81st Annual Meeting of the Midwestern Association of Graduate Schools

Restart Your Engines to Renew, Refresh, and Reimagine Graduate Education!

April 2–4, 2025

Sheraton Indianapolis Hotel at Keystone Crossing | Indianapolis, Indiana



The complete agenda is also available in Guidebook, the conference app. Scan the QR code or click here to download the Guidebook app.

Wednesday, April 2, 2025

8 a.m5 p.m.	Registration	Plaza Foyer
9–11:30 a.m.	New Graduate Administrators Workshop This session provides new deans and graduate school staff members the opportunity to discuss topics of interest focusing on the role of the graduate school and the leadership responsibilities associated with that role. This highly interactive session is followed by a luncheon with the members of the Executive Committee of the Midwestern Association of Graduate Schools (MAGS). Please note: Additional registration is required	Suite 2,3
10–11 a.m.	Executive Committee Meeting	Suite 6,7
11:30 a.m.–1 p.m.	New Graduate Administrators & Executive Committee Luncheon Please note: Additional registration is required	Suite 4,5
1–1:15 p.m.	Welcome to MAGS Conference —Nicole Lounsbery, MAGS Chair, Director, Graduate School, South Dakota State University	Plaza A,B,C
1:15-2:30 p.m.	PLENARY SPEAKER: Issues and Opportunities for Graduate Education: What Is and What Can Be	Plaza A,B,C

	—Suzanne Ortega, President, Council of Graduate Schools	
2:30–2:45 p.m.	Exhibitor Highlights Introduction: Jennifer Ziegler, MAGS Treasurer	Plaza A,B,C
2:45–3:15 p.m.	Break	Plaza Foyer
3:15–4:15 p.m.	CONCURRENT SESSION I	
	Fostering Diversity and Inclusion in Graduate Programs: Supporting Holmes Scholars in Rural Universities —Soh Meacham, Associate Dean of Graduate Studies and Research, University of Northern Iowa This session will explore strategies for fastering diversity, equity, and inclusion (DEI)	Suite 2,3
	This session will explore strategies for fostering diversity, equity, and inclusion (DEI) within graduate education programs, particularly focusing on the experiences of Holmes Scholars at a rural regional university. Using a framework grounded in Critical Race Theory (CRT), we examine the systemic barriers and unique challenges faced by these scholars, including racial microaggressions, limited representation, and resource constraints in predominantly white spaces. Drawing on in-depth interviews and focus groups, the session will highlight innovative teaching practices, mentorship, and professional development opportunities that support scholars' navigation of these environments.	
	My Graduation Checklist: Using Canvas to Improve Graduate Students' Final Experiences at the University of Kansas —Morgan Swartzlander, Director, College Office of Graduate Affairs, University of Kansas —Lauren Chaney, Senior Graduate Program Coordinator, University of Kansas	Suite 6,7
	"Can you confirm, did I graduate?" Reaching the culmination of years of hard work by submitting the final version of their thesis/dissertation and associated graduation documents should be a rewarding, relieving experience for graduate students. However, leading up to the graduation deadline, this question, "Did I graduate?", used to be the number one question the graduate office received from students seeking reassurance that they had accurately navigated the complex formatting requirements and submission of documents across multiple platforms in order to graduate. In this session we'll share how the University of Kansas used Canvas in an unconventional way to improve graduate students' final experiences at the University. My Graduation Checklist, a Canvas course assigned to graduate students in their final semester, guides students through the formatting and submission of all documents required for graduation, established one platform for the completion of tasks, and provides students with a real-time checklist to independently verify whether they had completed all required steps to be approved to graduate. We will also explore how implementation of My Graduation Checklist led to immediate process efficiencies for the graduate office, including significantly reducing staff time	

dedicated to the graduation process and shortening the overall timeline for degree approval.	
Empowering Successful Mentoring Relationships: Success Stories from the Indiana University Indianapolis Graduate Mentoring Center — Tabitha Hardy, Assistant Vice Chancellor for Graduate Education, Indiana University Indianapolis — Randall Roper, Director, IU Indianapolis Graduate Mentoring Center, Indiana University Indianapolis — Keith Avin, Associate Dean of the IU Graduate School Indianapolis — Janice Blum, Dean of the IU Graduate School Indianapolis, Indiana University Indianapolis The Indiana University Indianapolis Graduate Mentoring Center (GMC) serves over	Suite 9,10
500 faculty, staff, and graduate/professional students each year. In collaboration with the IU Indianapolis Graduate Office, the GMC provides resources and opportunities for faculty and staff to strengthen their skills in mentoring graduate and professional students. The Center also serves graduate and professional students interested in learning more about mentoring and professionalism. The GMC utilized established and emerging curriculum from the National Research Mentoring Network (NRMN)/Center for the Improvement of Mentored Experiences in Research (CIMER) mentor training for faculty, staff, and graduate/professional students. This presentation will address how to establish a mentoring center in an efficient and cost-effective manner, best practices in organizing and disseminating presentations on mentoring, and tips on collaborating with schools and departments to extend mentor training across the university.	
Moving Past Information Overload: Re-imagining a Student-Centered Graduate Orientation —Christine Cain, Graduate Enrollment Program Manager, Iowa State University —Erin Conlan, Student Success Specialist, Iowa State University Orientation programs and activities play a crucial role in graduate retention. They provide an opportunity for positive educational experiences and socialization helping students successfully transition into graduate life. However, the beginning of a graduate program can easily become a time of information overload, where students are presented with multitudes of resources, policies, and requirements that have important logistical implications, but are tangential to forming a graduate identity and sense of belonging within an institution.	Plaza D,E
Using a student-centered model, the Iowa State University Graduate College redesigned our Fall 2024 Graduate Student Orientation to create a more comprehensive graduate student orientation experience by providing accessible multi-modal information that prioritized graduate student socialization and community-building. By targeting topics that students and graduate support	

	In collecting and reviewing the data of non-completers for the last 10 years, we had a significant number of students who were close to graduation. Many lacked a thesis or	
	Return to UNI Initiative —Stephanie Huffman, Return to UNI Imitative, University of Northern Iowa —Karen Cunningham Interim Associate Dean of Graduate Studies, University of Northern Iowa —Trisha Becker, Operations & Continuous Improvement Director, University of Northern Iowa	Suite 2,3
4:30–5:30 p.m.	CONCURRENT SESSION II	.
	This presentation will explore the strategies employed to make the Three Minute Thesis (3MT) competition a success at NMU. Key elements include the inclusion of undergraduate students (in a non-competing capacity), fostering audience engagement during judging periods, and integrating community and business leaders. This session will offer insights into how research events can be reshaped to better serve diverse student populations and foster deeper ties with external stakeholders.	
	Creating a dynamic and engaging research event at a midsized, primarily undergraduate university presents unique challenges. Research events often prioritize traditional academic students on research or teaching pathways, leaving students on professional tracks underserved. At Northern Michigan University (NMU), we aimed to bridge this gap by reimagining 3MT to support the goals of students pursuing professional careers, as well as the usual academic participants. Through collaboration with entrepreneurial support organizations and local innovation leaders, 3MT can reach beyond its academic roots and turn into a broader community event.	
	Reimagining 3MT for a Regional University: Engaging Professional Pathways and Community Stakeholders — Janelle Taylor, Director of Graduate Enrollment Management, Northern Michigan University — Sarah Amidon, Assistant Director of Graduate Student Affairs, Northern Michigan	Plaza A,B,C
	values, norms, beliefs, and practices within graduate education, we were able to offer in-person sessions that addressed important topics for graduate student success. Programs addressed relationship-building with faculty advisors, student advocacy, student safety and relationships with university police, graduate student mental health, and student accountability for graduate culture and ethics of care within the graduate community. Presenters will share the strategies used to involve students and campus constituents in creating an orientation event that supports graduate student socialization and community building.	

non-thesis culminating requirement. Annually, we have around eight students requesting exceptions to the recency policy. The current recency policy requires coursework outside of seven years (master's) or ten years (doctorate) to be retaken. Many of those requesting the exception have courses outside the recency window, and their stories are all the same... A life event created a roadblock, and I had to pause my graduate work, but I never returned. The Return to UNI initiative waved the recency rule and allowed students to work directly with their previous graduate program to determine what would or would not be acceptable coursework. Those students in licensure-driven programs with recency issues due to recency being a requirement for accreditation were allowed to move their coursework into the MS in Interdisciplinary Studies. This allowed them to complete a degree program at the University of Northern lowa without losing their previous coursework. This initiative has been a huge success with many benefits for the students and UNI.

"Rules of the Road" for a Hybrid Team: Developing a Team Operating Agreement

—Meredith Thomsen, Dean, Graduate & Extended Learning, University of Wisconsin-La Crosse

The Graduate & Extended Learning office at UW-La Crosse supports a diverse portfolio of programs, ranging from youth camps to online graduate programs, to professional conferences like MAGS. In addition to working on very different types of programs, our staff of thirteen includes two full-time remote workers, and six others who work remotely two days a week. Our leadership team completed training on how to develop a Team Operating Agreement (TOA), a tool for working with remote and hybrid teams. In spring 2024 we held a series of staff meetings to build our own TOA. We gathered information about topics including team values, communication technology, meeting management and conflict resolution. The process helped us to clarify expectations and make assumptions explicit, and to fill in gaps in our understanding of how we work together – as one example, "how do we make decisions?" was something we initially had difficulty answering. Now, we are following up with projects to build skills in desired growth areas identified in the TOA process, including improving our understanding of Office 365 tools, setting guidelines for shared file spaces, and building structures to support complex workflows. Developing a Team Operating Agreement strengthened our team, and it could strengthen yours as well - whether it is remote, hybrid, or office-based.

Innovations in Conflict Support: Peer - to - Peer Ombudship in the Graduate School

—John Lubker, Associate Dean for Academic Affairs, Ombudsperson, University of Notre Dame

Through an innovative "5+1" program that provides a year of postdoctoral training to PhD students who graduate within 5 years, we established a pilot "peer-to-peer" Associate Ombudsperson postdoctoral fellowship at the University of Notre Dame Graduate School. Serving under the primary ombudsperson, the postdoc fellowship expands the availability of ombuds services such as conflict coaching, mediation, and skill-building workshops to graduate students and postdoctoral scholars at Notre Dame.

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	including how the position enabled us to better categorize, track, and respond to student concerns. We will outline four ethical principles and standards of practice—confidentiality, impartiality, informality, and independence—that allow organizational ombuds to play a unique and critical supportive role in institutions of higher education, and how having a recent graduate student in the role can be helpful. We will also discuss how those four principles can be challenged in practice, depending on the structure and constraints of the office. For example, having the ombuds office situated in the Graduate School—and having recent graduates in the role—affords benefits for visibility, accessibility, and advocacy for graduate students. However, it can also pose challenges to impartiality, independence, and reach. To be maximally effective, careful consideration needs to be made about how the ombuds office fits in to, and partners with the university's broader support and conflict management systems. Round Table Discussion: Developing a Campus Wide Events and Development Series for Graduate Students —Paul Wojdacz, Associate Director Graduate Student Services & Operations, University of Dayton This program is a round table discussion on the topic of developing a campus wide events and development series for graduate students. This presenter will share the successes and challenges at the University of Dayton to mapping and creating a learning and social curriculum focused on sense of belonging and learning. The 2nd	Plaza D,E
5:45–7 p.m.	portion will be an open forum on topics relating to developing campus wide programing for graduate students. This portion will allow attendees to share challenges, successes and ideas for participants to consider part of their campus wide learning and development. Welcome Reception	Plaza Foyer
	Thursday, April 3, 2025	
7:30 a.m5 p.m.	Registration	Plaza Foyer
7:30-8:15 a.m.	Breakfast, sponsored by Beyond the Professoriate Beyond Graduate School: Why Building Effective Career Readiness Programs is Essential for the Future of Graduate Education —Maren Wood, CEO & Director, Center for Graduate Career Success A 2024 study by the non-profit policy think tank Third Way found that the overwhelming majority of graduate students pursue their degrees to advance in their chosen career field, to get a good job, and to earn more money. Love of discipline was ranked fourth. In other words, students are enrolling in graduate programs	Plaza A,B,C

	because they want to be competitive. They want jobs. And they want to see clear career gains.	
	To ensure the long-term viability of graduate programs, institutions must prepare graduate students for their futures and build effective career readiness programs.	
	In this session, Dr. Maren Wood will discuss how student-first career education is essential to the future of graduate education, including how:	
	 Students expect graduate education will lead to better earnings and satisfying careers. 	
	 They expect that their institution will provide them with career support to help them secure employment and build careers. 	
	 They want career support that is tailored to their unique needs and aligns with their learning preferences. 	
8:15-9:30 a.m.	Awards Presentation	Plaza A,B,C
	 MAGS/ProQuest Distinguished Master's Thesis Awards Excellence in Innovation Award 	
	Excellence in Teaching Awards	
9:30–10:45 a.m.	PLENARY SPEAKER: Reimagining New Identities and Exploring New Frames of Reference for Graduate Education	Plaza A,B,C
	—Moises Gutierrez Rivas, Assistant Professor, Interdisciplinary Studies, Creighton University	
	The different ways we manifest our identities act as guides for the way we imagine change. When ideas about ourselves are static, our vision for changeespecially when working with otherscan be limited. Refreshing graduate education begins with asking who we need to become. Reimagining our identities as graduate educators can offer new pathways to reimagine graduate education. These new possibilities for graduate education will be created with re-imagined identities, i.e., re-imagined ways of knowing, relating, being, and doing. In his presentation, Dr. Moises Gutierrez will offer practical frameworks that will inspire us and assist us in the journey of growing and evolving as graduate educators. Reimagining our own identities will inspire others to do the same. Together we will explore creative ways to refresh and re-envision graduate education.	
10:45–11 a.m.	Break	Plaza Foyer
11 a.m.–Noon	CONCURRENT SESSION III	
	Best Practices in Mentoring: A Short Orientation Course for Effective Mentoring —Randall J. Roper, Director, IU Indianapolis Graduate Mentoring Center, Indiana	Suite 2,3

—Keith Avin, Associate Dean of the IU Graduate School Indianapolis, Indiana University Indianapolis

—Janice Blum, Dean of the IU Graduate School Indianapolis, Indiana University Indianapolis

Positive mentoring relationships are mutually beneficial to mentors (faculty, staff, administrators) and mentees (graduate and professional students). Introduction of mentoring principles early in graduate training is desirable to establish effective mentoring relationships. The Indiana University Indianapolis Graduate Mentoring Center developed parallel 2-hour introduction to mentoring course "Best Practices in Mentoring" for mentors and mentees. This short course is based on principles taught by the Center for the Improvement of Mentored Experiences in Research (CIMER) including the importance of good mentoring, effective communication, aligning expectations, assessing understanding, appreciating diversity, and professional development. The training is similar for mentors and mentees with small modifications for each group, and is facilitated separately to faculty and students. After completion of this course, faculty and student participants are encouraged to engage in dialogue about the training as they develop their mentoring relationships. The course also provides an introduction and gateway for mentors and mentees to participate in a full 8-hour mentor training with a curriculum designed by CIMER. Schools and departments at Indiana University Indianapolis have utilized this short course during orientation of new faculty and students, as well as offering it to continuing mentors and mentees. After consultation with leaders in each unit, the course may be slightly modified to meet the specific needs of each unit. The most common comment we receive about this course is, "Why didn't I learn about these mentoring principles sooner?" We will provide an overview of the short course as well as materials and suggestions for implementation.

So Fresh So Zine: Using Artivism and Zine Making in Lo Picante. Spicing Up Your Graduate Research Communication Programming

—Theresa Christenson-Caballero, Director of Graduate Student Professional and Career Development & Graduate Student Support, Pipeline to an Inclusive Faculty Program Director, University of Illinois Chicago

How can we reimagine dynamic programming that centers the "whole student" experience? In this highly creative, and interactive session participants will learn how zine making/artivist programs are productive tools for self-reflection that allow students to bridge their lives, identities and research. Participants will design their own Renew, Refresh, Reimagine Zines using a series of response exercises. This activity calls on us to imagine new possibilities for communication and collaborative engagement.

Zines, short for "magazines" or "fanzines," began as an artform for marginalized folks to share information and publish creative work. Grounded in queer, feminist, intersectional, decolonial frameworks, and motivated by a desire for self-expression, zines are often low-budget, self-published, and distributed among groups with

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shared interests. Creators have disrupted traditional "scholarly" forms of knowledge production by placing themselves and their experiences at the center of what expertise matters.

Zines create a different lens for research communication inviting students to merge personhood and scholarship, humanizing the research process and validating their experiences. Zine production encourages students to invigorate joyful relationships to their work and makes space for them to share their scholarship in a personally accessible way with peers, and community.

By the end of this session participants will:

- Aprender, Learn the history of zines and applications to graduate student programming.
- Honrando, Honor collective knowledges, and enhance appreciation of the importance of holistic interactions.
- Recuerdo, Create their own zines as a memory of the workshop.
- Herramientas, Gain the tools and resources to lead zine workshops at their own institutions.

Shaping the Future Strategically: Reimagining the Graduate Program Review Process Through a Strategic Planning Lens

- —Claudia Petrescu, Vice provost for graduate education & Dean, Graduate School, Kansas State University
- —Phillip Payn, Associate Dean, Graduate School, Kansas State University

Faculty and academic units often view the academic program review process as a cumbersome time-consuming process with little to no positive outcomes. For many, doing program review means that we recycle old reports to meet institutional requirements, with little to no focus on developing strategies intended to sustain or revitalize an academic program.

As academic leaders, it is critical for us to define and to use the program review process as a strategic planning tool that guides university decision making. Program review is an opportunity in an institution's life to take stock of what we do and how we deliver our graduate academic programs. It is an opportunity to assess our strengths and challenges, discuss the potential we have to sustain, grow and change. It can be a process that leads to the identification of actions, including budget neutral ones, that moves us forward while aligning ourselves with external accreditation requirements. Aligning with the conference theme of Restart your Engines to Renew, Refresh, and Regenerate Graduate Education, we will share the process and initial results of how we re-structured our graduate program review process into a strategic planning tool that graduate programs find useful in a time of reducing budgets and pressure for enrollment growth.

What Does it Mean to be a First Gen International Student?

—Jenipher Akuku Huisman, Enrollment Program Director, University of Notre Dame

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Exploring the journey of first-generation international students, from being prospects, funding, pre-arrival, orientation, cultural adjustments, matriculation through graduation and navigating the job market. It highlights the unique challenges faced and the strategies higher ed institutions can employ to overcome these barriers.

Synergy in Decentralization: Partnering with Campus Stakeholders for Success at a Decentralized Institution

—Jenna Alsteen Assistant Dean for Academic Analysis, Planning, and Assessment, University of Wisconsin- Madison

-Lorena Kemen, Academic Planner, University of Wisconsin- Madison

How can institutions harness the power of partnerships to reach a common goal while maintaining consistency around processes and policies?

Collaborating with campus stakeholders can lead to innovative solutions, but it can also sometimes feel like a bad family road trip with the kids fighting, a "back seat driver" second guessing every turn you make, and you anxiously counting down the minutes until you reach your destination.

When you embark on campus-wide initiatives, it is inevitable that reaching the final goal will require detours, pit stops, and patience. Come discuss how the Graduate School at the University of Wisconsin-Madison navigates these challenges with the administrators of graduate programs to create cohesion among thirteen schools and colleges within the institution.

This session will begin with a case study of how the Office of Academic Analysis, Planning and Assessment focused on bringing consistency to its institutional catalog. Guide, as the key source for program-specific policies, admission requirements, degree requirements and more, has existed in its digital format for approximately five years. After reviewing every single program's information in Guide this past year, our office developed templates, guidance documents, and training opportunities to bring campus-wide consistency to

guidance documents, and training opportunities to bring campus-wide consistency to the Graduate School programs. This effort required planning, coordination, and communication to gain institutional buy-in and compliance.

This session explores how we composed messages, communicated goals, and collaborated with campus partners to fit all the square, oval, diamond, and trapezoid shaped pegs into one round hole. Join us for an opportunity to learn from each other!

12:15-1:45 p.m.

Lunch & Business Meeting

—MAGS Board

Attend the MAGS business meeting to hear highlights from the year from the MAGS Executive Committee, including reports from the various MAGS committees. Also help to welcome new MAGS leaders as the gavel is passed.

Plaza D,E

Plaza A,B,C

2–3 p.m.	CONCURRENT SESSION IV	
	Workday Student for Graduate Education at Iowa State University —Natalie B. Robinson, Senior Assistant Director of Academic Services, Iowa State University Iowa State University chose Workday Student as its new Student Information System, and for the past four years, it has been implementing and going live with Workday Student functionality. In this session, you will learn about creative solutions and plans for continuous improvement at Iowa State's Graduate College to make Workday work for graduate education. In addition to the presentation portion of this session, Iowa State is looking to our MAGS partner institutions to discuss what they would like to see in a Student Information System, which will help all of us, regardless of our SIS, push for graduate-specific functionality in conversations with our respective SIS teams.	Suite 2,3
	Leading Graduate Education in Challenging Times —Kerry Wilks, Associate Vice Chancellor for Graduate Studies and Research, University of Wisconsin- Green Bay —Claudia Petrescu, Vice Provost for Graduate Education, Dean of the Graduate School, Kansas State University Academic leaders are facing unprecedented pressures as the challenges in higher education are intensifying. With the expected declines in undergraduate enrollments, graduate schools and graduate deans are facing unprecedented challenges on many fronts: financial, student and faculty issues, expectations from the university and from the community, and so on. In this session we will discuss how to use adaptive leadership to navigate the challenges that are now part of the unofficial job description of the graduate dean role and their staff. We will discuss how we have been using the five principles of adaptive leadership in our administrative roles: (1) Leadership is an activity, not a position (2) Anyone can lead, anytime, anywhere, (3) It starts with you and must engage others, (4) Your purpose must be clear and (5) It's risky. By sharing our experiences with handling challenges at a range of institutions (R1, R2, M2), we'll present lessons we have learned from our experiences and the tools we have been using to lead during challenging times. Participants at any level can learn techniques from adaptive leadership that will help make progress on the challenges you are facing.	Suite 4,5
	CANCELED: Application fee Waiver for Everyone? —Jenipher Akuku Huisman, Enrollment Program Director; The Graduate School University of Notre Dame Starting in fall 2020, the University of Notre Dame expanded its application fee waiver program to grow the applicant pool and improve diversity. A survey of incomplete applications confirmed that fees were a key barrier. In response, the	Suite 6,7

waiver process was clarified and publicized, leading to a significant rise in waiver requests and awards. This shift resulted in more applications, especially from countries less familiar to the institution. Four years later, the growing volume continues, reflecting both the success and new challenges of this expansion.	
Gaining a Seat at the Table and Developing a Campus Wide Graduate Student Orientation —Paul Wojdacz, Associate Director Graduate Student Services and Operations, University of Dayton Developing a campus wide graduate student orientation. Sharing the experiences and momentum to gaining a seat at the campus level to include graduate students. The presenter will share the journey of having no grad student orientation to participating in campus wide events at the University of Dayton. Followed by the opportunity for a round table discussion to share ideas and successes to improve the orienting to graduate students to the campus wide community beyond their academic program.	Suite 9,10
CANCELED: Community and Professional Development in Focus: From Isolation to Engagement —Elena Cotos, Associate Dean for Professional Development, Iowa State University Graduate education faces increasing challenges in balancing students' professional development with social connectivity. The isolating nature of graduate studies, along with the pressures of research, teaching, and career preparation, can hinder students' success and sense of belonging. As the landscape of graduate education evolves, lowa State University (ISU) strives to develop innovative approaches to address these challenges. In Fall 2024, ISU's Graduate College launched a semester-long "Grad Mixer" series, a dynamic initiative that integrates community connection and professional skill-building. Held weekly on the same day, "Grad Mixer" programming offers a diverse schedule of activities designed to enhance competencies across communication, research, teaching, leadership, and career development, at the same time creating opportunities for intentional social engagement. Morning "Coffee Buzz" meetups connect students with university leaders and resources. "Lunch & Mingle" sessions and peer-mentored groups provide structured opportunities for students to form connections across disciplines. These interactions foster a sense of belonging and mutual support, which research shows can improve student retention and satisfaction. In addition to networking, students get inspired by cutting- edge developments and ideas featured during the "Innovations@ISU" hour. Topic-based workshops and seminars further focus on improving practical skills such as scientific writing, grantsmanship, interpersonal communication, etc., and "Career Watch Parties" provide students with strategies for long-term success beyond academia. This presentation will highlight the implementation and outcomes of the "Grad Mixer" as a best- practice model for holistic student development. Participants will gain actionable insights on how community-building and competency-based prog	Plaza D,E

graduate student support.

3–3:30 p.m.	Break	Plaza Foyer
3:30–4:30 p.m.	CONCURRENT SESSION V	
	Reimagining Graduate Student Teaching: Exploring Graduate Teaching Assistant Preparation at the BIG 10 Institutions —Stefanie Baier, Director of Instructional Development, Michigan State University Teaching a new generation of learners requires a wide variety of skills including innovative technologies, novel approaches to effective engagement, and wrap-around support to promote learning. Graduate students who take on roles as Graduate Teaching Assistants (GTAs) contribute greatly to student success of students from diverse disciplines and backgrounds. At Michigan State University GTAs — many of them have never taught before - provide approximately 10% of all undergraduate instruction. Given the important function GTAs have, it is imperative to have programs in place to help them develop skills to be successful instructors and meet the dynamic needs of a changing student body, and to be drivers of teaching learning innovation while managing their responsibilities as students. With this in mind, we conducted an inventory with BIG 10 universities to learn about the various nuanced ways GTAs are prepared. We collected data via an online survey and follow-up semi-structured interviews to learn more about how curriculum is designed, the programs are organized and delivered, and the topics GTAs engage with and the instructional skills they focus on. In this presentation, we will share our preliminary findings about these efforts at BIG10 universities. We will also share findings about the ongoing professional development support for the GTAs in these institutions including program elements covered. We will conclude the presentation with suggestions emerging from the research that emphasize intentional planning efforts to renew, refresh, and reimagine GTA Preparation programs to address dynamic needs in instructional spaces in higher education and beyond.	Suite 2,3
	Graduate Minds Matter: Leading the Way in Mental Health Initiatives —Virginia Dennis, Program Manager with the Graduate College, University of Cincinnati The University of Cincinnati Graduate College held its inaugural Mental Health Summit for Graduate Students on 2/14/24. The theme, Show Yourself Some Love this February and Prioritize Your Mental Health, was carried throughout the day. Almost 180 graduate students and postdocs attended breakout sessions, self-care activities, and a resource fair. Throughout the morning and afternoon one-hour sessions were offered on three tracks (beginner, intermediate, advanced) to appeal to students of all knowledge and experience levels. Students could, however, attend sessions from any track. Students also had the option to become certified in QPR	Suite 4,5

(Question, Persuade, Refer) Suicide Gatekeeper Prevention by attending a two-hour training vs. two one-hour training sessions.

Students were offered the chance to become certified in Mental Health First Aid and receive a graduate credit hour by attending the summit, attending the MHFA at another time, and writing a reflection paper. Summit evaluations were extremely positive with 96% of respondents stating they had a better understanding of mental health after attending the summit. Because of its success we are holding the summit again in February 2025. Attend this workshop and hear about the details and planning of this unique and innovative event. See how you can plan a Mental Health Summit at your college and demonstrate that Graduate Minds Matter!

Practical Steps for Holistic Admissions: Renewing our Commitment and Reimagining our Processes

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

In recent years, the Graduate College at Missouri State University has engaged in a variety of initiatives to explore, support, and promote inclusive and holistic practices in graduate admissions. Most recently, we have turned our attention to practical procedures that can be implemented by every graduate program on our campus. This presentation will outline a comprehensive framework for creating such processes utilizing the WebAdMIT online platform, though we will provide generalized advice that can be used regardless of platform. This framework involves ten key steps, including reviewing and revising current admissions requirements, considering best practices, establishing standardized evaluation procedures, preparing interview protocols if needed, and leveraging the WebAdMIT platform to streamline application tracking and scoring. This approach uses current recommendations for admissions processes that offer actionable strategies for reducing bias and supporting equitable admissions decisions within a platform that supports efficiency and collaboration within admissions teams.

Individual Development Planning for our Students: How We Developed an Interactive IDP Tool for Use at Iowa State University

—Kristin Terrill, Senior Specialist for Graduate Scholarly Activities, Iowa State University

In 2023 Iowa State University Graduate College restructured its leadership and formed a dedicated Professional Development division. This move merged Graduate Career Services, Preparing Future Faculty (PFF), the Center for Communication Excellence, and other programs under one associate dean. In our first collaborative project we developed an interactive individual development plan (IDP) tool. This project served as an opportunity to reimagine each program's role by articulating the skills and competencies that each one supports. IDPs have been adopted in education and workplace settings as a strategic approach to professional

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	development, focused on enhancing fit between individuals and their professional roles and aspirations. IDPs are recommended by the National Science Foundation and the National Institutes of Health as a means of documenting professional development for postdocs and graduate research assistants. Iowa State Graduate College's new tool supports educating STEM, social science, and humanities students about skills in research and professionalism, teaching and mentoring, communication, career planning, and leadership. Additionally, it contains a built-in resource finder that recommends specific Iowa State Graduate College services, courses, and other resources that support development in each competency. A dashboard summarizes their self-assessment, professional development priorities, and to-do list. The tool will be integrated into Iowa State programming for graduate career coaching, our Grad Success course series, PFF, and other initiatives. This presentation will include a narrative of how the IDP was developed through interdisciplinary collaboration, a demonstration of the tool, and our plan for deploying the tool at our institution.	
4:45–6 p.m.	Networking Reception	Plaza Foyer
	Friday, April 4, 2025	
8–10 a.m.	Registration	Plaza Foyer
7:30-8:15 a.m.	Breakfast sponsored by ETS: What's Next: Shaping the Future of Higher Education through Skills-Based Learning —Dale Turner, Associate Director of Educational Partnerships, ETS —John Augusto In this presentation, we'll highlight key insights from the ETS 2025 Human Progress report, focusing on how ETS is leading the way in modernizing assessments to help learners showcase their unique tapestry of skills.	Plaza A,B,C
8:15–9 a.m.	Deans' Dialogue —MAGS Board Representatives This session will be an interactive conversation about pressing topics in graduate education today, facilitated by current and former members of the MAGS board.	Plaza A,B,C
9–10 a.m.	PLENARY SPEAKER: Four Fallacies: Al and Our Future —Magdalene Moy, Instructional Technologist, Fort Hays State University In this talk, we examine how established paradigms can both enable and constrain progress in education, particularly in the era of artificial intelligence. Drawing on my experiences as an instructional technologist and chair of my university's Generative Al Task Force, I highlight four pervasive fallacies that hinder our ability to adapt: the belief that Al will take your job, the assumption that Al won't take your job, the notion that Al is changing everything in education, and the idea that we simply need "answers." These misconceptions reveal how reliance on stable frameworks can	Plaza A,B,C

	discourage us from questioning core assumptions, even as transformative technologies demand a reimagining of our future. By confronting these entrenched views, this talk offers a roadmap for navigating paradigm shifts, challenging outdated beliefs, and shaping a more resilient educational landscape—one that embraces the evolving relationship between technology and humanity.	
10–10:15 a.m.	Break	Plaza Foyer
10:15-11:30 a.m.	3MT® SEMI FINALS	
	3MT® Semi Finals 1	Suite 2,3
	3MT® Semi Finals 2	Suite 4,5
	3MT® Semi Finals 3	Suite 6,7
	3MT® Semi Finals 4	Suite 9,10
	3MT® Semi Finals 5	Plaza D,E
11:45 a.m.–12:30 p.m.	3MT® Final Round	Plaza A,B,C
12:30 p.m.	Conference Adjourns	

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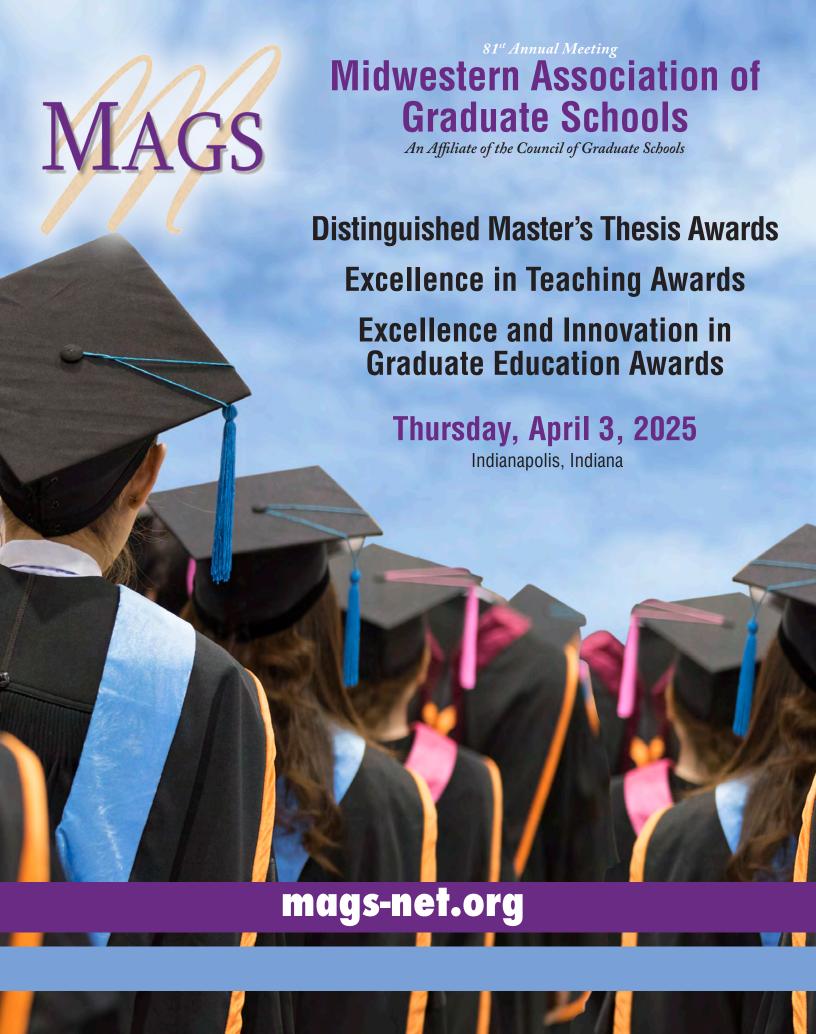


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Distinguished Master's Thesis Award



Mathematics, Physical Sciences, and Engineering

Winner

Rosalind Agasti, University of Oklahoma



Frequency-gile Filtering Antennas for S-band and X-band Applications

Rosalind Agasti received a B.S. degree in electrical engineering from the University of Massachusetts, Boston, in 2021 and an M.S. degree in electrical and computer engineering from the University of Oklahoma (OU), Norman, in 2023. She is currently a Ph.D. student, and a Graduate Research Assistant at the Advanced Radar Research Center (ARRC) at OU. Rosalind is a recipient of the Graduate Dean's Distinguished Thesis Prize from OU. She was also awarded the IEEE Antennas and Propagation Society (AP-S) Doctoral Research Grant Award in 2023 and the IEEE MTT-S Graduate Fellowship in 2024. Her master's thesis, "Frequency-agile Filtering Antennas for S-band and X-band Applications," documents the design and implementation of novel reconfigurable and highly integrated RF and microwave devices for next-generation communication systems. Her research utilized conventional bandpass filter synthesis techniques to enhance the performance of tunable filtennas for tightly integrated Radio-frequency Front Ends (RFFEs). The thesis presents state-of-the-art reconfigurable filtering antennas, or filtennas, with frequency tuning at S-band (2-4 GHz) and X-band (8-12 GHz). Her current research focuses on extending the co-design concept to combine all the essential functionalities of an RFFE into a single unit.

Honorable Mention: Shusmoy Chowdhury
Missouri State University

Optimal Cloud Datacenter Selection Using Evolutionary Algorithms

Social Sciences

Winner

Cole J. King, Kansas State University



Maternal Choline Supplementation Modulates Cognition and Induces Antiinflammatory Signaling in the Prefrontal Cortex of Adolescent Rats Exposed to Maternal Immune Activation

Cole J. King earned a bachelor's degree in Biology in 2022 and a Master of Public Health degree in 2024, both from Kansas State University. Cole's graduate thesis examined the protective impacts of maternal choline supplementation against maternal immune activation, a key risk factor for neurodevelopmental conditions like autism spectrum disorders and schizophrenia. Most pregnant individuals are deficient in choline intake despite the fact that it is critical for proper neurodevelopment. Choline also possesses unique anti-inflammatory properties that are underexplored in the context of maternal inflammation. Cole's work identified that increasing maternal choline intake improves cognitive outcomes and induces anti-inflammatory signaling in brains of adolescent rats. This work provides evidence for the effectiveness of maternal choline supplementation as debate continues surrounding its use during pregnancy and lactation. This is especially pertinent in light of novel infectious diseases like COVID-19, where large cohorts of fetuses are exposed to maternal inflammation in utero. Cole is currently studying medicine at Yale University School of Medicine and will graduate with an MD in 2028.

Honorable Mention: Jordan Cortesi

University of Kansas

(Mis)perceptions of Racial Wealth Inequality:

The Role of Colorblind Racism and Implications for Public Policy

Excellence in Teaching Award



Master's

Winner

Loïc Filipe-Hémery, University of Cincinnati



Loïc Filipe-Hémery (he/him) is a second-year dual M.A. candidate in French and Francophone Studies and Women's, Gender, and Sexuality Studies (WGSS) at the University of Cincinnati (UC). At UC, Loïc currently teaches *Revolutionary Women*, a WGSS course exploring feminist activism and revolutionary figures worldwide and has also taught beginner French courses.

Originally from France, Loïc studied Law and Modern Languages at Nantes Université before serving as a Teaching Assistant at Allegheny College in Meadville, Pennsylvania. Teaching has been a consistent and fulfilling part of Loïc's academic journey and informs his research. He is currently completing a project that examines how second-language acquisition influences individuals' relationships with gender identities. Additionally, as co-chair for the 45th Cincinnati Conference on Romance and Arabic Languages and Literatures, Loïc is responsible for organizing panels on diversity, equity, and inclusion in higher education and inclusive teaching methods.

As an educator, Loïc's philosophy is inspired by feminist pedagogy, with a focus on creating a dynamic and inclusive classroom community where students are centered. Ultimately, Loïc is committed to contributing to the creation of more inclusive spaces, to fostering critical thinking in his students, and to teaching them that learning in a college classroom is only one of the many forms knowledge acquisitions can take.

Honorable Mention: Brooke Eaglesong Wilson
Eastern Illinois University

Doctoral

Winner

Morgan Shiver, Western Michigan University



Morgan Shiver is a Ph.D. candidate in English with a specialization in children's literature at Western Michigan University. Morgan teaches a variety of children's and young adult literature courses in WMU's English department. In 2024, Morgan received WMU's All-University Graduate Teaching Effectiveness Award. As a teacher, Morgan prioritizes community building, experiential learning, and student agency. She facilitates organic learning experiences through activities and projects driven by student-led inquiry, like a recent project in her Marvel-themed Youth Literature and Culture course that asked students to find a piece of Marvel merchandise and analyze it, considering the ways that it engages with young consumers.

Morgan aims to make her classroom an inclusive, engaging space where students feel empowered to have a say in their own learning.

Prior to her time at WMU, Morgan received her Master of Arts in English from Kansas State University, where she taught for two years as a Graduate Teaching Assistant and was recognized with the Expository Writing Exemplary Teaching Award. She received her Bachelor of Arts in English from the University of Alabama. Morgan's greatest teaching inspirations are her parents, Janet and Todd, who instilled in her a lifelong love of learning.

Honorable Mention: Tasnim Musa Al-Naimi Kent State University



Excellence and Innovation in Graduate Education

Winner

Miami University

Community-Engaged Graduate Education: Project Dragonfly



GRADUATE SCHOOL

Project Dragonfly is Miami University's largest graduate program, known for its pioneering role in online and immersive education and conservation. The program provides students with innovative learning experiences through real-world engagement. Originating from a National Science Foundation initiative, it has expanded into two unique and large-scale graduate programs that collaborate with 10 zoos and botanical gardens across the United States and with 16 global conservation partners in Africa, Asia, Australia, and the Americas. With approximately 600 part-time master's students, the program fosters community and student success while maintaining high educational standards. Dragonfly's community-embedded approach and aligned curriculum provide students with immersive opportunities to effectively learn from and directly address critical socio-ecological issues globally and in their home communities.

Honorable Mention: University of Michigan, Rackham Graduate School Rackham Doctoral Intern Fellowship Program

Thank you to the Award Committees:

Distinguished Master's Thesis Committee

Malia Roberts, Western Michigan University (2027) – Chair Matthew Bice, Baker University (2027)

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Lisa Eckert, Northern Michigan University (2025)

Jennifer Holm, Western Michigan University (2025)

Matt Page, The Ohio State University (2025)

H. Anne Pereira, University of Oklahoma (2026)

Natalie Robinson, Iowa State University (2025)

Janelle Taylor, Northern Michigan University (2027)

Janelle Taylor, Northern Michigan University (2027)

Taunya Plater, Creighton University – Chair-Elect, Executive Committee Liaison

Excellence in Teaching Award Committee

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Sarah Beal, Kent State University (2026)

Carrisa Hoelscher, Missouri State University (2026)

Kristen Kponyoh, South Dakota State University (2025)

Marie Monter, University of Minnesota (2026)

Pieter deHart, Minnesota State University, Mankato MAGS Member-at-Large, Executive Committee Liaison

Excellence and Innovation in Graduate Education Award Committee

Maggie Nettesheim-Hoffmann, Marquette University (2025) - Chair

Derek Attig, University of Illinois (2026)

Juan Casas, University of Nebraska, Omaha (2026)

Amy Tucker, University of Oklahoma HSC (2026)

Carrianne Hayslett, Marquette University - MAGS Past-Chair, Executive Committee Liaison

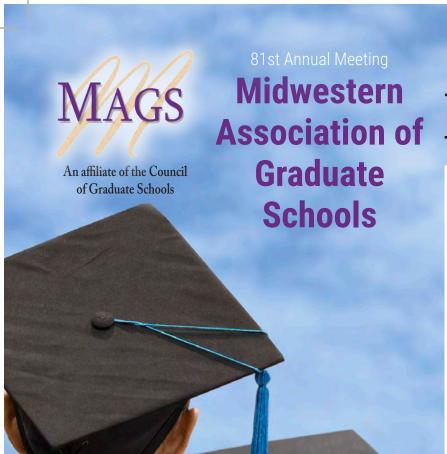
ProQuest, a part of Clarivate, sponsors the MAGS/ProQuest Distinguished Thesis Award. ProQuest's dissertations program was founded in 1939 to safeguard and disseminate graduate research with the use of a technology that was revolutionary at the time: microfilm. Its goal ever since, has been to ensure that dissertations and theses are securely archived as a valuable component of the primary literature.

Today, **ProQuest**, a part of Clarivate, works with its sister organization the Web of Science to maintain, curate and circulate the world's largest, most comprehensive collection of scholarship—from emerging and historical graduate works to well-cited peer reviewed literature. It is dedicated to building technology and opening channels that amplify and connect the world's graduate literature from the Global South to the global north, from well represented institutions, as well as underrepresented/marginalized voices. Its Al-powered bibliographic citation function provides academic researchers with insights unavailable anywhere else.

Through decades-long collaborations with the Association of Research Libraries, the Council of Graduate Schools and others, ProQuest's legacy serves as a prime example of the public good that can be advanced through private-public partnerships.

As a committed supporter of graduate education, ProQuest co-sponsors the annual Distinguished Master's Thesis Awards conferred by CGS regional affiliates. It also sponsors the annual Distinguished Dissertation Awards of both the Council of Graduate Schools and the Canadian Association of Graduate Studies. ProQuest is exceptionally proud to honor and reward the winners of the 2025 MAGS/ProQuest Distinguished Master's Thesis Awards.





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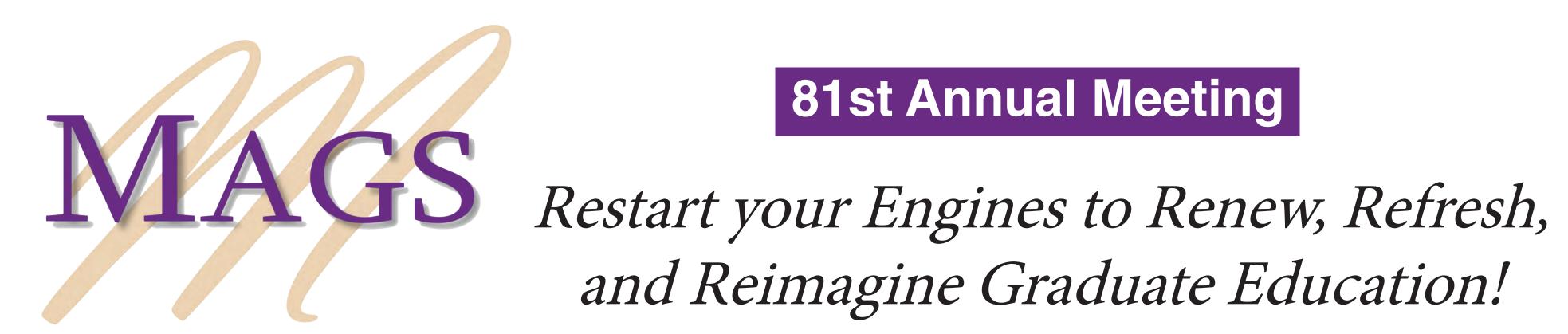
Three-Minute Thesis Committee

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- ☐ Stephen Dilks, University of Missouri-Kansas City (2026) Co-Chair
- ☐ Elizabeth Gockel-Blessing, Saint Louis University (2024)
- ☐ Meggan Davison, Miami University (2026)
- ☐ Maura Dooley, John Carroll University (2026)
- ☐ Megan Miller, Kansas State University (2026)
- ☐ Nicole Lounsbery, South Dakota State University MAGS Chair, Executive Committee Liaison

Interested in serving on a committee? Please complete this quick form

or contact Taunya Plater (tplater@creighton.edu).





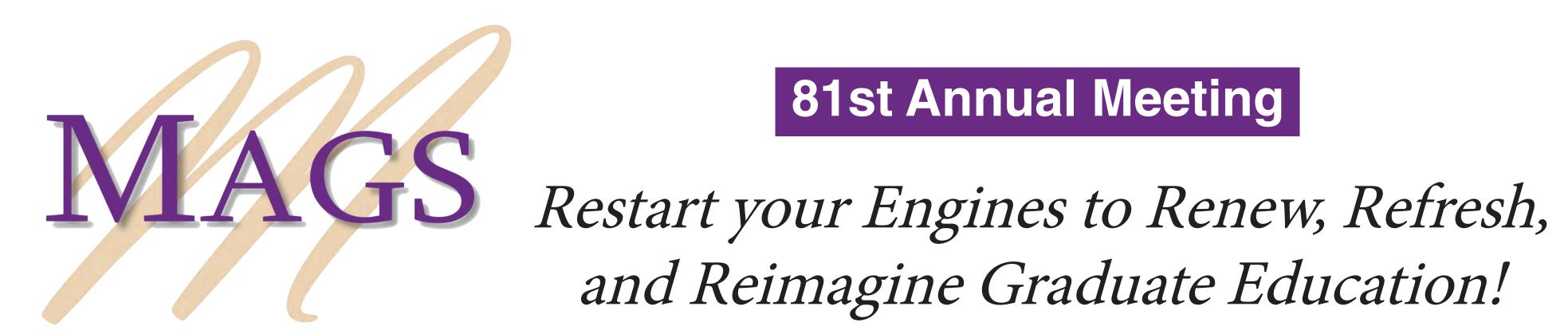
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Fostering DEI in Graduate Education: The Holmes Scholars Experience



Associate Dean of Graduate Studies and Research, College of Education, University of Northern Iowa

soh.meacham@uni.edu





Opening Dialogue:

Graduate Students of Color in Rural Settings

- What unique challenges and opportunities do graduate students of color face in rural settings compared to urban or suburban areas?
- Can anyone share a personal experience or story about being a graduate student of color in a rural setting, or working with such students?



Graduate Students of Color in Rural Settings

: Lived Experience

Experiences of Marginalization & Exclusion

"Feeling invisible in meetings"

"They assumed I was an EFL student at the bookstore."

"A seat at the table, but no voice"

"Tokenized yet sidelined"

"Always being questioned"

Emotional & Psychological Labor

"Exhausting but necessary advocacy"

"Emotional labor of representation"

"Resilience in the face of microaggressions"

"I have to fight for legitimacy"

"White colleagues don't see the struggle"

Navigating Institutional Barriers

"Constantly proving myself"

"Navigating unspoken rules"

"Diversity work is undervalued"

Literature: Systemic Barriers in Rural Grad Ed Settings

(Kalantzis et al., 2024; Maiden, 2021; Sanoe et al., 2021)



Racial Microaggressions

Subtle, pervasive discriminatory interactions undermine belonging and academic confidence.



Limited Representation

Scarcity of diverse faculty and peer models creates isolation and imposter syndrome.



Institutional Constraints

Restricted funding and underdeveloped DEI infrastructure in rural contexts.

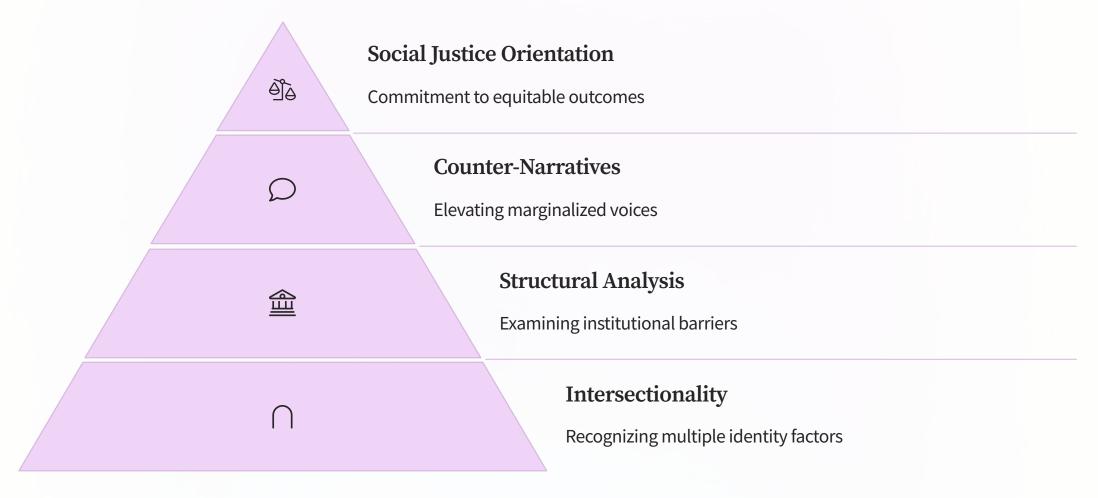


Cultural Isolation

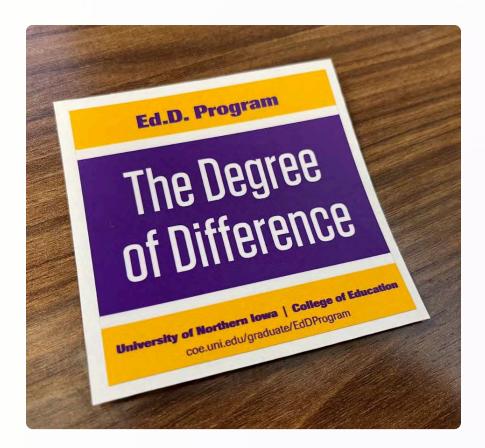
Geographical distance from diverse communities compounds social marginalization.



Understanding the Framework

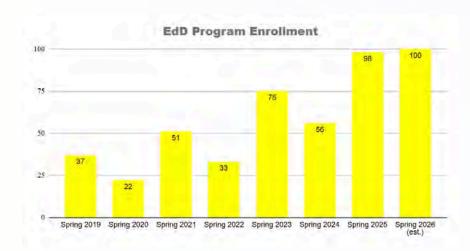


Critical Race Theory provides a powerful lens for examining systemic inequities in higher education. (Ladson-Billings & Tate, 1995; Malone & Barclift, 2024)



Context

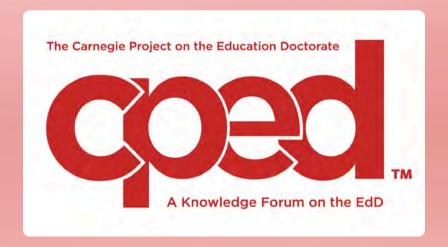
The **online/hybrid EdD program at the University of Northern Iowa** provides a flexible pathway for working professionals to pursue doctoral studies.





Context

The program is informed by the **Carnegie Project on the Education Doctorate (CPED)**, a national initiative focused on redefining the EdD to better prepare practitioners to address complex challenges in education.



Context

The design of this EdD program at the University of Northern Iowa is informed by **AACTE's Holmes Scholars** Program, an initiative that supports the recruitment, development, and retention of students of color in graduate education programs. The goal is to increase the diversity of future education leaders and faculty.



History and Governance of AACTE Holmes Scholars program

Program Launch

Established in 1991 by the Holmes Group

Goal: Equity, diversity, and cultural competence in education

Evolution of Program

Enriches scholarly experience of graduate students of color

AACTE took full ownership in 2010

Mission Continuity

Varied goals and groups represented

Main mission: Diversifying the education profession





AACTE-Holmes-Brochure.pdf



Holmes Scholars' Lived Experiences

Application & Admission

Navigating opaque processes with limited cultural capital and networks.

Academic Integration

Balancing scholarly expectations while managing microaggressions and stereotype threat.

Professional Development

Seeking mentorship and opportunities despite structural barriers.

Career Advancement

Preparing for faculty positions in predominantly white institutions.

Holmes Scholars Testimony

The Power of Mentorship

"Mentorship made all the difference"

Sisterhood

"Sisterhood keeps me going"

Networking

"Interaction within the larger network of Holmes Scholars provides confidence needed within UNI"





Discussion: Support Systems

• How can educational institutions and communities better support graduate students of color in rural settings to ensure their academic and personal success?

Innovative Teaching Practices

Culturally Responsive Pedagogy

Curriculum that centers diverse perspectives and validates multiple ways of knowing.

Community-Based Learning

Connecting academic theory with practical applications in diverse communities.

Critical Dialogue Facilitation

Structured discussions that challenge dominant narratives and promote equity.

Inclusive Assessment

Multiple evaluation methods that recognize diverse strengths and learning styles.



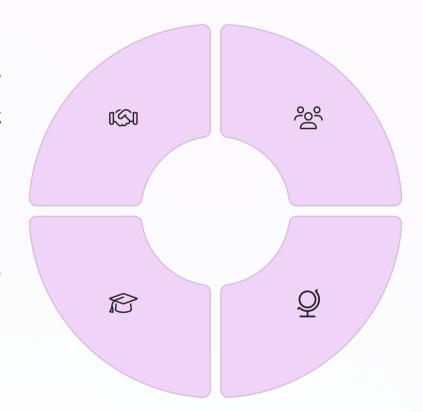
Effective Mentorship Models

Reciprocal Relationships

Mentoring viewed as mutual learning rather than hierarchical guidance.

Identity-Affirming Guidance

Mentorship that validates scholars' cultural backgrounds and experiences.



Peer Networks

Horizontal support systems complement traditional faculty mentorship.

Cross-Institutional Connections

Virtual communities overcome geographic isolation in rural settings.



Professional Development Opportunities



Research Collectives

Collaborative projects centered on equity issues provide meaningful scholarship opportunities.



Leadership Development

Targeted programs prepare scholars for administrative and governance roles.



Teaching Practicums

Structured experiences build pedagogical skills with DEI-focused mentorship.



National Networks

Holmes Scholar connections provide crucial professional community beyond campus.

Implementation Strategies & Next Steps

Institutional Assessment

Conduct comprehensive climate studies to identify specific barriers.

Policy Review

Revise admission, funding, and evaluation processes through an equity lens.

Faculty Development

Implement training on mentoring across difference and culturally responsive teaching.

Resource Allocation

Dedicate funding for Holmes Scholar initiatives and community-building activities.

Ongoing Evaluation

Establish metrics to track progress and adjust interventions as needed.



Issues and Opportunities for Graduate Education: What Is and What Can Be

Suzanne T. Ortega, President Council of Graduate Schools

Midwestern Association of Graduate Schools April 2, 2025

To Lead in Tumultuous Times, we need three things:

- 1. Information
- 2. Community
- 3. Agency



Information



New Administration: The First 100 Days Keeping the graduate education community informed about executive orders, regulatory changes, and other transitions that occur within the first 100 days of the 47th presidential administration.

CGS Letter to the Trump Transition Team

CGS's initial letter to the President-Elect's transition team. introducing the organization and our research, initiatives, and priorities.

Download Letter



Hello — Your Weekly Briefing on Key Developments in the First 100 Days

great week and staying warm in much of the country. This morning Linda McMahon's nomination to be U.S. Secretary of Education was approved by the Senate Health, Education, Labor, and Pensions (HELP) Committee. Her nomination has been sent forward to the full Senate for consideration to be Secretary of Education.

GS COUNCIL OF GRADUATE SCHOOLS

In this edition of the Graduate Policy Monitor we give you updates on the recent Department of Education's Dear Colleague Letter on Racial Preferences, the budget resolution process, changes at the U.S. Department of State regarding visa waivers and more. For additional updates and archived Graduate Policy Monitor issues, check out our First 100 Days webpage.

Congress Moves Forward on Budget Resolutions Despite Differences

The U.S. House of Representatives and Senate are moving forward with separate budget plans. The two chambers must come to an agreement and adopt one of the versions of the budget plans which will direct various Congressional committees to begin the reconciliation process.

Key Budget Updates:

Policy & Advoc

Data & Insights

Membership

- On Wednesday, President Trump backed the House budget proposal favoring a single bill over the Senate's two-bill approach. Senate Majority Leader John Thune plans to move forward with the two-bill approach.
- The Senate budget proposal would mandate the House Education and Workforce Committee propose changes to reduce the deficit by at least \$1 billion from 2025 to 2034, while the House proposal calls for \$330 billion in cuts during the same period.



- Section 405 of the House budget proposal champions the College Cost Reduction Act It also calls for increased accountability for universities and the need to "ensure that students and taxpayers receive a return of their
- Here are links to the <u>House</u> and <u>Senate</u>.



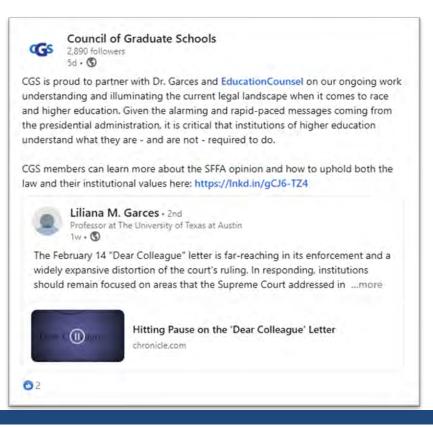
The First 100 Days of the New Administration

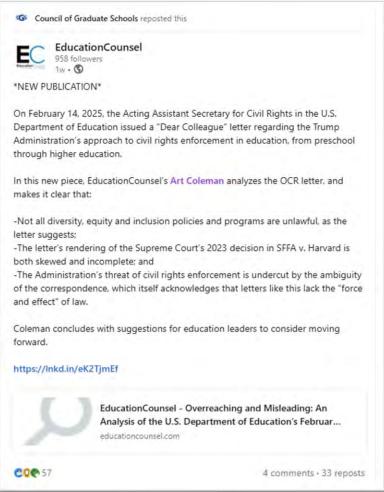
- Executive Orders on DEI: Recent executive orders restricting DEI initiatives are prompting universities to reassess policies while graduate deans work to uphold institutional commitments to access for all.
- **OMB Temporary Funding Freeze:** The Office of Management and Budget's temporary freeze on federal funding has created uncertainty for universities, delaying grant disbursements and impacting research operations.
- **NIH Indirect Costs:** The NIH's proposed 15-percent cap on indirect cost reimbursements has sparked legal challenges, with institutions warning of significant financial strain on research infrastructure and operations.



Social Media Communications on First 100 Days

Along with our regular weekly updates on what is happening in Washington, D.C., we have also shared resources and updates on executive actions.









This memorandum has been rescinded: https://lnkd.in/ehvhwS4i

A statement from CGS President Suzanne Ortega on the matter is forthcoming.



On January 27, the Office of Management and Budget (OMB) issued a memorandum that "temporarily pauses" the obligation and disbursement of funds for all federal grants, loans, and federal assistance programs and other agency activities.

This temporary pause will go into effect on Tuesday, January 28, 2025, at 5:00 p.m. EST.

The memo can be read here: https://lnkd.in/eF5Gw5eT, A supplementary Q&A document, published today, can be read here: https://lnkd.in/ezra7KdF

Direct student loans, federal work-study programs, and Pell grants are not affected by this directive, nor will it affect Social Security or Medicare recipients.

A coalition of states, led by New York State Attorney General Letitia James, are in the process of filing a lawsuit to block the order from taking effect. Among the states joining the lawsuit are California, Illinois, New Jersey, Rhode Island, and Massachusetts.

CGS will continue to closely monitor future executive action on this temporary pause and potential legal challenges to it. In the meantime, we encourage CGS members to compile information and data on the impact this temporary pause of disbursement of federal funds may have on their institutions.

02

1 repost



Community



- Town Halls
- Webinars
- Meetings
- Deans Discussion Board



Townhalls

March 12, 2025

- The impact of anti-DEI executive orders on campuses and how graduate deans and university campuses are responding.
- University strategies for diversifying funding streams to support graduate students amid current and future federal research funding constraints.
- Impact of executive orders on international student recruitment, international collaborations.
- Impact of immigration-related executive orders on Dreamers, DACA-recipients, and undocumented students.

April 9, 2025

- Continued review of the First 100 Days of the Trump Administration and latest executive actions.
- Potential executive order to eliminate or diminish the U.S. Department of Education.
- Impact of the reduction in the federal workforce, especially at the federal research agencies on universities and graduate schools.



Webinar Schedule

- Why Stories Matter. March 5
- The Value and Cost of Graduate Education: A Report and Toolkit. May 12 from 2:00 3:00 pm ET.
- Fundraising for Graduate Education. May 21 from 2:00 3:30 pm ET.



Agency

- Begins with our core values and enduring commitments
- Requires Advocacy
- Depends on Small (and Big) Wins



Our Enduring Commitments

...to build a graduate education system that provides access to high quality graduate education for <u>ALL</u> current and prospective students with the ability, curiosity, and motivation to pursue it



Our Enduring Commitments

...one that optimizes the use of resources to ensure access to and success in programs aligned with students academic and career interests

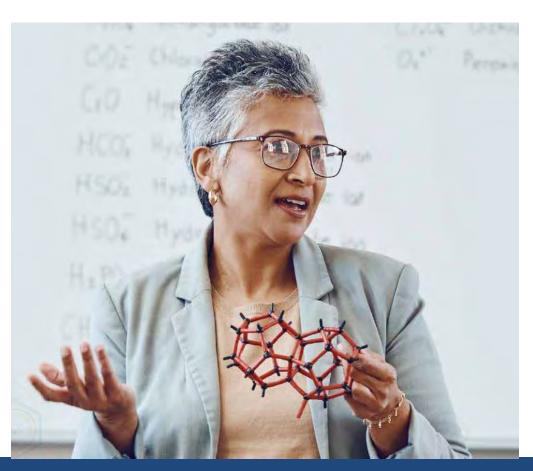


Our Enduring Commitments

...and makes transparent to all key stakeholders the cost of graduate education **AND** its personal and public value



Supporting Fair and Inclusive Graduate Programs: A Resource for Faculty and Universities



- Promising practices for supporting equity in changing legal landscapes.
- Examples from equity-minded graduate programs.
- Supporting tools and curated resources.







The National Name Exchange (NNE)

- NNE aims to expand access to graduate education for the purposes of creating a robust and nimble workforce
- Any CGS member institution in good standing is welcome to participate in NNE
- Almost 10,000 students from 112 schools were enrolled in 2024
- Scan the QR to visit the NNE web page on the CGS website and learn how the program benefits institutions and students
- Contact Matt Linton, <u>mlinton@cgs.nche.edu</u>, or Ali Robert, <u>arobert@cgs.nche.edu</u> with questions or to express interest





The Value and Cost of Graduate Education Report & Toolkit

- Since October 2023, a Task Force of graduate deans has been working together to share university-specific strategies for reducing costs, enhancing transparency, and improving student support.
- **Balancing Cost and Quality:** The CGS Taskforce on the Cost of Graduate Education aims to help universities optimize resources to maintain program quality while ensuring affordability and access for students.
- **Transparency and Advocacy**: The toolkit provides strategies for clearly communicating graduate education costs and career outcomes while outlining a policy agenda to support sustainable funding and investment in graduate programs.



Call to Action: The Value and Cost of Graduate Education

- **Graduate Schools:** Improve cost transparency, provide clear financial support details, support timely degree completion with regular guidance, and expand student services such as mental health support, career resources, and access to childcare and housing.
- 119th Congress and Administration: Invest in graduate education by expanding Pell Grants, sustaining the Graduate PLUS Loan program, supporting public loan forgiveness initiatives, eliminating student loan interest and fees, extending employer tuition assistance, and implementing mandatory loan counseling for graduate students.
- Funders: Support research on the effects of stipend levels and types on student success.
- **Employers:** Advocate for investments in graduate education, support policies incentivizing tuition assistance, and explore opportunities to provide funded internships that enhance experiential learning for graduate students.
- **Students:** Make informed decisions, seek info on time to degree and career outcomes, use financial literacy tools



GRAD\$ENSE

- Originally launched in 2015, the site provides current and prospective students with financial information about pursing a graduate degree
- Updated *GradSense* will launch in April 2025
 - National Financial Literacy Month occurs in April
 - Resolution Regarding Graduate Scholars, Fellows, Trainees, & Assistants (April 15th resolution) - an agreement among signatory CGS member graduate schools to provide graduate program applicants until April 15th to consider offers of admission that also include financial support







Tools to Help You Succeed

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Healthy Research Teams & Labs

A CGS Collaboration with University of Toronto

Vision: to foster welcoming, equitable, creative, collaborative, and innovative research teams and labs.







Resources for Research Team and Lab Leaders

Statement of Commitment for Advisors

As advisors of graduate students, we commit to enact the shared vision and interconnected values of healthy research teams and labs by demonstrating the following seven commitments in practice.

Note: A variety of supplementary resources and tools to assist and support advisors in facilitating healthy research team cultures are found in the appendix.

- Setting clear expectations for advising and mentorship and engaging in practices that help foster positive, productive, and fulfilling relationships. We recognize the importance of supportive advisory relationships in facilitating personal, academic, and professional development of research team members.
- Creating an environment where the welfare of all research team members is prioritized. We recognize that our research team's best work is more likely to be achieved when members feel welcome, supported, and encouraged to strive toward professional and personal goals.
- Explicitly stating our commitment to equitable practices. We recognize that clearly stating our commitment helps to ensure graduate students are given equitable attention and opportunities.
- 4. Encouraging collaboration rather than competition within our research teams and labs. We understand the important role that a collaborative and supportive environment has in fostering success and well-being of research team members.

Engaging in continual learning to refine skills in research leadership and management.

We recognize the importance of elevating our advising and mentorship, research management, and leadership skills through ongoing professional development.

 Promoting professional development opportunities for a variety of career paths.

We understand graduate students have diverse career aspirations and we play a significant role in encouraging them to engage in a variety of professional development activities.

 Encouraging students to be curious, innovative, and open in their work. We understand that research integrity and rigor can be achieved when students are encouraged to be curious, collaborative, and open throughout the research process.

- Statement of Commitment
- Promising Practices
- Logos and a badge signaling commitment to students and prospective students.









Call to Action and Next Steps

- 1. Visit the Healthy Research Teams & Labs web page to learn more about the initiative.
- 2. Encourage faculty to commit to creating a healthy research team or lab through the form on the CGS website.
- 3. Promote your commitment by using the logos in your physical environment and on your personal website and social media.
- 4. Share the initiative widely in your own graduate community.





Scaling a Systems Approach to Inclusive Graduate Research Environments

- Supported by the National Science Foundation's Innovation in Graduate Education (IGE) program, the project will test strategies for helping all students, and in particular, students underrepresented in graduate education, to succeed in doctoral programs.
- The project will support subawards to 10 member institutions to participate in the data collection activities.
- A call-for-proposals will be sent to eligible CGS member institutions in **April 2025**. The eligibility requirements (which will require institutions submitting proposals to have specific STEM doctoral programs of sufficient size) will be explained in the RFP.





From a letter to the President's Transition Team CGS recommends:

- The incoming administration's support of U.S. Department of Education programs that benefit graduate students.
- Reinstating the eligibility of graduate and professional students to receive Federal Direct Subsidized loans.
- That the administration support the Graduate PLUS, Parent PLUS programs, and encourage policymakers to explore ways to reduce the interest rates paid by borrowers on Federal Direct Loans.
- The administration work in concert with the graduate education community to make graduate student mental health programs and wrap-around services a policy priority.
- While the expansion of the Pell Grant program is a legislative matter, CGS requests support from the presidential administration to expand financial aid to graduate students.



2025 Advocacy Day

- On April 24, 2025, CGS will host its **Annual Advocacy Day** in Washington, D.C.
- Advocacy Day provides members of the AACAP and the Board of Directors to engage the administration and Members of the 119th Congress on behalf of all CGS members.
- Key Themes for Advocacy Day:
 - Potential Funding Cuts to Education and Research Programs
 - Freeze on Federal Grants and Contracts to Universities
 - Proposed 15-Percent Cap on NIH Indirect Cost Rate
 - Future of GRAD Plus Loans



Master's Degrees at Work

- A communication campaign to increase positive communications and advocacy on the value of master's education to state and national workforce needs.
- Encouraging media members and policy makers to focus less on individual ROI and more on the community impact of workers with graduate degrees.
- Focus on sharing the stories of current students or recent graduates that are pursuing jobs in fields that depend on master's degrees:



Link to campaign webpage.

Advanced Manufacturing



K-12 Education



Cybersecurity



Museums & Culture



Biomedical & Healthcare





Master's Degrees at Work

Launched in 2024 with a webpage featuring:

- Facts about master's degrees
- Resources about master's degrees
- A toolkit for our members
- Stories from students on why they are pursuing their master's degree
- CGS policy priorities that would make master's degrees more accessible

Media Coverage:

Is a Master's Degree Worth it? How to Make Master's Degrees More Affordable

- Mark Drozdowski, BestColleges, August 2024

Column: Graduate education grows careers and communities in Tennessee

- Sharon James McGee, Ph.D, Dean, East Tennessee State University, Johnson City Press, April 2024





How a Master's Degree in Social Work Helped Lindsey Powell Find Her Voice

Inspired by the impact of social workers in her community after a devastating tornado, Lindsay Powell received her master's degree in social work from Western Kentucky University in 2023.

She got involved in a research project to address the wellbeing of social workers and has used that research to advocate for better policies for social workers.

"I went into my master's program with a strong desire to make an impact on my community. I never imagined that I'd be presenting at national conferences," Powell said. "What was important about my degree is that it helped me find my voice."





Bringing Work to School to Solve Real-World Challenges

Dupri Grimes received his master's in electrical engineering from Texas State University in 2023.

He worked full time for his employer SitePro while getting his degree, allowing him to find real-time solutions for clients in the water and communications infrastructure industry who benefited from his new skills with AI.

"I think getting a master's degree is 100 percent worth the costs. From a professional standpoint, it's really helped me out in my job, and I've been able to help our customers a lot more."





Confronting Racism and Prioritizing Black Women

When Erin Lee set out to get her master's in public health, she had an ambitions plan to do primary data collection for her thesis project about community-based doula work for women of color.

For her, it is important for public health research to be used to better train practitioners to understand the root causes of public health issues.

"People are saying they want to work with Black and Brown communities, but they've only learned a blanket version of what racism is. I think we need to better prepare practitioners to acknowledge and fully understand what racism is and how it impacts entire communities."

Erin Lee graduated from the University of Washington in 2020.





A Clear Vision: Using a Master's Degree in Social Work to Empower People with Disabilities

"I'm striving for my community to have a safe space for people with disabilities to go to for encouragement or for resources to help them reach their goals. I'm trying to get everyone to realize that our disabilities don't define us."

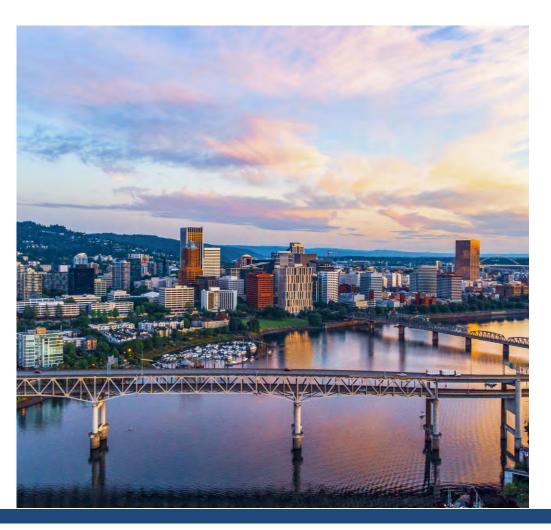
Mirranda Williams, who is blind, on why she got her master's degree in social work so she can work with blind seniors and help them thrive in their communities.

She received her master's degree in 2022 from Morgan State University.





New Deans Institute and Summer Workshop



Join us in Portland in July!

Timely plenary sessions include:

- Making Conflict Constructive: How Universities Can Promote Productive Dialogue Across Divides
- We Will Survive: Protecting Mission and Values in Tumultuous Times
- Creating Inclusive Learning and Mentoring Environments: Professional Development in Inclusive Pedagogy



clideo.co

IOWA STATE UNIVERSITY

Moving Past Information Overload: Reimagining a student-centered graduate student orientation

Christine M. Cain, Program Manager, Graduate Enrollment Programs Erin Conlan, Graduate Student Success Specialist

Agenda for Today

- > What do we know? Literature Review
- > Who are we? ISU Graduate Student Profile
- > Our Vision & Goals
- > Student-Centered Graduate Orientation Model
- > The Main Event
 - o Phase I: In-person
 - Recap
 - Phase II: Hybrid
- Key Takeaways
- Future Directions







Literature Review

- A well-structured orientation can lessen students' anxiety, support acclimation and increase the success of graduate students' transitions into the academic program (Poock, 2004);(Berry, 2018)
- ...should be an ongoing process into the complex environment in which all people share responsibilities for welcoming and getting to know others (Spanakos & Rivas, 2022)
- ...serves as a critical tool in acclimatizing them to the demands and expectations
 of graduate education....communicates concerns, connects students with the
 academic community, as well as early integration into the informal social stream
 of campus (Di Pierro, 2012); (Manley Lim, 2014); (Wagner, 2021)
- ...should offer robust and varied experiences for students to connect with the institution, including exploring the realities of graduate school, acquaint students with campus resources and allow students to develop relationships within and beyond their home department, which may lead to a stronger sense of inclusion within the university (Gopalan & Brady, 2020); (Rodríguez, Chavez, & Klauber, 2019); (Pontius & Harper, 2006); (Berry, 2018); (Spratling & Valdovinos, 2022)
- It is important for students to build connections outside of their academic department and Make space for critique, self-reflexivity, and honest conversations about inequities and power imbalance within institutional structures (Shokirova, 2022)

Iowa State Graduate Student Profile

- Large, public, R1, Land Grant University
- Located in Ames, Iowa
- 250+ masters and doctoral degree programs
- 4170 graduate students
 - 1,934 master + 2,133 doctoral students
 - International students: 46%
 - In Fall 2024, students came from 48 U.S.
 States and 88 countries
 - 922 students enrolled who received undergraduate degree from ISU
 - 14.1% are online students
 - 1444 students started Fall 2024



Vision & Goals: ISU Orientation Context

University Level

The Graduate College

Department Level

- Typically by program
- On a spectrum

Supporting Units

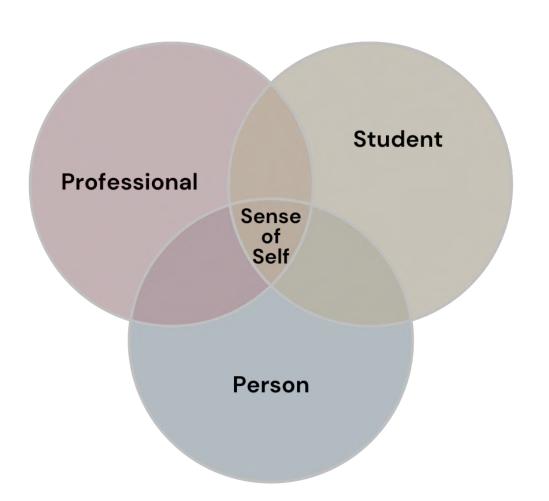
- International Student and Scholars Office (ISSO)
- Iowa State Online

Goals

- Streamline a centralized new graduate student orientation
- Support departments and programs in creating a holistic orientation experience
- Set a foundation of success for students that focused primarily on building community (with university-level onboarding sprinkled in)



Student-Centered Orientation Model



Student

- Learning and development
- Teaching, research, and service
- Policies and expectations at ISU
- Hidden curriculum

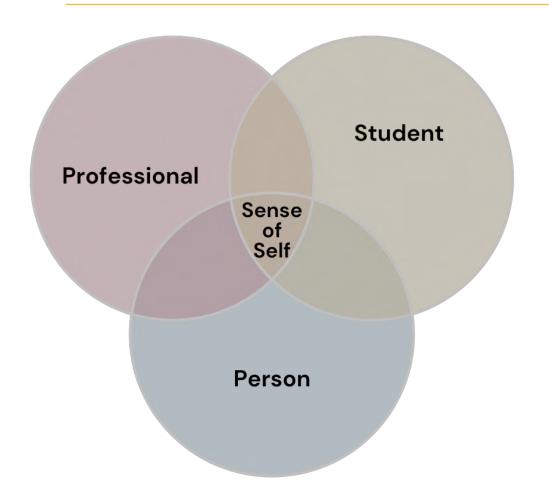
Personal

- Individual needs, accommodations, & resources
- Affinities and interests
- Community and belonging
- Family, children, and partners

Professional

- Previous work and life experience
- Career goals and skills that extend beyond the program

Conversation Break



Talk with folks around you or at your table:

- What type/ style of new graduate student orientation programming does your institutions provide?
- 1. What elements or programming do you offer that meets one or all of these areas in the student-centered model?

Event Phase 1

In-person orientation

Event Structure

9:00-9:30 am

9:30-10:30 am

10:30-12:30 pm

- Coffee & Pastries
 - Welcome Message & Student Panel
 - Breakout Sessions
 - International Student & Scholars Office
 - An Introduction to Wellbeing & Safety Resources at Iowa State University
 - Building a Strong Foundation with Your Major Professor
 - Professional Development
 - Resource Fair
 - Lunch
 - Ice Cream Social
- 10:30-1:00 pm
- 12:00-1:00 pm
- 1:00-2:00 pm



Breakout Sessions

- What are key topics students need to know?
- What issues does students encounter?
- Who are the best resources for these topics?

INTERNATIONAL STUDENTS & SCHOLARS OFFICE (ISSO)

International student-specific session. Meet your ISSO Advisors and learn more about important resources living in the U.S. (banking, health insurance, and more!)

CAMPUS SAFETY & STUDENT WELLNESS

Campus partners in ISU PD and Student Health & Wellness team up to provide insight on the Iowa State's campus environment and resources to support you in staying safe and getting acclimated to a (potentially) new campus, state, or country. They will cover tips and tricks for working with law enforcement and how to support your own mental, physical, and emotional health and wellbeing.

BUILDING A STRONG FOUNDATION WITH YOUR MAJOR PROFESSOR

Your relationship with your major professor is critical to your success as a graduate student. In this session, we will review communication strategies and share tools to help you build a strong foundation and professional working relationship with your advisor.

PROFESSIONAL DEVELOPMENT

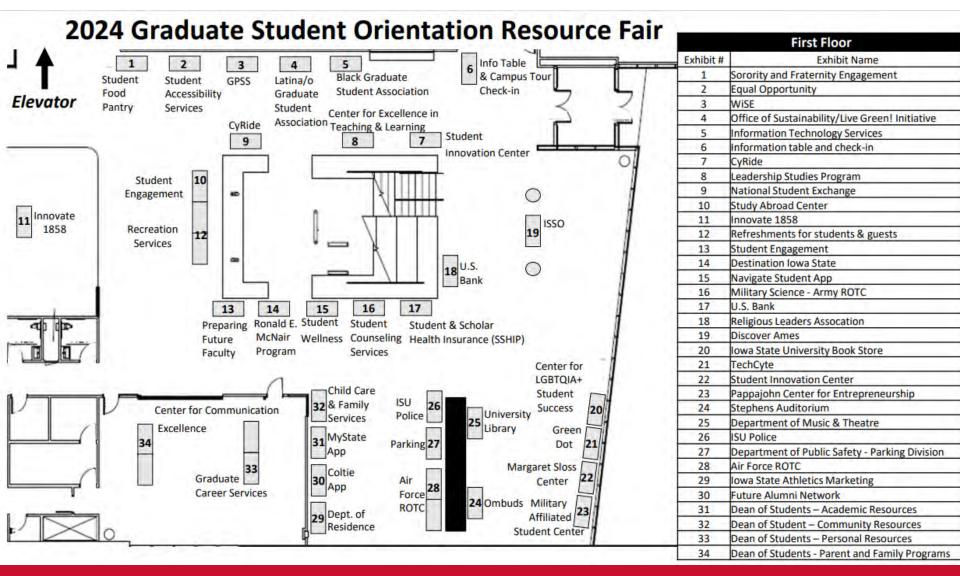
Learn about different opportunities for building professional competencies with support from the Center for Communication Excellence, Preparing Future Faculty Program, Graduate Career Services Office, and Emerging Leaders Academy.

What "hidden curriculum" topics are most relevant for students at your institution?





Resource Fair



Resource Fair









- 1. U.S. Bank
- 2. Student Health & Wellness
- 3. CyRide
- 4. Student Accessibility Services
- 5. Student Engagement

Social Focus















Feedback

Topics students still wanted:

- 1. Housing/ relocation assistance
- 2. Entrepreneur opportunities
- 3. Financial Aid
- 4. All student activities



Additional comments:

- 1. Needed more seating in breakout sessions
- 2. Wanted to attend all sessions but couldn't attend due to timing
- 3. More events to meet people outside of department



1:00-2:00
WEST MARSTON WATERTOWER

ICE CREAM SOCIAL

Meet current graduate student leaders from ISU clubs and organizations. Ice cream is from the ISU Creamery (dairy free options available).

Complete the post survey by scanning the QR code to be entered to win an ISU prize basket!



Feedback

"It was great to see the student leadership and the professors encouraging the new coming graduate students to reach out for any sort of guidance required. As an international student it makes me feel comfortable. Thank you for such a warm welcome and equipping me with all the necessary information to begin with my exciting journey at ISU."

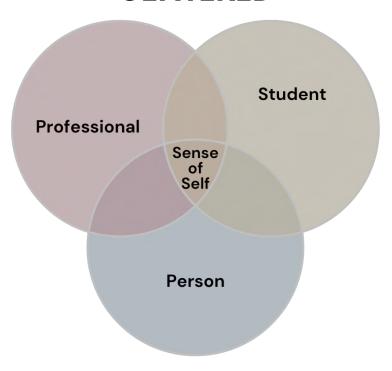
"The orientation was perfect, thank you all for helping us having a great experience at Iowa State University."

"It was so much fun! I learned a lot, and grad school seems less daunting/scary. I'm excited to meet new people and form long lasting connections."

"This is such an amazing event arranged for the international graduate students. I have enjoyed a lot and got the opportunity to understand and gain knowledge overall things which I was unknown about it."

What Make It Student-Centered?

STUDENT-CENTERED



Student

- Current student panel & open Q & A
- You & Your Major Professor session
- International Student & Scholars session
- Guided campus tour
- Resource tables

Personal

- ISU PD & Wellness session
- Ice cream social
- Family attendance
- Local community resource tables

Professional

- Professional Development Session
- Networking
 - Student body
 - University leadership
- Leadership opportunities for current students

Phase 2

Continuous Orientation

IOWA STATE UNIVERSITY

Tools for Graduate Student Success At

Home

Smart Search

Modules

ISU Library Resources



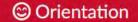
Welcome, Test Student!

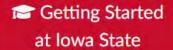
This canvas organization is designed to be a one-stop information and resource hub for graduate students at Iowa State University. All information found on this course is provided by each corresponding department or resource website and their professional faculty and staff. We all strive to aid in your success at Iowa State University!

Make sure to follow us on social media:

https://www.facebook.com/ISLIGradCollege/

Navigate the Modules based on areas of interest:







Phase 3

Future Directions

IOWA STATE UNIVERSITY

Key Take-Aways

1. Coordinating with stakeholders

- Students and Departments
- Draw lines between university-wide versus departmental orientations

2. How students prioritized their time

- Special interest sessions versus technical sessions
- Socializing versus sessions

3. A formal welcome and opening ceremony from leadership feels impactful

International culture/ importance

4. Including student leaders in both the formal and informal setting

- Key for how we establish graduate culture
- Community building at the beginning of a student's journey can lead to higher retention

Future Directions

- Meeting the needs of a diverse and changing graduate student body
 - Concurrent programs, coursework only programs, self-funded students, working professionals, credentialing, etc.
- Curating an experience:
 - How are our students being oriented (with our without our assistance) and does that align with our institutional mission and goals
- Expanding two-way/mutual orientation (Purdie, N., Milgate, G., & Bell, H. R., 2011.)
 - Incorporating faculty and staff
- Orientation as a pathway to form expectations and engage with
 - Cultural formation and norms of graduate community at your campus
 - Student-led activism and shifts in graduate community and culture
 - Incorporate two- way/ mutual orientation

Questions?

Contact Us

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Specialist

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Graduate College

Iowa State University

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(515)-294-4531

www.grad-college.iastate.edu/



"We identify the issues and opportunities. We think boldly. We bring together our expertise and our partners. Then we get to work." – Iowa State President, Wendy Wintersteen



Communication to Stakeholders

Departments

- Initial Emails
- Resource Fair participants

Volunteers

- Emails
- Student organization and other graduate student leaders
- Graduate College Staff
- Student panelists

Breakout Session Leaders

- Conceptualized important topics for sessions
- Reached out to representatives from departments and shared topic ideas

Incoming Students

- Emails
- RSVP's
- Social Media
- Newsletter





Return to UNI Initiative

April 2, 2025



Dr. Stephanie Huffman, AVP & Dean Graduate, Research & Online Education

Trisha Becker, Director Operations & Continuous Improvement

Karen Cunningham, Assoc. Dean & Director Online Education & Individual Studies

Understanding College Stop-outs

What are College Stop-outs?

Definition: Students who leave college but intend to return to complete their degree, unlike dropouts who do not intend to return.

Key Data Points:

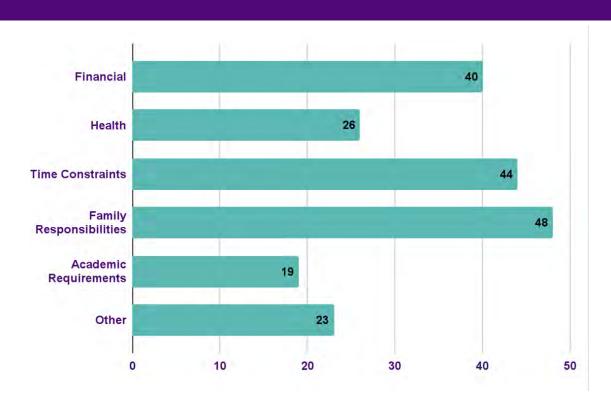
- As of 2022, some college, no degree (SCNC) reached 36.8M, up 2.9% from the previous year.
- While the number of newly stopped out declined, fewer SCNC students re-engaged
- Pandemic-related reasons contributed to the increase



Reasons for Stopping Out

- **Financial Constraints** rising costs of tuition and other expenses. ~35% of students report financial difficulties as a key reason for leaving college.
- Academic Pressure heavy workloads and inadequate academic support can overwhelm students. Academic underperformance is a common reason for stopping out.
- Mental Health Challenges emotional stress and mental health issues are a major factor. About 54% cite emotional stress, and 43% cite mental health reasons.
- Lack of Campus Engagement feeling isolated or disconnected from campus life can lead to students leaving.
- Personal and Family Responsibilities family obligations and life changes can contribute to leaving (CollegeNP, 2025).

Reasons for Stopping Out - UNI Data



"Other" reasons:

- Tragic life events
- Relocation
- Work requirements took priority
- Mental health



Potential returners could choose more than one reason.

Strategies for Re-Engaging Stop-outs

- Offer financial assistance (\$500 scholarship) to students who return
 - Affordability is one of the biggest concerns for learners
- Remove barriers that make it difficult for students to return
 - Review policies and procedures to make the transition back easier
- Put together a team
 - This work requires cross-campus collaboration, so it's important to put together a team of representatives, such as Registrar, IT, and UR
- Communicate effectively
 - Develop an effective communication outreach plan
- Provide a plan for support
 - Optimize success by creating a realistic plan for support



New Initiative: Return to UNI

Barrier: graduate catalog recency policy requires graduation within 7 years for Master's students and 10 years for Doctoral students.

The Initiative: temporary waiver of recency policy for up to two years to allow those close to completion to come back and finish their graduate degree.

2. Time Limitation (Recency of Credit)

Time limits on the completion of degrees have been established to ensure that a student who earns a UNI graduate degree is current in the discipline at the time of graduation. The allotted time to a Master's and Specialist is seven years from the earliest course applied to the degree. The allotted time for doctoral degrees is ten years. Courses taken more than seven years (ten years for doctoral programs) prior to the granting of the degree cannot be used to meet degree requirements. If the student's original time limit expired over five years ago, the student must reapply for admission to the graduate program. If the student is accepted, only coursework that is within the recency period when the degree is granted may be used to satisfy degree requirements.

A graduate student who is unable to complete the degree within the time limits described above may request the program and Graduate Studies one extension of up to 24 months. The form "Preliminary Request to Extend Time to Complete Graduate Program" must be completed by the student and approved by the program (see https://grad.uni.edu/current-students). If the extension requires the completion of a thesis or dispartation, the completion shall must also



Criteria for Invitation

- 1. Stop out date 2011-2022 or personal invite from program coordinator
- 2. Good Academic Standing
- 3. Good Financial Standing If outstanding balance, then it must be less than \$1,000; Not in collections
- 4. Approved by the Dean of Students
- 5. Minimum of 9 hours of program completed



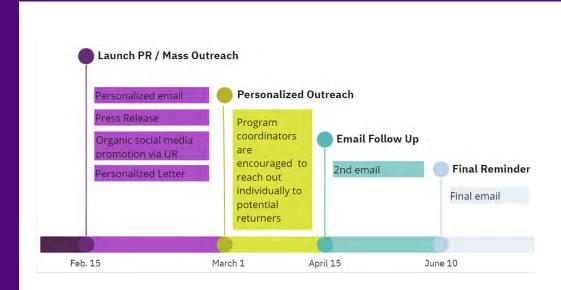
Our Process

- **1. Share initiative and begin campus buy-in process** Dean's Council and Grad Program Coordinators (Nov. 2023)
- 2. Work with IT to develop a report to work from (Nov. 2023)
- **3. Consult academic deans** to determine which programs were able to support returning students (*Dec. 2023*)
- 4. Program coordinators / department heads vet lists (Dec. 2023)
 - a. Invite back to original program
 - b. Remove from invite list entirely
 - c. Invite into MAIS program



Marketing and Promotion

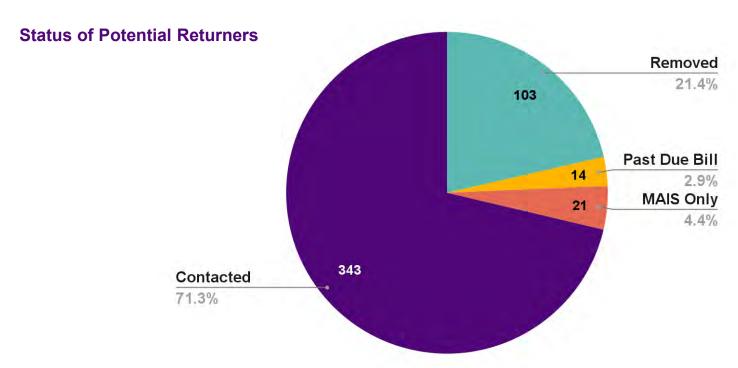
- Dedicated landing page
- Emails to invite list
- Letter mailed to invite list
- Press release
- Personal invitations from program coordinator/department
- Calling campaign for those with letters returned
- Organic social campaign



Tone: encouraging, understanding, and supportive.



Results and Outcomes





POLL:

Of the 343 students contacted, how many students do you think expressed interest in returning to their graduate program?





Results and Outcomes

92 students

completed the Request for Information form!



POLL:

Of the 92 students who expressed interest, how many students do you think enrolled?





Results and Outcomes

66 students

re-enrolled in Summer 2024, Fall 2024, or Spring 2025.



Results and Outcomes

8 students

graduated in Summer 2024 or Fall 2024.



Lessons Learned

- Requires a trusted data partner
- Communication is important build support and excitement on campus
- Include fine print (i.e. this does not apply to other policies)
- Tailor re-engagement strategies to address the reasons for stopping out
 - Personalized outreach to address circumstances
- Recognize that the barriers that caused them to leave in the first place, are likely still present (e.g., work and family commitments, academic issues, etc.)
- Highlight returning stop-out success stories



Questions?





Graduate Student Programs Fall 2024

(If Viewing On A Phone switch To "Print Layout" For Easy Viewing)

Month	Topic & Registration Link	Date	Time
August	Grad Student Orientation	8/17	8:30 AM - 4 PM
	Graduate Assistant Orientation (Includes Teaching & Research Assistants)	8/17	1:30 PM - 4 PM
	Grad & Law Student, Faculty, & Staff Ice Cream Social	8/17	4 PM - 5 PM
	Living In Dayton	8/20	4 PM - 5 PM
	Living In/Visiting Dayton (Virtual*)	8/28	12 PM - 1 PM
September	Campus Job & Research Opportunities (Virtual*)	9/3	12 PM - 1 PM
	Campus Job & Research Opportunities	9/3	4 PM - 5 PM
	Student Employment On Campus Job Fair & Resume Review!	9/4	1 PM - 3 PM
	Career Services: Job & Internship Fair	9/16	1 PM - 5 PM
	Post Career & Internship Fair Grad Social	9/16	6 PM - 8 PM
	Rusty Taco Grad Student Social	9/17	6:30PM - 8PM
	Thesis & Dissertation Formatting Info Session (Virtual*)	9/25	12 PM - 1 PM
October	Library Resources For Grad Students (Virtual*)	10/14	12 PM - 1 PM
	Thesis & Dissertation Formatting Info Session	10/15	12:00 - 1:30 PM
	UD vs West Virginia Men's Soccer - Grad Student Night	10/15	7 PM - 8:30 PM
	Library Resources For Grad Students	10/16	4 PM - 5 PM
	UD Women's Soccer - Grad Student Night	10/17	7 PM - 8:30 PM
	Thesis & Dissertation Formatting Info Session	10/24	5:30 PM - 6:45 PM
November	Internship & Job Search Tips	11/5	4 PM - 5 PM
	Internship & Job Search Tips (Virtual*)	11/13	12 PM - 1 PM
	Thesis & Dissertation Formatting Info Session	11/14	3:00 PM - 4:30 PM
	Grad Student Holiday Party & Give Back Event	11/18	4 PM - 6 PM
	*Note Virtual Sessions Start Eastern Standard Time		

Spring 2025 Events Will Be Released In November 2024

Special Thanks To The Following Campus Partners:







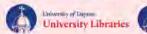
2025 Graduate Student Programs (Viewing On A Phone? Switch To "Print Layout" For Easy Viewing)

Once You Register We Will Send You A Calendar Invite With Location Details/Zoom Link

1			
	New Grad Student Orientation	1/10	1-4PM
	New Graduate Assistantship Orientation (Virtual)	1/15	Noon - 1 PM
lanuari	Grad Student Hangar Social & Living In Dayton Resources	1/22	5 PM - 7:30 PM
January	Thesis & Dissertation Information Session (Virtual)	1/28	Noon - 1 PM
	Roesch Library: Resources For Grad Students (Virtual)	1/29	Noon - 1 PM
	UD Career Services: Job & Internship Fair	2/3	1 - 5 PM
	UD Grad & Law Pecha Kucha Night or Presenter Registration	2/10	6 PM - 8 PM
February	Roesch Library: Finding Research & Scholarty Work (Virtual)	2/12	Noon - 1 PM
	Thesis & Dissertation Formatting Info Session (Virtual)	2/19	3:15 PM - 4:15 PM
	GIA International Fest	2/20	6 - 9 PM
	UD Basketball Grad Student Social at Buffalo Wild Wings	3/4	6 PM - 8 PM
March	Career Services: Job Offers & Negotiation (Virtual)	3/26	Noon - 1 PM
2.0	Thesis & Dissertation Formatting Info Session	3/27	Noon - 1 PM
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	CSC: Move Out Collection Volunteering Info Session (Virtual)	5/1	Noon
May	Commencement	5/10	Noon
273	Thesis & Dissertation Information Session (Virtual)	5/20	Noon - 1 PM

Fall 2025 Events Will Be Released In June 2025

Special Thanks To The Following Campus Partners:







Round Table Discussion:

Developing a Campus
Wide Events and
Development Series for
Graduate Students



Format For Today



My Experience

Establishing My Grad Student Events

03

Small Group Talk

Break Down Into Groups of 5



Your Reflection

You Will Use This In Part 3



Large Group Share

Discussion & Roundtable



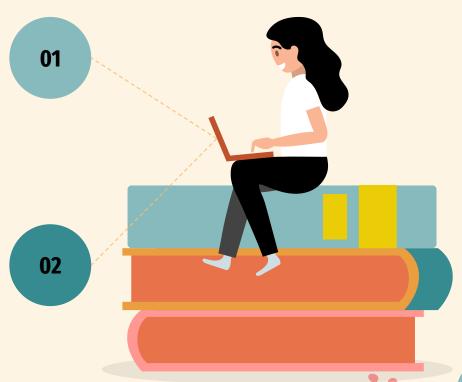


What Are You Looking For?

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What Is Your Strength?

- What is a program/event you are proud of?
- What is a partnership you are proud of?
- How do you advertise and communicate your programs/events?







Paul Wojdacz

PhD Candidate

Associate Director: Graduate Student Programs & Operations

University of Dayton

Graduate and Professional Education

At UD: 5 Years In Student Affairs & Housing 1.5 Years In Graduate Education









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Marianist Foundation:

The University of Dayton was founded in 1850 by the Society of Mary (Marianists). This deeply influences the university's values and educational philosophy.

Aviation Heritage:

Dayton is the birthplace of aviation pioneers Orville and Wilbur Wright. This legacy is deeply ingrained in the city's identity. Adds to our STEM programs.

Wright-Patterson Air Force Base:

Wright-Patterson Air Force Base, located nearby, is a major employer and a center for aerospace research.

- 10K Students
- Roughly 2,200 Graduate Students
 - 50 Masters Program
 - 13 Doctoral Programs
 - 40 Certificate Programs

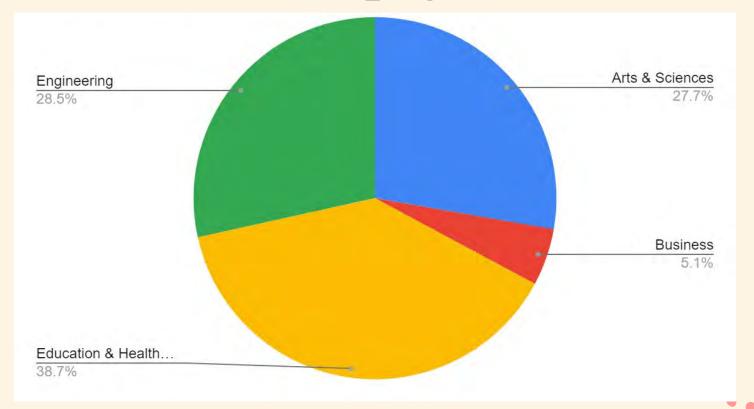








Grad Student Demographics

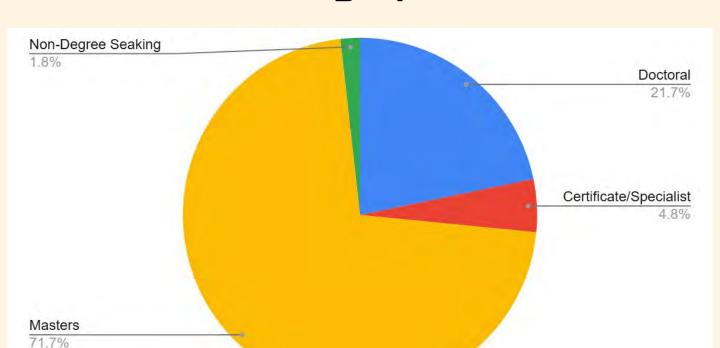








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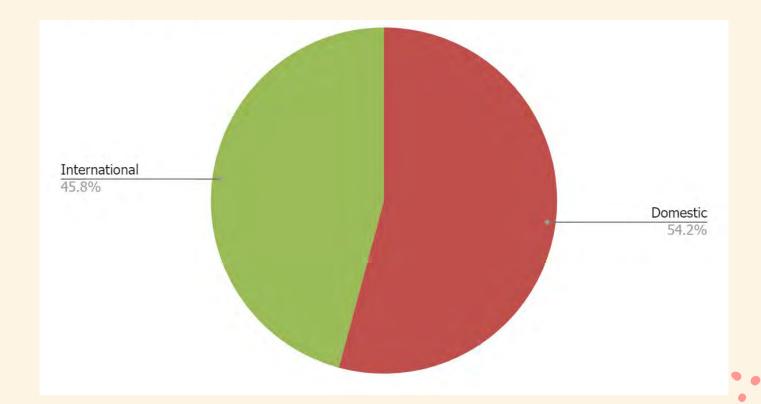








Grad Student Demographics











Largest Influences

- 18% of Students Are 100% Online
- No onboarding institutionally
- 46% International
- Variety of Strengths in Programs
- Previously Decentralized Services
- Sense of Belonging Focused
- Being a PhD Student Myself
- Almost Completely New Office
- Undergraduate Heavy University
- Variety of "Feelings"
- \$6,000 Budget





My Timeline

January 2024

Started

Worked With Strategic
Partners

Mapped Services

Lessons Learned

Reevaluate





03

04





Assessed Needs

Met With Programs
Assessed Students Needs:
Graduated & Current

Implement Plan

Fall 2024

Implement 2.0

Spring 2025



Assessment Finds:

- Lack of Support & Graduate Student Engagement
- No Orientation/Understanding Of Access To Resources
- Strong International Student Orientation
- Lack of Consistent GA/Assistantship Experience
- Lack of Consistent Communication to Graduate Students
- Very Strong Or Deferred Responsibility From Programs
- Desire For Virtual And In Person Opportunities
- Openness To Collaboration On Campus Especially From Services
- General Frustration From The Lack of Previous Collaboration
- We Needed To Create A Baseline Experience For All Students
- Belonging is Phase 1 Professional Development Phase 2























Commons



Graduate Student Services and Support







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Discussions

Modules Ø

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Grades

Assignments

People

Collaborations

Syllabus

Quizzes

Files

Rubrics Ø

Outcomes

Settings



Welcome to the Graduate Student Resource Site

Graduate Academic Affairs (GAA) is the office supporting all graduate students at UD. Between your program of study, faculty and GAA, we are here for you! Regardless if you are online, in person, or a hybrid student GPE can answer questions you have about navigating UD. This Canvas site provides resources available to all graduate students and graduate assistants. Lastly, this site houses a completion "grade book" for all required campus wide trainings you need to complete available in September.

Starting At UD Checklist

Campus Community Support

Required Student Trainings

Campus Job Resources

Career & Internship Resources

Free Professional Development

Academic Resources

Library Resources

Thesis & Dissertation Resources

	_	
Starting At UD Checklist	Campus Community Support	Required Student Trainings
Campus Job Resources	Career & Internship Resources	Free Professional Development
Academic Resources	Library Resources	Thesis & Dissertation Resources
Health & Wellness Resources	Living In/Visiting Dayton	Find Roommates & Community
Finishing At UD	Campus Safety Resources	Graduate Assistant Resources

















? Help

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Ø Collaborations

Syllabus Ø

0 Quizzes

Files

Rubrics Ø

Ø Outcomes

Settings

Graduate Student Health & Wellness Resources

Health & Wellness Resources

Office Name	Basic Information/Links			
Conversity of Dayson. Student Care & Advocacy	The Student Care & Advocacy Team in the Dean of Students Office addresses student challenges, life stressors, or barriers that impact student success and wellbeing. SCA is a non-clinical support team which recognizes that student concerns are often multi-faceted and extremely challenging. Therefore, SCA Case Managers work through direct 1:1 engagement with students, as well as in consultation and coordination with campus and community partners like those in Graduate Academic Affairs. SCA helps students in exploring options for resolving concerns, determining action plans for achieving positive outcomes, and building skills that empower students to advocate for themselves and successfully navigate future barriers/problems. SCA Case Managers can work closely alongside various offices to support students. For more information about the services SCA provides, visit: Student Care & Advocacy.			
Liniversity of Dayron Counseling Center	The Counseling Center; provides mental health services to UD students. Licensed mental health clinicians provide drop-in sessions, crisis intervention, and individual and group therapy. The Counseling Center also offers some limited psychiatry services. Graduate students in the Law School, Physician Assistant program, Lalanne teachers, and graduate assistants can utilize all services at the Counseling Center entirely free of charge. All other graduate students can access Drop-In Hours, crisis resources, and our Anxiety & Depression Toolbox Seminar entirely free of charge. Individual therapy and psychiatry services are available at a cost. Students interested in talking with the Counseling Center are encouraged to come through Drop-In Hours, which take place on the first floor of Gosiger Hall. Drop-In Hours are offered every weekday. No appointment is needed, and services are entirely confidential. The most up-to-date drop-in hours are posted on the Counseling Center's services page. Students may also contact the Counseling Center by calling 937-229-3141 or emailing counselingcenter@udayton.edu. Any student experiencing a mental health crisis after-hours can call the Counseling Center at 937-229-3141 and press option "2" to be connected with an on-call therapist. At the Counselling center, we provides a space and an opportunity for everyone. Not everyone needs to see a therapist to feel better. Sometimes making small adjustments on your own is all that's needed. We get that. Here are some resources for you to use. Also remember that we are always available during Drop-In Hours in Gosiger Hall if you want to talk. Here are some other Self-help Resources			



Graduate Student Ambassadors













Olajumoke "Jummie"	
Agboola	
agboolao5@udayton.edu	
Masters	
Business Administration	

Hoang Thy Anh "Tinie" Tran tranh10@udayton.edu Masters **Business Analytics**



Tooba Momin momint1@udayton.edu Doctoral Biology

Maxwell Osei oseim5@udayton.edu Masters

Kemble kemblea3@udayton.edu Masters Business Administration Mechanical Engineering

Lexie







Graduate Student Ambassadors

Support Focused: Teach GSAs about campus programs and services

Community Focused: lead and help organized events

Leadership Focused: Get matched with a campus mentor & develop leadership skills through the program

Graduate Student Ambassador Commitments

- Help & assist with planning graduate student orientation (August & January)
- Attend a monthly meeting as a member of the Graduate Student Council
- Attend graduate student professional development programs (as able)

Benefits of being a Graduate Student Ambassador:

- Develop leadership and communication skills while gaining valuable experience for your resume
- Network with faculty, staff, and fellow students
- Deepen your connection to your university while supporting your fellow students!
- Get recognition from the university administration for serving others!

Eligibility for becoming a Graduate Student Ambassador:

- Be a full time graduate student
- Strong passion for your program and wanting to help others!
- Available August 17th, 2024 Saturday 8AM-4PM
- Must attend a minimum of 1 GSA program a month
- Be available on the first Wednesday each month at noon







Grad Student Orientation Campus Wide Assistantship Orientation

Thursday, April 3, 2025 2–3 p.m. CONCURRENT SESSION IV







Month	Topic & Registration Link	Date	Time
August	Grad Student Orientation	8/17	8:30 AM - 4 PM
-	Graduate Assistant Orientation (Includes Teaching & Research Assistants)	8/17	1:30 PM - 4 PM
	Grad & Law Student, Faculty, & Staff Ice Cream Social	8/17	4 PM - 5 PM
	Living In Dayton	8/20	4 PM - 5 PM
	Living In/Visiting Dayton (Virtual*)	8/28	12 PM - 1 PM
September	Campus Job & Research Opportunities (Virtual*)	9/3	12 PM - 1 PM
	Campus Job & Research Opportunities	9/3	4 PM - 5 PM
	Student Employment On Campus Job Fair & Resume Review!	9/4	1 PM - 3 PM
	Career Services: Job & Internship Fair	9/16	1 PM - 5 PM
	Post Career & Internship Fair Grad Social	9/16	6 PM - 8 PM
	Rusty Taco Grad Student Social	9/17	6:30PM - 8PM
	Thesis & Dissertation Formatting Info Session (Virtual*)	9/25	12 PM - 1 PM
October	Library Resources For Grad Students (Virtual*)	10/14	12 PM - 1 PM
_	Thesis & Dissertation Formatting Info Session	10/15	12:00 - 1:30 PM
	UD vs West Virginia Men's Soccer - Grad Student Night	10/15	7 PM - 8:30 PM
	Library Resources For Grad Students	10/16	4 PM - 5 PM
	UD Women's Soccer - Grad Student Night	10/17	7 PM - 8;30 PM
	Thesis & Dissertation Formatting Info Session	10/24	5:30 PM - 6:45 PI
November	Internship & Job Search Tips	11/5	4 PM - 5 PM
	Internship & Job Search Tips (Virtual*)	11/13	12 PM - 1 PM
	Thesis & Dissertation Formatting Info Session	11/14	3:00 PM - 4:30 PM
	Grad Student Holiday Party & Give Back Event	11/18	4 PM - 6 PM
	*Note Virtual Sessions Start Eastern Standard Time		





Month	Topic & Registration Link	Date	Time
Janua	New Grad Student Orientation	1/10	1-4PM
	New Graduate Assistantship Orientation (Virtual)	1/15	Noon - 1 PM
	Grad Student Hangar Social & Living In Dayton Resources	1/22	5 PM - 7:30 PM
	Thesis & Dissertation Information Session (Virtual)	1/28	Noon - 1 PM
	Roesch Library: Resources For Grad Students (Virtual)	1/29	Noon - 1 PM
	UD Career Services: Job & Internship Fair	2/3	1 - 5 PM
	UD Grad & Law Pecha Kucha Night or Presenter Registration	2/10	6 PM - 8 PM
February	Roesch Library: Finding Research & Scholarly Work (Virtual)	2/12	Noon - 1 PM
	Thesis & Dissertation Formatting Info Session (Virtual)	2/19	3:15 PM - 4:15 PM
	GIA International Fest	2/20	6 - 9 PM
	UD Basketball Grad Student Social at Buffalo Wild Wings	3/4	6 PM - 8 PM
March	Career Services: Job Offers & Negotiation (Virtual)	3/26	Noon - 1 PM
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	Commencement	5/10	Noon
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	Note Virtual Sessions Start Eastern Standard (Dayton O	nio Time)





Lessons Learned:

- Embrace The Campus Experience Already Happening
- Create A Registration Form That Sends The Student A Calendar Invite With Reminders
- Virtual Lunch & Learns Had Higher Attendance
- Use Your Data To Ask The Questions With Your Campus Partners
- Praise Your Partners Use The Events, Holidays & CC A Boss
- Embrace The Collaboration Let Them Lead Future Content
- Be Flexible Example: Virtual vs In Person
- Take Ownership Of Consistent Communication To Graduate Students
- Loop In Program Directors & Deans Show Them What You Are Doing
- Create A Baseline Experience & Try New Things Each Semester
- Use Your Current Grad Students To Recruit & Implement
- Highest Attendance From First-Year Grad Students & International Student
- Own Your Office's Past Actions To Move Forward









01

What Is Your Strength?

- What is a program/event you are proud of?
- What is a partnership you are proud of?
- How do you advertise and communicate your programs/events?

02

What Are You Looking For?

- If you could change 1 thing what would it be?
- What has been a hurdle in your programing & development implementation?
- Something you want to walk away from this session?

Each Person Shares One Of These In Their Small Group

Pick One From Your Group To Share With The Whole Room

Each Person Shares One Of These In Their Small Group

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Small Group Talk

What Is Your Strength? (Pick One Of These To Share In Your Group)

- What is a program/event you are proud of?
- What is a partnership you are proud of?
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What Are You Looking For? (Pick One Of These To Share In Your Group),

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01

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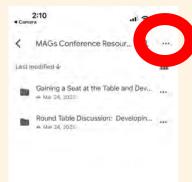


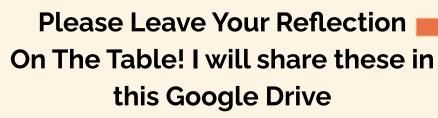
Thank You

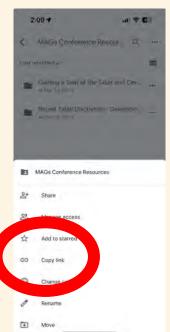
Paul Wojdacz

<u>PWojdacz1@udayton.edu</u>

Add Me On Linkedin!

















Best Practices in Mentoring

Information about mentor training on campus

Learning Objectives for this Session

Individuals will have the knowledge and skills to:

- 1. Define importance of mentoring, attributes of a good mentor and a good mentee
- 2. Overcoming challenges to good communication
- 3. Align mentor and mentee expectations
- 4. Define and promote self-efficacy
- 5. Engage in dialogue about professional development

Objective 1: Define importance of mentoring, attributes of a good mentor and a good mentee

What is a mentor?

What is a mentor?

"Mentorship is a professional, working alliance in which individuals work together over time to support the personal and professional growth, development, and success of the relational partners through the provision of career and psychosocial support."

The Science of Effective Mentorship in STEMM (2019)

Why emphasize mentoring?

Mentored research experiences and strong mentorships have been linked to:

- Enhanced research identity, sense of belonging and self-efficacy (Palepu et al, 1998; Garman et al, 2001; Paglis et al, 2006; Lopatto, 2007; Bland et al, 2009; Feldman et al, 2010; Cho et al, 2011; Chemers et al, 2011; Thiry and Laursen, 2011; Byars-Winston et al 2015)
- **Persistence** (Gloria et al, 2001; Solorzano 1993; MeGee and Keller, 2007; Sambunjak et al, 2010; Williams et al, 2015; Bordes-Edgar et al 2011; Campbell and Campbell, 1997)
- Research Productivity (Steiner and Lanphear, 2002; 2007; Wingard et al, 2004)
- Higher career satisfaction (Schapira et al, 1992; Beech et al, 2013)

What is a good mentor?

- 1. What attributes does a good mentor have?
- 2. What defines a successful mentoring relationship?
- 3. Provide an example of a mentor who has had a positive impact on you.

Moment of Reflection

What can you do to have a more successful mentoring relationship?

Objective 2: Overcome challenges to good communication

Ways to improve communication

Challenge to effective communication	Solutions to overcome challenge	How will you determine if communication is improved?

Moment of Reflection

What can you do to overcome communication challenges in your mentoring relationship?

Objective 3: Align mentor and mentee expectations

Align mentor and mentee expectations

- What are five expectations that you have of your mentee? (or you think your mentee has of you)
- What are five expectations that you have of your mentor? (or you think your mentor has of you)
- 1. How would you align the expectations of the mentor and mentee?
- 2. What do you do if you have different expectations than your mentor/mentee?
- 3. Is it OK to add an expectation for a mentor or mentee after you have begun your work together?
- 4. What should you do if you feel expectations are not being met?

Moment of Reflection

What can you do to better align your expectations in your mentoring relationship?

Objective 4: Define and promote self-efficacy

What is self-efficacy?

People with a strong sense of self-efficacy:

- 1. View challenging problems as tasks to be mastered
- 2. Develop deeper interest in the activities in which they participate
- 3. Form a stronger sense of commitment to their interests and activities
- 4. Recover quickly from setbacks and disappointments

People with a weak sense of self-efficacy:

- 1. Avoid challenging tasks
- 2. Believe that difficult tasks and situations are beyond their capabilities
- 3. Focus on personal failings and negative outcomes
- 4. Quickly lose confidence in personal abilities

Sources of self-efficacy

- 1. Mastery Experiences: Performing a task successfully strengthens our sense of self-efficacy. However, failing to adequately deal with a task or challenge can undermine and weaken self-efficacy.
- 2. Social Modeling: Witnessing other people successfully completing a task is another important source of self-efficacy.
- 3. Social Persuasion: People can be persuaded to believe that they have the skills and capabilities to succeed. Getting verbal encouragement from others helps people overcome self-doubt and instead focus on giving their best effort to the task at hand.
- 4. Emotional and Physiological Responses: Our own responses and emotional reactions to situations also play an important role in self-efficacy. Moods, emotional states, physical reactions, and stress levels can all impact how a person feels about their personal abilities in a particular situation.

Anatomy of a Successful Research Experience

Think of one "magical research moment" in your career thus far, a time when you had an outstanding experience or achievement in research you conducted.

- 1. How did that magical moment happen? What were the events, people, and experiences that contributed to the success?
- 2. How do the factors that led to that success fit into the four sources of self-efficacy?
- 3. Were some efficacy sources more common than others in your success story? If so, what are they?

Moment of Reflection

What can you do to better develop a strong sense of self-efficacy?

Objective 5: Engage in dialogue about professional development

Case Scenario: Life Changes

A graduate student in your group had been productive with manuscripts and pilot grants; however, over the last year his (or her) mother was diagnosed with and recently died from pancreatic cancer. Prior to her diagnosis and illness, the mother provided substantial support for the student's family including childcare, cooking, and general support. This life event has put the student's productivity on a slower course, and the student needs support to complete a pilot project for future funding. What is your advice?

Guiding Questions for Discussion:

- 1. What are the main themes raised in this case study?
- 2. To what extent should mentors have a role in helping students with work/life balance?
- 3. How have you dealt with similar situations?

Moment of Reflection

What can you do to better promote professional development in your mentoring relationship?

Assignment (to be completed after training):

Articulate an approach for working with a new mentor/mentee in the near future.

Please imagine that you will begin working with a new mentor/mentee next month.

- 1. What steps would you take to prepare for meeting with the new mentor/mentee?
- 2. What topics are important to discuss with your new mentor/mentee?
- 3. What do you think is the most important thing you can do to start this new mentoring relationship, so it is successful?
- 4. How can you communicate this most important thing with your new mentor/mentee?

Contact information for mentoring center or mentor training

Gaining a Seat at the Table & Developing a Campus Wide Graduate Student Orientation



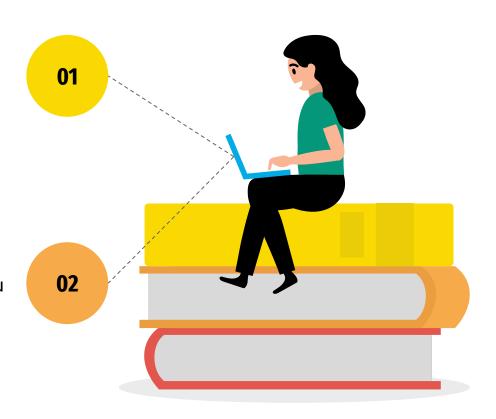
Reflection On Your Orientation - Fill Out The Sheet

What Are You Looking For?

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Paul Wojdacz PhD Candidate

Associate Director: Graduate Student Programs & Operations

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At UD: 5 Years In Student Affairs & Housing

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Break Down Into Groups of 5



Reflection

You Will Use This In Part 3



Large Group Share

Discussion & Roundtable

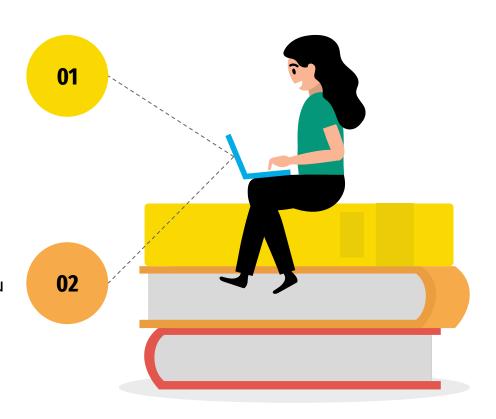
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Dayton is the birthplace of aviation pioneers Orville and Wilbur Wright. This legacy is deeply ingrained in the city's identity. Adds to our STEM programs.

Wright-Patterson Air Force Base:

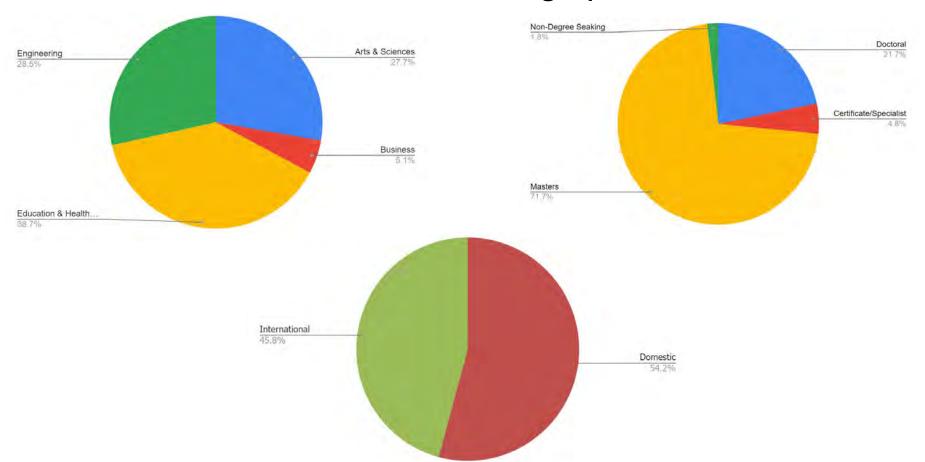
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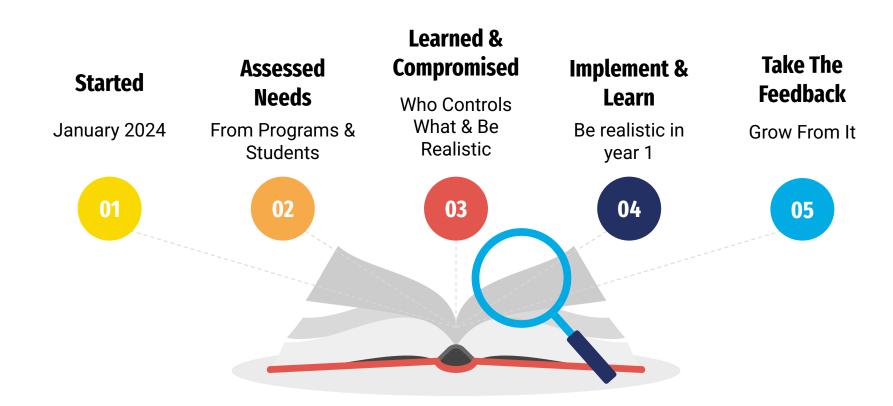


Key Challenges

My Largest Barrier To Navigate						
01	Large Decentralized System w/ various levels of ownership					
02	Online Vs In Person? Does This Impact Belonging?					
03	46% International Students High Number of Working Professionals					
04	Decentralized System Focused on Undergrad Experience Lack of Resources For Grad Students					
05	Will I be able to pay for it? Who Do I Approach For Help?					



My Timeline



Assessment Finds



- Lack of Support & Graduate Student Engagement
- No Previous Orientation/Understanding Of Access To Resources
- Strong International Student Orientation
- Lack of Consistent GA/Assistantship Experience
- Lack of Consistent Communication to Graduate Students
- Very Strong Or Deferred Responsibility From Programs
- Desire For Virtual And In Person Opportunities
- Openness To Collaboration On Campus Especially From Services
- General Frustration From The Lack of Previous Collaboration
- We Needed To Create A Baseline Experience For All Students
- Belonging is Phase 1 Professional Development Phase 2

Feedback From Students

⊘	Courses		How Do I Register For Classes?
©	Library		What Resources Do I Have Access To?
•	Class	6 <u>=</u>	How Do I Access Canvas (ELearning Platform) & Books
©	Location	8	How Do I Find Stuff? Parking, Housing, Bill Pay, Classes
⊘	Development	₫	How Do I Find Jobs & Research Opportunities
⊘	Programs	Q UE	How Do I Find Info On My Program

Graduate Student Ambassadors

















Graduate Student Ambassadors

Support Focused: Teach GSAs about campus programs and services

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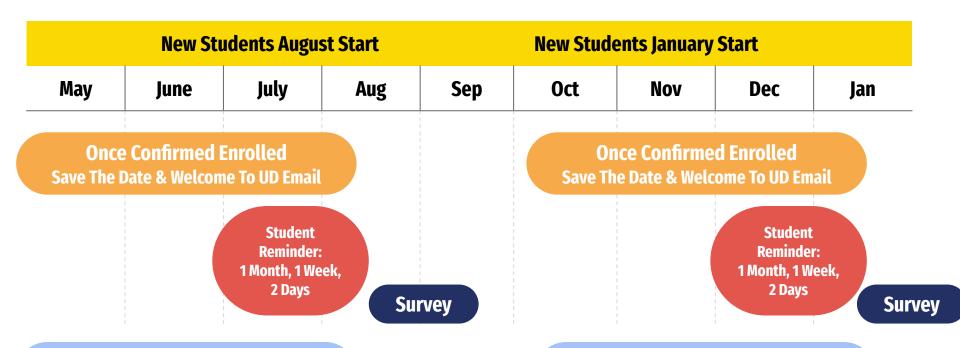
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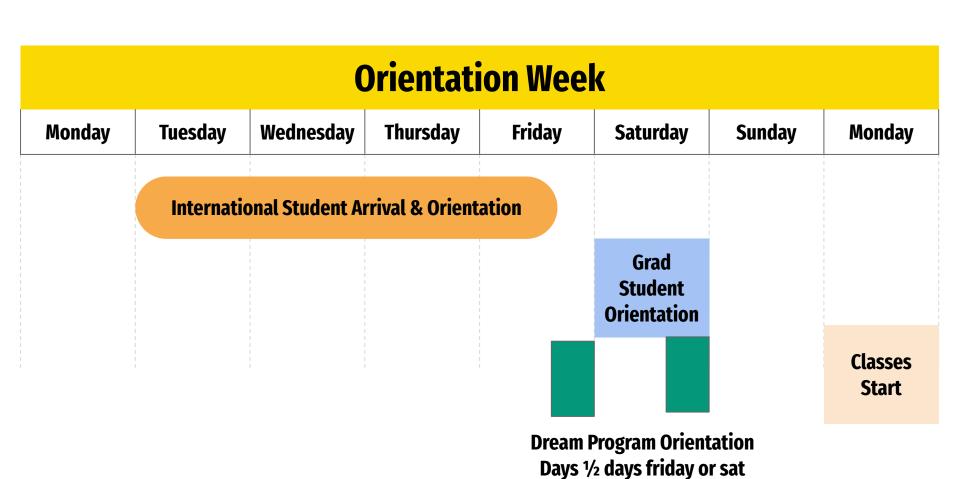


Orientation Reminders



Program Director Reminders: 3 Months, 1 Month 1 Week

Program Director Reminders: 3 Months, 1 Month 1 Week



August Orientation - Assistantships

ORIENTATION & WELCOME SCHEDULE



8:15 AM	Y AUGUST 17 2024 Check-In Opens	UD Arena (North Entrance)
9:00 AM	Welcome	Flight Deck (UD Arena)
9:15 AM	Campus Resources 101	Flight Deck (UD Arena)
9:45 AM	Campus Resource Fair	Arena Bowl Area
11:00 AM	Convocation	Arena
12:00 PM	Lunch On Own	Across Campus
1:00 PM	GA Orientation Check-In Opens	Kennedy Union Ballroom Lobby
1:30 PM	Graduate Assistant Welcome	Kennedy Union Ballroom
2:00 PM	Basics of Being a GA	Kennedy Union Ballroom
2:30 PM	Supporting Students	Kennedy Union Ballroom
	Graduate Assistants Breakout Session	Kennedy Union Room 222
3:00 PM	Teaching Assistants Breakout Session	Kennedy Union Room 211
	Research Assistants Breakout Session	Kennedy Union Room 207
4:00 PM	Grad Student Ice Cream Social	Keller Lawn (Behind Law School)
Color Bre	Red Is Graduate Assistant Events	Blue Is All Graduate Student Events

Color Breakdown:

Red Is Graduate Assistant Events

Blue Is All Graduate Student Events

August Orientation - Grad Students

ORIENTATION & WELCOME SCHEDULE



SATURDAY	AUGUST 17 2024	
8:15 AM	Check-In Opens	UD Arena (North Entrance)
9:00 AM	Welcome	Flight Deck (UD Arena)
9:15 AM	Campus Resources 101	Flight Deck (UD Arena)
9:45 AM	Campus Resource Fair	Arena Bowl Area
11:00 AM	Convocation	UD Arena
12:00 PM	Lunch On Own - UD Arena, On-Campus, or In Dayton	
1:00 PM	ID Card Pickup Upload Photo in Advance (Open 10 AM – 2 PM)	Kennedy Union
	Textbook Pickup Bookstore Open (Open 9 AM- 5 PM)	Marianist Hall
	Shopping Bookstore & Flyer Spirit (Open 11 AM - 6 PM)	Flyer Spirit at University Place
	Find Your Classes & Visit Kennedy Union	Explore Campus
2:00 PM	Graduate Student Campus Tour	Kennedy Union JFK Statue
3:00 PM	UD 101: Learning Basics of UD	Kennedy Union Room 310
4:00 PM	Graduate Student Welcome Social	Keller Green Space

Lessons Learned - From Orientation

- Just Asked Freshmen Orientation For Space Worked
- Pre-Made Name Tags Tanked
- Self Registration For Graduate Assistantships Worked
- Blank Folders With General Information Worked
- Ask Dining Services & Campus Rec Worked
- Breakout Sessions For Assistantships Worked
- Stack your day in a way that gives options Worked
- Participated In The Campus Wide Resource Fair Worked
- Involve Returning Students Worked
- In Person Worked Worked (62% Participation)



Lessons Learned: Continued

- Own Your Office's Past Actions To Move Forward
- Embrace The Campus Experience Already Happening Resource Fair
- Use Your Data To Ask The Questions With Your Campus Partners
- Just ask for space
- Praise Your Partners Use The Events, Holidays & cc A Boss
- Embrace The Collaboration: Law School, Housing Etc, International Student Services
- Take Ownership Of Consistent Communication To Graduate Students
- Loop In Program Directors & Deans Show Them What You Are Doing
- Create A Baseline Experience & Try New Things Each Semester
- Use Your Current Grad Students To Recruit & Implement
- Highest Attendance From International Students





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Graduate Student Services and Support

Edit :



Welcome to the Graduate Student Resource Site

Graduate Academic Affairs (GAA) is the office supporting all graduate students at UD. Between your program of study, faculty and GAA, we are here for you! Regardless if you are online, in person, or a hybrid student GPE can answer questions you have about navigating UD. This Canvas site provides resources available to all graduate students and graduate assistants.

Starting At UD Checklist	Campus Community Support	Required Student Trainings
Campus Job Resources	Career & Internship Resources	Free Professional Development
Academic Resources	Library Resources	Thesis & Dissertation
Health & Wellness Resources	Living In/Visiting Dayton	Find Roommates & Community

Starting At UD Checklist	Campus Community Support	Required Student Trainings
Campus Job Resources	Career & Internship Resources	Free Professional Development
Academic Resources	<u>Library Resources</u>	Thesis & Dissertation Resources
Health & Wellness Resources	Living In/Visiting Dayton	Find Roommates & Community
Finishing At UD	Campus Safety Resources	Graduate Assistant Resources





















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Graduate Student Health & Wellness Resources

Health & Wellness Resources

Office Name	Basic Information/Links					
University of Dayson. Student Care & Advocacy	The Student Care & Advocacy. Team in the Dean of Students Office addresses student challenges, life stressors, or barriers that impact student success and wellbeing. SCA is a non-clinical support team which recognizes that student concerns are often multi-faceted and extremely challenging. Therefore, SCA Case Managers work through direct 1:1 engagement with students, as well as in consultation and coordination with campus and community partners like those in Graduate Academic Affairs. SCA helps students in exploring options for resolving concerns, determining action plans for achieving positive outcomes, and building skills that empower students to advocate for themselves and successfully navigate future barriers/problems. SCA Case Managers can work closely alongside various offices to support students. For more information about the services SCA provides, visit: Student Care & Advocacy.					
University of Dayton Counseling Center	The Counseling Center: provides mental health services to UD students. Licensed mental health clinicians provide drop-in sessions, crisis intervention, and individual and group therapy. The Counseling Center also offers some limited psychiatry services. Graduate students in the Law School, Physician Assistant program, Lalanne teachers, and graduate assistants can utilize all services at the Counseling Center entirely free of charge. All other graduate students can access Drop-In Hours, crisis resources, and our Anxiety & Depression Toolbox Seminar entirely free of charge. Individual therapy and psychiatry services are available at a cost. Students interested in talking with the Counseling Center are encouraged to come through Drop-In Hours, which take place on the first floor of Gosiger Hall. Drop-In Hours are offered every weekday. No appointment is needed and services are entirely confidential. The most up-to-date drop-in hours are posted on the Counseling Center's services page. Students may also contact the Counseling Center by calling 937-229-3141 or emailing counselingcenter@udayton.edu. Any student experiencing a mental health crisis after-hours can call the Counseling Center at 937-229-3141 and press option "2" to be connected with an on-call therapist. At the Counseling center, we provides a space and an opportunity for everyone. Not everyone needs to see a therapist to feel better. Sometimes making small adjustments on your own is all that's needed. We get that. Here are some resources for you to use. Also remember that we are always available during Drop-In Hours in Gosiger Hall if you want to talk. Here are some other Self-help Resources					

Small Group Discussion

01

What Is Your Strength?

- What is something part of your orientation you are proud of?
- What is a partnership you are proud of?
- How do you advertise and communicate your orientation?

Each Person Shares One Of These In Their Small Group

Pick One From Your Group
To Share With The Whole
Room

02

What Are You Looking For?

- If you could change 1 thing what would it be?
- What has been a hurdle in your orientation planning/implementation
- Something you want to walk away from this session?

Each Person Shares One Of These In Their Small Group

Pick One From Your Group To Share With The Whole Room

Large Group Discussion

01

What Is Your Strength?

- What is something part of your orientation you are proud of?
- What is a partnership you are proud of?
- How do you advertise and communicate your orientation?

One From Your Group To Share With The Whole Room

02

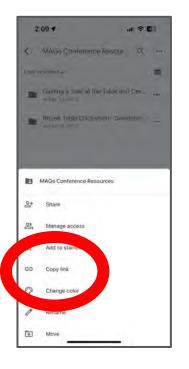
What Are You Looking For?

- If you could change 1 thing what would it be?
- What has been a hurdle in your orientation planning/implementation
- Something you want to walk away from this session?

One From Your Group To Share With The Whole Room



Please Leave Your Reflection On The Table! I will share these in this Google Drive To Share Out & Network



Thank You

Paul Wojdacz

PWojdacz1@udayton.edu

Add Me On Linkedin!

Pwojdacz On Instagram

Guidelines for Use of Inclusive Practices in Graduate Admissions Program Inventory

Instructions: For each recommendation or criterion, mark the column that most appropriately reflects your program's consideration and/or integrated use of that item in admissions practices. It may be that some items are not relevant to all programs. Include notes as necessary.

		1		
Marketing, Recruitment, and Onboarding for Inclusive Admissions	Primarily Considered	Partially Considered	Not Considered	Notes/Description of Manner Considered
1. Recruiting and Admissions Data				
1.1 Gather program data relevant to the recruitment, admissions, and retention of diverse applicant groups.				
1.2 Gather university data related to diversity and inclusion issues (useful in comparing program with broader university efforts/statistics.)				
1.3 Gather external data from comparable programs.				
1.4 Develop a plan to analyze and utilize data in meaningful ways.				
2. Marketing				
2.1 Identify target markets to attract diverse candidate pools.				
2.2 Create thoughtful, inclusive marketing messages that represent program mission and values.				
2.3 Develop marketing materials that attract diverse candidate pools and reflect program mission and values.				
3. Recruitment				
3.1 Develop and implement a recruiting plan consistent with your program characteristics, goals, and intended audience.				
3.2 Create a communication plan for interacting with diverse prospective student populations.				
4. Admissions and Onboarding				
4.1 Maintain pre-admission communication that is clear and proactive.				
4.2 Maintain post-admission communication that continues engagement with admitted candidates.				

Admissions Criteria and Attributes	Primarily Considered	Partially Considered	Not Considered	Notes/Description of Manner Considered
1. Commonly Used Criteria (See Section 2 for benefits and limitations of each; not all criteria are relevant/necessary for all programs.)				
1.1 Grade Point Average (GPA)				
1.2 Standardized Test Scores (GRE, GMAT, LSAT, MCAT)				
1.3 Interviews (in-person, phone, online formats, etc.)				
1.4 Letters of Recommendation				
1.5 Personal Statements/Statements of Purpose				
1.6 Portfolios				
1.7 Resumes/Curriculum Vitae (CV)				
2. Additional Attributes (See Section 2 for definitions, example questions, and evidence of attributes; not all attributes are relevant/necessary for all programs.)				
2.1 Realistic Self-Appraisal				
2.2 Preference for Long-Term Goals				
2.3 Perseverance				
2.4 Communication and Collaboration				
2.5 Nontraditional Learning				
2.6 Research Experience				
2.7 Leadership, Service, and Community Involvement				
2.8 Teaching Experience				
2.9 Diversity, Equity, Inclusion, and Justice				

Evaluation Processes for Inclusive Admissions	Primarily Considered	Partially Considered	Not Considered	Notes/Description of Manner Considered
1. Evaluation Processes				
1.1 Support inclusion rather than exclusion in evaluation processes.				
1.2 Reduce bias in evaluation processes by recognizing both cognitive and non-cognitive skills.				
1.3 Establish common evaluation procedures such as rubrics or structural guides before application review begins.				
1.4 Align evaluation practices with program and university mission and values.				
1.5 Promote non-quantified diversity in cohort creation.				
1.6 Provide diversity and inclusion training and other relevant professional development for evaluators.				
1.7 Describe evaluation processes in admissions materials.				
1.8 Process applications expeditiously.				
2. Post-Evaluation Processes				
2.1 Adapt and update evaluation processes after each admissions cycle to continue meeting program goals.				
2.2 Assess cohort diversity after each admissions cycle to inform future recruitment strategies.				

Practical Steps for Holistic Admissions: Renewing Our Commitment and Reimagining Our Processes

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

MAGS 2025



Brief Intro to Holistic Admissions

AS CLOSE TO A 360 VIEW AS POSSIBLE

What is a holistic admissions process?

Including multiple sources of information designed to provide a full picture of an applicant's potential and goodness of fit for a program. Goal is to promote fair/equitable evaluation of applicants, free of unconscious biases, and with awareness of inequities in access.

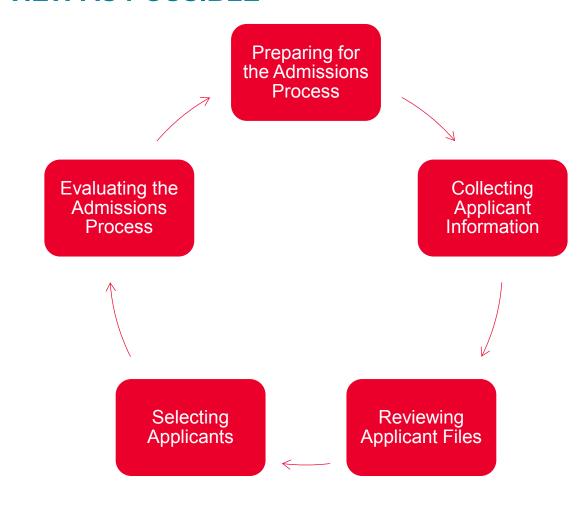
What are some key approaches within this approach?

- Utilizing evidence from multiple sources to best represent the applicant's knowledge, skills, experiences, and personal attributes.
- Avoiding the use of cut scores for GPA/standardized test scores as a primary selection criterian for denial/acceptance.
- Considering the weight of the components of an application in the evaluation process and the impact of the order in which materials are reviewed.



Brief Intro to Holistic Admissions

AS CLOSE TO A 360 VIEW AS POSSIBLE





Holistic Admissions at Missouri State

Fall 2020: Appointed Study Group Fall 2022: Inventoried Graduate Programs Spring 2025: Launched Holistic Admissions Workshop Series for Selected Programs











Spring 2022: Report Released & Presented Across Campus Fall 2023:
Appointed Grad
College Fellow to
Implement and
Document
Practical Steps



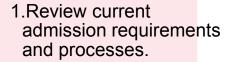
Framework for Practical Implementation



10 Steps, 3 Phases

Phase 1:

Program Review and Updates



- 2.Research best practices and recommendations.
- 3.Revise admission criteria and polices as needed.

Phase 2:

Application, Interview, and Evaluation Framework

- 4.Design a standardized rubric/scorecard for consistent applicant assessment.
- 5.Develop interview materials & procedures (if applicable).
- 6.Establish clear app review and evaluation protocols and processes.
- 7.Explore integration of tools to streamline the process.**

Phase 3:

Implementation, Analysis and Continuous Improvement

- Complete review of applications and make admission decisions.
- 9.Perform end of app cycle data analyses to identify trends and areas for improvement.
- 10. Complete an annual program evaluation of admissions processes.



1. Review current program admission requirements and processes.



2. Research best practices and recommendations for holistic admissions.



Best Practices and Recommendations

- Establish goals and principles for admissions process and prepare the admissions team.
 - Use guiding questions from ETS
 - Begin outlining processes to support a holistic approach
 - Establish/train the admissions team, attending to implicit bias
- Review recommendations from Missouri State Inclusive
 Admissions Report and complete associated Inventory.*



3. Revise admission criteria and polices as needed.

UTILIZE MATERIALS FROM STEP 2.



Revising Admission Criteria/Polices

- Determine if additional evidence is needed from applicants.
 - Is evidence regarding key areas such as cognitive skills, academic background, personal attributes, work experience, interests and passions, and fit with program included?
 - Ensure all application material requests are explicit and comparable information is collected for all applicants.
- Create desired evidence table (example on next slide).



Example Evidence Table

EXAMPLE EVIDENCE	Cognitive Skills	Academic Background	Personal Attributes	Work Experience	Interests and Passions	Fit with Program
Transcripts + GPA	X	X			X	X
Test Scores	X					X
Personal Statement			X	X	X	X
CV		X		X		Χ
Letters of Rec.			X			X
Experiences			X	X	X	Χ
Interviews			X	X	X	X



4. Design a standardized rubric/scorecard for consistent applicant assessment.



Rubric/Scorecard Development

- Specify key categories and identify which are criterion-based and which are more qualitative in nature.
 - Describe the purpose and possible sources of evidence for each category (embed related attributes where appropriate).
- Determine relative weight of each category and create point structure for rubric.
- For criterion-based categories (e.g., GPA scores), create range-based point distribution.
- For qualitative categories (e.g., Program Alignment), create descriptions for each point level.
- Create final rubric template (<u>ETS examples</u>).



Example: Points Distribution for PsyD

	A	В	C	D	E	F	G		Н
	Breakdown of PROGRAM Applicatio	n Evaluation Points D	istribution (Aligned	d with Application	n Evaluation F	Rubric) for Y	EAR		
Ī	RUBRIC CATEGORY	SUBCATEGORY	POINT RANGE	MULTIPLIER	TOTAL PTS	PERCENT	CATEGORY PERCENT		
	Academic Preparation	GPA Cumulative	1 to 3	1.33	4	4%	Academic Preparation		309
		GPA PSY Major	1 to 3	1.33	4	4%			
		GPA Final 2 Sem.	1 to 3	0.67	2	2%		GPA Total	109
		GRE-Verbal	1 to 3	1	- 3	3%			
1		GRE-Quan.	1 to 3	1	3	3%			
		GRE-Writing	1 to 3	1.33	4	4%		GRE Total	109
		Experiences	1 to 3	3.33	10	10%	Exper	riences Total	109
	Clinical Preparation		1 to 3	6.67	20	20%	Clinical Preparation		209
1	Scholarly Preparation		1 to 3	6.67	20	20%	Scholarly Preparation		20%
1	Program Alignment		1 to 3	1.67	5	5%	Program Alignment		59
Ī	DEIJ		1 to 3	3.33	10	10%	DEIJ		109
1	Personal/Community Engagement		1 to 3	3.33	10	10%	Personal/Community Eng	gagement	109
1	Overall Rating	-	Neg. 3 to 3	1.67	5	5%	Overall Rating		5%
	TOTAL				100	100%			100%



Example: Part of Rubric

Applicant Name:		Application Year:				
Reviewer Initials:		Date of Review:				
Category	Purpose and Sources of Evidence	Rating			Points	Multiplier (F YI)
Scholarly	Purpose:	High (3 pts)	Medium (2 pts)	Low (1 pt)		
Preparation	-Primary goal of the program is to produce local clinical scientists who engage in evidence-based practice and have the potential to contribute to the public body of knowledge in clinical psychology. -Prior experience related to scholarly or research engagement, or indicators of success in this area increase the probability of successful completion of the dissertation requirement and active engagement in scholarship. Possible Sources: - Curriculum Vita (relevant learning and research experience) -Personal Statement (e.g., description of experience in academia) -Letters of Recommendation (e.g., qualitative evaluation of scholarly skills and abilities) -Transcript (e.g., performance in relevant research-oriented coursework)	a research lab, professional experience demonstrating ability to integrate research in practice, teaching experience in a university setting, research-related activity in applied settings, peer-reviewed or scholarly publications, conference presentations/public speaking experience, undergraduate or Master's thesis or capstone projects, academic writing samples, strong endorsement of research or scholarship in letters of recommendation, several courses promoting knowledge of research process or scientific/critical thinking, etc.).	practice, teaching, or integration indicated by prior involvement at the undergraduate and/or graduate level suggesting preparation to integrate research into clinical practice and meet program requirements (e.g., involvement in a research lab, professional experience utilizing evidence-based approaches in psychology, research-related activity in applied settings, samples of academic writing in	recommendation, etc.)		6.67



5. Develop interview materials & procedures (if applicable).



6. Establish clear application review and evaluation protocols and processes.



Application Review & Evaluation Process

- Establish plan for training/preparing application reviewers to utilize evaluation materials:
 - Purpose of holistic admissions
 - Alignment of process to program aims
 - Key attributes of compatible applicants
 - Ways to address implicit biases in admissions processes
 - Use of admissions management platform processes/features, etc. (for us, that's WebAdMIT)
- Determine processes for data analysis and recordkeeping.
- Determine plan for evaluating interrater reliability and process for full review of applications, if appropriate.



7. Explore integration of tools to streamline the process.



WebAdMIT Capabilities

KEY FEATURES HIGHLIGHT



Key Features

- 1. Local Statuses to monitor applications in the system
- 2. Custom Fields to highlight key information from applications
- 3. Requirements Checklist to track application completion
- 4. Notes to document information about an application if needed
- 5. Email templates and automated email processes
- 6. Scoring models within WebAdMIT
- 7. Reviewer Assignments within WebAdMIT
- 8. Export Files and Reports



Local Statuses

MONITOR APPLICATIONS IN THE SYSTEM

Loc	al Status Manager				New Local Status
	Title	Decision	Color Code	Description	Actions
111	Application Received				0 11
111	Under Review		-		の自
!!!	No GRE/MCAT		_		O fil
Ш	Invite to Interview - Program A		-		Ø 亩
!!!	Invite to Interview - Program B		-		O m
111	Invite to Interview - Program C.		-		0 11
111	Invite to Interview - Program D				0 11
111	Interview Scheduled				0 11



Custom Fields

HIGHLIGHT KEY INFORMATION FROM APPLICATIONS

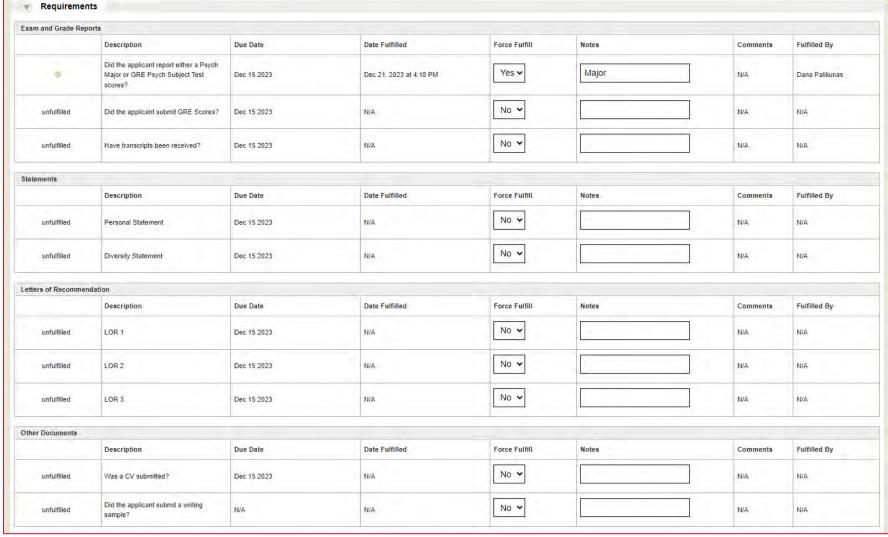
▼ Custom Fields		
Field	Answer	Last Changed
Domestic GPA Calculation		N/A
International GPA Calculation		N/A
Program Advisor		N/A
2nd Application Program Advisor		N/A
Program Updated Start Term	Select from the list ▼	N/A
BearPass Number:		Updated on Feb 13, 2024 at 1:36 PM by Dana Paliliunas
ELI Required:	Select from the list ▽	N/A
English Language Score		N/A
PsyD - Cumulative GPA		Updated on Feb 13, 2024 at 1:36 PM by Dana Paliliunas
PsyD: Major in Psych OR GRE Psych Subject Test		Updated on Feb 13, 2024 at 1:36 PM by Dana Paliliunas
PsyD - PSY Major GPA		Updated on Feb 13, 2024 at 1:36 PM by Dana Paliliunas
PsyD - GRE Psychology Subject Test Score		N/A
PsyD - Final 2 Semester GPA		Updated on Feb 13, 2024 at 1:36 PM by Dana Paliliunas
Official GRE from Grad College: Test Date		N/A



Requirements

Checklist

TRACK APPLICATION COMPLETION







DOCUMENT INFORMATION ABOUT AN APPLICATION IF NEEDED





Email Features

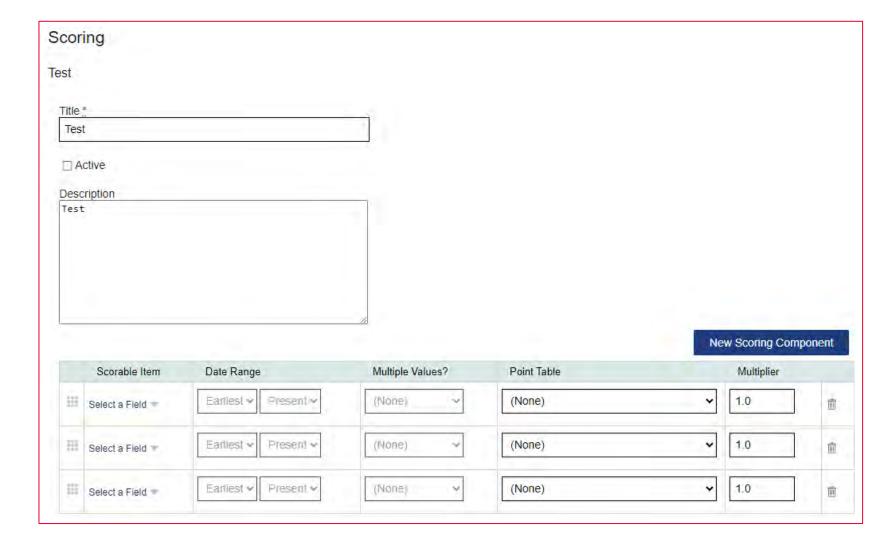
TEMPLATES AND AUTOMATED EMAIL PROCESSES

New Email	Template
Name:	
Visibility:	only myself 🗸
	✓ Active
Programs:	
	□ Psychology, Doctorate (PSYD-PSYD)
	Check All Uncheck All
Subject:	
Attachments:	Add Attachment
В І <u>U</u>	Font - Size - O



Scoring Models

SCORE APPLICATIONS ONLINE





Reviewer Assignments

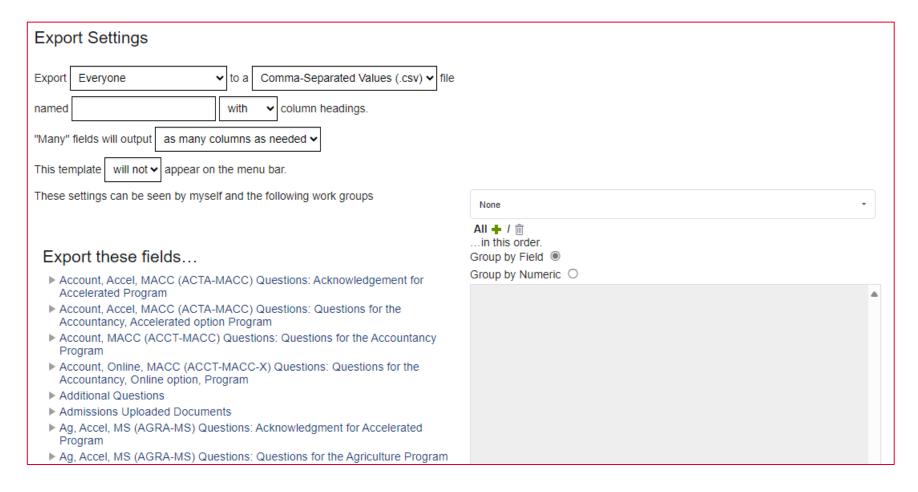
ASSIGN APPLICATIONS REVIEWS ONLINE

New Assignment	Туре					
Name:						
Programs:	s:					
	□ Ps	sychology, Doctorate (PSYD-PSYD)				
	Check	c All Uncheck All				
Questions:		questions				
		Name	Scores	Comments	Active	+
	000	New Question		0		×
Overall Scores:		•				
Overall Comments:		overall comments				
Overall Remarks: Instructions:	☐ Allow	overall remarks				
mstructions.						
	Subm	it Return to Assignment Types				



Export Files and Reports

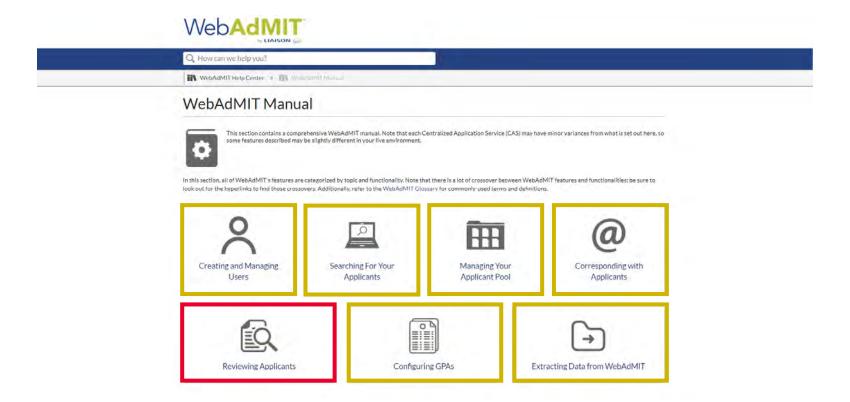
DOWNLOAD DATA FROM WEBADMIT





WebAdMIT Manual

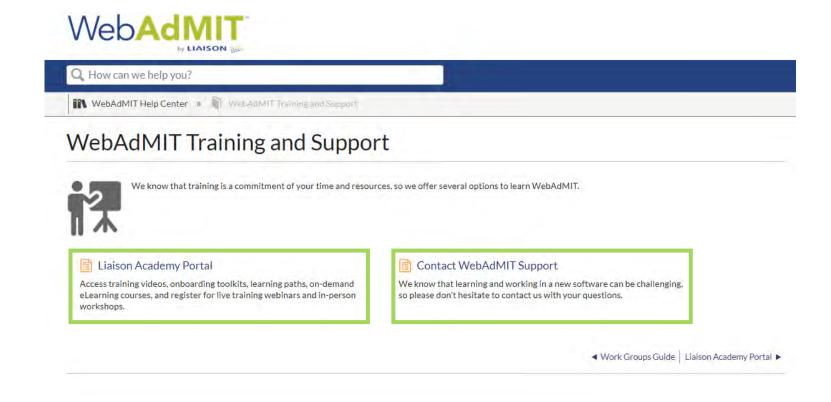
COMPREHENSIVE GUIDE





WebAdMIT Training Resources

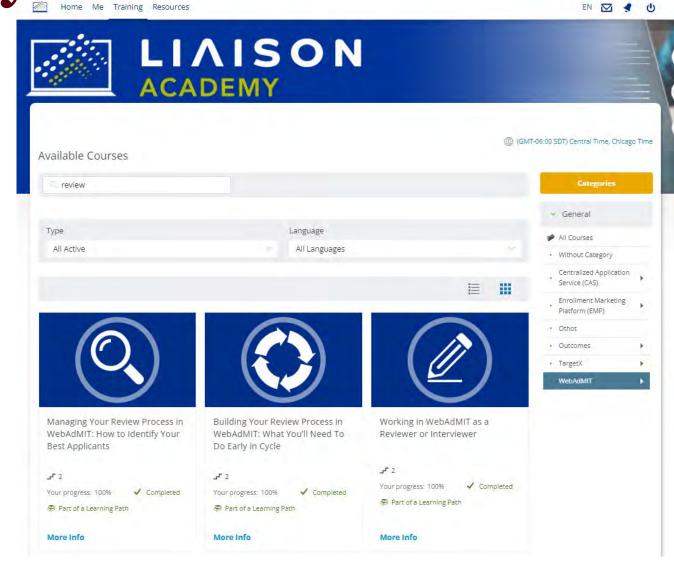
LIAISON ACADEMY + SUPPORT





Liaison Academy

ACCESS
WEBINARS AND
VIDEO TUTORIALS





8. Complete review of applications and make admission decisions.



9. Perform end of app cycle data analyses to identify trends and areas for improvement.



10. Complete annual program evaluation of admissions processes.



Continuous Improvement

- Gather feedback from application reviewers.
- If possible, gather feedback from applicants.
- Use data to inform process updates.
- Identify process strengths and challenges to address in the following cycle.
- Update materials, workflows, and processes as needed.



Q&A / Discussion

Carrisa Hoelscher (CHoelscher@missouristate.edu)

Julie Masterson (JulieMasterson@missouristate.edu)



2024 Michigan State GTA Preparation Program

New Graduate Teaching Assistant Institute (NGTAI) August 16, 2024, 8:00 am - 5:00 pm (ET) - VIA ZOOM

Time (All ET)	Session
8:00 am	Zoom Room opens
8:30 – 8:55 am	Online Check-In and Pre-Program Activities
9:00 – 9:15 am	Welcome from the Graduate School Dean and The GTAP Program Director and Program Assistant
9:15 – 10:15 am	Undergraduate Student Success & Keeping Undergraduate Student Success Goals in Mind (Neighborhood Directors)
10:15 – 10:30 am	BREAK/TRANSITION
10:30 – 11:45 am	Successful Communication and Healthy Boundaries
11:45 – Noon	GTA Contract (Graduate Employees Union)
Noon – 12:55 pm	LUNCH BREAK
12:55 – 2:20 pm	Policy Primer & Case Studies with Policy/Program Leaders Policies covered: Code of Teaching Responsibility and Integrity of Scholarship & Grades
	> RCPD and Reasonable Accommodation
	➤ Relationship Violence & Sexual Misconduct
2:20 – 2:30 pm	➤ Web Accessibility BREAK/TRANSITION
•	
2:30 – 3:30 pm	Equity-Centered and Trauma-Informed Education
3:30 – 3:40 pm	STRETCH and HYDRATION BREAK
3:40 – 4:30 pm	GTA Roles: What to expect as a Grader, Recitation Leader, Lab
	Leader, Section Leader/Instructor of Record
	(GTAs from various departments)
4:30 – 4:45 pm	Wrap up of the Day (announcements, questions)

International Graduate Teaching Assistant Orientation (IGTAO) August 21, 2024, 8:00 am – 2:30 pm (ET) – IN PERSON STEM Teaching Learning Facility

Time (all ET)	Session
8:00 – 8:30 am	Check-In
8:30 – 8:40 am	Welcome Int'l Graduate Teaching Assistants (GTAs)
8:40 – 9:10 am	Appreciation, Belonging, and Building Community at MSU
9:10 – 9:20 am	BREAK
9:20 – 10:20 am	Teaching in the U.S. and the American Classroom
10:20 – 10:35 am	BREAK
10:35 – 11:10 am	Introduction to Resources for GTAs

	Employee Assistant Program, Health4U, English Language Center, GTA Teaching Learning Community, #iteachmsu, Center for Teaching & Learning Innovation, MSU Libraries, The Writing Center, Graduate Student Life & Wellness, OISS Resources Playlist
11:10 – 12:10 pm	The Path Forward: Experiences of International GTAs (Panel)
12:10 – 12:25 pm	The GTA Contract (Graduate Employees Union)
12:30 – 2:30 pm	LUNCH & COMMUNITY BUILDING

Pedagogy Workshops August 22, 2024, 8:00 am – 4:30 pm (ET) - IN PERSON STEM Teaching Learning Facility (642 Red Cedar Rd)

Time (all ET)	Workshop Title			
8:00 am – 8:30 am	Registration and Pre-Program Activities			
Workshops Round 1				
8:30 am – 10:00 am	The First Day: Tips & Strategies for Planning and Student Engagement			
8:30 am- 10:00 am	Developing a Plan for Effective Grading			
10:30 – 11:00 am	BREAK			
Workshops Round 2				
10:30 am – 12:00 pm	Teaching Techniques for Managing Students in Labs and Recitations			
10:30 am – 12:00 pm	Getting Started with D2L and Tools for Teaching			
Workshops Round 3				
12:00 – 1:00 pm	LUNCH			
1:00 – 2:30 pm	Scientific Teaching and Assessing: What's Important in STEM Learning			
1:00 – 2:30 pm	Accessible Teaching: Resources and Demonstration of Tools and Practices			
2:30 – 3:00 pm	BREAK			
Workshops Round 4				
3:00 – 4:30 pm	Caring syllabus Design			
3:00 – 4:30 pm	Motivating Students to persist through challenges			

This agenda was developed by Dr. Stefanie Baier with assistance from the GREAT Advisory Group



Reimagining Graduate Student Teaching: Exploring Graduate Teaching Assistant Preparation at the BIG 10 Institutions





Dr. Stefanie Baier, Director, Instructional Development
 Dr. Hima Rawal, Postdoctoral Associate
 Graduate Educator Advancement & Teaching (GREAT) Office
 Graduate School at Michigan State University



Who we are ...



Stefanie

- Originally from Austria
- First Generation College Student
- Elementary Ed, EdPsych (MA & PhD)
- Taught K-9, UG Teacher Ed, FYS
- Direct the GREAT Office

(GTA Prep, Teaching professional Dev, Teaching Cohort Fellowships, GTA TLC, GTA Advisory Group, Certification in College Teaching,...)

Outdoor lover, best aunt ever ...

Hima

- From Nepal
- 12 years of teaching in Nepal (K-10 & University & 6 semesters at MSU
- Fulbright Scholar to MSU Teacher Ed, TESOL, & Second Language Studies
- Postdoc Associate at the GREAT Office
- Parent of 2 Awesome kids
- Trauma-informed work and Crisis intervention volunteering





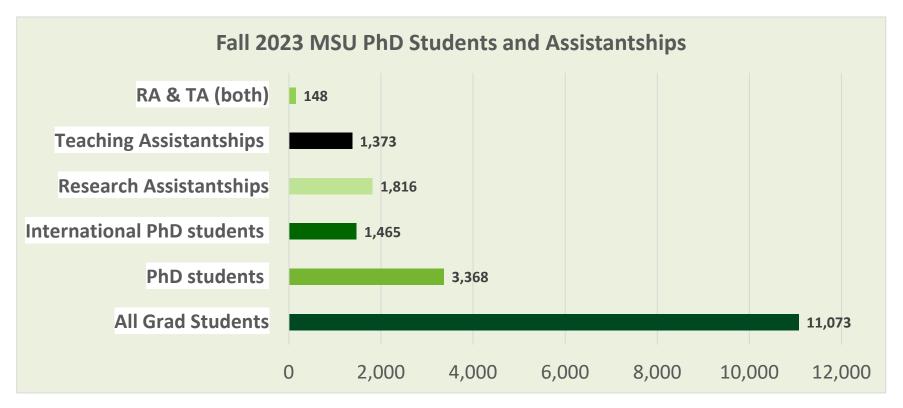






GTA Preparation Program at Michigan State

- Graduate Students take on multiple roles
- Different kinds of Assistantships







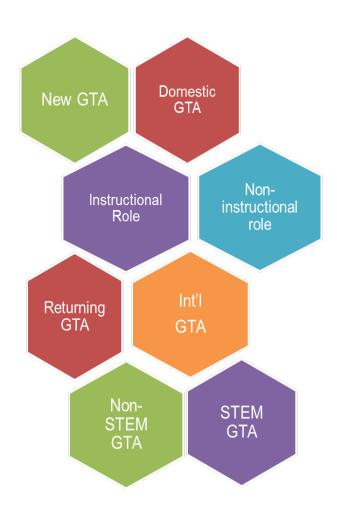
Agenda

- Dynamic needs of new generation of students & GTAs
- GTA Preparation Programs/Orientations
- Context: BIG10 Institutions
- Synopsis of our project
- Findings: What we learned from the project
- Implications/Takeaways
- Questions, suggestions



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Dynamic Needs of GTAs





Other Dynamic Needs?

GTAs' Contribution to Teaching

At Michigan State
Graduate Teaching
Assistants deliver
approximately 10%
of all instruction



GTA Preparation Programs may involve ...



International Graduate Student Orientations



Departmental Graduate Student Orientations



University-Wide Onboarding GTA Preparation (At MSU: The Graduate School)



Departmental GTA Preparation



Graduate Welcome, Resource Fair and Welcome Celebration



Graduate Student Success Workshops

Our Project



Why this research? What's been done?

- Intentional orientations and trainings enhance GTAs' instructional skills (Boman, 2013; Meadows et al., 2015)
- GTA PD programs should focus on a multitude of variables such as outcomes,
 GTA characteristics, and implementation (Reeves et al., 2016)
- Intentional community building among graduate students can cultivate meaningful relationships which can lead to holistic academic development (Simon & Pleschova, 2021)
- Instructional Skills can be used as transferable skills in various other careers and jobs (Karaca-Atik, 2023)



Research Question



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How do large U.S. universities (BIG10) prepare Graduate Teaching Assistants for their work with undergraduate students in various instructional roles?

Questions: In small groups share the following?

- Do you have a university-wide GTA preparation program?
 If yes, what does it look like?
- Who/What unit is in charge of GTA preparation at your university and who is involved in delivery?
- In what format/modality is the university-wide GTA preparation delivered?



Data

- Online survey via Qualtrics
- Semi-structured follow-up interviews

Analysis

- Quantitative Descriptive
- Qualitative Thematic Analysis (Corbin and Strauss, 2015)
 - Pre-determined codes based on the interview protocol
 - Responses that did not align with the pre-determined codes were grouped into recurring themes
 - Ongoing rich and in-depth data



Participants

Survey

11 BIG10 Institutions

Interviews

10 BIG10 Individuals

Programs in place for over 25 years at 8 institutions, at others 5-10 years





Participating Universities

Michigan State University

Penn State University

Rutgers

University of Illinois

University of Indiana

University of Iowa

University of Maryland College Park

University of Michigan

University of Minnesota

University of Nebraska Lincoln

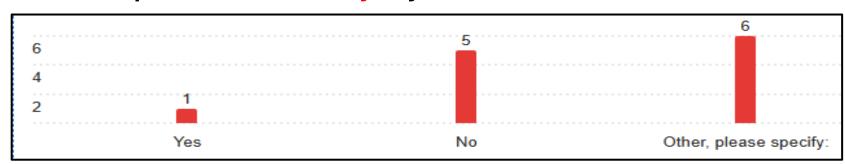
University of Wisconsin

Findings: What We Learned



General Information about GTA Program

Is GTA Preparation mandatory at your institution?





Other: Not mandatory but departments may require it.

Where is the General GTA Preparation housed?

Graduate School/College: 4 **University Teaching Center:** 6

College: 1

Do GTAs have Union Representation at your institution?

Yes: 5

No: 5

Will soon: 1

When is GTA Training Offered?

Fall and Spring (typically abbreviated/smaller): 7

Only in Fall: 2

Fall and Throughout the Year: 1

Does your Institution offer a Certificate of

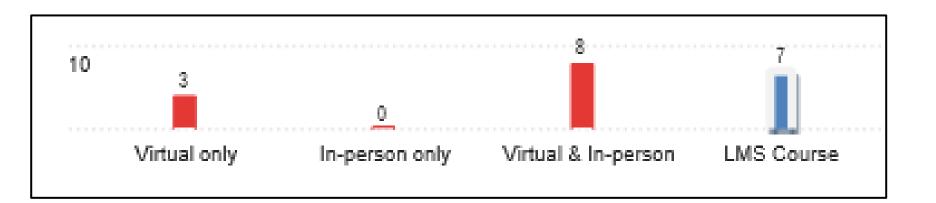
Completion?

No: 8

Yes: 3



Delivery Format and Time Spent in GTA Preparation



Survey (N=11):

Time GTAS dedicate to preparation anywhere from 1-20 hours Most institutions (n=7) have above 5 hours, five over 10 hours One institution mentioned 1 hour One institution shared "it varies by department"









Five Areas of Focus



- ThePhoto by PhotoAuthor is licensed under CCYYSA
- Curriculum Development (process, content, audience, presenters)
- 2. Communication & Coordination about the Program
- 3. Challenges
- 4. Needs
- 5. Program Feedback

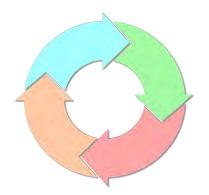




Focus Area 1

What does the GTA Preparation curriculum development look like?

- What is the **process** of curriculum development?
- Who do the programs serve (audience)?
- What **content** is included in the program?
- Who is involved in the **delivery** of the content?









What is the Curriculum Development process?

How is the program curriculum developed?

Top-down approach: 2

Bottom-up/Collaborative approach: 8

Top-down approach

 The program leaders exercising their power and agency to decide to change the program as they perceive to be helpful for GTAs

Bottom-up approach

 A collaborative and collegial process in which experts from different units on college campuses and experienced GTAs participate to a varied degree in shaping the curriculum.

What is the Curriculum Development process?

Bottom-up approach

- involving experienced GTAs is to solicit their ideas about what GTAs really needed
- Soliciting ideas from program directors who directly work with GTAs

So really trying to meet the needs of the grad students. ... over time, I have convened an advisory group of GTAs who will help select components or give feedback, and we have also used feedback surveys to inform what we can do better, what components we want to improve, but also what we want to add and what we want to change and modify to meet the needs. [participant 10]

One of the secrets to our success is ... our primary staff, they are graduate students... They work from five to 10 hours a week. This is in addition to their may be TA work. They may be graduate assistants, they may be fellows, but they all have teaching experience, and we come together and work collegially to develop programs. So, these programs include new TA orientation and new ITA orientation. [p. 9]

What is the Curriculum Development Process?

Top-down approach

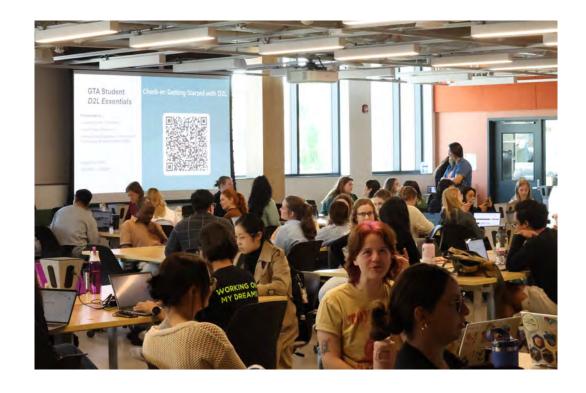
 The program leaders exercising their power and agency to decide to change the program as they perceive to be helpful for GTAs

I have a lot of power, and I think it's because I've never abused it, that no one has ever come in and put any restrictions on me. So, as far as I know, if I just decided to change it completely, I'd get to. So, there's one sense in which the process is whatever I decide. So, the honest answer is probably I just get to decide. And since I haven't messed that up yet, the process is still I get to decide. [p2]

What Content should be covered?









What Content is included in the program?

- Policy-related topics
- Pedagogical topics
- Resources (Panels, Unit experts)

We wanted to make sure that everyone was getting a sort of basic understanding of pedagogy, and then we sort of gave it, give examples of how to do this in different kinds of settings, sort of the baseline idea ... while also giving examples for different settings.

[participant 7]

There are certain things every graduate teaching policy. So, we cover those things that they need to be **aware of**, that they need to know about, and they need to know in what context and how those policies are applied in their context. Then we, of course, because this is a university wide program, try to select topics so they apply broadly. Those will be clearly about, you know, just **learning and assessment** in general is really important to know about. If you've never taught even just how to get started in a teaching work. [participant 10]

What Content is included in the program?

Topics covered	Covered	Not covered
Creating Equitable Learning Envrionments	10	0
Effective Grading/Assessment Practices	10	0
Accessible Teaching	10	0
Teaching Students from Diverse Backgrounds	9	1
Engaging Students in their Learning	9	1
Active Learning	9	1
Using Rubrics	9	1
Teaching in Lab Settings	9	1
Strategies to Gauge Student Learning	8	2
Effective Teaching with Technology	8	1
Strategies for Teaching on the First Day	8	1
Teaching and Assessment in STEM Classes	8	1
Leading Small Group Discussions	8	1
Writing Learning Outcomes	8	2
Supporting UG Academic Success	7	2
Building Community and Sense of Belonging	7	2

Covered in

Graduate School
Teaching Center or
Department

What Content is included in the program?

Topics covered	Covered	Not covered
Motivating Students	5	5
Collecting Feedback for Improving Instruction	5	5
Backward Design	4	1
Collaborative Learning	3	5
Effectively Teaching Large Lectures	2	7
Inquiry-Based Learning	1	8
Flipped Classroom Teaching	1	7

Covered in

Graduate School Teaching Center Department

What Policies are Covered?

Family Educational Rights and Privacy Act (FERPA)	10
Academic Integrity	g
Accessibility	g
Accommodation for Persons with Disabilities	g
Teaching Responsibility	g
Relationship Violence & Sexual Misconduct	8
Anti-discrimination Policy	7
Mental Health (for self and students)	ϵ
Other	

Other:

Religious observance Attendance, participation, absences N/A

Many of these are offered in the orientation for all graduate students

What practice-oriented teaching opportunities are provided during GTA Prep?

Case Study Discussions	7
Micro Teaching sessions	6
Demonstrations	2
Facilitation of Small Group Discussions	2
Applying Technology Tools Just-in-time	4
Role Play of Teaching Scenarios	5
Using Experiential Learning in Teaching Settings	1
Engaging in Reflective Practices	6
Focused Group Discussions about Teaching	6
Collaboration in a Group Setting	5

What (Educator) Wellbeing Topics are Provided?

Taking Care of Your Mental and Emotional Health	
Building Your Support System in Graduate School	3
Navigating Power Dynamics	2
Self-Advocacy	1
Taking Care of Body Mind and Spirit	1
Stress and burnout	3



Who do the programs serve? (audiences)?



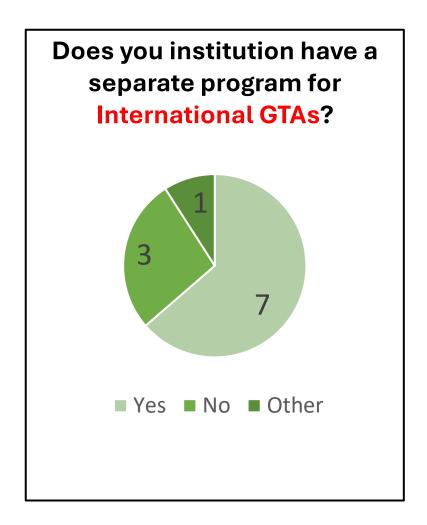
Who do the programs serve? (Audiences)

- New GTAS
- International GTAs
 - Language component
 - Teaching component
- Returning GTAs and postdocs interested in honing their teaching skills

So, we actually have separate, both canvas and in person activities for new TAS versus experienced TAs, and most of them are in the new TA space. And that is historically, we've only had new TA training. It's only the past couple of years we've been trying to expand the returning or experienced TA offerings. ... I think we're getting more and more of the returning TAs are interested in kind of thinking about these again, you know these issues again and working on them some more. [participant 7]

For the international teaching assistant program, there's the teaching part and there's the language part, not just general English language, but language that is specific to the teaching context. And then there's understanding North American classroom culture, you know. ... person. So that's, that is how I mean, that's the crux of the curriculum. [participant 8]

Who do the programs serve? (Audiences)



Does your university's language center offer language support, programs or courses?

Yes = 10/10 Mostly courses









Who is involved in the delivery of the content?

Presenters

Who presents content? (for different components of the program)

- Experts from different units on campus (teaching center, disability resource center, writing center, etc.)
- Advanced GTAs through presentations and panels
- Policy leaders
- Instructors from multiple disciplinary backgrounds
- Undergraduate students (to share their experiences)

We mostly do that ourselves. [participant 4]

Well, we are very
intentional about who we
select for these program
components and delivery.
[participant 10]

And then we have advanced grad teaching assistants generally. They come from various disciplines. So, for our pedagogy workshops, for example, we make sure we cover more STEM focused versus more social science focused. [participant 10]

Curriculum Development: Summary

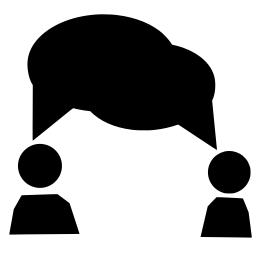
- Constantly revising the curriculum and building it over time to address the evolving needs of GTAs
 - Gradual evolution through revamping the curriculum handed down to the current leaders
- Making a streamlined curriculum for GTAs from all departments to cultivate some foundational pedagogical knowledge and skills for consistency
- Building up on resources and ideas from other educational developers in various circles such as POD & CIRTL Networks

Focus Area 2

What communication and coordination mechanism is in place?



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Collaboration for communication and coordination about the program

- Graduate program coordinators
- Directors of graduate studies
- Custom requests from departments

The graduate officers in the departments are usually the ones making the invitation, saying, "hey, my students need this thing just to be ready for to be TAs" [participant 3]

Direct emails to graduate students	
assigned to GTA roles	6
Emails to departments/colleges	11
Social media	3
GradSchool/College e-mails	8
Other	1

We, on my end, I communicate with grad And they all know at this point that the event happened that Thursday before classes. Every May, we send them registration information and the information about the event itself. And there's a web page too. And usually our grad College, on our behalf, will send an announcement out, like, a week ahead of classes, that says, hey, just so you know, and so you're aware of the teaching orientation at this day ... we both communicate grad students through that grad college icon page. That's like onboarding them into grad school. [participant 4]

Focus Area 3

What challenges do the program leaders face in planning and executing the GTAP programs?



Nine Subthemes of Challenges

- 1. Decentralized nature of the program
- 2. No mandatory onboarding
- 3. Coordination with colleges & departments
- 4. Staffing and balancing work responsibilities
- 5. Meeting the accessibility needs
- 6. Addressing diverse disciplinary needs
- 7. Timing of the training and beginning of the contract
- 8. Budget & logistics
- 9. Size of the program

Challenges: Some quotes

"We're always sort of having this perpetual battle with other academic departments of like, how much orientation time we can get with the TAs like, it is about as condensed as it can be." [Participant 1]

The rotating cast of characters. That's a challenge. The decentralized aspect of Penn State grad students, because many of them will never teach. But even for those who do teach or TA, there is them. There are things that get recommended, and some of those are ours, and some of them are from other programs like teaching and learning with technology. But yeah, the decentralized is a challenge" [Participant 3]

Other challenges, in terms of programmatic challenges, are because this is a university wide preparation program, it is difficult of teaching. So, we try to be broad, but what we are looking at more is, how can we build more into the program that addresses the various disciplines better? But not be over ambitious, because there are disciplinary ... there are departments that do this really well. [Participant 10]

Focus Area 4

What needs have been identified by the program leaders?



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Content/Discipline-Based Needs

- Department specific needs
- Pedagogical content-based needs
- Skills to address current challenges
- Custom requests from departments
- Diverse GTA population needs (international, first timers, experienced)

I should be doing at least a workshop for international students, but I haven't. I haven't done it yet. [participant 6]

"Things that people have asked us for are related again to inclusive professional development around the job search, people, individuals ask us to come in and observe their classrooms. Some of them have unfamiliarity with the TA role when they're first starting. A lot of them are worried about handling challenging situations again, some of those individuals How to Plan a class session, kind of basic pedagogy things.." [Participant 3]

Resources & Skills-Based Needs

- Navigating resources
- Mentoring needs
- Needs to build connections
- Skills to manage multiple roles
- Skills to address mental health needs of GTAs & their students

So, the needs are in that ballpark where, you know, we support, we can support with teaching and providing practices. But grad teaching assistants need holistic support. They also, they are also, then they're not undergrads where the sole focus is on getting through school. They manage a life outside of the university, as well as, maybe as caretakers of children or, or they have partners and they are supporting more than one person, often times as well. [participant 10]

And then the other thing is, we got a request from the graduate school too, because they were getting a lot of questions from program directors to kind of highlight some of our resources around, we're doing some resources and workshops this semester around, I think we're calling it like teaching in times of social unrest, which is, like, campus protest and election based and like, that's going to be one of the big things ...these are all the things, but, but feeling like they access that stuff, because they're feeling nervous about that.[Participant 6]

Focus Area 5

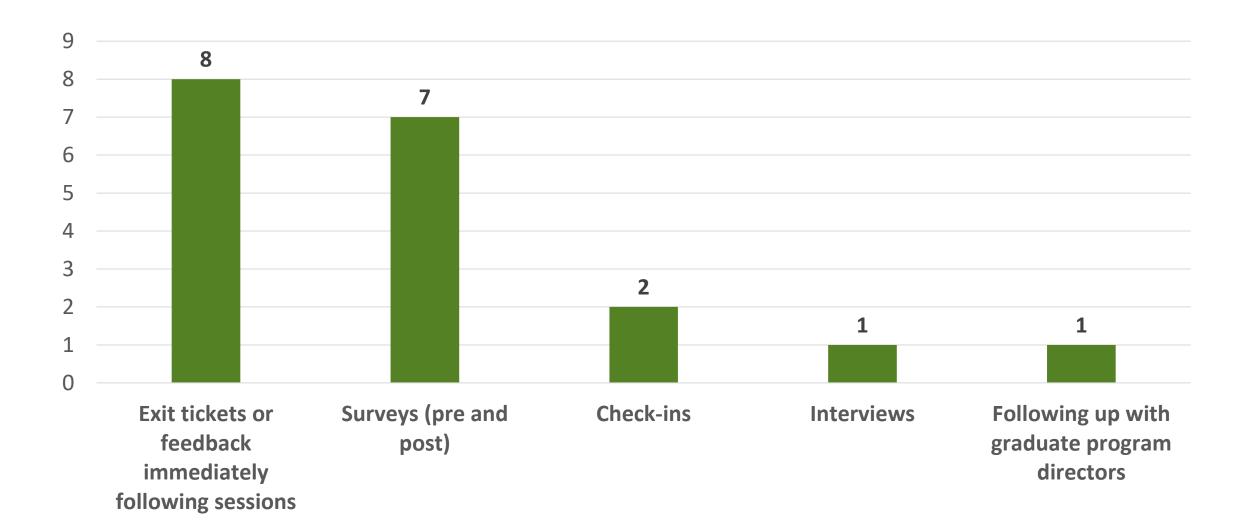
How is program feedback collected and how is it used?







What forms of program feedback do you collect?





Program Feedback

- All GTAP leaders take the program feedback seriously
- Use it to inform their future programs and ongoing professional development
 - Example of how feedback was used to introduce mental health component in the program
 - Example of separate feedback for international GTAs to better address their needs

We do have a separate survey for the international graduate teaching assistant welcome event... We could probably put it into the large survey, but maybe it's also to break it up and not make it super long. It provides us some information, and we typically try to collect it right after the orientation, because that's the best time to get and we bribe our grad teaching assistants [laughter]. They get a beautiful t-shirt. And they typically like these T shirts, especially when they first come and for the first swag...We use the previous surveys to inform an upcoming year in program. [Participant 10]

Two years ago, I think was when we added in our collect feedback from our graduate students who do the orientation. We were hearing that that was a gap in the knowledge that we weren't offering something on that. And, you know, post pandemic, it's just that much more prominent in terms of people feel like they should know, and we felt it was really important, and so we made it one of the required modules. And so, we worked with some colleagues on campus in our wellness office to create that module. And the idea being that it was meant to serve both graduate graduate student with your mental health. And so trying to sort of you know, knowing that graduate students are kind of wearing two hats at the same time. And so how do you address both of those things and so wanting to do that. So that was the reasoning behind that piece of the curriculum. [Participant 5]

What can we do to meet the dynamic needs of GTAs through our GTA Preparation programs?

- Intentional planning efforts to renew, refresh, and reimagine GTA Preparation programs to address dynamic needs in instructional spaces in higher education and beyond
- Collaborations with different units/leaders for holistic program development
- Collecting effective feedback to measure real impact
- Reflections on addressing emerging needs and changing socio-political landscapes
- Incorporating community building component a gap felt & expressed my multiple leaders
- Ongoing prof development to address challenges/gaps
 - For example, GTA Teaching & Learning Community
 - o Proactive planning wherever possible (for example, "Difficult conversations with students")

Questions/Comments/Suggestions?

Contact us: Dr. Stefanie Baier stbaier@msu.edu

Graduate Educator Advancement and Teaching (GREAT) Office The Graduate School, Michigan State University, USA

GradTeaching@grd.msu.edu



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Additional Slides

GTA Preparation Program at Michigan State University

New GTA Institute Agenda (full day) Virtual

Time (All ET)	Session	
8:00 am	Zoom Room opens	
	,	
8:30 – 8:55 am	Online Check-In and Pre-Program Activities	
9:00 – 9:15 am	Welcome from the Graduate School Dean	
0.45 40.45 5.55	and The GTAP Program Director and Program Assistant	
9:15 – 10:15 am	Undergraduate Student Success & Keeping Undergraduate Student	
	Success Goals in Mind (Neighborhood Directors)	
10:15 – 10:30 am	(Neighborhood Directors) BREAK/TRANSITION	
	21.2.1.2.1.2.1.2.1.	
10:30 – 11:45 am	Successful Communication and Healthy Boundaries	
11:45 – Noon	GTA Contract (Graduate Employees Union)	
Noon – 12:55 pm	LUNCH BREAK	
12:55 – 2:20 pm	Policy Primer & Case Studies with Policy/Program Leaders Policies covered:	
	➤ Code of Teaching Responsibility and	
	Integrity of Scholarship & Grades	
	> RCPD and Reasonable Accommodation	
	> Relationship Violence & Sexual Misconduct	
	➤ Web Accessibility	
2:20 – 2:30 pm	BREAK/TRANSITION	
2:30 – 3:30 pm	Equity-Centered and Trauma-Informed Education	
3:30 – 3:40 pm	STRETCH and HYDRATION BREAK	
3:40 – 4:30 pm	GTA Roles: What to expect as a Grader, Recitation Leader, Lab	
	Leader, Section Leader/Instructor of Record	
	(GTAs from various departments)	
4:30 – 4:45 pm	Wrap up of the Day (announcements, questions)	

International Teaching Assistant Orientation ½ day In person

Time (all ET)	Session
8:00 – 8:30 am	Check-In
8:30 – 8:40 am	Welcome Int'l Graduate Teaching Assistants (GTAs)
8:40 – 9:10 am	Appreciation, Belonging, and Building Community at MSU
9:10 – 9:20 am	BREAK
9:20 – 10:20 am	Teaching in the U.S. and the American Classroom
10:20 – 10:35 am	BREAK
10:35 – 11:10 am	Introduction to Resources for GTAs Employee Assistant Program, Health4U, English Language Center, GTA Teaching Learning Community, #iteachmsu, Center for Teaching & Learning Innovation, MSU Libraries, The Writing Center, Graduate Student Life & Wellness, OISS Resources Playlist
11:10 – 12:10 pm	The Path Forward: Experiences of International GTAs (Panel)
12:10 – 12:25 pm	The GTA Contract (Graduate Employees Union)
12:30 – 2:30 pm	LUNCH & COMMUNITY BUILDING

Pedagogy
Workshops
for new,
returning and
international
GTAs
In person

Time (all ET)	Workshop Title	
8:00 am – 8:30 am	Registration and Pre-Program Activities	
Workshops Round 1		
8:30 am – 10:00 am	The First Day: Tips & Strategies for Planning and Student Engagement	
8:30 am- 10:00 am	Developing a Plan for Effective Grading	
10:30 – 11:00 am	BREAK	
Workshops Round 2		
10:30 am – 12:00 pm	Teaching Techniques for Managing Students in Labs and Recitations	
10:30 am – 12:00 pm	Getting Started with D2L and Tools for Teaching	
Workshops Round 3		
12:00 – 1:00 pm	LUNCH	
1:00 – 2:30 pm	Scientific Teaching and Assessing: What's Important in STEM Learning	
1:00 – 2:30 pm	Accessible Teaching: Resources and Demonstration of Tools and Practices	
2:30 – 3:00 pm	BREAK	
Workshops Round 4		
3:00 – 4:30 pm	Caring syllabus Design	
3:00 – 4:30 pm	Motivating Students to persist through challenges	



Enhanced APRR Review (Full Graduate Program Review) Process – A Pilot Graduate Council – Assessment and Review Committee Information Sheet

Fall 2024 - DRAFT

UPDATED September 11, 2024

Enhanced APRR Review – A Pilot (Full Graduate Program Review)

The Enhanced APRR is a full program review process within the Graduate School. It is building upon the APRR process. The primary purpose of this report is to identify:

- 1. Areas of Strategic Growth
- 2. Action Plan to Achieve Program Goals
- 3. Implementation Timeline
- 4. Resources needed for successful implementation

Enhanced APRR Review Procedures

For AY 2024-2025, the Graduate School will request Enhanced APRR from 6-8 programs based on their submitted data from the 2023-2024 APRR to serve as a pilot for this new process. The timeline for the process is outlined below.

Selection for Enhanced APRR Review (full graduate program review)

The Graduate School utilizes two primary criteria when selecting programs for enhanced review:

- 1. Request for help or revitalization within the APRR –OR–
- 2. Not meeting KBOR minimum standards for graduate programs (or trending downward based on 4-year averages).

NOTE: The Enhanced Review will replace the APRR process for the selected programs for that academic year and all deadlines will remain aligned with University Policy on Program Review.

Process for academic units

- 1. Program representatives (GPDs, DHs, or other designates) complete the template provided below.
- 2. Programs submit these reports directly to Associate Dean Payne the Graduate School ppayne@ksu.edu) by February 28, 2025.
- 3. March 1 May 1: Graduate Council's Assessment and Review Committee (GCARC) will review Enhanced APRR reports and writes feedback
- 4. Feedback from the Graduate School and GCARC is given to programs no later than May 20.



Timeline

September	 Graduate School identifies programs for enhanced review and informs the respective programs. 	
By September 30	 Graduate School provides program-level data to each the academic units for the Enhanced Program Review 	
October-January	 Programs collect internal data, then review and analy all data 	ze
On or before February 28	 Programs submit their Enhanced APRR Reports. 	
March-April	GCARC review all Enhanced Reviews*	
May	 Programs receive Feeback from Graduate School and GCARC. 	1

^{*}Any new program application submitted during this time will take precedent and might alter agenda items accordingly.



Enhanced Review Template Kansas State University Graduate School Strategic Planning Template for Enhanced Review Fall 2024

Proposed Process September 11, 2024

Please complete the following information:

A. Graduate Program Information

College(s):
Department(s):

Program: Contact Name:

Contact Email:

B. Graduate Program Data

Program Data Provided by the Graduate School

(Provided by Graduate School)

- 1. Headcount/Graduate Numbers
- 2. POS Filing Rate
- 3. Time to Milestones
- 4. SCH to Degree
- 5. Graduation and Retention Rates
- 6. Market Analysis (collected by the Grad School from the Market Analysis team)
- 7. Admissions Trends
 - a. Applied
 - b. Admitted
 - c. Enrolled
 - d. Admit Rate
 - e. Yield

(Provided by academic unit)

- 1. Faculty Information (capacity, research, funding and any other relevant information)
- 2. Student Learning Outcome (SLO) Data
 - a. List SLOs
 - b. SLO Data



C. Graduate Program Enhanced review (i.e. strategic planning process)

Program Overview and Analysis

Based on the data used, programs identify strengths and challenges using the table below:

Program success area	Strengths	<u>List data/information used</u> <u>to identify strengths</u>	<u>Challenges</u>	List data/information used to identify challenges
Recruitment				
Admissions				
Enrollment				
Retention				
Progress towards degree				
Student Learning				
Graduation numbers				

List the top 3 emerging trends in you	r academic area	and expected	challenges	within the
program over the next 4 years				

1.	
2.	
3.	

Action Plans to Address Challenges:

Using the templates below, programs identify the actions the program can take to address each of these areas over the next 4 years citing specific data to support your responses. Your responses should address the following sections:

- Needs
- Solutions/ways to address the needs that require new resources
- Solutions/ways to address the needs that do not require new resources
- Expected impact if solution is implemented
- Timeline that it would take to implement solution



Graduate CURRICULUM

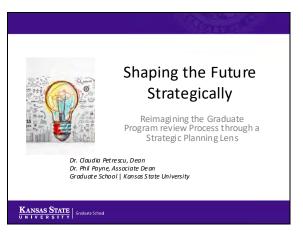
(Options to address include but not limited to: new programs, new certificates, course offerings, course developments/revisions, etc.)

Current Needs	Actionable Items That Require Resources	Actionable Items That Do Not Require Resources	Expected Impact	Implementation Timeline (semesters)

FACULTY

(Options to address include but not limited to: faculty engagement, faculty retention, research, etc.)

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Current Needs	Actionable Items That Require Resources	Actionable Items That Do Not Require Resources	Expected Impact	Implementation Timeline (semesters)

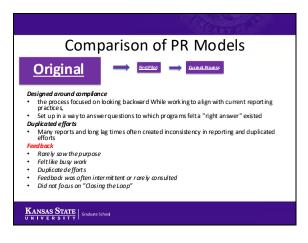


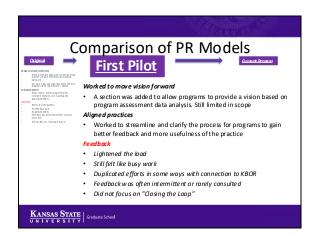
Content

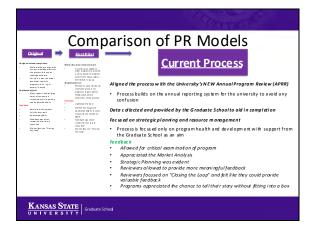
- 1. Program review- importance and setting up the stage
- 2. Evolution of the Program Review (PR) process
- 3. Revised graduate review process
- 4. The New Grad PR (who, what, how, when)
- 5. Summary
- 6. Discussions

KANSAS STATE Graduate School

		CHY 1
Com	parison of P	R Models
Original	First Pilot	Current Process
Offgiffal	THISTITION	<u>Current Process</u>
_	-	-
KANSAS STATE Graduate	School	







REVISED Graduate PR – connected to strategic planning

Tied to the University wide Initiative of Academic Program Review and Revitalization (APRR) - University's new program review process approved by KBOR

Purpose: Annual review by academic units of their data to:
• support program innovation and revitalization

- continuous program improvement
- $\label{promote_promote} Promote\ financial sustainability\ \textit{by assuring we meet contemporary market}\ demands\ and\ opportunities.$

Grad Program Review = Enhanced APRR

KANSAS STATE

REVISED Graduate PR – Overview

Enhanced APRR (the new Graduate Program Reviews): is a 3-5 years planning tool for academic units, built upon the APRR process.

Primary purpose: graduate academic program identify

- 1. Areas of Strategic Growth
- 2. Action Plan to Achieve Program Goals
- 3. Implementation Timeline
- 4. Resources needed for successful implementation

KANSAS STATE

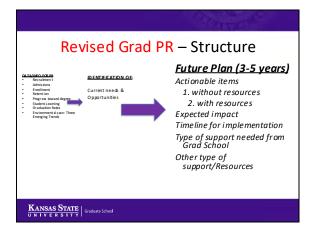
Revised Grad Program Review (PR) - Structure

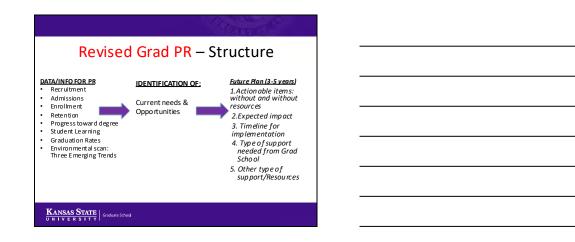
DATA/INFO FOR PR

- Recruitment
- Admissions
- Enrollment
- Retention
- Progress toward degree
- · Student Learning
- Graduation Rates
- Environmental scan: Emerging Trends (3)

KANSAS STATE

Revise	ed Grad PR – Structure
• Recruitment • Admissions • Enrollment • Repution	IDENTIFICATION OF:
Progress toward degree Student Learning Graduation Rates Environmental scan: Thee Emerging Trends	Current needs & Opportunities
KANSAS STATE Graduate	oned





Revised Grad PR - Process

1. Selection of grad programs for PR:

APRR process - > identify programs that either ask for help or have declining enrollments

2. Immersion into the new PR Philosophy:

Invitation to participate in PR

Introduction Meeting (focus on benefits)

- 3. Data support: GS provides data:
 - Robust market analysis
 - Data from graduate dashboards

KANSAS STATE | Graduate School

Finding: BUY-IN from faculty

- Programs:
 - · want to participate in the process
 - stay engaged throughout the process
 - Appreciate the 3-4 months timeline
- Faculty became more involved in program-level discussions
- Department heads and graduate program coordinators stayed engaged with GC ARC committee to further discuss their program plans
- Between grad PR and APR RR closing of the decision-making loop
- -> Units find value to this process as it empowers them to think future, vision, action oriented

KANSAS STATE

Finding: PR Benefits the Program

- Tied to University efforts of APRR
- Easy, logical, sequential process
- Shared governance: Grad Council PAR provides feedback
- The feedback goes to departments, deans/associate dean of colleges
- Grad School uses the Aggregated PR report to inform GS strategic plan, annual work plan and advocacy role with Provost and units on campus
- Implementation is done through the APRR process that monitors annually outcome and allows for adaptation

KANSAS STATE

Finding: Support's GS SP

Supports data- informed Decision Making and Advocacy

- Fin ancial challenges by type
- · Recruitment of graduate students
- Online offerings
- Curriculum work
- Positive changes: i.e. reducing number of required credits /program
- Strategic Faculty hiring
- --> Stronger shared governance: GCARC discusses ways to address concerns shared by programs and to provide ideas for solutions

KANSAS STATE

KANSAS STATE

Summary — Comparison of PR Models Old Model Design ed around compliance Duplicated efforts Faculty Feedback Rarely sow the purpose Feel like busy work Duplicated efforts Feedback was often intermittent or rarely consulted Did not focus on "Closing the Loop" Aligned with the University's Proæss Size to the data. Startedge planning and Resource Management Supports critical, constructive, program review Appreciated the Market Analysis Stratege Planning was evident Reviewers facused on "Closing the Loop" and felt like they could provide valuable feedback Programs appreciated the chancet a tell their stary without fitting into a bax





Shaping the Future Strategically

Reimagining the Graduate Program review Process through a Strategic Planning Lens

Dr. Claudia Petrescu, Dean
Dr. Phil Payne, Associate Dean
Graduate School | Kansas State University

Content

- 1. Program review- importance and setting up the stage
- 2. Evolution of the Program Review (PR) process
- 3. Revised graduate review process
- 4. The New Grad PR (who, what, how, when)
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Original



First Pilot



Current Process

Designed around compliance

- the process focused on looking backward While working to align with current reporting practices,
- Set up in a way to answer questions to which programs felt a "right answer" existed

Duplicated efforts

Many reports and long lag times often created inconsistency in reporting and duplicated efforts

Feedback

- Rarely saw the purpose
- Felt like busy work
- Duplicated efforts
- Feedback was often intermittent or rarely consulted
- Did not focus on "Closing the Loop"

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First Pilot

Current Process

Worked to move vision forward

 A section was added to allow programs to provide a vision based on program assessment data analysis. Still limited in scope

Aligned practices

 Worked to streamline and clarify the process for programs to gain better feedback and more usefulness of the practice

Feedback

- Lightened the load
- Still felt like busy work
- Duplicated efforts in some ways with connection to KBOR
- Feedback was often intermittent or rarely consulted
- Did not focus on "Closing the Loop"



Original



First Pilot

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Current Process

Aligned the process with the University's NEW Annual Program Review (APRR)

Process builds on the annual reporting system for the university to avoid any confusion

Data collected and provided by the Graduate School to aid in completion

Focused on strategic planning and resource management

 Process is focused only on program health and development with support from the Graduate School as an aim

Feedback

- Allowed for critical examination of program
- Appreciated the Market Analysis
- Strategic Planning was evident
- Reviewers allowed to provide more meaningful feedback
- Reviewers focused on "Closing the Loop" and felt like they could provide valuable feedback
- Programs appreciated the chance to tell their story without fitting into a box

REVISED Graduate PR – connected to strategic planning

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https://www.k-state.edu/assessment/reporting/programreview/



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DATA/INFO FOR PR

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- Environmental scan: Three
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IDENTIFICATION OF:

Current needs & Opportunities

Revised Grad PR – Structure

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- Environmental scan: Three Emerging Trends

IDENTIFICATION OF:

Current needs & Opportunities



Future Plan (3-5 years)

Actionable items

- 1. without resources
 - 2. with resources

Expected impact

Timeline for implementation

Type of support needed from Grad School

Other type of support/Resources

Revised Grad PR – Structure

DATA/INFO FOR PR

- Recruitment
- Admissions
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- Retention
- Progress toward degree
- Student Learning
- Graduation Rates
- Environmental scan: Three Emerging Trends

IDENTIFICATION OF:

Current needs & Opportunities

Future Plan (3-5 years)

- 1.Actionable items: without and without resources
- 2.Expected impact
- 3. Timeline for implementation
- 4. Type of support needed from Grad School
- 5. Other type of support/Resources

Revised Grad PR – Process

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<u>Summary – Comparison of PR Models</u>

Old Model

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- Faculty Feedback
 - Rarely saw the purpose
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 - Duplicated efforts
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Current Process





 Strategic planning and Resource Management



- Supports critical, constructive, program review
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Synergy in Decentralization: Partnering with Campus Stakeholders for Success at a Decentralized Institution







Objectives

- 1) Explore how consistent messages, policies, procedures, etc. can be communicated across a decentralized campus
 - a) Case Study: UW-Madison Graduate Programs
- 2) Identify components of an effective communication plan for various stakeholders on your campus
- 3) Contemplate the necessity of making exceptions when appropriate
- 4) Assess how the messages were received and how to follow up with further communication and/or action.



Consistent Messages Across a Decentralized Campus

What is the best communication framework for your campus and its many communities?

- Websites, email and list servs, Teams channels, centralized document repositories (Box, Google Docs, Knowledgebase, etc.), Software (CourseLeaf, Slate, Salesforce)
- Who has access to each type of communication, and which are they most likely to access?
 - Example: Faculty have shared they want short emails with just-in-time information









Consistent Messages Across a Decentralized Campus

What is the best communication framework for your campus and its many communities?

- Communities of Practice, Committees, Governance bodies, Directories, informal groupings of positions
- Is this a one-time message, annual message, series of messages, etc.?









Consistent Messages Across a Decentralized Campus



What are the expectations of these communities?

- Are different actions needed based on role, school/college, department, program?
 - Example: Don't assume communicating a policy change is enough for stakeholders to understand the personal impact
- Are you communicating the message, or will you rely on someone else to carry the message?
 - What could you lose in utilizing "middle-people" to carry the message?
 - What could you gain?



Consistent Messages Across a Decentralized Campus

How will you close the loop at the end of the messaging or action?



- Will audiences expect constant follow up during the action(s)?
- Is a summary report expected or needed?
- Will you offer a way for others to provide feedback?

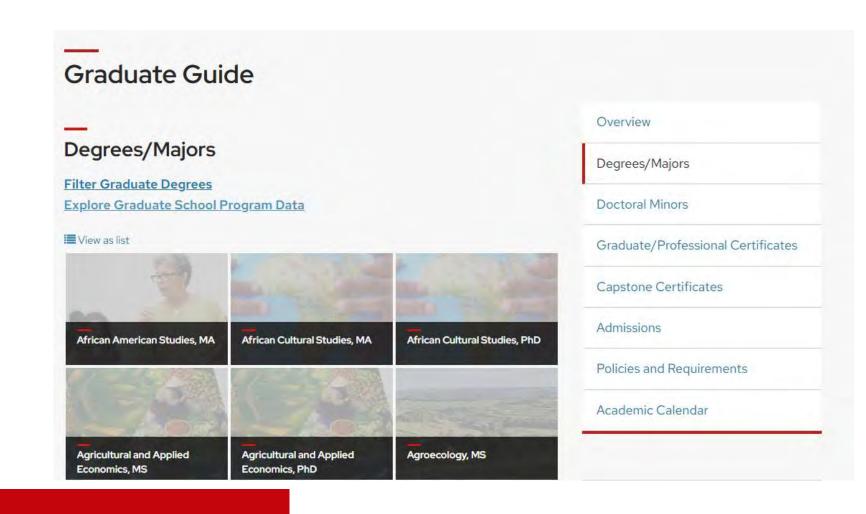




Case Study - UW-Madison's "Guide"

University "catalog"

- Updated each fall semester
 - certain cases for spring or summer semesters
- 600+ graduate programs across 13 School/Colleges





- All Accreditation,
 Certification/Licensure,
 Admissions, Curriculum,
 Policy, and Learning
 Outcomes changes must
 go through campus
 governance
 - Approval required by Department, School/College, Graduate School and Provost's Office

Nursing Practice, DNP



The School of Nursing Doctor of Nursing Practice (DNP) program prepares nurses for leadership roles as advanced practice nurses (clinical nurse specialists or nurse practitioners) who provide direct care and lead practice development and evaluation. Students in the DNP program choose from three population foci: adult/gerontology (acute care or primary care), pediatrics, or psychiatric mental health. Those interested in dual preparation as an advanced practice nurse and nurse educator may add a nursing education focus.

The program is available for nurses with a baccalaureate degree in nursing (post-BS option) and nurses with a master's degree in nursing practice (post-MS option). Students admitted to either option follow the course sequence designated in the program plan and progress as a group.

Overview Admissions Funding Requirements Policies Professional Development Learning Outcomes People Accreditation Certification/Licensure



Admissions

Fall Deadline	December 15			
Spring Deadline	The program does not admit in the spring.			
Summer Deadline	The program does not admit in the summer.			
GRE (Graduate Record Examinations)	Not required.			
English Proficiency Test	Every applicant whose native language is not English, or whose undergraduate instruction was not exclusively in English, must provide an English proficiency test score earned within two years of the anticipated term of enrollment. Refer to the Graduate School: Minimum Requirements for Admission policy; https://policy.wisc.edu/library/UW-1241 .			
Other Test(s) (e.g., GMAT, MCAT)	n/a			
Letters of Recommendation Required	3			

Requirements

Functional Core The Functional Core courses represent the essential business competency areas in finance, marketing, operations, and accounting. Each listed course is required totaling 8 credits in the Functional Core. **FINANCE 700** Introduction to Financial Management MARKETNG 700 Marketing Management **OTM 700** Operations and Supply Chain Management ACCTIS 700 2 Financial Accounting **Leadership Core** The Leadership Core courses focus on key concepts and skills through strategic thinking, team building, managing projects, economics, analytics, and negotiations. Each listed course is required totaling 12 credits in the Leadership Core. OTM 732 Economics for Managers MHR704 Managing Behavior in Organizations 2 MHR 628 Negotiations

Policies



Graduate Credits Earned at Other Institutions

For well-prepared advanced students, the program may accept up to 6 credits of prior graduate coursework from other institutions towards the minimum graduate degree credit and minimum graduate coursework (Grad 50%) requirement. The minimum graduate residence credit requirement can be satisfied only with courses taken as a graduate student at UW–Madison.

Undergraduate Credits Earned at Other Institutions or UW-Madison

No credits from a UW-Madison undergraduate degree are allowed to count toward the graduate degree.

Credits Earned as a Professional Student at UW-Madison (Law, Medicine, Pharmacy, and Veterinary careers)

Refer to the Graduate School: Transfer Credits for Prior Coursework policy.

Credits Earned as a University Special Student at UW-Madison

No credits taken as a University Special student are allowed to count toward the graduate degree.

Synergy in Decentralization



How did we identify our different communities for communication?

- Started with those we wanted support from in delivering the message → Dean and Provost's Office
- Shared and got feedback from Academic Planners (AP) and other experts across campus
- Depended on the APs to share the message and resources with other groups
 - Program-level coordinators and faculty within each School/College





What communication framework was best for this message/action?

- Support and understanding from colleagues in other "central" offices (Provost's Office and Registrar's Office)
- Committee announcement and foundation ("Lumenaries" group)

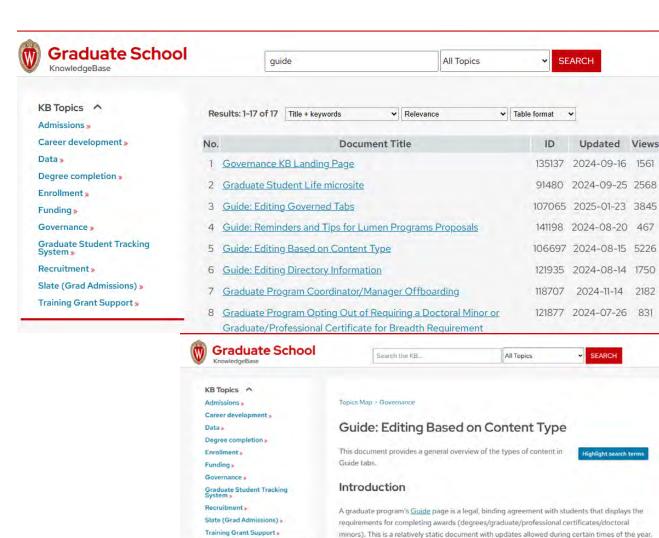




What communication framework was best for this message/action?

- Written documentation in a centralized platform for future reference
- Email with links to further resources
- Virtual training session for explanation and platform for feedback

Key Strategy: Communicate several times in several ways; stay consistent and concise without distraction



Coordinator Training &

New Coordinator Checklist >
Jump Start Training >

Meetings ^

Offboarding >
Meetings >

Contact us ^
Who to call - by function >

Who to call - by name

The "normal" cycle for changes publishes on June 1 for each upcoming academic year.

undergraduate or other content should be directed to the appropriate School/College Guide

· Requires review and approval from department, school/college, Provost's Office (DAPIR),

Graduate School (GFEC), and University Academic Planning Council (UAPC).

This document only pertains to the Graduate information in Guide: questions about

There are two "types" of content on a program's Guide page.

. Changes must be drafted and approved via Lumen Programs.

coordinator or academic planner

Types of Content

Governed Content



How did we communicate with different communities?

- Luminaries/APs (experts in the content within each School/College)
 - PowerPoint presentation as soft launch and chance for feedback
 - Emails with links and resources
 - Depended on them for correct actions being taken
- Program-level coordinators and faculty
 - Unanticipated communication, usually happened if there was push-back and/or clarification was needed





Did we close the loop and what's next?

- Cyclical nature of Guide edits means the "end" is definite each year
- Did the process work as expected? Sort of...
 - Differences between APs and respective Schools/Colleges
 - If they weren't available/responsive, there was not a clear backup strategy
- The plan for next year is:
 - Go right to the source program coordinators and managers
 - Hold 3 sessions to work through common corrections targeted for next cycle
 - Goal: Virtual working sessions will provide space for active editing opportunities to define expectations





Components of an Effective Communication Plan

What outcomes are you seeking? (Flip the process)

- Follow your guidance and act as instructed?
- Support your message or re-communicate it?
- Train their respective communities based on your guidance?
- Review a process or policy and provide feedback?
 Who should be doing What?
- 1) What are the expectations of you and your stakeholders'
- 2) With whom are you communicating; identify your "groups"?
- 3) How do they best receive messages?





Expected Outcomes and Closing the Loop

Do you want the audience to...

- Follow guidance / policy
- Support or reinforce your message
- Train respective communities
- Review a policy or process and give feedback

Will you...

- Provide constant feedback / updates
- Share a summary report
- Accept feedback

Campus Communities

- Communities of Practice
- Committees
- Governance bodies
- Directories
- Ad-hoc / informal groups

Is this a one-time message, annual message, series of messages, etc.?

Expectations of You and Stakeholders

- Are different actions needed based on role, School / College, Department, Program?
- Are you communicating the message or will you rely on someone else to carry the message?

Communication Framework

- Websites
- Emails / list servs
- Teams channels
- Centralized document repositories
- Software

Who has access to each type and which do they prefer?





When do you make exceptions?

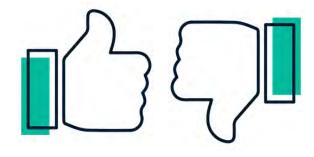
- What do you do with push-back? And can you plan for that?
- Examples that we encountered:
 - Programs may have more stringent requirements/guidelines/policies
 - The "fix" is too big to fix in the timeline





Was it received and how do you follow up?

- Was your message/action request realistic in hindsight?
- What went well and what went wrong?
 - Did you choose the right stakeholders?
 - Were they receptive to your form of communication?
 - Is the mission complete or do you need to take further steps?
 - Are you being strategic in your message/action request 2.0?





IOWA STATE UNIVERSITY

Graduate College

Workday Student for Graduate Education at Iowa State University

Natalie B. Robinson

(she/her)

Senior Assistant Director of Academic Services
Graduate College

Background

Iowa State University chose Workday Student as its SIS, and for the past four years, it has been implementing and going live with Workday Student functionality.

Agenda

- Implementation Project Structure & Timeline
- Overview of ISU's Grad Ed Challenges
- Creative solutions
- Continuous improvement
- Lessons learned & tips for navigating an implementation project of this scope

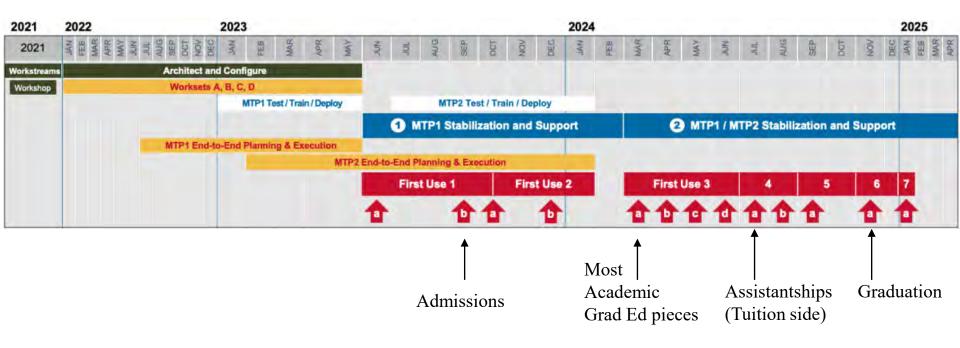
Safe Harbor Statement

- This presentation may contain forward-looking statements for which there are risks, uncertainties, and assumptions.
- Forward-looking statements include any comments regarding ISU design considerations, plans for future processes, and any comments concerning new features and configurations.
- Forward-looking statements are subject to change.
 Therefore, what is seen today could differ from what is rolled-out.



https://www.workcyte.iastate.edu/files/styles/image_block/public/images/2023-03/Workday%20Products%20Wheel%20Chart%203-29-23.png?itok=xvgNXUxm

Timeline



https://www.workcyte.iastate.edu/files/images/2023-10/Project%20Timeline.png

Legacy Systems



Status **Admission Type**

Met English Requirement

Sign up for Thesis Seminar

Graduation Application Submitted

Prelim Status (Req. 6 mo. before final)

POSC Approved

Graduate Student Status

Required to Apply for Graduation

All the items below need to be done before Applying for Graduation.

Required to take Final Exam All the items below need to be done before Applying for your Final Exam.

- Doctor of Philosophy

OK - Full OK - 3.61

OK - Pass

OK - Approved January 2024

NO - Not submitted

Apply For Graduation

Thesis Website

NO - Requested prelim for 08/16/2024

IOWA STATE UNIVERSITY

Alerts

None

Department, Major, and Minor Information

My Program Audit

Major Professor

Committee Member

Committee Member

Committee Member

Committee Member

AGRON Committee Member

Major: Agricultural and Biosystems Engineering

Credits Earned in Graduate Status: 53.00 First Registered: Summer 2022 Last Term Registered: Summer 2024

Degree Sought: Doctor of Philosophy

Thesis: Required

Department: Agricultural and Biosystems Engineering

ABE

MSE

CE

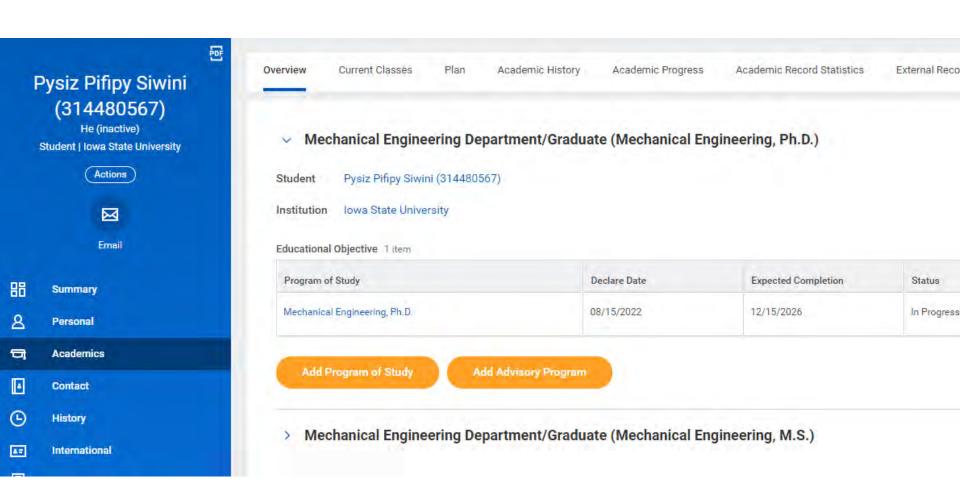
Requirements

- Academic Programs
- Program of Study and Committee (POSC)
- Oral Exams
- Dissertation/thesis/creative component
- English requirement and Oral English Certification
 Test
- Concurrent graduate degrees
- Double degrees

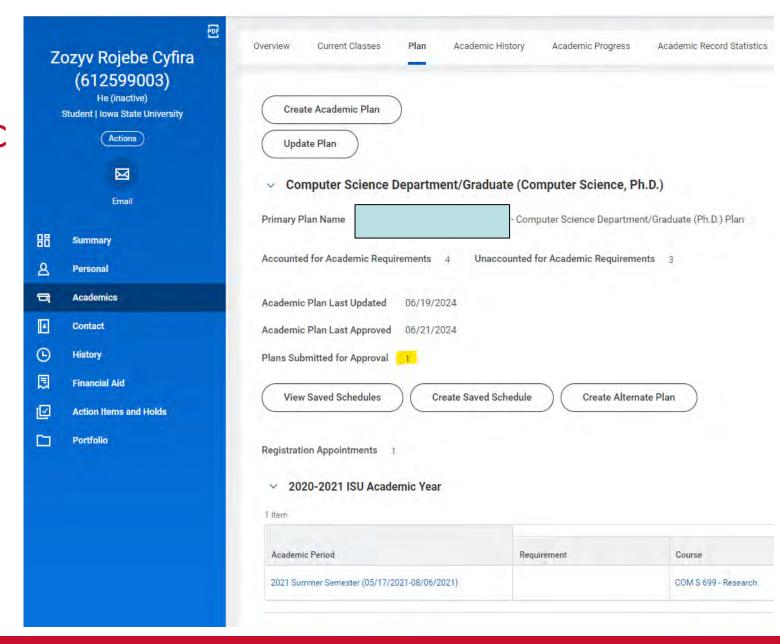
Creative Solutions

- Education tests on the Academic Progress Report (APR)
- Academic Plans to replace the Program of Study and Committee (POSC) form
- HCM committees to record Graduate Student Academic Plan Committees
- Formalized Joint Programs and Advisory Programs
- Multiple Academic Records
- External Transfer Credits
- Reports, reports, reports!

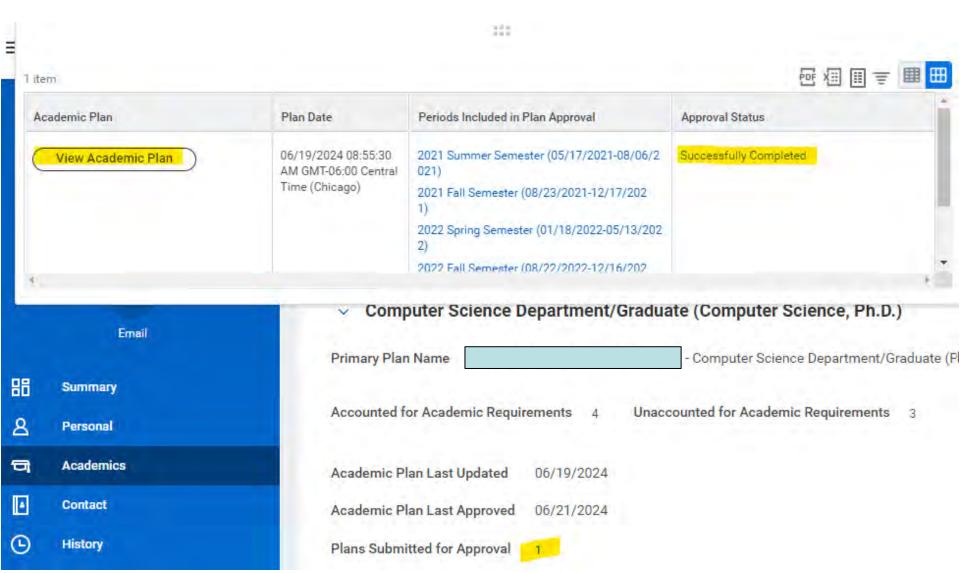
Academics Overview



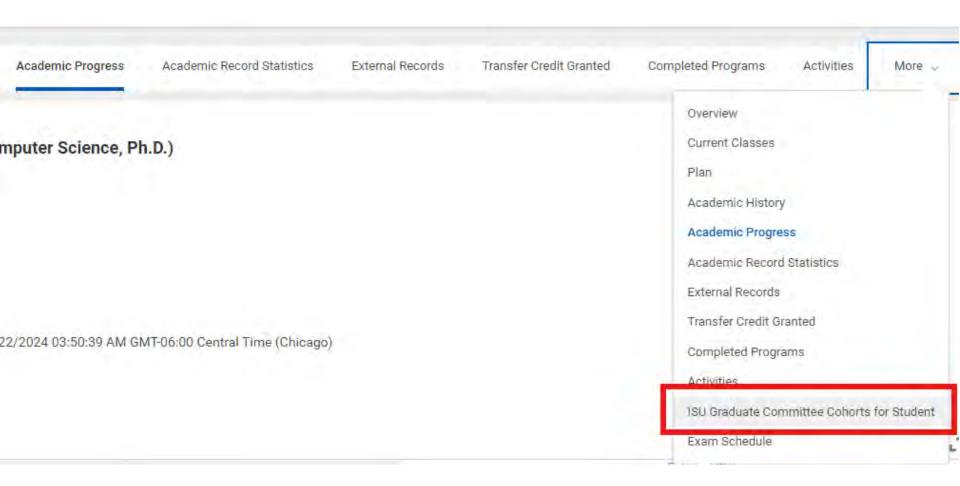
Academic Plan



Academic Plan



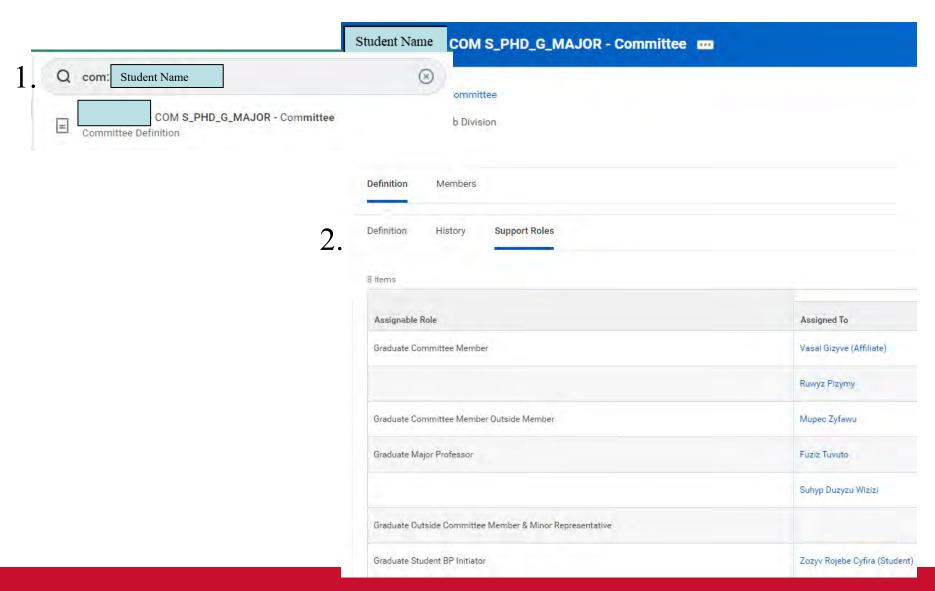
Academic Plan Committee



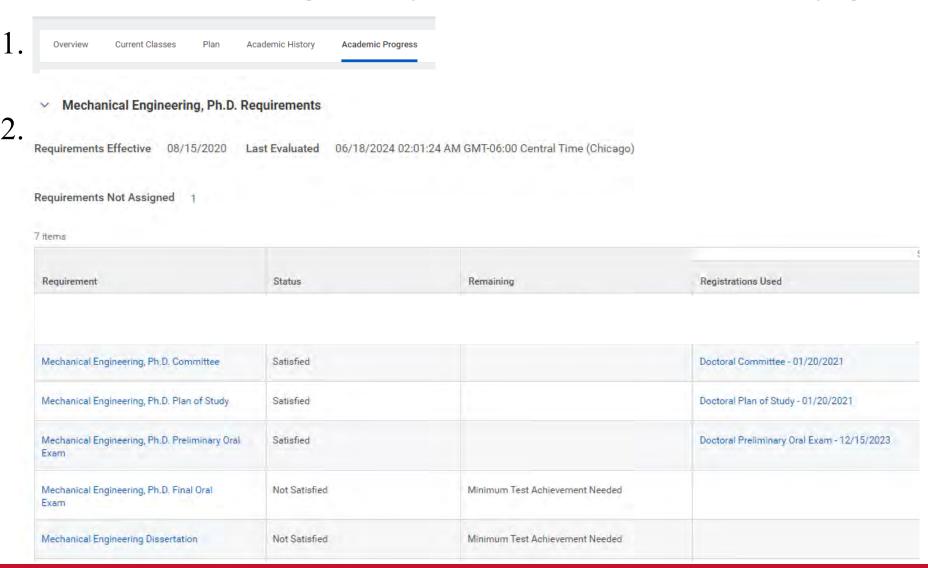
Academic Plan Committee

items					
Graduate Committee	Primary Program of Study	Major Professor	Committee Member(s)	Committee Minor Representative(s)	Committee Outside Member(s)
COM S_PHD_G_MAJOR - Committee	Computer Science, Ph.D.	Fuziz Tuvuto Suhyp Duzyzu Wizizi	Ruwyz Pizymy		Mupec Zyfawu
	Computer Science, M.S.				
	E f				

Academic Plan Committee



Graduate Academic Progress Report (APR/Grad Student Status page)



Continuous Improvement

- Extend Applications for Committee & Plan
- Reconfiguration of our Academic Progress Report
- Dashboard reconfiguration
- 50+ items on a list of priorities!

Extend Application for Committees

Graduate Committees Hub for Students Graduate Committees 1 item Actions Academic Record Allison Vander Plaats - Veterinary Diagnostic and Production Add/Update a Member Animal Medicine Department/Graduate (Ph.D.) - 08/15/2023 -Active Committee Committee Outside Major Committee Minor Substitute Created Committee Approved Committee Name Outside Member & Minor Professor(s) Members On Members Representatives On Representatives Members Vander Plaats Allison -

POPSC_PHD_G_MAJOR - Committee

IOWA STATE UNIVERSITY

Graduate College

Lessons Learned

Project Structure & Staffing

- Get involved EARLY and OFTEN
- Fully staff the graduate space before beginning an implementation project of this scope
- Graduate education needs its own space at the beginning of the project
- Build collaborative relationships with campus partners
- Get Deans, Associate Deans, and Directors of Graduate Education invested

Consultants

- Build rapport and trust
- Push back if proposed solutions aren't meeting your needs
- Focus on knowledge transfer

Preparing & Training Campus: ISU's Plan

- Workday Wednesday Presentations
- Volunteer testers
- WorkCyte Digest
- Change Liaisons
- WorkCyte website: https://www.workcyte.iastate.edu/

https://www.workcyte.iastate.edu/phase-ii/training

Preparing & Training Campus: GC's strategy

- https://www.gradcollege.iastate.edu/resources/workday
- Workday for Graduate Education Workgroup
- Communications to Graduate Support Staff and Directors of Graduate Education
- Graduate College/Workday Office Hours
- Workday Hotline for Graduate Education

Discussion

Takeaways



Groups of 3-5

 What would you add to prepare for a new SIS? Any schools implementing something new?



Large group reportout

Questions



Takeaways and To Dos

Resources and References

- Workday Student Implementation: https://www.workcyte.iastate.edu/
- https://www.gradcollege.iastate.edu/resources/workday
- https://www.workcyte.iastate.edu/phase-ii/training



Midwestern Association of Graduate Schools

Restart your Engines to Renew, Refresh, and Reimagine Graduate Education!

Welcome

Agenda

Plenary Speakers

Meeting Registration

Sponsorship Opportunities

Exhibitor Information

Venue/Travel

Welcome

81st ANNUAL MEETING OF THE

Midwestern Association of Graduate Schools

April 2-4, 2025 • Indianapolis, IN Sheraton Indianapolis Hotel at Keystone Crossing



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Agenda



Plenary Speakers

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2025

Theme 🌣



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81st Annual Meeting of the Midwestern Association of Graduate Schools

Restart Your Engines to Renew, Refresh, and Reimagine Graduate Education!

April 2–4, 2025

Sheraton Indianapolis Hotel at Keystone Crossing | Indianapolis, Indiana



The complete agenda is also available in Guidebook, the conference app. Scan the QR code or click here to download the Guidebook app.

Wednesday, April 2, 2025 8 a.m.–5 p.m. Registration Plaza Foyer 9–11:30 a.m. New Graduate Administrators Workshop This session provides new deans and graduate school staff members the opportunity to discuss topics of interest focusing on the role of the graduate school and the leadership responsibilities associated with that role. This highly interactive session is followed by a luncheon with the members of the Executive Committee of the Midwestern Association of Graduate Schools (MAGS). Please note: Additional registration is required



Connecting the university and the community!



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2025

Theme 🔅

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Wednesday, April 2, 2025

8 a.m.–5 p.m.	Registration	Plaza Foyer
9–11:30 a.m.	New Graduate Administrators Workshop This session provides new deans and graduate school staff members the opportunity to discuss topics of interest focusing on the role of the graduate school and the leadership responsibilities associated with that role. This highly interactive session is followed by a luncheon with the members of the Executive Committee of the Midwestern Association of Graduate Schools (MAGS). Please note: Additional registration is required	Suite 2,3
10–11 a.m.	Executive Committee Meeting	Suite 6,7
11:30 a.m.–1 p.m.	New Graduate Administrators & Executive Committee Luncheon Please note: Additional registration is required	Suite 4,5
1–1:15 p.m.	Welcome to MAGS Conference —Nicole Lounsbery, MAGS Chair, Director, Graduate School, South Dakota State University	Plaza A,B,C
1:15–2:30 p.m.	PLENARY SPEAKER: Issues and Opportunities for Graduate Education: What Is and What Can Be —Suzanne Ortega, President, Council of Graduate Schools	Plaza A,B,C
2:30–2:45 p.m.	Exhibitor Highlights Introduction: Jennifer Ziegler, MAGS Treasurer	Plaza A,B,C
2:45–3:15 p.m.	Break	Plaza Foyer



3:15–4:15 p.m.	CONCURRENT SESSION I	
	Fostering Diversity and Inclusion in Graduate Programs: Supporting Holmes Scholars in Rural Universities —Soh Meacham, Associate Dean of Graduate Studies and Research, University of Northern Iowa This session will explore strategies for fostering diversity, equity, and inclusion (DEI) within graduate education programs, particularly focusing on the experiences of Holmes Scholars at a rural regional university. Using a framework grounded in Critical Race Theory (CRT), we examine the systemic barriers and unique challenges faced by these scholars, including racial microaggressions, limited representation, and resource constraints in predominantly white spaces. Drawing on in-depth interviews and focus groups, the session will highlight innovative teaching practices, mentorship, and professional development opportunities that support scholars' navigation of these environments.	Suite 2,3
	My Graduation Checklist: Using Canvas to Improve Graduate Students' Final Experiences at the University of Kansas —Morgan Swartzlander, Director, College Office of Graduate Affairs, University of Kansas —Lauren Chaney, Senior Graduate Program Coordinator, University of Kansas "Can you confirm, did I graduate?" Reaching the culmination of years of hard work by submitting the final version of their thesis/dissertation and associated graduation documents should be a rewarding, relieving experience for graduate students. However, leading up to the graduation deadline, this question, "Did I graduate?", used to be the number one question the graduate office received from students seeking reassurance that they had accurately navigated the complex formatting requirements and submission of documents across multiple platforms in order to graduate. In this session we'll share how the University of Kansas used Canvas in an unconventional way to improve graduate students' final experiences at the University. My Graduation Checklist, a Canvas course assigned to graduate students in their final semester, guides students through the formatting and submission of all documents required for graduation, established one platform for the completion of tasks, and provides students with a real-time checklist to independently verify whether they had completed all required steps to be approved to graduate. We will also explore how implementation of My Graduation Checklist led to immediate process efficiencies for the graduate office, including significantly reducing staff time dedicated to the graduation process and shortening the overall timeline for degree approval.	Suite 6,7
	Empowering Successful Mentoring Relationships: Success Stories from the Indiana University Indianapolis Graduate Mentoring Center —Tabitha Hardy, Assistant Vice Chancellor for Graduate Education, Indiana University Indianapolis —Randall Roper, Director, IU Indianapolis Graduate Mentoring Center, Indiana University Indianapolis —Keith Avin, Associate Dean of the IU Graduate School Indianapolis —Janice Blum, Dean of the IU Graduate School Indianapolis, Indiana University Indianapolis The Indiana University Indianapolis Graduate Mentoring Center (GMC) serves over 500 faculty, staff, and graduate/professional students each year. In collaboration with the IU Indianapolis Graduate Office, the GMC provides resources and opportunities for faculty and staff to strengthen their skills in mentoring graduate and professional students. The Center also serves graduate and professional students interested in learning more about mentoring and professionalism. The GMC utilized established and emerging curriculum from the National Research Mentoring Network (NRMN)/Center for the Improvement of Mentored Experiences in Research (CIMER) mentor training for faculty, staff, and graduate/professional students. This presentation will address how to establish a	Suite 9,10

	mentoring center in an efficient and cost-effective manner, best practices in organizing and disseminating presentations on mentoring, and tips on collaborating with schools and departments to extend mentor training across the university.	
	Moving Past Information Overload: Re-imagining a Student-Centered Graduate Orientation —Christine Cain, Graduate Enrollment Program Manager, Iowa State University —Erin Conlan, Student Success Specialist, Iowa State University	Plaza D,E
	Orientation programs and activities play a crucial role in graduate retention. They provide an opportunity for positive educational experiences and socialization helping students successfully transition into graduate life. However, the beginning of a graduate program can easily become a time of information overload, where students are presented with multitudes of resources, policies, and requirements that have important logistical implications, but are tangential to forming a graduate identity and sense of belonging within an institution.	
	Using a student-centered model, the Iowa State University Graduate College redesigned our Fall 2024 Graduate Student Orientation to create a more comprehensive graduate student orientation experience by providing accessible multi-modal information that prioritized graduate student socialization and community-building. By targeting topics that students and graduate support professionals deemed a part of the "hidden curriculum," or the undocumented values, norms, beliefs, and practices within graduate education, we were able to offer in-person sessions that addressed important topics for graduate student success. Programs addressed relationship-building with faculty advisors, student advocacy, student safety and relationships with university police, graduate student mental health, and student accountability for graduate culture and ethics of care within the graduate community. Presenters will share the strategies used to involve students and campus constituents in creating an orientation event that supports graduate student socialization and community building.	
	Reimagining 3MT for a Regional University: Engaging Professional Pathways and Community Stakeholders — Janelle Taylor, Director of Graduate Enrollment Management, Northern Michigan University — Sarah Amidon, Assistant Director of Graduate Student Affairs, Northern Michigan University	Plaza A,B,C
	Creating a dynamic and engaging research event at a midsized, primarily undergraduate university presents unique challenges. Research events often prioritize traditional academic students on research or teaching pathways, leaving students on professional tracks underserved. At Northern Michigan University (NMU), we aimed to bridge this gap by reimagining 3MT to support the goals of students pursuing professional careers, as well as the usual academic participants. Through collaboration with entrepreneurial support organizations and local innovation leaders, 3MT can reach beyond its academic roots and turn into a broader community event.	
	This presentation will explore the strategies employed to make the Three Minute Thesis (3MT) competition a success at NMU. Key elements include the inclusion of undergraduate students (in a non-competing capacity), fostering audience engagement during judging periods, and integrating community and business leaders. This session will offer insights into how research events can be reshaped to better serve diverse student populations and foster deeper ties with external stakeholders.	
4:30–5:30 p.m.	CONCURRENT SESSION II	
	Return to UNI Initiative —Stephanie Huffman, Return to UNI Imitative, University of Northern Iowa —Karen Cunningham Interim Associate Dean of Graduate Studies, University of Northern Iowa	Suite 2,3

-Trisha Becker, Operations & Continuous Improvement Director, University of Northern Iowa

In collecting and reviewing the data of non-completers for the last 10 years, we had a significant number of students who were close to graduation. Many lacked a thesis or non-thesis culminating requirement. Annually, we have around eight students requesting exceptions to the recency policy. The current recency policy requires coursework outside of seven years (master's) or ten years (doctorate) to be retaken. Many of those requesting the exception have courses outside the recency window, and their stories are all the same... A life event created a roadblock, and I had to pause my graduate work, but I never returned. The Return to UNI initiative waved the recency rule and allowed students to work directly with their previous graduate program to determine what would or would not be acceptable coursework. Those students in licensure-driven programs with recency issues due to recency being a requirement for accreditation were allowed to move their coursework into the MS in Interdisciplinary Studies. This allowed them to complete a degree program at the University of Northern Iowa without losing their previous coursework. This initiative has been a huge success with many benefits for the students and UNI.

"Rules of the Road" for a Hybrid Team: Developing a Team Operating Agreement
—Meredith Thomsen, Dean, Graduate & Extended Learning, University of WisconsinLa Crosse

The Graduate & Extended Learning office at UW-La Crosse supports a diverse portfolio of programs, ranging from youth camps to online graduate programs, to professional conferences like MAGS. In addition to working on very different types of programs, our staff of thirteen includes two full-time remote workers, and six others who work remotely two days a week. Our leadership team completed training on how to develop a Team Operating Agreement (TOA), a tool for working with remote and hybrid teams. In spring 2024 we held a series of staff meetings to build our own TOA. We gathered information about topics including team values, communication technology, meeting management and conflict resolution. The process helped us to clarify expectations and make assumptions explicit, and to fill in gaps in our understanding of how we work together – as one example, "how do we make decisions?" was something we initially had difficulty answering. Now, we are following up with projects to build skills in desired growth areas identified in the TOA process, including improving our understanding of Office 365 tools, setting guidelines for shared file spaces, and building structures to support complex workflows. Developing a Team Operating Agreement strengthened our team, and it could strengthen yours as well - whether it is remote, hybrid, or office-based.

Innovations in Conflict Support: Peer – to – Peer Ombudship in the Graduate School

—John Lubker, Associate Dean for Academic Affairs, Ombudsperson, University of Notre Dame

Through an innovative "5+1" program that provides a year of postdoctoral training to PhD students who graduate within 5 years, we established a pilot "peer-to-peer" Associate Ombudsperson postdoctoral fellowship at the University of Notre Dame Graduate School. Serving under the primary ombudsperson, the postdoc fellowship expands the availability of ombuds services such as conflict coaching, mediation, and skill-building workshops to graduate students and postdoctoral scholars at Notre Dame.

In this session, we will discuss insights and lessons learned from this pilot program, including how the position enabled us to better categorize, track, and respond to student concerns. We will outline four ethical principles and standards of practice—confidentiality, impartiality, informality, and independence—that allow organizational ombuds to play a unique and critical supportive role in institutions of higher education, and how having a recent graduate student in the role can be helpful. We will also discuss how those four principles can be challenged in practice, depending on the structure and constraints of the office. For example, having the ombuds office situated in the Graduate School—and having recent graduates in the role—affords benefits for visibility,

Suite 6,7

Suite 9.10

	accessibility, and advocacy for graduate students. However, it can also pose challenges to impartiality, independence, and reach. To be maximally effective, careful consideration needs to be made about how the ombuds office fits in to, and partners with the university's broader support and conflict management systems. Round Table Discussion: Developing a Campus Wide Events and Development Series for Graduate Students —Paul Wojdacz, Associate Director Graduate Student Services & Operations, University of Dayton This program is a round table discussion on the topic of developing a campus wide events and development series for graduate students. This presenter will share the successes and challenges at the University of Dayton to mapping and creating a learning and social curriculum focused on sense of belonging and learning. The 2nd portion will be an open forum on topics relating to developing campus wide programing for graduate	Plaza D,E
5:45–7 p.m.	students. This portion will allow attendees to share challenges, successes and ideas for participants to consider part of their campus wide learning and development. Welcome Reception	Plaza Foyer
	Thursday, April 3, 2025	
7:30 a.m.–5 p.m.	Registration	Plaza Foyer
7:30–8:15 a.m.	Breakfast, sponsored by Beyond the Professoriate Beyond Graduate School: Why Building Effective Career Readiness Programs is Essential for the Future of Graduate Education —Maren Wood, CEO & Director, Center for Graduate Career Success A 2024 study by the non-profit policy think tank Third Way found that the overwhelming majority of graduate students pursue their degrees to advance in their chosen career field, to get a good job, and to earn more money. Love of discipline was ranked fourth. In other words, students are enrolling in graduate programs because they want to be competitive. They want jobs. And they want to see clear career gains. To ensure the long-term viability of graduate programs, institutions must prepare graduate students for their futures and build effective career readiness programs. In this session, Dr. Maren Wood will discuss how student-first career education is essential to the future of graduate education, including how: Students expect graduate education will lead to better earnings and satisfying careers. They expect that their institution will provide them with career support to help them secure employment and build careers. They want career support that is tailored to their unique needs and aligns with their learning preferences.	Plaza A,B,C
8:15–9:30 a.m.	Awards Presentation MAGS/ProQuest Distinguished Master's Thesis Awards Excellence in Innovation Award Excellence in Teaching Awards	Plaza A,B,C
9:30–10:45 a.m.	PLENARY SPEAKER: Reimagining New Identities and Exploring New Frames of Reference for Graduate Education —Moises Gutierrez Rivas, Assistant Professor, Interdisciplinary Studies, Creighton University The different ways we manifest our identities act as guides for the way we imagine change. When ideas about ourselves are static, our vision for changeespecially when	Plaza A,B,C

	working with otherscan be limited. Refreshing graduate education begins with asking who we need to become. Reimagining our identities as graduate educators can offer new pathways to reimagine graduate education. These new possibilities for graduate education will be created with re-imagined identities, i.e., re-imagined ways of knowing, relating, being, and doing. In his presentation, Dr. Moises Gutierrez will offer practical frameworks that will inspire us and assist us in the journey of growing and evolving as graduate educators. Reimagining our own identities will inspire others to do the same. Together we will explore creative ways to refresh and re-envision graduate education.	
10:45–11 a.m.	Break	Plaza Foyer
11 a.m.–Noon	CONCURRENT SESSION III	
	Best Practices in Mentoring: A Short Orientation Course for Effective Mentoring —Randall J. Roper, Director, IU Indianapolis Graduate Mentoring Center, Indiana University Indianapolis —Tabitha Hardy, Assistant Vice Chancellor for Graduate Education, Indiana University Indianapolis —Keith Avin, Associate Dean of the IU Graduate School Indianapolis, Indiana University Indianapolis —Janice Blum, Dean of the IU Graduate School Indianapolis, Indiana University Indianapolis Positive mentoring relationships are mutually beneficial to mentors (faculty, staff, administrators) and mentees (graduate and professional students). Introduction of mentoring principles early in graduate training is desirable to establish effective mentoring relationships. The Indiana University Indianapolis Graduate Mentoring Center developed parallel 2-hour introduction to mentoring course "Best Practices in Mentoring" for mentors and mentees. This short course is based on principles taught by the Center for the Improvement of Mentored Experiences in Research (CIMER) including the importance of good mentoring, effective communication, aligning expectations, assessing understanding, appreciating diversity, and professional development. The training is similar for mentors and mentees with small modifications for each group, and is facilitated separately to faculty and students. After completion of this course, faculty and student participants are encouraged to engage in dialogue about the training as they develop their mentoring relationships. The course also provides an introduction and gateway for mentors and mentees to participate in a full 8-hour mentor training with a curriculum designed by CIMER. Schools and departments at Indiana University Indianapolis have utilized this short course during orientation of new faculty and students, as well as offering it to continuing mentors and mentees. After consultation with leaders in each unit, the course may be slightly modified to meet the specific needs of each unit. The most common comment we	Suite 2,3
	So Fresh So Zine: Using Artivism and Zine Making in Lo Picante. Spicing Up Your Graduate Research Communication Programming —Theresa Christenson-Caballero, Director of Graduate Student Professional and Career Development & Graduate Student Support, Pipeline to an Inclusive Faculty Program Director, University of Illinois Chicago How can we reimagine dynamic programming that centers the "whole student" experience? In this highly creative, and interactive session participants will learn how zine making/artivist programs are productive tools for self-reflection that allow students to bridge their lives, identities and research. Participants will design their own Renew, Refresh, Reimagine Zines using a series of response exercises. This activity calls on us to imagine new possibilities for communication and collaborative engagement. Zines, short for "magazines" or "fanzines," began as an artform for marginalized folks to share information and publish creative work. Grounded in queer, feminist, intersectional,	Suite 4,5

decolonial frameworks, and motivated by a desire for self-expression, zines are often low-budget, self-published, and distributed among groups with shared interests. Creators have disrupted traditional "scholarly" forms of knowledge production by placing themselves and their experiences at the center of what expertise matters.

Zines create a different lens for research communication inviting students to merge personhood and scholarship, humanizing the research process and validating their experiences. Zine production encourages students to invigorate joyful relationships to their work and makes space for them to share their scholarship in a personally accessible way with peers, and community.

By the end of this session participants will:

Aprender, Learn the history of zines and applications to graduate student programming.

Honrando, Honor collective knowledges, and enhance appreciation of the

Honrando, Honor collective knowledges, and enhance appreciation of the importance of holistic interactions.

Recuerdo, Create their own zines as a memory of the workshop.

Herramientas, Gain the tools and resources to lead zine workshops at their own institutions.

Shaping the Future Strategically: Reimagining the Graduate Program Review Process Through a Strategic Planning Lens

—Claudia Petrescu, Vice provost for graduate education & Dean, Graduate School, Kansas State University

-Phillip Payn, Associate Dean, Graduate School, Kansas State University

Faculty and academic units often view the academic program review process as a cumbersome time-consuming process with little to no positive outcomes. For many, doing program review means that we recycle old reports to meet institutional requirements, with little to no focus on developing strategies intended to sustain or revitalize an academic program.

As academic leaders, it is critical for us to define and to use the program review process as a strategic planning tool that guides university decision making. Program review is an opportunity in an institution's life to take stock of what we do and how we deliver our graduate academic programs. It is an opportunity to assess our strengths and challenges, discuss the potential we have to sustain, grow and change. It can be a process that leads to the identification of actions, including budget neutral ones, that moves us forward while aligning ourselves with external accreditation requirements. Aligning with the conference theme of Restart your Engines to Renew, Refresh, and Regenerate Graduate Education, we will share the process and initial results of how we re-structured our graduate program review process into a strategic planning tool that graduate programs find useful in a time of reducing budgets and pressure for enrollment growth.

What Does it Mean to be a First Gen International Student?

-Jenipher Akuku Huisman, Enrollment Program Director, University of Notre Dame

Exploring the journey of first-generation international students, from being prospects, funding, pre-arrival, orientation, cultural adjustments, matriculation through graduation and navigating the job market. It highlights the unique challenges faced and the strategies higher ed institutions can employ to overcome these barriers.

Synergy in Decentralization: Partnering with Campus Stakeholders for Success at a Decentralized Institution

—Jenna Alsteen Assistant Dean for Academic Analysis, Planning, and Assessment, University of Wisconsin- Madison

-Lorena Kemen, Academic Planner, University of Wisconsin- Madison

How can institutions harness the power of partnerships to reach a common goal while maintaining consistency around processes and policies?

Suite 6,7

Suite 9,10

Plaza D,E

	Collaborating with campus stakeholders can lead to innovative solutions, but it can also sometimes feel like a bad family road trip with the kids fighting, a "back seat driver" second guessing every turn you make, and you anxiously counting down the minutes until you reach your destination. When you embark on campus-wide initiatives, it is inevitable that reaching the final goal will require detours, pit stops, and patience. Come discuss how the Graduate School at the University of Wisconsin-Madison navigates these challenges with the administrators of graduate programs to create cohesion among thirteen schools and colleges within the institution.	
	This session will begin with a case study of how the Office of Academic Analysis, Planning and Assessment focused on bringing consistency to its institutional catalog. Guide, as the key source for program-specific policies, admission requirements, degree requirements and more, has existed in its digital format for approximately five years. After reviewing every single program's information in Guide this past year, our office developed templates, guidance documents, and training opportunities to bring campus-wide consistency to the Graduate School programs. This effort required planning, coordination, and communication to gain institutional buy-in and compliance.	
	This session explores how we composed messages, communicated goals, and collaborated with campus partners to fit all the square, oval, diamond, and trapezoid shaped pegs into one round hole. Join us for an opportunity to learn from each other!	
12:15–1:45 p.m.	Lunch & Business Meeting —MAGS Board	Plaza A,B,C
	Attend the MAGS business meeting to hear highlights from the year from the MAGS Executive Committee, including reports from the various MAGS committees. Also help to welcome new MAGS leaders as the gavel is passed.	
2–3 p.m.	CONCURRENT SESSION IV	
	Workday Student for Graduate Education at Iowa State University —Natalie B. Robinson, Senior Assistant Director of Academic Services, Iowa State University Iowa State University chose Workday Student as its new Student Information System, and for the past four years, it has been implementing and going live with Workday Student functionality. In this session, you will learn about creative solutions and plans for continuous improvement at Iowa State's Graduate College to make Workday work for graduate education. In addition to the presentation portion of this session, Iowa State is looking to our MAGS partner institutions to discuss what they would like to see in a Student Information System, which will help all of us, regardless of our SIS, push for graduate-specific functionality in conversations with our respective SIS teams.	Suite 2,3
	Leading Graduate Education in Challenging Times —Kerry Wilks, Associate Vice Chancellor for Graduate Studies and Research, University of Wisconsin- Green Bay —Claudia Petrescu, Vice Provost for Graduate Education, Dean of the Graduate School, Kansas State University Academic leaders are facing unprecedented pressures as the challenges in higher education are intensifying. With the expected declines in undergraduate enrollments, graduate schools and graduate deans are facing unprecedented challenges on many fronts: financial, student and faculty issues, expectations from the university and from the community, and so on. In this session we will discuss how to use adaptive leadership to navigate the challenges that are now part of the unofficial job description of the graduate dean role and their staff. We will discuss how we have been using the five	Suite 4,5

activity, not a position (2) Anyone can lead, anytime, anywhere, (3) It starts with you and must engage others, (4) Your purpose must be clear and (5) It's risky. By sharing our experiences with handling challenges at a range of institutions (R1, R2, M2), we'll present lessons we have learned from our experiences and the tools we have been using to lead during challenging times. Participants at any level can learn techniques from adaptive leadership that will help make progress on the challenges you are facing.	
Application Fee Waiver for Everyone? —Jenipher Akuku Huisman, Enrollment Program Director; The Graduate School University of Notre Dame Starting in fall 2020, the University of Notre Dame expanded its application fee waiver program to grow the applicant pool and improve diversity. A survey of incomplete applications confirmed that fees were a key barrier. In response, the waiver process was clarified and publicized, leading to a significant rise in waiver requests and awards. This shift resulted in more applications, especially from countries less familiar to the institution. Four years later, the growing volume continues, reflecting both the success and new challenges of this expansion.	Suite 6,7
Gaining a Seat at the Table and Developing a Campus Wide Graduate Student Orientation —Paul Wojdacz, Associate Director Graduate Student Services and Operations, University of Dayton Developing a campus wide graduate student orientation. Sharing the experiences and momentum to gaining a seat at the campus level to include graduate students. The presenter will share the journey of having no grad student orientation to participating in campus wide events at the University of Dayton. Followed by the opportunity for a round table discussion to share ideas and successes to improve the orienting to graduate students to the campus wide community beyond their academic program.	Suite 9,10
Community and Professional Development in Focus: From Isolation to Engagement —Elena Cotos, Associate Dean for Professional Development, Iowa State University Graduate education faces increasing challenges in balancing students' professional development with social connectivity. The isolating nature of graduate studies, along with the pressures of research, teaching, and career preparation, can hinder students' success and sense of belonging. As the landscape of graduate education evolves, Iowa State University (ISU) strives to develop innovative approaches to address these challenges. In Fall 2024, ISU's Graduate College launched a semester-long "Grad Mixer" series, a dynamic initiative that integrates community connection and professional skill-building. Held weekly on the same day, "Grad Mixer" programming offers a diverse schedule of activities designed to enhance competencies across communication, research, teaching, leadership, and career development, at the same time creating opportunities for intentional social engagement. Morning "Coffee Buzz" meetups connect students with university leaders and resources. "Lunch & Mingle" sessions and peer-mentored groups provide structured opportunities for students to form connections across disciplines. These interactions foster a sense of belonging and mutual support, which research shows can improve student retention and satisfaction. In addition to networking, students get inspired by cutting- edge developments and ideas featured during the "Innovations@ISU" hour. Topic-based workshops and seminars further focus on improving practical skills such as scientific writing, grantsmanship, interpersonal communication, etc., and "Career Watch Parties" provide students with strategies for long-term success beyond academia. This presentation will highlight the implementation and outcomes of the "Grad Mixer" as a best- practice model for holistic student development. Participants will gain actionable insights on how community-building and competency-based programming ca	Plaza D,E

3–3:30 p.m.	Break	Plaza Foyer
3:30–4:30 p.m.	CONCURRENT SESSION V	
	Reimagining Graduate Student Teaching: Exploring Graduate Teaching Assistant Preparation at the BIG 10 Institutions —Stefanie Baier, Director of Instructional Development, Michigan State University Teaching a new generation of learners requires a wide variety of skills including innovative technologies, novel approaches to effective engagement, and wrap-around support to promote learning. Graduate students who take on roles as Graduate Teaching Assistants (GTAs) contribute greatly to student success of students from diverse disciplines and backgrounds. At Michigan State University GTAs — many of them have never taught before - provide approximately 10% of all undergraduate instruction. Given the important function GTAs have, it is imperative to have programs in place to help them develop skills to be successful instructors and meet the dynamic needs of a changing student body, and to be drivers of teaching learning innovation while managing their responsibilities as students. With this in mind, we conducted an inventory with BIG 10 universities to learn about the various nuanced ways GTAs are prepared. We collected data via an online survey and follow-up semi-structured interviews to learn more about how curriculum is designed, the programs are organized and delivered, and the topics GTAs engage with and the instructional skills they focus on. In this presentation, we will share our preliminary findings about these efforts at BIG10 universities. We will also share findings about the ongoing professional development support for the GTAs in these institutions including program elements covered. We will conclude the presentation with suggestions emerging from the research that emphasize intentional planning efforts to renew, refresh, and reimagine GTA Preparation programs to address dynamic needs in instructional spaces in higher education and beyond.	Suite 2,3
	Graduate Minds Matter: Leading the Way in Mental Health Initiatives — Virginia Dennis, Program Manager with the Graduate College, University of Cincinnati The University of Cincinnati Graduate College held its inaugural Mental Health Summit for Graduate Students on 2/14/24. The theme, Show Yourself Some Love this February and Prioritize Your Mental Health, was carried throughout the day. Almost 180 graduate students and postdocs attended breakout sessions, self-care activities, and a resource fair. Throughout the morning and afternoon one-hour sessions were offered on three tracks (beginner, intermediate, advanced) to appeal to students of all knowledge and experience levels. Students could, however, attend sessions from any track. Students also had the option to become certified in QPR (Question, Persuade, Refer) Suicide Gatekeeper Prevention by attending a two-hour training vs. two one-hour training sessions. Students were offered the chance to become certified in Mental Health First Aid and receive a graduate credit hour by attending the summit, attending the MHFA at another time, and writing a reflection paper. Summit evaluations were extremely positive with 96% of respondents stating they had a better understanding of mental health after attending the summit. Because of its success we are holding the summit again in February 2025. Attend this workshop and hear about the details and planning of this unique and innovative event. See how you can plan a Mental Health Summit at your college and demonstrate that Graduate Minds Matter!	Suite 4,5
	Practical Steps for Holistic Admissions: Renewing our Commitment and Reimagining our Processes — Carrisa Hoelscher, Associate Dean, Graduate College, Missouri State University — Julie Masterson, Associate Provost and Dean of the Graduate College, Missouri State University	Suite 6,7

	In recent years, the Graduate College at Missouri State University has engaged in a variety of initiatives to explore, support, and promote inclusive and holistic practices in graduate admissions. Most recently, we have turned our attention to practical procedures that can be implemented by every graduate program on our campus. This presentation will outline a comprehensive framework for creating such processes utilizing the WebAdMIT online platform, though we will provide generalized advice that can be used regardless of platform. This framework involves ten key steps, including reviewing and revising current admissions requirements, considering best practices, establishing standardized evaluation procedures, preparing interview protocols if needed, and leveraging the WebAdMIT platform to streamline application tracking and scoring. This approach uses current recommendations for admissions processes that offer actionable strategies for reducing bias and supporting equitable admissions decisions within a platform that supports efficiency and collaboration within admissions teams.	
	Individual Development Planning for our Students: How We Developed an Interactive IDP Tool for Use at Iowa State University —Kristin Terrill, Senior Specialist for Graduate Scholarly Activities, Iowa State University In 2023 Iowa State University Graduate College restructured its leadership and formed a dedicated Professional Development division. This move merged Graduate Career Services, Preparing Future Faculty (PFF), the Center for Communication Excellence, and other programs under one associate dean. In our first collaborative project we developed an interactive individual development plan (IDP) tool. This project served as an opportunity to reimagine each program's role by articulating the skills and competencies that each one supports. IDPs have been adopted in education and workplace settings as a strategic approach to professional development, focused on enhancing fit between individuals and their professional roles and aspirations. IDPs are recommended by the National Science Foundation and the National Institutes of Health as a means of documenting professional development for postdocs and graduate research assistants. Iowa State Graduate College's new tool supports educating STEM, social science, and humanities students about skills in research and professionalism, teaching and mentoring, communication, career planning, and leadership. Additionally, it contains a built-in resource finder that recommends specific Iowa State Graduate College services, courses, and other resources that support development in each competency. A dashboard summarizes their self-assessment, professional development priorities, and to-do list. The tool will be integrated into Iowa State programming for graduate career coaching, our Grad Success course series, PFF, and other initiatives. This presentation will include a narrative of how the IDP was developed through interdisciplinary collaboration, a demonstration of the tool, and our plan for deploying the tool at our institution.	Suite 9,10
4:45–6 p.m.	Networking Reception	Plaza Foyer
0.40	Friday, April 4, 2025	DI -7
8–10 a.m.	Registration	Plaza Foyer
7:30–8:15 a.m.	Breakfast sponsored by ETS: What's Next: Shaping the Future of Higher Education through Skills-Based Learning —Dale Turner, Associate Director of Educational Partnerships, ETS —John Augusto In this presentation, we'll highlight key insights from the ETS 2025 Human Progress report, focusing on how ETS is leading the way in modernizing assessments to help learners showcase their unique tapestry of skills.	Plaza A,B,C
8:15–9 a.m.	Deans' Dialogue -MAGS Board Representatives	Plaza A,B,C

	This session will be an interactive conversation about pressing topics in graduate education today, facilitated by current and former members of the MAGS board.	
9–10 a.m.	PLENARY SPEAKER: Four Fallacies: AI and Our Future —Magdalene Moy, Instructional Technologist, Fort Hays State University In this talk, we examine how established paradigms can both enable and constrain progress in education, particularly in the era of artificial intelligence. Drawing on my experiences as an instructional technologist and chair of my university's Generative AI Task Force, I highlight four pervasive fallacies that hinder our ability to adapt: the belief that AI will take your job, the assumption that AI won't take your job, the notion that AI is changing everything in education, and the idea that we simply need "answers." These misconceptions reveal how reliance on stable frameworks can discourage us from questioning core assumptions, even as transformative technologies demand a reimagining of our future. By confronting these entrenched views, this talk offers a roadmap for navigating paradigm shifts, challenging outdated beliefs, and shaping a more resilient educational landscape—one that embraces the evolving relationship between technology and humanity.	Plaza A,B,C
10–10:15 a.m.	Break	Plaza Foyer
10:15–11:30 a.m.	3MT® SEMI FINALS	
	3MT® Semi Finals 1	Suite 2,3
	3MT® Semi Finals 2	Suite 4,5
	3MT® Semi Finals 3	Suite 6,7
	3MT® Semi Finals 4	Suite 9,10
	3MT® Semi Finals 5	Plaza D,E
11:45 a.m.–12:30 p.m.	3MT® Final Round	Plaza A,B,C
12:30 p.m.	Conference Adjourns	

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MAGS Goes Green!

MAGS Annual Meeting information and documents can be easily accessed through the Guidebook app. Click the appropriate button below to download the app to your device.





After downloading the app to your device:

- Click on the "Passphrase" button (bottom right corner)
- Enter mags2025 into the "Passphrase" field

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- Then, click "continue"
- The 81st Annual Meeting of the Midwestern Association of Graduate Schools space will appear
- Next, click "download"
- In the upper left corner, you will see three horizonal lines
- Click the lines and the menu will be displayed



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Exhibitor Information

Exhibitor Fees:

• Exhibitor Registration: \$1,500

• Additional Representative: \$750

Exhibitor registration includes meeting registration for one representative, skirted display table, opportunity to make a brief presentation to all conference attendees on the first day of the meeting, and invitation to conference meals and receptions.



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Program inclusions and deadlines:

For inclusion in the registration packet, we ask all registered exhibitors to provide a digital copy of their organization logo (.png or .jpeg preferred) and a brief text of 150 words or less by **March 1, 2025**.



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Future MAGS and CGS Meetings

MAGS Annual Meeting 2025	MAGS Annual Meeting 2024	CGS Annual Meeting
Please plan to join us at the 81st MAGS Annual Meeting at the Sheraton Indianapolis Hotel at Keystone Crossing Indianapolis, Indiana April 2-4, 2025 The theme is "Restart your Engines to Renew, Refresh, and Reimagine Graduate Education" Abstracts were accepted through October 18, 2024. For more information about attending the conference, please	The 80th MAGS Annual Meeting was held April 3-5, 2024 at LeMeridien Hotel St. Louis Clayton. The theme was "OverARCHing Issues for Graduate Education in Dynamic Times". Meeting archive is available below.	Upcoming CGS Meetings
see our conference planner's site at uwlax.edu/mags.		

Past MAGS Meetings

Year	Location	Торіс
2024	St. Louis	"OverARCHing Issues for Graduate Education in Dynamic Times." Download the meeting archive.
2023	Chicago	"Great Expectations: Graduate Education in a Changing World." Download the meeting archive.
2022	Milwaukee	"Student-Centered Graduate Education: Emerging Pathways for Student Success." Download the meeting archive.

Year	Location	Topic		
2021	Virtual	"Rising to the Challenge: Strengthening Graduate Education During Uncertain Times." Download meeting archive.		
2020	Milwaukee	Cancelled due to the coronavirus pandemic. Milwaukee meeting was rescheduled to 2022, and MAGS 2020 continued as a Fall 2020 Virtual Conference.		
2019	St. Louis	"Changing Times: Challenges and Innovation in Graduate Education" Download Meeting Archive		
2018	Grand Rapids	"Stronger Together: Collaborations across a university community that support and strengthen graduate education" Download Meeting Archive		
2017	Indianapolis	"The Midwestern Advantage" Download Meeting Archive		
2016	Chicago	"Graduate Education Pathways" Download Meeting Archive		
2015	St. Louis	"Graduate Education for the 21st Century" Download Meeting Archive		
2014	Chicago	"Transcending Local to Global: Trends in Graduate Education" Download Meeting Agenda		
2013	Minneapolis	"The Graduate School in the Innovative University" Download Meeting Agenda		
2012	Chicago	"Transforming Graduate Education: Students and Institutions" Download Meeting Agenda		
2011	Milwaukee	"Creating Strategic Partnerships and Alliances to Advance Graduate Education" Download Meeting Agenda		
2010	Cincinnati	"Competitiveness and Graduate Education in the Global Knowledge-Based Economy" Download Meeting Agenda		
2009	Kansas City	"Transitions in Graduate Education: Leading Through Change" Download Meeting Agenda		
2008	St. Louis	"Great Expectations: Managing the Graduate School's Roles and Responsibilities"		
2007	Indianapolis	"The Future of the Graduate School"		
2006	Chicago	"Meeting the Needs of Graduate Students"		
2005	Kansas City	"The Service Oriented Graduate School"		
2004	St. Louis	"Back to the Basics: Why Graduate Education"		
2003	Minneapolis	"Show Me the Money: Funding Graduate Education"		
2002	Chicago	"Avoiding Attrition"		
2001	St. Louis	"Ethical Challenges for Graduate Education"		

Proceedings from past Annual Meetings



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Suzanne Ortega

Suzanne Ortega



Suzanne Ortega

President, Council of Graduate Schools

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

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and the University of Missouri. Dr. Ortega's masters and doctoral degrees in sociology were completed at Vanderbilt University.

⊗ Moises Gutierrez Rivas



Moises Gutierrez Rivas Assistant Professor Interdisciplinary Studies Craigh

Assistant Professor, Interdisciplinary Studies, Creighton University

I am Moises Gutierrez. I am currently a core faculty professor in the doctoral program in Interdisciplinary Leadership at Creighton University. I am originally from Guanajuato, Mexico, but I have spent the last 30 years living, ministering, and working in various countries. I have held global leadership positions that have allowed me to travel, live, and work in many countries and to relate and connect with people from many countries, backgrounds, ethnicities, and cultures. I went to the Instituto Tecnológico de Estudios Superiores de Monterrey (ITESM) in Mexico for industrial and information systems engineering. I also hold a bachelor's degree in education from St, Xavier University (Chicago, Illinois), graduate work on intercultural education from Roosevelt University (Chicago, Illinois), a master's degree in Intercultural Relations from Lesley University (Cambridge, Massachusetts), and a Ph.D. in Leadership Studies with a concentration on global leadership from Gonzaga University. For my dissertation, I developed a model of a transdisciplinary global mindset for global and local leadership.

I've been in the field of education for many years. In fact, by now, I have taught at all levels of education: from kindergarten to doctoral programs and everything in between. I have been in graduate education for the las 10 years in different universities.

Life has been offering me experiences that I might not have dreamt of. Luckily, I have been able to allow life to surprise me. Thus, I have been blessed with the opportunity to walk

with many people from all sorts of cultures, ethnicities, and backgrounds during the last 30 years. Every single professional and academic experience I have had and every single person I have walked with have helped me to become the person I am now. One stanza of a poem from Pablo Neruda expresses my approach to leadership, academics, and life: "I go around the world increasingly happy: each city gives me new life" and I add: I go around the world increasingly happy: each person I meet gives me new life, each experience I encounter gives me new life, each perspective/approach gives me new life, each worldview gives me new life.

⊗ Magdalene Moy



Magdalene Moy

Instructional Technologist, Fort Hays State University

Dr. Magdalene Moy is the Instructional Technologist at Fort Hays State University, where she chairs the Generative AI Task Force, developing AI policies, educational programs, and research initiatives tailored to the needs of rural communities in agriculture, healthcare, and education. She is driving projects such as Therabot, an Al-powered chatbot for clinical psychology students' training; the University SMART Farm, a teaching lab integrating advanced farming technologies with hands-on apprenticeships; and a Special Topics in Al course exploring the philosophical implications of artificial intelligence. Holding a Ph.D. in Educational Leadership and Learning Technologies from Drexel University, Dr. Moy has designed interdisciplinary AI micro-credentials and certificates and runs Al-focused professional development for faculty, staff, students, and the broader FHSU community. Currently, she is conducting a longitudinal mixed-methods study to assess changes in perceptions and applications of Al at FHSU. Her aim is to collaborate with community partners and align FHSU's educational offerings to develop innovative Al solutions that drive sustainable growth and meet the unique needs of the community.



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Announcements

MAGS Dues emails were sent out for 2024-2025

February 1, 2025 By MAGS

Benefits of MAGS Membership
October 28, 2024 By MAGS

Follow us!





The Midwestern Association of Graduate Schools (MAGS) is a regional affiliate of the Council of Graduate Schools. MAGS member colleges and universities are accredited institutions of higher education in the central U.S. that offer graduate programs leading to masters, specialist, and doctorate degrees. According to our Constitution, MAGS "...shall have as its primary purpose the consideration of mutual problems among the member institutions, relating to graduate studies and research. It will cooperate with other agencies for this purpose by dissemination of information, improvement of standards, encouragement of research, and assistance to institutions embarking on graduate programs."

Areas of active discussion and consideration have recently included:

- The future of graduate education
- Funding graduate education
- Administrative and instructional methodologies
- Delivery of graduate education via distance technology
- Program assessment and accountability
- Graduate student attrition

For additional information regarding the MAGS organization, please browse this website or contact one of our members.



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Upcoming Meetings



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81st ANNUAL MEETING OF THE

Midwestern Association of Graduate Schools

April 2-4, 2025 • Indianapolis, IN Sheraton Indianapolis Hotel at Keystone Crossing



MAGS 2025 Meeting Registration

Who should attend:

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

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

2025 Annual Meeting Registration

	Early registration* by March 1, 2025	Regular registration* March 2-27, 2025
MAGS Member**	\$525	\$600
Non-members	\$625	\$700

^{*}MAGS Annual Meeting registration fee includes sessions, receptions, breakfasts, and lunch.

Additional Workshops:

	MAGS Members	Non-Members
New Graduate Administrators Workshop Participant	\$75	\$100

Guest Meals

- \$65, Guest for New Graduate Administrator Workshop lunch
- \$90, Wednesday Welcome Reception
- \$45, Thursday Breakfast
- \$65, Thursday Lunch (Business Meeting)
- \$50, Thursday Networking Reception
- \$50, Friday Breakfast

Cancellation Policy

Substitutions are permitted. A 50% refund will be issued for cancellations received up to 45 days prior to conference. No refunds for cancellations received 44 days or less prior

^{**}Check here to determine if your dues are current.

to the conference; however, substitutions are permitted. Requests for cancellation or substitutions can be submitted to UWL Graduate & Extended Learning at <a href="mailto:example.com/ex

Privacy Policy

Registration implies permission for photos, publicity and inclusion in a participant list, unless UW-La Crosse Graduate & Extended Learning is notified in writing prior to the program at ex@uwlax.edu.

Your information may be shared with third parties associated with this program. Please review the UW-La Crosse Graduate & Extended Learning full Privacy Statement.



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MAGS 2025 Institutional Sponsor Registration*

MAGS Member Institutional Sponsorship Opportunities

Institutional Sponsorship levels:

- Gold \$1,000
- Silver \$500
- Bronze \$250

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- Break sponsorship \$3,000
- Other sponsorship opportunities are available; please contact treasurer@mags-net.org for more information.

Institutional Sponsor Registration*

*This registration form is only for signing up for an institutional sponsorship. It is not for conference registration.

Conference materials inclusions and deadlines:

Sponsors will be recognized on the home page of the meeting website, at the meeting and in the conference materials. To ensure that all sponsors are included in the conference materials, registration must be received by **March 9, 2025.**

Corporate Sponsorship Opportunities

A variety of corporate sponsorships are available for MAGS 2025. Please contact Jennifer Ziegler (treasurer@mags-net.org), MAGS Treasurer, for specific options and details.



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2025 MAGS 3MT® Three Minute Thesis Competition

Nominate a Student Here (see rules below):

- Download a Flyer about the 2025 MAGS 3MT® Three Minute Thesis Competition
- By February 28, 2025: Use this Google Form link to nominate a student (or create a placeholder).
- -Note: Slides should be JPEG only and should be titled with student's last name, first name and school: i.e.
- "DilksStephenUMKC.jpg" Slide dimensions should fit a 16:9 wide-screen display.
- In the week following the nomination deadline: The 3MT Committee will email all students and nominators with follow-up information. Please email the committee chairs (3MT @ mags-net.org) if you have questions about the nomination of your student participant.
- By March 14, 2025: Final placeholder names are due.
- Also by March 14, 2025: Student participant should register for the MAGS conference.

Questions? Please reach out to the Chair of the MAGS 3MT® Committee at 3mt@mags-net.org.

The 3MT® Three Minute Thesis is an academic competition that challenges master's and doctoral students to describe their research to a general audience within three minutes. 3MT celebrates the discoveries made by research students and encourages communication about the importance of their research to the broader community.

MAGS is sponsoring a 3MT® Three Minute Thesis Competition to be held April 4, 2025 at the 81st MAGS Annual Meeting at the Sheraton Indianapolis Hotel at Keystone Crossing. Participants compete on the final day of the MAGS annual meeting; awardees will be selected and announced at that time. Student participants must be nominated by member institutions according to the specified guidelines below. Only one student per institution may compete. A \$50 participation fee will be collected at the time of registration. Institutions will be responsible for student travel costs.

What is the 3MT® Three Minute Thesis?

To encourage students to effectively explain their research in three minutes in a language appropriate to a non-specialist audience, the University of Queensland developed the 3MT® Three Minute Thesis competition. MAGS hosts the CGS-affiliate midwestern region competition where students summarize their research in three minutes using pre-determined guidelines. A panel of judges scores each presentation to determine the top two awardees. Cash prizes are awarded. MAGS members in the audience select the People's Choice Award. The first place winner has the opportunity to represent MAGS at the national CGS competition, with the nominating institution's support.

Institutional Guidelines:

- Only MAGS member institutions, in good standing, are eligible to compete.
- The institution must hold its own 3MT® competition. Institutions may not nominate a student who did not compete in a local competition.
- The institution must register their competition with the University of Queensland.

Nomination of a Student Competitor:

- Only the official who supervises graduate education (e.g. graduate dean, director) may nominate a student for competition.
- Students enrolled in either Master's or Ph.D. programs may compete. A student's program of study must contain an original research project. The degree program need not formally require a thesis or dissertation, however the presentation topic must cover the original research project.
- One nominee per institution is allowed. Nominations include the nomination or placeholder form and PowerPoint slide (if choosing to use one).
- Participants must be an enrolled student at some point during the academic year, including the previous summer, in which the MAGS competition is held.

Competition Rules:

- One single static PowerPoint slide is permitted, but not required. Slide transitions, animations or 'movement' of any description of the slide content is not allowed.
- No additional electronic media (e.g. sound and video files) are permitted.
- No additional props (e.g. notecards, scripts, pointers, costumes, musical instruments, laboratory equipment) are permitted.
- Presentations are limited to 3:00 minutes maximum and competitors exceeding 3:00 minutes are disqualified.
- Presentations are to be spoken word (e.g. no poems, raps or songs).
- Presentations are considered to have commenced when a presenter begins through movement or speech.
- Participants will be broken into groups for judging purposes.
- There will be one preliminary round of judging with the top 2 choices selected from each group to advance to the final round of judging.
- The top 2 choices from each group will present again in the final round. At least one judge from each group will then review/rate those presentations to determine the top 2 awardees. MAGS members will vote on the People's Choice award from this group.
- The decision of the judging panel is final.

Nominate a Student Here:

- Download a Flyer about the 2025 MAGS 3MT® Three Minute Thesis Competition
- Use this Google Form link to nominate a student (or create a placeholder) by **February 28, 2025**. Note that any placeholder names are due by March 14, 2025.

Questions? Please reach out to the Chair of the MAGS 3MT® Committee at 3mt@mags-net.org.

3MT is a registered trademark of the University of Queensland.





■ 1st Place – Brian Choi, Loyola University of Chicago: Discovering New Bacteria Species in Your Urinary Tract



 2nd Place and People's Choices – Emma Elizabeth Sabu Kattuman, University of Toledo: Cysteinyl Leukotriene Receptors Promote Melanoma Progression and Metastasis

MAGS 2023 3MT Competition, March 31, 2023, Chicago, IL



Winners, left to right:

- 1st Place Harshita "Hershey" Kondeti, Loyola University Chicago: Straight out of a science fiction novel: The road to curing Charcot-Marie-Tooth Disease
- 2nd Place Paulina Eberts, University of Minnesota Twin Cities: Decoding blood-brain barrier dysfunction in Alzheimer's disease
- People's Choice Valeria Andrade, University of Cincinnati: Recovering function after stroke: Is movement creativity the solution?

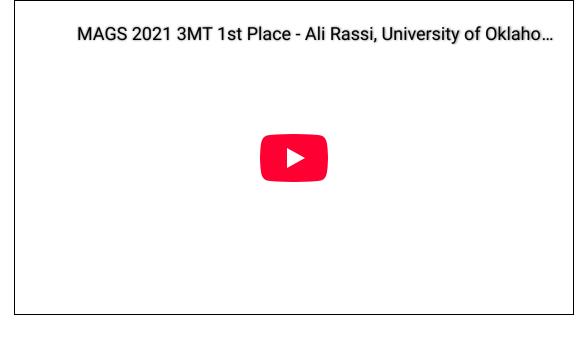


Left to right: 2nd Place – Desire Ortiz Torres, University of Illinois Chicago; 1st Place – Tabitha DiBacco, Western Michigan University; People's Choice – Mehreen Iftikhar, Kansas State University

MAGS 2021 3MT Competition Awardees (Virtual, Spring 2021)

1st Place – Ali Rassi, University of Oklahoma

"From Bench-top to the Operating Rooms: 3D Printed Implants"



2nd Place - Vishakh Iyer, Indiana University

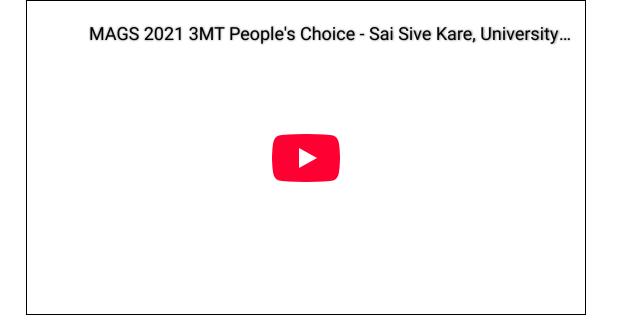
""Weeding" Out the Opioid Epidemic"

MAGS 2021 3MT 2nd Place - Vishakh Iyer, Indiana University



3rd Place - Sai Siva Kare, University of Illinois Chicago

"Gift of Vision"



MAGS 2020 3MT Competition Awardees (Virtual, Fall 2020)

1st Place - Megan LaFollette, Purdue University

MAGS 2020 3MT 1st Place - Megan LaFollette Purdue Univ...



2nd Place – Varadha Balaji Venkadakrishnan, Cleveland State University

"PKN1 is an alternative target in advanced prostate cancer"



3rd Place – Amber Urban, Ball State University

"Menstruation: How we tell the story"

MAGS 2019 3MT Competition, March 22, 2019, St. Louis



Left to right: 2nd Place – Monica Arul, University of Notre Dame; 1st Place – Chris Omni, Kansas State University; People's Choice – Teng Keng Vang, Miami University; MAGS 3MT Committee Chair, Nicole Lounsbery, South Dakota State University

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Conference Hotel

A room block has been reserved at the conference hotel:

Sheraton Indianapolis Hotel at Keystone*

Located in: The Fashion Mall at Keystone 8787 Keystone Crossing Indianapolis, IN 46240

Room Reservations*

- Rates are \$164/night + tax.
- Rooms are available for the nights of April 1-April 4, 2025.
- Book your room early; space is limited.

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• Reservations must be received by March 11, 2025 to qualify for the discounted rate.

Please refer to the hotel's website for amenities.

Parking

Complimentary parking is available in the hotel's parking garage, located just past the main entrance on the first street. You may park on the third level, which connects to the hotel's second level via a skywalk. Valet parking is also available for an additional fee. Please note, parking behind the hotel may incur extra charges.

*Booking link works best in Google Chrome.

Airport Transportation

Please plan ahead for travel from Indianapolis International Airport (IND), located approximately 45 minutes from the hotel. A hotel shuttle is not provided. Ride-sharing services (Uber, Lyft) are available, and coordinating with fellow attendees is highly encouraged to reduce costs.



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