*. Houghton-Mifflin, Boston.

Defining Performance

- Enrollment
- Retention
- Completion
- Minor sport metric
 - *Don't cause me any trouble*
- What else?
 - Research productivity (during and after)
 - Alumni engagement, including donor support

Golden List

- Recruitment
- Admissions
- Advising
- Administration

Recruitment

- Organize and coordinate on-campus and off-campus recruitment/marketing initiatives into traditional (and accelerated if applicable) tracts for the program
- Follow up with students who request information
- Return phone calls/emails/texts from prospective students in a timely manner
- Be available to meet with students who visit campus
- Maintain and update graduate program information on websites, brochures, etc.

Admissions

- Manage the application life-cycle
- Communicate with applicants in a timely manner regarding application status
- Make admission decisions and inform Graduate College Admissions in a timely manner
- Coordinate the ranking and selection of the program's graduate assistants; communicate with students and submit names to department/college office to initiate the hiring paperwork

Advisement

- Coordinate initial advisement to all incoming students on required course work for first semester
- Ensure that an advisor is assigned to each student, and that the student is notified of this.
- Monitor semester progress for each student in classes, research, assistantship performance.
- Ensure appropriate progress toward completion for each student (consistent enrollment in necessary coursework, research milestones)
- Contact and develop solutions for students requiring attention or accommodation
- Motivate appropriate completion and submission of time-sensitive forms and requirements (e.g., Program of Study; Comprehensive exam requirements; Intent to graduate)
- Monitor and submit completion-related tasks (e.g., Comprehensive exam requirements/results; Seminar reports)

Administration

- Work with department administrator to assure a course rotation that allows degree completion over a known time; ensure advisement of students regarding this rotation
- Coordinate with department administrator and/or departmental/college curriculum committee to ensure curricular changes related to the graduate program are done expeditiously and accurately
- Assist with compiling information for annual reports, program assessment, program reviews, and accreditation documents (if applicable)
- Maintain accurate and ongoing records of all graduate students, and provide information as requested to Heads, Deans, etc.
- Ensure program adheres to any accreditation (program review) requirements
- Serve as informational lynchpin between program (including graduate faculty and students) and broader groups (e.g., department, college, graduate college, university, professional bodies)

Organizational Support

- Major Findings
 - Limited GPD time for synchronous training
 - Diversity of GPD work limits training content applicability
 - Multiple models of GPs, information in silos
- Recommendations
 - Asynchronous training & on-demand resources
 - Single-stop for GPD-relevant information & resources
 - Use existing professional development to deliver critical training

MSU Org Support

- Professional Development Offerings
 - Infrequent
 - Relevant/Useful
 - Credit-Bearing (Master Advisor)
 - Networking/No Agenda
- Graduate Ed Toolkit
 - One-stop shopping
 - Anywhere, Anytime, Just In Time
 - Affordable
 - Blackboard GET Community
- Admissions Support (WebADMIT)
 - Scheduled
 - Drop-Ins (including Zoom)

Prof Develop: GPD Meetings

- Topics for 2018-2019
 - Networking Breakfast and Lunch
 - Grad College Policies
 - Admissions System (GradCAS)
 - Also have weekly labs (virtual or F2F)
 - Supporting Mental Health in Grad Students
 - Configuration of 2020 GradCAS
- Topics for 2019-2020
 - Networking Breakfast and Lunch
 - Overview of GET
 - Admissions System (GradCAS)
 - Marketing/Recruitment (EMP)
 - Enrollment is President's Focus for 19-20
 - Increasing Access to Graduate Education

Grad Ed Toolkit: One-Stop Shopping on Bb



- Graduate Education Toolkit
- GET - Welcome
- Information from Most Recent GPD Meeting
- Graduate Calendar
- Graduate College Policies
- GPD Responsibilities
- Weekly Thesis Reports
- Program Targets/Enrollment
- (Supporting) International Students
- Recruitment/Marketing
- Advising/Forms
- Research
- Professional Forum
- Admissions (WebAdMIT)
- Hiring Graduate Assistants
- Resources/Opportunities
- Tools
- Help

GET - Welcome

Build Content Assessments Tools Partner Content

Discover Content



Welcome!

This Blackboard community is intended to serve as a centralized location for information about graduate education at Missouri State. Currently, the site is still in the process of development, but information is being added weekly. Below is a list of topics that will become available as the semester progresses. Items in **bold** are accessible through the tabs on the left of your screen. These tabs contain relevant content, web links to pertinent information, and resources that you might find helpful.

- **Information from Most Recent GPD Meetings**
- **Graduate Calendar**
- **Graduate College Policies**
 - [Links to Graduate College policies and procedures web pages](#)
 - [GDP presentation on Graduate College policies](#)
- **GPD Responsibilities**
- **Weekly Thesis Reports**
- **Program Targets/Enrollment**
- **(Supporting) International Students**
 - [Link to International Graduate Admissions web page](#)
 - Template for Conditional Admission of International Students
 - How students register for courses as non-degree seeking
 - International Students Serving as TAs
 - [Research regarding JTA experiences](#)
- **Recruitment/Marketing**
 - [Mind's Eye Magazine](#) (web link)
 - [Graduate Admissions Guide](#) (full color PDF document to share with prospective students)
 - [CRM - EMP](#) (Enrollment Marketing Platform)
- **Advising/Forms**
 - [Graduate program plan of study](#)
 - [Forms relevant to graduate students](#)
 - [Presentation on supporting graduate student research completion](#)
 - [Blackboard thesis site enrollment and information](#)
 - [Graduate College transfer credits policy](#)

Motivation

- Major Findings
 - Traditional methods (the carrot and the stick) present challenges
 - Stick: No one will do it; why punish/threaten a willing faculty member?
 - Carrot: Limited \$\$; limited course release time; doesn't benefit tenure/promotion
 - Uncertain performance expectations
 - Provide challenges
 - Hard to hit a moving/unknown target
 - Other rewards offer promise...
- Recommendations
 - Humans' intrinsic needs for Autonomy, Competence, Purpose
 - Low-cost, sustainable methods
 - Autonomy
 - Micromanagement quashes performance
 - Establish clear expectations, provide support as needed, let them excel
 - Frequent, informal **collegial** dialogue with DH
 - Competence
 - Provide relevant challenges and developmental performance feedback
 - Becomes more than just “holding down the fort”/“minding the shop”
 - Purpose
 - True concern for students' success (we change lives!)
 - Meaningful, lifelong social connections
 - Student success and transformation

Abilities

- Can be changed in two major ways
 - Selection/Hiring: Put someone else in the role
 - Training: Instill/develop level of relevant abilities
- Major Findings
 - Hard to be choosy (limited pool of willing candidates)
 - Limited time/resources for new GPDs to 'learn the ropes' before beginning
 - Major GPD need = more TIME
- Recommendations
 - Identify abilities most relevant to goals/outcomes (e.g., student recruitment vs. completion)
 - Choose GPDs with greatest level of relevant abilities
 - Recruitment: Charisma, sourcing networks vs. Completion: Selflessness, proactive intervention w/ students
 - Common trait: Concern for students
 - Transition (train) new GPDs over semester in mentor model
 - Tailor expectations to traits of available faculty member
 - Consider and use collective talents of all program faculty