

MAGS

An affiliate of the Council of Graduate Schools

80th Annual Meeting

Midwestern Association of Graduate Schools

OverARCHing Issues for Graduate Education in Dynamic Times

April 3–5, 2024

Le Méridien Hotel St. Louis Clayton
St. Louis, Missouri

mags-net.org

MAGS 80th Annual Meeting information and documents can be accessed through Guidebook.
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80th Annual Meeting of the Midwestern Association of Graduate Schools
April 3–5, 2024

An affiliate of the Council of Graduate Schools

Wednesday, April 3, 2024

8 a.m.–5 p.m. — **Registration** — **Grande Salle Pre-Function Space**

9–11:30 a.m. — **New Graduate Administrators Workshop** — **Pavilion II**
- *David Daleke, Former MAGS Executive Team; Vice Provost for Graduate Education and Health Sciences and Dean, Indiana University Graduate School Bloomington*
- *Julie J. Masterson, Former MAGS Executive Team; Associate Provost and Dean of the Graduate College, Missouri State University*

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

10–11 a.m. — **Executive Committee Meeting** — **Parlour III**

11:30 a.m.–1 p.m. — **New Graduate Administrators & Executive Committee Luncheon** — **Forest Park Ballroom**
Please note: *Additional registration is required*

1–1:15 p.m. — **Welcome to MAGS Conference** — **Grande Salle Ballroom**
- *Carrianne Hayslett, MAGS Chair; Associate Dean of the Graduate School, Marquette University*

1:15–2:30 p.m. — **PLENARY SPEAKER** — **Grande Salle Ballroom**
Navigating Access, Cost, and Program Quality: Updates from CGS
- *Suzanne Ortega, President, Council of Graduate Schools*

2:30–2:45 p.m. — **Exhibitor Highlights** — **Grande Salle Ballroom**
Introduction: *Jennifer Ziegler, MAGS Treasurer*

2:45–3:15 p.m. — **Break** — **Pavilion Pre-Function**

3:15–4:15 p.m. — **CONCURRENT SESSION I: Strategic Ideas for Dynamic Times**

Strategic Initiatives for Dynamic Times — **Pavilion I**
- *Claudia Petrescu, Vice Provost for Graduate Education and Dean Graduate School, Associate Dean for Student Success, Kansas State University*
- *Megan Miller, Assistant Director of Student Success, Kansas State University*
- *Michael Young, Graduate Faculty Associate, Graduate School, Kansas State University*

We live in a dynamic world that shapes how we think about graduate education and what actions we have to take and can take to adapt. Demonstrating the value of higher education, especially graduate education, and addressing the needs of graduate students and faculty are today's key topics of discussion. In this session we will share several of our initiatives to design a decision-making system that prepares the Graduate School and graduate faculty for a rapid response to shifts in the local landscape: (a) building up the Graduate Council's leadership role and streamlining the shared governance process, (b) creating strategic planning-oriented program review, and (c) leveraging recruitment and retention data through dashboards to inform decision making at unit and student levels.

We will present the input-based process we used to design and implement these initiatives, the feedback mechanisms in place and the short term impact of these actions. We will also discuss steps taken to institutionalize these actions as part of and in support of our university's strategic planning. Overall, these changes are reshaping our institution's graduate education culture. We are making strides toward creating a culture in which change is welcomed, acknowledging historical precedent while ensuring that it does not dominate, and mitigating the human costs of organizational change including stress and anxiety.

Re-Envisioning Graduate Student Orientation in Dynamic Times — **Pavilion II**
- *Sarah Beal, Professional Development Specialist, Kent State University*

Research indicates the importance of fostering a sense of belonging on campuses, particularly to support first generation students, international students, and student populations who have been historically underserved by our institution, including Black, Hispanic or Latinx, and Native American students. Additionally, as universities navigate the transition from COVID-era virtual orientations to a return to in-person programming, it is challenging to find the balance between modalities. Virtual, asynchronous programming supports more equitable access, acknowledging the needs of students who work full-time, have caregiving responsibilities, or are unable to travel to campus consistently, but undermines the opportunities for community-building offered by in-person events.

We redesigned our Fall 2023 Graduate Student Orientation to build more equitable graduate educational experiences, equip students with the knowledge and comfortability to navigate campus support resources, and foster persistence through academic and related challenges. By developing a series of asynchronous modules with general information about navigating our university's structures, support services, and resources, we were able to dedicate our one-day, in-person orientation to community-building and belonging. We chose to center belonging in a variety of facets, including social belonging among peers, relationship-building with faculty, belonging within academia, and a shared sense of community within our institution. This session will explore the strategies we used to develop an orientation designed to build community with peers and faculty and emphasize belonging within the larger institution.

NEW MEMBERSHIP APPLICATION >

PAY 2024 MEMBERSHIP DUES >

Benefits of a paid membership include reduced rates for registration at the MAGS annual meeting and eligibility to submit an entry for the Three Minute Thesis competition and nominations for the Distinguished Thesis, Excellence in Teaching, and Excellence & Innovation in Graduate Education awards.

4:30–5:30 p.m.

CONCURRENT SESSION II: Student Success and Well-Being

Supporting International Graduate Students: Identifying Social, Cultural, and General Needs Beyond the Classroom to Promote a Sense of Belonging

Pavilion I

- *Stacey Arnold, Assistant Dean of Student Services, Indiana University*

International graduate student needs extend beyond the classroom. International graduate students have needs related to cultural validation, social engagement, and peripheral support to foster a sense of belonging and inclusivity. Utilizing data from a Spring 2023 qualitative study, as well as relevant literature, the presenter will share ways in which your institution can offer a more holistic approach to international graduate student support.

Graduate Student Mental Well-Being ¿Y Qué? : Centering Dynamic and Inclusive Practices From Within

Pavilion II

- *Theresa Christenson-Caballero, Director of Graduate Student Professional & Career Development, Pipeline to an Inclusive Faculty Program Coordinator, University of Illinois Chicago*
- *Lindsay Marshall, Program Director, Writing Specialist/Advisor, University of Illinois Chicago*

How do we think about student "mental well-being" in graduate education? Counseling centers, therapy, and wellness workshops come to mind, but much of this "mental health" advising falls outside the purview of our college and departmental expertise. ¿Y qué? So what do we do with this? Though we may not be able to solve this much broader problem, we can (and do) encourage practices and programming that promote an overarching sense of mental well-being. As graduate administrators and faculty, how do we take accountability for cultivating purpose, belonging, and communities of support for our students? We believe that all students ultimately benefit from institutional spaces that center their needs. This centering is particularly important for Queer, BIPOC (Black, Indigenous, People of Color), and first-generation students whose mental well-being is often overlooked.

Keeping this in mind, in this session, the Graduate College student support team at the University of Illinois Chicago will share our vision for centering student experiences through dynamic practices and student-focused programming. We will share engagement practices, advising approaches, identity acknowledgement, activism, and community-building techniques.

Second, we will facilitate an interactive dialogue, inviting participants to reflect on and offer examples of their departmental and institutional practices, working together to develop collective guiding ideas around graduate student well-being support. Knowing that demand is high and resources are low, what is something—small or large—that you have done to support student well-being at your institutions? Instead of sending students outward, what is something you have cultivated—or envision creating—from within?

Bridging Graduate Connections by Developing Bachelor-to-Master's Pathways with Liberal Arts Colleges

Parlour II

- *Malia Roberts, Interim Senior Director, Graduate College Enrollment, Western Michigan University*
- *Christine Byrd-Jacobs, Dean of Graduate Studies, Western Michigan University*

Western Michigan University (WMU), a comprehensive high-research activity institution, has developed several formal partnerships with regional liberal arts colleges, in an attempt to attract a broader range of students from neighboring communities. These partnerships have created bachelor-to-master's degree 4+1 pathways that allow undergraduate students from a liberal arts college to transfer 12 credit hours toward their WMU master's degree in specific academic areas. The Graduate College worked with WMU administration and the liberal arts college leadership to formalize a cooperative agreement that outlines the credit transfers and equivalencies for each institution.

A number of WMU departments who had academic connections with the liberal arts colleges showed interest in participating. A major underpinning of this work was the faculty in the academic departments working with their colleagues at the liberal arts colleges. Together, after a review of the liberal arts curriculum, they determined the specific transferable courses allowed. Each participating graduate program appears as an addendum to the institutional agreement. In some instances, a pathway was not established due to a lack of transfer options. So far, we have developed institutional agreements with three liberal arts colleges that include 10 different academic pathways.

Attend this session to hear how the Graduate College introduced this concept to WMU academic departments and our regional partners and how we utilize these agreements to create new recruitment channels into our graduate programs. We will share our insight on developing these partnerships, what we learned along the way, and general outcomes from these efforts.

5:45–7 p.m.

Welcome Reception

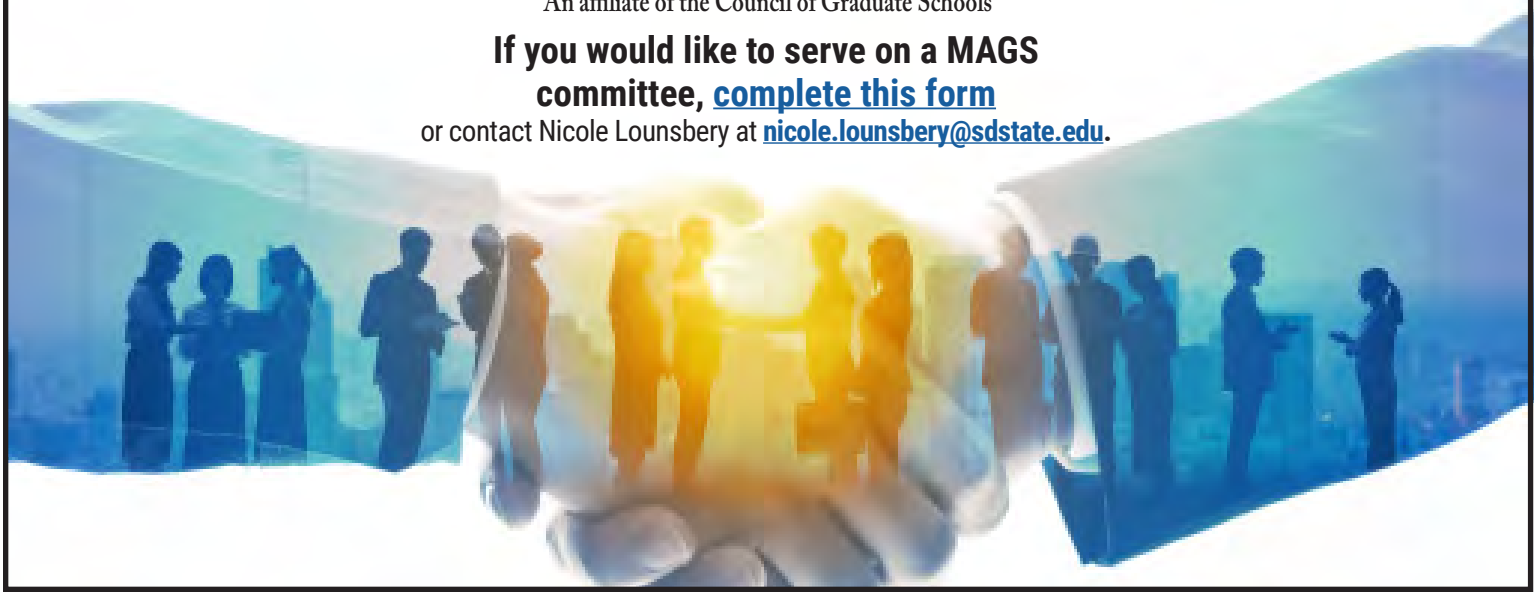
Grande Salle Pre-Function Space

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If you would like to serve on a MAGS committee, complete this form

or contact Nicole Lounsbery at nicole.lounsbery@sdstate.edu.



Thursday, April 4, 2024

7:30 a.m.–5 p.m. — **Registration** — **Grande Salle Pre-Function Space**

7:30–8:15 a.m. — **Breakfast, sponsored by ETS: Advancing Access and Equity: What's New at ETS** — **Forest Park Ballroom**

- *John Augusto, Associate Dean of Strategic Initiatives, Georgia State University*
- *Dale Turner, Associate Director of Educational Partnerships, ETS*

From acquisitions and grant awards to student scholarships and institutional resources, we're excited to share updates from the world's largest nonprofit provider of educational research and assessment.

8:15–9:30 a.m. — **AWARDS PRESENTATION** — **Forest Park Ballroom**

MAGS/ProQuest Distinguished Master's Thesis Awards

Excellence in Innovation Award

Excellence in Teaching Awards

9:30–10:45 a.m. — **PLENARY SESSION II**

Introduction: *Nicole Lounsbery, MAGS Chair Elect; Director, South Dakota State University Graduate School*

The Second Circle of the Tribal College Movement — **Forest Park Ballroom**

- *Erica Moore, Vice President for Indigenous Institutional Transformation, American Indian Higher Education Consortium*

The first fifty years of the Tribal college movement built the foundation of Tribal education and paved the way for future generations. Dr. Erica Moore will provide historical context of Tribal education, and the dreams and hopes of our ancestors that were brought to fruition by education and Tribal leaders during the first circle of the tribal college movement. With the recent loss of one of the longest serving Tribal college presidents and founding members, as well as the introduction of the first doctoral program at a Tribal college and university, Moore will discuss where to go from here, what is next for Tribal colleges and communities, and how it might impact graduate education.

10:45–11 a.m. — **Break** — **Pavilion Pre-Function Space**

11 a.m.–Noon — **CONCURRENT SESSION III: Resources and Support for Graduate Education**

Engaging the Campus to Support Graduate Education — **Pavilion I**

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

Following a year of academic realignment and ongoing strategic enrollment initiatives at Missouri State University, the Graduate College has partnered with the Provost's Office to encourage focus on graduate education. The goal is to be able to describe what is necessary for a graduate program to thrive at our institution and then ensure that this support is fully visible. A few years ago, an inventory of tasks necessary to support graduate programs was developed with input from members of MAGS and CGS. This fall, program directors were asked to work with their leaders and colleagues to complete the inventory in order to assess how these tasks were currently being managed within programs. In this session, we will share the results and our actionable items, and offer suggestions for how others could implement a similar inventory at their institutions.

Leveraging Resources for Transformative Equity in Graduate Education: The Institutional Capacity Index — **Pavilion II**

- *Melissa F. Baird, Associate Dean, Graduate School, Michigan Technological University*
- *Will Cantrell, Dean, Graduate School, Michigan Technological University*

This session presents the Institutional Capacity Index—a tool developed to identify systems and structures within institutions aimed at supporting DEIS (Diversity, Equity, and Inclusion) efforts. Inspired by Dr. Shirley Malcom's call to "examine how all institutional structures can support or hinder the necessary changes to diversify STEM," our team co-designed the index as one step in a scaffolded process to address systemic barriers. The Index was created with support from the Alfred P. Sloan Foundation's Equitable Pathways Grant, which promotes partnerships for systemic change between Minority Serving Institutions (MSIs) and other educational institutions. Our team's approach prioritizes long-term institutional investments and resource realignment: we seek to identify obstacles and opportunities while crafting a program that realigns resources to benefit students. The index is designed to identify resources, but also to use in conversations aimed at securing institutional support. In this presentation, we will share our preliminary work, introduce the Institutional Capacity Index, and provide a comparative analysis of resources at our WSI and MSI institutions.

Our team will also facilitate an interactive session to gather insights from attendees. We will explore how the Index can be used to not only identify available resources but also facilitate systemic transformations that are both intersectional and purposeful. We will dialogue together to think about how to construct a framework and work towards the long-term goal of making data communication more effective.

Put the 'Fun' in Fundraising: Soliciting Funds on a Shoestring Budget — **Parlour II**

- *Kristen Kponyoh, Assistant Director, Graduate School, South Dakota State University*

In the rapidly changing landscape of higher education, there is an increased pressure to raise donations to support students at all levels. Many departments outside of mainstream colleges struggle with raising adequate dollars to provide student stability and growth due to staffing and funding to support such initiatives. This presentation will foster ideas on how to engage with an external audience to generate funds via social media and video on a limited budget utilizing resources already available to you.

12:15–1:45 p.m. — **Lunch & Business Meeting** — **Grande Salle Ballroom**

- *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.

2–3 p.m.

CONCURRENT SESSION IV: Graduate Student Needs and Concerns

Establishing a Practical Framework for Artificial Intelligence-Facilitated Literature Review (AI-FLR)

Pavilion I

- *Kristin Terrill, Graduate Student Services Specialist, Iowa State University*
- *Lily Compton, Assistant Director for Programming, Iowa State University*
- *William Graves, Dean of the Graduate College, Iowa State University*

Frameworks for conducting systematic reviews of literature, such as meta-analyses, research syntheses, narrative reviews, etc., have been widely adopted and refined as methodological approaches. However, approaches to developing literature reviews that provide background for research articles, theses, and dissertations are less well-defined. Graduate students and early career researchers often find the process of reviewing relevant literature to establish the context and motivation for their research daunting and time-consuming. They may rely on informal recommendations or their own intuition to lay the groundwork for their research writing, and risk delaying publication or producing incomplete, unconvincing arguments resulting in laborious revisions and resubmissions.

The emergence of generative artificial intelligence (gen AI) tools for supporting literature review presents a promising avenue for enhancing novice researchers' literature review processes and improving their written products. In this presentation, we propose a framework for Artificial Intelligence – Facilitated Literature Review (AI-FLR) that establishes high-level priorities for trustworthy handling of literature in research writing and proposes practical steps for integrating generative AI into a non-systematic literature review procedure while maintaining the prominence of human judgment and research integrity. First, we analyze selected frameworks to identify strengths and gaps related to the needs of novice researchers' use of gen AI and the related concerns of research and scholarly communities. Then, we utilize related elements to create the AI-FLR framework that guides the steps for using gen AI to reduce time-consuming mechanical and repetitive tasks while augmenting the creative tasks that require interpretation and authentic idea creation or development. Lastly, we discuss the intersections between our AI-FLR framework within graduate education and elements of TrustworthyAI™ (Deloitte, 2022) and how we can promote shared consensus among stakeholders, e.g., graduate student and committee members or researchers and principal investigators.

Write-D: Enhancing Graduate Student Writing and Professional Development through a Flexible, Discipline-Specific Program

Pavilion II

- *Sarah Isaacson, Graduate Language Assessment and Support (GLAS) Program Director, Michigan Technological University*

Graduate administrators and advisors face challenges in effectively supporting students' writing and professional development needs in a resource-effective manner while graduate students often feel overwhelmed and under-supported as they embark on major writing projects and seek jobs. Inspired by a similar model at Michigan State, Michigan Technological University initiated Write-D, a discipline-specific writing program that provides writing support, project management support, and networking.

Beyond the measurable benefit of progressing graduate students from beginning to experienced writers, Write-D fosters discipline-specific professional networking in academia and the industry. The affinity groups catalyze intra-disciplinary mentoring, networking, and a sense of inclusion that surpasses the scope of conventional seminars, isolated workshops, or research meetings. Write-D empowers graduate student autonomy since students request the session topics rather than faculty or a writing expert telling them what they need.

Using advanced graduate students as paid peer facilitators ($1,000/semester) allows for a cost-sustainable structure. The facilitators gain invaluable leadership experience and heightened professional growth in addition to the benefits participants accrue. The decentralized, flexible structure of the program allows for greater breadth and depth of student support since each group has unique needs and concerns. The departments welcome Write-D because they shape the contours of the program while the Graduate School coordinates it. Departments appreciate that the writing support is centered around discipline-specific advisor-to-advisee guidance, rather than being supplanted with a one-size-fits-all approach.

Attendees will be asked to participate in a short exercise of writing and reflection to explore the benefits of this approach.

Developing an Open Educational Resource to Support Applicants in Writing Successful Statements of Purpose

Parlour II

- *Erin Todey, Assistant Director, Ronald E. McNair Post-Baccalaureate Achievement Program, Iowa State University*

The graduate school application is a complex and high-stakes process, and researchers have documented the challenges applicants face particularly in writing the statement of purpose, sometimes also referred to as the personal statement (e.g., Swales & Feak, 2011). One of the reasons applicants struggle with the statement of purpose (SoP) is its occluded nature which often leaves applicants simply summarizing their curriculum vitae (Swales, 2009) rather than fully engaging in a discussion of their motivation for applying to graduate school. This is especially true for historically marginalized populations, such as first-generation college students. Given the challenges the SoP presents, how can graduate schools be more transparent regarding their expectations of the SoP in order to increase equity in the application process?

Rooted in research on the structure of the SoP across diverse disciplines, this presentation will introduce an open educational resource which is being funded by a grant from Iowa State University. Taking the form of a pressbook, "A guide to writing the statement of purpose for graduate school applications" describes and gives examples of the three primary goals of the SoP: experiences, motivation, and fit to program. In addition to an explanation of the pedagogical rationale behind the pressbook's content and organization, attendees will be invited to partake in the preliminary use and assessment of the pressbook on their campus in fall 2024.

3–3:30 p.m. **Break** **Pavilion Pre-Function Space**

3:30–4:30 p.m.

CONCURRENT SESSION V: Career and Professional Development

Wait, Enrollment Management is Really Part of My Job?

Pavilion I

- *Matthew R. Bice, Dean, Online and Graduate Education, Baker University*

Graduate enrollment is becoming increasingly more competitive, especially as more academic programs have transitioned to online formats. As a result, strategies to recruit students are drastically changing and institutions need to be dynamic to recruit quality prospective graduate students. Enrollment management efforts have diffused/cross pollinated across campuses and offices that have not traditionally had an active role in enrollment efforts, are now needing to get more involved. Enrollment management is a culture that needs to be embraced by the entire campus community.

Graduate Education Professional Staff: Making a Place for Your Professional Development

Pavilion II

- *Heidi Arbisi-Kelm, Assistant Dean, University of Iowa*
- *Erin Kaufman, Thesis Manager, University of Iowa*
- *Allison McKinney, Assistant Dean, University of Illinois-Urbana Champaign*
- *Sara Pettit, Academic Affairs Coordinator, University of Iowa*
- *Natalie Robinson, Assistant Director, Iowa State University*
- *Katie Bourassa, Associate Director of Admissions, University of Wisconsin-Madison*

Higher education is not immune to the personnel challenges facing other industries. From the Great Resignation to "quiet quitting," or simply burning out, it's evident in recent years that understanding what creates employment satisfaction among professional staff is vital for a healthy and productive workplace. EAB, an education solutions company, cites "robust staff development" as one critical strategy for addressing modern, post-pandemic, workplace challenges. But, with shrinking budgets and increasing responsibilities, it feels like there is just never enough time or money to support the professional development of the personnel who support students.

In this session, colleagues from at least three institutions will hold a broad conversation about what professional development looks like for them. Panelists will respond to considerations such as: What networks support staff development within functional areas of graduate education administration? What opportunities exist regionally and/or nationally for staff networking and growth? What professional development activities are most valuable for early, mid-stage, and seasoned career personnel? This session will be divided into three parts under the overall theme: First, a diverse panel of professionals from across graduate education functional areas and at differing career stages will consider the common challenges in finding the time, permission, and resource for professional development. Second, they will discuss alternatives and strategies they've used to foster their professional development. And, finally, presenters will engage session participants in both large- and small-group reflection on existing and emerging resources, activities, and alternatives for maximizing professional development opportunities across their career.

Dean's Dialogues

Parlour II

- *Kerry Wilks, MAGS Past Chair; & Dean of the Graduate School and Associate Vice President of International Affairs, Northern Illinois University*
- *Noelle Selkow, MAGS Secretary; Director, Graduate School, Illinois State University*
- *David Daleke, Former MAGS Executive Team; Vice Provost for Graduate Education and Health Sciences and Dean, Indiana University Graduate School Bloomington*
- *Julie J. Masterson, Former MAGS Executive Team; Associate Provost and Dean of the Graduate College, Missouri State University*

This session will be an interactive conversation about pressing topics in graduate education today, facilitated by current and former members of the MAGS board. Topics include changes related to the SCOTUS decisions and GA unionization.

4:45–6 p.m.	**Networking Reception**	Grande Salle Pre-Function Space
6:15 p.m.	**MAGS Board Member Dinner–Executive Team and Committee Chairs**	

Friday, April 5, 2024

7:30–8:30 a.m.	**Breakfast**	Forest Park Ballroom
8–10 a.m.	**Registration**	Grande Salle Pre-Function Space

8:45–9:45 a.m.

CONCURRENT SESSION VI: Professional Development for Graduate Students

Oh the Places You'll Go: Helping Graduate Students Start a Lifelong Research Career with Integrity and Compliance

Pavilion I

- *Lily Compton, Assistant Director for Programming, Center for Communication Excellence, Graduate College, Iowa State University*
- *Kristin Terrell, Graduate Student Services Specialist, Center for Communication Excellence, Graduate College, Iowa State University*

Graduate education is a foundation for a career in academia, industry, or both. Capstone projects (e.g., dissertations) are not an endpoint but one of many digital footprints that contribute to students' future reputations and careers. Digital publishing enhances the visibility of students' scholarly works through institutional and global repositories; however, with visibility comes additional scrutiny. Graduate students must learn to navigate complicated issues like copyright, ethics and integrity, shared authorship, digital accessibility, and generative artificial intelligence to ensure that their scholarly works are solid building blocks for lifelong careers.

This presentation introduces a proposed open educational resource (OER) handbook that compiles the knowledge graduate students and early career researchers need to:

1. Establish and protect professional credibility,
2. Report and publish results with integrity, and
3. Prepare and complete electronic theses and dissertations that meet institutional, state, and federal guidelines.

This first-of-its-kind handbook aims to streamline crucial information from dispersed sources (e.g. the Graduate College, the Office of the Vice President for Research, the Office of University Counsel, and the University Library) into a single central repository for general research publication guidance and standards. Faculty who teach research courses and mentor students will be encouraged to adopt this OER since it functions as a scaffold for systematic understanding of academic research and dissemination practices during the formative stages of their graduate students' research trajectories.

We wish to thank Megan O'Donnell (Iowa State University Library) for her contributions to this project.

Building Cultural Competence into Professional Development for Graduate Students

Pavilion II

- *Jessica Reyman, Associate Dean, Graduate School, Northern Illinois University*
- *Leslie Matuszewich, Senior Associate Dean, College of Liberal Arts and Sciences, Northern Illinois University*

Many colleges and universities are reviewing current practices and searching for new approaches to meeting their diversity, equity, inclusion and belonging goals while navigating barriers presented by legal and political contexts. To further the commitment to inclusive excellence at institutions, graduate education seeks innovative ways to re-affirm the value of a diverse graduate student population and to provide appropriate training to enhance graduate students' professional goals. In this session, we will present a broad framework developed at Northern Illinois University for building cultural competency among graduate students through professional development programming. Cultural competency—or the capacity to understand, interact, and connect productively and meaningfully with people from diverse cultural backgrounds and with diverse identities—is a necessary component of graduate student professional development. The goals of this approach are to enhance the educational experience of graduate students who themselves hold intersecting diverse identities; and build graduate students' capacity to act in culturally responsive and competent ways for their various professional paths.

This approach centers the unique needs of graduate students, specifically, in their complex positionality across various roles: as students, instructors, research assistants, community members, mentors, collaborators, leaders, and developing professionals. We will discuss how this framework has developed and is being implemented at NIU and will share examples of successes and challenges faced. Additionally, participants will engage in tabletop activities in which they share their own examples of institutional efforts in fostering cultural competency among graduate students and brainstorm ideas and new opportunities for the future.

Beyond Graduate Education: Responding to Dynamic Needs in Teaching Assistant Preparation

Parlour II

- *Stefanie Baier, Director of Graduate Student and Postdoctoral Instructional Development, Michigan State University, Graduate School*
- *Hima Rawal, Postdoctoral Associate, Michigan State University*

In recent years the number of first-generation college students aspiring to earn a degree has risen drastically. This shift has prompted many universities to increasingly assign graduate students to take on instructional roles in undergraduate education. At Michigan State University (MSU) 10% of all Undergraduate classes are taught by Graduate Teaching Assistants (GTAs). This past year, GTAs have brought to our attention the issues associated with the dual roles as graduate students and instructors and teaching preparation often being limited to onboarding in the beginning of the academic year without ongoing and sustained support. Rarely recognized as educators, they are not provided with opportunities to share their challenges and instructional needs to shape effective teaching professional development. In this session we will introduce a 3-day GTA Program led by the MSU Graduate School with the assistance of a GTA Advisory Group to specifically address the needs of GTAs from various disciplinary, cultural, and linguistic backgrounds with a focus on classroom teaching dynamics, contexts, and challenges. First, we will highlight the intentional planning process including curriculum design and identification of collaborators. Second, we will discuss the components covered (policies, inclusive teaching practices, communication, student success strategies with cultural considerations in engaging with a diverse undergraduate population in the U.S., and educator well-being). Third, we will share how feedback is collected and informs ongoing support for GTAs throughout the academic year. We hope to engage in a discussion on the importance of GTA Preparation in Graduate Education.

9:45–10:15 a.m.	**Break**	
10:15–11:30 a.m.	**3MT® Semi Finals 1**	Pavilion I
	3MT® Semi Finals 2	Pavilion II
	3MT® Semi Finals 3	Parlour I
	3MT® Semi Finals 4	Parlour II
	3MT® Semi Finals 5	Grande Salle Ballroom
11:45 a.m.–12:30 p.m.	**3MT® Final Round**	Grande Salle Ballroom
12:30 p.m.	**Conference Adjourns**	

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80th Annual Meeting

Midwestern Association of Graduate Schools

April 3–5, 2024
St. Louis, Missouri



2023–2024 Executive Committee

- ❑ **Carrianne Hayslett**, Marquette University, MAGS Chair
- ❑ **Nicole Lounsbery**, South Dakota State University, MAGS Chair-Elect
- ❑ **Taunya Plater**, Creighton University, MAGS Member-at-Large
- ❑ **Jennifer Ziegler**, Gray Decision Intelligence, Inc., MAGS Treasurer
- ❑ **Noelle Selkow**, Illinois State University, MAGS Secretary
- ❑ **Kerry Wilks**, Northern Illinois University, MAGS Past-Chair
- ❑ **Karen McGarvey**, Conference Coordinator, University of Wisconsin-La Crosse, Ex Officio
- ❑ **Milandrie Wakim**, Conference Coordinator, University of Wisconsin-La Crosse, Ex Officio

Budget and Finance Committee

- ❑ **Claudia Petrescu**, Kansas State University, Chair (2025)
- ❑ **Brad Swanson**, Central Michigan University (2024)
- ❑ **Tabitha Hardy**, Indiana University Purdue University Indianapolis (2025)
- ❑ **Alexis Thompson**, University of Illinois Urbana-Champaign (2026)
- ❑ **Wade Tornquist**, Eastern Michigan University (2026)
- ❑ **Angela Pool-Funai**, Fort Hays State University (2026)
- ❑ **Jennifer Ziegler**, MAGS Treasurer, Executive Committee Liaison

Note: The year-end date is indicated in the parenthesis. The terms end in April. In most cases, committee members serve a three-year term.

If you would like to serve on a MAGS committee, complete this form
or contact Nicole Lounsbery at **nicole.lounsbery@sdstate.edu.**

Communications Committee

- ❑ **Nyree McDonald**, University of Notre Dame (2024), Co-chair
- ❑ **Linda Cresap**, Minot State University (2026), Co-chair
- ❑ **Theresa Christenson-Caballero**, University of Illinois (2024)
- ❑ **Trista Bergerud**, Grand Valley State University (2025)
- ❑ **Samantha "Sam" Hirschman**, Iowa State University (2025)
- ❑ **Les Mackey**, Fort Hays State University (2026)
- ❑ **Noelle Selkow**, Illinois State University, MAGS Secretary, Executive Committee Liaison

Distinguished Master's Thesis Committee

- ❑ **Matt Page**, Ohio State University, (2024)
- ❑ **Malia Roberts**, Western Michigan University (2024)
- ❑ **Heloise Anne Pereira**, University of Oklahoma (2026)
- ❑ **Felicia C. Echols**, Saint Louis University (2024)
- ❑ **Lisa Eckert**, Northern Michigan University (2025)
- ❑ **Natalie Robinson**, Iowa State (2025)
- ❑ **Taunya Plater**,Creighton University, Member at Large, Chair and Executive Committee Liaison

Excellence and Innovation in Graduate Education Award Committee

- ❑ **Devi Prasad V. Potluri**, Chicago State University (2024), Co-chair
- ❑ **Maggie Nettesheim-Hoffmann**, Marquette University (2025), Co-chair
- ❑ **Julie Rojewski**, Michigan State University (2024)
- ❑ **Meredith Thomsen**, University of Wisconsin-La Crosse (2025)
- ❑ **Ben Linzy**, Marquette University (2025)
- ❑ **Amy Tucker**, University of Oklahoma Health Sciences Center (2026)
- ❑ **Wendy Marie Hoofnagle,** University of Northern Iowa (2026)
- ❑ **Juan Casas**, University of Nebraska Omaha (2026)
- ❑ **Carrianne Hayslett**, Marquette University, MAGS Chair, Executive Committee Liaison

Excellence in Teaching Award Committee

- ❑ **Ilir Miteza**, University of Michigan-Dearborn (2024), Chair
- ❑ **Jenna Alsteen**, University of Wisconsin-Madison (2024)
- ❑ **Kristen Kponyoh**, South Dakota State University (2025)
- ❑ **Carissa Hoelscher**, Missouri State University (2026)
- ❑ **Sarah Beal**, Kent State University (2026)
- ❑ **Kerry Wilks**, Northern Illinois University, Past-Chair, Executive Committee Liaison

Membership Committee

- ❑ **Elizabeth Gockel-Blessing**, Saint Louis University (2024), Co-chair
- ❑ **Erin Flynn**, University of Wisconsin-Milwaukee (2026), Co-chair
- ❑ **Trista Wdziekonski**, University of Michigan-Dearborn (2024)
- ❑ **Amanda Bryant-Friedrich**, Wayne State (2026)
- ❑ **Jennifer Ziegler**, MAGS Treasurer, Executive Committee Liaison

Nominating Committee

- ❑ **Kerry Wilks**, Northern Illinois University, Past-Chair

Three-Minute Thesis Committee

- ❑ **Stephen Dilks**, University of Missouri-Kansas City (2026), Co-chair
- ❑ **Sarah Huffman**, Iowa State University (2025), Co-chair
- ❑ **Shu Schiller**, Wright State University (2026), Co-chair
- ❑ **Emily Forestieri**, Loyola University Chicago (2025)
- ❑ **Elizabeth Gockel-Blessing**, Saint Louis University (2024)
- ❑ **Janelle Taylor**, Northern Michigan University (2025)
- ❑ **Lisa Kelly**, University of Iowa (2025)
- ❑ **Meggan Davison**, Miami University (2026)
- ❑ **Megan Miller**, Kansas State University (2026)
- ❑ **Maura Dooley**, John Carroll University (2026)
- ❑ **Nicole Lounsbery**, South Dakota State University, MAGS Chair-Elect, Executive Committee Liaison

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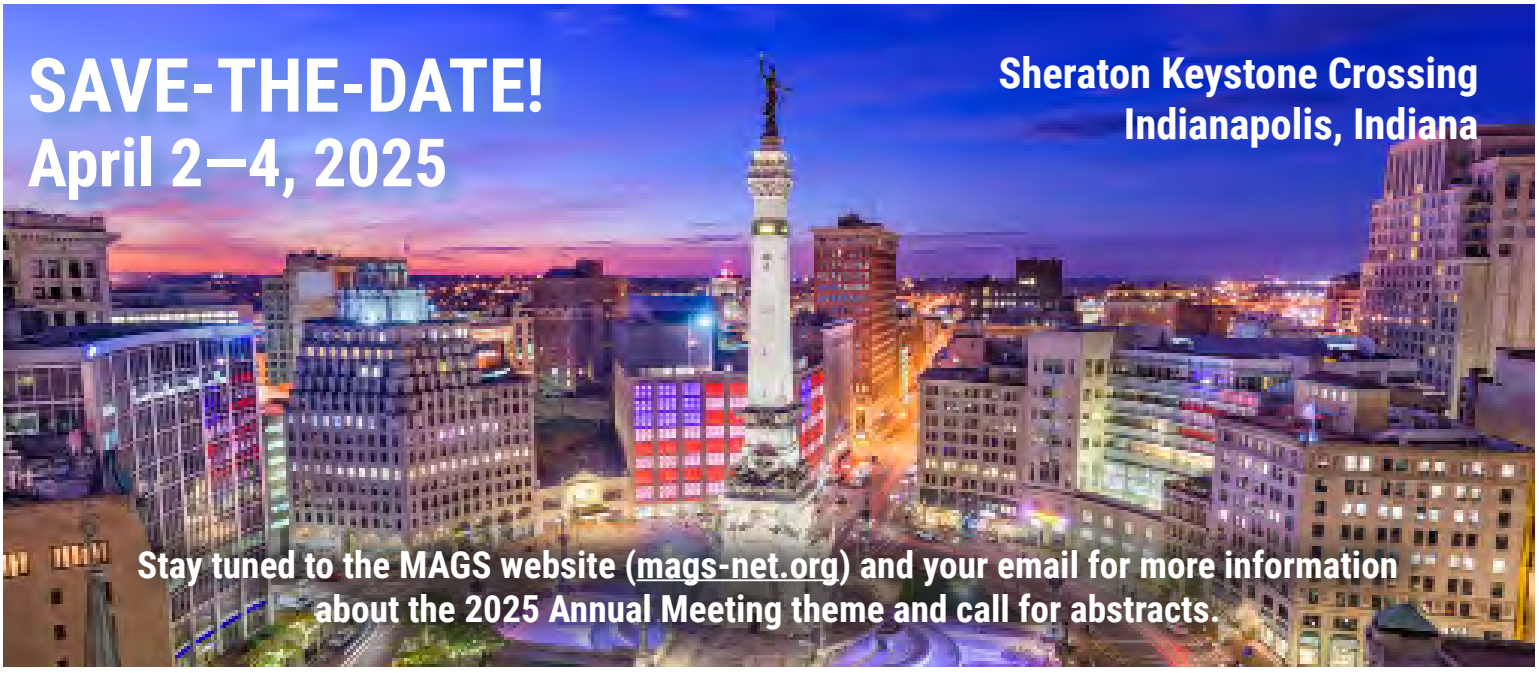
Michigan Technological University

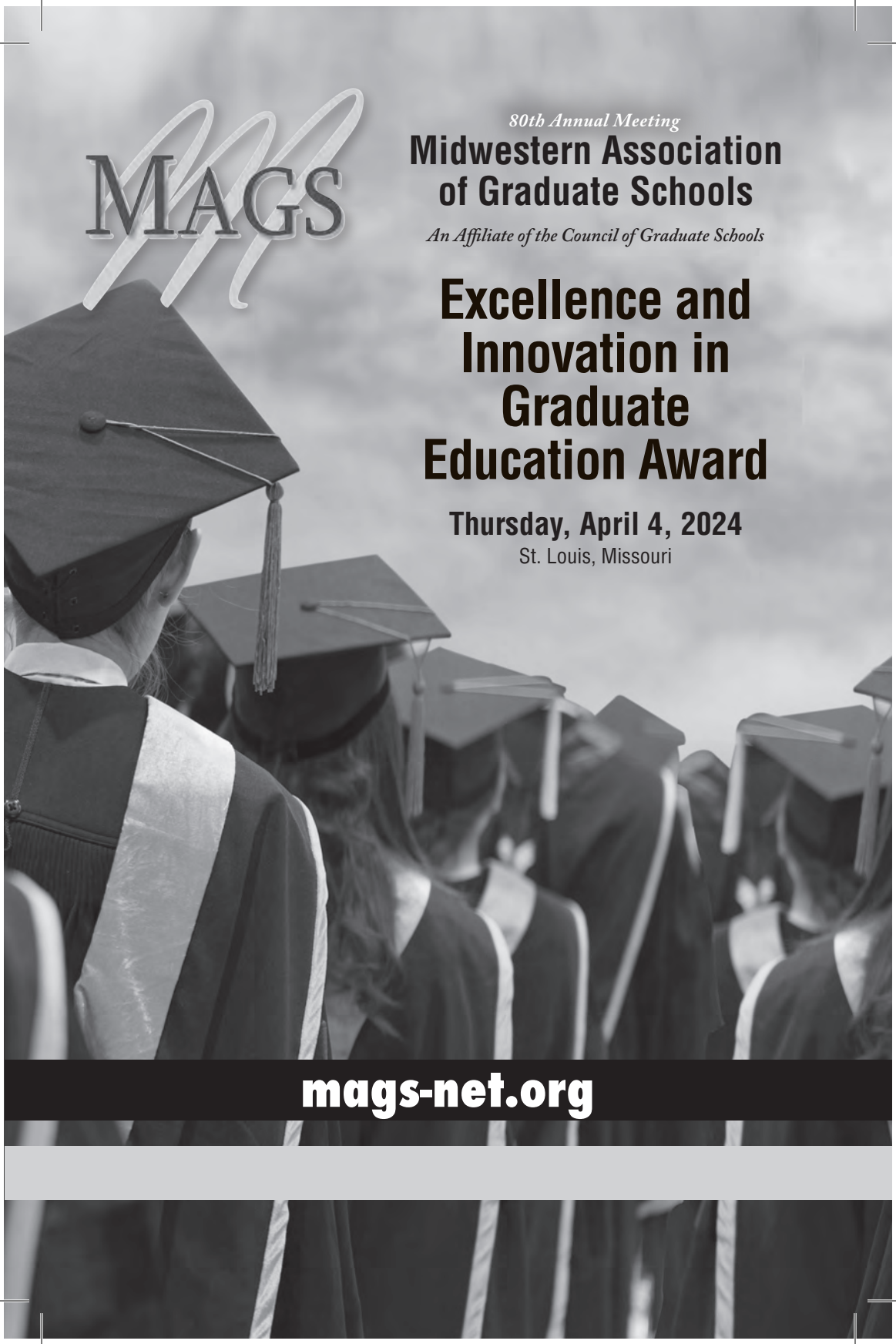
Missouri State
GRADUATE COLLEGE

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80th Annual Meeting

Midwestern Association of Graduate Schools

An Affiliate of the Council of Graduate Schools

Excellence and Innovation in Graduate Education Award

Thursday, April 4, 2024

St. Louis, Missouri

mags-net.org

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Excellence and Innovation in Graduate Education

Winner University of Wisconsin-Madison

Title Bridge to the Chemistry Doctorate



Graduate School
UNIVERSITY OF WISCONSIN-MADISON

Started in 2019, the UW-Madison Bridge to the Chemistry Doctorate is a post-baccalaureate program aimed at increasing the number of students from under-represented minority groups who complete the Ph.D. degree in chemistry. The Bridge Program is a two-year (22-month) research master of science degree program that is specifically designed to provide students with a range of experiences and mentorship that will increase their chances of success in obtaining a Ph.D. in chemistry. The program is targeted at students with a B.S. degree in chemistry or allied field who are motivated to pursue a Ph.D. degree, but who need additional coursework, mentoring, and/or research experience to develop successful applications for Ph.D. study. To date, the Bridge to the Chemistry Doctorate has supported 17 fellows; 3 are currently in the master's stage, and of those who have moved beyond, 12 have transitioned into the Chemistry Ph.D. program at UW-Madison. One student successfully finished the Bridge program, was offered the option to stay and pursue a Ph.D. yet decided to go into industry to support their family at this time. One fellow was accepted to a Ph.D. program at another school.

wisc.edu

Excellence and Innovation in Graduate Education

Honorable Mention

Iowa State University

Title

Academic Communication Practices (AcComP) Track—Pathway to Success Through Support from Admission to Degree Completion



IOWA STATE UNIVERSITY
Graduate College

The AcComP Track, launched by the Center for Communication Excellence of Iowa State University's Graduate College, represents a transformative initiative dedicated to educational excellence and support for graduate students throughout their academic journey. This program aims to: (1) equip students with competitive communication skills needed for successful, timely Dissertation/Thesis/Creative Component defense and for advancement in diverse career paths, and (2) increased awareness and access to novel institutional resources complementary to academic coursework and professionalization opportunities, reshaping them into a centralized structured support framework. AcComP is a curricular innovation implemented as a series of Graduate Studies courses designed to seamlessly guide students from their first semester through degree completion in ways that are tailored to the graduate degree sought. The courses adopt principles of guided autonomy, aligning students' needs with specialized communication offerings, degree progress requirements, and professional development services. In this integrated approach, students devise their own trajectory for academic and professional success. Notably, AcComP stands out for integrating new customizable tools, open-access materials, and AI-based writing software developed at the CCE as well as a host of resources and services available university-wide. AcComP rewards students' participation through certification at Associate, Fellow, or Scholar levels recorded on their transcript.

iastate.edu

Questions: Questions about the eligibility requirements or award guidelines should be directed to **Dr. Maggie Nettesheim-Hoffman, Co-Chair** of the MAGS Award for Excellence and Innovation in Graduate Education (**excellence@mags-net.org**).

MAGS Award for Excellence and Innovation in Graduate Education

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

Purpose of the Award

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

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

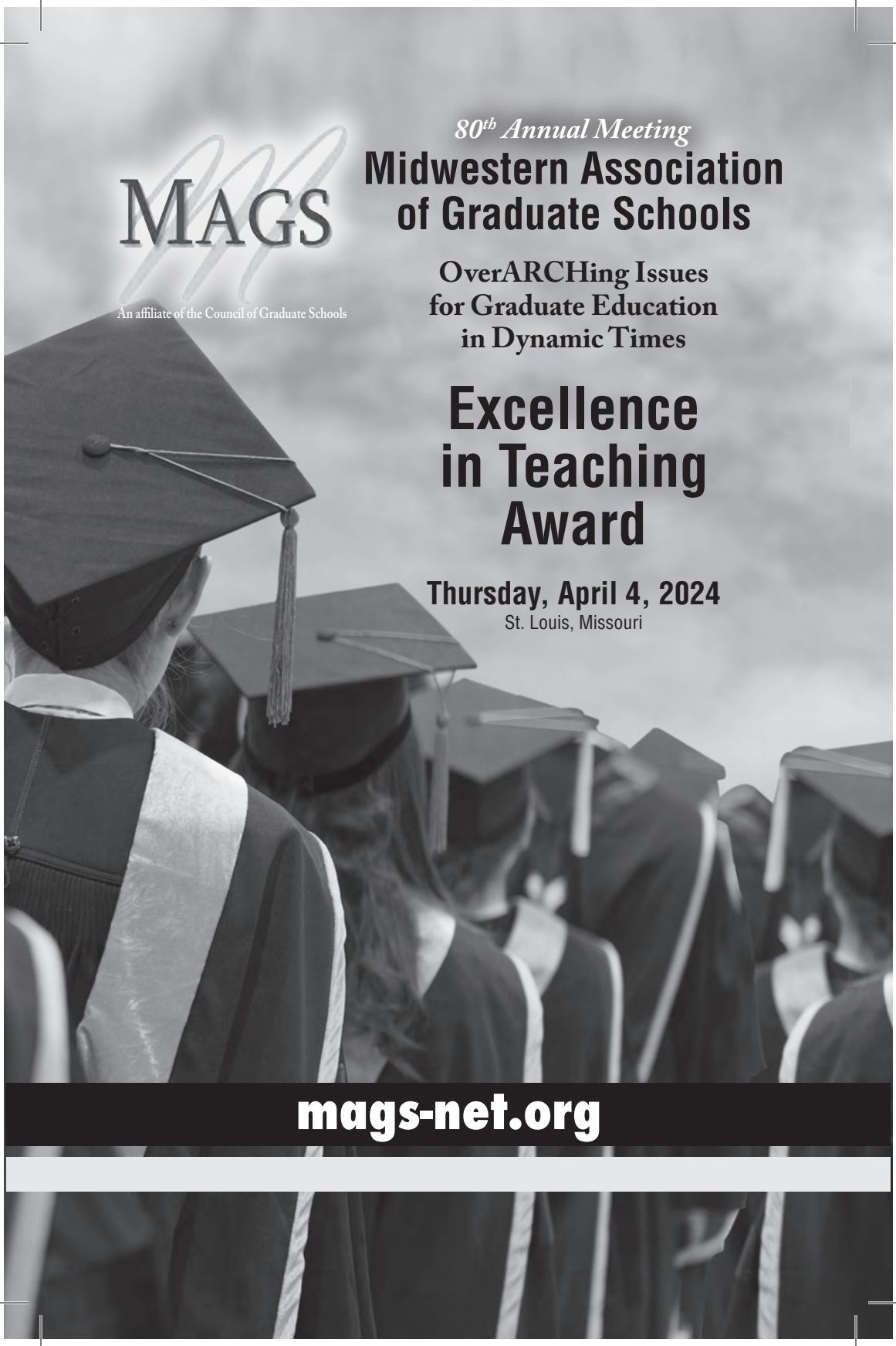
MAGS member institutions may submit only one application. Any internal institutional selection processes are the responsibility of the Dean of the Graduate School or comparable official.

Eligibility Requirements

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

Thank you to the Excellence and Innovation in Graduate Education Award Committee

Devi Prasad V. Potluri, Chicago State University, Co-Chair (2024)
Maggie Nettesheim-Hoffmann, Marquette University, Co-Chair (2025)
Julie Rojewski, Michigan State University (2024)
Meredith Thomsen, University of Wisconsin-La Crosse (2025)
Ben Linzy, Marquette University (2025)
Amy Tucker, University of Oklahoma Health Sciences Center (2026)
Wendy Marie Hoofnagle, University of Northern Iowa (2026)
Juan Casas, University of Nebraska Omaha (2026)
Carrianne Hayslett, Marquette University, MAGS Chair, Executive Committee Liaison



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80th Annual Meeting

Midwestern Association of Graduate Schools

OverARCHing Issues for Graduate Education in Dynamic Times

Excellence in Teaching Award

Thursday, April 4, 2024

St. Louis, Missouri

mags-net.org

MAGS

MASTERS WINNER:
Delaney Sullivan, Kansas State University



Delaney Sullivan is an M.A. student in English specializing in children's literature from Kansas State University (K-State). As a Graduate Teaching Assistant in K-State's English Department, Delaney is an instructor for "Expository Writing 100,"—a first-year undergraduate writing course that teaches the balance of informative composition on argumentative topics. Delaney also developed an original syllabus for and teaches an upper-level undergraduate English course, "Literature for Children," which provides a working knowledge of major themes, authors, texts, and conversations in children's literature for future teachers. At K-State, Delaney received the Graduate Student Council Award for Graduate Student Teaching Excellence and the English Department Jerome Johanning Memorial Scholarship for Graduate Teaching. Regardless of the course she teaches, Delaney's goal is always to garner students' excitement and engagement in the classroom. Whether it's for writing or literature, Delaney's teaching philosophy is to instill confidence in her students by crafting an engaging and participatory environment. Delaney has endless passion and energy for teaching, and she finds that when her students can see that they adopt a passion for the subject all their own. Whether it's by crafting game-like activities that get everyone involved, using innumerable student examples, or navigating reading disabilities in the classroom, Delaney believes that when students think they can write, they will write. Prior to enrolling at K-State, Delaney earned her B.A. in English at the University of Florida. Delaney's graduate research focuses on the intersection of politics and feminist theory in contemporary American adolescent romance series.

Honorable Mention:
Evan Martschenko
University of Cincinnati

MAGS

DOCTORAL WINNER:
Endy Kailer, Kansas State University



Endy Lopes Kailer is a third-year Ph.D. student in Agronomy at Kansas State University, where she has taught over 590 students in the past six semesters. Originally from Piedade do Rio Grande, Brazil, Endy earned her bachelor's and master's degrees in Agronomy from Universidade Federal de Viçosa - Brazil. Endy was also a visiting student at the University of Kentucky. The courses Endy teaches include Soils, Soils Laboratory, Soil Microbiology, Soil Microbiology Laboratory, Biology of the Fungi, World Food Crops and Human and Cultural Diversity in the Food and Agricultural Sciences. For Endy, teaching is much more than just delivering information. The information has always been out there, but we are the ones who can bring it in a memorable manner that will catch the students' attention and generate lifelong positive experiences. Endy's teaching style is centered on bringing complex information in a more 'digestible manner' that students can relate to by bringing real-life examples to class, using dynamic and visually appealing lectures, promoting group discussions, and lots of hands-on activities. Endy always tries to explain critical concepts in a simple way to show that complex topics can be easily understood if presented in a familiar way. Endy also often brings to class exciting materials such as soil samples, live plants, and organisms/structures preserved in resin blocks for the students to observe and interact with. This approach has allowed her to create a more interactive and memorable classroom experience. The use of hands-on materials not only makes her classes more engaging but also allows students to better understand and connect with the subject matter.

Honorable Mentions:

Rei Gordon
Western Michigan University

Sarah Fischer
Indiana University

MAGS

MAGS Excellence in Teaching Award

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

Thank you to the Excellence in Teaching Award Committee:

Ilir Miteza, University of Michigan-Dearborn (2024), *Chair*
Jenna Alsteen, University of Wisconsin-Madison (2024)
Kristen Kponyoh, South Dakota State University (2025)
Carissa Hoelscher, Missouri State University (2026)
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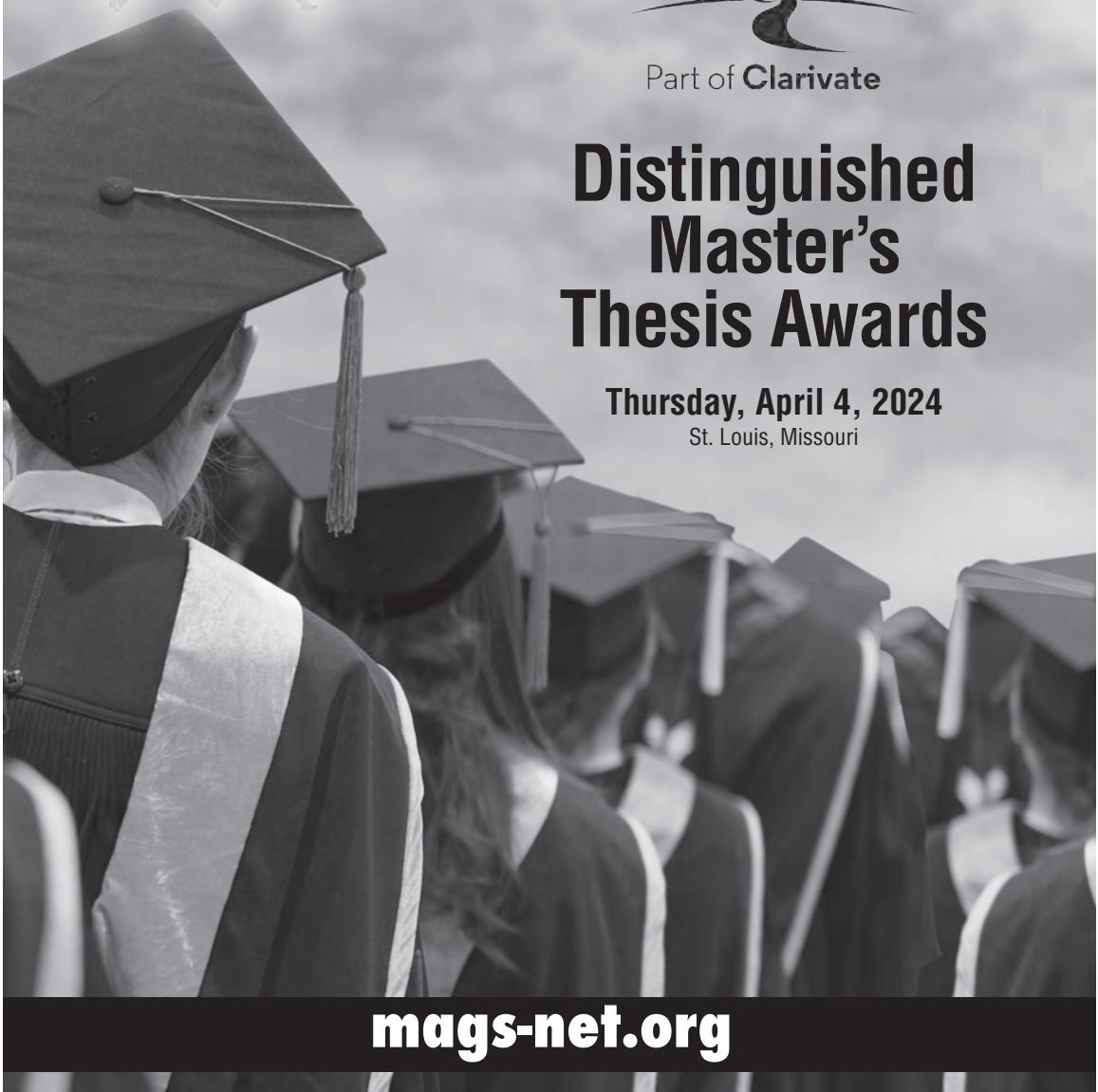
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Distinguished Master's Thesis Awards

Thursday, April 4, 2024

St. Louis, Missouri



mags-net.org

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

Winner **Keana Koun Tang, University of Kansas**

Uncovering the Early Diversification of Core Eudicots in Western North America: Structurally Preserved Fruits from Late Cretaceous Deposits of Sucia Island



Keana Koun Tang

Keana Tang received her bachelor's degree in Organismal Biology at California State University, Long Beach in 2018. She earned her master's degree in Ecology and Evolutionary Biology in 2021 at the University of Kansas where she is currently pursuing her Ph.D. in Ecology and Evolutionary Biology. Keana's thesis was focused on characterizing extinct plant diversity from the Cretaceous Period (145–66 million years ago), which was a crucial time for the early evolution of flowering plants. Two new extinct species were described based on three-dimensionally preserved fruits recovered from the western coast of North America. Cretaceous floras from the western coast of North America are relatively under sampled compared to other regions across the continent. The continued recovery and documentation of new fossils from the Cretaceous will play a crucial role in understanding the early diversification of flowering plants.

Honorable Mention: **Isaac Lennox, Michigan Technology University**
Exercise is Medicine® On Campus:
A National Analysis and Assessment of Community Impact

The Executive Committee of the Midwestern Association of Graduate Schools (MAGS) solicited nominations for the **MAGS/ProQuest Distinguished Master's Thesis Awards** in Fall 2023. These awards recognize and reward distinguished scholarship and research at the Master's level.

For this year, nominations were accepted in the disciplines of **Biological/Life Sciences** and **Humanities.**

Each MAGS member institution was able to submit one nomination in each of these two categories. Visit the MAGS website for more information and to learn more about next year's award categories of **Social and Behavioral Sciences** and **Mathematics, Physical Sciences and Engineering.** More information regarding next year's deadlines will be coming in the summer.

MAGS/PROQUEST
Distinguished Master's Thesis Award
Humanities:

Winner: **Jordan Ellie Stish, University of Wisconsin-Eau Claire**

Acceptable Activists, Absence, and Antifeminists: A Feminist Historical Critique of National Statuary Hall



Jordan Ellie Stish

Jordan Stish earned her undergraduate degree in history from the University of Wisconsin-Superior in 2021. She completed her graduate degree in public history from the University of Wisconsin-Eau Claire in 2023. Her research examines the messaging and meanings behind public monuments and their intersections with gender and collective memory. In her thesis, Jordan discusses gender representation in the monumental landscape of the National Statuary Hall at the U.S. Capitol in Washington, D.C., a place widely understood to be the commemorative core of the United States. By examining the history of the existing monuments within Statuary Hall prior to 2015 and the creation of historical narratives surrounding the lives and legacies of the individuals commemorated within the Hall, Jordan argues that the inclusion of specific women chosen for their 'acceptable' patriotic activism, the misrepresentation and erasure of notable feminist women from commemoration, and the inclusion of contemporary antifeminists has led Statuary Hall to become a site of State-constructed antifeminism. As a result, the national narrative surrounding American women has been misrepresented. Jordan currently works as a Prospect Research Development Specialist at Planned Parenthood North Central States. She is in the process of converting her thesis into an article to be published in an academic journal.

Honorable Mention: **Caden Testa, University of Oklahoma**

Species Transformation and Social Reform: The Role of the Will in Jean-Baptiste Lamarck's Transformist Theory

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 AI-powered bibliographic citation function provides academic researchers with insights unavailable anywhere else.

Through decades-long collaborations with the Association of Research Libraries, the Library of Congress, 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 2024 MAGS/ProQuest Distinguished Master's Thesis Awards.

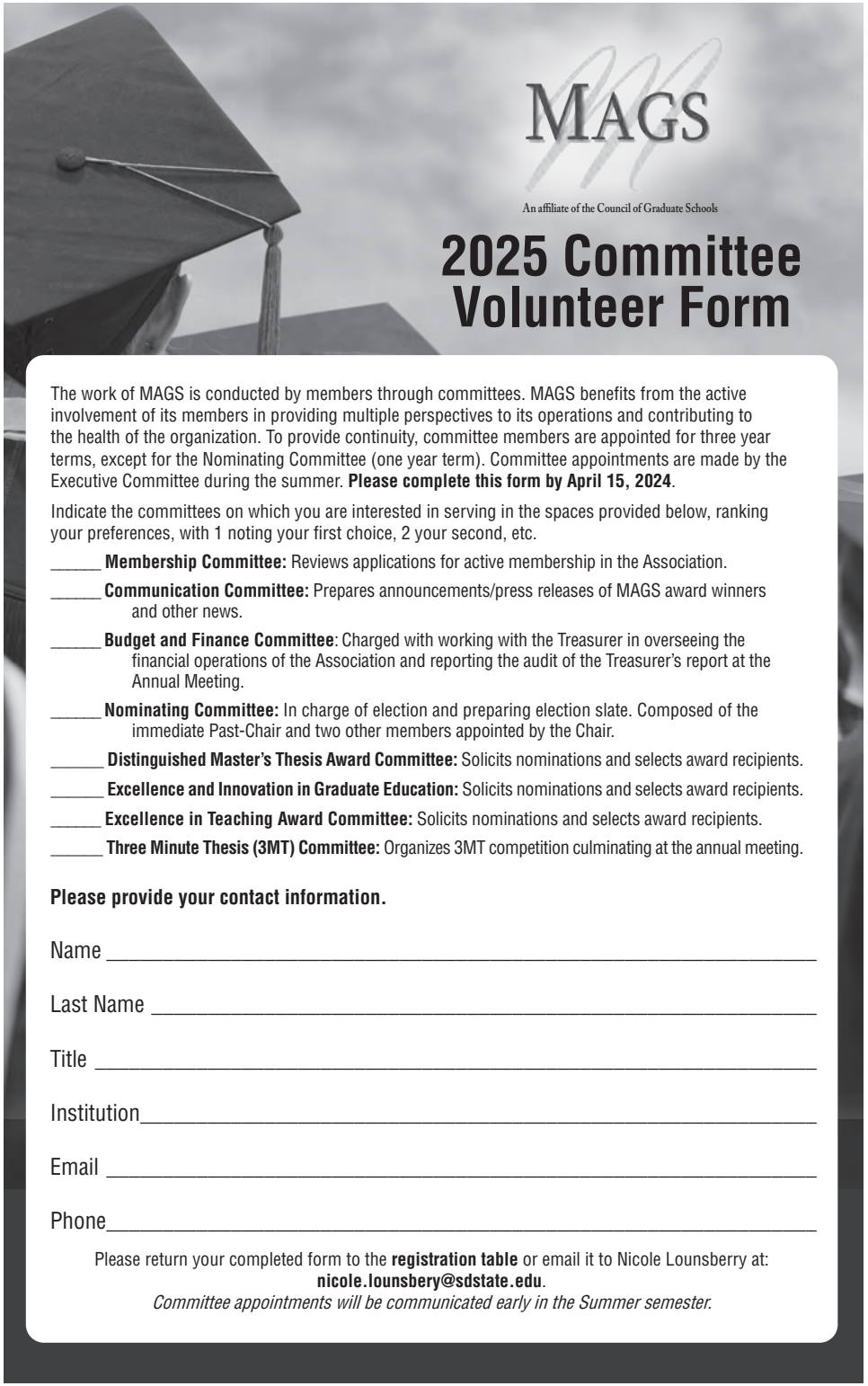
Thank you to the Distinguished Master's Thesis Committee

Taunya Plater, Creighton University
Chair and *Executive Committee Liaison*
Matt Page, Ohio State University, (2024)
Malia Roberts, Western Michigan University (2024)
Heloise Anne Pereira, University of Oklahoma (2026)
Felicia C. Echols, Saint Louis University (2024)
Lisa Eckert, Northern Michigan University (2025)
Natalie Robinson, Iowa State (2025)



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2025 Committee Volunteer Form

The work of MAGS is conducted by members through committees. MAGS benefits from the active involvement of its members in providing multiple perspectives to its operations and contributing to the health of the organization. To provide continuity, committee members are appointed for three year terms, except for the Nominating Committee (one year term). Committee appointments are made by the Executive Committee during the summer. **Please complete this form by April 15, 2024**.

Indicate the committees on which you are interested in serving in the spaces provided below, ranking your preferences, with 1 noting your first choice, 2 your second, etc.

_____ **Membership Committee:** Reviews applications for active membership in the Association.

_____ **Communication Committee:** Prepares announcements/press releases of MAGS award winners and other news.

_____ **Budget and Finance Committee**: Charged with working with the Treasurer in overseeing the financial operations of the Association and reporting the audit of the Treasurer's report at the Annual Meeting.

_____ **Nominating Committee:** In charge of election and preparing election slate. Composed of the immediate Past-Chair and two other members appointed by the Chair.

_____ **Distinguished Master's Thesis Award Committee:** Solicits nominations and selects award recipients.

_____ **Excellence and Innovation in Graduate Education:** Solicits nominations and selects award recipients.

_____ **Excellence in Teaching Award Committee:** Solicits nominations and selects award recipients.

_____ **Three Minute Thesis (3MT) Committee:** Organizes 3MT competition culminating at the annual meeting.

Please provide your contact information.

Name _____

Last Name _____

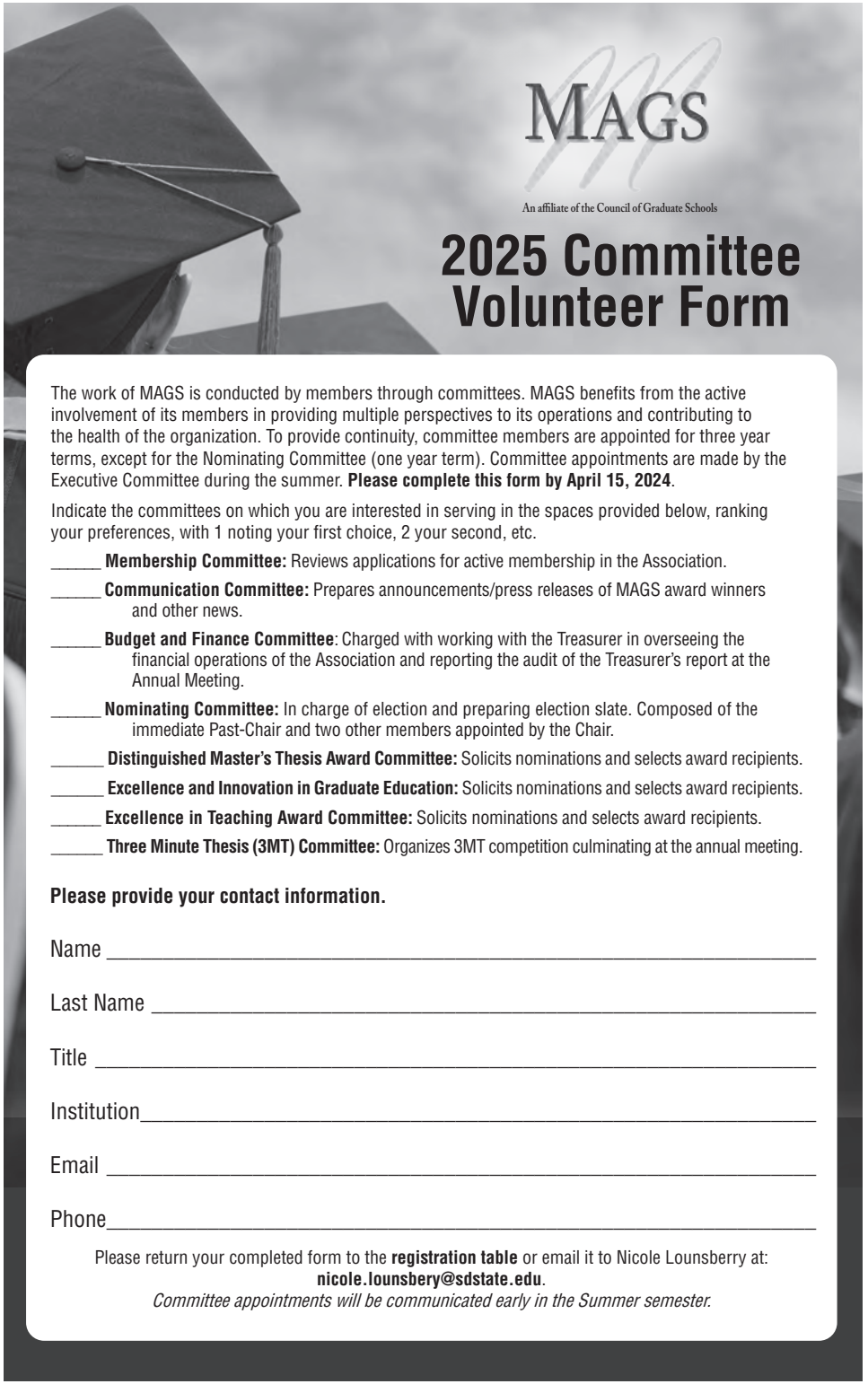
Title _____

Institution_____

Email _____

Phone_____

Please return your completed form to the **registration table** or email it to Nicole Lounsberry at:
nicole.lounsbery@sdstate.edu.
Committee appointments will be communicated early in the Summer semester.



MAGS

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2025 Committee Volunteer Form

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Phone_____

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Graduate Education in Dynamic Times

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Malia Roberts, PhD
Interim Senior Director of Graduate College Enrollment
malia.roberts@wmich.edu

Christine Byrd-Jacobs, PhD
Dean, Graduate College
christine.byrd@wmich.edu

Western Michigan University
Kalamazoo, Michigan

Western Michigan University

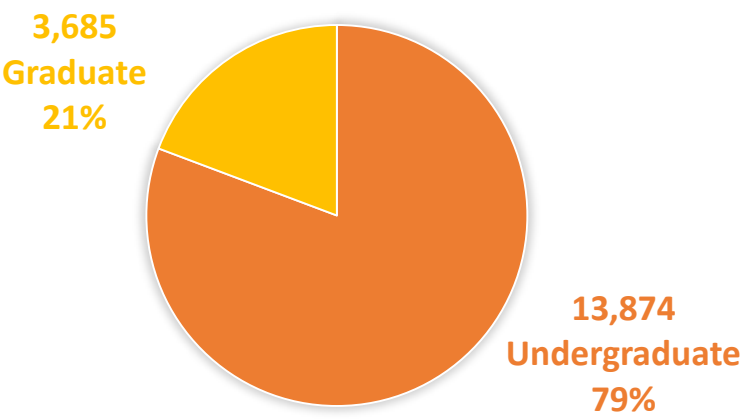
- Carnegie Classification:
  Doctoral Universities-High Research Activity
- Accreditation:
  Higher Learning Commission
- Enrollment Fall 2023:

Total	17,559
Graduate	3,685

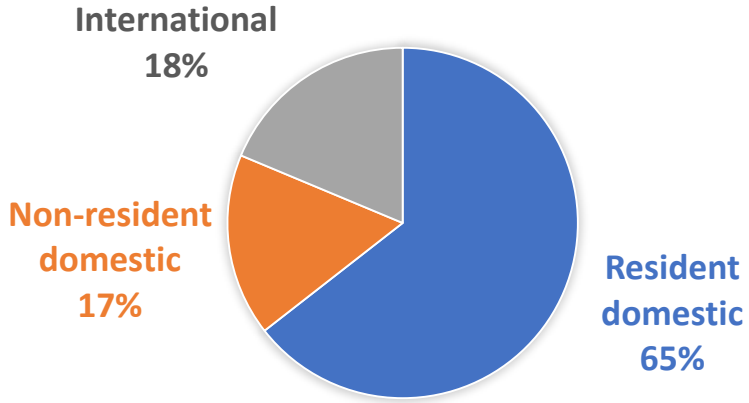


WMU Demographics

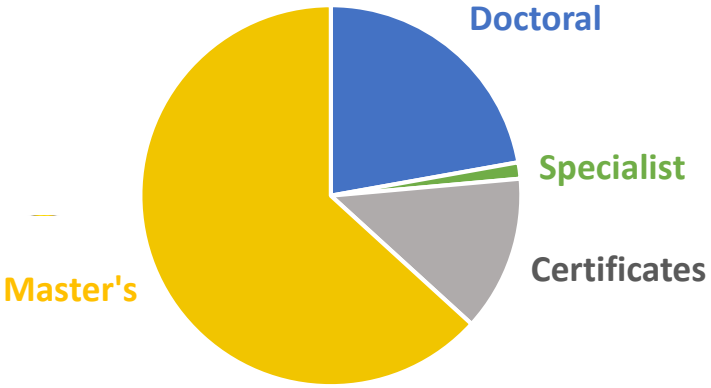
WMU STUDENTS 17,559



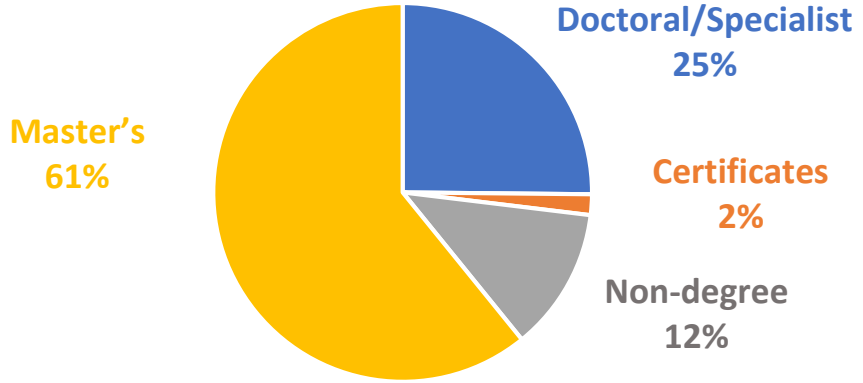
GRAD ENROLLMENT BY RESIDENCY



+150 GRADUATE PROGRAMS



ENROLLMENT BY DEGREE TYPE



OverARCHing Issues for Graduate Education in Dynamic Times



Liberal Arts College

Western Michigan University

Benefits 4+1 Bachelor-to-Master's Degrees



Graduate Pathway

Promotes entry into graduate education



Affordability

Reduces cost of earning a graduate degree



Time

Reduces time to degree



Budget-neutral

Relies on existing resources

WMU 4+1 Liberal Arts College Partners

- Albion College
- Aquinas College
- Hope College
- Kalamazoo College



Western Michigan University

WMU 4+1 Pathways

Albion College

Comparative Religion
Political Science

Aquinas College

Applied Economics
Chemistry
History
Political Science

Hope College

Communications

Kalamazoo College

Applied Economics
Comparative Religion
Educational Foundations
Political Science



Steps for Developing 4+1 Agreement

PREPARE

- Review reports to understand where your grad students earned their bachelor's degree
- Establish support for 4+1 partnerships, including buy-in from Provost, shared governance partners

1 REVIEW LIBERAL ARTS INSTITUTIONS' ACADEMIC PORTFOLIO

- Review undergrad & grad programs (do not compete with their grad offerings)
- Search for undergrad programs that would naturally feed into your master-level programs
- Utilize existing relationships

2 DISCUSS POTENTIAL PARTNERSHIP WITH WMU GRAD DIRECTOR

- Discuss benefits of developing 4+1 pathway , including establishing a pipeline with a respected liberal arts institution
- Ask that they review the liberal arts program website to determine feasibility of a partnership

Steps for Developing 4+1 Agreement

3

OFFER TO HOST AN EXPLORATORY MEETING

- Share benefits for partnership
  - Saves students time & money
  - Promotes grad ed
- Discuss how grad ed can complement undergrad programs
- Identify next steps

4

CREATE 4+1 PROGRAM PATHWAY AGREEMENT

- Faculty determine class list to satisfy 6 transfer credits + 6 credits-by-exam
- Create dept. MOU to accommodate future curriculum changes
- Include signatures from academic college, academic dept., grad dean

5

CREATE 4+1 INSTITUTIONAL AGREEMENT

- Seek guidance of general counsel to develop institutional MOU
- Include signatures from both institution's president and provost, and grad dean
- Celebrate with signing ceremony at liberal arts college

6 Transferrable Credits

Eligible Hope College Courses

Transferable Credits (up to 6 credits, B grade or better)

- COMM 320 – Family Communication
- COMM 330 – Organizational Communication
- COMM 335 – Leadership Skills and Perspectives
- COMM 360 – The Art and Science of Persuasion
- COMM 371 – Intercultural Communication
- COMM 372 – Gender Communication

6 Credits-by-Examination

Eligible Hope College Courses

Credits-by-Examination (up to 6 credits, based on the evaluation of final writing project(s))

- COMM 399 – Communication Internship
- COMM 460 – Communication Theory
- COMM 463 – Rhetorical Theory
- COMM 470 – Cultural Communication Theory

Assessment of Credit-by-Examination

Students may obtain up to 6 credits-by-examination from WMU based on the faculty evaluation of the final writing project(s) from:

- Senior thesis
- Research projects/experiences
- Internship
- Upper-level subject courses

Western Michigan University

Fees are typically waived

4+1 Admission Requirements

Graduate admission requirements are the same for all prospective grad students, regardless of a 4+1 pathway

Hope College 4+1 Admission Requirements

- Submit WMU graduate application and satisfy university admission requirements;
- Undergraduate minimum GPA of 3.0;
- Undergraduate transcript from Hope College;
- Resume or curriculum vitae (CV); and
- Written statement of academic and personal interest (500-1500 words).

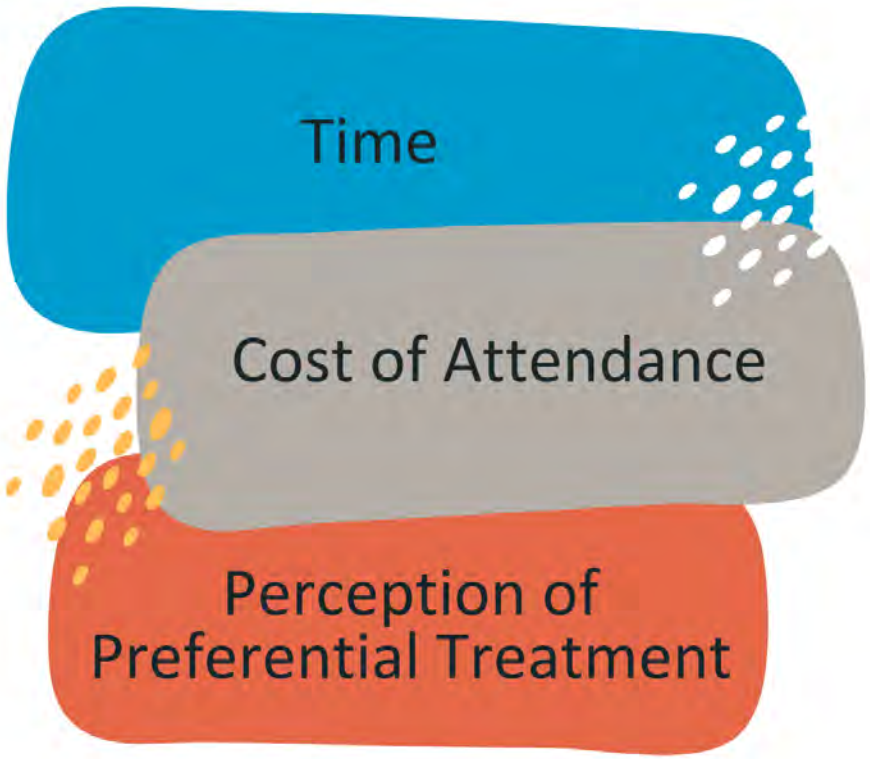
4+1 Program Issues/Concerns

Faculty time:

- Developing partnership
- Reviewing curriculum
- Accepting other institution's credits

Tuition differential

4+1 Option for WMU students



WESTERN MICHIGAN UNIVERSITY

Expectations for Liberal Arts Department

Active Promotion	• Relies heavily on active promotion by liberal arts college and faculty
Identify Applicants	• Expects faculty to be able to identify applicants
Remain Current	• Depends on faculty advisors to be current on 4+1 pathway processes

WMU Resources Required

WMU Grad College has no budget for 4+1 partnerships



WMU Graduate Program Director assumes responsible for:

- Responding to inquiries
- Processing application, admission decisions
- Providing initial advising, guidance on university policies
- Handling university-required forms, processes

WMU department faculty review coursework

WMU Funding of 4+1 Students

- Students are responsible for securing their own financial resources
- Departments decide whether to include these students in their GA budget
- Students are encouraged to apply for scholarships, are guided to resources

Western Michigan University

Future of WMU 4+1 Program Pathways

WMU Graduate College is actively exploring new pathways:

- Albion College – M.A. Communications
- Kalamazoo College – M.A. Chemistry

Western Michigan University

WMU Lessons Learned

How do I identify partners?

- Leverage existing relationships (e.g., master's/doctoral grads who are teaching at a liberal arts institution)
- Utilize institutional reports to identify where your graduate students earned their bachelor's degree

How do I track 4+1 students?

- Use an attribute or fee waiver code to track students from initial application for admission

How do we set ourselves up for success?

- Maintain open channels of communication
- Establish annual check-in

Thank you!

Malia Roberts, PhD
Interim Senior Director of Graduate College Enrollment
malia.roberts@wmich.edu

Christine Byrd-Jacobs, PhD
Dean, Graduate College
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Western Michigan University
Kalamazoo, MI

COUNCIL OF GRADUATE SCHOOLS

@CGSGradEd

Navigating Access, Cost, and Program Quality: Updates from CGS

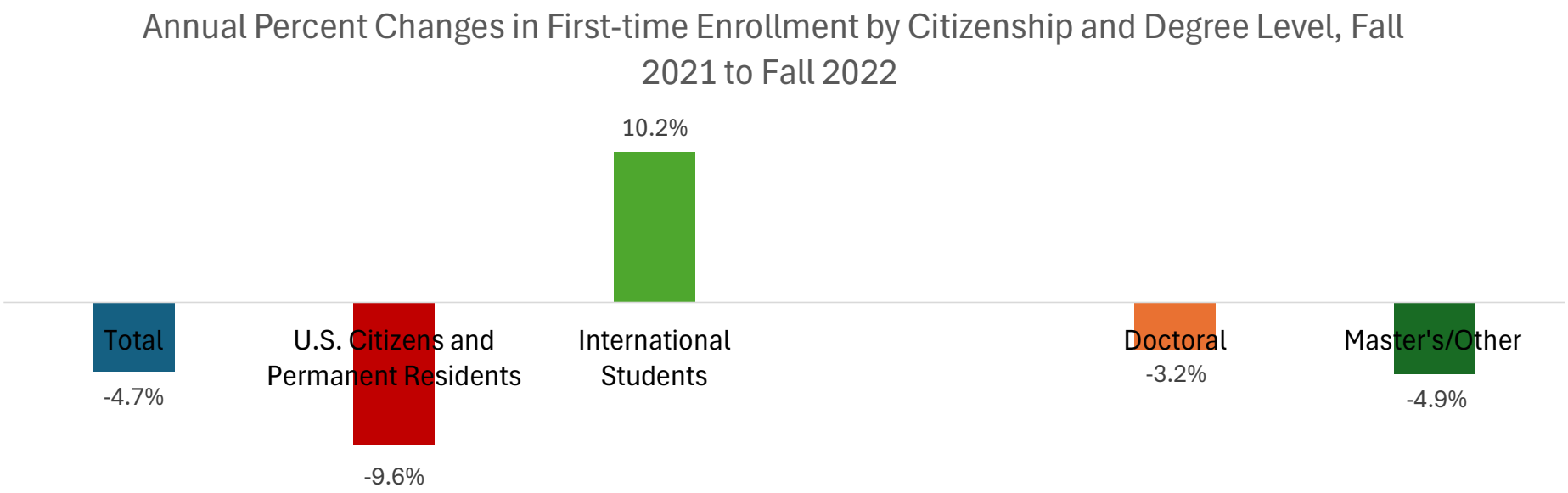
Suzanne T. Ortega
President

80th Annual Meeting
Midwestern Association of Graduate Schools
April 3, 2024

Key Takeaways

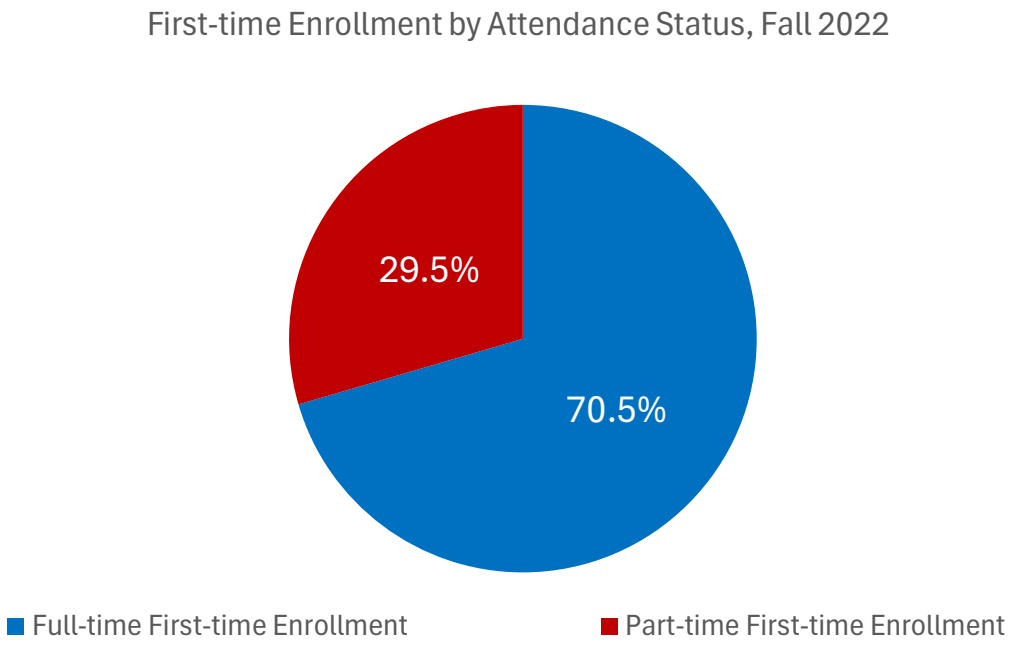
- PhD enrollment is flattening; domestic student first time enrollment has decreased for a second year.
- Financial concerns and career uncertainties are impediments to interest in graduate school; they are the major factors impacting graduate student mental health and attrition, and other benefits.
- Raising stipends may be a short-term fix; we need new models consistent with the new demographics and career trajectories of PhD and Masters students.

The decrease in domestic first-time enrollment partially offset by the growth in international students.



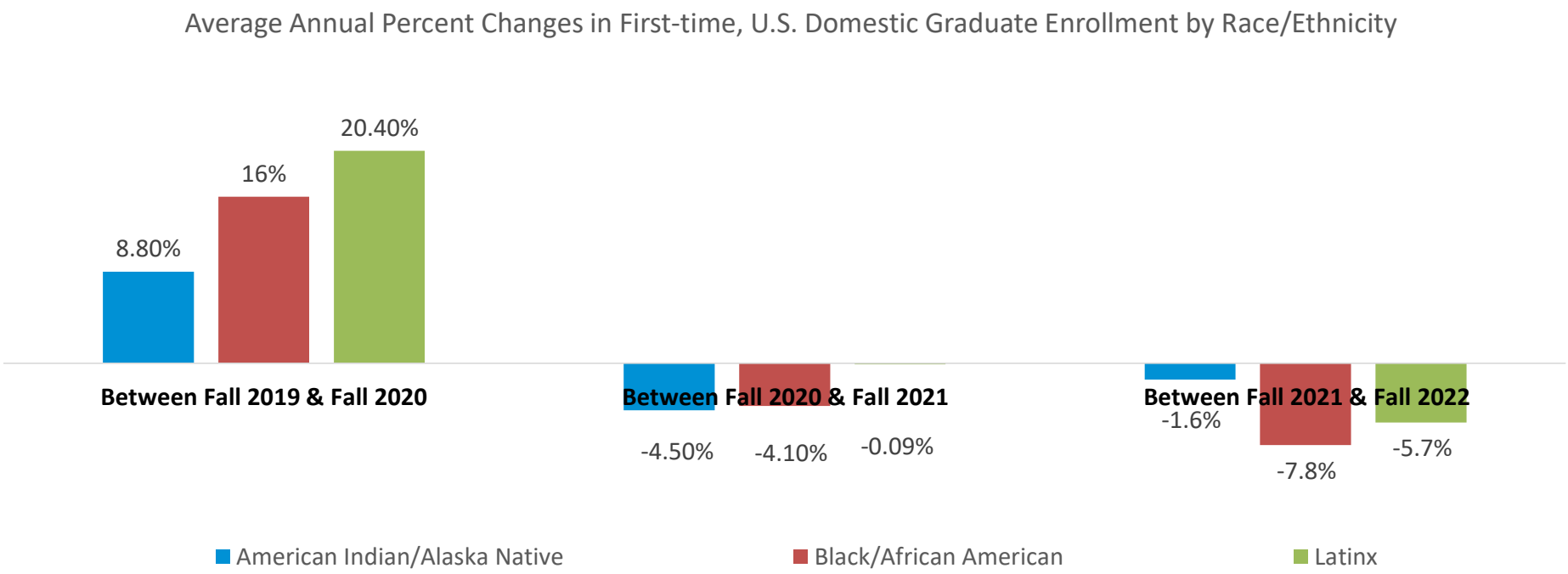
Data Source: Council of Graduate Schools/Graduate Record Examination, Survey of Graduate Enrollment & Degrees (GE&D Survey), Fall 2022.

Part-time graduate students account for 29.5% of first-time enrollment in Fall 2022.



Data Source: Council of Graduate Schools/Graduate Record Examination, Survey of Graduate Enrollment & Degrees (GE&D Survey), Fall 2022.

American Indian/Alaska Native, Black and Latinx first-time graduate enrollment decreased between Fall 2021 and Fall 2022.

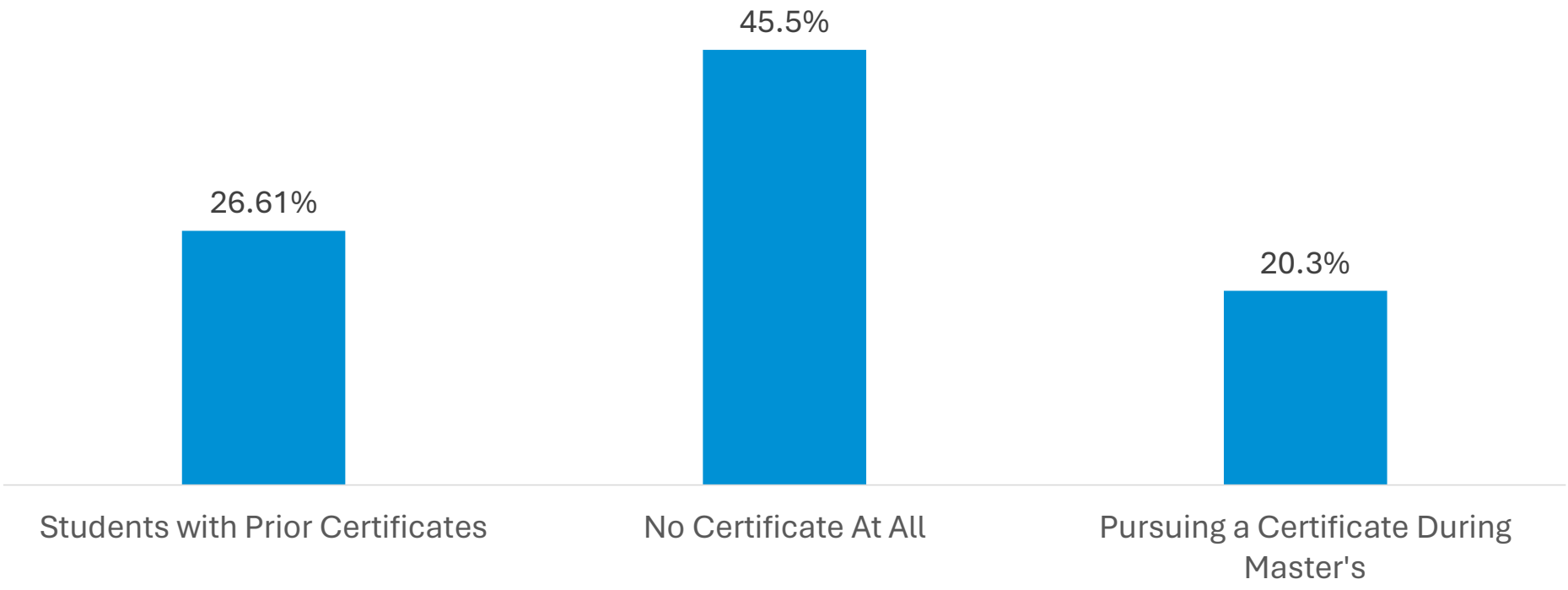


Data Source: Council of Graduate Schools/Graduate Record Examination, Survey of Graduate Enrollment & Degrees (GE&D Survey).

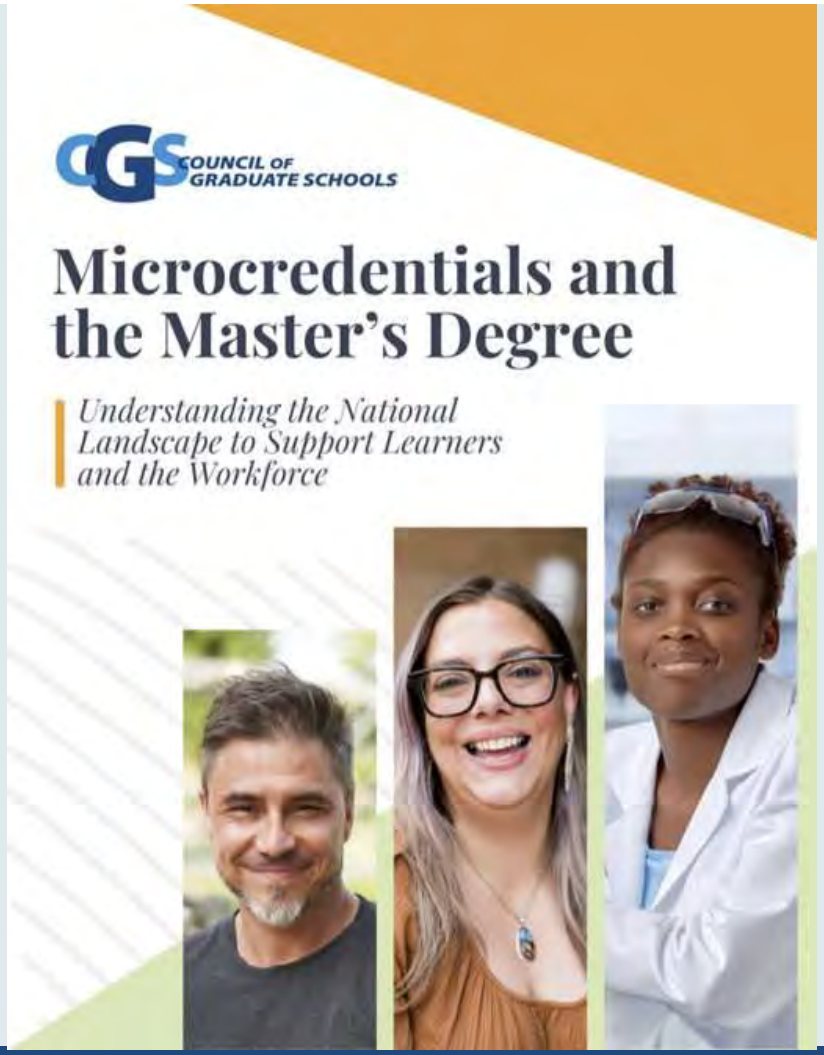
Why the Decreases?

- Why?
  - Good economy/employment opportunities?
  - Unfair admission practices?
  - Not enough applications?

One fifth of all Master's students earn a certificate during their Master's degree, more than half hold at least one certificate by graduation



Supported by grant #2100343



COUNCIL OF GRADUATE SCHOOLS

Supported by ETS

The National Name Exchange, Now with NSF Support

- Award will be implemented over five years.
- The goal of the award is to expand and improve NNE.
- Award was granted by the new NSF Directorate for Technology, Innovation and Partnership (TIP)
- NSF is passionate about increasing the pathways of underrepresented students into STEM graduate programs and careers.



CGS COUNCIL OF GRADUATE SCHOOLS

Supported by grant #2336484

NSF

CGS, NSF, and the Future of NNE: What does it mean?

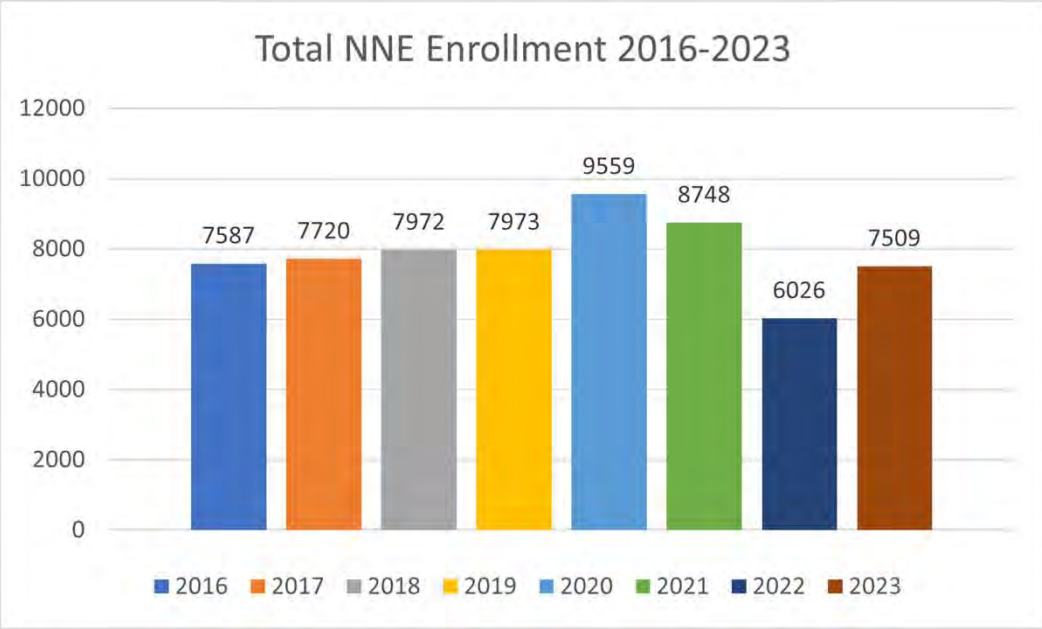
- Broadening the definition of underrepresented to include more students
- Improve data collection and alignment with national datasets
- More and better resources for NNE enrollees and coordinators
- Greater institutional participation in NNE
- More opportunities to engage and provide feedback on NNE

Broadening the Definition of "Underrepresented"

- The 2024 cycle will see an expanded definition of underrepresented that will include student populations excluded in previous years.
  - Veterans
  - Rural students
  - First-generation students
  - Women in some STEM fields
- Supporting racial and ethnic minority access to graduate education will remain central to the mission of NNE

Overview of the 2023 NNE Enrollment

- 7,509 students enrolled in 2023.
  - 50 - Class of 2022 – gap year students
  - 1,722 - Class of 2023
  - 2,667 - Class of 2024
  - 1,994 - Class of 2025
  - 943 – Class of 2026
- The enrollment increased in 2023
  - Overall, 24.6% increase
  - 33% of the enrollees have research experience
  - 354 master's students enrolled



Data Source: Council of Graduate Schools, National Name Exchange, 2016-2023 NNE Enrollment Statistics

Supporting Equity-Minded Graduate Education in a Changing Legal Landscape

A CGS Project supported by ALFRED P. SLOAN FOUNDATION

Objective 1:

Understand how the SCOTUS decision is impacting graduate admissions and broader DEI efforts.

Objective 2:

Build consensus around a range of legally sound practices across key communities.

Objective 3:

Develop and share strategies for pursuing DEI in the post-decision environment.

2024: Roll-out of Information & Resources

Resources for University Leadership	• Framework to inform decision-making for general counsels and graduate deans. • Resource on institutional collaboration to support DEI. • Webinar presentation. • Summer Workshop plenary: *Understanding DEI in Federal and State Legal Contexts*
Resources for Graduate Faculty	• Resource on supporting equity at the graduate program level. • Webinar presentation. • Summer Workshop Technical Workshop: *Principles and Practices of Law-Attentive DEI: Support for Graduate Programs*

Cost of Graduate Education Taskforce

- **Charge:** The Cost of Graduate Education Taskforce will conduct an in-depth examination of the cost of graduate education and develop a set of guiding principles that may be of use to the graduate education community in making decisions designed to optimize the accessibility, affordability, and quality of education. Given the complexity of the issues, the Taskforce will be divided into three working groups that will meet monthly.

- **Timeline:** The 15-member Taskforce began meeting in December of 2023 and is slated to continue its work for the duration of 2024. The whole Taskforce meets bimonthly, with working group meetings held every month.

- **Deliverables:** The Taskforce will produce guiding principles on the cost of graduate education. The group is also exploring additional deliverables for on and off-campus audiences surrounding a host of topics related to the Taskforce charge.

Cost of Graduate Education - Working Groups

- **#1 Graduate Student Compensation:** This group will address issues such as, institutional support, stipend levels, graduate student assistantships, tuition-waivers, and other forms of support (food, housing, transportation, insurance, childcare, etc.). The overarching goal of this working group is to address the topic of how graduate education is financed and any equity issues concerning graduate assistantships.

- **#2 Affordability and Return on Investment (ROI):** This working group will address the pressing issues of affordability, transparency, and a graduate's ROI. The members will focus on various issues, including the cost of master's education, fee-based programs, graduate certificates, learning models, transparency about costs and career outcomes, alternate career pathways, and the disparity in cost and outcomes between research and professional degrees.

- **#3 Models and Sources of Financial Support:** This working group will discuss federal, state, and corporate funding for graduate education. This group will also spend time on extramural funding opportunities.



We hope to see you in Boston for a "tea party?"

July 13-17

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The Midwestern Association of Graduate Schools

New Graduate Administrators Workshop April 3, 2024

David Daleke, Dean of the Graduate School and Vice Provost for Graduate Education and Health Sciences, Indiana University Bloomington

Email: grdschl@indiana.edu

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

Email: JulieMasterson@MissouriState.edu

Topics Submitted by You

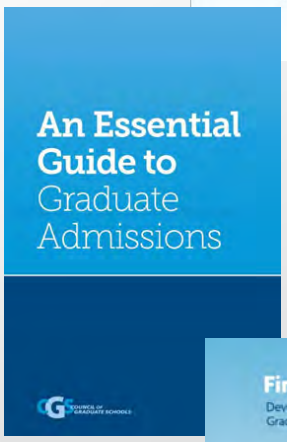
- Supporting engagement in both international and domestic students
- Leading a small unit with limited resources
- Encouraging faculty/staff/students to show up to events and programs

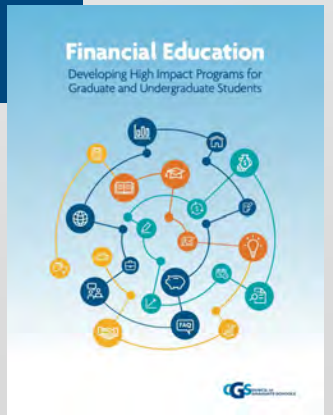
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Areas of Focus for Today

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







Free resources from the Council of Graduate Schools Member Library

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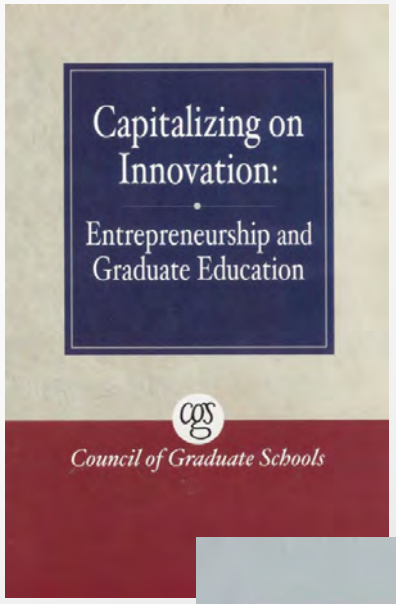
Advocating for Graduate Education

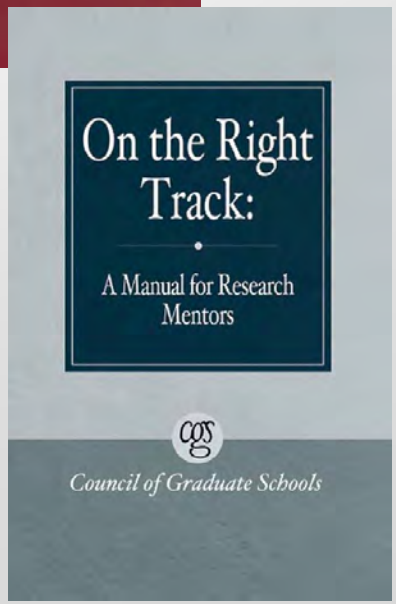
- *Internally and Externally*
- *Managing differing perspectives*
- *Who are we serving?*

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Strategies for Creating a Graduate Culture

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





Small Group Discussion



Is graduate education a private or a public good?



How would you tailor a message about graduate education to:

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

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Graduate Enrollment Management

- *Marketing/Recruitment and Admissions*

Principles of Marketing and Recruitment

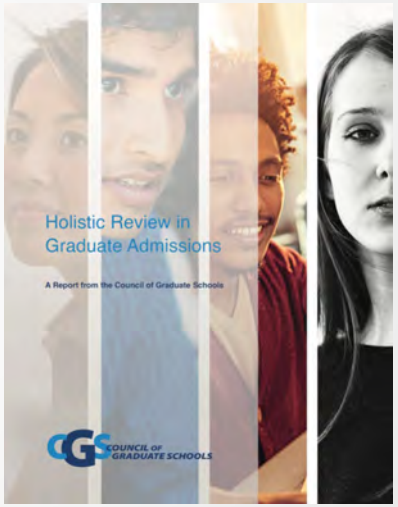
- Is "your product" marketable?
  - Access: Online & Hybrid Programs
  - Efficiency: Accelerated Programs
  - Interdisciplinary Programs
  - Stackable Credentials
  - Joint & Dual Degrees
  - Competency Based Degrees
- Who is the target audience?
  - How do you access them?
- Effective messaging
  - Messenger
  - Medium of delivery
- Assessing Result (ROI)
  - Courage! Expecting (demanding) meaningful outcomes data not the norm.
- Awareness of diversity and inclusion must permeate all levels
- Special considerations for international recruiting

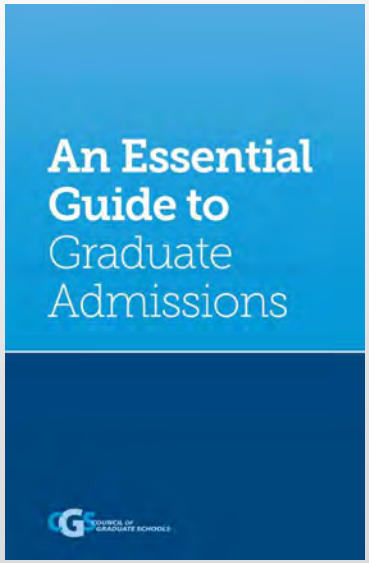


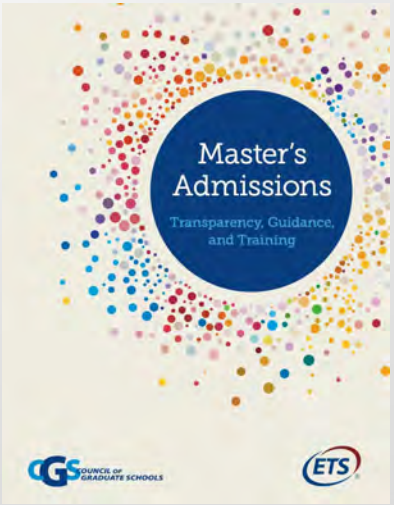
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Issues in Graduate Admissions

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







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Small Group Discussion



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

What (if anything) can best be done centrally?

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



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



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



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

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Promoting Retention and Completion

Factors to Consider

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

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Small Group Discussion



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



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

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Success in Graduate Education

Inertia

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



Dynamic Forces

- Organizational and leadership change
- Financial fluctuations
- Strategic directives
- Stakeholder pressure



Approaches to Success

- Mutually beneficial signature programs that attract the next talent pool
- Promote tangible evidence of excellence at undergraduate and graduate levels
- Generate excitement about building on successes
- Set aspirational criteria for excellence
- Provide examples of program distinction
- Encourage curricular revision/updating
- Seak opportunities to share advancements
- Team building
- Recognition/appreciation for advancements

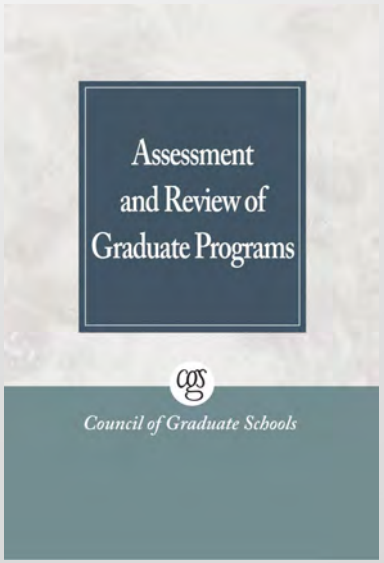




Quality Control

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





Small Group Discussion



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



What metrics can you use for assessment?



How can you incentivize change?

Re-Envisioning Graduate Student Orientation in Dynamic Times

Sarah Beal, PhD | she/her

Professional Development Specialist

Kent State University

KENT STATE UNIVERSITY

GRADUATE COLLEGE

Raise your hand if you…

- Are NOT from St. Louis
- Have a pet
- Have met a celebrity





Kent State University

- Northeast Ohio
- Large, public, R1
- Predominately white institution
- 33,000 students across 8 campuses

Kent State University Graduate Students

- 10 Colleges, decentralized
- 5,400 graduate students
  - 64% white or Caucasian
  - 18% international
  - 464 first generation
- Graduate College formed in Fall 2022



Kent State Graduate College

- Dean- 20%
- Associate Dean- 75%
- Professional Development Specialist- 50%
- **Coordinator- 100%**
- **Special Assistant- 100%**
- Administrative Manager- 20%

Kent State Graduate College

What we do:

- Awards/ Fellowships
- Orientations
- Writing Retreats
- Various programs
- Advisory councils

What we do not do:

- Admissions
- Recruitment

Impact of Belonging

- Leads to greater retention and persistence
- Reduces equity gaps
- Supports student well-being



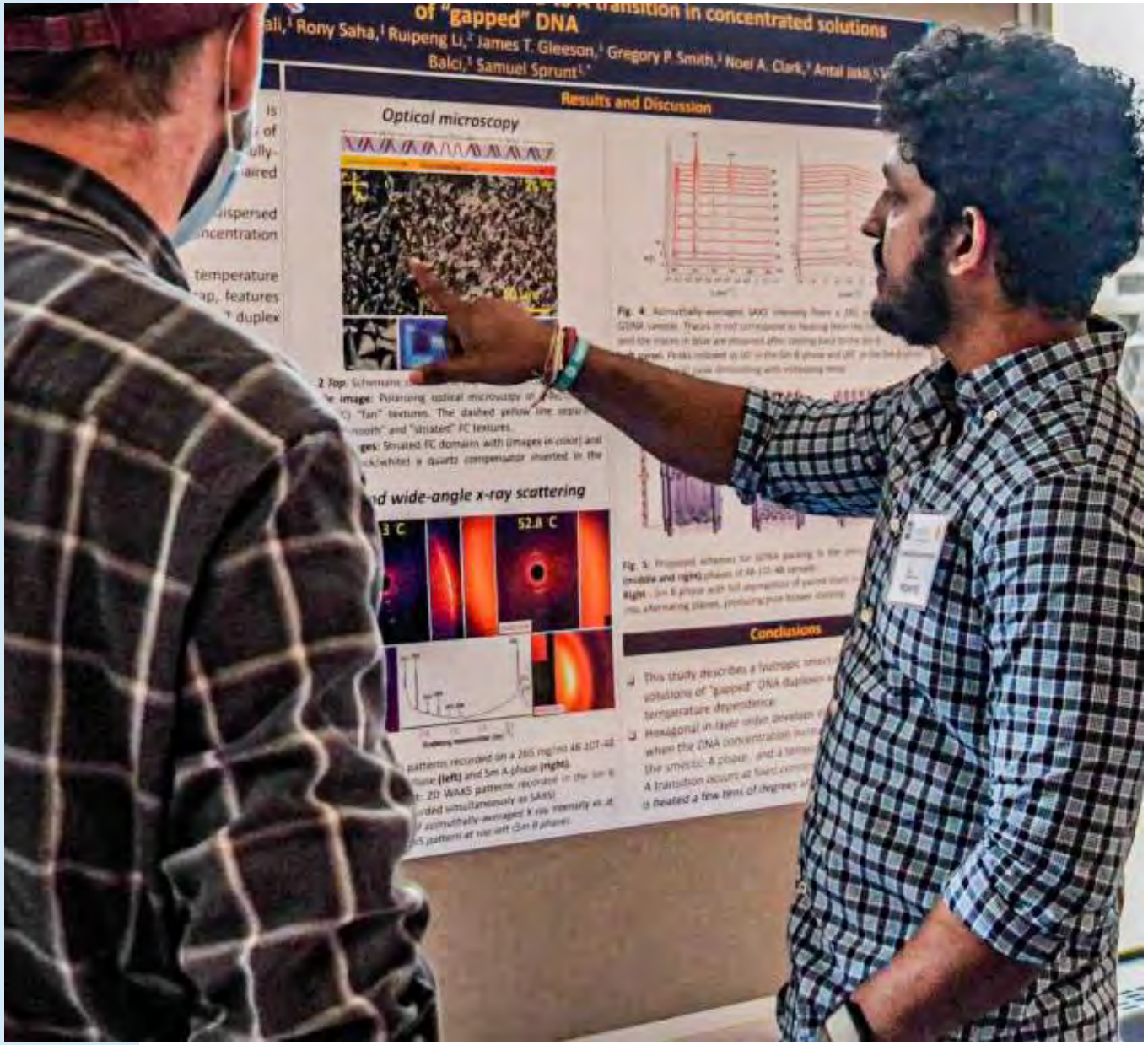
Kent State and Belonging Efforts

- Future Flash Day
- Flashes 101 + Destination Kent State
- Belonging Champions
- Division of People, Culture, and Belonging



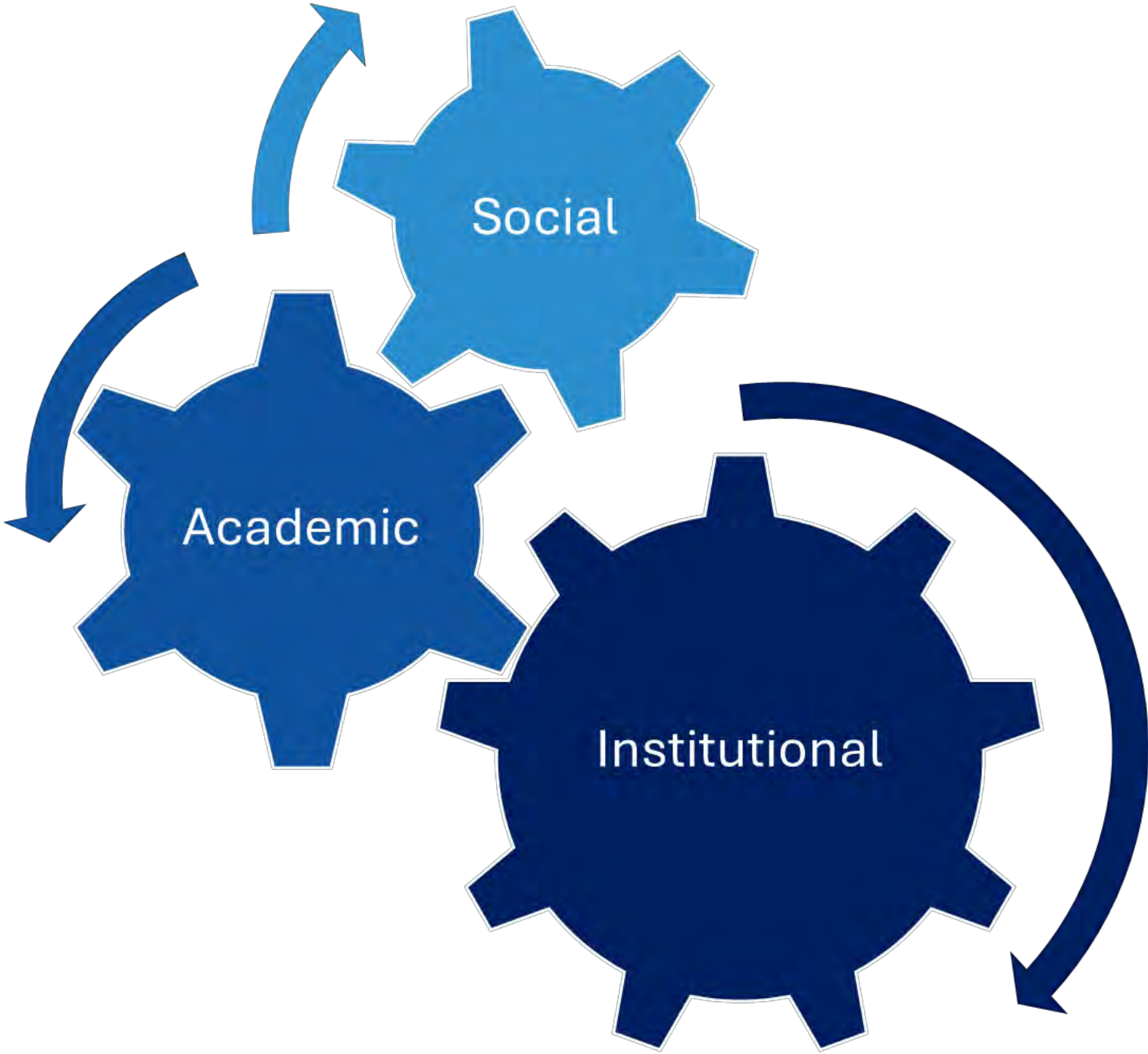
Graduate Students and Belonging

- Different needs
- Different place in life
- Different expectations



Types of Belonging

www.haworth.com/na/en/spark/articles/2023/q3/3-dimensions-that-heighten-belonging-in-higher-ed.html



For most grad students, institutional belonging is not a priority…

HOWEVER, if students need support beyond their academic program, we want them to know where to go!

Grad Students and Institutional Belonging

GRADUATE COLLEGE

Past Orientations

- Resource presentations from various offices
- Breakout Room presentations led by Grad College Fellows
- Resource fair

Re-Envisioning Orientation

- Make the in-person experience worthwhile
- Balance what can be handled in-person vs. online
- Include opportunities to support/ promote belonging



Notecard Activity

Pass Your Card

Pass it Again!

Yellow Notecard

What are you EXCITED about?

Blue Notecard

What are you NERVOUS about?

Setting Goals for Graduate School

Make sure your goals are **SMART**: **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound

	Research	Teaching	Skills	Personal
First Year of Grad School				
Last Year of Grad School				
Future Career				

Faculty Roundtables- 40 faculty!

- Think about graduate student success and sense of belonging. What do these two concepts mean to you?
- What strategies have you used in the past to attain success? How do you think you will need to adjust and/or shift for graduate education?
- Identify one strategy and/or action step to employ to help you transition into your program of study at Kent State.

Other Orientation Sessions

- **Breakout Sessions**
  - Navigating Academic Life
  - Setting Healthy Boundaries
  - Student Well-Being
  - Managing Finances
- **Resources Fair + Lunch**
- **TA Training**





Longer-Term Community Building

- Cohorts
- Affinity Groups
- Student Organizations
- Celebration events

Lessons Learned

- More intentional communication about Canvas site
- Students have *just* arrived
- Importance of free food
- Shorter day + fewer options
- Faster turnaround for cohorts
- More chairs!!







- **Building reputation among students as a place to go for support/ community**
  - Traffic in our area
  - Students reaching out for support
  - Slowly increasing participation at events
- **Connecting students with faculty**
- **Building closer network with campus partners**

Thank you!

Please reach out with questions or suggestions!

Sarah Beal

sbeal5@kent.edu



Strategic Initiatives for Dynamic Times

Graduate School, Kansas State University

Claudia Petrescu, Mike Young, Megan Miller
cpetrescu@ksu.edu; michaelyoung@ksu.edu,
mmmiller@ksu.edu

MAGS, April 2024

Content

- Introduction
- Strategic planning and Stakeholders
- Graduate Council leadership: role in change management
- Getting data and information to decision making
- Summary
- Q&A

Introduction

OR

Why do we have to think planning/change/adaptation

A changing HE and grad education landscape

- Increased visibility of graduate education:
  - Value of HE education and graduate education (Financial Value Transparency and Gainful Employment rule taking effect July 1, 2024)
  - Grad student debt
- Changes in the competition landscape for providing graduate/advanced skills and knowledge
- Other factors

Graduate Student Enrollment*

	2019	2020	2021	2022	2023
Total Graduate Students	**4,042**	**4,120**	**4,134**	**4,196**	**4,156**
Full-Time	2,115	2,107	2,078	2,053	2,076
Part-Time	1,927	2,013	2,056	2,143	2,080
In-State	1,691	1,685	1,649	1,690	1,732
Out-of-State	2,351	2,435	2,485	2,506	2,424
Men	1,722	1,677	1,698	1,719	1,762
Women	2,320	2,443	2,436	2,477	2,394
Age: 19 and Under	1	1	0	1	0
Age: 20-24	979	1,042	1,049	1,088	1,154
Age: 25-39	2,342	2,302	2,272	2,254	2,133
Age: 40 and Over	719	775	813	853	869
Non-Res. Alien	762	675	678	654	682
American Indian	17	19	17	31	24
Asian	78	100	104	110	118
Black	171	169	185	182	182
Hawaiian/Pacific Is	6	6	6	4	4
Hispanic	251	276	295	304	313
Multiracial	87	91	99	92	101
Unknown	86	78	79	81	74
White	2,584	2,706	2,671	2,738	2,658

* does not include DVM students

Source: https://www.k-state.edu/pa/data/student/

Designing and implementing decision-making framework for graduate education @KSU to support change and adaptation



Partners/Stakeholders

- Graduate Students
- **Graduate faculty** and graduate program directors
- Graduate staff
- Leadership
  - Department heads and Associate Deans (working partners)
- Campus community (non-academic areas)
- Larger Community

Graduate Faculty: Shared governance process

Graduate Council (GC) : the chief legislative and policy-formulating body of the Graduate Faculty

Duties:

- ✓ to formulate, review, and approve policies concerned with the conduct of graduate study
- ✓ provide effective leadership in advocating graduate education and scholarship of the highest caliber

Graduate Council *Composition*: The Graduate Faculty is organized into Academic Areas for the purposes of electing representatives to the Graduate Council.

- Applied Natural Sciences
- Arts and Humanities
- Basic Natural Sciences
- Business and Education
- Mathematical and Engineering Sciences
- Social Sciences

Organizational *structure* - Four committees (each with a chair):

1. Academic Affairs Committee
2. Council Committee on Planning
3. Assessment and Review Committee
4. Student Affairs Committee

Source: https://www.k-state.edu/grad/student-success/graduate-handbook/

Strengthening the role of GC

Initiative: GC leadership meeting with Grad Dean & GS leadership during week before the GC meeting (*"Kitchen Cabinet"* to GS Dean)

Goals:

- Better process to Identify opportunities and challenges
- Better connection between Administration, grad faculty, and academic areas/colleges/departments
- Increase participation in Graduate Council
- Increase transparency of decision making

→ ***Increase participation of grad faculty in thinking of present and future of grad education (change/adaption)***

Getting data and information for decision making



Leveraging data…

	Program level	Student level
Recruitment	Admission rate vs. Yield rate Time appl. spent at admissions stages National benchmarks and trends Peer practices (competitors) Website activity Stipends – funded and funding level Sharing of program performance data	Demographics Inquiries Questions asked
Retention	Retention percentage Degree completion Years to degree Years to program of study Stipends – funded and funding level Career outcomes Milestone achievement National benchmarks and trends Peer practices Curriculum (e.g., coursework option) Mental health and belongness	Demographics Degree progress – milestones GPA Grades of Incomplete Financials

Leveraging data… for decision making

	Program level	Student level
Recruitment data	Marketing strategies Program modality Number of faculty Program stipend levels Website design Program redesign/closure Curriculum redesign Scholarships: fundraising	Marketing strategies Website design – addressing the common questions Tuition/fee waivers Scholarships: best targets for recruitment
Retention data	Program redesign to maximize progress Training GPDs and graduate faculty Career services support Professional development Course frequency GTA/GRA preparedness Mental health support Social networking opportunities Faculty grant activity to support GRAs	Re-examine admission criteria to ensure students can succeed Tutoring and other student support Identifying struggling students (GPA/Inc)

Lessons learned about leveraging data

- **Need a culture of data-informed decision making**
  - GC Assessment and Review Committee had questions about its role in providing planning and decision-making guidance to programs
  - Colleges often pay less attention to grad programs than to UG ones
- **Data integrity often questioned by those impacted**
  - Data are indeed easily misread – deep experience is necessary
- **Some data are hard to obtain**
  - Some data not systematically collected
  - Some data lack common "keys" to integrate across systems
  - Some units believe they 'own' the data and must gatekeep access

Leveraging the Strategic Planning Process

1. University Launches Next Gen Strategic Plan (August 2023)
2. Grad School holds strategic planning retreat with grad constituents (Oct., 2023): information collected
3. Grad School conducts grad students needs assessment survey
4. Grad School conducts survey of faculty, staff, administrators
5. Grad School generates first draft of Strategic Plan
6. The four chairs of GC committees review and generate second draft
7. Grad School holds strategic planning retreat with all constituents to review draft, identify KPIs: May 2024
8. Final draft provided by June 2024 – will be aligned by the Chief Strategy Officer (CSO) with the Colleges/University plans

Impact of SP Process (expected)

- Increased *visibility of graduate education* and its importance to the implementation of Next Gen Strategic Plan
- *Incorporation of grad education goals* info colleges' goals
- Enhanced partnership between GC & colleges
- Road map for Grad Council and *empowerment of grad faculty*
- *Road map for Grad School*

Summary

To prepare for “change”: need to have discussions and decision-making now on how to navigate turbulences

- ✓ *Increased the ”powers” of the graduate faculty* in decision-making by strengthening the relationship between the Grad School, its Dean, and Grad Council
- ✓ *Developed dashboards and data usage mechanisms*
- ✓ Engaged in a *comprehensive strategic planning process* to develop a roadmap that will help us navigate change and alignment with University and Colleges work


Q&A

Supporting International Graduate Students: Identifying Social, Cultural, and General Needs Beyond the Classroom to Promote a Sense of Belonging



Stacey Kay Arnold, EdD, LCSW - Indiana University- Assistant Dean of Informatics Computing and Engineering

My Why:







- Adoptive mother of two international students
- Truly believe in the value and perspective that international graduate students bring to the classroom
- Noticed a focus/emphasis on undergraduate international students and on classroom-based pain points. Limited data and support for international graduate population
- Completed doctoral dissertation on international graduate students in a specific content area
- Currently serve at an institution where over 80% of the graduate students in my academic unit are international
- Graduate international students who feel a sense of belonging experience positive influences in relation to their academic self concept, and their feelings related to competency and success (Ostrove et al., 2011).

Agenda



-International Graduate Student Snapshot

-Common International Student Pain Points

-Creating a Sense of Belonging : Cultural Validation, Social Engagement and Peripheral Support

-Q & A

International Graduate Student Snapshot



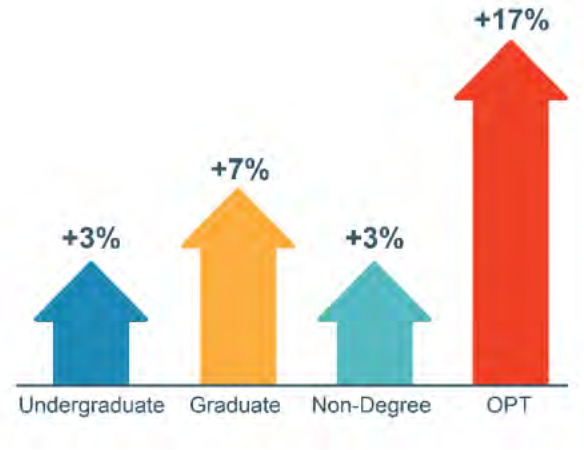
-During the 21-22 academic year graduate students accounted for about 385,000 of the 730,000 international students in the U.S. (Open Doors, 2022)

-Graduate students are now the leading group of international students seeking to earn a degree in the United States

-International students come from over 200 countries (FWD.US., 2021) The top five countries of origin for international students studying in the United States are China, India, South Korea, Saudi Arabia, and Canada (Institute of International Education, 2019)

-Typical characteristics: average age 33, employed while attending school, professional work experience (Franklin University, 2021)

Changes in International Student Totals by Academic Level (Fall 2023)



Common International Graduate Student Pain Points that Impact Sense of Belonging



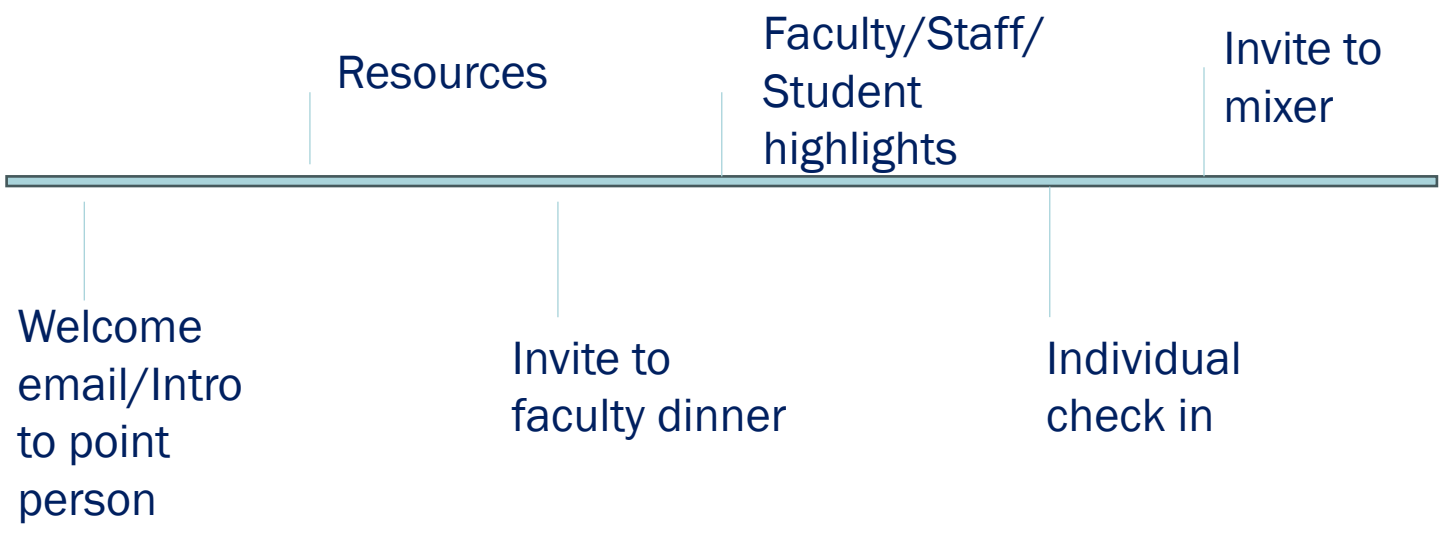
-Bureaucracy: immigration (pre-departure, post-departure, and post-study) (Kahnal & Gaulee, 2019)

-ILL equipped programs and institutions: Stealth students, Limited comprehensive information about campus and community, programming geared more towards undergraduate students (Bartram, 2008)

-Social and Cultural Challenges: limited cultural validation (Burdett and Crossman, 2012), limited meaningful engagement with faculty and peers (Arnold, 2023), Socio-cultural theory highlights an individual's quest to grow and feel ingrained in their surroundings (Ward & Kennedy, 1999) however, Many international students come from countries of origin where collectivism is celebrated. These students must adapt to the US which has more of a individualistic mindset (Zhai, 2002)

Creating a Sense of Belonging

Start welcoming international graduate students early!
-Share comprehensive information regarding the campus and the community as far in advance as possible (Bartram, 2008)
-Assign a point person(if possible) to assist your international graduate students (faculty, peer mentor)
-International student communication journeys: check in, resources, student highlights, events (can utilize CRM for this)





Creating a Sense of Belonging (cont.)



Social Interaction and Engagement:

-Host mixers to allow international students to connect in a more meaningful way with their peers.

-Have faculty host intimate international student events (consider hosting in their homes if possible)

Faculty Training

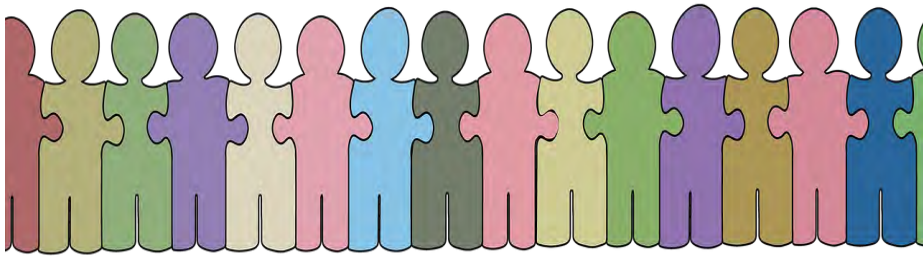
-Educate faculty regarding appropriate engagement with international students(working with students with accent, implicit bias training, international graduate student panels)

-Encourage faculty to ensure that curriculum reflects global perspective

Creating a Sense of Belonging(cont.)

Resources/Insights

- Part of feeling ingrained in surroundings rests on understanding how to navigate surroundings. Host “how to” navigation sessions that are geared towards graduate student needs (home rental, transportation to practicum site, money management, balancing work and school)
-Wrap around support: support should come from both the larger university AND the academic unit
- International graduate students are not a monolith, gather student insights on needs via surveys and focus groups. Research and understand customs, cultural nuances, etc. related to countries where your international graduate students are from.



Q & A



-What are the pain points that your international graduate students have identified?

-What is your institution doing to better support your international graduate students?



***Simple exchanges can break down walls between us, for when people come together and speak to one another and share a common experience, then their common humanity is revealed*--Barak Obama (New York Times, 2009)**

Thank you!!!

Stacey Arnold, EdD, LCSW

arnoldsk@iu.edu



References

Bartram, B. (2008). Supporting international students in higher education: Constructions, cultures and clashes. *Teaching in Higher Education*, *13*(6), 657-668. https://doi.org/10.1080/13562510802452384

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FWD.US. (2021). International students and graduates in the United States: 5 things to know. https://www.fwd.us/news/international-students/#:~:text=During%20the%202019%2D2020%20school,are%20from%20China%20and%20India

Khanal, J., & Gaulee, U. (2019). Challenges of international students from predeparture to post-study: A literature review. *Journal of International Students*, *9*(2), 560-581. https://doi.org/10.32674/jis.v9i2.673

New York Times. (2009). Transcript: President Obama's remarks at a student roundtable in turkey. https://www.nytimes.com/2009/04/07/us/politics/07obama-turkey-transcript.html

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Ward, C., & Kennedy, A. (1999). The measurement of sociocultural adaptation. *International Journal of Intercultural Relations, 23*, 659-677. https://doi.org/10.1016/S0147-1767(99)00014-0

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Developing an Open Educational Resource to Support Applicants in Writing Successful Statements of Purpose

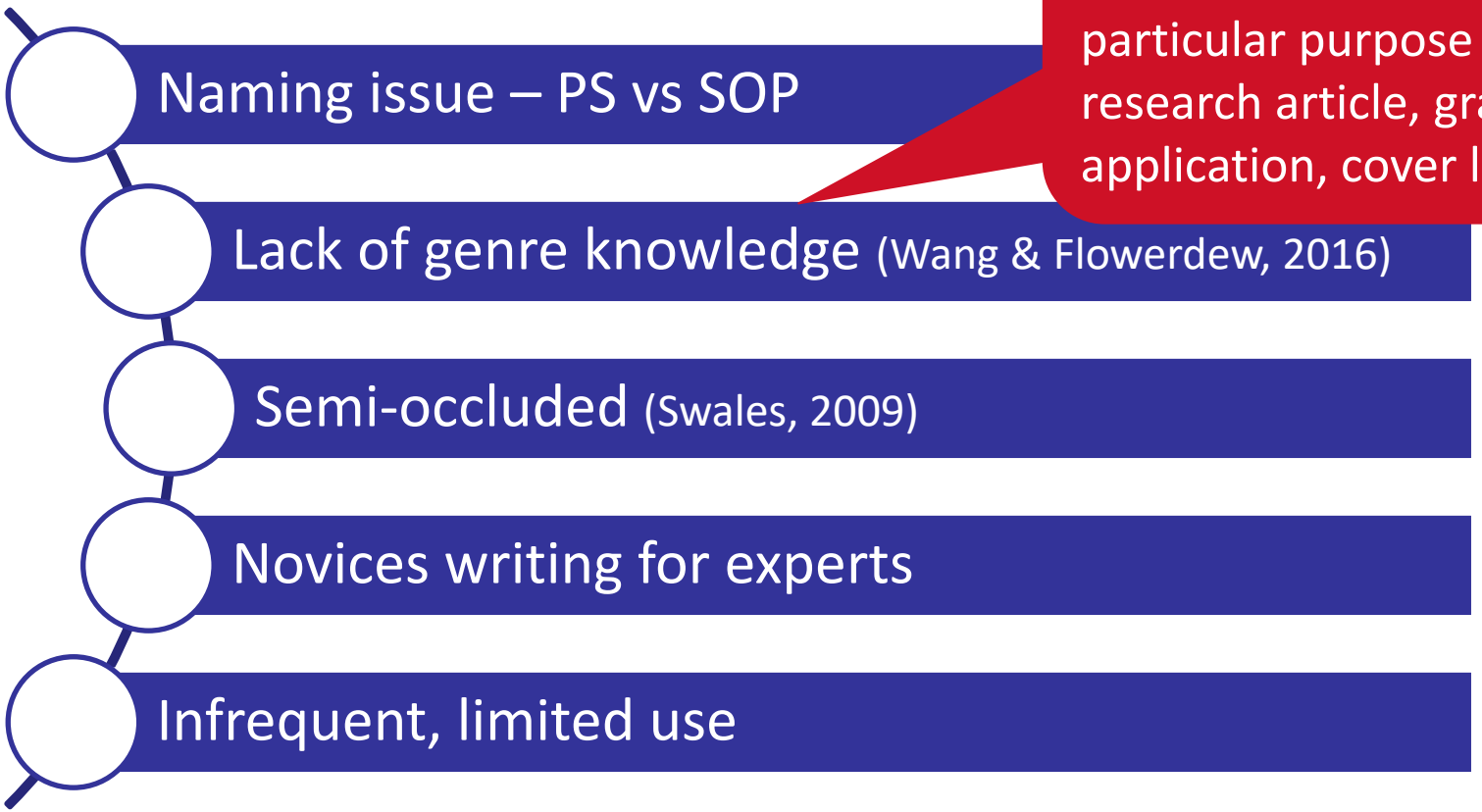
Erin Todey (she/her)
Assistant Director, Ronald E. McNair Postbaccalaureate Achievement Program
Graduate College

eftodey@iastate.edu

IOWA STATE UNIVERSITY

As a reader/reviewer, what are your experiences with statements of purpose (SoP) and graduate school application materials?

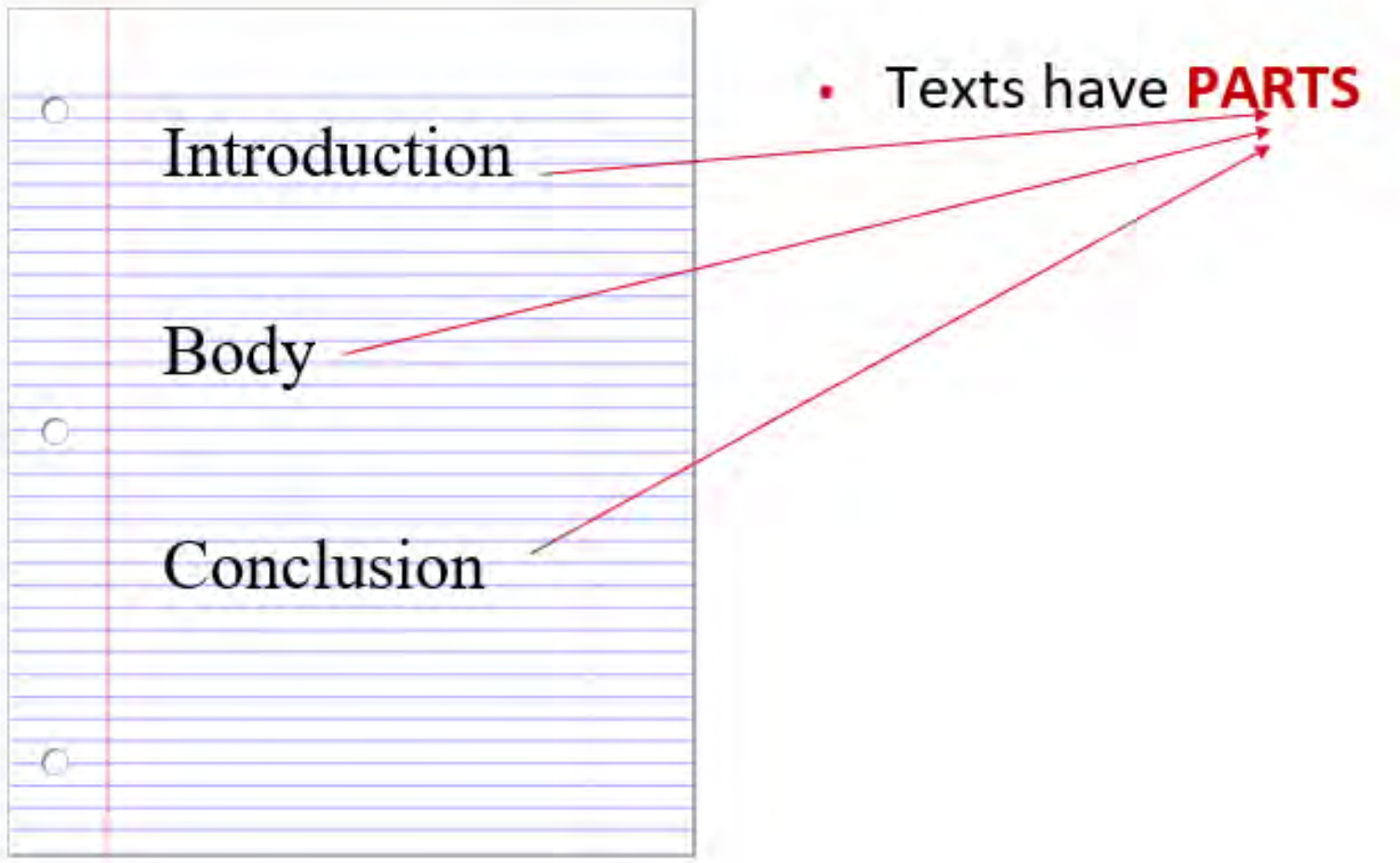
Challenges with the Statement of Purpose (SoP)



Challenges with the Statement of Purpose (SoP)

"It is clear that **genres act** not only as channels of communication but also **as barriers for novices or outsiders**"
(Tardy, 2004, p. 13).

Text Structure



Text Structure

Articulating the Motivation of the Application

Research interests

My research interests include nanosilica applications in food processing, packaging, and storage.

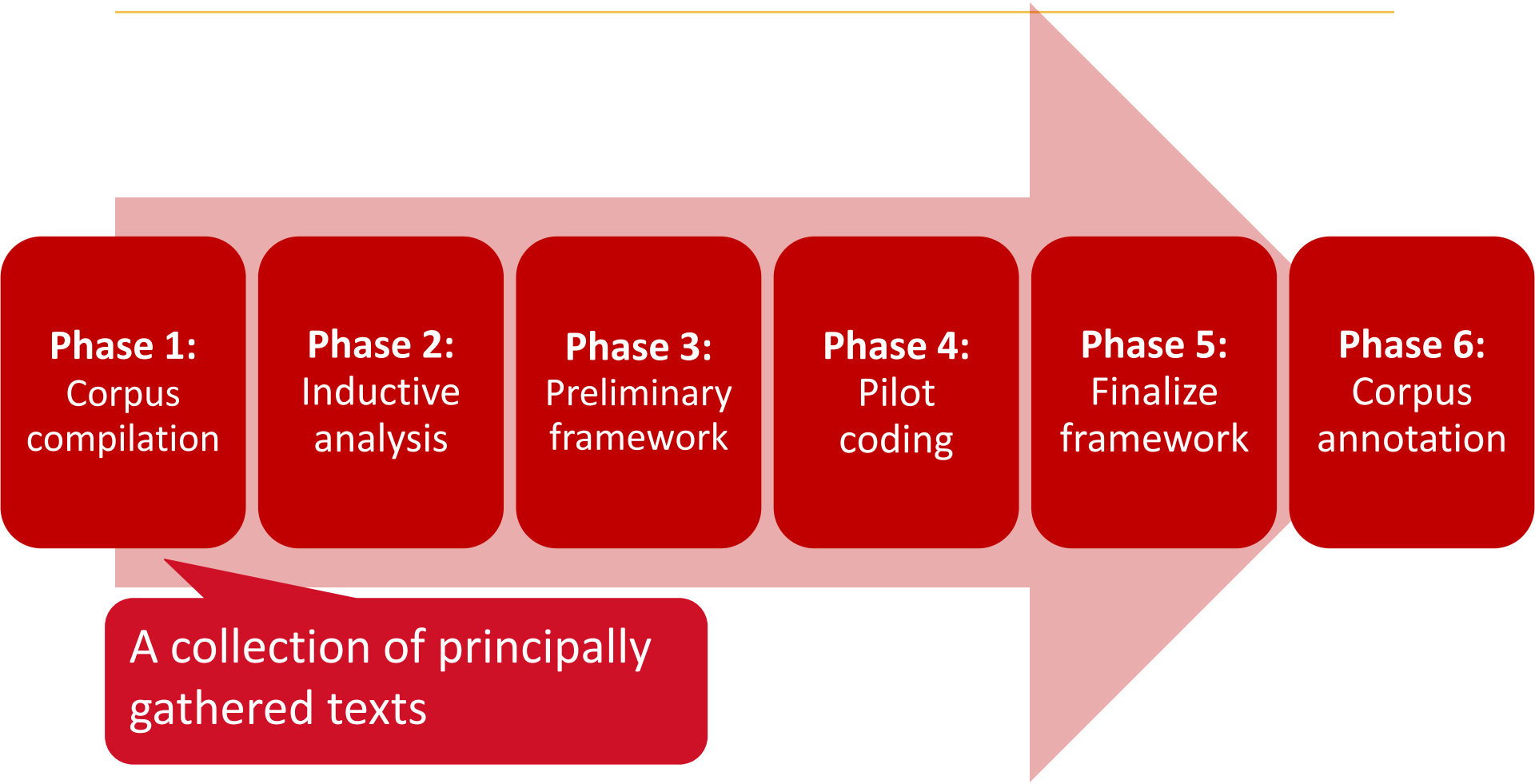
- Texts have **PARTS**
- These parts have **GOALS**
- These goals are realized by **STRATEGIES**
- These strategies are achieved through **LANGUAGE**

Study Purpose

- Analyzing the parts, goals, strategies, and language can:
  - Help us **understand a genre**
  - More effectively **teach the genre**

- **Study aim**: To investigate the structure of the SoP in order to more effectively teach this genre.

A Genre Analysis (Swales, 1990) of Graduate School SoPs



Corpus Compilation

60 masters SoPs
36 doctoral SoPs

ISU SoP Corpus composition

	# of texts	# of words	L1 English	L2 English
Social Science & Humanities	96	46,625	68	28
Natural & Applied Science	96	45,108	52	44
Total	**192**	**91,733**	**120**	**72**

43 masters SoPs
53 doctoral SoPs

Majors

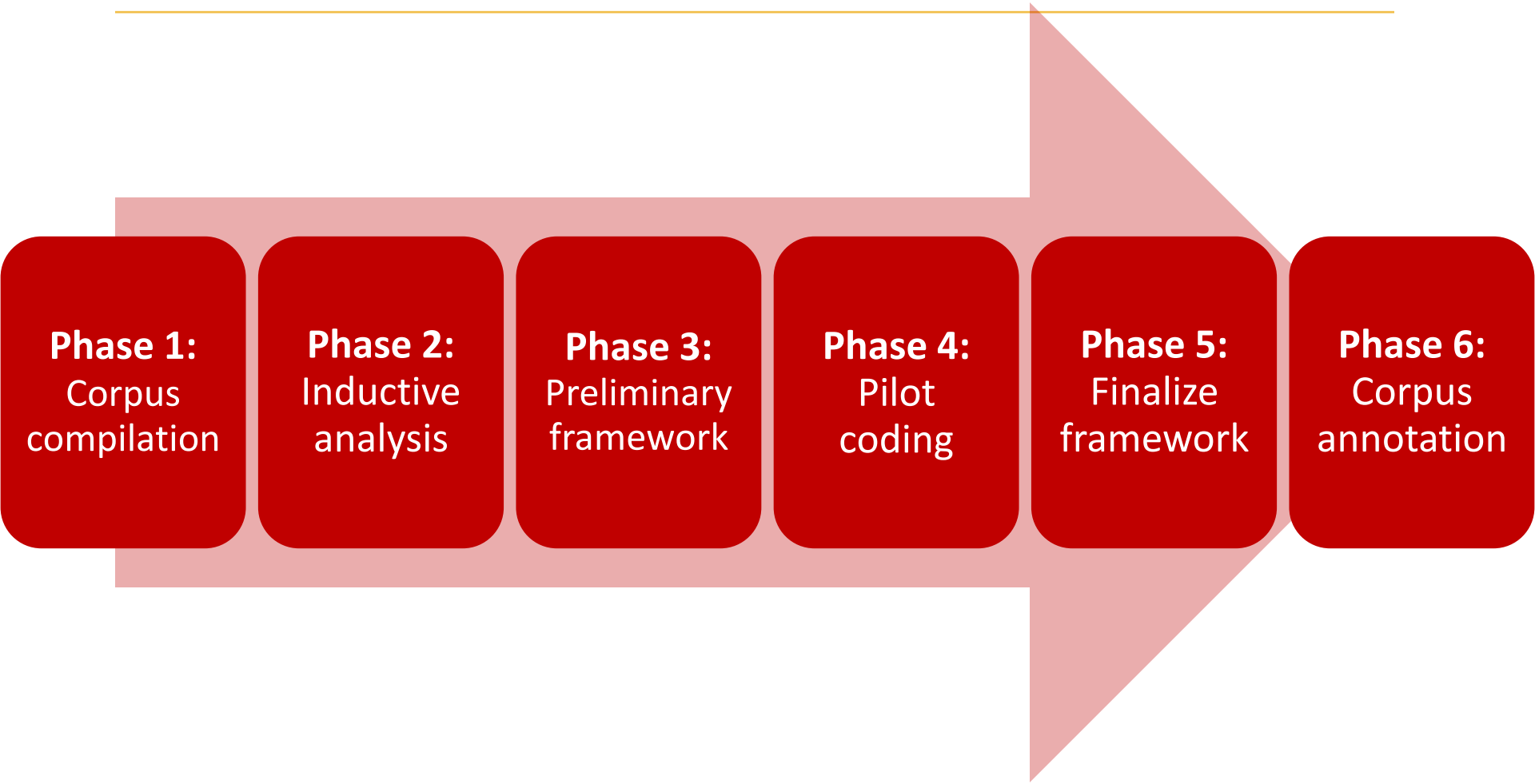
Social Sciences & Humanities

- Apparel, Merchandising, & Design
- Applied Linguistics
- Architecture
- Business & Technology
- Economics
- Education
- Graphic Design
- History
- Human Development & Family Studies
- Integrated Visual Arts
- Landscape Architecture
- Political Science
- Psychology
- Rhetoric & Prof. Communication
- Sociology
- Urban Design

Natural & Applied Sciences

- Aerospace Engineering
- Ag & Biosystems Engineering
- Animal Science
- Biomedical Science
- Chemistry
- Civil Engineering
- Computer Science
- Electrical Engineering
- Genetics & Genomics
- Kinesiology
- Mechanical Engineering
- Microbiology
- Physics
- Plant Pathology
- Soil Science
- Statistics

A Genre Analysis (Swales, 1990) of Graduate School SoPs



SoP Framework

1. Experiences

- Educational; research; professional; academic and professional success; discipline-specific knowledge

An Example

Goal: **Experiences**

Strategy: **Research experience**

At the beginning of my junior year and my first semester as a McNair Scholar, **I collaborated with** my faculty mentor, Dr. Nathaniel Wade, in the Network Community Counseling Lab at Iowa State University. […] Together **we examined** the roles that parental communication, childhood sexual abuse, and other adverse childhood experiences play in later relationship quality among Black women.

SoP Framework

1. Experiences

- Educational; research; professional; academic and professional success; discipline-specific knowledge

2. Motivation

- Personal experiences/identities; research interests; goals; need for continued education

An Example

Goal: **Motivation**

Strategies: **Personal experiences** and **Goals**

Since arriving in the US in 2015, **I have lived in a refugee community** where most elders do not speak English or know about their healthcare resources, specifically insurance policies. […] Through these experiences, **I have recognized my passion for** addressing the healthcare system and issues that impact immigrant communities.

SoP Framework

1. Experiences

- Educational; research; professional; academic and professional success; discipline-specific knowledge

2. Motivation

- Personal experiences/identities; research interests; goals; need for continued education

3. Fit to Program

- Express interest; project success; conclude application

An Example

Goal: **Fit to Program**

Strategy: **Express interest**

I am applying to **your Social Psychology PhD program** to work with [professor], **because** I am interested in his research on how the media influences aggression.

SoP Framework

1. Experiences

- Educational; research; professional; academic and professional success; discipline-specific knowledge

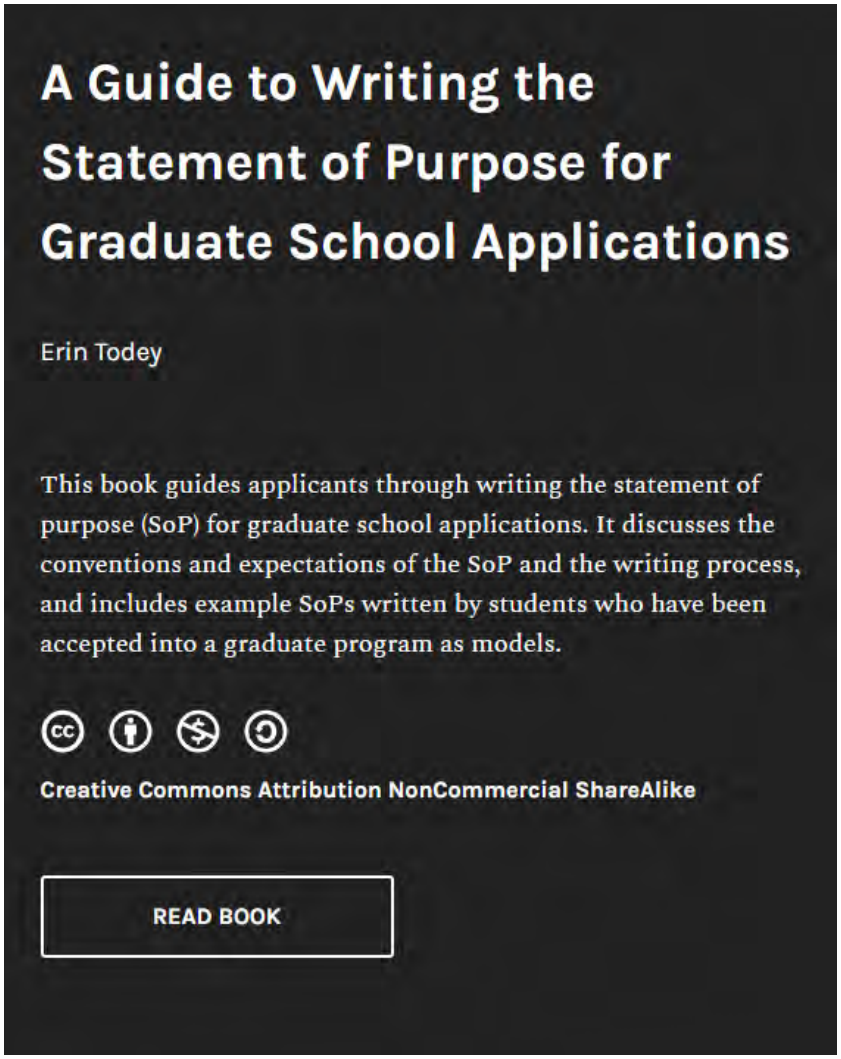
2. Motivation

- Personal experiences/identities; research interests; goals; need for continued education

3. Fit to Program

- Express interest; project success; conclude application

SoP Open Educational Resource (OER)



PB PRESSBOOKS

SoP Open Educational Resource (OER)

- Section 1: Introduction
- Section 2: Identifying & Writing About Your **Motivation**
- Section 3: Identifying & Writing About Your **Relevant Experiences**
- Section 4: Identifying & Writing About Your **Program Fit**
- Section 5: Engaging in the Writing Process
- Section 6: Annotated SoPs
- Section 7: Words of Wisdom from Successful Applicants

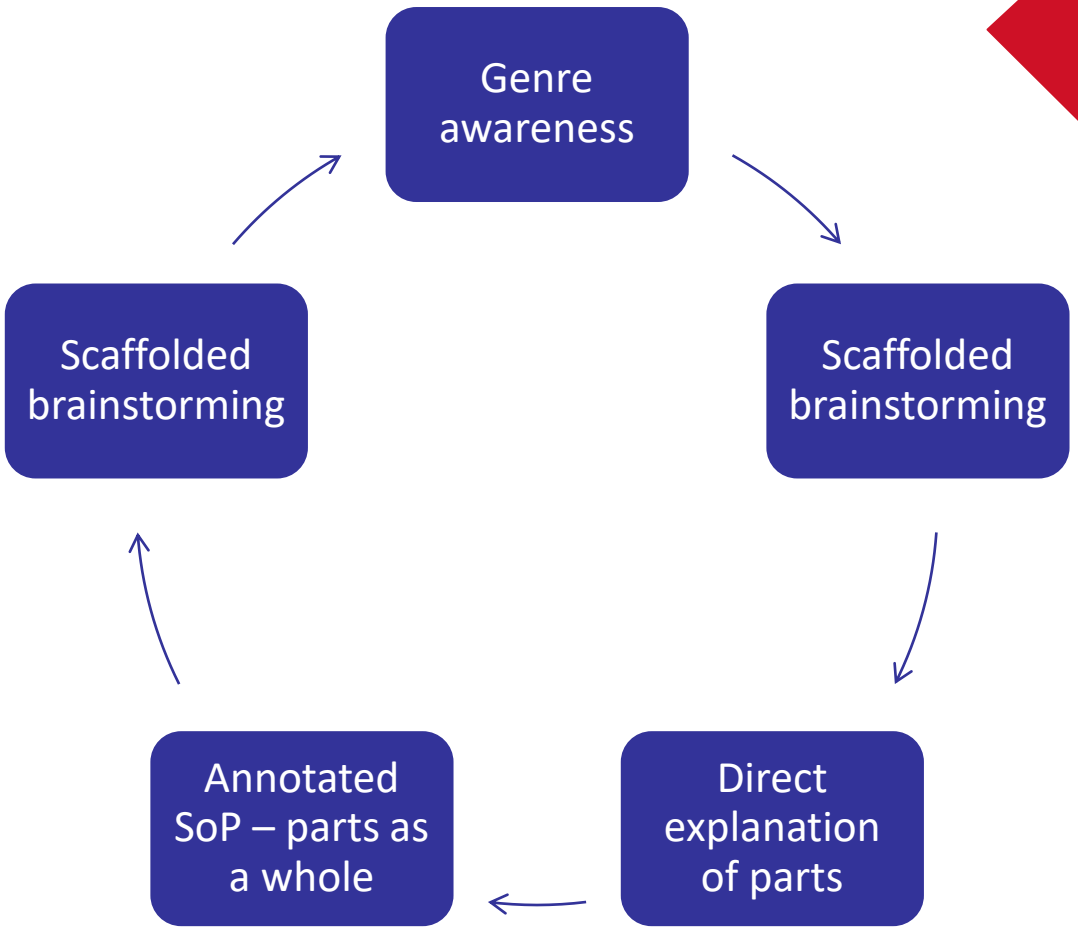
Section 1: Introduction

- What is graduate school?
- The graduate school application
  - Online application
  - Transcripts
  - GRE scores
  - Letters of recommendation
  - CV/resume
  - Statement of purpose
  - Personal and/or diversity statements
- Sample SoP prompts
- SoP framework

Section 2: Identifying & Writing About Your Motivation

- Annotated SoP
- Brainstorming Activity (Part 1)
- SoP Framework (Motivation) Explanation + Examples
  - Personal experience and/or identity
  - Research interests
  - Goals
  - Need for continued education
- Annotated SoP
- Brainstorming Activity (Part 2)

Theoretical Underpinnings



Theoretical Underpinnings

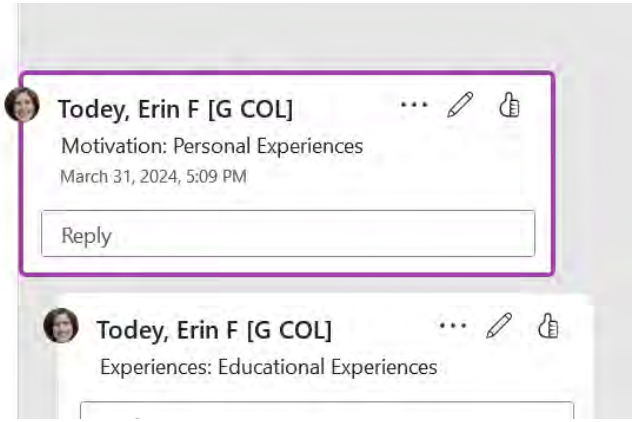
- Genre awareness (e.g., Swales, 1990; Tardy, 2004) – **explicit and direct instruction** of genre conventions and audience expectations
- **Scaffolded** (Vygotsky, 1978)

Section 3: Identifying & Writing About Your Relevant Experiences

- Annotated SoP
- Brainstorming Activity (Part 1)
- SoP Framework (Experiences) Explanation + Examples
  - Educational, research, and/or professional experience
  - Academic and professional success
  - Discipline-specific knowledge
- Annotated SoP
- Brainstorming Activity (Part 2)

Annotated SoP

I was taught to always reach for ginger tea before ibuprofen. In the small, rural Brazilian town where I grew up, pharmaceuticals were always used as a last resort. My agronomist parents were well-versed in herbal remedies, many of which were generational traditional practices. When moving to the United States, I learned to respect the conventional use of synthetic drugs but was frequently confused about the cultural and health differences between natural and synthetic medications. This curiosity grew when I joined my high school's Science Olympiad team, studying and competing in subjects such as genetics and chemistry, in tandem with creatively engineering working models of vehicles such as boats and helicopters. After obtaining a full-ride academic scholarship to Iowa State University, I confidently decided to pursue a B.S. in Chemical and Biological Engineering to jumpstart my scientific career.



Brainstorming Activity

What experience do you have that prepares you for graduate studies?

What research experiences have you had? What skill sets have you developed?

What other experiences have been particularly formative in your decision to pursuing a graduate degree?

Copy

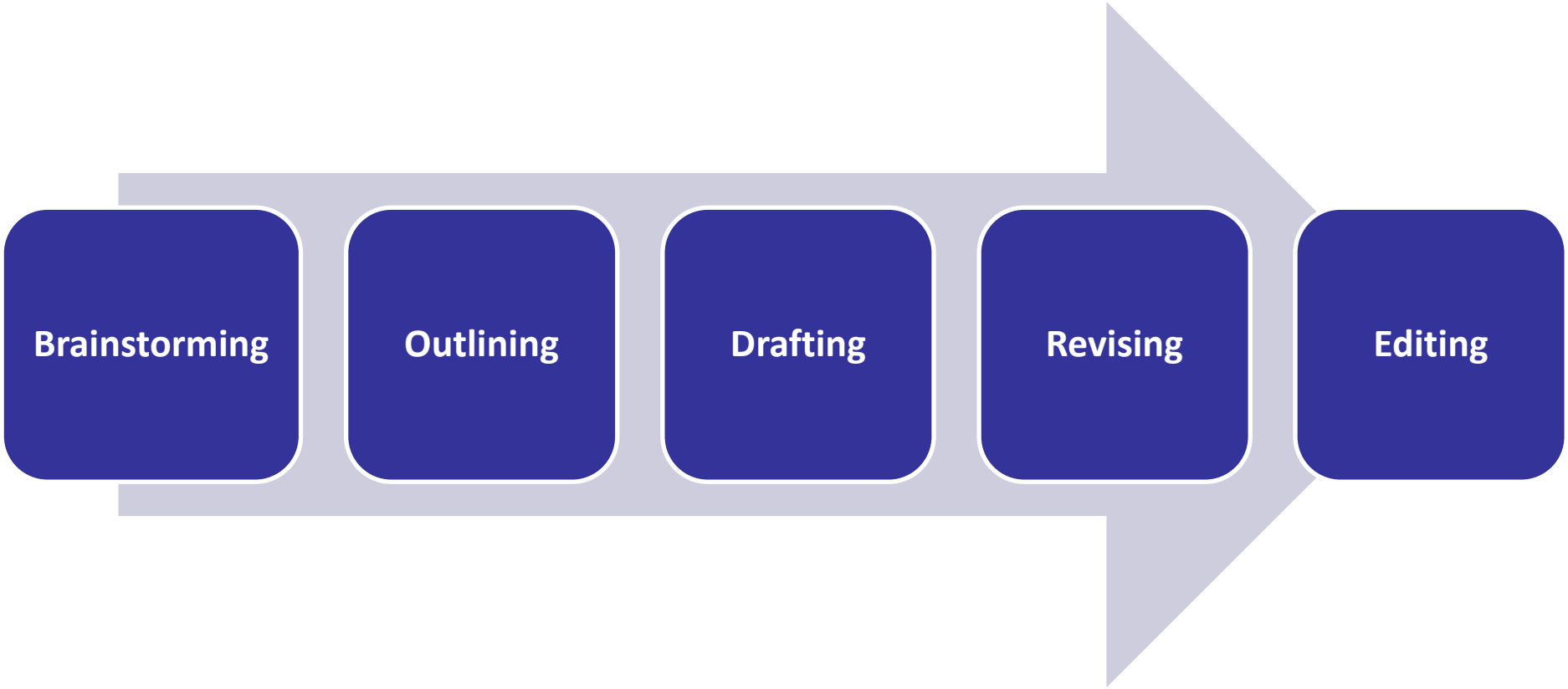
Section 4: Identifying and Writing About Your Program Fit

- Annotated SoP
- Brainstorming Activity (Part 1)
- SoP Framework (Program Fit) Explanation + Examples
  - Express interest in the graduate program
  - Project success and/or enthusiasm
  - Conclude the application
- Annotated SoP
- Brainstorming Activity (Part 2)

SoP Open Educational Resource (OER)

- Section 1: Introduction
- Section 2: Identifying & Writing About Your Motivation
- Section 3: Identifying & Writing About Your Relevant Experiences
- Section 4: Identifying & Writing About Your Program Fit
- Section 5: Engaging in the Writing Process
- Section 6: Annotated SoPs
- Section 7: Words of Wisdom from Successful Applicants

Section 5: Engaging in the Writing Process



SoP Open Educational Resource (OER)

- Section 1: Introduction
- Section 2: Identifying & Writing About Your Motivation
- Section 3: Identifying & Writing About Your Relevant Experiences
- Section 4: Identifying & Writing About Your Program Fit
- Section 5: Engaging in the Writing Process
- Section 6: Annotated SoPs
- Section 7: Words of Wisdom from Successful Applicants

SoP OER Development Timeline

2018-2023	May 2023-May 2024	Summer 2024	Fall 2024	Spring 2025
• SoP Research	• OER Development	• OER Review • Initial use w/ISU McNair	• Initial use w/McNair Programs Nationally • Initial use w/Partner Institutions	• OER Revision

An Invitation to Collaborate

Interested in using the SoP OER with students at your institution in Fall 2024?



https://tinyurl.com/2bxjm8fs

eftodey@iastate.edu

Acknowledgements

Dr. Elena Cotos, Center for Communication Excellence
Dr. Sarah Huffman, Center for Communication Excellence

Thelma Harding, Graduate College

Miller Open Education Mini-Grant Program, Center for Excellence in Learning & Teaching

Abbey Elder, Iowa State University Library

An Invitation

Interested in using the SoP OER with students at your institution?



https://tinyurl.com/2bxjm8fs

eftodey@iastate.edu

Graduate Program Inventory

Program:

Academic Unit:

Graduate Program Director:

Academic Unit Leader:

College:

- ○ College of Business
- ○ College of Education
- ○ College of Natural and Applied Sciences
- ○ Darr College of Agriculture
- ○ McQueary College of Health and Human Services
- ○ Reynolds College of Arts, Social Sciences and Humanities
- ○ Other

Enrollment Numbers and Goals (fill in the blank):

- Number of New Students (Beginning FA23)
- Number of Continuing Students
- Target Capacity
- 3 Year Enrollment Goal (by FA26)
- 5 Year Enrollment Goal (by FA28)

Source of Curriculum:

- ○ All courses for this program are offered within our academic unit.
- ○ Courses for this program are somewhat interdisciplinary (students take *some* courses outside the academic unit).
- ○ Courses for this program are interdisciplinary (students take *several* courses outside the academic unit).

Program Structure:

- ○ Standardized/lockstep
- ○ Some required courses, but mostly individualized
- ○ Completely individualized

Marketing and Recruitment Tasks
Please select the person(s) responsible for each task listed below.

	Graduate Program Director	Academic Unit Leader	Support Staff	Faculty	Graduate Assistants	Task not currently being completed.
Work with Graduate College to develop marketing messaging and target populations.	☐	☐	☐	☐	☐	☐
Work with Graduate College to develop and implement EMP strategies, including moving prospects to applicants.	☐	☐	☐	☐	☐	☐
Organize and coordinate on-campus and off-campus recruitment/marketing events for traditional and accelerated (if applicable) tracks for the program.	☐	☐	☐	☐	☐	☐
Follow up with prospective students who request information.	☐	☐	☐	☐	☐	☐
Return phone calls/emails/texts from prospective students in a timely manner.	☐	☐	☐	☐	☐	☐
Be available to meet with students who visit campus.	☐	☐	☐	☐	☐	☐
Maintain and update graduate program information on websites, brochures, social media, etc.	☐	☐	☐	☐	☐	☐
Develop strategies to inform prospective students of potential funding streams.	☐	☐	☐	☐	☐	☐

Additional comments: In the box below, please feel free to include any comments, rationales, and/or requests for assistance related to marketing and recruitment.

Admissions Tasks

Please select the person(s) responsible for each task listed below.

	Graduate Program Director	Academic Unit Leader	Support Staff	Faculty	Graduate Assistants	Task not currently being completed.
Ensure appropriate communication with applicants *In Progress* to encourage application submission.	☐	☐	☐	☐	☐	☐
Ensure appropriate and timely internal review of applications.	☐	☐	☐	☐	☐	☐
Make admission decisions and inform Graduate Admissions in WebAdmit according to response goals.	☐	☐	☐	☐	☐	☐
Participate as necessary in annual configuration of program application in GradCAS.	☐	☐	☐	☐	☐	☐
Assist other departmental representatives with further understanding and usage of application software system.	☐	☐	☐	☐	☐	☐
Ensure that each admitted student registers for classes the first semester of admission or notify Graduate Admissions that the student has withdrawn or requested a change in start term.	☐	☐	☐	☐	☐	☐
Coordinate the ranking and selection of the program's graduate assistants; communicate with students and submit names to unit/college office to ensure timely processing of GA PAFs.	☐	☐	☐	☐	☐	☐

Additional comments: In the box below, please feel free to include any comments, rationales, and/or requests for assistance related to admissions.

Retention and Completion Tasks
Please select the person(s) responsible for each task listed below.

	Graduate Program Director	Academic Unit Leader	Support Staff	Faculty	Graduate Assistants	Task not currently being completed.
Coordinate initial advisement for all incoming students on required coursework for the first semester.	☐	☐	☐	☐	☐	☐
Ensure that an advisor is assigned to each student. Notify both advisor and student of the assignment and ensure contact information is correct.	☐	☐	☐	☐	☐	☐
Ensure that a Graduate Program of Study (GPS) is uploaded in Advising Notes.	☐	☐	☐	☐	☐	☐
Monitor semester progress for each student in classes, research, and assistantship performance, if applicable.	☐	☐	☐	☐	☐	☐
Follow up with all students contacted via the Proactive Registration process administered by the Registrar.	☐	☐	☐	☐	☐	☐
Ensure appropriate progress toward completion for each student (consistent enrollment in necessary coursework, research milestones, etc.).	☐	☐	☐	☐	☐	☐
Ensure that thesis students and advisors are using the Blackboard thesis site appropriately.	☐	☐	☐	☐	☐	☐
Contact and develop solutions for students requiring attention or accommodation.	☐	☐	☐	☐	☐	☐
Motivate appropriate completion and submission of time-sensitive forms and requirements.	☐	☐	☐	☐	☐	☐
Ensure that degree audits for students are monitored and exceptions and substitutions are added as needed.	☐	☐	☐	☐	☐	☐

Additional comments: In the box below, please feel free to include any comments, rationales, and/or requests for assistance related to retention and completion.

Administration Tasks

Please select the person(s) responsible for each task listed below.

	Graduate Program Director	Academic Unit Leader	Support Staff	Faculty	Graduate Assistants	Task not currently being completed.
Work with academic unit leader to assure a course rotation that allows degree completion over a known time; ensure advisement of students regarding this rotation.	☐	☐	☐	☐	☐	☐
Keep abreast of new developments and trends in the field in order to update curricula as needed.	☐	☐	☐	☐	☐	☐
Keep abreast of new development and trends in the field in order to suggest new graduate programming when desired or necessary.	☐	☐	☐	☐	☐	☐
Coordinate with academic unit leader and/or unit curriculum committee to ensure curricular changes related to the graduate program are done expeditiously and accurately.	☐	☐	☐	☐	☐	☐
Assist with compiling information for annual reports, program assessment, program reviews, and accreditation documents, if applicable.	☐	☐	☐	☐	☐	☐
Engage in strategic planning for the graduate program.	☐	☐	☐	☐	☐	☐
Maintain accurate and ongoing records of all graduate students and provide information as requested to administrators.	☐	☐	☐	☐	☐	☐
Ensure program adheres to any accreditation (program review) requirements.	☐	☐	☐	☐	☐	☐
Serve as informational lynchpin between program (including graduate faculty and students) and broader groups (e.g., academic unit, college, Graduate College, university, professional bodies).	☐	☐	☐	☐	☐	☐
Monitor completion of tasks assigned via this inventory via at least two meetings per year.	☐	☐	☐	☐	☐	☐

Additional comments: In the box below, please feel free to include any comments, rationales, and/or requests for assistance related to program administration.

Are there other tasks associated with supporting your graduate program that we have not asked about on this survey?

Graduate Program Director (GPD) Compensation
(Please select all that apply and provide additional detail.)

- ☐ Stipend (include amount and frequency below; e.g., $5000/academic year)
- ☐ Course Release (include number of course releases per academic year below)
- ☐ Other forms of compensation or support:

How are academic unit leaders, GPDs, and/or others involved with this graduate program held responsible for getting the necessary work done?

Inventory completed by:

Date completed:

Engaging the Campus to Support Graduate Education

MIDWESTERN ASSOCIATION OF GRADUATE SCHOOLS
APRIL 4, 2024

Carrisa Hoelscher, Associate Dean of the Graduate College

Julie Masterson, Associate Provost & Dean of the Graduate College

Missouri State | GRADUATE COLLEGE

Context

- Differences in undergraduate and graduate
  - Entire university division devoted to recruiting undergraduate students
  - Central university structure devoted to supporting student success for undergraduates
  - Grad College and programs responsible for grad. Lack of organization and standardization may have negative consequences.
- Job analysis conducted in Summer 2016
  - Presentations at CGS, CSGS, MAGS
  - Feedback resulted in current inventory
- Academic realignment at MSU and partnership with Provost's Office

Inventory Description

- Open Aug. 8 – Oct. 13, 2023
- One inventory for each degree (roughly 80)
- Requested completion by at least Academic Unit Leader (AUL) and Graduate Program Director (GPD) *together*
- Response rate: 72/80 (90%)

Sections of Inventory

(based on job analysis)

- Enrollment Information/Nature of Program
- Graduate Program Tasks:
  - Marketing and Recruitment
  - Admissions
  - Student Success
  - Administration
- GPD Compensation/Support/Accountability

Enrollment and Source of Curriculum

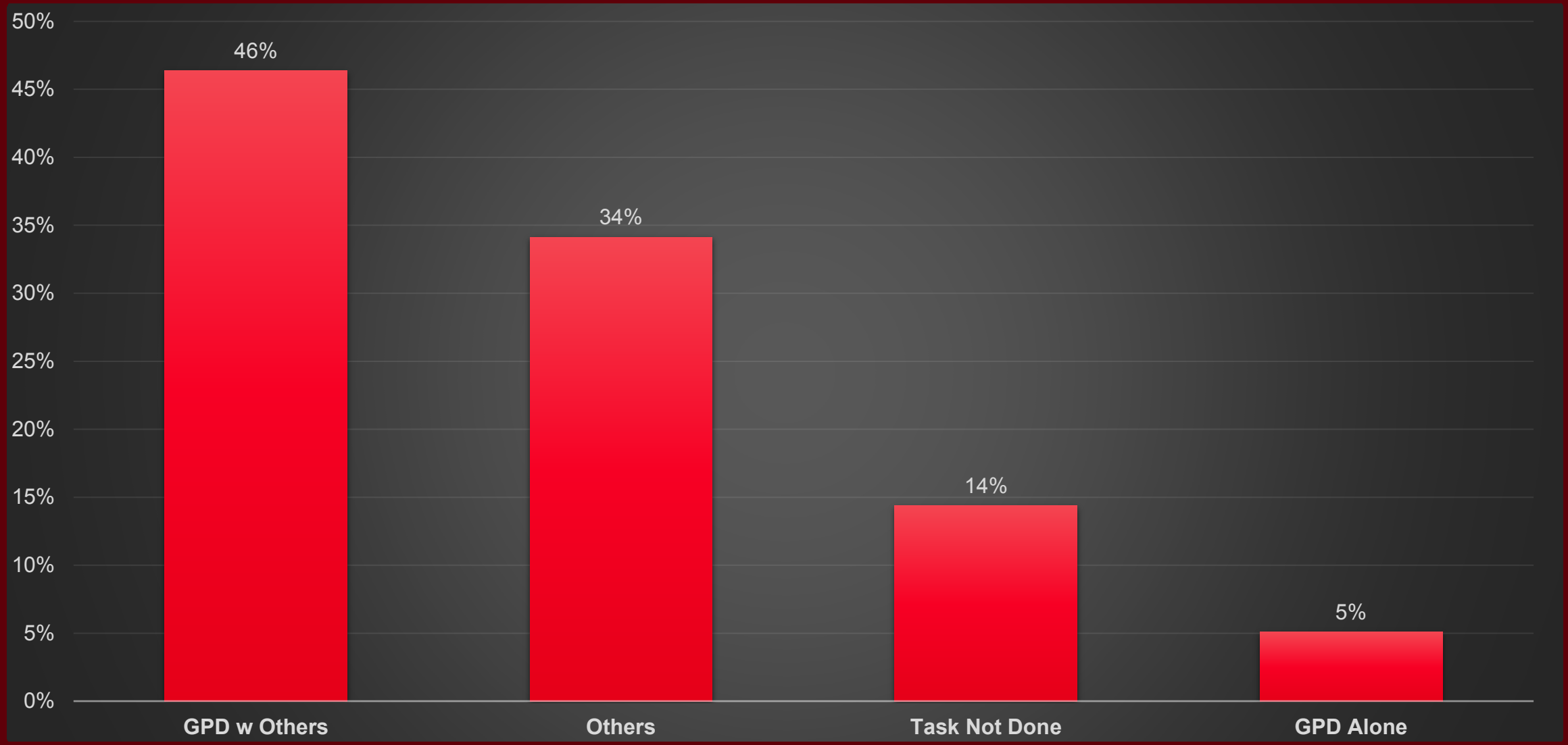
- Enrollment Numbers and Goals
  - Current Enrollment
  - Target Capacity
  - 3 and 5 Year Enrollment Goals
- Source of Curriculum
  - Within unit
  - Somewhat interdisciplinary
  - Interdisciplinary
- Program structure
  - Standardized/lockstep
  - Some required courses, but mostly individualized
  - Completely individualized

Task Performance
All Four Categories (Consistent)

Consult Inventory for Items

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Task Performance



Response Categories

GPD WITH OTHERS

GPD, AUL
GPD, AUL, Faculty
GPD, AUL, Faculty, GAs
GPD, AUL, GAs
GPD, AUL, Admins
GPD, AUL, Admins, Faculty
GPD, AUL, Admins, Faculty, GAs
GPD, Faculty
GPD, Faculty, GAs
GPD, GAs
GPD, Admins
GPD, Admins, Faculty
GPD, Admins, Faculty, GAs
GPD, Admins, GAs

OTHERS

Faculty
Faculty, GAs
GAs
Admins
Admins, Faculty
Admins, GAs

Comments: Marketing & Recruitment Tasks

Category	Example
Limited Resources / Need for Assistance (14)	• We have very limited resources and time for intense marketing and recruitment efforts. • I try my best to recruit […]. But I don't have the expertise, experience, time to commit to an ongoing marketing campaign that reaches prospective students across the globe. • We would love more help in identifying good targets/activities for recruitment. • We need help in this area. I think that getting our online degree known among local governments and not-for-profits would increase enrollments.
Faculty Shortage (4)	• We are down 2 lines (fully staffed at 5 faculty) and therefore offer two of our classes w/ adjunct faculty online. The program goals stated above imply a fully staffed program. • We are currently challenged by having 3 open faculty lines due to competition with medical schools for our faculty. We generally fill the spots we have for research without having to recruit or market much.
Strategies / Process (10)	• Recruitment/marketing activities are coordinated with the COB Marketing, Comm., and External Relations team. • We receive a lot of referrals from folks on campus and in the community. • We do not have a marketing problem; we have more qualified applicants than we can accommodate. Our student number is assigned by our accreditor.

Comments: Admissions Tasks

Category	Example
Limited Resources / Challenges (9)	• We have lost several international candidates who accepted our admissions offer. While the applicants are as strongly credentialed as our US counterparts, they have more difficulty securing GA funding. • A lot of this seems like it doesn't require a lot of training. Many clerical/administrative tasks that could be completed by staff or graduate assistant, freeing the GPD up to pursue more visionary and leadership tasks. • There is no GA assigned to this program and it is problematic with the numbers of students.
Strategies / Process (3)	• The Faculty involved in admission decisions are members of the departmental Graduate Committee. • Content faculty work within their departments to pick candidates.

Comments: Student Success Tasks

Category	Example
Limited Resources / Challenges (7)	• This is an area "in progress" for the program. We are working together to find a process that works especially in the time of an "interim PD" and a decrease in faculty numbers. • We are unaware of the "Proactive Registration process" mentioned above. We'd like more information.
Suggestions (2)	• Perhaps AI can better identify students at risk of dropping out. • There seem to be a lot of safeguards in place for this for undergrads. I'm wondering if the same is true for graduate students. Is there a way the Academic Retention team can assist us in what we do, perhaps piggybacking on the undergraduate systems already in place.
Strategies / Process (14)	• Christy Graham at the Graduate College updates the degree audits for me based on information I provide her. • We are cohort based, there are no choices for courses - traditional advising is not a component of our program. Students are closely monitored throughout the clinical program - step by step.

Comments: Administrative/Logistics

Category	Example
Limited Resources / Challenges (5)	• These tasks consume the greatest amount of my time, thus support would be so greatly appreciated! • Need to develop solid course rotation plan that coordinates with enrollment management. Series of one-year department heads makes this difficult. • Could benefit from a structure and GA help to monitor the tasks. • As program director, I pretty much do everything associated with recruiting, admissions, advising, and administration, although I do consult as necessary with the other faculty members and the department head. • Potential for greater workload [for GPDs] due to school director model.
Strategies / Process (6)	• Some of the potential tasks were unknown to our program and/or are not a good fit for the nature of the [program]. • No accreditation tasks related to our program.

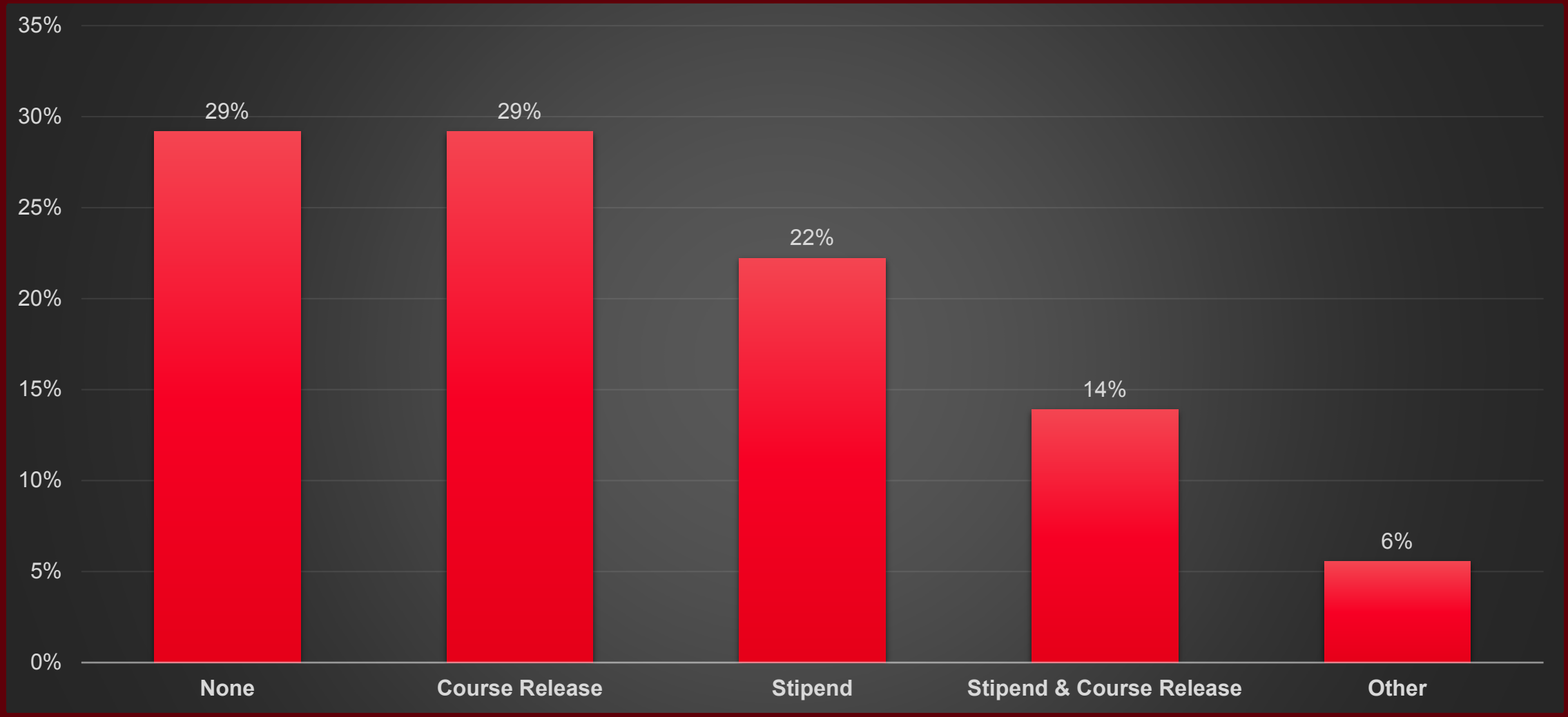
Additional Tasks
(not represented in inventory)

- Graduate Assistantships: hiring paperwork, scheduling/overseeing TAs, training GAs, mentoring (6)
- International Students: extra processes, assisting students when slow/no response from IS (4)
- Research/Capstone Advising (4)
- Events: orientations, networking/professional development (4)
- Clinical regulations/onboarding (2)
- Advising student organizations (2)
- Graduate program forms, handbooks, calendar (2)
- Transcript review
- Mentoring per-course faculty
- Graduate Council (and subcommittees)
- Securing financial support (travel, research) for students
- Coordination of program awards/nominations
- Graduate faculty meetings
- Monitor internships
- Program social media
- Work with interdisciplinary programs and others on class scheduling/advising

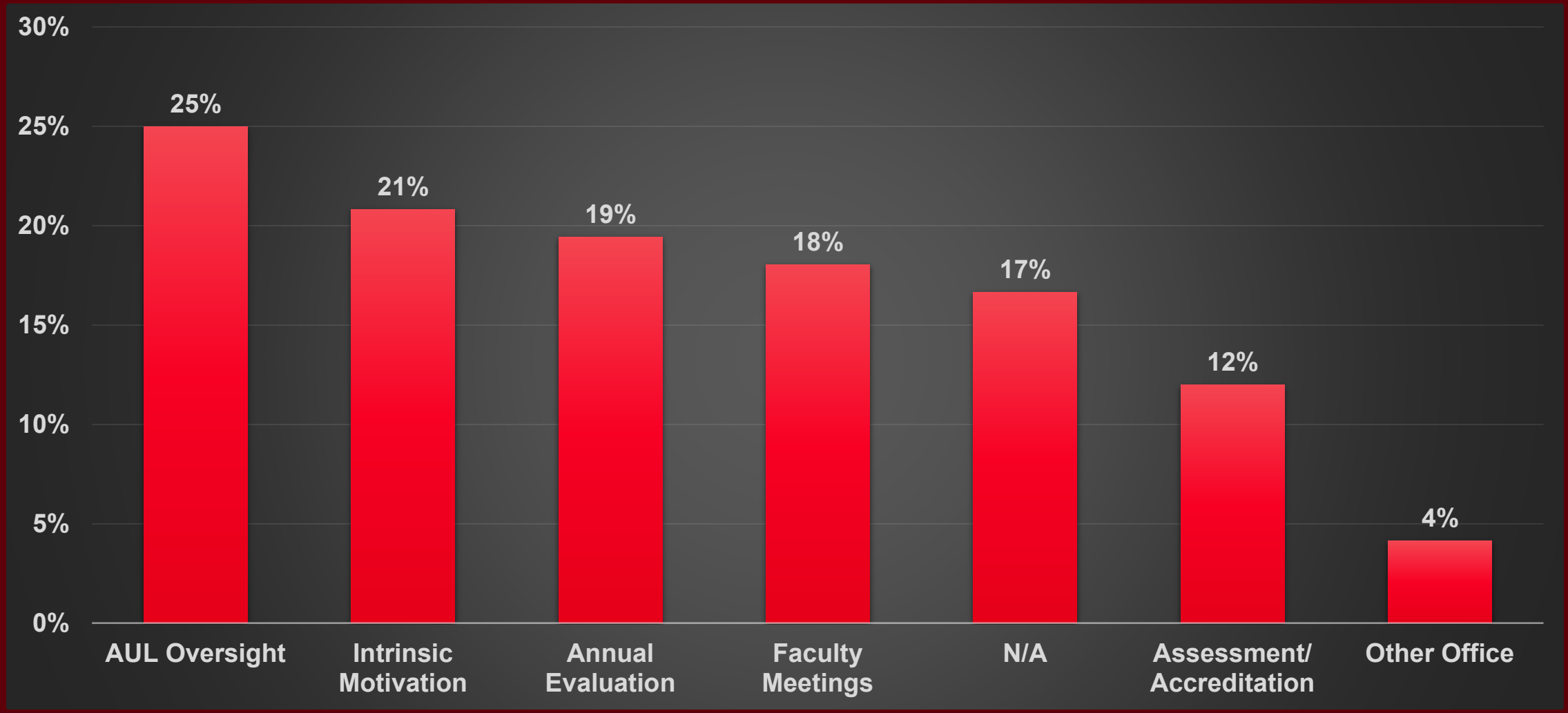
Compensation and Accountability

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Compensation



Accountability



Campus Reactions and Next Steps

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Follow-Up Conversations

- Presented to Deans, Academic Unit Leaders, and Graduate Program Directors – with surprising reactions!
- Held follow-up, college-specific luncheons to discuss the results in smaller groups. Initial findings:
  - GPDs were more willing to share concerns with results
  - Several pain points discovered across task categories

Next Steps

- Concise Mission Statement for MSU Grad Ed

As a Carnegie recognized doctoral/professional institution, we place an emphasis on providing cutting-edge and innovative education to support advanced workforce development. Our graduate education fosters a foundational understanding of research methods to equip all students with critical thinking and data-based decision making skills.

- Deans will work with AULs and GPDs to determine capacity and incremental goals for each graduate program.
  - Goals/capacity will be used to determine resources needed for success and plans for moving forward.
- Creating a list of official asks for Deans and action items for the Graduate College to respond to pain points.

Discussion

Discussion Questions

- What are the long-term goals for graduate education at your institution? How might an inventory like this help you ensure effective strategies to meet these goals?
- Would an inventory like this produce valid, accurate results at your institution? Are there concerns to address before implementing an inventory?
- Can graduate education expect sustainable, planned growth without consistent structure, appropriate compensation/allocation, and accountability?
  - What would appropriate compensation/allocation cost and what would be the trade off?
  - How would we define (enforce?) accountability?
  - Are there new models of instructional and program delivery that could make this possible?

Engaging the Campus to Support Graduate Education

MIDWESTERN ASSOCIATION OF GRADUATE SCHOOLS
APRIL 4, 2024

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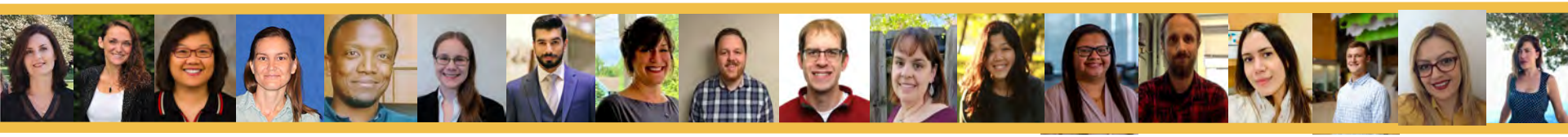
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Establishing a Practical Framework for Artificial Intelligence-Facilitated Literature Review (AI-FLR)

Kristin Terrill, Ph.D., Graduate Student Services Specialist, Iowa State University
Lily Compton, Ph.D., Assistant Director for Programming, Iowa State University
William Graves, Ph.D., Dean of the Graduate College, Iowa State University

Presented at Midwestern Association of Graduate Schools, *OverARCHing Issues for Graduate Education in Dynamic Times*
St. Louis, MO | April 4, 2024

The Early 2023 Landscape

THE HYPE

D DIGITAL INFORMATION WORLD

Chat GPT Achieved One Million Users in Record Time - Revolutionizing Time-Saving in Various Fields

Arooj Ahmed 1/27/2023 06:30:00 PM

Jan 27, 2023

Chat GPT, the conversational AI tool developed by Open AI, has achieved a major milestone in its short history.



https://www.digitalinformationworld.com/2023/01/chat-gpt-achieved-one-million-users-in.html

THE CONCERNS

Don't tell anything to a chatbot you want to keep private

By Catherine Thorbecke, CNN

Privacy

NEWS

ChatGPT could be used for good, but like many other AI models, it's rife with racist and discriminatory bias

Analysis by Hannah Getahun

Bias and Racist

Woman, 37, decides to divorce her husband and move in with her lover – because AI bot ChatGPT TOLD her to

- AI chatbot ChatGPT has been used by millions since it launched in November
- It has been used to even lyrics to songs
- It has now been u on end her marriage
- She asked the chatbot whether she should leave her husband for another man

Hallucination

Different frameworks: AI & Education

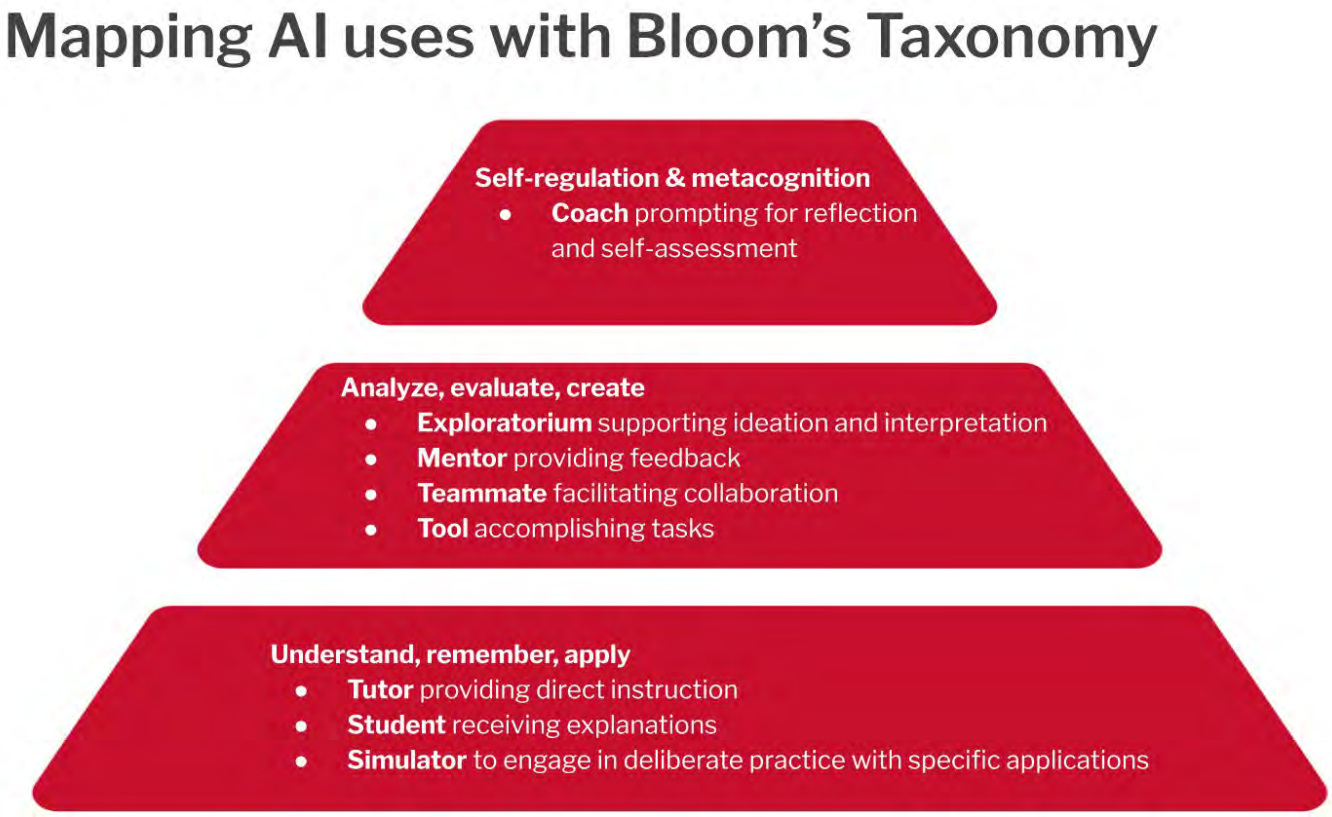
Mollick & Mollick (2023)

- Seven approaches to utilizing AI in the classroom
- Prompt-based

TABLE 1 SUMMARY OF SEVEN APPROACHES

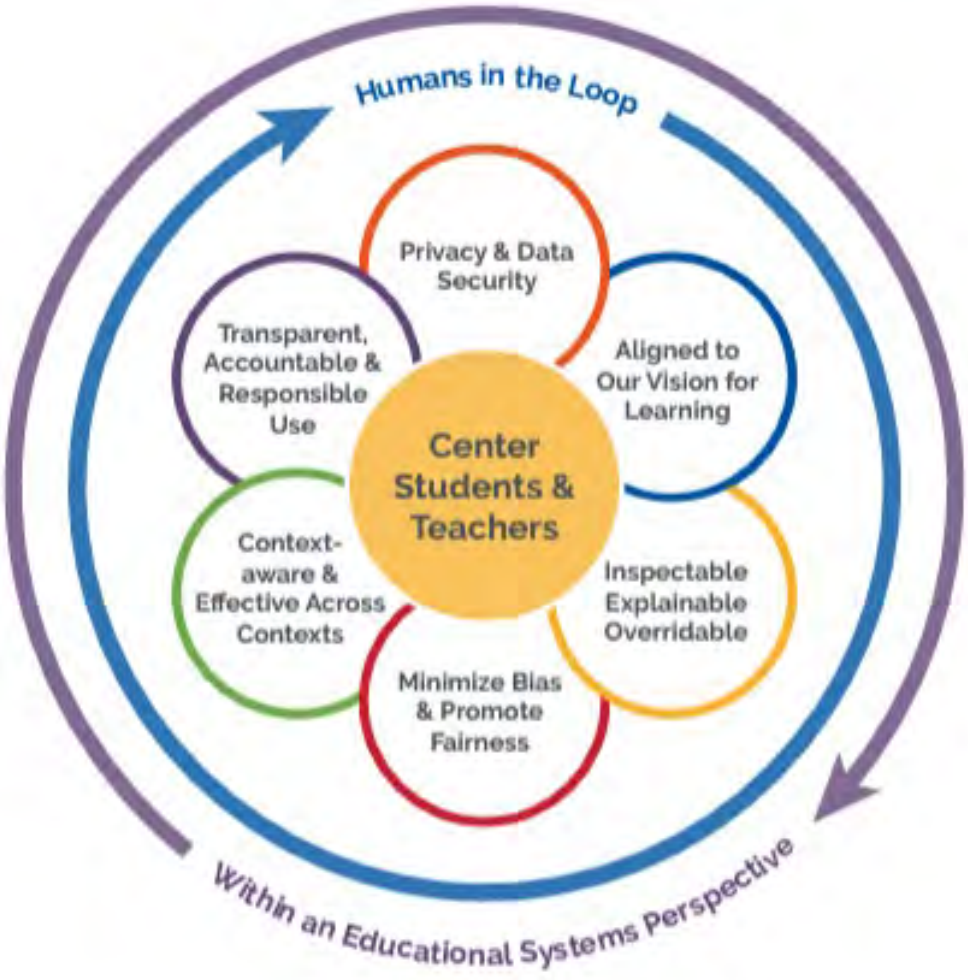
AI USE	ROLE	PEDAGOGICAL BENEFIT	PEDAGOGICAL RISK
MENTOR	Providing feedback	Frequent feedback improves learning outcomes, even if all advice is not taken.	Not critically examining feedback, which may contain errors.
TUTOR	Direct instruction	Personalized direct instruction is very effective.	Uneven knowledge base of AI. Serious confabulation risks.
COACH	Prompt metacognition	Opportunities for reflection and regulation, which improve learning outcomes.	Tone or style of coaching may not match student. Risks of incorrect advice.
TEAMMATE	Increase team performance	Provide alternate viewpoints, help learning teams function better.	Confabulation and errors. "Personality" conflicts with other team members.
STUDENT	Receive explanations	Teaching others is a powerful learning technique.	Confabulation and argumentation may derail the benefits of teaching.
SIMULATOR	Deliberate practice	Practicing and applying knowledge aids transfer.	Inappropriate fidelity.
TOOL	Accomplish tasks	Helps students accomplish more within the same time frame.	Outsourcing thinking, rather than work.

Different approaches: AI & Education



Anders, 2023

Different frameworks: AI & Education



US Department of Education, 2023

- Student- and teacher-centered
- Policies built in

Commonality in these frameworks

- Focuses on students and teachers/educators
- Harnesses the affordances of technology to improve educational objective
- Emphasizes “human in the loop”
- Quality of learning is tied to the effectiveness of prompts or usage
- Provides starting points for teachers/educators to think about how to integrate AI in the classroom

BIG concern – Academic Dishonesty

How do I prevent my students from cheating or plagiarizing?



BIG concern – Academic Dishonesty

How do I prevent my students from cheating or plagiarizing?

The scope of consequence lies primarily with the student.



Ethical uses of AI in higher education

Wolak and Keffer (2023)

- Focuses on classroom learning in higher education
- Assesses the appropriateness of gen AI use by students in their coursework
- Considers policies and objectives

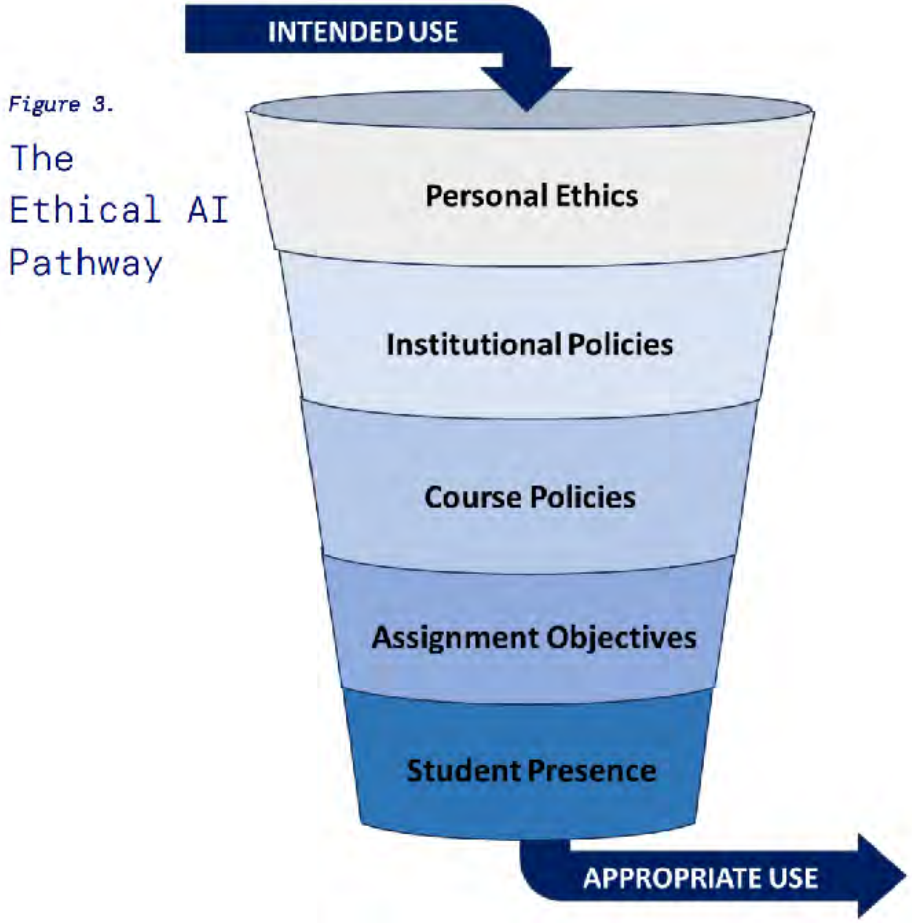


Figure 3.
The Ethical AI Pathway

Questions

PERSONAL ETHICS	Would you feel comfortable if your use of generative AI was public knowledge? What is your conscience/gut telling you about using AI? Have you discussed your intentions with your instructor? If you feel an urge to conceal your use of generative AI, then you may be using it unethically. If there is an urge to conceal the use of generative AI, it contradicts this level of the funnel.
INSTITUTIONAL POLICIES	What does the university catalog or student handbook have to say about academic integrity and plagiarism? Is there a policy specifically about the use of AI? The use of AI should not conflict with institutional policies.
COURSE POLICIES	What does the course syllabus have to say about academic integrity and plagiarism? Is there a policy specifically about the use of AI? What does the instructor say about AI use in the classroom? The use of AI should align with course policies.
ASSIGNMENT OBJECTIVES	Why did the instructor create this assignment? What is this assignment trying to help students learn or do? Think critically about this question, and ask the instructor for details if you are unsure. Would the use of AI on this assignment interfere with the reason why it was created? The use of AI should not conflict with the purpose of the assignment.
STUDENT PRESENCE	Did AI enhance your work, or did it replace you in the process of completing it? Does the assignment submission represent your own words and ideas? Have you verified that the outputs you received from generative AI are accurate? Did you put the expected time and effort into the assignment? While AI can save time and enhance efficiency, it should not compromise your expected effort and depth of engagement with the assignment. You should be able to honestly say, "I personally developed and completed the assignment submission, as directed."

17

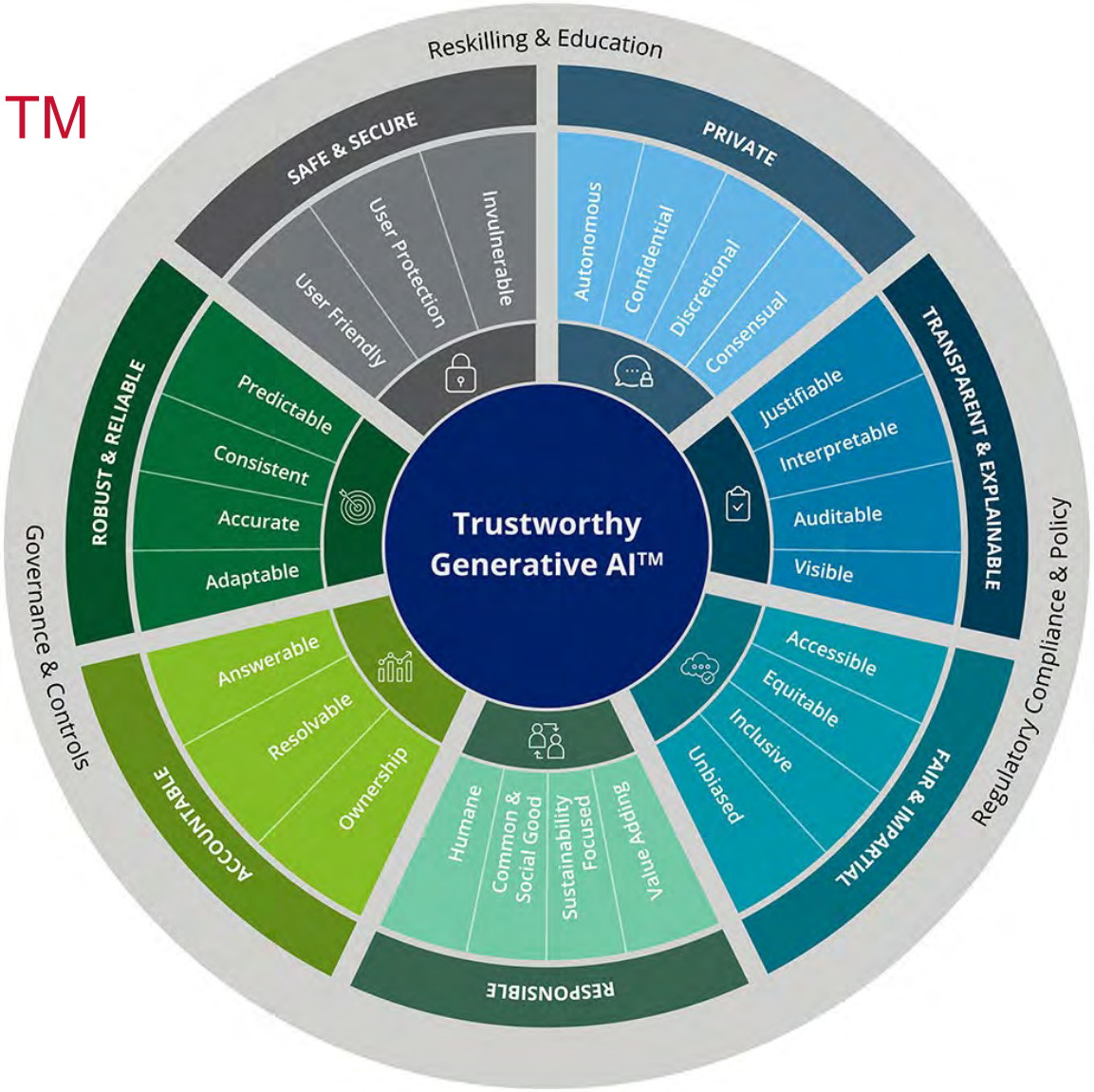
OK. So, what's still missing?



Trustworthy Generative AI™

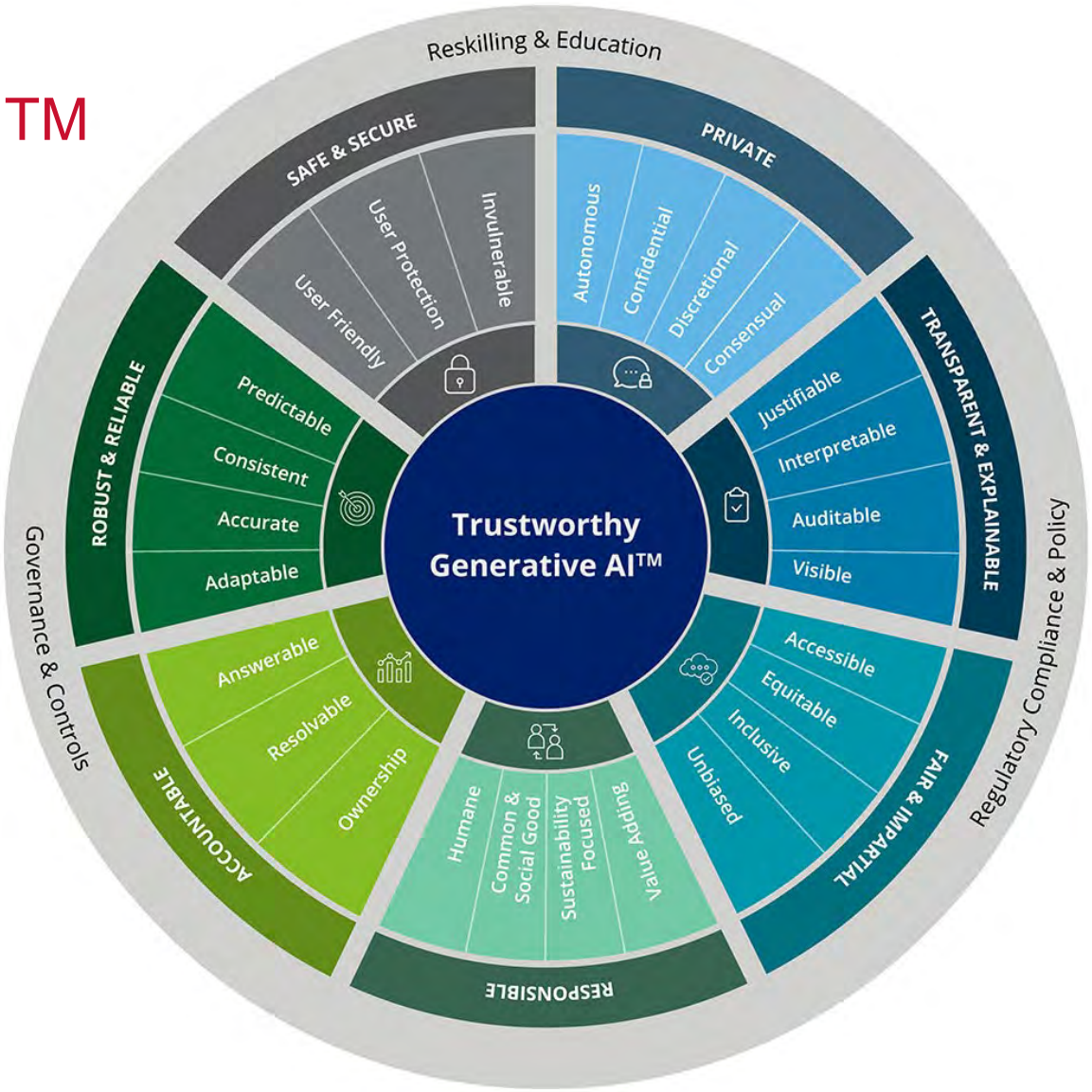
Deloitte, 2022

- Systems thinking approach
- A comprehensive framework
- Not a single stakeholder or gatekeeper within a system



Trustworthy Generative AI™

Deloitte, 2022



Map this with University System for Graduate Education

- OVPR
- Library
- Graduate College
- CCE
- CELT
- Faculty
- Students

Questions you have right now

1. What questions do you have right now about AI and research integrity?
2. What questions do you have about AI use in theses and dissertations?

Existing Institutional Policies

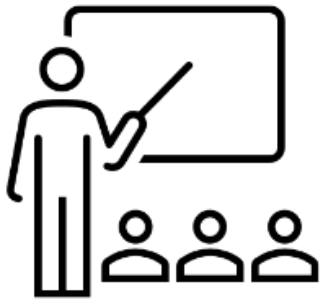
- 10 peer institution websites surveyed (so far)
  - ✓ IPEDS (Integrated Postsecondary Education Data System)
  - ✓ Board of Regents-identified
- AI-related content found in
  - ✓ University strategic plans
  - ✓ Student handbooks & Codes of Conduct
  - ✓ Special reports
  - ✓ Learning & Teaching resource center websites
- Themes
  - ✓ Policy is largely delegated to instructors via syllabus statements
  - ✓ Instructors expected to gain AI knowledge on their own initiative
  - ✓ Institutions prioritize innovation **but** broadly discourage students' AI use by classifying it as "unauthorized help"
  - ✓ AI neither explicitly permitted nor prohibited for research purposes

Graduate Student Needs



Student

- Classroom learning
- Graduate coursework
- Homework and course papers



Teaching Assistant

- Classroom teaching
- Grading/ assessment



Researcher

- Data collection
- Data analysis
- Interpretation of findings



Scholar

- Writing and editing
- Literature review and synthesis
- Publishing and copyright

Our Overarching Motivation

Problem

- Existing guidance for AI use in academia is focused on teaching and learning
- Lack of guidance for AI and research

Motivation

- Guidance for novice researchers: when and how
- Parameters for effectiveness, efficiency, ethicality

Purpose

- Develop guidance and criteria
- Promote research integrity

Empirical Evidence Emerging

Scientific Review Articles



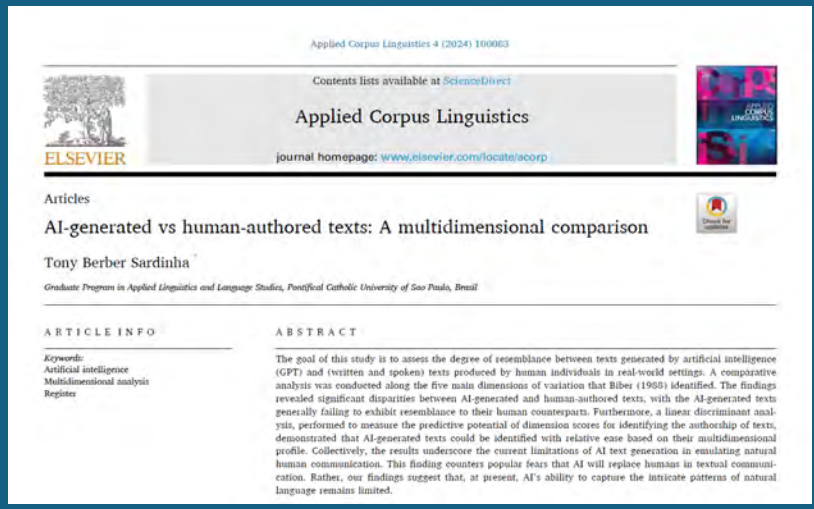
Current Osteoporosis Reports (2024) 22:115–121
https://doi.org/10.1007/s11914-023-00852-0

The Use of Artificial Intelligence in Writing Scientific Review Articles

Melissa A. Kacena[1,2,3,4] · Lilian I. Plotkin[2,3,4] · Jill C. Fehrenbacher[3,5,6]

Accepted: 21 December 2023 / Published online: 16 January 2024
This is a U.S. Government work and not under copyright protection in the US; foreign copyright protection may apply 2024

Various Written and Spoken Genres



Applied Corpus Linguistics 4 (2024) 100063

Contents lists available at ScienceDirect

Applied Corpus Linguistics

journal homepage: www.elsevier.com/locate/acorp

Articles

AI-generated vs human-authored texts: A multidimensional comparison

Tony Berber Sardinha

Graduate Program in Applied Linguistics and Language Studies, Pontifical Catholic University of Sao Paulo, Brasil

ARTICLE INFO

Keywords:
Artificial intelligence
Multidimensional analysis
Register

ABSTRACT

The goal of this study is to assess the degree of resemblance between texts generated by artificial intelligence (GPT) and (written and spoken) texts produced by human individuals in real-world settings. A comparative analysis was conducted along the five main dimensions of variation that Biber (1988) identified. The findings revealed significant disparities between AI-generated and human-authored texts, with the AI-generated texts generally failing to exhibit resemblance to their human counterparts. Furthermore, a linear discriminant analysis, performed to measure the predictive potential of dimension scores for identifying the authorship of texts, demonstrated that AI-generated texts could be identified with relative ease based on their multidimensional profile. Collectively, the results underscore the current limitations of AI text generation in emulating natural human communication. This finding counters popular fears that AI will replace humans in textual communication. Rather, our findings suggest that, at present, AI's ability to capture the intricate patterns of natural language remains limited.

Proposed Criteria for Determining Appropriateness of AI Use In Certain Tasks

	Researcher-Only when:	Researcher + AI when:	AI-Enabled when:
Effective	AI is not capable	AI is capable of subprocesses	AI is more capable than human
Efficient	AI consumes more resources than human	Resource optimization is possible	AI consumes fewer resources than human
Ethical	• AI use is explicitly prohibited, OR • AI limitations (e.g., bias, hallucination, similarity) cause direct harm, OR • AI use engenders collateral harm	• Human-in-the-loop AI use is explicitly permitted, AND • Human oversight can mitigate harm	• AI use is explicitly permitted, AND • AI limitations do not cause direct or collateral harm

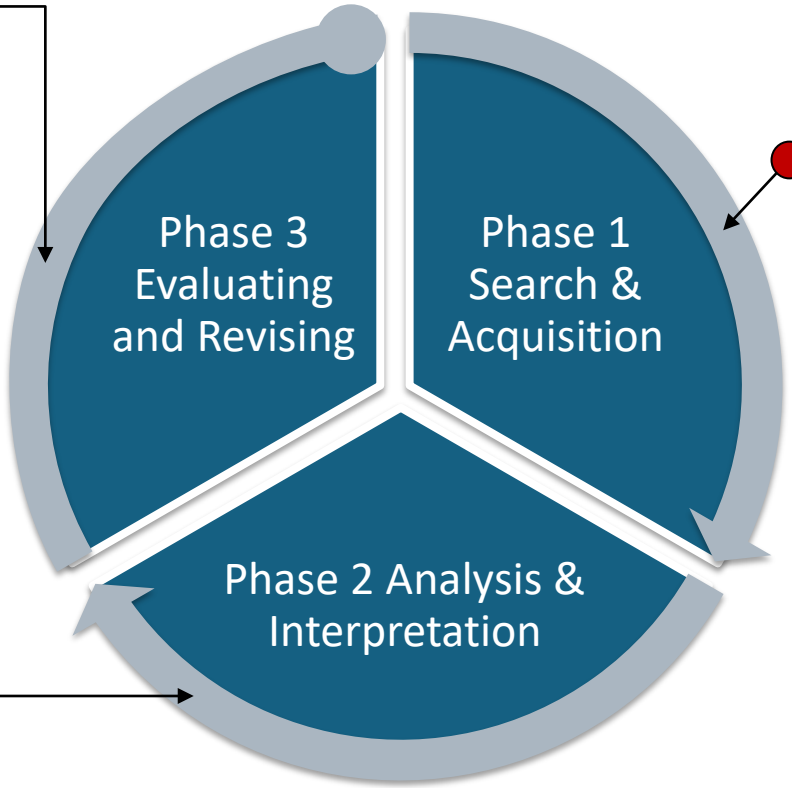
Artificial Intelligence-Facilitated Literature Review (AI-FLR) Framework

Objectives

- Improve clarity and cohesion
- Prepare publishable manuscript

Objectives

- Understand and apply ideas
- Analyze and evaluate ideas
- Create research argument



Objectives

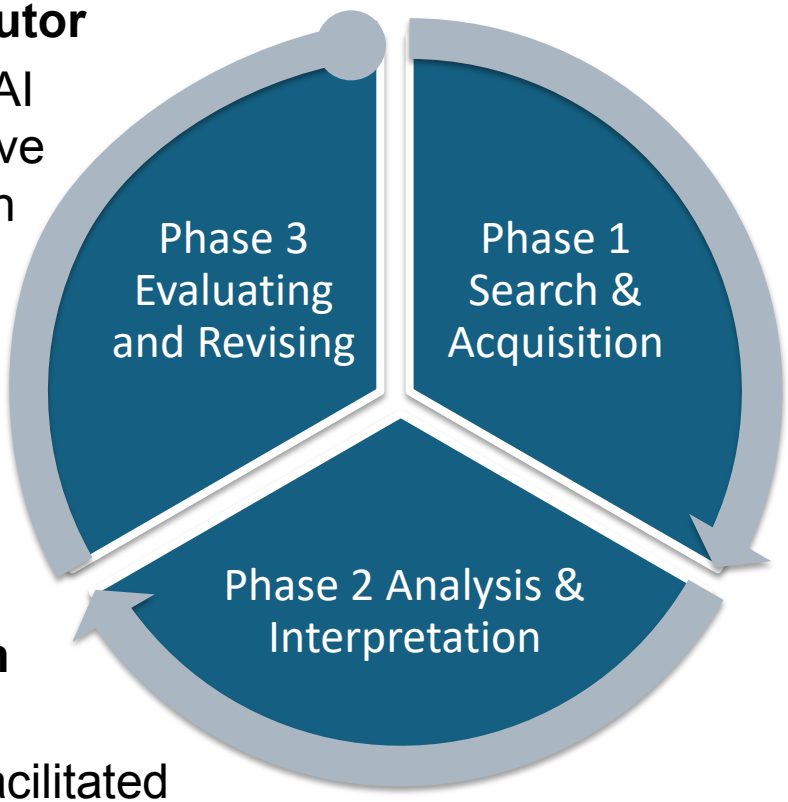
- Find seed paper
- Collect, sort and select potential articles and studies
- Read, identify, and refine set of readings

Adapted from Boell & Cecez-Kecmanovic (2014)

Artificial Intelligence-Facilitated Literature Review (AI-FLR) Framework

Research Writing Tutor

Self-served: Closed-AI system for constructive feedback on research writing



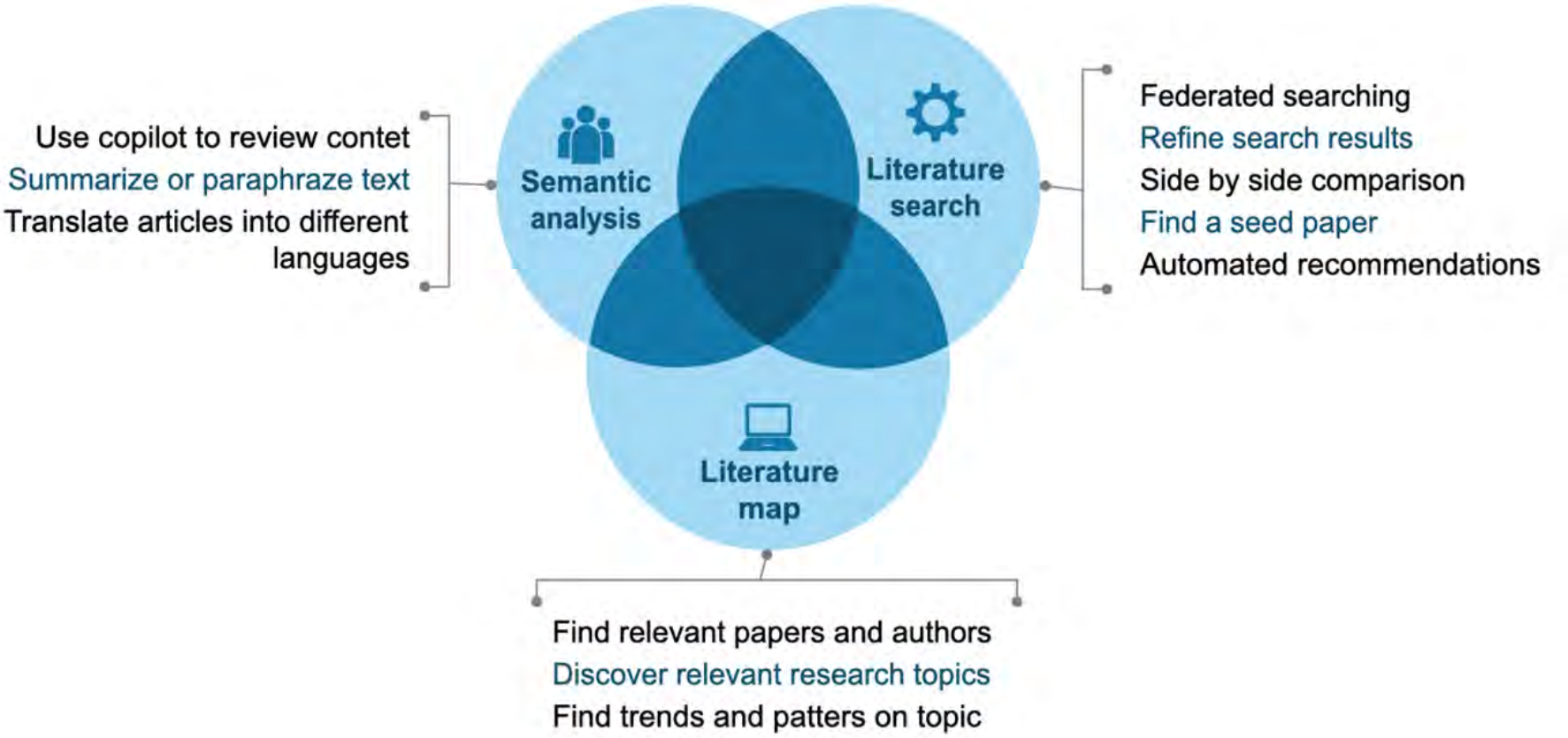
University Library

Workshop: Beyond Traditional Methods: Using AI for Academic Research

Center for Communication Excellence

Workshop: AI-Facilitated Literature Review for Theses and Dissertations

Phase 1 Search & Acquisition



Marupova, 2024

Phase 1 Benefits of AI tools (Marupova, 2024)

- **Efficiency** – speed up the literature search process, find a seed paper
- **Federated searching** – search across multiple databases & journals
- **Side by side comparison**– compare results based on different criteria
- **Semantic analysis** – review articles to understand the context
- **Literature map** – visually find trends and patterns on topic
- **Automated recommendations** – set alerts for relevant papers, authors, or research topics
- **Integration with citation management systems** – import and organize

Phase 2 Analysis and Interpretation



Objectives

- Summarize and assess ideas
- Synthesize ideas
- Develop research argument
- Identify research questions

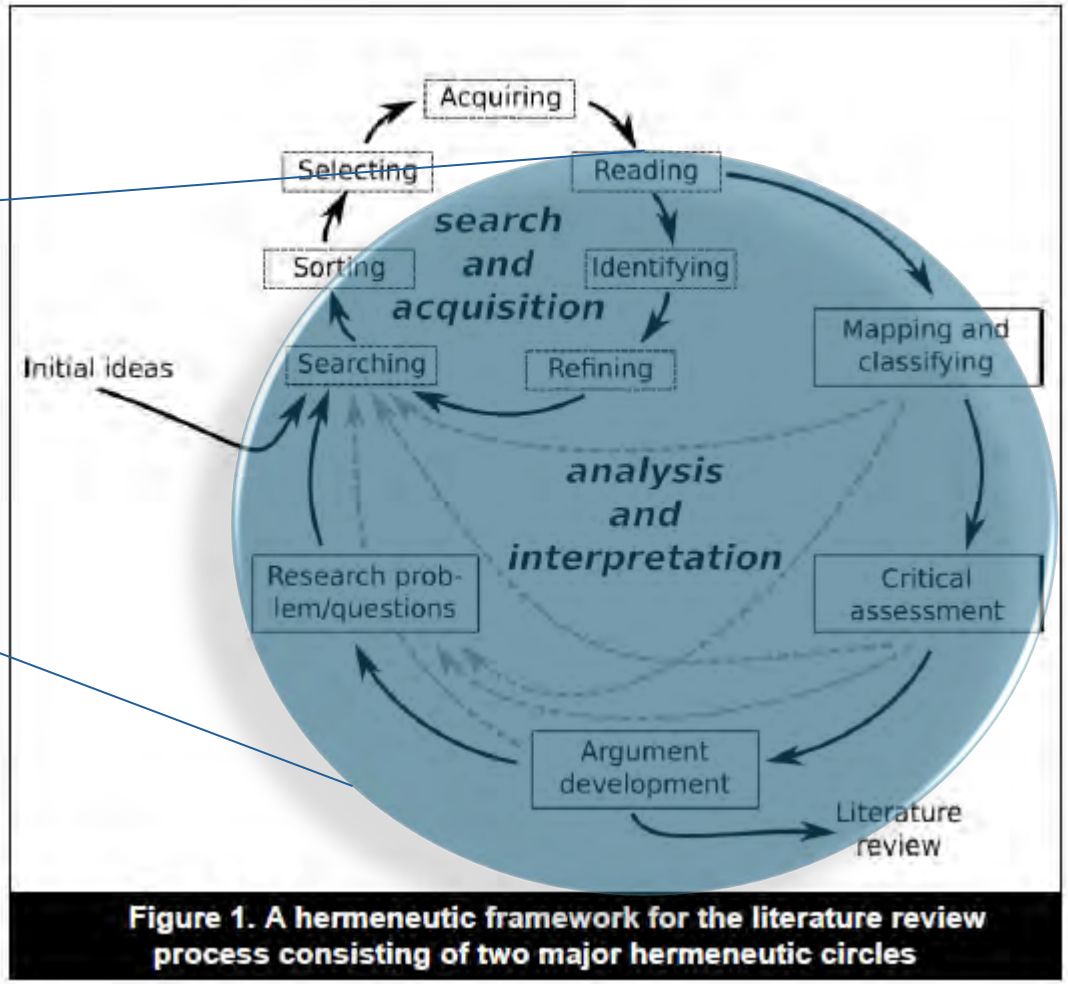


Figure 1. A hermeneutic framework for the literature review process consisting of two major hermeneutic circles

Phase 2 Analysis and Interpretation

Objective 1 Understand and Apply Ideas

- Read and identify
- Classify and map

Objective 2 Analyze and Evaluate Ideas

- Compare and contrast
- Evaluate and critique
- Synthesize

Objective 3 Create Research Argument

- Investigate problem, need, or gap
- Formulate hypotheses and research questions

Phase 2 Analysis and Interpretation

Effective	Efficient	Ethical
• AI output is more accurate when relevant data is provided, but there are limits to how much input they can handle (Zhu et al., 2024) • GPT-4 performs data extraction at only a "moderate" level of agreement with human readers (Khraisha et al., 2024)	• Prompt refinement and human oversight improve accuracy (Khraisha et al., 2024; Alshami et al., 2023)	• Risk of misrepresenting source material • Risk of incomplete understanding of source material • Inaccuracy threatens the reliability and validity of insights formed during survey and critique of literature (Alshami et al., 2023)

Phase 2 Analysis and Interpretation

Objective 1 Understand and Apply Ideas

- Read and identify 
- Classify and map 

Objective 2 Analyze and Evaluate Ideas

- Compare and contrast 
- Evaluate and critique 
- Synthesize 

Objective 3 Create Research Argument

- Investigate problem, need, or gap 
- Formulate hypotheses and research questions 

Elicit for Analyzing and Interpreting Articles

Functionality

- Search for relevant articles
- Synthesize multiple articles
- Extract information in tabular format

Strengths

- Easy-to-use interface
- Easy-to-interpret outputs (e.g. comparative view)
- Programmed to notify user when requested information is not available, rather than producing a plausible output

Limitations

- Efficacy has not been tested
- Efficiency has not been tested
- Design is not transparent

Phase 3 Evaluating and Revising



Objectives

- Improve clarity and cohesion
- Prepare publishable manuscript

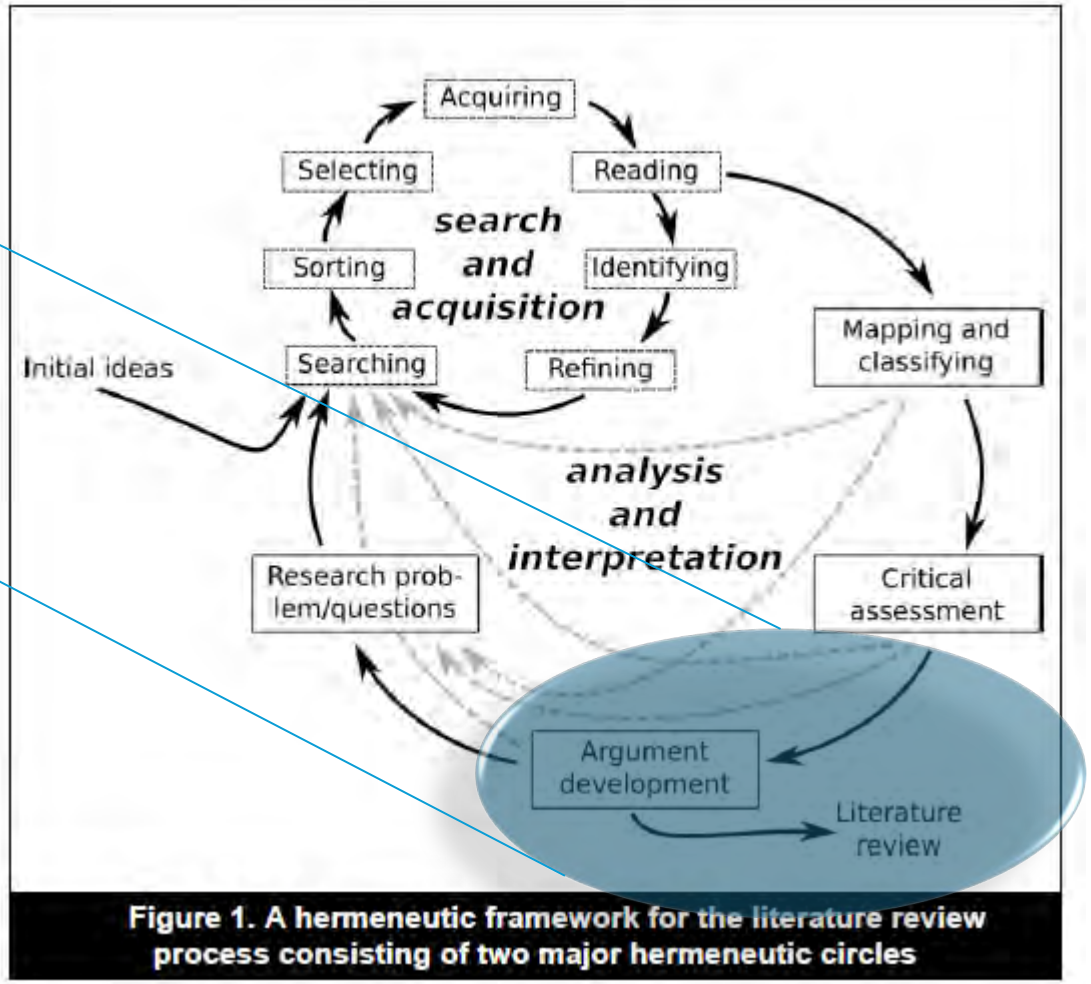


Figure 1. A hermeneutic framework for the literature review process consisting of two major hermeneutic circles

Phase 2 Evaluating and Revising

Objective 1 Improve clarity and cohesion

- Formulate thesis statement
- Reformulate themes from literature & outline literature review
- Compose the literature review draft

Objective 2 Prepare publishable manuscript

- Finalize the literature review draft
- Critique draft-in-progress
- Edit
- Proofread

Phase 3 Evaluating and Revising

	Effective	Efficient	Ethical
ChatGPT	ChatGPT-only text is more readable (Kacena et al., 2023) but less complex (Sardinha, 2024) than human-produced text.	Fact-checking ChatGPT-only text is time-intensive (Kacena et al., 2023).	Similarity index for ChatGPT-only text is high (Kacena et al., 2023).
Research Writing Tutor	Research Writing Tutor correctly classifies drafted sentences as rhetorical moves and steps (Cotos, 2014)	Detailed feedback on entire draft can be produced in seconds vs. hours of reading time for disciplinary expert.	Source texts are fully cited and plagiarism is unlikely due to limited amount of content in the closed-source model (Cotos, Link, & Huffman, 2017).

Phase 2 Evaluating and Revising

Objective 1 Improve clarity and cohesion

- Formulate thesis statement 
- Reformulate themes from literature & outline literature review 
- Compose the literature review draft 

Objective 2 Prepare publishable manuscript

- Finalize the literature review draft 
- Critique draft-in-progress 
- Edit 
- Proofread 

Research Writing Tutor for Evaluating and Revising Draft-in-Progress

Functionality

- Conceptual explanations and examples of generic patterns
- Automatic classification of sentences in user-input research article drafts
- Enhanced feedback provides explanation of classification with links to examples

Strengths

- Rooted in validated applied linguistics research
- Empirically shown to enhance users' genre knowledge
- Design is well-documented in peer-reviewed literature

Limitations

- Literature review not represented as a discrete part-genre

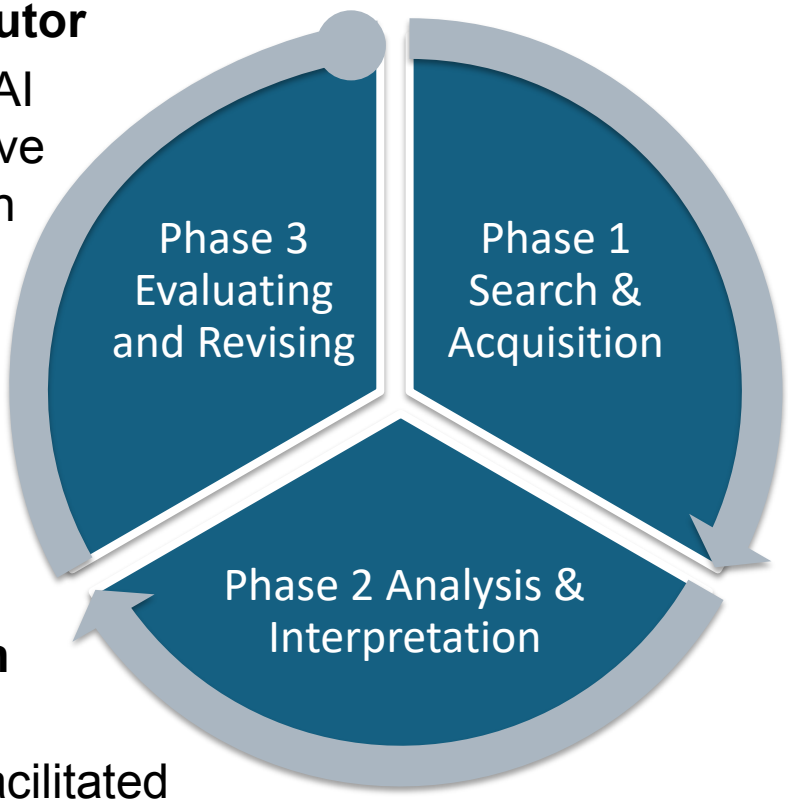
Work in progress – Procedural steps

	Researcher-Only	Researcher + AI	AI-Enabled
PHASE 1 Search & Acquisition	• Define research topic • Judge relevance • Select from search results	• Identify "seed" sources • Identify major theoretical contributions • Pre-screen search results	• Generate search queries • Generate bibliometric search • Create literature map
PHASE 2 Analysis & Interpretation	• Read selected articles thoughtfully • Evaluate arguments and evidence • Appraise the mental map of the research landscape	• Determine key themes for retrieval • Synthesize findings across articles	• Generate article summaries • Retrieve key information from each article
PHASE 3 Evaluation & Revision	• Formulate thesis statement • Compose the literature review draft • Finalize the literature review draft	• Reformulate overarching themes from related literature as backing for LR thesis • Outline literature review • Evaluate and critique draft-in-progress	• Edit • Proofread

Artificial Intelligence-Facilitated Literature Review (AI-FLR) Framework

Research Writing Tutor

Self-served: Closed-AI system for constructive feedback on research writing



University Library

Workshop: Beyond Traditional Methods: Using AI for Academic Research

Center for Communication Excellence

Workshop: AI-Facilitated Literature Review for Theses and Dissertations

Phase	Timeline	Goals
1	July – August 2024	Exploration to curate a sampling of Gen AI tools for writing
2	September – October 2024	Preparations for pilot workshops and creation of assessment tools
3	November – December 2024	Implementation of three pilot interventions in GR ST 533X and collection of feedback
4	January -February 2025	Creation of instructional video and instructional materials for OER
5	March – April 2025	Implementation of one seminar in the Writing with Advanced Technology Workshops and collection of feedback
6	May – June 2025	Analysis of feedback and preparation of final project report

Thinking globally, acting locally



Compliance—Research Ethics

- Transparency and Communication in Research and Documentation
- Plagiarism Tools
- Data Sharing

Education and Reskilling

- AI-literacy—users understand what AI is, its affordances, and its limitations
- Research competence—users can critically evaluate AI outputs
- Situational awareness—users can judge when and how AI use is appropriate and understand the risks involved

Governance and Controls

- Effective, meaningful disclosure of AI use to relevant stakeholders (i.e., thesis/dissertation committee, co-authors, publisher, & readership)

Adapted from: Deloitte (2023). Building trustworthy generative A.I. *Fortune+ Deloitte (Paid Content)*. https://brand-studio.fortune.com/deloitte/building-trustworthy-generative-AI/?prx_t=nakIAAAAAAovEQA&fbclid=IwAR0t4Em32i5bqaISp0j7xuL7lgSo0_LO0866UFVpric6w-AxvMyBNAngiY4_aem_ASp9k0xLlqfJMfnobhLAYlRKAEmRfwHFW69mGKcljuBBc7nIk_BDHdrf0ghewhQkl8gX2yPNNtYSvHfT0X98L1sh

Join us tomorrow

- Tie to the next presentation
- QR code – if interested in policy dataset and published OER, submit survey.

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Acknowledgements



Rano Marupova

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(CCE)



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English & Interdisciplinary Writing Consultant

(CCE)

Advancing access and equity: What's new at ETS



April 2024

The Big News:

ETS Acquires PSI

- Headquartered in Kansas, PSI is recognized as a global leader in test development and delivery across workforce certification and licensure.
- As employers and governments around the world face the critical need to upskill their people for the future of work, ETS and PSI are joining forces to create a robust end-to-end suite of products and services leveraging unparalleled measurement science and proven expertise in workforce skills testing and development.



PSI CEO Janet Garcia and ETS CEO Amit Sevak.

More news from across the ETS enterprise

People





Growth





Collaboration

U.S. for SUCCESS Coalition

IES Institute of Education Sciences

In Review Now: ETS Scholarship Applications

The 2024 application portal is now closed for ETS scholarships for U.S. citizens enrolled in undergrad and grad programs.

- ✓ **ETS Presidential Scholarship for HBCU Students (Full)**
- ✓ **Lenora M. Green Scholarship ($20,000)**
- ✓ **Robert “Bob” Moses Scholarship ($15,000)**
- ✓ **Dr. Lillian M. Lowery Scholarship ($15,000)**

Learn more at ets.org/caap.



ETS's Global Higher Ed team: Learner focus

GRE Snapshot Reveals 3 Changes in Test Taker Population



International Citizenship

Males Outnumbered Females

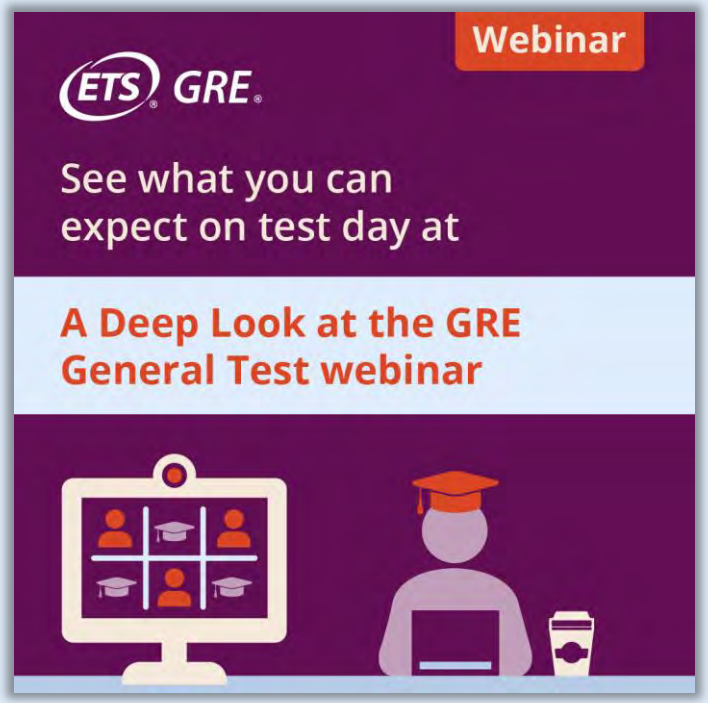
Business Became Most Popular Intended Grad Major in China

Get the report at ets.org/gre/snapshot.

GRE-hosted events draw global audiences



Our “Be A Star!” virtual event typically draws about 1,600 registrants from 80+ countries. It’s held every other month.



Every month, we hold a free prep webinar. Our test developers present strategies for each section and answer questions. Events typically draw about 2,000 registrants from 100 countries. Encourage students to sign up at ets.org/gre/prepare.



This “STEM Opportunities in the U.S.” webinar with U of Houston, Purdue, and Florida A&M drew 500+ Indian prospects.

We present on the same topics as part of our collaboration with student-facing organizations

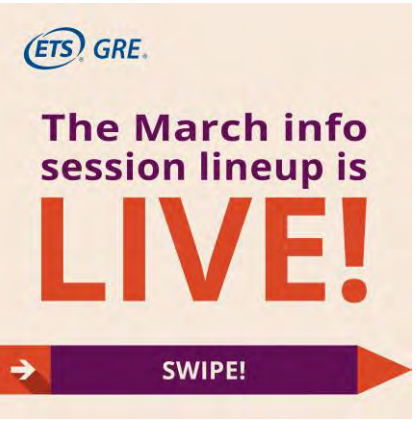
- Society of Hispanic Professional Engineers - Future GRADS MentorSHPE Program
- California State University BUILD (Building Infrastructure Leading to Diversity)
- University of Central Florida – Academic Advancement Programs (AAP)
- UCLA McNair Research Scholars Program
- North Carolina State TRIO Collegiate Programs (planned for this summer)



ets.org/gre/reducingbarriers

We also promote your recruitment events to our 1 million+ GRE social followers

Every month, we promote institutional recruitment fairs, virtual events and campus tours to our followers on Facebook, Instagram, LinkedIn, Weibo and WeChat (China), and Naver (Korea).













Don’t miss out! Visit ets.org/gre/PostMyEvent to be included.

NAGAP Endorses ETS's Holistic Admissions Course

ETS's Holistic Admissions Master Class provides insightful holistic admissions strategies and best practices from current and former graduate deans with years of boots-on-the-ground experience.

Whether you're new to holistic admissions or an experienced hand, you'll learn how small changes can help you minimize bias while maximizing student fit. At the end of 2023, NAGAP gave its full endorsement and we began awarding digital badges upon completion!



Learn more at holisticadmissions.org/masterclass.

ETS Graduate Advisors are Here to Help!

Current and former Deans provide insights and advice on key admissions/recruitment topics

ETS Graduate Advisors are available to provide professional development webinars on the following topics:



- Holistic Admissions
- Recruiting Strategies
- Student Success
- Developing and Using Rubrics in Holistic Admissions

To make a request contact Catherine Shultz: cshultz@ets.org

Pictured left to right are Terry Ackerman (University of Iowa), John Augusto (Georgia State), Maureen Grasso (NC State) and Carlos Grijalva (UCLA).

Key upcoming events: Will we see you there?

LEARNER EVENTS



National Conference on Undergraduate Research

April in Long Beach, CA

Talking with students about graduate admissions and the GRE

EDUCATOR EVENTS

NAGAP
The Leader in Graduate Enrollment Management

NAGAP 2024 Summit

April in Louisville, KY

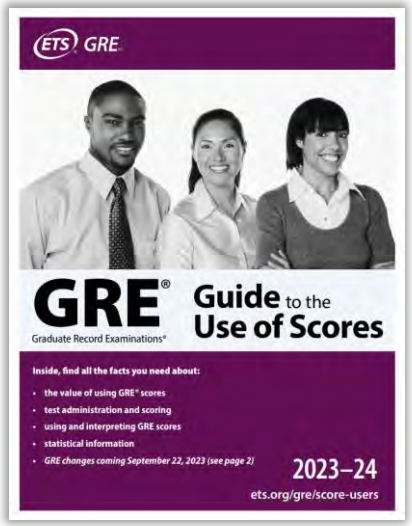
Presenting at three session:

- What's Now and What's Next in Graduate Admissions Policies: Results from the ETS/NAGAP 2024 Admissions Survey
- Help Wanted! Unlocking the Power of GEM Partnerships
- Who Are Your International Applicants (also sharing at CSGS in a few days)

Updated resources for you.

- www.holisticadmissions.org
  - Holistic Admissions Digital Guide and Master Class
  - Diversity and Fairness Resources
  - Recruitment Tools and Content
- GRE Interpretive Data and Information on GRE Website
  - *GRE® Guide to the Use of Scores*
  - *A Snapshot of the Individuals Who Took the GRE® General Test*
  - *Using GRE® Scores Successfully in Holistic Admissions*





Thanks for your attention! Please stop by the booth with any questions or contact me at cshultz@ets.org.

Graduate Education Professional Staff: Making a Place for your Professional Development

80th Annual Meeting of the Midwest Association of Graduate Schools
April 4th, 2024



UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

IOWA STATE UNIVERSITY

IOWA



WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

Is this Professional Development?

Mentimeter Poll

Session Objectives

- Explore our perceptions of professional development
- Consider a wide spectrum of professional development opportunities and experiences
- Generate ideas for advancing your professional development as well as professional development options for others



Allison McKinney
Assistant Dean, Academic Affairs



Natalie Robinson (she/her/hers)
Assistant Director of Student and Faculty Services



Heidi Arbisi-Kelm
Assistant Dean for Academic Affairs



Erin Kaufman
Thesis Manager



Sara Pettit (she/her/hers)
Academic Affairs Coordinator



Katie Bourassa
Associate Director of Admissions

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

IOWA STATE UNIVERSITY

IOWA

WISCONSIN UNIVERSITY OF WISCONSIN–MADISON

How do you define professional development?

Mentimeter # Word Cloud

Pair Share

How have you experienced or sought out professional development in your position/role?

Small Group Discussion

- What is the professional development climate and budget like on your campus?
- What would your ideal (beautiful dream) professional development experience look like?

How do you define professional development?

Mentimeter # Word Cloud

Thank You!

80th Annual Meeting of the Midwest Association of Graduate Schools
April 4th, 2024

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN
IOWA STATE UNIVERSITY
IOWA
WISCONSIN UNIVERSITY OF WISCONSIN–MADISON

LEVERAGING RESOURCES FOR TRANSFORMATIVE EQUITY IN GRADUATE EDUCATION: THE INSTITUTIONAL CAPACITY INDEX

Melissa F. Baird, Will Cantrell[1], Kathryn L Hannum[1], Tamar Z. Semerjian

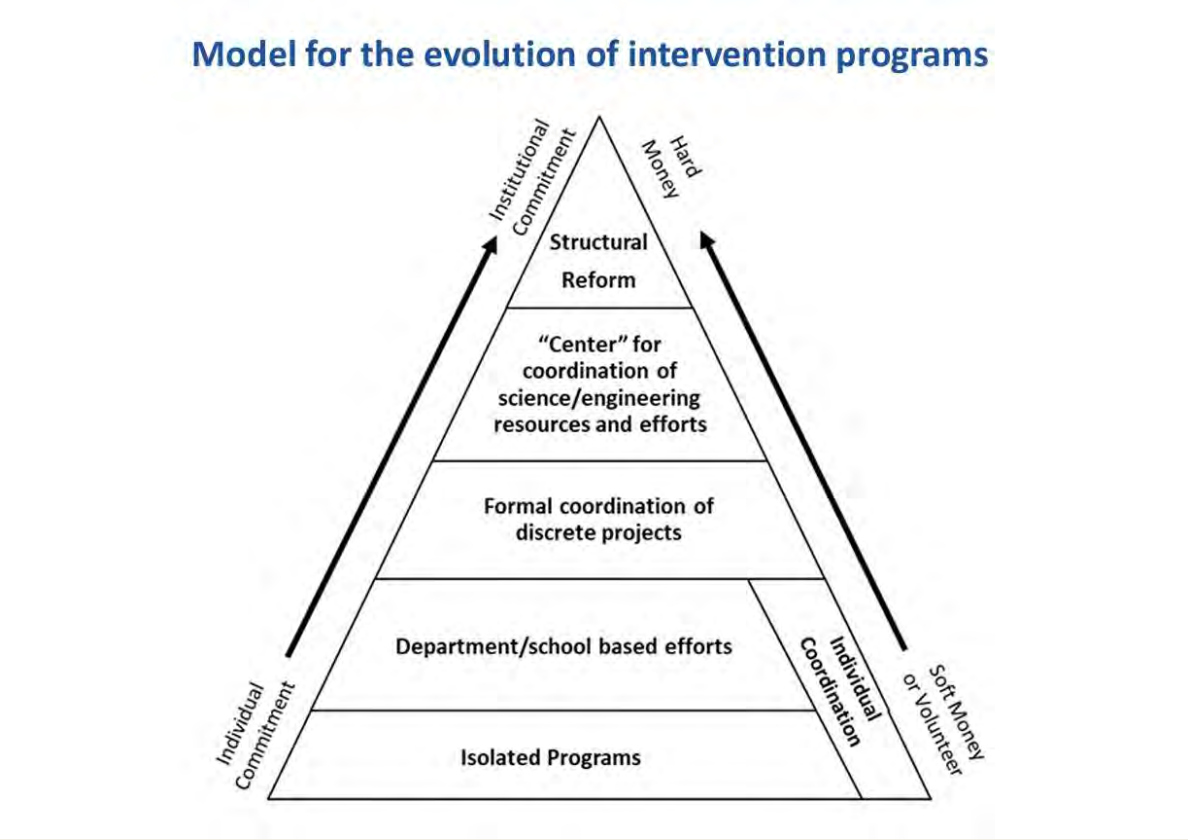


Introduction: Welcome and Overview

- Alfred P. Sloan Foundation's Equitable Pathways
- Building Cross-Institutional Alliances through STEM Graduate Education and Athletic-Mentoring

  *"Conduct activities to identify **institutional capacity** to support student-athlete STEM graduate pathways through data collection, discussions with senior campus leadership …."*
- Today
  - *Present the project and Institutional Capacity Index tool*
  - *Interactive – thinking about Index and your institutional context*

DR. SHIRLEY MALCOM AND INSTITUTIONAL STRUCTURES



Systemic Transformation

- Changing structures and systems - not people
- The team developed the Institutional Capacity Index
  - *tool to identify what was being done, by whom, and where located.*
  - *identify opportunities and obstacles*
  - *to realign resources to support students*

THE INSTITUTIONAL CAPACITY INDEX

Institutional Capacity is defined as the ability of an institution (e.g., the university) to support students and an inclusive culture through its **systems**, **programs**, and **resources**.

i. **A system** is defined as a bounded network within the university. Examples include colleges, the athletic department, the Graduate School, and the library.

ii. **A program** is defined as **a network within a system.**
    1. An example is a department or an initiative (e.g., NSF ADVANCE).

iii. **Resources** are defined as how systems and programs function.
    1. Examples include money, people (time), talent, space, and data.

iv. **Policies**: A policy is a statement of intent implemented as a procedure or protocol. It is generally adopted by a governance body within an organization and can assist in subjective and objective decision-making.

How we use the Index: Part I



Ask Questions



Comparative across and within institutions



What has been institutionalized?

How we want to use the Index: Part II



QUALITATIVE INTERVIEWS



SYSTEMS *AND* CULTURE

Limits and Challenges



DATA COLLECTION AND STANDARDIZATION



IMPLEMENTATION



RESOURCE ALIGNMENTS



SCOPE OF IMPACT



SCALE

Future Directions

- Quantitative
- Scale up
- Different contexts
- Knowledge Infrastructures (Berg)

PART II

WORKSHOP : Transformative Equity and Institutional Contexts

What is the equity landscape within your institution?

- Do equity efforts align with overall institutional goals?
- Are these changing due to external constraints or contexts?

Reflection Q: Drawing on one of your institution's current equity initiatives, What are the strengths, and what areas need improvement?

Using the Index Leadership Discussions

- How can leadership effectively use the Index to guide discussions and decisions around equity initiatives?
- Could an Index facilitate conversations among your university or college's leadership?
  - *e.g., as a way to identify priorities, benchmark progress, and make resource allocation decisions?*

Equity in this Moment: A Provocation

- The MAGS consortium: IL, IN, IA, KS, KY, MI, MN, MO, NE, ND, OH, OK, SD, WI
- How do the institutional, regional, etc., contexts reflect or not the needs and circumstances of diverse institutions and states?
- What strategies can be explored to support MAGS member institutions?
- Are there cross-institutional and collaborative initiatives that could share knowledge and resources?

Baker University

Wait, Enrollment Management is Really Part of My Job?

Midwestern Association of Graduate Schools:
OverARCHing Issues for Graduate Education in Dynamic Times

Date: Thursday, April 4, 2024
Location: Pavilion I
Time: 3:30-4:30pm

Matthew R. Bice, Ph.D.
Dean, Graduate and Online Education

Who am I? Who is Baker?

Baker University

- 1st University in Kansas
- Top private school in region/country
- Top institution with overall ROI

University

- College of Arts and Sciences
- School of Nursing
- School of Professional and Graduate Studies
- Graduate School of Education

Landscape of Graduate Education 1980 – 2020

Ambition for growth …. But where will it come from?

<u>Impactful Influences</u>

- Traditional Graduate Programs
- The Game Changer of 1990s
  - *Challenges?*

<u>Target Audience</u>

- Traditional Residential Campuses →
- THEN Non-traditional students





Landscape of Graduate Education 2020 – present

What did we learn?

Competition
- The number of online courses / programs dramatically increased
- Digital marketing

Funding
- Federal funding
- Innovative mechanisms to integrate technology and pedagogical approaches

Target Audience
- Options for everyone!

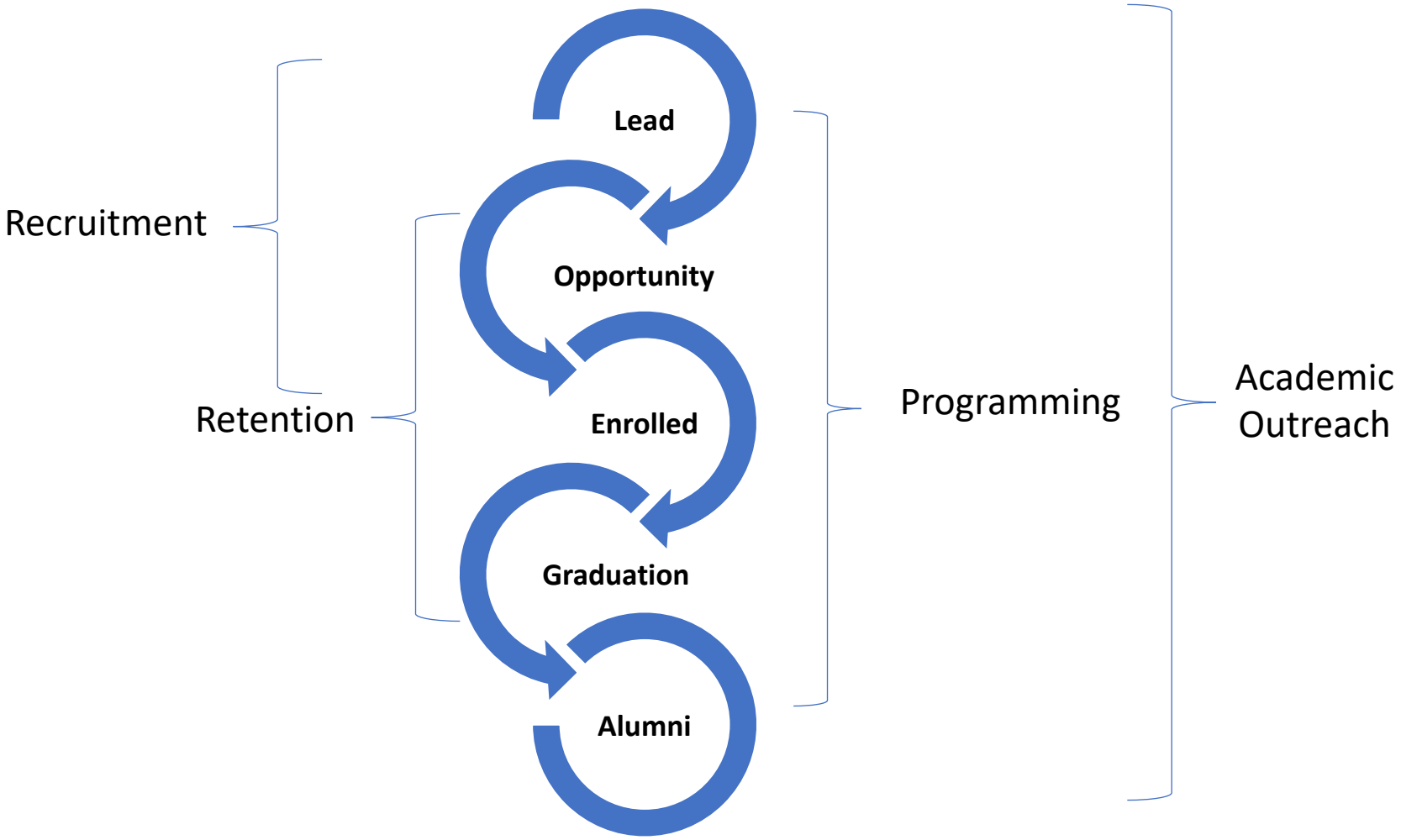


How did EM get embedded into my job?

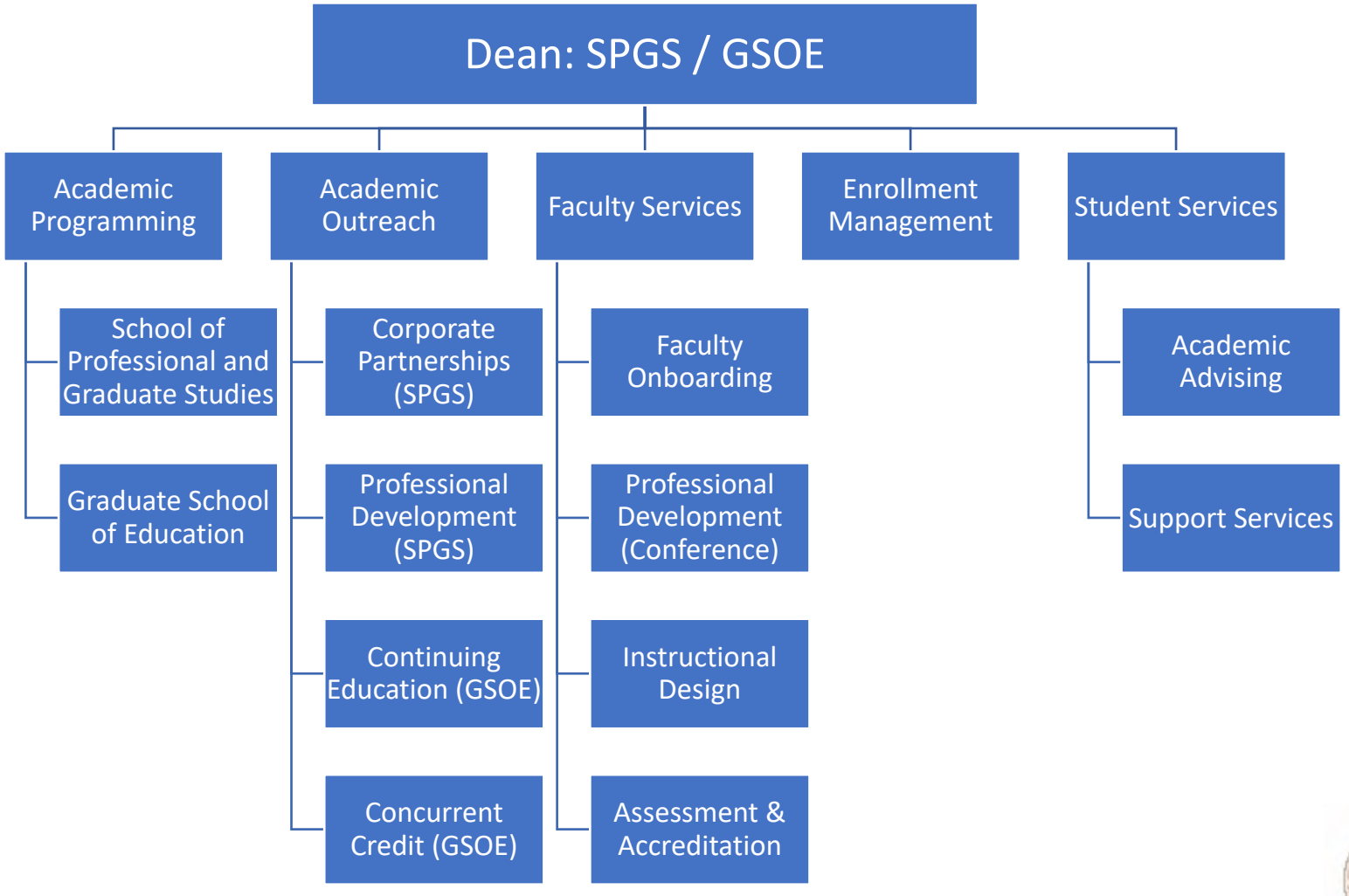
- Organic transition of duties
- Identification of growth for enrollment
- Opportunity to establish graduate education as a pillar
- Ability to control our own fate



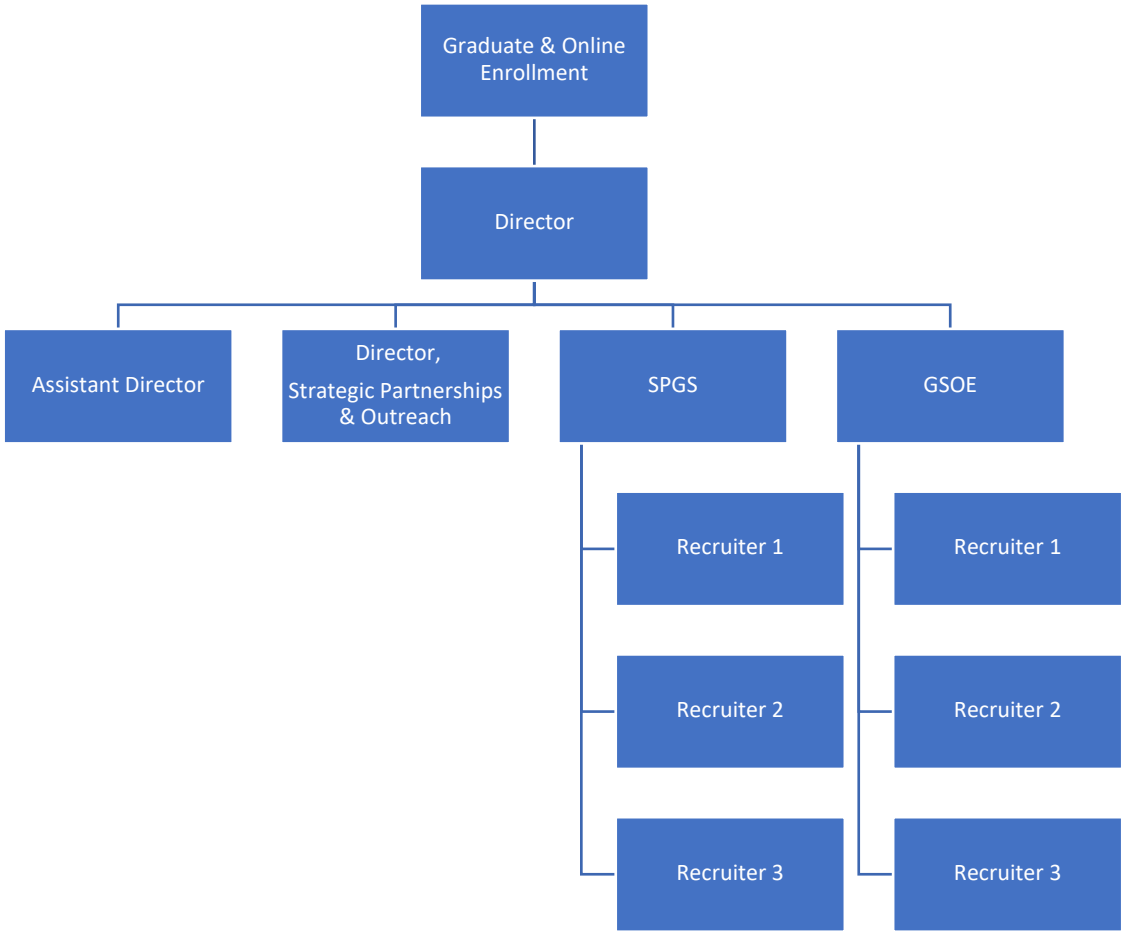
Student Journey



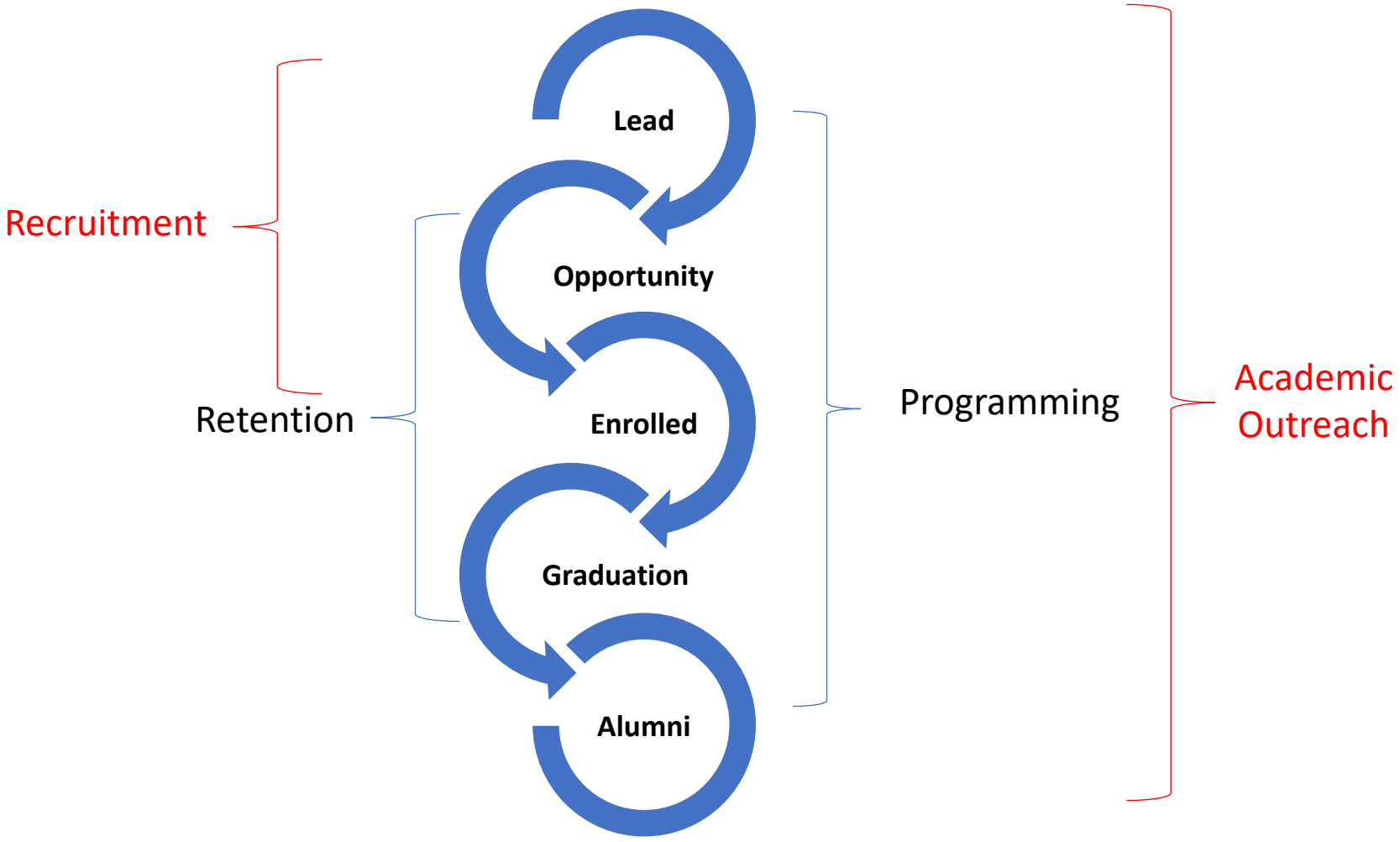
Organizational Chart



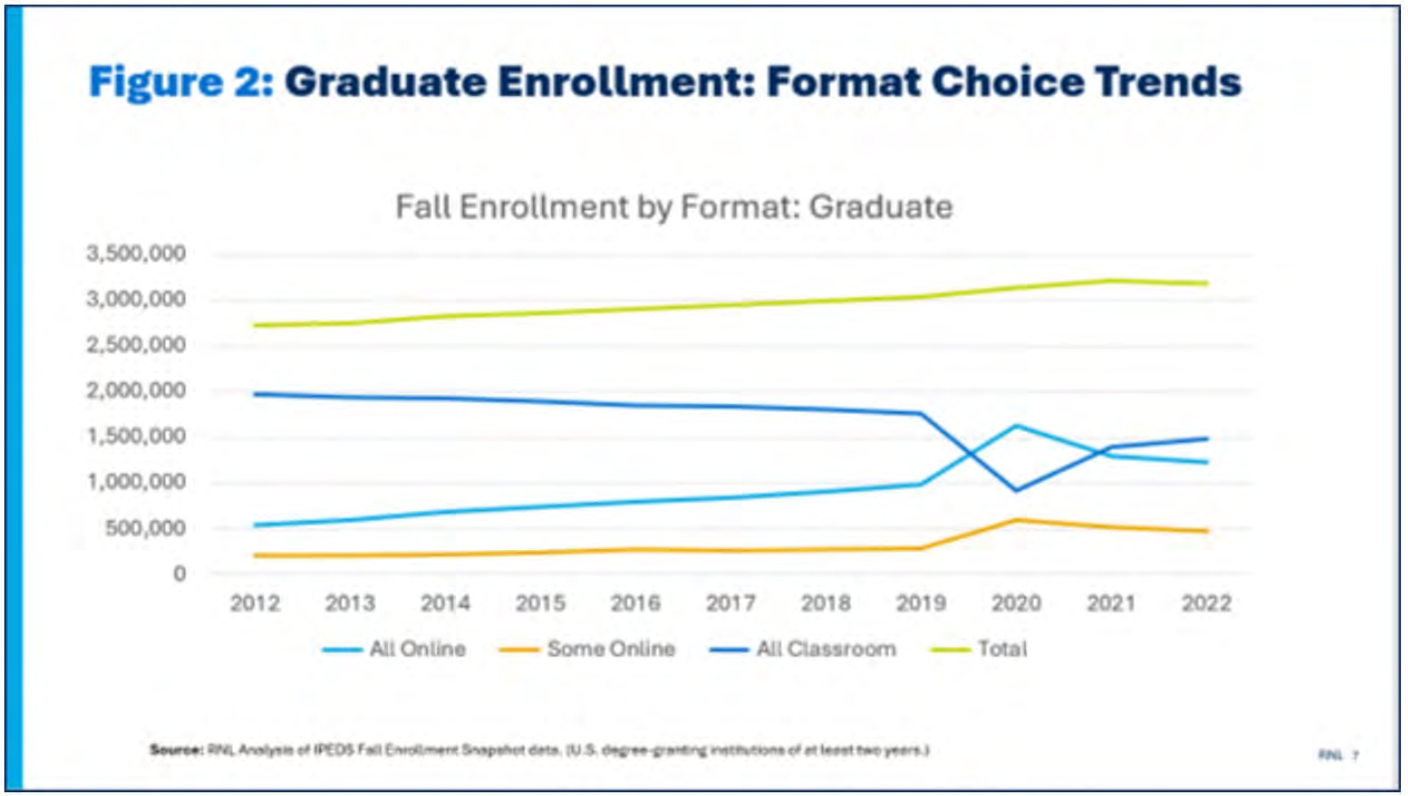
Organizational Chart
Enrollment Management



Student Journey



Data Trends



Obtained from RNL:
https://www.ruffalonl.com/blog/graduate-online-enrollment/is-online-education-really-in-trouble-no-and-here-is-why/

Traditional Enrollment Management

Traditional EM

- Get them to campus, let the campus sell the product
- Translate community and culture of the institution
- Engagement sooner
  - Parents and students
  - Faculty
- Success tools





New Era of Enrollment Management

Additional Strategies to complement Traditional EM Strategies

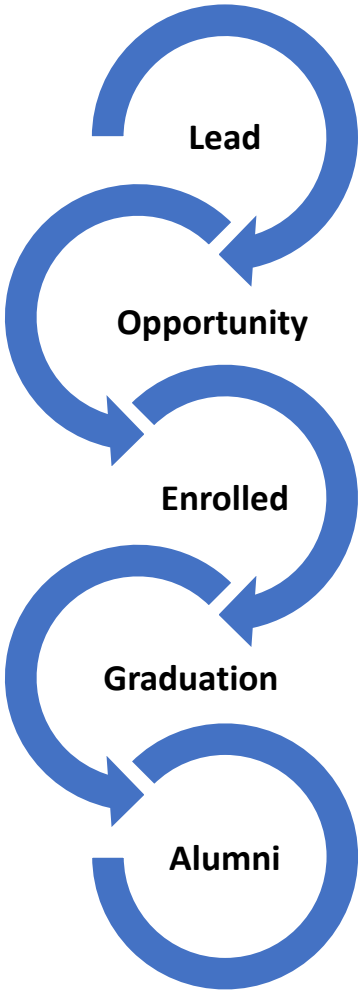
- Engage with faculty, other graduate students
- Funding (assistantships)
- Live interactive/online tours, admission representatives, after hours availability, etc.

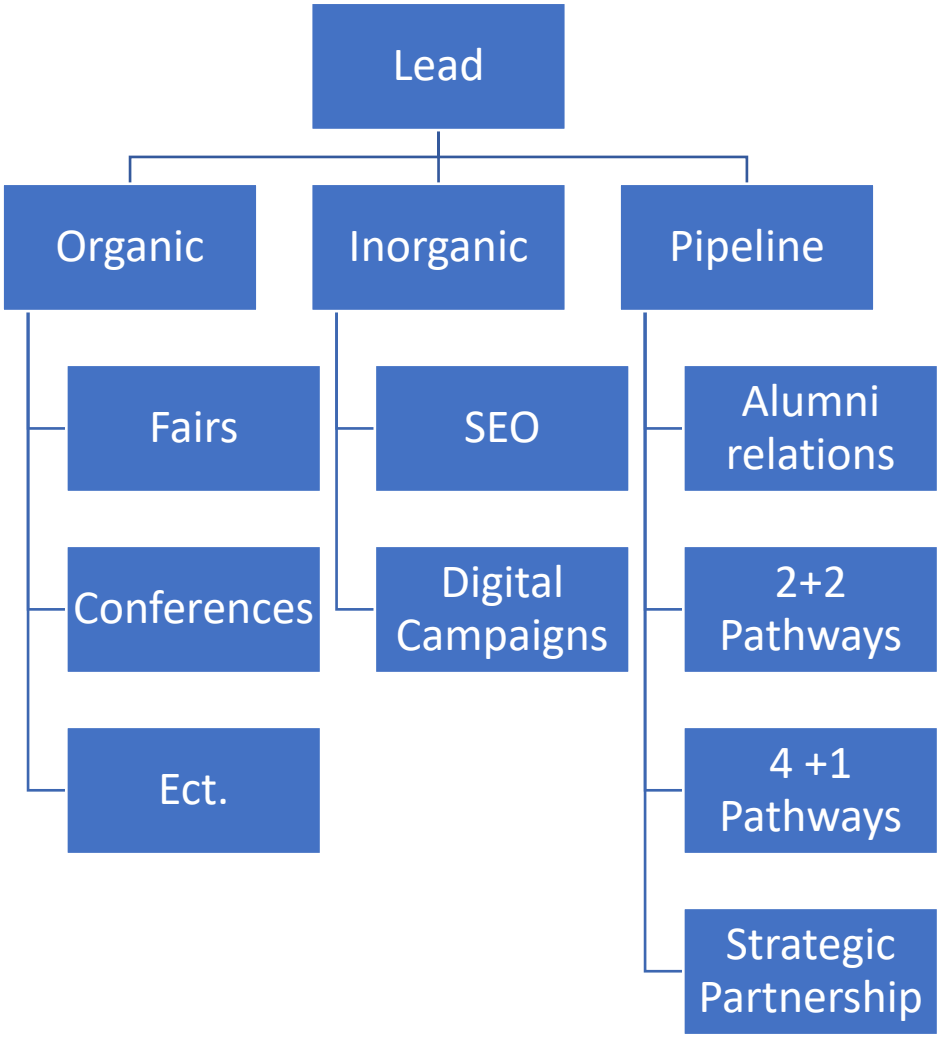
Online New age EM

- Search Engine Optimization
- Online: Get to the website – RFI
- Electronic fences
- Contact strategies



Lead Generation





Digital Marketing

- SEO
- Digital Ads
- Digital parameters
- String keywords
- Search engines



Pipelines

Corporate Partners

- Research terms because there is a disconnect between academic and industry terminology
- String keywords
- Different search engines

Timing

- Align program and professional timing
- Follow graduate program growth and marketing trends



Stiff Competition: What can we do?

1. **Partner with Marketing!**
   - First contact: Landing page / RFI
   - Balanced distribution of marketing strategies to varying target audiences
     - Traditional + Digital
   - Faculty and student digital advertisement
   - Be active and engaged in marketing cycles
   - Advocate for marketing



2. **Partner with EM Team**
   - Get to know your institution's Strategic Enrollment Plan (SEP)
   - Understand your institution's student journey for graduate students
   - Integrate faculty with efforts within SEP

Stiff Competition: What can we do?

1. **Graduate Office**
   - **<u>Provide</u> data to Marketing and EM**
     - Where are students coming from?
     - How did students hear about the program?
     - Student demographics by program
     - Track why students are choosing programs
     - Testimonials (faculty, students, and alumni)
   - **Funnel gates**
     - Policies and procedures that may assist
       - Admissions
         - Example: Policies - Transcripts
         - Example: Procedures - Application

2. **Its all about the TEAM!**

Lead – Applicant – Enrollment Conversation

Why Does it Matter?

- Response time
- Information needs to be accessible (24/7) and accurate
- Decision expectation (2-3 days)
- Inefficient EM processes can result in losing prospective students
  - Other universities are happy to take them too!
- Most students will submit up to 3 applicants for graduate programs
  - Impact on free applications?

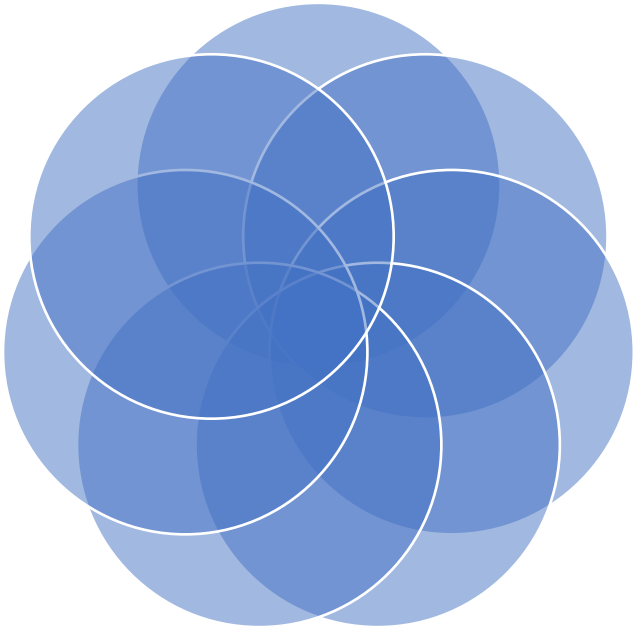


Its all about the TEAM

Graduate Office

Alumni/Advancement

Financial Aid



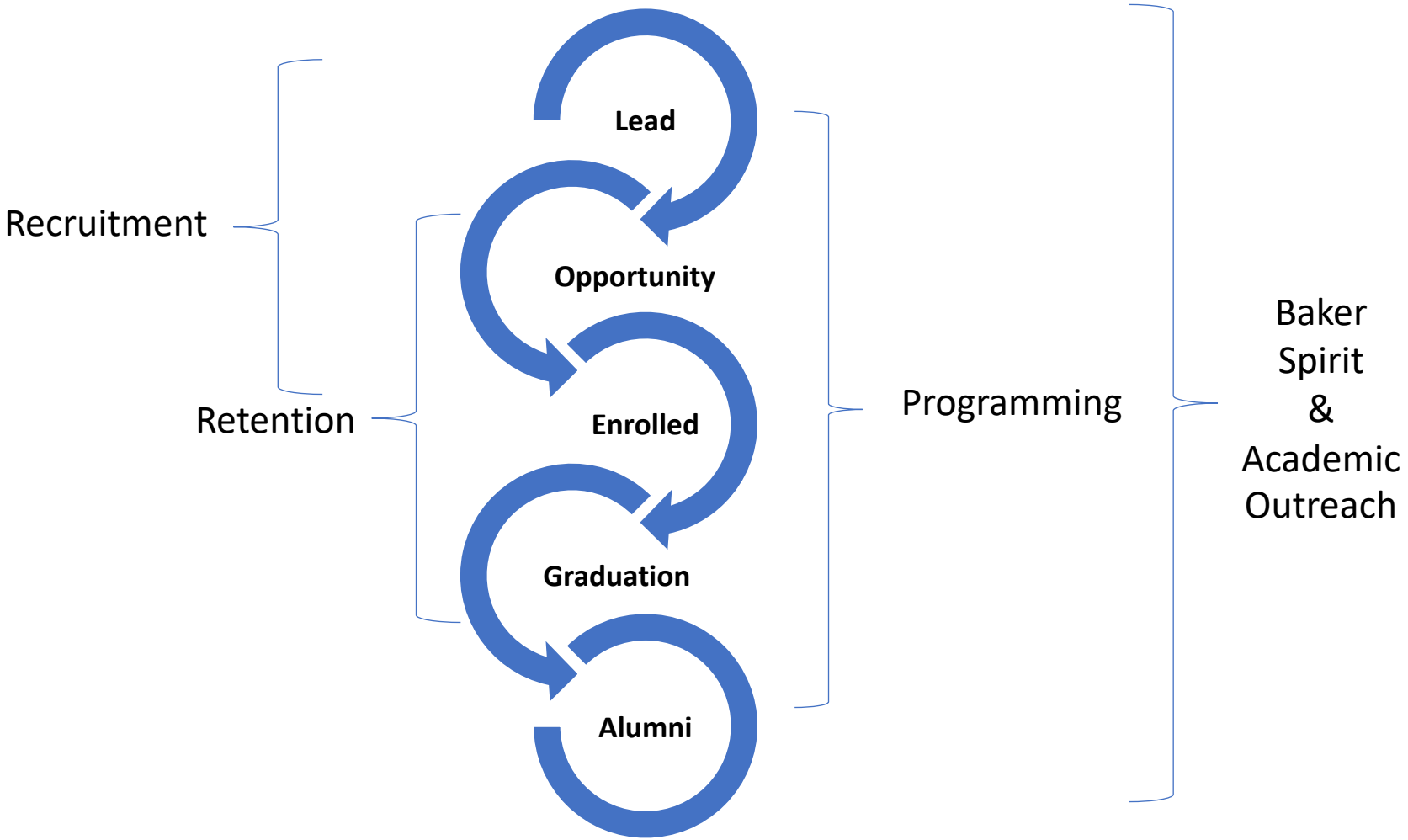
Academic Department

Registrar's Office

Marketing

Enrollment Management

Questions


Recruitment
Retention
Lead
Opportunity
Enrolled
Graduation
Alumni
Programming
Baker Spirit & Academic Outreach

Write-D

Enhancing graduate student writing and professional development through a flexible, discipline-specific program

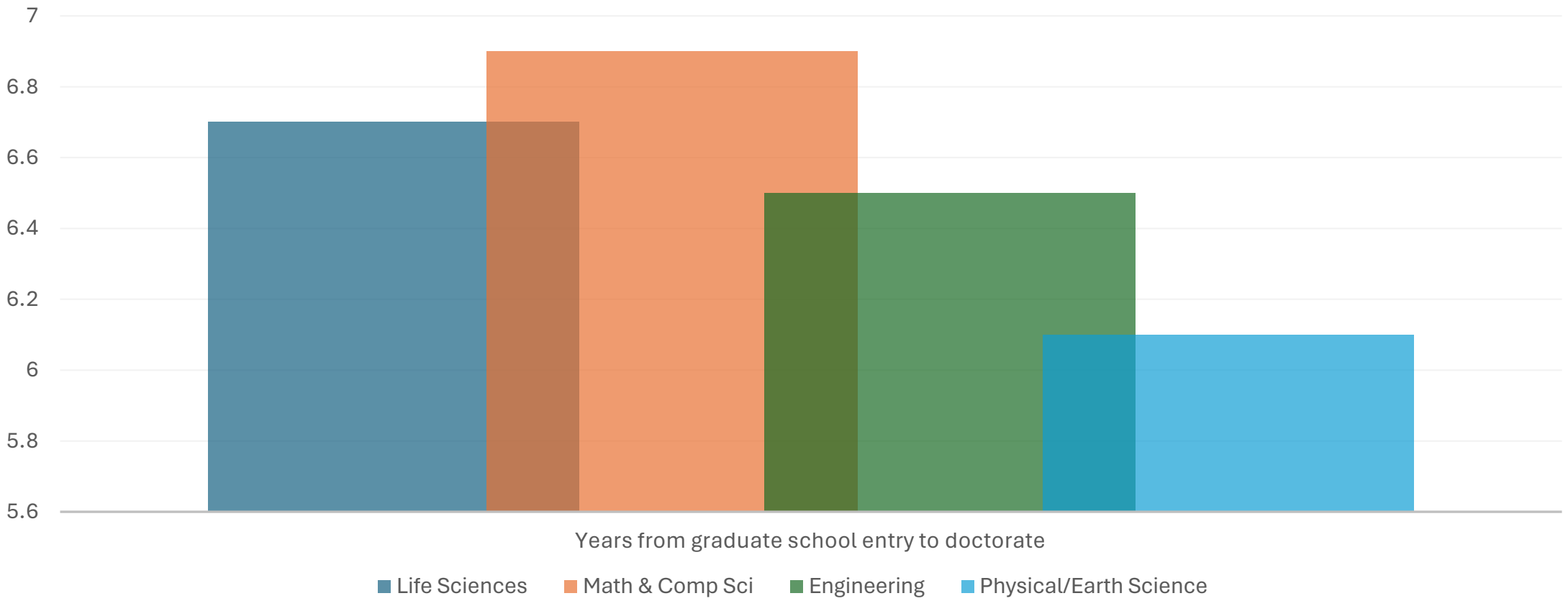
Sarah Isaacson

Rationale for Write-D

Students	Advisors
Dissertation: most difficult [1,2]	Getting drafts in a timely manner with a manageable amount of revisions
Stress, loneliness, isolation, self-doubt [2-7]	
Wanting more professional development and networking	Amount of time able to help with writing [9]
Inaccessible advisor [2,8,9]	**Administration/Departments**
Lack of preparation [5,10]	Time and resources to dedicate to explicit writing instruction [9]
Time management	
Hesitant to use Writing Center [15]	Concerns about time to degree

National time-to-degree trends

Median time to degree of U.S. doctorate recipients, by broad field of study [11]



Current Write-D groups

Civil, Environmental, and Geospatial Engineering



Chemical Engineering



College of Forest Resources and Environmental Science



Mathematical Sciences



Physics



Research-informed features of Write-D

1. Discipline specific
2. Write-on-site
3. Accountability

1. Benefits of discipline-specific approach

- Not one-size-fits all [7]
- Not just humanities [12]
- Small group atmosphere
- Administrative burden is offset by a Grad School coordinator
- Department has a hand in shaping the contours of the program
- Intentionally built around the discipline-specific advisor to advisee guidance
- Peer facilitator is familiar with conventions of the discipline

2. Write-on-site

- Writing skills are enhanced progressively [7,15]
- “Writing-in-the-Discipline” groups are adapted from “write-on-site” groups that have been found to increase faculty productivity [13]
  - They also might lead to better stress management and healthier habits for faculty members, so these groups are now a usual feature of self-help literature for faculty.
- Community of practice [9]

3. Importance of accountability [16]

Approaches to writing	Average output
Wrote whenever	17 pages/year
Wrote daily	64 pages/year
Wrote daily with weekly accountability mechanism	157 pages/year

3. Accountability

Writing project management: four-month plan [13]

Step 1: Identify “SMART” goals

- specific, measurable, achievable, realistic, time-framed

Step 2: Map out specific tasks towards goals

Step 3: Introduce tasks into a calendar

Step 4: Put elements into a weekly schedule

Write-D in action: How it works

- Facilitators
- Structure of sessions
- Guest speakers

Guest speaker schedule examples

Topic	Speaker
Citations & avoiding plagiarism	Department faculty
Conducting effective literature reviews	Department faculty
Citation software: EndNote and Zotero	University librarian
Poster making/presentation tips	Advanced PhD students
Publishing process	Department faculty
Technical writing in industry	Industry professional

Does Write-D work?

1. Students' perspective: Do they like it?
2. Advisors' perspective: Does it change the way students write?
3. Administration's perspective: Does it affect time to degree?

Methods:

1. Students' perspective: Do they like it?

    Voluntary participant surveys used: Week 1, Mid-Term, Final

2. Advisors' perspective: Does it change the way students write?

    Voluntary participant surveys used: Week 1, Mid-Term, Final

3. Administration's perspective: Does it affect time to defense?

    Compared time to defense with Write-D participation

Results: 1. Do students like it? (selected responses)

“Knowing that everyone else in the room is also working toward a similar goal makes it easy to get things done, even if it is just a small amount.”

“I would have postponed it [manuscript] for next semester if I did not attend.”

“[Write-D] opened my eyes to the depth of knowledge required to be successful in writing for academic applications and made me aware of the steps necessary to get things done.”

80% said they have made progress towards their goals

40% explicitly identified dedicated writing time as impacting goal attainment

40% believe their writing quality improved

Results: 2. Does it change the way students write?

First semester

- Use broad terms to acknowledge that writing is a challenge.
- Attributed English as a second language as a lack of success in writing
- Creating goals
- Generally, they indicate that they seek their professor for writing help.

Subsequent semesters

- See the new challenge of editing their work.
- Identify vocabulary and/or grammar as writing areas for improvement
- Maintaining goals
- Although their professor remains a source of help, the response of peer support (early and often) becomes more prevalent.

A view of writing differences [20]

Inexperienced writers

- Solitary
- Rules, correctness
- One time performance
- Revision = rewording/editing
- Prioritize style
- Writing as manufacturing

Experienced writers

- Social
- Argument, reader (i.e. the journal, advisor)
- Ongoing - practice
- Revision = rethinking
- Prioritize ideas, structure, then style
- Writing as communicating, writing as thinking

3. Does it affect time to defense?

	MS (thesis, report)	PhD
No Write-D	2.1 ± 1.1 (n = 86)	4.9 ± 1.5 (n = 41)
Write-D	1.9 ± 0.6 (n = 22)	4.6 ± 1.1 (n = 23)
Difference	**0.2 years**	**0.3 years**

Within-department Time-to-defense of Write-D v. non-Write-D graduates (2020-2023).

Conclusion and Q&A

- Positive student reviews
- It changes the way students approach writing
- Students graduate sooner
- Professional development and networking/CoP
- Shared cost and resources = sustainable model.
- Scalable

Create a SMART goal

S	**Specific**	What will be accomplished? What actions will you take?
M	**Measurable**	What data will measure the goal? (How much? How well?
A	**Achievable**	Is the goal doable? Do you have the necessary skills and resources?
R	**Relevant**	How does the goal align with broader goals? Why is the result important?
T	**Time-Bound**	What is the time frame for accomplishing the goal?

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Pronouns: she/her/hers/they/them/theirs

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MSU GRADUATE SCHOOL

Beyond Graduate Education: Responding to Dynamic Needs in Graduate Teaching Assistant Preparation



Dr. Stefanie Baier, Director Instructional Development

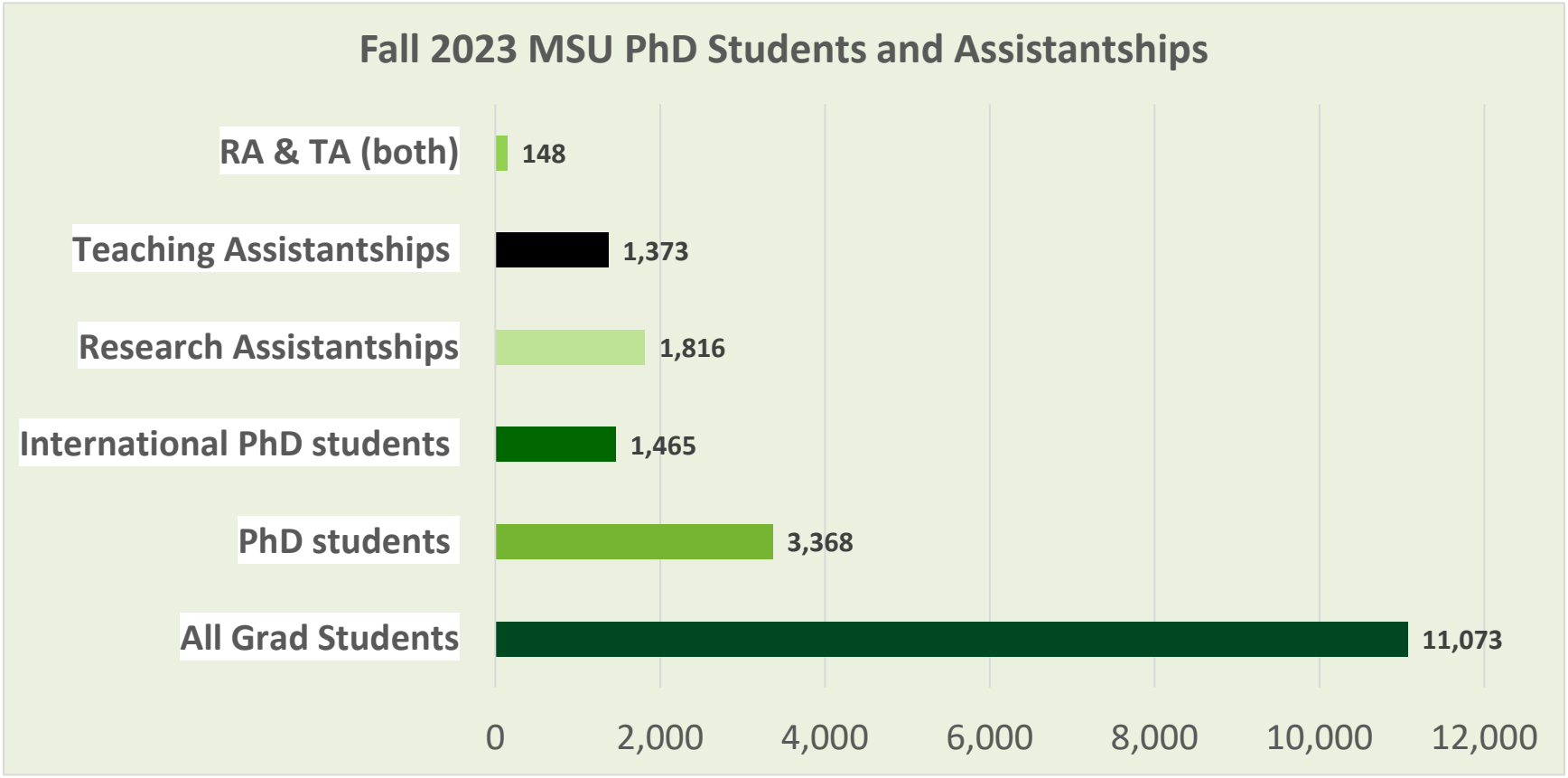
Dr. Hima Rawal, Postdoctoral Associate

Graduate School at Michigan State University

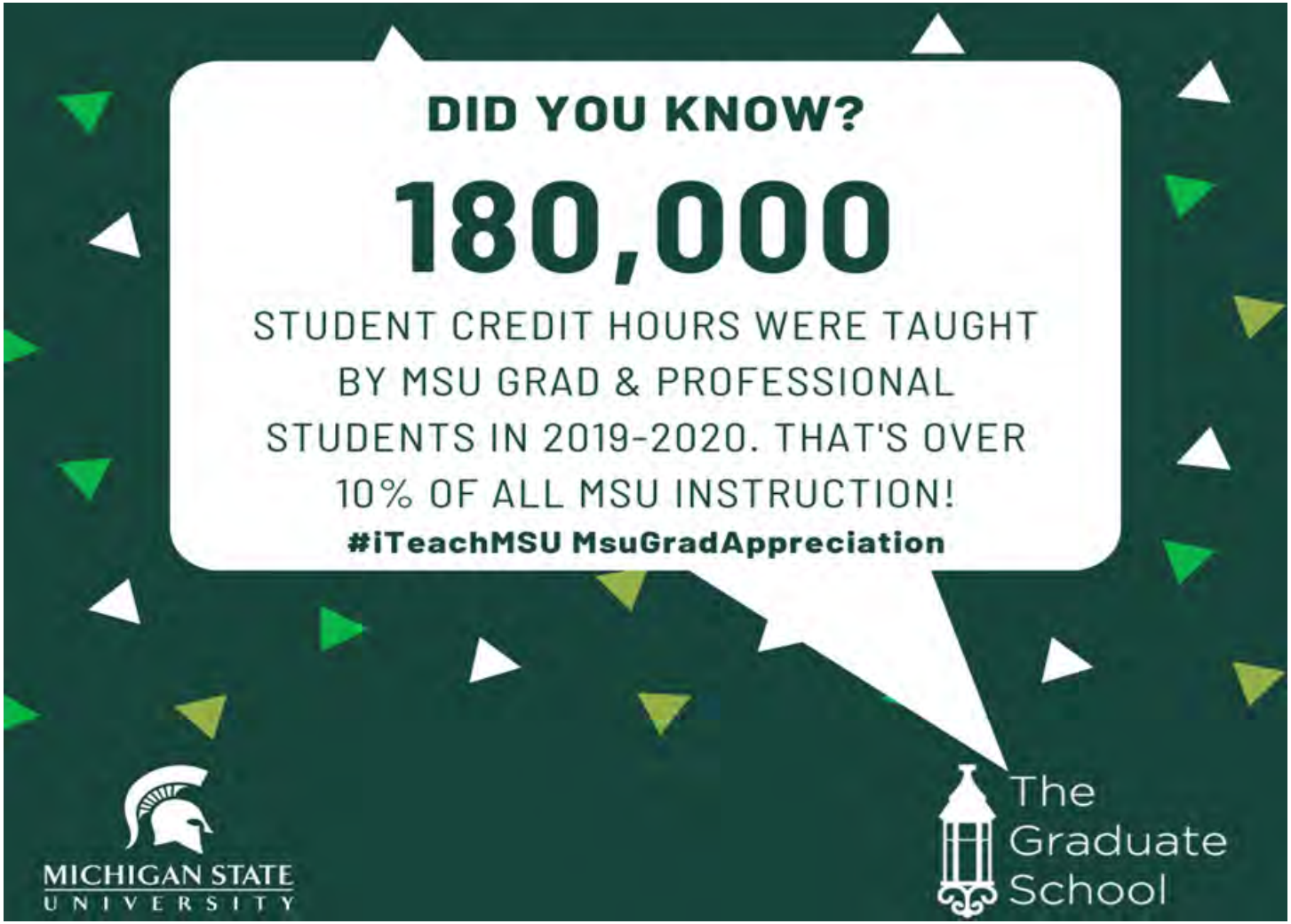
Agenda

1. Introduction
2. Michigan State Context
3. Dynamic Needs of GTAs
4. Curriculum Development to respond to needs

PhD Students and Assistantships at MSU



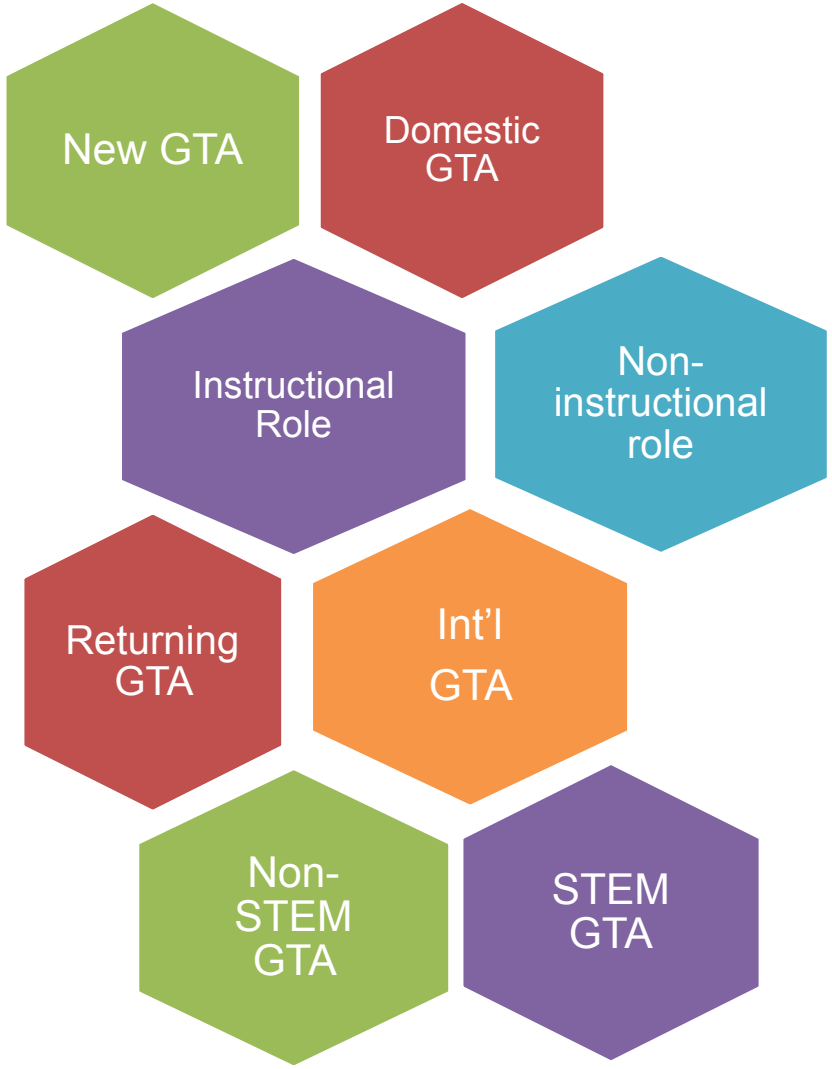
GTAs' Teaching Contribution



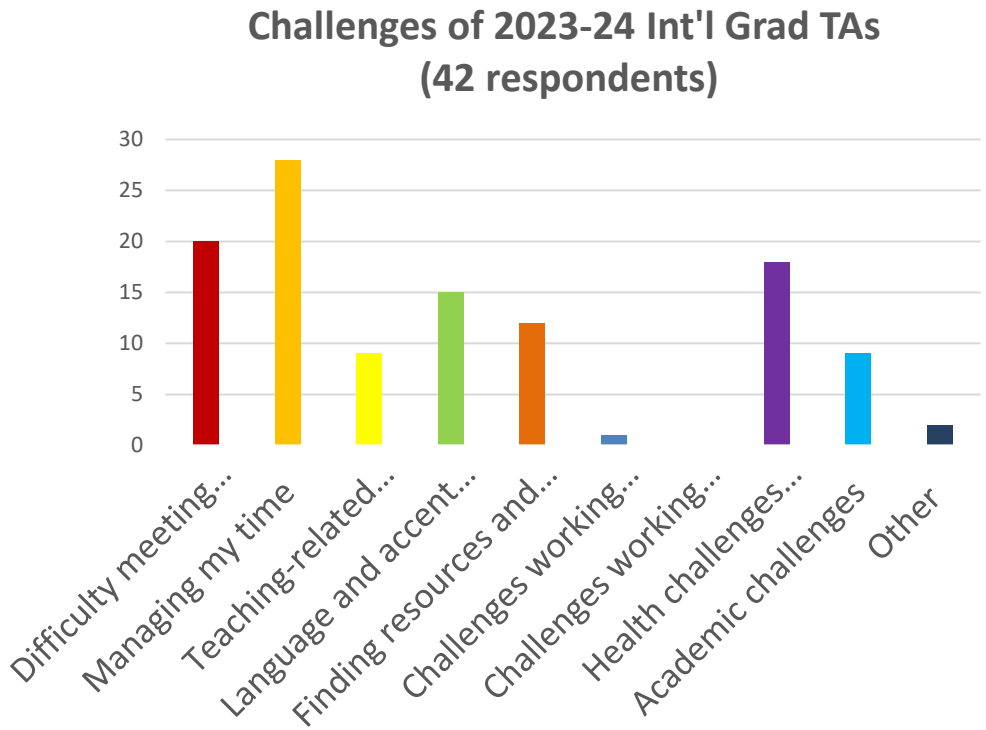
Orientations for Grad Students at MSU

- International Graduate Student Orientations
- Departmental Graduate Student Orientations
- University-Wide GTA Preparation
- Departmental GTA Preparation
- Graduate Student Resource Fair
- Graduate Student Orientation Sessions

Dynamic Needs of Graduate Teaching Assistants



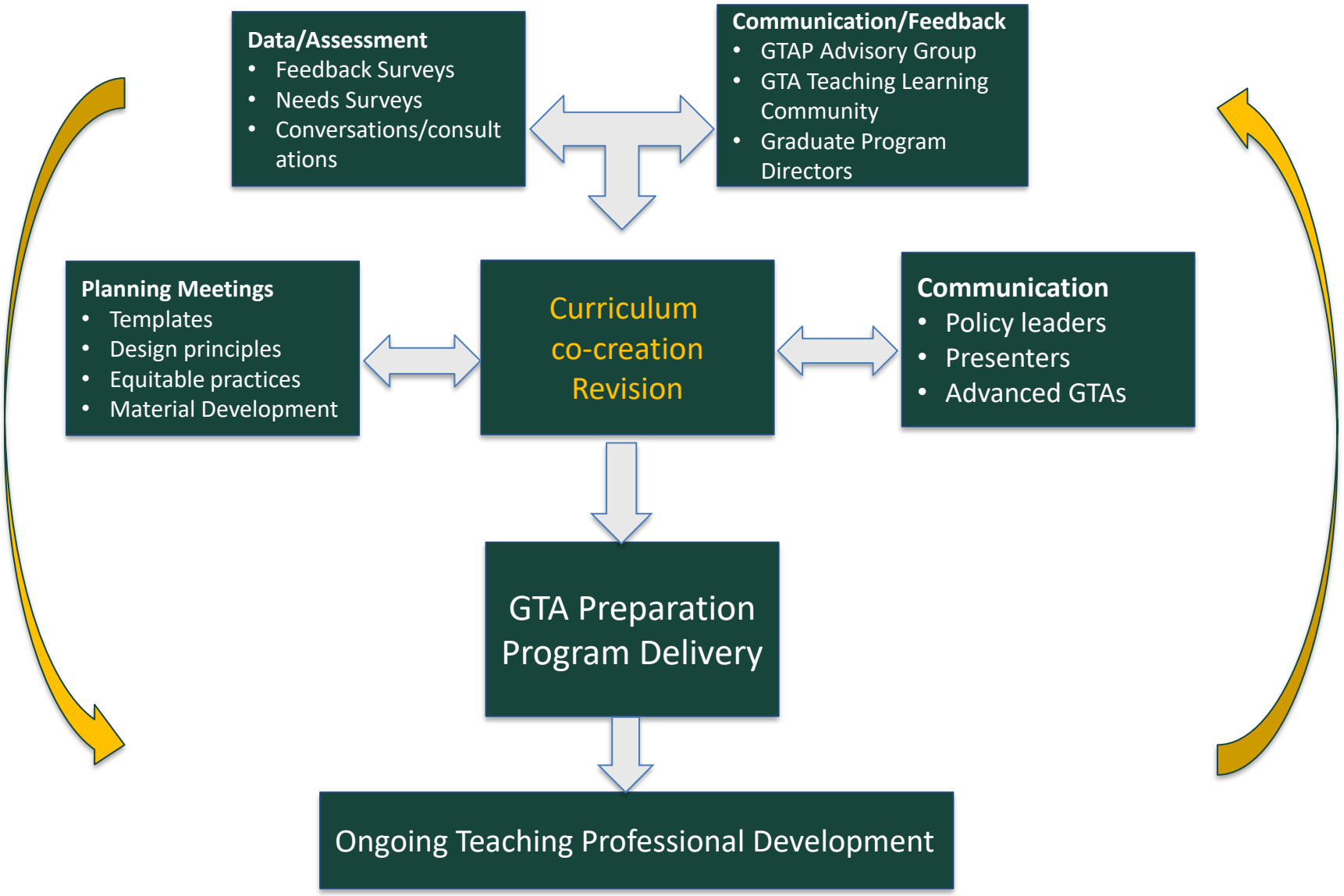
Checking in with International GTAs …



What has helped you with living in the U.S.?

My fellow students 22 (52%)
My international peers 25 (60%)
Resources available 21 50%
Opportunities to engage with groups/organizations 20 (48%)
Other 6 (14%)

Curriculum Development Process



Co-Creating the Curriculum

- **Surveys**
- **GTAP Advisory Group meetings**
  - Reflection on challenges, “I wish I had known…”
  - Shape the learning outcomes especially for New GTA Workshops (Co-creation of Curriculum)
  - Help co-facilitate, moderate, recruit student panelists, identify presenters, …



Timeline

January 15	• Dates for GTA Prep announced
April 15	• Registration opens
May – June	• Planning and curriculum work
July 1	• Agenda finalized
August 5	• D2L course open for enrollment
August 16	• New GTA Institute

Campus-Wide GTA Preparation

I. Asynchronous Components on D2L*

Will be available 10 days before synchronous training (video content on D2L)



II. Synchronous Training Components

Both in-person and via Zoom

1. International GTA Orientation (IGTAO)
2. New GTA Institute (NGTAI)
3. GTA Pedagogy Workshops

New International GTAs are advised to attend all three!

I. D2L Component (Asynchronous)

- GTAs self-enroll in a course on the LMS (**D2L**)
  - **3 Modules** corresponding to the three synchronous components including submodule
  - **Additional Resources Module**

- International GTAs are **required** to complete the **Int'l GTA Module**.



II. Synchronous Training Components

(in-person and virtual)



Collaborators

- **50+ Collaborators/Partners from across campus**
- **GTAs, Faculty, Staff, Policy Leaders**
  - The Graduate School
  - Policies
  - MSU IT and Educational Technology
  - Student Success Collaborative
  - Resource Representatives
    - English Language Center, The Writing Center, Employee Assistant Program, Libraries, Graduate Office of Wellbeing, Center for Teaching & Learning Innovation, Graduate Employees Union,

GTA TLC
The Graduate School

Center for Teaching & Learning Innovation

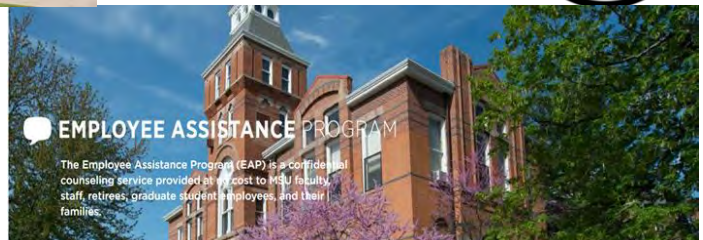


Graduate School
Office of Well-Being

Michigan State University
GEU
Graduate Employees Union

MICHIGAN STATE UNIVERSITY
Office of the University Ombudsperson

The Writing Center @MSU



New GTA Institute (virtual) Agenda

Topics focus on

- Student Success
- Policies
- Equitable Teaching
- Healthy Boundaries and Communication



New Graduate Teaching Assistant Institute (NGTAI)
August 16, 2023, 9:00 am – 5:00 pm (ET) - VIA ZOOM

Time (All ET)	Session
8:30 – 8:55 am	Online Check-In
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 Learning Goals in Mind** (Neighborhood Directors)
10:15 – 10:30 am	BREAK/TRANSITION
10:30 – 11:45 am	**Designing and Hosting Intentional, Sustainable and Equitable Learning Environments** (Dr. Shahnaz Masani)
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** (Dr. Shannon Burton) ➢ **RCPD and Reasonable Accommodation** (Shelby Gombosi) ➢ **Relationship Violence & Sexual Misconduct** (Michael Allensworth) ➢ **Mental Health for Yourself/Your Students** (Dr. Meg Moore)
2:20 – 2:30 pm	BREAK/TRANSITION
2:30 – 3:30 pm	**Successful Communication and Healthy Boundaries** Sara Morales and Dr. Sam Drake
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**
4:30 – 4:45 pm	Wrap up of the Day (announcements, questions)

International GTA Orientation Agenda

Topics

- Teaching in the US and American Classrooms
- Appreciation, Belonging, and Community Building
- Intro to Resources
- Graduate Employee Union



International Graduate Teaching Assistant Orientation (IGTAO)
August 25, 2023, 9:30 am – 1:30 pm (ET) – IN PERSON
STEM Teaching Learning Facility (642 Red Cedar Rd), Room 2130

Time (all ET)	Session
8:30 – 9:00 am	Check-In
9:00 – 9:10 am	**Welcome Int'l Graduate Teaching Assistants (GTAs)** Dean Pero Dagbovie, Stefanie Baier, Hima Rawal
9:10 – 9:45 am	**Appreciation, Belonging, and Building Community at MSU** Stefanie Baier and Hima Rawal
9:45 – 9:55 am	BREAK
9:55 – 10:45 am	**Teaching in the U.S. and the American Classroom** (Nathalie Marinho)
10:45 – 11:00 am	BREAK
11:00 – 11:30 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, Resources Playlist
11:30 – 12:15 pm	**The Path Forward: Experiences of International GTAs (Panel)** Moderator: Gloria Ashaolu
12:15 – 12:30 pm	**The GTA Contract (Graduate Employees Union)**
12:30 – 1:30 pm	LUNCH & COMMUNITY BUILDING

Pedagogy Workshops

Topics tailored to new and returning GTAs

- Intro to LMS
- The First Day of Teaching
- Effective Grading
- STEM Teaching
- Accessible Teaching
- Caring Communication



Pedagogy Workshops
(In-person at STEM Teaching and Learning Facility)
Friday, August 23, 2023 (9:00 am – 4:30 pm)

Time (all ET)	Workshop Title
Workshops Round 1	
9:00 – 10:00 am	Getting Started with D2L (Desire2Learn) (Presenters: Mark Hodgins and James Bender and Arya Gupta)
9:00 – 10:00 am	Managing Your Roles and Responsibilities (Presenter: Chase Bruggeman)
10:00 – 10:30 am	BREAK
Workshops Round 2	
10:30 am – 12:00 pm	The First Day: Tips & Strategies for Planning and Student Engagement (Presenter: Dr. Stefanie Baier)
10:30 am – 12:00 pm	Developing a Plan for Effective Grading: Technology, Communication, and Time-Management (Presenter: Seth Hunt)
12:00 – 1:00 pm	LUNCH (provided)
Workshops Round 3	
1:00 – 2:30 pm	STEM Teaching: What are the Pathways to Scientific Teaching? (Presenter: Dr. Diane Ebert May)
1:00 – 2:30 pm	Accessible Teaching: Resources and Demonstration of Tools and Practices (Presenters: Tyler Smeltekop and Kevin Henley)
2:30 – 3:00 pm	BREAK
Workshops Round 4	
3:00 – 4:30 pm	Teaching Techniques for Managing Students in Labs & Recitations (Presenters: Drs. Johanna Herman and Michael Lockett)
3:00 – 4:30 pm	Caring Communication for Learning & Belonging (Presenter: Mary-Beth Heeder)



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GTA Preparation Program 2023-24









Data

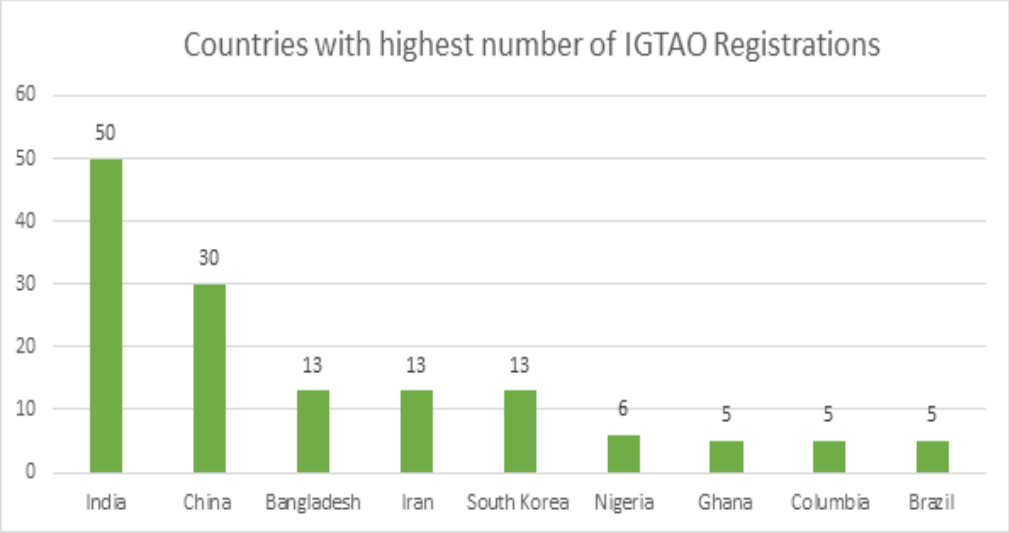
New GTA Institute: 372 unique attendees

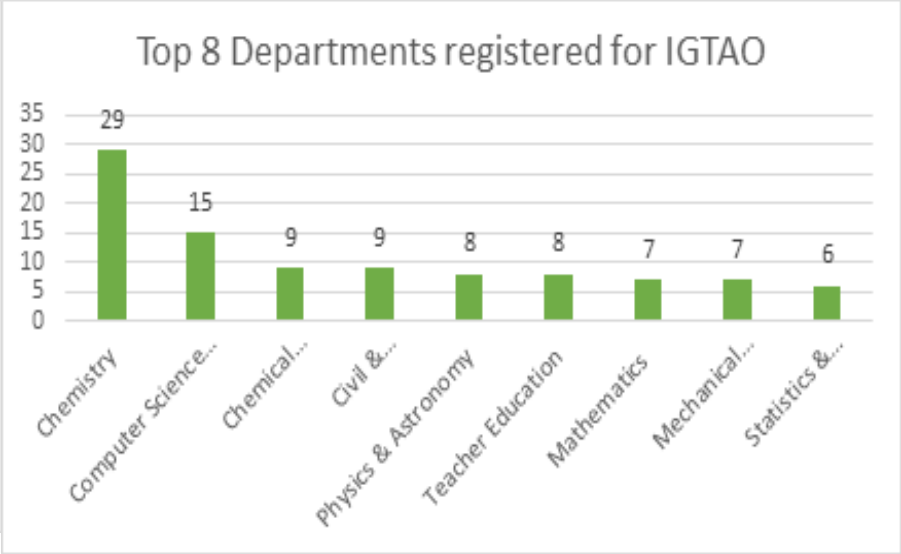
International GTA Orientation: 120 attendees

Pedagogy Workshops: 244 unique attendees

D2L (Learning Management System) - 409 enrolled in the D2L course

Overall: 67 Departments & 48 Countries (aside from the US)



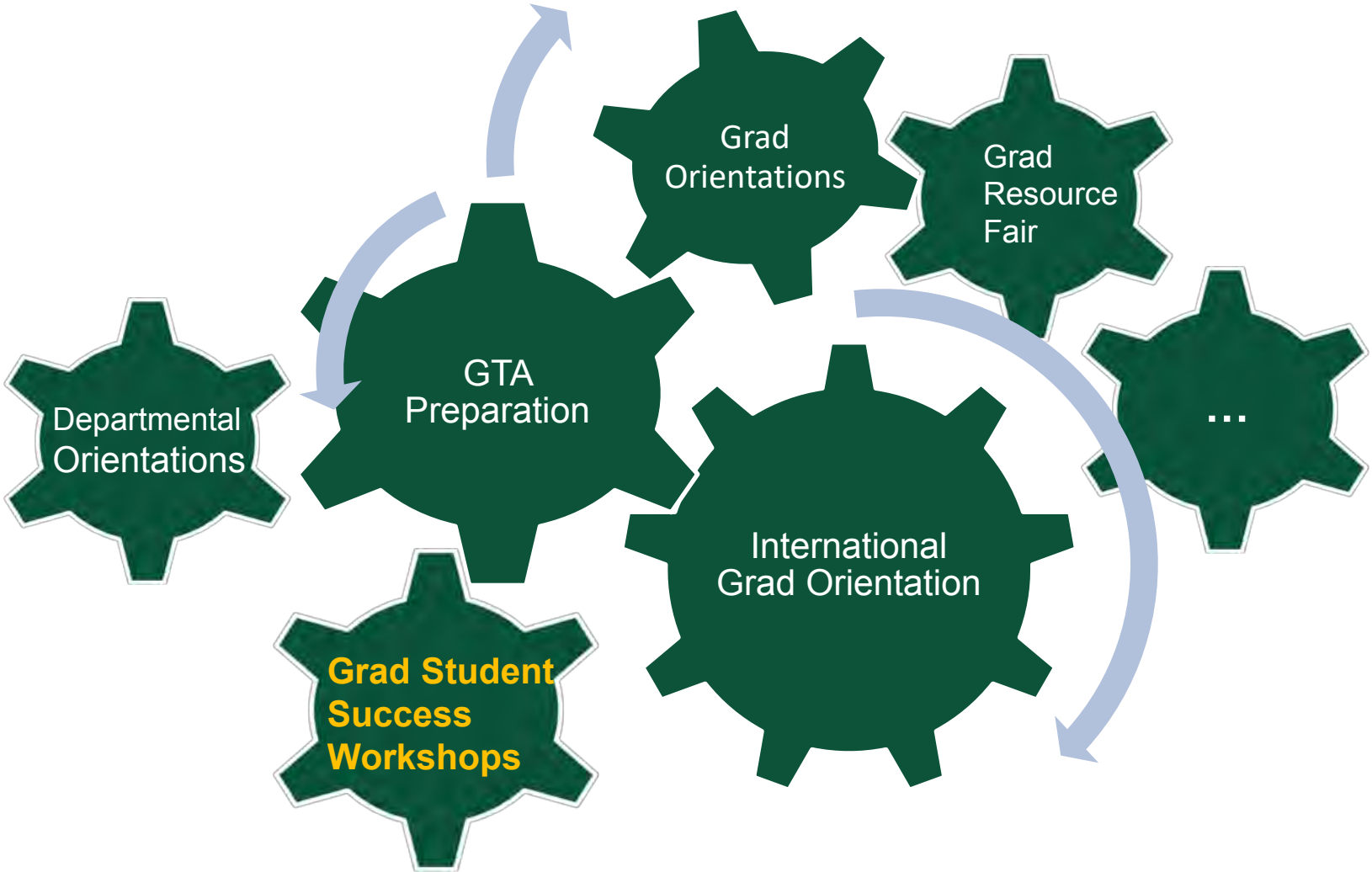


Feedback



Project name	Status	Responses	Type
2023 GTA Preparation Feedback Survey	Active	299	Survey
2023 International GTA Orientation Feedback	Active	62	Survey
2022 GTA Preparation Feedback Survey	Active	493	Survey
2022 International GTA Orientation Feedback	Active	112	Survey

Other Orientation Components



Graduate Student Success Workshops

- 8/28 - Paving Your Own Pathway for Professional Success
- 8/29 - Well-Being & Graduate School: The Key to Your Success
- 8/30 - Setting Expectations in Graduate Education



Responding to Dynamic Needs …

Workshops and Lunch&Learns
Q&A on D2L
Getting feedback for your teaching & SPLS Session?
Research Statement Writing Workshop
How can I make learning experiences high impact?
Effectively Engaging with Multilingual Learners in Diverse Undergraduate Classroom
Teaching Statement WS
Student Success Resources - Tip-sheets
DEI Statement WS
Dealing with "Challenging" Students
Educator Wellbeing Day

Responding to Dynamic Needs

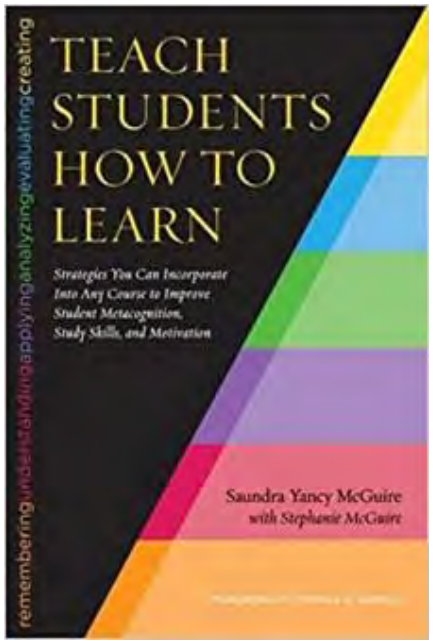
Spring Onboarding

Managing your Roles
Syllabus Development
Academic Integrity
Feedback and SPLS
Using D2L

Spring Workshops and Lunch & Learns

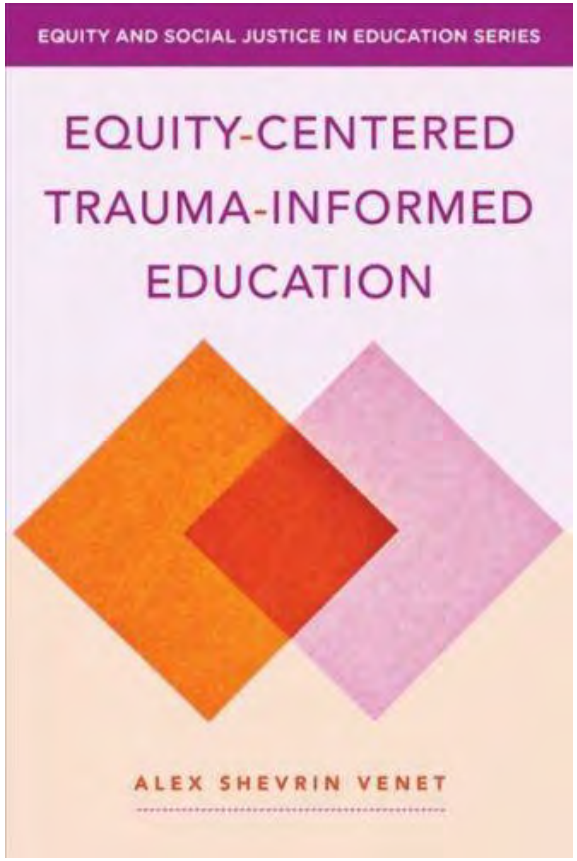
Epidemic of Loneliness
Transparency in Teaching
Motivation Session
Engaging Students in their learning with
Equitable and Trauma-Informed Education
Teaching Statement WS
DEI Statement WS
Time Management
Research Statement WS
Scaffolding (in person)

Common Readings and Summer Book Club to respond to dynamic needs









What our GTAs have said …

I learned the variety of resources available for having an accessible teaching that supports students' process.

Case studies were good for the sake of thinking through tricky situations that could arise before they happen.

I took note of a lot of ideas, and I already used them this week: name tags on the table, ice breakers.

The orientation themes introduced me to new kinds of experiences by informing, educating and enlightening my teaching and grading skills. I would love to happily say that the experience I got is worth of making a good teacher in me. Thank you.

I learned it's a necessary task for a TA is to collaborate and have better understanding of what they are expected of them and make good connections with other TA's.

I learned how to engage students in STEM in proactive ways and STEM diversity and its assessment.

How to use AI in D2L to update about student's situation was very useful.

The workshops are helpful to first-year international students who are fairly new to the country, university, and American classroom.

I had uncertainty before this program, but things were clarified by attending.



Questions



Suggestions



Challenges

Questions ?





Please contact us:

Dr. Stefanie Baier, Director of Instructional Development stbaier@msu.edu

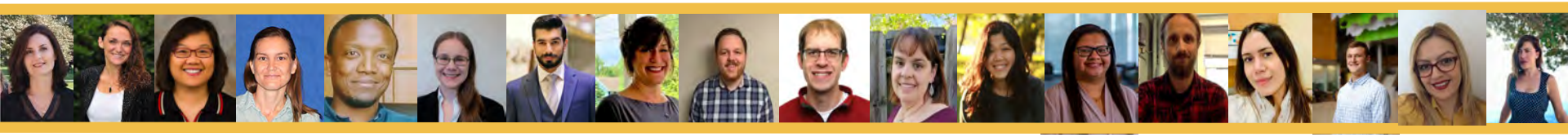
Dr. Hima Rawal, Postdoctoral Associate rawalhim@msu.edu

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Oh the Places You'll Go: Helping Graduate Students Start a Lifelong Research Career with Integrity and Compliance

Lily Compton, Ph.D.

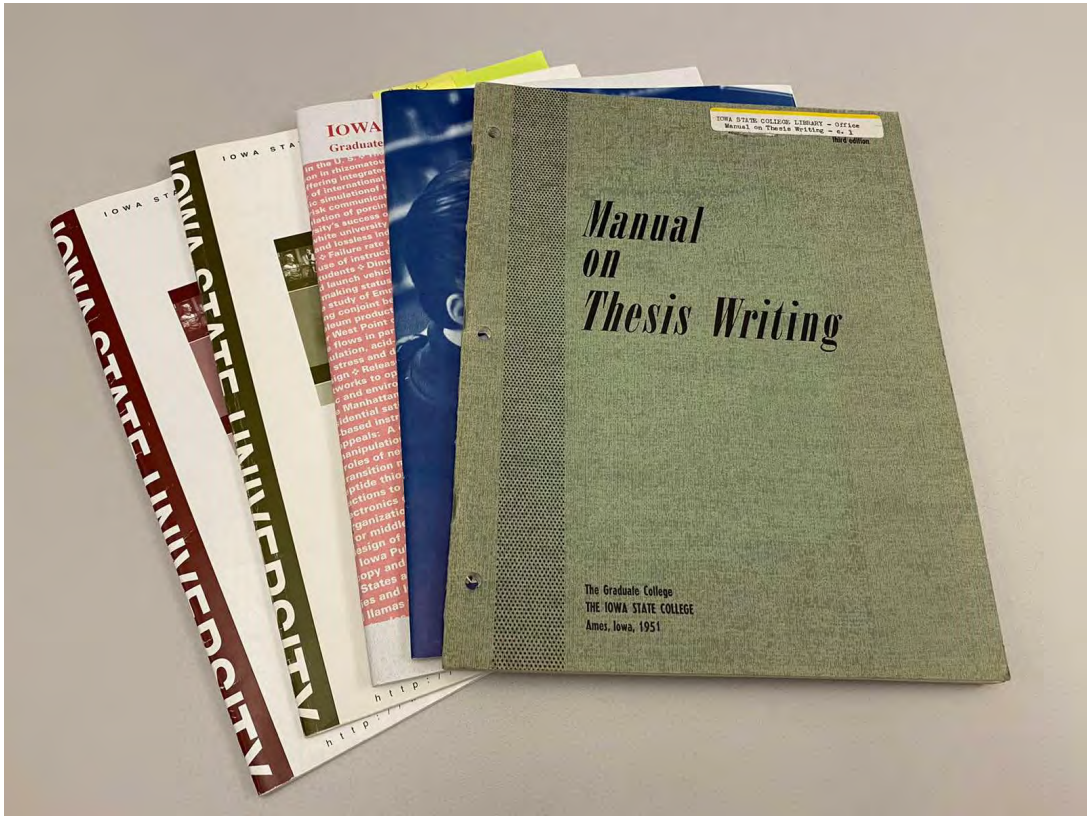
Kristin Terrill, Ph.D.

Presented at Midwestern Association of Graduate Schools, *OverARCHing Issues for Graduate Education in Dynamic Times*

St. Louis, MO | April 5, 2024

THE EARLIEST COPY OF A THESIS MANUAL FOUND IS

A. 1981
B. 1971
C. 1961
D. 1951



The Role of a Thesis/Dissertation Office

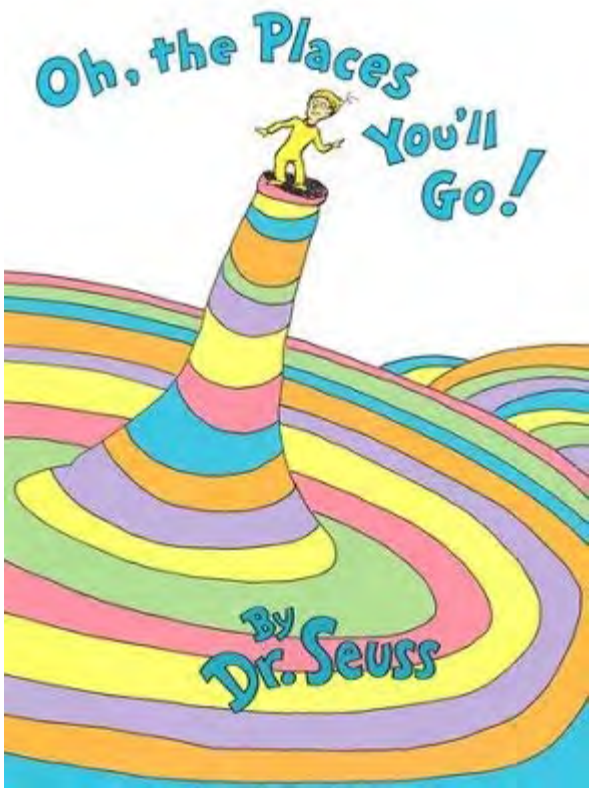
1. Does your institution have a Thesis/Dissertation Unit?
2. Where is this unit housed?
3. What are the responsibilities of this unit?
4. Has it changed over the years?
5. What factors have impacted the scope of responsibilities?

Our Thesis/Dissertation Office

- ✓ Maintains templates and standards
- ✓ Checks formatting before approving the digital file for ProQuest and our institutional repository (IR)
- ✓ Provides information related to requirements through seminars
- ✓ Conducts boot camps to assist with formatting
- ✓ Offers individual consultations for writing and format checks
- ✓ Liaise with ProQuest, IR, and other stakeholders

It’s not just a thesis/dissertation

“You’ll be on your way up!
You’ll be seeing great sights!
You’ll join the high fliers
Who soar to high heights!”
Dr. Seuss (1960, 1988)



Addressing Unique Cases

- Similarities in dissertations (shared publications)
- Authorship and copyright concerns
- Embargoes
- Redactions (sponsored research)
- Primary vs secondary content
- Published thesis/dissertation changes protocol
- Departmental needs

Some main concerns



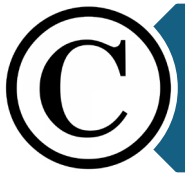
Consistency

- Institutional brand
- Readership



Authorship

- Shared authorship



Copyright

- Third-party content
- Publishing license
- Sponsored research

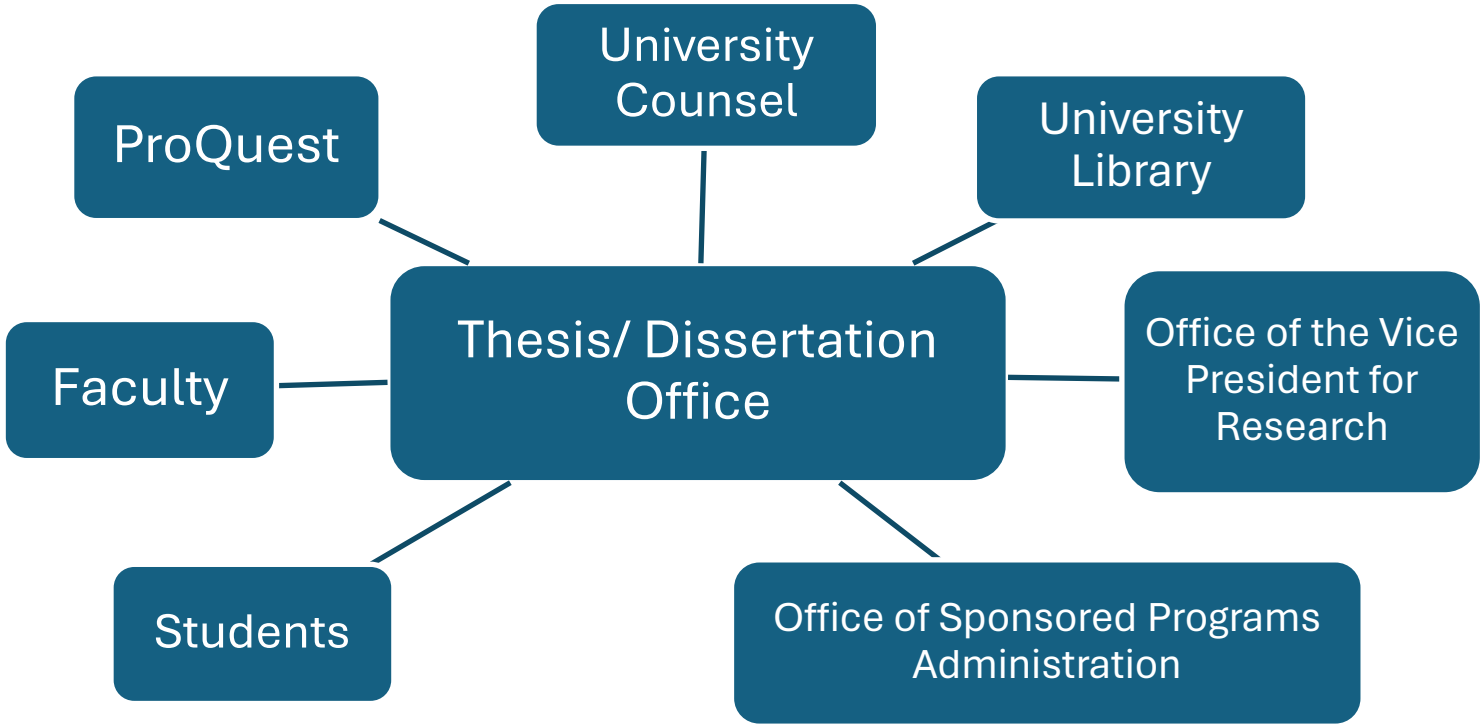


Digital Accessibility

- Mandates

Connecting the network of stakeholders

Gathering information from multiple sources to understand the case and the best possible solutions







Overview

- Identified Need
- Ideation
- Aims
- Plan and Funding
- OER Content
- Current State
- Looking Ahead

Identified Need

- Students at the thesis/dissertation stage uninformed about scholarship practices
  - Publication ethics & integrity
  - Copyright & reuse permissions
  - Shared authorship
  - Generative AI
  - Document preparation & accessibility
- Graduate College informative materials
  - Piecemeal dissemination
  - Low awareness

Ideation

- Institutional change
  - ✓ Thesis/dissertation requirements update
  - ✓ Digital accessibility policy timeline
  - ✓ University strategic plan “jump-start” investments
- Academia in the media
  - ✓ Increased research retractions
  - ✓ Increased plagiarism accusations driven by digital technologies
  - ✓ Rise of generative AI

Aims

- Produce an open educational resource that empowers graduate students, postdocs, and early-career researchers to:
  1. Establish and protect professional credibility
  2. Report and publish results with integrity
  3. Prepare and complete electronic theses and dissertations that meet institutional, state, and federal guidelines

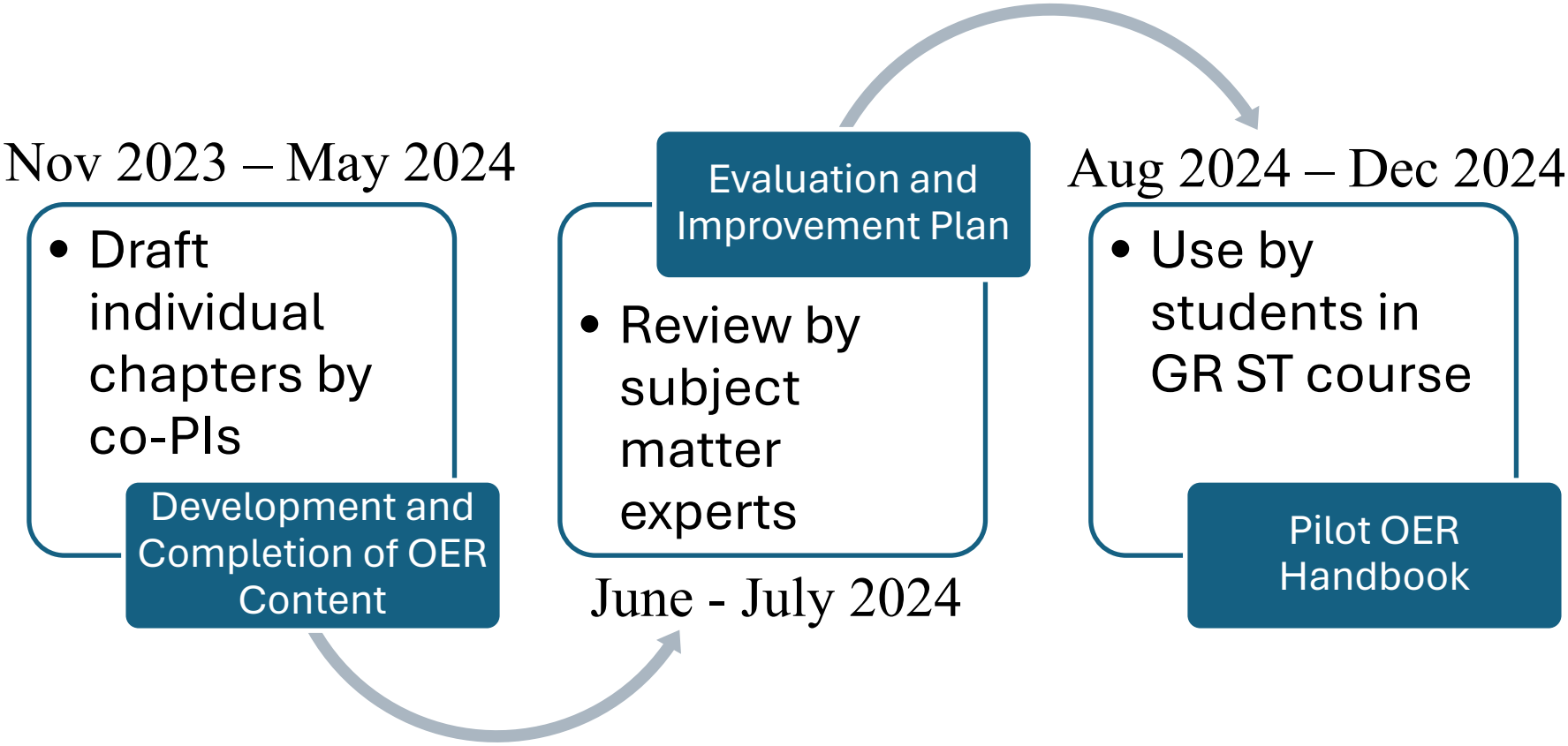
Plan and Funding

- Affordable Course Materials grant CFP issued 4/25/2023
- Key criteria:
  - Potential for impact
  - Showcase collaboration across/beyond department
  - Sustainability

Plan and Funding

- Outcome: 3-part Open Educational Resource (OER)
  - Part 1. Participating in a Research Community
  - Part 2. Research and Publishing Ethics
  - Part 3. Technology for Research Writing
- Three-strand plan
  - Developing and compiling content
  - Piloting the OER in graduate-level courses
  - Evaluating and improving the OER

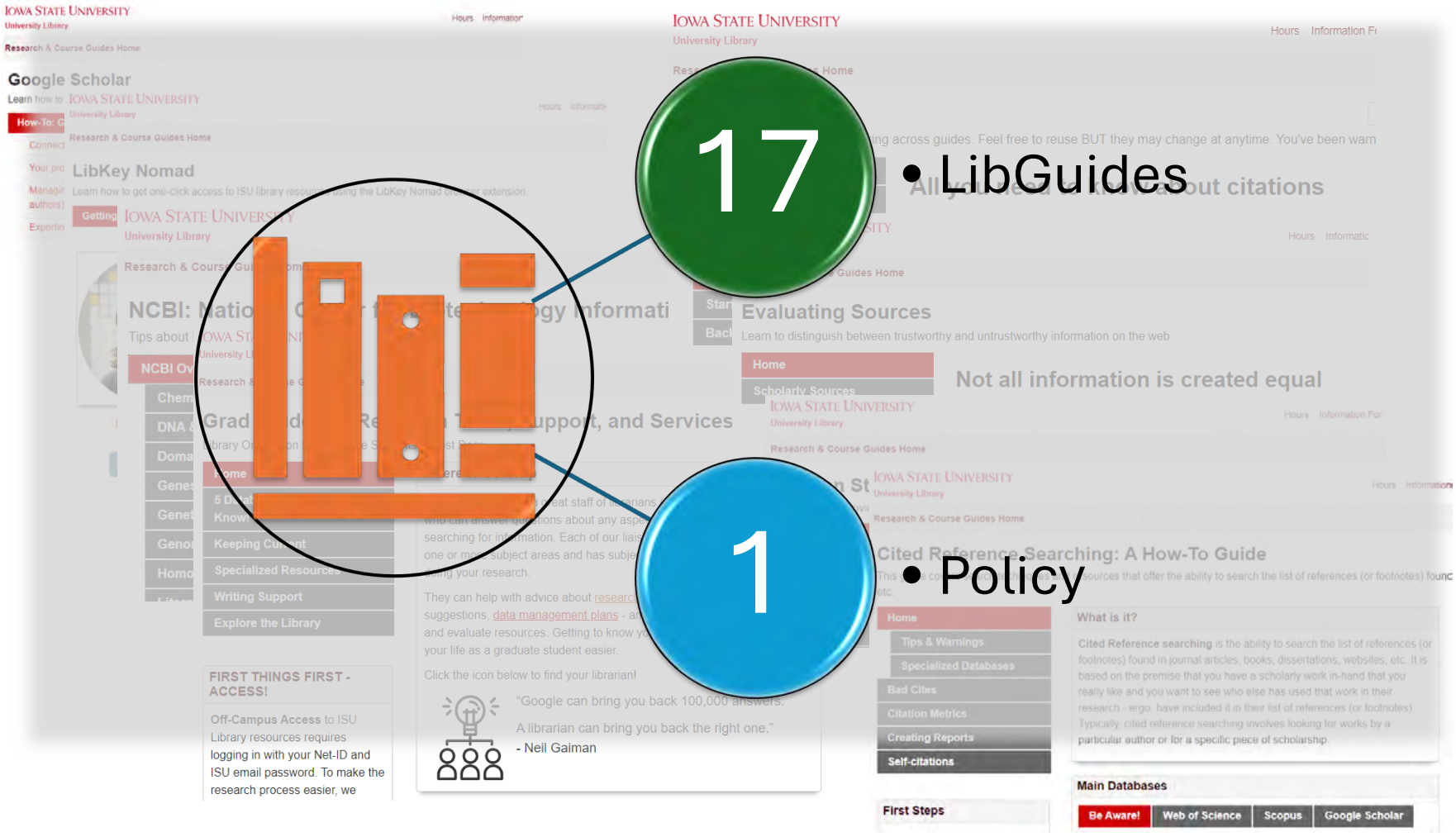
Plan and Funding



OER Content Part 1. Participating in a Research Community



OER Content Part 1. Participating in a Research Community



OER Content Part 2. Research and Publishing Ethics



Authorship & Author Rights



Copyright Basics & Article Publication

Shared Consent and Graduate College Forms



Reuse Permissions



Graduate College Thesis and Dissertation Office



Transparency and Communication



Plagiarism Tools

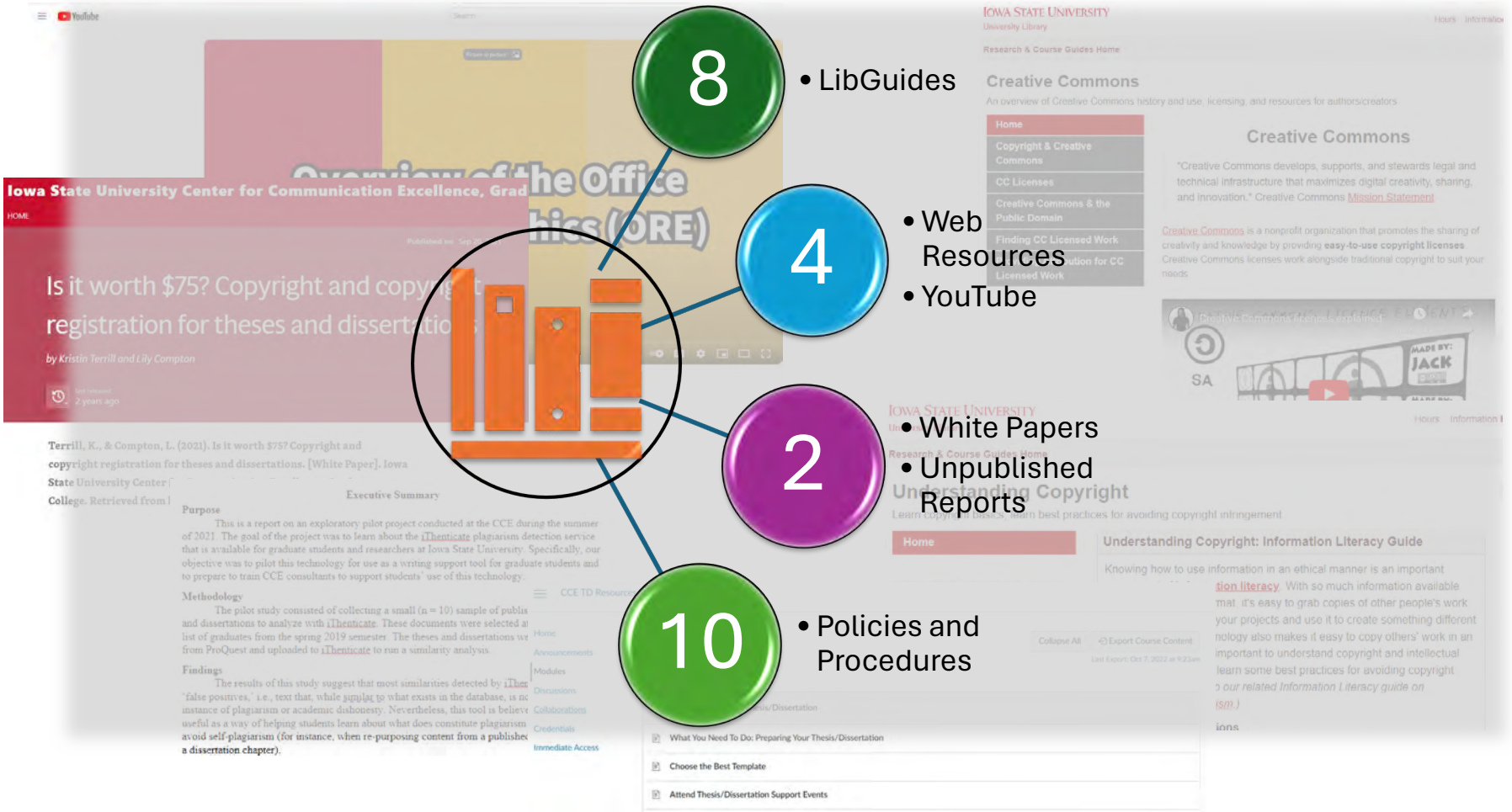


Data Sharing



Research Integrity & Institutional Review Board

OER Content Part 2. Research and Publishing Ethics



OER Content Part 3. Technology for Research Writing



Formatting and Using Text



Applications for Formatting

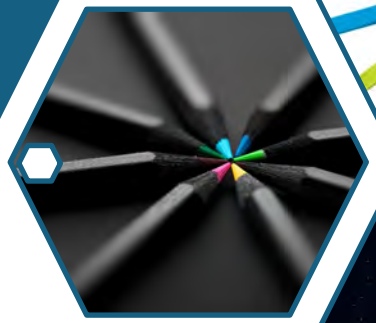
Formatting and Using Figures and Data Visualizations

Formatting and Using Tables





Formatting Strategically



Applications for Writing



OER Content Part 3. Technology for Research Writing



Current State

- ✓ Established handbook structure & template
- ✓ Completed OER content audit
- ✓ Addressed audience needs
- ✓ Early drafts shared with peers and graduate students
- ✓ Expanded collaboration to include Director of Office of Research Ethics
- ✓ Pre-piloted content in Writing with Advanced Technology seminar series
  - Plagiarism prevention: iThenticate
  - Literature review assistance: Elicit/Copilot
  - Digital accessibility: Word

Looking Ahead

- Peer-review and editing final OER content
- Additional collaborators and content experts for special topics
- Piloting the OER in GRST 5330X: Academic Communication Practices, part 3

Future Additions

- AI and Gen AI related topics
- Part 4 Digital Accessibility for Dissertations, Theses, and Creative Components (Sample topics)
  - Headings
  - Alt-text
  - Tables and figures
  - Remediation strategies
- Part 5 Producing Dissertations, Theses, and Creative Components (Sample topics)
  - Embargoes
  - Guidelines for Sponsored Research and Intellectual Property
  - Office of Innovation Commercialization
  - Office of Sponsored Programs Administration

Your Considerations

- How would this OER benefit your stakeholders?
- What would you like to see as additional topics?



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Midwestern Association of Graduate Schools

OverARCHing Issues for Graduate Education in Dynamic Times

Welcome

80th Annual Meeting of the Midwestern Association of Graduate Schools

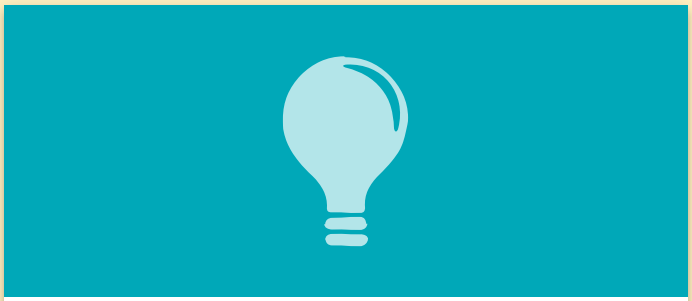
April 3–5, 2024 • St. Louis, Missouri
Le Méridien St. Louis Clayton

Membership

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MEETING REGISTRATION



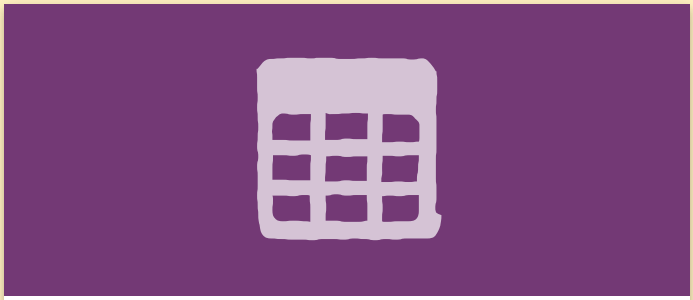
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Midwestern Association of Graduate Schools

OverARCHing Issues for Graduate Education in Dynamic Times

Membership

New member application ›

Pay 2023 Past Due MAGS Membership ›

Pay 2024 Membership Dues ›

Membership fees, enrollment headcount & period of membership:

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

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

NOTE: Benefits of a paid membership include reduced rates for registration at the MAGS annual meeting and eligibility to submit an entry for the Three Minute Thesis competition and nominations for the Distinguished Thesis, Excellence in Teaching, and Excellence & Innovation in Graduate Education awards.

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

Dues notices are emailed to member institutions each September. Payments can be paid online by credit card. If your institution is unable to pay by credit card, please contact ex@uwlax.edu to discuss an alternate payment option.

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~Tentative Agenda~

80th Annual Meeting of the Midwestern Association of Graduate Schools

OverARCHing Issues for Graduate Education in Dynamic Times

April 3–5, 2024
Le Meridien Hotel St. Louis Clayton
St. Louis, MO

Wednesday, April 3, 2024

8 a.m.–5 p.m.	**Registration**	**Grande Salle Pre-function Space**
9–11:30 a.m.	**New Graduate Administrators Workshop** *—David Daleke, Former MAGS Executive Team; Vice Provost for Graduate Education and Health Sciences and Dean, Indiana University Graduate School Bloomington* *—Julie J. Masterson, Former MAGS Executive Team; Associate Provost and Dean of the Graduate College, Missouri State University* This session provides new deans and graduate school staff members the opportunity to discuss topics of interest focusing on the role of the graduate school and the leadership responsibilities associated with that role. This highly interactive session is followed by a luncheon with the members of the Executive Committee of the Midwestern Association of Graduate Schools (MAGS). Please note: Additional registration is required	**Pavilion II**
10–11 a.m.	**Executive Committee Meeting**	**Parlour III**
11:30 a.m.–1 p.m.	**New Graduate Administrators & Executive Committee Luncheon** Please note: Additional registration is required	**Forest Park Ballroom**
1–1:15 p.m.	**Welcome to MAGS Conference** *—Carrianne Hayslett, MAGS Chair; Associate Dean of the Graduate School, Marquette University*	**Grande Salle Ballroom**
1:15–2:30 p.m.	**Navigating Access, Cost, and Program Quality: Updates from CGS** *—Suzanne Ortega, President, Council of Graduate Schools*	**Grande Salle Ballroom**
2:30–2:45 p.m.	**Exhibitor Highlights** *Introduction: Jennifer Ziegler, MAGS Treasurer*	**Grande Salle Ballroom**
2:45–3:15 p.m.	**Break**	**Pavilion Pre-function**
3:15–4:15 p.m.	**CONCURRENT SESSION I: Strategic Ideas for Dynamic Times**	
	Strategic Initiatives for Dynamic Times *—Claudia Petrescu, Vice Provost for Graduate Education and Dean Graduate School, Associate Dean for Student Success, Kansas State University*	**Pavilion I**

	—Megan Miller, Assistant Director of Student Success, Kansas State University *—Michael Young, Graduate Faculty Associate, Graduate School, Kansas State University* We live in a dynamic world that shapes how we think about graduate education and what actions we have to take and can take to adapt. Demonstrating the value of higher education, especially graduate education, and addressing the needs of graduate students and faculty are today's key topics of discussion. In this session we will share several of our initiatives to design a decision-making system that prepares the Graduate School and graduate faculty for a rapid response to shifts in the local landscape: (a) building up the Graduate Council's leadership role and streamlining the shared governance process, (b) creating strategic planning-oriented program review, and (c) leveraging recruitment and retention data through dashboards to inform decision making at unit and student levels. We will present the input-based process we used to design and implement these initiatives, the feedback mechanisms in place and the short term impact of these actions. We will also discuss steps taken to institutionalize these actions as part of and in support of our university's strategic planning. Overall, these changes are reshaping our institution's graduate education culture. We are making strides toward creating a culture in which change is welcomed, acknowledging historical precedent while ensuring that it does not dominate, and mitigating the human costs of organizational change including stress and anxiety.	
	Re-Envisioning Graduate Student Orientation in Dynamic Times *—Sarah Beal, Professional Development Specialist, Kent State University* Research indicates the importance of fostering a sense of belonging on campuses, particularly to support first generation students, international students, and student populations who have been historically underserved by our institution, including Black, Hispanic or Latinx, and Native American students. Additionally, as universities navigate the transition from COVID-era virtual orientations to a return to in-person programming, it is challenging to find the balance between modalities. Virtual, asynchronous programming supports more equitable access, acknowledging the needs of students who work full-time, have caregiving responsibilities, or are unable to travel to campus consistently, but undermines the opportunities for community-building offered by in-person events. We redesigned our Fall 2023 Graduate Student Orientation to build more equitable graduate educational experiences, equip students with the knowledge and comfortability to navigate campus support resources, and foster persistence through academic and related challenges. By developing a series of asynchronous modules with general information about navigating our university's structures, support services, and resources, we were able to dedicate our one-day, in-person orientation to community-building and belonging. We chose to center belonging in a variety of facets, including social belonging among peers, relationship-building with faculty, belonging within academia, and a shared sense of community within our institution. This session will explore the strategies we used to develop an orientation designed to build community with peers and faculty and emphasize belonging within the larger institution.	**Pavilion II**
4:30–5:30 p.m.	**CONCURRENT SESSION II: Student Success and Wellbeing**	
	Supporting International Graduate Students: Identifying Social, Cultural, and General Needs Beyond the Classroom to Promote a Sense of Belonging *—Stacey Arnold, Assistant Dean of Student Services, Indiana University* International graduate student needs extend beyond the classroom. International graduate students have needs related to cultural validation, social engagement, and peripheral support to foster a sense of belonging and inclusivity. Utilizing data from a Spring 2023 qualitative study, as well as relevant literature, the	**Pavilion I**

	presenter will share ways in which your institution can offer a more holistic approach to international graduate student support.	
	Graduate Student Mental Well-Being ¿Y Qué? : Centering Dynamic and Inclusive Practices From Within *—Theresa Christenson-Caballero, Director of Graduate Student Professional & Career Development, Pipeline to an Inclusive Faculty Program Coordinator, University of Illinois Chicago* *—Lindsay Marshall, Program Director, Writing Specialist/Advisor, University of Illinois Chicago* How do we think about student "mental well-being" in graduate education? Counseling centers, therapy, and wellness workshops come to mind, but much of this "mental health" advising falls outside the purview of our college and departmental expertise. ¿Y qué? So what do we do with this? Though we may not be able to solve this much broader problem, we can (and do) encourage practices and programming that promote an overarching sense of mental well-being. As graduate administrators and faculty, how do we take accountability for cultivating purpose, belonging, and communities of support for our students? We believe that all students ultimately benefit from institutional spaces that center their needs. This centering is particularly important for Queer, BIPOC (Black, Indigenous, People of Color), and first-generation students whose mental well-being is often overlooked. Keeping this in mind, in this session, the Graduate College student support team at the University of Illinois Chicago will share our vision for centering student experiences through dynamic practices and student-focused programming. We will share engagement practices, advising approaches, identity acknowledgement, activism, and community-building techniques. Second, we will facilitate an interactive dialogue, inviting participants to reflect on and offer examples of their departmental and institutional practices, working together to develop collective guiding ideas around graduate student well-being support. Knowing that demand is high and resources are low, what is something —small or large—that you have done to support student well-being at your institutions? Instead of sending students outward, what is something you have cultivated—or envision creating—from within?	**Pavilion II**
	Bridging Graduate Connections by Developing Bachelor-to-Master's Pathways with Liberal Arts Colleges *—Malia Roberts, Interim Senior Director, Graduate College Enrollment, Western Michigan University* *—Christine Byrd-Jacobs, Dean of Graduate Studies, Western Michigan University* Western Michigan University (WMU), a comprehensive high-research activity institution, has developed several formal partnerships with regional liberal arts colleges, in an attempt to attract a broader range of students from neighboring communities. These partnerships have created bachelor-to-master's degree 4+1 pathways that allow undergraduate students from a liberal arts college to transfer 12 credit hours toward their WMU master's degree in specific academic areas. The Graduate College worked with WMU administration and the liberal arts college leadership to formalize a cooperative agreement that outlines the credit transfers and equivalencies for each institution. A number of WMU departments who had academic connections with the liberal arts colleges showed interest in participating. A major underpinning of this work was the faculty in the academic departments working with their colleagues at the liberal arts colleges. Together, after a review of the liberal arts curriculum, they determined the specific transferable courses allowed. Each participating graduate program appears as an addendum to the institutional agreement. In some instances, a pathway was not established due to a lack of transfer options. So far, we have developed institutional agreements with three liberal arts colleges that include 10 different academic pathways. Attend this session to hear how the Graduate College introduced this concept to WMU academic departments and our regional partners and how we utilize these agreements to create new recruitment channels into our graduate programs. We	**Parlour II**

	will share our insight on developing these partnerships, what we learned along the way, and general outcomes from these efforts.	
5:45–7 p.m.	**Welcome Reception**	**Grande Salle Pre-function Space**
Thursday, April 4, 2024		
7:30 a.m.–5 p.m.	**Registration**	**Grande Salle Pre-function Space**
7:30–8:15 a.m.	**Breakfast, sponsored by ETS: Advancing access and equity: What's new at ETS** *—John Augusto, Associate Dean of Strategic Initiatives, Georgia State University* *—Dale Turner, Associate Director of Educational Partnerships, ETS* From acquisitions and grant awards to student scholarships and institutional resources, we're excited to share updates from the world's largest nonprofit provider of educational research and assessment.	**Forest Park Ballroom**
8:15–9:30 a.m.	**Awards Presentation** **MAGS/ProQuest Distinguished Master's Thesis Awards** **Excellence in Innovation Award** **Excellence in Teaching Awards**	**Forest Park Ballroom**
9:30–10:45 a.m.	**PLENARY SESSION II** *Introduction: Nicole Lounsbery, MAGS Chair Elect; Director, South Dakota State University Graduate School* **The Second Circle of the Tribal College Movement** *—Erica Moore, Vice President for Indigenous Institutional Transformation, American Indian Higher Education Consortium* The first fifty years of the Tribal college movement built the foundation of Tribal education and paved the way for future generations. Dr. Erica Moore will provide historical context of Tribal education, and the dreams and hopes of our ancestors that were brought to fruition by education and Tribal leaders during the first circle of the Tribal college movement. With the recent loss of one of the longest serving Tribal college presidents and founding members, as well as the introduction of the first doctoral program at a Tribal college and university, Moore will discuss where to go from here, what is next for Tribal colleges and communities, and how it might impact graduate education.	**Forest Park Ballroom**
10:45–11 a.m.	**Break**	**Pavilion Pre-function Space**
11 a.m.–Noon	**CONCURRENT SESSION III: Resources and Support for Graduate Education**	
	Engaging the Campus to Support Graduate Education *—Carrisa Hoelscher, Associate Dean, Graduate College, Missouri State University* *—Julie Masterson, Associate Provost and Dean of the Graduate College, Missouri State University* Following a year of academic realignment and ongoing strategic enrollment initiatives at Missouri State University, the Graduate College has partnered with the Provost's Office to encourage focus on graduate education. The goal is to be able to describe what is necessary for a graduate program to thrive at our institution and then ensure that this support is fully visible. A few years ago, an inventory of tasks necessary to support graduate programs was developed with input from members of MAGS and CGS. This fall, program directors were	**Pavilion I**

	asked to work with their leaders and colleagues to complete the inventory in order to assess how these tasks were currently being managed within programs. In this session, we will share the results and our actionable items, and offer suggestions for how others could implement a similar inventory at their institutions.	
	Leveraging Resources for Transformative Equity in Graduate Education: The Institutional Capacity Index *—Melissa F. Baird, Associate Dean, Graduate School, Michigan Technological University* *—Will Cantrell, Dean, Graduate School, Michigan Technological University* This session presents the Institutional Capacity Index - a tool developed to identify systems and structures within institutions aimed at supporting DEIS (Diversity, Equity, and Inclusion) efforts. Inspired by Dr. Shirley Malcom's call to "examine how all institutional structures can support or hinder the necessary changes to diversify STEM," our team co-designed the index as one step in a scaffolded process to address systemic barriers. The Index was created with support from the Alfred P. Sloan Foundation's Equitable Pathways Grant, which promotes partnerships for systemic change between Minority Serving Institutions (MSIs) and other educational institutions. Our team's approach prioritizes long-term institutional investments and resource realignment: we seek to identify obstacles and opportunities while crafting a program that realigns resources to benefit students. The index is designed to identify resources, but also to use in conversations aimed at securing institutional support. In this presentation, we will share our preliminary work, introduce the Institutional Capacity Index, and provide a comparative analysis of resources at our WSI and MSI institutions. Our team will also facilitate an interactive session to gather insights from attendees. We will explore how the Index can be used to not only identify available resources but also facilitate systemic transformations that are both intersectional and purposeful. We will dialogue together to think about how to construct a framework and work towards the long-term goal of making data communication more effective.	**Pavilion II**
	Put the 'Fun' in Fundraising: Soliciting Funds on a Shoestring Budget *—Kristen Kponyoh, Assistant Director, Graduate School, South Dakota State University* In the rapidly changing landscape of higher education, there is an increased pressure to raise donations to support students at all levels. Many departments outside of mainstream colleges struggle with raising adequate dollars to provide student stability and growth due to staffing and funding to support such initiatives. This presentation will foster ideas on how to engage with an external audience to generate funds via social media and video on a limited budget utilizing resources already available to you.	**Parlour II**
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.	**Forest Park Ballroom**
2–3 p.m.	**CONCURRENT SESSION IV: Graduate Student Needs and Concerns**	
	Establishing a Practical Framework for Artificial Intelligence-Facilitated Literature Review (AI-FLR) *—Kristin Terrill, Graduate Student Services Specialist, Iowa State University* *—Lily Compton, Assistant Director for Programming, Iowa State University* *—William Graves, Dean of the Graduate College, Iowa State University* Frameworks for conducting systematic reviews of literature, such as meta-analyses, research syntheses, narrative reviews, etc., have been widely adopted and refined as methodological approaches. However, approaches to developing literature reviews that provide background for research articles, theses, and	**Pavilion I**

	dissertations are less well-defined. Graduate students and early career researchers often find the process of reviewing relevant literature to establish the context and motivation for their research daunting and time-consuming. They may rely on informal recommendations or their own intuition to lay the groundwork for their research writing, and risk delaying publication or producing incomplete, unconvincing arguments resulting in laborious revisions and resubmissions. The emergence of generative artificial intelligence (gen AI) tools for supporting literature review presents a promising avenue for enhancing novice researchers' literature review processes and improving their written products. In this presentation, we propose a framework for Artificial Intelligence – Facilitated Literature Review (AI-FLR) that establishes high-level priorities for trustworthy handling of literature in research writing and proposes practical steps for integrating generative AI into a non-systematic literature review procedure while maintaining the prominence of human judgment and research integrity. First, we analyze selected frameworks to identify strengths and gaps related to the needs of novice researchers' use of gen AI and the related concerns of research and scholarly communities. Then, we utilize related elements to create the AI-FLR framework that guides the steps for using gen AI to reduce time-consuming mechanical and repetitive tasks while augmenting the creative tasks that require interpretation and authentic idea creation or development. Lastly, we discuss the intersections between our AI-FLR framework within graduate education and elements of TrustworthyAI™ (Deloitte, 2022) and how we can promote shared consensus among stakeholders, e.g., graduate student and committee members or researchers and principal investigators.	
	Write-D: Enhancing Graduate Student Writing and Professional Development through a Flexible, Discipline-Specific Program *—Sarah Isaacson, Graduate Language Assessment and Support (GLAS) Program Director, Michigan Technological University* Graduate administrators and advisors face challenges in effectively supporting students' writing and professional development needs in a resource-effective manner while graduate students often feel overwhelmed and under-supported as they embark on major writing projects and seek jobs. Inspired by a similar model at Michigan State, Michigan Technological University initiated Write-D, a discipline-specific writing program that provides writing support, project management support, and networking. Beyond the measurable benefit of progressing graduate students from beginning to experienced writers, Write-D fosters discipline-specific professional networking in academia and the industry. The affinity groups catalyze intra-disciplinary mentoring, networking, and a sense of inclusion that surpasses the scope of conventional seminars, isolated workshops, or research meetings. Write-D empowers graduate student autonomy since students request the session topics rather than faculty or a writing expert telling them what they need. Using advanced graduate students as paid peer facilitators ($1,000/semester) allows for a cost-sustainable structure. The facilitators gain invaluable leadership experience and heightened professional growth in addition to the benefits participants accrue. The decentralized, flexible structure of the program allows for greater breadth and depth of student support since each group has unique needs and concerns. The departments welcome Write-D because they shape the contours of the program while the Graduate School coordinates it. Departments appreciate that the writing support is centered around discipline-specific advisor-to-advisee guidance, rather than being supplanted with a one-size-fits-all approach. Attendees will be asked to participate in a short exercise of writing and reflection to explore the benefits of this approach.	**Pavilion II**
	Developing an Open Educational Resource to Support Applicants in Writing Successful Statements of Purpose *—Erin Todey, Assistant Director, Ronald E. McNair Post-Baccalaureate Achievement Program, Iowa State University*	**Parlour II**

	The graduate school application is a complex and high-stakes process, and researchers have documented the challenges applicants face particularly in writing the statement of purpose, sometimes also referred to as the personal statement (e.g., Swales & Feak, 2011). One of the reasons applicants struggle with the statement of purpose (SoP) is its occluded nature which often leaves applicants simply summarizing their curriculum vitae (Swales, 2009) rather than fully engaging in a discussion of their motivation for applying to graduate school. This is especially true for historically marginalized populations, such as first-generation college students. Given the challenges the SoP presents, how can graduate schools be more transparent regarding their expectations of the SoP in order to increase equity in the application process? Rooted in research on the structure of the SoP across diverse disciplines, this presentation will introduce an open educational resource which is being funded by a grant from Iowa State University. Taking the form of a pressbook, "A guide to writing the statement of purpose for graduate school applications" describes and gives examples of the three primary goals of the SoP: experiences, motivation, and fit to program. In addition to an explanation of the pedagogical rationale behind the pressbook's content and organization, attendees will be invited to partake in the preliminary use and assessment of the pressbook on their campus in fall 2024.	
3–3:30 p.m.	**Break**	**Pavilion Pre-function Space**
3:30–4:30 p.m.	**CONCURRENT SESSION V: Career and Professional Development**	
	Wait, Enrollment Management is Really Part of My Job? *—Matthew R. Bice, Dean, Online and Graduate Education, Baker University* Graduate enrollment is becoming increasingly more competitive, especially as more academic programs have transitioned to online formats. As a result, strategies to recruit students are drastically changing and institutions need to be dynamic to recruit quality prospective graduate students. Enrollment management efforts have diffused/cross pollinated across campuses and offices that have not traditionally had an active role in enrollment efforts, are now needing to get more involved. Enrollment management is a culture that needs to be embraced by the entire campus community.	**Pavilion I**
	Graduate Education Professional Staff: Making a Place for Your Professional Development *—Heidi Arbisi-Kelm, Assistant Dean, University of Iowa* *—Erin Kaufman, Thesis Manager, University of Iowa* *—Allison McKinney, Assistant Dean, University of Illinois-Urbana Champaign* *—Sara Pettit, Academic Affairs Coordinator, University of Iowa* *—Natalie Robinson, Assistant Director, Iowa State University* *—Katie Bourassa, Associate Director of Admissions, University of Wisconsin-Madison* Higher education is not immune to the personnel challenges facing other industries. From the Great Resignation to "quiet quitting," or simply burning out, it's evident in recent years that understanding what creates employment satisfaction among professional staff is vital for a healthy and productive workplace. EAB, an education solutions company, cites "robust staff development" as one critical strategy for addressing modern, post-pandemic, workplace challenges. But, with shrinking budgets and increasing responsibilities, it feels like there is just never enough time or money to support the professional development of the personnel who support students. In this session, colleagues from at least three institutions will hold a broad conversation about what professional development looks like for them. Panelists will respond to considerations such as: What networks support staff development within functional areas of graduate education administration? What opportunities exist regionally and/or nationally for staff networking and	**Pavilion II**

	growth? What professional development activities are most valuable for early, mid-stage, and seasoned career personnel? This session will be divided into three parts under the overall theme: First, a diverse panel of professionals from across graduate education functional areas and at differing career stages will consider the common challenges in finding the time, permission, and resource for professional development. Second, they will discuss alternatives and strategies they've used to foster their professional development. And, finally, presenters will engage session participants in both large- and small-group reflection on existing and emerging resources, activities, and alternatives for maximizing professional development opportunities across their career.	
	Dean's Dialogues *—Kerry Wilks, MAGS Past Chair; Dean of the Graduate School and Associate Vice President of International Affairs, Northern Illinois University* *—Noelle Selkow, MAGS Secretary; Director, Graduate School, Illinois State University* *—David Daleke, Former MAGS Executive Team; Vice Provost for Graduate Education and Health Sciences and Dean, Indiana University Graduate School Bloomington* *—Julie J. Masterson, Former MAGS Executive Team; Associate Provost and Dean of the Graduate College, Missouri State University* This session will be an interactive conversation about pressing topics in graduate education today, facilitated by current and former members of the MAGS board. Topics include changes related to the SCOTUS decisions and GA unionization.	**Parlour II**
4:45–6 p.m.	**Networking Reception**	**Grande Salle Pre-function Space**
6:15 p.m.	**MAGS Board Member Dinner – Executive Team and Committee Chairs**	
Friday, April 5, 2024		
8–10 a.m.	**Registration**	**Grande Salle Pre-function Space**
7:30–8:30 a.m.	**Breakfast**	**Forest Park Ballroom**
8:45–9:45 a.m.	**CONCURRENT SESSION VI: Professional Development for Graduate Students**	
	Oh the Places You'll Go: Helping Graduate Students Start a Lifelong Research Career with Integrity and Compliance *—Lily Compton, Assistant Director for Programming, Center for Communication Excellence, Graduate College, Iowa State University* *—Kristin Terrell, Graduate Student Services Specialist, Center for Communication Excellence, Graduate College, Iowa State University* Graduate education is a foundation for a career in academia, industry, or both. Capstone projects (e.g., dissertations) are not an endpoint but one of many digital footprints that contribute to students' future reputations and careers. Digital publishing enhances the visibility of students' scholarly works through institutional and global repositories; however, with visibility comes additional scrutiny. Graduate students must learn to navigate complicated issues like copyright, ethics and integrity, shared authorship, digital accessibility, and generative artificial intelligence to ensure that their scholarly works are solid building blocks for lifelong careers.	**Pavilion I**

This presentation introduces a proposed open educational resource (OER) handbook that compiles the knowledge graduate students and early career researchers need to:

Establish and protect professional credibility,
Report and publish results with integrity, and
Prepare and complete electronic theses and dissertations that meet institutional, state, and federal guidelines.

This first-of-its-kind handbook aims to streamline crucial information from dispersed sources (e.g. the Graduate College, the Office of the Vice President for Research, the Office of University Counsel, and the University Library) into a single central repository for general research publication guidance and standards. Faculty who teach research courses and mentor students will be encouraged to adopt this OER since it functions as a scaffold for systematic understanding of academic research and dissemination practices during the formative stages of their graduate students' research trajectories.

We wish to thank Megan O'Donnell (Iowa State University Library) for her contributions to this project.

Building Cultural Competence into Professional Development for Graduate Students

—Jessica Reyman, Associate Dean, Graduate School, Northern Illinois University
—Leslie Matuszewich, Senior Associate Dean, College of Liberal Arts and Sciences, Northern Illinois University

Pavilion II

Many colleges and universities are reviewing current practices and searching for new approaches to meeting their diversity, equity, inclusion and belonging goals while navigating barriers presented by legal and political contexts. To further the commitment to inclusive excellence at institutions, graduate education seeks innovative ways to re-affirm the value of a diverse graduate student population and to provide appropriate training to enhance graduate students' professional goals. In this session, we will present a broad framework developed at Northern Illinois University for building cultural competency among graduate students through professional development programming. Cultural competency – or the capacity to understand, interact, and connect productively and meaningfully with people from diverse cultural backgrounds and with diverse identities -- is a necessary component of graduate student professional development. The goals of this approach are to enhance the educational experience of graduate students who themselves hold intersecting diverse identities; and build graduate students' capacity to act in culturally responsive and competent ways for their various professional paths.

This approach centers the unique needs of graduate students, specifically, in their complex positionality across various roles: as students, instructors, research assistants, community members, mentors, collaborators, leaders, and developing professionals. We will discuss how this framework has developed and is being implemented at NIU and will share examples of successes and challenges faced. Additionally, participants will engage in tabletop activities in which they share their own examples of institutional efforts in fostering cultural competency among graduate students and brainstorm ideas and new opportunities for the future.

Beyond Graduate Education: Responding to Dynamic Needs in Teaching Assistant Preparation

—Stefanie Baier, Director of Graduate Student and Postdoctoral Instructional Development, Michigan State University, Graduate School
—Hima Rawal, Postdoctoral Associate, Michigan State University

Parlour II

In recent years the number of first-generation college students aspiring to earn a degree has risen drastically. This shift has prompted many universities to

	increasingly assign graduate students to take on instructional roles in undergraduate education. At Michigan State University (MSU) 10% of all Undergraduate classes are taught by Graduate Teaching Assistants (GTAs). This past year, GTAs have brought to our attention the issues associated with the dual roles as graduate students and instructors and teaching preparation often being limited to onboarding in the beginning of the academic year without ongoing and sustained support. Rarely recognized as educators, they are not provided with opportunities to share their challenges and instructional needs to shape effective teaching professional development. In this session we will introduce a 3-day GTA Program led by the MSU Graduate School with the assistance of a GTA Advisory Group to specifically address the needs of GTAs from various disciplinary, cultural, and linguistic backgrounds with a focus on classroom teaching dynamics, contexts, and challenges. First, we will highlight the intentional planning process including curriculum design and identification of collaborators. Second, we will discuss the components covered (policies, inclusive teaching practices, communication, student success strategies with cultural considerations in engaging with a diverse undergraduate population in the U.S., and educator well-being). Third, we will share how feedback is collected and informs ongoing support for GTAs throughout the academic year. We hope to engage in a discussion on the importance of GTA Preparation in Graduate Education.	
9:45–10:15 a.m.	**Break**	
10:15–11:30 a.m.	**3MT® Semi Finals 1**	**Pavilion I**
	3MT® Semi Finals 2	**Pavilion II**
	3MT® Semi Finals 3	**Parlour I**
	3MT® Semi Finals 4	**Parlour II**
	3MT® Semi Finals 5	**Grande Salle Ballroom**
11:45 a.m.–12:30 p.m.	**3MT® Final Round**	**Grande Salle Ballroom**



Midwestern Association of Graduate Schools

OverARCHing Issues for Graduate Education in Dynamic Times

Plenary Speakers

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



Erica Moore

Vice President Indigenous Institutional Transformation, American Indian Higher Education Consortium

Erica Moore, Ph.D., is Boriken Taíno of iukaieke Guainia and a member of the United Confederation of Taino People. She has a Ph.D. in higher education leadership and master's and bachelor's degrees in history with almost 15 years teaching both online and on campus with experience at Tribal, Public, and Private institutions. Moore currently serves as The Vice President for Indigenous Institutional Transformation, previously she served as Executive Director of Native Student Success at the American Indian Higher Education Consortium. Additionally, she has served as the director of the American Indian Student Center at South Dakota State University and as a chief academic officer for the Lower Brule tribal college. Moore also serves as Human Rights Commission officer, a content expert for an ongoing educational development series and provides culturally responsive training for educators. Moore was recently an editor for the first Taino dictionary to be released on behalf of the United Confederation of Taino Peoples.

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OverARCHing Issues for Graduate Education in Dynamic Times

Meeting Registration

80th Annual Meeting of the Midwestern Association of Graduate Schools

April 3–5, 2024 • St. Louis, Missouri
Le Méridien St. Louis Clayton

MEETING REGISTRATION
EARLY DISCOUNT BY MARCH 1, 2024

GUEST MEAL REGISTRATION

Who should attend:

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

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

2024 Annual Meeting Registration

	Early registration* by March 1, 2024	Regular registration* March 2, 2024 and later
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 to the conference; however, substitutions are permitted. Requests for cancellation or substitutions must be submitted to UWL Graduate & Extended Learning at ex@uwlax.edu

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Sponsorship Opportunities

Institutional Sponsor Registration ›

MAGS Member Institutional Sponsorship Opportunities

Institutional Sponsorship levels:

- Gold - $1,000
- Silver - $500
- Bronze - $250
- Break sponsorship - $3,000
- Other sponsorship opportunities are available; please contact treasurer@mags-net.org for more information.

Become an Institutional Sponsor

*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 **February 26, 2024.**

Corporate Sponsorship Opportunities

A variety of corporate sponsorships are available for MAGS 2023. Please contact Jennifer Ziegler (treasurer@mags-net.org), MAGS Secretary-Treasurer, for specific options and details.

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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.



MAGS 2024 EXHIBITOR REGISTRATION

REGISTER HERE TO EXHIBIT AT THE MAGS ANNUAL MEETING

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) by **February 26, 2024**.

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Venue/Travel

Overflow Hotel

Clayton Plaza Hotel
7750 Carondelet Ave.
Clayton, MO 63105
407.992.7957

Make a reservation

Room block details:

- Rooms are being held at a special rate of $139/night + taxes/fees
- You may book online and view the special MAGS rate here
- You must **book rooms by March 14 to qualify for the special MAGS rate**, after that date you may book at the best available rate

Conference Hotel--FULL

Le Méridien St. Louis Clayton*
7730 Bonhomme Ave.
St. Louis, MO 63105

Please refer to the hotel's website for amenities.

*The room block is full.

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Announcements

See you in St. Louis!

March 19, 2024 By MAGS

NEW! MAGS 2023-2024 Dues Paid Page

September 9, 2023 By MAGS

Dates Announced for MAGS 2024 and 2025

April 12, 2023 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.



Become a Member



Upcoming Meetings



Pay Dues

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Future MAGS and CGS Meetings

MAGS Annual Meeting 2023	MAGS Annual Meeting 2024	CGS Annual Meeting
The 80th MAGS Annual Meeting will be held April 3-5, 2024 at LeMeridien Hotel St. Louis Clayton.MAGS members are invited to submit a proposal for **"OverARCHing Issues for Graduate Education in Dynamic Times"** (Priority deadline September 29, 2023). The call for abstracts is closed. Registrations and Travel information are available on our partner page at uwlax.edu/MAGS.	Save the Date for the 81st MAGS Annual Meeting at the Sheraton Keystone Indianapolis Hotel Indianapolis, Indiana April 2-4, 2025	**Upcoming CGS Meetings**

Past MAGS Meetings

Year	Location	Topic
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.
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

Year	Location	Topic
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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2024 MAGS Three-Minute Thesis Competition

The 3MT is an academic competition that challenges PhD and Master's 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.

The Midwestern Association of Graduate Schools (MAGS) held the MAGS Three Minute Thesis (3MT®) Competition on April 5 during the MAGS annual meeting (April 3-5, 2024) at the LeMeridien Hotel St. Louis Clayton, MO. We celebrate all who participated. Special congratulations to our two winners.

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

MAGS 2024 3MT Competition, April 5, 2024, Clayton St. Louis, MO



- 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?

MAGS 2022 3MT Competition, April 8, 2022, Milwaukee, WI



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

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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"

MAGS 2021 3MT 1st Place - Ali Rassi, University of Oklahoma

2nd Place – Vishakh Iyer, Indiana University

““Weeding” Out the Opioid Epidemic”

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

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 app

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.

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After downloading the app to your device:

- Click on the "Find guides" button (bottom right corner)
- On the "Find guides" page, click "Have a Passphrase?"
- Enter **mags2024** into the "Find by passphrase" field
- Then, click "continue"
- The **80th Annual Meeting of the Midwestern Association of Graduate Schools** space will appear
- Next, click "download" and then click "open"
- In the upper left corner, you will see three horizonal lines
- Click the lines and the menu will be displayed

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