

Midwestern Association of Graduate Schools Annual Meeting

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

70th Annual Meeting | April 9-11, 2014

DoubleTree by Hilton Hotel Chicago - Magnificent Mile | Chicago, Ill.

Theme: Transcending Local to Global: Trends in Graduate Education

Don't miss the plenary sessions, featuring:

- **Daniel Denecke**, Associate Vice President, Programs and Best Practices, CGS and Deans presenting on current findings on Financial Literacy at the graduate level
- **Theater Delta**, with **Ben Saypol**, presenting an interactive performance on Faculty/Graduate student mentoring
- **Beth Buehlmann**, Vice President for Public Policy and Government Affairs, CGS talking about the latest happenings with graduate education at the national level
- **Debra Stewart**, President of CGS on updates and insights

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Speaker Handouts

New Graduate Administrators Workshop

Robert Augustine, Eastern Illinois University; Diana Carlin, Saint Louis University

Enhancing Student Financial Education: What is the Role of the Graduate School

President: Daniel D. Denecke, Associate Vice President, Programs and Best Practices at Council of Graduate Schools (CGS)

Panelists: Samuel Atttoh, Loyola University Chicago; Jodi Kaus, Kansas State University; Patrick Osmer, Ohio State University

[Enhancing Student Financial Education at Kansas State University](#) (3 page PDF)

[Enhancing Student Financial Education: Loyola University Chicago](#) (2 page PDF)

[Enhancing Student Financial Education: What is the Role of the Graduate School?](#) (5 page PDF)

[Financial Literacy at Ohio State](#) (3 page PDF)

[Embracing Global Perspectives in Graduate Education: The Experience at Small and Mid-sized Institutions](#) (2 page PDF)

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

[Innovative Approaches to Graduate Assessment](#) (4 page PDF)

William Abler and Scott Day, University of Illinois Springfield

[Do We Really Know What Graduate Students are Learning Abroad and How Do We Know?](#) (6 page PDF)

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

Plenary Session

Theater Delta Presents: Cultivation: An Interactive Theater Performance on Faculty Mentorship

Ben Saypol, Director of Theater Delta

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

Beyond Orientation: Connecting Students Throughout Their Academic Careers

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

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

[Collecting, Reporting and Utilizing Programmatic Level Data for Program Improvement: The Story of the University of Kansas](#)

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[Doctoral Program Profiles](#) (5 page PDF)

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

[University of Kansas College of Liberal Arts & Sciences Graduate Degree Completion Agreement](#) (6 page PDF)

[Best Practices to Facilitate Successful Transition to Graduate School](#) (4 page PDF)

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

Plenary Session

Graduate Education and the National Scene

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

Moderator: Jackie Huntoon, Michigan Technological University

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

[Lean Principles in a Graduate College: A Case Study in Progress](#) (7 page PDF)

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

[Increasing Visibility: Marketing your Masters Programs](#) (5 page PDF)

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

Increasing Student Success in Competitive Fellowship Competitions

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

[Prominent Graduate Student Fellowships](#) (2 page PDF)

[Graduate Fellowship Advising Resources](#) (3 page PDF)

Special Session

[New Developments in Graduate Education – A Dialogue Between the Graduate Community and NSF](#) (7 page PDF)

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

Reception - Sponsored by TIAA/CREF

[Real Assets at TIAA-CREF](#) (4 page PDF)

[Program G.R.A.D.](#) (15 page PDF)

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

[Mastering the Humanities: Growing, Diversifying, and Sustaining Humanities Education](#) (3 page PDF)

Patricia Mooney-Melvin, Loyola University Chicago

[From Local to Global: Forging Campus -Wide Partnerships as an Approach to Building New Programs](#) (5 page PDF)

Laura Carlson, Associate Dean for Professional Development; John Lubker, Associate Dean for Students; Mimi Beck, Program Director, Graduate Student Life, University of Notre Dam

Special Session

[TIAA-CREF Financial Literacy: The Millennial Challenge](#) (4 page PDF)

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

[2014 Attractions](#) (2 page PDF)

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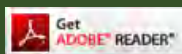
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Faculty and staff from colleges and universities significantly engaged in graduate education, to include, but not limited to:

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

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2014 Call for Papers

MAGS members are invited to submit abstracts for contributed sessions for the 70th Annual Meeting to take place in Chicago IL, April 9-11, 2014. As part of a rapidly changing world, graduate education transforms students in a significant manner but it is also transforming itself at an ever accelerating pace.

Relevant topics for this conference might include:

- politics and policies with local and national graduate student learning outcomes
- student quality of life issues
- various and creative career paths for students
- international collaborations
- online education and graduate studies
- mentoring relationships
- strategies to address shrinking financial resources and innovative support programs for graduate students

Abstract: No more than 500 words describing the proposed session

Additional Information:

- Name, affiliation, email and telephone number of the member proposing the session.
- Name, affiliation, email and telephone number of other presenters.
- Send abstract as a .pdf file and additional information to: Jessica Horowitz: jhorow@luc.edu

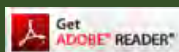
Priority Deadline for Submissions: **June 3, 2013**

- Submitted abstracts will be reviewed at the June meeting of the Executive Committee and notifications will be sent by **July 31, 2013**.
- Presenters must register for the Annual Meeting
- The individual proposing the session is responsible for contacting other presenters and obtaining their agreement to participate

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[2012 Conference](#)**Speakers:****Daniel D. Denecke, Associate Vice President**

Daniel Denecke currently directs three initiatives: a project, funded by TIAA-CREF, designed to enhance financial education and debt management skills of graduate and undergraduate students; a project funded by the Sloan and Teagle foundations that seeks to integrate the assessment of student learning into professional development programs for graduate students aspiring to faculty careers; and a third, NSF-funded project (with co-PI Julia Kent) to identify model approaches to integrating research ethics into graduate international collaborations. Previously, he led the CGS Project for Scholarly Integrity, to develop institutional models for embedding research ethics and the responsible conduct of research into graduate education; as well as an NSF-funded project on joint degrees, dual degrees, and international collaborations and Phase I of the PhD Completion Project, to address the underlying factors of students' departure from graduate study. While at CGS, he has authored and co-authored a variety of publications across the range of CGS initiatives, most recently Research and Scholarly Integrity: A Comprehensive Approach (2012) and Preparing Future Faculty to Assess Student Learning (2011). He received his Ph.D. from the Johns Hopkins University and has served as faculty member at Georgetown University and the University of Maryland, College Park.

**Ben Saypol, Director of Theater Delta**

Ben Saypol is the Director of Theater Delta. Theater Delta has developed Interactive Theater projects with numerous colleges and universities around the United States, the US Military, The World Bank and medical professionals.

Ben has a Ph.D. in Theatre from The University of Colorado at Boulder, and he has studied Interactive Theater, Theatre of the Oppressed and other community based theater techniques with Augusto Boal, Julian Boal, Michael Rohd, Jeffrey Steiger and others.

He has served as the Chair of the Interactive Theatre Subcommittee for the Association for Theatre in Higher Education.

**Beth B. Buehlmann, Vice President**

Beth Buehlmann is currently the Vice President, public policy and government affairs for the Council of Graduate Schools. Most recently she served as the Education Policy Director for the U.S. Senate Health, Education, Labor and Pensions (HELP) Committee for Senator Mike Enzi, Ranking Member. Throughout her career Beth has held a number of senior roles where her primary focus has been education and workforce development. At the U.S. Chamber of Commerce she headed the Center for Workforce Preparation, now the Institute for a Competitive Workforce, bringing together economic and workforce development to make sure that businesses have the skilled workers they need to be globally competitive.

Beth served as the Director of Federal Relations for California State University from 1991 to 1998, developing public policy positions and legislative strategies. She worked as a Senior Legislative Assistant and Education Staff Director for the House Committee on Education and Labor under the direction of several Ranking Republicans. Her work at the federal level also includes policy research as an analyst at the National Institute of Education, now the Institute of Education Sciences in the Department of Education.

In addition to these positions, Beth has held teaching positions at both the high school and university levels. She has served on numerous boards and commissions including the Workforce Excellence Board and the National Commission on the High School Senior Year.

Beth received her Ph.D. in Higher Education Administration from Illinois State University.

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Membership

At its annual meeting in April 2013, the Midwestern Association of Graduate Schools voted to adopt a dues structure on a sliding scale reflecting three levels of graduate headcount enrollment, as shown below. Headcount enrollment includes all graduate students except those in programs leading to the MD, PharmD, DVM and JD.

Membership Fees, Graduate Enrollment Headcount and Period of Membership:

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

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

If mailing a check, please make the check payable to *UW-La Crosse* (Federal Tax ID# 39-1805963) and submit to:

University of Wisconsin-La Crosse
1725 State Street, 205 Morris Hall
La Crosse, Wis. 54601
608.785.6502 or toll-free 1.866.895.9233
fax: 608.785.6547
conted@uwlax.edu

Renewing Member/Member Update

[Membership Renewal/Update](#)

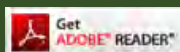
or [Printable Renewal/Update Application](#) (1 page PDF)

New Membership

[New Membership](#)

or [Printable New Membership Application](#) (2 page PDF)

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Registration

Meeting Registration (includes sponsorship):

[Register Online NOW!](#)or [Printable Meeting Registration](#) (1 page PDF)

- Registration fee includes receptions, banquet, breakfasts and lunch:
 - \$250 MAGS Member, Early Bird Fee
 - \$275 MAGS Member (after March 14)
 - \$350 Non-members, Early Bird Fee
 - \$375 Non-members (after March 14)
- Additional Workshops:
 - \$20 New Graduate Administrators Workshop, includes lunch (Wed. April 9)
- Additional Meals for Guests:
 - \$20 Wednesday, New Graduate Administrators Workshop Lunch
 - \$50 Wednesday, Reception & Banquet
 - \$30 Thursday, Breakfast
 - \$20 Thursday, Lunch
 - \$30 Friday, Breakfast
- Institutional Sponsorship: MAGS member institutions are invited to sponsor the MAGS meeting with a donation of \$150 to help defray the costs of the morning and afternoon refreshment breaks. Contributors will be recognized at the meeting and in the written materials.

[MAGS Membership](#)

Cancellation Policy:

Full reimbursement for requests submitted at least 30 days prior to the start of the meeting (on or before March 10, 2014), 50% reimbursement for requests submitted within 30 days of the meeting (after March 10, 2014), and no reimbursement will be allowed after the start of the meeting. Refund requests must be submitted in writing to: UW-La Crosse Continuing Education & Extension, 1725 State Street, 205 Morris Hall, La Crosse, WI 54601.

Exhibitor Registration:

[Exhibitor Registration](#)or [Printable Exhibitor Registration](#) (1 page PDF)

- Fee includes one registration, skirted display table, opening reception, banquet, breakfasts and lunch. Additional meals can be purchased.

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Hotel and Travel

Hotel Reservations

[DoubleTree by Hilton Hotel Chicago - Magnificent Mile](#)

300 East Ohio St.
Chicago, IL 60611
312.787.6100

- **\$159** single/double rate
- reference Midwest Association for Graduate Schools to receive the discounted room rate.
- Room Block cut-off: **March 18**

Transportation Information

- [Fly Chicago](#) (O'HARE and MIDWAY International Airports)
- [Chicago Transit Authority](#)

City Information

[Explore Chicago](#)

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Registration and Program Information:

Continuing Education and Extension
University of Wisconsin-La Crosse
1725 State Street
205 Morris Hall
La Crosse, Wis. 54601
608.785.6504 or toll-free 1.866.895.9233
fax: 608.785.6547
conted@uwlax.edu

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Sponsorship Opportunities

Institutional Sponsorship:

The Midwestern Association of Graduate Schools invites our institutional members and our corporate partners to provide sponsorship of the annual meetings.

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

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

[Institutional Sponsorship Registration](#)

or [Printable Institutional Sponsorship Registration](#) (1 page PDF)

Corporate Sponsorship:

MAGS invites corporate sponsors to join us in Minneapolis.

Corporate sponsorship includes one complimentary registration.

[Corporate Sponsorship Registration](#)

or [Printable Corporate Sponsorship Registration](#) (1 page PDF)

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

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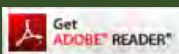
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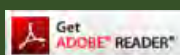
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Exhibitor Information

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

Registration:

Your registration fee includes meeting registration for one representative, skirted display table, opening reception and banquet, lunch and breakfasts. Registration must be received by **March 10, 2014**.

[Exhibitor Registration](#)or [Printable Exhibitor Registration](#) (1 page PDF)

Program Inclusions and Deadlines:

For inclusion in the registration packet, we ask all registered exhibitors to provide a digital copy of their organization logo (jpeg preferred) and a brief text of 150 words or less by March 10, 2014. Please fill out the [Exhibitor Form](#).

Exhibitor Table Information:

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

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

Meeting Attendees List: Exhibitors can request via email a preliminary list of attendees which will include the attendees' names and institutions. MAGS does not provide email addresses. The list will be available on **April 1**.

Set-up/Take down: Tables will be available to exhibitors, Wednesday, April 9 through, Friday, April 11.

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

MAGS Annual Meeting
Attn: Continuing Education
Exhibitors Name and Company Name
April 9-11, 2014

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

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

MAGS | Transcending Local to Global: Trends in Graduate Education

4-5 p.m. CONCURRENT SESSIONS CONTINUED

Increasing Visibility: Marketing your Masters Programs State II
Susan Cramer, Dean of Graduate Studies and Greg Wypiszynski, Director of Graduate Studies; University of Wisconsin-Oshkosh
Once upon a time proximity was a primary factor influencing one's selection of a master's program. As a result, minimal program advertising was necessary. Today, because there are so many options available, one must add marketing to the list of responsibilities of Graduate Deans and Directors. This session will outline one campus' marketing journey then, for the majority of the session, open the conversation for participants to share their successes and questions.

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

5-5:45 p.m. **SPECIAL SESSION** La Salle I
New Developments in Graduate Education – A Dialogue Between the Graduate Community and NSF
Richard Tankersley, Pushpa Murthy, National Science Foundation; Henning Schroeder, CGS/NSF Dean in Residence

6-7:30 p.m. **RECEPTION** State & La Salle Foyer
Sponsored by TIAA/CREF

7:30-9:30 p.m. **MAGS Board Dinner** Off-site
Maria Di Stefano, MAGS Chair, Truman State University

FRIDAY, APRIL 11, 2014

7-11 a.m. **Registration** La Salle Foyer
7-8 a.m. **Breakfast — Sponsored by ETS** La Salle II
7-8 a.m. Illinois State Meeting State I
Missouri State Meeting State II
8-11 a.m. **Exhibits** State & La Salle Foyer
8-8:30 a.m. **The TOEFL® and GRE® Tests: An Update from ETS — Matt Kadlubowski** La Salle II
9-10:15 a.m. **CONCURRENT SESSIONS**
MAGS/ETS Award for Excellence and Innovation in Graduate Education Huron
Diana Carlin, St. Louis University; Cherelle Johnson, St. Louis University

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

Patricia Mooney-Melvin, Loyola University Chicago

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

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

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

10:15-10:30 a.m. **Break** La Salle Foyer
10:30-11:30 a.m. **Special Session TIAA-CREF — Financial Literacy: The Millennial Challenge** La Salle I
Betsy Palmer, Senior Vice President, Communications and Marketing; Michael Gannon, Senior Director, Communications and Marketing; Amy Podzius, Financial Consultant, TIAA-CREF

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

11:30 a.m. **MEETING ADJOURNS** — *Maria Di Stefano, MAGS Chair*
11:30 a.m.-1 p.m. **MAGS Board Meeting with Committee Chairs** — *Jessica Horowitz, MAGS Chair* Huron

MIDWESTERN ASSOCIATION OF GRADUATE SCHOOLS

70th Annual Meeting

TRANSCENDING LOCAL TO GLOBAL: TRENDS IN GRADUATE EDUCATION

April 9-11, 2014

Double Tree by Hilton Hotel Chicago — Magnificent Mile
Chicago, Ill



Midwestern Association of Graduate Schools | MAGS | Transcending Local to Global: Trends in Graduate Education

WEDNESDAY, APRIL 9, 2014

8 a.m.-5 p.m.	RegistrationLa Salle Foyer
8-11:30 a.m.	Coffee/TeaLa Salle Foyer
9-11:30 a.m.	New Graduate Administrators WorkshopHuron <i>Robert Augustine, Eastern Illinois University;</i> <i>Diana Carlin, Saint Louis University</i> Funding, staffing, enrollments, quality, conflict resolution, governance, policy development, legal issues, assessment, and career issues are among the many challenges that confront new graduate deans. During this session, several experienced graduate deans will use a discussion format to identify the specific concerns of the deans in attendance. The focus of the session is to guide participants to resources and best practices to facilitate leadership in graduate education. The program is interactive and the topics will be derived from the participants. In advance of the session, the presenters will ask the deans registered for the session to identify issues of concern. These will be used to initiate the discussion.
10 -11:30 a.m.	MAGS Executive Board MeetingFairbanks <i>Maria Di Stefano, MAGS Chair, Truman State University</i>
10 a.m.-5 p.m.	ExhibitsState & La Salle Foyer
12-1 p.m.	New Graduate Administrators and Executive Committee LuncheonHuron <i>Maria Di Stefano, MAGS Chair, Truman State University</i>
1:15-1:30 p.m.	Welcome and OverviewLa Salle I <i>Maria Di Stefano, MAGS Chair, Truman State University;</i> <i>Jessica Horowitz, MAGS Chair-elect, Loyola University Chicago</i>
1:30-3 p.m.	PLENARY SESSIONLa Salle I Enhancing Student Financial Education: What is the Role of the Graduate School <i>Presider: Daniel D. Denecke, Associate Vice President, Programs and Best Practices at Council of Graduate Schools (CGS)</i> <i>Panelists: Samuel Attoh, Loyola University Chicago; Jodi Kaus, Kansas State University; Patrick Osmer, Ohio State University</i> With total student loan debt now exceeding \$1 trillion, student debt and finances are at the center of national attention. Once students are in graduate school, well-structured financial support combined with responsible borrowing and skills in managing their finances can increase students' likelihood of successful completion. But undergraduate student debt deserves graduate schools' attention too. The amount of debt students carry and the proportion of students and families now carrying education-related debt can affect student decisions about whether and when to pursue a graduate degree. With support from TIAA-CREF, the Council of Graduate Schools is now working with 15 awardee and 19 affiliate CGS member institutions to develop model programs for enhancing financial and debt management skills of graduate and undergraduate students. Speakers will discuss opportunities for universities to become more proactive in providing appropriate and relevant financial education. Three awardees will highlight their projects with an emphasis on innovative solutions for engaging 'Gen Y' students.
3-3:30 p.m.	BreakLa Salle Foyer
3:30-4:30 p.m.	CONCURRENT SESSIONS Embracing Global Perspectives in Graduate Education: The Experience at Small and Mid-sized Institutions State II <i>Doug Barcalow, Director, Graduate School, University of Saint Francis, Fort Wayne, Ind.; Joanne Barnes, Dean, Graduate School, Indiana Wesleyan University, Marion, Ind.; Rosemary Link, Associate Vice President for Academic Affairs, Simpson College, Indianola, Iowa; Regina Matheson, Dean, Graduate</i>

and Adult Education, St. Ambrose University, Davenport, Iowa; Nan Yancey, Dean, Graduate Studies, Lewis University, Romeoville, Ill.

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

Innovative Approaches to Graduate Assessment State I
William Abler and Scott Day, University of Illinois Springfield

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

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

Do We Really Know What Graduate Students are Learning Abroad and How Do We Know?Huron
John Dirkx, Kristin Janka Millar and Brett Berquist, Michigan State University

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

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

MAGS Reception State & Foyer
Sponsored by ProQuest

MAGS Banquet & Distinguished Master's Thesis Award La Salle Ballroom
Ambika Mathur, Wayne State University, Chair MAGS Distinguished Thesis Award Committee

THURSDAY, APRIL 10, 2014

7 a.m.-5 p.m.	RegistrationLa Salle Foyer
7-8 a.m.	Breakfast/Committee Meetings La Salle II
8-8:30 a.m.	Networking La Salle II
8:40-10 a.m.	PLENARY SESSION La Salle I Theater Delta Presents: Cultivation: An Interactive Theater Performance on Faculty Mentorship <i>Ben Saypol, Director of Theater Delta</i> This performance will use Interactive Theater – scripted and improvisational audience participatory theater – to promote dialogue and solutions around faculty mentorship of graduate students. Participants will witness a scene, have an opportunity to interact with and challenge the characters, and then take part in a facilitated conversation about the issues raised. Topics include communication, critical feedback, boundaries, research, cultural identity and others. Co-sponsored by Loyola University, Chicago
10 a.m.-5 p.m.	Exhibits State & La Salle Foyer
10-10:30 a.m.	Break La Salle Foyer
10:30-11:30 a.m.	CONCURRENT SESSIONS Beyond Orientation: Connecting Students throughout their Academic CareersState II <i>Kalee Ludeks, Manager of Strategic Programming and Assessment of Graduate Student Affairs at the University of Chicago</i> When graduate students begin their graduate study, they are usually welcomed collectively through a graduate orientation event where — while being bombarded by administrative information — students can network with peers from multiple departments and programs. After that gathering, however, students often become siloed in their departments where the isolating exercise of academic research allows them to enjoy little interaction with the broader graduate student community. In this session, Graduate Student Affairs (GSA) from The University of Chicago will describe the conception and implementation of the one-size-DOESN'T-fit-all model which has been applied to several types of programs including professional development events, graduate alumni interactions, and supportive graduate student family resources. GSA will share their experience with sponsoring more targeted programs that bring together smaller groups within the graduate population around a common theme or topic to create a more meaningful impact for students.
	Collecting, Reporting and Utilizing Programmatic Level Data for Program Improvement: The Story of the University of Kansas Doctoral Program Profiles Huron <i>Kristine Latta, Ph.D., Director of the College Office of Graduate Affairs, Amanda Ostreko, Ph.D., Director of Graduate Enrollment, Roberta Pokphanh, Ph.D., Assistant Dean of Graduate Studies, University of Kansas</i> The Association of American Universities Institutional Data Committee recently highlighted the University of Kansas (KU) doctoral program profiles as a useful model for those wishing to develop institutional profiles of graduate-level data. KU's doctoral program profiles are the result of over five years of work to improve data collection and reporting to inform decision-making in graduate programs at KU. This session will tell how the creation, deployment, and utilization of these data reports led to program-specific discussions on learner outcomes, career paths, student quality of life, and mentoring. These data reports are now being utilized as a framework for the doctoral strategic planning process at KU.

Best Practices to Facilitate Successful Transition to Graduate School..... State I
Carol Shanklin, Dean, Kansas State University and Lee Williams, Dean, University of Oklahoma

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

Luncheon and Business Meeting La Salle II
MAGS/ETS Award for Excellence and Innovation in Graduate Education
MAGS Excellence in Teaching Awards
Maria Di Stefano, MAGS Chair, Truman State University; Pawan Kahol, Pittsburg State University, MAGS/ETS Award for Excellence and Innovation in Graduate Education Committee Chair; Nan Russell Yancey, Lewis University, MAGS Excellence in Teaching Awards Committee

CGS President's Reflections on Graduate Education La Salle I
Debra Stewart

Break La Salle Foyer

PLENARY SESSION La Salle I
Graduate Education and the National Scene
Beth B. Buehlmann, Vice President of Public Policy and Government Affairs at CGS

Moderator: Jackie Huntoon, Michigan Technological University

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

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Lean Principles in a Graduate College: A Case Study in Progress Huron
David M. Rackham, Boeing Corporation and William R. Graves, Iowa State University

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

CONCURRENT SESSIONS CONTINUED
ON NEXT PAGE

Transcending Local to Global: Trends in Graduate Education

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3-3:30 p.m.

Break

La Salle Foyer

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5:45-6:30 p.m.

Reception

State & Foyer

Sponsored by ProQuest

6:30-9 p.m.

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La Salle Ballroom

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

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7 a.m.-5 p.m.

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La Salle II

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La Salle II

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Networking

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Plenary Session

La Salle I

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

Huron

The Story of the University of Kansas Doctoral Program Profiles

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

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1:30-2:30 p.m.

CGS President's Reflections on Graduate Education**La Salle I***Debra Stewart*

2:30-2:45 p.m.

Break**La Salle Foyer**

2:45-4 p.m.

Plenary Session**La Salle I****Graduate Education and the National Scene***Beth B. Buehlmann, Vice President of Public Policy and Government Affairs at CGS**Moderator: Jackie Huntoon, Michigan Technological University*

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4-5 p.m.

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Increasing Visibility: Marketing your Masters Programs**State II***Susan Cramer, Dean of Graduate Studies and Greg Wypiszynski, Director of Graduate Studies; University of Wisconsin Oshkosh*

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

Increasing Student Success in Competitive Fellowship Competitions**State I***Jessica Smith, University of Chicago and Marie Khan, University of Illinois-Chicago*

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

5-5:45 p.m.

Special Session**Superior****New Developments in Graduate Education – A Dialogue Between the Graduate Community and NSF***Richard Tankersly, Pushpa Murthy, National Science Foundation; Henning Schroeder, CGS/NSF Dean in Residence*

6-7:30 p.m.

Reception**State & La Salle Foyer***Sponsored by TIAA/CREF*

7:30-9:30 p.m.

MAGS Board Dinner**Off-site***Maria Di Stefano, MAGS Chair, Truman State University*

Friday, April 11, 2014

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

9-10:15 a.m. Concurrent Sessions

MAGS/ETS Award for Excellence and Innovation in Graduate Education

Huron

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

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

Patricia Mooney-Melvin, Loyola University Chicago

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

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

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

10:15-10:30 a.m.

Break

La Salle Foyer

10:30-11:30 a.m.

Special Session TIAA-CREF

La Salle I

Financial Literacy: The Millennial Challenge

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

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

11:30 a.m.

Meeting Adjourns

Maria Di Stefano, MAGS Chair

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

MAGS Executive Committee Meeting

Huron

Jessica Horowitz, MAGS Chair

Best Practices to Facilitate Successful Transition to Graduate School

Carol Shanklin, Graduate Dean, Kansas State University
Lee Williams, Graduate Dean, University of Oklahoma
Clay Wesley, Director of Graduate Student Life, OU

Midwestern Association of Graduate Schools Annual Meeting
Chicago, IL • April 10, 2014



PHASE 1: Post-admit, Pre-decision



KSU: Communication Strategies

- Graduate Program
- Graduate School

KSU: Calling Campaign

- Graduate student volunteers
- Called all U.S. and permanent residents who had been admitted
- Follow up emails sent to all admitted students

KSU

- Scripts
 - Audiences
 - Forms
- Content
 - Welcome
 - Manhattan and housing
 - eID
 - Orientation
 - Assistantship
 - GSC

KSU

- Emails
 - U.S. and permanent residents
 - International
 - Welcome message
 - International student guide

OU Campus Visits

Recruitment Weekend

- 12 departments participated in 2014
- Funding allocated per student on sliding scale (\$200-\$400) with a \$2,000 cap
- Coincides with Graduate Student Research & Performance Day
- Centralized activities with Graduate College while allowing majority time for department
 - Friday: wine reception
 - Saturday: breakfast and campus tour
- Campus tour facilitated by Graduate College Student Ambassadors

Individual Department Campus Visits

- Allows for more flexibility with department admission cycles
- Funded similar to recruitment weekend

OU Campus Visits

Graduate College Student Ambassadors

- Registered student organization on campus
- 16 master's/doctoral students
 - Economics
 - Adult & Higher Education
 - History of Science
 - Meteorology
 - Anthropology
 - Microbiology
 - Math
 - Music
 - Human Relations
- Role
 - Facilitates graduate-focused campus tour program
 - Serves as the advisory board for Graduate Student Life

PHASE 2: Campus Orientation



KSU Campus Orientation



KSU Campus Orientation



OU Campus Orientation

Welcome Week

- 500 incoming graduate students participate each year
 - Welcome Reception & Resource Fair
 - 60 campus/community organizations
 - Graduate Parents Programs Kickoff
 - Brings students with children together to network
 - Taste of Norman Pizza Sampler
 - Over 15 pizza vendors participate
 - Cookout with the Dean
 - 400+ students, faculty and staff enjoy a family-style cookout on Graduate College lawn

*New orientation added for 2014 to become familiar with Graduate College role, processes and staff

PHASE 3: Campus Life



KSU Campus Life

Graduate Student Life

- Activities that promote personal and professional development while encouraging life balance

KSU Campus Life

- Networking
- Professional development workshops
- Career opportunities
- Research forums

KSU Campus Life



OU Campus Life

Graduate Student Life

- Activities that recognize and balance the academic/professional, personal, and community needs of the graduate community

OU Campus Life: Sense of Place

Graduate Student Life

- Social
- Academic
- Family
- Recruiting/Orientation
- Cultural/Special Populations
- Social/Academic/Quality of Life
- Professional Development

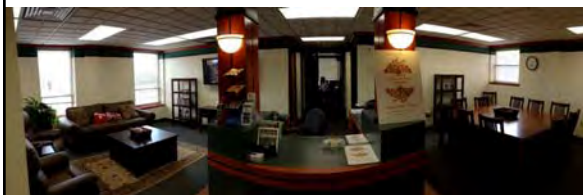
OU Campus Life: Sense of Place

Graduate Student Life Schedule

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OU Campus Life: Sense of Place

Graduate Student Life Center



Innovative Approaches to Graduate Assessment



Dr. William Abler, Chair, Human Development Counseling
Dr. Scott Day, Chair, Educational Leadership

College of Education and Human Services
University of Illinois Springfield

Putting First Things First



Design & Implementation of New Application and
Admissions Requirements

Department of Educational Leadership

Assessment begins at the point of application



- ✎ GPA
- ✎ 2 years of teaching experience
- ✎ Illinois Teacher Certification
- ✎ Test of Academic Proficiency (TAP)
- ✎ Portfolio assessment
- ✎ Interview assessment

Portfolio Assessment



- ✎ Rubric designed to help professors assess portfolio contents.

ARTIFACTS

- ✎ Written description of leadership role in the school setting.
- ✎ Identification of leadership skills & activities.

Portfolio Assessment



- ✎ Written description of data-driven strategies to improve student achievement.
- ✎ Use of data artifacts in the portfolio.
- ✎ Letters of reference which address leadership skills.

Interview Assessment



- ✎ Rubric designed to help professors assess candidate performance.
- ✎ Candidates are asked to respond to questions related to the contents of the portfolio:
- ✎ Leadership role in their school
- ✎ School improvement initiatives

Interview Assessment

- ☞ Use of classroom data to improve student achievement
- ☞ Identify strategies that are bringing positive results and why
- ☞ React to scenarios as if in the role of building principal
- ☞ If you were the principal...

Score	10	20	30	40
Statement of Purpose	Candidate exhibits weak writing and communication skills in terms of organization, clarity, communication of ideas, and mechanics.	Candidate demonstrates adequate writing and communication skills in terms of organization, clarity, communication of ideas, and mechanics.	Candidate demonstrates graduate level writing and communication skills in terms of organization, clarity, communication of ideas, and mechanics.	Candidate demonstrates excellent writing and communication skills in terms of organization, clarity, communication of ideas, and mechanics.
Artifacts	10	20	30	40
Exhibition of current leadership activities and skills, instructional strategies employed, and use of data to solve problems.	Candidate did not provide evidence of their role in leadership activities, instructional strategies employed to increase student achievement, and use of data to solve problems.	Candidate provided an example that supported limited activities and/or contributions in their role in leadership activities, instructional strategies employed to increase student achievement, and use of data to solve problems.	Candidate provided multiple examples of supporting school-wide leadership and/or contributions in their role in leadership activities, instructional strategies employed to increase student achievement, and use of data to solve problems.	Candidate provided supporting evidence that demonstrates capacity building at the school level in their role in leadership activities, instructional strategies employed to increase student achievement, and use of data to solve problems.
Reference Letters	10	20	30	40
	References indicate that candidate is viewed as a good teacher. References do not indicate information supporting current teacher leadership contributions.	References indicate that candidate is viewed as a very good teacher. References support candidate's pursuit of leadership roles, but provide limited information outlining leadership attributes.	References identify leadership qualities & clearly documents the impact the candidate's leadership has had on classroom and/or school. Provides clear statements outlining leadership attributes.	References detail extensive leadership qualities possessed by candidate, as well as, provide multiple examples of school leadership contributions and detail the impact his/her leadership has had on the school.

Theme	5	10	20	30
Collaboration	Candidate's responses do not reflect an ability to collaborate, problem solve, and/or build capacity with others in a teacher leader role.	Candidate's responses indicate a limited level of experiences in making contributions to teaching & learning issues.	Candidate's responses indicate experience in or concrete examples of contributions which demonstrate collaboration, problem-solving, and/or building capacity with others in his/her classroom work.	Candidate's responses indicate many examples of leadership, consistent examples of contributions at the school or district level and support collaboration, problem-solving, and building capacity with others.
Problem Solving	5	10	20	30
Building Capacity	Candidate did not provide examples of their role in improving teaching & learning issues.	Candidate provided an example that supported limited activities and/or contributions.	Candidate provided multiple examples of supporting school-wide leadership and/or contributions.	Candidate provided supporting evidence that demonstrates capacity building or improved achievement results at the school level.
Teaching & Learning Issues	5	10	20	30
Student Achievement	Based on the candidate's responses and/or demeanor in the interview, it is not clear to become a principal.	Based on the candidate's responses and/or demeanor in the interview, it is not clear if they wish to become a principal.	Based on the candidate's responses and/or demeanor in the interview, with further growth and development, it appears likely he/she would be interested in the principalship.	Based on the candidate's responses and/or demeanor in the interview, it appears likely that he/she would be a strong candidate for the principalship.
Candidate Viability	5	10	20	30

Lessons Learned Portfolio

- ☞ Use of rubrics provides the candidate and the professor a clear framework for assessment.
- ☞ Use of portfolio helps department assess candidate formulation of ideas and early writing performance.
- ☞ Use of portfolio provides candidate the opportunity to demonstrate skills and knowledge in current leadership roles, use of real-time data, and instructional strategies.

Lessons Learned Interview

- ☞ Provides a venue for candidates to present pedagogical improvements through the use of real data.
- ☞ Provides an opportunity for faculty to learn more about candidate skills and knowledge in a F2F environment, beyond a paper review.
- ☞ Provides deeper understanding of a candidate's ability to respond to school improvement issues.
- ☞ Provides an opportunity to look closely at a candidate's viability in the program.

Achieving Closure

- ☞ The Creation of New Measurements of Learning Outcomes in a Clinical Training Program
- ☞ Department of Human Development Counseling

Closure



“Achievement” vs. “Process”

Counselor Preparation Comprehensive Examination (CPCE)



- ✎ 160-item multiple choice test.
- ✎ Created and scored by CCE.
- ✎ Used by over 350 colleges and universities.

Counselor Preparation Comprehensive Examination (CPCE) (cont.)



✎ Designed to assess counseling students' knowledge of the eight CACREP core areas:

- ✎ 1. Professional Identity
- ✎ 2. Human Growth and Development
- ✎ 3. Social and Cultural Diversity
- ✎ 4. Helping Relationships
- ✎ 5. Group Work
- ✎ 6. Assessment
- ✎ 7. Research and Program Evaluation
- ✎ 8. Career Development

Clinical Case Presentation



- ✎ Structure (15 minutes each)
 - ✎ Present theoretical orientation.
 - ✎ Present video clips of clinical sessions.
 - ✎ Field questions from Committee.
 - ✎ Committee deliberation and decision.
- ✎ Handouts (one page each)
 - ✎ Theoretical Orientation.
 - ✎ Reference List.
 - ✎ Case Summary.

Theoretical Orientation



Human Experience	Counseling Process	Self-in-Process
Nature of People (Are we good? Born sinners? Blank slates? Good and bad?)	Counseling Relationship	Attitudes, Values, Beliefs
Heredity, Environment (age-old nature/nurture debate)	Primary Goals and Objectives	Experiences
Human Growth and Development (how does personality develop?)	Stages of the Counseling Relationship	Knowledge
What are the primary reasons for the life process? How do people make sense of the world?	Skills, Interventions and Techniques	Biases and Limitations/Strengths
How do people become distressed? How do they change?	Appropriate Use of Appraisal and Diagnosis	Boundaries of Competence

CASE SUMMARY



- ✎ REASON FOR THE REPORT:
- ✎ SOURCE OF INFORMATION:
- ✎ STATEMENT OF THE PROBLEM:
- ✎ FAMILY AND HOME BACKGROUND:
- ✎ EDUCATIONAL HISTORY:
- ✎ PHYSICAL HEALTH HISTORY:
- ✎ SOCIAL INTERACTIONS:
- ✎ PSYCHOLOGICAL DEVELOPMENT:
- ✎ TESTING ASSESSMENT:

CASE SUMMARY (cont.)



- ✎ OCCUPATIONAL HISTORY:
- ✎ HOBBIES/RECREATIONAL ACTIVITIES:
- ✎ SEXUAL ADJUSTMENT:
- ✎ SUMMARY STATEMENTS:
- ✎ DIAGNOSIS/PROGNOSIS:
- ✎ TREATMENT:
- ✎ RECOMMENDATIONS:

Comprehensive Examination Performance Evaluation



- ✎ CPCE
- ✎ A passing score is based on current national average data (i.e., an aggregate score at or above the national mean).
- ✎ Clinical Case Presentation
- ✎ Demonstration of:
 - ✎ Ability to clearly articulate in-depth understanding of a specific theoretical perspective.
 - ✎ Counseling process knowledge and attitudes consistent with a professional counselor identity.
 - ✎ Interpersonal qualities and dispositions consistent with a professional counselor identity.
 - ✎ Advanced relationship, assessment, and intervention skills within an environment which embodies equality, cooperation and mutual respect.
 - ✎ Confidence and intentionality in the counseling process.
 - ✎ Readiness to enter the practice of professional counseling.



Midwestern Association of Graduate Schools

An Affiliate of the Council of Graduate Schools

Chicago attractions near the Magnificent Mile Double Tree

300 East Ohio Street

Available dinner options:

- Streeterville (the neighborhood of the hotel)
- [D4](#). 345 E. Ohio Street. (Irish pub, good food and beer).
- [Timothy O'Toole's Pub](#). 622 N Fairbanks Ct, Chicago (Around the corner from the hotel. It is a beer and burger place).
- [Indian Gardens](#). 247 E Ontario St #2, Chicago, IL 60611.
- [Emilio's Tapas Sol y Nieve](#). 215 East Ohio Street.
- River North (just the on the other side of Michigan St.)
- [Jake Melnicks](#). 41 E Superior St, Chicago. (Sports pub type place, on the other side of Michigan St. – but again a 10/15 min walk or 5 second cab ride)
- [Eatery](#). 43 E. Ohio St. (This is the hot new place in Chicago! New! Italian Market with mini restaurants and wine tastings inside).
- [Quartino's](#) . 626 N. State St. (A very short cab ride or a 20 min walk)
- Also in that immediate area on State St.: [Weber Grill](#) (The restaurant is run by the people who make the grills)
- [Cantina Laredo](#) (A fancy Mexican restaurant, and they make the guacamole right at your table which is fun)
- [Rockbottom Brewery](#) (Does exist in other cities, brews their own beer, and has a stellar beer garden on the roof, if it is warm enough to be open).
- Chicago Deep Dish Pizza: Uno's (the original / Due is caddy-corner – EXPECT A WAIT)
- [Lou Malnati's](#) (a tad bit further away – still 10 min cab ride)
- [Gino's East](#) (actually in Streeterville).

Nearby typical tourist traps: [Hard Rock Café](#)

- [Rainforest Café](#)
- The Rock and Roll McDonald's
- [Portillo's](#).
- [Gibson's Steakhouse](#): 1028 N Rush St, Chicago, IL 60611.

Wine Bar:

- [Disotto Enoteca](#). 200 E Chestnut St, Chicago, IL 60611

Popcorn / Chicago Attraction:

- [Garret Popcorn](#). 625 N Michigan Ave, Chicago, IL 60611 and 600 E Grand Ave (in Navy Pier).

Entertainments:


- [Navy Pier](#). 600 E Grand Ave, Chicago, IL 60611 (The outside activities will not be open due to winter, but the restaurants and shops will be open).
- [Water Tower Place](#)/ Magnificent Mile Shopping
- Old Marshal Field's Building.
- The Bean / Millennium Park
- Art Institute of Chicago: Open extended hours on Thursday nights (till 8). Sometimes have a Friday after dark event.
- Hancock Building / [Signature Room](#) (95th floor – super pricey –if you go, it is less expensive to go for a drink and take in the view, rather than paying for the cost of the viewing deck.) Immediate
- [Museum of Contemporary Art](#) - Streeterville.
- [Cubs VS Pirates at Wrigley](#) – April 8-10th.
- [Sox VS Indians at US Cellular](#) – April 10-13th

Useful tips for navigating Chicago:

- [Opentable.com](#) – book restaurants online or on smart phone app.
- [Uber](#) – calls Cab or Black Car / Town Car for you to use – uses the GPS on your phone and stores credit card information, so you don't need to worry about cash to give the driver. Also – fare quotes.
- [Hot Tix](#) – Day of tickets (frequently at a discount) - one location in the old Water Works (on Michigan Ave).

Theater for April 9-12th:

- Second City: http://www.theatermania.com/chicago-theater/shows/the-second-citys-improv-all-stars_300037/
- http://www.theatermania.com/chicago-theater/shows/best-of-the-second-city_300458/
- Blue Man Group: http://www.theatermania.com/chicago-theater/shows/blue-man-group_336/
- Million Dollar Quartet: http://www.theatermania.com/chicago-theater/shows/million-dollar-quartet_144686/
- Jeff Dunham at the Chicago Theater, April 11th: <http://zoovila.com/event/jeff-dunham-in-chicago-511211>



Embracing Global Perspectives in Graduate Education: The experience at small and mid-sized institutions

Midwestern Association of Graduate Schools
2014 Annual Meeting April 9 – 11
Chicago, Illinois

Panelists

- **Doug Barcalow** (moderator), Director, Graduate School, University of Saint Francis, Fort Wayne, IN
- **Joanne Barnes**, Dean, Graduate School, Indiana Wesleyan University, Marion, IN
- **Rosemary Link**, Associate Vice President for Academic Affairs, Simpson College, Indianola, IA
- **Regina Matheson**, Dean, Graduate and Adult Education, St. Ambrose University, Davenport, IA
- **Nan Yancey**, Dean, Graduate Studies, Lewis University, Romeoville, IL

Abstract & Overview

Graduate education transforms students in a significant manner but it is also transforming itself at an ever accelerating pace. This panel session will focus on the experiences at small and mid-sized institutions as they transcend and transition to:

- (1) embrace a **graduate culture** and integrate structures to support global (institutional) perspectives so that graduate education within the institution functions more efficiently, and
- (2) make **global perspectives** possible through international educational experiences for graduate students.

Embrace Global Campus Culture

- **Program development:** Where graduate programs represent a small population of the campus, what are the best practices used for collaboration between undergrad and graduate faculty/programs?
- **Faculty:** What are the practices for inclusiveness in setting up, reviewing, and revising faculty policies (Faculty governance, load, publication & research, etc.)
- **Student Issues:** How have you had to adapt to school definitions and policies? (full-time students, ceremonies, transcripts, registration, coding, etc.)

Globalization in Graduate Education

- **Trips:** Are you able to build partnerships across programs? (working with multiple programs to take their global trips together and work with the same institutions abroad.)
- **International Students:** How have you incorporated international students into your graduate experience and heard the perspective they have to offer?
- **Virtual:** Have you engaged in virtual efforts to connect with international students, colleagues, and conferences?
- **Faculty:** What have you done to involve faculty in gaining an international perspective as part of their faculty development plan?

Questions and References

- Altbach, P. G., Berdahl, R. O., & Gumport, P. J. (Eds.). (2011). *American higher education in the twenty-first century: Social, political, and economic challenges*. Baltimore, MD: Johns Hopkins University Press.
- Berquist, W. H., & Pawlak, K. (2007). *Engaging the Six Cultures of the Academy*. San Francisco, CA: Josey-Bass.
- Darden, M. L. (2009). *Beyond 2020: Envisioning the future of universities in America*. Lanham, MD: Rowman & Littlefield Publishers, Inc.
- Gaston, P. L. (2010). *The challenge of Bologna: What United States higher education has to learn from Europe, and why it matters that we learn it*. Sterling, VA: Stylus Publishing, LLC.
- Wildavsky, B. (2010). *The Great Brain Race: How Global Universities Are Reshaping the World*. Princeton, NJ: Princeton University Press.

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- **Nan Yancey** yanceyna@lewisu.edu

CGS COUNCIL OF GRADUATE SCHOOLS

Enhancing Student Financial Education: What is the Role of the Graduate School?

Daniel Denecke, Associate Vice President, Programs and Best Practices, CGS, president

Presenters:

Samuel Attoh, Dean of the Graduate School, Associate Provost for Research, Loyola University Chicago

Sonya Britt, Assistant Professor and Program Director of Personal Financial Planning, Kansas State University

Patrick Osmer, Vice Provost for Graduate Studies and Dean of the Graduate School, and Scott Herness, Associate Dean, Graduate School, Ohio State University

Midwest Association of Graduate Schools (MAGS) Annual Meeting
Chicago, IL April 9, 2014

CGS COUNCIL OF GRADUATE SCHOOLS

Enhancing Student Financial Education: Key Aspects of a Best Practice Initiative

- Funded by a three-year grant from TIAA-CREF
- A major intervention into the #1 issue in U.S. higher education and the economy: **Student Debt**
- Graduate schools at 15 U.S. Research Partner institutions and 19 Affiliate institutions part of the solution called for by:
 - Students, legislators, CAO's, society, and the public
- Graduate schools ensure innovation and impact through:
 - Relevance
 - Student Engagement
 - Evidence



Relevance



Research Partners / Awardees

- Arkansas State University
- Cornell University
- Eastern Illinois University
- Florida A&M University
- Iowa State University
- Kansas State University
- Loyola University Chicago
- Mississippi State University
- The Ohio State University
- University of Colorado System
- University of Illinois at Urbana-Champaign
- University of Kentucky
- University of Maryland, Baltimore County
- University of South Florida
- Winthrop University



Affiliate Partners

- American University
- Boston University
- Clemson University
- East Tennessee State University
- Emory University
- Florida State University
- Northern Arizona University
- Northern Michigan University
- Portland State University
- Purdue University
- Richard Stockton College of New Jersey
- Saint Louis University
- University of Missouri-St. Louis
- Truman State University
- University of Denver
- University of Maryland Eastern Shore
- University of Missouri-Columbia
- University of North Carolina Greensboro
- Western Michigan University



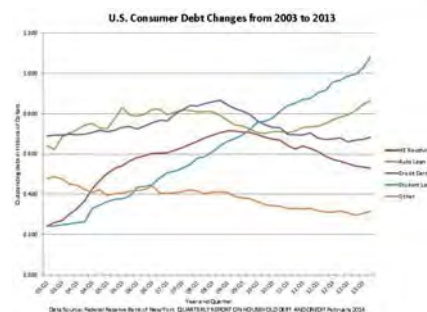
A New Undergraduate Debt Profile in the Graduate Pipeline

- 7 out of 10 students with bachelor's had federal loan debt
- Average undergraduate student loan debt owed = \$29,400
 - Up from \$18,900 in 2002.
 - From 2008 to 2012, debt at graduation (federal and private loans combined) increased an average of six percent each year.
- First-year graduate students in 2011-12 owed \$20,749 (federal)
 - Over 1/3 of these students carry credit card debt
 - Over 1/3 carry outstanding federal loan balances
- Outstanding student loan balances reported on credit reports increased to \$1.03 trillion as of September 30, 2013, a \$33 billion increase from the second quarter.



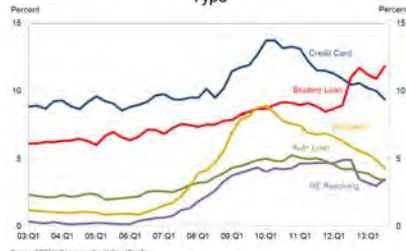
Sources: U.S. Dept. of Education, NPSAS 2013 (for 2011-12 year); Project on Student Debt, Federal Reserve Bank of New York, 2013.

Student Debt Second Only to Mortgage Debt



Student Debt Now Carries the Highest Delinquency Rate

Percent of Balance 90+ Days Delinquent by Loan Type



Source: FRBNY Consumer Credit Panel survey



Grad Student Debt in the Media Spotlight

Recent Headlines

- “40% of \$1Trillion student debt is graduate degrees” – CBS
- “Graduate-School Debt Is Raising Questions about Degrees’ Worth” – Chronicle of Higher Education
- “Graduate School is a Debt Machine” – rawker.com (blog)

Loan-ageddon!

Grad students are the new face of student debt. But is it a crisis?

By Nicole Williams



Grad Students Driving the Growing Debt Burden



Not All “Graduate Debt” is Alike

How Much Do Students Borrow During Grad School?

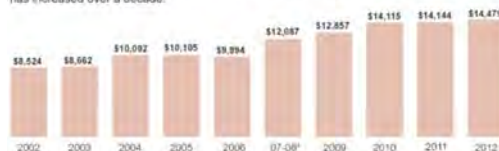
(Median debt among all borrowers)



Doctoral Student Debt Slowing

More Debt for Graduate Students

The amount of debt that recipients of doctorates have taken on for graduate studies has increased over a decade.



* The National Science Foundation and other federal agencies that produce the Survey of Earned Doctorates released a combined report for 2007 and 2008, breaking from the tradition of releasing reports annually.

Source: Survey of Earned Doctorates



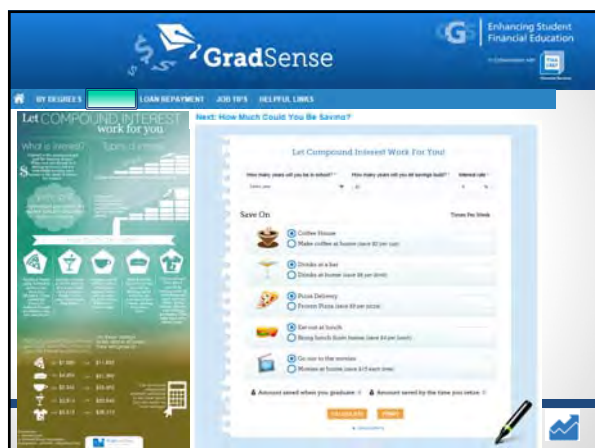
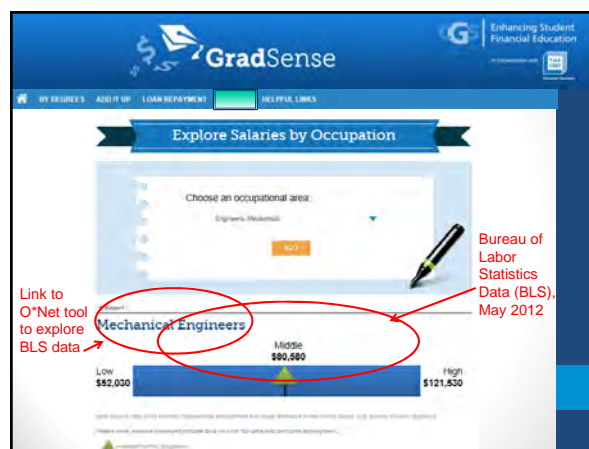
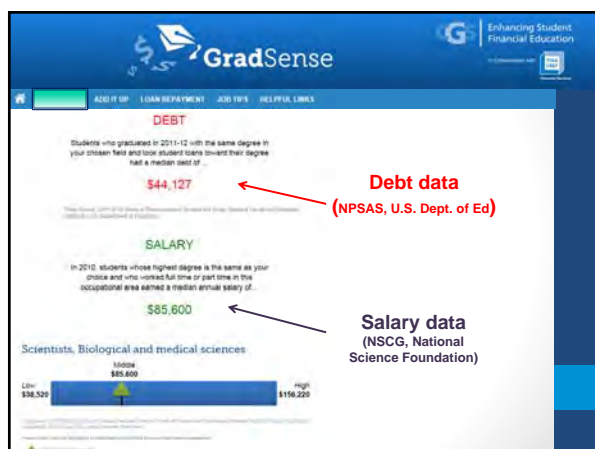
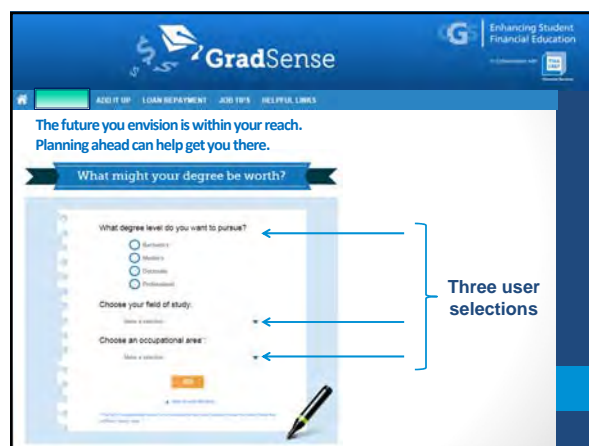
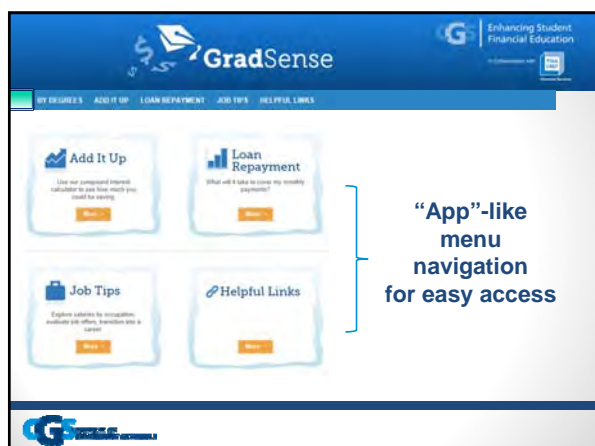
Graduate Debt on the Policy Radar

- Return on Investment: Is the amount of graduate debt justified for individual students and the public?
 - Graduate degree recipients have lower delinquency rates, higher income, higher rates of employment
- Do federal loan forgiveness policies (e.g., GradPlus) “subsidize” graduate students who can afford to pay at the expense of access to undergraduate students?
- Will educational loan debt impact housing and auto sectors? America’s retirement savings?



Student Engagement






Social media
Connect with us and help us spread the news about your activities

Twitter @GradSense

Facebook facebook.com/gradsense




Embed GradSense tools and infographics in your graduate school, financial and student organization websites



Evidence


Preliminary Findings from Fall 2013 Pre-intervention "Student Financial Perspectives" Survey Suggest Opportunities for Greater Engagement and Outreach



Student Financial Perspectives Survey, Pre-intervention (Fall 2013)

- Roughly 13,500 responses from 15 institutions.
- More than half (54%) of respondents were enrolled in a master's.
- About one-third (36%) of respondents were enrolled in a PhD.
- Nine percent of survey respondents were enrolled in neither a master's nor a PhD program.


Preliminary findings, CGS Survey of Financial Perspectives, Fall 2013



Where do graduate students go for answers to financial questions?

- **General Financial Issues**
 - One-third go to parents/family and spouses/partners first.
 - About one in five use media, such as the internet, books, and news.
 - About one in ten have not sought information on these topics.
- **Managing Student Debt**
 - Roughly two-in-five respondents indicated that they reach out first to parents/family or partner/spouse.
 - About one-third of respondents have not sought answers to questions about student debt.


Preliminary findings, CGS Survey of Financial Perspectives, Fall 2013



Do Students Already Participate in University Financial Education Activities?

- *Less than half* had attended a course/workshop/speaker series, etc. on managing personal finances.
- *Only about one-third* were aware of counseling/consultation, programs, seminars, and/or courses in general personal financial education available to them at their institution.
 - *Only a very small percentage* have participated in these kinds of financial education offerings.
- *Only one-in-five* are aware of courses, workshops, webinars, brown bag lunches, etc. that specifically address graduate student personal finance issues.
 - *Only a very small percentage* of respondents have participated in these activities.

Preliminary findings, CGS Survey of Financial Perspectives, Fall 2013



What Can Graduate Schools Do?

- **Research Student Needs, Tailor Resources to Meet Those Needs**
 - Survey #2, Student Financial Circumstances Survey (Spring 2014)
 - Survey #3, Post-intervention Student Financial Perspectives Survey (Fall 2014)
 - Site Visits, including 30 focus groups at 15 institutions
- **Ensure that Your Programs and Resources Meet the Current and Aspiring Graduate Students Who Need them Most**
 - *GradSense* improvements and outreach
 - Institutional and millennial engagement strategies
- **Make your good work known! (public, legislators, campus units)**



Do we really know what graduate students are learning abroad and how do we know?

Midwestern Association of Graduate Schools
April 9, 2014

Dr. John Dirkx
Dr. Kristin Janka Millar

What do we know about graduate education abroad (GEA)?

- Dearth of research on GEA available at the graduate level
- GES tends to be decentralized, thus few institutions know what exists
- Little research on the design, experiences & outcomes of GEA

Findings from Two Studies

Graduate Learning Outcomes and Experiences (GLEO) Project



Study of MSU's College of Education PhD Study Tours



GLEO Project Objectives and Outcomes

- ❖ Document models, and curricular and pedagogical approaches utilized by graduate level programs.
 - Group/faculty-led (Stage I) & individual (Stage II)
- ❖ Create a comprehensive taxonomy of faculty-led GEA.
- ❖ Identify learning outcomes associated with GEA.
- ❖ Develop tools that can be used by other institutions to document graduate education abroad (GEA).

GLEO Project

CIC-NYU Survey of Faculty-Led Experiences

- 1) Who is going abroad?
- 2) Where are they going?
- 3) How are the programs structured?
- 4) What are they doing and why are they going?
- 5) Who is leading the program and why?
- 6) How do students process the experience?

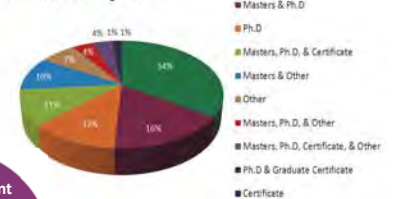
Participating Institutions:

Indiana University
Indiana University-Purdue University
Indianapolis
Michigan State University
New York University
Northwestern University
Ohio State University
Pennsylvania State University
Purdue University
University of Chicago
University of Illinois
University of Iowa
University of Michigan
University of Minnesota
University of Nebraska-Lincoln
University of Wisconsin-Madison

Who is going abroad?



Graduate Student Degree Level



Degree Level

Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

Where are they going?



Top 10 Destinations by Country

China (18)	Argentina (7)
France (10)	S. Africa (7)
Germany (10)	Japan (6)
Brazil (9)	Ghana (5)
Italy (9)	India (5)
England (8)	

Destinations by World Region

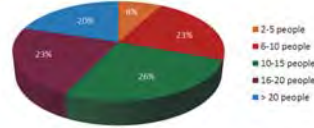


Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

How are the programs structured?

Number of Students Participating



Funding Sources

- 57 programs report multiple funding sources
- 57% of programs expect students to contribute some or all costs
- 34% receive college, unit, or departmental subsidies
- 7% raise funds to offset student costs
- 1% are supported by an organization in the host country
- 1% receive subsidies from a central international education office

74% spend 4 weeks or less in the host country

86% offer academic credit

73% receive assistance from a central study abroad office

86% do not require foreign language competency

Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

How are the programs structured?

To find out how the programs are structured, the survey asked questions about program length, size of the group, whether or not the program was offered for academic credit, foreign language requirements, and funding sources. Respondents were also asked if their programs received any form of assistance from central study abroad offices.



Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

Funding Sources

- 57 programs report multiple funding sources
- 57% of programs expect students to contribute some or all of the costs
- 34% receive subsidies from their college, unit, or department
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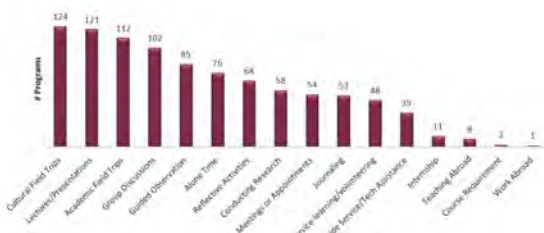
Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

What are they doing and why are they going?

Types of Activities Abroad

Graduate students participate in a wide range of activities while abroad, from cultural field trips to research, service and volunteer work. Responses to the survey represent 16 different activity types and all programs include multiple activities.



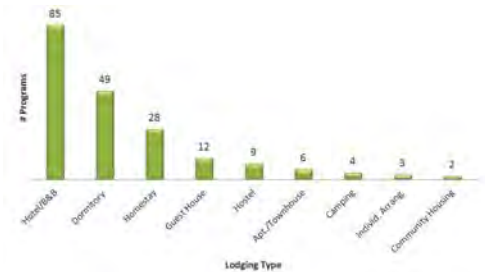
Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

What are they doing and why are they going?

Program Lodging

While participating in the programs, most students are housed in local hotels or other tourist accommodations like bed and breakfasts (Figure 8). The remaining lodging types include dormitories, homestays, faculty or alumni owned houses, apartments, community housing, and campsites. Some programs use a combination of different types of housing.



Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

Why are they going?

- Assist an underserved population
- Build culturally sensitive communication skills
- Community engagement
- Collaboration with international partners
- Cultural awareness
- Conduct individual research
- Faculty mentoring
- Leadership development
- Learn to handle ambiguous and uncertain situations
- Make students globally competitive
- Personal development
- Prepare students for careers in international development
- Professional development
- Teach students practical/applicable skills

Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

Who is leading the program and why?



Faculty Motivation for Leading Programs

- Collaboration with faculty abroad
- Create a global presence for the university
- Develop and cultivate relationships in the host country
- Develop global partnerships
- Develop students' global competencies
- Help students challenge their perceptions
- Help students prepare for international careers
- Increase the number of students going abroad
- Long-term experience in the region
- Passion for a particular region or population
- Promote service learning
- Share transformative experiences with students

Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

How do students process this experience?

Methodology

Qualitative

Long, semi-structured interview post-abroad

Pilot of IDI and BEVI as
assessment of learning outcomes

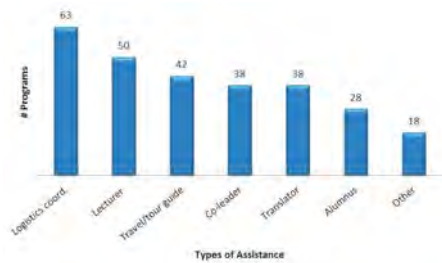
Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

What are they doing?

Host Country Assistance

The majority of programs (74%) partner with organizations in the host country. Organizations include health clinics and hospitals, universities, businesses, and local non-profits. Eighty-seven percent of programs receive some kind of assistance in the host country. This assistance ranges from logistical planning and acting as translators, to co-leading programs.



Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

How do students process this experience?

Study of MSU's College of Education PhD Study Tours

Four countries

Different educational foci

Interdisciplinary

Fifty-two doctoral students ages 23 – 45

- Domestic (38) and international (14)

Mix of prior international experiences & foreign language experience

COE faculty members

Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

Why are graduate students participating in study abroad programs?

When asked why students chose to participate in the programs, most responded that the program aligned with their academic and professional interests. The majority expressed a desire or curiosity to learn "how things are done" in another culture:

"And what this study tour offered that I couldn't get anywhere else is to be able to be right inside the educational institutions, right inside the colleges and universities...ultimately, I think I'd like to do my dissertation research in China."—Student 23.11, China

"I guess at the very least I would hope to listen to some people who are elementary educators talk about their work and look at, you know, how they're trained and try and...contrast some of the unexamined assumptions that I have about teaching elementary school with some of the unexamined assumptions that they have about teaching elementary school."—Student 34.11, Vietnam.

"The first one is, you know, as a social studies educator, I think this is really important to, to study other cultures and to portray that view, make your students more culturally aware an appreciative of the, of how other people view the world."—Student 10.11, Botswana

How do these experiences influence their professional or academic life?

Students were asked to share what they perceived to be the major learning outcomes of their experiences in the study abroad programs:

"This China experience is what got me interested [in] the role government policies and practices play. Because I saw such a direct link there that it made me say, well, there has to be one in the US as well. And while we don't have a federal system, you know, I still think that policies and procedures influence and play a role in education, in particular higher education. In particular, funding of higher education. So I mean, obviously that has had a profound impact."—Student 10.12, China

"Because I think for teachers, be it pre-service teachers or leaders, seeing other schools and academic situations really changes your perspective when you come back to the school system that you're in. [Be]cause we do a lot of great things here but I think we have a lot to learn from the people around us and we don't always look at it. And we can read about it but until you really see it, you can't really understand the philosophies behind what they do internationally."—Student 1.12, Botswana

How do these experiences influence their personal life?

Some of the participants had deeply personal experiences overseas. Students making sense of their experiences in this manner emphasized the development of connections with faculty and students in the host country or connections and relationships with their fellow travelers.

"I felt that I, that I bonded in a special way with our safari tour guide, Option. And I don't know that it was as much even a verbal thing as a spiritual connection...you meet people and you make connections and it was just, it was really lovely to, to make that type of a connection with someone thousands of miles away in another country, in another continent."—Student 13.11, Botswana

"Somehow I got nominated to give our closing speeches on behalf of the university for both the students and the faculty there. And my big takeaway and just my own personal belief is that you're only as good as the people around you. And really, the faculty at the university, the students there that we worked with were all, all really made that experience what it was...I don't think we would've been able to get around to see the things we were able to see, to go the places we were able to go and to engage in the conversations with had without the faculty and students there to facilitate that."—Student 21.11, China

How do these experiences influence their personal life? (cont'd)

"And of course, this 24/7 interaction with other people, there are 17 of us in the group and that like very intense interaction with them during the trip...you will see like the real he or the real she or the real me because we are in a way put physically and psychologically to deal with every situation that we have during the trip and that makes us like becoming, I think, many of us becoming very honest in presenting who we are to the group."—Student 28.11, Vietnam

"And so those little gestures that the Chinese hosts were making toward me each time was, was so significant. You know, I couldn't have had that had I been a typical tourist, right? The fact that we were given these connections through the program, I think, and given a lot of time to spend with these people over the period of two weeks, just even doing whatever felt we wanted to do. And didn't have to be any formal thing. But that kind of really built those relationships in a way that was really, that was so...that was something that will stick with me forever."—Student 16.11, China

Did this experience change the way students view themselves.

Students described opportunities for self-reflection that led to new or different ways of understanding their lives as doctoral students and as global citizens. These opportunities were often brought on by challenging or uncomfortable situations, leading students to question particular beliefs, perspectives and values that they hold.

"A couple people expressed concern over the fact that we had just gone in, almost as tourists, you know, to these people's homes and just taken pictures, hung out a little bit and then left. And I just thought that was really interesting, you know, cuz I was kinda, I thought it was kinda weird, too. I didn't, I didn't take my camera into the houses and just start snapping pictures, like this is where these guys live. I don't know how I feel about that...And so that was really, that really kinda just made me rethink, you know, why are we here and you know, what can we do for these people?"—Student 11.11, Botswana

"We are huge and loud and obnoxious people here. And we have a lot of expectation around what we deserve and what we don't deserve. I mean, just, it hit me like a ton of bricks."—Student 16.11, China

Did this experience change the way students view themselves. (cont'd)

"That whole relationship of a researcher with a community that they research. Or place. And not being parasitic about it, being more symbiotic, if that makes sense. Right, that it's not all about me taking and learning and then leaving. It's about what I think responsible scholarship should be about is about learning from them, but then also bringing something that's of benefit to them to the table as well so that it's not a one way street."—Student 34.11, Vietnam

"I think the study tour is just phenomenal. I think it challenged areas of myself that were blind spots, that I hadn't seen. Whether it's learning how to be more thoughtful or learning how to not need to...not need to be like validated or praised in situations. Like I just got to see kinda some of that fade away. And some of the things that I held as important in terms of like looking good just were not as important in this context. What was more important was being authentic."—Student 8.11, China

"That, just questioning your self identity is, it changed all the ways you see yourself. Trying to understand why you shape out to be who you are and...that really made me see myself in a different way. It made me realize I'm still growing and maybe I still don't know who I am."—Student 25.11, China

Summary of Findings

Reasons for participating

Influence on professional and academic lives

Influence on personal lives

Effect on their sense of self

Conclusion

Participate largely for
academic or professional reasons

Understandings reflect a continuum from deeply
personal to strictly professional

Important differences between domestic and
international students

Implications for Designing and Facilitating Graduate Education Abroad

The deeply personal is intimately
bound up with the professional

Focus on internal as well
as external environment

Symbolic versus literal communications

Next Steps

Building on these studies, we are planning to:

- ❖ Further study the learning that occurs in short-term study abroad experiences for graduate students and how we might deepen the learning within these experiences.
- ❖ Study the influence of the disciplines on the nature and outcomes of short-term faculty-led study abroad experiences for graduate students.
- ❖ Develop a methodology for the study and assessment of relevant outcomes associated with short-term faculty-led study abroad experiences for graduate students.
- ❖ Initiate studies on experiences of students who engage individually in international experiences as part of their graduate studies.
- ❖ We hope that, through these studies, we might be able to help foster deeper, more meaningful international experiences for graduate students at all levels and in all disciplines.

The Experience of Education Abroad

Education-related international travel often evokes
powerful emotional experiences among participants

Suggests something more going on than development
of “competence” or “global awareness”

Strategies for Fostering Deeper Learning

Pre-departure meetings and exercises

Reflective activities during and post-abroad

Attending to the group experience

Supporting Organizations

The Committee on Institutional
Cooperation (CIC)
MSU College of Education
MSU Graduate School
MSU Higher, Adult & Lifelong
Education Program
MSU International Studies &
Programs
MSU Office of Study Abroad

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Thank You

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

David M. Rackham
Boeing Company

William R. Graves
Iowa State University

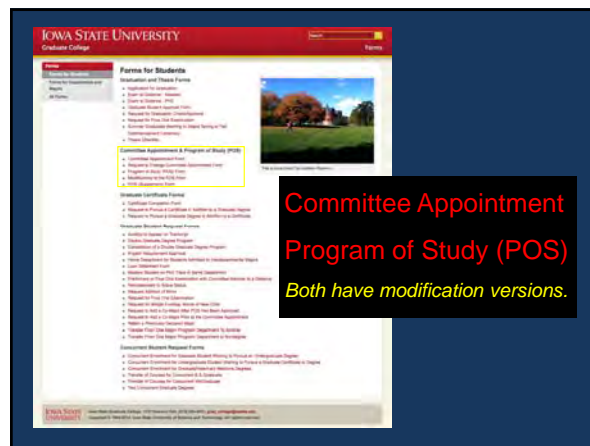
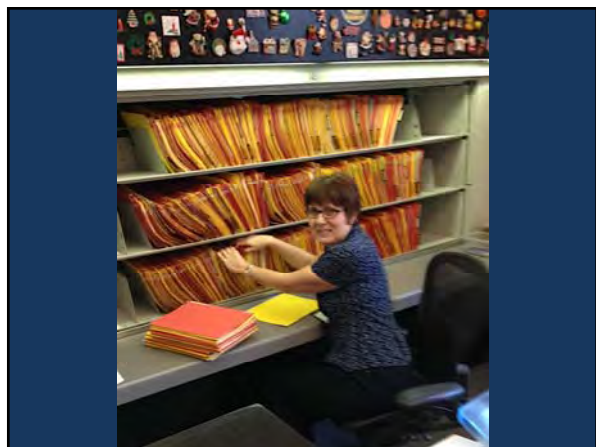


Boeing & Iowa State

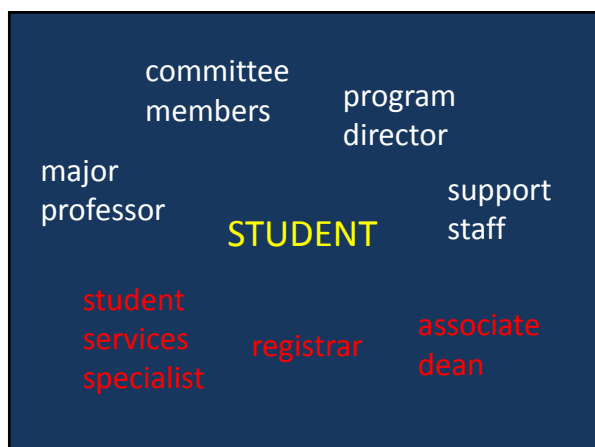
the partnership

Iowa State's Graduate College

4,710 students (33,241)
1,560 graduate faculty
81 Ph.D. – 111 master's – 45 certificate
goal to grow
improve efficiency



**Committee Appointment
Program of Study (POS)**
Both have modification versions.

[illegible][illegible]

PLEASE DO NOT DETACH

Please return the completed POS form along with this attachment to:
 Joyce Moss, Personnel, Room 3111

POS Return Form

To: _____ POS for: _____ Date: _____

Returned for the Following:

Continuing Education

_____Continuing education must be submitted and approved before we can process POS.

1. Degree Program

_____a. Indicate first exam date (Semester and year). Also indicate Pretest for PhD.

_____b. Indicate degree, department/major (specification).

2. Required Course Approval

_____a. Credits have been taken in a term degree student. Do note that first credits earned under the nondegree options may be applied to a degree program.

_____b. Complete "New" courses. (Student's necessary)

_____c. Complete "Older" courses for courses for which a grade has been received ("P" grade are not accepted as a P/G)

_____d. Identify creative component course.

_____e. At least a minimum number of research credits must be listed on form.

_____f. At least minimum number of _____ graduate credits must be listed on form.

_____g. The grade of "C" or less is acceptable. 600 grade is a P/G and not over for "2" credit (See attached).

_____h. The course _____

_____i. Only graduate credit of "B" or better will be approved for transfer. At transfer, there should be graduate credit taken as a graduate student. "P" or "G" grades for research will be verified by either an "S" or "W" quality or better by the professor in charge of the research.

_____j. Missing approval for courses which will extend the 1 year time limit at the time of program presentation.

_____k. Using the _____ uncompleted exam form, list the date the exam is to be _____ will need to be submitted and approved by the committee. Include how the student will be tested on the _____

_____l. Please submit copies of all transcripts from _____ so that we can verify courses.

_____m. Verify courses listed on form. Courses taken as a graduate student and a "B" grade or better.

_____n. Verification required for approval to transfer graduate credit and courses taken as an undergraduate to POS. Must be "B" quality or better and not used in other undergraduate degree. Contact TOS ETC web to verify and note on record the students that have not met need for the undergraduate degree.

_____o. Other _____

3. Approvals

_____a. Student signature

_____b. Committee member signature

_____c. Departmental/Institutional signature, minor signature

_____d. Departmental signature

_____e. Co-Major Degree signature

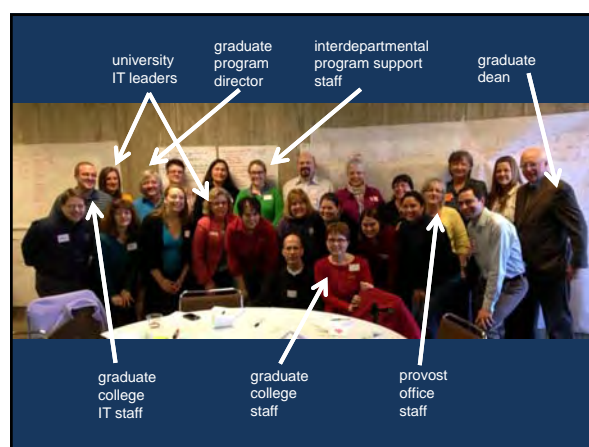
_____f. Departmental signature

Provost-sponsored Concept

- partner with Boeing; use Lean
- engage partners and stakeholders
- plan and implement new process

Key Events

- Initial visit: 28 February 2013
- 2-day workshop: 28-29 March 2013





current process map



simulating new process



process cycle time
90%

process steps
82%

estimated
annual savings
\$325,000

Why did Boeing Partner with Iowa State?

- Strong cultural emphasis on giving back to our communities.
- Helping educational organizations is an investment in our future.
 - Universities are a key resource for our employees and leaders of tomorrow.
 - Many company executives work closely with or are members of a board of directors.
- This is a new type of investment.
 - Grants are non-recurring typically with a fixed duration impact.
 - Enabling universities to increase their lean expertise has the potential to become an enduring endowment with significant financial impact

What is Lean?

- The relentless pursuit of process improvement by eliminating or reducing non-value added activities often referred to as waste
 - Customers want to pay for perceived value
- Comprises a set of principles and tools that:
 - Views activities from a process / system standpoint
 - Emphasizes empowerment of individuals to lead process improvement
 - Defines value through the eyes of their customers and stakeholders
 - Requires questioning and challenging the status quo
 - Values "try-storming" over brain-storming
- Emerged from manufacturing as a method to increase efficiency and decrease waste through the use of empirical methods
 - Lean concepts have been successfully applied in industries as varied as healthcare, financial services, non-profits, logistics, education, and government.



Lean is a journey where improvement is never-ending

Why did Boeing pursue Lean?

- Our customers are demanding "more for less"
- Shrinking Government budgets – domestic and international and fierce commercial competition have had significant impacts.
- Shrinking margins made funding future growth internally more difficult.
- The regulatory requirements became increasingly more complex
- Our stakeholders expected better performance

Do universities face similar challenges?

Elements of a successful Lean program



Lean requires leadership, strategy, commitment, focus ... and a plan

Our Lean Journey



People Link the System

How Boeing Engaged with Iowa State

- There was a need:
 - Grow Graduate enrollment by 40% without increasing administrative costs.
- Boeing Executive heard of the need and offered lean support.
- Lean Subject Matter Experts provided Lean overview training.
 - Leadership, administration, faculty, and other staff who had potential opportunities for lean pilots were invited.
- Iowa State digested training and internally discussed lean applications.
- Iowa State proposed an initial pilot.
 - Scope was jointly discussed and a formal Charter was developed.
 - "Homework" and other preparations was completed jointly.
- Boeing facilitated a Process Preparation Planning (3P) workshop.
 - Process suppliers, customers, and subject matter experts participated.
 - Potential lean "champions" were invited.
- Iowa State has been actively implementing workshop results.

Process Preparation Planning Highlights

Process Preparation Planning principles were pioneered in Japan but easily crosses cultures and settings.

In the Nakao Method, you:

- Do not judge (good or bad) another person's idea.
- Make every effort to overcome the hurdles in your own thinking in order to generate useful ideas.
- Do not think in limited ways but will make every effort to look at the problem from many angles and especially to get ideas from nature.
- Make every effort to express your ideas openly and not fear the laughter of others.
- Return to your 12 year old mindset and use this style of thinking to generate useful ideas.



Chihiro Nakao

Shingijutsu USA

3Ps have a pre-disposition toward action.



Concept —————> Implementation

Teams drive improvements

- Selecting the right people is crucial
 - Open minds
 - Fresh ideas
 - Diverse Experience
- "Hands-on" people contribute much more than bystanders
- Multiple perspectives from applicable areas is critical
 - Customers
 - Suppliers
 - Various functional disciplines



Define the process steps

- Think of your process in terms of its primary functions

- Guide
- Analyze
- Prepare
- Compile
- Collate
- Display
- Communicate
- Transform
- Duplicate
- Lock
- Separate
- Edit



POS/POSC Form

Name: Amanda Adams
University ID: 142931789

Current Degree Program: _____
Current Degree Program: _____

Degree Sought: _____

Dept	Major	Area of Specialization	Dept	Major	Area of Specialization
1st Major					
Co-Major					
2nd Minor					
Thesis Option					

Expected Completion Date: _____
Expected Graduation Term: _____

Committee: _____
Action Email Address Name: _____ Majors Roll: _____ Outside Minor Member Rep: _____

Program of Study

Courses taken as an undergrad

Action	Dept	Course	Course Title	Credit	Year	Grade	Expiration Year
Total Undergrad Credits: ??? <i>Can be no more than 9 credits</i>							

Courses taken as an undeclared graduate student

Action	Dept	Course	Course Title	Credit	Year	Grade	Expiration Year
Total Graduate Credits: ??? <i>Can be no more than 10 credits</i>							

Transfer Courses:

Action	Institution	How are courses coded?	Course Title	Credit	Year	Grade	Expiration Year
Total Transfer Credits: ???							

Courses taken (or to be taken) as a degree-seeking graduate student

Action	Dept	Course	Course Title	Credit	Year	Grade	Expiration Year
Total Degree Credits: ??? <i>At least 22 credits must be taken at Iowa State for a master's program. At least 36 credits must be taken at ISU for a Ph.D. student.</i>							

The Charter

ISU: Baccalaureate POSC/POSC Implementation

Section: _____ Date: _____

Background

The purpose of this document is to provide a clear, concise, and consistent description of the POSC/POSC process and its implementation at ISU. This document is intended to serve as a guide for all stakeholders involved in the process, including students, faculty, and administrators.

Objectives

The primary objective of this document is to provide a clear, concise, and consistent description of the POSC/POSC process and its implementation at ISU. This document is intended to serve as a guide for all stakeholders involved in the process, including students, faculty, and administrators.

Project Deliverables

The project deliverables for this initiative include the development of a web-based POSC/POSC form, the implementation of automated alerts to students, and the development of a web-based program audit solution.

Performance Goals

The performance goals for this initiative include a 30 to 50% increase in capacity using existing resources, a 50% decrease in processing time for POS forms in the Graduate College, and a 20% decrease in processing time for Committee Appointment forms in the Graduate College.

The Charter

Background

Objectives

Project Deliverables

Performance Goals

Project Scope and Boundaries

Project Team Members

Milestones

The Charter

Project Deliverables

- Implementation of automated alerts to students informing them that POSC/POSC must be completed.
- Implementation of a web-based POSC/POSC form that is pre-populated with graduate student information, can be filled out in stages, and can be electronically routed to graduate committee members, ISU graduate departments/interdepartmental programs, DOGES, the Graduate College, and other ISU administrative units as needed.
- Implementation of a web-based program audit solution that allows students, committee members, graduate student support staff, and others to easily track a student's progress towards degree completion.

The Charter

Performance Goals

- Redesigned process that enables improved process quality perception by stakeholders with a 30 to 50% increase in capacity using existing resources
- 50% decrease in processing time for POS forms in the Graduate College (2 minutes per form)
- 20% decrease in processing time for Committee Appointment forms in the Graduate College

The Charter

Project Scope & Boundaries

The scope of the project is to implement the alert, eform workflow, and program audit components.

These items are considered out of bounds:

- Policy changes are subject approval by Graduate Council.
- Access to committee members who are not part of the ISU community.
- Real-time incorporation of degree-planning sheets (preset lists of courses for POS) and major-specific paperwork/form requirements.

The Charter

Milestones

Activity	Target Date
Finalize functional requirements - Alerts	December 18, 2013
Start development of Alert processes and POSC/POS data entry form	January 1, 2014
Finalize functional requirements – eform and workflow	Feb 1, 2014
Start development of POSC/POS workflow	Feb 1, 2014
Initial and QA testing - Alerts	Feb 1, 2014
Alerts launch	Feb 15, 2014
Finalize functional requirements – Program Audit	March 1, 2014
Initial testing - eform and workflow	April 1, 2014
Initial testing – program audit	May 1, 2014
Workflow QA testing with early adopters	June 1, 2014
Program audit QA testing with early adopters	July 1, 2014
Workflow Production release for early adopters	July 1, 2014
Program Audit release for early adopters	July 15, 2014
Workflow Full Production release	August 15, 2014

Some Things to Consider ...

- **Lean concepts work everywhere.**
 - Many studies support observations that half of the cost we pay for products is non-value added.
- **Boeing isn't a sole-source supplier of Lean expertise.**
 - Lean Institutes abound.
 - Concepts are "common sense" and can be self-taught.
 - You don't have to spend \$\$\$ on consultants.
- **Many companies have strategic university partnerships.**
- **If looking for help, the answer is "No" unless you ask.**



Enhancing Student Financial Education at Kansas State University

in collaboration with:



Dr. Sonya Britt, CFP®

Associate Professor, Personal Financial Planning



Kansas State University

- Public 4-Year Land Grant University located in Manhattan, Kansas (population 56,000)
 - Additional campuses in Salina and Olathe, KS
- 25,000 total students; 4,500 graduate students
- Over \$200 million awarded in scholarships, grants, loans and work study each year
- Average undergraduate loan debt of \$24,892
- Average graduate loan debt of \$85,118 (sub/unsub/PLUS)
- 26% of undergraduate students are Pell grant recipients
- 52% of undergraduates are recipients of Federal loans



2

Largest K-State Graduate Programs

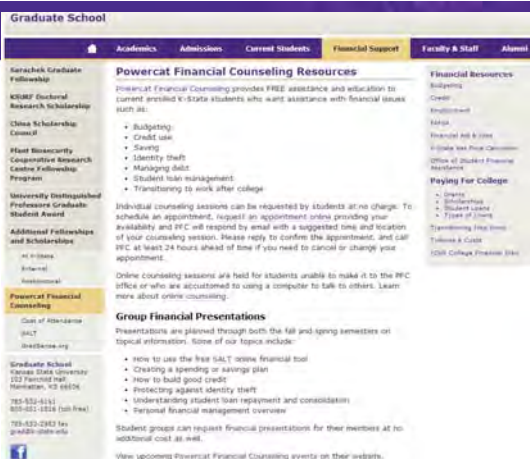
- Online: Masters in Academic Advising, Food Science, Agribusiness, Adult Continuing Ed., Family Studies
- On Campus Doctoral: Curriculum and Instruction, Human Ecology - various, Chemistry, Physics, Agronomy
- On Campus Masters: Architecture, Student Counseling & Development, MBA, Animal Sciences, English



3

Dean Carol Shanklin's Perspective

- It is imperative that K-State provides educational experiences to our graduate students to enhance their financial knowledge and skills.
- Financial skills will be important throughout our students' careers and thus identifying effective strategies to motivate students to attend educational programs is imperative for graduate school administrators.
- Having the opportunity to participate in this research program funded by TIAA-CREF has provided K-State the opportunity to expand our educational programs to our graduate students.



Powercat Financial Counseling

- Began in 2009 as 1st peer-to-peer collegiate financial education program in Kansas
- Originally within Personal Financial Planning academic unit
- Moved in 2012 to Student Life division with the Office of Student Financial Assistance
- 1,300+ students have received individual financial counseling
- Over 450 financial workshops to 15,500+ students
- 60 students have been trained as peer financial counselors



5



6



PFC Staff

- One full-time director who is a professional financial planner (holds Certified Trust & Financial Advisor designation and law degree)
- Two part-time graduate assistants from College of Human Ecology and College of Business
- Around 15 undergraduate Peer Financial Counselors from financial-related majors such as Finance, Personal Financial Planning, Accounting, Agribusiness, Ag-Economics, and Economics
- 25 student members of PFC Student Advisory Board

Peer Financial Counselors



Student Advisory Board Hosts Financial Events & Markets PFC Services:



*Thrifty Gifting!
Spring Break! NOT Spring Broke!
Marriage & Money*



GRADUATE STUDENT WORKSHOPS



Powercat Financial Counseling is seeking to increase financial literacy among K-State graduate students. Initiatives for this spring include three workshops for students to buff up on financial topics such as utilizing online financial resources, understanding employee benefits, and managing student loans. Participants can even win prizes!

PRIZES

- **First 50 at Each Event:** Receive \$25 Gift Cards
- **Take the Financial Quiz:** Additional Entry to Win Gift Cards of \$100-500
- **Take Quiz & Attend All 3 Events:** Entered in Drawing to Win iPad Mini

*Students can win multiple prizes. Financial Quiz awarded to students later in the semester.

Event Information		
Date/Time	Location	Topic
March 13 - 4:00	Fairchild 009	Utilizing SALT & GradSense
March 27 - 4:00	Union Sunflower	Transitioning To Work
April 10 - 2:00	DeLeon Flint Hills	Repaying Student Loans

*These programs are brought to you by PFC through a grant provided by the Council of Graduate Schools with funding from TUA-CR32 *

Powercat PFC Financial Counseling
www.k-state.edu/pfc
785-532-2889
powercatfinancial@ksu.edu

Powercat Financial Counseling

[Home](#)
[About us](#)
[Services](#)
[Salt](#) **NEW**
[Credit](#)
[Budgeting](#)
[Student loans](#)
[Your College Financial Plan](#)
[Transitioning into work](#)
[Archived Workshops](#)

Archived Workshops

View previous workshops and presentations archived on video.

Our peer financial counselors can provide any student group a financial presentation. Learn more.

Transitioning to Career: Employer Benefits

A seminar for graduate students on the financial transition from college to work and understanding employer benefits.

Maximizing Your Benefits From \$ALT

This workshop provides students with an in-depth tutorial on how to utilize \$ALT, the free online resource for K-State students that can help with projecting future student loan monthly payments, learn about topics such as identity theft, search for scholarships, and more.

Student Loan Repayment

This workshop provides students with information about how to look up student loan information, different repayment plan options, consolidation, and loan forgiveness programs.

Financial Management

This workshop provides students with information, tips, and resources concerning financial management topics such as budgeting, saving, setting financial goals, credit, and employee benefits.

Marriage & Money

This workshop provides students with information on what to think about and how to go through the process of merging finances.

Powercat Financial Counseling
Kansas State University
809 K-State Student Union
Manhattan KS 66506-2800
785-532-2889
powercatfinancial@k-state.edu

[f](#) [s](#)

www.k-state.edu/salt

KANSAS STATE
UNIVERSITY

Powercat Financial Counseling

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Student loans
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Transitioning into work
Archived Workshops

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[f](#) [s](#)

Manage your money with SALT

SALT is a free online program that helps students and alumni manage their money and student loans. Kansas State University's Powercat Financial Counseling has teamed with the nonprofit organization American Student Assistance to offer the Free program.

The university is committed to helping students enhance their financial literacy.

Use SALT to:

- Manage student loans
- Talk to an expert about loans
- See jobs and internships
- Search for scholarships
- Find out how to budget money
- Learn about credit

Get started

BE SURE TO INDICATE "KANSAS STATE UNIVERSITY" AS YOUR SCHOOL AT LOGIN

To report ID & SALT student loan experts call 877-523-3473 or email help@saltmoney.org

For SALT technical support call 855-485-2724 or email membersupport@saltmoney.org

If you are a current enrolled student, you may also request direct assistance from Powercat Financial Counseling.

3,000 Students Have Registered

Find money somewhere other than here.

- Score a scholarship, internship, or job
- Find cash for school
- Get help with student loans

Join now - it's FREE!

SALT



Other Outreach

- Academic Units
- Student Financial Assistance
- Alumni Association
- Cashier's Office
- New Student Services
- Career Employment Services
- Division of Continuing Education
- Housing & Dining
- International Student Services
- Non-traditional Student Services and Veterans Affairs
- Greek Affairs
- Online counseling for distance students via Zoom or Skype programs
- www.facebook.com/kstatepfc
- Blog at www.blogs.k-state.edu/PFC
- Listserv emails
- Parent sessions at Orientation & Enrollment

Other Financial Education Resources

- www.GradSense.org
- Financial Awareness Counseling Tool (FACT) on www.StudentLoans.gov site and www.StudentAid.ed.gov
- www.MyCollegeMoneyPlan.org
- www.CashCourse.org by NEFE
- www.LoveYourMoney.org
- Buttonwood by Everfi
- Inceptia (division of NSLP) – Financial Avenue online program and Personal Financial Mgmt. certification
- TG Financial Literacy Programs
- Student loan servicers' offerings
- Local credit unions and financial institutions

Research by PFC

K-State's Powercat Financial Counseling strives to be a leader in clinical research by collecting pre- and post-data from individual client sessions and group presentations. Some of the key findings of the research include the following:

- Who seeks free financial counseling?
 - College-age financial counseling help seekers tend to be older, less satisfied with their income, less knowledgeable, less wealthy, and more stressed. The results from this study suggest that college financial counseling centers are reaching the students they were designed to reach, and that public policy initiatives designed to provide broad-based financial education to young people may be an effective tool for increasing financial well-being and reducing financial stress.
- Does debt increase student financial anxiety?
 - Results indicate that low financial satisfaction, high amounts of student loan debt, and being female are significant factors influencing high financial anxiety.
- Does perceived financial knowledge of college students predict current debt load?
 - A multiple regression was conducted, entering the variables of age, marital status, gender, ethnicity, gross income, perceived financial knowledge, and net worth simultaneously. The model explained 38% of the variance in total debt. Only higher perceived financial knowledge and lower net worth were found to be significant factors influencing total debt.
- How does financial mental health distress influence college students' financial behaviors?
 - Financial mental health anxiety was found to predict college students' tendency to spend beyond their means, reporting a difficulty paying their monthly bills, obtaining cash advances, and reaching the maximum on their credit cards. In addition, female students are more likely to pay credit card bills in full, older students are more likely to reach maximum on credit cards, those with credit card debt are more likely to exhibit worse financial behaviors, and students with a low level of student loan debt are more likely to reach the maximum on their credit cards.

Upcoming research questions to be answered include the following:

Powercat Financial Counseling

www.k-state.edu/pfc

785.532.2889

powercatfinancial@k-state.edu



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

The Story of the University of Kansas Doctoral Program Profiles

KU THE UNIVERSITY OF
KANSAS

Rock Chalk, JAYHAWK!

Who we are:

Roberta Pokphanh, Assistant Dean,
Graduate Studies

Kristine Latta, Director of Graduate Affairs,
College of Liberal Arts & Sciences

Amanda Ostreko, Director of Graduate Enrollment,
Graduate Studies

KU THE UNIVERSITY OF
KANSAS

Rock Chalk, JAYHAWK!

Doctoral Program Profiles

How did they come about?

How have they been used and what is their impact
on graduate programs?

Where are we headed next?

KU THE UNIVERSITY OF
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Doctoral Program Profiles

Once upon a time... (in 2008-2009)

- New graduate dean
- Antiquated data reporting
- Diverse programs
- A desire to provide a range of programs with standard information that will inform and empower programs to make strategic decisions

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Doctoral Program Profiles

Where did we start?

- What do we want to report (what is useful/important)?
- What are our peers and aspirational peers doing?
- Who needs to be involved (administrative and institutional buy in)?

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Doctoral Program Profiles

Key players

- Administration
- Institutional Research
- School/College Deans

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Doctoral Program Profiles

Key Stakeholders:

- Administration
- Institutional Research
- School/College Deans

Doctoral Program Profiles

Initial conversation with Institutional Research:

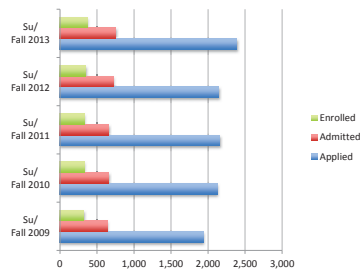
What we have:

Image removed

Doctoral Program Profiles

Initial conversation with Institutional Research:

What we asked for:

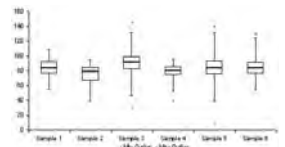


Doctoral Program Profiles

Initial conversation with Institutional Research:

What they wanted to give us:

Image removed



Doctoral Program Profiles

Things stalled.

We kept trying.

Thought about how to communicate our needs.

Then... the tide began to turn.

- New Provost (data driven)
- National trend (AAU, APLU)

We adjusted our expectations – what is realistic and achievable?

Doctoral Program Profiles

Finally!

- One page
- Faculty
- Enrollment
- Applications
- Financial Support
- Degrees and Time to Degree
- Outcomes
- Produced annually

KU OFFICE OF GRADUATE STUDIES
The University of Kansas

Doctoral Program Profile: Applied Behavioral Science
This program is part of the Department of Applied Behavioral Science in the College of Liberal Arts & Sciences.
Additional information available at kansas.edu/absc

Enrollment Profile		Academic Achievement		Financial Support		Time to Degree		Outcomes	
Year	Count	Mean GPA	Mean GPA	Mean Stipend	Mean Stipend	Mean Time	Mean Time	Mean Rate	Mean Rate
2013-2014	10	3.5	3.5	\$10,000	\$10,000	2.5	2.5	80%	80%
2012-2013	10	3.5	3.5	\$10,000	\$10,000	2.5	2.5	80%	80%
2011-2012	10	3.5	3.5	\$10,000	\$10,000	2.5	2.5	80%	80%
2010-2011	10	3.5	3.5	\$10,000	\$10,000	2.5	2.5	80%	80%
2009-2010	10	3.5	3.5	\$10,000	\$10,000	2.5	2.5	80%	80%

Financial Aid Awarded to Doctoral Students

Year	Count	Mean GPA	Mean GPA	Mean Stipend	Mean Stipend
2013-2014	10	3.5	3.5	\$10,000	\$10,000
2012-2013	10	3.5	3.5	\$10,000	\$10,000
2011-2012	10	3.5	3.5	\$10,000	\$10,000
2010-2011	10	3.5	3.5	\$10,000	\$10,000
2009-2010	10	3.5	3.5	\$10,000	\$10,000

Secondarily Awarded to Doctoral Students

Year	Count	Mean GPA	Mean GPA	Mean Stipend	Mean Stipend
2013-2014	10	3.5	3.5	\$10,000	\$10,000
2012-2013	10	3.5	3.5	\$10,000	\$10,000
2011-2012	10	3.5	3.5	\$10,000	\$10,000
2010-2011	10	3.5	3.5	\$10,000	\$10,000
2009-2010	10	3.5	3.5	\$10,000	\$10,000

Percentage of Program Completion

Year	Count	Mean GPA	Mean GPA	Mean Stipend	Mean Stipend
2013-2014	10	3.5	3.5	\$10,000	\$10,000
2012-2013	10	3.5	3.5	\$10,000	\$10,000
2011-2012	10	3.5	3.5	\$10,000	\$10,000
2010-2011	10	3.5	3.5	\$10,000	\$10,000
2009-2010	10	3.5	3.5	\$10,000	\$10,000

Percentage of Program Completion

Year	Count	Mean GPA	Mean GPA	Mean Stipend	Mean Stipend
2013-2014	10	3.5	3.5	\$10,000	\$10,000
2012-2013	10	3.5	3.5	\$10,000	\$10,000
2011-2012	10	3.5	3.5	\$10,000	\$10,000
2010-2011	10	3.5	3.5	\$10,000	\$10,000
2009-2010	10	3.5	3.5	\$10,000	\$10,000

Doctoral Program Profiles

Public

- GS Website
- Department Website
- Feedback
- Changes / Modifications

 KU CENTER FOR GRADUATE STUDIES <small>Graduate Education • Graduate Research • Graduate Service</small>		DOCTORAL PROGRAM PROFILE: APPLIED BEHAVIORAL SCIENCE <small>This program is part of the Department of Applied Behavioral Science in the College of Liberal Arts & Sciences.</small>	
Enrollment Profile <small>Enrollment in the program</small>		Fall 2010	Fall 2009 - 2010 Average
Total Enrollment		10	45.1
Total Enrollment by Sex			
Male		5	20.9
Female		5	24.2
Total Enrollment by Race			
White		5	4.8%
Black		1	0.9%
Hispanic		1	0.9%
Asian		1	0.9%
American Indian or Alaska Native		0	0%
Native Hawaiian or Other Pacific Islander		0	0%
Unreported		0	0%
Total Enrollment by Degree			
Ph.D.		10	45.1
Master's		0	0%
Certificate		0	0%
Unreported		0	0%
Enrollment: Academic Summary (Fall 2008, 2009, and 2010)			
5-Year Average		2008	2009
Enrollment		10	45.1
Graduates		0	0%
Enrollment		10	45.1
Financial Aid Available to Incoming Students			
2010-2011		2009-2010	2008-2009
Total Available		\$1,100	\$900
Total Available by Type			
Scholarship		\$1,100	\$900
Graduate Assistantship		\$0	\$0
Unreported		\$0	\$0
Enrollment: Degree Completion			
Fall 2010		2009-2010 Average	2008-2009 Average
Total		10	45.1
Graduates		0	0%
Enrollment		10	45.1
Enrollment: Degree Completion by Sex			
Fall 2010		2009-2010 Average	2008-2009 Average
Male		5	20.9
Female		5	24.2
Enrollment: Degree Completion by Race			
Fall 2010		2009-2010 Average	2008-2009 Average
White		5	4.8%
Black		1	0.9%
Hispanic		1	0.9%
Asian		1	0.9%
American Indian or Alaska Native		0	0%
Native Hawaiian or Other Pacific Islander		0	0%
Unreported		0	0%
Enrollment: Degree Completion by Degree			
Fall 2010		2009-2010 Average	2008-2009 Average
Ph.D.		10	45.1
Master's		0	0%
Certificate		0	0%
Unreported		0	0%
Enrollment: Degree Completion by Institution			
Fall 2010		2009-2010 Average	2008-2009 Average
Total		10	45.1
Graduates		0	0%
Enrollment		10	45.1
Enrollment: Degree Completion by Institution Type			
Fall 2010		2009-2010 Average	2008-2009 Average
Public		5	20.9
Private		5	24.2
Unreported		0	0%
Enrollment: Degree Completion by Institution Size			
Fall 2010		2009-2010 Average	2008-2009 Average
Small		5	20.9
Medium		5	24.2
Large		0	0%
Unreported		0	0%
Enrollment: Degree Completion by Institution Location			
Fall 2010		2009-2010 Average	2008-2009 Average
On-Campus		5	20.9
Off-Campus		5	24.2
Unreported		0	0%
Enrollment: Degree Completion by Institution Type and Location			
Fall 2010		2009-2010 Average	2008-2009 Average
Public, On-Campus		5	20.9
Public, Off-Campus		0	0%
Private, On-Campus		0	0%
Private, Off-Campus		5	24.2
Unreported		0	0%

Using the Data – Time to Degree

Questioned the validity of the data

- Department size
- Impact of outliers

Questioned the relevance of the data

- Disciplinary Norms
- Necessity of extended apprenticeship
- Job market expectations
- Wary of a one-size-fits all approach

Build Trust, Buy In

Qualifying the Data – Applied Behavioral Sciences

Doctoral Program Profile: Applied Behavioral Science
This program is part of the Department of Applied Behavioral Science in the College of Liberal Arts & Sciences.
Additional information available at <http://www.atrsc.ku.edu/graduate/>
Note: The doctoral degree changed from Applied Psychology to Behavioral Psychology in 2004. Degree date below include students who began in the Developmental and Child Psychology program. Incoming students are expected to complete within 3 years. Median years-to-degree for students who began in the Behavioral Psychology program is 4.5.

Testing the Data – History of Art

Doctoral Degrees Completed		% of Degrees Completed			
Year of Completion	Count	Median Elapsed Years to Degree	Within 5 Yrs	Within 7 Yrs	Within 10 Yrs
FY 2007 - 2009	11	10.3	0.0%	18.2%	45.5%
FY 2010 - 2012	16	8.8	0.0%	38.6%	75.0%

Median years to degree calculated on may include both full and part time students, and those who obtaining a master's degree during the time interval.

Dean's Charge on Time to Degree

Process Implications: Degree Completion Agreements

Problems with existing Time Limit Extension Process:

- Lack of transparency
- Consequences of non-compliance largely absent; repeat petitions
- Committee's role in review and College's role in enforcement were ill-defined

Process Implications: Degree Completion Agreements

Allows programs/mentors to set the terms

Requires a structured mentoring plan with timelines, milestones, and consequences

Establishes accountability between the mentor, the student, the department, and the College

Provides faculty reviewers with explicit criteria for review and a mandate to intervene

Applying this Framework to Enrollment Management

- University strategic plan
- Enhancement of doctoral programs
- Focus on doctoral student recruitment

Enrollment-based budgets

Recruitment collaboration team
Point-in-cycle data

Data Tools

Variety of data sources

Focused on:

- Constituent Relationship Manager (CRM)

- Tableau

 - Visual appeal

 - Funnel concept

 - Additional data elements not readily available elsewhere

Prospect (CRM) Example

Image removed

Inquiry Form

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Tableau Example

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Tableau Example

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Tableau Example

Image removed

Tableau Example

Applied

Image removed

Admitted

Image removed

Enrolled

Image removed

Tableau Example

Applied

Image removed

Enrolled

Image removed

Admitted

Image removed

Looking Forward

Regular prospect and admission updates

Master's Program Profiles & Undergraduate Program Profiles

Retention report

Questions?

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pokphanh@ku.edu

Kristine Latta
klatta@ku.edu

Amanda Ostreko
amandao@ku.edu

University of Kansas
College of Liberal Arts and Sciences
Graduate Degree Completion Agreement

INSTRUCTIONS

PLEASE NOTE: *If you choose to cut and paste text into this form, please make sure it is set at a font size of 10 or less. Larger fonts will not fit properly into the spaces provided. If you need more space for any response, you may attach additional pages to this form.*

Purpose

This Agreement is intended to support good mentoring practice for students whose time to degree has exceeded University limitations. It should be viewed as an agreement among the student, the department, and the College of Liberal Arts and Sciences.

The Graduate Degree Completion Agreement accompanies Time Limit Extension petitions, but it is distinct in its purpose. It must:

- Be discussed and agreed upon by both the student and advisor, and then endorsed by the Director of Graduate Study;
- Clearly and realistically outline expectations and consequences, taking into account past progress, the work that remains, and extenuating circumstances that might impact progress.

Review and Approval Process

1. The Agreement must be submitted with all petitions for a Time Limit Extension that do not already have an Agreement in place. This Agreement replaces previous documentation requirements (student letter, advisor letter, and director of graduate study's endorsement).

2. The faculty sub-committee of the Committee on Graduate Studies will review the Agreement. Changes may be recommended. Their review will weigh the following:

- The proposed completion deadline is realistic given the work to date and what remains
- The timeline for tasks to be completed is detailed and reasonable
- The plan for departmental feedback is sufficient to avoid undue delays to student progress
- The department has provided adequate explanation for any extenuating circumstances that may have hindered progress to degree or are expected to do so in the future
- The consequences for a student's failure to defend by the expected completion date are appropriate

3. If the timeline outlined in this plan exceeds one year, subsequent petitions for a time limit extension must still be filed each year. However, these subsequent petitions must only include the following: 1) a note in the comments field of the PTD indicating that a Completion Agreement is already in place, and 2) verification from each party to the agreement (PDF copies of emails or brief statement signed by all parties) that the terms of the Agreement are being adhered to and the student is on track to complete by the deadline. Once these are provided, review will be fast tracked and departments and students can expect approval of the extension request.

4. Any adjustments to the timeline for tasks should be made in consultation with the student and advisor (or other designated departmental faculty member). As long as these do not impact the expected completion date, it is not necessary to notify the College (COGA).

5. An in-person meeting of the advisor and director of graduate study (and/or other designated departmental faculty members) with the CGS sub-committee is required under the following circumstances:

- The department submits a subsequent Time Limit Extension petition on behalf of the student requesting a modification of the expected completion date previously approved by the CGS, due to the student's failure to make progress as outlined in the Agreement.
- The student has not defended by the date indicated in the Agreement and the department wishes to modify the consequences as established and approved by CGS in the original Agreement.

The division's associate dean will attend these meetings when feasible.

6. In the event an in-person meeting with the CGS sub-committee is scheduled, the student may request a separate meeting with the CGS sub-committee or may submit a letter to the committee to advise its members of any extenuating circumstances that might be relevant to the committee's decision.

Please complete this form in its entirety. It must accompany all Time Limit Extension petitions not already governed by an Agreement.

University of Kansas
College of Liberal Arts and Sciences
Graduate Degree Completion Agreement

1. Student Name _____

2. Department _____

3. Advisor Name _____

4. Please check which Time Limit rule applies to this student:

- ☐ This student is completing a master's degree and has a total of 7 years to complete. His/her time limit will expire at the end of: **(Semester Year)** _____.
- ☐ This student graduated with a master's degree from KU and has a total of 10 years to complete both degrees. His/her time limit will expire at the end of: **(Semester Year)** _____.
- ☐ This student is completing the PhD only at KU and has a total of 8 years to complete. His/her time limit will expire at the end of: **(Semester Year)** _____.

5. The student is requesting an extension to this time limit and is expected to complete and defend the thesis/dissertation prior to the graduation deadline in: (Semester Year)

PLEASE NOTE: Time Limit Extensions may only be granted for a single academic year at a time. However, for the purposes of this Agreement, the advisor and student must be realistic about the actual time required to complete the thesis/dissertation (e.g., two semesters, three calendar years). Feasibility of the timeline will be a key criterion for the review committee. Students or departments will not be penalized for proposing a completion timeline longer than one year if this is deemed necessary and acceptable by the department.

6. Failure to defend by the expected completion date will result in the following:

PLEASE NOTE: The consequences for a student's failure to complete by the date indicated above should be clearly outlined. They may include a one-semester probation followed by dismissal, immediate dismissal, or other penalties of sufficient weight to compel completion. The department reserves the right to recommend probation or dismissal at any time if it determines that the student is not adhering to the terms of this Agreement, or is otherwise failing to make good academic progress.

University of Kansas
College of Liberal Arts and Sciences
Graduate Degree Completion Agreement

7. Current Status of Thesis/Dissertation Work: Please outline in detail the research, writing, or other thesis/dissertation work that has been completed to date and the work that remains.

Work Completed	Work Remaining

8. Extenuating Circumstances: To aid the committee in their review, please explain any factors that have impacted the progress to date (e.g., fulltime employment, illness, changes in research plan or advisor, etc.).

--

University of Kansas
College of Liberal Arts and Sciences
Graduate Degree Completion Agreement

9. Completion Timeline: Referring to the Work Remaining section under #7 above, please provide a list of tasks required to complete your degree and their corresponding deadlines. These steps may include the various stages of research, drafts, revisions, exam/defense, and final submission of all required documentation.

Tasks to be completed by the student	Due Date

10. Feedback Process: Please explain who will provide feedback to the student and with what frequency. If a committee will provide feedback and review of student progress, please explain this process.

--

University of Kansas
College of Liberal Arts and Sciences
Graduate Degree Completion Agreement

11. Additional Information: This space may be used to provide the sub-committee with additional information the department and/or student view as important to the execution of this Agreement.

12. Impact on Departmental Median Time to Degree (Doctoral Students Only): This extension will impact the department's median time to degree for doctoral students, which according to the most recent Doctoral Program Profile is: _____

By signing below, all parties acknowledge that they understand and agree to the processes outlined on the Instructions page and agree to adhere to the expectations outlined in this Completion Agreement.

Student Name: _____

Signature: _____

Date: _____

Advisor Name: _____

Signature: _____

Date: _____

Director of Graduate Study Name: _____

Signature: _____

Date: _____

Enhancing Student Financial Education: Loyola University Chicago

Samuel A. Attoh, PhD. Graduate Dean and Principal Investigator
 Patricia Mooney-Melvin, Associate Dean and Project Director
 Jessica Horowitz, Associate Dean and Project Director
 Jason Young and Tracy Moore, Co-Founders, Mindblown Labs

*Midwest Association of Graduate Schools Annual Meeting
 Chicago, IL. April 9, 2014*

*Supported through a grant from the Council of Graduate Schools
 and TIAA-CREF*



Brief Overview of Graduate Programs

- Mission focus: social justice, ethics, and expanding knowledge in the service of others.
- Total Enrollment: **15,446**
- 5,789 Graduate & Professional 1,575 graduate students (786 doctoral and 789 Master's).
- 28 doctoral programs, a Doctorate in Bioethics, and 47 master's programs.
- More than 600 graduate faculty members located across three campuses

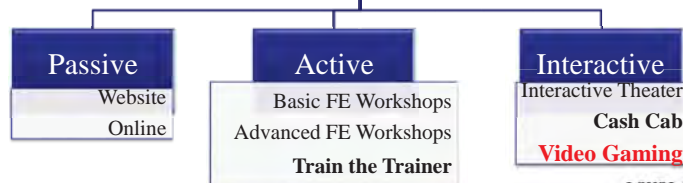


Project Goal

- Maximize student participation in financial education through passive, active, and interactive modes of delivery.



Three Modes of Delivering Financial Education



CASH CAB



Loyola's 45 Kings Improv Group



Video Gaming

- Collaborative effort with Mindblown Labs to engage students in an immersive, interactive, and social career simulation mobile game.
- Develop effective content areas that will engage students.
- Develop an effective system that monitors student engagement and attitudes towards financial education.



Videogaming

Introducing Jason Young & Tracy Moore,
Co-Founders of Mindblown Labs



From Local to Global: Forging Campus-Wide Partnerships as an Approach to Building New Programs

John Lubker, Associate Dean of Students
Mimi Beck, Program Director – Graduate Student Life

1

Outline

Part One: How to forge campus wide partnerships as an approach to building new programs

Part Two: The Professional Development Program: Case Study #1

Part Three: Graduate Student Life: Case Study #2

Wrap-up with questions and dialogue

2

Quick Survey of the Attendees

Audience Poll – institutional profile?

- Full time vs. Part time
- Public vs. Private
- Rural vs. Urban
- Commuter vs. Residential
- Centralized vs. Decentralized Graduate School
- Predominantly PhD, Masters, Professional Degrees

Notre Dame

- Full time, urban, private, residential, centralized, PhD

3

Quick Survey of the Attendees

Audience Poll – programming for grad students?

- Robust
- Adequate
- Non-existent
- Expanding
- Working towards expanding
- Planning on expanding
- Not expanding

4

Introduction

How did we get here?

- Mission of the University
 - Preeminent research university
- Not just an undergrad institution
 - Student affairs
- Push and support from dean(s)
- \$ put into increasing stipends, health insurance

5

Forging Campus Wide Partnerships as an Approach to Building New Programs

Key Principles

1. Reliance on existing rather than new resources
2. Benefits of coordination and collaboration across units
3. Importance of maintaining the independence of each partnering unit
4. Added value of common branding
5. Incentives that can be used as buy-ins to this approach

6

Forging Campus Wide Partnerships as an Approach to Building New Programs

Application of these 5 principles create

- Vibrant teams that
 - use shared marketing
 - capitalize on existing programs
 - leverage current personnel
 - collaborate across units
- Highly visible University-wide programs that promote the personal and professional development of graduate students and post-doctoral scholars
- And these are our stories...

7

Case Study #1



PROFESSIONAL DEVELOPMENT

8

Professional Development Program

Mission

- To enhance the academic training of graduate students and postdoctoral scholars within the spires of research, teaching, career and ethics
- Our workshops, seminars, classes and events facilitate growth in these areas
 - Professional Development Team
 - Represents a partnership among units on campus that provide services for graduate students and postdoctoral scholars

9

Professional Development Team

- Office of Research
- Kaneb Center
- Writing Center
- Graduate Student Union
- Center for Social Concerns
- Institute for Scholarship in the Liberal Arts
- Reilly Center for Science, Technology, and Values
- Hesburgh Library
- Alumni Association
- GSU Professional Development
- Center for Social Concerns
- English for Academic Purposes
- Kroc Institute
- The Graduate School
 - Assoc. Dean of Professional Development
 - Assoc. Dean of Students
 - Graduate Career Services
 - Grants and Fellowships
 - Program Manager

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Professional Development Program

Offerings

- Listed on a common integrated calendar
- [Event catalog](#) details over 75 reoccurring events
 - Testimonials, pictures, promo posters
- Common registration and feedback system
 - Track attendance at every event
 - Share summaries of the professional development activities of graduate students and postdoctoral scholars to departments and programs
 - Important to create buy in and support
 - Upload events attended in Academic iNDEX

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Event Attendance 2010-2013

	Career	Ethics	Research	Teaching	Prof Dev	Total
2010-2011 (N = 54 events)	153	18	178	338	231	918
2011-2012 (N = 104 events)	308	208	552	397	531	1996
2012-2013 (N = 140 events)	321	240	503	562	399	2025

12

Professional Development Program

Logo and common marketing

- Established a global branding for professional development that benefits all partners



13

Professional Development Program

Tools created to facilitate professional development

- A [checklist](#) of activities that provides a guiding framework around which our workshops are organized
- A [road map](#) that emphasizes that match between transferrable skills and career paths

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Professional Development Program

Meeting individual goals and responsibilities partnering units

- independently set their own slate of workshops
- design their own events

Coordination from the team prevents duplication and offers opportunities for collaborations that result in new programming

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Professional Development Program

Role of the Graduate School*

- Graduate School offers services that build cohesiveness
 - Including building the calendar
 - Marketing the events
 - Maintaining registration and feedback systems
 - Compiling attendance reports

*No formal reporting structure that connects the partners

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Professional Development Program

How we use our time:

- Team meets weekly
 - Share details about their individual events
 - Discuss common issues
 - % sign up vs. attend; marketing; increasing number of international students
 - Brainstorm new ideas
 - Things found online; books worth reading; leadership development
- Main agenda item to focus our effort
- Provides a community that supports the individual efforts of the partnering units

17

Case Study #2



18

Graduate Student Life

Mission

- The mission of Graduate Student Life is to enhance the educational experience of and quality of life for Notre Dame students pursuing advanced degrees.
- Focus on Wellness & Community

19

Graduate Student Life

Connecting ND Grad Students to:

- A healthy & vibrant community
- Resources & programs to support their success & wellness
- The Notre Dame experience & mission

20

Graduate Student Life

Structure & Tools

- Partnership between Student Affairs and the Graduate School
- Provide centralized resources for communication, programming, advocacy and assessment
- Examples: logo, [website](#), [newsletter](#), calendar, tracking & assessment

21

Graduate Student Life

Grad Life Team – Campus Partners

- Health Services
- Counseling Center
- RecSports
- Campus Ministry
- International Student Services
- Center for Social Concerns
- Student Activities
- Food Services
- Residential Communities
- Graduate Student Union
- Academic Programs
- Library
- The Graduate School

Key Accomplishments

- Inaugurated Notre Dame Graduate Student Appreciation Week
- Developed a Five-Year Strategic Plan for Graduate Student Life
- Inspired Departmental Initiatives: Campus Ministry, CSC, Grad Clubs

22

Graduate Student Life

Graduate Student Appreciation Week

- 25 Campus Partners
- 40 Events
- 2600+ Participants

Highlights:

I ♥ Grad Students Buttons
Learn to Curl
Stadium & Tunnel Tours
Mary Poppins Movie & Tea Party

23

Graduate Student Life

Grad Life Grants

- Guidelines & Purpose
 - Build community across academic lines
 - Promote wellness across multiple dimensions
 - Foster creativity and leadership
- Funding shared with GSU
- Tools & systems for management & assessment

24

Graduate Student Life

Grad Life Grants

Grant Recipients	Events	Participants	Funding
CYCLE 1			
University Village Healthy Living Series	3	70	2000
Mental Wellness Workshop Series	2	65	1150
Women in STEM Lunch Series	7	294	4200
The Real Me Project 2.0	5	65	1280
ND International Spouse Club	4	88	1320
Neuroscience Journal Club	11	162	2000
Totals	32	744	11950
CYCLE 2			
Women in STEM Lunch Series	12	540	1000
Women in STEM Socials	5	160	1700
Islam Awareness Week	4	120	2000
Mind, Body, Refresh!	17	498	2000
University Village Healthy Living Series	6	165	1000
Triple C: Camping, Climbing, Cameras	23	598	2000
Totals	67	2081	9700

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Graduate Student Life

Grad Life Grants - Highlights

[Women in STEM](#)

[Islam Awareness Week](#)

[Triple C](#)

26

Graduate Student Life

Looking Forward

- Budget Planning Process
- Dedicated Facility Space
- 5-Year Strategic Plan

27

Thank you

Websites

Professional Development

http://graduateschool.nd.edu/professional_development/

Graduate Student Life

<http://gradlife.nd.edu>

28

Mastering the Humanities: Growing, Diversifying, and Sustaining Humanities Education

Patricia Mooney-Melvin, PhD, Associate Dean, Project Director
Samuel A. Attoh, Dean, Graduate School

*Midwest Association of Graduate Schools
Annual Meeting
Chicago, IL, April 11, 2014*

Supported through a grant from the MAGS/ETS
Award for Excellence and Innovation in Graduate
Education



Brief Overview of Graduate Programs

- Total Enrollment: 15,446
- 5,789 Graduate & Professional students
- 1,575 graduate students (786 doctoral and 789 Master's).
- 28 doctoral programs, a Doctorate in Bioethics, and 47 master's programs.
- More than 600 graduate faculty members located across three campuses
- Mission focus: social justice, ethics, and expanding knowledge in the service of others.



The Humanities at Loyola

- 229 Humanities students
- Four Doctoral Programs
 - English
 - History
 - Philosophy
 - Theology
- Eight MA Programs
 - Digital Humanities
 - English
 - History
 - Philosophy
 - Public History
 - Social Philosophy
 - Spanish
 - Theology



The Humanities Challenge: Vision, Education, and Career Pathways

- Persistent belief of Humanities graduate programs/professional organizations that humanities education = careers in academe
- Job crisis of 1970s too short to engender widespread re-envisioning
- Result: new crisis that has raised questions about the validity of the Humanities, graduate education in the Humanities, and ability of the Humanities to respond to change
- Additionally, current concerns about “lack of career pathway transparency” and changes in the higher education landscape – given issue new intensity and demand defining both new vision and creative curricular design that assumes multiple professional outcomes



Project Frame: Career Pathways



- Best expressed our view of the educational journey
- Find “alternative careers” or “alt-ac” ultimately offensive and limiting in terms of educational process and ultimate outcomes
- Project includes focus on both co-curricular professional development and curricular revision



Project Goals: The Big Picture

- Examine Humanities' education from recruitment stage to post-graduate experience
- Address opportunities and challenges facing Humanities' disciplines
- Create a Humanities Institute in the Graduate School to sustain and further develop curricular as well as research initiatives and programming for students and faculty



Phase 1

- Data collection
 - Student surveys and focus groups
 - Faculty surveys and focus groups
- Student Workshops
- Faculty Development



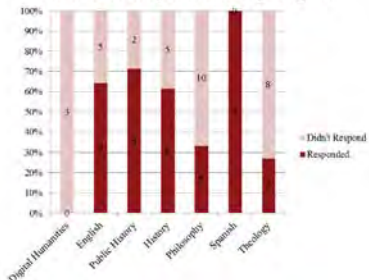
Data Collection

- Data is essential to various elements of the project: recruitment, programming, curricular design
- Two surveys to date: first semester students and graduating students
- 1st semester response rate: 51%
- Graduating response rate: 36%

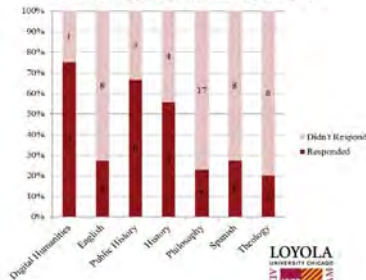


Data Collection: Response Rates

First-Year: Response Rates by Program

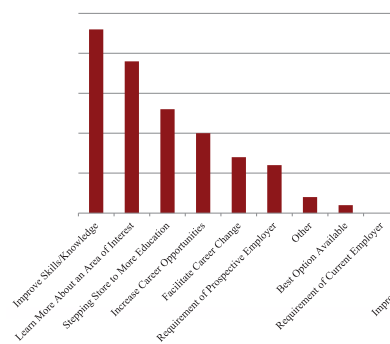


Graduating: Response Rate by Program

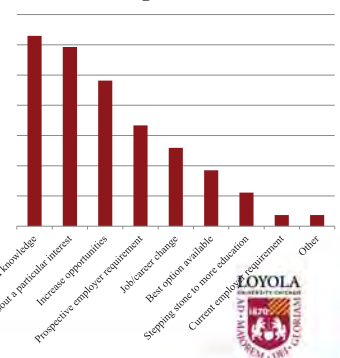


Data Collection: Main Reasons for Enrolling in Program

First-Year Students

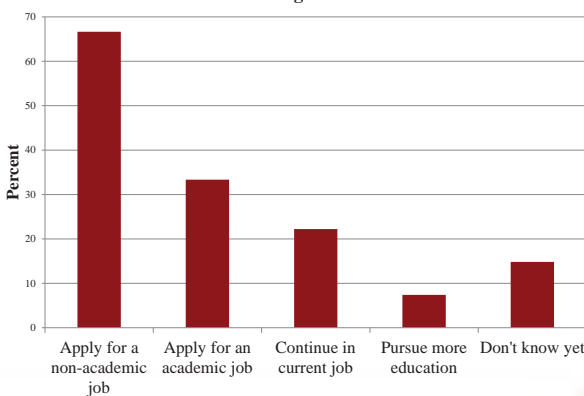


Graduating Students



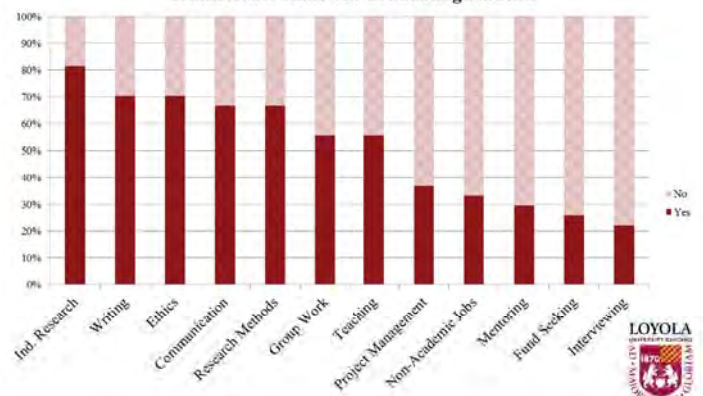
Data Collection: Post-Graduation Plans

Graduating Students

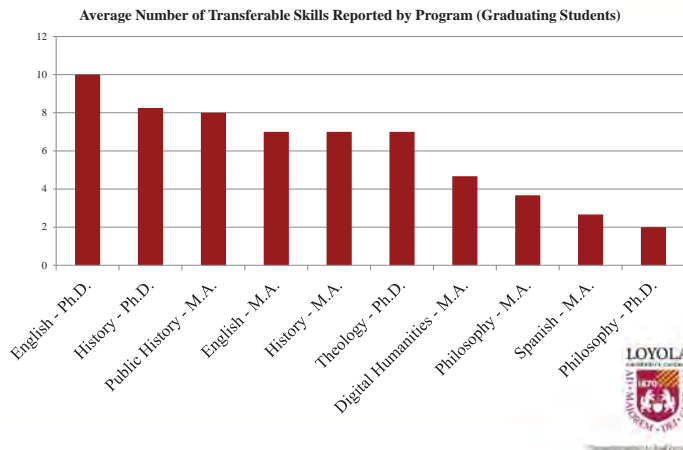


Data Collection: Transferable Skills

Transferable Skills: All Graduating Students



Data Collection: Transferable Skills



Student Workshop: Project Management Consideration of Transferable Skills

- Premise: Humanities graduate students need to integrate discipline specific knowledge and skills with professional ones
- Workshop focused on providing project management experience and building collaboration skills
- Asked to identify transferable skills
- Findings:
 - Considerable confusion between skills and attributes
 - Gained ability to making planning process explicit and articulate what they brought to the process – able to see how disciplinary learning informed the process and acquired new skills

Upcoming Projects – Phase I

- Student and faculty focus groups
- Another student project management workshop
- Faculty workshop: curricular design



Phase II

- Use data gathered to enhance recruitment and shape new initiatives
- Continue student and faculty professional development
- Curriculum Planning
- Alumni survey to further inform programming and curricular design
- Submit proposal for Humanities Institute located in the Graduate School



Financial Literacy at Ohio State

Scott Herness & Patrick S. Osmer
Graduate School



At Ohio State, our financial literacy effort must be broad.

10,500 students
90+ doctoral, 115+ master's programs

- Traditional
- Accredited
- Professional doctorates
- Professional master's

2

The Graduate School is partnering with the Office of Student Life and its Student Wellness Center.

- 9 dimensions of wellness, including financial
- Scarlet and Gray Financial is an existing wellness service that is being expanded as part of this project

3

Financial Wellness

The financially well person is fully aware of their financial state and budgets, saves, and manages finances in order to achieve realistic goals.

Scarlet and Gray Financial services include

- Coaching
- Workshop presentations
- Leadership development

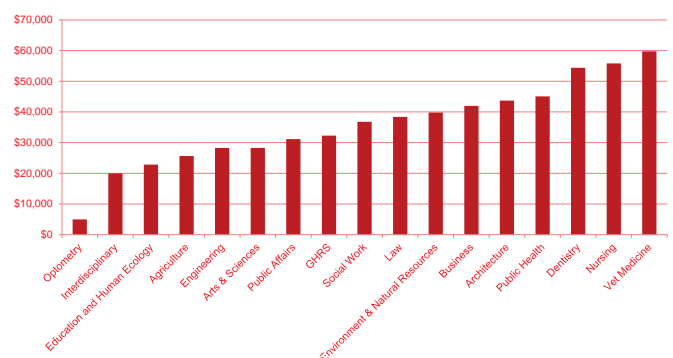
4

Average Ohio State Student Debt (2013)

	Avg. Debt	% Borrowers
UNDERGRADUATE	\$26,472	56%
GRADUATE	\$36,365	46%
LAW	\$97,624	87%
PHARMACY	\$114,000	91%
OPTOMETRY	\$156,197	98%
VETERINARY MEDICINE	\$157,190	96%
MEDICAL	\$158,383	89%
DENTAL	\$199,303	93%

5

Ohio State master's/PhD debt by discipline



6

Federal Loan Default Rate

	2003	2004	2005	2006	2007	2008	2009	2010
OHIO STATE	2.7	2.9	2.4	2.3	2.8	2.5	3.1	3.5
NATIONAL AVERAGE	4.5	5.1	4.6	5.2	6.7	7.0	8.8	9.2
FOR PROFIT	--	--	--	--	--	--	--	13.6

7

Our graduate student self-assessment tools will match resources to financial risk behaviors.

- Assessments will identify students at high, medium, or low risk
- High risk students will be steered toward face-to-face coaching
- All students will have access to Scarlet and Gray Financial resources: peer-to-peer coaching, workshops, and web resources.

8

We are developing an Ohio State branded product specifically for graduate students.

- A demo version is expected this month
- We are working with Everfi to develop this product.



Buttonwood - Personal Finance and Student Loan Management™

A learning and gaming platform that empowers college students with the skill set to successfully manage their finances and loan responsibilities while in school and beyond.

9

Financial Workshops-Scarlet and Gray

- Budgeting
- Personal Finance
- Personal Finance in the U.S.

10

Peer-to-Peer Coaching-Scarlet and Gray

- Leadership Development Program prepares interested students to become peer financial coaches
 - Supported by Ohio State/Huntington Bank relationship
- Coordinator for graduate student peer-to-peer counseling hired
- Program planning during summer 2014 and roll out to campus autumn 2014

11

Peer-to-Peer Support Areas

- Banking basics
- Budgeting
- Credit card selection and use
- Debt repayment planning
- Investment education
- Understanding credit reports

12

Undergraduates financial literacy will include graduate school planning.

- Financial literacy planning will be mandatory for undergraduates
- All second-year undergraduates will have a mandatory financial counseling session
- Undergraduates will be asked “Are you planning to go to graduate school?” to help manage undergraduate debt and explore financing options for graduate degrees

13

Thank you
Council of Graduate Schools and TIAA-CREF
for supporting this important project.



Welcome to Program G.R.A.D.
(Graduate Recruitment for Achieving Diversity)



MAGS/ETS Award for Excellence and Innovation in Graduate Education

Cherell Johnson
314-977-2245
Cjohns82@slu.edu

Diana Carlin
314-977-3279
dcarlin1@slu.edu

Invitation to college for Program GRAD 2014

Dear:

Saint Louis University is excited to invite your students from, _____, to our second annual Program G.R.A.D (Graduate Recruitment for Achieving Diversity) recruitment weekend. Students are invited to this program based on their expressed interest in continuing their education and pursuing a post-baccalaureate degree. This program is designed to give students from diverse backgrounds an opportunity to explore the opportunities of a graduate education through workshops, student and faculty panels, and hands on experiences.

Program G.R.A.D. will be held Wednesday, March 26- Saturday, March 29, 2014. The schedule of events is listed below:

Wednesday, March 26: Arrive and Register (by 4:30pm), Welcome Dinner

Thursday, March 27: Breakfast with the Vice Presidents, Networking workshop, Campus Tours, Attend Graduate Class, Graduate Fair

Friday, March 28: Meet with Graduate Faculty, Financial Aid Panel, GRE/MCAT/LSAT preparation, Goal Statement workshop

Saturday, March 29: Program Evaluation, Reminder of Expectations, Q&A, Departure (12:00 pm)

We hope you can help us extend this invitation for this all-expense paid program, including travel, lodging and meals to your students! Please visit our Website to find out more information about Program G.R.A.D. and the application form for students who want to attend this year's program, <http://slu.edu/graduateeducation/program-grad-2014>.

Below you will find an informational flyer. The application deadline for Program G.R.A.D. is **February 10, 2014**. The direct link to the application can be found at, <https://docs.google.com/forms/d/1uNp8zizA4japJCfASDxL6YyOagvrnD98phCWGkCe6cM/viewform>

If you have any questions or concerns regarding Program G.R.A.D, please feel free to contact Cherell Johnson at cjohns82@slu.edu or [314-977-2245](tel:314-977-2245).

We look forward to meeting your students at Program G.R.A.D!

Sincerely,

Diana B. Carlin
Associate Vice President, Graduate Education and International Initiatives

Cherell M. Johnson
Master's Candidacy Advisor



MARCH 26-29, 2014
SAINT LOUIS UNIVERSITY

Program GRAD is an all-expense paid recruitment weekend. Its mission is to provide early exposure to the processes and preparation for attending graduate school to first generation and underrepresented college juniors through workshops, and hands-on experiences.

"I do not believe I would be in the MSW program at SLU if it had not been for Program GRAD. Having a mentor to go to when I needed help or have questions is invaluable. Meeting with other students like me, who may not have always had it easy but still working hard to be pioneers in their families was also a big plus!"

-Karissa Anderson
GRAD Scholar 2012

For information and to apply,
please contact :



Students in Program GRAD will:

- Meet current graduate students
- Meet graduate faculty members
- Tour SLU's campus
- Attend graduate level classes
- Attend workshops covering:
 - * Personal Goal Statement
 - * GRE preparation
 - * Financing graduate school...

and much more!

Cherell Johnson
Saint Louis University
221 North Grand Blvd.
DuBourg Hall, Room 450
St. Louis, MO 63103
314-977-2245
cjohns82@slu.edu

[http://slu.edu/graduateeducation/
program-grad-2014](http://slu.edu/graduateeducation/program-grad-2014)

Sponsored by Saint Louis University- Office of Graduate Education

Application Form for Program GRAD 2014

Edit this form

Program G.R.A.D. 2014- Application *Application Deadline- February 10, 2014*

Program G.R.A.D. (Graduate Recruitment for Achieving Diversity), is workshop with a mission to provide early exposure to undergraduate students from under-represented areas to the processes and preparation for attending graduate school. If you have any questions or concerns, please do not hesitate to contact Cherell Johnson at 314-977-2245 or cjohns82@slu.edu

Application Deadline- February 10, 2014

* Required

Name *

Please list first and last name

Gender *

☐ Female

☐ Male


Ethnicity/Race

Email Address *

Please provide the email address that is most often used

Phone *

Volunteer Application- Sent to all current graduate students

 Edit this form

Volunteer for Program G.R.A.D. Wednesday, March 26- Saturday, March 29, 2014

* Required

First Name

Last Name

Contact Information- Email *

Contact Information- Phone

Degree Program

For Example: MA- Higher Ed.

I am available to volunteer Wednesday, March 26

- ☐ Pick up from airport and train station (valid drivers license required for SLU vans)
- ☐ Welcome/Registration Table 5:00-7:00 pm
- ☐ Set up 5:00-7:30 pm
- ☐ Clean up 7:30-9:00
- ☐ Transport to banquet hall to hotels (valid drivers license required for SLU vans)
- ☐ Whatever is needed
- ☐ Other:

I am available to volunteer Thursday, March 27

- ☐ Transport from hotel to banquet halls 8:00-9:00-(valid drivers license required for SLU vans)
- ☐ Breakfast Set Up- Pere Marquette Gallery 8:15 am
- ☐ Transport from Main Campus to Hotel Room (4:00-4:30) and (5:00-5:30)- (valid drivers license required for SLU vans)
- ☐ Set up for Graduate Fair (4:00-5:30)
- ☐ Welcome/Registration Table for Graduate Fair (4:30-7:00))
- ☐ Clean up for Dinner 7:30-9:00
- ☐ Transport students to hotel rooms 8:00-(valid drivers license required for SLU vans)
- ☐ Whatever is needed
- ☐ Other:

I am available to volunteer Friday March 28

- ☐ Transport students from hotel to banquet halls (8:00-9:00)
- ☐ Transport students from campus to hotel rooms and back (5:00-6:30)
- ☐ Dinner and Q&A with Students 6:30
- ☐ Clean up 7:30
- ☐ Transport students back to hotel (7:30-8:00)
- ☐ Whatever is needed
- ☐ Other:

I am available to volunteer Saturday, March 29

- ☐ Transport students from hotel to banquet halls (8:00-9:00)
- ☐ Breakfast Set up 8:30-10:30
- ☐ Assist with Certificate Ceremony (9-11:30 am)
- ☐ Transport to Airport
- ☐ Clean up 10:30-12
- ☐ Whatever is needed
- ☐ Other:

If you volunteer during breakfast, lunch or dinner you are welcome to stay for a meal. Please let us know if you need a vegetarian option.

- ☐ No
- ☐ Yes, vegetarian

Never submit passwords through Google Forms.

CHERELL JOHNSON'S SCHEDULE FOR PROGRAM G.R.A.D. 2012

Day 1- November 8 (Thursday)

6 p.m. Welcome reception -Il Monastero

- Welcome and Introduction: Dr. Diana Carlin, Associate Vice President for Graduate Education and Professor-Communication Studies
- Speaker: Jay Goff, Vice President for Enrollment and Retention Management

Day 2- November 9 (Friday)

8:00 a.m. Breakfast & Welcome- Il Monastero

- Explanation of program objectives
- De-briefing on the day's activities

9:00 a.m. Structured activities

- Meet with Graduate Program Director/Admission for Prospective Program
 - 9:00 am- Dr. Karen Myers, Student Personnel Administration, Fitzgerald Hall, Room 123
- Campus Tour
 - 10:15 am
 - Meet in the Bush Student Center near the bookstore on the 1st floor

11:30 a.m. Real Talk Lunch- Sinquefield State Room- Dubourg Hall, Room 404

- Lunch with current graduate students to get a "real" perspective of life of a graduate student, expectations and experiences.

1:00 p.m. Structured Activities -Teglar Hall Room 104

- 1:00 -2:00 Graduate Faculty Panel of graduate expectations
 - Ness Sandoval, PhD- Assistant Professor in Sociology and Criminal Justice
 - Jamel Bell, PhD- Assistant Professor in Communication
 - Janet Barber, PhD- Associate Dean for Graduate Education in Arts and Sciences and Associate Professor in Biology
 - Aaron Taylor, JD- Assistant Professor in the School of Law
 - James Bast, MBA- Assistant Dean and Director of Business Master's programs

CHERELL JOHNSON'S SCHEDULE FOR PROGRAM G.R.A.D. 2012

- 2:00-2:30 Enrollment and Retention Management- Graduate Admission
 - Emily Anstoetter, Admission Counselor
- 2:30-3:00 Enrollment and Retention Management-Financial Aid Literacy
 - Shawn McCaw, Student Financial Services Coordinator

3:00-3:15 p.m. Break

3:15 p.m. Workshops- Teglar Hall Room 104

- 3:15- 4:45 Information session on GRE/MCAT/LSAT preparation
 - Samantha Townzen, Campus Manager for Kaplan
- 4:45- 5:20 Professional Goal Statement workshop
 - Dr. Joseph Weixlmann- Graduate Program Director, English

5:30-6:30 p.m. Break

6:30 p.m. Dinner- Fun and Fellowship- Sinquefield Room, DuBourg Hall 404

- GSA
- Funding Opportunities for Graduate Students (RA-TA-GA, Fellow)
- Cross Cultural Center
- Games with prizes – Family Feud

Day 3- November 10 (Saturday)

8:00 am Hotel check-out. Must be out before breakfast.

9:00 a.m. Breakfast & Wrap-up- IL Monastero

- Completion of Program Evaluation
- Final Q & A
- G.R.A.D. Charge
- Reminder of Expectations
- Certificate Program for G.R.A.D. Scholars

11:30 am Pick up and travel home!

**Thank you for being for attending the Inaugural Program G.R.A.D, and
Congratulations, G.R.A.D Scholars!!!**

Cherell Johnson Agenda for Program GRAD 2014

Wednesday March 26, 2014

12:00-3:00 pm: Program Participants Arrive to St. Louis, MO

6:30 pm: Dinner- **II Monastero Banquet Hall (St. Louise Room)**

- Introduction, Pre-Survey, Games, Ice Breaker, Program Objectives Overview; Cherell M. Johnson, M.A.

Thursday March 27, 2014

8:15-9:00 am: Van Transport from Hotel to DuBourg Hall (Group 1 will begin)

9:00 am: Welcome Breakfast Reception - **Pere Marquette Gallery (DuBourg Hall, 2nd Floor)**

- Welcome and Introduction; Diana Carlin, PhD- Associate Vice President for Graduate Education & International Initiatives and Professor-Communication
- Guest Speaker; Stefan Bradley; PhD- Associate Professor- History
- Networking Workshop; Susan Gale, LPC- Career Services

10:30 am: Campus Tour

12:00 pm: Lunch- **Refectory Hall (DuBourg Hall, Room 157)**

- GRAD Scholars 2012 panel ; Karissa Anderson, Christina Burton, Malik Brown, Reginald Whitted

1:15-2:00 pm: Graduate Admission Presentation- **DuBourg Hall, Room 117**

- Brianne Mueller- Program Coordinator

2:30-4:00 pm: Real Talk Student Panel-**Busch Student Center, Rooms 253 A&D**

- Current Graduate Students; Michael Hankins (STEM), Jasmine Brown (Social Science), Caress Dean(Health Professional), Richard Morales (Humanities), Gina Augsburg (Non-traditional), Sanam Mehta (Business)

4:00-5:00 pm: Break- *Can retreat to hotel room to change for graduate fair or remain in BSC*

5:30-9:00 pm: Graduate Fair and Dinner- **Refectory Hall (DuBourg Hall, Room 157)**

- Graduate Fair 5:30-6:45 pm
- Dinner will be served at 6:45 pm
- Wrap up/ Expectations for Friday

Cherell Johnson Agenda for Program GRAD 2014

Friday, March 28, 2014

Wear Program G.R.A.D T-shirts

8:15-9:00 am: Hotel Pick up to DuBourg Hall (Group 2 will begin)

9:00 am: Breakfast - **Pere Marquette Gallery (DuBourg Hall, 2nd Floor)**

10:30 am: Appointment with Program of Interest

- **Higher Education Administration, Dr. Karen Myers, Fitzgerald Hall, Room 123**
- *Give yourself time to travel to your appointment and back to DuBourg Hall for lunch*

11:30-1:00 pm: Graduate Faculty Panel Luncheon: **Sinquefield State Room (DuBourg Hall 4th Floor)**

- Dr. Jan Barber (STEM), Dr. Jamel Bell (Social Science), Mr. James Bast (Business),
Dr. Jonathan Smith (Humanities), Dr. Denise Hooks-Anderson (Medicine)

1:30-5:00 pm: Graduate Workshops: **Busch Student Center Rooms 352/353**

- GRE Workshop- Kaplan, Brittany Mahesh
- Personal/Professional Goal Statement- Kaplan ,Brittany Mahesh
- Financial Aid/ Financing Graduate School – Shawn McCaw, Student Financial Services Coordinator
- Funding Opportunities for Post-Baccalaureate Education- Dr. Duane Smith, Director of Post- Baccalaureate Scholarships and Fellowships

5:00- 6:00 pm: Break *Can retreat to hotel room or remain in BSC*

6:30-9:00 pm: Dinner: **Sinquefield State Room (DuBourg Hall 4th Floor)**

- Dinner with Current Graduate Students
- Quick Review
- Game Night- Family Feud

Saturday, March 29, 2014

Hotel Checkout/Van Pick up- 8:30-9:15 am (Group 1 will begin)

9:00 am: Breakfast: **Allied Health Professional Building- Multipurpose Room 3040**

- Post Survey
- Grad Scholar Charge
- Certificate Program



SAINT LOUIS UNIVERSITY

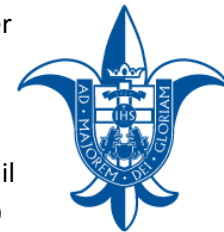
Application Fee Waiver

Cherell Johnson

For successful completion of Program G.R.A.D. (Graduate Recruitment for Achieving Diversity)

This voucher is applicable only to the student's name above for a one time application fee waiver for the value of \$55.00 valid only for admission applications to Graduate Education programs (Law and Medicine graduate programs have separate application fees and processes).

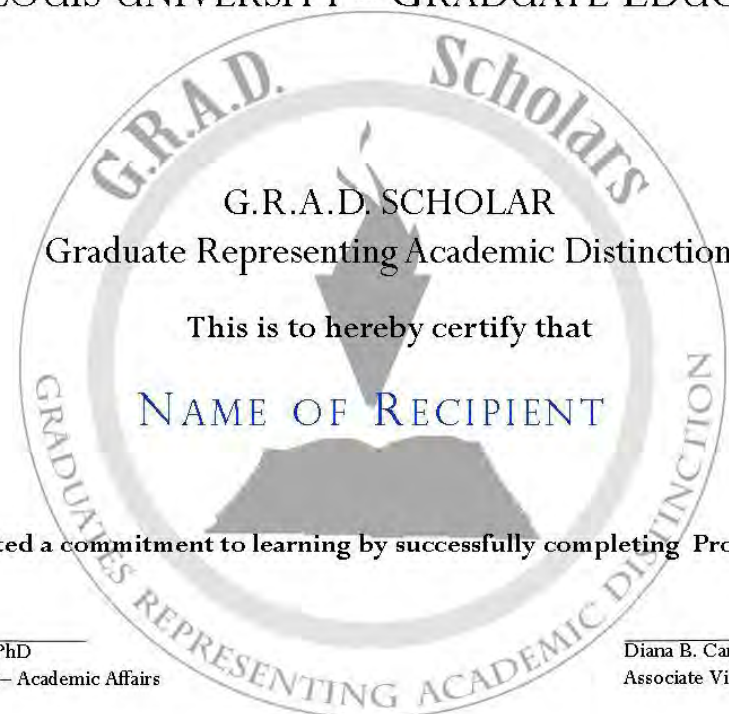
To redeem your voucher, please complete your application through Graduate Admission and mail your application waiver to: One North Grand Boulevard, Dubourg Hall, Room 150, St. Louis, MO 63103 or fax to 314-977-7136



SAINT LOUIS
UNIVERSITY

CERTIFICATE OF COMPLETION

SAINT LOUIS UNIVERSITY - GRADUATE EDUCATION



G.R.A.D. SCHOLAR
Graduate Representing Academic Distinction

This is to hereby certify that

NAME OF RECIPIENT

Has demonstrated a commitment to learning by successfully completing Program G.R.A.D.

Ellen Harshmann, JD PhD
Interim Vice President– Academic Affairs

Diana B. Carlin, PhD
Associate Vice President– Graduate Education

11/10/2012

Date


Program G.R.A.D. Budgets

2012		Notes
Vans	360	
Parking Passes	120	
Hotel	3100	8 rooms at Hotel Ignacio for 2 nights
Travel	5000	More students came by bus and lived closer to St. Louis
T-shirts	425	
Food and Drinks	3000	
Gifts and Prizes	100	
Staples-Paper Supplies	150	
Snacks- Target	200	
	12455	

2014		Notes
Vans	840	Additional vans and Additional Day
Parking Passes	50	Less students commuted back and forth
Hotel	3150	13 room for 3 nights at Water Tower Inn
Travel	9700	All students came by plane or lived in STL
T-shirts	500	
Food and Snacks	3500	
Gifts and Prizes	105	
Staples- (Snacks and paper products)	350	
Shuttle	495	
Imos Pizza/Lunch for Hampton students	60	
	18750	

*Congratulations G.R.A.D. Scholars
(Graduates Representing Academic Distinction)*






TIAA-CREF Asset Management

Real Assets at TIAA-CREF


April 10, 2014




TIAA-CREF Asset Management

Presenter

Jose Minaya
Managing Director



Jose Minaya is a managing director and Head of Natural Resources & Infrastructure Investments for the TIAA-CREF organization. Mr. Minaya's responsibilities include building and managing the Agriculture, Timber, Energy, and Infrastructure investment origination programs, and overseeing TIAA-CREF's relationships with various investor and strategic partners. Most recently, he was Head of Natural Resources Portfolio Management where he was responsible for the organization's agriculture and timberland portfolios. Previously, Mr. Minaya managed transactions involving privately-placed debt and equity. He joined the TIAA-CREF organization in 2004. Mr. Minaya has 20 years of investment experience including positions at AGS Global Investment Group where he was involved in emerging markets equity transactions and the investment banking group at Merrill Lynch where his responsibilities included mergers and acquisitions and private equity transactions. Mr. Minaya holds a B.S. in finance from Manhattan College, where he was a member of Omicron Delta Epsilon, an international economics honor society, and an MBA from Dartmouth College, Amos Tuck School of Business where he was a Robert Toigo Fellow.



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TIAA-CREF Asset Management

TIAA-CREF organization overview

Fortune 100 company providing financial solutions to clients for more than 90 years

- Leading provider of U.S. retirement benefits serving nearly four million participants at more than 15,000 institutions and 27,000 plans
- TIAA is one of only three insurance groups in the United States to hold the highest ratings currently awarded from all four leading independent insurance industry ratings agencies
 - A.M. Best (A++ as of 5/13)
 - Fitch (AAA as of 1/14)
 - Moody's Investors Services (Aaa as of 7/13)
 - Standard & Poor's (Aaa as of 6/13)
- 7,500 employees with offices across the U.S., England and Luxembourg
- A leader in responsible investing

With financial strength and a heritage of integrity, TIAA-CREF offers a wide range of investment capabilities and services.




Co-founder of The Principles

Sustained Excellence Award 2010 & 2011

Partner of the Year Award 2008, 2009 & 2013

The S&P criteria, the downgrade of US long-term government debt limits the highest rating of U.S. insurers to Aaa (the second highest rating available). There is no guarantee that current ratings will be maintained. Ratings represent a company's ability to meet policyholders' obligations and claims and do not keep to variable annuities, mutual funds or any other product or service not fully backed by TIAA's claims-paying ability.




TIAA-CREF Asset Management

An experienced and established asset manager


TIAA-CREF Asset Management provides investors with

- Time-tested investment approach that adheres to sound fundamental principles
 - Active, repeatable portfolio construction and management practices throughout our portfolio
 - Focused on providing pure asset class exposure
 - Long-term investment philosophy that seeks to deliver favorable risk-adjusted returns
- Risk management is embedded in the product design and investment process
- Experienced investment teams with a passion for doing what's in the best interest of our clients
 - Investment professionals with varied backgrounds and experiences, providing perspectives and insights from various angles
 - Centralized research teams comprised of career analysts
 - Commitment to controlling costs for clients through competitive fee structure

More than 90 years of investment experience over multiple market cycles

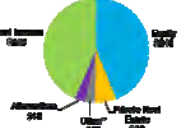


TIAA-CREF Asset Management provides investment advice and portfolio management services for the TIAA-CREF group of companies through our investment advisors including Teachers Advisors, Inc., a registered investment advisor and wholly-owned indirect subsidiary of Teachers Insurance and Annuity Association of America (TIAA), and TIAA-CREF Alternative Advisors, LLC.



TIAA-CREF Asset Management

TIAA-CREF AUM: \$564 billion as of December 31, 2013




Fixed Income		Equity	
Core	Core Plus	U.S.	Emerging Markets
Mortgage-backed	Asset-backed	Global	REITs
High-yield	Emerging Markets	International	130/50
TIPS			

Private Real Estate	
Core	Value-add
Opportunistic	Multiphase

Alternatives	
Agriculture	Private Equity
Energy	Timberland
Infrastructure	Infrastructure

*Other represents consolidated assets not reflected in the asset class breakdowns. The assets in the TIAA General Account, variable annuities, mutual funds and private funds are managed by TIAA, TIAA-CREF Investment Management, LLC, Teachers Advisors, Inc. and TIAA-CREF Alternative Advisors, LLC.



TIAA-CREF Asset Management

Investment capabilities

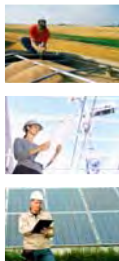
Capability to manage a variety of other strategies based on clients needs and specifications

Equity	Fixed Income	Direct Real Estate	Alternatives
Market Cap	Multisector	Multisector	Real Estate
Large Cap	Core	Core	Private Equity
Mid Cap	Core Plus	Core Plus	Timberland
Small Cap	Special Situations	Special Situations	Infrastructure
Micro Cap	Special Situations	Special Situations	Energy
Global	Special Situations	Special Situations	Commodities
Emerging Markets	Special Situations	Special Situations	Private Equity
Value	Special Situations	Special Situations	Private Equity
Income	Special Situations	Special Situations	Private Equity
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Value	Special Situations	Special Situations</	

TIAA-CREF Asset Management

Real assets overview

- Recent markets have prompted investors to seek opportunities outside of traditional investments in alternatives such as real assets, including farmland, timberland, and commercial real estate.
- Real assets have been attractive due to a number of factors, including: strong, competitive returns, diversification benefits and potential protection from inflation.
- A compelling case exists for including real assets in an institutional portfolio.



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TIAA-CREF Asset Management

Real assets investment thesis

Compelling fundamental factors

- Underlying asset values help ensure capital preservation.
- Population growth and urbanization increase demand.
- Natural resources are in finite supply with values rising over time.
- End products meet basic human needs – few substitutes:
 - Agriculture: Food, clothing, biofuel
 - Energy: Heat, fuel, electric power
 - Infrastructure: Foundation for economic development
 - Timber: Building construction, paper products, biofuels

Natural resource investments have historically offered:

- Portfolio diversification
- Potential hedge against inflation
- Competitive returns
- Steady income and potential capital appreciation



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TIAA-CREF Asset Management

How real assets improve traditional portfolios: Diversification

Correlations of real assets, commodities and REITs (1992 – 2012)

	Stocks	Bonds	Private real assets			Public commodities and real estate		
Market Indexes	Russell 3000	Barclays U.S. Agg	NCREIF Real Estate	NCREIF Farmland	NCREIF Timberland	NAREIT	GSQ Agriculture	Timber proxy
Russell 3000	1.00	0.03	0.23	-0.03	0.18	0.58	0.28	0.62
Barclays U.S. Aggregates	0.03	1.00	-0.24	-0.37	0.14	0.14	0.03	-0.09
NCREIF Real Estate	0.23	-0.24	1.00	0.39	-0.05	0.13	0.19	0.03
NCREIF Farmland	-0.03	-0.37	0.39	1.00	0.20	-0.04	0.06	-0.18
NCREIF Timberland	0.18	0.14	-0.05	0.20	1.00	-0.02	0.11	0.02
NAREIT	0.58	0.14	0.13	-0.04	-0.02	1.00	0.22	0.67
GSQ Agriculture	0.28	0.03	0.19	0.06	0.11	0.22	1.00	0.19
Timber proxy	0.62	-0.09	0.03	-0.18	0.02	0.67	0.19	1.00

Indexes in the matrix represent the following markets: Russell 3000 index – U.S. public equities; Barclays U.S. Aggregate Bond Index – U.S. investment-grade bonds; NCREIF Real Estate index – privately-held U.S. commercial real estate; NCREIF Farmland index – privately-held U.S. farmland; NCREIF Timberland index – privately-held U.S. timberland; NAREIT index – publicly-traded U.S. real estate companies; SAP GSQ Agriculture index – a public index representing a range of agricultural commodities and Timber proxy – a proxy index created by TIAA-CREF that combines the SAP Global Timber and Forestry Index (2004 – 2012) with the returns of companies representing 4% or more of the index between 1992 and 2003.



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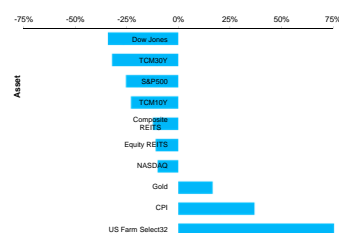
Low or negative correlations to stock and bonds – and to each other.

Illiquid and not exposed to speculative trading in public markets.

TIAA-CREF Asset Management

How real assets improve traditional portfolios: Equity diversifier and inflation hedge

Correlation with Farmland returns 1970 - 2013



Farmland return correlations: Very low with equity, high with inflation.



Source: TIAA-CREF Center for Farmland Research, University of Illinois
It is not possible to invest in an index. Performance for indices does not reflect investment fees or transaction costs.

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TIAA-CREF Asset Management

How real assets improve traditional portfolios: Higher risk-adjusted returns

Performance of real assets, commodities and REITs (1992 – 2012)

	Stocks	Bonds	Private real assets			Public commodities and real estate		
Market Indexes	Russell 3000	Barclays U.S. Agg	NCREIF Real Estate	NCREIF Farmland	NCREIF Timberland	NAREIT	GSQ Agriculture	Timber proxy
Avg Annual Return	8.53%	6.86%	8.02%	11.33%	10.30%	13.40%	2.04%	8.76%
Std Deviation	18.09%	4.28%	9.13%	7.14%	10.69%	22.07%	20.72%	22.28%
Sharpe ratio	0.29	0.81	0.51	1.14	0.71	0.45	-0.06	0.24

Equal or higher returns than traditional stocks and bonds – with lower volatility.

Real assets' attractive risk/return profile is largely the result of illiquidity and lack of availability compared to traditional assets.



Source: TIAA-CREF
It is not possible to invest in an index. Performance for indices does not reflect investment fees or transaction costs.

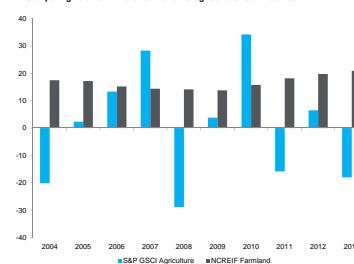
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TIAA-CREF Asset Management

Exposure: private vs. public investments

Comparing returns: Private farmland vs. agricultural commodities



Public investment returns have had higher volatility due to market speculation.



Source: Moninger Direct
It is not possible to invest in an index. Performance for indices does not reflect investment fees or transaction costs.

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TIAA-CREF Asset Management

Case study Almonds: Harvesting value beyond the farm

Population growth and food production needs driving demand for protein rich crops such as almonds.

- Almonds are largely grown in California's Central Valley.
 - CA almond industry has seen dramatic growth in recent years due to demand from developing markets such as China and India.
 - Producers have increased plant acres, choosing to harvest almonds over other crops to address demand.
 - Scarcity of land coupled with demand for nut land – including almonds, pistachios, and walnuts – has resulted in increased value of these lands in California's Central Valley.
- Owning the land and the process.
 - TIAA is one of the largest growers of almonds in the world.
 - Portfolio has exposure across the value chain by owning processing facilities that produce, market, store, and transport almonds worldwide.



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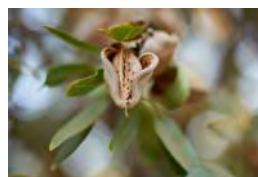
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TIAA-CREF Asset Management

TIAA's real assets portfolio by the numbers

In 2012, TIAA-CREF produced enough almonds to:

- Go around the world $8\frac{1}{4}$ times
- Fill the fair territory at Yankee Stadium a foot deep

X $8\frac{1}{4}$ 

16,651,678 pounds



1 ft deep



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TIAA-CREF Asset Management

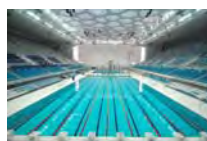
TIAA's real assets portfolio by the numbers

In 2012, TIAA-CREF produced enough wine grapes to:

- Fill an Olympic swimming pool 10 times
- Make over 32 million bottles of wine



39.9 tons



X 10



X 32 million



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TIAA-CREF Asset Management

TIAA's real assets portfolio by the numbers

In 2012, TIAA-CREF produced enough apples to make 13 million apple pies.



45,622 bins



X 13 million



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TIAA-CREF Asset Management

TIAA's real assets portfolio by the numbers

In 2012, TIAA-CREF produced enough pistachios to equal the weight of 612 African Elephants.



7,339,273 pounds



X 612



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TIAA-CREF Asset Management

Important information

Visit www.tiaa-cref.org/realasset for more information

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This material is prepared by TIAA-CREF Asset Management and represents the views of Heather Davis, Jose Minaya, and Tim Hopper as of April 2014. These views may change in response to changing economic and market conditions. The material is for informational purposes only and should not be regarded as a recommendation or an offer to buy or sell any product or service to which this information may relate. Certain products and services may not be available to all entities or persons.

Past performance is not an indicator of future results.

Real asset portfolios are subject to certain risks, such as market and investment style risk, fluctuations in property values and commodity prices, political risks and currency volatility, higher expenses or lower income than expected, and potential environmental problems and liability.

TIAA-CREF Asset Management provides investment advice and portfolio management services to the TIAA-CREF group of companies through the following entities: Teachers Advisors, Inc., TIAA-CREF Investment Management, LLC, TIAA-CREF Alternatives Advisors, LLC and Teachers Insurance and Annuity Association (TIAA). TIAA-CREF Alternatives Advisors, LLC is a registered investment advisor and wholly owned subsidiary of Teachers Insurance and Annuity Association (TIAA).

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C16323



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Best Practices to Facilitate Successful Transition to Graduate School

Carol Shanklin, Graduate Dean, Kansas State University
Lee Williams, Graduate Dean, University of Oklahoma
Clay Wesley, Director of Graduate Student Life, OU

Midwestern Association of Graduate Schools Annual Meeting
Chicago, IL • April 10, 2014

PHASE 1: Post-admit, Pre-decision



KSU: Communication Strategies

- Graduate Program
- Graduate School

KSU: Calling Campaign

- Graduate student volunteers
- Called all U.S. and permanent residents who had been admitted
- Follow up emails sent to all admitted students

KSU

- Scripts
 - Audiences
 - Forms
- Content
 - Welcome
 - Manhattan and housing
 - eID
 - Orientation
 - Assistantship
 - GSC

KSU

- Emails
 - U.S. and permanent residents
 - International
 - Welcome message
 - International student guide

OU Campus Visits

Recruitment Weekend

- 12 departments participated in 2014
- Funding allocated per student on sliding scale (\$200-\$400) with a \$2,000 cap
- Coincides with Graduate Student Research & Performance Day
- Centralized activities with Graduate College while allowing majority time for department
 - Friday: wine reception
 - Saturday: breakfast and campus tour
- Campus tour facilitated by Graduate College Student Ambassadors

Individual Department Campus Visits

- Allows for more flexibility with department admission cycles
- Funded similar to recruitment weekend

OU Campus Visits

Graduate College Student Ambassadors

- Registered student organization on campus
- 16 master's/doctoral students
 - Economics
 - Adult & Higher Education
 - History of Science
 - Meteorology
 - Anthropology
 - Microbiology
 - Math
 - Music
 - Human Relations
- Role
 - Facilitates graduate-focused campus tour program
 - Serves as the advisory board for Graduate Student Life

PHASE 2: Campus Orientation



KSU Campus Orientation



KSU Campus Orientation



OU Campus Orientation

Welcome Week

- 500 incoming graduate students participate each year
 - Welcome Reception & Resource Fair
 - 60 campus/community organizations
 - Graduate Parents Programs Kickoff
 - Brings students with children together to network
 - Taste of Norman Pizza Sampler
 - Over 15 pizza vendors participate
 - Cookout with the Dean
 - 400+ students, faculty and staff enjoy a family-style cookout on Graduate College lawn

*New orientation added for 2014 to become familiar with Graduate College role, processes and staff

PHASE 3: Campus Life



KSU Campus Life

Graduate Student Life

- Activities that promote personal and professional development while encouraging life balance

KSU Campus Life

- Networking
- Professional development workshops
- Career opportunities
- Research forums

KSU Campus Life



OU Campus Life

Graduate Student Life

- Activities that recognize and balance the academic/professional, personal, and community needs of the graduate community

OU Campus Life: Sense of Place

Graduate Student Life

- Social
- Academic
- Family
- Recruiting/Orientation
- Cultural/Special Populations
- Social/Academic/Quality of Life
- Professional Development

Graduate Student Life Schedule

[illegible]

Graduate Student Life Center



Graduate Fellowship Advising Resources

SPECIFIC RESOURCES FOR FELLOWSHIP ADVISORS

- **Our Favorite Resource: National Association of Fellowships Advisors:** <http://www.nafadvisors.org>. This is a must-have resource for anyone who works in fellowship advising. NAFA was conceived in 2000 and has grown to include a population of fellowship advisors from institutions of all sizes across the U.S. This is a very active organization with regular meetings and conference, an abundance of written advising materials and resources, in addition to a dynamic and informative listserv. Individual and institutional memberships are available, for \$150 and \$200 respectively. NAFA also does an annual Survey of the Profession, which may be helpful if you are trying to define a fellowship advisor role at your institution.
- **Boren Campus Representative Resources:** http://www.borenawards.org/boren_fellows_campus_rep.html. The Boren Fellowship application process does not require that students apply through the institution (like Fulbright and the Boren Scholarship for undergraduates). Despite that, you can still become an official 'campus rep' and gain access to robust resources for advising on and promoting this program.
- **Fulbright Program Adviser Resources:** <http://us.fulbrightonline.org/fulbright-program-advisers>. This is the web portal for Fulbright Program Advisors (FPAs), who are the designated campus representatives for the Fulbright U.S. Student Program. Once you have FPA credentials, you can log in and access advising support, marketing collateral, and power point presentations that can be used to deliver information sessions. FPAs are also able to attend a National Screening Committee (i.e. application review) meeting in their region to see what the review process is like.

UNIVERSITY DATABASES & LISTSERVES:

- **Cornell University Graduate Fellowships:** <http://www.gradschool.cornell.edu/fellowships>. Cornell has developed a search engine that has categories and qualifiers to help students narrow down Cornell-specific and broader external funding sources.
- **Columbia College of New York Database:** <http://www.college.columbia.edu/students/fellowships/catalog>. Columbia College has developed a fellowship database that includes a search filter for location, which could be particularly helpful for students who are looking for specific regional and international research funding.
- **UCLA Grad Fellowships Listserv:** <http://lists.ucla.edu/cgi-bin/mailman/listinfo/gradfellowships-l>. UCLA supports a listserv of nation-wide funding opportunities. A fellowship advisor may want to subscribe to the digest format, cull through opportunities, and forward on to students. Awards vary from smaller supplementary research

and travel grants to large fellowships and postdoctoral positions. UCLA also has a searchable database (GRAPES: <http://www.gdnet.ucla.edu/grpinst.htm>).

- **University of Chicago Graduate Fellowship Database:** http://grad.uchicago.edu/fellowships_funding/fellowship_database/. This database is a more recent initiative within Graduate Student Affairs at the University of Chicago. The database features funding for graduate students at the Master's and PhD level, as well as postdoctoral opportunities. New listings are constantly being added.
- **University of Maryland's National Directory of Scholarships, Internships, & Fellowships for Asian Americans & Pacific Islanders:** <http://www.aast.umd.edu/wp-content/uploads/2012/11/2013-2015-Scholarship-Directory-Web.pdf>. Developed by the University of Maryland's Asian American Studies Program, this document provides a comprehensive look on funding available to Asian Americans and Pacific Islanders.

OTHER FELLOWSHIP LISTINGS SITES:

- **Grant Forward Funding Search Engine:** <http://www.grantforward.com>. Many institutions pay for subscription access to Grant Forward. This is an option that pre-doctoral and MA-level students might find helpful, but it can be complicated. Most of the options for funding it provides are targeted at faculty and postdoc researchers.
- **H-NET (Humanities and Social Sciences Online):** <http://www.h-net.org/announce/group.cgi?type=Funding>. H-NET is a comprehensive resource site for students and scholars in the Humanities and Social Sciences. The searchable database includes announcements of fellowships, grants, seminars, call for papers, postdocs and more. Institutions can also make announcements about any funding opportunities they would like to promote.
- **InfoEd Global SPIN Research Funding Opportunities Database:** <https://infoedglobal.com/solutions/grants-contracts/spin-funding-opportunities/>. InfoEd is another paid subscription service that targets the postdoc population and beyond; graduate students find less success with this option.
- **Michigan State University Libraries:** <http://staff.lib.msu.edu/harris23/grants/3subject.htm>. Michigan State has done an excellent job in putting together a database of opportunities for students, organized by academic level, population group, and subject (discipline). This is a wonderful example of a resource that easy for students to use and grouped into categories that are relevant to graduate students.
- **Pivot Community of Science Funding Database:** <http://www.pivot.cos.com/>. Pivot is one of the best subscription services that an institution can buy access to for students. The searching options are more intuitive and yield very good results for predoctoral and masters-level students. Faculty as well would and do benefit from this site.

- **ProFellow:** <http://www.profellow.com/>. ProFellow is a newer resource still in a private beta edition that targets current student, fellowship alum, institutions, fellowship advisors, and funding agencies. In addition to listing any and all funding opportunities, ProFellow aims to involve fellowship alum by featuring their stories on their website in order to create a network of support for students.
- **Reference Service Press Publications:** <http://www.rspfunding.com/index.html>. Books and other resources sorted by area of study and other student attributes, including information such as deadlines, eligibility, and funding agency websites and contact information.

WRITING RESOURCES

- **National Science Foundation a Guide for Proposal Writing:** <http://www.nsf.gov/pubs/2004/nsf04016/start.htm>. This is a more general document created by NSF to help proposal writers understand the steps that go into preparing a competitive proposal, and also share some advice that others have found useful.
- **The Professor is In Blog:** <http://theprofessorisin.com/>. Often featured by *The Chronicle of Higher Education* and *Inside Higher Ed*, Dr. Karen Kelsky is a former professor who now functions as a professional career and big-picture academic advisor. Her website features resources and opinion pieces relating to a variety of academic issues, and includes a great template for writing successful grant proposals.
- **Purdue University Online Writing Lab (OWL):** <https://owl.english.purdue.edu/>. Purdue's online writing lab is open to all and is an excellent resource for both graduate and undergrad students. It's especially ideal for students to utilize during the early stages of funding proposal writing, in conjunction with any campus writing resource center. English Language Learners will also be able to benefit from the OWL's resources.
- **Scholarly Pursuits (Chapter 5):** http://www.gsas.harvard.edu/images/stories/pdfs/scholarly_pursuits.pdf. This publication was created by Harvard's Fellowship Advisor Dr. Cynthia Verba to provide guidance on fellowship proposal writing, CV crafting, and other professional development considerations.
- **Writing Proposals for ACLS Fellowship Competitions:** http://www.acls.org/uploadedfiles/publications/programs/writing_fellowship_proposals.pdf. Applicants are well-served by going straight to the source (the funding agency) when looking for proposal tips. This a great article outlining valuable tips for Humanities and Social Sciences students applying to ACLS funding. Many funding agencies (especially private ones) have online resources to help applicants prepare a thorough and complete application.

Prominent Graduate Student Fellowships

Language Training

- Blakemore Foundation Fellowships: <http://www.blakemorefoundation.org/>
- Critical Language Scholarship Program: <http://www.clscholarship.org/>
- Foreign Language Areas Studies Fellowships:
<http://www2.ed.gov/programs/iegpsflasf/index.html>
- Middlebury Kathryn Davis Fellows for Peace:
<http://www.middlebury.edu/ls/finaid/fellowships/kwd>

International Research

- American Institute of Indian Studies Fellowships: <http://www.indiastudies.org/research-fellowship-programs/categories-of-fellowship/>
- Chateaubriand Fellowships in France: <http://www.chateaubriand-fellowship.org/>
- Fulbright-Hays Doctoral Dissertation Research Abroad Fellowships:
<http://www2.ed.gov/programs/iegpsddrap/index.html>
- Fulbright U.S. Student Program: <http://us.fulbrightonline.org/about/fulbright-us-student-program>
- German Academic Exchange Service (DAAD)*: <https://www.daad.org/scholarship>
- Inter-American Foundation Grassroots Development Fellowship:
<http://www.iie.org/Programs/IAF-Grassroots-Development-Fellowship-Program>
- Japan Foundation Japanese Studies Fellowships:
http://www.jfny.org/01132test/japanese_studies/fellowship.html
- National Security Education Program (NSEP) Boren Fellowships:
https://www.borenawards.org/boren_fellowship
- Wenner-Gren Foundation Fellowships for Anthropological Projects:
<http://www.wennergren.org/programs>

Dissertation Completion

- American Association of University Women (AAUW) Dissertation Fellowships:
<http://www.aauw.org/what-we-do/educational-funding-and-awards/>
- Charlotte W. Newcombe Dissertation Fellowship:
http://www.newcombefoundation.org/scholarship_ddf.html
- Ford Foundation Dissertation Fellowships:
<http://sites.nationalacademies.org/PGA/FordFellowships/index.htm>
- Jack Kent Cooke Dissertation Fellowships: <http://www.jkcf.org/scholarship-programs/dissertation-fellowship-award/>

- Josephine De Karman Fellowships: <http://www.dekarman.org/>
- Mellon Foundation/ACLS Dissertation Award: <http://www.acls.org/programs/dcf/>
- Social Science Research Council (SSRC) International Dissertation Research Fellowships: <http://www.ssrc.org/programs/idrf/>
- Woodrow Wilson MMUF Dissertation Grants: <http://woodrow.org/fellowships/mellon/dissertation-grants/>

Professional Training

- Cultural Vistas Programs: <http://culturalvistas.org/programs-for-students-and-professionals>
- Fulbright-Clinton Public Policy Fellowships: <http://us.fulbrightonline.org/fulbright-clinton-fellowships>
- James Madison Graduate Fellowships: <http://www.jamesmadison.com/>
- Knowles Science Teaching Foundation Fellowship: <http://www.kstf.org/fellowships/faq/>
- Luce Foundation Fellowships (American-Asian Exchange): <http://www.hluce.org/lsprogram.aspx>
- Presidential Management Fellows Program: <http://www.pmf.gov/>

Multi-Year Funding

- Department of Energy Computational Science Graduate Fellowship (DOE CSGF)- <http://www.krellinst.org/csgf/about-doe-csgf>
- Ford Foundation Pre-doctoral Fellowships- <http://sites.nationalacademies.org/PGA/FordFellowships/index.htm>
- Dolores Zohrab Liebmann Fund: <http://fdnweb.org/liebmann/>
- National Defense Science and Engineering Graduate Fellowship Program (NDSEG): <https://ndseg.asee.org/>
- National Science Foundation Graduate Research Fellowship (NSF GRFP): <http://www.nsfgrfp.org/>
- Paul & Daisy Soros Fellowships for New Americans: <http://www.pdsoros.org/competition/>

Miscellaneous

- National Institutes of Health Grants: <http://grants.nih.gov/Grants/guide/>
- Rotary Foundation Peace Fellowships: <https://www.rotary.org/en/peace-fellowships>

**DAAD also has scholarships for language study and more.*



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

Pushpalatha Murthy, Program Director

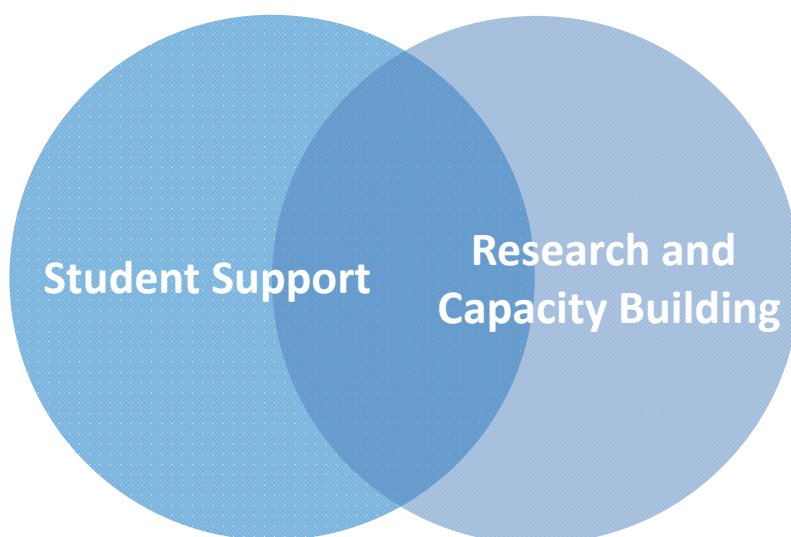
Richard Tankersley, Program Director

Henning Schroeder, CGS/NSF Dean in Residence

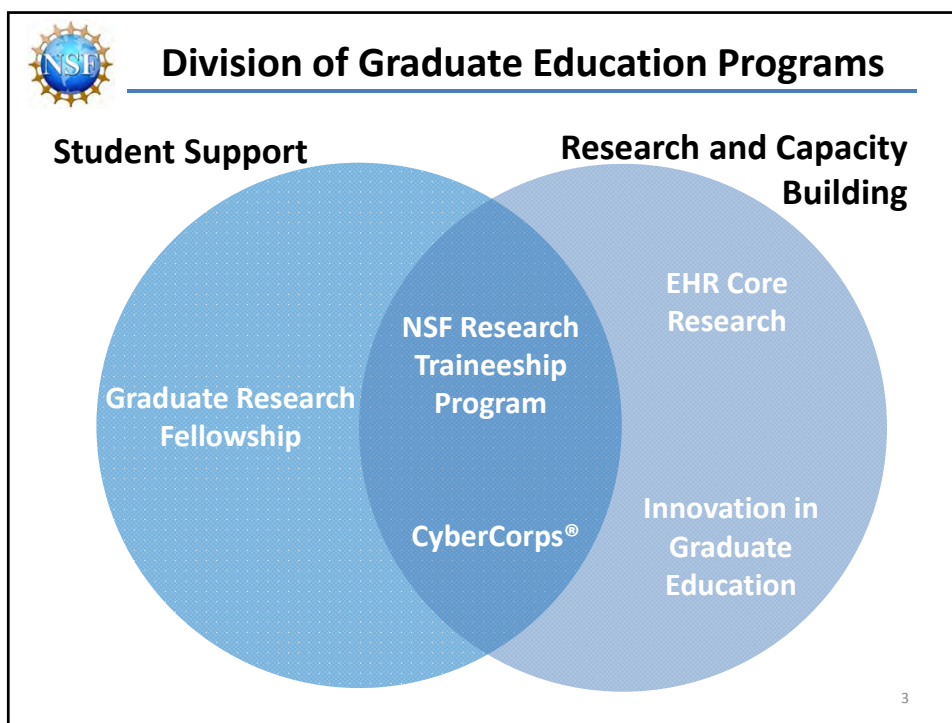
MAGS 70th Annual Meeting



Division of Graduate Education Programs



2



- NSF's largest and longest running program (60+ years)
- 2,000 awards announced on April 1, 2014
- **Career-Life Balance Initiative** (NSF 13-099):
 - Supplemental Funding Requests to GRFP Awards
 - Sustain research of Fellows while on family leave
 - Up to 3 months of personnel salary support (\$12,000 + overhead)
 - Limited 3-month paid leave for Fellows

Contact: GRF@nsf.gov



Graduate Research Internship Program (GRIP)

What is GRIP?

- Provides **GRFP Fellows** with opportunities to develop their professional skills and networks.
- Fellows conduct mission-related, collaborative research projects at **federal facilities** and **national laboratories**.
- **3-year pilot program**
 - FY14: 25 Internships \$125,000
 - FY15: 75 Internships \$375,000

Contact: Brandon Jones (brjones@nsf.gov)



What is GROW?

- Provides international travel allowance to **GRFP Fellows** to engage in research collaborations with investigators in partner countries
 - 3-12 month stays in host countries
 - \$5,000 travel (NSF) plus in-country costs (Host)
- **20 Host Countries and GROWing**
 - Australia, **Brazil**, Chile, **Colombia**, Denmark, Finland, France, **India**, **Indonesia**, Ireland, Japan, Korea, the Netherlands, Norway, **Philippines**, **Senegal**, Singapore, **South Africa**, Sweden, Switzerland.
- Agreements between NSF and counterpart agencies or **USAID**

Contact: Richard Tankersley (GROW@nsf.gov)



NSF Research Traineeship (NRT)

Purpose:

- Create and promote new, innovative, effective, and scalable models for STEM graduate student training
- Prepare scientists and engineers of the future, particularly in emerging STEM fields

Details:

- **Awards:** Up to \$3M over 5 yr (8-10 in FY 2014)
- **Priority research theme:**
 - Data-enabled science and engineering
 - Proposals also invited in other interdisciplinary research areas
- **Deadlines:**
 - Letter of Intent (optional): **May 20, 2014**
 - Full Proposals: **June 24, 2014**

8



EHR Core Research Program (ECR)

Purpose:

- To lay a coherent foundation of theory and research to guide and improve STEM education and learning
- Evidence-based understanding of STEM learning
- Provide funding in **foundational research areas** that are **broad, essential** and **enduring**
- **Proposal Types**
 - Core Research
 - Capacity Building

10



ECR Projects on Graduate Education

STEM Workforce Training: A Quasi-Experimental Approach Using the Effects of Research Funding – examines the impact of different funding structures on the training of graduate students and postdoctoral fellows and the impact on subsequent outcomes. **(Research)**

Bruce Weinberg, Ohio State university

Strategic Integration of MOOCs into Graduate and Professional STEM Programs in 21st Century Research Universities – a workshop to explore pedagogical issues such as the effectiveness of flipped classrooms merged with MOOCs through a rigorous experimental design. **(Capacity Building)**

William Butlar – University of Illinois at Urbana Champaign

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CyberCorps®:Scholarship for Service (SFS)

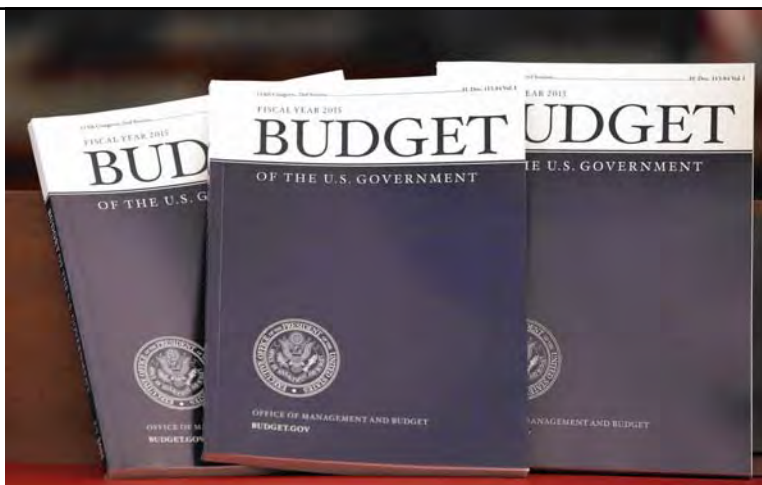
Mission:

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

Tracks:

- **Scholarship Track:**
 - funding to colleges and universities to award scholarships
- **Capacity Building Track:**
 - funds to support curriculum, outreach, faculty, institutional, and/or partnership development.

Contact: Victor Piotrowski (vp Piotrow@nsf.gov)



“NSF will support an ***Innovation in Graduate Education (IGE) track*** to develop and study innovative graduate education models and conduct research needed to inform implementation, adaptability, and scalability.”

INNOVATION IN GRADUATE EDUCATION CHALLENGE

Make your voice heard on STEM graduate education!

Giving Voice to STEM Grad Students

**What are
they saying?**



Preliminary analysis based on automated text analysis of entries in Lingo3G Workbench (c) Carrot Search s.c., all rights reserved. (Paul Morris)





Innovation in Graduate Education (IGE)

What issues in graduate education could IGE help address?


What innovations are needed in graduate education that IGE could support?


What recommendations do you have for NSF in developing IGE?




Financial Literacy: The Millennial Challenge

Midwestern Association of Graduate Schools
Annual Meeting
April 11, 2014





Show of hands...

		
Justin Timberlake	Cameron Diaz	Oprah Winfrey
Generation Y 1979 - 1994	Generation X 1965 - 1978	Boomers 1949 - 1964

2

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3

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4

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Time magazine – 2013
“The Me, Me, Me Generation”

On Gen Y: “lazy, entitled, selfish, and shallow... narcissistic personality disorder is nearly three times as high for people in their 20s”

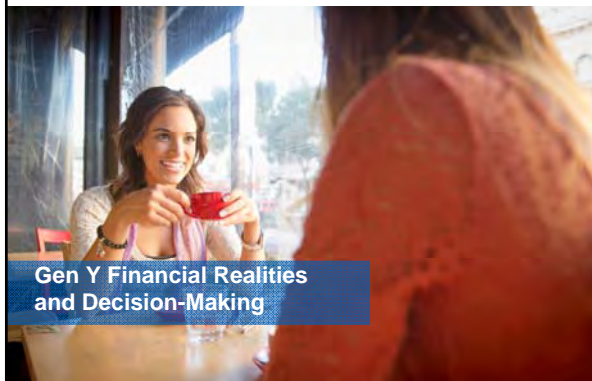
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 <p><i>Time</i> 1 1990: “twentysomething”</p> <p>On Gen X: “They would rather hike in the Himalayas than climb a corporate ladder... the 18-to-29 group scornfully rejects the habits and values of the baby boomers.”</p>	 <p>New York 1 1976: “The Me Decade”</p> <p>On Boomers: “They begin with... Let’s talk about Me. They begin with the most delicious look inward; with considerable narcissism”</p>	 <p>The Atlantic Monthly 1 1907: “Why American Marriages Fail”</p> <p>On the Lost Generation: “The latter-day cult of individualism; the worship of the brazen calf of the Self.”</p>
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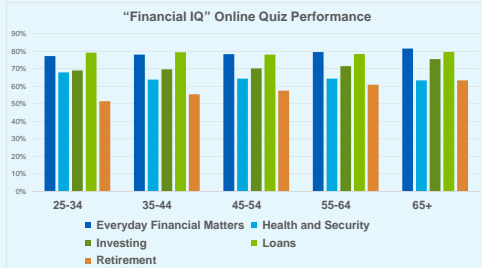


Gen Y Financial Realities and Decision-Making

Financial literacy: How far behind is Gen Y?

8

Not as far behind as we may think



9

Many Gen Ys are financially cautious— saving what they can, delaying life milestones



86%

86% of Gen Y feels that savings are part of their "definition of success."

(The Futures Company, 2012)



↓30%

Average Gen Y credit card debt is down 30% since 2007

(FICO analysis, Jan 2013)



37%

Homeownership rate for 25-34 year olds, down from 47% pre-recession

(US Census Bureau, 2011)



45%

45% of recent college grads moving back home for stronger financial footing; up from 31% ten years ago.

(Pew Research, 2013)

10

Student debt continues to rise, with many graduating seniors facing significant burdens

\$29,400

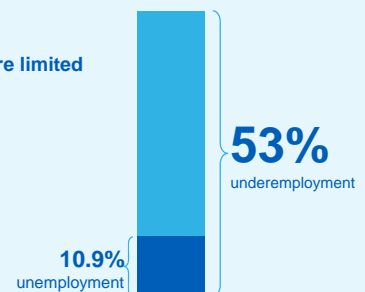


average student debt in 2012

Source: Project on Student Debt, 2013

11

Job opportunities are limited



Source: The Atlantic, 2012

12

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In early retirement decisions, Gen Y chooses the path of least resistance

58%
Of Gen Ys default into retirement plans

46%
Say they'll never trust the stock market

Sources: TIAA-CREF Portfolio analysis, Richardson, 2013; MPS Investor Sentiment Survey, 2013

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What can we do to help?

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- Invest in digital communications.
- Understand the benefits *and* limitations of social media.
- Address present-day needs.
- Restore confidence in investing.
- Explore peer-to-peer mentoring and parental influence.

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American Millennials Spend 25 Hours / Week Online

8 HOURS ON SOCIAL MEDIA

90% have a mobile phone

They spend **14%** more time on their phones vs. Older Generations

- 86% Facebook - social scene, content source
- 28% Instagram - sharing + creative expression
- 27% Twitter - news and celebs; facebook overflow
- 19% Pinterest - creativity and inspiration

They watch **~300** Online Videos/Year

Sources: Y1 Cross Channel Study, 2012; WSL/Strategic Retail 2012; eMarketer, 2012; Experian, 2012; Statista, 2011; Comscore, 2012; Pew 2012

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What can we do to help?

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Discussion

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TIAA CREF



What might your degree be worth?

What degree level do you want to pursue?

- ☐ Associate's
- ☐ Bachelor's
- ☐ Master's
- ☐ Doctorate

Choose your field of study:

Choose an occupational area:

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TIAA CREF

PERSONAL STORIES

HEAR WHAT SOME REAL PEOPLE DID TO MAKE THEIR FINANCIAL GOALS A REALITY



IF YOU SAVE IT, IT WILL GROW: BUILDING A 5-FIGURE SAVINGS

What does it take to build a 5-Figure Savings Account? These people did it, and they've got some insight on what worked for them.

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TIAA CREF



Thank You

Enhancing Student Financial Education at Kansas State University

in collaboration with:



Dr. Sonya Britt, CFP®

Associate Professor, Personal Financial Planning



Kansas State University

- Public 4-Year Land Grant University located in Manhattan, Kansas (population 56,000)
 - Additional campuses in Salina and Olathe, KS
- 25,000 total students; 4,500 graduate students
- Over \$200 million awarded in scholarships, grants, loans and work study each year
- Average undergraduate loan debt of \$24,892
- Average graduate loan debt of \$85,118 (sub/unsub/PLUS)
- 26% of undergraduate students are Pell grant recipients
- 52% of undergraduates are recipients of Federal loans



2

Largest K-State Graduate Programs

- Online: Masters in Academic Advising, Food Science, Agribusiness, Adult Continuing Ed., Family Studies
- On Campus Doctoral: Curriculum and Instruction, Human Ecology - various, Chemistry, Physics, Agronomy
- On Campus Masters: Architecture, Student Counseling & Development, MBA, Animal Sciences, English



3

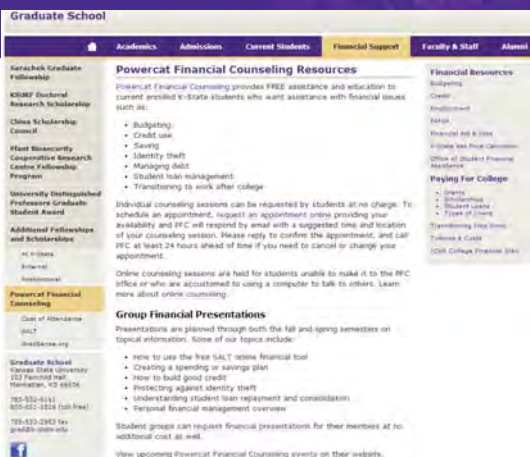
Dean Carol Shanklin's Perspective

- It is imperative that K-State provides educational experiences to our graduate students to enhance their financial knowledge and skills.
- Financial skills will be important throughout our students' careers and thus identifying effective strategies to motivate students to attend educational programs is imperative for graduate school administrators.
- Having the opportunity to participate in this research program funded by TIAA-CREF has provided K-State the opportunity to expand our educational programs to our graduate students.



Powercat Financial Counseling

- Began in 2009 as 1st peer-to-peer collegiate financial education program in Kansas
- Originally within Personal Financial Planning academic unit
- Moved in 2012 to Student Life division with the Office of Student Financial Assistance
- 1,300+ students have received individual financial counseling
- Over 450 financial workshops to 15,500+ students
- 60 students have been trained as peer financial counselors



5



6



PFC Staff

- One full-time director who is a professional financial planner (holds Certified Trust & Financial Advisor designation and law degree)
- Two part-time graduate assistants from College of Human Ecology and College of Business
- Around 15 undergraduate Peer Financial Counselors from financial-related majors such as Finance, Personal Financial Planning, Accounting, Agribusiness, Ag-Economics, and Economics
- 25 student members of PFC Student Advisory Board

Peer Financial Counselors



Student Advisory Board Hosts Financial Events & Markets PFC Services:



*Thrifty Gifting!
Spring Break! NOT Spring Broke!
Marriage & Money*



GRADUATE STUDENT WORKSHOPS



Powercat Financial Counseling is seeking to increase financial literacy among K-State graduate students. Initiatives for this spring include three workshops for students to buff up on financial topics such as utilizing online financial resources, understanding employee benefits, and managing student loans. Participants can even win prizes!

PRIZES

- **First 50 at Each Event:** Receive \$25 Gift Cards
- **Take the Financial Quiz:** Additional Entry to Win Gift Cards of \$100-500
- **Take Quiz & Attend All 3 Events:** Entered in Drawing to Win iPad Mini

*Students can win multiple prizes. Financial Quiz awarded to students later in the semester.

EVENT INFORMATION		
Date/Time	Location	Topic
March 13 - 4:00	Fairchild 009	Utilizing SALT & GradSense
March 27 - 4:00	Union Sunflower	Transitioning To Work
April 10 - 2:00	DeLeon Flint Hills	Repaying Student Loans

*These programs are brought to you by PFC through a grant provided by the Council of Graduate Schools with funding from TUA-CR32 *

Powercat PFC Financial Counseling
www.k-state.edu/pfc
785-532-2889
powercatfinancial@ksu.edu

Powercat Financial Counseling

Home	Archived Workshops
About us	
Services	
Salt NEW	
Credit	
Budgeting	
Student loans	
Your College Financial Plan	
Transitioning into work	
Archived Workshops	
Powercat Financial Counseling Kansas State University 809 K-State Student Union Manhattan KS 66506-2800 785-532-2889 powercatfinancial@k-state.edu	

Archived Workshops

View previous workshops and presentations archived on video.

Our peer financial counselors can provide any student group a financial presentation. Learn more.

Transitioning to Career: Employer Benefits

A seminar for graduate students on the financial transition from college to work and understanding employer benefits.

Maximizing Your Benefits From \$ALT

This workshop provides students with an in-depth tutorial on how to utilize \$ALT, the free online resource for K-State students that can help with projecting future student loan monthly payments, learn about topics such as identity theft, search for scholarships, and more.

Student Loan Repayment

This workshop provides students with information about how to look up student loan information, different repayment plan options, consolidation, and loan forgiveness programs.

Financial Management

This workshop provides students with information, tips, and resources concerning financial management topics such as budgeting, saving, setting financial goals, credit, and employee benefits.

Marriage & Money

This workshop provides students with information on what to think about and how to go through the process of merging finances.

www.k-state.edu/salt

KANSAS STATE UNIVERSITY

Powercat Financial Counseling

Manage your money with SALT

SALT is a free online program that helps students and alumni manage their money and student loans. Kansas State University's Powercat Financial Counseling has teamed with the nonprofit organization American Student Assistance to offer the Free program.

The university is committed to helping students enhance their financial literacy.

Use SALT to:

- Manage student loans
- Talk to an expert about loans
- Seek jobs and internships
- Search for scholarships
- Find out how to budget money
- Learn about credit

Get started

BE SURE TO INDICATE "KANSAS STATE UNIVERSITY" AS YOUR SCHOOL AT LOGIN

To request U2 & SALT student loan experts call 877-523-3473 or email loanhelp@saltmoney.org

For SALT technical support call 855-485-2724 or email membersupport@saltmoney.org

If you are a current enrolled student, you may also request direct assistance from Powercat Financial Counseling.

Find money somewhere other than here.

- Score a scholarship, internship, or job
- Find cash for school
- Get help with student loans

Join now - it's FREE!

SALT

3,000 Students Have Registered



Other Outreach

- Academic Units
- Student Financial Assistance
- Alumni Association
- Cashier's Office
- New Student Services
- Career Employment Services
- Division of Continuing Education
- Housing & Dining
- International Student Services
- Non-traditional Student Services and Veterans Affairs
- Greek Affairs
- Online counseling for distance students via Zoom or Skype programs
- www.facebook.com/kstatepfc
- Blog at www.blogs.k-state.edu/PFC
- Listserv emails
- Parent sessions at Orientation & Enrollment

Other Financial Education Resources

- www.GradSense.org
- Financial Awareness Counseling Tool (FACT) on www.StudentLoans.gov site and www.StudentAid.ed.gov
- www.MyCollegeMoneyPlan.org
- www.CashCourse.org by NEFE
- www.LoveYourMoney.org
- Buttonwood by Everfi
- Inceptia (division of NSLP) – Financial Avenue online program and Personal Financial Mgmt. certification
- TG Financial Literacy Programs
- Student loan servicers' offerings
- Local credit unions and financial institutions

Research by PFC

K-State's Powercat Financial Counseling strives to be a leader in clinical research by collecting pre- and post-data from individual client sessions and group presentations. Some of the key findings of the research include the following:

- Who seeks free financial counseling?
 - College-age financial counseling help seekers tend to be older, less satisfied with their income, less knowledgeable, less wealthy, and more stressed. The results from this study suggest that college financial counseling centers are reaching the students they were designed to reach, and that public policy initiatives designed to provide broad-based financial education to young people may be an effective tool for increasing financial well-being and reducing financial stress.
- Does debt increase student financial anxiety?
 - Results indicate that low financial satisfaction, high amounts of student loan debt, and being female are significant factors influencing high financial anxiety.
- Does perceived financial knowledge of college students predict current debt load?
 - A multiple regression was conducted, entering the variables of age, marital status, gender, ethnicity, gross income, perceived financial knowledge, and net worth simultaneously. The model explained 38% of the variance in total debt. Only higher perceived financial knowledge and lower net worth were found to be significant factors influencing total debt.
- How does financial mental health distress influence college students' financial behaviors?
 - Financial mental health anxiety was found to predict college students' tendency to spend beyond their means, reporting a difficulty paying their monthly bills, obtaining cash advances, and reaching the maximum on their credit cards. In addition, female students are more likely to pay credit card bills in full, older students are more likely to reach maximum on credit cards, those with credit card debt are more likely to exhibit worse financial behaviors, and students with a low level of student loan debt are more likely to reach the maximum on their credit cards.

Upcoming research questions to be answered include the following:

Powercat Financial Counseling

www.k-state.edu/pfc

785.532.2889

powercatfinancial@k-state.edu



Enhancing Student Financial Education: Loyola University Chicago

Samuel A. Attoh, PhD. Graduate Dean and Principal Investigator
Patricia Mooney-Melvin, Associate Dean and Project Director
Jessica Horowitz, Associate Dean and Project Director
Jason Young and Tracy Moore, Co-Founders, Mindblown Labs

*Midwest Association of Graduate Schools Annual Meeting
Chicago, IL. April 9, 2014*

*Supported through a grant from the Council of Graduate Schools
and TIAA-CREF*



Preparing people to lead extraordinary lives

Brief Overview of Graduate Programs

- Mission focus: social justice, ethics, and expanding knowledge in the service of others.
- Total Enrollment: **15,446**
- 5,789 Graduate & Professional 1,575 graduate students (786 doctoral and 789 Master's).
- 28 doctoral programs, a Doctorate in Bioethics, and 47 master's programs.
- More than 600 graduate faculty members located across three campuses



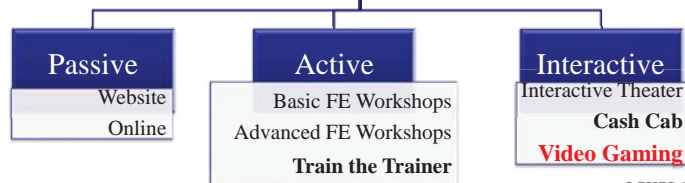
Project Goal

- Maximize student participation in financial education through passive, active, and interactive modes of delivery.



Preparing people to lead extraordinary lives

Three Modes of Delivering Financial Education



Preparing people to lead extraordinary lives

CASH CAB



Preparing people to lead extraordinary lives

Loyola's 45 Kings Improv Group



Preparing people to lead extraordinary lives

Video Gaming

- Collaborative effort with Mindblown Labs to engage students in an immersive, interactive, and social career simulation mobile game.
- Develop effective content areas that will engage students.
- Develop an effective system that monitors student engagement and attitudes towards financial education.



Preparing people to lead extraordinary lives

Videogaming

Introducing Jason Young & Tracy Moore,
Co-Founders of Mindblown Labs



Preparing people to lead extraordinary lives

CGS COUNCIL OF GRADUATE SCHOOLS

Enhancing Student Financial Education: What is the Role of the Graduate School?

Daniel Denecke, Associate Vice President, Programs and Best Practices, CGS, president

Presenters:

Samuel Attoh, Dean of the Graduate School, Associate Provost for Research, Loyola University Chicago

Sonya Britt, Assistant Professor and Program Director of Personal Financial Planning, Kansas State University

Patrick Osmer, Vice Provost for Graduate Studies and Dean of the Graduate School, and Scott Herness, Associate Dean, Graduate School, Ohio State University

Midwest Association of Graduate Schools (MAGS) Annual Meeting
Chicago, IL April 9, 2014

CGS COUNCIL OF GRADUATE SCHOOLS

Enhancing Student Financial Education: Key Aspects of a Best Practice Initiative

- Funded by a three-year grant from TIAA-CREF
- A major intervention into the #1 issue in U.S. higher education and the economy: **Student Debt**
- Graduate schools at 15 U.S. Research Partner institutions and 19 Affiliate institutions part of the solution called for by:
 - Students, legislators, CAO's, society, and the public
- Graduate schools ensure innovation and impact through:
 - Relevance
 - Student Engagement
 - Evidence



Relevance



Research Partners / Awardees

- Arkansas State University
- Cornell University
- Eastern Illinois University
- Florida A&M University
- Iowa State University
- Kansas State University
- Loyola University Chicago
- Mississippi State University
- The Ohio State University
- University of Colorado System
- University of Illinois at Urbana-Champaign
- University of Kentucky
- University of Maryland, Baltimore County
- University of South Florida
- Winthrop University



Affiliate Partners

- American University
- Boston University
- Clemson University
- East Tennessee State University
- Emory University
- Florida State University
- Northern Arizona University
- Northern Michigan University
- Portland State University
- Purdue University
- Richard Stockton College of New Jersey
- Saint Louis University
- University of Missouri-St. Louis
- Truman State University
- University of Denver
- University of Maryland Eastern Shore
- University of Missouri-Columbia
- University of North Carolina Greensboro
- Western Michigan University



A New Undergraduate Debt Profile in the Graduate Pipeline

- 7 out of 10 students with bachelor's had federal loan debt
- Average undergraduate student loan debt owed = \$29,400
 - Up from \$18,900 in 2002.
 - From 2008 to 2012, debt at graduation (federal and private loans combined) increased an average of six percent each year.
- First-year graduate students in 2011-12 owed \$20,749 (federal)
 - Over 1/3 of these students carry credit card debt
 - Over 1/3 carry outstanding federal loan balances
- Outstanding student loan balances reported on credit reports increased to \$1.03 trillion as of September 30, 2013, a \$33 billion increase from the second quarter.

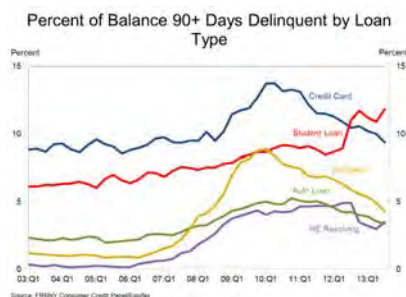


Sources: U.S. Dept. of Education, NPSAS 2013 (for 2011-12 year); Project on Student Debt, Federal Reserve Bank of New York, 2013.

Student Debt Second Only to Mortgage Debt



Student Debt Now Carries the Highest Delinquency Rate



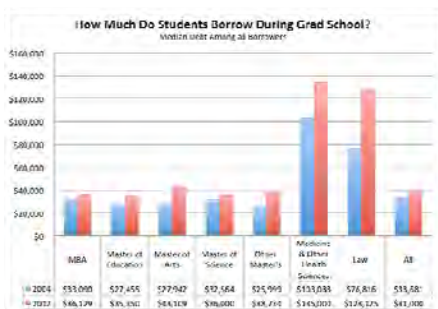
Grad Student Debt in the Media Spotlight

Recent Headlines

- “40% of \$1Trillion student debt is graduate degrees” – CBS
- “Graduate-School Debt Is Raising Questions about Degrees’ Worth” – Chronicle of Higher Education
- “Graduate School is a Debt Machine” – rawker.com (blog)



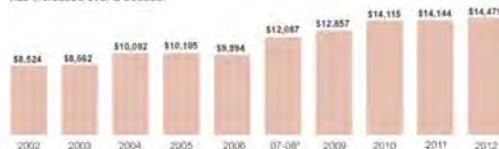
Not All “Graduate Debt” is Alike



Doctoral Student Debt Slowing

More Debt for Graduate Students

The amount of debt that recipients of doctorates have taken on for graduate studies has increased over a decade.



* The National Science Foundation and other federal agencies that produce the Survey of Earned Doctorates released a combined report for 2007 and 2008, breaking from the tradition of releasing reports annually.

Source: Survey of Earned Doctorates



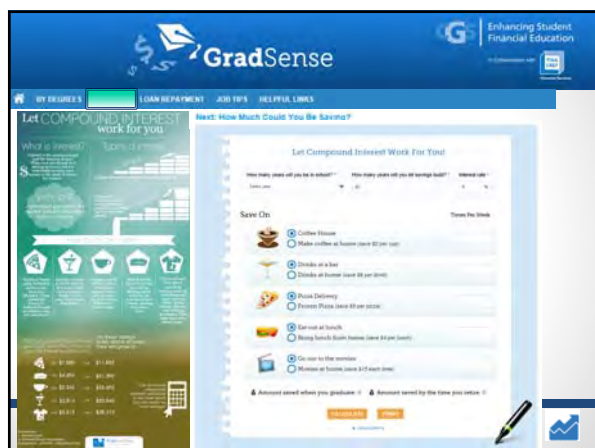
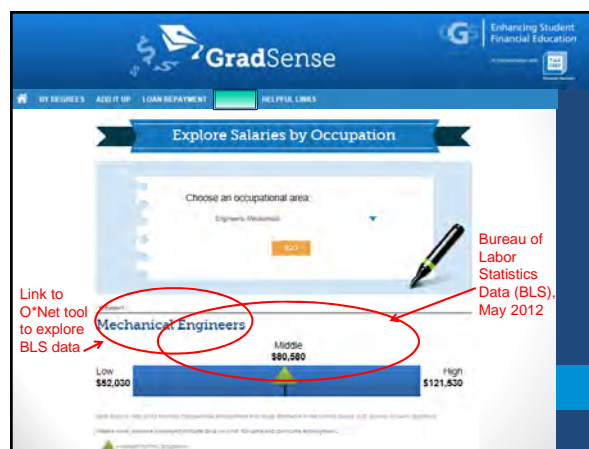
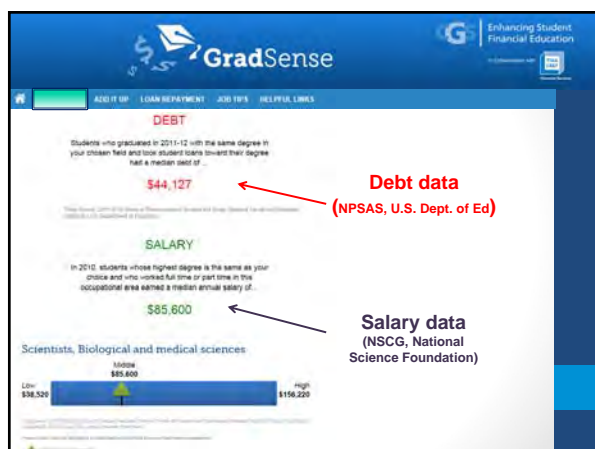
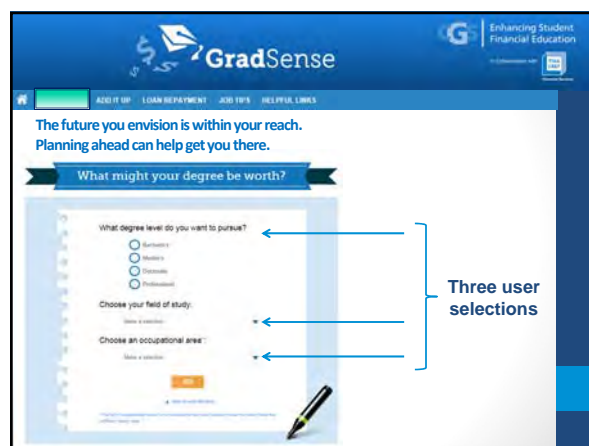
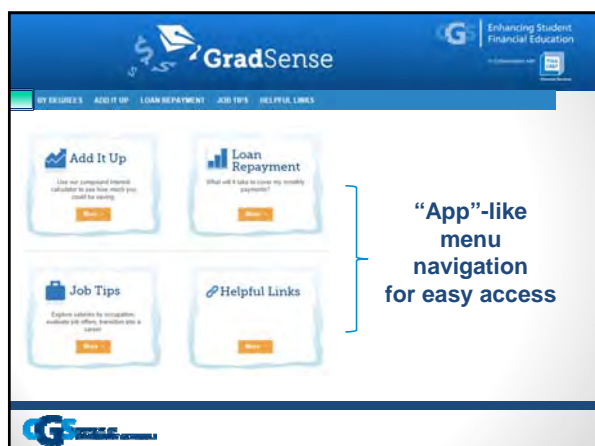
Graduate Debt on the Policy Radar

- Return on Investment: Is the amount of graduate debt justified for individual students and the public?
 - Graduate degree recipients have lower delinquency rates, higher income, higher rates of employment
- Do federal loan forgiveness policies (e.g., GradPlus) “subsidize” graduate students who can afford to pay at the expense of access to undergraduate students?
- Will educational loan debt impact housing and auto sectors? America’s retirement savings?



Student Engagement






Social media
Connect with us and help us spread the news about your activities

Twitter @GradSense

Facebook facebook.com/gradsense




Embed GradSense tools and infographics in your graduate school, financial and student organization websites



Evidence


Preliminary Findings from Fall 2013 Pre-intervention "Student Financial Perspectives" Survey Suggest Opportunities for Greater Engagement and Outreach



Student Financial Perspectives Survey, Pre-intervention (Fall 2013)

- Roughly 13,500 responses from 15 institutions.
- More than half (54%) of respondents were enrolled in a master's.
- About one-third (36%) of respondents were enrolled in a PhD.
- Nine percent of survey respondents were enrolled in neither a master's nor a PhD program.


Preliminary findings, CGS Survey of Financial Perspectives, Fall 2013



Where do graduate students go for answers to financial questions?

- **General Financial Issues**
 - One-third go to parents/family and spouses/partners first.
 - About one in five use media, such as the internet, books, and news.
 - About one in ten have not sought information on these topics.
- **Managing Student Debt**
 - Roughly two-in-five respondents indicated that they reach out first to parents/family or partner/spouse.
 - About one-third of respondents have not sought answers to questions about student debt.


Preliminary findings, CGS Survey of Financial Perspectives, Fall 2013



Do Students Already Participate in University Financial Education Activities?

- *Less than half* had attended a course/workshop/speaker series, etc. on managing personal finances.
- *Only about one-third* were aware of counseling/consultation, programs, seminars, and/or courses in general personal financial education available to them at their institution.
 - *Only a very small percentage* have participated in these kinds of financial education offerings.
- *Only one-in-five* are aware of courses, workshops, webinars, brown bag lunches, etc. that specifically address graduate student personal finance issues.
 - *Only a very small percentage* of respondents have participated in these activities.

Preliminary findings, CGS Survey of Financial Perspectives, Fall 2013



What Can Graduate Schools Do?

- **Research Student Needs, Tailor Resources to Meet Those Needs**
 - Survey #2, Student Financial Circumstances Survey (Spring 2014)
 - Survey #3, Post-intervention Student Financial Perspectives Survey (Fall 2014)
 - Site Visits, including 30 focus groups at 15 institutions
- **Ensure that Your Programs and Resources Meet the Current and Aspiring Graduate Students Who Need them Most**
 - *GradSense* improvements and outreach
 - Institutional and millennial engagement strategies
- **Make your good work known! (public, legislators, campus units)**



Financial Literacy at Ohio State

Scott Herness & Patrick S. Osmer
Graduate School



At Ohio State, our financial literacy effort must be broad.

10,500 students
90+ doctoral, 115+ master's programs

- Traditional
- Accredited
- Professional doctorates
- Professional master's

2

The Graduate School is partnering with the Office of Student Life and its Student Wellness Center.

- 9 dimensions of wellness, including financial
- Scarlet and Gray Financial is an existing wellness service that is being expanded as part of this project

3

Financial Wellness

The financially well person is fully aware of their financial state and budgets, saves, and manages finances in order to achieve realistic goals.

Scarlet and Gray Financial services include

- Coaching
- Workshop presentations
- Leadership development

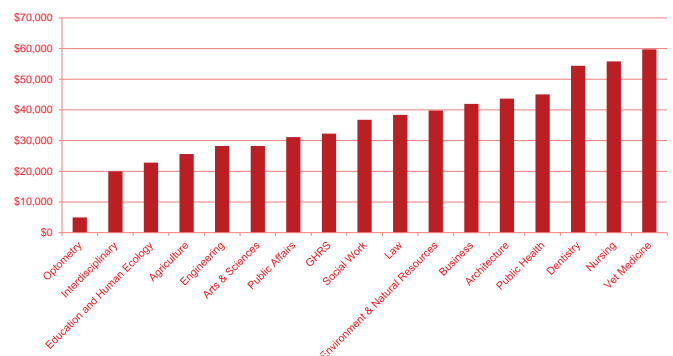
4

Average Ohio State Student Debt (2013)

	Avg. Debt	% Borrowers
UNDERGRADUATE	\$26,472	56%
GRADUATE	\$36,365	46%
LAW	\$97,624	87%
PHARMACY	\$114,000	91%
OPTOMETRY	\$156,197	98%
VETERINARY MEDICINE	\$157,190	96%
MEDICAL	\$158,383	89%
DENTAL	\$199,303	93%

5

Ohio State master's/PhD debt by discipline



6

Federal Loan Default Rate

	2003	2004	2005	2006	2007	2008	2009	2010
OHIO STATE	2.7	2.9	2.4	2.3	2.8	2.5	3.1	3.5
NATIONAL AVERAGE	4.5	5.1	4.6	5.2	6.7	7.0	8.8	9.2
FOR PROFIT	--	--	--	--	--	--	--	13.6

7

Our graduate student self-assessment tools will match resources to financial risk behaviors.

- Assessments will identify students at high, medium, or low risk
- High risk students will be steered toward face-to-face coaching
- All students will have access to Scarlet and Gray Financial resources: peer-to-peer coaching, workshops, and web resources.

8

We are developing an Ohio State branded product specifically for graduate students.

- A demo version is expected this month
- We are working with Everfi to develop this product.



Buttonwood - Personal Finance and Student Loan Management™

A learning and gaming platform that empowers college students with the skill set to successfully manage their finances and loan responsibilities while in school and beyond.

9

Financial Workshops-Scarlet and Gray

- Budgeting
- Personal Finance
- Personal Finance in the U.S.

10

Peer-to-Peer Coaching-Scarlet and Gray

- Leadership Development Program prepares interested students to become peer financial coaches
 - Supported by Ohio State/Huntington Bank relationship
- Coordinator for graduate student peer-to-peer counseling hired
- Program planning during summer 2014 and roll out to campus autumn 2014

11

Peer-to-Peer Support Areas

- Banking basics
- Budgeting
- Credit card selection and use
- Debt repayment planning
- Investment education
- Understanding credit reports

12

Undergraduates financial literacy will include graduate school planning.

- Financial literacy planning will be mandatory for undergraduates
- All second-year undergraduates will have a mandatory financial counseling session
- Undergraduates will be asked “Are you planning to go to graduate school?” to help manage undergraduate debt and explore financing options for graduate degrees

13

Thank you
Council of Graduate Schools and TIAA-CREF
for supporting this important project.





Embracing Global Perspectives in Graduate Education: The experience at small and mid-sized institutions

Midwestern Association of Graduate Schools
2014 Annual Meeting April 9 – 11
Chicago, Illinois

Panelists

- **Doug Barcalow** (moderator), Director, Graduate School, University of Saint Francis, Fort Wayne, IN
- **Joanne Barnes**, Dean, Graduate School, Indiana Wesleyan University, Marion, IN
- **Rosemary Link**, Associate Vice President for Academic Affairs, Simpson College, Indianola, IA
- **Regina Matheson**, Dean, Graduate and Adult Education, St. Ambrose University, Davenport, IA
- **Nan Yancey**, Dean, Graduate Studies, Lewis University, Romeoville, IL

Abstract & Overview

Graduate education transforms students in a significant manner but it is also transforming itself at an ever accelerating pace. This panel session will focus on the experiences at small and mid-sized institutions as they transcend and transition to:

- (1) embrace a **graduate culture** and integrate structures to support global (institutional) perspectives so that graduate education within the institution functions more efficiently, and
- (2) make **global perspectives** possible through international educational experiences for graduate students.

Embrace Global Campus Culture

- **Program development:** Where graduate programs represent a small population of the campus, what are the best practices used for collaboration between undergrad and graduate faculty/programs?
- **Faculty:** What are the practices for inclusiveness in setting up, reviewing, and revising faculty policies (Faculty governance, load, publication & research, etc.)
- **Student Issues:** How have you had to adapt to school definitions and policies? (full-time students, ceremonies, transcripts, registration, coding, etc.)

Globalization in Graduate Education

- **Trips:** Are you able to build partnerships across programs? (working with multiple programs to take their global trips together and work with the same institutions abroad.)
- **International Students:** How have you incorporated international students into your graduate experience and heard the perspective they have to offer?
- **Virtual:** Have you engaged in virtual efforts to connect with international students, colleagues, and conferences?
- **Faculty:** What have you done to involve faculty in gaining an international perspective as part of their faculty development plan?

Questions and References

- Altbach, P. G., Berdahl, R. O., & Gumport, P. J. (Eds.). (2011). *American higher education in the twenty-first century: Social, political, and economic challenges*. Baltimore, MD: Johns Hopkins University Press.
- Berquist, W. H., & Pawlak, K. (2007). *Engaging the Six Cultures of the Academy*. San Francisco, CA: Josey-Bass.
- Darden, M. L. (2009). *Beyond 2020: Envisioning the future of universities in America*. Lanham, MD: Rowman & Littlefield Publishers, Inc.
- Gaston, P. L. (2010). *The challenge of Bologna: What United States higher education has to learn from Europe, and why it matters that we learn it*. Sterling, VA: Stylus Publishing, LLC.
- Wildavsky, B. (2010). *The Great Brain Race: How Global Universities Are Reshaping the World*. Princeton, NJ: Princeton University Press.

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- **Rosemary Link** rosemary.link@simpson.edu
- **Regina Matheson** mathesonreginam@sau.edu
- **Nan Yancey** yanceyna@lewisu.edu

Innovative Approaches to Graduate Assessment



Dr. William Abler, Chair, Human Development Counseling
Dr. Scott Day, Chair, Educational Leadership

College of Education and Human Services
University of Illinois Springfield

Putting First Things First



Design & Implementation of New Application and
Admissions Requirements

Department of Educational Leadership

Assessment begins at the point of application



- ☞ GPA
- ☞ 2 years of teaching experience
- ☞ Illinois Teacher Certification
- ☞ Test of Academic Proficiency (TAP)
- ☞ Portfolio assessment
- ☞ Interview assessment

Portfolio Assessment



- ☞ Rubric designed to help professors assess portfolio contents.

ARTIFACTS

- ☞ Written description of leadership role in the school setting.
- ☞ Identification of leadership skills & activities.

Portfolio Assessment



- ☞ Written description of data-driven strategies to improve student achievement.
- ☞ Use of data artifacts in the portfolio.
- ☞ Letters of reference which address leadership skills.

Interview Assessment



- ☞ Rubric designed to help professors assess candidate performance.
- ☞ Candidates are asked to respond to questions related to the contents of the portfolio:
- ☞ Leadership role in their school
- ☞ School improvement initiatives

Interview Assessment



- ☞ Use of classroom data to improve student achievement
- ☞ Identify strategies that are bringing positive results and why
- ☞ React to scenarios as if in the role of building principal
- ☞ If you were the principal...

Theme	5	10	20	30	40
Statement of Purpose	Candidate exhibits weak writing and communication skills in terms of organization, clarity, communication of ideas, and mechanics.	Candidate demonstrates adequate writing and communication skills in terms of organization, clarity, communication of ideas, and mechanics.	Candidate demonstrates graduate level writing and communication skills in terms of organization, clarity, communication of ideas, and mechanics.	Candidate demonstrates excellent writing and communication skills in terms of organization, clarity, communication of ideas, and mechanics.	
Artifacts	10	20	30	40	
Exhibition of current leadership activities and skills, instructional strategies employed, and use of data to solve problems.	Candidate did not provide evidence of their role in leadership activities, instructional strategies employed to increase student achievement, and use of data to solve problems.	Candidate provided an example that supported limited activities and/or contributions in their role in leadership activities, instructional strategies employed to increase student achievement, and use of data to solve problems.	Candidate provided multiple examples of supporting school-wide leadership and/or contributions in their role in leadership activities, instructional strategies employed to increase student achievement, and use of data to solve problems.	Candidate provided supporting evidence that demonstrates capacity building at the school level in their role in leadership activities, instructional strategies employed to increase student achievement, and use of data to solve problems.	
Reference Letters	10	20	30	40	
	References indicate that candidate is viewed as a good teacher. References do not indicate information supporting current teacher leadership contributions.	References indicate that candidate is viewed as a very good teacher. References support candidate's pursuit of leadership roles, but provide limited information outlining leadership attributes.	References identify leadership qualities & clearly documents the impact the candidate's leadership has had on classroom and/or school. Provides clear statements outlining leadership attributes.	References detail extensive leadership qualities possessed by candidate, as well as, provide multiple examples of school leadership contributions and detail the impact his/her leadership has had on the school.	

Theme	5	10	20	30
Collaboration	Candidate's responses do not reflect an ability to collaborate, problem-solve, and/or build capacity with others instructionally in a teacher leader role.	Candidate's responses indicate a limited level of experiences in making contributions to teaching & learning issues.	Candidate's responses indicate experience in or concrete examples of contributions which demonstrate collaboration, problem-solving, and/or building capacity with others in his/her classroom work.	Candidate's responses indicate many examples of leadership, consistent examples of contributions at the school or district level and support collaboration, problem-solving, and building capacity with others.
Problem Solving				
Building Capacity				
	5	10	20	30
Teaching & Learning Issues	Candidate did not provide examples of their role in improving teaching & learning issues.	Candidate provided an example that supported or limited activities and/or contributions.	Candidate provided multiple examples of supporting school-wide leadership and/or contributions.	Candidate provided supporting evidence that demonstrates capacity building or improved achievement results at the school level.
Student Achievement				
	5	10	20	30
Candidate Viability	Based on the candidate's responses and/or demeanor in the interview, does not wish to become a principal.	Based on the candidate's responses and/or demeanor in the interview, it is not clear if they wish to become a principal.	Based on the candidate's responses and/or demeanor in the interview, with further growth and development, it appears likely he/she would be interested in the principalship.	Based on the candidate's responses and/or demeanor in the interview, it appears likely that he/she would be a strong candidate for the principalship.

Lessons Learned Portfolio



- ☞ Use of rubrics provides the candidate and the professor a clear framework for assessment.
- ☞ Use of portfolio helps department assess candidate formulation of ideas and early writing performance.
- ☞ Use of portfolio provides candidate the opportunity to demonstrate skills and knowledge in current leadership roles, use of real-time data, and instructional strategies.

Lessons Learned Interview



- ☞ Provides a venue for candidates to present pedagogical improvements through the use of real data.
- ☞ Provides an opportunity for faculty to learn more about candidate skills and knowledge in a F2F environment, beyond a paper review.
- ☞ Provides deeper understanding of a candidate's ability to respond to school improvement issues.
- ☞ Provides an opportunity to look closely at a candidate's viability in the program.

Achieving Closure



- ☞ The Creation of New Measurements of Learning Outcomes in a Clinical Training Program
- ☞ Department of Human Development Counseling

Closure



“Achievement” vs. “Process”

Counselor Preparation Comprehensive Examination (CPCE)



- ✎ 160-item multiple choice test.
- ✎ Created and scored by CCE.
- ✎ Used by over 350 colleges and universities.

Counselor Preparation Comprehensive Examination (CPCE) (cont.)



✎ Designed to assess counseling students' knowledge of the eight CACREP core areas:

- ✎ 1. Professional Identity
- ✎ 2. Human Growth and Development
- ✎ 3. Social and Cultural Diversity
- ✎ 4. Helping Relationships
- ✎ 5. Group Work
- ✎ 6. Assessment
- ✎ 7. Research and Program Evaluation
- ✎ 8. Career Development

Clinical Case Presentation



- ✎ Structure (15 minutes each)
 - ✎ Present theoretical orientation.
 - ✎ Present video clips of clinical sessions.
 - ✎ Field questions from Committee.
 - ✎ Committee deliberation and decision.
- ✎ Handouts (one page each)
 - ✎ Theoretical Orientation.
 - ✎ Reference List.
 - ✎ Case Summary.

Theoretical Orientation



Human Experience	Counseling Process	Self-in-Process
Nature of People (Are we good? Born sinners? Blank slates? Good and bad?)	Counseling Relationship	Attitudes, Values, Beliefs
Heredity, Environment (age-old nature/nurture debate)	Primary Goals and Objectives	Experiences
Human Growth and Development (how does personality develop?)	Stages of the Counseling Relationship	Knowledge
What are the primary reasons for the life process? How do people make sense of the world?	Skills, Interventions and Techniques	Biases and Limitations/Strengths
How do people become distressed? How do they change?	Appropriate Use of Appraisal and Diagnosis	Boundaries of Competence

CASE SUMMARY



- ✎ REASON FOR THE REPORT:
- ✎ SOURCE OF INFORMATION:
- ✎ STATEMENT OF THE PROBLEM:
- ✎ FAMILY AND HOME BACKGROUND:
- ✎ EDUCATIONAL HISTORY:
- ✎ PHYSICAL HEALTH HISTORY:
- ✎ SOCIAL INTERACTIONS:
- ✎ PSYCHOLOGICAL DEVELOPMENT:
- ✎ TESTING ASSESSMENT:

CASE SUMMARY (cont.)



- ✎ OCCUPATIONAL HISTORY:
- ✎ HOBBIES/RECREATIONAL ACTIVITIES:
- ✎ SEXUAL ADJUSTMENT:
- ✎ SUMMARY STATEMENTS:
- ✎ DIAGNOSIS/PROGNOSIS:
- ✎ TREATMENT:
- ✎ RECOMMENDATIONS:

Comprehensive Examination Performance Evaluation



- ✎ CPCE
- ✎ A passing score is based on current national average data (i.e., an aggregate score at or above the national mean).
- ✎ Clinical Case Presentation
- ✎ Demonstration of:
 - ✎ Ability to clearly articulate in-depth understanding of a specific theoretical perspective.
 - ✎ Counseling process knowledge and attitudes consistent with a professional counselor identity.
 - ✎ Interpersonal qualities and dispositions consistent with a professional counselor identity.
 - ✎ Advanced relationship, assessment, and intervention skills within an environment which embodies equality, cooperation and mutual respect.
 - ✎ Confidence and intentionality in the counseling process.
 - ✎ Readiness to enter the practice of professional counseling.

Do we really know what graduate students are learning abroad and how do we know?

Midwestern Association of Graduate Schools
April 9, 2014

Dr. John Dirkx
Dr. Kristin Janka Millar

What do we know about graduate education abroad (GEA)?

- Dearth of research on GEA available at the graduate level
- GES tends to be decentralized, thus few institutions know what exists
- Little research on the design, experiences & outcomes of GEA

Findings from Two Studies

Graduate Learning Outcomes and Experiences (GLEO) Project



Study of MSU's College of Education PhD Study Tours



GLEO Project Objectives and Outcomes

- ❖ Document models, and curricular and pedagogical approaches utilized by graduate level programs.
 - Group/faculty-led (Stage I) & individual (Stage II)
- ❖ Create a comprehensive taxonomy of faculty-led GEA.
- ❖ Identify learning outcomes associated with GEA.
- ❖ Develop tools that can be used by other institutions to document graduate education abroad (GEA).

GLEO Project

CIC-NYU Survey of Faculty-Led Experiences

- 1) Who is going abroad?
- 2) Where are they going?
- 3) How are the programs structured?
- 4) What are they doing and why are they going?
- 5) Who is leading the program and why?
- 6) How do students process the experience?

Participating Institutions:

Indiana University
Indiana University-Purdue University Indianapolis
Michigan State University
New York University
Northwestern University
Ohio State University
Pennsylvania State University
Purdue University
University of Chicago
University of Illinois
University of Iowa
University of Michigan
University of Minnesota
University of Nebraska-Lincoln
University of Wisconsin-Madison

Who is going abroad?



Graduate Student Degree Level



Top 5 Participant Discipline of Study

Health Professions (48)
Social Sciences (44)
Business/Management (31)
Humanities (30)
Education (28)

Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

Where are they going?



Top 10 Destinations by Country

China (18)	Argentina (7)
France (10)	S. Africa (7)
Germany (10)	Japan (6)
Brazil (9)	Ghana (5)
Italy (9)	India (5)
England (8)	

Destinations by World Region

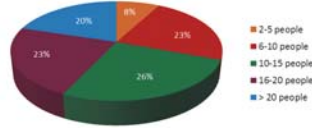


Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

How are the programs structured?

Number of Students Participating



Funding Sources

- 57 programs report multiple funding sources
- 57% of programs expect students to contribute some or all costs
- 34% receive college, unit, or departmental subsidies
- 7% raise funds to offset student costs
- 1% are supported by an organization in the host country
- 1% receive subsidies from a central international education office

74% spend 4 weeks or less in the host country

86% offer academic credit

73% receive assistance from a central study abroad office

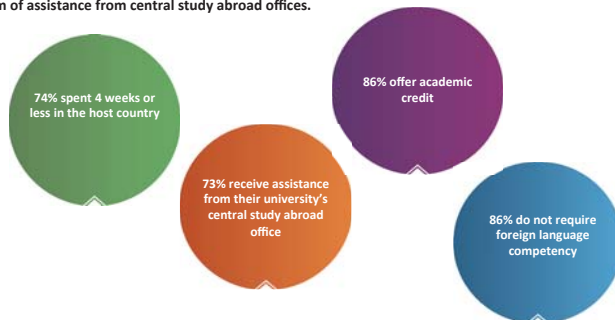
86% do not require foreign language competency

Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

How are the programs structured?

To find out how the programs are structured, the survey asked questions about program length, size of the group, whether or not the program was offered for academic credit, foreign language requirements, and funding sources. Respondents were also asked if their programs received any form of assistance from central study abroad offices.



Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

Funding Sources

- 57 programs report multiple funding sources
- 57% of programs expect students to contribute some or all of the costs
- 34% receive subsidies from their college, unit, or department
- 7% raise funds to offset student costs
- 1% are supported by an organization in the host country
- 1% receive subsidies from an central international education office

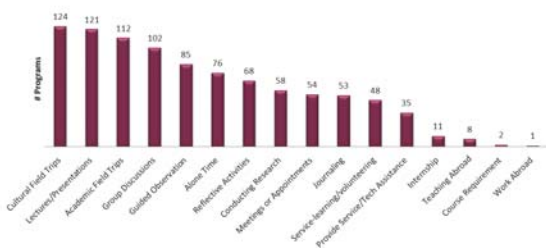
Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

What are they doing and why are they going?

Types of Activities Abroad

Graduate students participate in a wide range of activities while abroad, from cultural field trips to research, service and volunteer work. Responses to the survey represent 16 different activity types and all programs include multiple activities.



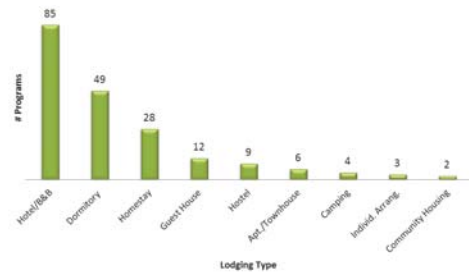
Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

What are they doing and why are they going?

Program Lodging

While participating in the programs, most students are housed in local hotels or other tourist accommodations like bed and breakfasts (Figure 8). The remaining lodging types include dormitories, homestays, faculty or alumni owned houses, apartments, community housing, and campsites. Some programs use a combination of different types of housing.



Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

Why are they going?

- Assist an underserved population
- Build culturally sensitive communication skills
- Community engagement
- Collaboration with international partners
- Cultural awareness
- Conduct individual research
- Faculty mentoring
- Leadership development
- Learn to handle ambiguous and uncertain situations
- Make students globally competitive
- Personal development
- Prepare students for careers in international development
- Professional development
- Teach students practical/applicable skills

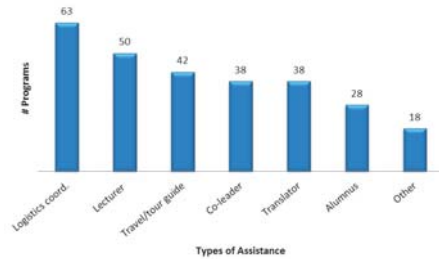
Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

What are they doing?

Host Country Assistance

The majority of programs (74%) partner with organizations in the host country. Organizations include health clinics and hospitals, universities, businesses, and local non-profits. Eighty-seven percent of programs receive some kind of assistance in the host country. This assistance ranges from logistical planning and acting as translators, to co-leading programs.



Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

Who is leading the program and why?



Faculty Motivation for Leading Programs

- Collaboration with faculty abroad
- Create a global presence for the university
- Develop and cultivate relationships in the host country
- Develop global partnerships
- Develop students' global competencies
- Help students challenge their perceptions
- Help students prepare for international careers
- Increase the number of students going abroad
- Long-term experience in the region
- Passion for a particular region or population
- Promote service learning
- Share transformative experiences with students

Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

How do students process this experience?

Study of MSU's College of Education PhD Study Tours

Four countries

Different educational foci

Interdisciplinary

Fifty-two doctoral students ages 23 – 45

- Domestic (38) and international (14)

Mix of prior international experiences & foreign language experience

COE faculty members

Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

How do students process this experience?

Methodology

Qualitative

Long, semi-structured interview post-abroad

Pilot of IDI and BEVI as
assessment of learning outcomes

Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

Why are graduate students participating in study abroad programs?

When asked why students chose to participate in the programs, most responded that the program aligned with their academic and professional interests. The majority expressed a desire or curiosity to learn "how things are done" in another culture:

"And what this study tour offered that I couldn't get anywhere else is to be able to be right inside the educational institutions, right inside the colleges and universities...ultimately, I think I'd like to do my dissertation research in China."—Student 23.11, China

"I guess at the very least I would hope to listen to some people who are elementary educators talk about their work and look at, you know, how they're trained and try and...contrast some of the unexamined assumptions that I have about teaching elementary school with some of the unexamined assumptions that they have about teaching elementary school."—Student 34.11, Vietnam.

"The first one is, you know, as a social studies educator, I think this is really important to, to study other cultures and to portray that view, make your students more culturally aware an appreciative of the, of how other people view the world."—Student 10.11, Botswana

Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

How do these experiences influence their professional or academic life?

Students were asked to share what they perceived to be the major learning outcomes of their experiences in the study abroad programs:

"This China experience is what got me interested [in] the role government policies and practices play. Because I saw such a direct link there that it made me say, well, there has to be one in the US as well. And while we don't have a federal system, you know, I still think that policies and procedures influence and play a role in education, in particular higher education. In particular, funding of higher education. So I mean, obviously that has had a profound impact."—Student 10.12, China

"Because I think for teachers, be it pre-service teachers or leaders, seeing other schools and academic situations really changes your perspective when you come back to the school system that you're in. [Be]cause we do a lot of great things here but I think we have a lot to learn from the people around us and we don't always look at it. And we can read about it but until you really see it, you can't really understand the philosophies behind what they do internationally."—Student 1.12, Botswana

Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

How do these experiences influence their personal life?

Some of the participants had deeply personal experiences overseas. Students making sense of their experiences in this manner emphasized the development of connections with faculty and students in the host country or connections and relationships with their fellow travelers.

"I felt that I, that I bonded in a special way with our safari tour guide, Option. And I don't know that it was as much even a verbal thing as a spiritual connection...you meet people and you make connections and it was just, it was really lovely to, to make that type of a connection with someone thousands of miles away in another country, in another continent."—Student 13.11, Botswana

"Somehow I got nominated to give our closing speeches on behalf of the university for both the students and the faculty there. And my big takeaway and just my own personal belief is that you're only as good as the people around you. And really, the faculty at the university, the students there that we worked with were all, all really made that experience what it was...I don't think we would've been able to get around to see the things we were able to see, to go the places we were able to go and to engage in the conversations with had without the faculty and students there to facilitate that."—Student 21.11, China

Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

How do these experiences influence their personal life? (cont'd)

"And of course, this 24/7 interaction with other people, there are 17 of us in the group and that like very intense interaction with them during the trip...you will see like the real he or the real she or the real me because we are in a way put physically and psychologically to deal with every situation that we have during the trip and that makes us like becoming, I think, many of us becoming very honest in presenting who we are to the group."—Student 28.11, Vietnam

"And so those little gestures that the Chinese hosts were making toward me each time was, was so significant. You know, I couldn't have had that had I been a typical tourist, right? The fact that we were given these connections through the program, I think, and given a lot of time to spend with these people over the period of two weeks, just even doing whatever felt we wanted to do. And didn't have to be any formal thing. But that kind of really built those relationships in a way that was really, that was so...that was something that will stick with me forever."—Student 16.11, China

Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

Did this experience change the way students view themselves.

Students described opportunities for self-reflection that led to new or different ways of understanding their lives as doctoral students and as global citizens. These opportunities were often brought on by challenging or uncomfortable situations, leading students to question particular beliefs, perspectives and values that they hold.

"A couple people expressed concern over the fact that we had just gone in, almost as tourists, you know, to these people's homes and just taken pictures, hung out a little bit and then left. And I just thought that was really interesting, you know, cuz I was kinda, I thought it was kinda weird, too. I didn't, I didn't take my camera into the houses and just start snapping pictures, like this is where these guys live. I don't know how I feel about that...And so that was really, that really kinda just made me rethink, you know, why are we here and you know, what can we do for these people?"—Student 11.11, Botswana

"We are huge and loud and obnoxious people here. And we have a lot of expectation around what we deserve and what we don't deserve. I mean, just, it hit me like a ton of bricks."—Student 16.11, China

Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

Did this experience change the way students view themselves. (cont'd)

"That whole relationship of a researcher with a community that they research. Or place. And not being parasitic about it, being more symbiotic, if that makes sense. Right, that it's not all about me taking and learning and then leaving. It's about what I think responsible scholarship should be about is about learning from them, but then also bringing something that's of benefit to them to the table as well so that it's not a one way street."—Student 34.11, Vietnam

"I think the study tour is just phenomenal. I think it challenged areas of myself that were blind spots, that I hadn't seen. Whether it's learning how to be more thoughtful or learning how to not need to...not need to be like validated or praised in situations. Like I just got to see kinda some of that fade away. And some of the things that I held as important in terms of like looking good just were not as important in this context. What was more important was being authentic."—Student 8.11, China

"That, just questioning your self identity is, it changed all the ways you see yourself. Trying to understand why you shape out to be who you are and...that really made me see myself in a different way. It made me realize I'm still growing and maybe I still don't know who I am." —Student 25.11, China

Graduate Learning Experiences and Outcomes

The Landscape of Graduate International Experiences

Summary of Findings

Reasons for participating

Influence on professional and academic lives

Influence on personal lives

Effect on their sense of self

Conclusion

Participate largely for
academic or professional reasons

Understandings reflect a continuum from deeply
personal to strictly professional

Important differences between domestic and
international students

Implications for Designing and Facilitating Graduate Education Abroad

The deeply personal is intimately
bound up with the professional

Focus on internal as well
as external environment

Symbolic versus literal communications

Next Steps

Building on these studies, we are planning to:

- ❖ Further study the learning that occurs in short-term study abroad experiences for graduate students and how we might deepen the learning within these experiences.
- ❖ Study the influence of the disciplines on the nature and outcomes of short-term faculty-led study abroad experiences for graduate students.
- ❖ Develop a methodology for the study and assessment of relevant outcomes associated with short-term faculty-led study abroad experiences for graduate students.
- ❖ Initiate studies on experiences of students who engage individually in international experiences as part of their graduate studies.
- ❖ We hope that, through these studies, we might be able to help foster deeper, more meaningful international experiences for graduate students at all levels and in all disciplines.

The Experience of Education Abroad

Education-related international travel often evokes
powerful emotional experiences among participants

Suggests something more going on than development
of “competence” or “global awareness”

Strategies for Fostering Deeper Learning

Pre-departure meetings and exercises

Reflective activities during and post-abroad

Attending to the group experience

Supporting Organizations

The Committee on Institutional
Cooperation (CIC)
MSU College of Education
MSU Graduate School
MSU Higher, Adult & Lifelong
Education Program
MSU International Studies &
Programs
MSU Office of Study Abroad

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Dr. Craig Shealy

GLEO Research Team

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Brett Berquist, Co-Primary Investigator
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Thank You

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GLEO Project
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Collecting, Reporting, and Utilizing Programmatic Level Data for Program Improvement

The Story of the University of Kansas Doctoral Program Profiles



Rock Chalk, JAYHAWK!

Who we are:

Roberta Pokphanh, Assistant Dean,
Graduate Studies

Kristine Latta, Director of Graduate Affairs,
College of Liberal Arts & Sciences

Amanda Ostreko, Director of Graduate Enrollment,
Graduate Studies



Rock Chalk, JAYHAWK!

Doctoral Program Profiles

How did they come about?

How have they been used and what is their impact
on graduate programs?

Where are we headed next?



Rock Chalk, JAYHAWK!

Doctoral Program Profiles

Once upon a time... (in 2008-2009)

- New graduate dean
- Antiquated data reporting
- Diverse programs
- A desire to provide a range of programs with standard information that will inform and empower programs to make strategic decisions



Rock Chalk, JAYHAWK!

Doctoral Program Profiles

Where did we start?

- What do we want to report (what is useful/important)?
- What are our peers and aspirational peers doing?
- Who needs to be involved (administrative and institutional buy in)?



Rock Chalk, JAYHAWK!

Doctoral Program Profiles

Key players

- Administration
- Institutional Research
- School/College Deans



Rock Chalk, JAYHAWK!

Doctoral Program Profiles

Key Stakeholders:

- Administration
- Institutional Research
- School/College Deans

Doctoral Program Profiles

Initial conversation with Institutional Research:

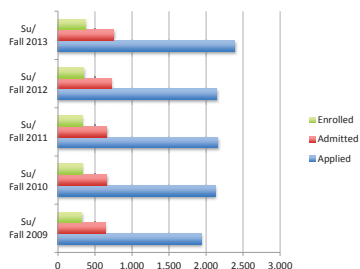
What we have:

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Doctoral Program Profiles

Initial conversation with Institutional Research:

What we asked for:

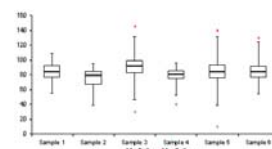


Doctoral Program Profiles

Initial conversation with Institutional Research:

What they wanted to give us:

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Doctoral Program Profiles

Things stalled.

We kept trying.

Thought about how to communicate our needs.

Then... the tide began to turn.

- New Provost (data driven)
- National trend (AAU, APLU)

We adjusted our expectations – what is realistic and achievable?

Doctoral Program Profiles

Finally!

- One page
- Faculty
- Enrollment
- Applications
- Financial Support
- Degrees and Time to Degree
- Outcomes
- Produced annually



Doctoral Program Profiles

Public

- GS Website
- Department Website
- Feedback
- Changes / Modifications

[illegible]

Using the Data – Time to Degree

Questioned the validity of the data

- Department size
- Impact of outliers

Questioned the relevance of the data

- Disciplinary Norms
- Necessity of extended apprenticeship
- Job market expectations
- Wary of a one-size-fits all approach

Build Trust, Buy In

Qualifying the Data – Applied Behavioral Sciences

Doctoral Program Profile: Applied Behavioral Science
This program is part of the Department of Applied Behavioral Science in the College of Liberal Arts & Sciences.
Additional information available at <http://www.absc.cu.edu/graduate/>
Notes: The doctoral degree changed from Developmental and Child Psychology to Behavioral Psychology in 2004. Degree data below include students who began in the Developmental and Child Psychology program. Incoming students are expected to complete within 5 years. Median years-to-degree for students who began in the Behavioral Psychology program is 4.5.

Testing the Data – History of Art

Doctoral Degrees Completed			% of Degrees Completed		
Year of Completion	Count	Median Elapsed Years to Degree	Within 5 Yrs	Within 7 Yrs	Within 10 Yrs
FY 2007 - 2009	11	10.3	0.0%	18.2%	45.5%
FY 2010 - 2012	16	8.8	0.0%	18.8%	75.0%

Note: counts do not include students who did not complete a master's degree during the time interval.

Dean's Charge on Time to Degree

Process Implications: Degree Completion Agreements

Allows programs/mentors to set the terms

Requires a structured mentoring plan with timelines, milestones, and consequences

Establishes accountability between the mentor, the student, the department, and the College

Provides faculty reviewers with explicit criteria for review and a mandate to intervene

Applying this Framework to Enrollment Management

University strategic plan
Enhancement of doctoral programs
Focus on doctoral student recruitment

Enrollment-based budgets

Recruitment collaboration team
Point-in-cycle data

Data Tools

Variety of data sources

Focused on:

- Constituent Relationship Manager (CRM)

- Tableau

 - Visual appeal

 - Funnel concept

 - Additional data elements not readily available elsewhere

Prospect (CRM) Example

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Inquiry Form

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Tableau Example

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Tableau Example

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Tableau Example

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Tableau Example

Applied

Image removed

Admitted

Image removed

Enrolled

Image removed

Tableau Example

Applied

Image removed

Enrolled

Image removed

Admitted

Image removed

Looking Forward

Regular prospect and admission updates

Master's Program Profiles & Undergraduate Program Profiles

Retention report

Questions?

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Amanda Ostreko
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University of Kansas
College of Liberal Arts and Sciences
Graduate Degree Completion Agreement

INSTRUCTIONS

PLEASE NOTE: *If you choose to cut and paste text into this form, please make sure it is set at a font size of 10 or less. Larger fonts will not fit properly into the spaces provided. If you need more space for any response, you may attach additional pages to this form.*

Purpose

This Agreement is intended to support good mentoring practice for students whose time to degree has exceeded University limitations. It should be viewed as an agreement among the student, the department, and the College of Liberal Arts and Sciences.

The Graduate Degree Completion Agreement accompanies Time Limit Extension petitions, but it is distinct in its purpose. It must:

- Be discussed and agreed upon by both the student and advisor, and then endorsed by the Director of Graduate Study;
- Clearly and realistically outline expectations and consequences, taking into account past progress, the work that remains, and extenuating circumstances that might impact progress.

Review and Approval Process

1. The Agreement must be submitted with all petitions for a Time Limit Extension that do not already have an Agreement in place. This Agreement replaces previous documentation requirements (student letter, advisor letter, and director of graduate study's endorsement).

2. The faculty sub-committee of the Committee on Graduate Studies will review the Agreement. Changes may be recommended. Their review will weigh the following:

- The proposed completion deadline is realistic given the work to date and what remains
- The timeline for tasks to be completed is detailed and reasonable
- The plan for departmental feedback is sufficient to avoid undue delays to student progress
- The department has provided adequate explanation for any extenuating circumstances that may have hindered progress to degree or are expected to do so in the future
- The consequences for a student's failure to defend by the expected completion date are appropriate

3. If the timeline outlined in this plan exceeds one year, subsequent petitions for a time limit extension must still be filed each year. However, these subsequent petitions must only include the following: 1) a note in the comments field of the PTD indicating that a Completion Agreement is already in place, and 2) verification from each party to the agreement (PDF copies of emails or brief statement signed by all parties) that the terms of the Agreement are being adhered to and the student is on track to complete by the deadline. Once these are provided, review will be fast tracked and departments and students can expect approval of the extension request.

4. Any adjustments to the timeline for tasks should be made in consultation with the student and advisor (or other designated departmental faculty member). As long as these do not impact the expected completion date, it is not necessary to notify the College (COGA).

5. An in-person meeting of the advisor and director of graduate study (and/or other designated departmental faculty members) with the CGS sub-committee is required under the following circumstances:

- The department submits a subsequent Time Limit Extension petition on behalf of the student requesting a modification of the expected completion date previously approved by the CGS, due to the student's failure to make progress as outlined in the Agreement.
- The student has not defended by the date indicated in the Agreement and the department wishes to modify the consequences as established and approved by CGS in the original Agreement.

The division's associate dean will attend these meetings when feasible.

6. In the event an in-person meeting with the CGS sub-committee is scheduled, the student may request a separate meeting with the CGS sub-committee or may submit a letter to the committee to advise its members of any extenuating circumstances that might be relevant to the committee's decision.

Please complete this form in its entirety. It must accompany all Time Limit Extension petitions not already governed by an Agreement.

University of Kansas
College of Liberal Arts and Sciences
Graduate Degree Completion Agreement

1. Student Name _____

2. Department _____

3. Advisor Name _____

4. Please check which Time Limit rule applies to this student:

- ☐ This student is completing a master's degree and has a total of 7 years to complete. His/her time limit will expire at the end of: **(Semester Year)** _____.
- ☐ This student graduated with a master's degree from KU and has a total of 10 years to complete both degrees. His/her time limit will expire at the end of: **(Semester Year)** _____.
- ☐ This student is completing the PhD only at KU and has a total of 8 years to complete. His/her time limit will expire at the end of: **(Semester Year)** _____.

5. The student is requesting an extension to this time limit and is expected to complete and defend the thesis/dissertation prior to the graduation deadline in: (Semester Year)

PLEASE NOTE: Time Limit Extensions may only be granted for a single academic year at a time. However, for the purposes of this Agreement, the advisor and student must be realistic about the actual time required to complete the thesis/dissertation (e.g., two semesters, three calendar years). Feasibility of the timeline will be a key criterion for the review committee. Students or departments will not be penalized for proposing a completion timeline longer than one year if this is deemed necessary and acceptable by the department.

6. Failure to defend by the expected completion date will result in the following:

PLEASE NOTE: The consequences for a student's failure to complete by the date indicated above should be clearly outlined. They may include a one-semester probation followed by dismissal, immediate dismissal, or other penalties of sufficient weight to compel completion. The department reserves the right to recommend probation or dismissal at any time if it determines that the student is not adhering to the terms of this Agreement, or is otherwise failing to make good academic progress.

University of Kansas
College of Liberal Arts and Sciences
Graduate Degree Completion Agreement

7. Current Status of Thesis/Dissertation Work: Please outline in detail the research, writing, or other thesis/dissertation work that has been completed to date and the work that remains.

Work Completed	Work Remaining

8. Extenuating Circumstances: To aid the committee in their review, please explain any factors that have impacted the progress to date (e.g., fulltime employment, illness, changes in research plan or advisor, etc.).

--

University of Kansas
College of Liberal Arts and Sciences
Graduate Degree Completion Agreement

9. Completion Timeline: Referring to the Work Remaining section under #7 above, please provide a list of tasks required to complete your degree and their corresponding deadlines. These steps may include the various stages of research, drafts, revisions, exam/defense, and final submission of all required documentation.

Tasks to be completed by the student	Due Date

10. Feedback Process: Please explain who will provide feedback to the student and with what frequency. If a committee will provide feedback and review of student progress, please explain this process.

--

University of Kansas
College of Liberal Arts and Sciences
Graduate Degree Completion Agreement

11. Additional Information: This space may be used to provide the sub-committee with additional information the department and/or student view as important to the execution of this Agreement.

12. Impact on Departmental Median Time to Degree (Doctoral Students Only): This extension will impact the department's median time to degree for doctoral students, which according to the most recent Doctoral Program Profile is: _____

By signing below, all parties acknowledge that they understand and agree to the processes outlined on the Instructions page and agree to adhere to the expectations outlined in this Completion Agreement.

Student Name: _____

Signature: _____

Date: _____

Advisor Name: _____

Signature: _____

Date: _____

Director of Graduate Study Name: _____

Signature: _____

Date: _____

Best Practices to Facilitate Successful Transition to Graduate School

Carol Shanklin, Graduate Dean, Kansas State University
Lee Williams, Graduate Dean, University of Oklahoma
Clay Wesley, Director of Graduate Student Life, OU

Midwestern Association of Graduate Schools Annual Meeting
Chicago, IL • April 10, 2014



PHASE 1: Post-admit, Pre-decision



KSU: Communication Strategies

- Graduate Program
- Graduate School

KSU: Calling Campaign

- Graduate student volunteers
- Called all U.S. and permanent residents who had been admitted
- Follow up emails sent to all admitted students

KSU

- Scripts
 - Audiences
 - Forms
- Content
 - Welcome
 - Manhattan and housing
 - eID
 - Orientation
 - Assistantship
 - GSC

KSU

- Emails
 - U.S. and permanent residents
 - International
 - Welcome message
 - International student guide

OU Campus Visits

Recruitment Weekend

- 12 departments participated in 2014
- Funding allocated per student on sliding scale (\$200-\$400) with a \$2,000 cap
- Coincides with Graduate Student Research & Performance Day
- Centralized activities with Graduate College while allowing majority time for department
 - Friday: wine reception
 - Saturday: breakfast and campus tour
- Campus tour facilitated by Graduate College Student Ambassadors

Individual Department Campus Visits

- Allows for more flexibility with department admission cycles
- Funded similar to recruitment weekend

OU Campus Visits

Graduate College Student Ambassadors

- Registered student organization on campus
- 16 master's/doctoral students
 - Economics
 - Adult & Higher Education
 - History of Science
 - Meteorology
 - Anthropology
 - Microbiology
 - Math
 - Music
 - Human Relations
- Role
 - Facilitates graduate-focused campus tour program
 - Serves as the advisory board for Graduate Student Life

PHASE 2: Campus Orientation



KSU Campus Orientation



KSU Campus Orientation



OU Campus Orientation

Welcome Week

- 500 incoming graduate students participate each year
 - Welcome Reception & Resource Fair
 - 60 campus/community organizations
 - Graduate Parents Programs Kickoff
 - Brings students with children together to network
 - Taste of Norman Pizza Sampler
 - Over 15 pizza vendors participate
 - Cookout with the Dean
 - 400+ students, faculty and staff enjoy a family-style cookout on Graduate College lawn

*New orientation added for 2014 to become familiar with Graduate College role, processes and staff

PHASE 3: Campus Life



KSU Campus Life

Graduate Student Life

- Activities that promote personal and professional development while encouraging life balance

KSU Campus Life

- Networking
- Professional development workshops
- Career opportunities
- Research forums

KSU Campus Life



OU Campus Life

Graduate Student Life

- Activities that recognize and balance the academic/professional, personal, and community needs of the graduate community

OU Campus Life: Sense of Place

Graduate Student Life

- Social
- Academic
- Family
- Recruiting/Orientation
- Cultural/Special Populations
- Social/Academic/Quality of Life
- Professional Development

OU Campus Life: Sense of Place

Graduate Student Life Schedule

September 1	September 1
September 2	September 2
September 3	September 3
September 4	September 4
September 5	September 5
September 6	September 6
September 7	September 7
September 8	September 8
September 9	September 9
September 10	September 10
September 11	September 11
September 12	September 12
September 13	September 13
September 14	September 14
September 15	September 15
September 16	September 16
September 17	September 17
September 18	September 18
September 19	September 19
September 20	September 20
September 21	September 21
September 22	September 22
September 23	September 23
September 24	September 24
September 25	September 25
September 26	September 26
September 27	September 27
September 28	September 28
September 29	September 29
September 30	September 30

OU Campus Life: Sense of Place

Graduate Student Life Center



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

David M. Rackham
Boeing Company

William R. Graves
Iowa State University

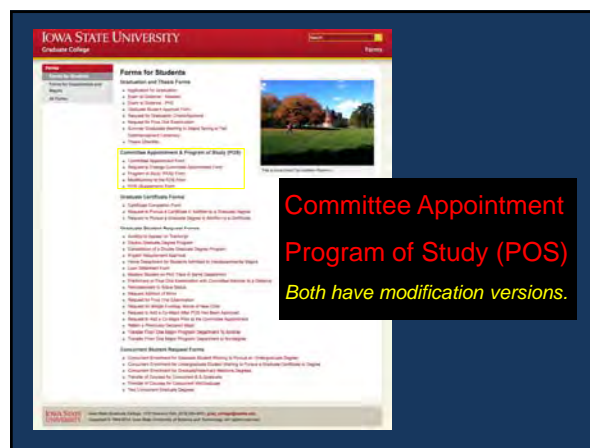
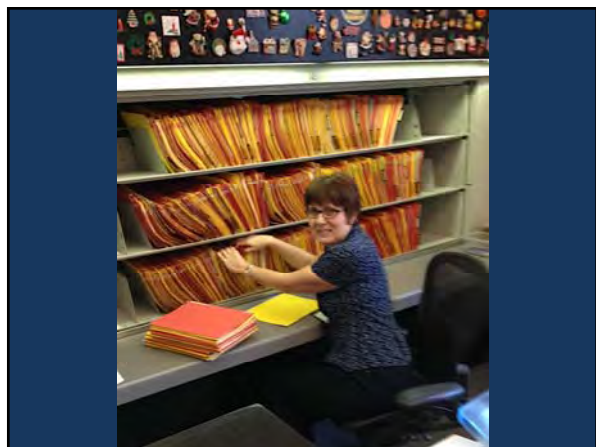


Boeing & Iowa State

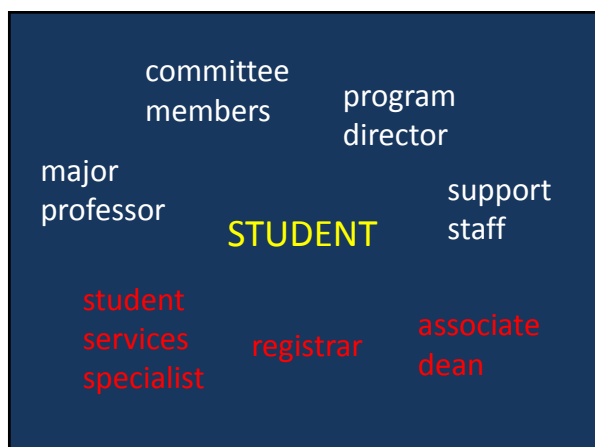
the partnership

Iowa State's Graduate College

4,710 students (33,241)
1,560 graduate faculty
81 Ph.D. – 111 master's – 45 certificate
goal to grow
improve efficiency



**Committee Appointment
Program of Study (POS)**
Both have modification versions.

[illegible][illegible]

PLEASE DO NOT DETACH

Please return the completed POS form along with this attachment to:
 Joyce Moss, Personnel, Room 3111

POS Return Form

To: _____ POS for: _____ Date: _____

Returned for the Following:

Continuing Education

_____Continuing education must be submitted and approved before we can process POS.

1. Degree Program

_____a. Indicate first exam date (Semester and year). Also indicate Pretest for PhD.

_____b. Indicate degree, department/major (specification).

2. Required Course Approval

_____a. Credits have been taken in a term degree student. Do you know that most credits earned under the nondegree options may be applied to a term degree program.

_____b. Complete "New" courses. (Student's necessary)

_____c. Complete "Older" courses for courses for which a grade has been received ("C" grade or our equivalent or a "D")

_____d. Identify creative component course.

_____e. At least a minimum number of research credits must be listed on form.

_____f. At least minimum number of _____ graduate credits must be listed on form.

_____g. The grade of "C" or less is acceptable. 600 grade or a "C" or less for "2" credit (See attached).

_____h. The course _____

_____i. Only graduate credit of "B" or better will be approved for transfer. All transfer hours should be graduate credit taken as a graduate student. "C" or "D" grades for research will be verified by either an "on line" "B" quality or better by the professor in charge of the research.

_____j. Missing approval for courses which will extend the 1 year time limit at the time of program presentation.

_____k. Using the _____ unimpaired exam time, any course taken prior to _____ will need to be _____

_____l. _____ and scores will be _____ indicate how the student will be tested on the _____

_____m. Please submit copies of all transcripts from _____ so that we can verify course credit.

_____n. Verification required for approval to transfer credit courses taken at _____ and undergraduate in POS. Must be "B" quality or better and not used in other undergraduate degree. Contact 210-ETC web to verify and note on record the students that have not met all for the undergraduate degree.

_____o. Other _____

3. Approvals

_____a. Student signature

_____b. Committee member signature

_____c. Departmental/Institutional member signature, minor signature

_____d. Departmental/Institutional member signature

_____e. Co-Major Degree signature

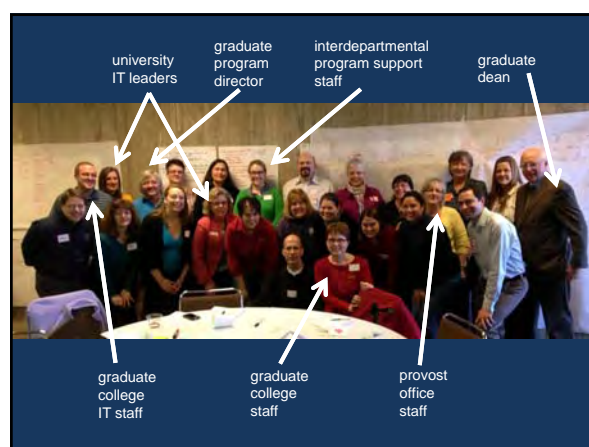
_____f. Co-Major Degree signature

Provost-sponsored Concept

- partner with Boeing; use Lean
- engage partners and stakeholders
- plan and implement new process

Key Events

- Initial visit: 28 February 2013
- 2-day workshop: 28-29 March 2013





current process map



simulating new process



process cycle time
90%

process steps
82%

estimated
annual savings
\$325,000

Why did Boeing Partner with Iowa State?

- Strong cultural emphasis on giving back to our communities.
- Helping educational organizations is an investment in our future.
 - Universities are a key resource for our employees and leaders of tomorrow.
 - Many company executives work closely with or are members of a board of directors.
- This is a new type of investment.
 - Grants are non-recurring typically with a fixed duration impact.
 - Enabling universities to increase their lean expertise has the potential to become an enduring endowment with significant financial impact

What is Lean?

- The relentless pursuit of process improvement by eliminating or reducing non-value added activities often referred to as waste
 - Customers want to pay for perceived value
- Comprises a set of principles and tools that:
 - Views activities from a process / system standpoint
 - Emphasizes empowerment of individuals to lead process improvement
 - Defines value through the eyes of their customers and stakeholders
 - Requires questioning and challenging the status quo
 - Values "try-storming" over brain-storming
- Emerged from manufacturing as a method to increase efficiency and decrease waste through the use of empirical methods
 - Lean concepts have been successfully applied in industries as varied as healthcare, financial services, non-profits, logistics, education, and government.



Lean is a journey where improvement is never-ending

Why did Boeing pursue Lean?

- Our customers are demanding "more for less"
- Shrinking Government budgets – domestic and international and fierce commercial competition have had significant impacts.
- Shrinking margins made funding future growth internally more difficult.
- The regulatory requirements became increasingly more complex
- Our stakeholders expected better performance

Do universities face similar challenges?

Elements of a successful Lean program



Lean requires leadership, strategy, commitment, focus ... and a plan

Our Lean Journey



People Link the System

How Boeing Engaged with Iowa State

- There was a need:
 - Grow Graduate enrollment by 40% without increasing administrative costs.
- Boeing Executive heard of the need and offered lean support.
- Lean Subject Matter Experts provided Lean overview training.
 - Leadership, administration, faculty, and other staff who had potential opportunities for lean pilots were invited.
- Iowa State digested training and internally discussed lean applications.
- Iowa State proposed an initial pilot.
 - Scope was jointly discussed and a formal Charter was developed.
 - "Homework" and other preparations was completed jointly.
- Boeing facilitated a Process Preparation Planning (3P) workshop.
 - Process suppliers, customers, and subject matter experts participated.
 - Potential lean "champions" were invited.
- Iowa State has been actively implementing workshop results.

Process Preparation Planning Highlights

Process Preparation Planning principles were pioneered in Japan but easily crosses cultures and settings.

In the Nakao Method, you:

- Do not judge (good or bad) another person's idea.
- Make every effort to overcome the hurdles in your own thinking in order to generate useful ideas.
- Do not think in limited ways but will make every effort to look at the problem from many angles and especially to get ideas from nature.
- Make every effort to express your ideas openly and not fear the laughter of others.
- Return to your 12 year old mindset and use this style of thinking to generate useful ideas.



Chihiro Nakao

Shingijutsu USA

3Ps have a pre-disposition toward action.



Concept —————> Implementation

Teams drive improvements

- Selecting the right people is crucial
 - Open minds
 - Fresh ideas
 - Diverse Experience
- "Hands-on" people contribute much more than bystanders
- Multiple perspectives from applicable areas is critical
 - Customers
 - Suppliers
 - Various functional disciplines



Define the process steps

- Think of your process in terms of its primary functions

- Guide
- Analyze
- Prepare
- Compile
- Collate
- Display
- Communicate
- Transform
- Duplicate
- Lock
- Separate
- Edit



POS/POSC Form

Name: Amanda Adams
University ID: 142931789

Current Degree Program: _____
Current Degree Program: _____

Degree Sought: _____

Dept	Major	Area of Specialization	Dept	Major	Area of Specialization
1st Major					
Co-Major					
2nd Minor					
Thesis Option					

Expected Completion Date: _____
Expected Graduation Term: _____

Committee: _____
Action Email Address Name: _____ Majors Roll: _____ Outside Minor Member Rep: _____

Program of Study

Courses taken as an undergrad

Action	Dept	Course	Course Title	Credit	Year	Grade	Expiration Year
Total Undergrad Credits: ??? <i>Can be no more than 9 credits</i>							

Courses taken as an undeclared graduate student

Action	Dept	Course	Course Title	Credit	Year	Grade	Expiration Year
Total Graduate Credits: ??? <i>Can be no more than 10 credits</i>							

Transfer Courses:

Action	Institution	How are courses coded?	Course Title	Credit	Year	Grade	Expiration Year
Total Transfer Credits: ???							

Courses taken (or to be taken) as a degree-seeking graduate student

Action	Dept	Course	Course Title	Credit	Year	Grade	Expiration Year
Total Degree Credits: ??? <i>At least 22 credits must be taken at Iowa State for a master's program. At least 36 credits must be taken at ISU for a Ph.D. student.</i>							

The Charter

ISU: Baccalaureate Implementation

Section: _____ Date: _____

Background

The Board of Regents (BOR) has approved the implementation of the POS/POSC form as a means to streamline the process of degree completion. The form will be used to track the progress of students and to ensure that all requirements are met. The form will be used to track the progress of students and to ensure that all requirements are met. The form will be used to track the progress of students and to ensure that all requirements are met.

Objectives

1. To streamline the process of degree completion. 2. To ensure that all requirements are met. 3. To track the progress of students. 4. To ensure that all requirements are met. 5. To track the progress of students. 6. To ensure that all requirements are met. 7. To track the progress of students. 8. To ensure that all requirements are met. 9. To track the progress of students. 10. To ensure that all requirements are met.

Project Deliverables

1. A web-based POS/POSC form. 2. A web-based POS/POSC form. 3. A web-based POS/POSC form. 4. A web-based POS/POSC form. 5. A web-based POS/POSC form. 6. A web-based POS/POSC form. 7. A web-based POS/POSC form. 8. A web-based POS/POSC form. 9. A web-based POS/POSC form. 10. A web-based POS/POSC form.

Performance Goals

1. To streamline the process of degree completion. 2. To ensure that all requirements are met. 3. To track the progress of students. 4. To ensure that all requirements are met. 5. To track the progress of students. 6. To ensure that all requirements are met. 7. To track the progress of students. 8. To ensure that all requirements are met. 9. To track the progress of students. 10. To ensure that all requirements are met.

The Charter

Background

Objectives

Project Deliverables

Performance Goals

Project Scope and Boundaries

Project Team Members

Milestones

The Charter

Project Deliverables

- Implementation of automated alerts to students informing them that POSC/POS must be completed.
- Implementation of a web-based POSC/POS form that is pre-populated with graduate student information, can be filled out in stages, and can be electronically routed to graduate committee members, ISU graduate departments/interdepartmental programs, DOGES, the Graduate College, and other ISU administrative units as needed.
- Implementation of a web-based program audit solution that allows students, committee members, graduate student support staff, and others to easily track a student's progress towards degree completion.

The Charter

Performance Goals

- Redesigned process that enables improved process quality perception by stakeholders with a 30 to 50% increase in capacity using existing resources
- 50% decrease in processing time for POS forms in the Graduate College (2 minutes per form)
- 20% decrease in processing time for Committee Appointment forms in the Graduate College

The Charter

Project Scope & Boundaries

The scope of the project is to implement the alert, eform workflow, and program audit components.

These items are considered out of bounds:

- Policy changes are subject approval by Graduate Council.
- Access to committee members who are not part of the ISU community.
- Real-time incorporation of degree-planning sheets (preset lists of courses for POS) and major-specific paperwork/form requirements.

The Charter

Milestones

Activity	Target Date
Finalize functional requirements - Alerts	December 18, 2013
Start development of Alert processes and POSC/POS data entry form	January 1, 2014
Finalize functional requirements – eform and workflow	Feb 1, 2014
Start development of POSC/POS workflow	Feb 1, 2014
Initial and QA testing - Alerts	Feb 1, 2014
Alerts launch	Feb 15, 2014
Finalize functional requirements – Program Audit	March 1, 2014
Initial testing - eform and workflow	April 1, 2014
Initial testing – program audit	May 1, 2014
Workflow QA testing with early adopters	June 1, 2014
Program audit QA testing with early adopters	July 1, 2014
Workflow Production release for early adopters	July 1, 2014
Program Audit release for early adopters	July 15, 2014
Workflow Full Production release	August 15, 2014

Some Things to Consider ...

- **Lean concepts work everywhere.**
 - Many studies support observations that half of the cost we pay for products is non-value added.
- **Boeing isn't a sole-source supplier of Lean expertise.**
 - Lean Institutes abound.
 - Concepts are "common sense" and can be self-taught.
 - You don't have to spend \$\$\$ on consultants.
- **Many companies have strategic university partnerships.**
- **If looking for help, the answer is "No" unless you ask.**



Prominent Graduate Student Fellowships

Language Training

- Blakemore Foundation Fellowships: <http://www.blakemorefoundation.org/>
- Critical Language Scholarship Program: <http://www.clscholarship.org/>
- Foreign Language Areas Studies Fellowships:
<http://www2.ed.gov/programs/iegpsflasf/index.html>
- Middlebury Kathryn Davis Fellows for Peace:
<http://www.middlebury.edu/ls/finaid/fellowships/kwd>

International Research

- American Institute of Indian Studies Fellowships: <http://www.indiastudies.org/research-fellowship-programs/categories-of-fellowship/>
- Chateaubriand Fellowships in France: <http://www.chateaubriand-fellowship.org/>
- Fulbright-Hays Doctoral Dissertation Research Abroad Fellowships:
<http://www2.ed.gov/programs/iegpsddrap/index.html>
- Fulbright U.S. Student Program: <http://us.fulbrightonline.org/about/fulbright-us-student-program>
- German Academic Exchange Service (DAAD)*: <https://www.daad.org/scholarship>
- Inter-American Foundation Grassroots Development Fellowship:
<http://www.iie.org/Programs/IAF-Grassroots-Development-Fellowship-Program>
- Japan Foundation Japanese Studies Fellowships:
http://www.jfny.org/01132test/japanese_studies/fellowship.html
- National Security Education Program (NSEP) Boren Fellowships:
https://www.borenawards.org/boren_fellowship
- Wenner-Gren Foundation Fellowships for Anthropological Projects:
<http://www.wennergren.org/programs>
<http://www.wennergren.org/programs>

Dissertation Completion

- American Association of University Women (AAUW) Dissertation Fellowships:
<http://www.aauw.org/what-we-do/educational-funding-and-awards/>
- Charlotte W. Newcombe Dissertation Fellowship:
http://www.newcombefoundation.org/scholarship_ddf.html
- Ford Foundation Dissertation Fellowships:
<http://sites.nationalacademies.org/PGA/FordFellowships/index.htm>
- Jack Kent Cooke Dissertation Fellowships: <http://www.jkcf.org/scholarship-programs/dissertation-fellowship-award/>

- Josephine De Karman Fellowships: <http://www.dekarman.org/>
- Mellon Foundation/ACLS Dissertation Award: <http://www.acls.org/programs/dcf/>
- Social Science Research Council (SSRC) International Dissertation Research Fellowships: <http://www.ssrc.org/programs/idrf/>
- Woodrow Wilson MMUF Dissertation Grants: <http://woodrow.org/fellowships/mellon/dissertation-grants/>

Professional Training

- Cultural Vistas Programs: <http://culturalvistas.org/programs-for-students-and-professionals>
- Fulbright-Clinton Public Policy Fellowships: <http://us.fulbrightonline.org/fulbright-clinton-fellowships>
- James Madison Graduate Fellowships: <http://www.jamesmadison.com/>
- Knowles Science Teaching Foundation Fellowship: <http://www.kstf.org/fellowships/faq/>
- Luce Foundation Fellowships (American-Asian Exchange): <http://www.hluce.org/lsprogram.aspx>
- Presidential Management Fellows Program: <http://www.pmf.gov/>

Multi-Year Funding

- Department of Energy Computational Science Graduate Fellowship (DOE CSGF)- <http://www.krellinst.org/csgf/about-doe-csgf>
- Ford Foundation Pre-doctoral Fellowships- <http://sites.nationalacademies.org/PGA/FordFellowships/index.htm>
- Dolores Zohrab Liebmann Fund: <http://fdnweb.org/liebmann/>
- National Defense Science and Engineering Graduate Fellowship Program (NDSEG): <https://ndseg.asee.org/>
- National Science Foundation Graduate Research Fellowship (NSF GRFP): <http://www.nsfgrfp.org/>
- Paul & Daisy Soros Fellowships for New Americans: <http://www.pdsoros.org/competition/>

Miscellaneous

- National Institutes of Health Grants: <http://grants.nih.gov/Grants/guide/>
- Rotary Foundation Peace Fellowships: <https://www.rotary.org/en/peace-fellowships>

**DAAD also has scholarships for language study and more.*

Graduate Fellowship Advising Resources

SPECIFIC RESOURCES FOR FELLOWSHIP ADVISORS

- **Our Favorite Resource: National Association of Fellowships Advisors:** <http://www.nafadvisors.org>. This is a must-have resource for anyone who works in fellowship advising. NAFA was conceived in 2000 and has grown to include a population of fellowship advisors from institutions of all sizes across the U.S. This is a very active organization with regular meetings and conference, an abundance of written advising materials and resources, in addition to a dynamic and informative listserv. Individual and institutional memberships are available, for \$150 and \$200 respectively. NAFA also does an annual Survey of the Profession, which may be helpful if you are trying to define a fellowship advisor role at your institution.
- **Boren Campus Representative Resources:** http://www.borenawards.org/boren_fellows_campus_rep.html. The Boren Fellowship application process does not require that students apply through the institution (like Fulbright and the Boren Scholarship for undergraduates). Despite that, you can still become an official 'campus rep' and gain access to robust resources for advising on and promoting this program.
- **Fulbright Program Adviser Resources:** <http://us.fulbrightonline.org/fulbright-program-advisers>. This is the web portal for Fulbright Program Advisors (FPAs), who are the designated campus representatives for the Fulbright U.S. Student Program. Once you have FPA credentials, you can log in and access advising support, marketing collateral, and power point presentations that can be used to deliver information sessions. FPAs are also able to attend a National Screening Committee (i.e. application review) meeting in their region to see what the review process is like.

UNIVERSITY DATABASES & LISTSERVES:

- **Cornell University Graduate Fellowships:** <http://www.gradschool.cornell.edu/fellowships>. Cornell has developed a search engine that has categories and qualifiers to help students narrow down Cornell-specific and broader external funding sources.
- **Columbia College of New York Database:** <http://www.college.columbia.edu/students/fellowships/catalog>. Columbia College has developed a fellowship database that includes a search filter for location, which could be particularly helpful for students who are looking for specific regional and international research funding.
- **UCLA Grad Fellowships Listserv:** <http://lists.ucla.edu/cgi-bin/mailman/listinfo/gradfellowships-l>. UCLA supports a listserv of nation-wide funding opportunities. A fellowship advisor may want to subscribe to the digest format, cull through opportunities, and forward on to students. Awards vary from smaller supplementary research

and travel grants to large fellowships and postdoctoral positions. UCLA also has a searchable database (GRAPES: <http://www.gdnet.ucla.edu/grpinst.htm>).

- **University of Chicago Graduate Fellowship Database:** http://grad.uchicago.edu/fellowships_funding/fellowship_database/. This database is a more recent initiative within Graduate Student Affairs at the University of Chicago. The database features funding for graduate students at the Master's and PhD level, as well as postdoctoral opportunities. New listings are constantly being added.
- **University of Maryland's National Directory of Scholarships, Internships, & Fellowships for Asian Americans & Pacific Islanders:** <http://www.aast.umd.edu/wp-content/uploads/2012/11/2013-2015-Scholarship-Directory-Web.pdf>. Developed by the University of Maryland's Asian American Studies Program, this document provides a comprehensive look on funding available to Asian Americans and Pacific Islanders.

OTHER FELLOWSHIP LISTINGS SITES:

- **Grant Forward Funding Search Engine:** <http://www.grantforward.com>. Many institutions pay for subscription access to Grant Forward. This is an option that pre-doctoral and MA-level students might find helpful, but it can be complicated. Most of the options for funding it provides are targeted at faculty and postdoc researchers.
- **H-NET (Humanities and Social Sciences Online):** <http://www.h-net.org/announce/group.cgi?type=Funding>. H-NET is a comprehensive resource site for students and scholars in the Humanities and Social Sciences. The searchable database includes announcements of fellowships, grants, seminars, call for papers, postdocs and more. Institutions can also make announcements about any funding opportunities they would like to promote.
- **InfoEd Global SPIN Research Funding Opportunities Database:** <https://infoedglobal.com/solutions/grants-contracts/spin-funding-opportunities/>. InfoEd is another paid subscription service that targets the postdoc population and beyond; graduate students find less success with this option.
- **Michigan State University Libraries:** <http://staff.lib.msu.edu/harris23/grants/3subject.htm>. Michigan State has done an excellent job in putting together a database of opportunities for students, organized by academic level, population group, and subject (discipline). This is a wonderful example of a resource that easy for students to use and grouped into categories that are relevant to graduate students.
- **Pivot Community of Science Funding Database:** <http://www.pivot.cos.com/>. Pivot is one of the best subscription services that an institution can buy access to for students. The searching options are more intuitive and yield very good results for predoctoral and masters-level students. Faculty as well would and do benefit from this site.

- **ProFellow:** <http://www.profellow.com/>. ProFellow is a newer resource still in a private beta edition that targets current student, fellowship alum, institutions, fellowship advisors, and funding agencies. In addition to listing any and all funding opportunities, ProFellow aims to involve fellowship alum by featuring their stories on their website in order to create a network of support for students.
- **Reference Service Press Publications:** <http://www.rspfunding.com/index.html>. Books and other resources sorted by area of study and other student attributes, including information such as deadlines, eligibility, and funding agency websites and contact information.

WRITING RESOURCES

- **National Science Foundation a Guide for Proposal Writing:** <http://www.nsf.gov/pubs/2004/nsf04016/start.htm>. This is a more general document created by NSF to help proposal writers understand the steps that go into preparing a competitive proposal, and also share some advice that others have found useful.
- **The Professor is In Blog:** <http://theprofessorisin.com/>. Often featured by *The Chronicle of Higher Education* and *Inside Higher Ed*, Dr. Karen Kelsky is a former professor who now functions as a professional career and big-picture academic advisor. Her website features resources and opinion pieces relating to a variety of academic issues, and includes a great template for writing successful grant proposals.
- **Purdue University Online Writing Lab (OWL):** <https://owl.english.purdue.edu/>. Purdue's online writing lab is open to all and is an excellent resource for both graduate and undergrad students. It's especially ideal for students to utilize during the early stages of funding proposal writing, in conjunction with any campus writing resource center. English Language Learners will also be able to benefit from the OWL's resources.
- **Scholarly Pursuits (Chapter 5):** http://www.gsas.harvard.edu/images/stories/pdfs/scholarly_pursuits.pdf. This publication was created by Harvard's Fellowship Advisor Dr. Cynthia Verba to provide guidance on fellowship proposal writing, CV crafting, and other professional development considerations.
- **Writing Proposals for ACLS Fellowship Competitions:** http://www.acls.org/uploadedfiles/publications/programs/writing_fellowship_proposals.pdf. Applicants are well-served by going straight to the source (the funding agency) when looking for proposal tips. This a great article outlining valuable tips for Humanities and Social Sciences students applying to ACLS funding. Many funding agencies (especially private ones) have online resources to help applicants prepare a thorough and complete application.



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

Pushpalatha Murthy, Program Director

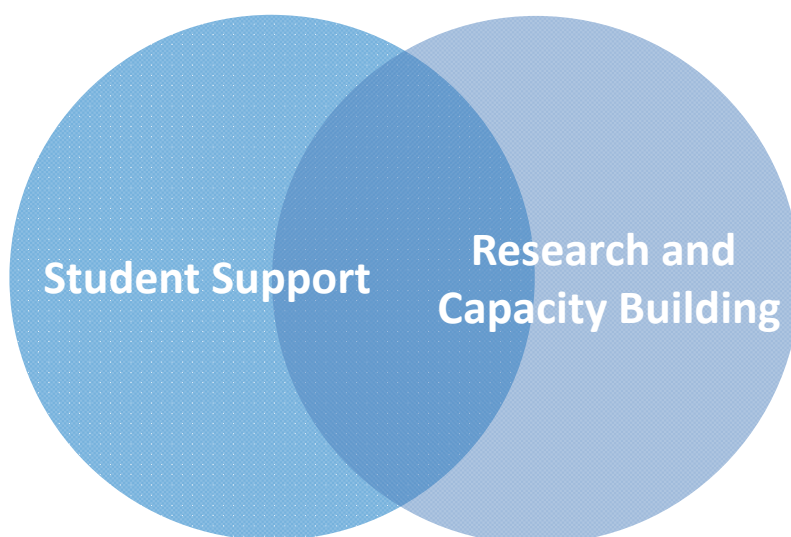
Richard Tankersley, Program Director

Henning Schroeder, CGS/NSF Dean in Residence

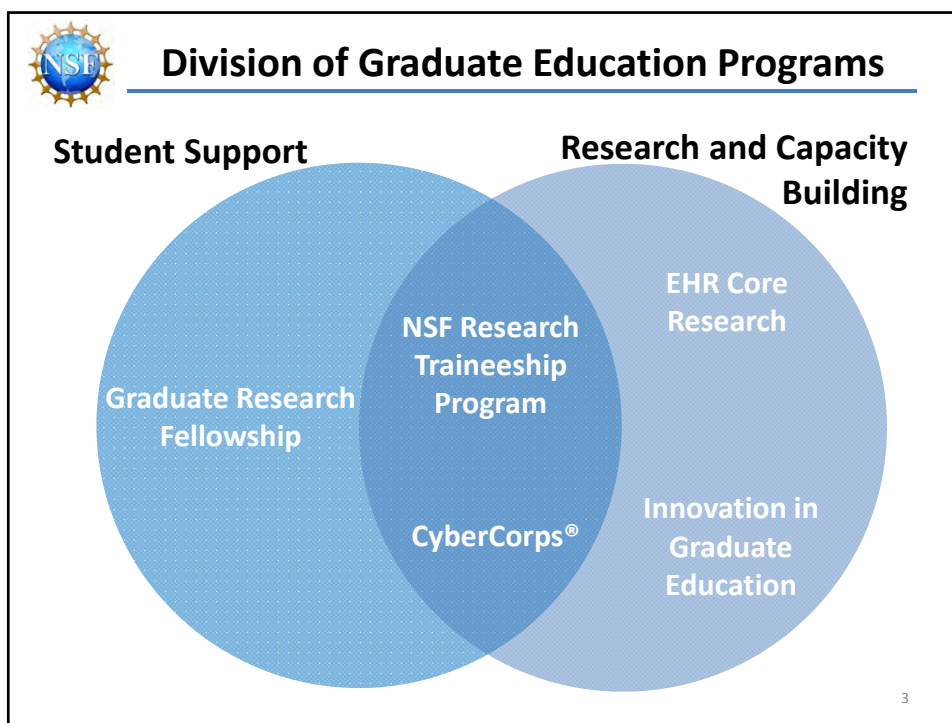
MAGS 70th Annual Meeting



Division of Graduate Education Programs



2



- NSF's largest and longest running program (60+ years)
- 2,000 awards announced on April 1, 2014
- **Career-Life Balance Initiative** (NSF 13-099):
 - Supplemental Funding Requests to GRFP Awards
 - Sustain research of Fellows while on family leave
 - Up to 3 months of personnel salary support (\$12,000 + overhead)
 - Limited 3-month paid leave for Fellows

Contact: GRF@nsf.gov



Graduate Research Internship Program (GRIP)

What is GRIP?

- Provides **GRFP Fellows** with opportunities to develop their professional skills and networks.
- Fellows conduct mission-related, collaborative research projects at **federal facilities** and **national laboratories**.
- **3-year pilot program**
 - FY14: 25 Internships \$125,000
 - FY15: 75 Internships \$375,000

Contact: Brandon Jones (brjones@nsf.gov)



What is GROW?

- Provides international travel allowance to **GRFP Fellows** to engage in research collaborations with investigators in partner countries
 - 3-12 month stays in host countries
 - \$5,000 travel (NSF) plus in-country costs (Host)
- **20 Host Countries and GROWing**
 - Australia, **Brazil**, Chile, **Colombia**, Denmark, Finland, France, **India**, **Indonesia**, Ireland, Japan, Korea, the Netherlands, Norway, **Philippines**, **Senegal**, Singapore, **South Africa**, Sweden, Switzerland.
- Agreements between NSF and counterpart agencies or **USAID**

Contact: Richard Tankersley (GROW@nsf.gov)



NSF Research Traineeship (NRT)

Purpose:

- Create and promote new, innovative, effective, and scalable models for STEM graduate student training
- Prepare scientists and engineers of the future, particularly in emerging STEM fields

Details:

- **Awards:** Up to \$3M over 5 yr (8-10 in FY 2014)
- **Priority research theme:**
 - Data-enabled science and engineering
 - Proposals also invited in other interdisciplinary research areas
- **Deadlines:**
 - Letter of Intent (optional): **May 20, 2014**
 - Full Proposals: **June 24, 2014**

8



EHR Core Research Program (ECR)

Purpose:

- To lay a coherent foundation of theory and research to guide and improve STEM education and learning
- Evidence-based understanding of STEM learning
- Provide funding in **foundational research areas** that are **broad, essential** and **enduring**
- **Proposal Types**
 - Core Research
 - Capacity Building

10



ECR Projects on Graduate Education

STEM Workforce Training: A Quasi-Experimental Approach Using the Effects of Research Funding – examines the impact of different funding structures on the training of graduate students and postdoctoral fellows and the impact on subsequent outcomes. **(Research)**

Bruce Weinberg, Ohio State university

Strategic Integration of MOOCs into Graduate and Professional STEM Programs in 21st Century Research Universities – a workshop to explore pedagogical issues such as the effectiveness of flipped classrooms merged with MOOCs through a rigorous experimental design. **(Capacity Building)**

William Butlar – University of Illinois at Urbana Champaign

13



CyberCorps®:Scholarship for Service (SFS)

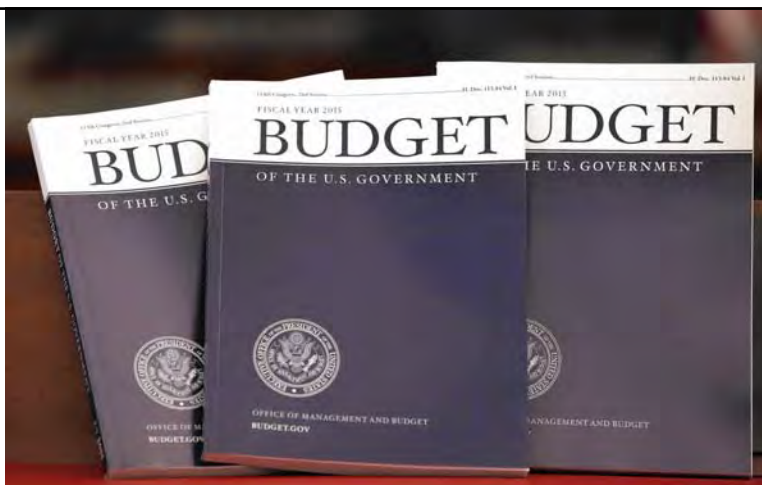
Mission:

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

Tracks:

- **Scholarship Track:**
 - funding to colleges and universities to award scholarships
- **Capacity Building Track:**
 - funds to support curriculum, outreach, faculty, institutional, and/or partnership development.

Contact: Victor Piotrowski (vp Piotrow@nsf.gov)



“NSF will support an ***Innovation in Graduate Education (IGE) track*** to develop and study innovative graduate education models and conduct research needed to inform implementation, adaptability, and scalability.”

INNOVATION IN GRADUATE EDUCATION CHALLENGE

Make your voice heard on STEM graduate education!

Giving Voice to STEM Grad Students



What issues in graduate education could IGE help address?

What innovations are needed in graduate education that IGE could support?

What recommendations do you have for NSF in developing IGE?



TIAA-CREF Asset Management

Real Assets at TIAA-CREF


April 10, 2014




TIAA-CREF Asset Management

Presenter

Jose Minaya
Managing Director



Jose Minaya is a managing director and Head of Natural Resources & Infrastructure Investments for the TIAA-CREF organization. Mr. Minaya's responsibilities include building and managing the Agriculture, Timber, Energy, and Infrastructure investment origination programs, and overseeing TIAA-CREF's relationships with various investor and strategic partners. Most recently, he was Head of Natural Resources Portfolio Management where he was responsible for the organization's agriculture and timberland portfolios. Previously, Mr. Minaya managed transactions involving privately-placed debt and equity. He joined the TIAA-CREF organization in 2004. Mr. Minaya has 20 years of investment experience including positions at AGS Global Investment Group where he was involved in emerging markets equity transactions and the investment banking group at Merrill Lynch where his responsibilities included mergers and acquisitions and private equity transactions. Mr. Minaya holds a B.S. in finance from Manhattan College, where he was a member of Omicron Delta Epsilon, an international economics honor society, and an MBA from Dartmouth College, Amos Tuck School of Business where he was a Robert Toigo Fellow.



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TIAA-CREF Asset Management

TIAA-CREF organization overview

Fortune 100 company providing financial solutions to clients for more than 90 years

- Leading provider of U.S. retirement benefits serving nearly four million participants at more than 15,000 institutions and 27,000 plans
- TIAA is one of only three insurance groups in the United States to hold the highest ratings currently awarded from all four leading independent insurance industry ratings agencies
 - A.M. Best (A++ as of 5/13)
 - Fitch (AAA as of 1/14)
 - Moody's Investors Services (Aaa as of 7/13)
 - Standard & Poor's (Aaa as of 6/13)
- 7,500 employees with offices across the U.S., England and Luxembourg
- A leader in responsible investing

With financial strength and a heritage of integrity, TIAA-CREF offers a wide range of investment capabilities and services.




Co-founder of The Principles

Sustained Excellence Award 2010 & 2011

Partner of the Year Award 2008, 2009 & 2013

The S&P criteria, the downgrade of US long-term government debt limits the highest rating of U.S. insurers to Aaa (the second highest rating available). There is no guarantee that current ratings will be maintained. Ratings represent a company's ability to meet policyholders' obligations and claims and do not keep to variable annuities, mutual funds or any other product or service not fully backed by TIAA's claims-paying ability.



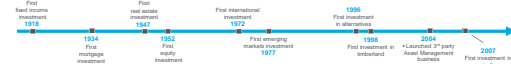
TIAA-CREF Asset Management

An experienced and established asset manager


TIAA-CREF Asset Management provides investors with

- Time-tested investment approach that adheres to sound fundamental principles
 - Active, repeatable portfolio construction and management practices throughout our portfolio
 - Focused on providing pure asset class exposure
 - Long-term investment philosophy that seeks to deliver favorable risk-adjusted returns
- Risk management is embedded in the product design and investment process
- Experienced investment teams with a passion for doing what's in the best interest of our clients
 - Investment professionals with varied backgrounds and experiences, providing perspectives and insights from various angles
 - Centralized research teams comprised of career analysts
 - Commitment to controlling costs for clients through competitive fee structure

More than 90 years of investment experience over multiple market cycles

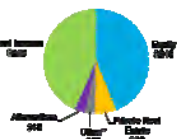


TIAA-CREF Asset Management provides investment advice and portfolio management services for the TIAA-CREF group of companies through our investment advisors including Teachers Advisors, Inc., a registered investment advisor and wholly-owned indirect subsidiary of Teachers Insurance and Annuity Association of America (TIAA), and TIAA-CREF Alternative Advisors, LLC.



TIAA-CREF Asset Management

TIAA-CREF AUM: \$564 billion as of December 31, 2013




Fixed Income		Equity	
Core	Core Plus	U.S.	Emerging Markets
Mortgage-backed	Asset-backed	Global	REITs
High-yield	Emerging Markets	International	
TIPS			

Private Real Estate	
Core	Value-added
Opportunistic	Multiphase

Alternatives	
Agriculture	Private Equity
Energy	Timberland
Infrastructure	

*Other represents consolidated assets not reflected in the asset class breakdowns. The assets in the TIAA General Account, variable annuities, mutual funds and private funds are managed by TIAA, TIAA-CREF Investment Management, LLC, Teachers Advisors, Inc. and TIAA-CREF Alternative Advisors, LLC.




TIAA-CREF Asset Management

Investment capabilities

Capability to manage a variety of other strategies based on clients needs and specifications

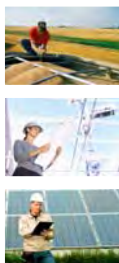
Equity	Fixed Income	Direct Real Estate	Alternatives
Market Cap	Multisector	Multisector	Real Estate
Large Cap	Core	Core	Private Equity
Mid Cap	Core Plus	Core Plus	Timberland
Small Cap	Special Situations	Special Situations	Infrastructure
Micro Cap	Special Situations	Special Situations	Energy
Global	Global	Global	Commodities
Emerging Markets	Emerging Markets	Emerging Markets	
Value	Value	Value	
Income	Income	Income	
High Yield	High Yield	High Yield	
Private Equity	Private Equity	Private Equity	
Real Estate	Real Estate	Real Estate	
Commodities	Commodities	Commodities	
Infrastructure	Infrastructure	Infrastructure	
Timberland	Timberland	Timberland	
Energy	Energy	Energy	
Agriculture	Agriculture	Agriculture	



TIAA-CREF Asset Management

Real assets overview

- Recent markets have prompted investors to seek opportunities outside of traditional investments in alternatives such as real assets, including farmland, timberland, and commercial real estate.
- Real assets have been attractive due to a number of factors, including: strong, competitive returns, diversification benefits and potential protection from inflation.
- A compelling case exists for including real assets in an institutional portfolio.



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TIAA-CREF Asset Management

Real assets investment thesis

Compelling fundamental factors

- Underlying asset values help ensure capital preservation.
- Population growth and urbanization increase demand.
- Natural resources are in finite supply with values rising over time.
- End products meet basic human needs – few substitutes:
 - Agriculture: Food, clothing, biofuel
 - Energy: Heat, fuel, electric power
 - Infrastructure: Foundation for economic development
 - Timber: Building construction, paper products, biofuels

Natural resource investments have historically offered:

- Portfolio diversification
- Potential hedge against inflation
- Competitive returns
- Steady income and potential capital appreciation



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TIAA-CREF Asset Management

How real assets improve traditional portfolios: Diversification

Correlations of real assets, commodities and REITs (1992 – 2012)

	Stocks	Bonds	Private real assets			Public commodities and real estate		
Market Indexes	Russell 3000	Barclays U.S. Agg	NCREIF Real Estate	NCREIF Farmland	NCREIF Timberland	NAREIT	GS&I Agriculture	Timber proxy
Russell 3000	1.00	0.03	0.23	-0.03	0.18	0.58	0.28	0.62
Barclays U.S. Aggregates	0.03	1.00	-0.24	-0.37	0.14	0.14	0.03	-0.09
NCREIF Real Estate	0.23	-0.24	1.00	0.39	-0.05	0.13	0.19	0.03
NCREIF Farmland	-0.03	-0.37	0.39	1.00	0.20	-0.04	0.06	-0.18
NCREIF Timberland	0.18	0.14	-0.05	0.20	1.00	-0.02	0.11	0.02
NAREIT	0.58	0.14	0.13	-0.04	-0.02	1.00	0.22	0.67
GS&I Agriculture	0.28	0.03	0.19	0.06	0.11	0.22	1.00	0.19
Timber proxy	0.62	-0.09	0.03	-0.18	0.02	0.67	0.19	1.00

Indices in the matrix represent the following markets: Russell 3000 index – U.S. public equities; Barclays U.S. Aggregate Bond Index – U.S. investment-grade bonds; NCREIF Real Estate index – privately-held U.S. commercial real estate; NCREIF Farmland index – privately-held U.S. farmland; NCREIF Timberland index – privately-held U.S. timberland; NAREIT index – publicly-traded U.S. real estate companies; S&P 500 Agriculture index – a public index representing a range of agricultural commodities and timber group – a proxy index created by TIAA-CREF that combines the S&P 500 Timber and Forestry Index (2004 – 2012) with the returns of companies representing 4% or more of the index between 1992 and 2003.



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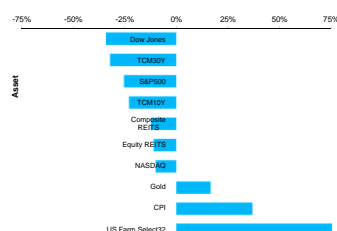
Low or negative correlations to stock and bonds – and to each other.

Illiquid and not exposed to speculative trading in public markets.

TIAA-CREF Asset Management

How real assets improve traditional portfolios: Equity diversifier and inflation hedge

Correlation with Farmland returns 1970 - 2013



Farmland return correlations: Very low with equity, high with inflation.



Source: TIAA-CREF Center for Farmland Research, University of Illinois
It is not possible to invest in an index. Performance for indices does not reflect investment fees or transaction costs.

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TIAA-CREF Asset Management

How real assets improve traditional portfolios: Higher risk-adjusted returns

Performance of real assets, commodities and REITs (1992 – 2012)

	Stocks	Bonds	Private real assets			Public commodities and real estate		
Market Indexes	Russell 3000	Barclays U.S. Agg	NCREIF Real Estate	NCREIF Farmland	NCREIF Timberland	NAREIT	GS&I Agriculture	Timber proxy
Avg Annual Return	8.53%	6.86%	8.02%	11.33%	10.30%	13.40%	2.04%	8.76%
Std Deviation	18.09%	4.28%	9.13%	7.14%	10.69%	22.07%	20.72%	22.28%
Sharpe ratio	0.29	0.81	0.51	1.14	0.71	0.45	-0.06	0.24

Equal or higher returns than traditional stocks and bonds – with lower volatility.

Real assets' attractive risk/return profile is largely the result of illiquidity and lack of availability compared to traditional assets.



Source: TIAA-CREF
It is not possible to invest in an index. Performance for indices does not reflect investment fees or transaction costs.

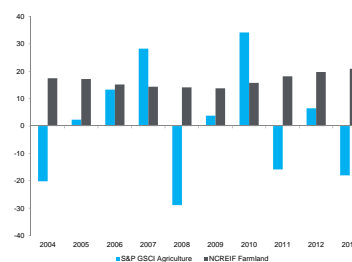
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TIAA-CREF Asset Management

Exposure: private vs. public investments

Comparing returns: Private farmland vs. agricultural commodities



Public investment returns have had higher volatility due to market speculation.



Source: Moninger Direct
It is not possible to invest in an index. Performance for indices does not reflect investment fees or transaction costs.

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TIAA-CREF Asset Management

How real assets improve traditional portfolios: Liability-matching characteristic and inflation hedging

Liability-matching characteristics

- Potential to provide bond-like current income from leasing land and selling commodities.
- Long-term capital appreciation from rising land values to help meet future liabilities.

Strong hedge against inflation

- Long-term returns have far outpaced the inflation rate.
- When inflation rises, commodity prices tend to rise.
 - Rising commodity prices increase profitability of farmland and timberland, causing land value to rise.



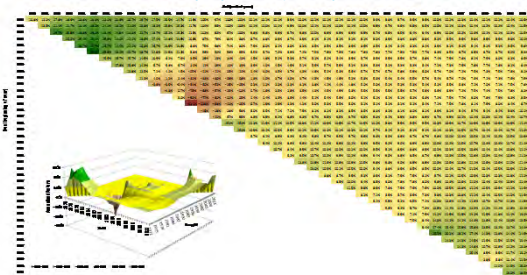
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TIAA-CREF Asset Management

Return characteristics supporting farmland

Stable historical returns in 10% to 20% range, regardless of buy/sell timing



Source: TIAA-CREF Center for Farmland Research, University of Brunei. It is not possible to invest in an index. Performance for indices does not reflect investment fees or transactions costs.

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TIAA-CREF Asset Management

Real assets outlook

Attractive fundamentals and investment characteristics

- Inelastic demand and supply curves drive fundamentals.
 - Global economic development and growing middle class push demand.
 - Finite resources and capital intensity limit supplies.
- Correlations offer powerful diversification potential.
 - Negative or low correlations with traditional asset classes.
 - Positive correlation with inflation for hedging potential.
- Emerging asset class continues to evolve.
 - Definition of real assets is changing.
 - Beta vs. alpha: Exposure depends on desired risk / return profile.
- Real assets should play a key role in driving global economic growth.
 - Agricultural producers will have to double their output by 2050 to meet global demand.
 - More than \$5 trillion in projected investment in U.S. shale and other "unconventional" energy development by 2035.
 - U.S. infrastructure spending needs total more than \$2 trillion¹; U.S. ranks 23rd in infrastructure quality.

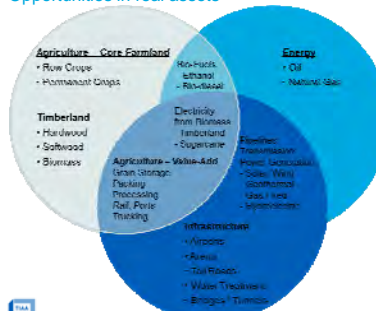


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TIAA-CREF Asset Management

Opportunities in real assets



- Four sub-asset classes provide beta exposure (opening key factor of production).
- Areas of overlap and value chain provide potential to add alpha.



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TIAA-CREF Asset Management

Case study Brazilian farmland: Converting sugarcane into electricity

Brazil is country historically reliant on hydropower

- 80% of electricity generated by dams blocking rivers in the Amazon River basin.
 - By comparison, 16.7% of the globe's electricity comes from hydro sources.
- Hydropower can be fickle and unreliable, particularly during dry seasons.
- Brazil will be on the world stage for the 2014 World Cup and 2016 Olympics.
 - Need to address power deficiency by adding 6,000 megawatts of electricity-generating capacity each year to keep up with demand.
- Harvesting an investment opportunity.
 - Brazilian government has increasingly turned to sugarcane waste product, bagasse, that can be processed into biofuel to address energy problems.
 - TIAA-CREF's portfolio in Brazil includes farmland investments that have the capability to grow crops that will produce biofuels such as ethanol and bio-diesel.



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TIAA-CREF Asset Management

Case study Tapping China's rising affluence through hardwood timber

Demographic changes have enormous implications in China because of population size and economy.

- Burgeoning middle class and rising standards of living driving increase in consumption of resources.
 - In China, much of the population stores wealth in residential real estate.
 - Upscale home furnishings are a popular way to demonstrate wealth.
 - Hardwood timber is needed to meet this demand.
- Growing trees to meet demand.
 - Asia timber industry is comprised primarily of softwood production.
 - Hardwoods are abundant in the U.S.
 - Growing trees for emerging economies such as China helps balance portfolio diversification and correlation with the U.S. housing market, while accessing areas of fast-growing wealth.



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TIAA-CREF Asset Management

Case study Almonds: Harvesting value beyond the farm

Population growth and food production needs driving demand for protein rich crops such as almonds.

- Almonds are largely grown in California's Central Valley.
 - CA almond industry has seen dramatic growth in recent years due to demand from developing markets such as China and India.
 - Producers have increased plant acres, choosing to harvest almonds over other crops to address demand.
 - Scarcity of land coupled with demand for nut land – including almonds, pistachios, and walnuts – has resulted in increased value of these lands in California's Central Valley.
- Owning the land and the process.
 - TIAA is one of the largest growers of almonds in the world.
 - Portfolio has exposure across the value chain by owning processing facilities that produce, market, store, and transport almonds worldwide.



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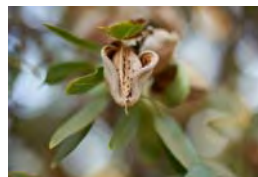
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TIAA-CREF Asset Management

TIAA's real assets portfolio by the numbers

In 2012, TIAA-CREF produced enough almonds to:

- Go around the world $8\frac{1}{4}$ times
- Fill the fair territory at Yankee Stadium a foot deep

X $8\frac{1}{4}$ 

16,651,678 pounds



1 ft deep



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TIAA-CREF Asset Management

TIAA's real assets portfolio by the numbers

In 2012, TIAA-CREF produced enough wine grapes to:

- Fill an Olympic swimming pool 10 times
- Make over 32 million bottles of wine



39.9 tons



X 10



X 32 million



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TIAA-CREF Asset Management

TIAA's real assets portfolio by the numbers

In 2012, TIAA-CREF produced enough apples to make 13 million apple pies.



45,622 bins



X 13 million



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TIAA-CREF Asset Management

TIAA's real assets portfolio by the numbers

In 2012, TIAA-CREF produced enough pistachios to equal the weight of 612 African Elephants.



7,339,273 pounds



X 612



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TIAA-CREF Asset Management

Important information

Visit www.tiaa-cref.org/realasset for more information

TIAA-CREF Asset Management
730 Third Avenue
New York, NY 10017-3206
212 490-5000 Extension 23-7183

This material is prepared by TIAA-CREF Asset Management and represents the views of Heather Davis, Jose Minaya, and Tim Hopper as of April 2014. These views may change in response to changing economic and market conditions. The material is for informational purposes only and should not be regarded as a recommendation or an offer to buy or sell any product or service to which this information may relate. Certain products and services may not be available to all entities or persons.

Past performance is not an indicator of future results.

Real asset portfolios are subject to certain risks, such as market and investment style risk, fluctuations in property values and commodity prices, political risks and currency volatility, higher expenses or lower income than expected, and potential environmental problems and liability.

TIAA-CREF Asset Management provides investment advice and portfolio management services to the TIAA-CREF group of companies through the following entities: Teachers Advisors, Inc., TIAA-CREF Investment Management, LLC, TIAA-CREF Alternatives Advisors, LLC and Teachers Insurance and Annuity Association (TIAA). TIAA-CREF Alternatives Advisors, LLC is a registered investment advisor and wholly owned subsidiary of Teachers Insurance and Annuity Association (TIAA).

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Welcome to Program G.R.A.D.
(Graduate Recruitment for Achieving Diversity)



MAGS/ETS Award for Excellence and Innovation in Graduate Education

Cherell Johnson
314-977-2245
Cjohns82@slu.edu

Diana Carlin
314-977-3279
dcarlin1@slu.edu

Invitation to college for Program GRAD 2014

Dear:

Saint Louis University is excited to invite your students from, _____, to our second annual Program G.R.A.D (Graduate Recruitment for Achieving Diversity) recruitment weekend. Students are invited to this program based on their expressed interest in continuing their education and pursuing a post-baccalaureate degree. This program is designed to give students from diverse backgrounds an opportunity to explore the opportunities of a graduate education through workshops, student and faculty panels, and hands on experiences.

Program G.R.A.D. will be held Wednesday, March 26- Saturday, March 29, 2014. The schedule of events is listed below:

Wednesday, March 26: Arrive and Register (by 4:30pm), Welcome Dinner

Thursday, March 27: Breakfast with the Vice Presidents, Networking workshop, Campus Tours, Attend Graduate Class, Graduate Fair

Friday, March 28: Meet with Graduate Faculty, Financial Aid Panel, GRE/MCAT/LSAT preparation, Goal Statement workshop

Saturday, March 29: Program Evaluation, Reminder of Expectations, Q&A, Departure (12:00 pm)

We hope you can help us extend this invitation for this all-expense paid program, including travel, lodging and meals to your students! Please visit our Website to find out more information about Program G.R.A.D. and the application form for students who want to attend this year's program, <http://slu.edu/graduateeducation/program-grad-2014>.

Below you will find an informational flyer. The application deadline for Program G.R.A.D. is **February 10, 2014**. The direct link to the application can be found at, <https://docs.google.com/forms/d/1uNp8zizA4japJCfASDxL6YyOagvrnD98phCWGkCe6cM/viewform>

If you have any questions or concerns regarding Program G.R.A.D, please feel free to contact Cherell Johnson at cjohns82@slu.edu or [314-977-2245](tel:314-977-2245).

We look forward to meeting your students at Program G.R.A.D!

Sincerely,

Diana B. Carlin
Associate Vice President, Graduate Education and International Initiatives

Cherell M. Johnson
Master's Candidacy Advisor



**MARCH 26-29, 2014
SAINT LOUIS UNIVERSITY**

Program GRAD is an all-expense paid recruitment weekend. Its mission is to provide early exposure to the processes and preparation for attending graduate school to first generation and underrepresented college juniors through workshops, and hands-on experiences.

"I do not believe I would be in the MSW program at SLU if it had not been for Program GRAD. Having a mentor to go to when I needed help or have questions is invaluable. Meeting with other students like me, who may not have always had it easy but still working hard to be pioneers in their families was also a big plus!"

**-Karissa Anderson
GRAD Scholar 2012**

For information and to apply,
please contact :



Students in Program GRAD will:

- Meet current graduate students
- Meet graduate faculty members
- Tour SLU's campus
- Attend graduate level classes
- Attend workshops covering:
 - * Personal Goal Statement
 - * GRE preparation
 - * Financing graduate school...

and much more!

**Cherell Johnson
Saint Louis University
221 North Grand Blvd.
DuBourg Hall, Room 450
St. Louis, MO 63103
314-977-2245
cjohns82@slu.edu**

[http://slu.edu/graduateeducation/
program-grad-2014](http://slu.edu/graduateeducation/program-grad-2014)

Sponsored by Saint Louis University- Office of Graduate Education

Application Form for Program GRAD 2014

Edit this form

Program G.R.A.D. 2014- Application *Application Deadline- February 10, 2014*

Program G.R.A.D. (Graduate Recruitment for Achieving Diversity), is workshop with a mission to provide early exposure to undergraduate students from under-represented areas to the processes and preparation for attending graduate school. If you have any questions or concerns, please do not hesitate to contact Cherell Johnson at 314-977-2245 or cjohns82@slu.edu

Application Deadline- February 10, 2014

* Required

Name *

Please list first and last name

Gender *

☐ Female

☐ Male


Ethnicity/Race

Email Address *

Please provide the email address that is most often used

Phone *

Volunteer Application- Sent to all current graduate students

 Edit this form

Volunteer for Program G.R.A.D. Wednesday, March 26- Saturday, March 29, 2014

* Required

First Name

Last Name

Contact Information- Email *

Contact Information- Phone

Degree Program

For Example: MA- Higher Ed.

I am available to volunteer Wednesday, March 26

- ☐ Pick up from airport and train station (valid drivers license required for SLU vans)
- ☐ Welcome/Registration Table 5:00-7:00 pm
- ☐ Set up 5:00-7:30 pm
- ☐ Clean up 7:30-9:00
- ☐ Transport to banquet hall to hotels (valid drivers license required for SLU vans)
- ☐ Whatever is needed
- ☐ Other:

I am available to volunteer Thursday, March 27

- ☐ Transport from hotel to banquet halls 8:00-9:00-(valid drivers license required for SLU vans)
- ☐ Breakfast Set Up- Pere Marquette Gallery 8:15 am
- ☐ Transport from Main Campus to Hotel Room (4:00-4:30) and (5:00-5:30)- (valid drivers license required for SLU vans)
- ☐ Set up for Graduate Fair (4:00-5:30)
- ☐ Welcome/Registration Table for Graduate Fair (4:30-7:00))
- ☐ Clean up for Dinner 7:30-9:00
- ☐ Transport students to hotel rooms 8:00-(valid drivers license required for SLU vans)
- ☐ Whatever is needed
- ☐ Other:

I am available to volunteer Friday March 28

- ☐ Transport students from hotel to banquet halls (8:00-9:00)
- ☐ Transport students from campus to hotel rooms and back (5:00-6:30)
- ☐ Dinner and Q&A with Students 6:30
- ☐ Clean up 7:30
- ☐ Transport students back to hotel (7:30-8:00)
- ☐ Whatever is needed
- ☐ Other:

I am available to volunteer Saturday, March 29

- ☐ Transport students from hotel to banquet halls (8:00-9:00)
- ☐ Breakfast Set up 8:30-10:30
- ☐ Assist with Certificate Ceremony (9-11:30 am)
- ☐ Transport to Airport
- ☐ Clean up 10:30-12
- ☐ Whatever is needed
- ☐ Other:

If you volunteer during breakfast, lunch or dinner you are welcome to stay for a meal. Please let us know if you need a vegetarian option.

- ☐ No
- ☐ Yes, vegetarian

Never submit passwords through Google Forms.

CHERELL JOHNSON'S SCHEDULE FOR PROGRAM G.R.A.D. 2012

Day 1- November 8 (Thursday)

6 p.m. Welcome reception -Il Monastero

- Welcome and Introduction: Dr. Diana Carlin, Associate Vice President for Graduate Education and Professor-Communication Studies
- Speaker: Jay Goff, Vice President for Enrollment and Retention Management

Day 2- November 9 (Friday)

8:00 a.m. Breakfast & Welcome- Il Monastero

- Explanation of program objectives
- De-briefing on the day's activities

9:00 a.m. Structured activities

- Meet with Graduate Program Director/Admission for Prospective Program
 - 9:00 am- Dr. Karen Myers, Student Personnel Administration, Fitzgerald Hall, Room 123
- Campus Tour
 - 10:15 am
 - Meet in the Bush Student Center near the bookstore on the 1st floor

11:30 a.m. Real Talk Lunch- Sinquefield State Room- Dubourg Hall, Room 404

- Lunch with current graduate students to get a "real" perspective of life of a graduate student, expectations and experiences.

1:00 p.m. Structured Activities -Teglar Hall Room 104

- 1:00 -2:00 Graduate Faculty Panel of graduate expectations
 - Ness Sandoval, PhD- Assistant Professor in Sociology and Criminal Justice
 - Jamel Bell, PhD- Assistant Professor in Communication
 - Janet Barber, PhD- Associate Dean for Graduate Education in Arts and Sciences and Associate Professor in Biology
 - Aaron Taylor, JD- Assistant Professor in the School of Law
 - James Bast, MBA- Assistant Dean and Director of Business Master's programs

CHERELL JOHNSON'S SCHEDULE FOR PROGRAM G.R.A.D. 2012

- 2:00-2:30 Enrollment and Retention Management- Graduate Admission
 - Emily Anstoetter, Admission Counselor
- 2:30-3:00 Enrollment and Retention Management-Financial Aid Literacy
 - Shawn McCaw, Student Financial Services Coordinator

3:00-3:15 p.m. Break

3:15 p.m. Workshops- Teglar Hall Room 104

- 3:15- 4:45 Information session on GRE/MCAT/LSAT preparation
 - Samantha Townzen, Campus Manager for Kaplan
- 4:45- 5:20 Professional Goal Statement workshop
 - Dr. Joseph Weixlmann- Graduate Program Director, English

5:30-6:30 p.m. Break

6:30 p.m. Dinner- Fun and Fellowship- Sinquefield Room, DuBourg Hall 404

- GSA
- Funding Opportunities for Graduate Students (RA-TA-GA, Fellow)
- Cross Cultural Center
- Games with prizes – Family Feud

Day 3- November 10 (Saturday)

8:00 am Hotel check-out. Must be out before breakfast.

9:00 a.m. Breakfast & Wrap-up- IL Monastero

- Completion of Program Evaluation
- Final Q & A
- G.R.A.D. Charge
- Reminder of Expectations
- Certificate Program for G.R.A.D. Scholars

11:30 am Pick up and travel home!

**Thank you for being for attending the Inaugural Program G.R.A.D, and
Congratulations, G.R.A.D Scholars!!!**

Cherell Johnson Agenda for Program GRAD 2014

Wednesday March 26, 2014

12:00-3:00 pm: Program Participants Arrive to St. Louis, MO

6:30 pm: Dinner- **II Monastero Banquet Hall (St. Louise Room)**

- Introduction, Pre-Survey, Games, Ice Breaker, Program Objectives Overview; Cherell M. Johnson, M.A.

Thursday March 27, 2014

8:15-9:00 am: Van Transport from Hotel to DuBourg Hall (Group 1 will begin)

9:00 am: Welcome Breakfast Reception - **Pere Marquette Gallery (DuBourg Hall, 2nd Floor)**

- Welcome and Introduction; Diana Carlin, PhD- Associate Vice President for Graduate Education & International Initiatives and Professor-Communication
- Guest Speaker; Stefan Bradley; PhD- Associate Professor- History
- Networking Workshop; Susan Gale, LPC- Career Services

10:30 am: Campus Tour

12:00 pm: Lunch- **Refectory Hall (DuBourg Hall, Room 157)**

- GRAD Scholars 2012 panel ; Karissa Anderson, Christina Burton, Malik Brown, Reginald Whitted

1:15-2:00 pm: Graduate Admission Presentation- **DuBourg Hall, Room 117**

- Brianne Mueller- Program Coordinator

2:30-4:00 pm: Real Talk Student Panel-**Busch Student Center, Rooms 253 A&D**

- Current Graduate Students; Michael Hankins (STEM), Jasmine Brown (Social Science), Caress Dean(Health Professional), Richard Morales (Humanities), Gina Augsburg (Non-traditional), Sanam Mehta (Business)

4:00-5:00 pm: Break- *Can retreat to hotel room to change for graduate fair or remain in BSC*

5:30-9:00 pm: Graduate Fair and Dinner- **Refectory Hall (DuBourg Hall, Room 157)**

- Graduate Fair 5:30-6:45 pm
- Dinner will be served at 6:45 pm
- Wrap up/ Expectations for Friday

Cherell Johnson Agenda for Program GRAD 2014

Friday, March 28, 2014

Wear Program G.R.A.D T-shirts

8:15-9:00 am: Hotel Pick up to DuBourg Hall (Group 2 will begin)

9:00 am: Breakfast - **Pere Marquette Gallery (DuBourg Hall, 2nd Floor)**

10:30 am: Appointment with Program of Interest

- **Higher Education Administration, Dr. Karen Myers, Fitzgerald Hall, Room 123**
- *Give yourself time to travel to your appointment and back to DuBourg Hall for lunch*

11:30-1:00 pm: Graduate Faculty Panel Luncheon: **Sinquefield State Room (DuBourg Hall 4th Floor)**

- Dr. Jan Barber (STEM), Dr. Jamel Bell (Social Science), Mr. James Bast (Business),
Dr. Jonathan Smith (Humanities), Dr. Denise Hooks-Anderson (Medicine)

1:30-5:00 pm: Graduate Workshops: **Busch Student Center Rooms 352/353**

- GRE Workshop- Kaplan, Brittany Mahesh
- Personal/Professional Goal Statement- Kaplan ,Brittany Mahesh
- Financial Aid/ Financing Graduate School – Shawn McCaw, Student Financial Services Coordinator
- Funding Opportunities for Post-Baccalaureate Education- Dr. Duane Smith, Director of Post- Baccalaureate Scholarships and Fellowships

5:00- 6:00 pm: Break *Can retreat to hotel room or remain in BSC*

6:30-9:00 pm: Dinner: **Sinquefield State Room (DuBourg Hall 4th Floor)**

- Dinner with Current Graduate Students
- Quick Review
- Game Night- Family Feud

Saturday, March 29, 2014

Hotel Checkout/Van Pick up- 8:30-9:15 am (Group 1 will begin)

9:00 am: Breakfast: **Allied Health Professional Building- Multipurpose Room 3040**

- Post Survey
- Grad Scholar Charge
- Certificate Program



SAINT LOUIS UNIVERSITY

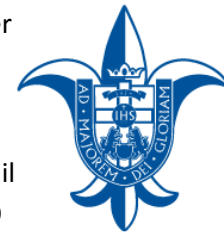
Application Fee Waiver

Cherell Johnson

For successful completion of Program G.R.A.D. (Graduate Recruitment for Achieving Diversity)

This voucher is applicable only to the student's name above for a one time application fee waiver for the value of \$55.00 valid only for admission applications to Graduate Education programs (Law and Medicine graduate programs have separate application fees and processes).

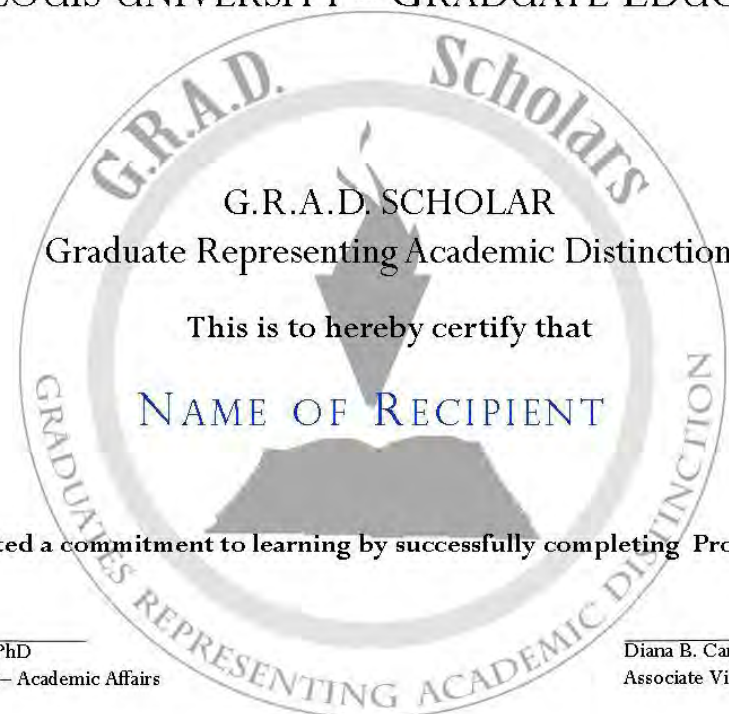
To redeem your voucher, please complete your application through Graduate Admission and mail your application waiver to: One North Grand Boulevard, Dubourg Hall, Room 150, St. Louis, MO 63103 or fax to 314-977-7136



SAINT LOUIS
UNIVERSITY

CERTIFICATE OF COMPLETION

SAINT LOUIS UNIVERSITY - GRADUATE EDUCATION



G.R.A.D. SCHOLAR

Graduate Representing Academic Distinction

This is to hereby certify that

NAME OF RECIPIENT

Has demonstrated a commitment to learning by successfully completing Program G.R.A.D.

Ellen Harshmann, JD PhD
Interim Vice President- Academic Affairs

Diana B. Carlin, PhD
Associate Vice President- Graduate Education

11/10/2012

Date

Program G.R.A.D. Budgets

2012		Notes
Vans	360	
Parking Passes	120	
Hotel	3100	8 rooms at Hotel Ignacio for 2 nights
Travel	5000	More students came by bus and lived closer to St. Louis
T-shirts	425	
Food and Drinks	3000	
Gifts and Prizes	100	
Staples-Paper Supplies	150	
Snacks- Target	200	
	12455	

2014		Notes
Vans	840	Additional vans and Additional Day
Parking Passes	50	Less students commuted back and forth
Hotel	3150	13 room for 3 nights at Water Tower Inn
Travel	9700	All students came by plane or lived in STL
T-shirts	500	
Food and Snacks	3500	
Gifts and Prizes	105	
Staples- (Snacks and paper products)	350	
Shuttle	495	
Imos Pizza/Lunch for Hampton students	60	
	18750	

*Congratulations G.R.A.D. Scholars
(Graduates Representing Academic Distinction)*



Mastering the Humanities: Growing, Diversifying, and Sustaining Humanities Education

Patricia Mooney-Melvin, PhD, Associate Dean, Project Director
Samuel A. Atttoh, Dean, Graduate School

*Midwest Association of Graduate Schools
Annual Meeting
Chicago, IL, April 11, 2014*

Supported through a grant from the MAGS/ETS
Award for Excellence and Innovation in Graduate
Education



Preparing people to lead extraordinary lives

Brief Overview of Graduate Programs

- Total Enrollment: 15,446
- 5,789 Graduate & Professional students
- 1,575 graduate students (786 doctoral and 789 Master's).
- 28 doctoral programs, a Doctorate in Bioethics, and 47 master's programs.
- More than 600 graduate faculty members located across three campuses
- Mission focus: social justice, ethics, and expanding knowledge in the service of others.



Preparing people to lead extraordinary lives

The Humanities at Loyola

- 229 Humanities students
- Four Doctoral Programs
 - English
 - History
 - Philosophy
 - Theology
- Eight MA Programs
 - Digital Humanities
 - English
 - History
 - Philosophy
 - Public History
 - Social Philosophy
 - Spanish
 - Theology



Preparing people to lead extraordinary lives

The Humanities Challenge: Vision, Education, and Career Pathways

- Persistent belief of Humanities graduate programs/professional organizations that humanities education = careers in academe
- Job crisis of 1970s too short to engender widespread re-envisioning
- Result: new crisis that has raised questions about the validity of the Humanities, graduate education in the Humanities, and ability of the Humanities to respond to change
- Additionally, current concerns about "lack of career pathway transparency" and changes in the higher education landscape – given issue new intensity and demand defining both new vision and creative curricular design that assumes multiple professional outcomes



Preparing people to lead extraordinary lives

Project Frame: Career Pathways



- Best expressed our view of the educational journey
- Find "alternative careers" or "alt-ac" ultimately offensive and limiting in terms of educational process and ultimate outcomes
- Project includes focus on both co-curricular professional development and curricular revision



Preparing people to lead extraordinary lives

Project Goals: The Big Picture

- Examine Humanities' education from recruitment stage to post-graduate experience
- Address opportunities and challenges facing Humanities' disciplines
- Create a Humanities Institute in the Graduate School to sustain and further develop curricular as well as research initiatives and programming for students and faculty



Preparing people to lead extraordinary lives

Phase 1

- Data collection
 - Student surveys and focus groups
 - Faculty surveys and focus groups
- Student Workshops
- Faculty Development



Preparing people to lead extraordinary lives

Data Collection

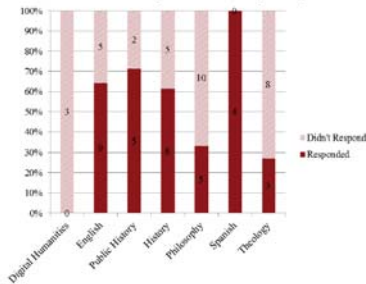
- Data is essential to various elements of the project: recruitment, programming, curricular design
- Two surveys to date: first semester students and graduating students
- 1st semester response rate: 51%
- Graduating response rate: 36%



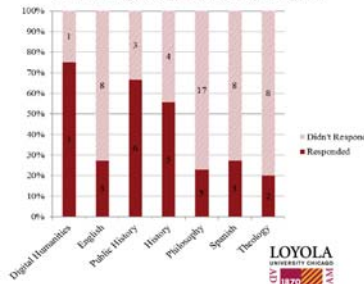
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Data Collection: Response Rates

First-Year: Response Rates by Program



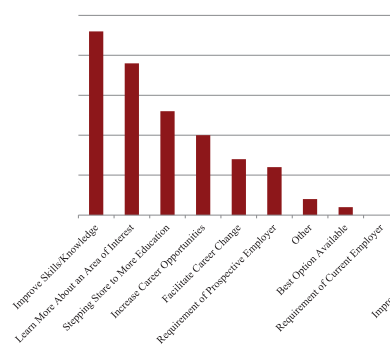
Graduating: Response Rate by Program



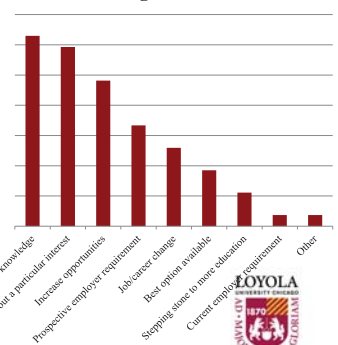
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Data Collection: Main Reasons for Enrolling in Program

First-Year Students



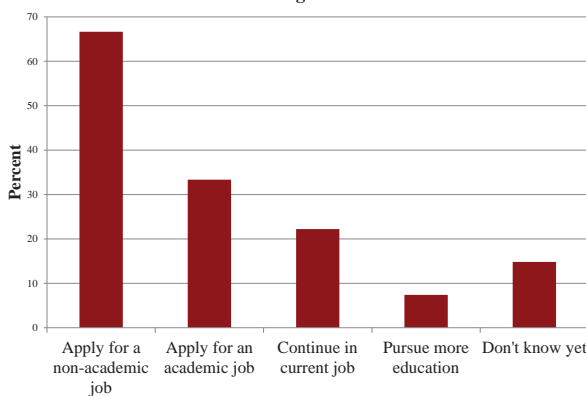
Graduating Students



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Data Collection: Post-Graduation Plans

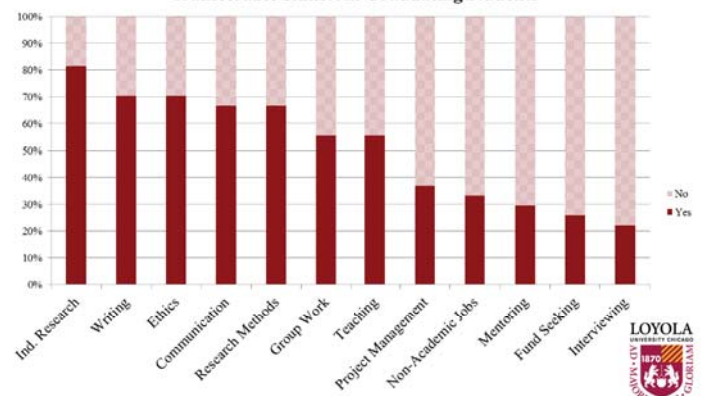
Graduating Students



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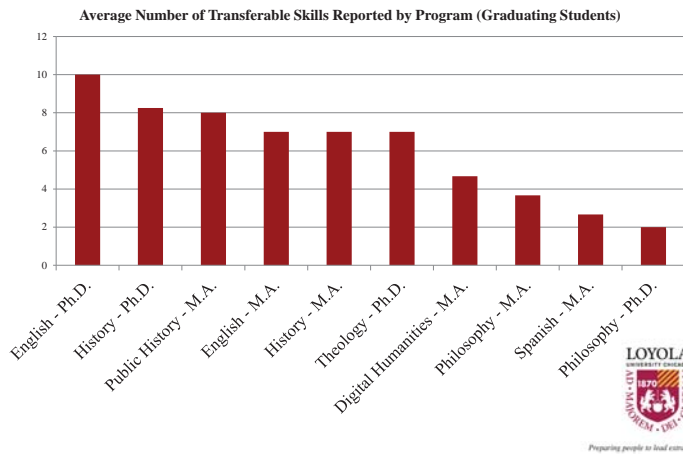
Data Collection: Transferable Skills

Transferable Skills: All Graduating Students



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Data Collection: Transferable Skills



Student Workshop: Project Management Consideration of Transferable Skills

- Premise: Humanities graduate students need to integrate discipline specific knowledge and skills with professional ones
- Workshop focused on providing project management experience and building collaboration skills
- Asked to identify transferable skills
- Findings:
 - Considerable confusion between skills and attributes
 - Gained ability to making planning process explicit and articulate what they brought to the process – able to see how disciplinary learning informed the process and acquired new skills



Preparing people to lead extraordinary lives

Upcoming Projects – Phase I

- Student and faculty focus groups
- Another student project management workshop
- Faculty workshop: curricular design



Preparing people to lead extraordinary lives

Phase II

- Use data gathered to enhance recruitment and shape new initiatives
- Continue student and faculty professional development
- Curriculum Planning
- Alumni survey to further inform programming and curricular design
- Submit proposal for Humanities Institute located in the Graduate School



Preparing people to lead extraordinary lives

From Local to Global: Forging Campus-Wide Partnerships as an Approach to Building New Programs

John Lubker, Associate Dean of Students
Mimi Beck, Program Director – Graduate Student Life

1

Outline

Part One: How to forge campus wide partnerships as an approach to building new programs

Part Two: The Professional Development Program: Case Study #1

Part Three: Graduate Student Life: Case Study #2

Wrap-up with questions and dialogue

2

Quick Survey of the Attendees

Audience Poll – institutional profile?

- Full time vs. Part time
- Public vs. Private
- Rural vs. Urban
- Commuter vs. Residential
- Centralized vs. Decentralized Graduate School
- Predominantly PhD, Masters, Professional Degrees

Notre Dame

- Full time, urban, private, residential, centralized, PhD

3

Quick Survey of the Attendees

Audience Poll – programming for grad students?

- Robust
- Adequate
- Non-existent
- Expanding
- Working towards expanding
- Planning on expanding
- Not expanding

4

Introduction

How did we get here?

- Mission of the University
 - Preeminent research university
- Not just an undergrad institution
 - Student affairs
- Push and support from dean(s)
- \$ put into increasing stipends, health insurance

5

Forging Campus Wide Partnerships as an Approach to Building New Programs

Key Principles

1. Reliance on existing rather than new resources
2. Benefits of coordination and collaboration across units
3. Importance of maintaining the independence of each partnering unit
4. Added value of common branding
5. Incentives that can be used as buy-ins to this approach

6

Forging Campus Wide Partnerships as an Approach to Building New Programs

Application of these 5 principles create

- Vibrant teams that
 - use shared marketing
 - capitalize on existing programs
 - leverage current personnel
 - collaborate across units
- Highly visible University-wide programs that promote the personal and professional development of graduate students and post-doctoral scholars
- And these are our stories...

7

Case Study #1



PROFESSIONAL DEVELOPMENT

8

Professional Development Program

Mission

- To enhance the academic training of graduate students and postdoctoral scholars within the spires of research, teaching, career and ethics
- Our workshops, seminars, classes and events facilitate growth in these areas
 - Professional Development Team
 - Represents a partnership among units on campus that provide services for graduate students and postdoctoral scholars

9

Professional Development Team

- Office of Research
- Kaneb Center
- Writing Center
- Graduate Student Union
- Center for Social Concerns
- Institute for Scholarship in the Liberal Arts
- Reilly Center for Science, Technology, and Values
- Hesburgh Library
- Alumni Association
- GSU Professional Development
- Center for Social Concerns
- English for Academic Purposes
- Kroc Institute
- The Graduate School
 - Assoc. Dean of Professional Development
 - Assoc. Dean of Students
 - Graduate Career Services
 - Grants and Fellowships
 - Program Manager

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Professional Development Program

Offerings

- Listed on a common integrated calendar
- [Event catalog](#) details over 75 reoccurring events
 - Testimonials, pictures, promo posters
- Common registration and feedback system
 - Track attendance at every event
 - Share summaries of the professional development activities of graduate students and postdoctoral scholars to departments and programs
 - Important to create buy in and support
 - Upload events attended in Academic iNDEX

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Event Attendance 2010-2013

	Career	Ethics	Research	Teaching	Prof Dev	Total
2010-2011 (N = 54 events)	153	18	178	338	231	918
2011-2012 (N = 104 events)	308	208	552	397	531	1996
2012-2013 (N = 140 events)	321	240	503	562	399	2025

12

Professional Development Program

Logo and common marketing

- Established a global branding for professional development that benefits all partners



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Professional Development Program

Tools created to facilitate professional development

- A [checklist](#) of activities that provides a guiding framework around which our workshops are organized
- A [road map](#) that emphasizes that match between transferrable skills and career paths

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Professional Development Program

Meeting individual goals and responsibilities partnering units

- independently set their own slate of workshops
- design their own events

Coordination from the team prevents duplication and offers opportunities for collaborations that result in new programming

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Professional Development Program

Role of the Graduate School*

- Graduate School offers services that build cohesiveness
 - Including building the calendar
 - Marketing the events
 - Maintaining registration and feedback systems
 - Compiling attendance reports

*No formal reporting structure that connects the partners

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Professional Development Program

How we use our time:

- Team meets weekly
 - Share details about their individual events
 - Discuss common issues
 - % sign up vs. attend; marketing; increasing number of international students
 - Brainstorm new ideas
 - Things found online; books worth reading; leadership development
- Main agenda item to focus our effort
- Provides a community that supports the individual efforts of the partnering units

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Case Study #2



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Graduate Student Life

Mission

- The mission of Graduate Student Life is to enhance the educational experience of and quality of life for Notre Dame students pursuing advanced degrees.
- Focus on Wellness & Community

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Graduate Student Life

Connecting ND Grad Students to:

- A healthy & vibrant community
- Resources & programs to support their success & wellness
- The Notre Dame experience & mission

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Graduate Student Life

Structure & Tools

- Partnership between Student Affairs and the Graduate School
- Provide centralized resources for communication, programming, advocacy and assessment
- Examples: logo, [website](#), [newsletter](#), calendar, tracking & assessment

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Graduate Student Life

Grad Life Team – Campus Partners

- Health Services
- Counseling Center
- RecSports
- Campus Ministry
- International Student Services
- Center for Social Concerns
- Student Activities
- Food Services
- Residential Communities
- Graduate Student Union
- Academic Programs
- Library
- The Graduate School

Key Accomplishments

- Inaugurated Notre Dame Graduate Student Appreciation Week
- Developed a Five-Year Strategic Plan for Graduate Student Life
- Inspired Departmental Initiatives: Campus Ministry, CSC, Grad Clubs

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Graduate Student Life

Graduate Student Appreciation Week

- 25 Campus Partners
- 40 Events
- 2600+ Participants

Highlights:

I ♥ Grad Students Buttons
Learn to Curl
Stadium & Tunnel Tours
Mary Poppins Movie & Tea Party

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Graduate Student Life

Grad Life Grants

- Guidelines & Purpose
 - Build community across academic lines
 - Promote wellness across multiple dimensions
 - Foster creativity and leadership
- Funding shared with GSU
- Tools & systems for management & assessment

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Graduate Student Life

Grad Life Grants

Grant Recipients	Events	Participants	Funding
CYCLE 1			
University Village Healthy Living Series	3	70	2000
Mental Wellness Workshop Series	2	65	1150
Women in STEM Lunch Series	7	294	4200
The Real Me Project 2.0	5	65	1280
ND International Spouse Club	4	88	1320
Neuroscience Journal Club	11	162	2000
Totals	32	744	11950
CYCLE 2			
Women in STEM Lunch Series	12	540	1000
Women in STEM Socials	5	160	1700
Islam Awareness Week	4	120	2000
Mind, Body, Refresh!	17	498	2000
University Village Healthy Living Series	6	165	1000
Triple C: Camping, Climbing, Cameras	23	598	2000
Totals	67	2081	9700

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Graduate Student Life

Grad Life Grants - Highlights

[Women in STEM](#)

[Islam Awareness Week](#)

[Triple C](#)

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Graduate Student Life

Looking Forward

- **Budget Planning Process**
- **Dedicated Facility Space**
- **5-Year Strategic Plan**

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Thank you

Websites



Professional Development

http://graduateschool.nd.edu/professional_development/

Graduate Student Life


<http://gradlife.nd.edu>


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Financial Literacy: The Millennial Challenge

Midwestern Association of Graduate Schools
Annual Meeting
April 11, 2014





Show of hands...

		
Justin Timberlake	Cameron Diaz	Oprah Winfrey
Generation Y 1979 - 1994	Generation X 1965 - 1978	Boomers 1949 - 1964

2

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3

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4

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Time magazine – 2013
“The Me, Me, Me Generation”

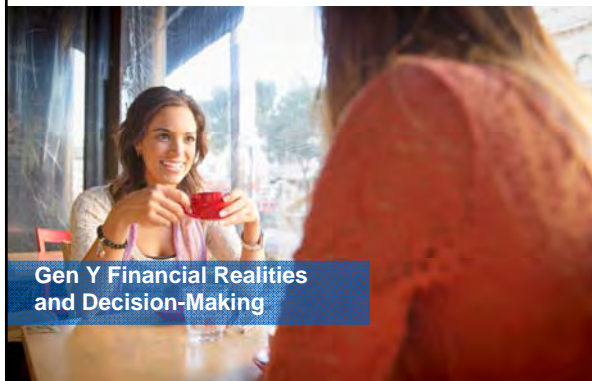
On Gen Y: “lazy, entitled, selfish, and shallow... narcissistic personality disorder is nearly three times as high for people in their 20s”

5

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 <p><i>Time</i> 1 1900: “twentysomething”</p> <p>On Gen X: “They would rather hike in the Himalayas than climb a corporate ladder... the 18-to-29 group scornfully rejects the habits and values of the baby boomers.”</p>	 <p>New York 1 1976 “The Me Decade”</p> <p>On Boomers: “They begin with... Let’s talk about Me. They begin with the most delicious look inward; with considerable narcissism”</p>	 <p>The Atlantic Monthly 1 1907 “Why American Marriages Fail”</p> <p>On the Lost Generation: “The latter-day cult of individualism; the worship of the brazen calf of the Self.”</p>
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6

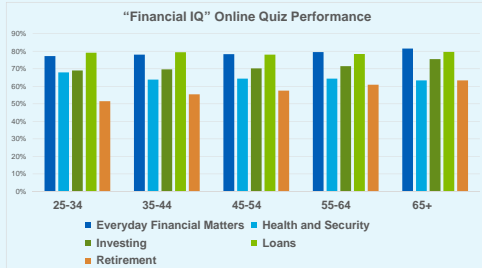


Gen Y Financial Realities and Decision-Making

Financial literacy: How far behind is Gen Y?

8

Not as far behind as we may think



9

Many Gen Ys are financially cautious— saving what they can, delaying life milestones



86%

86% of Gen Y feels that savings are part of their "definition of success."

(The Futures Company, 2012)



↓30%

Average Gen Y credit card debt is down 30% since 2007

(FICO analysis, Jan 2013)



37%

Homeownership rate for 25-34 year olds, down from 47% pre-recession

(US Census Bureau, 2011)



45%

45% of recent college grads moving back home for stronger financial footing; up from 31% ten years ago.

(Pew Research, 2013)

10

Student debt continues to rise, with many graduating seniors facing significant burdens

\$29,400



average student debt in 2012

Source: Project on Student Debt, 2013

11

Job opportunities are limited

10.9%
unemployment

53%
underemployment

Source: The Atlantic, 2012

12

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In early retirement decisions, Gen Y chooses the path of least resistance

58%
Of Gen Ys default into retirement plans

46%
Say they'll never trust the stock market

Sources: TIAA-CREF Portfolio analysis, Richardson, 2013; MPS Investor Sentiment Survey, 2013

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What can we do to help?

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- Invest in digital communications.
- Understand the benefits *and* limitations of social media.
- Address present-day needs.
- Restore confidence in investing.
- Explore peer-to-peer mentoring and parental influence.

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The Millennial Challenge | MAGS Annual Meeting 2014

American Millennials Spend 25 Hours / Week Online

8 HOURS ON SOCIAL MEDIA

90% have a mobile phone

They spend **14%** more time on their phones vs. Older Generations

- 86% Facebook - social scene, content source
- 28% Instagram - sharing + creative expression
- 27% Twitter - news and celebs; facebook overflow
- 19% Pinterest - creativity and inspiration

They watch **~300** Online Videos/Year

Sources: Y1 Cross Channel Study, 2012; WSL/Strategic Retail 2012; eMarketer, 2012; Experian, 2012; Statista, 2011; Comscore, 2012; Pew 2012

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What can we do to help?

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Discussion

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TIAA CREF



What might your degree be worth?

What degree level do you want to pursue?

☐ Associate's

☐ Bachelor's

☐ Master's

Choose your field of study:

Choose an occupational area:

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TIAA CREF

PERSONAL STORIES

HEAR WHAT SOME REAL PEOPLE DID TO MAKE THEIR FINANCIAL GOALS A REALITY



IF YOU SAVE IT, IT WILL GROW: BUILDING A 5-FIGURE SAVINGS

What does it take to build a 5-Figure Savings Account? These people did it, and they've got some insight on what worked for them.

1/

The Millennial Challenge | MAGS Annual Meeting 2014

TIAA CREF



Thank You



Midwestern Association of Graduate Schools

An Affiliate of the Council of Graduate Schools

Chicago attractions near the Magnificent Mile Double Tree

300 East Ohio Street

Available dinner options:

- Streeterville (the neighborhood of the hotel)
- [D4](#). 345 E. Ohio Street. (Irish pub, good food and beer).
- [Timothy O'Toole's Pub](#). 622 N Fairbanks Ct, Chicago (Around the corner from the hotel. It is a beer and burger place).
- [Indian Gardens](#). 247 E Ontario St #2, Chicago, IL 60611.
- [Emilio's Tapas Sol y Nieve](#). 215 East Ohio Street.
- River North (just the on the other side of Michigan St.)
- [Jake Melnicks](#). 41 E Superior St, Chicago. (Sports pub type place, on the other side of Michigan St. – but again a 10/15 min walk or 5 second cab ride)
- [Eatery](#). 43 E. Ohio St. (This is the hot new place in Chicago! New! Italian Market with mini restaurants and wine tastings inside).
- [Quartino's](#) . 626 N. State St. (A very short cab ride or a 20 min walk)
- Also in that immediate area on State St.: [Weber Grill](#) (The restaurant is run by the people who make the grills)
- [Cantina Laredo](#) (A fancy Mexican restaurant, and they make the guacamole right at your table which is fun)
- [Rockbottom Brewery](#) (Does exist in other cities, brews their own beer, and has a stellar beer garden on the roof, if it is warm enough to be open).
- Chicago Deep Dish Pizza: Uno's (the original / Due is caddy-corner – EXPECT A WAIT)
- [Lou Malnati's](#) (a tad bit further away – still 10 min cab ride)
- [Gino's East](#) (actually in Streeterville).

Nearby typical tourist traps: [Hard Rock Café](#)

- [Rainforest Café](#)
- The Rock and Roll McDonald's
- [Portillo's](#).
- [Gibson's Steakhouse](#): 1028 N Rush St, Chicago, IL 60611.

Wine Bar:

- [Disotto Enoteca](#). 200 E Chestnut St, Chicago, IL 60611

Popcorn / Chicago Attraction:

- [Garret Popcorn](#). 625 N Michigan Ave, Chicago, IL 60611 and 600 E Grand Ave (in Navy Pier).

Entertainments:

- [Navy Pier](#). 600 E Grand Ave, Chicago, IL 60611 (The outside activities will not be open due to winter, but the restaurants and shops will be open).
- [Water Tower Place](#)/ Magnificent Mile Shopping
- Old Marshal Field's Building.
- The Bean / Millennium Park
- Art Institute of Chicago: Open extended hours on Thursday nights (till 8). Sometimes have a Friday after dark event.
- Hancock Building / [Signature Room](#) (95th floor – super pricey –if you go, it is less expensive to go for a drink and take in the view, rather than paying for the cost of the viewing deck.) Immediate
- [Museum of Contemporary Art](#) - Streeterville.
- [Cubs VS Pirates at Wrigley](#) – April 8-10th.
- [Sox VS Indians at US Cellular](#) – April 10-13th

Useful tips for navigating Chicago:

- [Opentable.com](#) – book restaurants online or on smart phone app.
- [Uber](#) – calls Cab or Black Car / Town Car for you to use – uses the GPS on your phone and stores credit card information, so you don't need to worry about cash to give the driver. Also – fare quotes.
- [Hot Tix](#) – Day of tickets (frequently at a discount) - one location in the old Water Works (on Michigan Ave).

Theater for April 9-12th:

- Second City: http://www.theatermania.com/chicago-theater/shows/the-second-citys-improv-all-stars_300037/
- http://www.theatermania.com/chicago-theater/shows/best-of-the-second-city_300458/
- Blue Man Group: http://www.theatermania.com/chicago-theater/shows/blue-man-group_336/
- Million Dollar Quartet: http://www.theatermania.com/chicago-theater/shows/million-dollar-quartet_144686/
- Jeff Dunham at the Chicago Theater, April 11th: <http://zoovila.com/event/jeff-dunham-in-chicago-511211>

Transcending Local to Global: Trends in Graduate Education

Wednesday, April 9, 2014

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

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

3-3:30 p.m.

Break

La Salle Foyer

3:30-4:30 p.m.

Concurrent Sessions

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

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

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

Innovative Approaches to Graduate Assessment

State I

William Abler and Scott Day, University of Illinois Springfield

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

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

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

Huron

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

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

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

5:45-6:30 p.m.

Reception

State & Foyer

Sponsored by ProQuest

6:30-9 p.m.

MAGS Banquet & Distinguished Master's Thesis Award

La Salle Ballroom

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

Thursday, April 10, 2014

7 a.m.-5 p.m.

Registration

La Salle Foyer

7-8 a.m.

Breakfast

La Salle II

Committee Meetings

La Salle II

8-8:30 a.m.

Networking

La Salle II

8:40-10 a.m.

Plenary Session

La Salle I

Theater Delta Presents:

Cultivation: An Interactive Theater Performance on Faculty Mentorship

Ben Saypol, Director of Theater Delta

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

10 a.m.-5 p.m.

Exhibits

State & La Salle Foyer

10-10:30 a.m.

Break

La Salle Foyer

10:30-11:30 a.m.

Concurrent Sessions

Beyond Orientation: Connecting Students throughout their Academic Careers

State II

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

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

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

Huron

The Story of the University of Kansas Doctoral Program Profiles

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

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

Best Practices to Facilitate Successful Transition to Graduate School**State I***Carol Shanklin, Dean, Kansas State University and Lee Williams, Dean, University of Oklahoma*

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

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

Luncheon & Business Meeting**La Salle II****MAGS/ETS Award for Excellence and Innovation in Graduate Education****MAGS Excellence in Teaching Awards***Maria Di Stefano, MAGS Chair, Truman State University**Pawan Kahol, Pittsburg State University, MAGS/ETS Award for Excellence and Innovation in Graduate Education Committee Chair**Nan Russell Yancey, Lewis University, MAGS Excellence in Teaching Awards Committee*

1:30-2:30 p.m.

CGS President's Reflections on Graduate Education**La Salle I***Debra Stewart*

2:30-2:45 p.m.

Break**La Salle Foyer**

2:45-4 p.m.

Plenary Session**La Salle I****Graduate Education and the National Scene***Beth B. Buehlmann, Vice President of Public Policy and Government Affairs at CGS**Moderator: Jackie Huntoon, Michigan Technological University*

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

4-5 p.m.

Concurrent Sessions

Lean Principles in a Graduate College: A Case Study in Progress**Huron***David M. Rackham, Boeing Corporation and William R. Graves, Iowa State University*

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

Increasing Visibility: Marketing your Masters Programs**State II***Susan Cramer, Dean of Graduate Studies and Greg Wypiszynski, Director of Graduate Studies; University of Wisconsin Oshkosh*

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

Increasing Student Success in Competitive Fellowship Competitions**State I***Jessica Smith, University of Chicago and Marie Khan, University of Illinois-Chicago*

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

5-5:45 p.m.

Special Session**Superior****New Developments in Graduate Education – A Dialogue Between the Graduate Community and NSF***Richard Tankersly, Pushpa Murthy, National Science Foundation; Henning Schroeder, CGS/NSF Dean in Residence*

6-7:30 p.m.

Reception**State & La Salle Foyer***Sponsored by TIAA/CREF*

7:30-9:30 p.m.

MAGS Board Dinner**Off-site***Maria Di Stefano, MAGS Chair, Truman State University*

Friday, April 11, 2014

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

9-10:15 a.m. Concurrent Sessions

MAGS/ETS Award for Excellence and Innovation in Graduate Education

Huron

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

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

Patricia Mooney-Melvin, Loyola University Chicago

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

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

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

10:15-10:30 a.m.

Break

La Salle Foyer

10:30-11:30 a.m.

Special Session TIAA-CREF

La Salle I

Financial Literacy: The Millennial Challenge

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

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

11:30 a.m.

Meeting Adjourns

Maria Di Stefano, MAGS Chair

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

MAGS Executive Committee Meeting

Huron

Jessica Horowitz, MAGS Chair

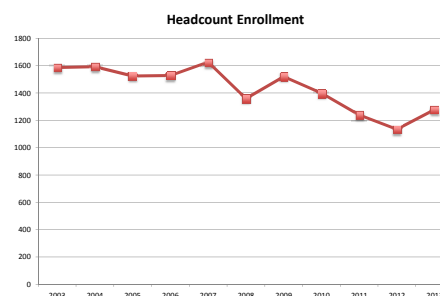
Increasing Visibility: Marketing Your Masters Programs

April 10, 2014
Mid-West Association of Graduate Schools
Annual Conference

Susan Cramer, PhD -- Dean of Graduate Studies
Greg Wypiszynski, MS -- Director of Graduate Services
University of Wisconsin Oshkosh
Oshkosh, WI



What is the problem?



Our Solution: Advertising (Fall 2013 Media Blitz)

*It was time to stop our tradition of being
"the best kept secret"*

Shhhhhh.....
Shhhhhh...
Shhhhhh.....
Shhhhhh...

Pre-Media Blitz Advertising

- Program fact sheets
- Program brochures
- Some social media presence
- Radio ads and outreach information sessions, 2001-2
- Grad School Fest, established Spring 2011
- "Taste of Oshkosh" participation, Fall 2012
- "Tent City" participation, Fall 2012
- Call to Action card, Fall 2012
- Enrollment Projection Plans, Spring 2013

Why Advertising?

- Advertising let's people know that you have something important to offer.
- When advertising two key points to remember are:
 - It takes 7 "touches" to sell something
 - The student life-cycle is: (1) awareness, (2) inquiry, (3) application, (4) acceptance, (5) enrollment, (6) retention, and (7) alumni.
- The purpose of our Fall 2013 Media Blitz was to increase our visibility. With increased visibility it was anticipated that graduate program inquiries, applications and enrollment would increase.

Outdoor Advertising

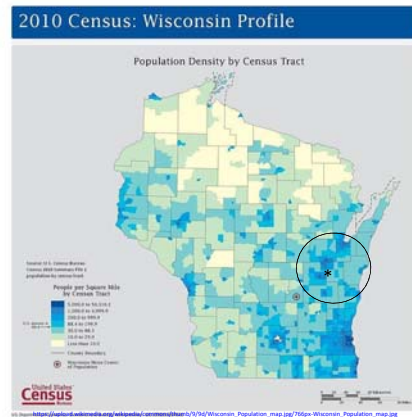
(to drive viewers to our website)



	Sept	Oct	Nov	Dec	Cost/Month	Total Cost
Awareness Raising Tactics						
Outdoor Advertising (10 wks)						
Green Bay(5)						\$5,861
Appleton(5)						\$5,861
Oshkosh (1)						\$1,172
Fond du Lac (2)						\$2,344
Hwy 21(toward Ripon) (1)						\$1,172

We are in
Northeast
Wisconsin

- Build awareness
- 7 touches
- Even with online programs students select schools that are geographically close.



Motion media: Local, 30 Second Ads

<http://www.uwosh.edu/gradstudies/student-profiles/01-meet-our-students>

- Movie Theatres
- TimeWarner cable
- AT&T Uverse Monday & Tuesday Night Football

	Sept	Oct	Nov	Dec	Cost/Month	Total Cost
General Advertising						
Regional Theatres						
Marcus Hollywood 14 - Appleton					\$1,240	\$3,720
Marcus GB East 12 - Green Bay					\$1,120	\$3,360
Marcus Oshkosh 12 - Oshkosh					\$1,120	\$3,360
Marcus Campus 1 - Ripon					\$100	\$300
Marcus East Appleton					\$1,240	\$3,720
Handling Charges						\$450
TV Ads						
Time Warner						\$0
Monday & Tuesday Night Football, AT&T Uverse						\$3,300
113 30-second commercials						IMC

Online ads

(all advertising was designed to drive people to our website)

- Banner ads (targeted demographics)
- Search Engine ads (Google, Yahoo, Bing)
- Facebook
- Websites reviewed for key word searching, search engine optimization

	Sept	Oct	Nov	Dec	Cost/Month	Total Cost
Tactics to Drive Inquiries						
Online						
Facebook					\$1,500	\$30,000
Search Engine PPC Ads (Google, Yahoo, Bing)					\$1,500	IMC
Time Warner Banner					\$4,999	IMC

Sample search on December 26

Paid advertising for top hits....

graduate school Oshkosh

Web Images Maps Shopping More Search tools

About 369,000 results (0.44 seconds)

Ads related to graduate school Oshkosh

Accredited Grad Schools - 2013 Graduate Schools in Oshkosh
www.campuscorner.com/Oshkosh
Accredited Programs - Apply Today!
Psychology - Business Administration - Healthcare & Nursing - Criminal Justice

New degree for a new year - uwosh.edu
www.uwosh.edu/gradstudies
Achieve more in 2014 with a UW Oshkosh master's degree.
University of Wisconsin Oshkosh has 1,485 followers on Google+
9 800 Algoma Blvd., Oshkosh, WI - (820) 424-1223

Click and you get -->

Home > Achieve More > New Year, New Degree

A LIFE-CHANGING NEW YEAR'S RESOLUTION

Each new year brings with it changes and opportunities to make new decisions.

This year, choose to pursue **graduate-level education** at UW Oshkosh through a **graduate certificate, master's degree or doctorate.**

Discover the benefits of **graduate study** and what makes **UW Oshkosh** a great place to earn your degree:

- Explore your passions
- Enhance your employment opportunities
- Develop new skills
- Increase your salary

Learn more about why **UW Oshkosh** is the right choice for you and the employment outlook for **graduate degree holders.** Request more information today >>>

REQUEST INFORMATION

Jen Kaiser - Graduate Studies

<http://www.uwosh.edu/gradstudies/achieve-more/new-year-new-degree/new-degree-for-a-new-year.htm>
source=Google&204&word=Oshkosh_medium=pc&utm_content=new%20year&utm_campaign=Graduate%20Study%202014&204Marketing%20Campaign&204&gclid=504&utm_medium=pc&utm_source=Google&204&word=Oshkosh

Sample search on April 3, 2014 Paid advertising for top hits....

UWO GradSchool Fest 2014 - uwosh.edu
www.uwosh.edu/gradstudies
 Attend the April 24 GradSchool Fest open house at UW Oshkosh. University of Wisconsin Oshkosh has 1,531 followers on Google+
 9,800 Algoma Blvd., Oshkosh, WI - (920) 424-1223

Graduate and Postdoctoral Studies - Western University
grad.uwo.ca/ - University of Western Ontario
 Gateway to graduate studies at Western - a leading research-intensive university in Canada with more than 70 masters and 30 doctoral programs.

Programs
 Computer Science - Prospective Students - MPH - Biology M.Sc.

Applying
 Admission Requirements - Application - Admission Decision

Prospective Students
 Prospective Students, Western University, Graduate Studies ...

More results from uwosh.edu

Graduate Education - Western University
www.uwo.ca/graduate/graduate-edu/ - University of Western Ontario
 Western Redesign - Home, Graduate Education - Curriculum Studies & Studies in Applied Linguistics ... Tel: 519-661-2111 fax feedback@uwo.ca

Home - UW Oshkosh Graduate Studies
www.uwosh.edu/gradstudies - University of Wisconsin Oshkosh
 Achieve more with a UW Oshkosh graduate degree. The University of Wisconsin Oshkosh offers more than 30 master's degree programs, certificates, a doctoral ...

graduate program uwo

Click and you get -->

UNIVERSITY of WISCONSIN OSHKOSH
 About Forms and Policies Admissions Programs Tuition, Financial Assistance and Employment

Home - GradSchool Fest

ATTEND GRADSCHOOL FEST!
 Learn how a University of Wisconsin Oshkosh graduate degree opens doors for professional and personal growth at GradSchool Fest.

When: Thursday, April 24
Time: 4:30-6 p.m.
Where: Reeve Memorial Union
Parking: Free parking in lot No. 15 courtesy of parking services (view the campus map)

Advantages of attending:

- Get tips for preparing for graduate school
- Explore program options
- Learn about admissions criteria, financial aid and more
- Talk with student support services
- Ask questions of current program faculty
- Information on the Graduate Record Exam (GRE)

No RSVP is needed for the open house GradSchool Fest and light refreshments will be served.
 Contact Greg Wyszynski, director of graduate services, at (920) 424-0007 or greg@uwosh.edu. If you have any additional questions.

<http://www.uwosh.edu/graduate/gradschool>
 feedburner source=Google%20Adwords&utm_medium=op&utm_campaign=graduate%20adwords%202014%20Marketing%20Campaign&e=cd=CONAMP&id=CTU

Website Revisions

- Key word searching
- Search engine optimization
- Mobile friendly (traffic coming from desktop computers is down almost 1% and mobile visits up 104%)
- Call to Action buttons and links
- Information reorganized to reflect audience needs



See site →

UNIVERSITY of WISCONSIN OSHKOSH
 About Forms and Policies Admissions Programs Tuition, Financial Assistance and Employment

ACHIEVE MORE with a graduate degree.

Learn more about why our students CHOOSE UW Oshkosh to earn their graduate degree...

REQUEST INFORMATION **APPLY ONLINE** **COURSE REGISTRATION**

ACHIEVE MORE AT UW OSHKOSH:
 At University of Wisconsin Oshkosh graduate degree opens doors for professional and personal growth. Because the variety of graduate degree programs and what makes UW Oshkosh a great place to earn your degree.

With master's programs, award-winning faculty and quality student services, we provide our students with opportunities for on-campus and online learning, faculty-student collaboration and personal and professional growth through more than 30 master's degree and certificate programs and other degree options.

As a graduate student at UW Oshkosh, you will combine theory and practical information, engage in discussion with your classmates and professors and you will have access to your experience in your field as your next step toward a doctorate degree.

Learn more about pursuing a graduate degree at UW Oshkosh...

<http://www.uwosh.edu/gradstudies>

Collecting Contact Information

- "Request Information" prominently displayed
- Constant Contact



Constant Contact

Did the campaign work?

Graduate campaign, Green Bay to Fond du Lac (the past 6 weeks compared to same timeframe last year):
 (November 19, 2013 email)

- Overall web traffic is up 10%
- Traffic from regions we're advertising in: Green Bay up 15%, Appleton up 9%, Oshkosh up 10%, Neenah up 36%, Fond du Lac up 96%
- Our Google and Facebook ads are driving a lot of traffic, which seems to be offsetting the general decline we're seeing in our normal channels (Google search, people typing in our URL)

We tie all our efforts to our Strategic Plan

(approved by Graduate Council, May 2010)

Vision

- The University of Wisconsin Oshkosh will be recognized as the premier provider of graduate education north of Madison.

Mission

- Graduate education at ...fosters scholarly activities that develop leaders who think creatively and analytically. Our graduate students and alumni contribute to the intellectual vitality of their communities by not only creating knowledge but by applying that knowledge.

Opportunities to strengthen graduate education on campus:

- Increase visibility of graduate education on campus
- Communicate our scholarly leadership and research expertise
- Enhance external relations
- Go forth
- Optimize enrollment

Leadership

- The campus invested in resources to strengthen graduate education.
- A Graduate Development Task Force was established in Fall 2009 to create the Strategic Plan.
- One recommendation from the Task Force was the hiring of a Dean (full-time, ¾ time, or ½ time).
- A half-time Dean of Graduate Studies was hired in Summer 2012.
- The Dean, in conjunction with the Office of Graduate Studies staff, and Integrated Marketing, with the approval of the Graduate Council and university administration, worked tirelessly to make this campaign a reality.

Next Steps....

- Continue online advertising presence for Spring and Summer 2014 semesters.
- Collect data to determine which strategies are most effective
- Work to identify a long term, sustainable budget and marketing strategy.
- Develop a 12 month marketing schedule of events
- Continue strengthening brand identity in all marketing efforts
- Utilize Constant Contact more effectively
- Utilize social media effectively
- Market graduate programs generally
- Market individual graduate programs including optimizing websites
- Recognize that all targets are continually moving!

What are your successes, challenges, questions?

Presentation available at
<http://www.uwosh.edu/facstaff/cramer>

Ideas/comments?
Cramer@uwosh.edu
Wypiszyn@uwosh.edu



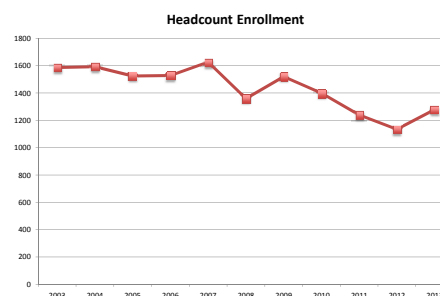
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Sample search on April 3, 2014 Paid advertising for top hits....

UWO GradSchool Fest 2014 - uwosh.edu
www.uwosh.edu/gradstudies
 Attend the April 24 GradSchool Fest open house at UW Oshkosh. University of Wisconsin Oshkosh has 1,531 followers on Google+
 9,800 Algoma Blvd., Oshkosh, WI - (920) 424-1223

Graduate and Postdoctoral Studies - Western University
grad.uwo.ca/ • University of Western Ontario
 Gateway to graduate studies at Western - a leading research-intensive university in Canada with more than 70 masters and 30 doctoral programs.

Programs Computer Science - Prospective Students - MPH - Biology M.Sc.	Application No application will be considered until it is complete. The ...
Applying Admission Requirements - Application - Admission Decision	Contacts Contact. Current students can receive prompt assistance from ...
Prospective Students Prospective Students. Western University. Graduate Studies ...	Admission Requirements Admission Requirements. The Vice-Provost (Graduate and ...

More results from uwosh.edu >

Graduate Education - Western University
www.uwo.ca/graduate/graduate-edu/ • Western University Faculty of Education
 Western Redesign - Home: Graduate Education - Curriculum Studies & Studies in Applied Linguistics ... Tel: 519-661-2111 fax feedback@uwo.ca

Home - UW Oshkosh Graduate Studies
www.uwosh.edu/gradstudies • University of Wisconsin Oshkosh
 Achieve more with a UW Oshkosh graduate degree. The University of Wisconsin Oshkosh offers more than 30 master's degree programs, certificates, a doctoral ...

graduate program uwo

Click and you get -->

UNIVERSITY of WISCONSIN OSHKOSH
 About Forms and Policies Admissions Programs Tuition, Financial Assistance and Employment

Home > GradSchool Fest

ATTEND GRADSCHOOL FEST!
 Learn how a University of Wisconsin Oshkosh graduate degree opens doors for professional and personal growth at GradSchool Fest.

When: Thursday, April 24
Time: 4:30-6 p.m.
Where: Reeve Memorial Union
Parking: Free parking in lot No. 15 courtesy of parking services (view the campus map)

Advantages of attending:

- Get tips for preparing for graduate school
- Explore program options
- Learn about admissions criteria, financial aid and more
- Talk with student support services
- Ask questions of current program faculty
- Information on the Graduate Record Exam (GRE)

No RSVP is needed for the open house GradSchool Fest and light refreshments will be served.
 Contact Greg Wyszynski, director of graduate services, at (920) 424-0007 or gregw@uwosh.edu. If you have any additional questions.

<http://www.uwosh.edu/graduate/gradschool>
 feedburner source=Google%20Adwords&utm_medium=op&utm_campaign=graduate%20adwords%202014%20Marketing%20Campaign&e=cd-CONAMP&utm...

Website Revisions

- Key word searching
- Search engine optimization
- Mobile friendly (traffic coming from desktop computers is down almost 1% and mobile visits up 104%)
- Call to Action buttons and links
- Information reorganized to reflect audience needs



See site →

Total
website
Revamp!

UNIVERSITY of WISCONSIN OSHKOSH
 About Forms and Policies Admissions Programs Tuition, Financial Assistance and Employment

ACHIEVE MORE with a graduate degree.

Learn more about why our students choose UW Oshkosh to earn their graduate degree...

REQUEST INFORMATION **APPLY ONLINE** **COURSE REGISTRATION**

ACHIEVE MORE AT UW OSHKOSH:
 At University of Wisconsin Oshkosh graduate degree opens doors for professional and personal growth. Because the variety of graduate degree programs and what makes UW Oshkosh a great place to earn your degree.

With master's programs, award-winning faculty and quality student services, we provide our students with opportunities for on-campus and online learning, faculty-student collaboration and personal and professional growth through more than 30 master's degree and certificate programs and other degree options.

As a graduate student at UW Oshkosh, you will combine theory and practical information, engage in discussion with your classmates and professors and you will have access to your experience in your field as your next step toward a graduate degree.

Learn more about pursuing a graduate degree at UW Oshkosh...

<http://www.uwosh.edu/gradstudies>

Collecting Contact Information

- "Request Information" prominently displayed
- Constant Contact



Did the campaign work?

Graduate campaign, Green Bay to Fond du Lac (the past 6 weeks compared to same timeframe last year):
 (November 19, 2013 email)

- Overall web traffic is up 10%
- Traffic from regions we're advertising in: Green Bay up 15%, Appleton up 9%, Oshkosh up 10%, Neenah up 36%, Fond du Lac up 96%
- Our Google and Facebook ads are driving a lot of traffic, which seems to be offsetting the general decline we're seeing in our normal channels (Google search, people typing in our URL)

We tie all our efforts to our Strategic Plan

(approved by Graduate Council, May 2010)

Vision

- The University of Wisconsin Oshkosh will be recognized as the premier provider of graduate education north of Madison.

Mission

- Graduate education at ...fosters scholarly activities that develop leaders who think creatively and analytically. Our graduate students and alumni contribute to the intellectual vitality of their communities by not only creating knowledge but by applying that knowledge.

Opportunities to strengthen graduate education on campus:

- Increase visibility of graduate education on campus
- Communicate our scholarly leadership and research expertise
- Enhance external relations
- Go forth
- Optimize enrollment

Leadership

- The campus invested in resources to strengthen graduate education.
- A Graduate Development Task Force was established in Fall 2009 to create the Strategic Plan.
- One recommendation from the Task Force was the hiring of a Dean (full-time, ¾ time, or ½ time).
- A half-time Dean of Graduate Studies was hired in Summer 2012.
- The Dean, in conjunction with the Office of Graduate Studies staff, and Integrated Marketing, with the approval of the Graduate Council and university administration, worked tirelessly to make this campaign a reality.

Next Steps....

- Continue online advertising presence for Spring and Summer 2014 semesters.
- Collect data to determine which strategies are most effective
- Work to identify a long term, sustainable budget and marketing strategy.
- Develop a 12 month marketing schedule of events
- Continue strengthening brand identity in all marketing efforts
- Utilize Constant Contact more effectively
- Utilize social media effectively
- Market graduate programs generally
- Market individual graduate programs including optimizing websites
- Recognize that all targets are continually moving!

What are your successes, challenges, questions?

Presentation available at
<http://www.uwosh.edu/facstaff/cramer>

Ideas/comments?
Cramer@uwosh.edu
Wypiszyn@uwosh.edu

