

Transcending Local to Global: Trends in Graduate Education

Wednesday, April 9, 2014

8 a.m.-5 p.m.	Registration	La Salle Foyer
8-11:30 a.m.	Coffee/Tea	La Salle Foyer
9-11:30 a.m.	New Graduate Administrators Workshop <i>Robert Augustine, Eastern Illinois University; Diana Carlin, Saint Louis University</i> Funding, staffing, enrollments, quality, conflict resolution, governance, policy development, legal issues, assessment, and career issues are among the many challenges that confront new graduate deans. During this session, several experienced graduate deans will use a discussion format to identify the specific concerns of the deans in attendance. The focus of the session is to guide participants to resources and best practices to facilitate leadership in graduate education. The program is interactive and the topics will be derived from the participants. In advance of the session, the presenters will ask the deans registered for the session to identify issues of concern. These will be used to initiate the discussion.	Huron
10-11:30 a.m.	MAGS Board Meeting <i>Maria Di Stefano, MAGS Chair, Truman State University</i>	Michigan
10 a.m.-5 p.m.	Exhibits	State & La Salle Foyer
11:30 a.m.-1 p.m.	New Graduate Administrators and Executive Committee Luncheon <i>Maria Di Stefano, MAGS Chair, Truman State University</i>	Huron
1:15-1:30 p.m.	Welcome and Overview <i>Maria Di Stefano, MAGS Chair, Truman State University; Jessica Horowitz, MAGS Chair-elect, Loyola University Chicago</i>	La Salle I
1:30-3 p.m.	Plenary Session Enhancing Student Financial Education: What is the Role of the Graduate School <i>President: Daniel D. Denecke, Associate Vice President, Programs and Best Practices at Council of Graduate Schools (CGS)</i> <i>Panelists: Samuel Attoh, Loyola University Chicago; Jodi Kaus, Kansas State University; Patrick Osmer, Ohio State University</i> With total student loan debt now exceeding \$1 trillion, student debt and finances are at the center of national attention. Once students are in graduate school, well-structured financial support combined with responsible borrowing and skills in managing their finances can increase students' likelihood of successful completion. But undergraduate	La Salle I

student debt deserves graduate schools' attention too. The amount of debt students carry and the proportion of students and families now carrying education-related debt can affect student decisions about whether and when to pursue a graduate degree. With support from TIAA-CREF, the Council of Graduate Schools is now working with 15 awardee and 19 affiliate CGS member institutions to develop model programs for enhancing financial and debt management skills of graduate and undergraduate students. Speakers will discuss opportunities for universities to become more proactive in providing appropriate and relevant financial education. Three awardees will highlight their projects with an emphasis on innovative solutions for engaging 'Gen Y' students.

3-3:30 p.m.

Break

La Salle Foyer

3:30-4:30 p.m.

Concurrent Sessions

Embracing Global Perspectives in Graduate Education: The Experience at Small and Mid-sized Institutions **State II**

Doug Barcalow, Director, Graduate School, University of Saint Francis, Fort Wayne, Indiana; Joanne Barnes, Dean, Graduate School, Indiana Wesleyan University, Marion, Indiana; Rosemary Link, Associate Vice President for Academic Affairs, Simpson College, Indianola, Iowa; Regina Matheson, Dean, Graduate and Adult Education, St. Ambrose University, Davenport, Iowa; Nan Yancey, Dean, Graduate Studies, Lewis University, Romeoville, Illinois

As part of a rapidly changing world, graduate education transforms students in a significant manner but it is also transforming itself at an ever accelerating pace. This interactive panel session will focus on the experiences at small and mid-sized institutions as they transcend and transition to embrace a graduate culture and as they integrate structures to support global perspectives. Embracing a global perspective so that graduate education focused units within the institution function more efficiently, to making global perspectives possible through international educational experiences for graduate students, this session will highlight how to make the 'global' possible at smaller institutions.

Innovative Approaches to Graduate Assessment

State I

William Abler and Scott Day, University of Illinois Springfield

Graduate programs are under increasing pressure to demonstrate the value added by their degrees. Governmental bodies want to ensure accountability, accrediting and licensing agencies want to ensure that professional standards are upheld, and students want to know that their investments are worthwhile. Constituents want to know not only that a graduate program has an outstanding curriculum in place, but that students have mastered the knowledge and skills embedded within that curriculum.

Graduate programs at UIS are developing new ways of assessing student learning outcomes in order to meet emerging needs. Both Educational Leadership (EDL) and Human Development Counseling (HDC), stand-alone master's programs, have developed innovative assessment tools. Program representatives propose to discuss recent changes and the challenges they have faced.

Do We Really Know What Graduate Students are Learning Abroad and How Do We Know?

Huron

John Dirkx, Kristin Janka Millar and Brett Berquist, Michigan State University

What do we really know about education abroad at the graduate level? The answer is not much at all. Designing, providing, and facilitating international educational experiences for students represent important and expanding dimensions of efforts to internationalize higher education in the United States. The proportion of graduate students studying abroad has been steadily increasing, from about 8% in 2001-2002 to almost 14% of all students studying abroad in 2009-2010, and the number of higher education institutions offering international experiences for their graduate students has also increased with programs in diverse disciplines, ranging from short-term, faculty-led programs to joint and dual degree programs.

This presentation will report on results from “The Graduate Learning, Experiences and Outcomes (GLEO)” project, an initiative Michigan State University is leading to inventory and understand in depth, the nature, content and impact of education abroad programs at the graduate level. We will discuss an inventory of graduate level programs at 14 Midwest institutions, and tools developed through this process that could be used by other institutions to better understand graduate education abroad. We will also discuss results from a more in-depth study of seven short-term programs designed for education doctoral students.

5:45-6:30 p.m.

Reception

Sponsored by ProQuest

State & Foyer

6:30-9 p.m.

MAGS Banquet & Distinguished Master's Thesis Award

Ambika Mathur, Wayne State University, Chair MAGS Distinguished Thesis Award Committee

La Salle Ballroom

Thursday, April 10, 2014

7 a.m.-5 p.m.

Registration

La Salle Foyer

7-8 a.m.

Breakfast

La Salle II

Committee Meetings

La Salle II

8-8:30 a.m.

Networking

La Salle II

8:40-10 a.m.

Plenary Session

La Salle I

Theater Delta Presents:

Cultivation: An Interactive Theater Performance on Faculty Mentorship

Ben Saypol, Director of Theater Delta

This performance will use Interactive Theater – scripted and improvisational audience participatory theater – to promote dialogue and solutions around faculty mentorship of graduate students. Participants will witness a scene, have an opportunity to interact with and challenge the characters, and then take part in a facilitated conversation about the issues raised. Topics include communication, critical feedback, boundaries, research, cultural identity and others. *Co-sponsored by Loyola University, Chicago*

10 a.m.-5 p.m.

Exhibits

State & La Salle Foyer

10-10:30 a.m.

Break

La Salle Foyer

10:30-11:30 a.m.

Concurrent Sessions

Beyond Orientation: Connecting Students throughout their Academic Careers

State II

Kalee Ludeks, Manager of Strategic Programming and Assessment of Graduate Student Affairs at the University of Chicago

When graduate students begin their graduate study, they are usually welcomed collectively through a graduate orientation event where—while being bombarded by administrative information—students can network with peers from multiple departments and programs. After that gathering, however, students often become siloed in their departments where the isolating exercise of academic research allows them to enjoy little interaction with the broader graduate student community. In this session, Graduate Student Affairs (GSA) from The University of Chicago will describe the conception and implementation of the one-size-DOESN'T-fit-all model which has been applied to several types of programs including professional development events, graduate alumni interactions, and supportive graduate student family resources. GSA will share their experience with sponsoring more targeted programs that bring together smaller groups within the graduate population around a common theme or topic to create a more meaningful impact for students.

Collecting, Reporting and Utilizing Programmatic Level Data for Program Improvement:

Huron

The Story of the University of Kansas Doctoral Program Profiles

Kristine Latta, Ph.D., Director of the College Office of Graduate Affairs; Amanda Ostreko, Ph.D., Director of Graduate Enrollment; Roberta Pokphanh, Ph.D., Assistant Dean of Graduate Studies, University of Kansas

The Association of American Universities Institutional Data Committee recently highlighted the University of Kansas (KU) doctoral program profiles as a useful model for those wishing to develop institutional profiles of graduate-level data. KU's doctoral program profiles are the result of over five years of work to improve data collection and reporting to inform decision-making in graduate programs at KU. This session will tell how the creation, deployment, and utilization of these data reports led to program-specific discussions on learner outcomes, career paths, student quality of life, and mentoring. These data reports are now being utilized as a framework for the doctoral strategic planning process at KU.

Best Practices to Facilitate Successful Transition to Graduate School

State I

Carol Shanklin, Dean, Kansas State University and Lee Williams, Dean, University of Oklahoma

Graduate programs and schools have successful recruitment initiatives and admission processes, however, strategies to facilitate the matriculation of the newly admitted applicants are often limited or non-existent. The period between the time the individual receives his/her admission letter until they enroll is a critical time that determines whether the individual will actually begin their graduate program and which university he/she will accept the admission offer. The extent to which a graduate program or school interacts with the applicant can influence this important decision. Once the student enrolls the support and resources provided by both the graduate program and graduate school will impact their transition as a graduate student. Examples of best practices that have been implemented at selected MAGS institutions will be presented including a Graduate Ambassador Program, a calling campaign that engages graduate student leaders, and components of effective orientation programs.

11:45 a.m.-1:15 p.m.

Luncheon & Business Meeting

La Salle II

MAGS/ETS Award for Excellence and Innovation in Graduate Education

MAGS Excellence in Teaching Awards

Maria Di Stefano, MAGS Chair, Truman State University

Pawan Kahol, Pittsburg State University, MAGS/ETS Award for Excellence and Innovation in Graduate Education Committee Chair

Nan Russell Yancey, Lewis University, MAGS Excellence in Teaching Awards Committee

1:30-2:30 p.m.

CGS President's Reflections on Graduate Education

La Salle I

Debra Stewart

2:30-2:45 p.m.

Break

La Salle Foyer

2:45-4 p.m.

Plenary Session

La Salle I

Graduate Education and the National Scene

Beth B. Buehlmann, Vice President of Public Policy and Government Affairs at CGS

Moderator: Jackie Huntoon, Michigan Technological University

Beth will discuss the current issues facing graduate schools and deans, from the vantage point of Washington DC and Capitol Hill. Her perspective and insights will help illuminate the (sometimes) opaque discussions and decisions from Congress that affect higher education, particularly at the graduate level.

4-5 p.m.

Concurrent Sessions

Lean Principles in a Graduate College: A Case Study in Progress

Huron

David M. Rackham, Boeing Corporation and William R. Graves, Iowa State University

Hear how a Graduate College partnered with collaborators from The Boeing Company to analyze critical processes by use of lean principles. The goal was to modernize and streamline a complicated, paper-based system of approving students' guidance committees and plans of study. A two-day workshop on campus resulted in plans for a new process estimated to save \$325,000 annually. The Boeing-Iowa State collaboration and progress toward implementation in August of 2014, will be reviewed.

Increasing Visibility: Marketing your Masters Programs

State II

Susan Cramer, Dean of Graduate Studies and Greg Wypiszynski, Director of Graduate Studies; University of Wisconsin Oshkosh

Once upon a time proximity was a primary factor influencing one's selection of a master's program. As a result, minimal program advertising was necessary. Today, because there are so many options available, one must add marketing to the list of responsibilities of Graduate Deans and Directors. This session will outline one campus' marketing journey then, for the majority of the session, open the conversation for participants to share their successes and questions.

Increasing Student Success in Competitive Fellowship Competitions

State I

Jessica Smith, University of Chicago and Marie Khan, University of Illinois-Chicago

Fellowship advisors Jessica Smith (University of Chicago) and Marie Khan (University of Illinois-Chicago) will present strategies for building a 'fellowship culture' at your institution – with or without an actual designated fellowship office. The session will highlight a variety of aspects of fellowship advising and administration, including: organizing and marketing fellowship opportunities, providing effective proposal writing and editing, collaborating and educating faculty to achieve buy-in and support, addressing disparate needs of various programs and departments, and more.

5-5:45 p.m.

Special Session

Superior

New Developments in Graduate Education – A Dialogue Between the Graduate Community and NSF

Richard Tankersly, Pushpa Murthy, National Science Foundation; Henning Schroeder, CGS/NSF Dean in Residence

6-7:30 p.m.

Reception

State & La Salle Foyer

Sponsored by TIAA/CREF

7:30-9:30 p.m.

MAGS Board Dinner

Off-site

Maria Di Stefano, MAGS Chair, Truman State University

Friday, April 11, 2014

7-11 a.m.	Registration	La Salle Foyer
7-8 a.m.	Breakfast <i>Sponsored by ETS</i>	La Salle II
7-8 a.m.	Illinois State Meeting Missouri State Meeting	State I State II
8-8:30 a.m.	The TOEFL® and GRE® Tests: An Update from ETS — Matt Kadlubowski	La Salle II
8-11 a.m.	Exhibits	State & La Salle Foyer

9-10:15 a.m.

Concurrent Sessions

MAGS/ETS Award for Excellence and Innovation in Graduate Education

Huron

Diana Carlin, St. Louis University; Cherelle Johnson, St. Louis University

Program G.R.A.D. (Graduate Recruitment to Achieve Diversity) is an effort to increase the number of underrepresented minorities and women in STEM at Saint Louis University. The program, now in its second year, is based on a partnership with College Bound, a high school preparation and college retention program operated in the St. Louis public schools. College Bound prepares students for college and then provides support for them long-distance and through on-campus mentors throughout undergraduate programs. College Bound identifies juniors across the country who are interested in graduate school. The students apply for a three-day program at SLU. Additionally, SLU partners with East Illinois to identify students. Students from area HBCUs and Native American serving institutions were contacted in year two to increase numbers from 25-40 participants. The program includes an introduction to graduate school and the application process, how to write a personal statement, how to prepare for the GRE, GMAT or LSAT (this includes a mini-test prep), financial aid, and what to ask when researching a program. Faculty and students meet with the Program GRAD participants and discuss their programs, take them to classes, and socialize with them at program dinners. The SLU students have provided input for what needs to be done to improve retention and College Bound has provided additional suggestions. The retention piece is in its beginning stages this academic year.

Patricia Mooney-Melvin, Loyola University Chicago

Mastering the Humanities: Growing, Diversifying, and Sustaining Humanities Education represents an initiative to address many of the challenges facing those involved in Humanities' disciplines. The larger project focuses on Humanities' education from the recruitment stage to the post-graduate experience. The ultimate goal of this initiative is the creation of a Humanities Institute in the Graduate School that will help shape recruitment strategies as well as provide programming and professional development. The initial phase of the project has three components: data collection, faculty development, and student workshops.

From Local to Global: Forging Campus-Wide Partnerships as an Approach to Building New Programs State I & II *Laura Carlson, Associate Dean for Professional Development; John Lubker, Associate Dean for Students; Mimi Beck, Program Director, Graduate Student Life, University of Notre Dame*

This three-part panel series advocates forging campus-wide partnerships as an approach to building new programs. The Graduate School at the University of Notre Dame is undergoing a transformation as a provider of student services, with recent efforts devoted to building significant University-wide programs in Professional Development and Student Life. We discuss the how-tos of this approach, covering key principles that include a) the reliance on existing rather than new resources; 2) the benefits of coordination and collaboration across units; 3) the importance of maintaining the independence of each partnering unit; 4) the added value of common branding; and 5) incentives that can be used as buy-ins to this approach. What emerges out of the application of these 5 principles are vibrant teams that use shared marketing, capitalize on existing programs, leverage current personnel, and collaborate across units, to create highly visible University-wide programs that promote the personal and professional development of graduate students and post-doctoral scholars.

10:15-10:30 a.m.

Break

La Salle Foyer

10:30-11:30 a.m.

Special Session TIAA-CREF

La Salle I

Financial Literacy: The Millennial Challenge

Britta Schell, Gen Y Strategist; Jonathan Gentry, Senior Director; Michael Gannon, Senior Director, Communications and Marketing; Amy Podzius, Financial Consultant, TIAA-CREF

Competing myths abound concerning “Gen Y” or the millennial generation. Some say they are more narcissistic, others say they are more socially conscious than previous generations. Some say they rely more on peers for advice, while others say they rely more on family. This session will focus on research about millennials, examining their preferences and behaviors surrounding financial matters. The panel will explore what strategies will be most effective for engaging them as we look to improve the graduate community’s efforts to enhance student financial education.

11:30 a.m.

Meeting Adjourns

Maria Di Stefano, MAGS Chair

11:30 a.m.-1 p.m.

MAGS Executive Committee Meeting

Huron

Jessica Horowitz, MAGS Chair