

Compact for the Graduate College 2008-2010

Introduction

The compact between the Provost and Vice President for Academic Affairs and the Vice Provost for Research and the Dean of the Graduate College for 2008-2010 includes the following:

A. UNIT MISSION AND KEY FUNCTIONS

The mission of the Graduate College, according to the BGSU *Academic Charter*, “is to provide the leadership to ensure that the highest possible quality is achieved and maintained in the teaching, research and degree granting functions of the Graduate College.” It serves as the primary advocate for graduate education and research at the University. It administers policies that promulgate best practices in graduate education. The Graduate College plays a significant role ensuring a high quality of student academic experience through mentoring and monitoring graduate student academic progress. In working with the Graduate Council and in collaboration with the other Colleges, the Graduate College evaluates and promotes policy, curricular, and program development that support the mission of the University.

The Dean of the Graduate College reports directly to the Provost and Vice President for Academic Affairs and works closely with the other College Deans regarding graduate education and/or research initiatives.

Key functions include:

Student experience:

Manage prospecting and recruitment initiatives

Administer the Graduate Admissions Office

Communicate to students about program requirements

Serve as liaison with graduate programs on student issues

Facilitate the development and review of graduate education policy

Manage the orientation for newly enrolled students (GradStep)

Promote diversity through the recruitment, retention and graduation of multicultural student body (Administer Project Search Office)

Advise students with academic deficiencies and challenges

Support Graduate Student Senate (GSS)

Graduate Student Records/Office Processing:

- Implement Student Admin Module of Campus Solutions (PeopleSoft)
- Manage the admission process for completeness and quality
- Process graduate student contracts
- Monitor registration, enrollment, and retention
- Drive academic time-line for students and programs
- Clear graduate students for graduation
- Manage and monitor capstone experiences (e.g., thesis, dissertations, projects, recitals, etc.) and related committees
- Complete OBOR reports and respond to national surveys regarding graduate education

Graduate Program/Academic Climate:

- Promote and support intellectually stimulating academic environment
- Promote and monitor excellence in master's, doctoral and graduate certificate program development.
- Manage curriculum modifications for courses, new degree and certificate programs
- Promote effective pedagogical and disciplinary preparation for graduate teaching assistants
- Participate in graduate portion of program review cycle
- Facilitate and promote on-campus workshops and conferences
- Celebrate graduate student achievements
- Enforce Student Code of Conduct

Financial support:

Provide competitive stipends to attract academically best qualified graduate students; manage and administer the graduate stipend budget

Manage and administer the tuition scholarship budget

Solicit applications for and select recipients of graduate scholarship awards

Foster financial support for graduate education

B. PERFORMANCE MEASURES

Student Experience

- a) Analysis of recruitment: percentage of prospects that are admissible, are admitted, and graduate.
- b) Efficient, accurate processing of application files to and from academic programs: (1) number of students that start an application and never complete it, (2) number of applications submitted that turn into completed applications, (3) number of applicants that are admissible, (4) number of admissible applicants that are admitted, (5) number of matriculates, (6) number of graduates, (7) percentage of electronic applications versus paper application, and (8) OBR paper file audit results.
- c) Updated and accurate Graduate Catalog, Graduate Student Handbook, Graduate College Webpage, and MYBGSU Graduate Community. Enhance electronic capabilities for graduate student services.
- d) Communications going outward (e.g., Graduate Council minutes, SRT emails, etc.) and input processed (e.g., schedule change forms, revalidations, etc.)
- e) Graduate student diversity enrollment data on academic progress, time to degree and graduation.
- f) Number of new policies and revisions
- g) GradSTEP program curriculum, enrollment, interface with program ,input from faculty; participants, and evaluation
- h) Number of successful outcomes in Student Code of Conduct issues(e.g., academic honesty resolutions, timely notice of academic probation)

Interaction with the Graduate Council and Graduate Student Senate

- a) Policies approved by the Graduate Council
- b) Number of curricular proposals
- c) Number certificate, masters, doctoral programs approved
- d) Number of initiatives endorsed
- e) Meetings with GSS leadership

Graduate Student Records/Office Processing

- a) Admissions process effectiveness. Survey graduate coordinators and keep record of student responses to services rendered by the Graduate College.
- b) Graduate registration, enrollment, and retention numbers
- c) Tentative Degree Plans received and approved
- d) Time-to-degree for each graduate program
- e) Checks for 12 hr/term for GAs
- f) ESL testing and requirements

Graduate Program and Academic Climate

- a) Consultations with academic programs and other academic deans on program quality and new hires; number of seminars/conferences supported annually. Monitor entering GRE/GMAT scores and cumulative undergraduate and graduate GPA, and undergraduate GPA in proposed field of study.
- b) Number of quality graduate degree and certificate programs approved through the internal BGSU and external state of Ohio approval process
- c) Methods to insure that graduate teaching assistants are adequately prepared before entering the classroom as teachers. Survey both teaching assistants and graduate programs as to availability and effectiveness of such preparation programs.
- d) Assure the highest quality of existing master's and doctoral programs. Utilize existing program reviews and annual data regarding enrollment,

academic indicators, faculty resources, graduation, and employment to assess the overall program quality and demand.

- e) Number of conferences/workshops supported and number of students served
- f) Number of recognitions of graduate student accomplishments (e.g., publications and publications, performances, exhibitions, etc.)
- g) Number of program assessment reports received and reviewed

Financial support

- a) Acceptance rate of graduate student contract offers.
- b) Stipend levels to comparable programs and universities.
- c) Guidelines and policies in granting tuition scholarships
- d) Number and quality of applicants for awards (e.g., Presidential Scholarships, Win Stone Scholarships, Katzner and Bookstore awards etc.)
- e) Number of donors and amount of donation, and number of per-call postcards and thank-you notes sent; number of contractual off-campus student experience (e.g., internships and field experience)

C. STRATEGIC GOALS

1. Conduct a systematic review of all doctoral programs and selected masters programs.

In response to President Ribeau's 2007-2008 Annual Imperatives, the Provost will initiate such a review in the Spring 2008 semester to ascertain program viability and quality.

Significant Initiatives to Achieve the Goal:

- i. Design a review process with possible incorporation of external reviewers, use of existing University program reviews and RACGS guidelines as sources for development of quality measures
- ii. Make recommendations with regard to the viability of programs reviewed.

2. Lead an effort to develop a system for the training, support, assessment of graduate students in classroom instruction at BGSU.

A number of graduate programs currently offer teacher-training courses, the strongest of which are discipline-specific. The Center for Teaching, Learning, and Technology is in a good position to contribute to the design of a training program, as they already offer a number workshops and programs for graduate students who teach, although these workshops and programs are not required. The Graduate College will draw on both the expertise of the CTLT and the best practices of existing courses, particularly as they address pedagogies that are attuned to the subject matter of particular disciplines. As part of this review, the Graduate College will review and update GradSTEP. Associate Deans in the line colleges will work with the unit graduate coordinators to ensure the implementation of courses for all graduate students who teach, including in-class supervision from faculty in the departments. The training will require coursework and supervised in-class experience before or where necessary in parallel with graduate student teaching assignments. A teaching portfolio will guide the professional development of graduate students.

3. Create competitive stipend levels in selective Master's and doctoral programs.

A priority for the Graduate College is to provide competitive graduate student teaching assistant stipends in selective doctoral and master's programs. The present stipend levels are now sufficiently below regional and national levels whereby Bowling Green State University is no longer the first choice of prospective graduate students. Even our most prominent doctoral programs experience difficulties in attracting the top applicants. Every program review in the last five years points out this deficiency. It is necessary to acknowledge that the University has over the years provided the same percentage increases to the assistantship budget as it has to salary increases for staff and faculty, but new creative utilization of existing and new funds need to be identified to assure competitive stipends in selective doctoral and masters programs are available.

The Graduate College will conduct a comprehensive survey of present assistantship stipend levels by using national and regional comparative data. The data will be used to determine necessary stipend adjustments to maintain competitiveness for the various disciplines and develop budgetary strategies to alleviate deficiencies in selective disciplines. In order to accomplish competitive stipend levels in the selective graduate program areas it is recommended that in 2007-2008 the 15% assigned to the Deans and the 5% assigned to the Graduate College be utilized to address the non-competitive stipend issue. As in the past, 80% of the stipend allocation will be assigned to the graduate program areas.

Significant Initiatives to Achieve the Goal:

- i. Comparative analysis of assistantship funding levels

- ii. Analysis of how to use the present assistantship allocation to make it competitive in selective master's and doctoral programs
- iii. Analyze the utilization of internal sources of funding
- iv. Analyze external funding opportunities, including grants, fellowships, internships, etc.

4. Promote on-line graduate programs and enrollment.

Currently the blended Executive Master of Organizational Development program, the Master of Art in English program designed for teachers and the online Master of Criminal Justice program serve as successful models.

Significant Initiatives to Achieve the Goal:

- i. Collaborating with graduate programs and IDEAL to continue to design and implement online graduate program
- ii. Work with IDEAL to promote the development and teaching for online courses/programs

5. Develop effective recruitment and enrollment management plans for all graduate programs.

Graduate programs must continue to play a significant role in the recruitment of their students. However, a more systematic university-wide process and funding model needs to be established to assure more consistent enrollment outcomes for all graduate programs.

Significant Initiatives to Achieve the Goal:

- i. Collaborate with the colleges and individual graduate programs in developing recruitment plans and setting enrollment goals and benchmarks
- ii. Reallocate present Graduate College recruitment support based upon achieved recruitment and enrollment goals and outcomes

6. Increase the number of fee-paying graduate students.

Certain graduate environments lend themselves to attracting fee paying students (e.g. College of Business Administration and the College of Education and Human Development) and the Graduate College will take a lead in facilitating the development of funding models that result in an increase of self supported students.

Significant Initiatives to Achieve the Goal:

- i. Collaborating with VP Finance to analyze programs that have a propensity for fee-paying student and develop incentive models.
- ii. Provide incentives to the programs to attract fee-paying students.

7. Leverage technology to improve faculty, staff and student services.

Continue to examine how new technology and existing technology can be utilized to provide improved and additional services to faculty, staff and students. Specifically, examine how admissions processing, graduate assistantship contracts, graduation processing, as well as other tasks can be more effectively managed by the use of existing technology and new technology. The Graduate College should capitalize on new opportunities, such as PeopleSoft whenever possible to improve services and continue to monitor existing services to determine their effectiveness.

Significant Initiatives to Achieve the Goal:

- i. Develop surveys and questionnaires specific to services provided to determine their effectiveness and use. Use existing and new technology to monitor technology usage and time spent to complete a specific task to determine effectiveness of technology services.
- ii. Successfully design and implement the Student Administration Module of Campus Solutions; specific to the Graduate College are the modules of recruiting, admissions, and student records.

8. Provide leadership during the development, approval process and administration of the Ph.D. in Learning Sciences with an Emphasis on Math and Science.

It is important that the interdisciplinary nature of the Ph.D. in Learning Sciences be maintained and be actively supported. To house the program in one of the academic colleges would undermine this intent and would most likely result in the program drifting away from its interdisciplinary focus. Furthermore, in order to sustain the academic and financial support of the program, the academic colleges that provide the faculty and budgetary support must have primary administrative responsibility for the program. Therefore rather than have the Ph.D. in Learning Sciences be housed in the Graduate College, it is recommended that the program be jointly administered by the Deans of the College of Arts and Sciences and the College of Education and Human Development. The Deans of the two academic colleges will appoint a director of the program who will meet regularly with the Deans or his/her designate to discuss academic, resource, and budgetary issues. The Graduate Dean will retain oversight responsibility to assure that the interdisciplinary aspect of the degree program is fully retained.

In collaboration with the College of Arts and Sciences, the College of Education and Human Development, and the Director of COSMOS, the Graduate College will provide guidance and support during the internal and external approval process of the Ph.D. in Learning Sciences.

Significant Initiatives to Achieve the Goal:

- i. Regular meetings with the Director of COSMOS, and the College Deans throughout the internal and external approval process.
- ii. The Graduate College will play an active administrative role to assure that the program retains its intended interdisciplinary character.

D. SPACE AND FACILITIES

The Graduate College has no immediate office space needs. The present space permits the Graduate College staff to serve the University community well. On a more general level, the quality of graduate education is affected by the facilities in which graduate student research, scholarship and creative activities occur. The quality of the research and instructional environment also has a significant impact on our ability to attract the highest quality faculty. The Graduate College concurs with the plan of addressing deferred maintenance immediately in order to improve the quality of physical plant.

E. DIVERSITY PLANNING AND ASSESSMENT

The Graduate College along with graduate program areas plays a significant role in promoting the recruitment and retention (through mentoring) of underrepresented graduate student populations. The Assistant Dean and Director of the Graduate College Project Search Program, attends outreach events and graduate student recruitment fairs at select colleges and universities regionally and nationally. The Director also plays a primary role mentoring and identifying mentors for the underrepresented population at BGSU, and organizing academic, professional, and social programs that encourage student success and enhance educational experiences.

The effectiveness of the program is determined by verbal feedback from program participants, student surveys, recruitment data, application, enrollment, retention, and graduation rates.

F. PUBLIC ENGAGEMENT

The Graduate College, in conjunction with the Colleges, will expand the use of graduate student internships by providing tuition scholarships for students who seek paid internships with regional businesses, government agencies, and non-profits. The Graduate College intends to identify prospective internship sites with the assistance of the graduate programs.

G. STAFF AND FACULTY CONSULTATION

The compact was developed in consultation with the Graduate College Leadership Team. After consulting with the Provost and Vice President for Academic Affairs, the document will be presented to the Graduate Council for input.

H. REPORT SUMMARY AND ALLOCATION SUMMARY

The Graduate College enforces policies passed by the Graduate Council to assure that a high level of academic quality is maintained in all graduate programs. The Graduate College, in close collaboration with the other colleges, also plays a leadership in the development of new certificate, masters, and doctoral programs. It provides support and guidance in the recruitment of graduate students and plays a significant role in graduate program review.

The Graduate College carries out a large number of functions that provide assistance to graduate students and faculty. From the initial inquiries to the final graduation, the staff of the Graduate College provides information, guidance and academic mentoring to graduate students. In monitoring graduate students academic progress the Graduate College interacts with both graduate students and faculty. The Graduate College administers most of the available financial support (assistantships, scholarships etc.) for graduate students.

Budget:

Allocation Summary:

	07-08	08-09	09-10
Personnel			
Faculty	276,449	284,742	293,284
Adm.Staff	325,768	335,541	345,607
Classified	332,715	342,696	352,977
Operating	157,472	162,196	167,061
Grad Stipends	9,648,813	9,938,278	10,236,426
Grad. Tuition Waiver*			
Grad Admission	26,000	26,780	27,583
Project Search	16,480	16,974	17,483
Grad. Student Orient.	21,115	21,748	22,400

*Will be included in accordance with the tuition allocation study.