



An affiliate of the Council of Graduate Schools

78th Annual Meeting
**Midwestern Association
of Graduate Schools**

Student-Centered Graduate Education:
Emerging Pathways for Student Success

April 6–8, 2022
Milwaukee, Wisconsin

mags-net.org

Welcome



An affiliate of the Council of Graduate Schools

Thank you for joining us at the

78th Annual Meeting of the Midwestern Association of Graduate Schools

Plenary Speakers



Suzanne Ortega

President, Council of Graduate Schools

Suzanne Ortega became the sixth President of the Council of Graduate Schools on July 1, 2014. Prior to assuming her current position, she served as the University of North Carolina (UNC) Senior Vice President for Academic Affairs (2011–14). Previous appointments include the Executive Vice President and Provost at the University of New Mexico, Vice Provost and Graduate Dean at the University of Washington, and the University of Missouri. Dr. Ortega's masters and doctoral degrees in sociology were completed at Vanderbilt University.



Anne Krook

Owner of Practical Workplace Advice; Immediate Past Chair,
Board of Directors, Lambda Legal

Anne Krook began her career as an assistant professor at the University of Michigan, Ann Arbor, where she taught for seven years before moving to Seattle. After a stint in restaurant bartending, she joined Amazon.com. During thirteen years at the company, she held various roles in US and international website development, program management, internal audit, and infrastructure. She then worked as VP of Operations at a startup, Mindbloom, and then as VP of Operations at Synapse, a product design engineering company. In addition to her consulting practice helping women thrive in their workplaces, she is the immediate past chair of the Board of Directors of Lambda Legal Defense and Education Fund, whose mission is to achieve full recognition of the civil rights of LGBTQ+ people and everyone living with HIV.

Thank you to our presenters, sponsors and exhibitors.

WEDNESDAY, APRIL 6, 2022

9–11:30 a.m.

New Graduate Administrators Workshop

Simone 4

–David Daleke, Vice Provost for Graduate Education and Health Sciences, Indiana University, Bloomington
–Julie J. Masterson, MAGS Past Chair & Associate Provost and Dean of the Graduate College, Missouri State University

This session provides new deans and graduate school staff members the opportunity to discuss topics of interest focusing on the role of the graduate school and the leadership responsibilities associated with that role. This highly interactive session is followed by a luncheon with the members of the Executive Committee of the Midwestern Association of Graduate Schools (MAGS).

10–11 a.m.

Executive Committee Meeting

Expressionist

10 a.m.–5 p.m.

Exhibitors

Simone Foyer

11:30 a.m.–1 p.m.

New Graduate Administrators & Executive Committee Luncheon

Lyrical

1–1:15 p.m.

Welcome & Overview

Simone 1 & 2

–Ranjit Koodali, MAGS Chair; Associate Provost for Research and Graduate Education, Western Kentucky University

1:15–2:30 p.m.

PLENARY SESSION I

Simone 1 & 2

Introduction: Kerry Wilks, MAGS Chair-Elect; Dean of the Graduate School & Associate Vice President of International Affairs, Northern Illinois University

News from CGS: A Focus on Master's Education

–Suzanne Ortega, President, Council of Graduate Schools

Fall 2020 saw a significant increase in first time enrollment of master's students, many of whom were part time and on-line. This talk will focus on what we know about those students and the types of mentoring and support they will need to make timely progress toward degree completion. The talk will also provide updates on two new CGS projects focused on understanding Master's career pathways.

2:30–2:45 p.m.

Exhibitor Highlights

Simone 1 & 2

Introduction: Jennifer Ziegler, MAGS Secretary-Treasurer

2:45–3:15 p.m.

BREAK

Simone Foyer

CONCURRENT SESSIONS: Student Centered Graduate Schools

Empowering Graduate Students as Educators through a Teaching Learning Community

Lyrical

–*Stefanie T. Baier, Curriculum Development Director, Michigan State University*

–*Hima Rawal, Ph.D. Candidate, Michigan State University*

Creating and cultivating learning communities is of great importance for academic progress as well as discipline- and skill-based meaningful interaction among faculty and students (Shapiro & Levine, 1999). Little is known of cross-disciplinary graduate student learning communities, and even less about cross-disciplinary Graduate Teaching Assistant (GTA) Learning Communities. This past year, when the pandemic required all instructors to adjust to a unique situation, GTAs often became the leaders for effective teaching in the remote setting and used and advanced innovative technological and pedagogical practices to teach undergraduate students to achieve academic success and assisted faculty in their work. To recognize and center on these efforts, the Graduate School at Michigan State University set out to create a GTA Teaching Learning Community (GTA TLC) based on three Cs: 1) learning pedagogy content while building 2) connections and becoming a supportive 3) community of practice. Graduate Teaching Assistants from various disciplines and backgrounds have since convened bi-weekly to present, discuss, and share evidence-based best practices in teaching, learning, and student success. They have provided feedback for the GTA preparation program and teaching professional development, co-led sessions and workshops, and started engaging in scholarship of teaching and learning. In this session, participants will learn about this learning community model, topics covered, and its impact on graduate students' pedagogy skill development and acquisition of cross disciplinary teaching practices for their roles as future faculty and non-academic careers based on attendance and feedback data.

Maslow's Needs Hierarchy: A Tool for Designing a Student-Centered Graduate Education Campus

Simone 3

–*Claudia Petrescu, Vice Provost for Graduate Education & Dean of the Graduate School, Kansas State University*

–*Megan Miller, Student Success Coordinator, Kansas State University*

Traditional student success plans have focused primarily on supporting academic progress and career preparation. In this session, we discuss the value of using Maslow's hierarchy to guide strategic planning for advancing graduate student success. Responses to a graduate student needs survey (April–May 2021) and information received during monthly informal chat sessions involving graduate students and the Graduate School Dean identified priority areas of need in our graduate student population, including, but not limited to, financial support, feeling connected to and valued by the university community, and personal and professional satisfaction. Recognizing the graduate student as a person who has basic human needs, responsibilities outside of the university, and interests separate from their academic and professional goals creates a foundation for academic and professional success. Using Maslow's Hierarchy of Needs, we developed a framework to holistically address the students' needs. During the summer and fall semester we began taking steps to implement our framework. Actions taken are revising our immersion into graduate school practices, reshaping the charge of the Graduate Council to focus on graduate student success, pivoting graduate student travel funds to address timely financial needs, establishing a graduate student accelerator fund, and reframing the relationships with units within the university and the community. This session will discuss the graduate student success framework we developed, and lessons learned from its implementation.

Onboarding & Orientation: Creating an Environment & Expectations for Success & Well-Being

Simone 4

–Mimi Beck, Program Director, Graduate Student Life, University of Notre Dame
–Julaine Zenk, Recruitment Strategies Program Director, University of Notre Dame

Effective onboarding and orientation programs play an important role in integrating graduate students into the university community. Studies have shown that graduate students who participate in orientation programs tend to have more rewarding and profitable experiences throughout their time at their institutions. This session will present multiple strategies for welcoming graduate students to campus, providing timely information on university resources, creating shared expectations, and fostering connections to the graduate community and the institution. Programming highlights will include Virtual Fireside Chats, the Summer Soiree Series, Graduate Student Orientation, and GRAND (Graduate Resilience Alliance at Notre Dame).

4:30–5:30 p.m.

CONCURRENT SESSIONS: Meeting Student (and Faculty/Staff) Needs

Bridging the Gap: Holistic Graduate Student Support at Michigan Tech

Simone 3

–Debra Charlesworth, Assistant Dean for Graduate Studies and Postdoctoral Affairs, Michigan Technological University
–Anna McClatchy, Student Support Coordinator, Michigan Technological University

Graduate students arrive at Michigan Tech with a wider variety of life experiences and expectations than traditional undergraduate students. As a result, they are generally very effective at advocating for themselves and finding solutions to their problems. When these students need support, however, we've found that their issues tend to be more complex, stressful, and have higher stakes. Graduate students need to balance their research objectives with their family or personal life and the constraints of funding and immigration (for international students). They require individualized support to meet them where they are and holistically support their unique needs.

At Michigan Tech, we have adopted a holistic approach to student support where we utilize the academic support available in the Graduate School coupled with student support staff in the Dean of Students office. Student affairs professionals have a unique set of skills; however, their training and experience is traditionally focused on the needs of undergraduate students. By building bridges between our units and working together, we can take advantage of our unique skill sets and expertise to help our students build a network to support their success. In this session, we will discuss our support model; provide examples of support available to our students such as the HuskyFAN food pantry, dissertation support, and parental leave; and discuss relevant case studies.

Ethics Training for Ph.D. Students: Can Research Ethics Keep Pace with Research Itself?

Simone 4

–Allan Loup, Ethics Program Director, University of Notre Dame Graduate School

Responsible and Ethical Conduct of Research (“RECR”) education is recognized as essential in the preparation of graduate students and is required by federal funding agencies. Yet without specific national standards or clear best practices it continues to produce mixed and uncertain results across widespread variations in format and content. And the increasing pace of change in the research enterprise means that our typical methods of ethics training can feel more disconnected every year from the research our graduate students are actually engaged in. To advance RECR training at the University of Notre Dame, the Graduate School, in collaboration with ND Research Compliance, obtained survey and focus group feedback from graduate students and redesigned our RECR program toward an engaged, participatory, student-centered model. Because in their careers they will need to navigate new ethical issues proactively and in real time, we developed a framework and toolkit to train Ph.D. students in practical ethical analysis of emerging research ethics issues. This session will describe our four-stage, eight-hour program, which begins with exposure to and application of current ethical and

regulatory standards in research, includes faculty presentations on emerging areas and types of research that pose ethical issues, and culminates in students' own recommendations for how these can be responsibly pursued. Our design enables us, in addition, to assess the quality of training outcomes across cohorts that vary in size and degree of interdisciplinarity (e.g., trainees from one discipline vs. from one college vs. from all disciplines).

Structuring an Interdisciplinary Ph.D. for the Academy of the Future

Dada 1

–Carrienne Hayslett, MAGS Member-at-Large; Associate Dean, Marquette University Graduate School

–Theresa Tobin, Associate Dean for Academic Affairs and Student Development, Marquette University Graduate School

–Nicholas Curtis, Director of Assessment, Marquette University

For more than a decade, Marquette University has offered an interdisciplinary Ph.D. (INPR) to provide opportunities for “creative customized academic programming and research that crosses the boundaries of traditional disciplines.” The INPR was developed to support project-specific interdisciplinarity, not bound by fixed structural relationships between disciplines, by housing the program in the Graduate School with academic oversight provided by a standing university committee, and student-specific oversight provided by dissertation committees composed of faculty representing the disciplines implicated in students' projects. This arrangement provides necessary structure while permitting equally necessary flexibility. Since the INPR's inception, Marquette has learned important lessons about how to maintain a nimble-yet-rigorous program and support interdisciplinary work at the doctoral level, including the value of a clear shared understanding of the program's aims and expectations among students, their dissertation committees and faculty involved in academic oversight, and well-articulated programmatic outcomes and assessment frameworks—tools interdisciplinary programs often find challenging to develop. The project described in this presentation reflects an iterative process of reviewing and revising the INPR, including its approach to assessment and its structural components, and an effort to more clearly describe what “interdisciplinarity” looks like in doctoral work. This presentation describes the process and product of this project with the intent of stimulating thought and discussion about the ways in which this kind of doctoral program might respond to an increasingly interdisciplinary Academy of the future.

6–7 p.m.

Reception

Simone Foyer

7–9 p.m.

MAGS/ProQuest Distinguished Master's Thesis Award Banquet

Simone 1 & 2

SAVE-THE-DATE

2023 MAGS Annual Meeting – March 29–31, 2023

Doubletree by Hilton | Chicago, IL



7:30–8:30 a.m.

Breakfast Sponsored by ETS

Simone Foyer, Simone 1 & 2

Introduction: *Ranjit Koodali, MAGS Chair; Associate Provost for Research and Graduate Education, Western Kentucky University*

Building Better Education Pathways for Lifelong Success

–*Jack Klett, Associate Director of Academic Partnerships, ETS*

In collaboration with members of the graduate community, ETS is building a new portfolio of cutting-edge tools, assessments and services to support program and student success throughout the graduate student life cycle. Learn about what we've got in our pipeline to connect programs and students in a way not done before.

8:45–10:30 a.m.

PLENARY SESSION II

Simone 1 & 2

Introduction: *Kerry Wilks, MAGS Chair-Elect; Dean of the Graduate School & Associate Vice President of International Affairs, Northern Illinois University*

–*Anne Krook, Owner of Practical Workplace Advice; Immediate Past Chair, Board of Directors, Lambda Legal*

Graduate training of the future will not be like our own training or that of the generation that trained current faculty. As many of us know, graduate training often fails to prepare students for the jobs that they will eventually hold since many will not be entering the academy. As we respond to this area of graduate students' professional development, we must also address the length of our programs in light of the current student debt crisis. This talk will address how our programs can best prepare graduate students for the jobs and roles they will hold and the changes that will be needed to complete this preparation. These changes encompass collecting and publishing more complete data about what our students actually do and adapting coursework to include preparation currently absent as evidenced by those data, and refactoring of the terminal project, whether masters' thesis or dissertation.

10 a.m.–5 p.m.

Exhibitors

Simone Foyer

10:30–11 a.m.

Break

Simone Foyer

11 a.m.–Noon

CONCURRENT SESSIONS: Professional Development & Student Support Services

A Multi-institutional Graduate Student-centered Approach to Teaching Course Design Simone 3

–*Katherine Kearns, Assistant Vice Provost for Student Development, Indiana University Bloomington*

–*Lisa Kelly, CIRTL Program Coordinator, Graduate College, University of Iowa*

–*Preston Cumming, Professional Development Lead, Center for Teaching & Learning, University of Colorado Boulder*

In our session we will share design principles and outcomes of a multi-institutional syllabus design workshop that centers graduate student concerns and needs. "Transforming your Research into Teaching" (TYRIT) is a seven-week course design program for graduate students and postdoctoral scholars. In this low cost, high-impact, adaptable, and scalable professional development workshop series, TYRIT participants design a college-level course based on their research while incorporating principles of syllabus design, unit planning, assessment, course evaluation and inclusive teaching. By limiting participation to grad students and postdocs, we attended to the particular liminal space (neither/nor, both/and) attendees occupy in both their identity development and their academic career development. For example, participants design courses based on their area of developing expertise in research or creative activity, enhancing their skills in speaking about and teaching their specialization. In addition, the program incorporates several kinds of peer communities to support feedback processes, promoting a sense of belonging and amplifying networking possibilities across disciplines and institutions. We will share participant reflections that reveal how the program's design goal of connecting grad students with peers across institutions allowed for more diverse sources of feedback and community and helped to address the challenge of providing feedback when disciplinary expertise is very focused. We will engage session participants in a discussion to consider the value of multi-institutional approaches to support graduate students in development of their disciplinary knowledge, their professional skills development, and their social network.

Finding Balance: Supporting Graduate Students in the “New Normal”

Simone 4

–Diane Helmick, Assistant Director, Graduate Student Services, University of Dayton

The Fall 2021 semester has been like no other in the history of higher education. As students return to campus after months of remote learning, graduate staff and faculty are doing their best to find balance between past practices and opportunities for innovation. We realize that providing student support services and resources has never been an exact science, as our students tend to make up the most diverse and varied body on campus. Knowing (now) that we can bring student services into a wholly virtual environment- should we? This could be an opportunity to reach more students; however, reaching more students does not reflect better outcomes. In this session, I will present information from our new student orientation from Fall 2021 and past years. We will discuss the pros and cons of moving to virtual support, creating a hybrid model, and how we can assess the performance of virtual programming. Questions we will consider include:

- Will students receive the support necessary to be successful in their academic endeavors?
- Will virtual support services erode the relationships and engagement with students?
- Is there a hybrid model we can establish that will meet the needs and wants of students who prefer virtual support and those that prefer face to face interactions?

Empowering Marquette University’s Masters and Doctoral Students for Tomorrow: The Humanities Without Walls Consortium and New Pathways for Graduate Training

Dada 1

–Margaret Nettesheim Hoffmann, Associate Director of Career Diversity at Humanities Without Walls and Marquette University, Marquette University Graduate School

–Theresa Tobin, Associate Dean for Academic Affairs and Student Development, Marquette University Graduate School

–Carrienne Hayslett, MAGS Member-at-Large; Associate Dean, Marquette University Graduate School

Since 2014, the Humanities Without Walls (HWW) consortium based at the Humanities Research Institute at the University of Illinois, Urbana-Champaign, and funded by over \$12 million in grants from The Andrew W. Mellon Foundation, has offered an intensive three-week summer fellowship workshop designed to introduce thirty American and international PhD students in the humanities to the varieties of career paths available with advanced degrees. In 2017, a doctoral candidate in History at Marquette University was selected as a HWW fellow and attended the Chicago fellowship workshop that summer. Inspired by her experiences, she committed to bringing the lessons of the workshop back to Marquette and partnered with the Graduate School to build a series of new program offerings assisting all of Marquette’s graduate students with reimagining the value of their advanced degrees. This panel seeks to explore the unique collaboration between graduate students, faculty, and university leadership as they built Marquette’s Career Diversity Initiative and some of the preliminary outcomes for students based on that work. The project’s offerings include new internship offerings for masters and doctoral students in a variety of practicum experiences designed to provide them crucial career development experiences while working on their degrees. Based on the innovative programming built at Marquette, HWW formally invited Marquette to become the first new university to join the consortium since its formation in 2014.

Noon–1:45 p.m.

**Lunch: Business Meeting, Excellence in Teaching Award
Excellence and Innovation in Graduate Education Award**

Simone Foyer, Simone 1 & 2

Moderator: *Julie Masterson, MAGS Past Chair; Associate Provost and Dean of the Graduate College, Missouri State University*

This special session is designed to “elevate” the theme of diversity in graduate admissions with proposals that were submitted with the theme. Each topic will be presented and there will be time for robust questions.

ASPIRE Illinois: Systems-Thinking in the Recruitment of Historically Underrepresented Graduate Students

–Lissette M. Piedra, Associate Professor, School of Social Work and DEI Faculty Fellow, Graduate College, University of Illinois at Urbana-Champaign

–Lisa Abston, Assistant Dean for Diversity, Equity, and Inclusion, Graduate College, University of Illinois at Urbana-Champaign

Recruitment programs for graduate students from historically underrepresented backgrounds involve numerous stakeholders with different goals and expectations. To be effective, such programs must find a way to harmonize varied objectives and to avoid ambiguous messaging that may undermine recruitment efforts. In this presentation, we introduce the systems-thinking approach adopted by ASPIRE Illinois, a program at the University of Illinois that prepares students from historically underrepresented backgrounds for the challenges posed by the graduate school application process. Systems-thinking considers how various decentralized elements of a given process interact to produce specific outcomes over time. An analysis of these components reveals ways to intervene in pursuit of a given goal, to move the system in a desired direction. As such, systems-thinking holds great promise for the cultivation of student-centered practices in graduate education. It yields more than an increase in target-student populations, it also reveals underlying systemic structures (i.e. policies, procedures, mindsets) that affect students’ success. In this presentation, we show how a series of rigorous preapplication activities led ASPIRE Illinois students to develop an enhanced capacity to submit competitive graduate school applications. We also demonstrate how program-specific connections facilitated by the Graduate College supported their efforts. This multifaceted, synergistic approach recasts each program-specific interaction with a student as an opportunity for mentorship and guidance. Such a shift in mindset directly benefits individual student-recruits but also elevates the general graduate student body. As faculty, program directors, and student-applicants employ this cognitive model, new behavior patterns applicable to all graduate students are created.

Creating Inclusive Recruitment Strategies through Data-Driven Practices

–Julaine Zenk, Recruitment Strategies Program Director, University of Notre Dame

Student-Centered graduate education starts at recruitment. By knowing who your prospective students are before they arrive on campus, administrators are better able to plan for orientation programming, graduate student development programming, and future recruitment efforts. Creating objectives and key results using sound, data-driven practices is integral for graduate enrollment management teams to set realistic goals and create sound plans to achieve them. With natural shifts occurring in recruitment and programming due to the growth of virtual programming and information accessibility, now is an optimal time to reassess how universities reach out to prospective students as well as interact with an ever-diversifying cohort.

In this session, possible pitfalls will be discussed in the data consolidation process and how to overcome them. Furthermore, we will discuss how to start consolidation based on the programs, student groups, and other factors that you may be pinpointing in your recruitment efforts. Once these decisions have been made, we will then discuss determining how the data needs to be processed, cleaned, and organized. Finally, once this is all done, what statistical strategies are best adept to help you create and set realistic and easy to interpret goals.

Engaging the Graduate Community to Promote Inclusive Practices in Admissions

–Julie Masterson, MAGS Past Chair & Associate Provost and Dean of the Graduate College, Missouri State University

–Algerian Hart, Associate Dean of the Graduate College, Missouri State University

–Carrisa Hoelsher, Director of Graduate Studies, Communication, Missouri State University

In August, 2020, a committee was formed to explore, support, and promote inclusive practices in graduate admissions at Missouri State University. Data from the past decade on applicants, admits, and matriculants divided into race/ethnicity categories were shared with committee members. As a result, the committee formed workgroups focused on (a) marketing/recruitment strategies to increase applicants from underrepresented groups; (b) measures used in admissions decisions, with pros/cons and relevant literature for each (e.g., variables, such as grit and tenacity, that are associated with holistic admissions, but were rarely, if ever, part of any MSU program's admissions system); and (c) processes used to make admission decisions, such as the use of committees/panels vs. a single individual, rubrics, whether funding was a critical determinant, etc. Committee suggestions in these three areas will be shared during the presentation, and the process used to disseminate committee recommendations and monitor use will be discussed.

3:30–4 p.m.

Break

Simone Foyer

4–5 p.m.

CONCURRENT SESSIONS: Creating New Programs to Meet Student Demand

Marquette University's Program Incubator: Incentivizing the Development of Graduate Programs that Meet Student, Market and Institutional Needs?

Lyrical

–Carrienne Hayslett, MAGS Member-at-Large; Associate Dean, Marquette University Graduate School

In turning a strategic eye to pursuing programs that meet student, market and institutional needs, Marquette University implemented a Program Incubator designed to encourage, support and incentivize rapid revitalization and creation of graduate and online programs. Through the Program Incubator, faculty receive proposal-development assistance, including coordination between internal and external offices and stakeholders, consultation on innovative program design and guidance developing proposal components, such as market and financial analyses. Programs accepted into the Incubator can also receive access to a loan from the Provost's Office to finance start-up costs until tuition revenue covers expenses. These programs may also participate in revenue sharing (receiving a portion of program operating surplus), following the repayment of the loan from the Provost's Office, to fund college/departmental initiatives. Almost two dozen programs have been developed or modified under the umbrella of the Incubator since its inception in 2017. In addition to spurring program development, the Incubator has:

- Facilitated the development of additional tools and lenses for market and financial analyses.
- Informed updated marketing efforts.
- Promoted interdisciplinary conversations and partnerships.
- Increased focus on fiscal stewardship.
- Improved program development and approval processes.

This purpose of this presentation is to articulate the impetus, implementation, benefits and challenges of Marquette's Program Incubator and to promote discussion about the ways other institutions are addressing program development needs, as well as the ways the Program Incubator model might inform their efforts.

Developing Leaders Who are Socially Engaged Researchers

–John Lubker, Associate Dean, The Graduate School, University of Notre Dame

Simone 3

At the University of Notre Dame, we believe our graduate students will be a force for good in the world. It is not if they will be leaders in their fields but when. We also believe that as researchers our graduate students have a moral and ethical responsibility for the research that is produced. Being an effective leader requires knowing what matters to you, what matters to those you lead, and what matters in the community where your leadership happens. Being a moral and ethical researcher means doing more than producing original research, it means being stewards of our work within the communities we serve. The Graduate School's Leadership Advancing Socially Engaged Research (LASER) is a year-long credit-bearing, interdisciplinary, and experiential program that prepares PhD students for leadership in multiple contexts. LASER uses theory to practice, experiential learning, and community-based projects to frame leadership learning within the context of socially engaged research. These community-based projects are identified, designed, and implemented by each individual participant. In 2021, LASER was awarded the Outstanding Program of the Year by the Association for Leadership Educators. This session will discuss the need for leadership training in the broader context of graduate training, the specifics of the program, and the impact on the development of the participants.

Choosing Your Own Pathway: A Customizable Graduate Degree

–Shannon Cuff, Associate Provost of Adult, Online, and Graduate Education, Drury University

Dada 1

This session will provide an explanation and overview of Drury University's innovative Master in Integrative Leadership degree program. The degree allows students to customize their master's degree with relevant programs that most closely align with their career goals and interests. For this degree, students complete two separate 12-credit hour certificates, connected by two courses that help them bring it all together. Participants will learn about the certificates offered in the program and will be invited to share ideas about areas of interest observed at their own institutions that might also serve well as certificates in the degree program. The presenter will share feedback from the student perspective about how this program fits their needs and provides additional knowledge and content to help them further their careers.

This session fits into the conference theme because students who enroll in this degree program have the opportunity to choose the two, four-course certificates that lead to program completion. Graduate students are more likely to emerge as successful students when they are able to choose areas of interest that meet their needs as well as the needs of their employers. Additionally, the projects that students complete in the connector courses are of their own design. Using the information learned in the certificate, the graduate student conceptualizes an idea that can be immediately applied to a problem or interest of their employer.

5:30–6:30 p.m.

Networking & 3MT® Finalist Reception

Simone Foyer

7:30–8:30 a.m.

Breakfast sponsored by LIAISON

Simone Foyer, Simone 1 & 2

Introduction: *Carrienne Hayslett, MAGS Member-at-Large; Associate Dean, Marquette University Graduate School*

Using Predictive and Prescriptive Analytics to Shape the Incoming Class

–Karen Jacobs, VP, Account Management, Liaison International

Artificial intelligence and machine learning are being used by more universities to enroll ‘best-fit’ candidates and shape each class to meet institutional objectives. Liaison’s vice president of account management, Karen Jacobs, will share how advanced analytics can help to increase enrollment, maximize available resources, and engage diverse candidates.

8–11 a.m.

Exhibitors

Simone Foyer

8:45–9:45 a.m.

CONCURRENT SESSIONS: DEI Work in Graduate Schools

A Dialogue in Disruption:

Confronting Academic Gatekeeping and Envisioning Change in Graduate Education

Lyrical

–Theresa Christenson-Caballero, Director of Graduate Student Professional and Career Development, Pipeline to an Inclusive Faculty Program Coordinator, University of Illinois-Chicago Graduate College

What does student-centered graduate education look like for BIPOC (Black Indigenous and People of Color) and first-generation students—students that educational institutions often fail to account for and serve? While positive strides have been made in graduate education (such as eliminating the GRE, supporting holistic admissions processes, and recruiting / retaining BIPOC scholars), we must do concrete work—and daily work—to confront the academic gatekeeping that excludes and marginalizes BIPOC and first-generation graduate students. Policy changes are necessary for confronting oppressive educational structures, but so, too, are smaller interventions that address day-to-day oppressive practices and longstanding assumptions about “good writing” and “good students.” Entrenched notions of “academic professionalization” and “academic writing” are gatekeeping codewords: they reflect norms of cis-gender heteropatriarchal white supremacy that are woven into institutions and into our beliefs about graduate student success. As graduate educators, we must identify the detrimental practices we participate in in order to disrupt and transform them. This session will be an interactive dialogue for graduate administrators and faculty, who will be invited to reflect on their university and/or departmental practices and offer examples to develop a set of collective guiding actions, both large and small, that are BIPOC and first-generation centered. A candid discussion will focus on the following questions: What concrete changes have you made at your institutions? Have these changes been based on students’ demands, administrators’ initiatives, or faculty calls for change? What has worked? What hasn’t? What is something you envision changing, and what do you need to disrupt to do this?

Assess to Progress

Simone 3

–Kimberly Hunter, Assistant Director for Graduate College Data Analytics, University of Illinois at Chicago

The year of 2020 was full of challenges for everyone, but students of color endured two pandemics at once. COVID-19 and police brutality plagued BIPOC communities across the country. Virtually every University responded with calls for justice, peace, and policy reform. Our students shared the need for a more transparent assessment process and targeted support for students experiencing challenges. In response, the Graduate College at UIC made the commitment to review the assessment policies and develop ways to create a more responsive system of evaluation. We will share what we’ve learned from building the Electronic Assessment Tool (EAT) and the impact it has had on both students and faculty. The EAT was designed to create a platform to connect advisor expectations with the student experience. It provides access to full student profiles so that each scholar can be evaluated holistically and receive feedback that is relevant and timely. We harnessed the business intelligence technology of Tableau to create a comprehensive dashboard that allows for objective measurement of student progress and a meaningful visualization of the path to success. In this session, we will explore ways to create tools to inform student progress and ensure access to quality support services for all students.

The Development of an Anti-Racist Curriculum in a Graduate Online Leadership Program

Simone 4

–Leah Georges, Program Director, Ed.D. in Interdisciplinary Leadership, Creighton University

The Ed.D. Program in Interdisciplinary Leadership at Creighton University is fully online and serves scholar practitioner students from diverse professional backgrounds to address complex problems in their places of work and beyond. In response to the 2020 murder of George Floyd and the nationwide conversation about racism that followed, the Ed.D. Program engaged in a series of ongoing conversations that resulted in program-level changes to actively promote anti-racism in our coursework and to encourage our students to do the same in their communities. This session will share the process by which Ed.D. Program students, faculty, and staff co-created a revised formal and informal curriculum in a fully online space to promote anti-racist leadership. These efforts included, for example, a series of dialogues around the curriculum’s implicit and explicit level of intentional diversity, focus groups with BIPOC and white students, a session about microaggressions developed and facilitated by current Ed.D. students, and ultimately a holistic revision to the curriculum to include a wider diversity of authors, resources, and extra-curricular opportunities. This student-centered approach towards promoting anti-racism in the online space was driven by the andragogical principles of honoring adult learners’ unique and independent self-concepts to direct their own learning as well as their deep reservoir of life experiences (Knowles, 1980). This session will also provide a reflection about the challenges and opportunities of working with students to co-create a graduate program’s mission and purpose.

9:45–10:15 a.m.

Break

Simone Foyer

10:15–11:30 a.m.

3MT[®] Semi Finals 1

Lyrical

3MT[®] Semi Finals 2

Simone 3

3MT[®] Semi Finals 3

Simone 4

3MT[®] Semi Finals 4

Dada 1

3MT[®] Semi Finals 5

Dada 2

3MT[®] Semi Finals 6

Method

11:45 a.m.–12:30 p.m.

3MT[®] Final Round

Simone 1 & 2

12:30 p.m.

Adjourn

12:45–2 p.m.

MAGS Board Meeting (Executive Committee and committee chairs)

Expressionist



Midwestern Association of Graduate Schools

An affiliate of the Council of Graduate Schools

MAGS Committees 2021–2022

Executive Committee

Julie Masterson, Missouri State University, *Past-Chair*
Ranjit Koodali, Western Kentucky University, *Chair*
Kerry Wilks, Northern Illinois University, *Chair-Elect*
Carriane Hayslett, Marquette University, *Member-at-Large*
Jennifer Ziegler, Gray Associates, Inc., *Secretary/Treasurer*
Karen McGarvey, *Conference Coordinator*,
University of Wisconsin-La Crosse, *Ex Officio*
Milandrie Wakim, *Conference Coordinator*,
University of Wisconsin-La Crosse, *Ex Officio*

Budget and Finance Committee

Raquel Arouca, University of Missouri-Columbia, *Chair* (2023)
Brad Swanson, Central Michigan University (2024)
Sheryl Tucker, Oklahoma State University (2022)
Jennifer Ziegler, Gray Associates, Inc., *Secretary/Treasurer*

Communications Committee

Nyree McDonald, University of Notre Dame, *Chair* (2024)
Theresa Christenson-Caballero, University of Illinois (2024)
John Lowery, University of Notre Dame (2024)
Kerry Wilks, Northern Illinois University,
Executive Committee Liaison

Distinguished Master's Thesis Committee

Pieter deHart, University of Wisconsin-Green Bay, *Chair* (2023)
Felicia C. Echols, Saint Louis University (2024)
Matt Page, Ohio State University, (2024)
Malia Roberts, Western Michigan University, (2024)
Steven Varga, University of Iowa (2023)
Ranjit Koodali, Western Kentucky University,
Executive Committee Liaison

Excellence and Innovation in Graduate Education Award Committee

Devi Prasad V. Potluri, Chicago State University, *Chair*, (2024)
Susan Pocotte, University of Toledo (2024)
Julie Rojewski, Michigan State University (2024)
Meredith Thomsen, University of Wisconsin-La Crosse (2024)
Julie Masterson, Missouri State University,
Executive Committee Liaison

Excellence in Teaching Award Committee

Iilir Miteza, University of Michigan-Dearborn, *Chair* (2024)
Coleen Pugh, Wichita State University (2024)
Jenna Alsteen, University of Wisconsin-Madison (2023)
Lissa Behm-Morawitz, University of Missouri (2023)
Megan Miller, Kansas State University (2023)
Noelle Selkow, Illinois State University (2023)
Jennifer Waldron, University of Northern Iowa (2023)
Ranjit Koodali, Western Kentucky University,
Executive Committee Liaison

Membership Committee

Taunya Plater, Creighton University, *Chair* (2024)
Elizabeth Gockel-Blessing, Saint Louis University (2024)
Trista Wdziekonski, University of Michigan-Dearborn (2024)
Jennifer Ziegler, Gray Associates, Inc.,
Executive Committee Liaison

Nominating Committee

Julie Masterson, Missouri State University,
Executive Committee Liaison

Three-Minute Thesis Committee

Nicole Lounsbey, South Dakota State University, *Chair* (2024)
Elizabeth Gockel-Blessing, Saint Louis University (2024)
Diane C. Helmick, University of Dayton, (2024)
Kristen Kponyoh, South Dakota State University (2024)
Algerian Hart, Missouri State University (2022)
Sal Sanders, Youngstown State University, (2022)
Kerry Wilks, Northern Illinois University,
Executive Committee Liaison

Thank you to our

CORPORATE SPONSORS



Liaison helps higher education institutions better identify, recruit, and enroll best-fit students. Schools rely on our admissions management and marketing automation solutions to reach prospective students, streamline administrative tasks, and create exceptional experiences for applicants. With 25 years of experience, we work with 5,000 programs on 800 campuses and process over one million applications annually.



Part of **Clarivate**

ProQuest connects people with vetted, reliable information. Key to serious research, the company's products are a gateway to the world's knowledge including dissertations, governmental and cultural archives, news, historical collections, and ebooks. ProQuest technologies serve users across the critical points in research, helping them discover, access, share, create, and manage information.



At ETS, we advance quality and equity in education for people worldwide by creating assessments based on rigorous research. ETS serves individuals, educational institutions and government agencies by providing customized solutions for teacher certification, English language learning, and elementary, secondary and postsecondary education, and by conducting education research, analysis and policy studies. Founded as a nonprofit in 1947, ETS develops, administers and scores more than 50 million tests annually — including the TOEFL® and TOEIC® tests, the GRE® tests and The Praxis Series® assessments — in more than 180 countries, at over 9,000 locations worldwide. To find out more about ETS and the GRE program: www.ets.org/gre.

INSTITUTIONAL SPONSORS

Break Sponsor



GRADUATE SCHOOL
Illinois State University

Gold Sponsors



INDIANA UNIVERSITY

THE UNIVERSITY GRADUATE SCHOOL

Silver Sponsor



Bronze Sponsor



Graduate School
University of Missouri

EXHIBITORS



Conference services provided by



MAGS Midwestern Association of Graduate Schools

WELCOME AND THANK YOU

to the 2022 MAGS Annual Meeting Sponsors & Exhibitors!

Corporate Sponsors

LIAISON



Institutional Sponsors

Break Sponsor



GRADUATE SCHOOL
Illinois State University

Gold Sponsors



INDIANA UNIVERSITY
THE UNIVERSITY GRADUATE SCHOOL

Silver Sponsor



Bronze Sponsor



Exhibitors



MAGS GOES GREEN.

MAGS Annual Meeting information and documents can be easily accessed through the Cvent app. Scan the code to download the app to your device.

After downloading the Cvent app, you can locate the MAGS Annual meeting with the event ID.

Event ID: MAGS 2022MAGS

Your safety & well-being is important to us. Thank you for following all of our protocols.



MAGS

78th Annual Meeting

**Midwestern Association
of Graduate Schools**

An Affiliate of the Council of Graduate Schools

2022

**Excellence and
Innovation in
Graduate
Education Award**

Thursday, April 7, 2022

Milwaukee, Wisconsin

**CONGRATULATIONS TO THE WINNER:
Marquette University**

mags-net.org



Excellence and Innovation in Graduate Education

Winner

Marquette University

Submitted by

Maggie Nettesheim Hoffmann

Title

Marquette University's Graduate Futures Initiative: The Next Generation of Career Diversity



Margaret (Maggie) Nettesheim Hoffmann

Associate Director of
Career Diversity for the
Humanities Without
Walls Consortium

Margaret (Maggie) Nettesheim Hoffmann is the Associate Director of Career Diversity for the Humanities Without Walls consortium headquartered at the Humanities Research Institute at the University of Illinois, Urbana-Champaign and is based at Marquette University. As a part of her work for the consortium, she is responsible for guiding HWW's career diversity programming dedicated to transforming doctoral and graduate education for consortium partner schools and beyond. She is a co-PI on a \$1.3M grant from the Andrew W. Mellon Foundation & HWW to Marquette University in support of HWW's career diversity work and is completing a Ph.D. in American History in the history of American philanthropy, capitalism, and progressive era political discourses critical of private wealth giving to public institutions.

Margaret has presented her research at national and international conferences including the American Historical Association, American Catholic Historical Association, the Economic History Society, the Society for Phenomenology and Existential Philosophy, and the Social Science History Association where she received the SSHA's Tilly Award in 2017. She is the co-author of *For the Benefit of All: A Fifty-Year History of the Faye McBeath Foundation* which tracks the historical legacy of a Milwaukee based philanthropic foundation and their impact on the development of a professional non-profit sector in the city in the late-twentieth century. You can follow her work at margaretnettesheim.com or on Twitter @VileHistorian.





Excellence and Innovation in Graduate Education

Honorable
Mention

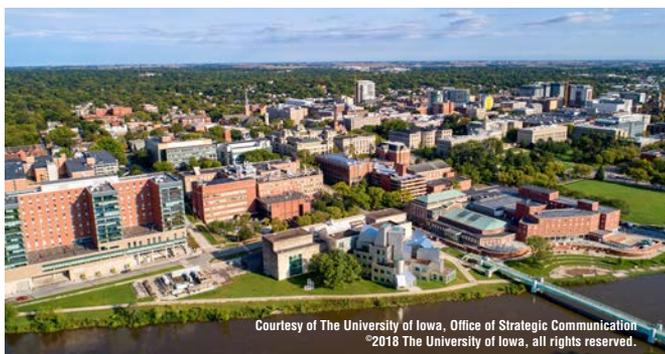
University of Iowa

Submitted by

Heidi Arbisi-Kelm

Title

An Unexpected Outcome: The Promise of the Remote Thesis Defense



Courtesy of The University of Iowa, Office of Strategic Communication
©2018 The University of Iowa, all rights reserved.

If you're interested in submitting an entry for your institution in 2023,

Please Review the Following Guidelines:

- Applicants **must be** a MAGS member at a program or graduate school or level.

Application materials must include: An application letter from the Graduate Dean or comparable official at the institution. The letter should describe the pertinent graduate education innovation (e.g., problem addressed, the rationale, and project details).

A document (1000 – 2000 words) that describes the pertinent graduate education innovation and explains why it is significant. The document should also provide a description of the intended measures of success and provide data relevant to those metrics.

Submit application materials to the Chair of the MAGS Award for Excellence and Innovation Committee using the Google form on our website mags-net.org/excellence-and-innovation-in-graduate-education-award. **Please check online for current deadline for submission.**

Selection will be based upon the following criteria:

- A well-articulated problem and impact statement
 - All steps involved and implemented in developing the strategies employed in the project are clearly stated
 - Assessment methodologies and metrics used or proposed to evaluate program success and student outcomes
 - A plan for sustaining Institutional support for the project initiatives is in place
 - Institutional changes that resulted and/or are expected to result from the project are clearly stated
- Submissions will be reviewed by members of the MAGS Award for Excellence and Innovation in Graduate Education Committee. The 2022-23 MAGS awards consist of a Winner, first runner up, and a second runner up. Awards will be recognized publicly at the MAGS 2023 Annual Meeting.

Questions: If you have questions about the eligibility requirements or award guidelines should be directed to Dr. Devi Prasad Potluri, Chair of the MAGS Award for Excellence and Innovation in Graduate Education (vpotluri@csu.edu).

MAGS Award for Excellence and Innovation in Graduate Education

The MAGS Award for Excellence and Innovation in Graduate Education recognizes a **MAGS MEMBER SCHOOL** for outstanding contributions to graduate education.

Purpose of the Award

The purpose of the award is to encourage, recognize, and reward excellence and innovation in graduate education at either the graduate school or program level. Applications may relate to any facet of graduate education, including outreach, recruitment through selection and admission, retention, instruction, and degree attainment. In sum, we welcome all aspects of the graduate life cycle, e.g.:

- Recruiting, retaining, and ensuring the success of underrepresented minorities, underserved populations, or international students
- Development of programs, policies, and processes in response to extenuating situations such as the COVID-19 pandemic
- Programs, policies, and processes that support using technology to promote instructional best practices and/or increase educational access
- Initiatives or programs that promote graduate student mental and physical health and wellness
- Innovative and creative pathways to student success
- Creation of professional development opportunities to broaden the skill sets of graduate students
- Programmatic efforts to improve student retention and completion
- Innovative technology to communicate with and attract prospective applicants in new and effective ways
- Other significant efforts to promote excellence and innovation in graduate education

MAGS member institutions may submit only one application. Any internal institutional selection processes are the responsibility of the Dean of the Graduate School or comparable official.

Eligibility Requirements

This award recognizes specific excellence and innovation in graduate education, from admissions through degree completion. **Any current MAGS member institution or graduate program within a MAGS member institution is eligible for the award.**

Thank You to the **Excellence and Innovation in Graduate Education Award Committee**

Devi Prasad V. Potluri, Chicago State University, *Chair*, (2024)

Susan Pocotte, University of Toledo (2024)

Julie Rojewski, Michigan State University (2024)

Meredith Thomsen, University of Wisconsin-La Crosse (2024)

Julie Masterson, Missouri State University,

Executive Committee Liaison



An affiliate of the Council of Graduate Schools

78th Annual Meeting
**Midwestern Association
of Graduate Schools**

**Student-Centered
Graduate Education:**
Emerging Pathways for Student Success

**Excellence
in Teaching
Award**

Thursday, April 7, 2022
Milwaukee, Wisconsin

mags-net.org



MAGS Excellence in Teaching Awards

The Midwestern Association of Graduate Schools (MAGS) Excellence in Teaching award was created to raise the attention given to excellence in teaching and mentoring as a component of graduate education and the preparation of graduate students for future service as college and university faculty. The award recognizes graduate students who exemplify excellence in the teaching/learning mission of our universities.

Thank You to the Excellence in Teaching Award Committee

Ikir Miteza, University of Michigan-Dearborn, *Chair* (2024)

Coleen Pugh, Wichita State University (2024)

Jenna Alsteen, University of Wisconsin-Madison (2023)

Lissa Behm-Morawitz, University of Missouri (2023)

Megan Miller, Kansas State University (2023)

Noelle Selkow, Illinois State University (2023)

Jennifer Waldron, University of Northern Iowa (2023)

Ranjit Koodali, Western Kentucky University,

Executive Committee Liaison





MAGS

MASTERS WINNER:

Lynnli Wang, Indiana University



Lynnli Wang is a M. M. student in organ performance and the inaugural Carillon Associate Instructor at Indiana University, Jacobs School of Music. As IU's inaugural Carillon Associate Instructor, Lynnli has created a new carillon academic program, which includes an active student Carillon Studio that performs regularly for campus.

In the last two years, IU renovated and dedicated two new carillons, the Metz Bicentennial Grand Carillon and the Music Addition Carillon - together, the two instruments contain over 150 bells played by students daily. Lynnli teaches students one-on-one and hosts a weekly concert series that features guest artists, the Carillon Studio, and herself playing everything from pop songs and jazz to folk tunes and original carillon compositions. To extend the reach of the bells, Lynnli collaborates with students and faculty across the university, such as guest lecturing, leading tours, mentoring student composers and premiering their works, commissioning new pieces, authoring children's books, and more.

Lynnli is immensely proud of how her students quickly master carillon technique and musicianship, and then take the extra step to use the carillon's miles-wide sonic reach to uplift others and promote change. Her students have performed concerts dedicated to BIPOC composers, underrepresented populations, and most recently, solidarity for Ukraine.

Honorable Mention:

Andrea Fernanda

Ramirez Tello

Kansas State University





MAGS
DOCTORAL WINNER:

Feyza Akova, University of Notre Dame

Feyza Akova is a Ph.D. candidate in the Department of Sociology at the University of Notre Dame. Feyza was the instructor of record for an undergraduate-level class called “Foundations of Sociological Theory” and also served as a teaching assistant for two other sociology courses.

Feyza understands that learning about theoretical concepts can be difficult for students, so she structured her class in a way that shed light on the relevance of sociological ways of thinking while imparting key critical thinking skills.

By using creative course materials and assignments and adopting a discussion-based class structure, Feyza created an environment where students could become more confident in their ability to comprehend complex topics while broadening their perspectives.

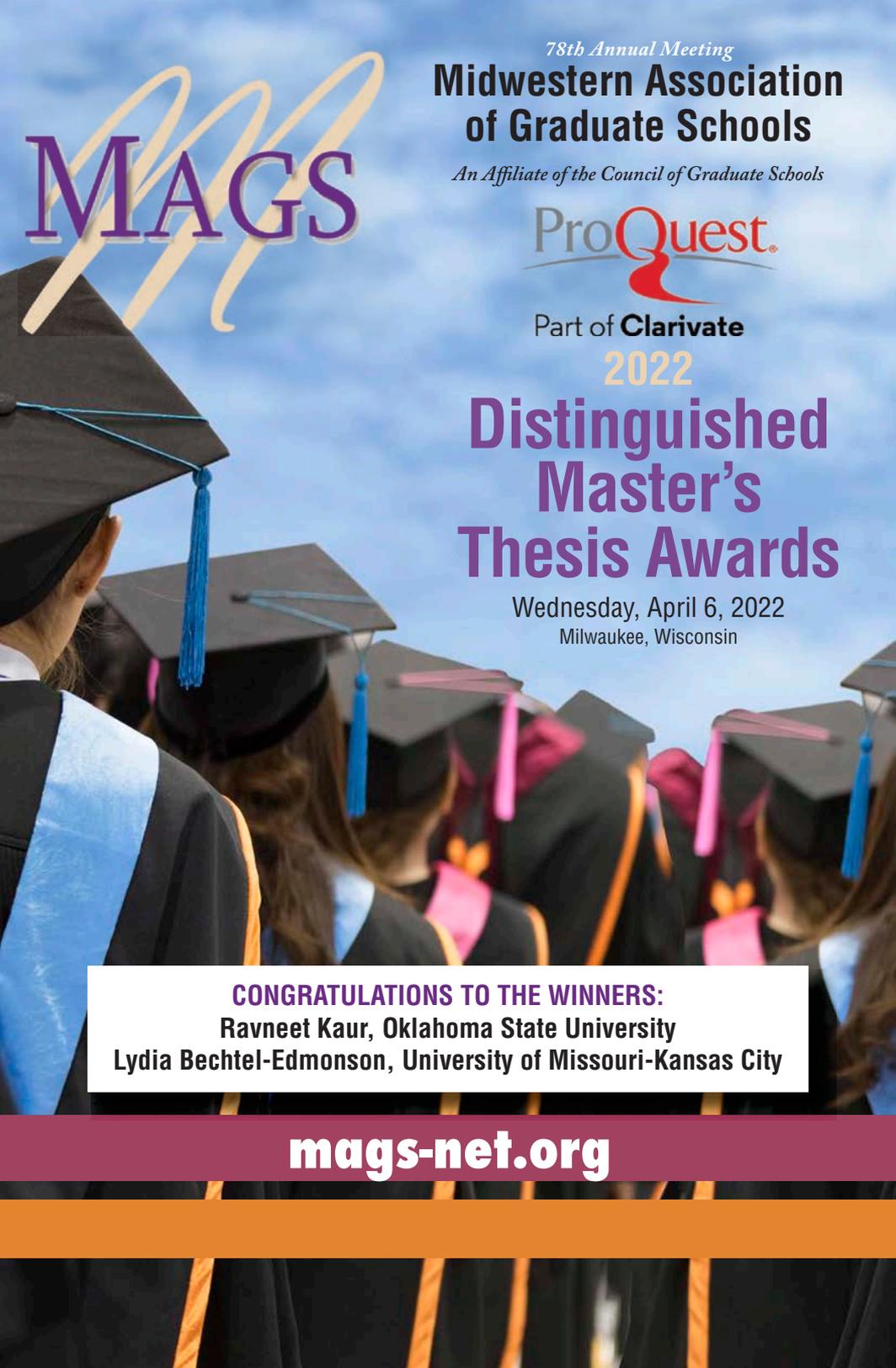
Prior to joining the University of Notre Dame, Feyza earned an M.A. in Sociology from the University of Houston and B.A. degrees in Sociology and Psychology from the University of Istanbul.

Feyza’s dissertation research explores spiritual transformation, tradition, and social change in the context of modernity through a case study that focuses on converts to contemporary Sufi Islam.



Honorable Mention:
Tara Mesyn
Michigan State University





MAGS

78th Annual Meeting
**Midwestern Association
of Graduate Schools**

An Affiliate of the Council of Graduate Schools

ProQuest.

Part of **Clarivate**

2022

**Distinguished
Master's
Thesis Awards**

Wednesday, April 6, 2022
Milwaukee, Wisconsin

CONGRATULATIONS TO THE WINNERS:
Ravneet Kaur, Oklahoma State University
Lydia Bechtel-Edmonson, University of Missouri-Kansas City

mags-net.org

**MAGS/PROQUEST
Distinguished Master's Thesis Award
Biological and Life Sciences:**



Winner:

Ravneet Kaur, Oklahoma State University

***Juniperus Virginiana* (Eastern Red Cedar):
Investigating the Determinants of Abundance
and Potential Use in Bioproducts Industry in Oklahoma**



Ravneet Kaur

Ravneet Kaur received her bachelor's in Agricultural Sciences majoring in Soil Science and Agroforestry from Punjab Agricultural University, India. She received her M.S. in Forestry from Oklahoma State University under the guidance of Dr. Omkar Joshi. Her master's thesis focused on investigating the ecological and socio-economic determinants of eastern redcedar's (*Juniperus virginiana*) encroachment in the southern Great Plains of the United States. Additionally, this study performed an economic-impact analysis in conjunction with spatial analysis to understand the impacts of the introduction of new redcedar-based bioproducts industries on the economy of Oklahoma.

Currently, Ravneet is working as the Senior GIS and Analytics Forester with the New York City Parks Department, where she joined as an Urban Forester in 2019. Her ongoing research focuses on the coastal adaptation of urban street trees in New York City, and she plans to advance her career in sustainable resource management and policymaking.

Honorable Mention:

Loranzie Rogers, University of Minnesota

The Effect of Biological and Anthropogenic Sound Playbacks and Self-Generated Movement on the Hearing Sensitivity of the Oyster Toadfish, *Opsanus tau*

The Executive Committee of the Midwestern Association of Graduate Schools (MAGS) solicits nominations for the **MAGS/ProQuest Distinguished Master's Thesis Awards**. The awards are to recognize and reward distinguished scholarship and research at the master's level. Nominations are accepted in the disciplines of **Biological/Life Sciences and Humanities** in which the institution offers a master's degree.

Each MAGS member institution may submit one nomination in each of these two categories. Each recipient of a MAGS Distinguished Master's Thesis Award will receive a \$750 honorarium.

Winner:

Lydia Bechtel-Edmonson, University of Missouri-Kansas City

**Beyond Prima Donna: Pauline Viardot's
Collaboration on Meyerbeer's *Le prophète*,
Gounod's *Sapho*, and Berlioz's Arrangement of *Orphée***



Lydia Bechtel-Edmonson

Dr. Lydia Bechtel-Edmonson currently serves as Assistant Instructional Professor of Voice and Music History at Pittsburg State University. She earned her D.M.A. in Vocal Performance and M.M. in Musicology at the University of Missouri-Kansas City, while serving as a Graduate Teaching Assistant in Voice.

As a performer, Lydia has performed a number of operatic roles with companies in the U.S. and abroad. Equally committed to scholarly endeavors, Lydia presented her research at the 2018 CMS National Conference in Vancouver, "Pauline Viardot's Transcriptions of Chopin's Mazurkas: A Study in Artistry," and presented a poster at the 2019 ATMI National Conference in Louisville, "Projects for the Digital Age: Using Public Musicology and the Digital Humanities to Develop Student Research." In 2019 she earned the prestigious P.E.O. Scholar Award, which allowed her to complete research on Pauline Viardot at the Harvard Houghton Library, Bibliothèque Nationale de France, and Médiathèque Hector Berlioz. Her musicology thesis research on Viardot was recognized by the National Opera Association as the winner of their Scholarly Paper Competition in 2020.

Lydia received her M.M. in Vocal Performance from Colorado State University where she served as a Graduate Teaching Assistant, teaching both Applied Voice and Music Theory Fundamentals. She earned her B.M. in Vocal Performance summa cum laude from Oklahoma State University.

Honorable Mention:

Lucas Heitkamp, University of South Dakota

The South Dakota Farmers' Holiday Association:
A Study of Agrarian Radicalism in the Rushmore State

PROQUEST

ProQuest was created in 1938 to safeguard threatened scholarly resources, and has been the dedicated steward of graduate works ever since. Our goal is to ensure that dissertations and theses are archived in perpetuity as a valuable component of the primary literature in every discipline. Today we are dedicated to building technology and opening channels that amplify and connect graduate scholarship. We continue to envision tools and features to support the researcher's goals and to support the advancement of research occurring around the world.

As a committed supporter of graduate education, ProQuest co-sponsors the Distinguished Master's Thesis Awards along with the regional affiliates of the Council of Graduate Schools. In addition, we sponsor the annual Distinguished Dissertation Awards of the Council of Graduate Schools, the Canadian Association of Graduate Studies, and Thesis Awards of Council of Historically Black Graduate Schools.

We are proud to honor and reward this year's outstanding scholars and winners of the MAGS/ProQuest Distinguished Master's Thesis Award.

Thank You to the Distinguished Master's Thesis Committee

Pieter deHart, University of Wisconsin-Green Bay, *Chair* (2023)

Felicia C. Echols, Saint Louis University (2024)

Matt Page, Ohio State University, (2024)

Malia Roberts, Western Michigan University, (2024)

Steven Varga, University of Iowa (2023)

Ranjit Koodali, Western Kentucky University,
Executive Committee Liaison



Part of **Clarivate**

Headquarters: Ann Arbor, Michigan

789 E. Eisenhower Parkway | P.O. Box 1345 | Ann Arbor, MI, 48108-1346, USA

800.521.0600 | proquest.com

MAGS

78th Annual Meeting
**Midwestern Association
of Graduate Schools**

An Affiliate of the Council of Graduate Schools

Student-Centered Graduate Education:
Emerging Pathways for Student Success

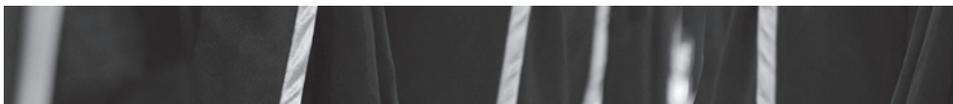
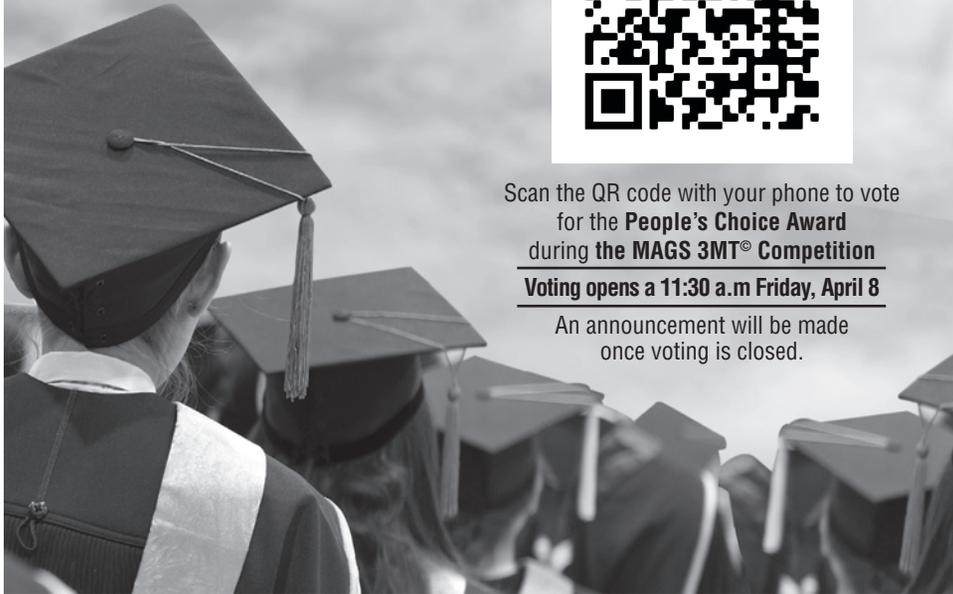
April 6–8, 2022
Milwaukee, Wisconsin



Scan the QR code with your phone to vote
for the **People's Choice Award**
during the **MAGS 3MT[®] Competition**

Voting opens a 11:30 a.m Friday, April 8

An announcement will be made
once voting is closed.



MAGS

78th Annual Meeting
**Midwestern Association
of Graduate Schools**

An Affiliate of the Council of Graduate Schools

Student-Centered Graduate Education:
Emerging Pathways for Student Success

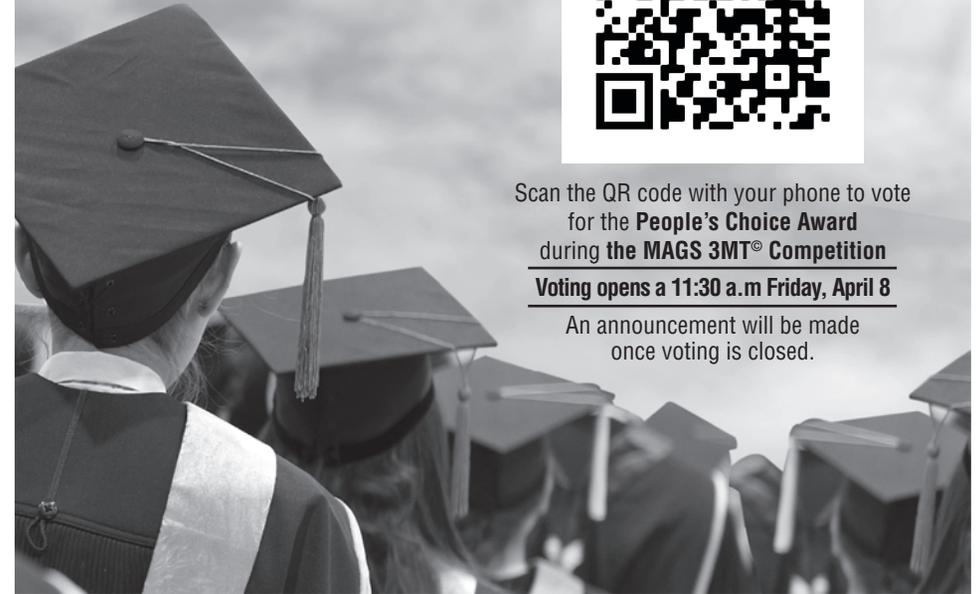
April 6–8, 2022
Milwaukee, Wisconsin



Scan the QR code with your phone to vote
for the **People's Choice Award**
during the **MAGS 3MT[®] Competition**

Voting opens a 11:30 a.m Friday, April 8

An announcement will be made
once voting is closed.





Midwestern Association of
Graduate Schools

An Affiliate of the Council of Graduate Schools

The Midwestern Association of Graduate Schools

New Graduate Administrators Workshop April 6, 2022

David Daleke, Vice Provost for Graduate Education and Health Sciences,
Indiana University

Email: grdschl@indiana.edu

Julie Masterson, Associate Provost and Dean of the Graduate College,
Missouri State University

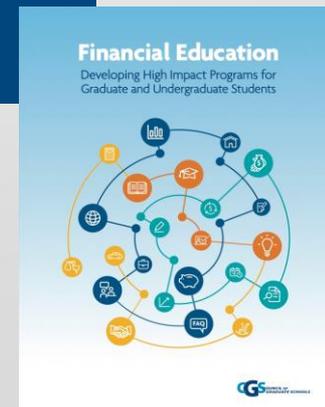
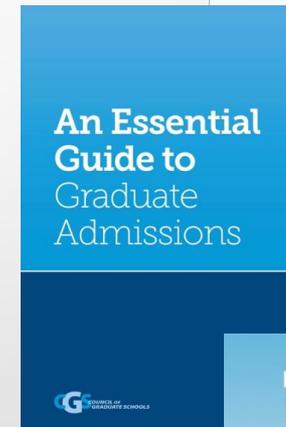
Email: JulieMasterson@MissouriState.edu

Topics from MAGS Emails

- Best structure to support grad ed when there is no central Graduate College or Office of Graduate Studies
- Relationships between online and seated/hybrid programs
- Current innovations in support of diversity, equity, and inclusion
- Difficult conversations/conflict management-Effective leadership strategies that yield positive results; how to navigate resistance from colleagues
- Dealing with staff issues--especially unionized staff and/or long-term staff who are resistant to change.
- How to help programs have conversations about finding a new direction for a program that is not attracting students- potential changes in curriculum and delivery.
- Systems or tools to stay organized
- Tricks to schedule management with divided responsibilities (e.g., Department/Admin)
- Large scale CRM implementation/process improvement (replacing our “clunky” homegrown graduate admissions process with one all in Slate); internal politics to move projects like this forward
- Managing a graduate marketing campaign/”branding”

Areas of Focus for Today

- Advocacy for Graduate Education
- Graduate Enrollment Management
- Supporting Retention and Completion
- Success in Graduate Programs



Free resources from the Council of Graduate Schools Member Library

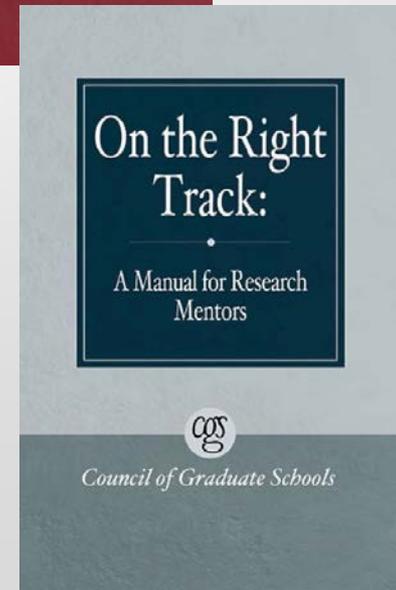
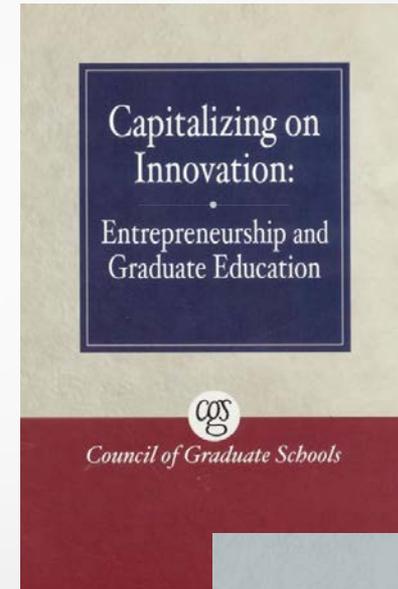


Advocating for Graduate Education

- *Internally and Externally*

Strategies for Creating a Graduate Culture

- President/Provost Priorities
- College Dean Collaborations
- Administrative Collaborations
- External Engagement
- New Committee & Board Structures
- Faculty/Graduate Council Engagement
- Research Promotion
- Program Review, Innovation and Action Plans
- Prioritizing Budgets for Return on Investment
- Recognition



Small Group Discussion



Is graduate education a private or a public good?



How would you tailor a message about graduate education to:

- State legislators
- Potential students or their parents
- Community agencies/leaders
- Your university president and provost

Graduate Enrollment Management

- *Marketing/Recruitment and Admissions*

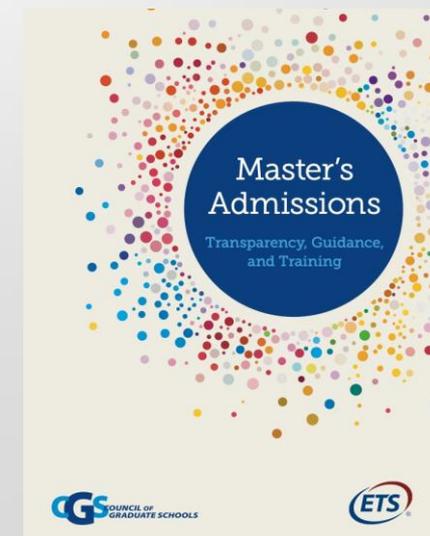
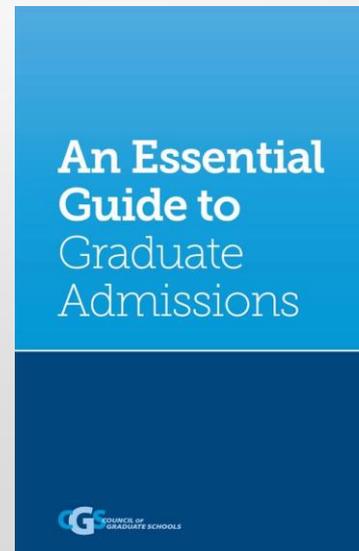
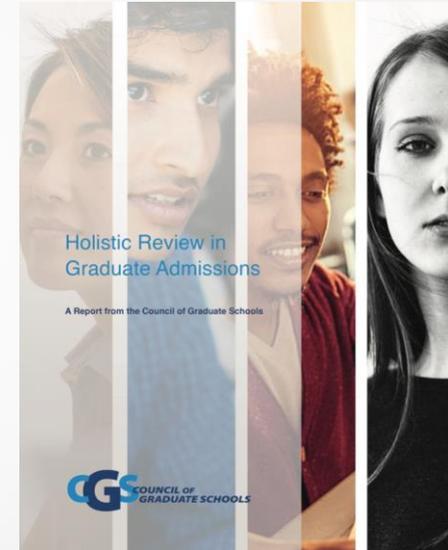
Principles of Marketing and Recruitment

- Is “your product” marketable?
 - Access: Online & Hybrid Programs
 - Efficiency: Accelerated Programs
 - Interdisciplinary Programs
 - Stackable Credentials
 - Joint & Dual Degrees
 - Competency Based Degrees
- Who is the target audience?
 - How do you access them?
- Effective messaging
 - Messenger
 - Medium of delivery
- Assessing Result (ROI)
- Awareness of diversity and inclusion must permeate all levels
- Special considerations for international recruiting



Issues in Graduate Admissions

- Structure (Centralized or Not?)
- Admission Criteria and Selection Process
 - Holistic Review
 - Ramifications for Inclusiveness
 - Levels of approval
- Efficiency (Time to Decision)
- Enrollment Targets
- Professional CASs



Small Group Discussion



Undergraduate “marketing, recruitment, admissions” is typically a single (large) unit. Compare and contrast with graduate “marketing, recruitment, admissions.”

What (if anything) can best be done centrally?

What (if anything) can best be done by individual graduate programs?



Does your institution have accelerated degree paths? How might you advocate for programs to add such paths?



Your admissions system: what is working well? What would like to see improved?



To what extent are your enrollment management strategies promoting a diverse graduate student population?



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

Promoting Retention and Completion

Factors to Consider

- Important Metrics
 - Retention- Can't just be F1-F2
 - Completion- 4 year? 6 year?
 - Stratified by student demographics
 - Target rates-vary by level, type of degree?
- Defined programs of study with consistent monitoring
- Student-faculty relationships
- Finances
- Thesis/Dissertation progress

Small Group Discussion



A student contacts you to say that he submitted his thesis to his advisor and committee members 6 weeks ago and has not received any feedback. What do you do?



You run an audit to see the range and average number of credits attained by degree and compare it to the requirements. You find that students in one program consistently have 20%-30% more hours than needed. What do you do?

Success in Graduate Education

Static Forces

- Processes favor the status quo
- Responsiveness/new approaches: highly scrutinized and not trusted
- Lack of a process to implement incremental advancement
- Lack of opportunity to move toward aspirations
- Diminishment of Director/Dean Role



Dynamic Forces

- Organizational structures to promote change
- Financial fluctuations
- Strategic change with checks/balances
- Promote success
 - Recognize program achievements: scholarship, internships, placements, advancements, awards
 - Share practices others can adopt/adapt
- Incentive programs
 - Excellence
 - Distinctiveness
 - Inclusivity
 - Multiple Career Pathways
 - Professional Development



Synergy

- Mutually beneficial signature programs that attract the next talent pool
- Tangible evidence of excellence at undergraduate and graduate levels
- Excitement about building on successes
- Aspirational criteria for excellence
- Examples of program distinction
- New thesis/dissertation/scholarship approaches
- Consistent opportunities to share advancements
- Team building
- Recognition/appreciation for advancements

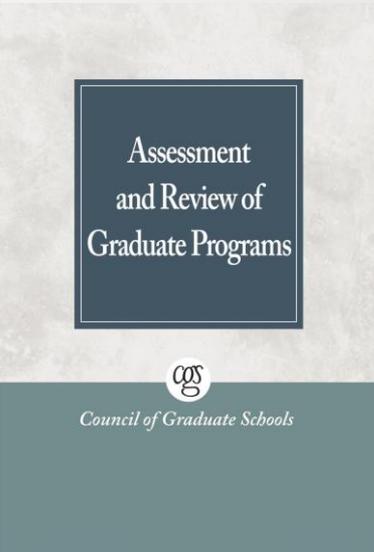


Quality Control

- Routine Reviews without “Teeth”
- Static Policies
- Measures of Quality and Strategies for Program Improvement
- Program and Institutional Mission
- Understanding Declining Programs & Why Faculty Protect Them
- Understanding Growing Programs & Why Growth Does Not Automatically Mean Money
- Aligning Resource Allocation with University Goals
- How Funding and Quality Compete



Online
Graduate
Education

Assessment
and Review of
Graduate Programs



Council of Graduate Schools

Small Group Discussion



How do (will) you define excellence in graduate education?



What metrics can you use for assessment?



How can you incentivize change?



Courage.....Graduate Deans are Tasty!

News from CGS: A Focus on Master's Education

Suzanne T. Ortega
President

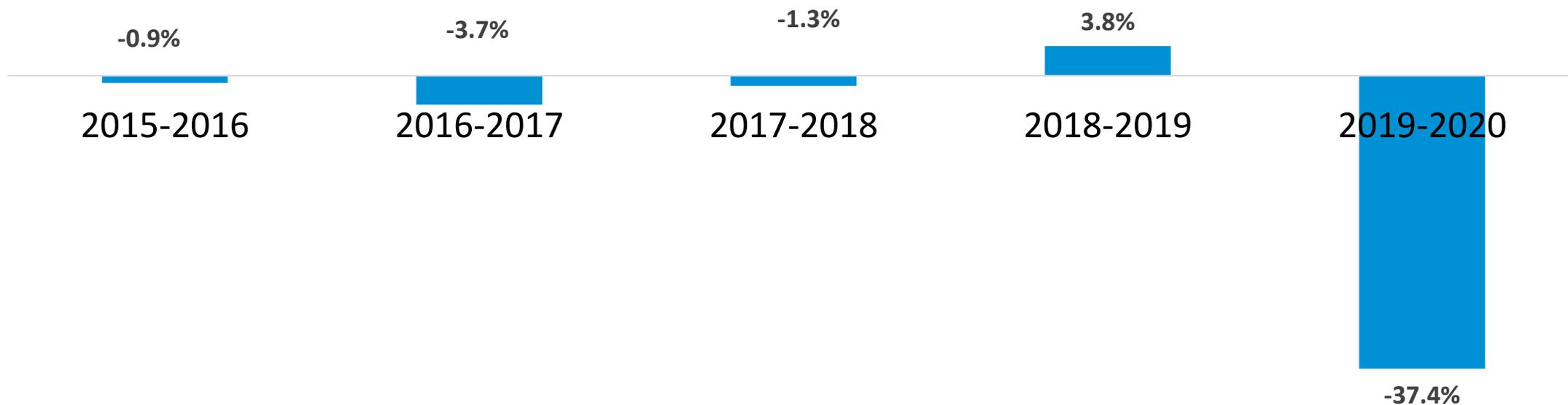
Midwestern Association of Graduate Schools
April 6, 2022
Milwaukee, Wisconsin

Takeaways

- Pathways into and thru grad school are less linear
- Pathways for international students likewise disrupted
- Career transparency and support are more important than ever
- We need new models of recruitment

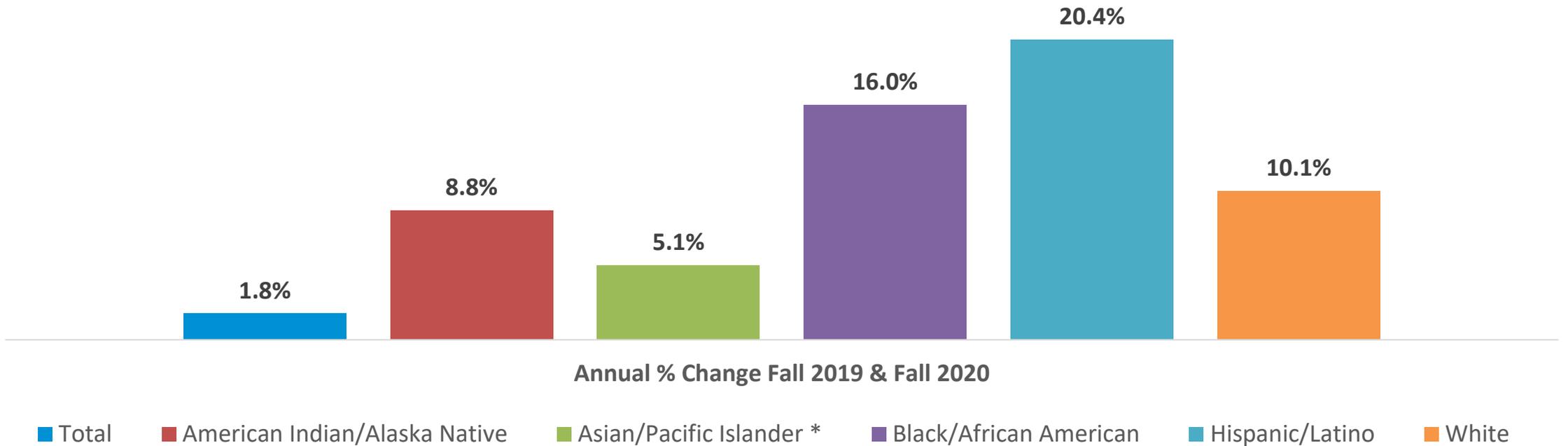
First-time enrollment of international students down by almost 40% in fall 2020.

Percentage annual average change in international first-time enrollment,
2015-2016 to 2019-2020



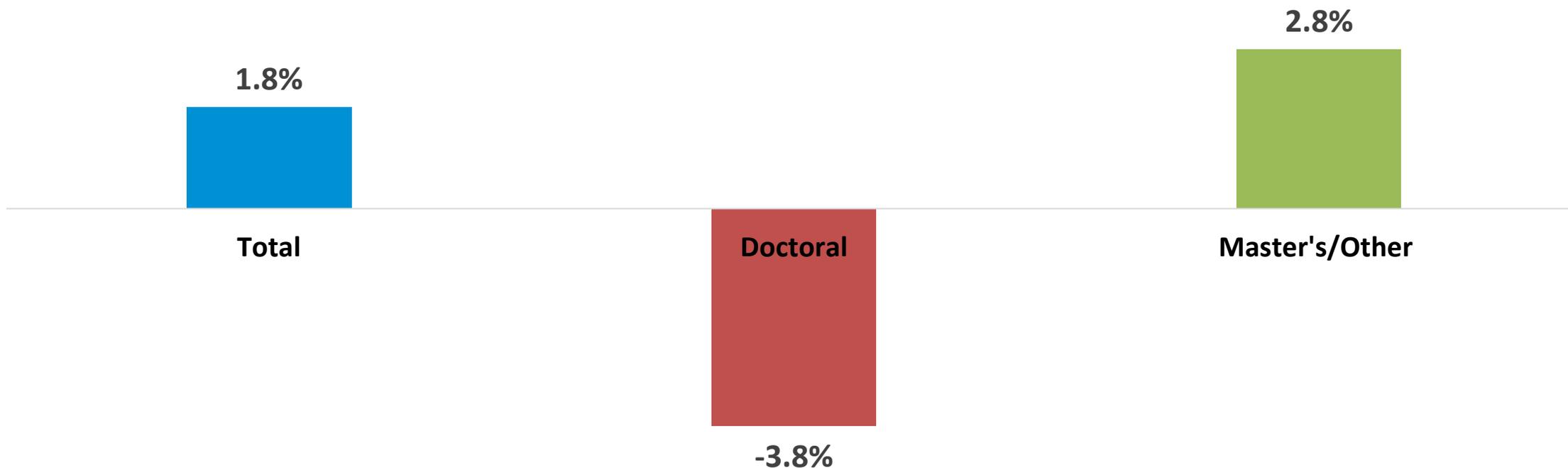
First-time enrollment of U.S. domestic URM students grew at a robust pace between Fall 2019 & Fall 2020.

Comparisons of Average Annual Percent Changes in First-time, U.S. Domestic Graduate Enrollment by Race/Ethnicity, Fall 2019 to Fall 2020



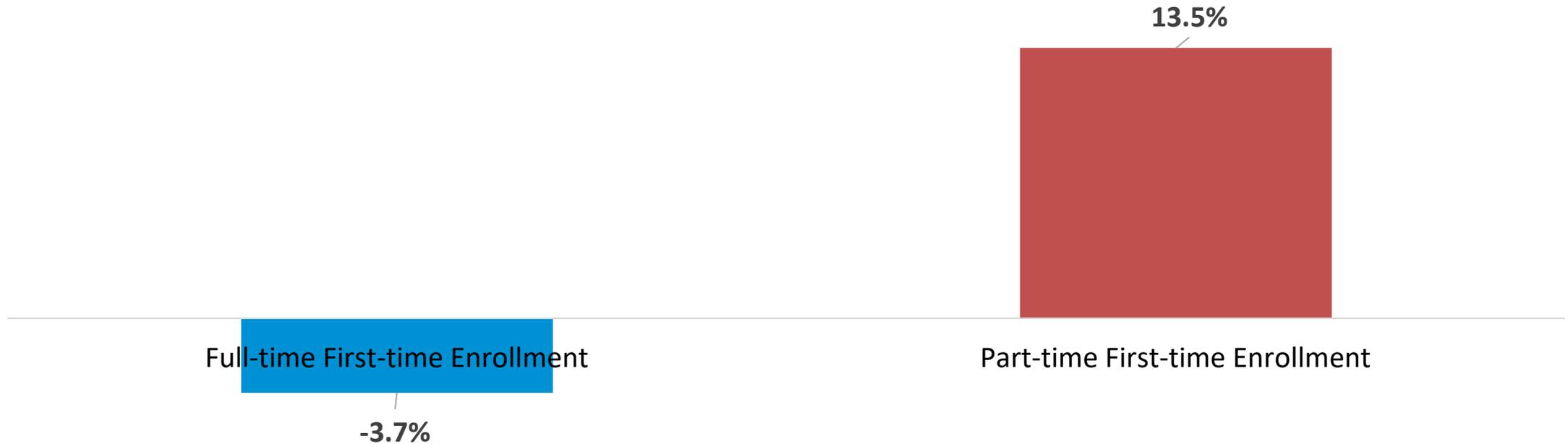
The increase of first-time enrollment is driven by growth in master's program.

Annual Percent Changes in First-time Enrollment by Degree Level,
Fall 2019 to Fall 2020



First-time, part-time graduate enrollment increased by 13.5%.

Annual Percent Changes in First-time Enrollment by Attendance Status,
Fall 2019 to Fall 2020



Career uncertainty and value of graduate education

- The academic-job market has suffered for years, and the pandemic has worsened that crisis, especially in **STEM** fields at many institutions.
- The fact that pandemic halted opportunities necessary for tenure, especially for **marginalized academics**, exacerbated the sense of career uncertainty among current and prospective graduate students.
- Students selected the graduate programs that lead to **broader lens of career options** and include professional development opportunities beyond academia.

Concerns over disproportionate caregiving burdens

- The limited caregiving resources accompanied by increased stress during COVID-19 have produced negative impacts – historical underrepresented students and female students were especially vulnerable.
- Loss of job and on-campus childcare has posed challenges for time-management and asynchronous learning experience.
- Worries about technology and lab access, study space, regular mentorship, and continued funding have led to ongoing stress over the timeline for degree completion.
- For students that are new moms, single parents, or parent of multiple children, the challenges surrounding childcare were multiplied.

CGS Projects and Resources

- The new CGS website
- Master's Career Pathways Exit Survey Project
- Ten Facts about Master's Degree
- Humanities Coalition
- Innovations in Graduate Education Acceleration Hub
- The Broadening Conceptions of Scientific and Scholarly Productivity Conference
- Social Justice and Anti-Racism Resources
- The National Name Exchange



Master's Career Pathways Exit Survey

- **Understand the role of master's education in the STEM workforce**
 - Motivations and expectations for earning a master's degree
 - Upskilling, reskilling, repositioning
 - STEM and non-STEM master's degree holders
 - Diversification of the STEM workforce



Grant #2100343

[Data & Infographics, Insights](#)

Ten Facts about Master's Degrees

Master's education

Master's education is the fastest growing and largest component of the graduate enterprise in the United States. According to the CGS/GRE Survey of Graduate Enrollment & Degrees for Fall 2020, 84.0% of first-time graduate students were enrolled in programs leading to a master's degree or a graduate certificate and nearly three quarters (72.9%) of total graduate enrollment was in master's programs.

CGS's ["Top Ten Facts about Master's Degrees"](#) includes key information about the important role master's education plays in fulfilling workforce needs, contributing to the research and development enterprise, and spurring cultural innovation.

The CGS Humanities Coalition



Expanding the number of universities regularly collecting and using PhD alumni career information for program improvement.

Enhancing the knowledge base and suite of promising practices that better support preparation for diverse humanities careers.

July 2020: Five new Mellon subawardees join the data collection effort.

2021: 17 member universities join the Coalition following Request for proposals.

2021-2025: Continued data collection and analysis, support for our network of participants, sharing of resources.



Innovations in Graduate Education Acceleration Hub

Activities & Resources

- Dedicated Hub website with curated resources.
- Regular cohort meetings organized by PI interests.
- Forums with disciplinary societies and other STEM organizations.
- Outreach to HBCU's and MSI's to provide information on preparing an IGE proposal.

Benefits for IGE Teams

- Opportunities to learn about challenges and innovations in STEM graduate education.
- Support in overcoming systemic challenges.
- Improved ability to scale and expand innovations across campus and nationally.
- Expanded network with other institutions and potential partners.

Benefits for STEM Graduate Education

- Increased awareness of best practices in STEM graduate education.
- Increased awareness of future IGE funding opportunities among HBCUs, MSIs, and other underrepresented institutions

Based on a cooperative agreement between NSF and CGS. (#2105723)

Contact: Julia Kent, jkent@cgs.nche.edu

The Broadening Conceptions of Scientific and Scholarly Productivity Conference

- In collaboration with the American Educational Research Association (AERA), CGS convened a conference that examined open science practices and explore how we might measure scholarly productivity and quality of various non-traditional research outcomes.
- These research outcomes include: replication studies, applied studies, community-based research, policy briefs, op-eds, 3D printing prototypes of new technologies, digital humanities, etc.
- Fifteen university teams, publishers, disciplinary society staff & funders helped to develop a framework for action.

Supported by NSF
Grant #1944784



Supported by: THE ANDREW W.

MELLON
FOUNDATION



NATIONAL
ENDOWMENT
FOR THE
HUMANITIES

[Home](#) / [Data & Insights](#) / [Diversity, Equity & Inclusiveness](#) / [Social Justice and Anti-Racism Resources for Graduate Education](#)

Social Justice and Anti-Racism Resources for Graduate Education

Information & Tools for Deans, Faculty, Staff and Students



[General Resources](#)



[Holistic Graduate Admissions](#)



[Culturally Aware Mentoring](#)



[Discipline-Based Examples](#)

The National Name Exchange

In 2022, the Council of Graduate Schools assumed management of the National Name Exchange. CGS is committed to NNE's founding vision: to create opportunities for ethnically and racially underrepresented students to gain access to graduate education. More information about NNE will follow in 2022, including about how to register.

History

Founded in 1976, the National Name Exchange began as a consortium of fifty-five nationally-known universities which annually collected and exchanged the names of their talented but underrepresented students who were in their sophomore, junior or senior year of their undergraduate education. The purpose of the Exchange is to ensure that participating universities continue to identify a pool of qualified students who could be recruited to the graduate programs at these institutions. NNE participating institution conduct other activities consistent with the national efforts to increase the enrollment of traditionally underrepresented peoples in graduate education. In 2022, the National Name Exchange became part of the Council of Graduate Schools and is now managed by CGS.

Purpose

The National Name Exchange was established to help match graduate schools with students from historically underrepresented racial and ethnic groups interested in graduate education. The National Name Exchange seeks to:

- Increase the number of qualified students from underrepresented groups accepted into graduate school;
- Improve student access to information on graduate school opportunities.
- Work towards personalizing the recruitment effort by designating a National Name Exchange institutional representative to facilitate information exchange between the institution and prospective students.

- Assist graduate schools in identifying qualified candidates from underrepresented groups for consideration for graduate study.

How Students Benefit

Pursuing a graduate degree is often not a consideration for many underrepresented students—particularly those who may be first generation college students. By providing students easy access to information on the many graduate opportunities available to them, the NNE hopes that students will see graduate study as a viable goal.



Grad Impact

An Application of the Interpersonal Psychological Theory of Suicide in College-Age Survivors of Sexual Assault

*Ava Fergerson
Psychological Sciences
Western Kentucky University*



Traumatic Brain Injuries

*James “Jayme” Hentig
Biology
The University of Notre Dame*





SUMMER WORKSHOP & NEW DEANS INSTITUTE



MINNEAPOLIS

JULY 9-13, 2022



**Looking forward to seeing you
at the Summer Workshop and New Deans Institute
in Minneapolis**



**Thank
you.**

Ethics Training for PhD Students

Can Research Ethics Keep Pace with Research Itself?

MAGS Conference – April 6, 2022

Allan Loup, JD
University of Notre Dame
aloup@nd.edu

Overview

1. Graduate Schools should be involved in research ethics training
2. Student-centered design is a pathway to everyone's success: To improve research ethics training, ask the students and follow their advice

Quirky institutional history at ND has given us the opportunity to be very experimental

Many meanings of “Research Ethics”

- Institutional Review Boards / Human Research?
- Responsible Conduct of Research?
- Research Integrity / Research Misconduct?

But effective ethics training is an imperative and an opportunity

- Effective (at least partly) means proactive
 - E.g., 2019 call for moratorium on heritable genome editing (Lander et al)
 - Cannot rely on regulatory updates: e.g., Common Rule revisions (2011 ANPRM – 2018)
 - More broadly, it’s in the nature of research to press into new territory
- The U.S. still trains the most doctoral researchers, and the most internationally mobile ones (NSF 2020)
- How can research ethics “keep pace”?

Federal requirements: Responsible Conduct of Research Training

- National Science Foundation
 - Quite non-prescriptive; 2010 policy arising from 2007 America COMPETES Act
 - “must have a plan in place to provide appropriate training”
- National Institutes of Health
 - Quite a bit more detail; 1989; latest update 2022
- USDA / NIFA
 - Often satisfied same as NSF

Federal requirements: Responsible Conduct of Research Training

National Institutes of Health

- “No specific curricular requirements, but”: COI, human subjects, animal research, safe lab practices, mentor/menteeship, industry collaboration, peer review, data management, research misconduct, authorship, scientist and society, contemporary issues in biomedical ethics, environmental and societal impacts
- 8 hours

Our approach 2012 - 20

- PhD degree requirement via faculty and Graduate School: 3 hour ethics training
- Broader institutional appetite for ethics
- Limited ability to precisely track sources of support
- One ethics workshop for all first-year PhD students
 - Initially 3 hours, then 8 hours

Our approach 2012 - 20

2016 Responsibilities and Ethics In the Conduct of Research Workshop

Monday, January 11, 2016

The Graduate School's Ethics and Responsible Conduct of Research workshop engages graduate students with real world ethical dilemmas and practical advice, and offers them the opportunity to hold more theoretical discussions about the nature of ethical and socially conscious research. The workshop is comprised of wide-ranging panels covering mentor relationships, ethical research practices, research misconduct and data falsification, as well as the larger social significance of research. This day-long workshop inquires philosophically after the intersections between our personal, professional, and public obligations.

This workshop fulfills the federally-mandated, 8-hour responsible conduct in research training requirement for all PhD students supported by federal funding, as well as the Graduate School 3-hour ethics training requirement. *(Questions about federal funding? Check with your DGS.)*

8:15 – 9:45: Research Misconduct and “The Lab”

This session asks students to navigate a hypothetical case of research misconduct as the main characters of an interactive video. Though set in a research laboratory, the video encourages students of all disciplines to engage with larger questions of ethical research and data management practices, responsible mentoring relationships, and even navigating work-life balance. Participants will gain practical advice for thinking through ethical decision-making processes—in any field—as they explore the moving pieces and possible consequences of research misconduct.

10:00 – 10:45: Diversity and Inclusion

This interactive presentation fosters both broad understanding of what diversity means and active, positive engagement with diversity. Participants will learn how to navigate cultural misunderstandings with patience, and gain the skills and knowledge to better inform their ethical decision-making.

10:45 – 12:15: Mentoring and Unconscious Bias

This year's keynote presenters are [Theater Delta](#), an interactive theater company led by Ben Sarpol, who holds a PhD in Theater from the University of Colorado at Boulder and has worked/taught at the University of Notre Carolina, Chapel Hill and Loyola University, New Orleans. Theater Delta presents an interactive performance promoting dialogue about fostering professional mentor relationships, managing time responsibly, and working with constructive criticism.

12:15 – 1:30: Lunch in the Morris Inn

1:30 – 2:30: Mentoring Discussion

Building upon the plenary, this session addresses broader issues in forming and maintaining professional mentor/mentee relationships. Participants will learn what to consider when selecting an advisor, what they can expect from professional working relationships, and how to build peer mentor networks. This session will offer participants the ability to anonymously submit their own questions for the panel to discuss.

2:45-3:45: Breakout 1

Human Subjects and Community Engagement

This breakout session focuses on the historical context of research with human subjects. Participants will gain a deeper understanding of the roles and responsibilities of the researcher, the Institutional Review Board (IRB) and the University in the ethical treatment of individuals who participate in research projects.

Animal Research

This breakout session covers the humane treatment of animals. Participants will be introduced to the Institutional Animal Care and Use Committee (IACUC), which is responsible for reviewing all protocols involving live vertebrate animals, ensuring compliance with federal regulations, inspecting animal facilities and laboratories and overseeing training and educational programs.

Big Data

This breakout will involve discussions of the shifting ethical parameters of big data's use in academic research. Participants will learn how to assess the legal and ethical limitations of big data, particularly where they complicate how researchers conceive of informed consent and privacy rights.

4:00-5:00: Breakout 2

Postdoc panel

A Q&A panel discussion between 4 Notre Dame postdoctoral scholars, this session offers practical advice drawn from situations the panel participants encountered in their own graduate careers. The session will engage participants in interactive discussion with the postdoc panelists, using Poll Everywhere's anonymous Q&A technology.

Social Responsibility

This session will address the ethical and social responsibilities scientific researchers may have beyond conducting research with integrity. These broader responsibilities are rooted in an awareness of the social context and the ramifications their research may have there – ramifications which are increasingly critical as science and technology research progresses. Students will receive an overview of the skills necessary for socially-engaged research, and take part in a discussion of issues and questions relevant to them.

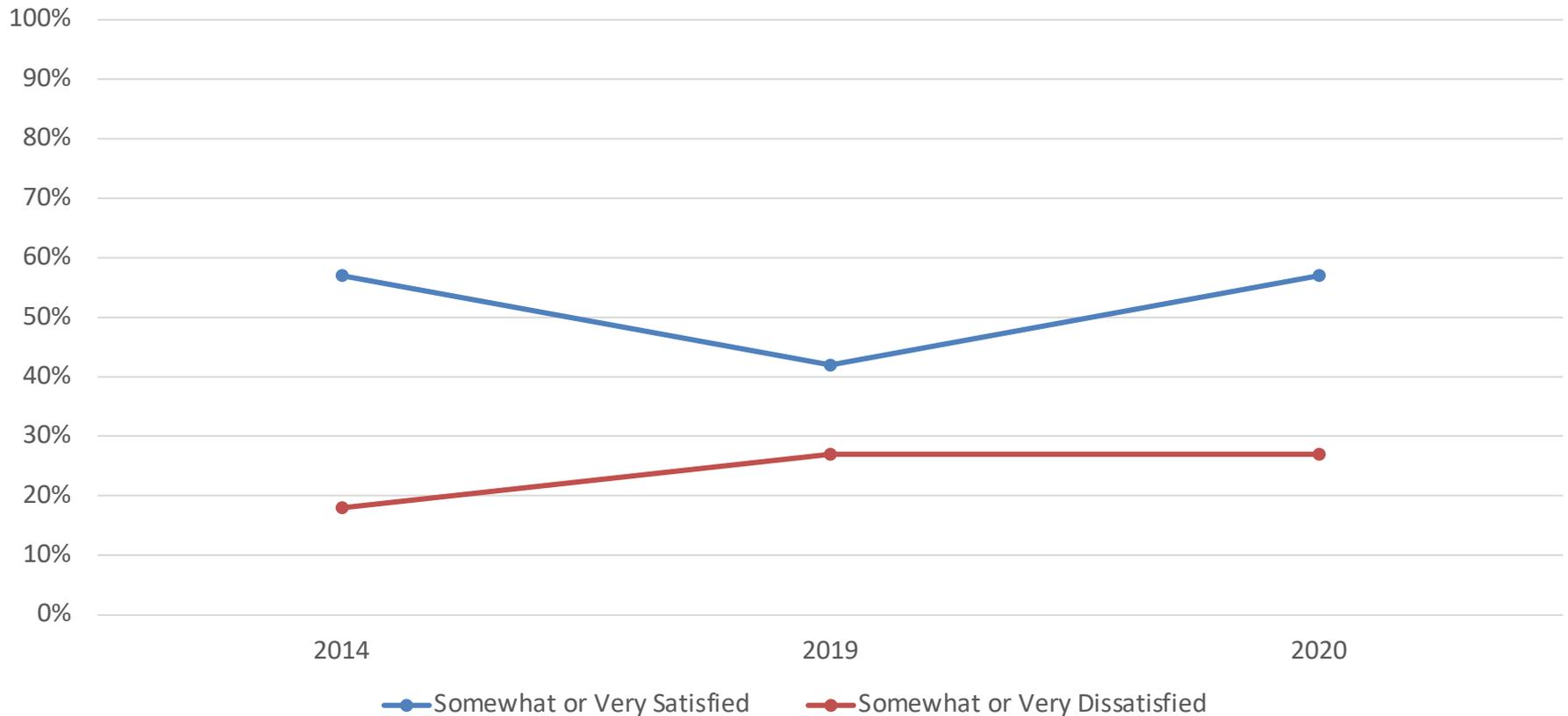
Taking Responsibility for Social Impacts: The Example of 'The Atomic Scientists' Movement

Does technical expertise entail an obligation to engage in public debate about the impact of one's science or engineering work? Many of the scientists and engineers who worked on the Manhattan Project definitely believed that. We will look, briefly, at the many things they did to shape the public about the post-war use of atomic energy, and the roll they played in making possible the 1963 limited test ban treaty. This will serve as an example for a wide-ranging discussion of similar challenges today.

Tech Transfer/Intellectual Property

This session focuses on intellectual property, potential for conflict of interest, and the technology transfer process. Participants will gain deeper understanding of the multifaceted legal and ethical issues involved in technology transfer and learn how to best navigate its grey areas in order to make ethical decisions with their intellectual property.

Notre Dame 2012 – 20: student survey results



Why does quality matter in this?

- Effective (at least partly) means proactive
 - E.g., 2019 call for moratorium on heritable genome editing (Lander et al)
 - Cannot rely on regulatory updates: Common Rule revisions (2011 ANPRM – 2018)
 - More broadly, it's in the nature of research
- The U.S. still trains the most doctoral researchers, and the most internationally mobile ones (NSF 2020)

Current understanding of best practices

- NSF Office of the Inspector General (OIG) report (2017)
 - Over half of institutions address RCR requirement via online modules such as CITI
 - “cannot guarantee that the instruction provided in response to the RCR training requirement meets a minimum level of quality”
- Office of Research Integrity shift: from focus on individuals to cultures

Current understanding of best practices

- Meta-analyses
 - Overall: of 330 cases organized into 8 clusters, only one small cluster showed sizable effects (Mulhearn et al 2017)
 - Promising elements: student direction and active participation (Mulhearn); current events and debate (Watts et al 2017)

Re-evaluation: messages from student focus groups

1. Relevance
2. Small group discussions
3. Disingenuousness of getting it all over with in one day with a passive format

Both 1 and 2 were present in our survey data, but were intermingled with lots of other things

Current understanding of best practices

- Student suggestions intersected with open and interesting questions
 - Multidisciplinary makeup: evidence unclear, but attractive for fostering interdisciplinary awareness and skills
 - Number of students: Some evidence that small is good, but lacks granularity
 - Plus worries that small groups are logistically difficult and resource intensive

Redesign for 2021

1. COVID – virtual/remote
2. Smaller groups (25)
3. Students were assigned to groups by us
4. One week between meetings
5. Case / fact pattern for issue spotting, followed by small group research and analysis of current standards

Redesign for 2021: student feedback results

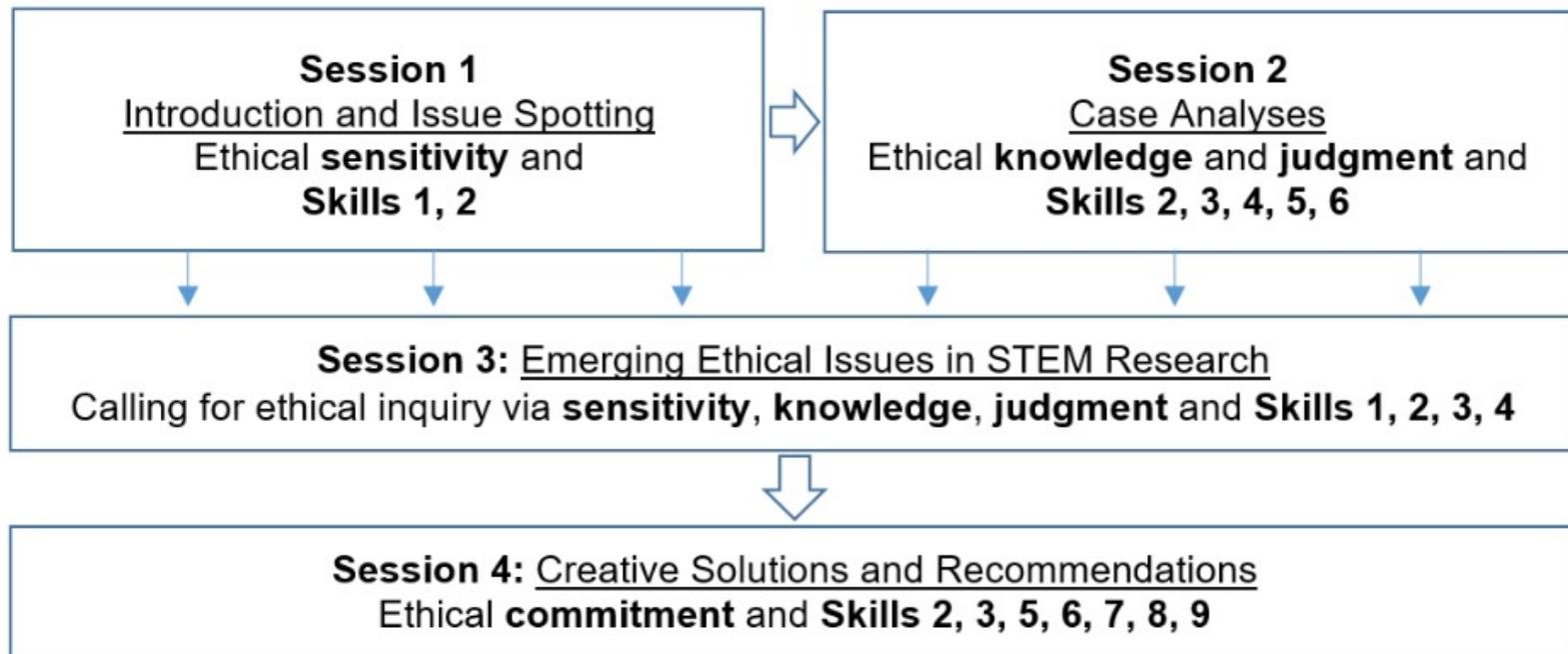
1. 76% responded that they were “more likely to consider and/or voice questions about research ethics as a result of the workshop”
2. 61% reported that their “level of interest has increased”
3. 80% would have preferred groups of 10 or fewer students
4. 79% favorable toward multidisciplinary makeup of groups

Redesign for 2022

Wanted to:

- (1) Build on successful elements
- (2) Incorporate more promising practices from the literature: current events and debates; student-driven recommendations

Redesign for 2022



Redesign for 2022

Wanted to:

- (1) Build on successful elements
- (2) Incorporate more promising practices from the literature: current events and debates; student-driven recommendations

➤ Change in compliance leadership

1. Interpretive difference toward compliance req'ts
 2. Visibility into which students are subject to which req'ts
- Result: (temporary) separation of the degree and funding trainings – back to 3 hours

Redesign for 2022

- “Proactive” means empowering students to start to take responsible ownership of research ethics
- What frame/approach will engage all in a multidisciplinary group? What is their common denominator pursuit?

Redesign for 2022



- Part 1: Collaborative reflection about the relationship of public trust between academic research and society
 - Inquire for purpose, product, and internal standards of the research enterprise
 - Analogize to other “professions,” via a quasi-socratic method
 - This leads naturally into both cross-cutting and discipline-specific topics

Redesign for 2022

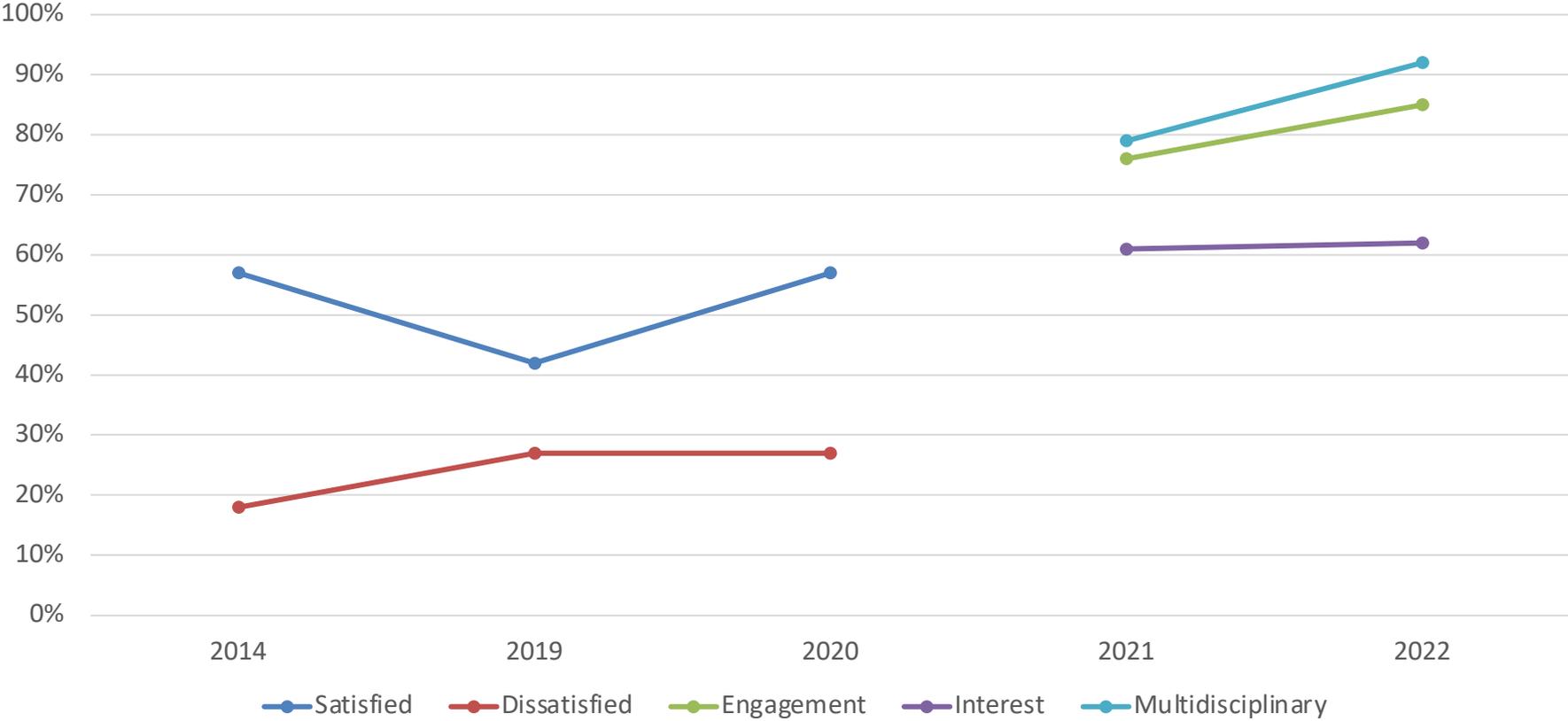
- Part 2: Student-directed engagement with emerging or anticipated ethics issues

Indigenous knowledge and field work	Methods details withheld in pubs	Return of data to human research subjs
Journal funding models	Publication of null results	Dual Use Research of Concern
Public trust of robots	P-hacking	Industry influence
Open access journals	Bullying	Authorship standards
Quantity over quality	Doctrine of double effect	Military co-opting

Redesign for 2022: student survey results (so far)

- 85% say they are more likely to think about research ethics
- Overwhelming preference for 10 or fewer students
 - Slightly more support for 6-10 than 3-6
- 92% say that multidisciplinary makeup made discussions better
- 62% report their level of interest has increased
- 69% made new social connections with peers

Overall trends



Future

1. Discipline-specific downstream activities
2. The degree requirement is now seen as a gateway, frame-setting experience

Lessons learned / being learned

- Centering students in research ethics training can promote the long-term health of the research enterprise
- A multidisciplinary, small discussion group format can help empower students in an important way
- Improvement comes by re-evaluation in incremental steps
- Mentorship problems are a real issue for some students

Why Grad Schools/Colleges/Units should influence research ethics training

- If compliance only, you will risk missing:
 - Student engagement, and with it, broader enterprise goals and faculty buy-in
 - Potentially fruitful activities at “omnidisciplinary” level
- If departmental only, you will risk missing:
 - Community building
 - Interdisciplinary skills development
 - Fostering culture that overarches students and advisors
 - Potentially fruitful activities at “omnidisciplinary” level

Why Grad Schools/Colleges/Units should influence research ethics training

- This is an issue of educational quality
- GS goals are best aligned with goals of student development, which are the goals of RE training
- Can advance other GS goals of graduate culture building and advocacy

Advice for institutional buy-in for a “gateway” training?

- Compliance colleagues:
 - Actually advances compliance objectives of avoiding downstream problems, and is compliant
- Faculty:
 - Quality education in research ethics is necessary for quality education in research
- Resources: can spread out time commitment; requires practice more so than expertise
- Can provide stability amid changing regulations

References

- America COMPETES Act, 42 U.S.C. § 1862o–1. Responsible conduct of research, Pub. L. 110–69, title VII, § 7009.
- “Education for the Responsible Conduct of Research.” National Academies of Sciences, Engineering, and Medicine. 2017. *Fostering Integrity in Research*. Washington, DC: The National Academies Press. doi: 10.17226/21896.
- Lander E, Baylis F, Zhang F, Charpentier E, Berg P (2019) Adopt a moratorium on heritable genome editing. *Nature* 567:165–168.
- Mulhearn TJ, Steele LM, Watts LL, Medeiros KE, Mumford MD, Connelly S. Review of Instructional Approaches in Ethics Education. *Sci Eng Ethics*. 2017 Jun;23(3):883-912. doi: 10.1007/s11948-016-9803-0. Epub 2016 Jul 7. PMID: 27387564.
- National Science Board, National Science Foundation. 2020. *Science and Engineering Indicators 2020: The State of U.S. Science and Engineering*. NSB-2020-1. Alexandria, VA. Available at <https://nces.nsf.gov/pubs/nsb20201/>.
- National Science Foundation, “Responsible Conduct of Research,” 74 Fed. Reg. 37, 8818 (February 26, 2009).
- “OIG Review of Institutions’ Implementation of NSF’s Responsible Conduct of Research Requirements.” National Science Foundation Office of Inspector General, July 25, 2017. (OIG Tracking No. PR12030006)
- Watts LL, Medeiros KE, Mulhearn TJ, Steele LM, Connelly S, Mumford MD. Are Ethics Training Programs Improving? A Meta-Analytic Review of Past and Present Ethics Instruction in the Sciences. *Ethics Behav*. 2017;27(5):351-384. doi: 10.1080/10508422.2016.1182025. Epub 2016 May 27. PMID: 30740008; PMCID: PMC6368181.

Recasting graduate training

Anne Krook

@akrook / www.annekrook.com / akrook@comcast.net

April 7, 2022

Midwest Association of Graduate Schools

2022 annual meeting, Milwaukee, WI

Today

- We have an hour and forty-five minutes, which includes lots of time for questions, which I will take at the end
- You may take notes via phone photos and tweet or post about the session
- I will post a PDF of the slides on the speakers' site; email me for it at akrook@comcast.net

Agenda

1. The problems and their consequences
2. Making positive change in context
3. Next steps
4. The case for optimism

The core problem

The interests of universities and the interests of graduate students and postdocs do not always align and sometimes directly conflict. The universities' interest in low-cost skilled labor for both teaching and research assistance and in revenue from some programs often weighs against fundamental changes in graduate education. Changing that imbalance is a long-term effort; positive short- and medium-term changes can, however, take place in that context.

Related problems

- Graduate training for PhDs
 - PhD training has long been and mostly remains structured to train students for jobs most will never have
 - generally fails to value and adequately fund preparation for non-academic jobs
 - takes too long and costs students too much
- Graduate training for masters' students
 - when not for field-specific job preparation, often fails to provide job-search preparation and support
 - some programs overpromise advantages in getting into PhD programs

Their consequences

- Current grad students and postdocs are demoralized and mental health is poor
- Graduate programs often send students into deep(er) debt; field and faculty diversity, especially economic diversity, suffers
- Some disciplines do not have enough future faculty in the pipeline (e.g. nursing, mental health treatment)
- Skepticism about the value of graduate training is rising among the public and legislative funding sources

Making positive change in context

- The past's hold on present reform
- Aligning at senior levels
- Relying on data
- Adapting graduate education
 - Adapting programs to remote study
 - Adapting programs to contain student costs
 - Adapting theses and dissertations
- Valuing, professionalizing, and evaluating job preparation and placement

The past's hold on present reform

- Current tenured faculty members who are now training graduate students were taught by faculty tenured in the 1990s, who were taught by faculty tenured in the 1970s.
 - They may overvalue the methods by which they were taught: “it was good enough for me, and I got a job”
 - Some people teaching now repeat what their faculty taught them: “just take an adjunct job for a year and something will come up.”
- Memory of placement successes tends to obscure more current and more common results
 - Past memories, particularly of successes, are hard to dislodge
 - Adding data-driven evaluation of graduate cohorts sometimes leads to faculty accusations of “being driven by business-school suits who don’t understand my field”

Alignment at senior levels

Change in graduate programs happens when the dean of the graduate school, the department chair, and director of graduate studies are aligned. This means all three have a shared understanding of a program's purpose, its current status as supported by data, and agreement on paths forward.

Shifting toward data

- Data about graduate training outcomes, when collected, tends to reflect the smallest cohorts: students who take the degree AND are placed where the program historically expects them to be placed (academics, industry, healthcare settings, etc.)
- Better data include the entering cohort, pre-degree-exit cohort, and “placed”-with-degree cohorts
- The most revealing data for driving program change are reasons for change per year: x% of cohort remains in program after year 1, y% after year 2, etc. with reasons for change per student

Gathering data

- Ask the same questions of every student every year, record the answers, and compare from year to year:
 - “What worked well this year?”
 - “What needs to work better?”
 - “What should I be asking that I am not?”
- Conduct an exit interview with every student *who leaves or finishes* your program, ideally by the director of graduate studies or the placement officer. Ask the same questions and record the answers:
 - “Why are you leaving [if before finishing]?”
 - “What worked well in this program?”
 - “What would have made your program better?”
 - “Where did you need support and not get it?”
 - “What job are you going to?”
 - “What should I be asking that I am not?”

Using data

- Data have many audiences:
 - departmental and university senior leadership
 - current faculty
 - prospective students and postdocs
 - current students and postdocs
 - career services
 - external funding organizations
- For data to be credible, the gathering method and data must be transparent to those audiences
- For data to become transparent, there must be mutual trust that the meaning of the data can be discussed and action taken once understood

Sample dataset, masters' program

- Of an entering cohort of XX students, YY took the degree
- The top Q reasons students left the program without taking the degree are [reasons]
- Of students taking the degree from [program], ZZ continued to PhD programs, AA to employment [types], and BB to [other [list]]

Sample dataset, PhD program

- Of an entering cohort of XX students, YY took the degree
- Students leaving the program without taking the degree left at [departure points]
- The top Q reasons students left the program without taking the degree are [reasons]
- Students leaving without taking the degree found employment as [job titles]
- Of students taking the degree, ZZ continued to tenure-track faculty, AA to postdocs, BB to adjunct faculty, and CC to [other types: list]

Continual data review

- The data's audiences within the university should review the data every year
 - Note changes
 - Decide on next steps if any
 - Publish agreed-upon next steps
- Trust comes from transparent connection between data and follow-up actions

Adapting graduate education

- Traditional model:
 - Centralized at beginning (classwork)
 - Decentralized at end (thesis / dissertation)
 - Job search and placement develops out of degree work and follows it
 - Change is slow
- Recast model:
 - Decentralized / remote at beginning (classwork)
 - More compressed at end
 - Job search and placement parallels degree work
 - Change is faster and data-informed

Adapting programs to remote study

- Minimize residential requirements where feasible
- Offer an option to attend class remotely during the classroom portion of a program except where impossible (labs, clinical work), and schedule those classes at night
- Record and publish lectures and events (e.g. panels) for asynchronous viewing
- All office hours should have a remote option
- Establish parameters for remote work and subsidize them (connectivity, tech setup, some office support (lighting/chair etc.)
- Address the reasons for remote work with faculty

Supported *remote study supports field and faculty diversity*

Adapting programs to contain student costs

- Offer class remotely during the classroom portion of a program (to help control commuting and child-care costs)
- Offer a part-time study option, especially in the classroom portion (to help students who must work, especially for non-funded masters' programs)
- Offer credit for relevant work experience
- Subsidize professional society membership, the job search, and thesis/dissertation submission
- Minimize thesis- and dissertation-related costs

Containing costs supports field and faculty diversity

Adapting theses and dissertations

- Allow theses and dissertations to incorporate work done outside the university
- Allow an external reader for work done outside the university, e.g. museum curatorial staff for a public history display
- Especially for humanities dissertations, allow a linked series of related article-length chapters in place of a pre-monograph
- Conduct thesis-/dissertation-completion support teams: teach students how to schedule large projects
- Set and enforce time limits on theses and dissertations, with rational exceptions (health issues, elder care, etc.)

Job preparation and placement

- Departmental leaders:
 - Tell faculty and students what former students are doing after their degree programs; panels of former students are effective
 - Explicitly model acceptance of all kinds of post-degree work
 - Integrate job preparation and placement into every semester of degree programs for every cohort
 - Require PIs to allow postdocs time and funds for professional development and job-seeking
 - Reassure faculty that they can help students without becoming experts in other fields
 - Advocate for dedicated staff in career services, and model including them in placement planning
- Faculty:
 - Assure students that interesting work awaits them wherever they work
 - Encourage students to broaden the range of people they seek out for help and to treat everyone meet as a valued, respected colleague

Next steps

- Sit down with constituents of data and discuss what you all would like to know. Agree on defined data collection (start small and fast and improve as you go) and regular review.
- Start collecting data and publishing it to its audiences. Listen to what they ask, and collect better data

The barrier to acting on data is a lack of trust that it will be presented openly, its meaning discussed fairly, and actions taken on its basis. Academic leaders can build that trust over time by modeling transparency about data and the actions taken as a result of it

The case for optimism

- Barriers to work and job creation are being broken every day
- The gig economy supports job experimentation
- The COVID19 pandemic has fast-forwarded upgrades to remote work in many fields
- Graduate training is becoming more like the career development and job-searching in other fields
- More people doing challenging, important work are more discoverable than ever before (see: Reasons to be Cheerful)
- The need for graduate-trained people in government is extraordinary (see: Run for Something)

Copyright

- Anne Krook © 2014-2022



COLLEGE OF
GRADUATE STUDIES

Choosing Your Own Pathway: A Customizable Graduate Degree

Shannon Cuff, Ph.D.

Associate Provost of Adult, Online, and Graduate Education

**Drury University
Springfield, Missouri**

About Drury University

- Small, private liberal arts university, founded in 1873
- Located in Springfield, Missouri
- Guiding Purpose: Transform student lives through personalized education.
- One Mission
- Three Visions: Residential, Evening & Online, Graduate Studies

College of Graduate Studies Vision

Develop responsible leaders who aspire to thrive within their professions and service activities by fostering the integration of theoretical and practical knowledge.

About the College of Graduate Studies

- **Masters degree programs, 300 total active students**
 - **Master in Education (6 degree options)—158 students**
 - **Master of Communication—40 students**
 - **Master of Nonprofit Leadership—14 students**
 - **Master in Business Administration—31 students**
 - **Master in Public Service and Safety Leadership (new Fall 2020)—24 students**
 - **Master in Integrative Leadership (new Fall 2020)—18 students**
 - **COMING Fall 2023—Master of Science in Physician Assistant Studies**

About the Master in Integrative Leadership

Interest
Area #1

Nonprofit
Leadership

- 12 credit hours (four classes)

Data
Leadership

- 12 credit hours (four classes)

Interest
Area #2

Connector &
Capstone
Courses

- 6 credit hours (two classes)

Master's
Degree

- 30 credit hours (ten classes)



NONPROFIT
LEADERSHIP



DATA
LEADERSHIP



INSTRUCTIONAL DESIGN
AND TECHNOLOGY



PUBLIC SAFETY
LEADERSHIP



BUSINESS VENTURES
LEADERSHIP



DIVERSITY, EQUITY AND
INCLUSION LEADERSHIP

Certificates by the Numbers

- Data Leadership--9
- Diversity, Equity, and Inclusion--9
- Nonprofit Leadership--6
- Public Safety Leadership--5
- Instructional Design & Technology Leadership--5
- Business Ventures Leadership--2

Connector Courses: High Impact Practice

- MILE 600
 - Design an applied research project that satisfies a question or problem in an organizational or community context.
 - Foundation is set for MILE 700 to develop an in-depth project that demonstrates and integrative approach to leadership and problem-solving.
- MILE 700
 - Complete an applied capstone project to inform professional practice
 - Display competencies in communication, research, analysis, and integrative thinking

Intelligent Interruption



Based on what you know now...

- ! What curriculum options are available at your institution that you could use to create a graduate certificate in the Master of Integrative Leadership?

In Action: A Student Example

Interest Area One

- A desire to share content expertise in workshops, training sessions, and digital spaces

Interest Area Two

- A passion for advancing the mission of a nonprofit organization



Connect the two certificates by completing a project that integrates your knowledge of adult learning and instructional design with nonprofit programming and outreach. You can enhance your credentials while addressing an important community issue.

The Result?

An interactive, engaging training session for new employees at the nonprofit organization.

Focus: Stakeholder perspectives & Mission-Centric Operations

Intelligent Interruption



Based on what you've learned and what you already know...

- ! What does the current research about the workforce tell us about new certificates we should create as part of the Master in Integrative Leadership?
- ! How can we prepare current graduate students for the future workforce by providing them with the certificates they will need?

Our Next Steps...

- Review current certificates for need and demand
- Analyze assessment data to make research-driven, informed decisions about the curriculum offerings in the certificates and the connector courses
- Create new certificates
 - From existing graduate courses
 - With entirely new prefixes



COLLEGE OF
GRADUATE STUDIES

Let's Stay in Touch..

www.drury.edu/graduate

Shannon Cuff

- scuff@drury.edu
- 417-873-7755



Midwestern Association of Graduate Schools

Student-Centered Graduate Education: Emerging Pathways for Student Success

Welcome

HOW TO SUBMIT PROOF OF VACCINATION

+ Submitting Proof of COVID-19 Vaccination

REGISTER FOR THE EVENT!

ACCESS THE EVENT APP.

78th Annual Meeting of the
Midwestern Association of Graduate Schools
April 6–8, 2022 • Milwaukee, Wisconsin

Who should attend:

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

- Graduate Deans
- Associate and Assistant Deans
- Graduate Program Directors
- Graduate Office Staff
- Graduate Faculty and Students

Venue:

[Saint Kate, The Arts Hotel](#)

139 East Kilbourn Avenue

Milwaukee, WI 53202

YOUR SAFETY IS IMPORTANT TO US (UPDATED 3.24.2022)

We are committed to ensuring the MAGS 78th Annual Meeting is conducted as safely as possible. Current safety protocol includes:

- **All attendees are required to show proof of COVID-19 vaccination by April 1, 2022**, unless you have an exemption.
 - The process for submitting proof of vaccination is [here](#)
 - To request an exemption, please contact Kerry Wilks at kwilks@niu.edu.
- All attendees are encouraged to wear masks throughout the

meeting (except when eating and drinking). This may change depending on the situation in early April.

Corporate Sponsors

Liaison



Liaison helps higher education institutions

better identify, recruit, and enroll best-fit students. Schools rely on our admissions management and marketing automation solutions to reach

prospective students, streamline administrative tasks, and create exceptional experiences for applicants. With 25 years of experience, we work with 5,000 programs on 800 campuses and process over one million applications annually.

ProQuest



ProQuest connects people with vetted, reliable information. Key to serious research, the company's products are a gateway to

the world's knowledge including dissertations, governmental and cultural archives, news, historical collections, and ebooks. ProQuest technologies serve users across the critical points in research, helping them discover, access, share, create, and manage information.

ETS

At ETS, we advance quality and equity in education for people worldwide by creating assessments based on rigorous research. ETS serves individuals, educational institutions and government agencies by providing customized solutions for teacher certification, English language learning, and elementary, secondary and postsecondary education, and by conducting education research, analysis and policy studies. Founded as a nonprofit in 1947, ETS develops, administers and scores more than 50 million tests annually – including the TOEFL® and TOEIC® tests, the GRE® tests and The Praxis Series® assessments – in more than 180 countries, at over 9,000 locations worldwide. To find out more about ETS and the GRE program: www.ets.org/gre.



Institutional Sponsors

Break Sponsor



GRADUATE SCHOOL
Illinois State University

Gold Sponsor



Silver Sponsor

**Missouri
State[®]**

**GRADUATE
COLLEGE**

Bronze Sponsor



Graduate School
University of Missouri

Exhibitors



cayuse



pd.education

by DOCTORALNET



Connecting the university and the community!



Graduate & Extended Learning

205 Morris Hall

1725 State Street

La Crosse, WI 54601, USA

Offering programs and services to meet the diverse needs of individuals of all ages!



Midwestern Association of Graduate Schools

Student-Centered Graduate Education: Emerging
Pathways for Student Success

Call for Papers

Midwestern Association of Graduate Schools

Call for Papers

Annual Meeting: April 6–8, 2022

*Student-Centered Graduate Education:
Emerging Pathways for Student Success*

The 2022 Call for Papers is now closed. Information regarding the 2023 Call for Papers is forthcoming.



Connecting the university and the community!



Graduate & Extended Learning

205 Morris Hall

1725 State Street

La Crosse, WI 54601, USA

Offering programs and services to meet the diverse needs of individuals of all ages!

[Privacy statement](#)

© Copyright 2022

**78th Annual Meeting of the
Midwestern Association of Graduate Schools
April 6-8, 2022
Saint Kate 'The Arts Hotel' | Milwaukee, Wisconsin**

Wednesday, April 6, 2022		
8 a.m.-5 p.m.	Registration	Simone Foyer
8-11:30 a.m.	Coffee/Tea	
9-11:30 a.m.	<p>New Graduate Administrators Workshop <i>—David Daleke, Vice Provost for Graduate Education and Health Sciences, Indiana University, Bloomington</i> <i>—Julie J Masterson, Associate Provost and Dean of the Graduate College, Missouri State University</i></p> <p>This session provides new deans and graduate school staff members the opportunity to discuss topics of interest focusing on the role of the graduate school and the leadership responsibilities associated with that role. This highly interactive session is followed by a luncheon with the members of the Executive Committee of the Midwestern Association of Graduate Schools (MAGS).</p>	Simone 4
10 a.m.-5 p.m.	Exhibitors	Simone Foyer
10-11:00 a.m.	Executive Committee Meeting	Expressionist
11:30 a.m.-1 p.m.	New Graduate Administrators & Executive Committee Luncheon	Lyrical
1-1:15 p.m.	<p>Welcome & Overview <i>—Ranjit Koodali, MAGS Chair & Associate Provost for Research and Graduate Education</i> <i>Western Kentucky University</i></p>	Simone 1 & 2
1:15-2:30 p.m.	<p>PLENARY SESSION Introduction: Kerry Wilks, MAGS Chair-Elect & Associate Dean of the Graduate School, <i>Wichita State University</i></p> <p>News from CGS: A Focus on Master's Education <i>—Suzanne Ortega, President</i> <i>Council of Graduate Schools</i></p> <p>Fall 2020 saw a significant increase in first time enrollment of master's students, many of whom were part time and on-line. This talk will focus on what we know about those students and the types of mentoring and support they will need to make timely progress toward degree completion. The talk will also provide updates on two new CGS projects focused on understanding Master's career pathways.</p>	Simone 1 & 2
2:30-2:45 p.m.	<p>Exhibitor Highlights Introduction: Jennifer Ziegler, MAGS Secretary-Treasurer & Dean of Graduate and Adult Programs, <i>Nebraska Wesleyan University</i></p>	Simone 1 & 2
2:45-3:15 p.m.	Break	Simone Foyer
3:15-4:15 p.m.	CONCURRENT SESSIONS: Student Centered Graduate Schools	
	<p>Empowering Graduate Students as Educators through a Teaching Learning Community <i>—Stefanie T. Baier, Curriculum Development Director</i> <i>—Hima Rawal, Ph.D. Candidate</i></p>	Lyrical

	<p>Michigan State University</p> <p>Creating and cultivating learning communities is of great importance for academic progress as well as discipline- and skill-based meaningful interaction among faculty and students (Shapiro & Levine, 1999). Little is known of cross-disciplinary graduate student learning communities, and even less about cross-disciplinary Graduate Teaching Assistant (GTA) Learning Communities. This past year, when the pandemic required all instructors to adjust to a unique situation, GTAs often became the leaders for effective teaching in the remote setting and used advanced innovative technological and pedagogical practices to teach undergraduate students to achieve academic success and assisted faculty in their work. To recognize and center on these efforts, the Graduate School at Michigan State University set out to create a GTA Teaching Learning Community (GTA TLC) based on three Cs: 1) learning pedagogy content while building 2) connections and becoming a supportive 3) community of practice. Graduate Teaching Assistants from various disciplines and backgrounds have since convened bi-weekly to present, discuss, and share evidence-based best practices in teaching, learning, and student success. They have provided feedback for the GTA preparation program and teaching professional development, co-led sessions and workshops, and started engaging in scholarship of teaching and learning. In this session, participants will learn about this learning community model, topics covered, and its impact on graduate students' pedagogy skill development and acquisition of cross disciplinary teaching practices for their roles as future faculty and non-academic careers based on attendance and feedback data.</p>	
	<p>Maslow's Needs Hierarchy: A Tool for Designing a Student-centered Graduate Education Campus —Claudia Petrescu, Vice Provost for Graduate Education and Dean of the Graduate School —Megan Miller, Student Success Coordinator Kansas State University</p> <p>Traditional student success plans have focused primarily on supporting academic progress and career preparation. In this session, we discuss the value of using Maslow's hierarchy to guide strategic planning for advancing graduate student success. Responses to a graduate student needs survey (April-May 2021) and information received during monthly informal chat sessions involving graduate students and the Graduate School Dean identified priority areas of need in our graduate student population, including, but not limited to, financial support, feeling connected to and valued by the university community, and personal and professional satisfaction. Recognizing the graduate student as a person who has basic human needs, responsibilities outside of the university, and interests separate from their academic and professional goals creates a foundation for academic and professional success. Using Maslow's Hierarchy of Needs, we developed a framework to holistically address the students' needs. During the summer and fall semester we began taking steps to implement our framework. Actions taken are revising our immersion into graduate school practices, reshaping the charge of the Graduate Council to focus on graduate student success, pivoting graduate student travel funds to address timely financial needs, establishing a graduate student accelerator fund, and reframing the relationships with units within the university and the community. This session will discuss the graduate student success framework we developed, and lessons learned from its implementation.</p>	Simone 3
	<p>Onboarding & Orientation: Creating an Environment & Expectations for Success & Well-Being —Mimi Beck, Program Director, Graduate Student Life —Juliane Zenk, Recruitment Strategies Program Director University of Notre Dame</p> <p>Effective onboarding and orientation programs play an important role in integrating graduate students into the university community. Studies have shown that graduate students who participate in orientation programs tend to have more rewarding and profitable experiences throughout their time at their institutions. This session will present multiple strategies for welcoming graduate students to campus, providing timely information on university resources, creating shared expectations, and fostering connections to the graduate community and the institution. Programming highlights will include Virtual Fireside Chats, the Summer Soiree Series, Graduate Student Orientation, and GRAND (Graduate Resilience Alliance at Notre Dame).</p>	Simone 4
	<p>Structural Empowerment: Designing Procedures for Student-centered Graduate Education</p> <p>—Rebecka Bourn, Assistant Dean for Student Affairs University of Oklahoma Health Sciences Center</p> <p>Student-centered graduate education emphasizes the right and responsibility of graduate students to determine their career path. However, even when student-centered education is an explicit priority, existing policies and procedures may implicitly reinforce a more traditional culture of faculty-directed training for careers in academia. Therefore, standard operating procedures, forms, and communications templates play a role in shaping a student-centered culture. At the University of Oklahoma Health Sciences Center Graduate College, we have redesigned our processes to empower students as they navigate their graduate training. To signal that students are the primary owners of their scholarly development, we communicate directly with students using kind and inclusive language. To reduce procedural barriers, facilitate equal treatment of all students, and promote high academic standards, we provide students with a clear explanation of milestones and expectations in graduate education and implement these expectations through standardized procedures. Finally, we have created student-led, user-friendly forms that remind students to reflect on their goals, strengths, and opportunities for growth.</p>	Dada 1
4:30-5:30 p.m.	CONCURRENT SESSIONS: Meeting Student (and Faculty/Staff) Needs	

<p>WITHDREW FROM CONFERENCE</p>	<p>Call for Less Paper: Using Electronic Systems to Improve the Student Experience —Dr. Susan Morgan, Associate Dean of the Graduate School <i>Southern Illinois University Edwardsville</i></p> <p>Students are no longer impressed by an online form – they expect it. In addition, the new prevalence of remote work and online learning have emphasized the importance of converting to forms that can be submitted and approved without the exchange of paper or the hassle of fillable PDFs. Learn how the Graduate School at Southern Illinois University Edwardsville has implemented electronic forms for a wide variety of processes using a variety of tools. Besides Graduate School event management, both student-initiated forms (such as academic requests and internal funding requests) as well as staff/faculty-initiated forms (such as review of internal funding proposals and graduate assistant contracts) have been adapted. Three software systems have been utilized (the admission software Radius/App Review, the Banner product EPAF [Electronic Personnel Action Forms], and the form software Quali Build), and multiple stakeholders in other units have collaborated (including Enrollment Management, the Office of the Registrar, and the Office of Human Resources). This session will highlight the successes and challenges of the implementation of these various forms and the software utilized. There are many ways in which the electronic processes have lessened the administrative burden on students, Graduate School staff, and other campus stakeholders. But there have been challenges, some of which have been overcome and some of which have persisted. The resulting lessons learned will be shared.</p>	<p>Lyrical</p>
	<p>Bridging the Gap: Holistic Graduate Student Support at Michigan Tech —Debra Charlesworth, Asst. Dean for Graduate Studies and Postdoctoral Affairs —Anna McClatchy, Student Support Coordinator <i>Michigan Technological University</i></p> <p>Graduate students arrive at Michigan Tech with a wider variety of life experiences and expectations than traditional undergraduate students. As a result, they are generally very effective at advocating for themselves and finding solutions to their problems. When these students need support, however, we've found that their issues tend to be more complex, stressful, and have higher stakes. Graduate students need to balance their research objectives with their family or personal life and the constraints of funding and immigration (for international students). They require individualized support to meet them where they are and holistically support their unique needs.</p> <p>At Michigan Tech, we have adopted a holistic approach to student support where we utilize the academic support available in the Graduate School coupled with student support staff in the Dean of Students office. Student affairs professionals have a unique set of skills; however, their training and experience is traditionally focused on the needs of undergraduate students. By building bridges between our units and working together, we can take advantage of our unique skill sets and expertise to help our students build a network to support their success. In this session, we will discuss our support model; provide examples of support available to our students such as the HuskyFAN food pantry, dissertation support, and parental leave; and discuss relevant case studies.</p>	<p>Simone 3</p>
	<p>Ethics Training for PhD Students: Can Research Ethics Keep Pace with Research Itself? —Allan Loup, Ethics Program Director <i>University of Notre Dame Graduate School</i></p> <p>Responsible and Ethical Conduct of Research (“RECR”) education is recognized as essential in the preparation of graduate students and is required by federal funding agencies. Yet without specific national standards or clear best practices it continues to produce mixed and uncertain results across widespread variations in format and content. And the increasing pace of change in the research enterprise means that our typical methods of ethics training can feel more disconnected every year from the research our graduate students are actually engaged in. To advance RECR training at the University of Notre Dame, the Graduate School, in collaboration with ND Research Compliance, obtained survey and focus group feedback from graduate students and redesigned our RECR program toward an engaged, participatory, student-centered model. Because in their careers they will need to navigate new ethical issues proactively and in real time, we developed a framework and toolkit to train PhD students in practical ethical analysis of emerging research ethics issues. This session will describe our four-stage, eight-hour program, which begins with exposure to and application of current ethical and regulatory standards in research, includes faculty presentations on emerging areas and types of research that pose ethical issues, and culminates in students’ own recommendations for how these can be responsibly pursued. Our design enables us, in addition, to assess the quality of training outcomes across cohorts that vary in size and degree of interdisciplinarity (e.g., trainees from one discipline vs. from one college vs. from all disciplines).</p>	<p>Simone 4</p>
	<p>Structuring an Interdisciplinary PhD for the Academy of the Future —Carrienne Hayslett, Associate Dean, Graduate School —Theresa Tobin, Associate Dean, Graduate School —Nicholas Curtis, Director of Assessment <i>Marquette University</i></p> <p>For more than a decade, Marquette University has offered an interdisciplinary PhD (INPR) to provide opportunities for “creative customized academic programming and research that crosses the boundaries of traditional disciplines.” The INPR was developed to support project-specific interdisciplinarity, not bound by fixed structural relationships between disciplines, by housing the program in the Graduate School with academic oversight provided by a standing university committee, and student-specific oversight provided by dissertation committees composed of faculty representing the disciplines implicated in students’ projects. This arrangement provides necessary structure while permitting equally necessary flexibility. Since the INPR’s inception, Marquette has learned important lessons about how to maintain a nimble-yet-rigorous program and support interdisciplinary work at the doctoral level, including the value of a clear shared understanding of the program’s aims and expectations among students, their dissertation committees and faculty involved in academic oversight, and well-articulated programmatic outcomes and assessment frameworks – tools interdisciplinary programs often find challenging to develop. The project described in this presentation reflects an iterative process of reviewing and revising the INPR,</p>	<p>Dada 1</p>

	including its approach to assessment and its structural components, and an effort to more clearly describe what "interdisciplinarity" looks like in doctoral work. This presentation describes the process and product of this project with the intent of stimulating thought and discussion about the ways in which this kind of doctoral program might respond to an increasingly interdisciplinary Academy of the future.	
6-7 p.m.	Reception	Simone Foyer
7-9 p.m.	Dinner	Simone 1 & 2
Thursday, April 7, 2022		
7 a.m.-5 p.m.	Registration	Simone Foyer
7:30-8:30 a.m.	Breakfast	Simone Foyer & Simone 1 & 2
8:45-10:30 a.m.	<p>PLENARY II Introduction: Kerry Wilks, MAGS Chair-Elect & Associate Dean of the Graduate School, <i>Wichita State University</i></p> <p>—Anne Krook, Owner of Practical Workplace Advice; Immediate Past Chair, Board of Directors, Lambda Legal</p> <p>Graduate training of the future will not be like our own training or that of the generation that trained current faculty. As many of us know, graduate training often fails to prepare students for the jobs that they will eventually hold since many will not be entering the academy. As we respond to this area of graduate students' professional development, we must also address the length of our programs in light of the current student debt crisis.</p> <p>This talk will address how our programs can best prepare graduate students for the jobs and roles they will hold and the changes that will be needed to complete this preparation. These changes encompass collecting and publishing more complete data about what our students actually do and adapting coursework to include preparation currently absent as evidenced by those data, and refactoring of the terminal project, whether masters' thesis or dissertation.</p>	Simone 1 & 2
10:00 a.m.-5 p.m.	Exhibitors	Simone Foyer
10:30-11:00 a.m.	Break	Simone Foyer
11:00 a.m.-Noon	<p>CONCURRENT SESSIONS: Professional Development & Student Support Services</p> <p>A Hand in Every Honey Pot: Meeting Expectations for Graduate Student Professional Development —Sheree Murray, Graduate Student Success Specialist —Kerry Wilks, Associate Dean of the Graduate School <i>Wichita State University</i></p> <p>Before COVID-19 forced all programming online in Spring 2020, Wichita State University Graduate School's professional development series followed a relatively traditional format of in-person events. Though some programming was recorded and captioned for on-demand access, limited resources to build accessible online content existed. The start of the pandemic saw an abrupt abandonment of face-to-face sessions, which not only freed up resources, but also required us to reinvent our program delivery. This allowed us to reallocate considerable energy to creating and maintaining a small library of resources that were always available. These changes also attracted a new population of students to our synchronous virtual events; removing distance and schedule roadblocks allowed online and professional students that are typically not able to come to campus for face-to-face programs to join our sessions, highlighting the previously limited availability programming for these populations. Having our typical programming available on-demand allowed us to investigate new tools and reevaluate existing partnerships aiming to address our broader graduate student population's needs and further diversify our programming. Transitioning back to traditional operations on campus, we now face a dilemma: how do we adapt our programming to fit a more hybrid model while maintaining accessibility? This session will explore the experiments undertaken at Wichita State University to deliver a hybrid model of professional development.</p>	Lyrical
	A Multi-institutional Graduate Student-centered Approach to Teaching Course Design	Simone 3

	<p>–Katherine Kearns, Assistant Vice Provost for Student Development <i>Indiana University Bloomington</i></p> <p>–Lisa Kelly, CIRT Program Coordinator, Graduate College</p> <p>–Darren Hoffmann, Asst. Professor, Department of Anatomy and Cell Biology <i>University of Iowa</i></p> <p>In our session we will share design principles and outcomes of a multi-institutional syllabus design workshop that centers graduate student concerns and needs. “Transforming your Research into Teaching” (TYRIT) is a seven-week course design program for graduate students and postdoctoral scholars. In this low cost, high-impact, adaptable, and scalable professional development workshop series, TYRIT participants design a college-level course based on their research while incorporating principles of syllabus design, unit planning, assessment, course evaluation and inclusive teaching. By limiting participation to grad students and postdocs, we attended to the particular liminal space (neither/nor, both/and) attendees occupy in both their identity development and their academic career development. For example, participants design courses based on their area of developing expertise in research or creative activity, enhancing their skills in speaking about and teaching their specialization. In addition, the program incorporates several kinds of peer communities to support feedback processes, promoting a sense of belonging and amplifying networking possibilities across disciplines and institutions. We will share participant reflections that reveal how the program’s design goal of connecting grad students with peers across institutions allowed for more diverse sources of feedback and community and helped to address the challenge of providing feedback when disciplinary expertise is very focused. We will engage session participants in a discussion to consider the value of multi-institutional approaches to support graduate students in development of their disciplinary knowledge, their professional skills development, and their social network.</p>	
	<p>Finding Balance: Supporting Graduate Students in the “New Normal”</p> <p>–Diane Helmick, Assistant Director, Graduate Student Services <i>University of Dayton</i></p> <p>The Fall 2021 semester has been like no other in the history of higher education. As students return to campus after months of remote learning, graduate staff and faculty are doing their best to find balance between past practices and opportunities for innovation. We realize that providing student support services and resources has never been an exact science, as our students tend to make up the most diverse and varied body on campus. Knowing (now) that we can bring student services into a wholly virtual environment- should we? This could be an opportunity to reach more students; however, reaching more students does not reflect better outcomes. In this session, I will present information from our new student orientation from Fall 2021 and past years. We will discuss the pros and cons of moving to virtual support, creating a hybrid model, and how we can assess the performance of virtual programming. Questions we will consider include:</p> <ul style="list-style-type: none"> • Will students receive the support necessary to be successful in their academic endeavors? • Will virtual support services erode the relationships and engagement with students? • Is there a hybrid model we can establish that will meet the needs and wants of students who prefer virtual support and those that prefer face to face interactions? 	Simone 4
	<p>Empowering Marquette University’s Masters and Doctoral Students for Tomorrow: The Humanities Without Walls Consortium and New Pathways for Graduate Training</p> <p>–Margaret Nettesheim Hoffmann, Associate Director of Career Diversity at Humanities Without Walls and Marquette University</p> <p>–Theresa Tobin, Assoc Dean for Academic Affairs and Student Development</p> <p>–Carrienne Hayslett, Associate Dean for Strategic Innovation and Academic Program Development <i>Marquette University Graduate School</i></p> <p>Since 2014, the Humanities Without Walls (HWW) consortium based at the Humanities Research Institute at the University of Illinois, Urbana-Champaign, and funded by over \$12 million in grants from The Andrew W. Mellon Foundation, has offered an intensive three-week summer fellowship workshop designed to introduce thirty American and international PhD students in the humanities to the varieties of career paths available with advanced degrees. In 2017, a doctoral candidate in History at Marquette University was selected as a HWW fellow and attended the Chicago fellowship workshop that summer. Inspired by her experiences, she committed to bringing the lessons of the workshop back to Marquette and partnered with the Graduate School to build a series of new program offerings assisting all of Marquette’s graduate students with reimagining the value of their advanced degrees. This panel seeks to explore the unique collaboration between graduate students, faculty, and university leadership as they built Marquette’s Career Diversity Initiative and some of the preliminary outcomes for students based on that work. The project’s offerings include new internship offerings for masters and doctoral students in a variety of practicum experiences designed to provide them crucial career development experiences while working on their degrees. Based on the innovative programming built at Marquette, HWW formally invited Marquette to become the first new university to join the consortium since its formation in 2014.</p>	Dada 1
Noon-1:45 p.m.	Lunch: Business Meeting, Excellence in Teaching Award	Simone Foyer & Simone 1&2
2:00-3:30 p.m.	<p>Special Session: Diversity in Graduate Admissions</p> <p>Moderator: Julie Masterson, MAGS Past Chair; Associate Provost and Dean of the Graduate College.</p>	???????

This special session is designed to “elevate” the theme of diversity in graduate admissions with proposals that were submitted with the theme. Each topic will be presented and there will be time for robust questions.

ASPIRE Illinois: Systems-thinking in the Recruitment of Historically Underrepresented Graduate Students

—Lissette M. Piedra, Associate Professor, School of Social Work and DEI Faculty Fellow, Graduate College
University of Illinois at Urbana-Champaign

Recruitment programs for graduate students from historically underrepresented backgrounds involve numerous stakeholders with different goals and expectations. To be effective, such programs must find a way to harmonize varied objectives and to avoid ambiguous messaging that may undermine recruitment efforts. In this presentation, we introduce the systems-thinking approach adopted by ASPIRE Illinois, a program at the University of Illinois that prepares students from historically underrepresented backgrounds for the challenges posed by the graduate school application process. Systems-thinking considers how various decentralized elements of a given process interact to produce specific outcomes over time. An analysis of these components reveals ways to intervene in pursuit of a given goal, to move the system in a desired direction. As such, systems-thinking holds great promise for the cultivation of student-centered practices in graduate education. It yields more than an increase in target-student populations, it also reveals underlying systemic structures (i.e. policies, procedures, mindsets) that affect students’ success. In this presentation, we show how a series of rigorous preapplication activities led ASPIRE Illinois students to develop an enhanced capacity to submit competitive graduate school applications. We also demonstrate how program-specific connections facilitated by the Graduate College supported their efforts. This multifaceted, synergistic approach recasts each program-specific interaction with a student as an opportunity for mentorship and guidance. Such a shift in mindset directly benefits individual student-recruits but also elevates the general graduate student body. As faculty, program directors, and student-applicants employ this cognitive model, new behavior patterns applicable to all graduate students are created.

Engaging the Graduate Community to Promote Inclusive Practices in Admissions

—Julie Masterson, Associate Provost and Dean of the Graduate College
—Algerian Hart, Associate Dean of the Graduate College
—Carrisa Hoelsher, Director of Graduate Studies, Communication
Missouri State University

In August, 2020, a committee was formed to explore, support, and promote inclusive practices in graduate admissions at Missouri State University. Data from the past decade on applicants, admits, and matriculants divided into race/ethnicity categories were shared with committee members. As a result, the committee formed workgroups focused on (a) marketing/recruitment strategies to increase applicants from underrepresented groups; (b) measures used in admissions decisions, with pros/cons and relevant literature for each (e.g., variables, such as grit and tenacity, that are associated with holistic admissions, but were rarely, if ever, part of any MSU program’s admissions system); and (c) processes used to make admission decisions, such as the use of committees/panels vs. a single individual, rubrics, whether funding was a critical determinant, etc. Committee suggestions in these three areas will be shared during the presentation, and the process used to disseminate committee recommendations and monitor use will be discussed.

Creating Inclusive Recruitment Strategies through Data-Driven Practices

—Julaine Zenk, Recruitment Strategies Program Director
—Nryee McDonald, Associate Dean, Graduate Enrollment Management
University of Notre Dame

Student-Centered graduate education starts at recruitment. By knowing who your prospective students are before they arrive on campus, administrators are better able to plan for orientation programming, graduate student development programming, and future recruitment efforts. Creating objectives and key results using sound, data-driven practices is integral for graduate enrollment management teams to set realistic goals and create sound plans to achieve them. With natural shifts occurring in recruitment and programming due to the growth of virtual programming and information accessibility, now is an optimal time to reassess how universities reach out to prospective students as well as interact with an ever-diversifying cohort. In this session, possible pitfalls will be discussed in the data consolidation process and how to overcome them. Furthermore, we will discuss how to start consolidation based on the programs, student groups, and other factors that you may be pinpointing in your recruitment efforts. Once these decisions have been made, we will then discuss determining how the data needs to be processed, cleaned, and organized. Finally, once this is all done, what statistical strategies are best adept to help you create and set realistic and easy to interpret goals.

3:30-4:00 p.m.

Break

Simone Foyer

4:00-5:00

CONCURRENT SESSIONS: Creating New Programs to Meet Student Demand

Marquette University’s Program Incubator: Incentivizing the Development of Graduate Programs that Meet Student, Market and Institutional Needs?

—Carrienne Hayslett, Associate Dean, Graduate School
Marquette University

Lyrical

	<p>In turning a strategic eye to pursuing programs that meet student, market and institutional needs, Marquette University implemented a Program Incubator designed to encourage, support and incentivize rapid revitalization and creation of graduate and online programs. Through the Program Incubator, faculty receive proposal-development assistance, including coordination between internal and external offices and stakeholders, consultation on innovative program design and guidance developing proposal components, such as market and financial analyses. Programs accepted into the Incubator can also receive access to a loan from the Provost's Office to finance start-up costs until tuition revenue covers expenses. These programs may also participate in revenue sharing (receiving a portion of program operating surplus), following the repayment of the loan from the Provost's Office, to fund college/departamental initiatives. Almost two dozen programs have been developed or modified under the umbrella of the Incubator since its inception in 2017. In addition to spurring program development, the Incubator has:</p> <ul style="list-style-type: none"> • Facilitated the development of additional tools and lenses for market and financial analyses. • Informed updated marketing efforts. • Promoted interdisciplinary conversations and partnerships. • Increased focus on fiscal stewardship. • Improved program development and approval processes. <p>This purpose of this presentation is to articulate the impetus, implementation, benefits and challenges of Marquette's Program Incubator and to promote discussion about the ways other institutions are addressing program development needs, as well as the ways the Program Incubator model might inform their efforts.</p>	
	<p>Developing Leaders Who are Socially Engaged Researchers —John Lubker, Associate Dean, The Graduate School <i>University of Notre Dame</i></p> <p>At the University of Notre Dame, we believe our graduate students will be a force for good in the world. It is not if they will be leaders in their fields but when. We also believe that as researchers our graduate students have a moral and ethical responsibility for the research that is produced. Being an effective leader requires knowing what matters to you, what matters to those you lead, and what matters in the community where your leadership happens. Being a moral and ethical researcher means doing more than producing original research, it means being stewards of our work within the communities we serve. The Graduate School's Leadership Advancing Socially Engaged Research (LASER) is a year-long credit-bearing, interdisciplinary, and experiential program that prepares PhD students for leadership in multiple contexts. LASER uses theory to practice, experiential learning, and community-based projects to frame leadership learning within the context of socially engaged research. These community-based projects are identified, designed, and implemented by each individual participant. In 2021, LASER was awarded the Outstanding Program of the Year by the Association for Leadership Educators. This session will discuss the need for leadership training in the broader context of graduate straining, the specifics of the program, and the impact on the development of the participants.</p>	<p>Simone 3</p>
	<p>Online Classes: Eight vs. Sixteen Weeks? Questions in the pre- and early-Covid era —Michelle Warren, Associate Professor of Spanish, Graduate Program Chair, Master's of Spanish Education —Chris Jacobs, Assistant Professor of French, Spanish, & Linguistics <i>University of Nebraska at Kearney</i></p> <p>In the weeks before the Covid-19 pandemic, Graduate Council at the University of Nebraska at Kearney began considering shortened classes for our graduate programs—at eight weeks, rather than sixteen, our students could front- or back-load their coursework, depending on their professional workload. Other institutions in our area (Hastings College, fifty miles east of us; as well as others around the country) have begun employing this technique to encourage students to complete their degrees more quickly.</p> <p>Geography notwithstanding (UNK's online students reside all over the country, and some internationally), many of our students share similar demographics; particularly, serving as full time professionals in their field. Considering this factor, our team created an online survey to field reactions and preferences regarding half- or full-semester length classes, and how those would affect students' choice to enroll and participate. Among the questions we asked were those pertaining to the areas of study the students were engaged in; the status of their employment (Full Time, Part Time, or other), the expectations of their employees regarding advanced degrees, their willingness to complete a semester course in half the time (assuming a double workload), and their availability shorter versus longer term in any given semester.</p>	<p>Simone 4</p>
	<p>Choosing Your Own Pathway: A Customizable Graduate Degree —Shannon Cuff, Associate Provost of Adult, Online, and Graduate Education <i>Drury University</i></p> <p>This session will provide an explanation and overview of Drury University's innovative Master in Integrative Leadership degree program. The degree allows students to customize their master's degree with relevant programs that most closely align with their career goals and interests. For this degree, students complete two separate 12-credit hour certificates, connected by two courses that help them bring it all together. Participants will learn about the certificates offered in the program and will be invited to share ideas about areas of interest observed at their own institutions that might also serve well as certificates in the degree program. The presenter will share feedback from the student perspective about how this program fits their needs and provides additional knowledge and content to help them further their careers.</p> <p>This session fits into the conference theme because students who enroll in this degree program have the opportunity to choose the two, four-course certificates that lead to program completion. Graduate students are more likely to emerge as successful students when they are able to choose areas of interest that meet their needs as well as the needs of their employers. Additionally, the projects that students complete in the connector courses are of their own design. Using the information learned in the certificate, the graduate student conceptualizes an idea that can be immediately applied to a problem or interest of their employer.</p>	<p>Dada 1</p>
<p>5:30-6:30 p.m.</p>	<p>Networking & 3MT Finalist Reception</p>	<p>Simone Foyer</p>

7 a.m.-Noon	Registration	Simone Foyer
7:30-8:30 a.m.	7:45-8:15 (Presentation if we have sponsor)	Simone Foyer & Simone 1&2
8:15-8:45	State meetings (at your breakfast table) Some states regularly meet with each other and enjoy having time to do so at MAGS. Feel free to sit with your colleagues at breakfast and stay after the presentation for a state meeting or social time.	
8:15-8:45	Visit our exhibitors	
8-11 a.m.	Exhibitors	Simone Foyer
8:45-9:45 a.m.	Concurrent Sessions: DEI Work in Graduate Schools	
	<p>A Dialogue in Disruption: Confronting Academic Gatekeeping and Envisioning Change in Graduate Education —Theresa Christenson-Caballero, Director of Graduate Student Professional and Career Development, Pipeline to an Inclusive Faculty Program Coordinator —Lindsay Marshall, Program Director, Writing Specialist /Academic Advisor <i>University of Illinois-Chicago Graduate College</i></p> <p>What does student-centered graduate education look like for BIPOC (Black Indigenous and People of Color) and first-generation students—students that educational institutions often fail to account for and serve? While positive strides have been made in graduate education (such as eliminating the GRE, supporting holistic admissions processes, and recruiting / retaining BIPOC scholars), we must do concrete work—and daily work—to confront the academic gatekeeping that excludes and marginalizes BIPOC and first-generation graduate students. Policy changes are necessary for confronting oppressive educational structures, but so, too, are smaller interventions that address day-to-day oppressive practices and longstanding assumptions about "good writing" and "good students." Entrenched notions of "academic professionalization" and "academic writing" are gatekeeping codewords: they reflect norms of cis-gender heteropatriarchal white supremacy that are woven into institutions and into our beliefs about graduate student success. As graduate educators, we must identify the detrimental practices we participate in in order to disrupt and transform them. This session will be an interactive dialogue for graduate administrators and faculty, who will be invited to reflect on their university and/or departmental practices and offer examples to develop a set of collective guiding actions, both large and small, that are BIPOC and first-generation centered. A candid discussion will focus on the following questions: What concrete changes have you made at your institutions? Have these changes been based on students' demands, administrators' initiatives, or faculty calls for change? What has worked? What hasn't? What is something you envision changing, and what do you need to disrupt to do this?</p>	Lyrical
	<p>Assess to Progress —Kimberly Hunter, Assistant Director for Graduate College Data Analytics <i>University of Illinois at Chicago</i></p> <p>The year of 2020 was full of challenges for everyone, but students of color endured two pandemics at once. COVID-19 and police brutality plagued BIPOC communities across the country. Virtually every University responded with calls for justice, peace, and policy reform. Our students shared the need for a more transparent assessment process and targeted support for students experiencing challenges. In response, the Graduate College at UIC made the commitment to review the assessment policies and develop ways to create a more responsive system of evaluation. We will share what we've learned from building the Electronic Assessment Tool (EAT) and the impact it has had on both students and faculty. The EAT was designed to create a platform to connect advisor expectations with the student experience. It provides access to full student profiles so that each scholar can be evaluated holistically and receive feedback that is relevant and timely. We harnessed the business intelligence technology of Tableau to create a comprehensive dashboard that allows for objective measurement of student progress and a meaningful visualization of the path to success. In this session, we will explore ways to create tools to inform student progress and ensure access to quality support services for all students.</p>	Simone 3
	<p>The Development of an Anti-Racist Curriculum in a Graduate Online Leadership Program —Leah Georges, Program Director, EdD in Interdisciplinary Leadership Candace Bloomquist, Assistant Professor, EdD in Interdisciplinary Leadership Program <i>Creighton University</i></p> <p>The EdD Program in Interdisciplinary Leadership at Creighton University is fully online and serves scholar practitioner students from diverse professional backgrounds to address complex problems in their places of work and beyond. In response to the 2020 murder of George Floyd and the nationwide conversation about racism that followed, the EdD Program engaged in a series of ongoing conversations that resulted in program-level changes to actively promote anti-racism in our coursework and to encourage our students to do the same in their communities. This session will share the process by which EdD Program students, faculty, and staff co-created a revised formal and informal curriculum in a fully online space to promote anti-racist leadership. These efforts included, for example, a series of dialogues around the curriculum's implicit and explicit level of intentional diversity, focus</p>	Simone 4

	groups with BIPOC and white students, a session about microaggressions developed and facilitated by current EdD students, and ultimately a holistic revision to the curriculum to include a wider diversity of authors, resources, and extra-curricular opportunities. This student-centered approach towards promoting anti-racism in the online space was driven by the andragogical principles of honoring adult learners' unique and independent self-concepts to direct their own learning as well as their deep reservoir of life experiences (Knowles, 1980). This session will also provide a reflection about the challenges and opportunities of working with students to co-create a graduate program's mission and purpose.	
9:45-10:15 a.m.	Break	Simone Foyer
10:15-11:30 a.m.	3MT® Semi Finals 1	Lyrical
	3MT® Semi Finals 2	Simone 3
	3MT® Semi Finals 3	Simone 4
	3MT® Semi Finals 4	Dada 1
	3MT® Semi Finals 5	Dada 2
	3MT® Semi Finals 6	Method
11:45 a.m.-12:30 p.m.	3MT® Final Round	Simone 1 & 2
12:30 p.m.	Adjourn	
12:45-2 p.m.	MAGS Board Meeting (Executive committee and committee chairs)	Expressionist?? ?



MAGS

Midwestern Association of Graduate Schools

Student-Centered Graduate Education: Emerging
Pathways for Student Success

Plenary Speakers



Suzanne Ortega

President, Council of Graduate Schools

Suzanne Ortega became the sixth President of the Council of Graduate Schools on July 1, 2014. Prior to assuming her current position, she served as the University of North Carolina (UNC) Senior Vice President for Academic Affairs (2011–14). Previous appointments include the Executive Vice President

and Provost at the University of New Mexico, Vice Provost and Graduate Dean at the University of Washington, and the University of Missouri. Dr. Ortega's masters and doctoral degrees in sociology were completed at Vanderbilt University.



Anne Krook

Immediate Past Chair, Board of Directors, Lambda Legal

Anne Krook began her career as an assistant professor at the University of Michigan, Ann Arbor, where she taught for seven years before moving to Seattle. After a stint in restaurant bartending, she joined Amazon.com. During thirteen years at the

company, she held various roles in US and international website development, program management, internal audit, and infrastructure. She then worked as VP of Operations at a startup, Mindbloom, and then as VP of Operations at Synapse, a product design engineering company. In addition to her consulting practice helping women thrive in their workplaces, she is the immediate past chair of the Board of Directors of Lambda Legal Defense and Education Fund, whose mission is to achieve full recognition of the civil rights of LGBTQ+ people and everyone living with HIV.



**GRADUATE &
EXTENDED LEARNING**

Connecting the university and the community!





Graduate & Extended Learning

205 Morris Hall

1725 State Street

La Crosse, WI 54601, USA

Offering programs and services to meet the diverse needs of individuals of all ages!

[Privacy statement](#)

© Copyright 2022



Midwestern Association of Graduate Schools

Student-Centered Graduate Education: Emerging Pathways for Student Success

Membership

New member application >>>

Pay 2021 Past Due MAGS Membership

Pay 2022 Membership Dues

Membership fees, enrollment headcount & period of membership:

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.

Beginning in calendar-year 2020, the MAGS Executive Committee decided to eliminate the multi-year payment option and return to annual payments only. If your institution already renewed for multiple years, your advance membership payments will be honored accordingly. If you would like to confirm your membership status, please contact ex@uwlax.edu.

NOTE: Benefits of a paid membership include reduced rates for registration at the MAGS annual meeting and eligibility to submit an entry for the Three Minute Thesis competition and nominations for the

Distinguished Thesis, Excellence in Teaching, and Excellence & Innovation in Graduate Education awards.

Graduate headcount enrollment	1 year dues
1-1000	\$ 200
1001-4000	\$ 250
4001 +	\$ 300

Dues notices are emailed to member institutions each September.
Payments can be paid online by credit card.



Connecting the university and the community!





Graduate & Extended Learning

205 Morris Hall

1725 State Street

La Crosse, WI 54601, USA

Offering programs and services to meet the diverse needs of individuals of all ages!

[Privacy statement](#)

© Copyright 2022



Midwestern Association of Graduate Schools

Student-Centered Graduate Education: Emerging Pathways for Student Success

Meeting Registration

Register here to attend the 2022 MAGS Annual Meeting!

2022 Annual Meeting Registration

	Early registration* by March 4, 2022	Regular registration* March 5, 2022 and later
MAGS Member	\$400	\$475
Non-members	\$500	\$575

*Registration fee includes receptions, banquet, breakfasts and lunch.

Additional Workshops:

- \$50, New Graduate Administrators Workshop
- \$45, Guest for New Graduate Administrators Workshop Lunch

Guest Meals

- \$90, Wednesday - ProQuest Reception & Award Banquet
- \$35, Thursday - Breakfast
- \$52, Thursday - Lunch
- \$35, Thursday - Networking Reception

- \$35, Friday - Breakfast

MAGS Membership

Cancellation Policy

Substitutions allowed. Full reimbursement for requests submitted at least 30 days prior to the start of the meeting, 50% reimbursement for requests submitted within 30 days of the meeting, and no reimbursement after the start of the meeting.

Refund and substitution requests must be submitted in writing to:

ex@uwlax.edu.

2022 MAGS Annual Meeting Registration



Connecting the university and the community!



Graduate & Extended Learning

205 Morris Hall

1725 State Street

La Crosse, WI 54601, USA

Offering programs and services to meet the diverse needs of individuals of all ages!

[Privacy statement](#)

© Copyright 2022



MAGS

Midwestern Association of Graduate Schools

Student-Centered Graduate Education: Emerging
Pathways for Student Success

Sponsorship Opportunities

A variety of corporate sponsorships are available for MAGS 2022. Please contact Jennifer Ziegler (treasurer@mags-net.org), MAGS Secretary-Treasurer, for specific options and details.



Connecting the university and the community!



205 Morris Hall
1725 State Street
La Crosse, WI 54601, USA

Offering programs and services to meet the diverse needs of individuals of all ages!

[Privacy statement](#) © Copyright 2022



Midwestern Association of Graduate Schools

Student-Centered Graduate Education: Emerging Pathways for Student Success

Exhibitor Information

Register here to exhibit at the 2022 MAGS Annual Meeting!

EXHIBITOR FEES:

- Exhibitor Registration: \$750
- Additional Representative: \$400

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.

CONFERENCE MATERIAL INCLUSION AND DEADLINES:

The presence of vendors will be acknowledged on the home page of the meeting website and in the conference materials. To ensure that all exhibitors are included in the conference materials, registration must be received by January 18, 2022.

Register today to exhibit at the 2022 MAGS Annual Meeting





Connecting the university and the community!



Graduate & Extended Learning

205 Morris Hall

1725 State Street

La Crosse, WI 54601, USA

Offering programs and services to meet the diverse needs of individuals of all ages!



Midwestern Association of Graduate Schools

Student-Centered Graduate Education: Emerging Pathways for Student Success

Venue/Travel



Visit Milwaukee

Deals, things to do, and dining options.

Overflow Hotel

[Hyatt Regency Milwaukee](#)

333 W. Kilbourn Avenue
Milwaukee, WI 53203
414.270.6035

Room block details:

- Rooms are being held at a special rate
- You may book online and view the special MAGS rate [here](#)
- You must book rooms by March 31 to qualify for the special MAGS rate, after that date you may book at the best available rate

Conference Hotel

[Saint Kate, The Arts Hotel](#)

139 East Kilbourn Avenue
Milwaukee, WI 53202
414.935.5943

Room block details:

ROOM BLOCK DETAILS.

- Rooms are being held at a special rate of \$165/night + 15.1% tax
- The rate is available from Tuesday, April 5, 2022–Friday, April 8, 2022
- You may book online at the special MAGS rate [here](#)

ST. KATE THE ARTS HOTEL AMENITIES

+ Parking

+ Airport Transportation

+ Concierge Service



**GRADUATE &
EXTENDED LEARNING**

Connecting the university and the community!





Graduate & Extended Learning

205 Morris Hall

1725 State Street

La Crosse, WI 54601, USA

Offering programs and services to meet the diverse needs of individuals of all ages!

[Privacy statement](#)

© Copyright 2022



Midwestern Association of Graduate Schools

Student-Centered Graduate Education: Emerging Pathways for Student Success

Cvent app

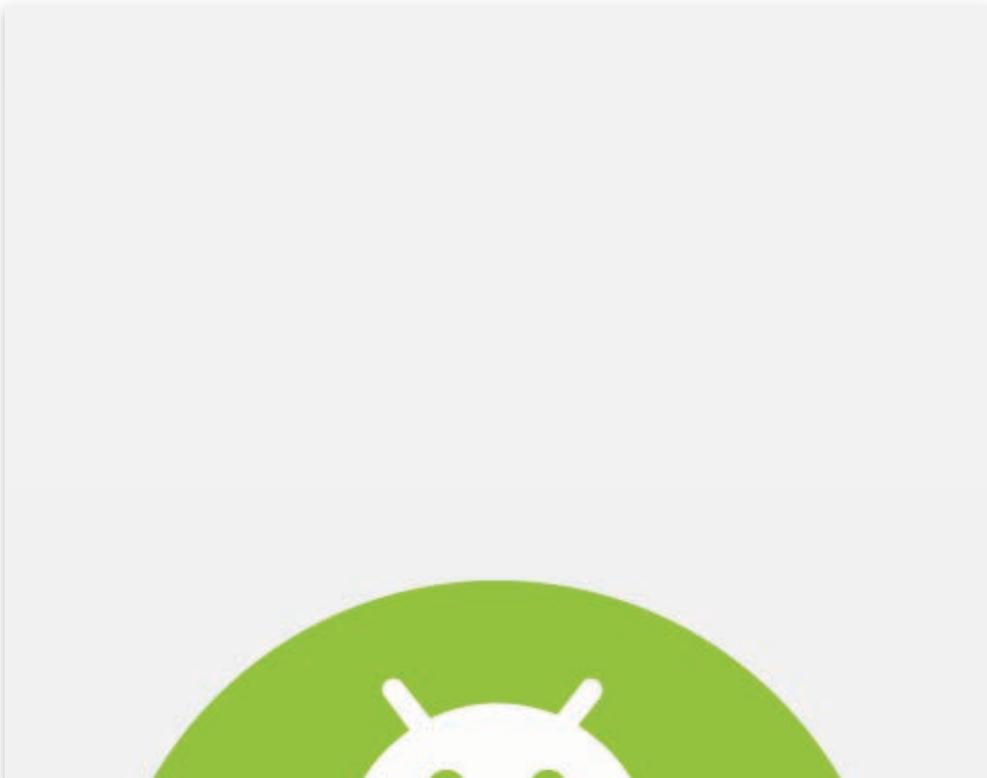
MAGS Goes Green!

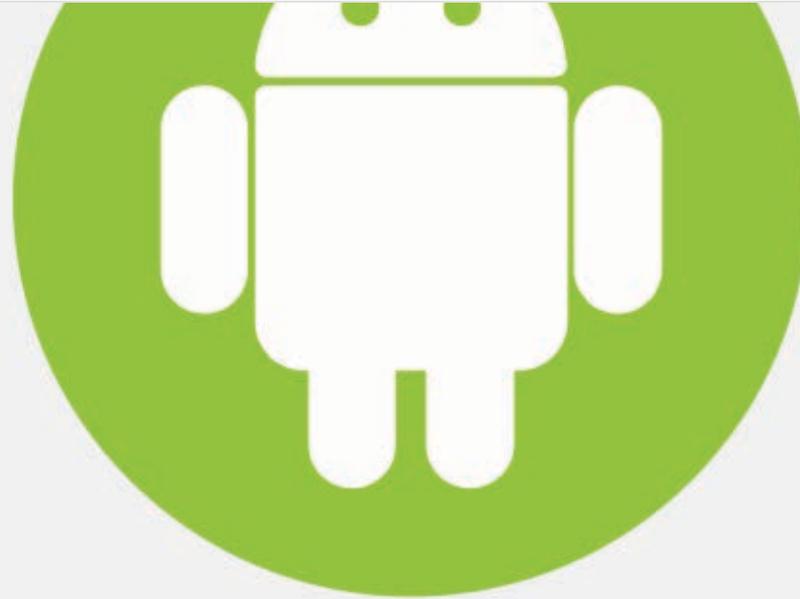
MAGS Annual Meeting information and documents can be easily accessed through the CVENT app. Click the appropriate button below to download the app to your device. After downloading the Cvent app, you can locate the MAGS Annual meeting the the event ID: **MAGS 2022MAGS**





Download for iPhone





Download for Android



**GRADUATE &
EXTENDED LEARNING**

Connecting the university and the community!



Graduate & Extended Learning

205 Morris Hall

1725 State Street

La Crosse, WI 54601, USA

Offering programs and services to meet the diverse needs of individuals of all ages!

[Privacy statement](#)

© Copyright 2022