

Moving forward in GEM:
Establishing Meaning, Best
Practices & Professional
Growth

Presented by:
Matthew Cipriano
Weill Cornell Graduate School

Joshua LaFave
SUNY Potsdam

Introductions

Joshua LaFave; Director, Center for Graduate Studies at SUNY Potsdam; NAGAP Secretary; Past Research and Global Issues Chair and past NYGAP President

Matt Cipriano; Manager of Enrollment and Academic Programs at Weill Cornell Graduate School, Chair of Research and Global Issues Committee, past NYGAP President, Past BioGAP Vice President

With special thanks to Chris Connor, SUNY Buffalo and Ariana Balayan, Sacred Heart University

Agenda

- Defining Graduate Enrollment Management
- Background
- Existing Structures (*undergraduate and graduate*)
- Models and Working Definition of GEM
- Outcomes, Next Stages
- Where Do We Go From Here?

The “elevator” version

Graduate Enrollment Management (GEM) is a comprehensive approach to managing the graduate student lifecycle from initial awareness to alumna/alumnus by integrating the core functions associated with the enrollment and support of a graduate student.



Writing on GEM

- Significant gap in academic literature on GEM
- Notable exceptions
 - Williams (2008)
 - Snowden (2010; 2012)
 - Campbell and Smith (2014)
- Apply concepts from EM/SEM to GEM



Comparing UEM and GEM

Undergraduate Models

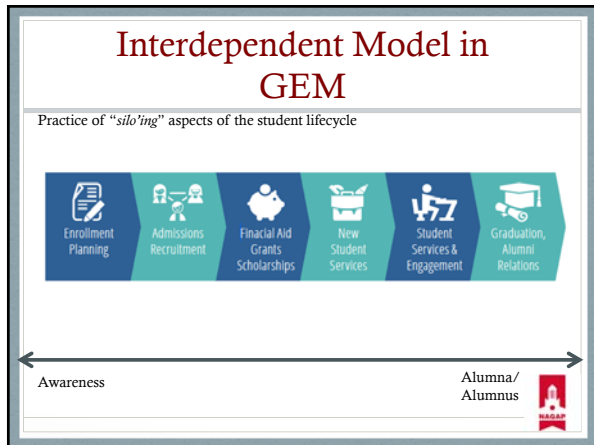
- Unified institutional advocacy, simplistic
- Primary support from campus leadership
 - Proactive
- Higher staffing levels/budgets
- Definitive starting and stopping point of staff roles/responsibilities
- Emerging
 - Academic focus

Graduate Models

- Fractured institutional advocacy, complex
- Secondary support from the campus leadership
 - Reactive
- Do more with less
- Evolution to increasing responsibilities of staff roles beyond primary function
- Emerging
 - Service focus







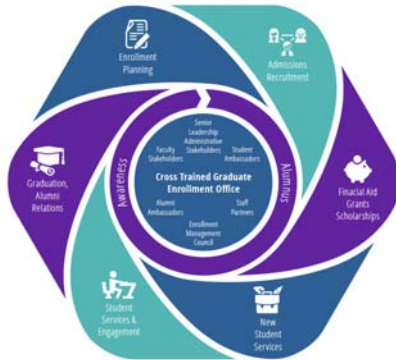
- ### Driving Factors
- Changes in resources
 - Do more with less
 - Increased reliance on graduate and professional enrollment
 - Structures not in-sync with pace of change
 - More competition
 - Changing landscape of expectations
 - Retention as a critical component of recruitment
 - Faculty are getting younger
 - Research focus for tenure more reliance on support services
 - Need for concrete identity and presence on campus
-

Integrated Interdependence

- Emphasis the student experience in constrictive resource environments while improving productivity and nurturing efficiency
- Integrating various functions in support of others (i.e. leveraging student resources in recruitment)
- Encourage stakeholders to be engaged at every part of student lifecycle experience
- Cross trained team – holistic support
- Build bridges beyond the academic units to key strategic administrative leaders
 - Planning and Budgets
 - SEM
 - Unifying as a single entity can bring issues to the surface to increase awareness of campus leadership



Integrated Interdependence in GEM




Integrated Interdependence in "Nexus"




Nexus Model of Integrated Interdependence

- Academic units within single institution may have varying levels of dependency on central support
 - Infrastructure
 - Business School vs. Arts and Sciences
- Central GEM office serves as nexus between senior leadership and academic unit
 - Coordination
 - Collaboration and partnerships between academic units
 - Graduate Education Advocacy
- Unify all aspects of the graduate student life cycle as one coordinated entity
 - Increase awareness of graduate enrollment management to campus leadership
 - Evolution of our profession



Integrated Interdependence Critique

- Model makes sense for smaller schools and academic units but what about large institutions?
- Concerns of senior leadership's buy-in at the graduate level
- Is it utopian to expect individuals to be cross-trained?
- Role definition
- Staffing levels




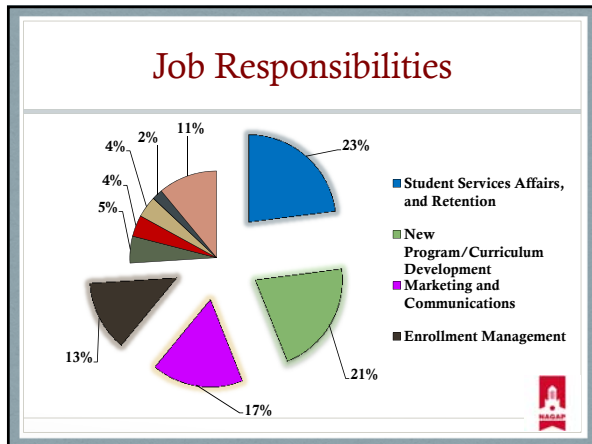
Current Role Responsibility

Understanding Graduate Enrollment Management

In your current role, what is the percent of time you spend on the following categories (should add up to 100%)

Percentage	I do not work in this area	1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%	Response Count
Admissions/Recruitment	20	52	60	68	51	56	30	15	14	3	391	
Communication and Marketing	29	147	114	49	23	5	5	2	2	1	379	
Diversity and Outreach Initiatives	98	216	27	10	2	2	0	0	2	0	357	
Enrollment Planning	89	166	59	33	7	3	2	1	1	2	363	
Financial Aid (i.e. Scholarships/Fellowships)	175	148	26	8	1	1	0	0	0	0	359	
Graduation/Degree Audit/Commencement	221	95	17	12	2	0	0	0	0	0	347	
New Program and Curriculum development	203	115	29	8	1	0	0	1	0	0	357	
Onboarding for New Students	108	178	44	21	1	1	2	0	0	1	356	
Program Reviews	241	90	9	4	0	0	0	0	0	0	344	
Reporting and Data Analytics	50	183	79	29	16	5	4	3	1	0	333	
Student Services/Success and Retention	111	131	45	42	5	8	5	5	5	3	361	
Other	75	48	17	14	5	4	1	0	0	0	365	





Working Definition of GEM

Graduate Enrollment Management (GEM) represents a **comprehensive approach** to the methods by which an institution recruits, admits, supports, retains, and graduates post-baccalaureate students in their respective degree programs. This dynamic paradigm includes codependent functions **working congruently** to strategically manage overall enrollment levels and the student experience. These include enrollment planning, marketing, recruitment and admissions, advisement/coaching, financial aid, student services, retention, and alumni relations.

- ### What does this all tell us and where do we go from here?
- Many of us are experiencing the growing pains of GEM
 - Changing responsibilities with a broader focus than just Admissions
 - Parallels a change in NAGAP's membership as well
 - Emergence of strategic accountability/responsibility at the operational level
 - Responsibility to act as change agents and advocates by increasing the visibility, knowledge, uniqueness and importance of graduate education
 - Better define what we do
 - Participation in campus committees, projects, new initiatives etc.
 - Educating senior leadership and key stakeholders
 - Closer examination of individual organizational structures
 - Case Studies
 - Increased partnerships with niche sister organizations

Contact Information

- Josh LaFave, lafavejj@potsdam.edu
- Matt Cipriano, mac2113@med.cornell.edu
- Chris Connor, cconnor@buffalo.edu
- Ariana Balayan, balayana@sacredheart.edu



Questions?



Friday Plenary Session: Best Practices in GEM Organizational Structures