

College at Brockport, State University of New York
Susan Stites-Doe, Dean of Graduate Studies

sstites@brockport.edu



Fast facts:

- Western NY
- 7000 undergraduate students
- 1300 graduate students
- 40 grad degree programs

Brockport's structure and my place in it

- Centralized processing of applications
 - 20 graduate departments
 - Graduate Office does NOT control how many students faculty admit
 - Cajoling, reference to campus needs.
- Report directly to the Provost
- Job tenure: 7 years

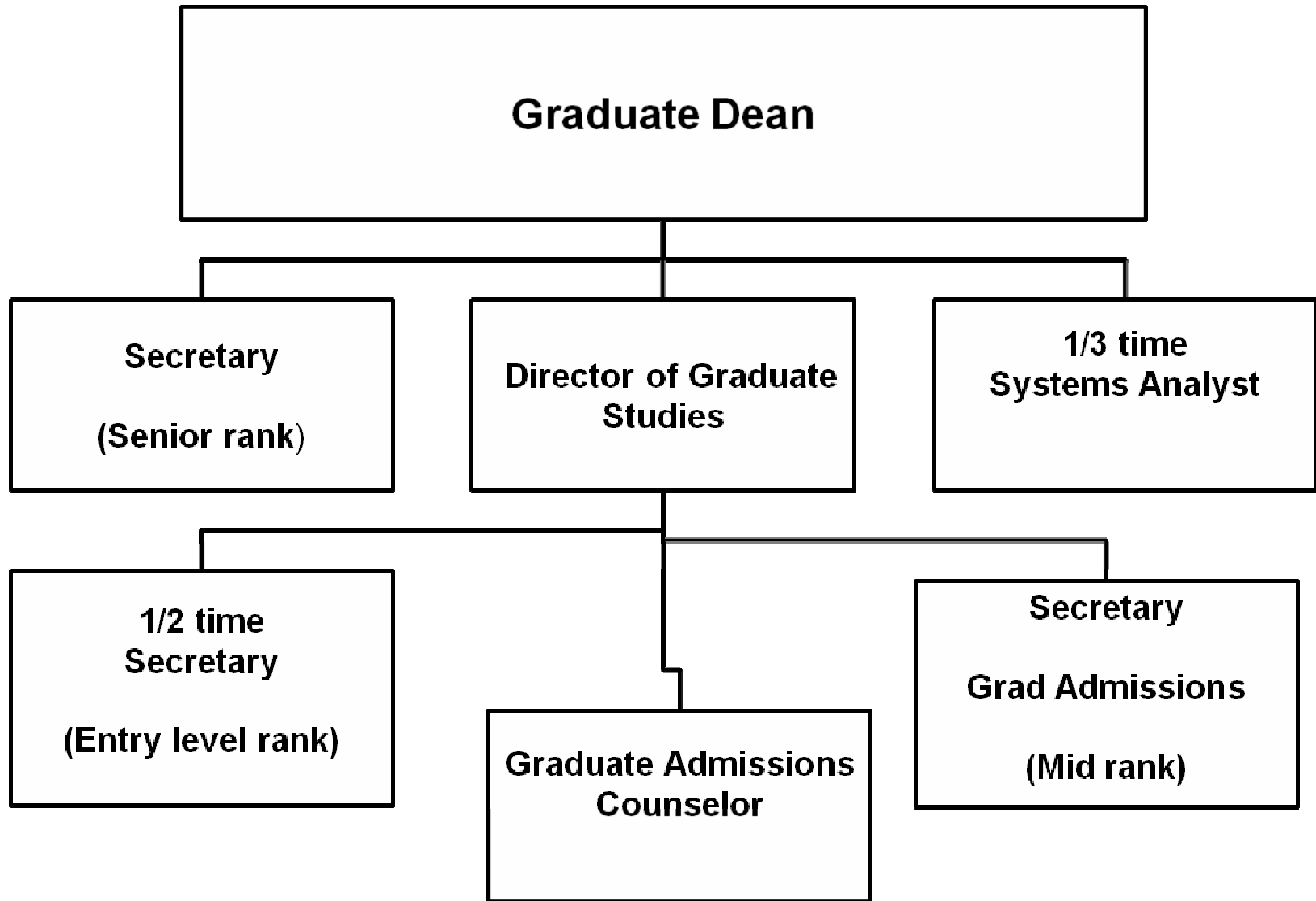
**Susan
Stites-Doe, PhD**
Dean of Graduate Studies
Professor
(Business, Organizational Behavior)

Graduate
Admissions,
Graduate
Studies

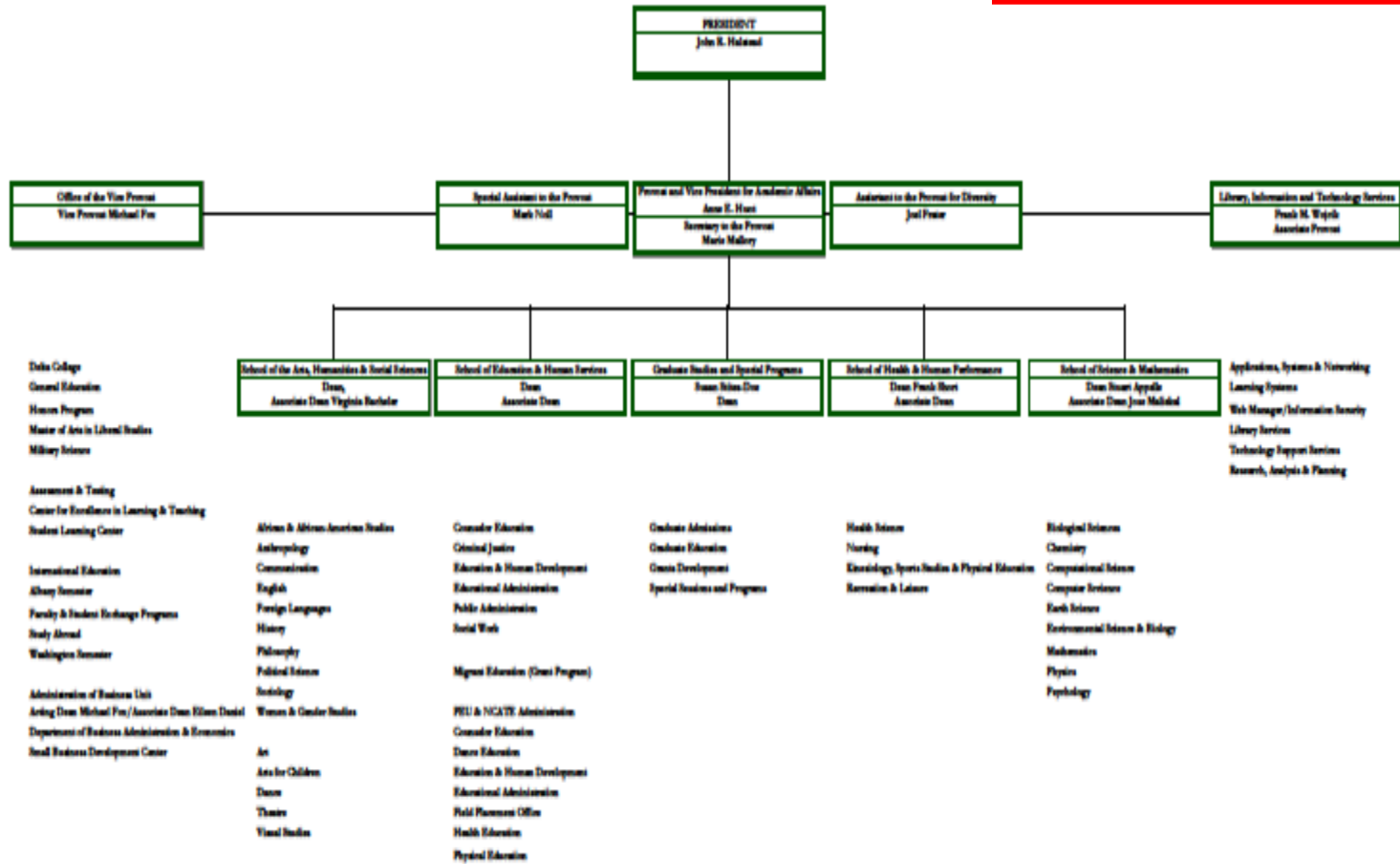
Grants
Development

Summer/
Special
Sessions,
MetroCenter,
Telecourses

C-Step /
McNair



See page 47 model A
– no “graduate faculty”



Distillation of thoughts from Graduate Deans at Masters' focused institutions:

“First they deprive me of necessary “oxygen” (resources) to do my job and then I am asked to increase enrollments, work with others across campus who don’t even know we have graduate programs, and, in general DO MORE.

Graduate departments think we should be doing everything and that they just need to sit back and wait for the applications to roll in. That’s the model in play at the undergraduate level, and its hard to change the culture around that belief.”

What to do to... ?

1. Get off on the right foot
2. Change gears
3. Maintain support
4. Avoid conflict

1. Justify investment in graduate education
 - Does undergraduate education drive the bus at your institution?
 - You need to work as hard as you can to change your situation.
 - Make sure to tell others what the value of graduate education is to the campus.

Sprinkle a “pitch story” all over campus, at town-and-gown events, with donors, in meetings with the President’s cabinet, faculty, athletic directors, etc.

- *“The graduate enterprise contributes \$2.2 million dollars in tuition and fees to the campus each year. We support the local region by supplying them with 75 masters qualified teachers a year, 45 MSW recipients, 20 trained bench scientists, and many other trained graduates. Graduate students work with faculty by contributing to their research, and add to the quality of our student body overall.”*

2. Get data as fast as you can and use it to identify trends and to get additional resources.
 - Carry a fact book to ALL meetings and use it.
 - Track data **OVER TIME** to show trends.
 - Calculate the value of your office:
 - Marketing costs and results
 - Applications “saved” via your staff’s interventions
 - Number of emails answered
 - Responses to customer service opinion cards quantified
 - Attendees at open houses

- In my fact book:
 - Admissions reports
 - Application trends
 - At-a-glance admissions requirements
 - Revenues
 - Budget expenditures (be sure to include marketing costs)
 - Cost of attendance
 - Credit hour trends
 - Enrollment data
 - GA/TA allocations, placements, budget
 - Headcount trends by department
 - Grants
 - MetroCenter
 - Organizational Chart
 - Other
 - Policy enforcement
 - Target reports

3. Collaborate and coordinate with your fellow school deans who have HIGHER power positions.
 - **The greatest power of all is the power held by the faculty. Get them on your side and either gain their support early and often, or change direction.**
 - **The best way to get faculty support is to turn over power to them... involve them.**

Distillation of thoughts from Graduate Deans at Masters' focused institutions :

“Sometimes it feels like I’m standing in the middle of a large sun dial. If I want to complete one task I rotate slightly and work with a person sitting along one edge of the dial. If I want to accomplish something else I turn another way and try to get buy in from someone else.

Many times it feels like I can’t make decisions because I don’t have the necessary authority to get my job done, but have ALL THE RESPONSIBILITY for results. So... I just keep on turning and turning. If my role were more clear to others on campus, and if graduate education were more prominently positioned on campus, I might have less difficulty. ”

4. If you can, define your role as clearly as possible.
5. Your number one job is revenues and program quality.
6. Make graduate council the next most important part of your job.
 - If you don't have one, get one.
 - If you have one, keep it at all costs.
 - **Consider selecting a panel of advisors to personally advise you. Pick influential faculty members even if they are curmudgeonly and unpleasant. Find a path that they support and use their support as a fulcrum.**

7. BEND POLICY NOT RELATED TO PROGRAM QUALITY WHEN YOU CAN, even though it hurts a little.

Graduate policy is only tolerated if enrollments are good.

REVENUE IS KING

Distillation of thoughts from Graduate Deans at Masters' focused institutions :

“Now that I’m a dean I realize what the potential for conflict in this position really is. The risk of ticking people off whose support I need is always high!

I live life in the middle. In problem solving situations, e.g., in solving student problems, if I take the side of the faculty members I risk offending the department chair and/or dean. If I do ONLY what the school dean wants me to do I risk alienating faculty who sit on graduate council.”

Guiding Principles and key questions for use in student problem solving situations:

Is there adequate existing policy to guide is in this case?

If we set aside policy, how do we learn?

Have we erred in any way in guiding the student?

Either the department or other offices involved?

What does the department wish us to do, and why?

What does school dean wish us to do, and why?

Can we improve our inter-and intra-campus relations, act humanely in support of students, AND protect program quality at the same time in the process of resolving this student case?

Is there another way that I haven't thought of? (Call advisors? Registrar?)

In taking my preferred steps and actions, how to I support current and future enrollments?

8. Save everything, keep good records.

You'll be working so fast and furiously that you'll forget what you've done in the past and it will be important for the world to see you as a consistent and fair decision maker who cares about students.

LAST piece of advise...

Ask your fellow deans! Stay involved at CGS.

Good luck!