



Midwestern Association of
Graduate Schools
An Affiliate of the Council of Graduate Schools

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71st Annual Meeting | April 15-17, 2015 | St. Louis, Missouri

Theme: "Graduate Education for the 21st Century"

Who Should Attend

Faculty and staff from colleges and universities significantly engaged in graduate education, to include, but not limited to:

- Graduate Deans and their staff
- Graduate Program Directors and their staff
- Associate Deans and their staff
- Assistant Deans and their staff

Venue

[Ritz-Carlton, St. Louis](#)

100 Carondelet Plaza
St. Louis, Missouri, 63105
314.863.6300

Thank you to our Sponsors!

[Educational Testing Service](#) - Sponsor of the MAGS/ETS Award for Excellence & Innovation in Graduate Education

[Educational Testing Service](#) - Sponsor of the Friday morning Continental Breakfast

[ProQuest](#) - Sponsor of the MAGS/ProQuest Distinguished Master's Award

[ProQuest](#) - Sponsor of the Wednesday reception

[Call for Papers!](#) (*past due*)

8 a.m.-5 p.m.	Registration	Amphitheater Prefunction
8-11:30 a.m.	Coffee/Tea	
9-11:30 a.m.	<p>New Graduate Administrators Workshop <i>Dr. Robert M. Augustine, Dean of the Graduate School, Eastern Illinois University; Dr. Diana Carlin, Associate Vice President for Graduation Education & International Initiatives, Saint Louis University</i></p> <p>Gives new deans and graduate school staff members the opportunity to discuss topics of interest. This highly interactive session is led by experienced deans and is followed by a luncheon with the members of the Executive Committee of the Midwestern Association of Graduate Schools (MAGS).</p>	Pavilion
10 a.m.-5 p.m.	Exhibitors	
10-11:30 a.m.	Executive Committee Meeting	Boardroom
11:30 a.m.-1 p.m.	New Graduate Administrators & Executive Committee Luncheon	Consulate
1:15-1:30 p.m.	<p>Welcome & Overview <i>Dr. Jessica Horowitz, MAGS Chair, Loyola University Chicago</i> <i>Dr. Jacqueline Huntoon, MAGS Chair-elect, Michigan Technological University</i></p>	Amphitheater
1:30-2 p.m.	<p>News from the Council of Graduate Schools <i>Dr. Suzanne Ortega, President, Council of Graduate Schools</i></p>	Amphitheater
2-3:30 p.m.	<p>Plenary Session <i>Dr. Gerald Early, Merle Kling Professor of Modern Letters, Washington University in Saint Louis</i></p>	Amphitheater
3:30-3:45 p.m.	Exhibitor Highlights	
3:45-4:15 p.m.	Break	
4:15-5:15 p.m.	<p>CONCURRENT SESSIONS Developing & Sustaining International Experiences in Graduate Professional Education <i>Dr. Julie Sinclair, Admissions Assistant Director, Sponsored Student Recruitment; Dr. Karen Klomparens, Associate Provost & Dean of the Graduate School, Michigan State University</i></p> <p>As part of efforts to internationalize, U.S. postsecondary institutions are increasingly providing international opportunities for graduate students, particularly in professional disciplines. Presenters will discuss findings from a research project that used an integrated organizational lens to understand the development of international experiences in three graduate professional programs. Presenters will then facilitate group discussion about the how the findings from the research, as well as experiences at attendees' own institutions, impact sustainability of international opportunities for students.</p>	Pavilion

	<p>Graduate Programs in the 21st Century; Growth & Progress <i>Dr. Mitra Fallahi, Associate Dean, Lewis University</i></p> <p>Offering graduate programs has become a complicated aspect of university operations due to factors such as funding of the programs, connecting to global concerns through research, and exemplifying the mission and image of the institution. This session will portray the public image presented by universities, views of graduates of the programs, and how to maintain high quality in graduate education.</p>	Colonnade
	<p>Graduate Student Leadership to Shape Graduate Education for the 21st Century <i>Dr. Nancy Pope, Associate Dean, Graduate School, Washington University in St. Louis; Sasha Teymorian, Ph.D. Candidate, President Graduate Student Government, Michigan Technological University</i></p> <p>In this session, we will look at parts of two graduate schools' structures aimed at helping graduate students shape their own success and their graduate community. Sasha Teymorian will discuss centralized structures, such as student government, at Michigan Technological University. Nancy Pope will discuss decentralized structures, such as departmentally organized peer mentoring programs and dissertation workshops, at Washington University in St. Louis.</p>	Consulate
6-7 p.m.	<p>Reception <i>Sponsored by ProQuest</i></p>	Plaza
7-9 p.m.	<p>MAGS/ProQuest Distinguished Master's Thesis Award Banquet</p>	Plaza

Thursday, April 16, 2015

7 a.m.-5 p.m.	<p>Registration</p>	Amphitheater Prefunction
7-8:30 a.m.	<p>Continental Breakfast</p>	Plaza
8:45-10:00 a.m.	<p>Plenary Session <i>The special session: Updates from the National Science Foundation NSF Staff Members: Dr. Pushpa Murthy, Graduate Research Fellowship Program; Claire Hemingway, Program Director, NSF Research Traineeship; Brian Mitchell, Dean-in-Residence, NSF/CGS</i></p>	Amphitheater
10 a.m.-5 p.m.	<p>Exhibitors</p>	
10:00-10:45 a.m.	<p>Break</p>	Amphitheater Prefunction
10:45-11:45 a.m.	<p>CONCURRENT SESSIONS Towards a "True Graduate Experience": Identifying Universal Learning Outcomes in Professional Master's Degree Programs <i>Dr. John Stone, Dean, School of Graduate Studies; Dr. Carolyn Morgan, Department Chair, Psychology, Professor; Dr. Seth Meisel, Associate Dean, Continuing Education, University of Wisconsin-Whitewater</i></p>	Consulate

	<p>Spurred by a recommendation from a Higher Learning Commission team in 2006, the School of Graduate Studies at the University of Wisconsin-Whitewater (UW-W) engaged in a comprehensive, multi-year project.</p> <p>This session will share the results of the investigation, leading to a discussion of how the graduate experience differs from the undergraduate experience at UW-W, and reveal an emergent set of Institutional Learning Outcomes for Master's Level Education at UW-W. Fun to be had by all attendees!</p>	
	<p>Engaging Emeriti Faculty: A Case Study for Graduate School Development <i>Dr. Susan Morgan, Associate Dean, Graduate College; Dr. Jerry Weinberg, Dean, Graduate School; Dr. Steve Hansen, Emeritus Dean, Graduate School, Southern Illinois University Edwardsville</i></p> <p>A common problem for fund raising at a master's granting regional public university is identifying who are your potential donors and how to connect with them. This session offers a model for graduate school fundraising that has been successful at our institution.</p>	Colonnade
	<p>Graduate Learning Communities for First Year Graduate Students <i>Dr. Craig Ogilvie, Assistant Dean, Graduate School; Dr. Sara Marcketti, Associate Director for Scholarship of Teaching & Learning, CELT, Associate Professor, Iowa State University</i></p> <p>To address the challenges of transitioning to graduate school and to decrease the attrition rate, we have adapted the successful undergraduate learning community model to create Graduate Learning Communities (GLC). We currently have a dozen GLCs on campus that include regular discussion seminars on what it takes to succeed as a graduate student, professional development, mentoring provided by more senior graduate students, and structured social environments to enable community building. The results of our implementation of the GLCs, the assessment of impact, and links to other GLCs in the country will be presented in this session.</p>	Pavilion
12-1:15 p.m.	Business Meeting & Lunch	Plaza
1:15-2:15 p.m.	<p>Award Luncheon MAGS/ETS Award for Excellence & Innovation in Graduate Education MAGS Excellence in Teaching Award</p>	Plaza
2:30-3:30 p.m.	<p>CONCURRENT SESSIONS Program Review in Graduate Education: Leveraging Structure, Process & a Virtual Reality <i>LuAnn Schwery, Assistant Dean, Graduate School</i></p> <p>Program review is an assumed practice for all institutions accredited by the Higher Learning Commission, and provides a mechanism for gathering evidence of educational quality, student performance and achievement of stated program outcomes, as well as an evaluation of a program's strengths and weaknesses in order to identify strategies for improvement. In this session, the presenter will describe a virtual review process which has been implemented at Creighton University. It will include a discussion of the elements which have made this type of review successful, including the use of technology, identifying common</p>	Consulate

	data sets, developing an efficient process flow, and creating standard communications.	
	<p>Innovative Teaching Methods for Online Graduate Courses <i>Dr. Leslie Hinyard, Associate Director for Academic Affairs, Saint Louis University</i></p> <p>Online instruction is becoming increasingly common in graduate programs; however, faculty often approach online teaching with the same methods they use for teaching in a traditional lecture-format course. This session will describe innovative course structures used in the online MS in Health Outcomes Research and Evaluation Sciences program at Saint Louis University. Using specific examples and lessons learned, program representatives will discuss the development of two online courses—Foundations of Outcomes Research II and Health Outcomes Measurement—that utilize peer instruction, active learning techniques, project-based learning, and online group work to approach complex topics.</p>	Colonnade
	<p>The Best of Both Worlds?: The Changing Role of Blended Learning in Graduate Education <i>Dr. Vickie Cook, Director, Center for Online Learning, Research & Service; Emily A. Boles, Online Learning & Faculty Development Specialist, Center for Online Learning, Research and Service, University of Illinois, Springfield</i></p> <p>This session will examine the shift to blended and mode neutral course formats in graduate education. Research related to learning theories, including pedagogy, andragogy, and heutagogy will be covered, as well as how learning theories relate to mode neutral courses. Finally, we'll cover the implementation of mode neutral in one graduate course at UIS.</p>	Pavilion
3:30-4 p.m.	Break	Amphitheater Prefunction
4-5:15 p.m.	<p>SPECIAL SESSIONS</p> <p>Graduate Education and Disability Policy <i>Dr. Nora Pollard, Office of Disability Policy, Educational Testing Service</i></p>	Pavilion
	<p>Updates from the National Science Foundation <i>NSF Staff Members: Dr. Pushpa Murthy, Graduate Research Fellowship Program; Claire Hemingway, Program Director, NSF Research Traineeship; Brian Mitchell, Dean-in-Residence, NSF/CGS</i></p>	Consulate
	<p>Affordable Care Act <i>Kit Wagar, Affordable Care Act Specialist, Office of the Regional Director, U.S. Department of Health and Human Services, Kansas City, MO</i></p>	Colonnade
6-7:30 p.m.	<p>Networking Reception <i>Sponsored by TIAA/CREF</i></p>	Plaza
7:30-9:30 p.m.	MAGS Board Dinner	Off-site

Friday, April 17, 2015

7 a.m.-12 p.m.	Registration	Amphitheater Prefunction
7-8 a.m.	Continental Breakfast <i>Sponsored by ETS</i>	Plaza
7:30-8:30 a.m.	State Meeting 1: Illinois	Table in Plaza
	State Meeting 2: Missouri	Table in Plaza
8-8:30 a.m.	The GRE and TOEFL Tests: An Update from ETS <i>Matt Kadlubowski</i>	Amphitheater
8-11 a.m.	Exhibitors	
8:45-9:45 a.m.	<p>CONCURRENT SESSIONS</p> <p>Promising Practices for Graduate Education <i>Dr. Shelly Conner, Assistant Dean for Academic Planning & Policy, Ida Faye Webster, Program Manager, University of Michigan</i></p> <p>Over the course of the last decade, Rackham's Program Review process has created a library of great ideas from the University of Michigan's 200+ graduate programs. From these great ideas, we've identified key elements to make a graduate program successful which we refer to as promising practices. This presentation will share efforts to promote ongoing collaboration between the Graduate School and programs as well as concrete practices to improve graduate student experiences.</p>	Consulate
	<p>Mentoring & the Graduate Student Handbook <i>Dr. Kristine Latta, Director of the College Office of Graduate Affairs; Morgan Swartzlander, Manager, Graduate Student Services, University of Kansas</i></p> <p>A department's graduate student handbook can be a vital aid to quality advising and mentoring. In 2013-2014, the College of Liberal Arts and Sciences at the University of Kansas carried out an assessment of graduate student handbooks, resulting in the creation of a Guide to Graduate Student Handbooks. In this session we will discuss how the College is using the Guide to encourage departmental conversations on best practices in mentoring and student advising, and share practical tips about handbook content, design elements, distribution, and use.</p>	Colonnade
	<p>"Bridging Gaps" among Student Leaders, Faculty, Administrators & University Offices: Building Strategic, University-Wide Partnerships Relevant to 21st-Century Graduate Education <i>Dr. Kimberly Curtis, Assistant Dean for Graduate Student Affairs, Washington University; Dr. Melissa McDaniels, Assistant Dean, Graduate School, Michigan State University</i></p> <p>In twenty-first century graduate education, challenges students and administrators face have evolved due to changes in public policy, technology, fiscal policy, and employment. In these contexts, it is crucial to build relevant, innovative, and strategic partnerships to address</p>	Pavilion

	<p>challenges, best support graduate study, and promote students' professional and leadership development. This interactive session features case studies of initiatives at Washington University in St. Louis and Michigan State University initiatives to create unique communities among graduate students, faculty, staff, and administrators in a spirit of collective responsibility and leadership.</p>	
9:45-10:15 a.m.	Break	Amphitheater Prefunction
10:15-11:15 a.m.	<p>CONCURRENT SESSIONS Holistic Application Review: Benefits and Models <i>Dr. Marcus A. Huggans, Senior Director, External Relations, The National GEM Consortium; Jacque Smith, Director, Graduate Enrollment Services, Michigan Technological University</i></p> <p>Although it may be easy to use dominant or primary selection criteria with "cut-offs" for graduate admission decisions, a holistic or full file review is becoming a best practice among many graduate schools. When reviewing graduate school applications all components of a student's admission package should be considered in the admission decision. No single application component should guarantee acceptance or rejection of a student's application. During this session, Dr. Huggans and Mr. Smith will share their experiences in graduate school admissions and provide tools for holistic application review. This will be a highly interactive workshop, so group discussion is welcomed and encouraged.</p>	Pavilion
	<p>Lessons Learned from 25 Years of a University-Wide Interdisciplinary Ph.D. Program <i>Dr. Jennifer Friend, Assistant Dean & Interim Deputy Provost; Dr. Denis Medeiros, Dean & Vice Provost, University of Missouri-Kansas City; Elizabeth Marie Brown, MA in Higher Education Administration Candidate</i></p> <p>This session will share the origins, practices, and outcomes of a successful Interdisciplinary PhD program designed to leverage institutional resources, promote collaboration across units, and provide opportunities for student-centered learning and research activities using an interdisciplinary approach. The enrollment within this program averages more than 350 students per year, and more than 40 students graduate each year from the program. This session will also include a demonstration of the use of social media and video to communicate with Interdisciplinary PhD students, advisors, and other stakeholders.</p>	Consulate
	<p>The Role of Graduate Teacher Certification Programs in a Campus & Community Context <i>Dr. Doug Feldmann, Professor & Director, Master of Arts in Teaching Program, Northern Kentucky University</i></p> <p>In directing the Master of Arts in Teaching program at his institution, the presenter has overseen the recent hybridization of the program - with some courses remaining "face-to-face" and others being switched to an online format. While utilizing instruments such as blogs, wikis, and similar technologies, the presenter and his students have, in this process, successfully established links beyond the program to campus and community entities. At this session, attendees will be offered ideas in establishing programmatic connections to the community for</p>	Colonnade

	marketing and public relations purposes, as well as methodological ideas within the online graduate "classroom."	
11:15 a.m.	Adjourn	
11:30 a.m.-1 p.m.	MAGS Board Meeting	Boardroom



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The New Administrators' Workshop (Wednesday, April 15, 9–11:30 am) gives new deans and graduate school staff members the opportunity to discuss topics of interest. This highly interactive session is led by experienced deans and is followed by a luncheon (11:30 am– 1 pm) with the members of the Executive Committee of the Midwestern Association of Graduate Schools (MAGS).

The 2015 MAGS New Administrators' Workshop is led by:

- Robert M. Augustine, Dean of the Graduate School, Eastern Illinois University
- Diana Carlin, Associate Vice President for Graduate Education and International Initiatives, Saint Louis University

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Plenary speakers



Dr. Gerald Early, Merle Kling
Professor of Modern Letters,
Washington University in St.
Louis, Missouri

Gerald Early is Merle Kling
Professor of Modern Letters,
Professor of English and of

African and Afro-American Studies, Director of the
Center for Humanities, and a Fellow of the
American Academy of Arts and Sciences. He is the
editor of several volumes, including *This is Where I
Came In: Black America in the 1960s* (2003); *The
Sammy Davis, Jr., Reader* (2001); *The Muhammad
Ali Reader* (1998); *Body Language: Writers on
Sport* (1998); *Speech and Power* (1993); *Lure and
Loathing: Essays on Race, Identity, and the
Ambivalence of Assimilation* (1993); and *My Soul's
High Song: The Collected Works of Countee
Cullen* (1991). Professor Early is the author of *The
Culture of Bruising: Essays on Prizefighting,
Literature, and Modern American Culture*, which
won the 1994 National Book Critics Circle Award for
criticism. Other works are *One Nation Under a
Groove: Motown and American
Culture* (1994); *Daughters: On Family and
Fatherhood* (1994); and *Tuxedo Junction* (1989).
The recipient of a Whiting Writer's Award and a
General Electric Foundation Award, Early is
currently finishing a book about Fisk University.
https://english.artsci.wustl.edu/gerald_early

Dr. Pushpa Murthy (Program Director, Graduate
Research Fellowship Program, National Science
Foundation), Claire Hemingway (Program Director,
NSF Research Traineeship), and Brian Mitchell
(Dean-in-Residence, NSF/CGS)



Dr. Suzanne Ortega, President,
Council of Graduate Schools,
www.cgsnet.org/cgs-names-suzanne-ortega-new-president

Prior to her appointment at
UNC, Dr. Ortega was
Executive Vice President and

Provost at the University of New Mexico from 2008-2011. She served among the group that CGS most directly represents, graduate deans, while Vice Provost and Graduate Dean at the University of Washington (2005-2008) and also at the University of Missouri-Columbia (2000-2005). An expert in mental health epidemiology, health services, and race and ethnic relations, Dr. Ortega received her PhD in sociology from Vanderbilt University.

Dr. Ortega has also led the graduate community through a number of board and committee service positions, including the Executive Board of NASULGC (APLU)'s Council on Research Policy and Graduate Education; the National Academy of Science's Committee on the Assessment of the Research Doctorate; the CGS-ETS Commission on Pathways through Graduate School and into Careers; and the CGS Advisory Committee on Minorities in Graduate Education.

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"Bridging Gaps" among Student Leaders, Faculty, Administrators, and University Offices: Building Strategic, University-Wide Partnerships Relevant to 21st-Century Graduate Education, *Kimberly Curtis, Melissa McDaniels, and Mimi Beck, Washington University, Michigan State University, University of Notre Dame*

Developing and Sustaining International Experiences in Graduate Professional Education, *Julie Sinclair and Karen Klomparens, Michigan State University*

Engaging Emeriti Faculty: A case study for graduate school development, *Susan Morgan, Jerry Weinberg, and Steve Hansen, Southern Illinois University*

Graduate Learning Communities for First year Graduate Students, *Craig Ogilvie and Sara Marcketti, Iowa State University*

Graduate Programs in the 21st Century: Growth and Progress, *Mitra Fallahi and Shelly Conner, Lewis University, University of Michigan*

Innovative Teaching Methods for Online Graduate Courses, *Leslie Hinyard, Saint Louis University*

Lessons Learned from 25 years of a University-wide Interdisciplinary PhD Program, *Jennifer Friend and Denis Medeiros, University of Missouri – Kansas City*

Mentoring and the Graduate Student Handbook, *Kristine Latta and Morgan Swartzlander, University of Kansas*

Program Review in Graduate Education: Leveraging Structure, Process and a Virtual Reality, *LuAnn Schwery, Gail Jensen, Tracy Chapman, Mary Ann Danielson, and Mike Pieper, Creighton*

University

**Promising Practices for Graduate Education, Shelly
Conner, University of Michigan**

**Structuring Graduate School - Graduate Student
Leadership to Shape Graduate Education for the
21st Century, Elaine Berland, Nancy Pope, Rachel
Pepe, and Nicholas Miller, Washington University**

**The Best of Both Worlds?: The Changing Role of
Blended Learning in Graduate Education, Vickie
Cook, and William Miller, University of Illinois –
Springfield**

**The Role of Graduate Teacher Certification
Programs in a Campus and Community Context,
Doug Feldmann, Northern Kentucky University**

**Towards a "True Graduate Experience": Identifying
Universal Learning Outcomes in Professional
Master's Degree Programs, John Stone, Carolyn
Morgan, and Seth Meisel, University of Wisconsin-
Whitewater**

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Speaker handouts

[Developing & Sustaining International Experiences in Graduate Professional Education](#) (3 page PDF)

*Dr. Julie Sinclair, Admissions Assistant Director,
Sponsored Student Recruitment; Dr. Karen Klomparens,
Associate Provost & Dean of the Graduate School,
Michigan State University*

[Graduate Programs in the 21st Century: Growth & Progress](#) (2 page PDF)

Dr. Mitra Fallahi, Associate Dean, Lewis University

[Graduate Student Leadership to Shape Graduate Education for the 21st Century](#)

*Dr. Nancy Pope, Associate Dean, Graduate School,
Washington University in St. Louis; Sasha Teymorian,
Ph.D. Candidate, President Graduate Student
Government, Michigan Technological University*

- [First file](#) (3 page PDF)
- [Second file](#) (3 page PDF)
- [Third file](#) (2 page PDF)

[Plenary Session](#) (5 page PDF)

The special session: Updates from the National
Science Foundation

*NSF Staff Members: Dr. Pushpa Murthy, Graduate
Research Fellowship Program; Claire Hemingway,
Program Director, NSF Research Traineeship; Brian
Mitchell, Dean-in-Residence, NSF/CGS*

[Towards a "True Graduate Experience": Identifying Universal Learning Outcomes in Professional Master's Degree Programs](#) (3 page PDF)

*Dr. John Stone, Dean, School of Graduate Studies; Dr.
Carolyn Morgan, Department Chair, Psychology,
Professor; Dr. Seth Meisel, Associate Dean, Continuing
Education, University of Wisconsin-Whitewater*

[Engaging Emeriti Faculty: A Case Study for Graduate School Development](#) (4 page PDF)

Dr. Susan Morgan, Associate Dean, Graduate College;

Dr. Jerry Weinberg, Dean, Graduate School; Dr. Steve Hansen, Emeritus Dean, Graduate School, Southern Illinois University Edwardsville

Graduate Learning Communities for First Year Graduate Students (5 page PDF)

Dr. Craig Ogilvie, Assistant Dean, Graduate School; Dr. Sara Marcketti, Associate Director for Scholarship of Teaching & Learning, CELT, Associate Professor, Iowa State University

Program Review in Graduate Education: Leveraging Structure, Process & a Virtual Reality (4 page PDF)

LuAnn Schwery, Assistant Dean, Creighton University Graduate School, Omaha, NE

Innovative Teaching Methods for Online Graduate Courses (4 page PDF)

Dr. Leslie Hinyard, Associate Director for Academic Affairs, Saint Louis University

The Best of Both Worlds?: The Changing Role of Blended Learning in Graduate Education

Dr. Vickie Cook, Director, Center for Online Learning, Research & Service; Emily A. Boles, Online Learning & Faculty Development Specialist, Center for Online Learning, Research and Service, University of Illinois, Springfield

Graduate Education and Disability Policy (4 page PDF)

Dr. Nora Pollard, Office of Disability Policy, Educational Testing Service

Updates from the National Science Foundation (2 page PDF)

NSF Staff Members: Dr. Pushpa Murthy, Graduate Research Fellowship Program; Claire Hemingway, Program Director, NSF Research Traineeship; Brian Mitchell, Dean-in-Residence, NSF/CGS

Affordable Care Act (6 page PDF)

Kit Wagar, Affordable Care Act Specialist, Office of the Regional Director, U.S. Department of Health and Human Services, Kansas City, MO

The GRE and TOEFL Tests: An Update from ETS (6 page PDF)

Matt Kadlubowski

Promising Practices for Graduate Education (3 page PDF)

Dr. Shelly Conner, Assistant Dean for Academic Planning & Policy, Ida Faye Webster, Program Manager, University of Michigan

Mentoring & the Graduate Student Handbook

Dr. Kristine Latta, Director of the College Office of Graduate Affairs; Morgan Swartzlander, Manager, Graduate Student Services, University of Kansas

"Bridging Gaps" among Student Leaders, Faculty, Administrators & University Offices: Building Strategic, University-Wide Partnerships Relevant to 21st-Century Graduate Education (8 page PDF)

Dr. Kimberly Curtis, Assistant Dean for Graduate Student Affairs, Washington University; Dr. Melissa McDaniels, Assistant Dean, Graduate School, Michigan State University

Holistic Application Review: Benefits and Models (5 page PDF)

Dr. Marcus A. Huggans, Senior Director, External Relations, The National GEM Consortium; Jacque Smith, Director, Graduate Enrollment Services, Michigan Technological University

Lessons Learned from 25 Years of a University-Wide Interdisciplinary Ph.D. Program (4 page PDF)

Dr. Jennifer Friend, Assistant Dean & Interim Deputy Provost; Dr. Denis Medeiros, Dean & Vice Provost, University of Missouri-Kansas City; Elizabeth Marie Brown, MA in Higher Education Administration Candidate

The Role of Graduate Teacher Certification Programs in a Campus & Community Context (3 page PDF)

Dr. Doug Feldmann, Professor & Director, Master of Arts in Teaching Program, Northern Kentucky University

Poll Everywhere Activity Feedback (1 page PDF)

*Alyssa Lederer, MPH, CHES, Doctoral Student & Associate Instructor, Department of Applied Health Science
Indiana University School of Public Health-Bloomington*



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Membership

At its annual meeting in April 2014, the Midwestern Association of Graduate Schools voted to adopt a dues structure on a sliding scale reflecting three levels of graduate headcount enrollment, as shown below. Headcount enrollment includes all graduate students except those in programs leading to the MD, PharmD, DVM and JD.

Membership Fees, Graduate Enrollment Headcount and Period of Membership:

Graduate Headcount Enrollment	1 Year Dues	2 Year Dues	3 Year Dues
1-1000	\$ 175	\$ 325	\$ 475
1001-4000	\$ 225	\$ 425	\$ 600
4001 +	\$ 275	\$ 525	\$ 775

Dues notices are e-mailed to member institutions each November/December. Membership renewal and new membership fees run January-December (calendar year) and can be made online using a credit card.

Renewing Member/Member Update

2015 Membership Renewal/Update

New Membership

New Membership



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Meeting registration

Meeting registration (includes sponsorship):

Register Online NOW!

- Registration fee includes receptions, banquet, breakfasts and lunch:
 - \$250 MAGS Member, Early Bird Fee
 - \$275 MAGS Member (after March 23)
 - \$350 Non-members, Early Bird Fee
 - \$375 Non-members (after March 23)
- Additional Workshops:
 - \$30 New Graduate Administrators Workshop, includes lunch (Wed. April 15)
- Additional Meals for Guests:
 - \$35 Wednesday, New Graduate Administrators Workshop Lunch
 - \$60 Wednesday, Reception & Banquet
 - \$35 Thursday, Breakfast
 - \$35 Thursday, Lunch
 - \$35 Friday, Breakfast
- Institutional Sponsorship: MAGS member institutions are invited to sponsor the MAGS meeting with a donation of \$150 to help defray the costs of the morning and afternoon refreshment breaks. Contributors will be recognized at the meeting and in the written materials.

[MAGS Membership](#)

Cancellation Policy:

Full reimbursement for requests submitted at least 30 days prior to the start of the meeting (on or before March 23, 2015), 50% reimbursement for requests submitted within 30 days of the meeting (after March 23), and no reimbursement after the

start of the meeting.

Refund and substitution requests must be submitted in writing to: conted@uwlax.edu. Substitutions allowed.

UNIVERSITY *of* WISCONSIN
LA CROSSE

Office of Continuing Education and Extension
205 Morris Hall, 1725 State St, La Crosse, WI 54601,
USA

conted@uwlax.edu | 608.785.6504

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Sponsorship opportunities

Institutional Sponsorship:

Colleges and universities are invited to sponsor the MAGS meeting with a suggested donation of \$150 (to help defray the costs of the morning and afternoon refreshment breaks). College and university sponsors will be recognized at the meeting and in the written materials.

The institutional sponsorship can be paid via the conference [registration](#).

[Institutional Sponsorship Registration](#)

-

Corporate Sponsorship:

MAGS invites corporate sponsors to join us in St. Louis. Opportunities for sponsorship include all named awards, group breakfasts, and group receptions.

Corporate sponsorships are associated with a fee of \$3,000. Corporate sponsors receive one complimentary registration that includes access to all conference meals and receptions.

Sponsors will be acknowledged on the first day of the meeting by the conference organizers. Sponsors will also be acknowledged on the home page for the meeting and on the meeting program. Sponsors of awards will have their corporation acknowledged (along with MAGS) in the name of the award. Sponsors of breakfasts will have the opportunity to make a presentation in association with that breakfast. Sponsors of receptions will have

the opportunity to display corporate materials at the reception.

Corporate Sponsorship Registration

Corporate Partners are encouraged to contact [David Daleke](#) for more information on sponsorship opportunities.

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Exhibitor information

MAGS invites returning and new exhibitors to join us in St. Louis. Exhibitor tables are located in an area central to the meeting rooms and breaks.

Registration:

The fee for exhibitor registration is \$500. Exhibitor registration includes meeting registration for one representative, skirted display table, opportunity to make a brief presentation to all conference attendees on the first day of the meeting, and invitation to conference meals and receptions. The presence of vendors will be acknowledged on the home page for the meeting and on the meeting program. Registration must be received by March 23, 2015.

[Exhibitor registration materials](#)

Program Inclusions and Deadlines:

For inclusion in the registration packet, we ask all registered exhibitors to provide a digital copy of their organization logo (jpeg preferred) and a brief text of 150 words or less by March 23.

Exhibitor Table Information:

Location: Exhibitor tables will be located near the registration table and morning and afternoon breaks. This is not a secured area.

Electricity: There are outlets with sufficient electricity for laptops/small displays. If you require additional electrical capabilities, please contact [Continuing Education](#) and we can make arrangements with the hotel. Any additional costs must be paid by the exhibitor.

Meeting Attendees List: Exhibitors can request via email a preliminary list of attendees which will include the attendees' names and institutions. MAGS does not provide email addresses. The list will be available on April 6.

Set-up/Take down: Tables will be available to exhibitors, Wednesday, April 15 through, Friday, April 17.

Shipping Information: Packages may be delivered to the hotel no more than four working days prior to the date of the meeting and the hotel must have prior notification of any packages being delivered. There will be additional storage fees assessed for any packages that arrive to the hotel prior to the four day allowance. The following information should be included on all packages:

MAGS Annual Meeting
Attn: Continuing Education
Exhibitors Name and Company Name
April 15-17, 2015

Exhibitors are responsible for returning shipping costs and methods for all packages.

Questions: Please contact [Angie Coenen](#),
608.785.6510

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Venue and travel

Hotel Reservations

[Sheraton Clayton Plaza Hotel St. Louis](#)

7730 Bonhomme Avenue
St. Louis, MO 63105

1.888.337.1395 to make reservations, reference the
MAGS room block.

- \$179, room rate, per night single/double
- cut off: April 6, 2015

Attendee:

[MAGS Annual Meeting Overflow 2015](#)

Meeting Professionals:

To obtain access to real time reporting 24/7, or to
enter your own rooming lists & obtain immediate
confirmation numbers, simply enter the password
(62A4610) in "Event Planner Login" link on your
[personalized website](#).

Amelia Koncki, amelia.koncki@sheratonclayton.com

Please click here for [Terms and Conditions](#) relating
to your usage of this website.

[Map Sheraton to Ritz hotel](#) (1 page PDF)

[The Ritz-Carlton, St. Louis](#) - Sold Out

100 Carondelet Plaza
St. Louis, Missouri 63105
314.863.6300

- \$165, single/double rate
- reference Midwest Association for Graduate
Schools to receive the discounted room rate.
- Room Block cut-off: March 25

Transportation Information

- [Lambert-STL Airport](#)
 - [Metro Transit - St. Louis](#)
-

City Information

[Things to Do!](#) (5 page PDF)

[Explore St. Louis](#)

[Peabody Opera House](#)

[St. Louis Running Tour](#)

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Promising Practices in Graduate Education



Shelly Conner

Ida Faye Webster

Midwestern Association of Graduate Schools

April 17, 2015

Rackham Graduate School – University of Michigan

- Rackham programs in 18 out of 19 schools/colleges
- 109 Ph.D., 92 Master's, 35 Certificate Programs in Rackham
- Graduate Enrollment at University of Michigan (Fall 2014)

	Master's	Doctoral	Grad-Professional	TOTAL
Rackham	3,100	5,100	0	8,200
Non-Rackham	4,300	0	2,700	7,000
TOTAL	7,400	5,100	2,700	15,200



Rackham Program Review at U-M

- Evolution of Rackham Program Review
 - Fundamental goals
 - The space from which we learn about practices
- Multi faceted approach, grounded in program-specific and comparative data
- Ongoing conversation with program leadership
 - Meetings and Follow up
- Accountability



Rackham's Program Review – Role in needs assessment

Within scope

- Role of the graduate program
- Quality of student experience
- Recruitment advice
- Mentoring
- Providing student feedback
- Comprehensive funding
- Professional development (hard and soft skills)
- Student outcomes

Outside of scope

- Undergraduate program
- Course content
- Faculty composition
 - Demographic composition
 - Intellectual areas
- Faculty development
 - Recruitment, Tenure promotion, Retention
- Funding (department and external)
- Interactions with alumni



Rackham Program Review -- Annual Cycle

- Data preparation (March -June)
- Rackham Shares Data (July)
- First Conversation with department leadership (September)
- Current Student Survey (October)
- Second Conversation with department leadership (November)
- Internal Rackham Conversations (December)
- Conversation with other Dean (January)
- Final Letter (February)



September Discussion (Retrospective)

- Changes since last review
- Selected Indicators (last year)
 - Current recruitment practices
 - Demographic groups
 - Completion rates and gaps
- Exit Survey
 - Student experience
 - Publications
 - Career aspirations
- Distribution of faculty serving on dissertations
- Placement expectations & preparations



November Discussion (Current & Future)

- Selected Indicators (updated)
- Candidacy & Completion
 - Pattern among discontinued students
 - Time to candidacy
 - Time to degree
- Funding patterns
- Program's Future Directions
- Current Student Survey
 - Communication
 - Annual Review
 - Advising / Mentoring / Professional Development
 - Professional aspirations
 - Funding and loans
 - Climate and diversity
 - Belonging & open ended responses

What is a Promising Practice?

- Exemplary practices shared by program leadership during Program Review meetings
 - It takes dialogue to uncover a promising practice
 - They can be an idea that a program may have executed
- As programs have evolved so too has the definition of what is *promising*
- Success does not equate to a promising practice

Why is this approach unique and important?

- Having concrete examples & someone to talk to is critical
- A Library of Good Ideas helps people explore and innovate
- Expanding our network by utilizing the U-M campus
- Multi faceted coding
- Based on an ongoing dialogue

How to Build a Better Graduate Program?

- Core Components to build a successful graduate program
- Specific practices across broad fields

Recruitment

- Current students connect with prospective students. (All Programs)
- External faculty members bring students when visiting campus. (All Programs)
- Holistic admissions approach – building cohorts. (Social Sciences)
- Maintaining waitlists. (Humanities)

Funding

- Conference travel. (Humanities)
- Creating the opportunity for research experience. (Medical)
- First year students funded by the program. (Engineering)
- Providing financial incentives. (Social Sciences)
- Encouraging external fellowships. (Engineering)

Advising and Mentoring

- Multiple supports and advisors. (Humanities)
- Peer mentoring. (Humanities)
- Changing advisors. (Social Sciences)
- Annual review. (All Programs)



Climate and Culture

- Recognizing achievements. (All Programs)
- Encouraging students to build community. (Medical)
- Mental health awareness. (Medical)
- Sensitivity to the needs of students. (Social Sciences)



Professional Development

- Students in leadership roles. (Humanities)
- Preparing for the academic market. (Engineering)
- Skill development for future faculty. (Humanities)
- Expanding networks. (Sciences)



Evaluation

- Surveying for unique perspectives. (Social Sciences)
- Evaluating placement. (Medical)
- Learnings from unexpected places. (Social Sciences)
- Students survey themselves. (Social Sciences)
- Alumni can play a valuable role. (Sciences)



How Do We Share What We've Learned?

- [Quick Tips](#) on Rackham's website
- Use "promising practices" to identify programs. Faculty panel share their practice with other faculty chairs & directors
- Workshops: [Circle of Recruitment](#), Community Building
- Ad hoc requests
- MAGS presentation today!



Contact Information

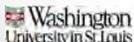
University of Michigan
Rackham Graduate School
Office of Institutional Research
734-615-3654

Shelly Conner, Director (shellyah@umich.edu)
Ida Faye Webster (idafaye@umich.edu)



“Bridging Gaps”
among Student Leaders, Faculty, Administrators,
and
University Offices

*Building Strategic, University-Wide Partnerships
Relevant to 21st-Century Graduate Education*

Kimberly Curtis
 Washington
University in St. Louis

Melissa McDaniels
 MICHIGAN STATE
UNIVERSITY

Session overview

- Interactive format
- Explore two approaches to building strategic, university-wide partnerships in 21st century graduate education
- “My Next Steps”
 - Apply what you’ve learned to your own professional experiences
 - What strategic partnerships can be built and sustained at your institution?

INTRODUCTIONS

KIMBERLY CURTIS
Assistant Dean
Graduate School of Arts & Sciences
Washington University in St. Louis

MELISSA MCDANIELS
Assistant Dean
The Graduate School
Director, Teaching Assistant Programs
Michigan State University

DISCUSSION

- Why are strategic partnerships important to your work in graduate education?
- What are some of the challenges you face in establishing partnerships?

Guiding Questions

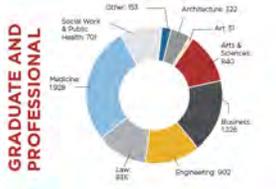
- What opportunity or problem did the strategic partnership address?
- What stakeholders were involved?
- What role did graduate students play in the effort?
- What resources were leveraged?
- What assumptions, if any, needed to be challenged?
- What did we accomplish?
- What issues needed to be considered for sustainability?

**Washington
University in St.
Louis**

Graduate And Professional Students

Graduate and Professional

- Medicine: 1,928
- Business: 1,226
- Law: 836
- Arts & Sciences: 840
- Engineering: 902
- Social Work & Public Health: 701
- Architecture: 322
- Art: 31
- Other: 153





GRADUATE STUDENT LEADERSHIP

- Over 150 graduate student groups in 2013-14
 - School-specific
 - University-wide
- Graduate Student Senate
 - Governing body for Graduate School's ~1,800 students



Graduate Student Senate

- Founded 1993
- Advocating for graduate student needs:
 - Communication
 - Professional development and social programming
 - Graduate student concerns

The Executive Board for the 2014-2015 academic year:

Stephanie Langlois	Co-President
Ashley Macomber	Co-President
Amelia Bender	VP of Programming & Publicity
Nancy Turner	VP of Finance
Ben Weitzke	VP of Communication





Graduate Student Senate

- 2014-15 Initiatives:
 - Diversity and Inclusiveness
 - Student Health Services
 - Sexual Assault Advisory and Awareness



Strategic partnerships strengthened and built in 2014-15....



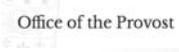
University-wide Graduate Student Group Leaders



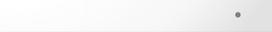








WU Relationship and Sexual Violence Prevention Center



PROBLEMS

- Gaps/silos among graduate students at W.U.
- Gaps between graduate students and the larger University community
- 21st century issues affecting graduate students:
 - Acknowledgment and inclusion of diverse groups
 - Safety
 - Navigating health insurance



OPPORTUNITIES

- Professional development in changing job market: need for transferrable skills
- Leadership development
- Cross-communications and building relationships



RESOURCES LEVERAGED

- University-wide Initiatives
- Stakeholders
 - Existing
 - New
 - Staff, student, advisor, administrators
- Funding
- GSS history, achievements, and mission



STRATEGIES

- Engagement
- Optimism
- Enthusiasm
- Dialogue
 - Intra-school
 - Inter-school
 - Student-administrator
 - Student-staff



ACCOMPLISHMENTS

- Cross-school, student-administrator, student-staff dialogue
- Experiential learning & professional development
 - Leadership
 - Effective communication
 - Advocacy through relationship-building
 - Strategic planning
- Professional development
 - Transferrable skills for changing job market




ASSUMPTIONS CHALLENGED

- Significance of leadership/participation in graduate student groups
- Roles of administrators in graduate education
 - *We have a collective responsibility to build cross-school, cross-university partnerships:*
 - With our students
 - To best support our students

SUSTAINABILITY

- Expand conversations among University-wide partnerships built or strengthened
- Research, discuss, and strategize ways to support students' recommendations
 - GSS Diversity Report (2014)
 - GSS Strategic Plan, 2014-15
- Work and think differently as administrators



Michigan State University

Graduate Students and Postdocs at MSU

- Graduate and graduate professional students ~20% of MSU's total student population
- 4340 Master's level; 3305 doctoral level; 3500 grad-professional level
- 1,266 teaching assignments for SP2015
- ~1,800 Ras
- 420 postdocs

Opportunities and/or Problems Addressed

- **Community:** Graduate students and postdocs were seeking a community of colleagues with similar commitments towards developing as teacher-scholars.
 - Variation in local (department) support
 - Importance of interdisciplinary network
 - Not all graduate students & postdocs are teaching
- **Scale:** The Graduate School has limited intellectual and human resources – there are only so many workshops we can run!

Opportunities and/or Problems Addressed

- **Innovation:** The graduate school staff do not have all the answers! Graduate students already doing innovative things in the classroom, with mentorship of faculty and/or on their own.
 - Graduate students receiving mentoring in discipline-based education research (DBER)
- **Leadership Development:** There are a broader set of skills graduate students and postdocs need to be leading teacher-scholars in their current and future departments.



Inside Teaching MSU

- An online and in-person network and resource center led by MSU graduate students and postdocs, dedicated to promoting postsecondary teaching excellence through conversation and sharing innovative best practices.
 - Objectives:
 - Create and foster safe and welcoming community spaces to design, exchange, model and reflect upon teaching practices.
 - Facilitate and interactive process of developing and sharing teaching and learning resources
 - Provide opportunities for graduate students and postdocs to build professional portfolios

Fall 2013 – A Virtual Community

Stay connected through social media!

#TTT (Teaching Tip Tuesday): Every Tuesday, quick tips for improving your teaching.

#Don'tO: Tips and Tricks from 10 graduate students on the 10th day of each month.

#FF (Follow Friday): Get familiar with campus resources and connect with other graduate students, staff and faculty.

Special: Twitter chats, online events & more!

Follow and engage with us at @insideTeaching on Twitter (twitter.com/insideTeaching) for resources and conversations about pedagogy for graduate students and postdocs.

Like our Facebook page (facebook.com/insideTeachingmsu) for news, teaching resources, and more!

Teaching programs for graduate students and postdocs at MSU

Certification in College Teaching
careersuccess.msu.edu/teaching/ccctp

Preparing Future Faculty for the Assessment of Student Learning
careersuccess.msu.edu/teaching/bff

Teaching Assistant Program
tao.msu.edu

Teaching Fellowship Programs
careersuccess.msu.edu/teaching/fellowships

For more information about how the Graduate School and Postdoctoral Office can support your teaching, please contact:

Dr. Melissa McDaniels
Assistant Dean & TA Program Director
Email: mcDaniels73@msu.edu
Phone: 517-355-7625
careersuccess.msu.edu/teaching

Spring 2014 – Face-to-Face Community

APRIL 7

POSTDOCS

GRADUATE STUDENTS

TAs

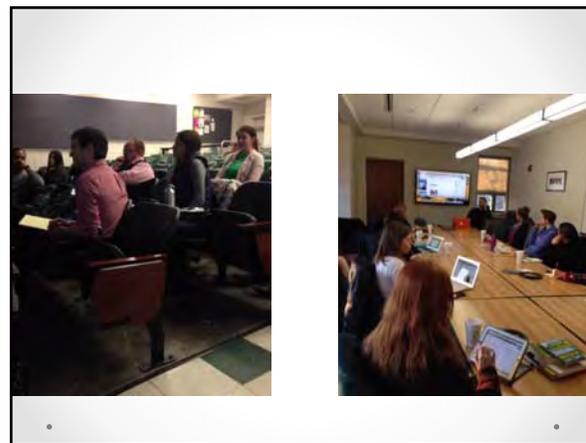
INSIDE TEACHING x GRADUATE EMPLOYEES UNION x THE GRADUATE SCHOOL

EVALUATION EXTRAVAGANZA!

**113 Linton Hall
12:00-1:30 PM**

This 4th Inside Teaching Lounge offers us a chance to think about, share, and discuss with one another how we wrap up our courses. Do you know how you're going to grade your final paper? Wanting to stretch beyond the tests you've given the last couple years? This session can help us all think about how to best evaluate student learning. Snacks will be provided.

Workshop Registration: <http://grad.msu.edu/workshops/workshops.aspx?id=68>



2015 – Inside Teaching Fellows

- The Inside Teaching Collaborative Fellows serve in an advisory capacity to the Assistant Dean of the Graduate School/Director of Teaching Assistant Programs to develop, plan, and execute new programs and initiatives under the auspices of *Inside Teaching*. Each Fellow will have the opportunity to develop the future of Inside Teaching.
- 7 individuals - \$1,000 stipend

Winter 2015- Content Creation

Cultivating Inclusive Classrooms: Being Mindful of Your Identity

Returning to Teaching Inclusively Last week, Dr. Melissa McDaniels introduced inclusivity in the classroom, focusing on course curriculum design. This week we encourage you to extend this focus and...

Cultivating Inclusive Classrooms: Inclusive Curriculum Design

Beginning to Teach Inclusively How do I encourage students to bring diverse perspectives to the subject matter I teach? How can I promote inclusive behavior of students working in...



Teaching Integrity: An Initial Exploration
 Inside Teaching MSU | April 7, 2015 | Inside Teaching | 0 Comments

Promoting Academic Integrity: The MSU Context As a scholar, researcher, and student, you are probably familiar with the concepts and goals of Responsible Conduct of Research (RCR). At MSU,...

[Read More >](#)



Cultivating Inclusive Classrooms: Toward Linguistic Inclusion
 Inside Teaching MSU | March 31, 2015 | Inside Teaching | 0 Comments

In continuing our conversation about inclusive classrooms, let's consider linguistic inclusion. You might think linguistic diversity equates to different languages people speak. However, I urge you move toward a...

[Read More >](#)



Hashtags for Teaching
 Inside Teaching MSU | March 10, 2015 | Inside Teaching | 20 Comments

Last week we explored Social Media Basics for the College Classroom, briefly mentioning hashtags on Twitter. If you have never used a hashtag (the # symbol followed by a...

[Read More >](#)



Social Media Basics for the College Classroom
 Inside Teaching MSU | March 2, 2015 | Inside Teaching | 2 Comments

Social media networks have proliferated to aid with different user needs and experiences. Unfortunately, navigating them can be daunting and incorporating them into your teaching can be overwhelming. But...

[Read More >](#)

Without the leadership of graduate students this project would not exist!!

- Needs assessment
- Concept development
- Social media programming
- Coordination with communications staff
- Content identification
- "Inside Teaching Lounge" facilitation
- Blog writing
- *Overseen by M. McDaniels*

Strategic Partnerships

- **Individuals:** Individual graduate students and postdocs (and one undergraduate!)
- **Groups:** Discipline-based GSOs, Graduate Employees Union
- **Institution:** CIRTL, Center for Academic & Future Faculty Excellence, Undergraduate Education, Student Success Initiatives
- **Inter-Institutional:** Council of Graduate Schools
- **Distal Community:** "Twitter-verse"

Resources Leveraged

- **Mission:** Teaching is already integral to general professional development mission of GS
- **Approach:** student & department-centered
- **Existing Programs:**
 - Certification in College Teaching Program
 - Teaching Assistant Program
 - CIRTL (NSF)
 - CAFFE (NSF)
 - PFF-ASL (CGS, Sloan, Teagle)
- **Graduate Employees Union**

Resources Leveraged

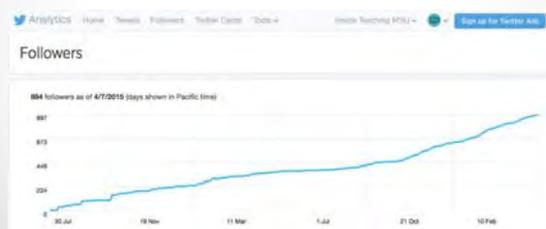
- Already existing graduate student-led departmental groups with teaching focus
 - Mathematics Teaching Group
- Graduate Fellowship \$\$

Assumptions Challenged

- Expertise resides with graduate school administrators and faculty – we need to deliver (and control) all programming and services.
- Graduate school administrators and faculty know more about pedagogy than graduate students and postdocs.
- Initiatives need to have neat and clean “homes” within institutional infrastructure – initiatives need to be “owned”

Accomplishments

- Growing (consistent) social media growth



Accomplishments

- “Followers” are individuals who are interested in innovation in higher education (broadly) and MSU specifically

Your followers also follow

40%		insidehighered · Profile
39%		edutopia · Profile
38%		michiganstateu · Profile
32%		educationweek · Profile
29%		ProfHacker · Profile
29%		HuffPostEdu · Profile
27%		MSUGradSchool · Profile
26%		MSUnews · Profile
22%		MSUCollegeofEd · Profile

Gender



Accomplishments

Location

Top countries and states



Top cities

34%	Lansing, US
15%	Detroit, US
4%	Washington, D.C., US
3%	New York City, US
2%	Grand Rapids-Kalamazoo-Battle Creek...

Accomplishments

- Inside Teaching Lounges
- 1 per month & consistently filling
- ALL STUDENT RUN
- Topics:
 - *Student Learning Assessment*
 - *Community Building*
 - *Identity in the Classroom*
 - *Active Learning*
 - *Other*

Accomplishments

- Inside Teaching Fellows (2015 Class)
 - Plant Biology
 - Zoology
 - Writing & Rhetoric (2)
 - Sociology
 - Philosophy
 - Linguistics
- Alignment
 - *Social Media, Inside Teaching Lounge, Blog*
- Curated Content Base Growing

Sustainability & Remaining Questions

- Monetary
- Social Media – followers > engagement
- “Where” - On-campus vs. Off-campus? Undergraduates?
- “Who” - Alums? Faculty?

What will you do on YOUR campus?
...

Next Steps

- Problem or Opportunity
- Key Stakeholders
- Resources – Leveraged
- Assumptions – Challenge
- Role of Graduate Students
- Sustainability Considerations

Thank You!
...

Graduate Programs in 21st Century: Factors that Impact Sustained Healthy Growth and Progress for Graduate Programs

PRESENTATION AT THE MIDWEST ASSOCIATION OF GRADUATE
SCHOOLS, ST. LOUIS MISSOURI, APRIL 15, 2015
MITRA FALLAHI, PH. D.

Introduction

Ways in which quality in higher education is defined?

- American higher education in a global perspective...
- American higher ed in the market driven society of the U.S.

Factors that drive higher education

Entrepreneurship, Global Competition

Research,

Market,

Accreditation Process,

Higher education (to prepare individuals who can teach and research in higher education)

Why Quality Matters? Different Perspectives

The establishment of higher education is well understood when viewed in historical perspective.

Purpose, always a factor in the establishment of higher education:

- Example of Supreme Court and the historical implication of law schools

Definition of quality in higher education:

- University's Perspective, adhering to the image and mission
- Graduates' Perspective

Master Level Students' Perceptions

Accessing Professional Credentials (Mostly American Students)

- Certainty in achieving their goals
- Reputation defined by accreditation status, mission of the institution, or reputation
- (Example of programs: counseling, nursing, business, education)

Path to more advanced degrees (both foreign and American students)

Accessing global market in research and professional arena

Employers viewing the accreditation of the institution highly.

Doctoral Graduates' Perception

High quality: multi-dimensional, both scholarly attributes of the faculty and educational effectiveness.

Reputational measures of quality diverge from graduate students to alumni

Priorities and perceptions vary depending on the age and program of study

Graduates evaluate their education in light of career experience

(Research by Morrison, Rudd, Zumeta, & Nerad)

Areas of priority for graduates of doctoral programs

Academic rigor

Academic career preparation

Clear program requirement

Mentoring with respect to job search

Non-academic career preparation

Overall quality of mentoring

Maintaining Quality

1. Adhere to mission
2. Follow the principles for accreditation all along
3. Pay attention to global demands
4. Make an effort to gather and use of meaningful data from current and graduate alumni
5. Invest in quality (technology, faculty, students)
6. Consider the demands of life as well as the perceptions of the graduate students in the 21st century
7. For medical programs:
 1. National Recognition
 2. Availability of funding
 3. Applied outcome

Maintaining Quality

Faculty Research

Contributions to the discipline's body of knowledge

Quality of Teaching

Faculty concern and support for students

The Role of Graduate Teacher Certification Programs in a Campus and Community Context

Doug Feldmann, Ph.D.
College of Education
Northern Kentucky University

A Little About Me...

- Ph.D., Curriculum Studies, Indiana University - 1999
- M.A., Secondary Education, Rockford University - 1995
- B.A., English and History, Northern Illinois University - 1992

My Current Role...

- Professor, College of Education, Northern Kentucky University
- I teach in our Pre-Certification and Master's Degree programs in Teacher Education
- Director, Master of Arts in Teaching (MAT) Program

Northern Kentucky University

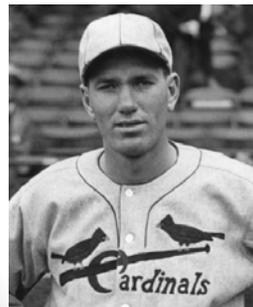
- Suburban Cincinnati
- Approximately 15,000 students
- Majority commute
- Practitioner-based institution
- Main teacher-educating institution in the area

Where is NKU???



- Teacher Education for the past 19 years
- English and Social Studies Teacher (Middle and High School), Chicago area
- Baseball as my "other life" (author, professional scout)

Dizzy Dean



"I dropped out of school in the second grade..."

...but I didn't do too well in the first grade either."

...could Dizzy have benefitted from an online graduate program???

Master of Arts in Teaching at NKU

- Two-year program (five semesters)
- Students earn:
 - Either middle (5-9) or secondary (8-12) Kentucky teacher certification; and
 - A master's degree
- A variation of the NKU "Teacher as Leader" M.A.Ed. (i.e., a regular master's in education), in which students:
 - Complete at least 20 hours of leadership experiences each semester
 - Develop an action research project that envelops their entire program

MAT Enrollment Challenges – and Opportunities

- First-year MAT cohort in the fall of 2005 – 47 students
 - First-year MAT cohort in the fall of 2014 – 15 students
- Issues
- Volatility of the economy
 - Tuition (ex. - \$105/hr. higher than a private college down the road)
 - Availability of another MAT program in Kentucky which is fully-online
- ...So (thinking in 2013)... why not a "hybrid" program?

To Blackboard...

- Approximately half of the courses in the program are now online
 - Certain courses to remain face-to-face (Classroom Management, Field Experience Seminars, etc.)
- Students now on campus only one night a week (previously two)
- Feedback from past two cohorts has been positive
- An upswing in applications for fall 2015 (related?..)

Students in the Field

- Per Kentucky law – minimum 200 field hours before student teaching ("clinical experience")
- MAT students at NKU receive (min.):
 - 40 (First Fall)
 - 80 (First Spring)
 - 80 (Second Fall)
- Students must develop a service learning plan which impacts the community in which they are placed for their field experience.

Blogging and Service Learning...

- Has replaced traditional journaling for reflection
- A six-week (minimum) stretch in which they articulate their successes and hurdles in implementing their service projects
- Cooperating teachers, principals, and Site-Based Council members are invited as guests to the blogs and wikis

How the Blog Functions...

- Students compose at least two full paragraphs per week
- Must respond to at least two other students' blogs
- Other typical blogging topics:
 - Perpetuating Successes/Frustrations with Field Experiences
 - (Not meant for "one-time" successes or frustrations)
 - Other Leadership Experiences (professional development, etc.)

What Blogging Can Do...

... that other techniques can't...

- A true, thorough, and contemplative self-portrait of student growth – over the course, program, and service project
- Finally, a chance at true collaboration; and thus...
- The construction of a true community

What Blogging Can't Do...

- Replicate the synergy of a live discussion
- Answer everyone's question precisely when an answer is needed

A Closing Thought from Diz...



“I ain't what I
used to be –
but what is?”

Change is imminent
in education...

Closing Questions...

- Is hybridization a viable and practical tool for marketing and disseminating a graduate program?
- Should blogging replace certain aspects of live discussions – or even online discussion boards – in making connections to the university and external communities?

A side issue... we would like to make the service project more “longitudinal,” but need to accommodate different field placements...



Interdisciplinary Ph.D. at University of Missouri-Kansas City

JENNIFER FRIEND, ASSISTANT DEAN AND INTERIM DEPUTY PROVOST
DENIS MEDEIROS, DEAN AND VICE PROVOST FOR FACULTY AFFAIRS
ELIZABETH BROWN, M.A. CANDIDATE IN HIGHER EDUCATION ADMINISTRATION
UMKC SCHOOL OF GRADUATE STUDIES



Mission and Philosophy

- The Ph.D. Program in Interdisciplinary Studies at the University of Missouri-Kansas City prepares the students to investigate some of the most complex and pressing problems of the world today through independent research that integrates two or more disciplines' perspectives and methodologies.
- Because of its focus on collaboration, problem-solving, boundary-crossing, academic excellence, and innovation, the mission of this program reinforces UMKC's core values: Discovery and Innovation; Education First; Integrity and Accountability; Diversity; Inclusiveness and Respect; and Energized Collaborative Communities.



History of the Program

After 4 years of proposals and meetings, the Interdisciplinary Ph.D. program was established in 1990.

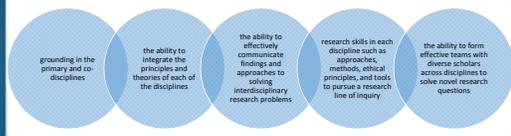
6 of the 8 stand-alone, discipline-specific Ph.D. programs were replaced by ONE Interdisciplinary Ph.D. program.

The initial Interdisciplinary Ph.D. Executive Committee was comprised of primarily Curators' Professors and other doctoral faculty representing the five broad research areas and voted on by the campus doctoral faculty.

The Interdisciplinary Ph.D. now includes 26 different disciplines, with 360 active doctoral students in the program.



Goals of the Program




Participating Disciplines

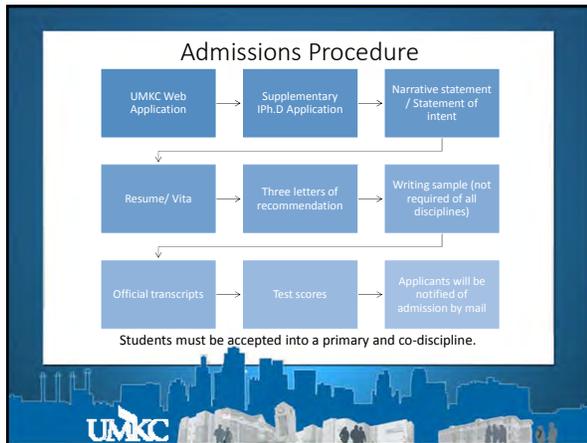
<p>Administrative and Information Sciences</p> <ul style="list-style-type: none"> • Educational Leadership, Policy and Foundations • Entrepreneurship and Innovation • Public Affairs and Administration <p>Humanities and Arts</p> <ul style="list-style-type: none"> • Art History • English • Humanities Consortium • Music Education • Religious Studies <p>Biological and Chemical Sciences</p> <ul style="list-style-type: none"> • Cell Biology and Biophysics • Chemistry • Molecular Biology and Biochemistry • Oral and Craniofacial Sciences • Pharmaceutical Sciences • Pharmacology 	<p>Physical, Mathematical, Engineering and Computer Sciences</p> <ul style="list-style-type: none"> • Computer Science • Electrical and Computer Engineering • Engineering • Geosciences • Mathematics • Physics • Telecommunications and Computer Networking <p>Social and Behavioral Sciences</p> <ul style="list-style-type: none"> • Biomedical and Health Informatics • Curriculum and Instruction • Economics • History • Political Science • Social Science Consortium
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Alumni Achievements

<p>Biological Sciences</p>	<ul style="list-style-type: none"> • Arizona State University- Faculty • Beckloff Associates, Inc.- Vice President, Pharmaceutical Sciences • University of Florida Medical School- Faculty
<p>Computer Networking</p>	<ul style="list-style-type: none"> • Comcast- Principal Engineer • Microsoft- Program Manager
<p>Geological Sciences</p>	<ul style="list-style-type: none"> • Mission Geoscience, Inc.- Vice President and Principal Hydrologist • National Space and Research Agency- Head, Hazards and Environmental Management Division
<p>Pharmacy</p>	<ul style="list-style-type: none"> • Food and Drug Administration- Scientist • Vertex Pharmaceuticals- Clinical Pharmacologist • University of Mississippi- Faculty





Video Presentation

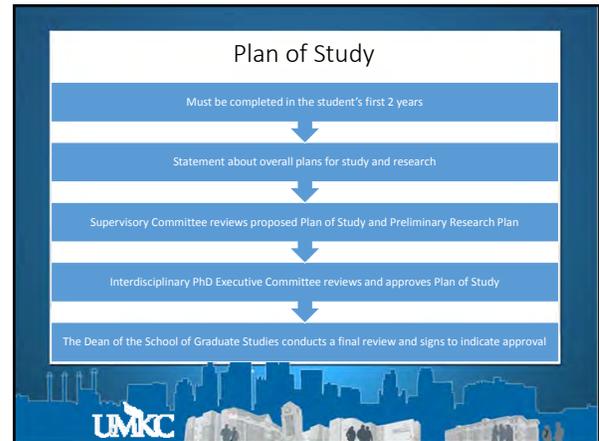
https://www.youtube.com/watch?v=Ox_XYXKNqU4

Supervisory Committee

At least five members composed of one doctoral faculty from each of the primary and co-disciplines with a maximum of three from any one discipline.

Up to two of the remaining members of each committee can hold either graduate or adjunct graduate faculty status, provided that there is a strong justification for their inclusion from the advisor.

Final approval of the composition of each supervisory committee is obtained in writing by the advisor (or committee chair) from the Dean of the Graduate school.



Plan of Study – Preliminary Research Plan

Attach a preliminary statement (typically two to four pages single-spaced) of your proposed dissertation research.

The following elements will support the development of the preliminary research plan:

- Background / problem statement associated with the research topic
- Purpose / rationale / goal(s) for the dissertation research
- Hypothesis / research questions to be addressed
- Methods to be used in conducting your research (qualitative, quantitative, mixed methods design, etc.)
- The interdisciplinary nature of your proposed research (integrating concepts, theories, etc. from more than one discipline)
- Several key literature references or sources formatted according to citation style appropriate to discipline

It is understood that the research topic may evolve and change during the course of your studies. It is also critical that you demonstrate the interdisciplinary nature of your research.

Examples of Primary & Co-Discipline Dissertation Titles

- **Doctor of Philosophy (Electrical and Computer Engineering / Engineering)**
• Dissertation Title: Biometrics for Smartphones using Eyeprints
- **Doctor of Philosophy (Geosciences / Sociology)**
• Dissertation Title: Modernizing the Public Space: Gender Identities, Multiple Modernities, and Space Politics in Tehran
- **Doctor of Philosophy (Educational Leadership, Policy and Foundations / Public Affairs and Administration)**
• Dissertation Title: Maintaining the Segregated City?: Exploring the College Planning Experiences of Kansas City's Urban Students of Color and the Implications on Their Access to Higher Education

Interdisciplinary Ph.D. Program Video Presentation

https://www.youtube.com/watch?v=16OCPQ_SPLY




Socialization and Social Media

- Interdisciplinary Doctoral Student Council (IDSC)
- Community of Scholars - Recognition of students and faculty
- SGS Research Grants and Fellowships
- IDSC and SGS Travel Grants
 - Where in the World is Kasey Kangaroo?
 - Twitter, Facebook <https://www.facebook.com/umkcsgs>
 - SGS YouTube Channel <https://www.youtube.com/channel/UCtCTEFOFX5sRWd6Jy8HDGdDQ>




Lessons Learned Over 25 Years

Primary and Co-discipline Collaboration

- Early problems with lack of integration of faculty from primary and co-disciplines, such as separate comprehensive examinations. Consistent collaboration across disciplines continues to be an issue.
- Annual Evaluations (Primary and Co-Discipline Advisor)
- Student Survey (Summer 2014)
 - "More communication in the earlier stages to help with the process."
 - "They needed to work together."
 - "More coordination and communication is needed particularly when it comes to the methodological approach to research and completion. I changed committee chairs after my comps and this helped this issue a great deal. Although my original chair was and is an excellent teacher."
 - "Improve channels of communication."
- Faculty development – Faculty trained from a singular discipline
 - Third Annual Interdisciplinary Conference (IDC) - April 24-25, 2015 at UMKC <http://stuorgs.umkc.edu/umkcinterdisciplinaryconference/>
 - Joint Meetings of Interdisciplinary PhD Executive Committee and the I PhD Coordinators from each discipline at least once per year



Lessons Learned Over 25 Years

Student Demographics & Recruitment of Diverse Students

- What are some ways your discipline is promoting inclusivity in graduate education?

Curriculum & Instruction (N=24 primary discipline):

Gender	Ethnicity	Geographic Origin
67% Female	67% White	92% United States
33% Male	8% Non Res Intl	8% Turkey
	17% Black/African American	
	4% Hispanic/Latino	
	4% Asian	

Co-Disciplines: 50% Ed Ldrshp & Policy Fndt, 22% Mathematics, 12% English, 4% Social Science Consortium, 4% Sociology, 4% Religious Studies, 4% Physics

Physics (N=10 primary discipline):

Gender	Ethnicity	Geographic Origin
100% Male	50% White	50% United States
	50% Non Res Intl	20% China
	0% Black/African American	10% India
	0% Hispanic/Latino	10% Nepal
	0% Asian	10% Sri Lanka

Co-Disciplines: 80% Chemistry, 10% Electrical & Computer Eng, 10% Mathematics



Lessons Learned Over 25 Years

Time to Degree Completion (TTC) according to the 5 research areas

Primary Discipline	Total admits 1997-2003 (6-year period)	Average TTC Cohort	Graduation Rate 1997-2003*	Natl. Grad Rate in Broad Field
Cell Biology and Biophysics	17	4.75	53%	62.9%
Chemistry	38	4.79	63%	54.7%
Economics	33	5	48%	55.9%
English	13	6.13	46%	49.3%
Geosciences	17	5.34	47%	54.7%
History	13	4.08	23%	49.3%
Mathematics	7	9.25	29%	54.7%
Music Education	8	3.71	88%	49.3%
Oral & Craniofacial Sci	19	4.83	68%	62.9%
Pharmaceutical Sciences	54	4.94	63%	62.9%

*Graduation rate calculated based upon the % of Admits within the time period who completed their degree within the 10 year time limit.

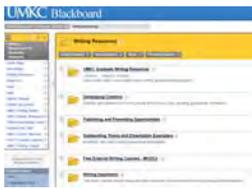
Natl. Grad rate based on CGS 2008 study.



Lessons Learned Over 25 Years

Writing Support for Graduate Students

- Formed a **Graduate Writing Advisory Committee** with diverse representation to plan, implement and assess the campus-wide graduate writing support initiatives.
- Created **Online Resources:** Blackboard organization site, SGS webpage, online writing tutorials (e.g. Avoiding Plagiarism)
- **Designated Writing Spaces:** Crowd Funding to help the UMKC Writing Studio provide two designated writing spaces with technology for graduate students to reserve
- Offer **Workshops and Writing Retreats**




Lessons Learned Over 25 Years

Assessment of Program – Measures of Student Learning Outcomes

- Preliminary Research Plan (Submitted with Plan of Study)
 - Interdisciplinary and Quality of Writing assessed by IPHD Executive Committee members
- Comprehensive Examinations
- Proposal Approval
- Final Dissertation Defense
- Exit Survey
 - **Interdisciplinary Thought:**
Evidence of mastery of interdisciplinary thought in the research proposal

Superior (5)	Good (4)	Acceptable (3)	Unacceptable (2)	Cannot Judge (1)
An original knowledge structure integrating methods, theories, paradigms, concepts, etc. from more than one discipline	Skilled application of an existing knowledge structure integrating methods, theories, paradigms, concepts, etc. from more than one discipline	Adequate application of different disciplines and/or writing without meaningful integration	Inadequate application of different disciplines and/or uni-disciplinary in nature	Outside area of expertise



Questions?

<http://sgs.umkc.edu/interdisciplinary-ph-d-studies-at-umkc/>

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Innovative Teaching Methods for Online Graduate Courses

Leslie Hinyard, Ph.D., MSW
Associate Director for Academic Affairs, SLUCOR
Saint Louis University

SAINT LOUIS UNIVERSITY
SLUCOR
CENTER FOR OUTCOMES RESEARCH



All information from this presentation, including the presentation slides and example assignments can be found at:

<https://sites.google.com/a/slu.edu/mags-2015--innovative-online-teaching/>

Objectives

- Describe the MS in Health Outcomes Research program
- Understand the pedagogical reasoning for active-based learning strategies in online courses
- Describe two examples of successful non-traditional online courses

MS in Health Outcomes Research

- 36 credit-hour Master of Science program
- Two tracks:
 - General Outcomes Research
 - Clinical Investigation
- Entire program completed online
- Majority of students are part-time

Saint Louis University Center for Outcomes Research (SLUCOR)

- 2001: SLUCOR established within the School of Medicine
- 2005: began advising student pursuing a PhD in Public Health—Health Services Research (in conjunction with School of Public Health)
- 2007: offered first course in conjunction with School of Public Health

Saint Louis University Center for Outcomes Research (SLUCOR)

- 2010: received approval for MS in Health Outcomes Research
- 2011: enrolled first cohort of students
 - 9 practicing physicians
 - 1 research analyst

Reality Hit!

- Prior to start of MS program, all SLUCOR courses were traditional format
- MS program was online, asynchronous format
- Faculty realized ONLINE TEACHING IS DIFFERENT!

Transition to Online Teaching

- Attended summer Online Learning Institute offered by the university CTTL
- Individual faculty researched best methods for their own courses
- Implemented, evaluated, and revised teaching strategies based on student feedback

Why Not Lectures?

Lecture-Based

- Little or no student engagement
- Instructor-centered
- Little peer-to-peer interaction
- Knowledge gained by passive means

Active or Problem-Based

- Engaged learning environment
- Learner-centered
- Peer-to-peer
- Knowledge gained through construction

“Lecture is effective for knowledge transmission, but if it is the primary strategy used in the online environment, the course becomes a digital correspondence course with potential problems of learner isolation and high dropout rate.”

Conrad and Donaldson, 2011, p. 4

See Collison et al., (2000); Conrad & Donaldson, (2011); Smith & Ragan (1999); Watson & Groh (2001); Weigel (2002) for details on PBL, constructivism, and learner engagement.

Key Elements of Engaged Learning in an Online Environment

- Students establishing their own learning goals
- Students working together in groups
- Exploring appropriate resources to answer meaningful questions
- Tasks that are multidisciplinary and authentic with connections to the real world
- Assessment that is ongoing and performance-based

Conrad & Donaldson, (2011), p. 6

Technology

- All courses are operated using the Blackboard Learning Management System
- Additional technologies:
 - Tegrity lecture capture
 - YouTube
 - Course blog
 - Course wiki's

ORES 543 Health Outcomes Measurement

- Course Objectives:
 - Understand the basic techniques and approaches for assessing outcomes in health research.
 - Identify specific measurement tools and instruments for assessing outcomes in various health domains.
 - Describe advantages and disadvantages of specific outcome measurement techniques.
 - Assess the psychometric properties of a health assessment scale using classical test theory.
 - Assess the properties of a health assessment scale using item response theory.

ORES 543 Health Outcomes Measurement

- Student groups of 4-5
- Instructor provided weekly learning objectives
- Individual assignments weekly (students encouraged to work with others)
- Discussion blog
- Large project that spans the semester, two parts:
 - Develop a measure of a health construct (group)
 - Propose a plan for establishing the reliability and validity of the measure (individual)

Semester-Long Project Assignment

- Phase I (Group)—develop a measure of a health construct
 - Divided into 2 ungraded drafts and final graded group paper
- Phase II (Individual)—develop plan to assess reliability and validity of proposed construct
 - Divided into 1 ungraded draft and final graded paper

Course Outcomes

- Multiple drafts with prompt instructor feedback imperative to student success
- Allowing collaboration on weekly assignments improved student understanding of material
- Instructor examples of difficult concepts and processes is necessary

Course Outcomes

- As expected, knowledge and ability improved with each draft
- There was more variability in quality of individual assignments compared to groups
- Overall, most students did very well in the course

ORES 531 Foundations of Outcomes Research II

- Course Objectives:
 - ID relevant sources of data for Health Outcomes Research
 - Describe importance of risk adjustment
 - Evaluate risk adjustment models
 - Understand relationship between patient satisfaction and quality of care
 - Define patient satisfaction outcomes
 - Define quality of care outcomes
 - Describe process of using outcomes data to inform policy decisions

ORES 531 Foundations of Outcomes Research II

- Student groups of 4-5
- Each group assigned 3-4 weeks in the semester to be the “Topic Expert”
- Instructor provides readings and learning objectives for the week
- Topic expert group develops a “learning product” to teach the topic to the other students
- Topic expert group develops assessment tool
- Topic expert group moderates discussion blog

Example Student Projects

- Devise an assignment to perform a statistical analysis and write the results in APA format
- Develop a reading guide with relevant questions to stimulate thought and discussion
- Creation of a Wiki site
- Guided exploration of websites

Course Outcomes

- Lack of creativity in educational products problematic the first semester
- Students enjoyed “becoming the expert” and commented that it enhanced their learning of the topic
- Discussion blog was often underutilized
- Some students wished they remained with same group throughout the semester

Lessons Learned

- Instructor **MUST** provide learning objectives for each week
- Prompt feedback on drafts and assignments is essential to student success
- Multiple drafts makes large projects more manageable for students

Lessons Learned

- Students are forced outside their comfort zone and should be given time to adjust to the format
- Discussion must be encouraged by the instructor (even when facilitation is the students’ responsibility)
- Overall, both students and instructors appreciated engaged learning in the online format

In loving and appreciative memory of Dr. Grant Farmer.

Midwestern Association of Graduate Schools

Holistic Application Review: Benefits and Models

April 17, 2015






Dr. Marcus A. Huggans, Senior Director,
External Relations
The National GEM Consortium



Jacquie Smith, Director of Graduate Enrollment
Services
Michigan Technological University




GEM - Mission

GEM addresses the critical shortfall in American engineering and scientific talent by increasing the enrollment of under-represented groups at the Master's and Doctoral levels



www.gemfellowship.org




About GEM

GEM is a network of **EMPLOYER** and **UNIVERSITY** partners working together to offer opportunities to talented students to obtain M.S. and Ph.D. degrees through paid summer internships and full tuition **fellowships**. Over **4,000** GEM fellows have graduated since **1976**.





ho·lis·tic
hō'listik/

adjective: **holistic**

characterized by comprehension of the parts of something as intimately interconnected and explicable only by reference to the whole.

<https://www.google.com/#q=holistic>




Who makes admission decisions in your institution?

- A. Graduate School Office
- B. Academic Programs
- C. Other





Are you using a holistic application review approach?

A. Yes
B. No
C. Maybe



GEM **Michigan Tech**

Application - Components to consider

- Application
- Transcripts
- Letters of Recommendation
- Statement of Purpose
- Personal Statement
- Resume/Vitae
- GRE
- TOEFL/IELTS



GEM **Michigan Tech**

Application Form – Barriers from the start????

Too many survey questions?

Review your application questionnaires – do you utilize all collected information?

Fees – do you provide easy access to waivers?

Can students apply to multiple programs?

GEM **Michigan Tech**

Transcripts are more than the overall GPA



- GPA in major
- Independent study
- Change in grades through time
- Last 60 hours – the 60 yard dash
- Level of difficulty of courses taken
- Participation in prior research activities
- Grades received in key prerequisite courses

Use of unofficial transcripts to start the process

GEM **Michigan Tech**

Letters of Recommendation – To whom it may concern:



GEM **Michigan Tech**

Letters of Recommendation – To whom it may concern:

A variety of evidence to gauge an applicants' ability to complete an advanced degree

- Creativity
- Personal integrity
- Critical thinking skills
- Leadership potential
- Overall academic ability
- Ability to work independently
- Ability to work as part of a team
- Ability to plan and carry out projects
- Written and oral communication skills
- Research and grant writing experience
- Level of enthusiasm for scholarly pursuits
- Persistence or ability to overcome challenges

GEM **Michigan Tech**

GRE – It is more than just the overall score!

Section	Score Scale
Verbal Reasoning	130-170 in 1 point increments
Quantitative Reasoning	130-170 in 1 point increments
Analytical Writing	0-6 in 0.5 point increments

Still thinking in terms of the old scoring systems???

www.ets.org/gre/institutions/scores/interpret/



GRE – Percentile Rankings

Scaled Score	Percent of Test Takers Scoring Lower than Selected Scaled Scores		Scaled Score	Percent of Test Takers Scoring Lower than Selected Scaled Scores		Score Levels	Percent of Test Takers Scoring Lower than Selected Score
	Verbal Reasoning	Quantitative Reasoning		Verbal Reasoning	Quantitative Reasoning		
170	99	98	150	45	40	6.0	99
169	99	97	149	41	37	5.5	98
168	98	95	148	36	32	5.0	93
167	97	94	147	33	28	4.5	80
166	96	92	146	29	25	4.0	56
165	95	90	145	25	21	3.5	38
164	93	88	144	22	18	3.0	15
163	92	86	143	18	15	2.5	7
162	89	83	142	16	12	2.0	2
161	87	80	141	13	10	1.5	1
160	84	78	140	10	8	1.0	
159	81	74	139	8	6	5	
158	78	71	138	7	4	0.0	
157	74	68	137	5	3		
156	71	64	136	3	2		
155	67	60	135	3	1		
154	63	56	134	2	1		
153	59	52	133	1	1		
152	54	48	132	1			
151	50	44	131	1			

TOEFL/IELTS - Correlation

TOEFL iBT Score	IELTS Band Score	IELTS Skill Level	IELTS Skill Description
0-31	0-4	Limited user to Non-user	(Level 4) basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
32-34	4.5		
35-45	5	Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
46-59*	5.5		
60-79*	6	Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
79-93*	6.5		
94-101*	7	Modest user	Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
102-109*	7.5		
110-114	8	Very good user	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
115-117	8.5		
118-120	9	Expert user	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

TOEFL/IELTS – Once again subscores!

TOEFL Reading	IELTS Reading	Comments Michigan Tech	TOEFL Writing	IELTS Writing	Comments Michigan Tech
0-2	0-4		0-11	0-4	
3	4.5		12-13	4.5	
4-7	5		14-17	5	
8-12	5.5	Minimum	18-20	5.5	Minimum
13-18	6		21-23	6	
19-23	6.5	Recommended for all	24-26	6.5	Recommended for all
24-26	7		27-28	7	
27-28	7.5		29	7.5	
29	8		30	8	
29	8.5		30	8.5	
30	9		30	9	

Reading

Writing



TOEFL/IELTS – Once again subscores!

TOEFL Listening	IELTS Listening	Comments Michigan Tech	TOEFL Speaking	IELTS Speaking	Comments Michigan Tech
0-2	0-4		0-11	0-4	
3	4.5		12-13	4.5	
4-6	5		14-15	5	Minimum
7-11	5.5	Minimum	16-17	5.5	
12-19	6		18-19	6	
20-23	6.5	Recommended for all Minimum for TAs	20-22	6.5	Recommended for all Minimum for TAs
24-26	7		23	7	
27	7.5		24-25	7.5	
28	8	Recommended for TAs	26-27	8	Recommended for TAs
29	8.5		28-29	8.5	
30	9		30	9	

Listening

Speaking



Measurements are associated with some error

TOEFL error measurement - estimated by the standard error of measurement (SEM).

There is a 68% likelihood that candidate's "true" score lies within 1 SEM of their actual score, and a 95% likelihood that a candidate's "true" score lies within 2 SEM of their actual score.

This is important to remember because from a statistical point of view a "79" (overall score) is equivalent to a "69" or an "89" at the 95% confidence level.

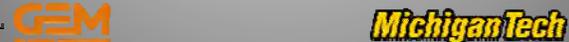
Test Section	1 SEM	2 SEM
Reading	2.78	5.56
Listening	2.40	4.80
Speaking	1.70	3.40
Writing	2.65	5.30
TOTAL SCORE	4.88	9.76



TOEFL/IELTS – When in doubt call!



You will get a great deal of information in a short amount of time



Putting it all Together – A Possible Rubric?

Possible Weights	Item	Weighting Factor (sums to 100%)	Rank					Weighted Value
			Out-standing (5)	Above Ave. (4)	Ave. (3)	Below Ave. (2)	Poor (1)	
	TOEFL Reading	W1						
	TOEFL Listening	W2						
	TOEFL Speaking	W3						
	TOEFL Writing	W4						
20%	GRE Verbal	W5						
	GRE Quant	W6						
	GRE Analytical Writing	W7						
20%	Transcripts	W8						
20%	Letters of Rec	W9						
20%	Statement of Purpose	W10						
20%	Personal Statement	W11						
	Resume/ Vitae	W12						
							Total	



Campus Visits



What better way to see if students are a fit for your programs?



CGS launches year-long study 12.6.14

Study of Holistic Graduate Admission Processes

- Survey of over 500 universities
- White paper exploring current state of holistic review process
- Two-day intensive workshop




Thank You!



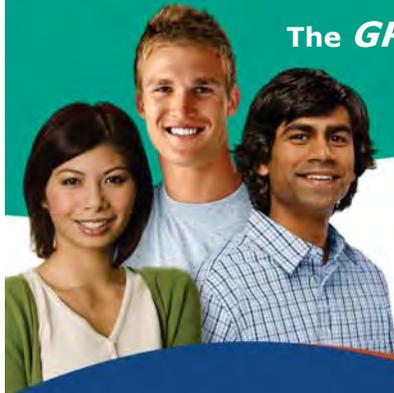


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The GRE® and TOEFL® Tests An Update from ETS

2015 MAGS Annual Meeting
April 17, 2015

Matthew Kadlubowski
Associate Director
Global Client Relations



What We Will Talk About Today

- GRE® Update
 - GRE Test-taker Data
 - Some Important GRE Tools and Services to Help You
- TOEFL® Update
- New ETS® Data Manager

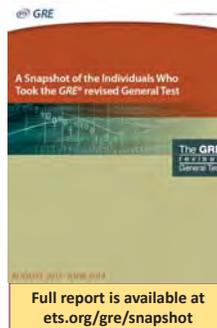


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New! Most Comprehensive Data on GRE® Test Takers Worldwide

- Performance information for 572,779 unique test takers who took the GRE® revised General Test between July 1, 2013 and June 30, 2014
 - Includes only those who had valid scores on all three measures
 - Data analysis includes test takers' most recent scores only, even if they took the test more than once during that period
- Volume information for the GRE revised General Test population between August 1, 2011, and June 30, 2014.



GRE® Update



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GRE® revised General Test Volumes Varied by Region

Figure 3.1. Volume of GRE revised General Test Examinees Who Tested in Regions of the World, Excluding the United States



*The 2011-12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

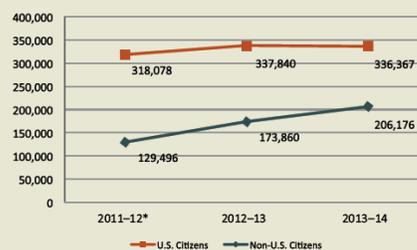


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Non-U.S. Citizen Test Takers Increased 19% from 2012-13 to 2013-14

Figure 2.1. Volume of GRE revised General Test Examinees, by U.S. Citizenship Status



*The 2011-12 testing year is based on 11 months of data, and the volume cannot be directly compared to volume of the two subsequent testing years, which each contain 12 months of data.

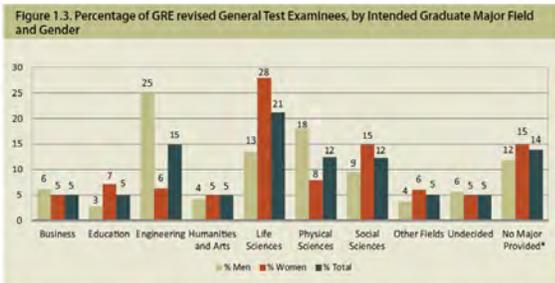
- Non-U.S. citizen test takers accounted for 36% of test takers worldwide



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The Highest Reported Intended Graduate Major Fields Were In the Life Sciences and Engineering



Note: See page 23 for a list of major fields. These analyses were based on a total of 572,779 test takers. The percentages in the figure above represent the percentage of test takers within a particular gender category (e.g., men, women) for each intended graduate major field.

*Test takers in the "No Major Provided" category include those who indicated their intended graduate major as "Any Department Not Listed," those who did not respond to the question and those who provided an invalid answer.



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Some Intended Graduate Major Fields Showed Dramatic Growth from 2012–13 to 2013–14

- Test takers interested in Engineering increased 24%
- Test takers interested in Business increased 22%
- Test takers interested in the Physical Sciences increased 22%

Also, the number of people indicating a master's degree as their intended degree objective grew 8.5%



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Some Important GRE® Tools and Services to Help You

Sign up for the GRE® eUPDATE newsletter

ets.org/gre/update

To get the latest GRE® news, updates, webinar dates and more, encourage all faculty and staff to sign up for the GRE eUPDATE newsletter.



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GRE® Educate Webinar Series

- This new webinar series brings key facts, details, tips and strategies directly to advisors and educators in time-friendly video modules
- Perfect for individuals who conduct GRE® test preparation workshops on campus



- Introduction to the GRE® Program
- An Overview of the GRE® revised General Test
- A Closer Look at the GRE® Verbal Reasoning Measure
- A Closer Look at the GRE® Quantitative Reasoning Measure
- A Closer Look at the GRE® Analytical Writing Measure

Webinar dates and times available at ets.org/gre/educatewebinars



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GRE® Advisor Kit



- Designed to help advisors and educators give students everything they need to know about test registration, preparation, sending scores and more!
- Includes easy-access printable brochures, posters, and easy links
- Some materials available in multiple languages
- All downloadable

ets.org/gre/advisorkit



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Create a More Powerful Recruitment Strategy with the GRE® Search Service



Decisive Step.

Readiness for Graduate-level Work.

Proven Skills to Succeed.

A Powerful, One-of-a-kind Database to Help You Find the Right Prospects

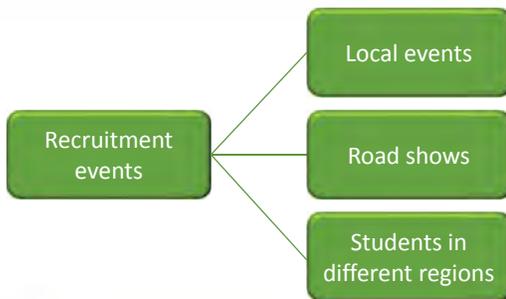


~500,000 individuals **from around the world** who have already taken a **decisive step** toward pursuing an advanced degree



Create Even Stronger Recruitment Campaigns to Achieve Your Goals

Put the database to work for you!



Select from About 30 Criteria to Expand Your Pool or Refine Your Recruitment Strategy

Customize your search to reach a broad, diverse group of prospective applicants or refine it to identify specific characteristics you are seeking.



Use the Criteria that Are Important to You

GRE® Search Service Criteria

Demographics	Academic Performance
<ul style="list-style-type: none"> Gender Ethnic background Citizenship 	<ul style="list-style-type: none"> Self-reported overall Undergraduate Grade Point Average (UGPA) Self-reported UGPA in major
Location	Academic Performance – Enhanced Insight
<ul style="list-style-type: none"> World region Country State or province (US/Canada) Postal code State of permanent residence (US) 	GRE® General Test <ul style="list-style-type: none"> GRE Verbal Reasoning score bands with overall UGPA GRE Verbal Reasoning score bands with UGPA in major GRE Quantitative Reasoning score bands with overall UGPA GRE Quantitative Reasoning score bands with UGPA in major GRE Analytical Writing score bands with overall UGPA GRE Analytical Writing score bands with UGPA in major GRE® Subject Test <ul style="list-style-type: none"> Score bands with overall UGPA Score bands with UGPA in major
Educational/Employment History	Timing
<ul style="list-style-type: none"> Current educational level Undergraduate major Post-graduate full-time work experience 	<ul style="list-style-type: none"> GRE test registration date
Educational Objective/Intent	Other Criteria
<ul style="list-style-type: none"> Degree objective Part-time or full-time study Intended graduate major Planned date of enrollment Preferred region of study Have reported GRE scores to your institution Preferred method of study 	<ul style="list-style-type: none"> Have an email address

Contact a GRE® Search Service Expert to Conduct a Sample Search



GREsearch.ets.org

The TOEFL® Test Celebrates its 50th Anniversary

With more than 30 million tests administered in 180 countries, the TOEFL® test is celebrating 50 years of successfully encouraging students to follow their dreams.



TOEFL® Program Update



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Latest Test Security Enhancements

- Implementation of security wanding in all TOEFL® test centers around the world
 - GRE® test centers have also implemented security wanding
- Biometric Voice Identification Software applied to all test takers
- Currently working with the Chinese government administrator of the TOEFL test to implement facial recognition capabilities using the new, second-generation National ID card



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Keep Your TOEFL® Information Current

Updates can be submitted to us online: Minimum score requirements, address, contact person, new programs



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New ETS® Data Manager

Introducing the New ETS® Data Manager

- A special online portal just for official GRE® and TOEFL® score users.
- The ETS Data Manager can be used by approved individuals to access GRE or TOEFL score information, test-taker data, special reports and more.
 - Users can view score report data currently being sent to them by ETS.
- This tool allows for fast and convenient viewing capabilities, test-taker lookup information and easy data manipulation, all designed to enhance your current admissions flow and complement the traditional GRE and TOEFL score reporting services.



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ETS® Data Manager Capabilities

- The ETS Data Manager enables score users to:
 - Access GRE® data, TOEFL® data or both via the same user name and password
 - Scores are not combined for candidates on the same report
 - View individual score reports online
 - View and download rosters of test takers, including score data
 - Download score reports or score report data in multiple formats
 - Receive automated server-to-server data feeds
 - View test-taker photos
 - View GRE Analytical Writing essay responses

There are Different User Roles in the Data Manager

- The Lead Administrators at an institution
 - Have access to all data
 - Approve and manage access to the data by secondary users (other individuals at the institution)
 - Institutions may have multiple Lead Administrators (e.g., undergraduate school, graduate school, business school)
- Secondary users have access to data that the lead administrator gives them permission to access
 - Secondary users can be added directly by the Lead Administrator or can complete an online form requesting access to data; the form will be sent to the Lead Administrator for approval

Each Institution is Being Asked to Identify Its Lead Administrator(s)

- In mid-October 2014, the GRE® Program sent an email to graduate deans, business school deans and undergraduate admissions offices (for the TOEFL® program) to request that they identify Lead Administrator(s).
 - More than 500 institutions have responded to date and over 1,000 Lead Administrators have been identified.
- If your institution has not yet identified a Lead Administrator, you may complete an online form at www.ets.org/portal.

ETS Help

Request to Access ETS Score Data Online

* Required Information

i This form is for institutions that are already authorized to receive ETS GRE® and/or TOEFL® test scores to request to access score reports and/or data reports online. Your request will be reviewed by ETS or the Lead Administrator at your institution before you will be given access. If your institution is not yet authorized to receive scores, find out how to become a GRE score user or a TOEFL score user.

User Information

* First Name:

* Last Name:

* Job Title:

* Email Address:

* Phone Country Code:

* Phone Number:

Extension:

Institution Website URL:

Testing Programs and Services

Provide the appropriate information for the test scores you would like to access.

GRE® Score Data

TOEFL® Score Data

Terms and Conditions (Printer Friendly)

Access and use of the Services (defined below) and Materials (defined below) made available through the Site (defined below) by an Authorized User (defined below) indicates Your (defined below) acceptance of the terms and conditions set forth below. All access and use of the Services and Materials through the Site is contingent upon acceptance of the following terms and conditions. IF YOU DO NOT AGREE TO THE FOLLOWING TERMS AND CONDITIONS YOU MUST EXIT THE SITE NOW AND NOT USE THE SERVICES OR ANY MATERIALS

I confirm that I understand and agree to the terms and conditions above.

Review all information for accuracy before you submit your request.

ETS Help

Sign In to the ETS Portal

This portal is intended for authorized institutions, organizations and other approved ETS clients only.

* Username:

* Password:

[Forgot Username?](#) | [Forgot Password?](#)

ETS® Data Manager

ETS Staff are Ready to Help

- The capabilities available in the new ETS® Data Manager have been carefully developed through input of GRE® and TOEFL® score users in order to provide an even more efficient and dynamic way of accessing and utilizing GRE and TOEFL scores in the admissions process.
- For more information, visit www.ets.org/portal

The Client Relations team is available to help with your institution's GRE® - and TOEFL® -related needs:

- Campus visits
- Student fairs
- Student presentations
- Webinars
- Prompt responses to questions and resolution of concerns



- Visit the TOEFL® website at www.ets.org/toefl

- Visit the GRE® website at www.ets.org/gre/institutions

- If you have questions:
 - Email: TOEFLnews@ets.org
 - Phone: 1-609-683-2008

- If you have questions:
 - Email: GREhelpline@ets.org
 - Phone: 1-609-683-2662

Midwestern Association of Graduate Schools Annual Meeting
Alyssa M. Lederer Excellence in Teaching Award Presentation
Poll Everywhere Activity Results
April 16, 2015

What is one of your most important lessons learned about teaching?

“students mimic the energy of the instructor”

“be willing to learn”

“Everyone has something to teach us.”

“Maintain space for listening to students' voices.”

“respect the diversity of your classroom”

“we are all students”

“honor students' whole lives”

“don't let bad behavior in the classroom slide. Nip it in the bud”

“listen to students”

“Sometimes the best interactions unfold when I don't prepare (or am *gasp* unprepared).”

“Elicit, Engage, Extend, Evaluate”

“concentrate more on what students will do rather than what you will say”

“learning is a lifelong exercise”

“Embrace multiple perspectives”

“all students will test limits. Some will post twice...”

“Learn from the students. They have so much to teach”

“don't be afraid to let students know something personal about you”

“Learn from my students like Sasha!”

“If you tell them you're trying something new, students will forgive you if it doesn't work out perfectly!”

“give students opportunities to contribute”

“everyone can learn”

“words do not teach. Learning only happens when the learner is engaged in applied action.”

“don't be afraid to throw yourself under the bus to gain student trust”

“be willing to facilitate difficult dialogue”

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Engaging Emeriti Faculty: A Case Study for Graduate School Development

Susan Morgan
Associate Dean of the Graduate School

Steve Hansen
Emeritus Dean of the Graduate School

Jerry Weinberg
Associate Provost for Research & Dean of the Graduate School
Southern Illinois University Edwardsville

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

SIUE Profile

- PUI; Large Masters Granting Classification
- College of Arts & Science, Schools of Engineering, Nursing, Business, Education, Pharmacy, and Dental Medicine
- 47 Master's programs, EDD, DNP, 2 cooperative PhD programs
 - Undergraduate Enrollment: 11,421
 - Graduate Enrollment: 2030
- \$35+ million in sponsored projects
 - \$8+ million is research

From the mission statement 2010: "Southern Illinois University Edwardsville is a public comprehensive university dedicated to the communication, expansion and integration of knowledge through excellent undergraduate education as its first priority and complementary excellent graduate and professional academic programs"



SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Fundraising without a DoD

- Identifying the Graduate School Constituents (prospects)
 - This is a source of friction with other units
 - The Graduate School is institution wide
 - Graduate alumni tend to identify with their academic home
 - No intention to divert current donors from their interests
 - A rising tide lifts all boats
 - This requires the support of your Foundation
 - Look for obvious connections
 - Alumni who received Graduate School Scholarships
 - Companies that host a large number of graduate student internships
 - Emeriti faculty who had close connections to the Graduate School

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Fundraising without a DoD

- Engage a champion(s) from among your constituents
 - Look for someone with a strong connection to the institution
 - Look for a strong *sense of duty*
 - Look for actions that come from an internal drive (moral principle) as opposed to a requirement of a position
 - Someone willing to put in the effort to help
 - The crucial step in creating a *force multiplier*
 - While you need to be involved, you can't do it all yourself



SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Engaging Emeriti Faculty

The Perspective of the Graduate School

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Solicitation History

- 2002 for Vaughnie Lindsay Research Professorship Award
- 2006 for Annette and Henry Baich Research Award
- 2008 for Distinguished Scholar in Residence Program
- 2014 for Emeriti Faculty Development Fund

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Engagement History

- 2007 small group meeting to discuss how to reconnect emeriti faculty with SIUE and each other
 - Website
 - Questionnaire
 - Newsletter
 - Dinner



SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Food-Based Activities

- 2008 reception and dinner
- 2009 luncheon
- 2011 reception and dinner
- 2012 luncheon
- 2014 and 2015 Paul Simon Luncheon



SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Newsletters



SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Engaging Emeriti Faculty

The Perspective of the Emeriti

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Engaging the Emeriti Faculty

- Sense of Loyalty
- Sense of Community
- Sense of Pride



SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Reconnecting

- The core group – “The Gang of 12”
 - Defining energy
 - Defining the purpose
- Creation of the Emeriti Faculty Association
 - Social purposes
 - Academic purposes



Creation of the Emeriti Faculty Fund

- Grants on a competitive basis to current faculty
- Purpose to *improve academic quality and enhance SIUE's reputation*
 - Speaker series
 - Colloquia
 - New academic programs
- Activities not supported elsewhere by the University

Roll Out

- Luncheon and discussion
- Mailings
- Hosted receptions
- Website



Fund Raising

- “Gang of 12” pledges
- Seed money from the Graduate School
- Seed money from the SIUE Foundation
- Challenge Grant from the Faculty Senate
- Challenge Grant from the current deans
- Solicitation of the emeriti faculty

Promotion & Recognition

Emeriti Active in SIUE Research and Development

A prime example of emeriti faculty remaining actively engaged with the University can be found in the SIUE Emeriti Faculty Association. Founded in 2013, it has provided a means for retired faculty to remain active participants in the SIUE community, for admission to providing members access to the University and to the retired emeriti and faculty, the group has also established a fund supporting the development and enrichment of courses.

The association's yearly awards competition provides support for SIUE tenure and tenure-track faculty projects that would not otherwise receive support through the University. The award is meant to strengthen the academic quality of programs at SIUE and enhance the University's reputation. Just a few examples of the type of activities the award supports include: leading guest speakers in departmental colloquia series or interdisciplinary programs, faculty exchanges, and scholar-in-residence programs.

Other activities, such as receptions for the emeriti faculty and their spouses and friends, provide emeriti with the opportunity to meet former colleagues and friends and make new acquaintances.

For more information, please visit siue.edu/emeri.



Problems

- Sustaining energy
- Fear of poaching
- Accurate list
- Old hurts and grudges



Prospects

- Participation is okay, but
- Enthusiasm is okay, but
- Fund raising is decent, but



Stewardship & Sustainability

- Engage donors
 - Taking part in the activities supported by the fundraising
 - Serving on scholarship or award committees
 - Invitation to events
- Publish stories on the positive impact of the funds
 - Be sure these reach the donors
- Develop a pipeline
 - Have leaders connect with future and new peers
 - Add to the leader group as new potential leaders emerge

New Developments in the Division of Graduate Education: *A Dialogue Between the Graduate Community and NSF*



Pushpalatha Murthy, Program Director
(pmurthy@nsf.gov)
Claire Hemingway, Program Director
(chemingw@nsf.gov)

MAGS 71st Annual Conference



Goals of Session

- I. **NSF Investments in STEM Graduate Education**
Recent advances and funding opportunities
- II. **Current Context for Graduate Education**
NSF Framework for Graduate Education
- III. **NSF Impact - A Dialogue with Graduate Deans**
Key questions for the graduate education community



2



Division of Graduate Education

Focus

- Supports U.S. graduate students and innovative graduate programs to prepare tomorrow's leaders in STEM
- Provides leadership for the use and conduct of research to inform implementation of approaches, practices, and models for STEM professional workforce development




Division of Graduate Education Portfolio

Graduate Research Fellowship Program

NSF Traineeship Program

CyberCorps Scholarship for Service

EHR Core Research: Workforce Development

Project and Program Evaluation

4



Division of Graduate Education Portfolio

Graduate Research Fellowship Program

NSF Traineeship Program

CyberCorps Scholarship for Service

EHR Core Research: Workforce Development

Project and Program Evaluation

5



Graduate Research Fellowship Program



www.nsf.gov/grfp or www.nsfgrfp.org

GOALS:
To select, recognize, and financially support individuals who have demonstrated the potential to be high achieving scientists and engineers, early in their careers.

To broaden participation in science and engineering of underrepresented groups, including women, minorities, persons with disabilities and veterans.

2,000 awards per year; \$34,000/year
COE (\$12,000/year)





Graduate Research Fellowship Program

CAREER-LIFE BALANCE INITIATIVE (CLB)

- Supplemental Funding Requests to GRP Awards ; sustain research while on family leave (\$12,000 + overhead)

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

GROW (Graduate Research Opportunities Worldwide)

- conduct research in partner countries (\$5,000)

GRIP (Graduate Research Internship program)

- conduct research in federal agencies/facilities





Graduate Research Opportunities Worldwide

Provides international travel allowance to **GRFP Fellows** to engage in research collaborations with investigators in partner countries

Host Countries: Australia, Austria, **Brazil**, Chile, **Colombia**, Denmark, Finland, France, **India**, **Indonesia**, Ireland, Japan, Korea, Mexico, the Netherlands, Norway, **Philippines**, **Senegal**, Singapore, **South Africa**, Sweden, Switzerland.

Agreements between NSF and counterpart agencies or **USAID** (United States Agency for International Development)




Graduate Research Internship Program

Fellows will conduct mission-related, collaborative research projects at federal facilities and national laboratories.

Partner Agencies:
 Office of Naval Research
 Smithsonian Institution
 Department of Homeland Security
 Federal Bureau of Investigation
 Environmental Protection Agency
 National Oceanic and Atmospheric Administration
 U.S. Census Bureau



Division of Graduate Education Portfolio

Graduate Research Fellowship Program

NSF Traineeship Program

CyberCorps Scholarship for Service

EHR Core Research: Workforce Development

Project and Program Evaluation

10



NSF Research Traineeship (NRT) Program

Research and Capacity Building & Student Support

2014 Update

- The first 8 NRT awards announced
- 258 NRT proposals received from 48 states and Puerto Rico
- 65% on data-enabled science and engineering theme
- 63.6% from research universities with very high research activity



2015 Solicitation – New Tracks:

- Traineeship Track
- Innovations in Graduate Education (IGE) Track

http://www.nsf.gov/news/news_summ.jsp?contn_id=1347168&org=NSF&from=news

11



Traineeship Key Features

- Advancement of interdisciplinary research
- Development and testing of potentially transformative and scalable models
- Broad training for academic and non-academic careers
- Robust assessment that informs and improves practice; facilitates dissemination of effective models
- Expanded Student Focus:** research-based STEM MS and PhD students
- Revised Definition of Trainee:** students who complete program elements irrespective of funding source

Awards: Up to \$3M; 5 yr (10 awards in FY 2015)

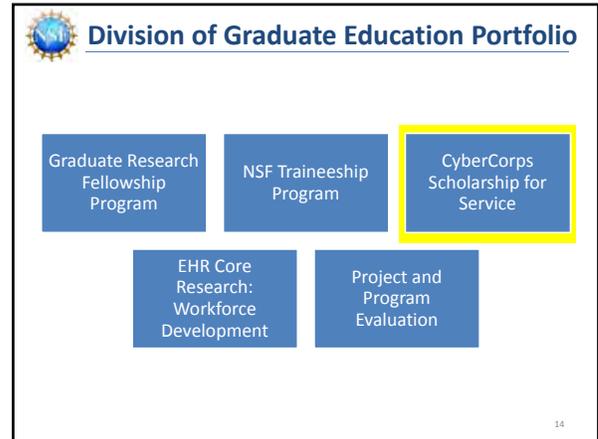
Deadlines: Full Proposals: **May 6, 2015** (next: Feb 22, 2016)

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IGE Key Features

- Catalyze rapid advances in STEM education broadly, as well as respond to disciplinary or interdisciplinary graduate education needs
- Development of test-bed projects that are informed by learning sciences and body of knowledge about STEM master's and doctoral graduate education
- Advancement of strategic collaborations and innovations that advance STEM graduate education to originate inside and outside the university

Awards: \$300,000-\$500,000; 2-3 yr (14-20 awards FY 2015)
Deadlines: Full Proposals: **May 6, 2015** (next: Feb 22, 2016)



CyberCorps® Scholarship for Service (SFS)

Goals:

- Increase the number of **qualified students** entering the fields of information assurance and computer security
- Increase the **capacity of the US higher education enterprise** to continue to produce professionals in these fields to meet the needs of our increasingly technological society

CyberCorps®: Scholarship for Service (SFS)

Scholarship Track
\$1-5M/Scholarship grant to colleges and universities

- Funding:** full tuition, fees plus stipends (\$20K/\$32K per year)
- Length:** 2-3 year scholarship for undergraduate or graduate (master's or doctoral) education
- Obligation:** Summer internship, post-graduation service requirement (work in Federal/State/Local/Tribal agency equal to scholarship length)
- Students Eligibility:**
 - U.S. Citizen, Enrolled in Cybersecurity program
 - Eligible for Federal employment (must acquire security clearance)

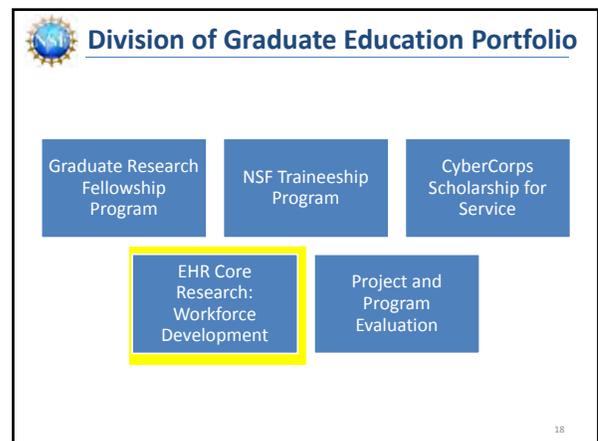
Capacity Building Track
\$300-900K per Capacity Building project

- Supports efforts related to curriculum, outreach, faculty, institutional, and/or partnership development.

CyberCorps®: Scholarship for Service (SFS)

Top 10 Placements (SFS Graduates 2009-14)

National Security Agency	120
US Navy	66
Mitre Corporation	53
Department of Homeland Security	50
Federal Reserve System	35
State, Local, & Tribal	34
Sandia Laboratory	32
Department of Defense	31
Software Engineering Institute	28
Central Intelligence Agency	27



ECR Program Goals [NSF 15-509](#)

Fundamental Research in Science, Technology, Engineering and Mathematics (STEM) Education

- Provide a coherent foundation of theory and research evidence to guide and improve STEM learning
- Design of learning environments
- Research evidence to support STEM workforce development
- Broadening participation in STEM education



Program Strands

- STEM Learning/Learning Environments
- Broadening Participation and Institutional Capacity
- STEM Professional Workforce Development

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ECR Program Features

- Perform fundamental research in critical areas that are essential, broad and enduring
- Synthesize, build and expand research foundations in graduate education
- Understand theory to explain and suggest interventions and innovations
- Address persistent challenges in STEM education, learning, participation and workforce development

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Projects funded by ECR

- **Collaborative Research: Progressions of Skill Development in Biology Doctorates**
- **Collaborative Research: STEM Workforce Training: A Quasi-Experimental Approach Using the Effects of Research Funding**
- **Strategic Integration of MOOCs into Graduate and Professional STEM Programs in 21st Century Research Universities**

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Division of Graduate Education Portfolio



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Promoting Research and Innovation in Methodologies for Evaluation (PRIME)

Solicitation [15-540](#)

- Supports research on evaluation of STEM education
- Three types support:
 - Exploratory Projects; proof-of-concept and feasibility studies
 - Full-Scale Projects
 - Conferences



Deadline: April 30, 2015

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Current Context for Graduate Education

NSF framework for graduate education

- NSF-wide efforts to develop a coherent agency strategy
- Interagency discussions about leveraging assets

Goals

- Support training in areas of STEM incl. national priorities
- Catalyze development of innovative models of graduate education with potential for scalability
- Build the research knowledge base to inform improvements in graduate education
- Promote professional development of graduate students for academic and non-academic careers

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EHR Major Investments FY 2016

Division of Graduate Education FY 2016 Request \$295.6 M
8% over increase for DGE, Increases in:

- NSF Innovation Corps (I-Corps)
- EHR Core Research
- NSF Research Traineeship (NRT)
- Secure and Trustworthy Cyberspace (SaTC -- SFS)

- NSF Inclusion across the Nation of Communities of Learners that have been Underrepresented for Diversity in Engineering and Science (**INCLUDES**)

- Innovations at the Nexus of Food, Energy, and Water Systems (**INFEWS**)
- Understanding the Brain (**UtB**)

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NSF in Dialogue

NSF Graduate Education Forum

With You



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NSF Graduate Education Forum

<https://nsfgradforum.wordpress.com/>

Pilot forum launched in November 2014 to encourage discussion among U.S. graduate education stakeholders

Objectives:

- 1) Create a space for a national dialogue on graduate education.
- 2) Create a mechanism for NSF to hear stakeholder perspectives on graduate education.

4 Topic Areas:

- Graduate Education Experience
- Campus to Career
- Mentoring
- Diversity and broadening participation



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NSF Dialogue with Graduate Deans

How do we define “**student success**” in graduate education, and what are the indicators that produce the evidence to determine how well we are achieving this success, or not?

What **professional development** opportunities do you offer to your graduate students?

How could NSF’s programs encourage a more **diverse** and highly skilled STEM **workforce**?

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Thank you!

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Opportunities in Washington, DC



Brian Mitchell, NSF Dean-in-Residence
Pushpalatha Murthy, NSF Program Director
Claire Hemingway, NSF Program Director

MAGS 71st Annual Conference



Rotator at NSF

- Why consider a rotator position at NSF?
- How to find out about positions that are available?
- What does the job entail?
- What has been my experience?
 - Benefits
 - Challenges
- For more information:
 - <http://www.usajobs.gov>
 - http://www.nsf.gov/about/career_opps/rotators/

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Deans-in-Residence Programs

- <http://www.cgsnet.org/dean-residence-programs>
- CGS Dean-in-Residence
 - established in 1983
 - opportunity for graduate deans, associate, or assistant deans to spend an academic year at CGS
 - Jeannine Blackwell, University of Kentucky
- NSF Dean-in-Residence
 - established in 2001
 - supports ongoing and substantive communications between senior administrators for graduate education and the NSF
 - Current or former graduate deans
 - Brian Mitchell, Tulane University



Jefferson Science Fellowships

- Sponsored by National Academies
- Domestic and Foreign Policy appointments through State Department, USAID
- Tenured, or similarly ranked, academic scientists, engineers and physicians from U.S. institutions of higher learning, who are U.S. citizens
- <http://sites.nationalacademies.org/PGA/Jefferson/>

Institutes and Foundations

- Brookings
- Mellon
- Carnegie
- Sloan
- ...

AAAS Science and Technology Fellowships

- Applications Open Annually May – November
- Science and policy positions at AAAS headquarters and many sectors of the government
- Check <http://www.aaas.org/page/overview>
- AAAS Fellows in the Divisions of Graduate Education:



2013 Innovation in Graduate Education Challenge

6

NSF Graduate Education Forum

<https://nsfgradforum.wordpress.com/>

Examples:



Mentoring:

How can the NSF evaluate the quality of a PI's mentorship when a grant proposal is submitted?

Graduate Education Experience:

What would be the added value of establishing discipline-independent, regional education centers for professional skills?

7

Graduate Learning Communities for First Year Graduate Students

CRAIG OGILVIE, GRADUATE COLLEGE, IOWA STATE UNIVERSITY
SARA MARCKETTI, CELT, IOWA STATE UNIVERSITY
 2015 MIDWESTERN ASSOCIATION OF GRADUATE SCHOOLS

TRANSITION TO GRADUATE SCHOOL

1st year is a challenge for many graduate students

- Socialization into profession
 - “I am a plant geneticist” compared to “My undergrad major is biology”
- Rigor of the course work increases
- Students are asked to perform at a high-level in their assistantships
- May not connect with peers, university, community
- Potential for cultural dislocation

Completion and first year

65% of ISU PhD students complete a PhD

Approx. half of this attrition occurs in first two years

Engagement by end of first semester (ISU)

- 40% graduate students have not attended a department seminars or talk
- 40% graduate students do not have (or don't know about) an advisor
- 50% not studying with other students
- 40% do not socialize with other graduate students

Graduate Learning Communities (GLC)

For this talk a

GLC is a community of new graduate students that meet regularly with a common goal of doing well in their first years of graduate school.

Adapted from undergraduate learning communities, communities of practice...

Goal: cost effective way to increase student success in 1st year

Note, ~30-45K\$/yr “lost” investment if a supported PhD student leaves

Cost of GLC/student ~ \$25-50/year

Graduate Learning Communities

Help incoming graduate students transition

- Build community
- Provide time to discuss how to thrive as a graduate student
- Engage early in the scholarly life of the department
- Integrate different parts of their 1st year experience
- Opportunity for mentoring

Differences between Learning Community and Graduate Student Organization

Attribute	GLC	GSO
Community building	yes	yes
Mentoring	yes	yes
Socialization into profession	yes	
<ul style="list-style-type: none"> • Professional workshops • 1st year milestones 	yes	
Integration of academic experiences	yes	

ISU: Graduate Programs responded to internal "request for proposals"

Free to define how they will help incoming graduate students

- Did not restrict GLC to solely focus on 1st year students

Free to structure how their GLC is organized

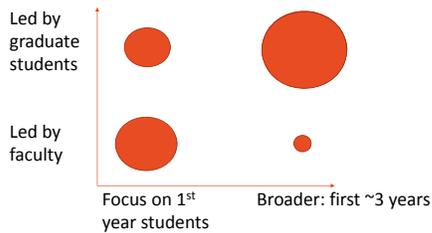
- Led by Graduate Student Organization, or
- Led by Director of Graduate Education, or
- Led by committed graduate students

Free to spend \$1000/year (for first year of award)

Thirteen Graduate Learning Communities

Area	GLCs
Sciences + math	Biochemistry, Biophysics and Molecular Biology Chemistry Bioinformatics and Computational Biology Laboratory Mathematics
Engineering	Mechanical Engineering Industrial Engineering Chemical and Biological Engineering
Social Sciences	School of Education Human Development and Family Studies
Interdisciplinary	Inspired by Teaching Food and Nutritional Sciences Biology TAs Physical Science TAs

Organization models: RFP did not restrict focus

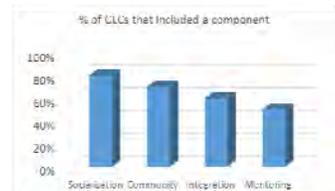


Components that emerged in GLCs

- **Community building**
- **Socialization**
regular discussion seminars about becoming a successful graduate student in their particular discipline.
- **Integration**
Bringing together different parts of graduate education
- **Mentoring**
Provided by more senior graduate students

Component usage

- **Most GLCs included multiple components**
- **Most common components**
- Socialization
- Community building



GLC Challenges and Strategies

Challenges

- o Limited engagement/limited interest

Success Strategies

- o Peer mentoring
- o Competitions (elevator speech)
- o Planning and coordination: form pods/groups of students, icebreaker questions
- o Field trips related to GLC: Planetarium, Pioneer
- o Balance between research/teaching topics
- o Workshops relevant to group: work/life balance, award winning teaching assistants, IRB processes

4/28/2015

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Sustainability: Graduate funds to start new GLCs



Funds from CIRTL network, www.cirtl.net

- NSF
- Great Lakes Higher Education Foundation

Biochemistry, Biophysics
 Mechanical Engineering
 Bioinformatics + Computational
 Biology
 Human Development + Family



4/28/2015

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GLCs that did not sustain themselves

Interdisciplinary teaching

- o No alternative source of funds
- o No organizational home

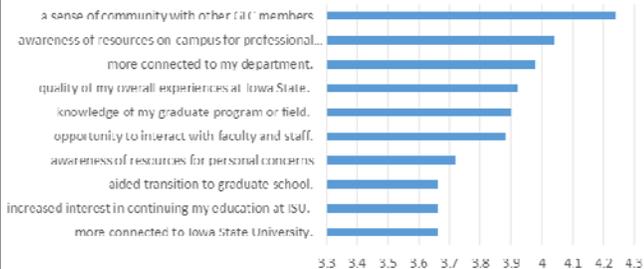
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Half-way questions: on what is a GLC?

Top Benefits of being in a GLC (1-5 Likert)



4/28/2015

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Community

“Connecting with other graduate students who are in the same stage of their education as I am”

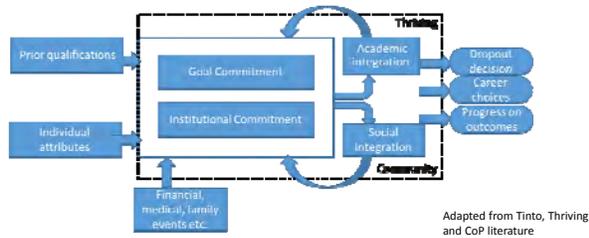
“The friendships I have established; they are a source of stress-relief when science is not being nice to you.”

“It’s nice to see such caring, supportive people going through the same journey”
 “I feel like I am an important member of ISU and BCB. It gives me a sense of purpose.”

4/28/2015

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Emerging theoretical model for 1st year success



Summary

GLCs help students transition via

- Community
- Socialization
- Integration
- Mentoring

Assessment

- Community and professional development highly valued by students
- Early engagement typically greater for programs with a GLC
- Retention rates comparable programs with/without GLCs

Starting to build a national network, contact me if you are interested in GLCs
cogilvie@iastate.edu

Graduate Education and Disability Policy: How ETS Accommodates Test Takers

Midwest Association
of Graduate Schools
St. Louis, MO
April 16, 2015

Nora Pollard, Ph.D.
ETS
Senior Disability Policy Coordinator
npollard@ets.org

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Today's Agenda

- Current picture: Who we serve now
- GRE Current Picture
- Recent challenges in the disability field
 - A. Legal changes
 - B. GAO report
 - C. AHEAD Guidance Document
 - D. Expanding populations of test takers: ASD and TBI
- Addressing the Challenges: Coordinating efforts across ETS
- Q & A

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Serving Customers with Disabilities: Current Picture

- ETS's mission is to expand educational opportunity, complying with the ETS Standards for Quality and Fairness, which mandate fair, valid, and reliable tests.
- ETS testing programs have provided accommodations for over 50 years.
- Common accommodations: Extra time, extra breaks, separate room, alternate test formats (braille, large print, recorded audio), and readers.
- Highest frequency disabilities: LD, ADHD, psychiatric, physical/medical, and co-morbid conditions.

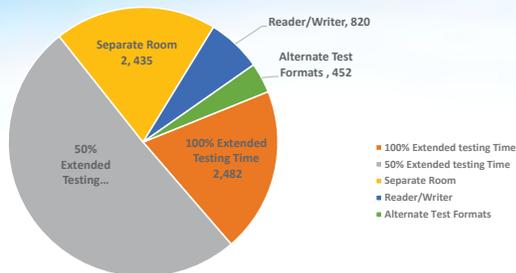
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GRE Current Picture

- From 2013 through 2014 we received requests from over 9,405 GRE candidates.
- Customers submit documentation of disability; internal/external reviewers decide appropriate accommodations.
- Accommodations are provided for both computer and paper delivered tests.
- Societal change: People with disabilities now expect to go to college and beyond and to hold professional jobs.
- Increasing customer demands for more accessible technology in testing.

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GRE Accommodation Requests (2013-2014)



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Accommodation Decision Process

- Eligibility for accommodations is based on answers to 4 fundamental questions:
 - Is there a disability under the ADA?
 - What are the impairments as a result of the disability?
 - Are the impairments substantial enough to warrant accommodations?
 - What are reasonable accommodations?

Legal Changes

- **Legal Changes:** ADA AA (2008), many state & international disability laws
- **Major Trends:**
 - “separate isn’t equal”
 - Moving from accommodations that are “fair/reasonable” to those that “best ensure” demonstrating knowledge/ability
 - Moving from “accommodations” to “accessibility for all”
- **Legal cases:** LSAC (website, flagging, documentation rules), NCBE (screen-reader), Amazon (Kindle not accessible); Netflix (closed-captioning for streaming video)

GAO Report (2011)-in response to the ADA AA

- Documenting the need and determining appropriate accommodations can be challenging to both students and testing entities.
- Student perspective - accommodations are not uniform between postsecondary institutions and testing agencies.
- Testing agency perspective - concerns about fairness and application of “best ensure” vs. “reasonable accommodation” standards.
- Enforcement of federal laws regarding testing agencies is largely complaint-driven.

DOJ New Regulations for Testing Agencies (GAO Report, 2011)

- Documentation requested by a testing entity must be “reasonable and limited to the need for accommodations.”
- A testing entity should “give considerable weight to documentation of the past accommodations received in similar testing situations as well as those provided under an IEP or Section 504 Plan.”
- A testing entity “must respond to requests for accommodations in a timely manner.”

Recent Challenges in the Disability Field

- Association on Higher Education and Disability (AHEAD)
 - AHEAD is a professional membership organization for individuals providing services to students with disabilities in higher education.
 - Provides guidance regarding disability documentation for accommodations.

AHEAD’s “Guidance on Documentation Practices” and ETS’s Approach

AHEAD’s Guidance

- Documentation requests must not be burdensome.
- Primary documentation is student’s self-report.
- Secondary documentation is DS providers’ interaction with student.
- Tertiary documentation is documentation from external sources, such as psychometric data, clinical observations, IEPs, SOPs, and teacher observations.

ETS’s Approach

- Primary documentation is psychometric data and clinical observations from qualified professionals.
- Secondary documentation is test taker’s personal statement, along with DS providers’ observations.
- Tertiary documentation is IEP, 504 plan, and/or SOP.

LSAC Consent Decree

- A suit was filed in 2012 against LSAC by the California Department of Fair Housing and Employment when 3 individuals with disabilities were denied accommodations on the LSAT
- Later the DOJ joined the suit stating that the problem was far reaching
- May, 2014 a consent decree between the DOJ and the LSAC was signed

Results of the Consent Decree

- Permanently stop the practice of flagging the LSAT score reports
- Pay \$7.73 million to individuals who were denied accommodations
- Automatically granting most testing accommodations received for a standardized exam related to post-secondary admissions
- Implement additional best practices as recommended by a panel of experts

Best Practices Panel Recommendations

- Things ETS is already doing:
 - Diversify the external panel of reviewers
 - Provide training for internal and external reviewers
 - Provide written explanations to the test taker about accommodations not approved

Other Recommendations from the Best Practices Panel

- Allowing accommodations based solely on a diagnosis
- Granting accommodations based on approvals from another standardized test agency
- Accepting documentation completed anytime after age 13

What does this mean for high-stakes testing agencies?

- Confusion!
- Some callers to ETS have asked if we were going to follow the “new law” or “regulations” about disability documentation.
- AHEAD’s guidance perpetuates the belief that documentation from third parties is only necessary for initial diagnoses.
- Are testing agencies going to start SKYPING with tens of thousands of test takers so we can get first-hand self-reports?

Changes ETS has Made

- Extended shelf-life of documentation
 - ADHD increased to 5 years
 - Physical/medical and psychiatric increase to 1 year
- More in-house approvals
- Require documentation for only one disability if there are co-occurring conditions

Emerging Populations of Students with Disabilities

- Fastest growing category of postsecondary disabilities is Psychiatric Disabilities.
- Increase in ADHD, LD and ASD (*Autism Spectrum Disorder*), as well as *Post Traumatic Stress Disorder* and *TBI*.
- More complex with multiple disabilities.

Emerging Populations

- Requests for accommodations from test takers with ASD and TBI have increased each year resulting in the development of documentation guidelines
- Why develop guidelines for ASD and TBI?
 - ASD and TBI are complex disabilities
 - LD, ADHD, psychiatric and physical guidelines do not fit
 - Frequently see co-occurring disabilities

Addressing the Challenges: Coordinated Efforts Across ETS

- Accessibility Steering Committee: Authorized by ETS President and reporting to two Senior VPs
- Increased awareness of legal mandates and customers' desire for better accessibility
- Completed Voiced GRE on CD, updated to match rGRE
- Testing agencies leadership and good networking with advocates

Addressing the Challenges (cont'd)

- I. Increasing accessibility in web materials and test delivery.
- II. Systems Changes in Progress:
 - iBT test delivery system is being redesigned to incorporate computer-specific accommodations (e.g., text to speech)
 - eReg and new Disability Services database
 - ets.org: improved accessibility and clearer disability information

Q & A



Graduate Student Leadership to Shape Graduate Education for the 21st Century

Graduate School of Arts & Sciences

*Presented by
Nancy P. Pope*



Graduate Council > **Graduate Student Senate**



GSS Peer-Mentoring Pilot

**Humanities
(English)**

**Social
Sciences
(Psychology)**

**Physical
Sciences
(Physics)**



Graduate School Response to Pilot

Psychology

Physics

Graduate Arts & Sciences

Half the PhD-granting departments



CGS PhD Completion Project




Pre-Project Assessment Template

Pre-Project Assessment Template (Program)

Council of Graduate Schools
Ph.D. Completion Project

Name of Institution: _____
Program Name: _____

This assessment tool is designed to collect baseline information about the effectiveness and duration of policies, practices, and programs that are already in place prior to the implementation of activities supported by the Ph.D. Completion Project:

Policies, Practices, and Programs	For EACH Policy, Practice, or Program:		Comments:
	Current Effectiveness Rating: (Scale = 1-5) (4 = most effective, 1 = least effective)	Number of years in place (Scale = A - D) (A = 10+ yrs, B = 5-10 yrs, C = 4-10 yrs, D = 1-3 yrs)	

Admissions
Advising, Mentoring, and Research
Financial Support and Funding Structures
Program Environment
Administrative Processes and Procedures



ARTS & SCIENCES | Washington University in St. Louis

Department of Physics

GRADUATE STUDIES IN PHYSICS

Washington University in St. Louis

Peer Mentoring Handbook

Graduate Student Peer Mentoring Handbook

Written by members of the Peer Mentoring Committee and edited by Nancy A. Paine, Associate Dean

Washington University in St. Louis
GRADUATE SCHOOL OF ARTS & SCIENCES

September 2014

Washington University in St. Louis

Pre-Project Assessment Template (Program)

Department of Physics
Ph.D. Completion Project

Name of Institution: _____
Program Name: _____

This assessment tool is designed to collect baseline information about the effectiveness and duration of policies, practices, and programs that are already in place prior to the implementation of activities supported by the Ph.D. Completion Project.

Policies, Practices, and Programs	For EACH Policy, Practice, or Program:		Comments:
	Current Effectiveness Rating: (Scale 1-5)	Number of years in place: (Scale 1-10)	
Admissions	1-5	1-10	
Advising, Mentoring, and Research	1-5	1-10	
Financial Support and Funding Structures	1-5	1-10	
Program Environment	1-5	1-10	
Administrative Processes and Procedures	1-5	1-10	

Washington University in St. Louis

Washington University in St. Louis

Graduate School of Arts & Sciences

What is a Peer Mentor?

A Peer Mentor is another student who can serve as a mentor, a helping hand, a sounding board, and a referral service. The job of peer mentors is to provide support, encouragement, and referrals to students in their department who are just beginning the graduate program. One of the great things about peer mentors is that they have had experience being in the program; they can give advice on coursework, research, degree milestones and timelines, professional growth, etc. They are also experts in the graduate student experience: social research and classes; they know how to get the most out of the professional support for the students they mentor.

Each Peer Mentoring Program is unique and tailored to the needs of each Department. A good mentor is familiar with department rules and procedures, or can direct students to someone who can properly address their concerns. Do not hesitate to contact the peer mentors in your department; they have been in your shoes and had the same questions when they began graduate school. If you have any questions, or would like to know more about becoming a mentor, or if your department does not have a peer-mentoring program, please contact the Peer Mentoring Committee advisor, Associate Dean Nancy A. Paine.

Read the Peer Mentoring Handbook

Washington University in St. Louis

CAREER CENTER | Washington University in St. Louis

STUDENTS EMPLOYERS ALUMNI WHY WUSTL CAREER TOOLS EVENTS

POSTDOCTORAL & PHD STUDENTS

Art & Sciences

Architecture

Business

Engineering

The Health

The Law

The School

Postdoctoral & PhD Students

The Washington University Career Center is committed to helping you make the transition into the next phase of your career, whether that means an academic or non-academic position. Searching for employment that is appropriate for your advanced degree requires strategy, thorough research, preparation and practice, and transmission of your research experience to your current portfolio.

The Career Center collaborates with faculty to supplement department programs for students pursuing academic careers. For those seeking non-academic careers, the Career Center offers programs to foster and maintain relationships with employers who value the skills that Washington University students offer.

Through extensive advising, workshops, and events, the Career Center assists PhD students and postdoctoral appointees with career planning, network building, and job seeking. Call (314) 935-6936 to schedule an individual meeting with a dedicated career advisor. Most students will meet with a Career Center Graduate Career Strategist. Students in the Graduate School of Architecture & Urban Design can also meet with a Career Strategist. Career Strategists for the Graduate School of Architecture & Urban Design.

You can also visit our Career Center website to see information on how to write and revise your resume, search for a job, or prepare for an interview. Also, students in the Graduate School of Arts & Sciences can sign up for interviews, a free letter of recommendation and resume service now available.

Washington University in St. Louis

ARTS & SCIENCES | Washington University in St. Louis

Department of History

Dissertation Writers' Workshop

The Dissertation Writers' Workshop (DWW) sessions are held approximately once a month during the academic year. These workshops are an opportunity for students to present a work-in-progress for feedback from faculty and other graduate students.

Typically presenters are in the dissertation-writing stage of their PhD program and provide a chapter for this session. However, past participants have included students writing dissertations proposals, and the DWW welcomes students at all stages of the graduate program, as well as presenters of non-dissertation chapters or proposals. Previous participants must include papers being prepared for publication or grant/fellowship applications in progress.

DWW sessions are held on Fridays, once a month, from 4:30 p.m. to 6:30 p.m. Participants submit their paper to the graduate chair approximately one to two weeks before their workshop. Papers are then disseminated to all faculty and graduate students in the Department for them to read and review before the meeting.

For the workshop each week faculty member and two graduate students are recruited to provide specific feedback. The workshop participant is usually invited to provide suggestions for panel members.

The workshop participant is given the opportunity to join a few weeks at the beginning of the session, and panel members have priority thereafter. Students who join the workshop to request feedback. Following this exchange, the faculty member in attendance, with graduate students reviewing, provides the comments and questions.

Light snacks and beverages are provided.

Washington University in St. Louis

CGS PhD Completion Project

Council of Graduate Schools
Ph.D. Completion Project

Search GO



New from CGS

Ph.D. Completion and Attrition: Policies and Practices to Promote Student Success.

This is the fourth in a series of monographs from the CGS Ph.D. Completion Project.

- Tool and Templates
- Resources
- Contact Information

Project Information

Project Participants

Quantitative Data

Promising Practices



ARTS & SCIENCES | Washington University in St. Louis

Site Search

Department of English

Dissertation Workshop

The Dissertation Workshop meets bi-weekly to discuss the research and writing of the dissertation. Approximately eight participants present work each academic semester and meetings take place during the summer. The workshop considers the presentation process and mediates the meetings. Faculty all participants in the Dissertation Workshop have completed their major field process; students who are seeking completion are welcome to join the workshop.

The usual format of each session is for one participant to submit a piece of writing (usually a draft of a chapter or a prospective article). The aim of each workshop is to provide detailed and specific feedback on the argumentative frame of the submission, to assess its success as a formal piece of writing, and to offer suggestions towards subsequent revisions. Successful submissions will feature a viable argumentative structure and an accompanying sketch of how that structure will be written into the whole of the dissertation. Submissions should be between 20 to 50 pages of proof-read material.

The Dissertation Workshop also acts as a professionalization opportunity for graduate students in the department. The discussions of submitted work are intended to give all participants a better sense of how to meet successfully the challenges of writing the dissertation. Discussions are thus collegial but rigorous, and aimed at fostering a shared sense of the defining features of strong and mark-worthy dissertation work across a range of fields. At the same time, the workshop is meant to provide a sense of community for dissertation engaged in the often solitary process of writing a thesis.

An advanced graduate student or student convenor meets year. Students with an interest in joining or learning more about the workshop should contact the Convenor for 2014-2015, Kelly Otten (kotten@wustl.edu).



2007 Report on Success of Dissertation Workshops – History & English

These dissertation workshops have been ongoing for several years in departments including History and English. In order to evaluate the success of these programs, surveys were distributed to presenters and attendees of the History and English dissertation workshops during the summer of 2006. Preliminary feedback suggested that the workshops were highly valued by presenters and attendees in both departments. Follow-up surveys were conducted in the summer of 2007; this report details those results. Data were also collected on the major field paper workshops held for the benefit of 3rd year graduate students in the Department of English.



ARTS & SCIENCES | Washington University in St. Louis

Site Search

The Department of Philosophy

Dissertation Requirements

Every student in their third year and beyond is required to participate in the dissertation workshop. In this weekly workshop, one student presents work in progress to the other workshopers and his or her dissertation supervisor (or other relevant advisors). The work-in-progress might be a qualifying paper, a dissertation prospectus, or a dissertation chapter. It is circulated in advance, is presented in thirty minutes, and is the subject of forty minutes of discussion. Every student in the workshop is required to contribute to the discussion.

In the fourth year, students are working on the prospectus of the dissertation, which should be a 15 to 20 page document stating a problem, a response to the problem, a reckoning of how this response contributes to existing philosophical literature, and an overview of the case for the response. The prospectus should be accompanied by a working bibliography.



Washington University in St. Louis

Spring 2015 Groups Program

Student Health Services
shs.wustl.edu

Habib Health & Wellness Center

Dissertation Support

Fridays 3:25-4:30pm at Student Health

This group offers support with the dissertation writing process and helps students discover ways to move past obstacles like procrastination, low motivation, isolation and other things that have them feeling stuck. Space is limited – sign up early!



CAREER CENTER | Washington University in St. Louis

STUDENTS
EMPLOYERS
ALUMNI
WHY WUSTL
CAREER TOOLS
EVENTS

POSTDOCTORAL & PHD STUDENTS

Art & Sciences

Architecture

Law

Business

Engineering

The Health

The Law

The School

Postdoctoral & PhD Students

The Washington University Career Center is committed to helping you make the transition into the next phase of your career, whether that means an academic or non-academic position. Searching for employment that is appropriate for your education degree requires strategy through research, preparation and practice, and transition of your research experience to your current portfolio.

The Career Center coordinates with faculty to supplement department programs for students pursuing academic careers. For those seeking non-academic careers, the Career Center retains programs to foster good graduate relationships with employers who value the skills that Washington University students offer.

Through individual advising, workshops, and events, the Career Center assists PhD students and postdoctoral appointees with career planning, decision making, and job seeking. Call (214) 935-6500 to schedule an individual meeting with a dedicated career advisor. Most students will meet with Career Center PhD, Graduate Career Strategist. Students in the Graduate School of Architecture & Urban Design can also meet with Career Center Specialist for the Paul D. Schaefer School of Architecture & Urban Design.

You can also visit our [Career Portal](#) website to see information on how to write and revise your resume, search for a job, or prepare for an interview. Also, students in the Graduate School of Arts & Sciences can sign up for [workshops](#). A new letter of recommendation and letter writing tool are available.



What is GSG?

Graduate Student Leadership to Shape Graduate Education for the 21st Century

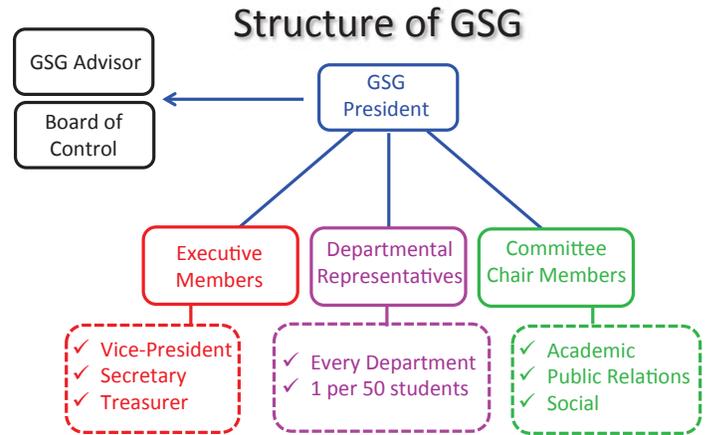
The Graduate Student Government at Michigan Technological University

Presented by
Sasha Teymorian

- Graduate Student Government (GSG) acts a liaison between the University's administration and the graduate student population
- Advocate on students' behalf and provide opportunities for personal and professional growth
- Plays an integral role in shaping the graduate experience at Michigan Tech



Leadership Opportunities



Shaping Graduate Education

Communication

Goal: Advocate on behalf of graduate students and lead by example in the communication and contextualization of campus changes



Graduate Student Feedback

Graduate student voices are being actively sought and heard on a high level

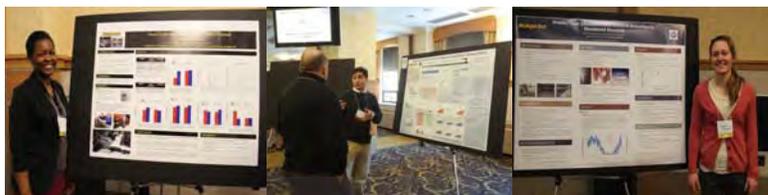
Topics discussed:

- University Strategic Plan
- Degree Completion Timeline
- Transportation
- Co-ops & internships
- On-campus employment
- Theses/Dissertation Deadlines
- Journal Subscriptions
- Academic calendar
- Health insurance
- IT Services



Enrichment

Goal: Enrich the intellectual and professional lives of graduate students in collaboration with University groups and organizations



Graduate Research Colloquium



2 Days
130 Presentations
73 Judges
Awards Banquet

An opportunity to enrich graduate education at Michigan Tech through the dissemination of graduate research



Travel Grant Program



162 Travel Grants Awarded (\$39,000)

To assist with costs associated with attending or presenting graduate research at a conference.



Lunch 'n' Learns & Open Forums



Funding Opportunities for Graduate Students
In collaboration with Research Development

Conference Etiquette: Dress and Networking
In collaboration with Career Services

Student Health Insurance
In collaboration with Michigan Tech Human Resources



Wellness and Mental Health
In collaboration with Wellness



Community

Goal: Connect graduate students to each other and the community, and create greater awareness of GSG across campus



Semester Socials



Fall Colors Tour
In collaboration with Alumni Association
and Mont Ripley



Waterfall Tour
Eagle River, Jacob's Falls, Jam Pot
and Great Sand Bay



Ski Day
In collaboration with Mont Ripley



1 With title slide, explain that everything Sasha has talked about is happening also at WUSTL and that Kim Curtis will talk about it on Friday morning.

2 How we got the Graduate Student Senate!

3 The GSS piloted peer-mentoring programs in three departments in 2001, to ease the transition into graduate school by making information about the department, the degree requirements, and the resources available to students known to every new student every year.

4 The Graduate School began funding peer mentoring programs in 2002, with the goal of decreasing inappropriate early attrition; half the Ph.D.-granting departments in Arts & Sciences began to have such programs, including Earth & Planetary Sciences (EPS); in 2003, another quarter of the doctoral programs, including Mathematics, joined in

5 In 2004, the Graduate School wrote a grant proposal to CGS to become one of the Project Partners on the Ph.D. Completion Project; we proposed starting a peer mentoring program in Chemistry, networking peer mentors in the three physical sciences and math, and assessing all four programs, with one goal being to even out the attrition and completion differences between genders, among races of domestic students, and between domestic and international students [talk more if time permits]

6 In 2005, we administered the CGS Pre-Project Assessment Template to peer mentors and DGSs in these four departments; the students and faculty in these departments were, on average, aware of less than half of the policies, practices, and programs already in place, and the effectiveness ratings for those they knew about ranged widely but averaged poorly

7 Student-planned events and interactions enhanced peer mentoring in the three physical sciences and math; among the outgrowths were rewritten graduate student handbooks such as the one shown; the rewriting of graduate student handbooks spread through other departments in the course of the project [here is one place I could talk more if time permits]

8 Also, a school-wide six-person committee of peer mentors (two per division) wrote a Peer Mentoring Handbook that has been revised annually ever since, and began an annual training workshop for new peer mentors in all disciplines

9 In 2010, we re-administered the CGS Pre-Project Assessment Template to peer mentors and DGSs in these four departments; institutional knowledge rose from under 50% to over 90%, and effectiveness ratings went up; attrition in first two years had also decreased for those departments in which it had been between a third and half the students to being between a quarter and a third the students; attrition in the five years of the project in all four departments occurred on an equal-opportunity basis

10 The Graduate School began requiring a peer mentoring program in every Ph.D.-granting department in A&S; the programs continue to be student-run, with funding, training, and advice-as-needed from GSAS, which features peer mentoring on its website

11 Re-shaping graduate education for the 21st century, the Graduate School of Arts & Sciences will be encouraging all our student organizations to think about professional development for careers. Peer mentors will be trained this year to begin teaching first-year graduate students to think in terms of the transferable skills they are gaining in the course of their doctoral education [talk more if time permits]

12 In 2003, the DGS in History began a dissertation-writing workshop, mostly involving advice given by faculty to all the students in the department, covering the life-cycle of a dissertation in the course of eight monthly talks (there is a reason that the description now on line doesn't match what I just said – stay tuned!)

13 In 2004, the Graduate School proposed founding an alternate model of work-in-progress and peer critique in English, assessing both models, and expanding whichever worked better, as part of the CGS PH.D. Completion Project

14 In 2005, such a workshop started in English

15 In 2006-07, a graduate student conducted surveys of the history and English workshops (and of a major field paper workshop that had spun off the English dissertation one almost immediately); being an anthropologist, she studied the culture of each workshop, determined the students' goals for their participation, and evaluated the workshops' success at meeting those goals; the results were impressive! [If time permits, add anecdotal evidence that long-attending students in English finished]

16 Effects of the report written by my Summer RA included the following: history workshop changed to English model; anthropology, mathematics, and philosophy have started four workshops that continue until today; and other dissertation groups have started when there were a critical mass of students working on topics in the same period or on related themes

17 Now, the library gives workshops on dissertation research, the writing center gives workshops on dissertation writing, and student health services runs a group-therapy group for dissertation writers

18 We will be encouraging all the disciplines that are not lab-based to have dissertation workshops for their students, with an emphasis on convening skills, facilitating discussions, giving constructive criticism, and responding constructively to criticism, with every Ph.D. student engaged in every role, eventually, as part of the career development trend

Creighton UNIVERSITY

Program Review in Graduate Education: Leveraging Structure, Process and Virtual Reality

Midwestern Associate of Graduate Schools Annual Meeting

April 16, 2015

Creighton University Graduate School, Omaha, NE

LuAnn Schwery, M.S., Assistant Dean



Institutional Context



- Catholic, Jesuit
- Since 1878
- Urban campus in Omaha, Nebraska
- Student body – 8200

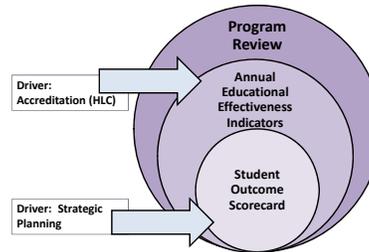
- Comprehensive – 9 Schools and Colleges
 - College of Arts and Sciences
 - Heider College of Business
 - College of Nursing
 - School of Law
 - School of Medicine
 - School of Pharmacy and Health Professions
 - School of Dentistry
 - Graduate School
 - College of Professional Studies



The Bigger Picture: How does Program Review Fit with Institutional Accreditation?



The Relationships



Objectives

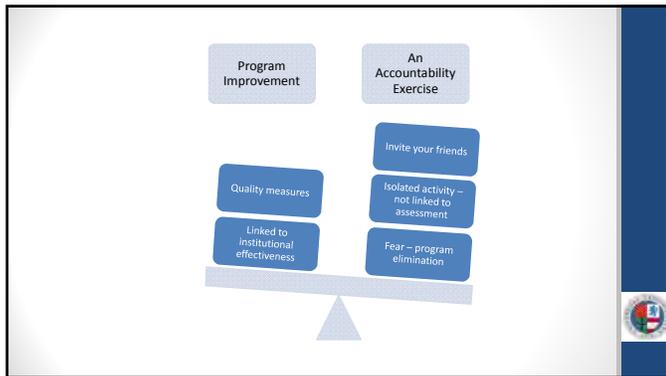
- Identify the common mistakes made in a traditional program review process.
- Describe the elements of successful program review that include leveraging technology, identifying common data sets, designing an efficient process flow, and standard communications.
- Assess how the elements of this academic program review process can be applied in your institutional setting.



What is the purpose of Program Review?

- Assumed practice for all institutions accredited by HLC
- Provides a mechanism for ensuring:
 - Evidence of educational quality and consistency with national trends
 - Documentation of student performance and achievement of stated program outcomes within the context of the University mission
 - Evaluation of resources (student support, faculty, space)
 - An evaluative process which identifies strengths and weaknesses with a forward looking projection
 - Improvement of educational quality and strategies for improvement
 - Resulting **ACTION**





What has been your experience with Academic Program Reviews?

- For what purpose does your institution conduct program reviews?
- Is there a consistent approach or process utilized in academic program reviews?
- What has been your most frustrating aspect of program reviews?

Common Misconceptions

- Campus myths and misuses
 - Program review = Program elimination
 - Invite your friends to campus
 - Resource requests for more space and faculty
 - Nothing happens – paper exercise
- Isolated activity not linked to any other university activity (e.g., assessment, strategic planning)
- Policy development and implementation

Program Review - Process

- Each academic program reviewed every 7 years, with the following exceptions
 - Programs with specialized accreditation (may be reviewed more frequently in sync with specialized accreditation visits)
 - New programs (reviewed within 3 years)
 - On-demand (by Dean or Program Director's request)

Academic Program Review

5 Phases:

1. Planning and Preparation
2. Self Study Report
3. Program Review
4. Summary
5. Recommendation and Action

Planning Structure: Priceless...

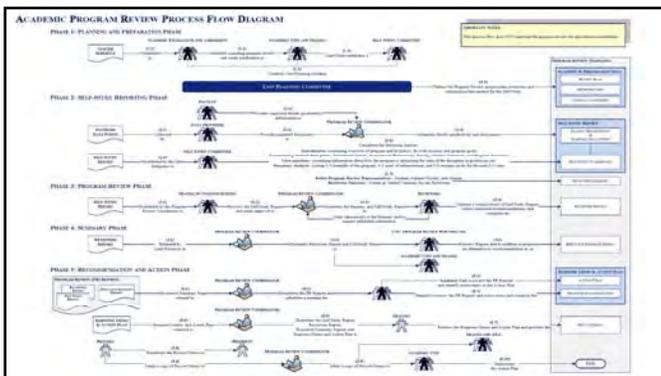
- Detailed Project Plan
- Standardized Templates
- Virtual Approach
- Institutional Effectiveness Collaboration Site

The Creighton Process

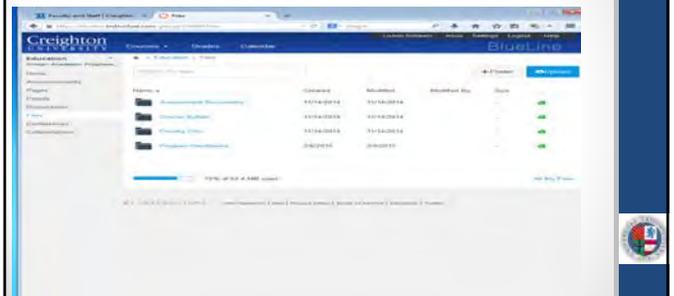
- Detailed Project Plan/Process Flow Diagram
 - Consistency of communication
- Standard Templates
 - Data Sets
 - Enrollment Trends
 - Instructional Productivity
 - Faculty Trends
 - Student Outcomes
 - Program Resources
 - Reports (Self-Study, Reviewers Report, Executive Summary, Response Memo and Action Plan)
 - Course management site for supporting documents

The Creighton Process (cont.)

- Virtual approach (via WebEx conferencing)
- Institutional Effectiveness Collaboration Site
 - Organization of documents
 - Permanent archive
- Annual Review and Reporting



Course Management Site: *BlueLine*



Standard templates

- Enrollment trends across years
- Enrollment demographics
- Instructional productivity
- Program resources
- Faculty scholarly productivity
- FORMS for the self-study; External reviews and Provost's Decision Memo

Examples: Instructional Productivity

Instructional Productivity Data Points	Academic Years											
	2008-09		2009-10		2010-11		2011-12		2012-13			
Credit Hour Production (program)	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
# of On-Campus Courses Taught in Academic Year												
Number of Sections < 10												
Number of Sections > 40												
Average class size												
# of Online Courses Taught in Academic Year												
Number of Sections < 10												
Number of Sections > 40												
Average class size												
# of Credits Offered in Academic Year												
On-Campus												
Online												

Program Resources

- Credit hour production
- Net tuition revenue
- Other direct revenue
- Gross margin
- Instructional expense



Why a Virtual Review: Cost Comparisons

Traditional Campus Review		Virtual Review	
Expense	Amount	Expense	Amount
Honoraria	\$2,500	Honoraria	\$2,500
Travel	\$1,000	Food	\$75
Lodging	\$500	Total	\$2,575
Food	\$500		
Misc. Travel	\$250		
Total	\$4,750		

For a projected 10 reviews per year, cost savings to the University is \$20,000 per year.



Annual Effectiveness Indicators

- **Student metrics** (e.g. admitting QPAs, ACT)
- **Faculty metrics** (tenure, non-tenure, scholarship, grants)
- **Graduate metrics** (e.g. employment rates, graduate school pursuit, board pass rates, certifications)
- **Program metrics** (e.g. credit hour production, degrees conferred per program)
- **Financial metrics**



What we have learned

- Policy development is just the starting point
- Planning is critical
- Leverage expertise across the campus
- Implementation is a process not a destination
- Annual review and modification of the process is beneficial



Application

- How might the elements of this academic program review process be applied in your institutional setting?
 - Standardized process
 - Consistent communications
 - Virtual review environment
 - Contribution to institutional effectiveness conversations/ institutional planning
 - Others?



Thank You



Contact:

lschwery@creighton.edu

WEBSITE: Program review resources

<http://www.creighton.edu/aea/academicprogramreviewprocessesandcalendars/>



Developing and Sustaining International Experiences in Graduate Professional Education



Julie Sinclair, PhD
Karen Klomparens, PhD

MAGS Conference
St. Louis, April 15–17, 2015

Research Design

- Qualitative, 3 academic program cases: DDS, JD, MD (application to other professional programs? Education, social work, business, etc.)
- Located in one doctoral level, research university – part of multi-campus system
- Range of international experiences
- Integrated organizational framework (rationale, political, HR, symbolic – Bolman & Deal, 2003)

Research Project The Problem

- Growing participation of graduate students in study abroad (Open Doors, 2014)
- Little information about history of and how/why int'l experiences developed in graduate education
- U.S. history – crucial role of institutional factors and institution type in defining meaning, structure, and activities within internationalization.

Faculty Background, motivations, and work

- Life experience, passion, motivation to involve students and stay involved themselves; grassroots
- Serendipity – individual involvement and group connections (dentistry)
- Work roles – clinical/non-clinical, “international plate” in law, organizational unit level fit
- Volunteering but “with gladness”

Research Questions

- What are the organizational factors involved in the development and implementation of international experiences for students within graduate professional programs?
- If the organizational factors vary, how do they vary?
- If the organizational factors vary, why do they vary?

(Organizational factors = policies, people and roles, funding, environments, planning, decision making, and beliefs and values contribute to how and whether new initiatives are implemented and supported (Bolman & Deal, 2003)

- ▶ *understanding the workplace

Faculty Involvement

“As far as (law) faculty involvement, it’s strictly voluntary. There is no centralized management. We have a degree of – if somebody wants to start a new program, all it takes is that person’s energy and interest.”

When asked about his primary challenge in coordinating international experiences, Dr. Meier (medicine) remarked “Besides doing it on the side?”

Organizational Support

- Is support really all about time, staff, and money?
- Host country partners – much more than support – no medical tourism
- Leadership views – cheerleading, “fun work” but “a drain and a distraction;” colleagues
- Culture or “mindset” of support, support in concept
“Everyone loves it when it’s over.”

Connecting – being part of the circus

- Institutional/school systems, values, priorities, and strategic plans
- The study abroad office – spectrum of connections
Minimal (law) to professional development/seat at the table (dentistry)
- Letting others play in the same field – law and medicine; inter-professional lens
- Disconnect – the university system level and processes

Role of Curriculum

- Rationale
- Formalization into academic school structures and systems – “on the books”
- Role of accrediting organizations
- External environment – law as different
- (Similar to other professional disciplines?)

Implications for Research

- Faculty roles and work
 - Faculty “paradox”
 - Faculty career stage
 - Contingent faculty
 - Work in different types of international efforts
- Internationalization of graduate curriculum
 - Inter-professional lens?
- Additional organizational research – org layers

Regarding Dentistry’s semester prep course

“And it prepares them for the cross-cultural aspects of it, for the healthcare aspects. It’s really great. So they don’t just go down and are sort of shocked and, you know, start drilling. They really get the students ready to do this work.”

Former senior administrator, International Programs

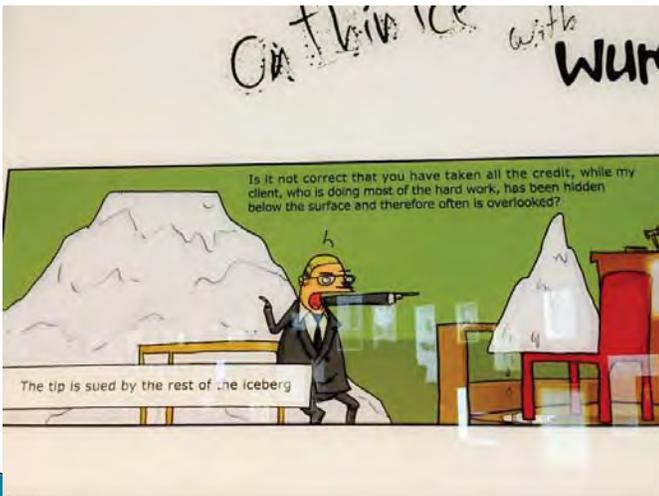
Implications for Policy and Practice

- Different/additional metrics
- Professional associations – added approaches
- Strategies for campus leaders (SIO)
“The point is that the SIO must understand her or his own institution, how key stakeholders see how the institution ‘works,’ and what frames of understanding can best guide the SIO to identify levers for change.” (Heyl, 2007, p. 7)



THANK YOU!!

Questions? Comments? Kudus?



Questions for the group

- ▶ Based on the research presented and your own institutional experience, what do you see as the main components to consider in developing and maintaining international experiences for graduate students?
- ▶ How does this compare across other disciplines and institution types?
- ▶ What are some actionable steps we need to consider to foster sustainability of international experiences for graduate students at our institutions?

What's Next?

- ▶ Other professional disciplines
- ▶ Other graduate disciplines
- ▶ Other institution types
- ▶ Other types of international experiences and assessment of those (individual research, conference attendance, etc.)

Welcome

Win Prizes!

Towards a "True Graduate Experience"

Identifying Universal Learning Outcomes
and Graduate Criteria in
Professional Master's Degree Programs

Seth Meisel
Associate Dean
School of Graduate Studies

Dr. Carolyn Morgan?



UNIVERSITY OF WISCONSIN
WHITEWATER

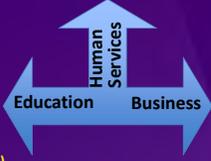
John Stone
Dean
School of Graduate Studies



By the Numbers...

13 Professionally-Oriented Master's Degree Programs housed in four academic colleges, with three foci:

- Communicative Disorders (MS)
- Business & Marketing Education (MS)
- Educational Leadership (MS)
- MSE-Professional Development
- School Business Management (MSE)
- Special Education (MSE)



- Counseling (MS)
- School Psychology (MSE)
- Accountancy (MPA)
- Applied Economics (MS)
- MBA
- Environmental Safety & Health (MS)

- Fall 2014: Campus Enrollment 12,148; Graduate Enrollment 1,179
- Since early 1960's: produced 16,400 master's graduates
- Currently: transitioning, eliminating and adding new programs



Questions #1 & #2

1. UW-W distributes approximately 75 (non-instructional) graduate assistantships to academic departments, intercollegiate athletics, and student support service areas across campus. Approximately 80% of these students report these are valuable learning experiences. What skill do students report they develop most fully during these experiences?
 - A. Written Communication Skills
 - B. Library Research Skills
 - C. Problem-Solving Skills
2. In 2011, the School of Graduate Studies sponsored a comprehensive project to determine enhanced earnings resulting from the UW-W master's degree. On average, an individual earning a UW-W master's degree earns how much more over a lifetime (than a bachelor's recipient)?
 - A. \$267,000
 - B. \$536,000
 - C. \$719,000



Answers #1 & #2

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 - C. \$719,000



Two Forces...

External Force



HLC Visiting Team: "The Graduate Council needs to have a discussion about what really constitutes the difference between a graduate level program and a corresponding undergraduate program how it should ensure that such a difference exists and is maintained."

Internal Force



LEAP Conflation: Although the Graduate Council had approved a set of *Graduate Global Learning Outcomes* in 1997, master's programs were linking assessment initiatives to *LEAP Essential Learning Outcomes* because of campus funding for LEAP programming.

DQP



Two Forces/One Project...

External Force



Project was designed to answer the following questions:

1. How does master's level learning differ from undergraduate learning at UW-Whitewater, both in terms of its intent and in how master's students are educated?
2. What are the comprehensive learning outcomes of master's-level education at the University of Wisconsin-Whitewater?



Internal Force

**UNIVERSITY OF WISCONSIN
WHITEWATER** *The Project...*

Data Gathering from four sources:

1. Content Analysis of Graduate Course Syllabi

- Randomly selected 183 syllabi from 8 programs
- Examining alignment with 1997 Graduate Learning Outcomes & DQP Outcomes
- Analysis of course materials used (i.e., primary source materials)



Question #3
Based on an analysis of the graduate course syllabi, which one of the following UW-W 1997 Graduate Learning Outcomes was receiving the **most attention in master's coursework**?

- Comprehend and discuss advanced theoretical questions and current issues.
- Use appropriate technologies as needed.
- Collect, analyze, and interpret data applicable to complex questions and problems.

**UNIVERSITY OF WISCONSIN
WHITEWATER** *The Project...*

Data Gathering from four sources:

2. Face-to-face interviews with Graduate Program Coordinators

- "How does your graduate program differ from your undergraduate program?"
- "Respond to the criticism that a professionally-oriented master's degree program isn't as rigorous as a basic research master's."



Question #4
Based on interviews with coordinators, what was the most frequently discussed distinguishing characteristics of graduate programs (vis-à-vis undergraduate programs) at UW-W?

- Faster paced coverage of content and theories.
- Greater levels of reading and writing required.
- Greater focus on applied skill development—problem solving.

**UNIVERSITY OF WISCONSIN
WHITEWATER** *Answers #3 & #4*

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**UNIVERSITY OF WISCONSIN
WHITEWATER** *The Project...*

Data Gathering from four sources:

3. Analysis of Graduate Exit Survey Responses (2007-2013)

- N = 2,468
- Perceptions of master's experiences
- Perceived strengths and weaknesses of master's experiences



Question #5
Analysis of open-ended responses on the Graduate Exit Survey revealed that students completing UW-W master's wished they had...

- received greater exposure to current research methodologies.
- received more preparation for real world challenges/opportunities.
- received more opportunities to be mentored by graduate faculty.

**UNIVERSITY OF WISCONSIN
WHITEWATER** *The Project...*

Data Gathering from four sources:

4. 2014 Graduate School Survey of Current Students & Graduate Faculty

- Responses: grad students = 286; grad faculty = 47
- Direct perceptual comparison of UW-W education at graduate and undergraduate levels



Question #6
Analysis of graduate faculty and student responses to this survey revealed:

- Faculty perceive greater distinctions between graduate programs and undergraduate programs than do students.
- Students perceive greater distinctions between graduate programs and undergraduate programs than do faculty.
- Faculty and students both perceived that the graduate dean deserved a significant boost in annual salary.

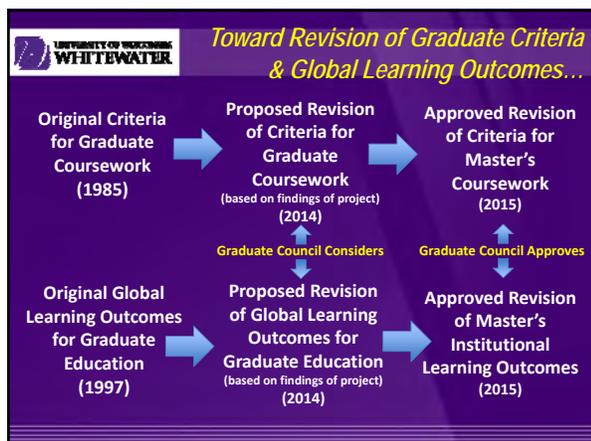
**UNIVERSITY OF WISCONSIN
WHITEWATER** *Answers #5 & #6*

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**UNIVERSITY OF WISCONSIN
WHITEWATER**

Questions #7 & #8

- One of the key differences in *Criteria for Master's Coursework* set forth in 1985 and those approved in 2015 is:
 - A greater recognition of student knowledge and experiences as a basis for student learning.
 - Recognition that graduate study should be more intense than undergraduate study.
 - Graduate coursework is more specialized than undergraduate coursework.
- Among the changes made to the *Master's Institutional Learning Outcomes* (approved in 2015, relative to the 1997 version) is a new focus on what concept?
 - ethics
 - diversity
 - technology

**UNIVERSITY OF WISCONSIN
WHITEWATER**

Criteria for Master's Coursework...

What distinguishes the graduate experience from the undergraduate experience at UW-Whitewater?

(Fundamental differences between 1985 and 2015 criteria)

- Recognition: greater focus on the professional preparation and advanced professional practice
- Recognition: greater focus on what students bring to the graduate experience (e.g., greater foundational awareness and more aware of personal professional goals and interests)
- Recognition: different evaluative experiences (i.e., more sustained, intense, aligned with professional expectations)
- Self-Directed Learning (1985) vs. Collaborative Learning (2015)

**UNIVERSITY OF WISCONSIN
WHITEWATER**

Master's Institutional Learning Outcomes...

Upon completion of a UW-Whitewater master's degree program, graduates will have demonstrated the following skills and dispositions.

(Fundamental differences between 1997 and 2015 outcomes)

- Recognition: positioning graduates to be maturing professionals
- Emphasis: Professional/Discipline-Based Skills
- Recognition: ethical dilemmas and ethical responses in professional practice
- Recognition: diversity (domestic and global) in professional practice
- Necessity: ongoing professional development

**UNIVERSITY OF WISCONSIN
WHITEWATER**

Answers #7 & #8

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 - diversity
 - technology

**UNIVERSITY OF WISCONSIN
WHITEWATER**

Wrap

- What were/are the surprises for you?
- How does any of this compare to what is happening on your campus?
- Scoring and Prizes

The Affordable Care Act:

Goals, progress and employer responsibility

1

The health care paradox

- The United States leads the world in discovering new approaches to prevent, diagnose, manage and cure illness 
- Our institutions educate and train exceptional doctors, nurses and other health care professionals
- We spend twice as much as other developed nations on health care 
- Yet America consistently falls behind other nations in patient outcomes

Medical costs outstrip our ability to pay

- Few people can afford significant medical services on their own:
 - A study released in May 2011 by the U.S. Department of Health and Human Services found:
 - Uninsured patients walk away from all or part of their hospital bills 95 percent of the time
 - The average uninsured family can afford to pay only 12 percent of a typical hospital bill
- Even patients with assets in the top 10 percent among the uninsured can pay the full bill only half of the time 

Affordable Care Act at a glance

- The health reform law seeks to:
 - improve the quality of health care
 - lower the growth of medical care costs and, in turn, health insurance
 - increase access to that care
 - expand the base of people contributing to the system
 - reduce fraud
- Virtually everyone plays a role
 - Large employers are required to contribute
 - Workers are required to contribute
 - 30 million newly insured help reduce uncompensated care
 - Doctors and hospitals are required to improve care
 - New incentives to control rising costs and improve delivery of care

Improving the quality of care

Health care based on value

- Better chronic care coordination
 - Improved coordination between doctors to lower relapse rates and overall costs, especially after hospital stays
- Hospital payments based on improving care, reducing infections
 - Effective October 2012
- Hospital performance must be reported to the public about:
 - heart attacks
 - heart failure
 - pneumonia
 - surgical care
 - hospital-acquired infections
- Paying doctors according to quality of patient outcomes, not volume of procedures
 - Effective January 2015



Incentives to improve care

- Hospitals are now evaluated on 13 measures of care quality:
 - Heart attack care
 - Pneumonia treatments
 - Surgery and post-op care
 - Patient satisfaction
- Hospitals are scored two ways:
 - Performance relative to other hospitals
 - Performance improvement over time
 - The higher of those scores on each measure will be used in determining incentive payment
 - This policy gives hospitals the financial incentive to make continuous improvement in the way they deliver care
- Continuous quality improvement
 - Measures that reach high compliance scores will eventually be replaced

New payment systems

- Accountable Care Organizations
- Bundled payments
 - In-patient services
 - In-patient and recovery
 - Post-acute care after discharge
 - All hospital services
- Pilot programs
 - Advanced Primary Care Initiative
 - Three-year demonstration project will test whether coordinated care around a medical home can reduce costs and improve quality
 - Comprehensive Primary Care Initiative
 - Four-year project involving Medicare, private insurers and public health plans to coordinate and improve primary care
 - Help for patients to learn and follow a personalized plan of care
 - Offer intensive care management engaging patients and their families
 - Provide patients 24-hour access to care
 - In the first year, this program reduced ER visits by 3 percent and hospital admissions by 2 percent

An emphasis on prevention

Preventive care now carries no co-payments or deductibles

New private insurance plans

- No-cost services include:
 - Mammograms and Pap smears
 - colonoscopies
 - vaccinations for flu, tetanus, measles, hepatitis A&B
 - help quitting tobacco
 - women's health, breast-feeding supplies and contraception
 - help quitting tobacco
 - screenings for cancer, diabetes, obesity, high blood pressure, depression and alcohol abuse



Public insurance programs

- Medicare beneficiaries now receive the services listed above, and:
 - A free annual wellness visit
 - A free health risk assessment and prevention plan

Improving access to health care

New clinics and better clinics

- The Affordable Care Act provided \$11 Billion to expand community health centers over the first 5 years
 - \$9.5 billion was designated for new health centers or expanding primary care services at existing health centers
 - An additional \$1.5 billion supported major construction and renovation projects
 - 550 new health center sites
 - 1,200 sites expanded and upgraded
 - More than 400 grants to expand behavioral health services
 - More than 1,700 quality improvement grants
- These changes have increased the number of patients serviced from 17.1 million to 21.7 million in 2014



More primary care providers

- Rebuilding the Primary Care Workforce
 - \$1.5 billion for the National Health Service Corps to place providers in underserved areas
 - These new scholarships and loan repayment incentives:
 - boosted the number of providers working in underserved areas in 2014 to 9,200, up from 3,700 in 2008
- The law set aside \$250 million to expand primary care
 - \$168 million to train primary care physicians; more than 500 by 2015
 - \$32 million to train new physician's assistants; more than 600 by 2015
 - \$30 million to train new nurse practitioners; more than 600 by 2015
 - By 2014, 1,550 new primary care of these students had entered training
 - 737 have completed training and entered the primary care workforce

Making insurance more valuable

Making insurance more valuable

Making insurance work

- The Patients' Bill of Rights
- For most individual and group health plans that begin or renew after Sept. 23, 2010:
 - Lifetime limits on benefits are eliminated
 - Annual dollar limits on insurance coverage are phased out and end in 2014
 - No more dropping coverage based on an unintentional mistake on an application
 - Insurers that raise rates 10% or more have to post on the internet how the revenue will be used



Coverage reforms

- Starting in 2014:
 - Insurers can't deny coverage based on a person's health condition
 - Insurance companies can't deny coverage or charge more:
 - For women
 - For people with pre-existing health conditions
 - For employees who had an expensive illness or injury such as heart attack, cancer or serious injuries in a car wreck
 - Insurers can't charge older applicants more than 3 times what younger applicants are charged
 - Rates for smokers can't be more than 50% higher than for non-smokers

Making insurance more affordable

- More bang for your buck:
 - Beginning in 2011, insurers serving individuals and small employers must spend at least 80 percent of premiums on health care services or improving the quality of care
 - Insurers serving large employers must spend at least 85 percent of premiums on health care or quality improvement
- Insurance companies that fail to meet these standards must pay rebates to customers



At least 85% of every health insurance dollar must be spent on health care & improving quality.

Nearly \$2 billion in rebates

In 2012-14, rebates totaled \$1.94 billion

- 2012 rebates totaled \$1.1 billion nationwide
 - Including \$290 million refunded to small businesses
- 2013 rebates totaled \$504 million nationwide
 - Including \$203 million refunded to small businesses
- 2014 rebates totaled \$332 million nationwide
 - Including \$122 million refunded to small businesses



- In Missouri, rebates totaled **\$94,460,293**
 - (Nearly 5 percent of all rebates nationwide & nearly 10 percent of all rebates to small employers)
 - \$60 million in small business market
 - \$23.3 million in individual market
 - \$11.2 million in large group market
- In Illinois, rebates totaled **\$76,325,998**
 - \$51.7 million in small business market
 - \$14.6 million in the individual market
 - \$10 million in the large group market

Shared responsibility

Individual responsibility

No more free riders

- Individuals can choose to:
 - carry health insurance, or
 - pay a fee to offset the cost of treating the uninsured
- The fee is the greater of:
 - \$95 per adult in the household or 1% of income in 2014
 - \$325 per adult or 2.5% of income in 2016 and thereafter
 - \$695 per adult or 2.5% of income in 2016 and thereafter
 - The flat fee for each child is half the adult amount
 - Maximum per household is the income percentage or 3 times the flat fee

Employer responsibility

In 2015: No more free riders

- Nearly everyone will be required to contribute to the health care system
 - Large employers – 50 or more full-time workers – can choose either to:
 - provide health insurance benefits to full-time employees, or
 - make shared responsibility payments to help employees buy private insurance
 - \$2,000 per employee (excluding the first 30 employees)
 - More than 96 percent of firms with more than 50 workers already offer health insurance to their employees
- Small employers – those with fewer than 50 full-time workers – are exempt from any shared responsibility payments

Employer responsibility

Employer-provided insurance must be adequate and affordable

- Adequate is defined as having an actuarial value of at least 60 percent
 - This is equivalent to the bronze plans offered through the Marketplace
- Affordable is when the employee's share of employee-only coverage is no more than 9.56 percent of the employee's household income
 - Employers can use 9.56% of the employee's wages as a proxy for household income
- If the employer coverage meets both these requirements, then the employee is not eligible for tax credits to buy Marketplace coverage
- If employer coverage is either inadequate or unaffordable, then the employee can receive tax credits to buy insurance on the Marketplace
 - For each employee who receives tax credits to help pay for insurance through the marketplace, the employer will be assessed a penalty of \$3,000

Transition relief

➤ In 2015:

- Employers with 50 to 99 FTE employees are exempt from the shared responsibility fee
 - This exemption applies to any plan year that begins in 2015
 - Employer must have 50 to 99 FTEs throughout entire year
 - The employer must certify that has maintained its contribution to the cost of any previously offered employee health plans
- Employers must offer coverage to at least 70 percent of their full-time employees
 - This requirement becomes 95 percent beginning in 2016
- Employer-provided health plans are not required to offer coverage to dependents until 2016
 - However, if an employer plan provided dependent coverage in 2013 or in 2014, dependent coverage is required in 2015 to avoid a penalty

Employer responsibility

- A full-time employee is defined as a person who:
 - regularly works 30 hours a week or more
 - is not a seasonal employee, defined as a worker employed less than four months a year
 - Seasonal employees include:
 - Ski instructors, rafting guides and other seasonal workers
 - Retail employees hired for specific shopping seasons
 - Temporary summer hires
 - Temporary construction workers
- For on-going employees with varied schedules, the law sets up tests to determine whether they qualify as full-time
 - Look-back periods for:
 - measurement
 - administrative
 - stability

Increasing access to health insurance

Improving access to insurance

- **Young adults** can now stay covered under a parent's health plan until age 26, if the plan covers dependents
 - Coverage available even if the child is not in school or is married
 - This is especially important for:
 - recent graduates
 - young adults in entry-level jobs
 - graduate students
 - This provision provides coverage for an estimated 2.3 million young adults



Health Insurance Marketplace

2014: Establishment of state-based Marketplaces

- These are new competitive health insurance marketplaces
- They offer individuals and small businesses a choice of affordable plans that meet new quality requirements

2014: The health reform law was designed to expand Medicaid to cover everyone with income up to 133 percent of the poverty rate

- Maximum annual income of:
 - \$15,654 for 1 person
 - \$32,253 for a family of 4



➤ However, the U.S. Supreme Court ruled in 2012 that states could not be required to expand eligibility to Medicaid

- So far, 28 states and the District of Columbia have chosen to expand Medicaid
- Additional states are expected to expand in future years

Making Health Care Affordable

- Individuals without job-based health benefits receive tax credits to help buy insurance through the marketplace
 - Credits will be available up to 400 percent of the poverty level
 - Maximum income of:
 - \$46,680 for 1 person
 - \$95,400 for family of 4
 - **The IRS estimates the average credit will be more than \$5,000**
- For part-time employees and the self-employed, these credits provide:
 - affordable insurance coverage, just as if they had an employer who was paying part of their premium

Expected contribution to insurance premiums

➤ For an individual:

Annual Income	% of FPL	Expected Contribution	Approximate Monthly Premium	Reduction in Out-of-Pocket Maximum	Consumer's Portion of Total costs
➤ \$14,004	120*	2% of income	\$23	2/3	6%
➤ \$16,455	141	3.5%	\$48	2/3	6%
➤ \$20,423	175	5.15%	\$88	2/3	13%
➤ \$26,258	225	7.18%	\$157	1/2	27%
➤ \$32,093	275	8.78%	\$235	0	30%
➤ \$40,845	350	9.5%	\$323	0	30%

➤ Incomes below 250% of the poverty level qualify for lower co-pays and deductibles

* This level of income would be eligible for Medicaid in states that expand their programs in accordance with the Affordable Care Act

Expected contribution to insurance premiums

➤ For a family of 4:

Annual Income	% of FPL	Expected Contribution	Approximate Monthly Premium	Reduction in Out-of-Pocket Maximum	Consumer's Portion of Total costs
➤ \$28,620	120*	2% of income	\$48	2/3	6%
➤ \$33,629	141	3.5%	\$98	2/3	6%
➤ \$41,738	175	5.15%	\$179	2/3	13%
➤ \$53,663	225	7.18%	\$321	1/2	27%
➤ \$65,588	275	8.78%	\$480	0	30%
➤ \$83,475	350	9.5%	\$661	0	30%

➤ Incomes below 250% of the poverty level qualify for lower co-pays and deductibles

* This level of income would be eligible for Medicaid in states that expand their programs in accordance with the Affordable Care Act

Issues facing universities

Issues facing universities

University as employer

As employers, universities must meet the shared responsibility standards for large employers*

- Offer health insurance to at least 95 percent of its full-time workers
- Offer health insurance with an actuarial value of at least 60 percent
- Offer a plan that is affordable to employees
 - Affordable means that at least one option for employee-only coverage costs less than 9.5 percent of the employee's income
- If any of these does not apply, the employer may be subject to the shared responsibility payment
 - \$2,000 per full-time equivalent employee if the employer does not offer insurance

OR

- \$3,000 per employee who obtains a tax credit to buy insurance through the Health Insurance Marketplace



*At least 100 employees in 2015; 50 employees or more beginning in 2016

Key issues facing graduate assistants

Does the graduate student work 30 hours a week or more?

- If so, then the university may be expected to offer insurance

Is employment ongoing or for less than 4 months?

- If less than 4 months, might be categorized as seasonal worker
 - However, this depends on other factors and ongoing relationship with employee

Would the graduate student be better off with:



- A school-sponsored student plan
 - All school-sponsored plans must now meet minimum value and minimum coverage requirements
- An individual plan through the Health Insurance Marketplace

Marketplace factors to consider

The price of Marketplace plans are based on:

- The student's household income
- The number of people on the student's income tax return
- Whether the state has expanded Medicaid
- If income exceeds 4 times the poverty level, the level of competition

➤ The student must qualify to buy through the Marketplace

- The Marketplace requires applicants to be:
 - ineligible for affordable employer-provided insurance that meets minimum value
 - ineligible for Medicaid
 - Lawfully present in the United States
 - Deferred Action for Childhood Arrivals does NOT constitute lawful presence

➤ At the modest income levels of most graduate students, Marketplace plans can be very inexpensive

Foreign graduate assistants

Immigration issues are complex

- Generally, holders of student visas are eligible for Marketplace plans
 - This is considered "non-immigrant status"
 - This category includes
 - worker visas
 - student visas
 - citizens of Micronesia, the Marshall Islands, and Palau
- Documentation required:
 - Certificate of Eligibility for Nonimmigrant Student Status (I-20)
 - This document supports student visa status F-1 or F-2
 - Certificate of Eligibility for Exchange Visitor Status (DS2019)
 - This document supports exchange visitor visa status J-1 or J-2
 - Applicants must enter SEVIS ID number from the certificates



More information:
<https://www.healthcare.gov/help/immigration-document-types/>

Foreign graduate students

➤ Key question:

- Applicants are asked where they live in the United States
 - **Generally**, if you are considered a "resident" of the United States for tax purposes, you're eligible to use the Marketplace
- **However, attesting to state residency may have consequences on the ability to adjust immigration status in the future. Therefore, foreign applicants should consult an immigration lawyer before purchasing coverage through the Marketplace**

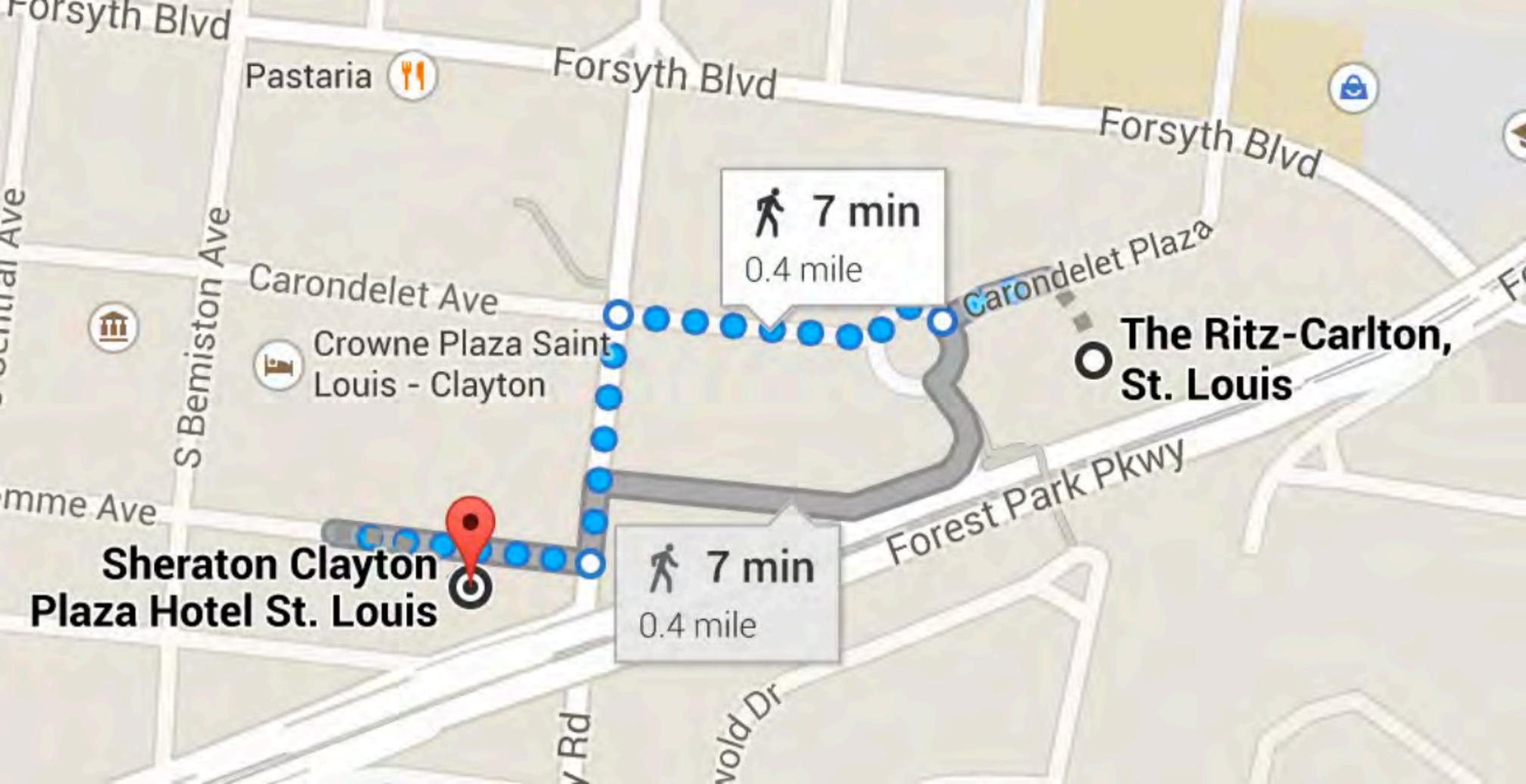



Regions



U.S. Department of Health & Human Services

<p>Region 7 Stephen Moore (816) 426-2821</p>	<p>Region 8 Kim Gillan (303) 844-3372</p>	<p>Region 5 Kathleen Falk (312) 353-5160</p>
<p>Region 6: Marjorie Petty (214) 767-3301</p>	<p>Region 4: Pamela Roshell (404) 562-7888</p>	



**Sheraton Clayton
Plaza Hotel St. Louis**

**The Ritz-Carlton,
St. Louis**

7 min
0.4 mile

7 min
0.4 mile

Wednesday, April 15, 2015

8 a.m.-5 p.m.	Registration	Amphitheater Prefunction
8-11:30 a.m.	Coffee/Tea	
9-11:30 a.m.	New Graduate Administrators Workshop <i>Dr. Robert M. Augustine, Dean of the Graduate School, Eastern Illinois University; Dr. Diana Carlin, Associate Vice President for Graduation Education & International Initiatives, Saint Louis University</i> Gives new deans and graduate school staff members the opportunity to discuss topics of interest. This highly interactive session is led by experienced deans and is followed by a luncheon with the members of the Executive Committee of the Midwestern Association of Graduate Schools (MAGS).	Pavilion
10 a.m.-5 p.m.	Exhibitors	
10-11:30 a.m.	Executive Committee Meeting	Boardroom
11:30 a.m.-1 p.m.	New Graduate Administrators & Executive Committee Luncheon	Consulate
1:15-1:30 p.m.	Welcome & Overview <i>Dr. Jessica Horowitz, MAGS Chair, Loyola University Chicago Dr. Jacqueline Huntoon, MAGS Chair-elect, Michigan Technological University</i>	Amphitheater
1:30-2 p.m.	News from the Council of Graduate Schools <i>Dr. Suzanne Ortega, President, Council of Graduate Schools</i>	Amphitheater
2-3:30 p.m.	Plenary Session <i>Dr. Gerald Early, Merle Kling Professor of Modern Letters, Washington University in Saint Louis</i>	Amphitheater
3:30-3:45 p.m.	Exhibitor Highlights	
3:45-4:15 p.m.	Break	
4:15-5:15 p.m.	CONCURRENT SESSIONS Developing & Sustaining International Experiences in Graduate Professional Education <i>Dr. Julie Sinclair, Admissions Assistant Director, Sponsored Student Recruitment; Dr. Karen Klomparens, Associate Provost & Dean of the Graduate School, Michigan State University</i> As part of efforts to internationalize, U.S. postsecondary institutions are increasingly providing international opportunities for graduate students, particularly in professional disciplines. Presenters will discuss findings from a research project that used an integrated organizational lens to understand the development of international experiences in three graduate professional programs. Presenters will then facilitate group discussion about the how the findings from the research, as well as experiences at attendees' own institutions, impact sustainability of international opportunities for students.	Pavilion

Graduate Programs in the 21st Century; Growth & Progress.....Colonnade

Dr. Mitra Fallahi, Associate Dean, Lewis University

Offering graduate programs has become a complicated aspect of university operations due to factors such as funding of the programs, connecting to global concerns through research, and exemplifying the mission and image of the institution. This session will portray the public image presented by universities, views of graduates of the programs, and how to maintain high quality in graduate education.

Graduate Student Leadership to Shape Graduate Education for the 21st Century.....Consulate

Dr. Nancy Pope, Associate Dean, Graduate School, Washington University in St. Louis; Sasha Teymorian, Ph.D. Candidate, President Graduate Student Government, Michigan Technological University

In this session, we will look at parts of two graduate schools' structures aimed at helping graduate students shape their own success and their graduate community. Sasha Teymorian will discuss centralized structures, such as student government, at Michigan Technological University. Nancy Pope will discuss decentralized structures, such as departmentally organized peer mentoring programs and dissertation workshops, at Washington University in St. Louis.

6-7 p.m. **Reception** Plaza
Sponsored by ProQuest

7-9 p.m. **MAGS/ProQuest Distinguished Master's Thesis Award Banquet** Plaza

Thursday, April 16, 2015

7 a.m.-5 p.m. **Registration** Amphitheater
Prefunction

7-8:30 a.m. **Continental Breakfast** Plaza

8:45-10:00 a.m. **Plenary Session** Amphitheater
*The special session: Updates from the National Science Foundation
NSF Staff Members: Dr. Pushpa Murthy, Graduate Research Fellowship
Program; Claire Hemingway, Program Director, NSF Research
Traineeship; Brian Mitchell, Dean-in-Residence, NSF/CGS*

10 a.m.-5 p.m. **Exhibitors**

10:00-10:45 a.m. **Break** Amphitheater
Prefunction

10:45-11:45 a.m. **CONCURRENT SESSIONS**
**Towards a "True Graduate Experience": Identifying
Universal Learning Outcomes in Professional Master's
Degree Programs** Consulate
*Dr. John Stone, Dean, School of Graduate Studies; Dr. Carolyn Morgan,
Department Chair, Psychology, Professor; Dr. Seth Meisel, Associate
Dean, Continuing Education, University of Wisconsin-Whitewater*

Spurred by a recommendation from a Higher Learning Commission team in 2006, the School of Graduate Studies at the University of Wisconsin-Whitewater (UW-W) engaged in a comprehensive, multi-year project.

This session will share the results of the investigation, leading to a discussion of how the graduate experience differs from the undergraduate experience at UW-W, and reveal an emergent set of Institutional Learning Outcomes for Master's Level Education at UW-W. Fun to be had by all attendees!

Engaging Emeriti Faculty: A Case Study for Graduate School Development.....Colonnade

Dr. Susan Morgan, Associate Dean, Graduate College; Dr. Jerry Weinberg, Dean, Graduate School; Dr. Steve Hansen, Emeritus Dean, Graduate School, Southern Illinois University Edwardsville

A common problem for fund raising at a master's granting regional public university is identifying who are your potential donors and how to connect with them. This session offers a model for graduate school fundraising that has been successful at our institution.

Graduate Learning Communities for First Year Graduate Students.....Pavilion

Dr. Craig Ogilvie, Assistant Dean, Graduate School; Dr. Sara Marcketti, Associate Director for Scholarship of Teaching & Learning, CELT, Associate Professor, Iowa State University

To address the challenges of transitioning to graduate school and to decrease the attrition rate, we have adapted the successful undergraduate learning community model to create Graduate Learning Communities (GLC). We currently have a dozen GLCs on campus that include regular discussion seminars on what it takes to succeed as a graduate student, professional development, mentoring provided by more senior graduate students, and structured social environments to enable community building. The results of our implementation of the GLCs, the assessment of impact, and links to other GLCs in the country will be presented in this session.

12-1:15 p.m.

Business Meeting & Lunch

Plaza

1:15-2:15 p.m.

**Award Luncheon
MAGS/ETS Award for Excellence & Innovation in Graduate Education
MAGS Excellence in Teaching Award**

Amphitheater

2:30-3:30 p.m.

**CONCURRENT SESSIONS
Program Review in Graduate Education: Leveraging Structure, Process & a Virtual Reality**

Consulate

LuAnn Schwery, Assistant Dean, Graduate School

Program review is an assumed practice for all institutions accredited by the Higher Learning Commission, and provides a mechanism for gathering evidence of educational quality, student performance and achievement of stated program outcomes, as well as an evaluation of a program's strengths and weaknesses in order to identify strategies for improvement. In this session, the presenter will describe a virtual review process which has been implemented at Creighton University. It will include a discussion of the elements which have made this type of review successful, including the use of technology, identifying common

data sets, developing an efficient process flow, and creating standard communications.

Innovative Teaching Methods for Online Graduate Courses.....Colonnade

Dr. Leslie Hinyard, Associate Director for Academic Affairs, Saint Louis University

Online instruction is becoming increasingly common in graduate programs; however, faculty often approach online teaching with the same methods they use for teaching in a traditional lecture-format course. This session will describe innovative course structures used in the online MS in Health Outcomes Research and Evaluation Sciences program at Saint Louis University. Using specific examples and lessons learned, program representatives will discuss the development of two online courses—Foundations of Outcomes Research II and Health Outcomes Measurement—that utilize peer instruction, active learning techniques, project-based learning, and online group work to approach complex topics.

The Best of Both Worlds?: The Changing Role of Blended Learning in Graduate Education.....Pavilion

Dr. Vickie Cook, Director, Center for Online Learning, Research & Service; Emily A. Boles, Online Learning & Faculty Development Specialist, Center for Online Learning, Research and Service, University of Illinois, Springfield

This session will examine the shift to blended and mode neutral course formats in graduate education. Research related to learning theories, including pedagogy, andragogy, and heutagogy will be covered, as well as how learning theories relate to mode neutral courses. Finally, we'll cover the implementation of mode neutral in one graduate course at UIS.

3:30-4 p.m.

Break

**Amphitheater
Prefunction**

4-5:15 p.m.

SPECIAL SESSIONS

Graduate Education and Disability Policy

Dr. Nora Pollard, Office of Disability Policy, Educational Testing Service

Pavilion

Updates from the National Science Foundation

NSF Staff Members: Dr. Pushpa Murthy, Graduate Research Fellowship Program; Claire Hemingway, Program Director, NSF Research Traineeship; Brian Mitchell, Dean-in-Residence, NSF/CGS

Consulate

Affordable Care Act

Kit Wagar, Affordable Care Act Specialist, Office of the Regional Director, U.S. Department of Health and Human Services, Kansas City, MO

Consulate

6-7:30 p.m.

Networking Reception

Sponsored by TIAA/CREF

Plaza

7:30-9:30 p.m.

MAGS Board Dinner

Off-site

Friday, April 17, 2015

7 a.m.-12 p.m.	Registration	Amphitheater Prefunction
7-8 a.m.	Continental Breakfast <i>Sponsored by ETS</i>	Plaza
7:30-8:30 a.m.	State Meeting 1: Illinois	Table in Plaza
	State Meeting 2: Missouri	Table in Plaza
8-8:30 a.m.	The GRE and TOEFL Tests: An Update from ETS <i>Matt Kadlubowski</i>	Amphitheater
8-11 a.m.	Exhibitors	
8:45-9:45 a.m.	CONCURRENT SESSIONS Promising Practices for Graduate Education <i>Dr. Shelly Conner, Assistant Dean for Academic Planning & Policy, Ida Faye Webster, Program Manager, University of Michigan</i>	Consulate
	Over the course of the last decade, Rackham's Program Review process has created a library of great ideas from the University of Michigan's 200+ graduate programs. From these great ideas, we've identified key elements to make a graduate program successful which we refer to as promising practices. This presentation will share efforts to promote ongoing collaboration between the Graduate School and programs as well as concrete practices to improve graduate student experiences.	
	Mentoring & the Graduate Student Handbook <i>Dr. Kristine Latta, Director of the College Office of Graduate Affairs; Morgan Swartzlander, Manager, Graduate Student Services, University of Kansas</i>	Colonnade
	A department's graduate student handbook can be a vital aid to quality advising and mentoring. In 2013-2014, the College of Liberal Arts and Sciences at the University of Kansas carried out an assessment of graduate student handbooks, resulting in the creation of a Guide to Graduate Student Handbooks. In this session we will discuss how the College is using the Guide to encourage departmental conversations on best practices in mentoring and student advising, and share practical tips about handbook content, design elements, distribution, and use.	
	"Bridging Gaps" among Student Leaders, Faculty, Administrators & University Offices: Building Strategic, University-Wide Partnerships Relevant to 21st-Century Graduate Education <i>Dr. Kimberly Curtis, Assistant Dean for Graduate Student Affairs, Washington University; Dr. Melissa McDaniels, Assistant Dean, Graduate School, Michigan State University</i>	Pavilion
	In twenty-first century graduate education, challenges students and administrators face have evolved due to changes in public policy, technology, fiscal policy, and employment. In these contexts, it is crucial to build relevant, innovative, and strategic partnerships to address challenges, best support graduate study, and promote students' professional and leadership development. This interactive session features case studies of initiatives at Washington University in St. Louis and Michigan State University initiatives to create unique communities	

among graduate students, faculty, staff, and administrators in a spirit of collective responsibility and leadership.

9:45-10:15 a.m.

Break

**Amphitheater
Prefunction**

10:15-11:15 a.m.

CONCURRENT SESSIONS

Holistic Application Review: Benefits and Models

Dr. Marcus A. Huggans, Senior Director, External Relations, The National GEM Consortium; Jacque Smith, Director, Graduate Enrollment Services, Michigan Technological University

Pavilion

Although it may be easy to use dominant or primary selection criteria with "cut-offs" for graduate admission decisions, a holistic or full file review is becoming a best practice among many graduate schools. When reviewing graduate school applications all components of a student's admission package should be considered in the admission decision. No single application component should guarantee acceptance or rejection of a student's application. During this session, Dr. Huggans and Mr. Smith will share their experiences in graduate school admissions and provide tools for holistic application review. This will be a highly interactive workshop, so group discussion is welcomed and encouraged.

Lessons Learned from 25 Years of a University-Wide Interdisciplinary Ph.D. Program

Dr. Jennifer Friend, Assistant Dean & Interim Deputy Provost; Dr. Denis Medeiros, Dean & Vice Provost, University of Missouri-Kansas City; Elizabeth Marie Brown, MA in Higher Education Administration Candidate

Consulate

This session will share the origins, practices, and outcomes of a successful Interdisciplinary PhD program designed to leverage institutional resources, promote collaboration across units, and provide opportunities for student-centered learning and research activities using an interdisciplinary approach. The enrollment within this program averages more than 350 students per year, and more than 40 students graduate each year from the program. This session will also include a demonstration of the use of social media and video to communicate with Interdisciplinary PhD students, advisors, and other stakeholders.

The Role of Graduate Teacher Certification Programs in a Campus & Community Context

Dr. Doug Feldmann, Professor & Director, Master of Arts in Teaching Program, Northern Kentucky University

Colonnade

In directing the Master of Arts in Teaching program at his institution, the presenter has overseen the recent hybridization of the program - with some courses remaining "face-to-face" and others being switched to an online format. While utilizing instruments such as blogs, wikis, and similar technologies, the presenter and his students have, in this process, successfully established links beyond the program to campus and community entities. At this session, attendees will be offered ideas in establishing programmatic connections to the community for marketing and public relations purposes, as well as methodological ideas within the online graduate "classroom."

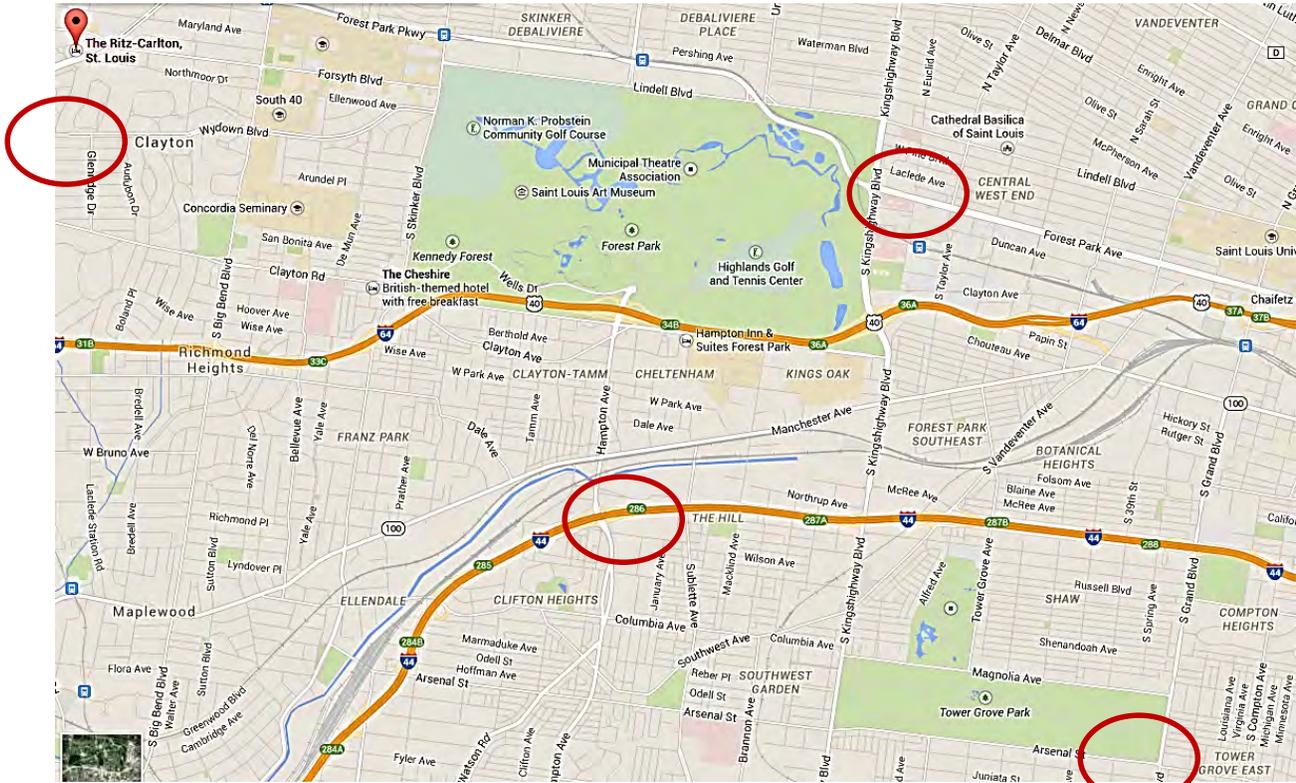
11:15 a.m.

Adjourn

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

MAGS Board Meeting

Boardroom



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Upscale, farm-to-table eatery known for its inventive New American tasting menus & wine pairings.

Address: 7734 Forsyth Blvd, Clayton, MO 63105

Phone:(314) 773-7755

Hours: 5:00 – 9:00 pm

Pastaria

\$\$\$ · Italian Restaurant

Updated Italian cooking in a slick modern trattoria with soaring ceilings & an open kitchen.

Address: 7734 Forsyth Blvd, Clayton, MO 63105

Phone:(314) 862-6603

Hours: 11:00 am – 10:00 pm

Barcelona

\$\$ · Spanish Restaurant

Bright, cheerful setting for Spanish tapas & creative martinis plus live music weekly.

Address: 34 N Central Ave, St. Louis, MO 63105

Phone:(314) 863-9909

Hours: 11:00 am – 11:00 pm

The Crossing

\$\$\$ · French Restaurant

Imaginative, high-end cuisine combining French & Italian influences in tasting menus or a la carte.

Address: 7823 Forsyth Blvd, Clayton, MO 63105

Phone:(314) 721-7375

Hours: 11:30 am – 1:30 pm, 5:00 – 9:00 pm

Coastal Bistro & Bar

\$\$ · Bistro

Relaxed seafood restaurant with a menu combining influences from the East, West & Gulf Coasts.

Address: 14 N Central Ave, Clayton, MO 63105

Phone:(314) 932-7377

Hours: 11:00 am – 10:00 pm

Central West End

Wild Flower Restaurant, Bar & Catering

\$\$ · New American Restaurant

Elegant but relaxed option for carefully sourced American cooking, plus brunch & happy hour.

Address: 4590 Laclede Ave, St. Louis, MO 63108

Phone:(314) 367-9888

Hours: 7:00 am – 9:00 pm

Scape American Bistro

\$\$ · American Bistro

A creative American menu served in a polished contemporary setting or outdoor patio/bar/lounge.

Address: 48 Maryland Plaza, St. Louis, MO 63108

Phone:(314) 361-7227

Hours: 5:00 – 10:00 pm

Bar Italia Ristorante

\$\$ · Italian Restaurant

Italian menu options including housemade gelato in an airy trattoria with a separate lounge.

Address: 13 Maryland Plaza, St. Louis, MO 63108

Phone:(314) 361-7010

Hours: 11:30 am – 10:00 pm

Central Table Food Hall

Stylish, warehouselike eatery with stations for sushi, deli fare, entrees, grab-&-go meals & more.

Address: 23 S Euclid Ave, St. Louis, MO 63108

Phone:(314) 932-5595

Hours: 6:00 am – 4:00 pm, 11:00 am – 2:00 pm, 5:00 – 10:00 pm

The Hill

Trattoria Marcella

\$\$ · Italian Restaurant

Address: 3600 Watson Rd, St. Louis, MO 63109

Phone :(314) 352-7706

Hours: Open· 5:00 – 10:00 pm

Zia's Restaurant

\$\$ · Italian Restaurant

Long-standing option pairs Italian classics with imported wine in a casual, comfy setting.

Address: 5256 Wilson Ave, St. Louis, MO 63110

Phone:(314) 776-0020

Hours: 11:00 am – 9:30 pm

Charlie Gitto's On the Hill

\$\$ · Italian Restaurant

Longtime Italian spot with red-sauce fare delivered amid old-world elegant atmosphere.

Address: 5226 Shaw Ave, St. Louis, MO 63110

Phone:(314) 772-8898

Hours: 5:00 – 10:00 pm

Dominic's Restaurant

\$\$\$ · Italian Restaurant

Veteran venue for high-end Italian dining in an elegant white-tablecloth setting.

Address: 5101 Wilson Ave, St. Louis, MO 63110

Phone:(314) 771-1632

Hours: 5:00 – 10:00 pm

Lorenzo's Trattoria

\$\$ · Italian Restaurant

Refined Italian restaurant serving traditional Northern Italian dishes with a contemporary twist.

Address: 1933 Edwards St, St. Louis, MO 63110

Phone:(314) 773-2223

Hours: 5:00 – 10:00 pm

*Tower Grove***Cafe Mochi**

\$\$ · Japanese Restaurant

Casual but stylish sushi bar serving inventive rolls plus Vietnamese & Chinese entrees.

Address: 3221 S Grand Blvd, St. Louis, MO 63118

Phone:(314) 773-5000

Hours: 11:00 am – 9:30 pm

Pho Grand Restaurant

\$\$ · Vietnamese Restaurant

Bustling, traditional Vietnamese eatery serving banh mi sandwiches, pho, seafood & vegetarian eats.

Address: 3195 S Grand Blvd, St. Louis, MO 63118

Phone:(314) 664-7435

Hours: 11:00 am – 9:30 pm

Baida Restaurant

Moroccan Restaurant

Address: 3191 S Grand Blvd, St. Louis, MO 63118

Phone:(314) 932-7950

Hours: Open today · 11:30 am – 2:30 pm, 4:30 – 10:00 pm

Events in Saint Louis

A Memorable Life: A Glimpse into the Complex Mind of Bobby Fischer Exhibit

VENUE: WORLD CHESS HALL OF FAME

CATEGORY: ARTS & ENTERTAINMENT

Beginning with his rise to fame as a young boy, this exhibition includes material related to Bobby Fischer's early training with teachers Carmine Nigro and Jack Collins, many of the major tournaments in which he participated, as well as his historic World Chess Championship victory, and his later retirement from tournament play. <http://www.worldchesshof.org>, (314) 367-9243

Vija Celmins: "Intense Realism" Exhibit

VENUE: THE SAINT LOUIS ART MUSEUM IN FOREST PARK

CATEGORY: ARTS & ENTERTAINMENT

Printmaking and drawing have been an important part of Vija Celmins's art-making vocabulary throughout her career. This exhibition will include a range of work by the Latvian-born American artist (b. 1938), including an early expressionist-inspired drawing, Night Forms, and several of her abstracted yet highly detailed prints.

<http://www.slam.org>, (314) 721-0072

Kurt Elling

DATE: WEDNESDAY, APRIL 15, 2015 UNTIL SATURDAY, APRIL 18, 2015

VENUE: JAZZ AT THE BISTRO IN GRAND CENTER

CATEGORY: MUSIC

Elling's rich baritone spans four octaves and features both astonishing technique and emotional depth, with a virtuosic command of rhythm, texture, phrasing, and dynamics. His repertoire includes original compositions and modern interpretations of standards, all of which are springboards for inspired improvisation and scat singing 7:30 p.m. and 9:30 p.m. <http://www.jazzstl.org/>, (314) 289-4030

I Love Lucy® Live on Stage

DATE: FRIDAY, APRIL 17, 2015 UNTIL SUNDAY, APRIL 19, 2015

VENUE: PEABODY OPERA HOUSE

CATEGORY: ARTS & ENTERTAINMENT

It's 1952 and you are a member of the studio audience waiting for the filming of two hilarious and oh-so-familiar I LOVE LUCY® episodes. Imagine stepping back in time onto the Desilu Playhouse soundstage where a charming host entertains and enlightens you to the behind-the-scenes filming process, the 1950s hi-fidelity technology and this brand-new thing called "television." The episodes begin and you witness, firsthand, the side-splitting antics of that crazy redhead in the Ricardo's New York apartment and thrill to the Cuban sounds of "The Ricky Ricardo Orchestra" at the famed Tropicana Nightclub. In-between scenes? The Crystaltone Singers perform live advertising jingles of the show's newest sponsors in perfect 50s style harmony. Can you say "Brylcreem?!" 8:00 p.m. (17-18); 2:00 p.m. (18); 1:00 p.m. & 6:30 p.m. (19)

www.peabodyoperahouse.com/, (800) 745-3000

Gateway Arch

www.gatewayarch.com

ADDRESS:

11. N. FOURTH ST.

ST. LOUIS, MO 63102

GET CONNECTED:

HOURS:

OPEN DAILY EXCEPT THANKSGIVING, CHRISTMAS AND NEW YEAR'S DAY. WINTER HOURS: 9 A.M.-6 P.M. SUMMER HOURS: 8 A.M.-10 P.M.

PHONE: (314) 982-1410

TOLL-FREE: (877) 982-1410

Missouri Botanical Garden

www.mobot.org

ADDRESS:

4344 SHAW BLVD.

ST. LOUIS , MO 63110

HOURS:

DAILY 9 A.M.-5 P.M.; CLOSED CHRISTMAS DAY.

PHONE: (314) 577-5100

TOLL-FREE: (800) 642-8842

DESCRIPTION:

A National Historic Landmark founded in 1859 with 79 acres of scenic landscaping and historic structures. Don't miss the Climatron ® tropical rain forest, the Japanese Garden and founder Henry Shaw's Victorian home. Seasonal narrated tram tours, restaurant, gift shop. Free parking on site. Adults, \$8; children 12 and under, free.

Missouri History Museum

www.mohistory.org

ADDRESS:

FOREST PARK

ST. LOUIS , MO 63112-0040

OPEN DAILY 10 A.M.-5 P.M.; TUE. UNTIL 8 P.M.

PHONE: (314) 746-4599

PUBLIC EMAIL:

info@mohistory.org

DESCRIPTION:

Originally built as the first national monument to Thomas Jefferson, the museum now engages visitors in the exciting history of St. Louis from its founding in 1764 up to the present day. The 1904 World's Fair, St. Louis Cardinals baseball and more. FREE admission; fee for some special exhibits.

Saint Louis Art Museum

www.slam.org

ADDRESS:

ONE FINE ARTS DR.

ST. LOUIS , MO 63110

HOURS:

TUE.-SUN., 10 A.M.-5 P.M.; OPEN UNTIL 9 P.M. ON FRI. FOR HOLIDAY HOURS, PHONE: (314) 721-0072

DESCRIPTION:

Built as the Fine Arts Palace of the 1904 World's Fair and one of the nation's leading comprehensive art museums. Collections include works of art of exceptional quality from virtually every culture and time period. Highlights include free admission to special exhibitions on Fri. and programs that range from films to performances. FREE

City Museum

Museum in St. Louis, Missouri

City Museum is a museum, consisting largely of repurposed architectural and industrial objects, housed in the former International Shoe building in the Washington Avenue Loft District of St. Louis, Missouri, United States. Wikipedia

Address: 750 N 16th St, St. Louis, MO 63103

Opened: October 25, 1997

Established: 1997

Developing and Sustaining International Experiences in Graduate Professional Education



Julie Sinclair, PhD
Karen Klomparens, PhD

MAGS Conference
St. Louis, April 15–17, 2015

Research Design

- Qualitative, 3 academic program cases: DDS, JD, MD (application to other professional programs? Education, social work, business, etc.)
- Located in one doctoral level, research university – part of multi-campus system
- Range of international experiences
- Integrated organizational framework (rationale, political, HR, symbolic – Bolman & Deal, 2003)

Research Project The Problem

- Growing participation of graduate students in study abroad (Open Doors, 2014)
- Little information about history of and how/why int'l experiences developed in graduate education
- U.S. history – crucial role of institutional factors and institution type in defining meaning, structure, and activities within internationalization.

Faculty Background, motivations, and work

- Life experience, passion, motivation to involve students and stay involved themselves; grassroots
- Serendipity – individual involvement and group connections (dentistry)
- Work roles – clinical/non-clinical, “international plate” in law, organizational unit level fit
- Volunteering but “with gladness”

Research Questions

- What are the organizational factors involved in the development and implementation of international experiences for students within graduate professional programs?
- If the organizational factors vary, how do they vary?
- If the organizational factors vary, why do they vary?

(Organizational factors = policies, people and roles, funding, environments, planning, decision making, and beliefs and values contribute to how and whether new initiatives are implemented and supported (Bolman & Deal, 2003)

- ▶ *understanding the workplace

Faculty Involvement

“As far as (law) faculty involvement, it’s strictly voluntary. There is no centralized management. We have a degree of – if somebody wants to start a new program, all it takes is that person’s energy and interest.”

When asked about his primary challenge in coordinating international experiences, Dr. Meier (medicine) remarked “Besides doing it on the side?”

Organizational Support

- Is support really all about time, staff, and money?
- Host country partners – much more than support – no medical tourism
- Leadership views – cheerleading, “fun work” but “a drain and a distraction;” colleagues
- Culture or “mindset” of support, support in concept
“Everyone loves it when it’s over.”

Connecting – being part of the circus

- Institutional/school systems, values, priorities, and strategic plans
- The study abroad office – spectrum of connections
Minimal (law) to professional development/seat at the table (dentistry)
- Letting others play in the same field – law and medicine; inter-professional lens
- Disconnect – the university system level and processes

Role of Curriculum

- Rationale
- Formalization into academic school structures and systems – “on the books”
- Role of accrediting organizations
- External environment – law as different
- (Similar to other professional disciplines?)

Implications for Research

- Faculty roles and work
 - Faculty “paradox”
 - Faculty career stage
 - Contingent faculty
 - Work in different types of international efforts
- Internationalization of graduate curriculum
 - Inter-professional lens?
- Additional organizational research – org layers

Regarding Dentistry’s semester prep course

“And it prepares them for the cross-cultural aspects of it, for the healthcare aspects. It’s really great. So they don’t just go down and are sort of shocked and, you know, start drilling. They really get the students ready to do this work.”

Former senior administrator, International Programs

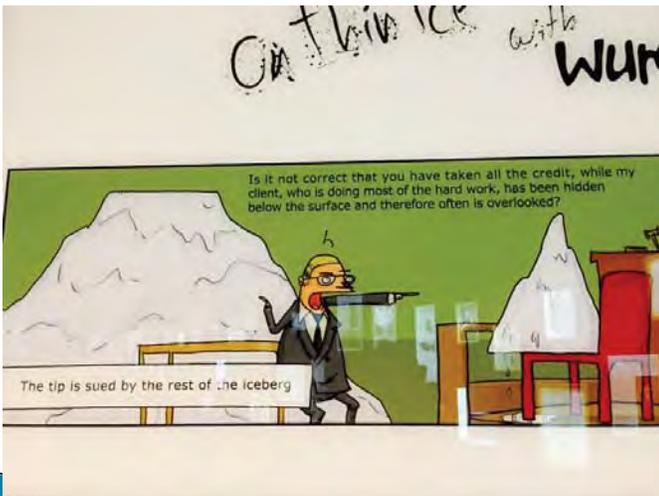
Implications for Policy and Practice

- Different/additional metrics
- Professional associations – added approaches
- Strategies for campus leaders (SIO)
“The point is that the SIO must understand her or his own institution, how key stakeholders see how the institution ‘works,’ and what frames of understanding can best guide the SIO to identify levers for change.” (Heyl, 2007, p. 7)



THANK YOU!!

Questions? Comments? Kudus?



Questions for the group

- ▶ Based on the research presented and your own institutional experience, what do you see as the main components to consider in developing and maintaining international experiences for graduate students?
- ▶ How does this compare across other disciplines and institution types?
- ▶ What are some actionable steps we need to consider to foster sustainability of international experiences for graduate students at our institutions?

What's Next?

- ▶ Other professional disciplines
- ▶ Other graduate disciplines
- ▶ Other institution types
- ▶ Other types of international experiences and assessment of those (individual research, conference attendance, etc.)

Graduate Programs in 21st Century: Factors that Impact Sustained Healthy Growth and Progress for Graduate Programs

PRESENTATION AT THE MIDWEST ASSOCIATION OF GRADUATE
SCHOOLS, ST. LOUIS MISSOURI, APRIL 15, 2015
MITRA FALLAHI, PH. D.

Introduction

Ways in which quality in higher education is defined?

- American higher education in a global perspective...
- American higher ed in the market driven society of the U.S.

Factors that drive higher education

Entrepreneurship, Global Competition

Research,

Market,

Accreditation Process,

Higher education (to prepare individuals who can teach and research in higher education)

Why Quality Matters? Different Perspectives

The establishment of higher education is well understood when viewed in historical perspective.

Purpose, always a factor in the establishment of higher education:

- Example of Supreme Court and the historical implication of law schools

Definition of quality in higher education:

- University's Perspective, adhering to the image and mission
- Graduates' Perspective

Master Level Students' Perceptions

Accessing Professional Credentials (Mostly American Students)

- Certainty in achieving their goals
- Reputation defined by accreditation status, mission of the institution, or reputation
- (Example of programs: counseling, nursing, business, education)

Path to more advanced degrees (both foreign and American students)

Accessing global market in research and professional arena

Employers viewing the accreditation of the institution highly.

Doctoral Graduates' Perception

High quality: multi-dimensional, both scholarly attributes of the faculty and educational effectiveness.

Reputational measures of quality diverge from graduate students to alumni

Priorities and perceptions vary depending on the age and program of study

Graduates evaluate their education in light of career experience

(Research by Morrison, Rudd, Zumeta, & Nerad)

Areas of priority for graduates of doctoral programs

Academic rigor

Academic career preparation

Clear program requirement

Mentoring with respect to job search

Non-academic career preparation

Overall quality of mentoring

Maintaining Quality

1. Adhere to mission
2. Follow the principles for accreditation all along
3. Pay attention to global demands
4. Make an effort to gather and use of meaningful data from current and graduate alumni
5. Invest in quality (technology, faculty, students)
6. Consider the demands of life as well as the perceptions of the graduate students in the 21st century
7. For medical programs:
 1. National Recognition
 2. Availability of funding
 3. Applied outcome

Maintaining Quality

Faculty Research

Contributions to the discipline's body of knowledge

Quality of Teaching

Faculty concern and support for students



Graduate Student Leadership to Shape Graduate Education for the 21st Century

Graduate School of Arts & Sciences

*Presented by
Nancy P. Pope*



Graduate Council > **Graduate Student Senate**



GSS Peer-Mentoring Pilot

Humanities
(English)

Social
Sciences
(Psychology)

Physical
Sciences
(Physics)



Graduate School Response to Pilot

Psychology

Physics

Graduate
Arts &
Sciences

Half the PhD-granting
departments



CGS PhD Completion Project




Pre-Project Assessment Template

Pre-Project Assessment Template (Program)

Council of Graduate Schools
Ph.D. Completion Project

Name of Institution: _____
Program Name: _____

This assessment tool is designed to collect baseline information about the effectiveness and duration of policies, practices, and programs that are already in place prior to the implementation of activities supported by the Ph.D. Completion Project:

Policies, Practices, and Programs	For EACH Policy, Practice, or Program:		Comments:
	Current Effectiveness Rating: (Scale = 1-5) (4 = most effective, 1 = least effective)	Number of years in place (Scale = A - D) (A = 10+ yrs, B = 5-10 yrs, C = 4-10 yrs, D = 1-3 yrs)	

Admissions
Advising, Mentoring, and Research
Financial Support and Funding Structures
Program Environment
Administrative Processes and Procedures



ARTS & SCIENCES | Washington University in St. Louis

Department of Physics

GRADUATE STUDIES IN PHYSICS

Washington University in St. Louis

Peer Mentoring Handbook

Graduate Student Peer Mentoring Handbook

Written by members of the Peer Mentoring Committee and edited by Nancy P. Paine, Associate Dean

Washington University in St. Louis
GRADUATE SCHOOL OF ARTS & SCIENCES

September 2014

Washington University in St. Louis

Pre-Project Assessment Template (Program)

Department of Physics
Ph.D. Completion Project

Name of Institution: _____
Program Name: _____

This assessment tool is designed to collect baseline information about the effectiveness and duration of policies, practices, and programs that are already in place prior to the implementation of activities supported by the Ph.D. Completion Project.

Policies, Practices, and Programs	For EACH Policy, Practice, or Program:		Comments:
	Current Effectiveness Rating: (Scale 1-5) 1=Not at all effective 2=Not effective 3=Fairly effective 4=Somewhat effective 5=Very effective	Number of years in place: (Scale 1-10) 1=1-2 yrs 2=3-4 yrs 3=5-6 yrs 4=7-8 yrs 5=9-10 yrs	
Admissions			
Advising, Mentoring, and Research			
Financial Support and Funding Structures			
Program Environment			
Administrative Processes and Procedures			

Washington University in St. Louis

Washington University in St. Louis

Graduate School of Arts & Sciences

What is a Peer Mentor?

A Peer Mentor is another student who can serve as a mentor, a helping hand, a sounding board, and a referral service. The job of peer mentors is to provide support, encouragement, and referrals to students in their department who are just beginning the graduate program. One of the great things about peer mentors is that they have had experience being in the program; they can give advice on coursework, research, degree milestones and timelines, professional growth, etc. They are also experts in the graduate student experience: social research and classes; they know how to get the most out of professional support for the students they mentor.

Each Peer Mentoring Program is unique and tailored to the needs of each Department. A good mentor is familiar with department rules and procedures, or can direct students to someone who can properly address their concerns. Do not hesitate to contact the peer mentors in your department; they have been in your shoes and had the same questions when they began graduate school. If you have any questions, or would like to know more about becoming a mentor, or if your department does not have a peer-mentoring program, please contact the Peer Mentoring Committee advisor, Associate Dean Nancy P. Paine.

Read the Peer Mentoring Handbook

Washington University in St. Louis

CAREER CENTER | Washington University in St. Louis

STUDENTS EMPLOYERS ALUMNI WHY WUSTL CAREER TOOLS EVENTS

POSTDOCTORAL & PHD STUDENTS

Academics

Research

Employment

The Career Center is committed to helping you make the transition into the next phase of your career, whether that means an academic or non-academic position. Searching for employment that is appropriate for your advanced degree requires strategy, thorough research, preparation and practice, and transmission of your research experience to your current portfolio.

The Career Center collaborates with faculty to supplement department programs for students pursuing academic careers. For those seeking non-academic careers, the Career Center offers programs to foster and maintain relationships with employers who value the skills that Washington University students offer.

Through intensive advising, workshops, and events, the Career Center assists PhD students and postdoctoral appointees with career planning, decision making, and job seeking. Call (314) 935-6936 to schedule an individual meeting with a dedicated career advisor. Most students will meet with a Career Strategist. PhD Graduate Career Strategists are in the Graduate School of Arts & Sciences. Career Strategists are also available in the Graduate School of Architecture & Urban Design.

You can also visit our Career Center website to see information on how to write and revise your resume, search for a job, or prepare for an interview. Also, students in the Graduate School of Arts & Sciences can sign up for interviews, a free letter of recommendation and resume service now available.

Washington University in St. Louis

ARTS & SCIENCES | Washington University in St. Louis

Department of History

Dissertation Writers' Workshop

The Dissertation Writers' Workshop (DWW) sessions are held approximately once a month during the academic year. These workshops are an opportunity for students to present a work-in-progress for feedback from faculty and other graduate students.

Typically presenters are in the dissertation-writing stage of their PhD program and provide a chapter for this session. However, past participants have included students writing dissertations proposals, and the DWW welcomes students at all stages of the graduate program, as well as presenters of non-dissertation chapters or proposals. Previous participants must include papers being prepared for publication or grant/fellowship applications in progress.

DWW sessions are held on Fridays, once a month, from 4:30 p.m. to 6:30 p.m. Participants submit their paper to the graduate chair approximately one to two weeks before their workshop. Papers are then disseminated to all faculty and graduate students in the Department for them to read and review before the meeting.

For the workshop each week faculty member and two graduate students are recruited to provide specific feedback. The workshop participant is usually invited to provide suggestions for panel members.

The workshop participant is given the opportunity to join a few weeks at the beginning of the session, and panel members have priority thereafter. Students who join the workshop to request feedback. Following this exchange, the faculty member in attendance, with graduate students reviewing, provides the comments and questions.

Light snacks and beverages are provided.

Washington University in St. Louis

CGS PhD Completion Project

Council of Graduate Schools
Ph.D. Completion Project

Search GO



New from CGS

Ph.D. Completion and Attrition: Policies and Practices to Promote Student Success.

This is the fourth in a series of monographs from the CGS Ph.D. Completion Project.

- Tool and Templates
- Resources
- Contact Information

Project Information

Project Participants

Quantitative Data

Promising Practices



ARTS & SCIENCES | Washington University in St. Louis

Department of English

Site Search

Dissertation Workshop

The Dissertation Workshop meets bi-weekly to discuss the research and writing of the dissertation. Approximately eight participants present work each academic semester and meetings take place during the summer. The workshop considers policies, the presentation process, and mediates the meetings. Faculty all participants in the Dissertation Workshop have completed their major field process; students who are seeking completion are welcome to join the workshop.

The usual format of each session is for one participant to submit a piece of writing (usually a draft of a chapter or a prospective article). The aim of each workshop is to provide detailed and specific feedback on the argumentative frame of the submission, to assess its success as a formal piece of writing, and to offer suggestions towards subsequent revisions. Successful submissions will feature a viable argumentative structure and an accompanying sketch of how that structure will be written into the whole of the dissertation. Submissions should be between 20 to 50 pages of proof-read material.

The Dissertation Workshop also acts as a professionalization opportunity for graduate students in the department. The discussions of submitted work are intended to give all participants a better sense of how to meet successfully the challenges of writing the dissertation. Discussions are thus collegial but rigorous, and aimed at fostering a shared sense of the defining features of strong and mark-worthy dissertation work across a range of fields. At the same time, the workshop is meant to provide a sense of community for dissertation engaged in the often solitary process of writing a thesis.

An advanced graduate student or student convenor meets year. Students with an interest in joining or learning more about the workshop should contact the Convenor for 2014-2015, Kelly Otten (k100@wustl.edu).



2007 Report on Success of Dissertation Workshops – History & English

These dissertation workshops have been ongoing for several years in departments including History and English. In order to evaluate the success of these programs, surveys were distributed to presenters and attendees of the History and English dissertation workshops during the summer of 2006. Preliminary feedback suggested that the workshops were highly valued by presenters and attendees in both departments. Follow-up surveys were conducted in the summer of 2007; this report details those results. Data were also collected on the major field paper workshops held for the benefit of 3rd year graduate students in the Department of English.



ARTS & SCIENCES | Washington University in St. Louis

The Department of Philosophy

Site Search

Dissertation Requirements

Every student in their third year and beyond is required to participate in the dissertation workshop. In this weekly workshop, one student presents work in progress to the other workshopers and his or her dissertation supervisor (or other relevant advisors). The work-in-progress might be a qualifying paper, a dissertation prospectus, or a dissertation chapter. It is circulated in advance, is presented in thirty minutes, and is the subject of forty minutes of discussion. Every student in the workshop is required to contribute to the discussion.

In the fourth year, students are working on the prospectus of the dissertation, which should be a 15 to 20 page document stating a problem, a response to the problem, a reckoning of how this response contributes to existing philosophical literature, and an overview of the case for the response. The prospectus should be accompanied by a working bibliography.



Washington University in St. Louis

Spring 2015 Groups Program
Student Health Services
shs.wustl.edu

Habit Health & Wellness Center

Dissertation Support
Fridays 3:25-4:30pm at Student Health

This group offers support with the dissertation writing process and helps students discover ways to move past obstacles like procrastination, low motivation, isolation and other things that have them feeling stuck. Space is limited – sign up early!



CAREER CENTER | Washington University in St. Louis

STUDENTS EMPLOYERS ALUMNI WHY WUSTL CAREER TOOLS EVENTS

POSTDOCTORAL & PHD STUDENTS

Art & Sciences

Architecture

Law

Business

Engineering

The Health

The Law

The School

Postdoctoral & PhD Students

The Washington University Career Center is committed to helping you make the transition into the next phase of your career, whether that means an academic or non-academic position. Searching for employment that is appropriate for your education degree requires strategy through research, preparation and practice, and transition of your research experience to your current portfolio.

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Through individual advising, workshops, and events, the Career Center assists PhD students and postdoctoral appointees with career planning, decision making, and job seeking. Call (214) 935-6500 to schedule an individual meeting with a dedicated career advisor. Most students will meet with Career Center PhD, Graduate Career Strategist. Students in the Graduate School of Architecture & Urban Design can also meet with Career Center Specialist for the Paul H. Smith School of Architecture & Urban Design.

You can also visit our [Career Portal](#) website to see information on how to write and revise your resume, search for a job, or prepare for an interview. Also, students in the Graduate School of Arts & Sciences can sign up for [workshops](#). A new series of postdoctoral and leave work is now available.



What is GSG?

Graduate Student Leadership to Shape Graduate Education for the 21st Century

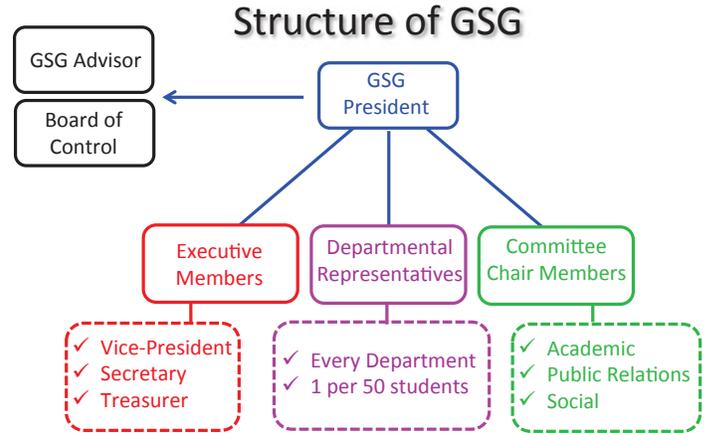
The Graduate Student Government at Michigan Technological University

Presented by
Sasha Teymorian

- Graduate Student Government (GSG) acts a liaison between the University's administration and the graduate student population
- Advocate on students' behalf and provide opportunities for personal and professional growth
- Plays an integral role in shaping the graduate experience at Michigan Tech



Leadership Opportunities



Shaping Graduate Education

Communication

Goal: Advocate on behalf of graduate students and lead by example in the communication and contextualization of campus changes



Graduate Student Feedback

Graduate student voices are being actively sought and heard on a high level

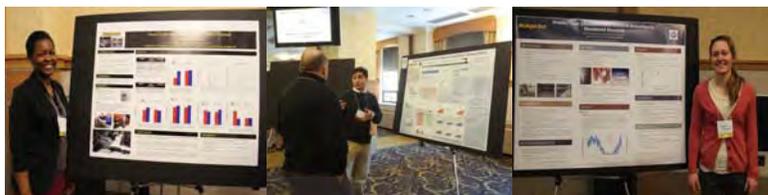
Topics discussed:

- University Strategic Plan
- Degree Completion Timeline
- Transportation
- Co-ops & internships
- On-campus employment
- Theses/Dissertation Deadlines
- Journal Subscriptions
- Academic calendar
- Health insurance
- IT Services



Enrichment

Goal: Enrich the intellectual and professional lives of graduate students in collaboration with University groups and organizations



Graduate Research Colloquium



2 Days
130 Presentations
73 Judges
Awards Banquet

An opportunity to enrich graduate education at Michigan Tech through the dissemination of graduate research



Travel Grant Program



162 Travel Grants Awarded (\$39,000)

To assist with costs associated with attending or presenting graduate research at a conference.



Lunch 'n' Learns & Open Forums



Funding Opportunities for Graduate Students
In collaboration with Research Development

Conference Etiquette: Dress and Networking
In collaboration with Career Services

Student Health Insurance
In collaboration with Michigan Tech Human Resources



Wellness and Mental Health
In collaboration with Wellness



Community

Goal: Connect graduate students to each other and the community, and create greater awareness of GSG across campus



Semester Socials



Fall Colors Tour
In collaboration with Alumni Association
and Mont Ripley



Ski Day
In collaboration with Mont Ripley

Waterfall Tour
Eagle River, Jacob's Falls, Jam Pot
and Great Sand Bay



1 With title slide, explain that everything Sasha has talked about is happening also at WUSTL and that Kim Curtis will talk about it on Friday morning.

2 How we got the Graduate Student Senate!

3 The GSS piloted peer-mentoring programs in three departments in 2001, to ease the transition into graduate school by making information about the department, the degree requirements, and the resources available to students known to every new student every year.

4 The Graduate School began funding peer mentoring programs in 2002, with the goal of decreasing inappropriate early attrition; half the Ph.D.-granting departments in Arts & Sciences began to have such programs, including Earth & Planetary Sciences (EPS); in 2003, another quarter of the doctoral programs, including Mathematics, joined in

5 In 2004, the Graduate School wrote a grant proposal to CGS to become one of the Project Partners on the Ph.D. Completion Project; we proposed starting a peer mentoring program in Chemistry, networking peer mentors in the three physical sciences and math, and assessing all four programs, with one goal being to even out the attrition and completion differences between genders, among races of domestic students, and between domestic and international students [talk more if time permits]

6 In 2005, we administered the CGS Pre-Project Assessment Template to peer mentors and DGSs in these four departments; the students and faculty in these departments were, on average, aware of less than half of the policies, practices, and programs already in place, and the effectiveness ratings for those they knew about ranged widely but averaged poorly

7 Student-planned events and interactions enhanced peer mentoring in the three physical sciences and math; among the outgrowths were rewritten graduate student handbooks such as the one shown; the rewriting of graduate student handbooks spread through other departments in the course of the project [here is one place I could talk more if time permits]

8 Also, a school-wide six-person committee of peer mentors (two per division) wrote a Peer Mentoring Handbook that has been revised annually ever since, and began an annual training workshop for new peer mentors in all disciplines

9 In 2010, we re-administered the CGS Pre-Project Assessment Template to peer mentors and DGSs in these four departments; institutional knowledge rose from under 50% to over 90%, and effectiveness ratings went up; attrition in first two years had also decreased for those departments in which it had been between a third and half the students to being between a quarter and a third the students; attrition in the five years of the project in all four departments occurred on an equal-opportunity basis

10 The Graduate School began requiring a peer mentoring program in every Ph.D.-granting department in A&S; the programs continue to be student-run, with funding, training, and advice-as-needed from GSAS, which features peer mentoring on its website

11 Re-shaping graduate education for the 21st century, the Graduate School of Arts & Sciences will be encouraging all our student organizations to think about professional development for careers. Peer mentors will be trained this year to begin teaching first-year graduate students to think in terms of the transferable skills they are gaining in the course of their doctoral education [talk more if time permits]

12 In 2003, the DGS in History began a dissertation-writing workshop, mostly involving advice given by faculty to all the students in the department, covering the life-cycle of a dissertation in the course of eight monthly talks (there is a reason that the description now on line doesn't match what I just said – stay tuned!)

13 In 2004, the Graduate School proposed founding an alternate model of work-in-progress and peer critique in English, assessing both models, and expanding whichever worked better, as part of the CGS PH.D. Completion Project

14 In 2005, such a workshop started in English

15 In 2006-07, a graduate student conducted surveys of the history and English workshops (and of a major field paper workshop that had spun off the English dissertation one almost immediately); being an anthropologist, she studied the culture of each workshop, determined the students' goals for their participation, and evaluated the workshops' success at meeting those goals; the results were impressive! [If time permits, add anecdotal evidence that long-attending students in English finished]

16 Effects of the report written by my Summer RA included the following: history workshop changed to English model; anthropology, mathematics, and philosophy have started four workshops that continue until today; and other dissertation groups have started when there were a critical mass of students working on topics in the same period or on related themes

17 Now, the library gives workshops on dissertation research, the writing center gives workshops on dissertation writing, and student health services runs a group-therapy group for dissertation writers

18 We will be encouraging all the disciplines that are not lab-based to have dissertation workshops for their students, with an emphasis on convening skills, facilitating discussions, giving constructive criticism, and responding constructively to criticism, with every Ph.D. student engaged in every role, eventually, as part of the career development trend

New Developments in the Division of Graduate Education: *A Dialogue Between the Graduate Community and NSF*



Pushpalatha Murthy, Program Director
(pmurthy@nsf.gov)
Claire Hemingway, Program Director
(chemingw@nsf.gov)

MAGS 71st Annual Conference

Goals of Session



- I. **NSF Investments in STEM Graduate Education**
Recent advances and funding opportunities
- II. **Current Context for Graduate Education**
NSF Framework for Graduate Education
- III. **NSF Impact - A Dialogue with Graduate Deans**
Key questions for the graduate education community



2



Division of Graduate Education

Focus

- Supports U.S. graduate students and innovative graduate programs to prepare tomorrow's leaders in STEM
- Provides leadership for the use and conduct of research to inform implementation of approaches, practices, and models for STEM professional workforce development




Division of Graduate Education Portfolio

Graduate Research Fellowship Program

NSF Traineeship Program

CyberCorps Scholarship for Service

EHR Core Research: Workforce Development

Project and Program Evaluation

4



Division of Graduate Education Portfolio

Graduate Research Fellowship Program

NSF Traineeship Program

CyberCorps Scholarship for Service

EHR Core Research: Workforce Development

Project and Program Evaluation

5



Graduate Research Fellowship Program



www.nsf.gov/grfp or www.nsfgrfp.org

GOALS:
To select, recognize, and financially support individuals who have demonstrated the potential to be high achieving scientists and engineers, early in their careers.

To broaden participation in science and engineering of underrepresented groups, including women, minorities, persons with disabilities and veterans.

2,000 awards per year; \$34,000/year
COE (\$12,000/year)





Graduate Research Fellowship Program

CAREER-LIFE BALANCE INITIATIVE (CLB)

- Supplemental Funding Requests to GRP Awards ; sustain research while on family leave (\$12,000 + overhead)

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

GROW (Graduate Research Opportunities Worldwide)

- conduct research in partner countries (\$5,000)

GRIP (Graduate Research Internship program)

- conduct research in federal agencies/facilities





Graduate Research Opportunities Worldwide

Provides international travel allowance to **GRFP Fellows** to engage in research collaborations with investigators in partner countries

Host Countries: Australia, Austria, **Brazil**, Chile, **Colombia**, Denmark, Finland, France, **India**, **Indonesia**, Ireland, Japan, Korea, Mexico, the Netherlands, Norway, **Philippines**, **Senegal**, Singapore, **South Africa**, Sweden, Switzerland.

Agreements between NSF and counterpart agencies or **USAID** (United States Agency for International Development)




Graduate Research Internship Program

Fellows will conduct mission-related, collaborative research projects at federal facilities and national laboratories.

Partner Agencies:

- Office of Naval Research
- Smithsonian Institution
- Department of Homeland Security
- Federal Bureau of Investigation
- Environmental Protection Agency
- National Oceanic and Atmospheric Administration
- U.S. Census Bureau



Division of Graduate Education Portfolio



The diagram shows a central box for 'NSF Traineeship Program' surrounded by other programs: 'Graduate Research Fellowship Program', 'CyberCorps Scholarship for Service', 'EHR Core Research: Workforce Development', and 'Project and Program Evaluation'.



NSF Research Traineeship (NRT) Program

Research and Capacity Building & Student Support

2014 Update

- The first 8 NRT awards announced
- 258 NRT proposals received from 48 states and Puerto Rico
- 65% on data-enabled science and engineering theme
- 63.6% from research universities with very high research activity



2015 Solicitation – New Tracks:

- Traineeship Track
- Innovations in Graduate Education (IGE) Track

http://www.nsf.gov/news/news_summ.jsp?contn_id=1347168&org=NSF&from=news



Traineeship Key Features

- Advancement of interdisciplinary research
- Development and testing of potentially transformative and scalable models
- Broad training for academic and non-academic careers
- Robust assessment that informs and improves practice; facilitates dissemination of effective models
- Expanded Student Focus:** research-based STEM MS and PhD students
- Revised Definition of Trainee:** students who complete program elements irrespective of funding source

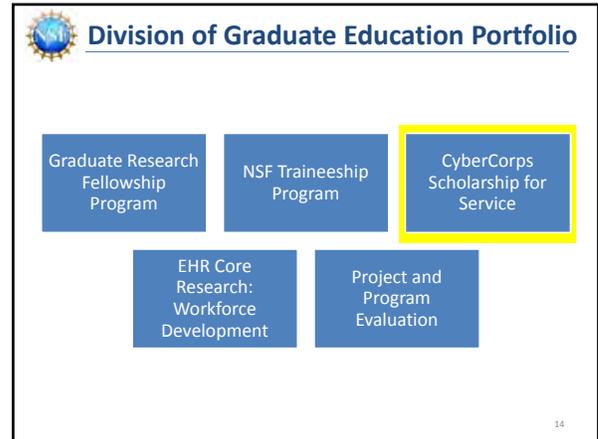
Awards: Up to \$3M; 5 yr (10 awards in FY 2015)

Deadlines: Full Proposals: **May 6, 2015** (next: Feb 22, 2016)

IGE Key Features

- Catalyze rapid advances in STEM education broadly, as well as respond to disciplinary or interdisciplinary graduate education needs
- Development of test-bed projects that are informed by learning sciences and body of knowledge about STEM master's and doctoral graduate education
- Advancement of strategic collaborations and innovations that advance STEM graduate education to originate inside and outside the university

Awards: \$300,000-\$500,000; 2-3 yr (14-20 awards FY 2015)
Deadlines: Full Proposals: **May 6, 2015** (next: Feb 22, 2016)



CyberCorps® Scholarship for Service (SFS)

Goals:

- Increase the number of **qualified students** entering the fields of information assurance and computer security
- Increase the **capacity of the US higher education enterprise** to continue to produce professionals in these fields to meet the needs of our increasingly technological society

CyberCorps®: Scholarship for Service (SFS)

Scholarship Track
\$1-5M/Scholarship grant to colleges and universities

- Funding:** full tuition, fees plus stipends (\$20K/\$32K per year)
- Length:** 2-3 year scholarship for undergraduate or graduate (master's or doctoral) education
- Obligation:** Summer internship, post-graduation service requirement (work in Federal/State/Local/Tribal agency equal to scholarship length)
- Students Eligibility:**
 - U.S. Citizen, Enrolled in Cybersecurity program
 - Eligible for Federal employment (must acquire security clearance)

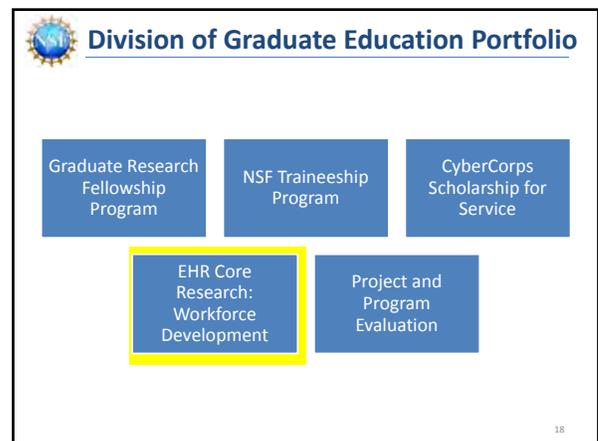
Capacity Building Track
\$300-900K per Capacity Building project

- Supports efforts related to curriculum, outreach, faculty, institutional, and/or partnership development.

CyberCorps®: Scholarship for Service (SFS)

Top 10 Placements (SFS Graduates 2009-14)

National Security Agency	120
US Navy	66
Mitre Corporation	53
Department of Homeland Security	50
Federal Reserve System	35
State, Local, & Tribal	34
Sandia Laboratory	32
Department of Defense	31
Software Engineering Institute	28
Central Intelligence Agency	27



ECR Program Goals [NSF 15-509](#)

Fundamental Research in Science, Technology, Engineering and Mathematics (STEM) Education

- Provide a coherent foundation of theory and research evidence to guide and improve STEM learning
- Design of learning environments
- Research evidence to support STEM workforce development
- Broadening participation in STEM education

Program Strands

- STEM Learning/Learning Environments
- Broadening Participation and Institutional Capacity
- STEM Professional Workforce Development



19

ECR Program Features

- Perform fundamental research in critical areas that are essential, broad and enduring
- Synthesize, build and expand research foundations in graduate education
- Understand theory to explain and suggest interventions and innovations
- Address persistent challenges in STEM education, learning, participation and workforce development

20

Projects funded by ECR

- **Collaborative Research: Progressions of Skill Development in Biology Doctorates**
- **Collaborative Research: STEM Workforce Training: A Quasi-Experimental Approach Using the Effects of Research Funding**
- **Strategic Integration of MOOCs into Graduate and Professional STEM Programs in 21st Century Research Universities**

21

Division of Graduate Education Portfolio

Graduate Research Fellowship Program

NSF Traineeship Program

CyberCorps Scholarship for Service

EHR Core Research: Workforce Development

Project and Program Evaluation

22

Promoting Research and Innovation in Methodologies for Evaluation (PRIME)

Solicitation [15-540](#)

- Supports research on evaluation of STEM education
- Three types support:
 - Exploratory Projects; proof-of-concept and feasibility studies
 - Full-Scale Projects
 - Conferences

[Deadline: April 30, 2015](#)



23

Current Context for Graduate Education

NSF framework for graduate education

- NSF-wide efforts to develop a coherent agency strategy
- Interagency discussions about leveraging assets

Goals

- Support training in areas of STEM incl. national priorities
- Catalyze development of innovative models of graduate education with potential for scalability
- Build the research knowledge base to inform improvements in graduate education
- Promote professional development of graduate students for academic and non-academic careers

24



EHR Major Investments FY 2016

Division of Graduate Education FY 2016 Request \$295.6 M
8% over increase for DGE, Increases in:

- NSF Innovation Corps (I-Corps)
- EHR Core Research
- NSF Research Traineeship (NRT)
- Secure and Trustworthy Cyberspace (SaTC -- SFS)

- NSF Inclusion across the Nation of Communities of Learners that have been Underrepresented for Diversity in Engineering and Science (**INCLUDES**)

- Innovations at the Nexus of Food, Energy, and Water Systems (**INFEWS**)
- Understanding the Brain (**UtB**)

25



NSF in Dialogue

NSF Graduate Education Forum

With You



26



NSF Graduate Education Forum

<https://nsfgradforum.wordpress.com/>

Pilot forum launched in November 2014 to encourage discussion among U.S. graduate education stakeholders

Objectives:

- 1) Create a space for a national dialogue on graduate education.
- 2) Create a mechanism for NSF to hear stakeholder perspectives on graduate education.

4 Topic Areas:

- Graduate Education Experience
- Campus to Career
- Mentoring
- Diversity and broadening participation



27



NSF Dialogue with Graduate Deans

How do we define “**student success**” in graduate education, and what are the indicators that produce the evidence to determine how well we are achieving this success, or not?

What **professional development** opportunities do you offer to your graduate students?

How could NSF’s programs encourage a more **diverse** and highly skilled STEM **workforce**?

28



Thank you!

29

Welcome

Towards a
"True Graduate Experience"

Identifying Universal Learning Outcomes
and Graduate Criteria in
Professional Master's Degree Programs

Win Prizes!

Seth Meisel
Associate Dean
School of Graduate Studies

Dr. Carolyn Morgan?



UNIVERSITY OF WISCONSIN
WHITEWATER

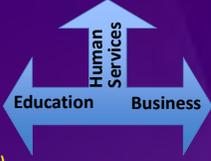
John Stone
Dean
School of Graduate Studies



By the Numbers...

13 Professionally-Oriented Master's Degree Programs housed in four academic colleges, with three foci:

- Communicative Disorders (MS)
- Business & Marketing Education (MS)
- Educational Leadership (MS)
- MSE-Professional Development
- School Business Management (MSE)
- Special Education (MSE)



- Counseling (MS)
- School Psychology (MSE)
- Accountancy (MPA)
- Applied Economics (MS)
- MBA
- Environmental Safety & Health (MS)

- Fall 2014: Campus Enrollment 12,148; Graduate Enrollment 1,179
- Since early 1960's: produced 16,400 master's graduates
- Currently: transitioning, eliminating and adding new programs



Questions #1 & #2

1. UW-W distributes approximately 75 (non-instructional) graduate assistantships to academic departments, intercollegiate athletics, and student support service areas across campus. Approximately 80% of these students report these are valuable learning experiences. What skill do students report they develop most fully during these experiences?
 - A. Written Communication Skills
 - B. Library Research Skills
 - C. Problem-Solving Skills
2. In 2011, the School of Graduate Studies sponsored a comprehensive project to determine enhanced earnings resulting from the UW-W master's degree. On average, an individual earning a UW-W master's degree earns how much more over a lifetime (than a bachelor's recipient)?
 - A. \$267,000
 - B. \$536,000
 - C. \$719,000



Answers #1 & #2

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 - B. \$536,000
 - C. \$719,000



Two Forces...

External Force



HLC Visiting Team: "The Graduate Council needs to have a discussion about what really constitutes the difference between a graduate level program and a corresponding undergraduate program how it should ensure that such a difference exists and is maintained."

Internal Force



LEAP Conflation: Although the Graduate Council had approved a set of *Graduate Global Learning Outcomes* in 1997, master's programs were linking assessment initiatives to *LEAP Essential Learning Outcomes* because of campus funding for LEAP programming.

DQP →



Two Forces/One Project...

External Force



Project was designed to answer the following questions:

1. How does master's level learning differ from undergraduate learning at UW-Whitewater, both in terms of its intent and in how master's students are educated?
2. What are the comprehensive learning outcomes of master's-level education at the University of Wisconsin-Whitewater?



Internal Force

 **The Project...**

Data Gathering from four sources:

1. Content Analysis of Graduate Course Syllabi

- Randomly selected 183 syllabi from 8 programs
- Examining alignment with 1997 Graduate Learning Outcomes & DQP Outcomes
- Analysis of course materials used (i.e., primary source materials)



Question #3
Based on an analysis of the graduate course syllabi, which one of the following UW-W 1997 Graduate Learning Outcomes was receiving the **most attention in master's coursework**?

- Comprehend and discuss advanced theoretical questions and current issues.
- Use appropriate technologies as needed.
- Collect, analyze, and interpret data applicable to complex questions and problems.

 **The Project...**

Data Gathering from four sources:

2. Face-to-face interviews with Graduate Program Coordinators

- "How does your graduate program differ from your undergraduate program?"
- "Respond to the criticism that a professionally-oriented master's degree program isn't as rigorous as a basic research master's."



Question #4
Based on interviews with coordinators, what was the most frequently discussed distinguishing characteristics of graduate programs (vis-à-vis undergraduate programs) at UW-W?

- Faster paced coverage of content and theories.
- Greater levels of reading and writing required.
- Greater focus on applied skill development—problem solving.

 **Answers #3 & #4**

Question #3
Based on an analysis of the graduate course syllabi, which one of the following UW-W 1997 Graduate Learning Outcomes was receiving the **most attention in master's coursework**?

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- Faster paced coverage of content and theories.
- Greater levels of reading and writing required.
- Greater focus on applied skill development—problem solving.**

 **The Project...**

Data Gathering from four sources:

3. Analysis of Graduate Exit Survey Responses (2007-2013)

- N = 2,468
- Perceptions of master's experiences
- Perceived strengths and weaknesses of master's experiences



Question #5
Analysis of open-ended responses on the Graduate Exit Survey revealed that students completing UW-W master's wished they had...

- received greater exposure to current research methodologies.
- received more preparation for real world challenges/opportunities.
- received more opportunities to be mentored by graduate faculty.

 **The Project...**

Data Gathering from four sources:

4. 2014 Graduate School Survey of Current Students & Graduate Faculty

- Responses: grad students = 286; grad faculty = 47
- Direct perceptual comparison of UW-W education at graduate and undergraduate levels



Question #6
Analysis of graduate faculty and student responses to this survey revealed:

- Faculty perceive greater distinctions between graduate programs and undergraduate programs than do students.
- Students perceive greater distinctions between graduate programs and undergraduate programs than do faculty.
- Faculty and students both perceived that the graduate dean deserved a significant boost in annual salary.

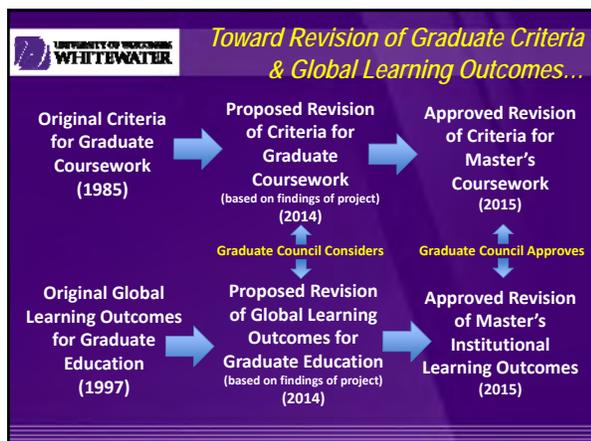
 **Answers #5 & #6**

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**UNIVERSITY OF WISCONSIN
WHITEWATER**

Questions #7 & #8

- One of the key differences in *Criteria for Master's Coursework* set forth in 1985 and those approved in 2015 is:
 - A greater recognition of student knowledge and experiences as a basis for student learning.
 - Recognition that graduate study should be more intense than undergraduate study.
 - Graduate coursework is more specialized than undergraduate coursework.
- Among the changes made to the *Master's Institutional Learning Outcomes* (approved in 2015, relative to the 1997 version) is a new focus on what concept?
 - ethics
 - diversity
 - technology

**UNIVERSITY OF WISCONSIN
WHITEWATER**

Criteria for Master's Coursework...

What distinguishes the graduate experience from the undergraduate experience at UW-Whitewater?

(Fundamental differences between 1985 and 2015 criteria)

- Recognition: greater focus on the professional preparation and advanced professional practice
- Recognition: greater focus on what students bring to the graduate experience (e.g., greater foundational awareness and more aware of personal professional goals and interests)
- Recognition: different evaluative experiences (i.e., more sustained, intense, aligned with professional expectations)
- Self-Directed Learning (1985) vs. Collaborative Learning (2015)

**UNIVERSITY OF WISCONSIN
WHITEWATER**

Master's Institutional Learning Outcomes...

Upon completion of a UW-Whitewater master's degree program, graduates will have demonstrated the following skills and dispositions.

(Fundamental differences between 1997 and 2015 outcomes)

- Recognition: positioning graduates to be maturing professionals
- Emphasis: Professional/Discipline-Based Skills
- Recognition: ethical dilemmas and ethical responses in professional practice
- Recognition: diversity (domestic and global) in professional practice
- Necessity: ongoing professional development

**UNIVERSITY OF WISCONSIN
WHITEWATER**

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 - technology

**UNIVERSITY OF WISCONSIN
WHITEWATER**

Wrap

- What were/are the surprises for you?
- How does any of this compare to what is happening on your campus?
- Scoring and Prizes

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

Engaging Emeriti Faculty: A Case Study for Graduate School Development

Susan Morgan
Associate Dean of the Graduate School

Steve Hansen
Emeritus Dean of the Graduate School

Jerry Weinberg
Associate Provost for Research & Dean of the Graduate School
Southern Illinois University Edwardsville

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

SIUE Profile

- PUI; Large Masters Granting Classification
- College of Arts & Science, Schools of Engineering, Nursing, Business, Education, Pharmacy, and Dental Medicine
- 47 Master's programs, EDD, DNP, 2 cooperative PhD programs
 - Undergraduate Enrollment: 11,421
 - Graduate Enrollment: 2030
- \$35+ million in sponsored projects
 - \$8+ million is research

From the mission statement 2010: "Southern Illinois University Edwardsville is a public comprehensive university dedicated to the communication, expansion and integration of knowledge through excellent undergraduate education as its first priority and complementary excellent graduate and professional academic programs"



SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

Fundraising without a DoD

- Identifying the Graduate School Constituents (prospects)
 - This is a source of friction with other units
 - The Graduate School is institution wide
 - Graduate alumni tend to identify with their academic home
 - No intention to divert current donors from their interests
 - A rising tide lifts all boats
 - This requires the support of your Foundation
 - Look for obvious connections
 - Alumni who received Graduate School Scholarships
 - Companies that host a large number of graduate student internships
 - Emeriti faculty who had close connections to the Graduate School

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

Fundraising without a DoD

- Engage a champion(s) from among your constituents
 - Look for someone with a strong connection to the institution
 - Look for a strong *sense of duty*
 - Look for actions that come from an internal drive (moral principle) as opposed to a requirement of a position
 - Someone willing to put in the effort to help
 - The crucial step in creating a *force multiplier*
 - While you need to be involved, you can't do it all yourself



SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

Engaging Emeriti Faculty

The Perspective of the Graduate School

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

Solicitation History

- 2002 for Vaughnie Lindsay Research Professorship Award
- 2006 for Annette and Henry Baich Research Award
- 2008 for Distinguished Scholar in Residence Program
- 2014 for Emeriti Faculty Development Fund

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Engagement History

- 2007 small group meeting to discuss how to reconnect emeriti faculty with SIUE and each other
 - Website
 - Questionnaire
 - Newsletter
 - Dinner



SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Food-Based Activities

- 2008 reception and dinner
- 2009 luncheon
- 2011 reception and dinner
- 2012 luncheon
- 2014 and 2015 Paul Simon Luncheon



SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Newsletters



SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Engaging Emeriti Faculty

The Perspective of the Emeriti

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Engaging the Emeriti Faculty

- Sense of Loyalty
- Sense of Community
- Sense of Pride



SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Reconnecting

- The core group – “The Gang of 12”
 - Defining energy
 - Defining the purpose
- Creation of the Emeriti Faculty Association
 - Social purposes
 - Academic purposes



Creation of the Emeriti Faculty Fund

- Grants on a competitive basis to current faculty
- Purpose to *improve academic quality and enhance SIUE's reputation*
 - Speaker series
 - Colloquia
 - New academic programs
- Activities not supported elsewhere by the University

Roll Out

- Luncheon and discussion
- Mailings
- Hosted receptions
- Website



Fund Raising

- “Gang of 12” pledges
- Seed money from the Graduate School
- Seed money from the SIUE Foundation
- Challenge Grant from the Faculty Senate
- Challenge Grant from the current deans
- Solicitation of the emeriti faculty

Promotion & Recognition

Emeriti Active in SIUE Research and Development

A prime example of emeriti faculty remaining actively engaged with the University can be found in the SIUE Emeriti Faculty Association. Founded in 2013, it has provided a means for retired faculty to remain active participants in the SIUE community, for admission to providing members access to the University and to the retired emeriti and faculty, the group has also established a fund supporting the development and enrichment of courses.

The association's yearly awards competition provides support for SIUE tenure and tenure-track faculty projects that would not otherwise receive support through the University. The award is meant to strengthen the academic quality of programs at SIUE and enhance the University's reputation. Just a few examples of the type of activities the award supports include: leading guest speakers in departmental colloquia series or interdisciplinary programs, faculty exchanges, and scholar-in-residence programs.

Other activities, such as receptions for the emeriti faculty and their spouses and friends, provide emeriti with the opportunity to meet former colleagues and friends and make new acquaintances.

For more information, please visit siue.edu/emers



Problems

- Sustaining energy
- Fear of poaching
- Accurate list
- Old hurts and grudges



Prospects

- Participation is okay, but
- Enthusiasm is okay, but
- Fund raising is decent, but



Stewardship & Sustainability

- Engage donors
 - Taking part in the activities supported by the fundraising
 - Serving on scholarship or award committees
 - Invitation to events
- Publish stories on the positive impact of the funds
 - Be sure these reach the donors
- Develop a pipeline
 - Have leaders connect with future and new peers
 - Add to the leader group as new potential leaders emerge

Graduate Learning Communities for First Year Graduate Students

CRAIG OGILVIE, GRADUATE COLLEGE, IOWA STATE UNIVERSITY
SARA MARCKETTI, CELT, IOWA STATE UNIVERSITY
 2015 MIDWESTERN ASSOCIATION OF GRADUATE SCHOOLS

TRANSITION TO GRADUATE SCHOOL

1st year is a challenge for many graduate students

- Socialization into profession
 - “I am a plant geneticist” compared to “My undergrad major is biology”
- Rigor of the course work increases
- Students are asked to perform at a high-level in their assistantships
- May not connect with peers, university, community
- Potential for cultural dislocation

Completion and first year

65% of ISU PhD students complete a PhD

Approx. half of this attrition occurs in first two years

Engagement by end of first semester (ISU)

- 40% graduate students have not attended a department seminars or talk
- 40% graduate students do not have (or don't know about) an advisor
- 50% not studying with other students
- 40% do not socialize with other graduate students

Graduate Learning Communities (GLC)

For this talk a

GLC is a community of new graduate students that meet regularly with a common goal of doing well in their first years of graduate school.

Adapted from undergraduate learning communities, communities of practice...

Goal: cost effective way to increase student success in 1st year

Note, ~30-45K\$/yr “lost” investment if a supported PhD student leaves

Cost of GLC/student ~ \$25-50/year

Graduate Learning Communities

Help incoming graduate students transition

- Build community
- Provide time to discuss how to thrive as a graduate student
- Engage early in the scholarly life of the department
- Integrate different parts of their 1st year experience
- Opportunity for mentoring

Differences between Learning Community and Graduate Student Organization

Attribute	GLC	GSO
Community building	yes	yes
Mentoring	yes	yes
Socialization into profession	yes	
<ul style="list-style-type: none"> • Professional workshops • 1st year milestones 	yes	
Integration of academic experiences	yes	

ISU: Graduate Programs responded to internal "request for proposals"

Free to define how they will help incoming graduate students

- Did not restrict GLC to solely focus on 1st year students

Free to structure how their GLC is organized

- Led by Graduate Student Organization, or
- Led by Director of Graduate Education, or
- Led by committed graduate students

Free to spend \$1000/year (for first year of award)

4/28/2015

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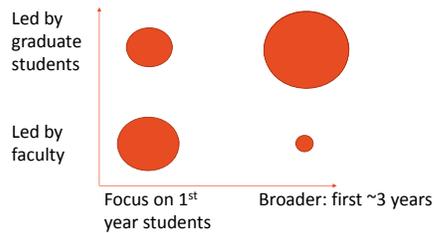
Thirteen Graduate Learning Communities

Area	GLCs
Sciences + math	Biochemistry, Biophysics and Molecular Biology Chemistry Bioinformatics and Computational Biology Laboratory Mathematics
Engineering	Mechanical Engineering Industrial Engineering Chemical and Biological Engineering
Social Sciences	School of Education Human Development and Family Studies
Interdisciplinary	Inspired by Teaching Food and Nutritional Sciences Biology TAs Physical Science TAs

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Organization models: RFP did not restrict focus



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Components that emerged in GLCs

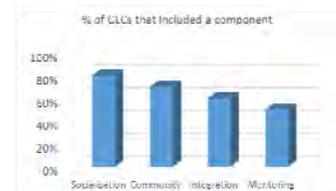
- **Community building**
- **Socialization**
regular discussion seminars about becoming a successful graduate student in their particular discipline.
- **Integration**
Bringing together different parts of graduate education
- **Mentoring**
Provided by more senior graduate students

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Component usage

- Most GLCs included multiple components
- Most common components
- Socialization
- Community building



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GLC Challenges and Strategies

Challenges

- o Limited engagement/limited interest

Success Strategies

- o Peer mentoring
- o Competitions (elevator speech)
- o Planning and coordination: form pods/groups of students, icebreaker questions
- o Field trips related to GLC: Planetarium, Pioneer
- o Balance between research/teaching topics
- o Workshops relevant to group: work/life balance, award winning teaching assistants, IRB processes

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Sustainability: Graduate funds to start new GLCs



Funds from CIRTL network, www.cirtl.net

- NSF
- Great Lakes Higher Education Foundation

Biochemistry, Biophysics
Mechanical Engineering
Bioinformatics + Computational
Biology
Human Development + Family
....



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GLCs that did not sustain themselves

Interdisciplinary teaching

- o No alternative source of funds
- o No organizational home

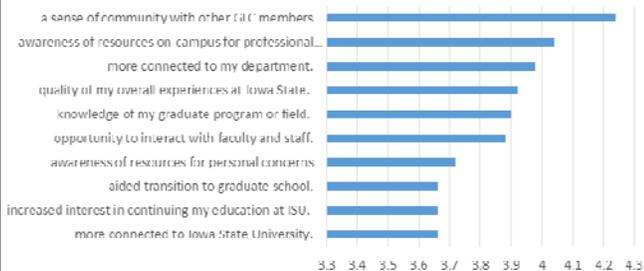
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Half-way questions: on what is a GLC?

Top Benefits of being in a GLC (1-5 Likert)



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Community

“Connecting with other graduate students who are in the same stage of their education as I am”

“The friendships I have established; they are a source of stress-relief when science is not being nice to you.”

“It’s nice to see such caring, supportive people going through the same journey”
“I feel like I am an important member of ISU and BCB. It gives me a sense of purpose.”

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Socialization

“Some of the topics we covered really helped me know what to do in graduate school. So we covered talk topics like building your program of study, I learned about it through the learning community and then I was able to actually work on it, apply it.

“It’s given me personally, I’m more comfortable and less intimidated by, for lack of a better word, higher ups in other departments. You get to know your people but talking to more people, you realize people are people if that makes sense.”

19/03/2015

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Integration

“I like being able to see the bigger picture and how all the pieces of an organization fit together.”

“Having guest speakers talk about their experiences on the job market, preparing to graduate, and the process of completing a dissertation”

19/03/2015

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Mentoring

“Building [the] social network is very important, for me because there are a lot talented people in our program. Being part of the GLC really helps me gain access to senior students.

For me, that’s very beneficial whenever I’m having trouble. On more than one occasion, I have had to rely on the social network that I have to reach out for help and this is the big strength that we have community that really helps people basically.”

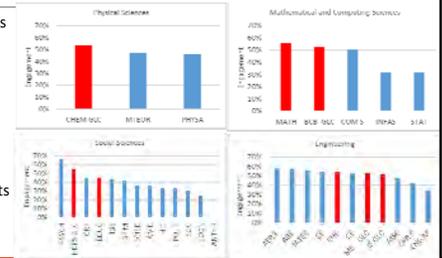
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Engagement: GLC students c.f. non-GLC Red == GLCs

Engagement = average responses each 0-100 scale (Fall 14)

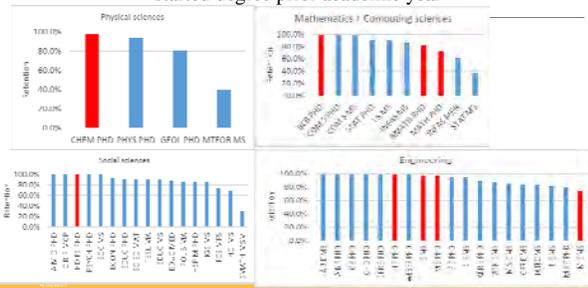
- Attend department talks
- Meet with their advisor
- Current with assignments
- Doing well in classes
- Studying with other students
- Socializing with other students



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1-year retention = $\frac{\text{(registered Fall 14).or.(graduated)}}{\text{started degree prior academic year}}$ Red == GLCs



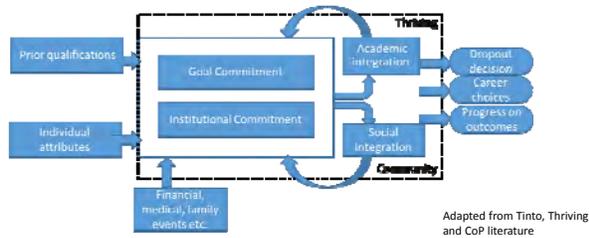
Other universities with GLCs, focused on transition

- Wayne State University**
 - Kinesiology, Health and Sport
 - First Year Clinical Laboratory Science, College of Pharmacy and Health Sciences
 - Second Year Pharmacy Students
 - Rural Medicine Warriors, School of Medicine
 - Teacher Education Division Doctoral Learning Community
 - School of Social Work, Student Mentor Applied Research Team
- Texas A&M University, Agriculture and Life Sciences**
 - Towards Success in Research and Leadership Learning Community, Sloan Program in Exemplary Mentoring
 - STEM Learning Community, CIRT
 - Community of Scholars within the Applied Biodiversity Science program, former IGERT
 - Alliance for Graduate Education and the Professoriate (AGEP)
 - Bridge to the Doctorate (BTD), LSAMP program
- University of North Dakota, Earth System Science + Policy**
 - GLC centered on a collaborative project

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Emerging theoretical model for 1st year success



Summary

GLCs help students transition via

- Community
- Socialization
- Integration
- Mentoring

Assessment

- Community and professional development highly valued by students
- Early engagement typically greater for programs with a GLC
- Retention rates comparable programs with/without GLCs

Starting to build a national network, contact me if you are interested in GLCs
cogilvie@iastate.edu

Creighton UNIVERSITY

Program Review in Graduate Education: Leveraging Structure, Process and Virtual Reality

Midwestern Associate of Graduate Schools Annual Meeting

April 16, 2015

Creighton University Graduate School, Omaha, NE

LuAnn Schwery, M.S., Assistant Dean



Institutional Context



- Catholic, Jesuit
- Since 1878
- Urban campus in Omaha, Nebraska
- Student body – 8200

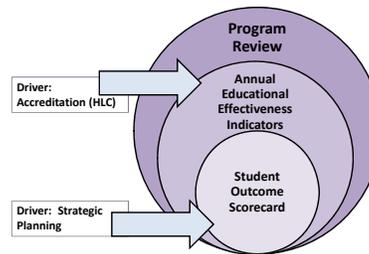
- Comprehensive – 9 Schools and Colleges
 - College of Arts and Sciences
 - Heider College of Business
 - College of Nursing
 - School of Law
 - School of Medicine
 - School of Pharmacy and Health Professions
 - School of Dentistry
 - Graduate School
 - College of Professional Studies



The Bigger Picture: How does Program Review Fit with Institutional Accreditation?



The Relationships



Objectives

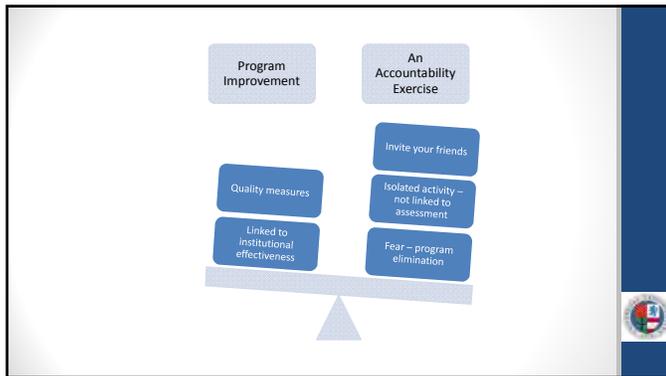
- Identify the common mistakes made in a traditional program review process.
- Describe the elements of successful program review that include leveraging technology, identifying common data sets, designing an efficient process flow, and standard communications.
- Assess how the elements of this academic program review process can be applied in your institutional setting.



What is the purpose of Program Review?

- Assumed practice for all institutions accredited by HLC
- Provides a mechanism for ensuring:
 - Evidence of educational quality and consistency with national trends
 - Documentation of student performance and achievement of stated program outcomes within the context of the University mission
 - Evaluation of resources (student support, faculty, space)
 - An evaluative process which identifies strengths and weaknesses with a forward looking projection
 - Improvement of educational quality and strategies for improvement
 - Resulting **ACTION**





What has been your experience with Academic Program Reviews?

- For what purpose does your institution conduct program reviews?
- Is there a consistent approach or process utilized in academic program reviews?
- What has been your most frustrating aspect of program reviews?

Common Misconceptions

- Campus myths and misuses
 - Program review = Program elimination
 - Invite your friends to campus
 - Resource requests for more space and faculty
 - Nothing happens – paper exercise
- Isolated activity not linked to any other university activity (e.g., assessment, strategic planning)
- Policy development and implementation

Program Review - Process

- Each academic program reviewed every 7 years, with the following exceptions
 - Programs with specialized accreditation (may be reviewed more frequently in sync with specialized accreditation visits)
 - New programs (reviewed within 3 years)
 - On-demand (by Dean or Program Director's request)

Academic Program Review

5 Phases:

1. Planning and Preparation
2. Self Study Report
3. Program Review
4. Summary
5. Recommendation and Action

Planning Structure: Priceless...

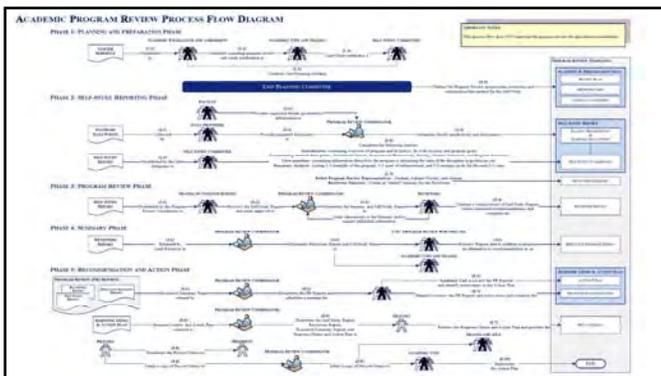
- Detailed Project Plan
- Standardized Templates
- Virtual Approach
- Institutional Effectiveness Collaboration Site

The Creighton Process

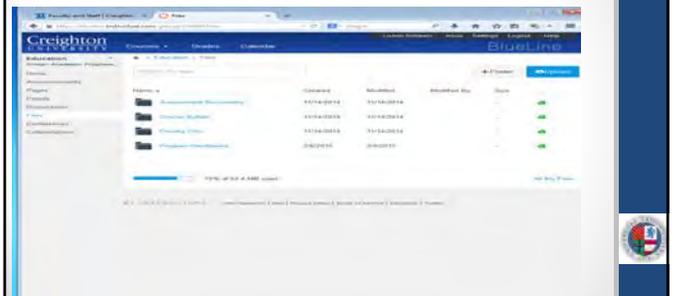
- Detailed Project Plan/Process Flow Diagram
 - Consistency of communication
- Standard Templates
 - Data Sets
 - Enrollment Trends
 - Instructional Productivity
 - Faculty Trends
 - Student Outcomes
 - Program Resources
 - Reports (Self-Study, Reviewers Report, Executive Summary, Response Memo and Action Plan)
 - Course management site for supporting documents

The Creighton Process (cont.)

- Virtual approach (via WebEx conferencing)
- Institutional Effectiveness Collaboration Site
 - Organization of documents
 - Permanent archive
- Annual Review and Reporting



Course Management Site: *BlueLine*



Standard templates

- Enrollment trends across years
- Enrollment demographics
- Instructional productivity
- Program resources
- Faculty scholarly productivity
- FORMS for the self-study; External reviews and Provost's Decision Memo

Examples: Instructional Productivity

Instructional Productivity Data Points	Academic Years											
	2008-09		2009-10		2010-11		2011-12		2012-13			
Credit Hour Production (program)	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
# of On-Campus Courses Taught in Academic Year												
Number of Sections < 10												
Number of Sections > 40												
Average class size												
# of Online Courses Taught in Academic Year												
Number of Sections < 10												
Number of Sections > 40												
Average class size												
# of Credits Offered in Academic Year												
On-Campus												
Online												

Program Resources

- Credit hour production
- Net tuition revenue
- Other direct revenue
- Gross margin
- Instructional expense



Why a Virtual Review: Cost Comparisons

Traditional Campus Review		Virtual Review	
Expense	Amount	Expense	Amount
Honoraria	\$2,500	Honoraria	\$2,500
Travel	\$1,000	Food	\$75
Lodging	\$500	Total	\$2,575
Food	\$500		
Misc. Travel	\$250		
Total	\$4,750		

For a projected 10 reviews per year, cost savings to the University is \$20,000 per year.



Annual Effectiveness Indicators

- **Student metrics** (e.g. admitting QPAs, ACT)
- **Faculty metrics** (tenure, non-tenure, scholarship, grants)
- **Graduate metrics** (e.g. employment rates, graduate school pursuit, board pass rates, certifications)
- **Program metrics** (e.g. credit hour production, degrees conferred per program)
- **Financial metrics**



What we have learned

- Policy development is just the starting point
- Planning is critical
- Leverage expertise across the campus
- Implementation is a process not a destination
- Annual review and modification of the process is beneficial



Application

- How might the elements of this academic program review process be applied in your institutional setting?
 - Standardized process
 - Consistent communications
 - Virtual review environment
 - Contribution to institutional effectiveness conversations/ institutional planning
 - Others?



Thank You



Contact:

lschwery@creighton.edu

WEBSITE: Program review resources

<http://www.creighton.edu/aea/academicprogramreviewprocessesandcalendars/>



Innovative Teaching Methods for Online Graduate Courses

Leslie Hinyard, Ph.D., MSW
Associate Director for Academic Affairs, SLUCOR
Saint Louis University

SAINT LOUIS UNIVERSITY
SLUCOR
CENTER FOR OUTCOMES RESEARCH



All information from this presentation, including the presentation slides and example assignments can be found at:

<https://sites.google.com/a/slu.edu/mags-2015--innovative-online-teaching/>

Objectives

- Describe the MS in Health Outcomes Research program
- Understand the pedagogical reasoning for active-based learning strategies in online courses
- Describe two examples of successful non-traditional online courses

MS in Health Outcomes Research

- 36 credit-hour Master of Science program
- Two tracks:
 - General Outcomes Research
 - Clinical Investigation
- Entire program completed online
- Majority of students are part-time

Saint Louis University Center for Outcomes Research (SLUCOR)

- 2001: SLUCOR established within the School of Medicine
- 2005: began advising student pursuing a PhD in Public Health—Health Services Research (in conjunction with School of Public Health)
- 2007: offered first course in conjunction with School of Public Health

Saint Louis University Center for Outcomes Research (SLUCOR)

- 2010: received approval for MS in Health Outcomes Research
- 2011: enrolled first cohort of students
 - 9 practicing physicians
 - 1 research analyst

Reality Hit!

- Prior to start of MS program, all SLUCOR courses were traditional format
- MS program was online, asynchronous format
- Faculty realized ONLINE TEACHING IS DIFFERENT!

Transition to Online Teaching

- Attended summer Online Learning Institute offered by the university CTTL
- Individual faculty researched best methods for their own courses
- Implemented, evaluated, and revised teaching strategies based on student feedback

Why Not Lectures?

Lecture-Based

- Little or no student engagement
- Instructor-centered
- Little peer-to-peer interaction
- Knowledge gained by passive means

Active or Problem-Based

- Engaged learning environment
- Learner-centered
- Peer-to-peer
- Knowledge gained through construction

“Lecture is effective for knowledge transmission, but if it is the primary strategy used in the online environment, the course becomes a digital correspondence course with potential problems of learner isolation and high dropout rate.”

Conrad and Donaldson, 2011, p. 4

See Collison et al., (2000); Conrad & Donaldson, (2011); Smith & Ragan (1999); Watson & Groh (2001); Weigel (2002) for details on PBL, constructivism, and learner engagement.

Key Elements of Engaged Learning in an Online Environment

- Students establishing their own learning goals
- Students working together in groups
- Exploring appropriate resources to answer meaningful questions
- Tasks that are multidisciplinary and authentic with connections to the real world
- Assessment that is ongoing and performance-based

Conrad & Donaldson, (2011), p. 6

Technology

- All courses are operated using the Blackboard Learning Management System
- Additional technologies:
 - Tegrity lecture capture
 - YouTube
 - Course blog
 - Course wiki's

ORES 543 Health Outcomes Measurement

- Course Objectives:
 - Understand the basic techniques and approaches for assessing outcomes in health research.
 - Identify specific measurement tools and instruments for assessing outcomes in various health domains.
 - Describe advantages and disadvantages of specific outcome measurement techniques.
 - Assess the psychometric properties of a health assessment scale using classical test theory.
 - Assess the properties of a health assessment scale using item response theory.

ORES 543 Health Outcomes Measurement

- Student groups of 4-5
- Instructor provided weekly learning objectives
- Individual assignments weekly (students encouraged to work with others)
- Discussion blog
- Large project that spans the semester, two parts:
 - Develop a measure of a health construct (group)
 - Propose a plan for establishing the reliability and validity of the measure (individual)

Semester-Long Project Assignment

- Phase I (Group)—develop a measure of a health construct
 - Divided into 2 ungraded drafts and final graded group paper
- Phase II (Individual)—develop plan to assess reliability and validity of proposed construct
 - Divided into 1 ungraded draft and final graded paper

Course Outcomes

- Multiple drafts with prompt instructor feedback imperative to student success
- Allowing collaboration on weekly assignments improved student understanding of material
- Instructor examples of difficult concepts and processes is necessary

Course Outcomes

- As expected, knowledge and ability improved with each draft
- There was more variability in quality of individual assignments compared to groups
- Overall, most students did very well in the course

ORES 531 Foundations of Outcomes Research II

- Course Objectives:
 - ID relevant sources of data for Health Outcomes Research
 - Describe importance of risk adjustment
 - Evaluate risk adjustment models
 - Understand relationship between patient satisfaction and quality of care
 - Define patient satisfaction outcomes
 - Define quality of care outcomes
 - Describe process of using outcomes data to inform policy decisions

ORES 531 Foundations of Outcomes Research II

- Student groups of 4-5
- Each group assigned 3-4 weeks in the semester to be the “Topic Expert”
- Instructor provides readings and learning objectives for the week
- Topic expert group develops a “learning product” to teach the topic to the other students
- Topic expert group develops assessment tool
- Topic expert group moderates discussion blog

Example Student Projects

- Devise an assignment to perform a statistical analysis and write the results in APA format
- Develop a reading guide with relevant questions to stimulate thought and discussion
- Creation of a Wiki site
- Guided exploration of websites

Course Outcomes

- Lack of creativity in educational products problematic the first semester
- Students enjoyed “becoming the expert” and commented that it enhanced their learning of the topic
- Discussion blog was often underutilized
- Some students wished they remained with same group throughout the semester

Lessons Learned

- Instructor **MUST** provide learning objectives for each week
- Prompt feedback on drafts and assignments is essential to student success
- Multiple drafts makes large projects more manageable for students

Lessons Learned

- Students are forced outside their comfort zone and should be given time to adjust to the format
- Discussion must be encouraged by the instructor (even when facilitation is the students’ responsibility)
- Overall, both students and instructors appreciated engaged learning in the online format

In loving and appreciative memory of Dr. Grant Farmer.



Search this site

Dr. Vickie S. Cook, Director of the Center for Online Learning, Research & Service[†]>†

Mode-Neutral April 2015 MAGS Conference

Access all presentations at go.uis.edu/Cook_COLRS

Mode-Neutral April 2015 Midwest Association for Graduate Studies Conference

Visit this site again! <http://go.uis.edu/mags2015>

Pedagogy - Andragogy - Heutagogy

Heutagogy Defined: Self-Determined Learning

Pedagogy, Andragogy, Heutagogy compared.

Heutagogy: The management of self-managed learners

	Pedagogy Children's learning	Andragogy Adults learning	Heutagogy Self-directed learn
Dependence	The learner is a dependent personality. Teacher determines what, how and when anything is learned.	Adults are independent. They strive for autonomy and self-direction in learning.	Learners are interdependent. They identify the potential to learn from novel experiences matter of course. They are able to manage their own learning.
Resources for learning	The learner has few resources – the teacher devises transmission techniques to store knowledge in the learner's head.	Adults use their own and other's experience.	Teacher provides some resources but the learner decides the path by negotiating the learning.
Reasons for learning	Learn in order to advance to the next stage.	Adults learn when they experience a need to know or to perform more effectively.	Learning is not necessarily planned or linear. Learning is not necessarily based on the identification of the potential to learn in novel situations.
Focus of learning	Learning is subject centred, focussed on prescribed curriculum and planned sequences according to the logic of the subject matter.	Adult learning is task or problem centred.	Learners can go beyond problem solving by engaging in pro-active learning. Learners use their own and others' experiences and internal processes such as reflection, environmental scanning, experience, interaction with others, and pro-active as well as problem-solving behavior.
Motivation	Motivation comes from external sources – usually parents, teachers and a sense of competition.	Motivation stems from internal sources – the increased self-esteem, confidence and recognition that come from successful performance.	Self-efficacy, knowing how to learn, creativity, ability to use these qualities in novel as well as familiar situations and working with others.
Role of the teacher	Designs the learning process, imposes material, is assumed to know best.	Enabler or facilitator, climate of collaboration, respect and openness.	Develop the learner's capability. Capable people: <ul style="list-style-type: none"> • Know how to learn • Are creative • Have a high degree of self-efficacy • Apply competencies novel as well as familiar situations • Can work well with others.

(<http://www.teachthought.com/learning/a-primer-in-heutagogy-and-self-directed-learning/>)

Heutagogy as an approach to teaching through learning technologies Mobile Learning and Heutagogy

Mode Neutral Learning

A **teaching and theory** that encompasses these principles (first discussed 2008):

- Changing the locus of control from an externally perceived entity to internal for the learner (Rotter 1966).
- Create a convergence among the constellation of mode of delivery to one of mode of learning.
- Ensure the learning is context-centric foster situated learning and student generated learning.

Mode Neutral and the Need to Transform Teaching (JSTOR article).

- Experiment began in Spring 2010
- Teaching innovation = problem solving!

Sample Mode Neutral Course Weekly Calendar

Day	Assignment/Activity	Forma
Sunday	Textbooks, other assigned readings, and recorded lectures Topic Quiz to assess understanding	Find in We Blackboar

Tuesday	On-campus Class Meeting from 6-9p.m. (can be group work, case study work, homework help) Class Meeting video recording posted	PAC 330 o conference Blackboard
Thursday	Initial Post to Discussion Questions	Blackboard Board
Saturday	Final Replies To Discussion Questions	Blackboard Board

Technologies

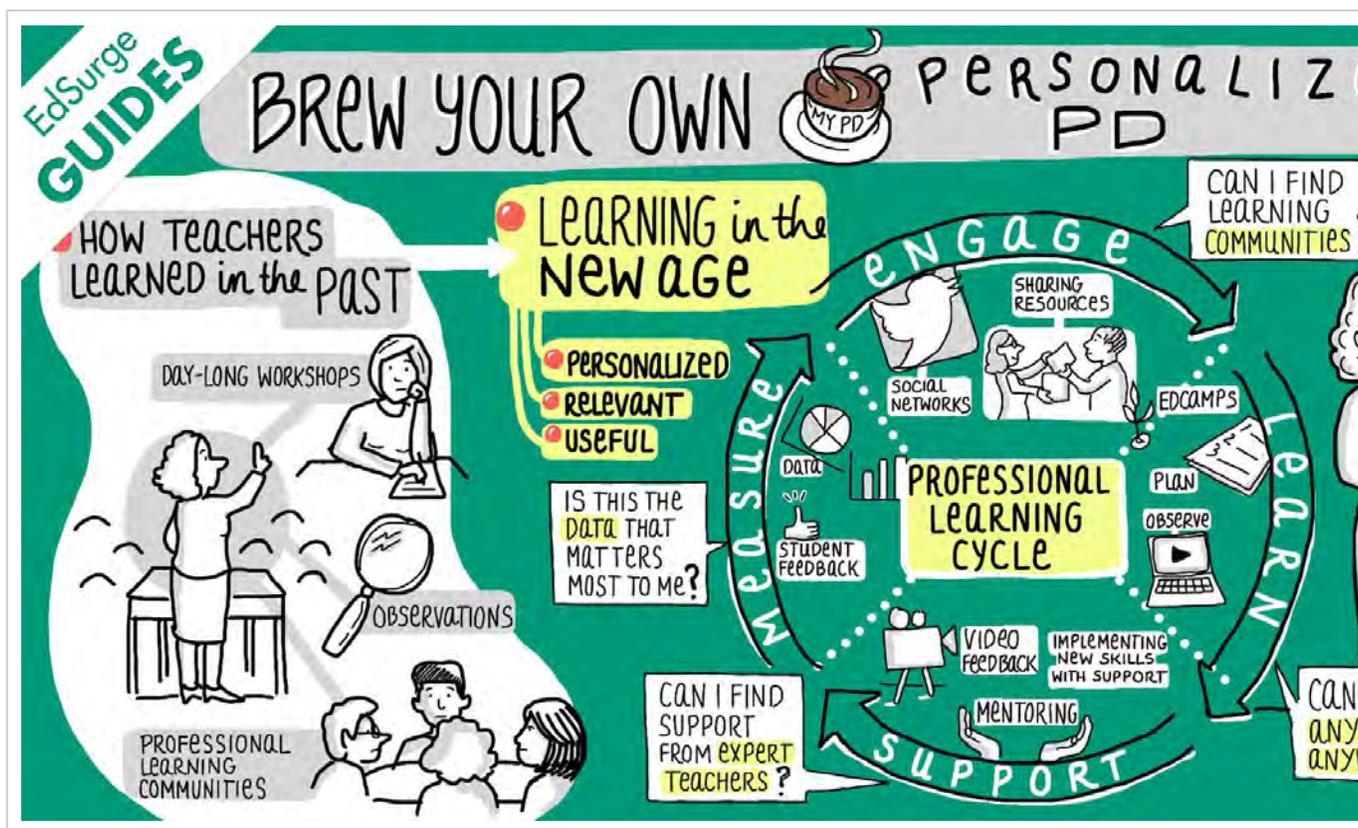
- **Keep them simple and flexible**
- **Web Conferencing to bring optional synchronous element and RECORD**
- **Heavy use of discussion board**
- **Groups tool in LMS for collaborative research and case studies**
- **Quizzing tool for objective self-assessment**

Registration and Fees

- Students registered for the section in which they were classified (online or on campus)

Going to class in person or online? The student decides.

Self-Directed Professional Development



Current Research

Faculty on the University of Illinois, Urbana

campus, are beginning to explore “dual-mode” classes that allow face-to-face students on campus to be joined simultaneously by online students located anywhere in the world for the same course.

This emerging area raises a number of pedagogical questions. The following questions will serve as the baseline for this exploratory (pilot) study on learning outcomes in “dual-mode” classes.

1. How can the online students engage well with the students in residence during class time?
2. What technical considerations are critical to ensuring all the students have a similar

“class” experience?

- 3. How, if at all, do “dual-mode” courses impact students learning?**
- 4. How are students engaging with the professor depending on if they are online or physically in the classroom?**
- 5. How are they engaging with other students in the class across delivery modes?**
- 6. How are they engaging with the course content?**

Summary:

The interest of this study is on differences, if any, in learning outcomes if the students are attending the course “online” or “in person” keeping in mind they are both in the same class at the same time.

Contact:

Faye Lesht flesht@illinois.edu

**Online or In-Person? One College Lets
Students Switch Back and Forth**

**Are students more likely to succeed if they can
attend class in-person or online?**

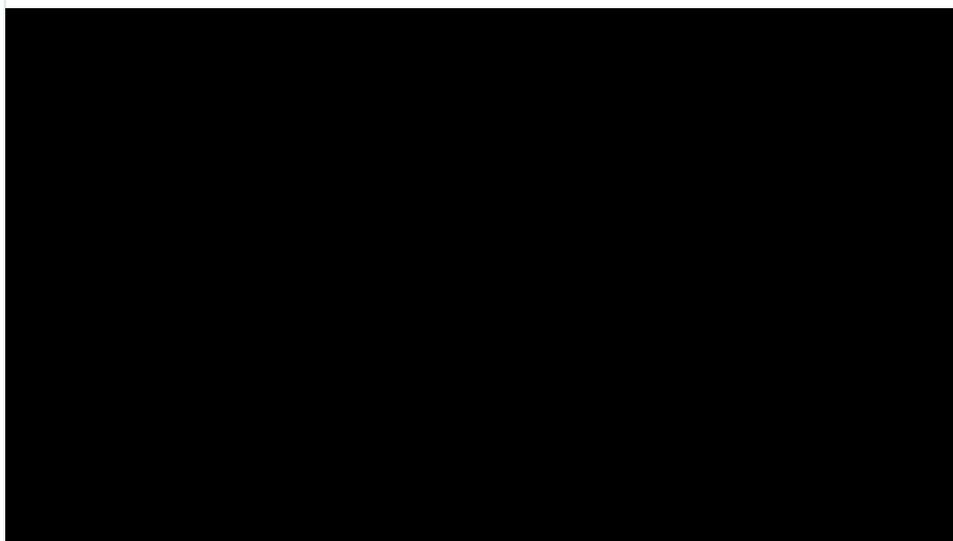
**Heutagogy and Lifelong Learning: A Review of
Heutagogical Practice and Self-Determined
Learning**

**Towards a Theoretical Mobile Huetagogy
Framework**

Paragogy and Heutagogy

How to Pronounce Heutagogy

YouTube Video



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Graduate Education and Disability Policy: How ETS Accommodates Test Takers

Midwest Association
of Graduate Schools
St. Louis, MO
April 16, 2015

Nora Pollard, Ph.D.
ETS
Senior Disability Policy Coordinator
npollard@ets.org

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Today's Agenda

- Current picture: Who we serve now
- GRE Current Picture
- Recent challenges in the disability field
 - A. Legal changes
 - B. GAO report
 - C. AHEAD Guidance Document
 - D. Expanding populations of test takers: ASD and TBI
- Addressing the Challenges: Coordinating efforts across ETS
- Q & A

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Serving Customers with Disabilities: Current Picture

- ETS's mission is to expand educational opportunity, complying with the ETS Standards for Quality and Fairness, which mandate fair, valid, and reliable tests.
- ETS testing programs have provided accommodations for over 50 years.
- Common accommodations: Extra time, extra breaks, separate room, alternate test formats (braille, large print, recorded audio), and readers.
- Highest frequency disabilities: LD, ADHD, psychiatric, physical/medical, and co-morbid conditions.

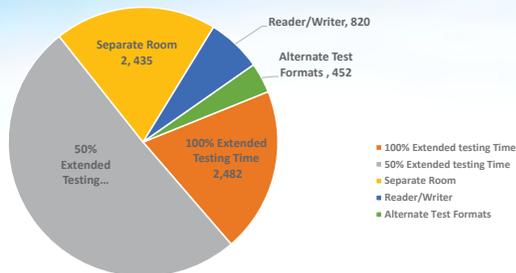
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GRE Current Picture

- From 2013 through 2014 we received requests from over 9,405 GRE candidates.
- Customers submit documentation of disability; internal/external reviewers decide appropriate accommodations.
- Accommodations are provided for both computer and paper delivered tests.
- Societal change: People with disabilities now expect to go to college and beyond and to hold professional jobs.
- Increasing customer demands for more accessible technology in testing.

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GRE Accommodation Requests (2013-2014)



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Accommodation Decision Process

- Eligibility for accommodations is based on answers to 4 fundamental questions:
 - Is there a disability under the ADA?
 - What are the impairments as a result of the disability?
 - Are the impairments substantial enough to warrant accommodations?
 - What are reasonable accommodations?

Legal Changes

- **Legal Changes:** ADA AA (2008), many state & international disability laws
- **Major Trends:**
 - “separate isn’t equal”
 - Moving from accommodations that are “fair/reasonable” to those that “best ensure” demonstrating knowledge/ability
 - Moving from “accommodations” to “accessibility for all”
- **Legal cases:** LSAC (website, flagging, documentation rules), NCBE (screen-reader), Amazon (Kindle not accessible); Netflix (closed-captioning for streaming video)

GAO Report (2011)-in response to the ADA AA

- Documenting the need and determining appropriate accommodations can be challenging to both students and testing entities.
- Student perspective - accommodations are not uniform between postsecondary institutions and testing agencies.
- Testing agency perspective - concerns about fairness and application of “best ensure” vs. “reasonable accommodation” standards.
- Enforcement of federal laws regarding testing agencies is largely complaint-driven.

DOJ New Regulations for Testing Agencies (GAO Report, 2011)

- Documentation requested by a testing entity must be “reasonable and limited to the need for accommodations.”
- A testing entity should “give considerable weight to documentation of the past accommodations received in similar testing situations as well as those provided under an IEP or Section 504 Plan.”
- A testing entity “must respond to requests for accommodations in a timely manner.”

Recent Challenges in the Disability Field

- Association on Higher Education and Disability (AHEAD)
 - AHEAD is a professional membership organization for individuals providing services to students with disabilities in higher education.
 - Provides guidance regarding disability documentation for accommodations.

AHEAD’s “Guidance on Documentation Practices” and ETS’s Approach

AHEAD’s Guidance

- Documentation requests must not be burdensome.
- Primary documentation is student’s self-report.
- Secondary documentation is DS providers’ interaction with student.
- Tertiary documentation is documentation from external sources, such as psychometric data, clinical observations, IEPs, SOPs, and teacher observations.

ETS’s Approach

- Primary documentation is psychometric data and clinical observations from qualified professionals.
- Secondary documentation is test taker’s personal statement, along with DS providers’ observations.
- Tertiary documentation is IEP, 504 plan, and/or SOP.

LSAC Consent Decree

- A suit was filed in 2012 against LSAC by the California Department of Fair Housing and Employment when 3 individuals with disabilities were denied accommodations on the LSAT
- Later the DOJ joined the suit stating that the problem was far reaching
- May, 2014 a consent decree between the DOJ and the LSAC was signed

Results of the Consent Decree

- Permanently stop the practice of flagging the LSAT score reports
- Pay \$7.73 million to individuals who were denied accommodations
- Automatically granting most testing accommodations received for a standardized exam related to post-secondary admissions
- Implement additional best practices as recommended by a panel of experts

Best Practices Panel Recommendations

- Things ETS is already doing:
 - Diversify the external panel of reviewers
 - Provide training for internal and external reviewers
 - Provide written explanations to the test taker about accommodations not approved

Other Recommendations from the Best Practices Panel

- Allowing accommodations based solely on a diagnosis
- Granting accommodations based on approvals from another standardized test agency
- Accepting documentation completed anytime after age 13

What does this mean for high-stakes testing agencies?

- Confusion!
- Some callers to ETS have asked if we were going to follow the “new law” or “regulations” about disability documentation.
- AHEAD’s guidance perpetuates the belief that documentation from third parties is only necessary for initial diagnoses.
- Are testing agencies going to start SKYPING with tens of thousands of test takers so we can get first-hand self-reports?

Changes ETS has Made

- Extended shelf-life of documentation
 - ADHD increased to 5 years
 - Physical/medical and psychiatric increase to 1 year
- More in-house approvals
- Require documentation for only one disability if there are co-occurring conditions

Emerging Populations of Students with Disabilities

- Fastest growing category of postsecondary disabilities is Psychiatric Disabilities.
- Increase in ADHD, LD and ASD (*Autism Spectrum Disorder*), as well as *Post Traumatic Stress Disorder* and *TBI*.
- More complex with multiple disabilities.

Emerging Populations

- Requests for accommodations from test takers with ASD and TBI have increased each year resulting in the development of documentation guidelines
- Why develop guidelines for ASD and TBI?
 - ASD and TBI are complex disabilities
 - LD, ADHD, psychiatric and physical guidelines do not fit
 - Frequently see co-occurring disabilities

Addressing the Challenges: Coordinated Efforts Across ETS

- Accessibility Steering Committee: Authorized by ETS President and reporting to two Senior VPs
- Increased awareness of legal mandates and customers' desire for better accessibility
- Completed Voiced GRE on CD, updated to match rGRE
- Testing agencies leadership and good networking with advocates

Addressing the Challenges (cont'd)

- I. Increasing accessibility in web materials and test delivery.
- II. Systems Changes in Progress:
 - iBT test delivery system is being redesigned to incorporate computer-specific accommodations (e.g., text to speech)
 - eReg and new Disability Services database
 - ets.org: improved accessibility and clearer disability information

Q & A

Opportunities in Washington, DC



Brian Mitchell, NSF Dean-in-Residence
Pushpalatha Murthy, NSF Program Director
Claire Hemingway, NSF Program Director

MAGS 71st Annual Conference



Rotator at NSF

- Why consider a rotator position at NSF?
- How to find out about positions that are available?
- What does the job entail?
- What has been my experience?
 - Benefits
 - Challenges
- For more information:
 - <http://www.usajobs.gov>
 - http://www.nsf.gov/about/career_opps/rotators/

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Deans-in-Residence Programs

- <http://www.cgsnet.org/dean-residence-programs>
- CGS Dean-in-Residence
 - established in 1983
 - opportunity for graduate deans, associate, or assistant deans to spend an academic year at CGS
 - Jeannine Blackwell, University of Kentucky
- NSF Dean-in-Residence
 - established in 2001
 - supports ongoing and substantive communications between senior administrators for graduate education and the NSF
 - Current or former graduate deans
 - Brian Mitchell, Tulane University



Jefferson Science Fellowships

- Sponsored by National Academies
- Domestic and Foreign Policy appointments through State Department, USAID
- Tenured, or similarly ranked, academic scientists, engineers and physicians from U.S. institutions of higher learning, who are U.S. citizens
- <http://sites.nationalacademies.org/PGA/Jefferson/>

Institutes and Foundations

- Brookings
- Mellon
- Carnegie
- Sloan
- ...

AAAS Science and Technology Fellowships

- Applications Open Annually May – November
- Science and policy positions at AAAS headquarters and many sectors of the government
- Check <http://www.aaas.org/page/overview>
- AAAS Fellows in the Divisions of Graduate Education:



2013 Innovation in Graduate Education Challenge



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NSF Graduate Education Forum

<https://nsfgradforum.wordpress.com/>

Examples:



Mentoring:

How can the NSF evaluate the quality of a PI's mentorship when a grant proposal is submitted?

Graduate Education Experience:

What would be the added value of establishing discipline-independent, regional education centers for professional skills?

7

The Affordable Care Act:

Goals, progress and employer responsibility

1

The health care paradox

- The United States leads the world in discovering new approaches to prevent, diagnose, manage and cure illness 
- Our institutions educate and train exceptional doctors, nurses and other health care professionals
- We spend twice as much as other developed nations on health care 
- Yet America consistently falls behind other nations in patient outcomes

Medical costs outstrip our ability to pay

- Few people can afford significant medical services on their own:
 - A study released in May 2011 by the U.S. Department of Health and Human Services found:
 - Uninsured patients walk away from all or part of their hospital bills 95 percent of the time
 - The average uninsured family can afford to pay only 12 percent of a typical hospital bill



- Even patients with assets in the top 10 percent among the uninsured can pay the full bill only half of the time

Affordable Care Act at a glance

- The health reform law seeks to:
 - improve the quality of health care
 - lower the growth of medical care costs and, in turn, health insurance
 - increase access to that care
 - expand the base of people contributing to the system
 - reduce fraud
- Virtually everyone plays a role
 - Large employers are required to contribute
 - Workers are required to contribute
 - 30 million newly insured help reduce uncompensated care
 - Doctors and hospitals are required to improve care
 - New incentives to control rising costs and improve delivery of care

Improving the quality of care

Health care based on value

- Better chronic care coordination
 - Improved coordination between doctors to lower relapse rates and overall costs, especially after hospital stays
- Hospital payments based on improving care, reducing infections
 - Effective October 2012
- Hospital performance must be reported to the public about:
 - heart attacks
 - heart failure
 - pneumonia
 - surgical care
 - hospital-acquired infections
- Paying doctors according to quality of patient outcomes, not volume of procedures
 - Effective January 2015



Incentives to improve care

- Hospitals are now evaluated on 13 measures of care quality:
 - Heart attack care
 - Pneumonia treatments
 - Surgery and post-op care
 - Patient satisfaction
- Hospitals are scored two ways:
 - Performance relative to other hospitals
 - Performance improvement over time
 - The higher of those scores on each measure will be used in determining incentive payment
 - This policy gives hospitals the financial incentive to make continuous improvement in the way they deliver care
- Continuous quality improvement
 - Measures that reach high compliance scores will eventually be replaced

New payment systems

- Accountable Care Organizations
- Bundled payments
 - In-patient services
 - In-patient and recovery
 - Post-acute care after discharge
 - All hospital services
- Pilot programs
 - Advanced Primary Care Initiative
 - Three-year demonstration project will test whether coordinated care around a medical home can reduce costs and improve quality
 - Comprehensive Primary Care Initiative
 - Four-year project involving Medicare, private insurers and public health plans to coordinate and improve primary care
 - Help for patients to learn and follow a personalized plan of care
 - Offer intensive care management engaging patients and their families
 - Provide patients 24-hour access to care
 - In the first year, this program reduced ER visits by 3 percent and hospital admissions by 2 percent

An emphasis on prevention

Preventive care now carries no co-payments or deductibles

New private insurance plans

- No-cost services include:
 - Mammograms and Pap smears
 - colonoscopies
 - vaccinations for flu, tetanus, measles, hepatitis A&B
 - help quitting tobacco
 - women's health, breast-feeding supplies and contraception
 - help quitting tobacco
 - screenings for cancer, diabetes, obesity, high blood pressure, depression and alcohol abuse



Public insurance programs

- Medicare beneficiaries now receive the services listed above, and:
 - A free annual wellness visit
 - A free health risk assessment and prevention plan

Improving access to health care

New clinics and better clinics

- The Affordable Care Act provided \$11 Billion to expand community health centers over the first 5 years
 - \$9.5 billion was designated for new health centers or expanding primary care services at existing health centers
 - An additional \$1.5 billion supported major construction and renovation projects
 - 550 new health center sites
 - 1,200 sites expanded and upgraded
 - More than 400 grants to expand behavioral health services
 - More than 1,700 quality improvement grants
- These changes have increased the number of patients serviced from 17.1 million to 21.7 million in 2014



More primary care providers

- Rebuilding the Primary Care Workforce
 - \$1.5 billion for the National Health Service Corps to place providers in underserved areas
 - These new scholarships and loan repayment incentives:
 - boosted the number of providers working in underserved areas in 2014 to 9,200, up from 3,700 in 2008
- The law set aside \$250 million to expand primary care
 - \$168 million to train primary care physicians; more than 500 by 2015
 - \$32 million to train new physician's assistants; more than 600 by 2015
 - \$30 million to train new nurse practitioners; more than 600 by 2015
 - By 2014, 1,550 new primary care of these students had entered training
 - 737 have completed training and entered the primary care workforce

Making insurance more valuable

Making insurance more valuable

Making insurance work

➤ The Patients' Bill of Rights

➤ For most individual and group health plans that begin or renew after Sept. 23, 2010:

- Lifetime limits on benefits are eliminated
- Annual dollar limits on insurance coverage are phased out and end in 2014
- No more dropping coverage based on an unintentional mistake on an application
- Insurers that raise rates 10% or more have to post on the internet how the revenue will be used



Coverage reforms

➤ Starting in 2014:

- Insurers can't deny coverage based on a person's health condition
- Insurance companies can't deny coverage or charge more:
 - For women
 - For people with pre-existing health conditions
 - For employees who had an expensive illness or injury such as heart attack, cancer or serious injuries in a car wreck
- Insurers can't charge older applicants more than 3 times what younger applicants are charged
- Rates for smokers can't be more than 50% higher than for non-smokers

Making insurance more affordable

➤ More bang for your buck:

- Beginning in 2011, insurers serving individuals and small employers must spend at least 80 percent of premiums on health care services or improving the quality of care
- Insurers serving large employers must spend at least 85 percent of premiums on health care or quality improvement

➤ Insurance companies that fail to meet these standards must pay rebates to customers



At least 85% of every health insurance dollar must be spent on health care & improving quality.

Nearly \$2 billion in rebates

In 2012-14, rebates totaled \$1.94 billion

- 2012 rebates totaled \$1.1 billion nationwide
 - Including \$290 million refunded to small businesses
- 2013 rebates totaled \$504 million nationwide
 - Including \$203 million refunded to small businesses
- 2014 rebates totaled \$332 million nationwide
 - Including \$122 million refunded to small businesses



- **In Missouri, rebates totaled \$94,460,293**
 - (Nearly 5 percent of all rebates nationwide & nearly 10 percent of all rebates to small employers)
 - \$60 million in small business market
 - \$23.3 million in individual market
 - \$11.2 million in large group market
- **In Illinois, rebates totaled \$76,325,998**
 - \$51.7 million in small business market
 - \$14.6 million in the individual market
 - \$10 million in the large group market

Shared responsibility

Shared responsibility

Individual responsibility

No more free riders

- Individuals can choose to:
 - carry health insurance, or
 - pay a fee to offset the cost of treating the uninsured
- The fee is the greater of:
 - \$95 per adult in the household or 1% of income in 2014
 - \$325 per adult or 2.5% of income in 2016 and thereafter
 - \$695 per adult or 2.5% of income in 2016 and thereafter
 - The flat fee for each child is half the adult amount
 - Maximum per household is the income percentage or 3 times the flat fee

Employer responsibility

In 2015: No more free riders

- Nearly everyone will be required to contribute to the health care system
 - Large employers – 50 or more full-time workers – can choose either to:
 - provide health insurance benefits to full-time employees, or
 - make shared responsibility payments to help employees buy private insurance
 - \$2,000 per employee (excluding the first 30 employees)
 - More than 96 percent of firms with more than 50 workers already offer health insurance to their employees
- Small employers – those with fewer than 50 full-time workers – are exempt from any shared responsibility payments

Employer responsibility

Employer-provided insurance must be adequate and affordable

- Adequate is defined as having an actuarial value of at least 60 percent
 - This is equivalent to the bronze plans offered through the Marketplace
- Affordable is when the employee's share of employee-only coverage is no more than 9.56 percent of the employee's household income
 - Employers can use 9.56% of the employee's wages as a proxy for household income
- If the employer coverage meets both these requirements, then the employee is not eligible for tax credits to buy Marketplace coverage
- If employer coverage is either inadequate or unaffordable, then the employee can receive tax credits to buy insurance on the Marketplace
 - For each employee who receives tax credits to help pay for insurance through the marketplace, the employer will be assessed a penalty of \$3,000

Transition relief

➤ In 2015:

- Employers with 50 to 99 FTE employees are exempt from the shared responsibility fee
 - This exemption applies to any plan year that begins in 2015
 - Employer must have 50 to 99 FTEs throughout entire year
 - The employer must certify that has maintained its contribution to the cost of any previously offered employee health plans
- Employers must offer coverage to at least 70 percent of their full-time employees
 - This requirement becomes 95 percent beginning in 2016
- Employer-provided health plans are not required to offer coverage to dependents until 2016
 - However, if an employer plan provided dependent coverage in 2013 or in 2014, dependent coverage is required in 2015 to avoid a penalty

Employer responsibility

- A full-time employee is defined as a person who:
 - regularly works 30 hours a week or more
 - is not a seasonal employee, defined as a worker employed less than four months a year
 - Seasonal employees include:
 - Ski instructors, rafting guides and other seasonal workers
 - Retail employees hired for specific shopping seasons
 - Temporary summer hires
 - Temporary construction workers
- For on-going employees with varied schedules, the law sets up tests to determine whether they qualify as full-time
 - Look-back periods for:
 - measurement
 - administrative
 - stability

Increasing access to health insurance

Improving access to insurance

- **Young adults** can now stay covered under a parent's health plan until age 26, if the plan covers dependents
 - Coverage available even if the child is not in school or is married
 - This is especially important for:
 - recent graduates
 - young adults in entry-level jobs
 - graduate students
 - This provision provides coverage for an estimated 2.3 million young adults



Health Insurance Marketplace

2014: Establishment of state-based Marketplaces

- These are new competitive health insurance marketplaces
- They offer individuals and small businesses a choice of affordable plans that meet new quality requirements

2014: The health reform law was designed to expand Medicaid to cover everyone with income up to 133 percent of the poverty rate

- Maximum annual income of:
 - \$15,654 for 1 person
 - \$32,253 for a family of 4



➤ However, the U.S. Supreme Court ruled in 2012 that states could not be required to expand eligibility to Medicaid

- So far, 28 states and the District of Columbia have chosen to expand Medicaid
- Additional states are expected to expand in future years

Making Health Care Affordable

- Individuals without job-based health benefits receive tax credits to help buy insurance through the marketplace
 - Credits will be available up to 400 percent of the poverty level
 - Maximum income of:
 - \$46,680 for 1 person
 - \$95,400 for family of 4
 - **The IRS estimates the average credit will be more than \$5,000**
- For part-time employees and the self-employed, these credits provide:
 - affordable insurance coverage, just as if they had an employer who was paying part of their premium

Expected contribution to insurance premiums

➤ For an individual:

Annual Income	% of FPL	Expected Contribution	Approximate Monthly Premium	Reduction in Out-of-Pocket Maximum	Consumer's Portion of Total costs
➤ \$14,004	120*	2% of income	\$23	2/3	6%
➤ \$16,455	141	3.5%	\$48	2/3	6%
➤ \$20,423	175	5.15%	\$88	2/3	13%
➤ \$26,258	225	7.18%	\$157	1/2	27%
➤ \$32,093	275	8.78%	\$235	0	30%
➤ \$40,845	350	9.5%	\$323	0	30%

➤ Incomes below 250% of the poverty level qualify for lower co-pays and deductibles

* This level of income would be eligible for Medicaid in states that expand their programs in accordance with the Affordable Care Act

Expected contribution to insurance premiums

➤ For a family of 4:

Annual Income	% of FPL	Expected Contribution	Approximate Monthly Premium	Reduction in Out-of-Pocket Maximum	Consumer's Portion of Total costs
➤ \$28,620	120*	2% of income	\$48	2/3	6%
➤ \$33,629	141	3.5%	\$98	2/3	6%
➤ \$41,738	175	5.15%	\$179	2/3	13%
➤ \$53,663	225	7.18%	\$321	1/2	27%
➤ \$65,588	275	8.78%	\$480	0	30%
➤ \$83,475	350	9.5%	\$661	0	30%

➤ Incomes below 250% of the poverty level qualify for lower co-pays and deductibles

* This level of income would be eligible for Medicaid in states that expand their programs in accordance with the Affordable Care Act

Issues facing universities

Issues facing universities

University as employer

As employers, universities must meet the shared responsibility standards for large employers*

- Offer health insurance to at least 95 percent of its full-time workers
- Offer health insurance with an actuarial value of at least 60 percent
- Offer a plan that is affordable to employees
 - Affordable means that at least one option for employee-only coverage costs less than 9.5 percent of the employee's income
- If any of these does not apply, the employer may be subject to the shared responsibility payment
 - \$2,000 per full-time equivalent employee if the employer does not offer insurance

OR

- \$3,000 per employee who obtains a tax credit to buy insurance through the Health Insurance Marketplace



*At least 100 employees in 2015; 50 employees or more beginning in 2016

Key issues facing graduate assistants

Does the graduate student work 30 hours a week or more?

- If so, then the university may be expected to offer insurance

Is employment ongoing or for less than 4 months?

- If less than 4 months, might be categorized as seasonal worker
 - However, this depends on other factors and ongoing relationship with employee

Would the graduate student be better off with:



- A school-sponsored student plan
 - All school-sponsored plans must now meet minimum value and minimum coverage requirements
- An individual plan through the Health Insurance Marketplace

Marketplace factors to consider

The price of Marketplace plans are based on:

- The student's household income
- The number of people on the student's income tax return
- Whether the state has expanded Medicaid
- If income exceeds 4 times the poverty level, the level of competition

➤ The student must qualify to buy through the Marketplace

- The Marketplace requires applicants to be:
 - ineligible for affordable employer-provided insurance that meets minimum value
 - ineligible for Medicaid
 - Lawfully present in the United States
 - Deferred Action for Childhood Arrivals does NOT constitute lawful presence

➤ At the modest income levels of most graduate students, Marketplace plans can be very inexpensive

Foreign graduate assistants

Immigration issues are complex

- Generally, holders of student visas are eligible for Marketplace plans
 - This is considered "non-immigrant status"
 - This category includes
 - worker visas
 - student visas
 - citizens of Micronesia, the Marshall Islands, and Palau
- Documentation required:
 - Certificate of Eligibility for Nonimmigrant Student Status (I-20)
 - This document supports student visa status F-1 or F-2
 - Certificate of Eligibility for Exchange Visitor Status (DS2019)
 - This document supports exchange visitor visa status J-1 or J-2
 - Applicants must enter SEVIS ID number from the certificates



More information:
<https://www.healthcare.gov/help/immigration-document-types/>

Foreign graduate students

➤ Key question:

- Applicants are asked where they live in the United States
 - **Generally**, if you are considered a "resident" of the United States for tax purposes, you're eligible to use the Marketplace
- **However, attesting to state residency may have consequences on the ability to adjust immigration status in the future. Therefore, foreign applicants should consult an immigration lawyer before purchasing coverage through the Marketplace**




Regions



U.S. Department of Health & Human Services

<p>Region 7 Stephen Moore (816) 426-2821</p>	<p>Region 8 Kim Gillan (303) 844-3372</p>	<p>Region 5 Kathleen Falk (312) 353-5160</p>
<p>Region 6: Marjorie Petty (214) 767-3301</p>	<p>Region 4: Pamela Roshell (404) 562-7888</p>	

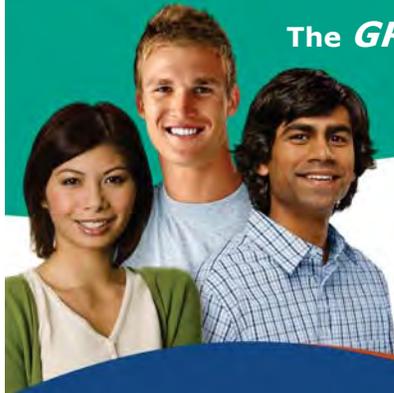


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The GRE® and TOEFL® Tests An Update from ETS

2015 MAGS Annual Meeting
April 17, 2015

Matthew Kadlubowski
Associate Director
Global Client Relations



What We Will Talk About Today

- GRE® Update
 - GRE Test-taker Data
 - Some Important GRE Tools and Services to Help You
- TOEFL® Update
- New ETS® Data Manager

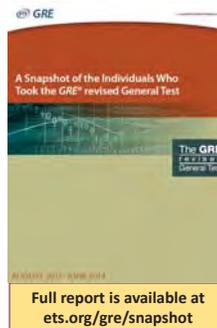


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New! Most Comprehensive Data on GRE® Test Takers Worldwide

- Performance information for 572,779 unique test takers who took the GRE® revised General Test between July 1, 2013 and June 30, 2014
 - Includes only those who had valid scores on all three measures
 - Data analysis includes test takers' most recent scores only, even if they took the test more than once during that period
- Volume information for the GRE revised General Test population between August 1, 2011, and June 30, 2014.



GRE® Update



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GRE® revised General Test Volumes Varied by Region

Figure 3.1. Volume of GRE revised General Test Examinees Who Tested in Regions of the World, Excluding the United States



*The 2011-12 testing year is based on 11 months of data, and the volume cannot be directly compared to the volume of the two subsequent testing years, which each contain 12 months of data.

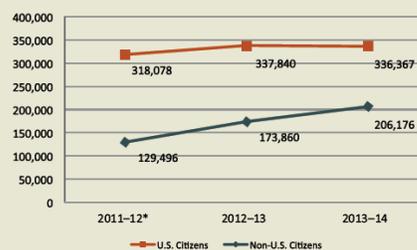


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Non-U.S. Citizen Test Takers Increased 19% from 2012-13 to 2013-14

Figure 2.1. Volume of GRE revised General Test Examinees, by U.S. Citizenship Status



*The 2011-12 testing year is based on 11 months of data, and the volume cannot be directly compared to volume of the two subsequent testing years, which each contain 12 months of data.

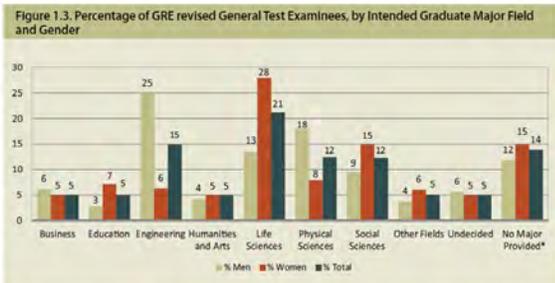
- Non-U.S. citizen test takers accounted for 36% of test takers worldwide



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The Highest Reported Intended Graduate Major Fields Were In the Life Sciences and Engineering



Note: See page 23 for a list of major fields. These analyses were based on a total of 572,779 test takers. The percentages in the figure above represent the percentage of test takers within a particular gender category (e.g., men, women) for each intended graduate major field.

*Test takers in the "No Major Provided" category include those who indicated their intended graduate major as "Any Department Not Listed," those who did not respond to the question and those who provided an invalid answer.



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Some Intended Graduate Major Fields Showed Dramatic Growth from 2012–13 to 2013–14

- Test takers interested in Engineering increased 24%
- Test takers interested in Business increased 22%
- Test takers interested in the Physical Sciences increased 22%

Also, the number of people indicating a master's degree as their intended degree objective grew 8.5%



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Some Important GRE® Tools and Services to Help You

Sign up for the GRE® eUPDATE newsletter

ets.org/gre/update

To get the latest GRE® news, updates, webinar dates and more, encourage all faculty and staff to sign up for the GRE eUPDATE newsletter.



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GRE® Educate Webinar Series

- This new webinar series brings key facts, details, tips and strategies directly to advisors and educators in time-friendly video modules
- Perfect for individuals who conduct GRE® test preparation workshops on campus



- Introduction to the GRE® Program
- An Overview of the GRE® revised General Test
- A Closer Look at the GRE® Verbal Reasoning Measure
- A Closer Look at the GRE® Quantitative Reasoning Measure
- A Closer Look at the GRE® Analytical Writing Measure

Webinar dates and times available at ets.org/gre/educatewebinars



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GRE® Advisor Kit



- Designed to help advisors and educators give students everything they need to know about test registration, preparation, sending scores and more!
- Includes easy-access printable brochures, posters, and easy links
- Some materials available in multiple languages
- All downloadable

ets.org/gre/advisorkit



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Create a More Powerful Recruitment Strategy with the GRE® Search Service



Decisive Step.

Readiness for Graduate-level Work.

Proven Skills to Succeed.

A Powerful, One-of-a-kind Database to Help You Find the Right Prospects

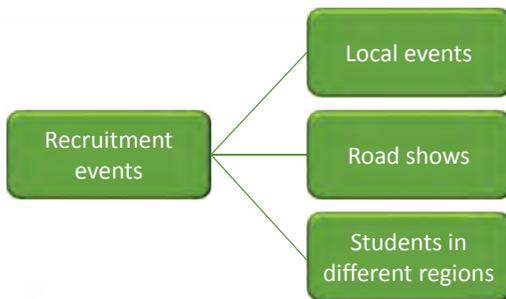


~500,000 individuals **from around the world** who have already taken a **decisive step** toward pursuing an advanced degree



Create Even Stronger Recruitment Campaigns to Achieve Your Goals

Put the database to work for you!



Select from About 30 Criteria to Expand Your Pool or Refine Your Recruitment Strategy

Customize your search to reach a broad, diverse group of prospective applicants or refine it to identify specific characteristics you are seeking.



Use the Criteria that Are Important to You

GRE® Search Service Criteria

Demographics	Academic Performance
<ul style="list-style-type: none"> Gender Ethnic background Citizenship 	<ul style="list-style-type: none"> Self-reported overall Undergraduate Grade Point Average (UGPA) Self-reported UGPA in major
Location	Academic Performance – Enhanced Insight
<ul style="list-style-type: none"> World region Country State or province (US/Canada) Postal code State of permanent residence (US) 	GRE® General Test <ul style="list-style-type: none"> GRE Verbal Reasoning score bands with overall UGPA GRE Verbal Reasoning score bands with UGPA in major GRE Quantitative Reasoning score bands with overall UGPA GRE Quantitative Reasoning score bands with UGPA in major GRE Analytical Writing score bands with overall UGPA GRE Analytical Writing score bands with UGPA in major GRE® Subject Test <ul style="list-style-type: none"> Score bands with overall UGPA Score bands with UGPA in major
Educational/Employment History	Timing
<ul style="list-style-type: none"> Current educational level Undergraduate major Post-graduate full-time work experience 	<ul style="list-style-type: none"> GRE test registration date
Educational Objective/Intent	Other Criteria
<ul style="list-style-type: none"> Degree objective Part-time or full-time study Intended graduate major Planned date of enrollment Preferred region of study Have reported GRE scores to your institution Preferred method of study 	<ul style="list-style-type: none"> Have an email address

Contact a GRE® Search Service Expert to Conduct a Sample Search



GREsearch.ets.org

The TOEFL® Test Celebrates its 50th Anniversary

With more than 30 million tests administered in 180 countries, the TOEFL® test is celebrating 50 years of successfully encouraging students to follow their dreams.



TOEFL® Program Update



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Latest Test Security Enhancements

- Implementation of security wanding in all TOEFL® test centers around the world
 - GRE® test centers have also implemented security wanding
- Biometric Voice Identification Software applied to all test takers
- Currently working with the Chinese government administrator of the TOEFL test to implement facial recognition capabilities using the new, second-generation National ID card



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Keep Your TOEFL® Information Current

Updates can be submitted to us online: Minimum score requirements, address, contact person, new programs



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New ETS® Data Manager

Introducing the New ETS® Data Manager

- A special online portal just for official GRE® and TOEFL® score users.
- The ETS Data Manager can be used by approved individuals to access GRE or TOEFL score information, test-taker data, special reports and more.
 - Users can view score report data currently being sent to them by ETS.
- This tool allows for fast and convenient viewing capabilities, test-taker lookup information and easy data manipulation, all designed to enhance your current admissions flow and complement the traditional GRE and TOEFL score reporting services.



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ETS® Data Manager Capabilities

- The ETS Data Manager enables score users to:
 - Access GRE® data, TOEFL® data or both via the same user name and password
 - Scores are not combined for candidates on the same report
 - View individual score reports online
 - View and download rosters of test takers, including score data
 - Download score reports or score report data in multiple formats
 - Receive automated server-to-server data feeds
 - View test-taker photos
 - View GRE Analytical Writing essay responses

There are Different User Roles in the Data Manager

- The Lead Administrators at an institution
 - Have access to all data
 - Approve and manage access to the data by secondary users (other individuals at the institution)
 - Institutions may have multiple Lead Administrators (e.g., undergraduate school, graduate school, business school)
- Secondary users have access to data that the lead administrator gives them permission to access
 - Secondary users can be added directly by the Lead Administrator or can complete an online form requesting access to data; the form will be sent to the Lead Administrator for approval

Each Institution is Being Asked to Identify Its Lead Administrator(s)

- In mid-October 2014, the GRE® Program sent an email to graduate deans, business school deans and undergraduate admissions offices (for the TOEFL® program) to request that they identify Lead Administrator(s).
 - More than 500 institutions have responded to date and over 1,000 Lead Administrators have been identified.
- If your institution has not yet identified a Lead Administrator, you may complete an online form at www.ets.org/portal.

Request to Access ETS Score Data Online

* Required Information

i This form is for institutions that are already authorized to receive ETS GRE® and/or TOEFL® test scores to request to access score reports and/or data reports online. Your request will be reviewed by ETS or the Lead Administrator at your institution before you will be given access.

If your institution is not yet authorized to receive scores, find out how to become a GRE score user or a TOEFL score user.

User Information

* First Name:

* Last Name:

* Job Title:

* Email Address:

* Phone Country Code:

* Phone Number:

Extension:

Institution Website URL:

Testing Programs and Services

Provide the appropriate information for the test scores you would like to access.

GRE® Score Data

TOEFL® Score Data

Terms and Conditions (Printer Friendly)

Access and use of the Services (defined below) and Materials (defined below) made available through the Site (defined below) by an Authorized User (defined below) indicates Your (defined below) acceptance of the terms and conditions set forth below. All access and use of the Services and Materials through the Site is contingent upon acceptance of the following terms and conditions. IF YOU DO NOT AGREE TO THE FOLLOWING TERMS AND CONDITIONS YOU MUST EXIT THE SITE NOW AND NOT USE THE SERVICES OR ANY MATERIALS

I confirm that I understand and agree to the terms and conditions above.

Review all information for accuracy before you submit your request.

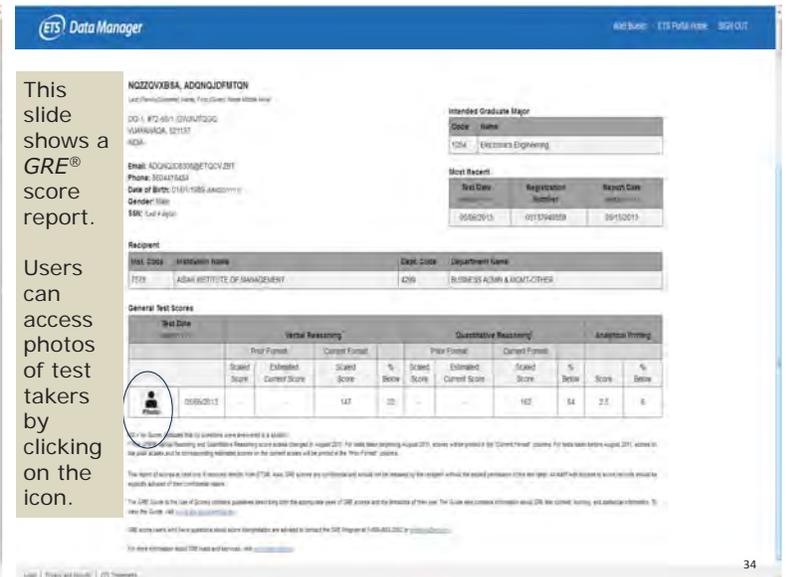
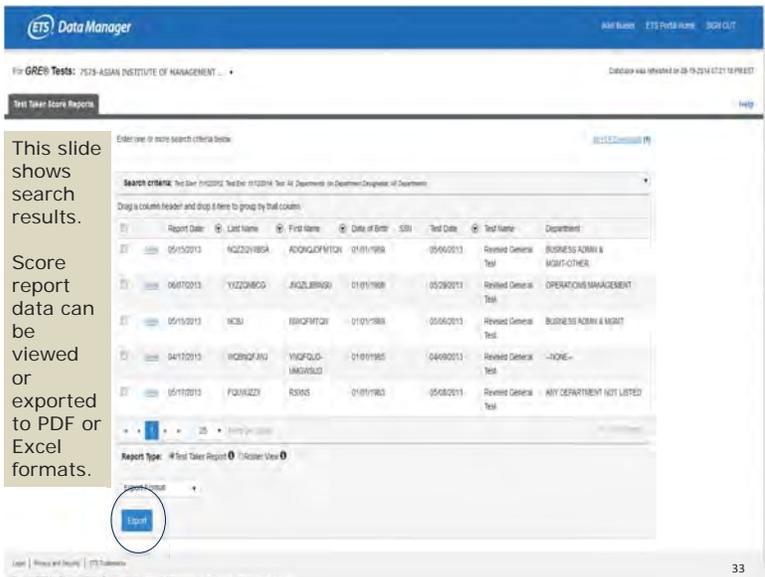
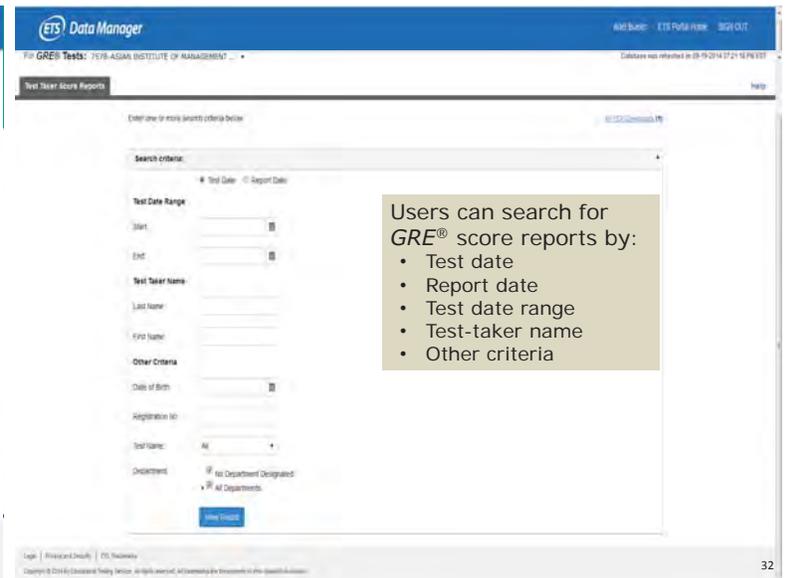
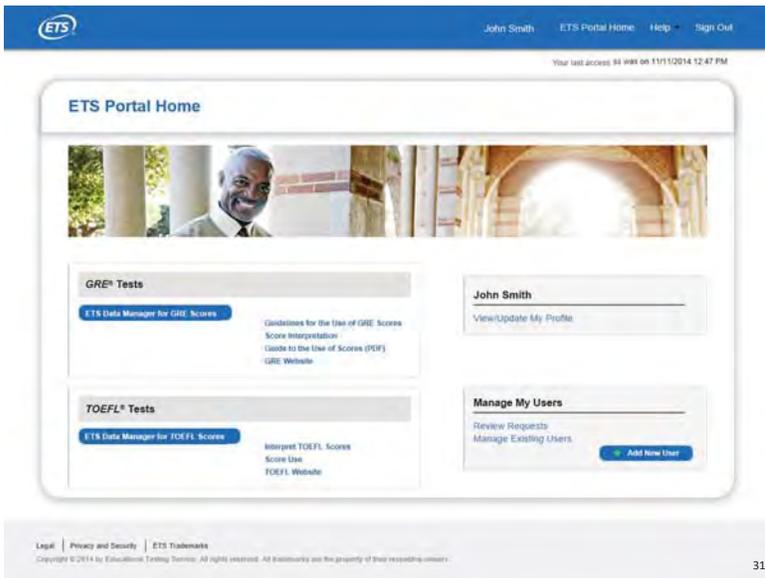
Sign In to the ETS Portal

This portal is intended for authorized institutions, organizations and other approved ETS clients only.

* Username:

* Password:

[Forgot Username?](#) | [Forgot Password?](#)



ETS® Data Manager

ETS Staff are Ready to Help

- The capabilities available in the new ETS® Data Manager have been carefully developed through input of GRE® and TOEFL® score users in order to provide an even more efficient and dynamic way of accessing and utilizing GRE and TOEFL scores in the admissions process.
- For more information, visit www.ets.org/portal

The Client Relations team is available to help with your institution's GRE® - and TOEFL® -related needs:

- Campus visits
- Student fairs
- Student presentations
- Webinars
- Prompt responses to questions and resolution of concerns



• Visit the TOEFL® website at www.ets.org/toefl

• Visit the GRE® website at www.ets.org/gre/institutions

• If you have questions:
– Email: TOEFLnews@ets.org
– Phone: 1-609-683-2008

• If you have questions:
– Email: GREhelpline@ets.org
– Phone: 1-609-683-2662

Promising Practices in Graduate Education



Shelly Conner

Ida Faye Webster

Midwestern Association of Graduate Schools

April 17, 2015

Rackham Graduate School – University of Michigan

- Rackham programs in 18 out of 19 schools/colleges
- 109 Ph.D., 92 Master's, 35 Certificate Programs in Rackham
- Graduate Enrollment at University of Michigan (Fall 2014)

	Master's	Doctoral	Grad-Professional	TOTAL
Rackham	3,100	5,100	0	8,200
Non-Rackham	4,300	0	2,700	7,000
TOTAL	7,400	5,100	2,700	15,200



Rackham Program Review at U-M

- Evolution of Rackham Program Review
 - Fundamental goals
 - The space from which we learn about practices
- Multi faceted approach, grounded in program-specific and comparative data
- Ongoing conversation with program leadership
 - Meetings and Follow up
- Accountability



Rackham's Program Review – Role in needs assessment

Within scope

- Role of the graduate program
- Quality of student experience
- Recruitment advice
- Mentoring
- Providing student feedback
- Comprehensive funding
- Professional development (hard and soft skills)
- Student outcomes

Outside of scope

- Undergraduate program
- Course content
- Faculty composition
 - Demographic composition
 - Intellectual areas
- Faculty development
 - Recruitment, Tenure promotion, Retention
- Funding (department and external)
- Interactions with alumni



Rackham Program Review -- Annual Cycle

- Data preparation (March -June)
- Rackham Shares Data (July)
- First Conversation with department leadership (September)
- Current Student Survey (October)
- Second Conversation with department leadership (November)
- Internal Rackham Conversations (December)
- Conversation with other Dean (January)
- Final Letter (February)



September Discussion (Retrospective)

- Changes since last review
- Selected Indicators (last year)
 - Current recruitment practices
 - Demographic groups
 - Completion rates and gaps
- Exit Survey
 - Student experience
 - Publications
 - Career aspirations
- Distribution of faculty serving on dissertations
- Placement expectations & preparations



November Discussion (Current & Future)

- Selected Indicators (updated)
- Candidacy & Completion
 - Pattern among discontinued students
 - Time to candidacy
 - Time to degree
- Funding patterns
- Program's Future Directions
- Current Student Survey
 - Communication
 - Annual Review
 - Advising / Mentoring / Professional Development
 - Professional aspirations
 - Funding and loans
 - Climate and diversity
 - Belonging & open ended responses

What is a Promising Practice?

- Exemplary practices shared by program leadership during Program Review meetings
 - It takes dialogue to uncover a promising practice
 - They can be an idea that a program may have executed
- As programs have evolved so too has the definition of what is *promising*
- Success does not equate to a promising practice

Why is this approach unique and important?

- Having concrete examples & someone to talk to is critical
- A Library of Good Ideas helps people explore and innovate
- Expanding our network by utilizing the U-M campus
- Multi faceted coding
- Based on an ongoing dialogue

How to Build a Better Graduate Program?

- Core Components to build a successful graduate program
- Specific practices across broad fields

Recruitment

- Current students connect with prospective students. (All Programs)
- External faculty members bring students when visiting campus. (All Programs)
- Holistic admissions approach – building cohorts. (Social Sciences)
- Maintaining waitlists. (Humanities)

Funding

- Conference travel. (Humanities)
- Creating the opportunity for research experience. (Medical)
- First year students funded by the program. (Engineering)
- Providing financial incentives. (Social Sciences)
- Encouraging external fellowships. (Engineering)

Advising and Mentoring

- Multiple supports and advisors. (Humanities)
- Peer mentoring. (Humanities)
- Changing advisors. (Social Sciences)
- Annual review. (All Programs)



Climate and Culture

- Recognizing achievements. (All Programs)
- Encouraging students to build community. (Medical)
- Mental health awareness. (Medical)
- Sensitivity to the needs of students. (Social Sciences)



Professional Development

- Students in leadership roles. (Humanities)
- Preparing for the academic market. (Engineering)
- Skill development for future faculty. (Humanities)
- Expanding networks. (Sciences)



Evaluation

- Surveying for unique perspectives. (Social Sciences)
- Evaluating placement. (Medical)
- Learnings from unexpected places. (Social Sciences)
- Students survey themselves. (Social Sciences)
- Alumni can play a valuable role. (Sciences)



How Do We Share What We've Learned?

- [Quick Tips](#) on Rackham's website
- Use "promising practices" to identify programs. Faculty panel share their practice with other faculty chairs & directors
- Workshops: [Circle of Recruitment](#), Community Building
- Ad hoc requests
- MAGS presentation today!



Contact Information

University of Michigan
Rackham Graduate School
Office of Institutional Research
734-615-3654

Shelly Conner, Director (shellyah@umich.edu)
Ida Faye Webster (idafaye@umich.edu)





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GET STARTED

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Mentoring and the Graduate Student Handbook

No description

by Morgan Swartzlander on 17 April
2015

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Comments (0)

Please [log in](#) to add your comment.

[Report abuse](#)

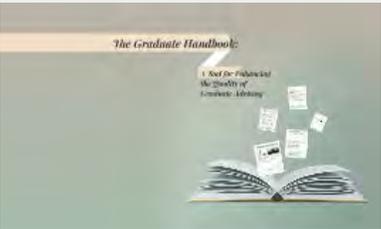
Transcript of Mentoring and the Graduate Student Handbook

Implementation and Initial Results
What We've Created to Help Departments Get There

More presentations by Morgan Swartzlander

The Graduate Handbook: A Tool
for Enhanc...

Mentoring and the Graduate Student Handbook
[See the full transcript](#)



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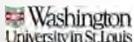
FRANÇAIS

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“Bridging Gaps”
among Student Leaders, Faculty, Administrators,
and
University Offices

*Building Strategic, University-Wide Partnerships
Relevant to 21st-Century Graduate Education*

Kimberly Curtis
 Washington
University in St. Louis

Melissa McDaniels
 MICHIGAN STATE
UNIVERSITY

Session overview

- Interactive format
- Explore two approaches to building strategic, university-wide partnerships in 21st century graduate education
- “My Next Steps”
 - Apply what you’ve learned to your own professional experiences
 - What strategic partnerships can be built and sustained at your institution?

INTRODUCTIONS

KIMBERLY CURTIS
Assistant Dean
Graduate School of Arts & Sciences
Washington University in St. Louis

MELISSA MCDANIELS
Assistant Dean
The Graduate School
Director, Teaching Assistant Programs
Michigan State University

DISCUSSION

- Why are strategic partnerships important to your work in graduate education?
- What are some of the challenges you face in establishing partnerships?

Guiding Questions

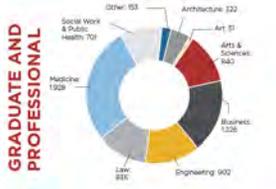
- What opportunity or problem did the strategic partnership address?
- What stakeholders were involved?
- What role did graduate students play in the effort?
- What resources were leveraged?
- What assumptions, if any, needed to be challenged?
- What did we accomplish?
- What issues needed to be considered for sustainability?

Washington University in St. Louis

Graduate And Professional Students

Graduate and Professional

- Medicine: 1,928
- Business: 1,226
- Law: 836
- Arts & Sciences: 840
- Engineering: 902
- Social Work & Public Health: 701
- Architecture: 322
- Art: 31
- Other: 153





GRADUATE STUDENT LEADERSHIP

- Over 150 graduate student groups in 2013-14
 - School-specific
 - University-wide
- Graduate Student Senate
 - Governing body for Graduate School's ~1,800 students



Graduate Student Senate

- Founded 1993
- Advocating for graduate student needs:
 - Communication
 - Professional development and social programming
 - Graduate student concerns

Stephanie Langlois	Co-President
Ashley Macomber	Co-President
Amelia Bender	VP of Programming & Publicity
Nancy Turner	VP of Finance
Ben Weitzke	VP of Communication





Graduate Student Senate

- 2014-15 Initiatives:
 - Diversity and Inclusiveness
 - Student Health Services
 - Sexual Assault Advisory and Awareness



Strategic partnerships strengthened and built in 2014-15....



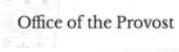
University-wide Graduate Student Group Leaders



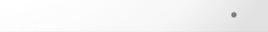








WU Relationship and Sexual Violence Prevention Center



PROBLEMS

- Gaps/silos among graduate students at W.U.
- Gaps between graduate students and the larger University community
- 21st century issues affecting graduate students:
 - Acknowledgment and inclusion of diverse groups
 - Safety
 - Navigating health insurance



OPPORTUNITIES

- Professional development in changing job market: need for transferrable skills
- Leadership development
- Cross-communications and building relationships

Washington University in St. Louis

RESOURCES LEVERAGED

- University-wide Initiatives
- Stakeholders
 - Existing
 - New
 - Staff, student, advisor, administrators
- Funding
- GSS history, achievements, and mission

Washington University in St. Louis

STRATEGIES

- Engagement
- Optimism
- Enthusiasm
- Dialogue
 - Intra-school
 - Inter-school
 - Student-administrator
 - Student-staff

Washington University in St. Louis

ACCOMPLISHMENTS

- Cross-school, student-administrator, student-staff dialogue
- Experiential learning & professional development
 - Leadership
 - Effective communication
 - Advocacy through relationship-building
 - Strategic planning
- Professional development
 - Transferrable skills for changing job market



ASSUMPTIONS CHALLENGED

- Significance of leadership/participation in graduate student groups
- Roles of administrators in graduate education
 - *We have a collective responsibility to build cross-school, cross-university partnerships:*
 - With our students
 - To best support our students

SUSTAINABILITY

- Expand conversations among University-wide partnerships built or strengthened
- Research, discuss, and strategize ways to support students' recommendations
 - GSS Diversity Report (2014)
 - GSS Strategic Plan, 2014-15
- Work and think differently as administrators

Washington University in St. Louis

Michigan State University

Graduate Students and Postdocs at MSU

- Graduate and graduate professional students ~20% of MSU's total student population
- 4340 Master's level; 3305 doctoral level; 3500 grad-professional level
- 1,266 teaching assignments for SP2015
- ~1,800 Ras
- 420 postdocs

Opportunities and/or Problems Addressed

- **Community:** Graduate students and postdocs were seeking a community of colleagues with similar commitments towards developing as teacher-scholars.
 - Variation in local (department) support
 - Importance of interdisciplinary network
 - Not all graduate students & postdocs are teaching
- **Scale:** The Graduate School has limited intellectual and human resources – there are only so many workshops we can run!

Opportunities and/or Problems Addressed

- **Innovation:** The graduate school staff do not have all the answers! Graduate students already doing innovative things in the classroom, with mentorship of faculty and/or on their own.
 - Graduate students receiving mentoring in discipline-based education research (DBER)
- **Leadership Development:** There are a broader set of skills graduate students and postdocs need to be leading teacher-scholars in their current and future departments.



Inside Teaching MSU

- An online and in-person network and resource center led by MSU graduate students and postdocs, dedicated to promoting postsecondary teaching excellence through conversation and sharing innovative best practices.
 - Objectives:
 - Create and foster safe and welcoming community spaces to design, exchange, model and reflect upon teaching practices.
 - Facilitate and interactive process of developing and sharing teaching and learning resources
 - Provide opportunities for graduate students and postdocs to build professional portfolios

Fall 2013 – A Virtual Community

Stay connected through social media!

#TTT (Teaching Tip Tuesday): Every Tuesday, quick tips for improving your teaching.

#Don't Do It: Tips and Tricks from 10 graduate students on the 10th day of each month.

#FF (Follow Friday): Get familiar with campus resources and connect with other graduate students, staff and faculty.

Special: Twitter chats, online events & more!

Follow and engage with us at @insideTeaching on Twitter (twitter.com/insideTeaching) for resources and conversations about pedagogy for graduate students and postdocs.

Like our Facebook page (facebook.com/insideTeachingmsu) for news, teaching resources, and more!

Teaching programs for graduate students and postdocs at MSU

Certification in College Teaching
careersuccess.msu.edu/teaching/ccctp

Preparing Future Faculty for the Assessment of Student Learning
careersuccess.msu.edu/teaching/bff

Teaching Assistant Program
tao.msu.edu

Teaching Fellowship Programs
careersuccess.msu.edu/teaching/fellowships

For more information about how the Graduate School and Postdoctoral Office can support your teaching, please contact:

Dr. Melissa McDaniels
Assistant Dean & TA Program Director
Email: mcDaniels73@msu.edu
Phone: 517-355-7625
careersuccess.msu.edu/teaching

Spring 2014 – Face-to-Face Community

APRIL 7

POSTDOCS

INSIDE TEACHING LOUNGE

GRADUATE STUDENTS

TAs

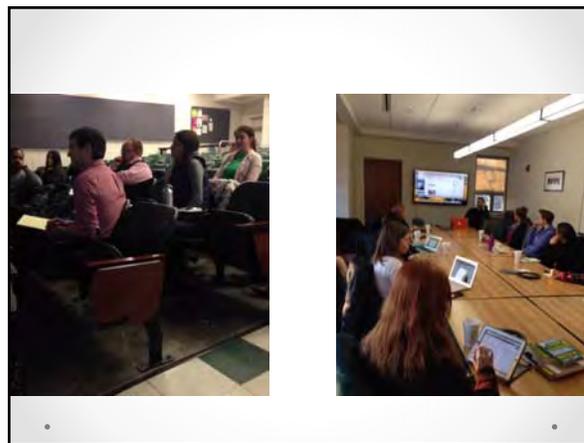
INSIDE TEACHING x GRADUATE EMPLOYEES UNION x THE GRADUATE SCHOOL

EVALUATION EXTRAVAGANZA!

**113 Linton Hall
12:00-1:30 PM**

This 4th Inside Teaching Lounge offers us a chance to think about, share, and discuss with one another how we wrap up our courses. Do you know how you're going to grade your final paper? Wanting to stretch beyond the tests you've given the last couple years? This session can help us all think about how to best evaluate student learning. Snacks will be provided.

Workshop Registration: <http://grad.msu.edu/workshops/workshops.aspx?id=68>



2015 – Inside Teaching Fellows

- The Inside Teaching Collaborative Fellows serve in an advisory capacity to the Assistant Dean of the Graduate School/Director of Teaching Assistant Programs to develop, plan, and execute new programs and initiatives under the auspices of *Inside Teaching*. Each Fellow will have the opportunity to develop the future of Inside Teaching.
- 7 individuals - \$1,000 stipend

Winter 2015- Content Creation

Cultivating Inclusive Classrooms: Being Mindful of Your Identity

Returning to Teaching Inclusively Last week, Dr. Melissa McDaniels introduced inclusivity in the classroom, focusing on course curriculum design. This week we encourage you to extend this focus and...

Cultivating Inclusive Classrooms: Inclusive Curriculum Design

Beginning to Teach Inclusively How do I encourage students to bring diverse perspectives to the subject matter I teach? How can I promote inclusive behavior of students working in...



Teaching Integrity: An Initial Exploration
 Inside Teaching MSU | April 7, 2015 | Inside Teaching | 0 Comments

Promoting Academic Integrity: The MSU Context As a scholar, researcher, and student, you are probably familiar with the concepts and goals of Responsible Conduct of Research (RCR). At MSU,...

[Read More >](#)



Cultivating Inclusive Classrooms: Toward Linguistic Inclusion
 Inside Teaching MSU | March 31, 2015 | Inside Teaching | 0 Comments

In continuing our conversation about inclusive classrooms, let's consider linguistic inclusion. You might think linguistic diversity equates to different languages people speak. However, I urge you move toward a...

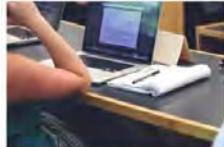
[Read More >](#)



Hashtags for Teaching
 Inside Teaching MSU | March 10, 2015 | Inside Teaching | 20 Comments

Last week we explored Social Media Basics for the College Classroom, briefly mentioning hashtags on Twitter. If you have never used a hashtag (the # symbol followed by a...

[Read More >](#)



Social Media Basics for the College Classroom
 Inside Teaching MSU | March 2, 2015 | Inside Teaching | 2 Comments

Social media networks have proliferated to aid with different user needs and experiences. Unfortunately, navigating them can be daunting and incorporating them into your teaching can be overwhelming. But...

[Read More >](#)

Without the leadership of graduate students this project would not exist!!

- Needs assessment
- Concept development
- Social media programming
- Coordination with communications staff
- Content identification
- "Inside Teaching Lounge" facilitation
- Blog writing
- *Overseen by M. McDaniels*

Strategic Partnerships

- **Individuals:** Individual graduate students and postdocs (and one undergraduate!)
- **Groups:** Discipline-based GSOs, Graduate Employees Union
- **Institution:** CIRTL, Center for Academic & Future Faculty Excellence, Undergraduate Education, Student Success Initiatives
- **Inter-Institutional:** Council of Graduate Schools
- **Distal Community:** "Twitter-verse"

Resources Leveraged

- **Mission:** Teaching is already integral to general professional development mission of GS
- **Approach:** student & department-centered
- **Existing Programs:**
 - Certification in College Teaching Program
 - Teaching Assistant Program
 - CIRTL (NSF)
 - CAFFE (NSF)
 - PFF-ASL (CGS, Sloan, Teagle)
- **Graduate Employees Union**

Resources Leveraged

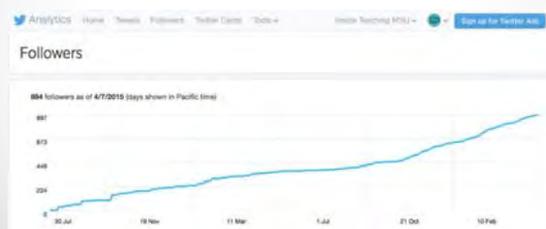
- Already existing graduate student-led departmental groups with teaching focus
 - Mathematics Teaching Group
- Graduate Fellowship \$\$

Assumptions Challenged

- Expertise resides with graduate school administrators and faculty – we need to deliver (and control) all programming and services.
- Graduate school administrators and faculty know more about pedagogy than graduate students and postdocs.
- Initiatives need to have neat and clean “homes” within institutional infrastructure – initiatives need to be “owned”

Accomplishments

- Growing (consistent) social media growth



Accomplishments

- “Followers” are individuals who are interested in innovation in higher education (broadly) and MSU specifically

Gender



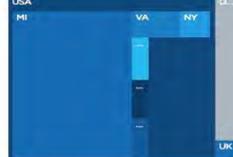
Your followers also follow

40%		insidehighered · Profile
39%		edutopia · Profile
38%		michiganstateu · Profile
32%		educationweek · Profile
29%		ProfHacker · Profile
29%		HuffPostEdu · Profile
27%		MSUGradSchool · Profile
26%		MSUnews · Profile
22%		MSUCollegeofEd · Profile

Accomplishments

Location

Top countries and states



Top cities

34%	Lansing, US
15%	Detroit, US
4%	Washington, D.C., US
3%	New York City, US
2%	Grand Rapids-Kalamazoo-Battle Creek...

Accomplishments

- Inside Teaching Lounges
- 1 per month & consistently filling
- ALL STUDENT RUN
- Topics:
 - *Student Learning Assessment*
 - *Community Building*
 - *Identity in the Classroom*
 - *Active Learning*
 - *Other*

Accomplishments

- Inside Teaching Fellows (2015 Class)
 - Plant Biology
 - Zoology
 - Writing & Rhetoric (2)
 - Sociology
 - Philosophy
 - Linguistics
- Alignment
 - *Social Media, Inside Teaching Lounge, Blog*
- Curated Content Base Growing

Sustainability & Remaining Questions

- Monetary
- Social Media – followers > engagement
- “Where” - On-campus vs. Off-campus? Undergraduates?
- “Who” - Alums? Faculty?

What will you do on YOUR campus?
...

Next Steps

- Problem or Opportunity
- Key Stakeholders
- Resources – Leveraged
- Assumptions – Challenge
- Role of Graduate Students
- Sustainability Considerations

Thank You!
...

Midwestern Association of Graduate Schools

Holistic Application Review: Benefits and Models

April 17, 2015






Dr. Marcus A. Huggans, Senior Director,
External Relations
The National GEM Consortium



Jacque Smith, Director of Graduate Enrollment
Services
Michigan Technological University




GEM - Mission

GEM addresses the critical shortfall in American engineering and scientific talent by increasing the enrollment of under-represented groups at the Master's and Doctoral levels



www.gemfellowship.org




About GEM

GEM is a network of **EMPLOYER** and **UNIVERSITY** partners working together to offer opportunities to talented students to obtain M.S. and Ph.D. degrees through paid summer internships and full tuition **fellowships**. Over **4,000** GEM fellows have graduated since **1976**.





ho·lis·tic
hō'listik/

adjective: **holistic**

characterized by comprehension of the parts of something as intimately interconnected and explicable only by reference to the whole.

<https://www.google.com/#q=holistic>




Who makes admission decisions in your institution?

- A. Graduate School Office
- B. Academic Programs
- C. Other





GRE – It is more than just the overall score!

Section	Score Scale
Verbal Reasoning	130-170 in 1 point increments
Quantitative Reasoning	130-170 in 1 point increments
Analytical Writing	0-6 in 0.5 point increments

Still thinking in terms of the old scoring systems???

www.ets.org/gre/institutions/scores/interpret/



GRE – Percentile Rankings

Scaled Score	Percent of Test Takers Scoring Lower than Selected Scaled Scores		Scaled Score	Percent of Test Takers Scoring Lower than Selected Scaled Scores		Score Levels	Percent of Test Takers Scoring Lower than Selected Score
	Verbal Reasoning	Quantitative Reasoning		Verbal Reasoning	Quantitative Reasoning		
170	99	98	150	45	40	6.0	99
169	99	97	149	41	37	5.5	98
168	98	95	148	36	32	5.0	93
167	97	94	147	33	28	4.5	80
166	96	92	146	29	25	4.0	56
165	95	90	145	25	21	3.5	38
164	93	88	144	22	18	3.0	15
163	92	86	143	18	15	2.5	7
162	89	83	142	16	12	2.0	2
161	87	80	141	13	10	1.5	1
160	84	78	140	10	8	1.0	
159	81	74	139	8	6	5	
158	78	71	138	7	4	0.0	
157	74	68	137	5	3		
156	71	64	136	3	2		
155	67	60	135	3	1		
154	63	56	134	2	1		
153	59	52	133	1	1		
152	54	48	132	1			
151	50	44	131	1			

TOEFL/IELTS - Correlation

TOEFL iBT Score	IELTS Band Score	IELTS Skill Level	IELTS Skill Description
0-31	0-4	Limited user to Non-user	(Level 4) basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
32-34	4.5		
35-45	5	Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
46-59*	5.5		
60-79*	6	Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
79-93*	6.5		
94-101*	7	Modest user	Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
102-109*	7.5		
110-114	8	Very good user	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
115-117	8.5		
118-120	9	Expert user	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

TOEFL/IELTS – Once again subscores!

TOEFL Reading	IELTS Reading	Comments Michigan Tech	TOEFL Writing	IELTS Writing	Comments Michigan Tech
0-2	0-4		0-11	0-4	
3	4.5		12-13	4.5	
4-7	5		14-17	5	
8-12	5.5	Minimum	18-20	5.5	Minimum
13-18	6		21-23	6	
19-23	6.5	Recommended for all	24-26	6.5	Recommended for all
24-26	7		27-28	7	
27-28	7.5		29	7.5	
29	8		30	8	
29	8.5		30	8.5	
30	9		30	9	

Reading

Writing



TOEFL/IELTS – Once again subscores!

TOEFL Listening	IELTS Listening	Comments Michigan Tech	TOEFL Speaking	IELTS Speaking	Comments Michigan Tech
0-2	0-4		0-11	0-4	
3	4.5		12-13	4.5	
4-6	5		14-15	5	Minimum
7-11	5.5	Minimum	16-17	5.5	
12-19	6		18-19	6	
20-23	6.5	Recommended for all Minimum for TAs	20-22	6.5	Recommended for all Minimum for TAs
24-26	7		23	7	
27	7.5		24-25	7.5	
28	8	Recommended for TAs	26-27	8	Recommended for TAs
29	8.5		28-29	8.5	
30	9		30	9	

Listening

Speaking



Measurements are associated with some error

TOEFL error measurement - estimated by the standard error of measurement (SEM).

There is a 68% likelihood that candidate's "true" score lies within 1 SEM of their actual score, and a 95% likelihood that a candidate's "true" score lies within 2 SEM of their actual score.

This is important to remember because from a statistical point of view a "79" (overall score) is equivalent to a "69" or an "89" at the 95% confidence level.

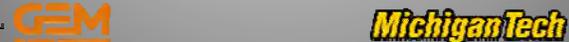
Test Section	1 SEM	2 SEM
Reading	2.78	5.56
Listening	2.40	4.80
Speaking	1.70	3.40
Writing	2.65	5.30
TOTAL SCORE	4.88	9.76



TOEFL/IELTS – When in doubt call!



You will get a great deal of information in a short amount of time



Putting it all Together – A Possible Rubric?

Possible Weights	Item	Weighting Factor (sums to 100%)	Rank					Weighted Value
			Out-standing (5)	Above Ave. (4)	Ave. (3)	Below Ave. (2)	Poor (1)	
	TOEFL Reading	W1						
	TOEFL Listening	W2						
	TOEFL Speaking	W3						
	TOEFL Writing	W4						
20%	GRE Verbal	W5						
	GRE Quant	W6						
	GRE Analytical Writing	W7						
20%	Transcripts	W8						
20%	Letters of Rec	W9						
20%	Statement of Purpose	W10						
20%	Personal Statement	W11						
	Resume/ Vitae	W12						
							Total	



Campus Visits



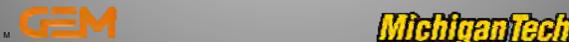
What better way to see if students are a fit for your programs?



CGS launches year-long study 12.6.14

Study of Holistic Graduate Admission Processes

- Survey of over 500 universities
- White paper exploring current state of holistic review process
- Two-day intensive workshop

Thank You!





Interdisciplinary Ph.D. at University of Missouri-Kansas City

JENNIFER FRIEND, ASSISTANT DEAN AND INTERIM DEPUTY PROVOST
DENIS MEDEIROS, DEAN AND VICE PROVOST FOR FACULTY AFFAIRS
ELIZABETH BROWN, M.A. CANDIDATE IN HIGHER EDUCATION ADMINISTRATION
UMKC SCHOOL OF GRADUATE STUDIES



Mission and Philosophy

- The Ph.D. Program in Interdisciplinary Studies at the University of Missouri-Kansas City prepares the students to investigate some of the most complex and pressing problems of the world today through independent research that integrates two or more disciplines' perspectives and methodologies.
- Because of its focus on collaboration, problem-solving, boundary-crossing, academic excellence, and innovation, the mission of this program reinforces UMKC's core values: Discovery and Innovation; Education First; Integrity and Accountability; Diversity; Inclusiveness and Respect; and Energized Collaborative Communities.



History of the Program

After 4 years of proposals and meetings, the Interdisciplinary Ph.D. program was established in 1990.

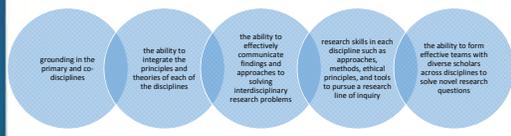
6 of the 8 stand-alone, discipline-specific Ph.D. programs were replaced by ONE Interdisciplinary Ph.D. program.

The initial Interdisciplinary Ph.D. Executive Committee was comprised of primarily Curators' Professors and other doctoral faculty representing the five broad research areas and voted on by the campus doctoral faculty.

The Interdisciplinary Ph.D. now includes 26 different disciplines, with 360 active doctoral students in the program.



Goals of the Program




Participating Disciplines

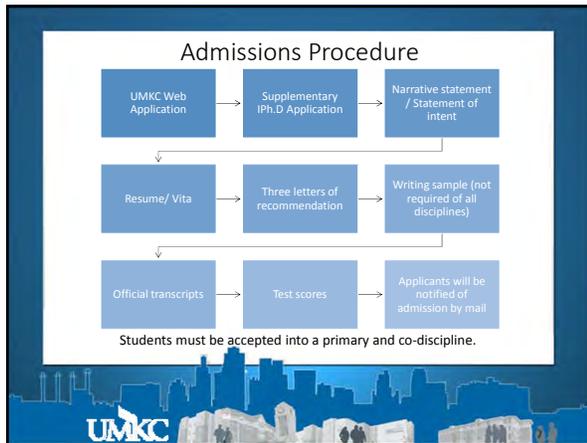
<p>Administrative and Information Sciences</p> <ul style="list-style-type: none"> • Educational Leadership, Policy and Foundations • Entrepreneurship and Innovation • Public Affairs and Administration <p>Humanities and Arts</p> <ul style="list-style-type: none"> • Art History • English • Humanities Consortium • Music Education • Religious Studies <p>Biological and Chemical Sciences</p> <ul style="list-style-type: none"> • Cell Biology and Biophysics • Chemistry • Molecular Biology and Biochemistry • Oral and Craniofacial Sciences • Pharmaceutical Sciences • Pharmacology 	<p>Physical, Mathematical, Engineering and Computer Sciences</p> <ul style="list-style-type: none"> • Computer Science • Electrical and Computer Engineering • Engineering • Geosciences • Mathematics • Physics • Telecommunications and Computer Networking <p>Social and Behavioral Sciences</p> <ul style="list-style-type: none"> • Biomedical and Health Informatics • Curriculum and Instruction • Economics • History • Political Science • Social Science Consortium
---	--



Alumni Achievements

Biological Sciences	<ul style="list-style-type: none"> • Arizona State University- Faculty • Beckloff Associates, Inc.- Vice President, Pharmaceutical Sciences • University of Florida Medical School- Faculty
Computer Networking	<ul style="list-style-type: none"> • Comcast- Principal Engineer • Microsoft- Program Manager
Geological Sciences	<ul style="list-style-type: none"> • Mission Geoscience, Inc.- Vice President and Principal Hydrologist • National Space and Research Agency- Head, Hazards and Environmental Management Division
Pharmacy	<ul style="list-style-type: none"> • Food and Drug Administration- Scientist • Vertex Pharmaceuticals- Clinical Pharmacologist • University of Mississippi- Faculty





Video Presentation

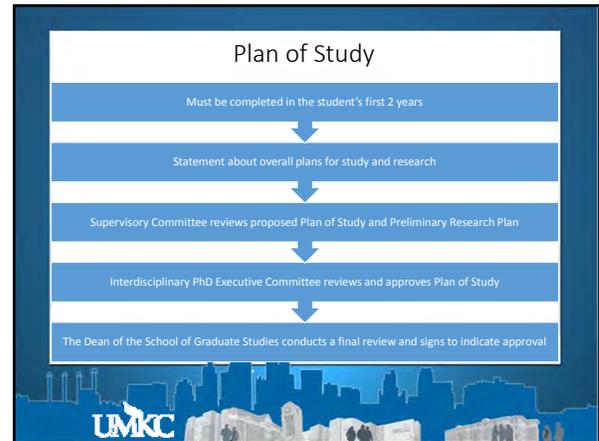
https://www.youtube.com/watch?v=OQ_XYXKNqU4

Supervisory Committee

At least five members composed of one doctoral faculty from each of the primary and co-disciplines with a maximum of three from any one discipline.

Up to two of the remaining members of each committee can hold either graduate or adjunct graduate faculty status, provided that there is a strong justification for their inclusion from the advisor.

Final approval of the composition of each supervisory committee is obtained in writing by the advisor (or committee chair) from the Dean of the Graduate school.



Plan of Study – Preliminary Research Plan

Attach a preliminary statement (typically two to four pages single-spaced) of your proposed dissertation research.

The following elements will support the development of the preliminary research plan:

- Background / problem statement associated with the research topic
- Purpose / rationale / goal(s) for the dissertation research
- Hypothesis / research questions to be addressed
- Methods to be used in conducting your research (qualitative, quantitative, mixed methods design, etc.)
- The interdisciplinary nature of your proposed research (integrating concepts, theories, etc. from more than one discipline)
- Several key literature references or sources formatted according to citation style appropriate to discipline

It is understood that the research topic may evolve and change during the course of your studies. It is also critical that you demonstrate the interdisciplinary nature of your research.

Examples of Primary & Co-Discipline Dissertation Titles

- **Doctor of Philosophy (Electrical and Computer Engineering / Engineering)**
• Dissertation Title: Biometrics for Smartphones using Eyeprints
- **Doctor of Philosophy (Geosciences / Sociology)**
• Dissertation Title: Modernizing the Public Space: Gender Identities, Multiple Modernities, and Space Politics in Tehran
- **Doctor of Philosophy (Educational Leadership, Policy and Foundations / Public Affairs and Administration)**
• Dissertation Title: Maintaining the Segregated City?: Exploring the College Planning Experiences of Kansas City's Urban Students of Color and the Implications on Their Access to Higher Education

Interdisciplinary Ph.D. Program Video Presentation

https://www.youtube.com/watch?v=16OCPQ_SPLY




Socialization and Social Media

- Interdisciplinary Doctoral Student Council (IDSC)
- Community of Scholars - Recognition of students and faculty
- SGS Research Grants and Fellowships
- IDSC and SGS Travel Grants
 - Where in the World is Kasey Kangaroo?
 - Twitter, Facebook <https://www.facebook.com/umkcsgs>
 - SGS YouTube Channel <https://www.youtube.com/channel/UCtCTEFOFX5sRWd6Jy8HDGdQ>




Lessons Learned Over 25 Years

Primary and Co-discipline Collaboration

- Early problems with lack of integration of faculty from primary and co-disciplines, such as separate comprehensive examinations. Consistent collaboration across disciplines continues to be an issue.
- Annual Evaluations (Primary and Co-Discipline Advisor)
- Student Survey (Summer 2014)
 - "More communication in the earlier stages to help with the process."
 - "They needed to work together."
 - "More coordination and communication is needed particularly when it comes to the methodological approach to research and completion. I changed committee chairs after my comps and this helped this issue a great deal. Although my original chair was and is an excellent teacher."
 - "Improve channels of communication."
- Faculty development – Faculty trained from a singular discipline
 - Third Annual Interdisciplinary Conference (IDC) - April 24-25, 2015 at UMKC <http://stuorgs.umkc.edu/umkcinterdisciplinaryconference/>
 - Joint Meetings of Interdisciplinary PhD Executive Committee and the I PhD Coordinators from each discipline at least once per year



Lessons Learned Over 25 Years

Student Demographics & Recruitment of Diverse Students

- What are some ways your discipline is promoting inclusivity in graduate education?

Curriculum & Instruction (N=24 primary discipline):

Gender	Ethnicity	Geographic Origin
67% Female	67% White	92% United States
33% Male	8% Non Res Intl	8% Turkey
	17% Black/African American	
	4% Hispanic/Latino	
	4% Asian	

Co-Disciplines: 50% Ed Ldrshp & Policy Fndt, 22% Mathematics, 12% English, 4% Social Science Consortium, 4% Sociology, 4% Religious Studies, 4% Physics

Physics (N=10 primary discipline):

Gender	Ethnicity	Geographic Origin
100% Male	50% White	50% United States
	50% Non Res Intl	20% China
	0% Black/African American	10% India
	0% Hispanic/Latino	10% Nepal
	0% Asian	10% Sri Lanka

Co-Disciplines: 80% Chemistry, 10% Electrical & Computer Eng, 10% Mathematics



Lessons Learned Over 25 Years

Time to Degree Completion (TTC) according to the 5 research areas

Primary Discipline	Total admits 1997-2003 (6-year period)	Average TTC Cohort	Graduation Rate 1997-2003*	Natl. Grad Rate in Broad Field
Cell Biology and Biophysics	17	4.75	53%	62.9%
Chemistry	38	4.79	63%	54.7%
Economics	33	5	48%	55.9%
English	13	6.13	46%	49.3%
Geosciences	17	5.34	47%	54.7%
History	13	4.08	23%	49.3%
Mathematics	7	9.25	29%	54.7%
Music Education	8	3.71	88%	49.3%
Oral & Craniofacial Sci	19	4.83	68%	62.9%
Pharmaceutical Sciences	54	4.94	63%	62.9%

*Graduation rate calculated based upon the % of Admits within the time period who completed their degree within the 10 year time limit.

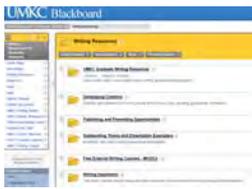
Natl. Grad rate based on CGS 2008 study.



Lessons Learned Over 25 Years

Writing Support for Graduate Students

- Formed a **Graduate Writing Advisory Committee** with diverse representation to plan, implement and assess the campus-wide graduate writing support initiatives.
- Created **Online Resources:** Blackboard organization site, SGS webpage, online writing tutorials (e.g. Avoiding Plagiarism)
- **Designated Writing Spaces:** Crowd Funding to help the UMKC Writing Studio provide two designated writing spaces with technology for graduate students to reserve
- Offer **Workshops and Writing Retreats**




Lessons Learned Over 25 Years

Assessment of Program – Measures of Student Learning Outcomes

- Preliminary Research Plan (Submitted with Plan of Study)
 - Interdisciplinary and Quality of Writing assessed by IPHD Executive Committee members
- Comprehensive Examinations
- Proposal Approval
- Final Dissertation Defense
- Exit Survey
 - Interdisciplinary Thought:
 - Evidence of mastery of interdisciplinary thought in the research proposal

Superior (5)	Good (4)	Acceptable (3)	Unacceptable (2)	Cannot Judge (1)
An original knowledge structure integrating methods, theories, paradigms, concepts, etc. from more than one discipline	Skilled application of an existing knowledge structure integrating methods, theories, paradigms, concepts, etc. from more than one discipline	Adequate application of different disciplines and/or writing without meaningful integration	Inadequate application of different disciplines and/or uni-disciplinary in nature	Outside area of expertise



Questions?

<http://sgs.umkc.edu/interdisciplinary-ph-d-studies-at-umkc/>

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The Role of Graduate Teacher Certification Programs in a Campus and Community Context

Doug Feldmann, Ph.D.
College of Education
Northern Kentucky University

A Little About Me...

- Ph.D., Curriculum Studies, Indiana University - 1999
- M.A., Secondary Education, Rockford University - 1995
- B.A., English and History, Northern Illinois University - 1992

My Current Role...

- Professor, College of Education, Northern Kentucky University
- I teach in our Pre-Certification and Master's Degree programs in Teacher Education
- Director, Master of Arts in Teaching (MAT) Program

Northern Kentucky University

- Suburban Cincinnati
- Approximately 15,000 students
- Majority commute
- Practitioner-based institution
- Main teacher-educating institution in the area

Where is NKU???



- Teacher Education for the past 19 years
- English and Social Studies Teacher (Middle and High School), Chicago area
- Baseball as my "other life" (author, professional scout)

Dizzy Dean



"I dropped out of school in the second grade..."

...but I didn't do too well in the first grade either."

...could Dizzy have benefitted from an online graduate program???

Master of Arts in Teaching at NKU

- Two-year program (five semesters)
- Students earn:
 - Either middle (5-9) or secondary (8-12) Kentucky teacher certification; and
 - A master's degree
- A variation of the NKU "Teacher as Leader" M.A.Ed. (i.e., a regular master's in education), in which students:
 - Complete at least 20 hours of leadership experiences each semester
 - Develop an action research project that envelops their entire program

MAT Enrollment Challenges – and Opportunities

- First-year MAT cohort in the fall of 2005 – 47 students
 - First-year MAT cohort in the fall of 2014 – 15 students
- Issues
- Volatility of the economy
 - Tuition (ex. - \$105/hr. higher than a private college down the road)
 - Availability of another MAT program in Kentucky which is fully-online
- ...So (thinking in 2013)... why not a "hybrid" program?

To Blackboard...

- Approximately half of the courses in the program are now online
 - Certain courses to remain face-to-face (Classroom Management, Field Experience Seminars, etc.)
- Students now on campus only one night a week (previously two)
- Feedback from past two cohorts has been positive
- An upswing in applications for fall 2015 (related?..)

Students in the Field

- Per Kentucky law – minimum 200 field hours before student teaching ("clinical experience")
- MAT students at NKU receive (min.):
 - 40 (First Fall)
 - 80 (First Spring)
 - 80 (Second Fall)
- Students must develop a service learning plan which impacts the community in which they are placed for their field experience.

Blogging and Service Learning...

- Has replaced traditional journaling for reflection
- A six-week (minimum) stretch in which they articulate their successes and hurdles in implementing their service projects
- Cooperating teachers, principals, and Site-Based Council members are invited as guests to the blogs and wikis

How the Blog Functions...

- Students compose at least two full paragraphs per week
- Must respond to at least two other students' blogs
- Other typical blogging topics:
 - Perpetuating Successes/Frustrations with Field Experiences
 - (Not meant for "one-time" successes or frustrations)
 - Other Leadership Experiences (professional development, etc.)

What Blogging Can Do...

... that other techniques can't...

- A true, thorough, and contemplative self-portrait of student growth – over the course, program, and service project
- Finally, a chance at true collaboration; and thus...
- The construction of a true community

What Blogging Can't Do...

- Replicate the synergy of a live discussion
- Answer everyone's question precisely when an answer is needed

A Closing Thought from Diz...



“I ain't what I
used to be –
but what is?”

Change is imminent
in education...

Closing Questions...

- Is hybridization a viable and practical tool for marketing and disseminating a graduate program?
- Should blogging replace certain aspects of live discussions – or even online discussion boards – in making connections to the university and external communities?

A side issue... we would like to make the service project more “longitudinal,” but need to accommodate different field placements...

Midwestern Association of Graduate Schools Annual Meeting
Alyssa M. Lederer Excellence in Teaching Award Presentation
Poll Everywhere Activity Results
April 16, 2015

What is one of your most important lessons learned about teaching?

“students mimic the energy of the instructor”

“be willing to learn”

“Everyone has something to teach us.”

“Maintain space for listening to students' voices.”

“respect the diversity of your classroom”

“we are all students”

“honor students' whole lives”

“don't let bad behavior in the classroom slide. Nip it in the bud”

“listen to students”

“Sometimes the best interactions unfold when I don't prepare (or am *gasp* unprepared).”

“Elicit, Engage, Extend, Evaluate”

“concentrate more on what students will do rather than what you will say”

“learning is a lifelong exercise”

“Embrace multiple perspectives”

“all students will test limits. Some will post twice...”

“Learn from the students. They have so much to teach”

“don't be afraid to let students know something personal about you”

“Learn from my students like Sasha!”

“If you tell them you're trying something new, students will forgive you if it doesn't work out perfectly!”

“give students opportunities to contribute”

“everyone can learn”

“words do not teach. Learning only happens when the learner is engaged in applied action.”

“don't be afraid to throw yourself under the bus to gain student trust”

“be willing to facilitate difficult dialogue”