

Integrated Graduate Enrollment Management Plan

2019-2021

COLLEGE OF
Graduate Studies AND Research

 MINNESOTA STATE UNIVERSITY MANKATO

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Workgroup Charge

The expanded campus workgroup on graduate education was charged with developing a comprehensive graduate enrollment management plan aligned with the *Strategic Enrollment Management Plan 2018-2023* and the University's *Strategic Directions 2016-2021*. Specifically, this included developing recommendations as well as goals, objectives, and actions that will:

- Enhance support for graduate students and faculty
- Establish and recommend actions to meet graduate enrollment targets
- Increase the diversity of the graduate student population
- Recommend improvements to the graduate assistant program
- Increase the reach and impact of the University's graduate programs
- Promote and strategically market graduate programs

Key Recommendations

The following key recommendations are connected to various aspects of the charge and are intended to address a singular purpose: to cultivate an inclusive campus learning environment in which graduate student success is both promoted and realized.

- Use data to make strategic decisions related to graduate education, including the optimal mix of graduate programs and awards, enrollment management, level of program support, and promotion of programs.
- Develop a financial model that provides the resources needed to nimbly and strategically implement the graduate enrollment management plan and ensures adequate support exists for graduate programs, graduate students, and graduate faculty.
- Enhance the visibility of the University as a leader in graduate education through strategic marketing and recruitment through the development of a comprehensive marketing plan that targets program-specific marketing to relevant audiences, with particular focus on diverse and underrepresented populations.
- Adopt recruitment and retention strategies that increase the number of underrepresented and international students and support a diverse population of graduate students by meeting the needs of students of different ethnic, racial and gender identities.
- Improve the processes and procedures associated with graduate student recruitment, admission, induction, and award completion, including the introduction of new practices, resources for strategic marketing, and the increased use of technology.
- Improve the graduate assistant experience by focusing on improvements to the process and procedures associated with the recruitment, orientation, supervision, and professional development of students.
- Advance the campus culture of research, scholarship, and creative achievement of faculty and students by more effectively highlighting their accomplishments to internal and external audiences and by providing increased levels of support.

- Currently, 47% of our graduate students do not step foot on the Mankato campus. These students entirely enroll in off-campus and online programs and courses. The number of extended education students will continue to increase, and it is essential to the graduate enterprise that student services and faculty support be available and deliverable to those engaged in graduate education beyond the traditional campus.

Over the past year progress has been made on elevating graduate education and research. For example, the minimum stipend for graduate assistant awards was raised, faculty delegations attended the winter and summer meetings of the Council of Graduate Schools, a grant writing consultant was engaged to assist faculty in identifying and applying for grants, and the stipend for the Douglas R. Moore Lecture was increased. Though these activities represent a significant investment in graduate education and research, additional resources will be required to implement the actions recommended in the graduate enrollment management plan.

The Plan Development Process and Information Sources

The Graduate Enrollment Management Plan Workgroup was comprised of members of the Graduate Curriculum and Academic Policy (GCAP) and Faculty Research sub-meet and confer committees as well as a group of faculty and staff members that responded to a call for participation from their respective bargaining units. A total of six meetings were held between April and August of 2018. At the initial meeting, participants were divided into two sub-groups (Graduate Enrollment Management and Graduate Assistantships) and co-chairs were selected for each. The Graduate Enrollment Management sub-group examined graduate recruitment and retention from a broad perspective, considering what factors affected student success and award completion. The Graduate Assistantship sub-group focused specifically on the role of graduate assistantships within a graduate enrollment plan. Each sub-group met separately throughout the summer months, but also reconvened and worked together during joint work sessions. Thus, sub-groups worked separately, but concurrently and shared information between the groups. The final report and recommendations represent an integrated product that reflects the consensus of the workgroup members. Co-chairs met before and after each workgroup session to plan, debrief, and coordinate the work of the sub-groups. The Graduate Enrollment Management Plan Workgroup reviewed an initial draft of this report in July and a second draft in August; feedback received at these points was incorporated into the current draft report.

Appendix B contains a schedule of presentations and consultations to be conducted with the campus community during fall 2018. A web page (<https://grad.mnsu.edu/gsr/gemgap/>) has been created to facilitate communication with the campus community; it is where the documents produced by the workgroup are posted and where a link to a comment box can be found. Following the fall consultations and presentations, a final version of the report will be submitted to the President's Cabinet for consideration.

Information Sources

As noted above, the graduate enrollment management workgroup used a variety of information sources to develop the plan. These include the following resources:

- Strategic Directions 2016-2021
- Draft Strategic Enrollment Management Plan 2018-2023
- Report of the Task Force on Graduate Education (2010)

- Proposal to Compensate Graduate Faculty for Thesis and Alternate Plan Paper Supervision (2007)
- 2018 Faculty Survey
- 2018 IPEDS Graduate Dean interviews
- Shared principles, goals, and aims handout

Graduate Enrollment Management (GEM) Sub-group Process

The GEM sub-group followed an inductive process to develop recommendations based on past reviews and the current context of graduate studies at Minnesota State University, Mankato. The work occurred through five stages: (a) review of past reports, (b) identification of foci areas, (c) development of expertise, (d) identification of actionable items, (e) dissemination and consultation process.

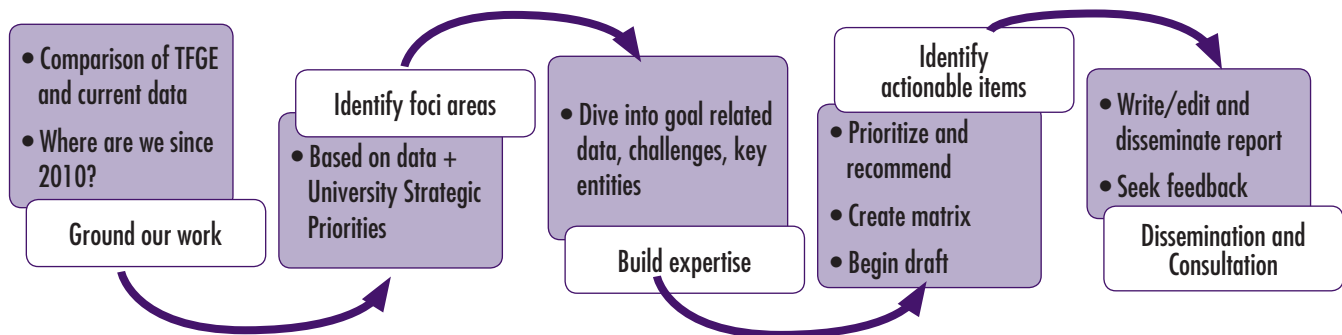


Figure 1. The GEM sub-group process.

In the first stage, work was grounded in the year and a half project conducted by the 2010 Task Force on Graduate Education (TFGE) and the current graduate enrollment data from the draft Strategic Enrollment Management Plan 2018-2023 and the University Strategic Directions 2016-2021. During the May meeting, members reviewed the TFGE in small groups and assessed the current status of each of the four recommendations as either accomplished, in progress, or minimal/no progress. The four TFGE recommendations (abbreviated) were:

- Develop an optimal mix of graduate programs that acknowledges multiple models of viability and recognizes the value of high-demand, high enrollment and high-demand, limited enrollment programs.
- Encourage and support the development of the “niche” program, recognizing that what makes a given program distinctive is dependent on a variety of discipline- and market-specific factors.
- Identify and nurture a select number of research centers that are focused on interdisciplinary research and, when appropriate, offer related graduate degree or certificate programs.
- Identify and eliminate barriers to high quality graduate education and research, including barriers to interdisciplinary research.

Then, each group considered the current context and needs within graduate education along with institutional priorities. If these needs differed or were missing from the TFGE recommendations, members noted the addition. These reviews were compiled and informed the next stage of the workgroup: foci areas and building expertise.

In June, members identified foci areas that are important to graduate enrollment management based on the results of the 2018 Faculty Survey, the TFGE report, the draft Strategic Enrollment Management

plan, and the University's Strategic Directions document. The foci areas link the past data with the present, and future aspirations through the integration of each of these information sources. These foci aim to direct attention to specific areas that could most benefit graduate enrollment management. Through a review of the quantitative and qualitative data in the 2018 Faculty Survey (see Appendix C "Summary of 2018 Faculty Survey") and the work of the sub-groups' reviews in May, the GEM co-chairs identified four foci areas, which were presented to the sub-group for feedback and discussion:

- Create a process to identify an optimal mix of graduate programs, including high demand/high enrollment, high demand/limited enrollment programs, doctoral, masters, certificate, and online programs
- Determine the optimal mix of graduate programs, identify signature programs based on discipline and market specific factors, and consider regional and employment demands
- Consider the graduate student experience and university culture
- Consider the faculty structure and university culture

During the meeting, sub-group members also participated in two presentations about the composite faculty survey data, discussed the foci areas, agreed upon the four areas, and began to develop related action items.

In July, the foci areas together with the workgroup charge led to the initial goals, objectives, and actions statements. Members divided into groups for each goal and added, edited, and developed the goal, its objectives, and its action items. Members also identified the level of priority and potential university partners for each action item. In a large group, members shared their work, provided rationale for their decisions, and discussed wording, partnerships, and any concerns that arose.

Between the July and August meeting, members were given the opportunity to anonymously prioritize by rank order the goals, objectives, and action items within each goal. The results indicated that members prioritized student-centric goals, objectives, and actions and valued securing the infrastructure and student support mechanisms within graduate education. During the August meeting, these results were shared and discussed. Members reviewed the goals, objectives, and action tables again and crafted a draft of the overall recommendations.

Throughout the work sessions, group consensus was developed through small group work, share outs of work to the larger sub-group, real time feedback and editing, thorough discussions, and compiling materials and notes in a shared folder.

Graduate Assistantship (GA) Sub-group Process

The GA subgroup began by establishing the basic principles and procedures for the administration of GAs. The group gradually built upon these basic principles throughout the group's work sessions and addressed issues that were increasingly strategic in nature. This strategy stemmed from a recognition that procedures for the recruitment, selection, appointment, compensation and evaluation of GAs are not currently well established or well-known at Minnesota State University, Mankato. It was also the view of the group that GA positions are not currently used strategically to further University goals. Throughout work sessions, group consensus was forged by capturing and displaying notes of the group's discussion as it emerged and reviewing drafts of the subgroup's recommendations in real time to ensure group members were able to shape the group's direction.

In the May session, the group established the minimum parameters for the compensation, recruitment,

selection, orientation, and evaluation of GAs. During the June session, the group built upon the minimum expectations that were established and considered other important issues regarding the administration of GA appointments based on the charge. This included expanding upon the previous recommendation that frequent evaluation of GAs should occur and that GA evaluation tools used at other institutions would be useful in determining recommendations for a suitable GA evaluation tool for use at . In addition, the group used data collected from interviews conducted with graduate deans at IPEDS peer institutions. These data together with samples of GA handbooks from peer institutions informed narrative recommendations and actions contained in the tables of this report.

Much of the July session was devoted to considering how to use GA positions more strategically to support the recruitment of highly qualified graduate students. Also, the group condensed and consolidated its previous work into key objectives and actions related to the administration of GA appointments and the recruitment of highly qualified graduate students. During August, the group refined the narrative recommendations and key objectives and actions to ensure group consensus prior to inclusion in this report.

Dissemination and Consultation Process

Workgroup members received a final draft of the table and this report at the beginning of September 2018 to review and provide commentary. After integrating member responses, a draft was posted on the workgroup website for campus-wide review. University employees commented on the report through the anonymous comment box on the website and at campus consultation sessions. (See Appendix B for the schedule of campus consultation and feedback sessions.) These comments were compiled, analyzed, and fully considered, and to the extent possible, they were integrated into the revised report that was forwarded to the President's Cabinet for consideration.

The Graduate Enrollment Management Plan: Goals, Objectives, Actions

Appendix E includes tables that summarize the goals, objectives, and actions of the plan and the following narrative describes these features in more detail. To address how future progress is recorded, a dashboard model will be developed to monitor success, utilizing evidence submitted from across the University to provide further documentation to best practices. As the lead partners are engaged in the process, those individuals will be cross-referenced to assist in specific oversight.

As this is a dynamic plan, consideration will be given to how the campus continues to participate in having a voice throughout the implementation process. This will emphasize the Plan's recognition of maintaining a broader base of participation and accountability in implementing actions of the Plan.

Goal 1: Enhance graduate student success and award completion

Objective 1: Expand support for graduate students that contributes to award completion

We believe graduate student success is enhanced when students understand their responsibilities and are prepared to engage in graduate studies. Therefore, we propose the development and implementation of a comprehensive online graduate orientation that covers policies, procedures, and resources available to students and that accounts for the diversity of graduate students and programs at Minnesota State University, Mankato. This orientation should be delivered online and is not intended to replace but rather complement any department specific graduate orientations. We also recommend that a more streamlined, electronic approach be developed for the various forms used in graduate studies.

Additionally, we recognize the importance of creating a sense of community among graduate students and believe a Graduate Student Center can leverage the current infrastructure and services in ways that more effectively support on-campus and online graduate students. The concept of a Graduate Student Center is meant to demonstrate the change in social culture across the campus, along with the University's commitment to supporting the professional development needs of those students in a similar way to how faculty are supported. An example would be expanding professional services currently offered to faculty to now include graduate students: Research and Sponsored Programs, Center for Excellence in Teaching and Learning, Center for Excellence in Scholarship and Research, etc.

Objective 2: Develop and implement a policy and compensation formula for faculty engaged in master's and doctoral capstone supervision

We propose implementation of a policy and compensation formula for faculty engaged in graduate capstone supervision (e.g., thesis, creative project/activity, alternate plan paper, dissertation). Similarly, we propose the development of a university-wide method for allocating reassigned time to graduate coordinators.

We propose evaluation of current systems and practices to identify ways to improve faculty access to technology support for their courses and programs. This action could benefit students through improved faculty efficiency and accelerate their ability to complete an award.

Goal 2: Strategically identify areas of potential enrollment growth and maintenance, with the overall goal of increasing graduate enrollment and providing quality graduate programming

Objective 1: Develop a data informed campus process for identifying the optimal mix of graduate programs

It is important to determine how our current mix of graduate programs meets the needs of the students, community, and workforce. Our decisions should be informed by information collected from peer institutions and relevant constituent groups, including students, faculty, employers, and government entities (e.g., U.S. Department of Labor and Minnesota Department of Employment and Economic Development). In determining the optimal mix, the campus would benefit from developing a process for reviewing graduate programs, using accurate data and taking into consideration appropriate indicators of program success, the uniqueness of programs (e.g. high and low enrollment, online and face-to-face, graduate certificates and master's programs, etc.), their potential for growth, and their relevance to future workforce needs in the region and the State.

Objective 2: Enhance support for graduate programs

Based on the data from various strategic planning efforts, the University should provide adequate levels of support across programs and especially to priority programs. Programs that demonstrate success should be rewarded. That is, they may receive additional assistantship awards or possibly additional faculty lines (adjunct, fixed-term, or probationary). This will require the implementation of financial models that produce the resources to launch new programs, transform existing programs, and sustain desired programs.

Growth in graduate programs is predicated on adequate marketing efforts that are directed to relevant target audiences and requires development of a strategic marketing plan for graduate education that reflects the diversity of graduate programs. Selection of an appropriate model (e.g., IT architect model) and the hiring of a content and marketing assistant can support this aim.

Objective 3: Recruit and retain a diverse graduate student population

The University needs to position itself as a leader in graduate education in the region if it is going to recruit and retain a diverse graduate student population. This will require adopting recruitment and retention strategies that support and serve all students, including underrepresented racial minorities, different gender identities, and international students by reducing barriers to their enrollment and retention.

Goal 3: Enhance the quality of the graduate assistant (GA) experience, improve the process and procedures related to GA awards, and explore financial models for supporting GA positions

Objective 1: Establish, document, and disseminate processes for recruitment, selection, and appointment of GAs

We propose that all University hiring units post GA positions on a University-approved site, such as the Human Resources website.

We propose that all University hiring units document how the selected applicant meets the requirements of the position as stated in the job description (through an earned bachelor's degree in the discipline or other qualifications gained through experience, training, or education). This documentation should be maintained within the hiring unit and could be in the form of a resume/CV, cover letter, or other appropriate documentation. We propose that the University community explore methods for selecting GAs that are racially and gender equitable and strategic.

Accuracy and efficiency in appointing a GA critical to ensuring GAs are able to begin their positions on time and receive financial support quickly. Additionally, hiring units need a mechanism to ensure that GAs are adequately informed of the contractual terms and financial implications associated with their position and compensation (as currently detailed in the Work Authorization Form and offer letter). Currently, the GA appointment process is cumbersome and time-consuming. We propose that resources be committed to develop and implement an online graduate assistant appointment and hiring process that allows for simultaneous approvals, automatic verification of GA eligibility requirements (including efficient notification to the hiring unit in instances where requirements are not met), automatic calculation of GA stipend and tuition waiver, and timely routing to Student Financial Services for financial aid implications. This should include a consistent, accurate, and informative template letter and contract distributed to all GAs, with the potential for hiring units to add additional information as needed.

Objective 2: Establish, document, and disseminate a process for training, orientation, supervision, and support for GAs

We propose that all GAs complete an online university orientation program developed by the College of Graduate Studies and Research in consultation with graduate coordinators. This orientation is not intended to replace but rather complement any department specific graduate orientations that currently occur and to ensure all graduate students receive a minimum level of orientation to the institution. Topics will likely include FERPA & HIPAA; University policies and procedures related to GA positions, including start and end dates; policies regarding discrimination, bullying, and sexual harassment; student conduct; and University resources.

A representative of the hiring unit will be expected to complete a university orientation program covering GA policies and procedures and this program will be developed by staff members in the

College of Graduate Studies and Research in consultation with the graduate coordinators.

Objective 3: Establish, document, and disseminate a process for GA performance evaluation and for the collection of GA feedback

We propose that all hiring units should identify and document a process for providing formative and summative feedback on GA performance, at minimum once during the GA's term of employment by the supervisor (a term is defined as one academic semester). Hiring units should also provide expectations on how the GA will be evaluated at the start of the GA position.

We propose that the College of Graduate Studies and Research solicit GA feedback on their experiences in their GA assignment through a confidential survey at least once each semester. Protection of GA privacy should be maintained.

Objective 4: Create and maintain electronic handbooks for effective communication and execution of GA procedures

We propose the creation of a guide for GAs that outlines the procedures for obtaining and maintaining a GA appointment. We propose that the handbook should include the following sections at a minimum:

- Information on eligibility
- Information on how to apply for a GA position
- Training that GAs should expect to receive from the University and from their supervisor(s)
- GA benefits (e.g., tuition waiver) and compensation
- Information on the GA term, employment dates, and considerations for working outside of the GA term
- GA rights and responsibilities
- GA fulfillment of hours
- Procedures for GA absences
- Process for addressing difficulties within the GA position
- GA evaluation
- Renewal of a GA position, exiting a GA position, resignation from or termination of GA position
- University resources, with information included on issues that GAs may specifically encounter and links to more general information
- Frequently asked questions

We propose the creation of a guide for hiring managers that outlines the steps to hiring GAs (e.g., preparing a posting, guide to paperwork and process). We propose that this handbook be available electronically and be sent to hiring managers when a GA position is awarded.

Objective 5: Ensure GAs are compensated competitively

We propose that GA stipends be reviewed every 3 years at a minimum, beginning in fall 2019, to ensure GAs are compensated adequately and competitively. The Director of Graduate Studies and

the Graduate Curriculum and Policy Sub-Meet (GCAP) should initiate this process in the fall of the review year and collaborate with the Budget Sub-Meet to create a proposal for updated GA stipends to be reviewed by the President's cabinet. Hiring units (i.e., department chairs, deans, and others) and the College of Graduate Studies and Research should be consulted; the process should take into consideration peer institution stipends and the current cost of living. This review process should take into consideration institutional timelines related to the development of annual budgets.

We propose that the current GA policy be revised to require that all GA positions, regardless of funding source(s), be compensated at the University minimum stipend level, or higher, and include a tuition waiver. This is to codify the practice of including the tuition waiver in externally-funded GA positions and to ensure that all GAs are adequately compensated at the University minimum.

We propose that GAs be allowed to allocate unused credits of their tuition waiver from the academic year toward credits taken during the summer terms immediately following the academic year appointment, although we recognize this will need to be reviewed and endorsed by the Budget Sub-Meet.

GAs are currently compensated in a variety of ways during the summer. We propose that a standard procedure for compensation be adopted. Specifically, summer GAs employed throughout the full 10-week term should be paid a full semester's stipend (\$5,000, at minimum, during the 2018-2019 academic year). GAs working less than the full 10-week term should be paid, at minimum, the hourly summer GA rate. Appointments beginning prior to and/or extending after the 10-week Summer term should be paid at the academic year hourly rate for those periods of time which fall outside the 10-week summer term. We propose the current requirement to take 3 credits be reconsidered given that it may burden GAs and may not contribute to GAs' degree completion in many cases. If the 3-credit summer requirement is preserved, we propose that an additional 3-credit tuition waiver be provided to summer GAs, to be supported by non-departmental funds. We also recommend that the requirement for GAs to take 3 credits over the summer be temporarily suspended until these procedures are evaluated and implemented.

Objective 6: Implement innovative methods for utilizing graduate assistantships to strategically recruit highly qualified graduate students

We recommend the establishment and expansion of partnerships with companies and other organizations to increase the number of available GA positions and to extend the benefits of GAs to employers and partner organizations. For example, Minnesota State University, Mankato may provide a GA tuition waiver while the partner organization funds the GA stipend. The student/partner employee would provide services to Minnesota State University, Mankato as a GA. This may help to increase graduate enrollment in certificates and degree programs, recruit highly qualified graduate students, and increase the use of teaching assistants. Outside of GA opportunities, strategic partnerships may help increase graduate enrollment. The University should consider models in which faculty provide onsite programming to strategic partners. The University should also consider flexibility in providing offers to strategic partners (summer offerings, online offerings, supporting additional staff to add sections when needed, etc.).

The University should explore models for externally and internally funding GA positions to increase the overall number of GA appointments available. This includes working with the Minnesota State University, Mankato Foundation to identify opportunities to fund GAs, providing Presidential or merit-based GA positions, and strategic partnerships (as described above), including GA positions in applications for grants and contracts as appropriate, and utilizing the pool of indirect grant funds to

support future GA positions.

We propose the creation of a mechanism for the strategic allocation of GA positions. This would be initially based on an inventory of how GA positions are currently allocated across hiring units and job functions. The mechanism would leverage current strategic planning and budgeting processes and would ensure the alignment of GA awards with University goals and strategic priorities. We propose that a greater portion of general fund supported GA appointments be allocated through the process currently used to allocate GA appointments distributed by the College of Graduate Studies and Research. The mechanism should also provide incentives, such as an innovation pool or GA start-up funds, to encourage hiring units to propose GA positions that will eventually become self-sustaining. GA allocations should be reviewed periodically (possibly every three years) to ensure continued alignment with University priorities and hiring unit needs.

Goal 4: Advance the culture of, and establish the optimal organizational structure for, research, scholarship, and creative achievement of faculty and graduate students

Objective 1: Support the research, scholarship, and creative achievements of faculty and graduate students

We propose increasing the financial support for graduate student travel, so more students are able to present their work at professional events. While limited funding exists, it is inadequate and often is expended before the end of the academic year. Travel funding should be indexed to inflation and distributed across the academic year. Additional funding should be dedicated to supporting graduate student research costs and conference attendance.

We propose creating a Graduate Research Symposium that is accessible to on-campus and online students. This symposium may be coordinated with the Undergraduate Research Symposium to celebrate a campus culture that is devoted to research, scholarship, and creative activity. It may also be worth considering a Research Day on campus and to hold multiple events that highlight graduate student and faculty achievements.

We propose a more robust effort at elevating and supporting faculty research accomplishments. Some possible ways of doing this include noting the productivity and quality of our faculty in campus publications and on University websites. Other possibilities include allocating funds to support faculty participation in grant writing initiatives and reassigned time for research. A review of the current undergraduate research and support model might facilitate initial discussions of how this goal could be achieved."

Objective 2: Expand the University's impact regionally, nationally, and internationally through faculty and student success in applied learning and research

We recommend increasing support for obtaining and managing external grants, contracts, and private giving to support faculty and graduate student research. This can be accomplished by collaborating with community, higher education, and private sector partners on research projects. It can also be achieved by allocating funds to support faculty participation in grant writing initiatives and including graduate assistant (Research Assistant) positions in external grant and contract applications when appropriate.

Appendix A

Graduate Enrollment Management Plan Workgroup Members

Co-chairs

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Jacqueline Lewis, College of Education

Justine Martin, Library Services

Henry Morris, Dean of Diversity

Carlos Panahon, College of Social and Behavioral Sciences

Joan Roca, Dean of the Library

Heidi Southworth, Library

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Joe Visker, College of Allied Health and Nursing

Gwen Westerman, College of Arts and Humanities

Elizabeth Whitcomb, Assistant Director of Financial Aid

Gregory Wilkins, Minnesota State University, Mankato AASF Representative

APPENDIX B

Schedule of Campus Presentations and Feedback on Draft Graduate Enrollment Management Plan

- President's Retreat (August 14)
- Graduate Dean's convocation (August 22)
- Council of Deans (September 19)
- Planning Sub-Meet & Confer (September 20)
- GCAP Sub-Meet & Confer (October 2)
- Student Government (October 3)
- Graduate coordinators (October 3 and 9)
- Faculty Research Sub-Meet & Confer (October 12)
- Campus open forum (October 15, 3-4 p.m., CSU 201)
- MSUA ASF general membership meeting (October 15)
- Enrollment operations group (October 16)
- Graduate student forum (October 16, and evening session, October 8)
- Campus open forum (October 24, 12-1 p.m., CSU 201)
- Meet and Confer updates (September 6, October 18, and November 1)
- Chairs' and Directors' meeting (October 31)
- Faculty Association Executive Committee (November)
- President's Cabinet (December)

APPENDIX C

Summary of 2018 Faculty Survey

In April 2018, faculty (n = 141) participated in a survey on research productivity and graduate enrollment challenges. Participants were asked to rate two lists of similar, but not identical, incentives as to how they would increase their ability to more successfully engage in research, scholarly, and creative activity; and how they would increase their ability to obtain external support for research. Additionally, they were asked to rate factors that would increase graduate enrollment. A frequency summary and factor analysis are presented as an overview of the results.

Participants identified what would support increased graduate enrollment: (a) increased stipends (45%), reassigned time for capstones (42%), additional graduate assistants (37%), compensation for capstones (37%), and marketing plan for department and university graduate programs (28%).

Participants provided extensive comments on how to support graduate programs. Some common themes are:

1. Need for academic and personal support for graduate students, including online only programs. Some examples of this support include housing, health care, counseling, cohort community, professional development services (e.g., CESR, RASP, writing, capstone process), organized student life, and networking
2. Faculty compensation (e.g., time and/or money) for capstone supervision
3. Faculty constraints that limit graduate growth: heavy teaching loads, limits to growth due to number of faculty (would need additional lines), and availability of clinical placements if increased students
4. Need for support and culture of research among faculty and graduate students if a part of graduate school expectations. Support could include spaces for graduate students to seek research support (perhaps all in one center), travel support for students, RA support, encouragement of faculty and student collaboration in projects as possible.
5. Need for increased graduate assistantships and stipends along with having summer graduate assistants. The stipend increase for the 2018-19 AY was appreciated.

The factor analysis was conducted because many of the individual incentives were related. Additionally, this analysis provides information on the relative importance of the incentives.

The following were found to be the most important incentives regarding ability to engage in research, scholarly, or creative activities:

- 71% of faculty said (a) reassigned time and 80% said (b) reduced teaching load would result in a significant or very significant increase. Together these two incentives explained 36% of the variance in increased ability to engage in research activities.
- The next group of incentives, explaining 27% of the variance, was a group of six items relating to funding (e.g., internal grants or funds to purchase materials and services and funds for equipment and database purchases).
- An additional 22% of the variance was explained by types of administrative support (e.g., grant writing and application, research design, and recognition of achievements). Between 17%-37%

of faculty said these support services would result in a significant or very significant increase in their ability to engage in scholarly activities.

- The remainder was explained by items related to graduate students.

The most important incentives regarding faculty ability to obtain external support for research include the following items:

- 57% of faculty said (a) reassigned time and 67% said (b) reduced teaching load would result in a significant or very significant increase. Together these two incentives explained 35% of the variance in increased ability to obtain external support.
- Next most important were for the university to (a) identify external funding opportunities as a priority and (b) make external funding aspirations known. Together these explained an additional 28% of the variance.
- All of the other 15 items explain the remaining 37% of the variance.

Faculty considered the following items to be the most important factors that will contribute to increasing graduate enrollment:

- 53% of faculty said (a) having a university wide, comprehensive marketing strategy and 48% said (b) having assistance in developing and implementing a marketing plan would result in a significant or very significant increase for in graduate enrollment. Together these two factors explained over 41% of the variance.
- An additional 22% was explained by: 58% of faculty said (a) additional graduate assistantships and 64% said (b) increased stipends for graduate assistantships would result in a significant or very significant increase for in graduate enrollment.

Thus, it appears that reassigned time and decreasing faculty teaching loads would have the most impact on increasing faculty scholarly activities and obtaining external grants. Faculty also reported that in order to increase graduate enrollment, the University must develop a comprehensive marketing strategy for graduate programs and support individual graduate programs in developing and implementing their marketing plans.

APPENDIX D

Summary of the Conversations with Selected IPEDS Graduate Deans

During the summer of 2018, the graduate deans at our IPED peer institutions were invited to speak with members of the workgroup. Five of the deans responded favorably and telephone calls were arranged. While many topics were covered in each conversation, several topics emerged that were discussed with each graduate dean.

Budgets and Enrollment

Each dean expressed concern about continuing reduced, and in some cases drastically reduced, budgets. Five of the six institutions consulted were experiencing modest enrollment declines over the past several years. The most noticeable declines at several institutions occurred within the graduate education programs. To compensate for the enrollment losses, our IPEDs peer institutions have initiated new programs, primarily in programs related to health and information technology. Most of the newly created programs are offered only online.

Graduate Assistant Allocations

There is little consistency in how much influence the graduate deans have in allocating graduate assistantships. At two institutions, the graduate dean is responsible for allocating all graduate assistantships. One dean has no role in awarding or allocating graduate assistantships. Two deans hold some, but not many, assistantships to strategically allocate. Finally, one dean allocates campus graduate assistantship funds, but not necessarily graduate assistant positions.

Reported Research Funds

Some institutions reported research funding includes a considerable number of non-competitive awards funded by the State. Other institutions opt not to include such figures in their reported research and contracted awards.

Capstone Supervision

All institutions struggle with appropriately acknowledging the efforts involved with mentoring graduate students and supervising culminating capstone project. Two of the institutions consulted attempt to address these issues within specific faculty workload policies.



APPENDIX E

Integrated Graduate Enrollment Management Plan 2019-2021

Goal 1: Enhance graduate student success and award completion

Objective 1: Expand support for graduate students that contributes to award completion

Actions	Priority	Leaders & Partners	Timeline		
			2019	2020	2021
Implement a comprehensive graduate student orientation that is accessible to on-campus, off-campus, and on-line students	High	Director of Graduate Studies, Associate Director of Graduate Student Recruitment and Retention , Graduate Dean, Director of Admissions, Extended Education Dean	X		
Establish a graduate student center that creates a focal point for graduate students and facilitates access to key graduate services and professional development resources	High	Director of Graduate Studies, Associate Director of Graduate Student Recruitment and Retention, Graduate Dean , Directors of CESR, CETL, and RASP, Extended Education Dean	X		
Adopt a technology enhanced approach to the completion of routine graduate procedures and forms	Moderate	Director of Graduate Studies , IT, Graduate Coordinators, Extended Education Dean		X	
Survey domestic and international graduate students on their satisfaction with graduate services, procedures, and experiences	Moderate	Director of Graduate Studies , Global Education Dean, International Student Services Director, Institutional Research, Graduate Coordinators, Graduate Curriculum and Academic Policy Sub Meet, Graduate Dean, Centennial Student Union leadership	X		
Review and recommend an appropriate minimum number of credits for full-time graduate student status	Moderate	Office of Financial Aid, Director of Graduate Studies, Graduate Coordinators, Graduate Curriculum and Academic Policy Sub Meet, Graduate Dean		X	

Objective 2: Develop policies and procedures that support faculty for their contributions to graduate students and programs

Actions	Priority	Leaders & Partners	Timeline		
			2019	2020	2021
Develop and implement a policy and compensation formula for faculty engaged in graduate capstone supervision and that recognizes the differences in master's level and doctoral level supervision	High	Provost, Graduate Dean , College Deans, Faculty Association, VP for Finance, Graduate Coordinators	X	X	X
Develop and implement a university-wide method of allocating reassigned time to graduate coordinators	High	Provost, Graduate Dean , College Deans, Faculty Association, VP for Finance, Graduate Coordinators	X	X	X
Evaluate current practices to identify ways to improve faculty access to quality instructional technology and adequate support for the technology	Moderate	Chief Information Officer , Graduate Coordinators, IT staff	X		

Goal 2: Strategically identify areas of potential enrollment growth and maintenance, with the overall goal of increasing graduate enrollment and providing quality graduate programming

Objective 1: Develop a data informed campus process for identifying the optimal mix of graduate programs

Actions	Priority	Leaders & Partners	Timeline		
			2019	2020	2021
Survey IPEDS peer institutions on successful strategies for promoting graduate enrollment growth	Moderate	Director of Graduate Studies , Associate Director of Graduate Recruitment and Retention, Institutional Research, Graduate Coordinators, Graduate Dean, Extended Education Dean	X		
Survey faculty, students, alumni, and external partners on the perceived obstacles to increased graduate enrollment	Moderate	Graduate Dean, Director of Graduate Studies, Associate Director of Graduate Recruitment and Retention , Graduate Curriculum and Academic Policy Sub Meet, VP Advancement, Extended Education Dean	X		
Create an integrated process for maintaining an inventory of current graduate programs, enrollments, and awards	High	Director of Graduate Studies , Institutional Research, Graduate Coordinators, Graduate Dean	X		
Develop a process for determining the level of investment in graduate programs that accounts for the uniqueness across program types within the institution, across the system, and throughout the state	Moderate	Director of Graduate Studies, Institutional Research, Graduate Coordinators, Graduate Dean , Extended Education Dean		X	
Develop a process for identifying current graduate programs with interest in and capacity for enrollment growth based on workforce needs, market demands, available resources, and institutional priorities	High	Graduate Program Coordinators, Director of Graduate Studies, Associate Director of Graduate Recruitment and Retention, Graduate Dean , Institutional Research	X		
Develop a process for identifying future graduate programs based on workforce needs, market demands, available resources, and institutional priorities	High	Graduate Program Coordinators, Director of Graduate Studies, Graduate Dean , Associate Director of Graduate Recruitment and Retention, Institutional Research, Provost, VP for Finance, Extended Education Dean	X		

Objective 2: Enhance support for graduate programs

Actions	Priority	Leaders & Partners	Timeline		
			2019	2020	2021
Continue to refine and improve the new electronic graduate application and admission process	Moderate	Director of Admissions, Director of Graduate Studies, Associate Director of Graduate Recruitment and Retention , IT Solutions, Graduate Coordinators	X	X	X
Develop a strategic marketing plan for graduate education that reflects the diversity of graduate programs	High	Director of Integrated Marketing, Director of Graduate Studies , IT Solutions, Graduate Coordinators, Graduate Dean, Director of Graduate Studies, Associate Director of Graduate Recruitment and Retention, Extended Education Dean	X	X	X
Hire a content creator to support development and implementation of the marketing plan, including the optimal use of websites, social media, CRM, and print media	High	Director of Integrated Marketing, Director of Graduate Studies, Associate Director of Graduate Recruitment and Retention, IT Solutions, Graduate Coordinators, Graduate Dean , Extended Education Dean	X	X	
Employ a financial model that provides investment to support graduate program development, transformation, and growth that is aligned with industry needs	High	Graduate Dean , Director of Graduate Studies, Director of Student Financial Services	X		

Objective 3: Recruit and retain a diverse graduate student population

Actions	Priority	Leaders & Partners	Timeline		
			2019	2020	2021
Develop and implement a strategic recruitment and retention plan that focuses on underrepresented racial minorities, gender equitable practices, and includes international students	Moderate	VP for Enrollment Management, Director of Admissions, Director of Graduate Studies, Associate Director of Graduate Recruitment and Retention , Graduate Dean, Chief Diversity Officer, Chief International Officer, Centennial Student Union leadership	X	X	
Adopt retention strategies that serve and support underrepresented racial minorities, promote gender equity, and includes international student populations	High	VP for Enrollment Management, Director of Admissions, Director of Graduate Studies, Associate Director of Graduate Recruitment and Retention , Graduate Dean, Chief Diversity Officer, Chief International Officer, Centennial Student Union leadership, Extended Education Dean	X	X	
Reduce institutional barriers, including financial obstacles, to the recruitment and retention of underrepresented racial minorities, differing gender identities, and includes international students	High	VP for Enrollment Management, Director of Admissions, Director of Graduate Studies, Graduate Dean, VP for Finance, Associate Director of Graduate Recruitment and Retention, Chief Diversity Officer , Chief International Officer, Centennial Student Union leadership, Extended Education Dean	X	X	

Goal 3: Enhance the quality of the graduate assistant (GA) experience, improve the process and procedures related to GA awards, and explore financial models for supporting GA positions

Objective 1: Establish, document, and disseminate processes for the recruitment, selection, and appointment of GAs

Actions	Priority	Leaders & Partners	Timeline		
			2019	2020	2021
Develop and improve processes for the recruitment, selection, and appointment and seek feedback from campus stakeholders	High	Director of Graduate Studies , Graduate Coordinators, Graduate Curriculum and Academic Policy Sub Meet, Graduate Dean, Director of International Student Services, and Director of Student Financial Services	X		
Create a GA handbook	High	Director of Graduate Studies , Graduate Coordinators, Graduate Curriculum and Academic Policy Sub Meet, Graduate Dean, Director of International Student Services, and Director of Student Financial Services		X	
Identify a mechanism for posting GA positions	Moderate	Director of Graduate Studies , GCAP, Human Resources	X		
Develop and implement an online GA appointment process	High	Director of Graduate Studies , Graduate Coordinators, Graduate Curriculum and Academic Policy Sub Meet, Graduate Dean, IT Solutions		X	
Develop training materials and provide both online and in-person options for GAs	High	Director of Graduate Studies , Graduate Coordinators, Graduate Curriculum and Academic Policy Sub Meet, Graduate Dean, IT Solutions		X	

Objective 2: Establish, document, and disseminate a process for training, orientation, supervision, and support of GAs

Actions	Priority	Leaders & Partners	Timeline		
			2019	2020	2021
Develop processes for the training, orientation, supervision, and support for GAs in consultation with campus stakeholders	High	Director of Graduate Studies , Graduate Coordinators, Graduate Curriculum and Academic Policy Sub Meet, Graduate Dean, Director of International Student Services, and Director of Student Financial Services	X		
Create, execute, and maintain an online GA training program	High	Director of Graduate Studies, Associate Director of Graduate Recruitment and Retention , IT Solutions, Graduate Dean		X	
Standardize the GA hiring procedures across campus units and establish a basic level of orientation for all Gas	Moderate	Director of Graduate Studies , Graduate Coordinators, Graduate Curriculum and Academic Policy Sub Meet, Graduate Dean, Director of International Student Services, and Director of Student Financial Services, IT Solutions	X		
Develop training materials and create both online and in-person training opportunities for employees responsible for hiring GAs	High	Director of Graduate Studies , Graduate Coordinators, Graduate Curriculum and Academic Policy Sub Meet, Graduate Dean, Director of International Student Services, and Director of Student Financial Services, IT Solutions		X	

Objective 3: Establish, document, and disseminate a process for GA performance evaluation and for the collection of GA feedback

Actions	Priority	Leaders & Partners	Timeline		
			2019	2020	2021
Collect and review GA performance evaluation exemplars, using examples from both internal and external sources	High	Director of Graduate Studies , Graduate Coordinators, Graduate Curriculum and Academic Policy Sub Meet, Graduate Dean	X		
Develop process for GA performance evaluation and the collection of GA feedback in consultation with campus stakeholders	High	Director of Graduate Studies , Graduate Coordinators, Graduate Curriculum and Academic Policy Sub Meet, Graduate Dean	X		
Create a template for the evaluation of GA performance that is adaptable and appropriate for use across GA types and campus units	High	Director of Graduate Studies , Graduate Coordinators, Graduate Curriculum and Academic Policy Sub Meet, Graduate Dean	X		
Disseminate an evaluation document and ensure the confidentiality of GA respondents	High	Director of Graduate Studies , Graduate Studies Staff, Graduate Coordinators		X	X

Objective 4: Create and maintain an electronic handbook for effective communication and execution of GA procedures

Actions	Priority	Leaders & Partners	Timeline		
			2019	2020	2021
Identify key content areas and best practices based on a review of peer GA handbooks	High	Director of Graduate Studies , Graduate Coordinators, Graduate Curriculum and Academic Policy Sub Meet, Graduate Dean	X		
Create and disseminate an electronic GA handbook based on the completion of actions contained in Objective 3	High	Director of Graduate Studies , Graduate Coordinators, Graduate Curriculum and Academic Policy Sub Meet, Graduate Dean		X	
Align GA and hiring unit training materials with GA handbook	High	Director of Graduate Studies, Associate Director of Graduate Recruitment and Retention		X	
Review, update, and improve the handbook annually	Moderate	Director of Graduate Studies , Graduate Coordinators, Graduate Curriculum and Academic Policy Sub Meet, Graduate Dean, graduate students		X	X

Objective 5: Ensure GAs are compensated competitively

Actions	Priority	Leaders & Partners	Timeline (AY)		
			18/19	19/20	20/21
Review stipends and tuition waivers on a scheduled basis	Moderate	Director of Graduate Studies, Graduate Coordinators, Graduate Curriculum and Academic Policy Sub Meet , Budget Sub Meet, VP for Finance, Graduate Dean		X	
Review and consider adopting a policy that permits the application of unused AY tuition waiver to summer courses and summer GA stipends	High	Director of Graduate Studies, Graduate Coordinators, Graduate Curriculum and Academic Policy Sub Meet, Budget Sub Meet, VP for Finance, Graduate Dean		X	
Determine the tuition revenue generated by graduate teaching assistants	High	Director of Graduate Studies, Graduate Dean, Assistant VP for Budget & Business Services	X		

Objective 6: Use graduate assistantships to recruit highly qualified graduate students

Actions	Priority	Leaders & Partners	Timeline		
			2019	2020	2021
Expand existing sources of scholarship and merit-based support for highly qualified graduate students and GA awards	Moderate	VP for Advancement , VP for Strategic Partnerships, Graduate Dean	X	X	X
Identify and develop strategic partnerships to support graduate students and GA awards	High	VP for Advancement, VP for Strategic Partnerships , Graduate Dean	X	X	X
Explore alternative funding models to support the expansion of GA awards available	High	Director of Graduate Studies, Graduate Coordinators, Graduate Curriculum and Academic Policy Sub Meet, Budget Sub Meet, VP for Finance, Graduate Dean	X		
Review and reconsider how federal work-study GA awards are allocated	High	Director of Graduate Studies, Graduate Coordinators, Graduate Dean , Director of Student Financial Services	X		

Goal 4: Advance the culture of, and establish the optimal organizational structure for, research, scholarship, and creative achievement of faculty and graduate students

Objective 1: Support the research, scholarship, and creative achievements of faculty and graduate students

Actions	Priority	Leaders & Partners	Timeline		
			2019	2020	2021
Increase financial support for graduate student travel to present their work	High	Director of Graduate Studies, AVP for Research , Director of RASP, VP for Advancement, Graduate Coordinators	X		
Initiate an annual campus event for graduate student research (Graduate Research Symposium) in cooperation with the URS	High	URC Director, AVP for Research , Graduate Coordinators, Faculty Research Sub Meet	X	X	X
Establish funds to support the research costs associated with graduate student research	High	Director of Graduate Studies, AVP for Research , Director of RASP, VP for Advancement	X		
Elevate recognition of and support for faculty research endeavors, including additional financial support for campus events and travel that showcase faculty achievements	High	Department Chairs, College Deans, AVP for Research , Integrated Marketing, University Library, Media Relations	X		
Initiate and elevate existing campus events that recognize the accomplishments of graduate students	Moderate	Grad Dean, Director of Grad Studies , Associate Director of Grad. Recrut. and Retention, Graduate Coordinators	X	X	X
Provide support to departments and faculty to develop online graduate programs and courses	High	Leaders and partners would be CETL, Graduate Dean , Department Chairs, and Academic Deans, Extended Education Dean	X	X	X



Objective 2: Expand the University's impact regionally, nationally, and internationally through faculty and student success in applied learning and research

Actions	Priority	Leaders & Partners	Timeline		
			2019	2020	2021
Invest additional resources (e.g., grant writers, grant consultation services, research design consultations) in activities that lead to external grants, contracts, and private giving to support the research conducted by faculty and students	High	AVP for Research , Director of RASP, VP for Advancement, Graduate Coordinators, VP for Finance, Research Sub Meet	X		
Pursue research opportunities with community and other university partners	Moderate	Faculty members, AVP for Research, Graduate Coordinators, VP for Strategic Partnerships , System Office, Mankato Growth		X	
Implement an incentive program to promote faculty participation in grant applications	High	AVP for Research, Director of RASP , College Deans, Provost		X	
Include graduate assistant positions whenever appropriate in grant and contract applications	Moderate	Principal Investigators, Director of RASP , Director of Student Financial Services, College Deans, AVP for Research		X	

APPENDIX F

Current Active Graduate Programs (as of 11/7/18)

College, Department and Program

ALLIED HEALTH AND NURSING

Health Science

- Community Health Education - MS
- Post-Baccalaureate School Health Education - GC
- Public Health Education - GC
- School Health Education - MS

Human Performance

- Athletic Training - MS
- Coaching Education - GC
- Exercise Physiology - MS
- Physical Education - MA
- Sport and Exercise Psychology - MA
- Sport Management - MA
- Wellness Coaching and Disease Prevention - MS

School of Nursing

- Nurse Educator - GC
- Nurse Educator - MS
- Nursing Practice - DNP
- Nursing Practice (from MSN) - DNP
- Nursing Science - MSN
- Post-Nursing Master's Certificate: Clinical Nurse - GC
- Post-Nursing Masters Primary Care FNP - GC

Speech, Hearing and Rehabilitation Serv.

- Communication Sciences and Disorders - MS
- Forensic Vocational Rehabilitation - GC
- Rehabilitation Counseling - MS

Family Consumer Science

- Family Consumer Science Education - GC

ARTS AND HUMANITIES

Art

- Art - MA

Communication Studies

- Communication and Composition - MS
- Communication Education - GC

- Communication Studies - GC

- Communication Studies - MA

- Communication Studies - MS

- Forensics & Communication - MFA

English

- Creative Writing - MFA

- English - MA

- Teaching English as a Second Language - GC

- Teaching Writing - GC

- Technical Communications - GC

Humanities

- Teaching Interdisciplinary Humanities - GC

Music

- Choral Conducting - MM

- Music - MM

- Wind Band Conducting - MM

Theatre and Dance

- Theatre Arts - MA

- Theatre Arts - MFA

World Languages and Cultures

- French - MS

- Spanish - MS

- Spanish Education - MS

- Spanish for Professionals - GC

- Spanish for the Professions - MS

BUSINESS

- Accounting and Business Law

- Accounting - MACC

- Accounting - MS

- Taxation - GC

Master of Business Admin

- Business Administration - MBA

EDUCATION

- Counseling and Student Personnel

- Counseling and Student Personnel - MS

- Counselor Education and Supervision - EDD

- Marriage and Family Counseling - GC

Ed. Studies: Elem & Early Childhood
 Educational Studies - MS
 Elementary Education - MS
 Elementary Math Pedagogy - GC
 Reading - GC
 Reading - MS

Ed. Studies: K-12 & Secondary Pgrms
 Computer, Keyboard, and Related
 Technology - GC
 Culturally Responsive Teaching - GC
 Data Inform Decision Making-Impro
 Student Learning - GC
 Digital Educator - GC
 Education - MAT
 Education Technology - GC
 Education Technology - MS
 Educational Technology in the Classroom
 - GC
 Improving Student Learning - GC
 Instructional Media in the Classroom -
 GC
 Instructional Technology and Design - GC
 Learning Communities and Leadership -
 GC
 Post-Baccalaureate Teacher Licensure -
 GC
 School Library and Information Studies -
 MA
 School Library and Information Studies -
 MS
 Student Development and Learning - GC
 Teaching and Learning - MS
 Technologist - GC

Education
 French Education - MS
 Educational Leadership

Educational Leadership - EDD
 Educational Leadership - MS
 Educational Leadership - SPEC
 Experiential Education - MS
 Experiential Learning Leadership - GC

Special Education
 Autism Spectrum Disorders Non-licensure
 program - GC
 Early Childhood Special Education - MS

Inclusive Strategies - GC
 Special Education - MS
 Special Education: Autism Spectrum
 Disorders - GC
 Special Education: Developmental
 Disabilities - GC
 Special Education: Early Childhood
 Special Ed - GC
 Special Education: Emotional/Behavioral
 Disorders - GC
 Special Education: Learning Disabilities -
 GC
 Special Education-Autism Spectrum
 Disorders - MS
 Standards of Effective Practice for
 Teachers - GC
 Theory and Practice in Special Education
 - GC

GRADUATE STUDIES AND RESEARCH

Graduate Studies & Research Deans Office
 Cross-Disciplinary Studies - MS

SCI, ENGINEERING & TECHNOLOGY

Auto & Manufacturing Engineering Tech
 Automotive Engineering Technology - MS
 Engineering Management - PSM
 Manufacturing Engineering Technology -
 MS
 Quality Management Systems - GC

Biological Sciences
 Biology - MS
 Biology Education - MS
 Environmental Science - MS

Computer Information Science
 Data Science - MS
 Database Technology - GC
 Information Technology - MS

Continuing Education & Prof Development
 Project Management - GC

Elec. & Computer Engineering
 Electrical Engineering - MS
 Engineering - MS
 Global Solutions in Engineering and
 Technology - GC

Information and Technology Services

Health Informatics & Analytics - PSM
Information Security & Risk Management
- PSM

Integrated Engineering
Computer Science - MS

Mathematics & Statistics
Applied Statistics - MS
Mathematics - MA
Mathematics and Statistics - MS
Mathematics Education - MS

Physics & Astronomy
Physics - MS
Physics Education - MS

Mechanical Engineering
Mechanical Engineering - MS

SOCIAL & BEHAVIORAL SCIENCES

ANTHROPOLOGY
Anthropology - MS
Museum Studies - GC

ETHNIC STUDIES
Cultural Diversity - GC
Ethnic and Multi-Cultural Studies - MS

GENDER AND WOMEN'S STUDIES
Gender and Women's Studies - GC
Gender and Women's Studies - MA
Gender and Women's Studies - MS

GEOGRAPHY
Geographic Information Science - PSM
Geographic Information Science (GISc) -
GC
Geography - MS
Modeling and Simulation - GC

GERONTOLOGY
Long-Term Care Administration - GC

GOVERNMENT
Public Administration - MPA
Public Management - GC

HISTORY
History - GC
History - MA
History - MS

NON PROFIT LEADERSHIP
Nonprofit Leadership - GC

PSYCHOLOGY

Clinical Psychology - MA
General Psychology - GC
Industrial/Organizational Psychology -
MA

School Psychology - MS
School Psychology - PSYD

SOCIAL & BEHAVIORAL SCIENCE, COLLEGE OF

Aging Studies - GC
Aging Studies - MS

SOCIAL WORK
Social Work - MSW

SOCIOLOGY & CORRECTIONS

Correctional Leadership - GC
Sociology Corrections - MS
Sociology Human Service Planning &
Administration - MS
Sociology: General - MA

URBAN AND REGIONAL STUDIES

Local Government Management - GC
Urban and Regional Studies - MA
Urban Planning - GC
Urban Planning - MA

APPENDIX G

Graduate Awards

Award	2013-14	2014-15	2015-16	2016-17	2017-18	Total
Doctoral degree	11	21	9	5	12	58
Graduate Certificate	120	128	133	119	157	657
Master's	551	506	603	569	562	2,791
Specialist	58	37	46	49	67	257
Total	740	692	791	742	798	3,763



MINNESOTA STATE UNIVERSITY

MANKATO



MINNESOTA STATE

Minnesota State University, Mankato
A member of Minnesota State