Midwestern Association of Graduate Schools

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MAGS

Rising to the Challenge: Strengthening Graduate Education During Uncertain Times

Welcome

77th Annual Meeting of the
Midwestern Association of Graduate Schools
March 24–26, 2021 • A virtual event

This virtual/online event will utilize **Cvent's Attendee Hub** for the online event platform and **Zoom** for the video conferencing tool for scheduled presentations.

Log in to Attendee Hub

1. Enter your first name, last name, and the email address you used to register.
2. Check your email for your verification code.
3. Enter your verification code into the verification code box.

Please note: attendees registered on or after March 17 might not be added to the online event yet; if experiencing problems signing in, please try again later or contacting Extended Learning (ex@uwlax.edu or 608-785-6500).

To access the 2021 MAGS Annual Meeting, you will need the following:

- One of the following internet-connected devices:
    - Desktop or Laptop computer
        - The attendee hub is compatible with the latest versions of Chrome, Firefox, Safari, and Microsoft Edge.
        - Chrome is the recommended browser.
    - Tablet or mobile device

      Please note that you are not able to join sessions from the event app.
- Audio output (either speaker or headset) to hear the video presentations
- Audio input (microphone) to contribute

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

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Midwestern Association of Graduate Schools

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MAGS

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Rising to the Challenge: Strengthening Graduate Education During Uncertain Times

Call for Papers

Midwestern Association of Graduate Schools
Call for Papers
Annual Meeting

The Call for Papers will open soon.

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Midwestern Association of Graduate Schools

uwlax.edu/ex/mags/agenda



MAGS

Rising to the Challenge: Strengthening Graduate Education During Uncertain Times

Agenda

77th Annual Meeting of the Midwestern Association of Graduate Schools

March 24–26, 2021

A Virtual Event

(All times indicated in the Central Time Zone)

Wednesday, March 24, 2021	
10 a.m.—Noon	**New Graduate Administrators Workshop** *—Robert M. Augustine, Senior Vice President, Emeritus, Council of Graduate Schools* *—Julie J. Masterson, 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.
10 a.m.—5 p.m.	**Exhibitor Virtual Booths Open from Start of Conference** See booths for times when a representative will be available. Virtual booths are available for viewing at any time.
1—1:15 p.m.	**Welcome & Overview** *—Ranjit Koodali, MAGS 2021 Conference Chair, Western Kentucky University*
1:15—2:45 p.m.	**PLENARY SESSION:** **What Comes Next? Graduate Education for a Post-Pandemic World** *—Suzanne Ortega, Council of Graduate Schools* With a vaccine now arriving and a new president in place, will there be a rush to "normalcy" or will we embrace a future that builds on lessons learned during a year of devastating illness and vividly exposed racial injustice? In this talk, learn how CGS projects are helping us think about how to better prepare the scientists, scholars, citizens, and leaders we need for a better tomorrow.
2:45—3 p.m.	Break
3—4 p.m.	**CONCURRENT SESSIONS I**
	An Unexpected Outcome: Retaining the Remote Defense Option *—Heidi Arbisi-Kelm, University of Iowa* *—Erin Kaufman, University of Iowa* *—Vivian Sheridan, University of Iowa* Presenters from the University of Iowa will share survey data collected from students (N=150) and faculty (N=450) about their experience participating in (a) remote defense(s) during the pandemic. While major findings support retaining the remote defense as an option, data insights will also inform best practice for shaping future policy.
	Growing graduate and teaching support structures in a time of crisis *—Pieter A.P. deHart, University of Wisconsin-Green Bay* This session will explore the myriad of ways that graduate student and graduate teaching support structures have changed, been implemented, grown, and supported both in light of this sudden disruption and with an emphasis on continued new ways of operating into the future.
	Taking Professional Development to the Next Level: To Make On-Campus and Online Resources More Successful *—E. Alana James, DoctoralNet Ltd.*

	—Noro Andriamanalina, University of Minnesota *—Kerry Wilks, Wichita State University* This will be a discussion of what we want to do next from the position of a Masters dominant university, a large R1 and a firm that works with integrating digital graduate professional development with their offerings. Built upon the hypothesis that our resources will have the greatest positive effect if, and to the extent, we meet students' (evolving) needs, these three will discuss topics in four rounds.
	The Pivot to Virtual Engagement when Remote is the Only Option *—Laura Page, University of Missouri* *—Lissa Behm-Morawitz, University of Missouri* *—Raquel Arouca, University of Missouri* As remote teaching and research continues for higher education, faculty and staff must reimagine how to engage and support students as we weather the effects of a global pandemic. University of Missouri colleagues will share strategies for pivoting professional development to an all-virtual format, inclusive of campus and distance students.
4—4:15 p.m.	Break
4:15—5:15 p.m.	**CONCURRENT SESSIONS II**
	Engaging with Programs to Encourage Student-Centered Graduate Education: Strategies for a Post-COVID World *—Derek Attig, University of Illinois Urbana-Champaign* *—Jennifer Teitle, University of Iowa* This interactive session will offer concrete strategies that graduate schools can use to foster student-centered graduate education, even in uncertain times, by building and leveraging relationships with academic programs. Focus will be on: 1) positioning graduate schools as centers of expertise and support, and 2) facilitating departmental reflection and self-assessment.
	Delivering Online Responsible Conduct of Research Training using Canvas *—Debra Charlesworth, Michigan Technological University* *—Paul Charlesworth, Michigan Technological University* Due to the pandemic, an online course was developed for RCR training at Michigan Tech. This course includes interactive content videos, group discussions, quizzes, written reflections, and resource pages. The course was well-received, engaged the participants in meaningful conversations, and will be used well into the future.
	Training Graduate Students During Uncertain Times: Professional Development & Blackboard Training *—Kerry Wilks, Wichita State University* *—Carolyn Speer, Wichita State University* Wichita State's success with online GTA training was quickly countered with its limitations (access at critical times and for the larger academic community). To improve, we moved the credentialed training (badge) from Blackboard to a website so that anyone at any place and any time can utilize this resource. Ironically, this strategy became problematic when COVID-19 hit and we rapidly pivoted back to Blackboard.
	The Graduate Student Experience Before and During the Pandemic *—E. Scott Adler, University of Colorado Boulder* *—Scott Lanyon, University of Minnesota*

	—Judith Stoddard, Michigan State University *—Daniel Jones-White, University of Minnesota* Recent efforts to conduct a comprehensive survey of graduate students' experiences across multiple institutions have yielded important insights about graduate program climate and graduate students' mental health (before and during the pandemic). We will share what three large public research institutions learned from these surveys and the actions they took as a result. We will also share what we've learned when looking across the consortium of institutions that implemented the 2019 gradSERU Survey and SERU COVID-19 surveys.
5:15—5:30 p.m.	Break
5:30—6:30 p.m.	**Excellence in Teaching Award Reception**
Thursday, March 25, 2021	
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1:15—2:45 p.m.	**ACADEMIA BUSINESS COLLABORATIVE (ABC)** **Focusing on What Matters: Streamlining Admissions Processes to Allow More Time for Student Recruitment and Enrollment** *—Natacha DePaola, Illinois Institute of Technology* *—Julie Masterson, Missouri State University* *—Sean Pitzer, St. Cloud State University* Each day, thousands of potential students submit applications, transcripts, essays and portfolios to graduate schools across the country. Admissions offices are tasked with organizing and evaluating these mountains of data, all while pursuing recruitment goals, driving yield and providing support to applicants. This session looks at how Academic–Business Collaborations (ABC) can help graduate admissions offices better manage daily operations so that more time and attention can be paid to recruiting and enrolling best-fit students. Panelists will discuss the benefits they've seen at their institutions after joining a Centralized Application Service (CAS) and share examples of how services from marketing to transcript processing have helped them optimize their admissions processes. Members of the GradCAS, BusinessCAS and EngineeringCAS communities saw significant increases in applications submitted, as evidenced by the 201% jump in accounts created by potential applicants between the 2018-2019 and 2019-2020 academic years. In addition to raising program awareness among these new and growing pools of candidates, CAS saved institutions an average of 40 hours of administrative work for every 1,000 applications submitted. While these types of ABC partnerships have proved fruitful for years, they became indispensable during the COVID-19 pandemic. Attendees will see how CAS communities can ease administrative burdens and better prepare institutions for future disruptions.
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3—4 p.m.	**CONCURRENT SESSIONS III**
	Committing to Diversity and Rising to the Challenge. Placing BIPOC (Black, Indigenous, People of Color), first-generation, and international graduate student interests at the center of graduate education initiatives. How to walk the walk, not just talk the talk. *—Theresa Christenson-Caballero, University of Illinois-Chicago* *—Karen Colley, University of Illinois-Chicago*

	The University of Illinois-Chicago Graduate College has effectively implemented numerous programs to recruit and support diverse students. Offering both staff and student perspectives, we will discuss best practices, challenges, and tips for piloting initiatives. Participants will engage in a dialogue around rising to the challenge for including and respecting diversity in graduate education.
	Action Steps to Aid and Retain Graduate Students during a Pandemic *—Jean Rock, Concordia University* *—Michael Walcheski, Concordia University* This session shares the results of a study involving Concordia University St. Paul graduate students regarding the effect of the Coronavirus Pandemic on various aspects of their life and how it impacted their studies. Specific action steps regarding what faculty and institutions can do to aid students are outlined.
	Supporting Mental Health and Elevating our Graduate Students *—Jennifer J. Waldron, University of Northern Iowa* With strong graduate programs in mental health, the Graduate College funded seven graduate assistants (GAs) to be part of a pilot cluster hire to support mental health for 2021 Spring semester. The purpose of this session to share the inception, organization, and evolution of the GA cluster hire.
	Creating Community for Graduate Students: Exploring the Impacts of the Graduate Student Wellness Initiative *—Lauren Wruble, Ball State University* *—Steven Scally, Ball State University* *—Aaliyah Hunt, Ball State University* *—Stephanie Simon-Dack, Ball State University* This session will detail how the Graduate Student Wellness Initiative (GSWI) at Ball State University was developed to promote a culture of health and wellness among Ball State graduate students. Further, this session will describe how GSWI adapted to the challenges presented by the COVID-19 pandemic to promote student support.
4—4:15 p.m.	Break
4:15—5:15 p.m.	**CONCURRENT SESSIONS IV**
	Interprofessional Collaboration Immersion and Education Intervention in a Professional Healthcare Setting *—Kimberly Jensen, Creighton University* An interprofessional collaborative team was established to increase communication and collaboration in the corporate environment that is responsible for providing healthcare solutions. Just in time learning and an immersion experience was created to assess a change in attitudes and perceptions of interprofessional collaboration amongst different disciplines.
	A Trauma of Pandemic Proportions Can Lead to Individual and Collective Effects on Graduate Students' Mental Health Needs *—Karin Jordan, The Ohio State University* This workshop will provide an overview of the stressors associated with the pandemic for graduate students. An ecosystemic model and five factors will be used to gain insight into graduate student physical (non COVID), emotional and psychological effect of the pandemic, as well as faculty best practice during the pandemic.

	Remote Work: Serving the needs of graduate faculty and students during a pandemic considering social distancing *—Odin Jurkowski, University of Central Missouri* *—Drew Burkeybile, University of Central Missouri* This session will provide an overview of the modifications made within Graduate Education and Research at the University of Central Missouri in order to continue services without interruption during the COVID-19 pandemic. We will discuss the initial campus-wide shut down during the latter half of the spring 2020 semester, the reopening of offices over the summer, and the resumption of fall semester classes with campus-wide restrictions for social distancing. Topics will include mandates and responses to the pandemic at the state and local level, our use of technology, modes of communication, and how specific events, activities, and services were maintained. It will conclude with a reflection on what worked and what could be improved upon for future disasters.
5:15—5:30 p.m.	Break
5:30—6:30 p.m.	**Business Meeting and Social Hour**
Friday, March 26, 2021	
10 a.m.—5 p.m.	**Exhibitor Virtual Booths Open from Start of Conference** See booths for times when a representative will be available. Virtual booths are available for viewing at any time.
1:15—2:45 p.m.	**ACADEMIA BUSINESS COLLABORATIVE (ABC)** **Holistic Admissions: Recruiting and Admitting Diverse Students** *—Terry Ackerman, University of Iowa* *—Maureen Grasso, North Carolina State University* Graduate programs are increasingly adopting holistic admissions as a way to clearly see applicant potential, fairly admit qualified students, and achieve diversity goals. This presentation will review the main principles underpinning holistic admissions and the various approaches graduate programs can adopt to make their process truly holistic.
2:45—3 p.m.	Break
3—4 p.m.	**CONCURRENT SESSIONS V**
	Strengthening Graduate Education: Collaborating to Establishing a Graduate Mentoring Center *—Randall J. Roper, Indiana University-Purdue University Indianapolis* *—Tabitha Hardy, Indiana University-Purdue University Indianapolis* *—Janice Blum, Indiana University-Purdue University Indianapolis* A Graduate Mentoring Center (GMC) positively impacts the mentoring of graduate students. Yet, in today's environment of limited budgets and virtual learning, establishment of a new entity is difficult. Through limited financial means, existing Graduate Office support, collaboration with campus entities, and an already defined curriculum, we will describe the establishment of a GMC that serves over 500 faculty and students each year and transitioned the facilitation of training to virtual formats.
	Supporting Graduate Students Throughout Their First Year *—Drew Swenhaugen, University of Minnesota* *—Noro Andriamanalina, University of Minnesota*

	How does a student begin their graduate education more confident, informed, and prepared to thrive? What kinds of programming can best clarify expectations, acknowledge imposter syndrome, emphasize community involvement, and focus on health and well-being? How can online resources be relevant and keep a 21-century graduate student engaged? The University of Minnesota Graduate School developed GEAR 1 to answer these intriguing questions that we all face--especially in the Covid-19 era.
	Are My Professional Graduate Programs Financially Sustainable? A DIY Guide for Deans Who Want to Answer that Question *—Jennifer A. Ziegler, Nebraska Wesleyan University* *—Ricky Hull, Nebraska Wesleyan University* Disruptions caused by the pandemic focus scrutiny on the bottom line. We demonstrate how Nebraska Wesleyan University calculated cost and margin per student credit hour for eight professional programs in 2019, with some surprising results. This method may be of interest to new administrators, especially those from smaller institutions.
4—4:15 p.m.	Break
4:15—5 p.m.	**3MT Award Reception and Closing Remarks**

Midwestern Association of Graduate Schools



Rising to the Challenge: Strengthening Graduate Education During Uncertain Times

Plenary Speakers

Suzanne Ortega

President, Council of Graduate Schools

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



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Midwestern Association of Graduate Schools

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Rising to the Challenge: Strengthening Graduate Education During Uncertain Times

Membership

New member application >>>

Pay 2021 MAGS Membership

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.

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Midwestern Association of Graduate Schools

uwlax.edu/ex/mags/meeting-registration



Rising to the Challenge: Strengthening Graduate Education During Uncertain Times

Meeting Registration

2021 Annual Meeting Registration

Register Today!

	Register on or before March 5, 2021	Register March 6, 2021 or after
MAGS Member	$155	$195
Additional MAGS Member*	$95	$135
Non-Member	$255	$295

***Registering Additional Members as the Reduced Rate:**
The Additional MAGS Member rate may only be selected after a person from your institution has already registered at the MAGS Member rate. Please contact ex@uwlax.edu prior to registering if you need to confirm someone from your institution has already registered at the MAGS Member rate.

Please note that your conference registration fees are all-inclusive and cover:

- Full access to the virtual conference
- Breakout sessions, keynote speakers
- Access to vendors
- New Graduate Administrators Workshop

Register Today!

Midwestern Association of Graduate Schools

uwlax.edu/ex/mags/sponsorship-opportunities



Rising to the Challenge: Strengthening Graduate Education During Uncertain Times

Sponsorship Opportunities

Institutional Sponsor Registration

Institutional Sponsorship Opportunities:

Institutional Sponsorship levels:

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

Conference materials inclusions and deadlines:

Sponsors will be recognized on the home page of the meeting website, at the meeting and in the conference materials. To ensure that all sponsors are included in the conference materials, registration must be received by **March 3, 2021.**

Corporate Sponsorship

Corporate partners are encouraged to contact treasurer@mags-net.org for more information on sponsorship opportunities.

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Midwestern Association of Graduate Schools

uwlax.edu/ex/mags/exhibitor-information



Rising to the Challenge: Strengthening Graduate Education During Uncertain Times

Exhibitor Information

Exhibitor Registration

Exhibitor Fees:

- Exhibitor Registration: $750

- Additional Representative: $255

Exhibitor registration includes access to a Zoom Enterprise recurring link during the conference dates, March 24–26, 2021 from 10 a.m.–5 p.m. In addition, exhibitors can attend virtual reception events.

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3–4 p.m.	**CONCURRENT SESSIONS I**
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	The Graduate Student Experience Before and During the Pandemic *–E. Scott Adler, University of Colorado Boulder* *–Scott Lanyon, University of Minnesota* *–Judith Stoddard, Michigan State University* *–Daniel Jones-White, University of Minnesota* Recent efforts to conduct a comprehensive survey of graduate students' experiences across multiple institutions have yielded important insights about graduate program climate and graduate students' mental health (before and during the pandemic). We will share what three large public research institutions learned from these surveys and the actions they took as a result. We will also share what we've learned when looking across the consortium of institutions that implemented the 2019 gradSERU Survey and SERU COVID-19 surveys.
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5:30–6:30 p.m.	**Excellence in Teaching Award Reception**

Thursday, March 25, 2021

10 a.m.–5 p.m.	**Exhibitor Virtual Booths Open from Start of Conference** Each page will list times when representatives are available to chat.
1:15–2:45 p.m.	**ACADEMIA BUSINESS COLLABORATIVE (ABC)** **Focusing on What Matters: Streamlining Admissions Processes to Allow More Time for Student Recruitment and Enrollment** *–Natacha DePaola, Illinois Institute of Technology* *–Julie Masterson, Missouri State University* *–Sean Pitzer, St. Cloud State University* Each day, thousands of potential students submit applications, transcripts, essays and portfolios to graduate schools across the country. Admissions offices are tasked with organizing and evaluating these mountains of data, all while pursuing recruitment goals, driving yield and providing support to applicants. This session looks at how Academic–Business Collaborations (ABC) can help graduate admissions offices better manage daily operations so that more time and attention can be paid to recruiting and enrolling best-fit students. Panelists will discuss the benefits they've seen at their institutions after joining a Centralized Application Service (CAS) and share examples of how services from marketing to transcript processing have helped them optimize their admissions processes. Members of the GradCAS, BusinessCAS and EngineeringCAS communities saw significant increases in applications submitted, as evidenced by the 201% jump in accounts created by potential applicants between the 2018-2019 and 2019-2020 academic years. In addition to raising program awareness among these new and growing pools of candidates, CAS saved institutions an average of 40 hours of administrative work for every 1,000 applications submitted. While these types of ABC partnerships have proved fruitful for years, they became indispensable during the COVID-19 pandemic. Attendees will see how CAS communities can ease administrative burdens and better prepare institutions for future disruptions.
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3–4 p.m.	**CONCURRENT SESSIONS III**
	Committing to Diversity and Rising to the Challenge. Placing BIPOC (Black, Indigenous, People of Color), first-generation, and international graduate student interests at the center of graduate education initiatives. How to walk the walk, not just talk the talk. *–Theresa Christenson-Caballero, University of Illinois-Chicago* *–Karen Colley, University of Illinois-Chicago* The University of Illinois-Chicago Graduate College has effectively implemented numerous programs to recruit and support diverse students. Offering both staff and student perspectives, we will discuss best practices, challenges, and tips for piloting initiatives. Participants will engage in a dialogue around rising to the challenge for including and respecting diversity in graduate education.

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4–4:15 p.m.	**Break**
4:15–5:15 p.m.	**CONCURRENT SESSIONS IV**
	Interprofessional Collaboration Immersion and Education Intervention in a Professional Healthcare Setting *–Kimberly Jensen, Creighton University* An interprofessional collaborative team was established to increase communication and collaboration in the corporate environment that is responsible for providing healthcare solutions. Just in time learning and an immersion experience was created to assess a change in attitudes and perceptions of interprofessional collaboration amongst different disciplines.

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5:15–5:30 p.m.	**Break**
5:30–6:30 p.m.	**Business Meeting and Social Hour**

Friday, March 26, 2021

10 a.m.–5 p.m.	**Exhibitor Virtual Booths Open from Start of Conference** Each page will list times when representatives are available to chat.
1:15–2:45 p.m.	**ACADEMIA BUSINESS COLLABORATIVE (ABC)** **Holistic Admissions: Recruiting and Admitting Diverse Students** *–Terry Ackerman, University of Iowa* *–Maureen Grasso, North Carolina State University* Graduate programs are increasingly adopting holistic admissions as a way to clearly see applicant potential, fairly admit qualified students, and achieve diversity goals. This presentation will review the main principles underpinning holistic admissions and the various approaches graduate programs can adopt to make their process truly holistic.
2:45–3 p.m.	**Break**
3–4 p.m.	**CONCURRENT SESSIONS V**
	Strengthening Graduate Education: **Collaborating to Establishing a Graduate Mentoring Center** *–Randall J. Roper, Indiana University–Purdue University Indianapolis* *–Tabitha Hardy, Indiana University–Purdue University Indianapolis* *–Janice Blum, Indiana University–Purdue University Indianapolis* A Graduate Mentoring Center (GMC) positively impacts the mentoring of graduate students. Yet, in today's environment of limited budgets and virtual learning, establishment of a new entity is difficult. Through limited financial means, existing Graduate Office support, collaboration with campus entities, and an already defined curriculum, we will describe the establishment of a GMC that serves over 500 faculty and students each year and transitioned the facilitation of training to virtual formats.
	Supporting Graduate Students Throughout Their First Year *–Drew Swenhaugen, University of Minnesota* *–Noro Andriamanalina, University of Minnesota* How does a student begin their graduate education more confident, informed, and prepared to thrive? What kinds of programming can best clarify expectations, acknowledge imposter syndrome, emphasize community involvement, and focus on health and well-being? How can online resources be relevant and keep a 21-century graduate student engaged? The University of Minnesota Graduate School developed GEAR 1 to answer these intriguing questions that we all face--especially in the Covid-19 era.

	Are My Professional Graduate Programs Financially Sustainable? A DIY Guide for Deans Who Want to Answer that Question *–Jennifer A. Ziegler, Nebraska Wesleyan University* *–Ricky Hull, Nebraska Wesleyan University* Disruptions caused by the pandemic focus scrutiny on the bottom line. We demonstrate how Nebraska Wesleyan University calculated cost and margin per student credit hour for eight professional programs in 2019, with some surprising results. This method may be of interest to new administrators, especially those from smaller institutions.
4–4:15 p.m.	**Break**
4:15–5 p.m.	**3MT Award Reception and Closing Remarks**

SAVE-THE-DATE

2022 MAGS Annual Meeting

April 6–8, 2022

St. Kate, The Arts Hotel • Milwaukee, Wisconsin





Midwestern Association of Graduate Schools

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The Midwestern Association of Graduate Schools

Annual New Graduate Administrators Workshop

Robert M. Augustine, Senior Vice President Emeritus CGS

Email: raugustine@cgs.nche.edu

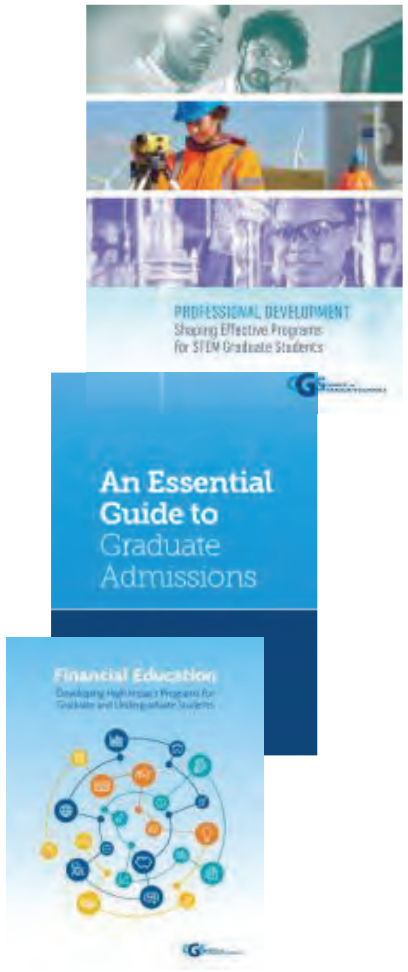
Julie Masterson, Associate Provost and Dean of the Graduate College, Missouri State University

Email: JulieMasterson@MissouriState.edu

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Areas of Focus for Today

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



Advocating for Graduate Education

- *Internally and Externally*

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Strategies for Creating a Graduate Culture

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



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Small Group Discussion

Is graduate education a private or public good? How would you tailor a message about graduate education to:

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

Graduate Enrollment Management

Marketing/Recruitment and Admissions

- Thursday 1:15-2:45- ABC: Focusing on What Matters (Streamlining Admissions Processes)
- Friday 1:15-2:45- ABC: Holistic Admissions



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Annual New Graduate Administrators Workshop

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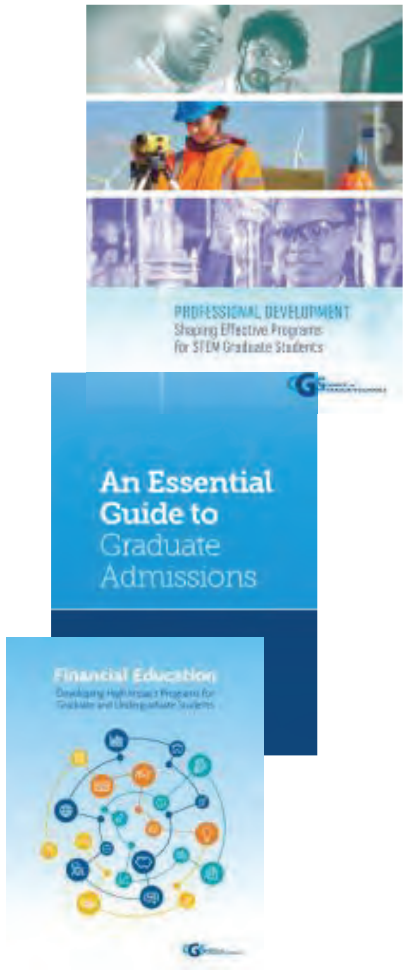
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Graduate Enrollment Management

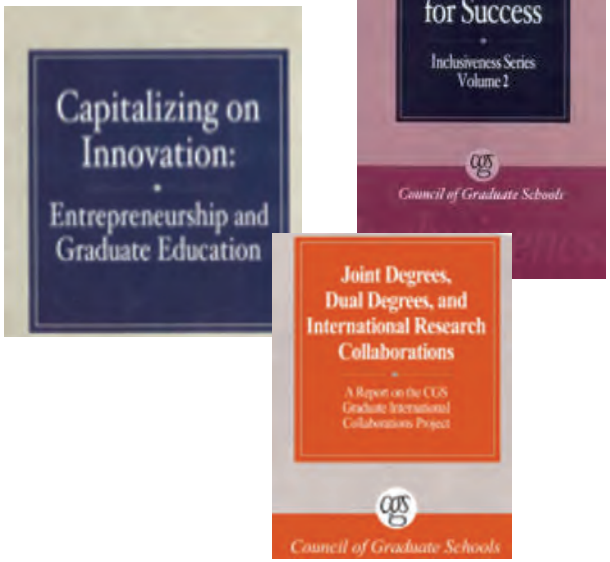
Marketing/Recruitment and Admissions

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Principles of Marketing and Recruitment

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

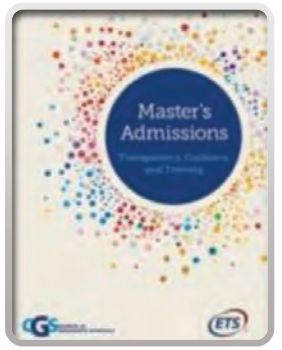


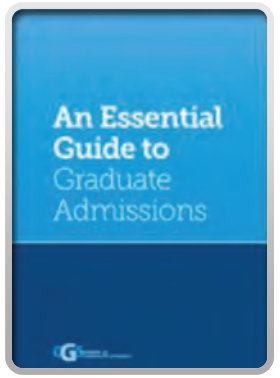


Issues in Graduate Admissions

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







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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?

Promoting Retention and Completion

- Wednesday 3:00-4:00
  - Remote Defense Option
  - Virtual Engagement
- Wednesday 4:15-5:15
  - Grad Student Experience Before and During Pandemic
- Thursday 3:00-4:00
  - Aiding/Retaining Grad Students During Pandemic
- Friday 3:00-4:00
  - Graduate Mentoring Center
  - Support Grad Students through Year 1

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Factors to Consider

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

Small Group Discussion

- A student contacts you to say that he submitted his thesis to his advisor and committee members 6 weeks ago and has not received any feedback.
- You run an audit to see the range and average number of credits attained by degree and compare it to the requirements. You find that students in one program consistently have 20%-30% more hours than needed. What do you do?

Success in Graduate Education

- Wednesday 1:15-2:45- Plenary- Suzanne Ortega, CGS President
- Wednesday 3:00-4:00
  - Supporting TAs
  - PD for Grad Students
- Wednesday 4:15-5:15
  - Student-Centered Grad Ed
  - Training/PD for Grad Students via Bb
  - Online RCR
- Thursday 3:00-4:00
  - Committing to Diversity
  - Supporting Grad Student Mental Health
  - Graduate Student Wellness Initiative
- Thursday 4:15-5:15
  - Interprofessional Collaboration
  - Influence of Pandemic on Mental Health
  - Remote work
- Friday 3:00-4:00
  - Grad Program Financial Sustainability

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Static Forces

- Factors all favor the status quo
- 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



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Dynamic Forces

- Committee Structures to Promote Change
- Strategic Change with Checks/Balances
- Promote Success
  - Recognize Program Achievements: Scholarship, Internships, Placements, Advancements, Awards
  - Share Practices Others can Adopt/Adapt
- Incentive Programs
  - Excellence
  - Distinctiveness
  - Inclusivity
  - Multiple Career Pathways
  - Professional Developmen



Dynamic Forces & Synergy

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

MAGS

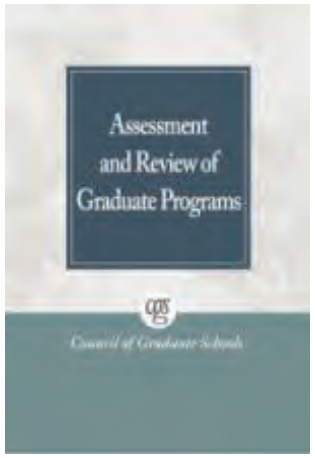


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Quality Control

- Static 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





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Small Group Discussion

- How do (will) you define excellence in graduate education?
- What metrics can you use for assessment?
- How can you incentivize?

CGS and MAGS Resources

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Graduate Dean Professional Organizations

- **Council of Graduate Schools**
  - Suzanne Ortega, President
  - Andrew Campbell, Brown University, Board Chair
  - Julie Coonrod, University of New Mexico, Chair Elect
- **Midwestern Association of Graduate Schools**
  - Julie Masterson, Missouri State University, Chair
  - Ranjit Koodali, Western Kentucky University, Chair Elect
  - Kerry Wilks, Wichita State University, Member-at-Large
  - David Daleke, Indiana University, Secretary-Treasurer
- **State Associations of Graduate Schools**
  - Illinois Association of Graduate Schools
  - Missouri Graduate Deans Association

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CGS Mission: http://www.cgsnet.org/

- The national voice for the graduate dean community.
- The only national organization in the United States that is dedicated solely to the advancement of graduate education and research.
- Advocacy in the policy arena, innovative research, and the development and dissemination of best practices.
- Convening authority, organizing major events that bring together graduate deans and other stakeholders to discuss and take action on a broad range of issues affecting graduate education today.

CGS COUNCIL OF GRADUATE SCHOOLS

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CGS Resources for Member Engagement

2021 CGS Meetings

Heidi Shank, Senior Director of Meetings

- Summer Workshop and New Deans Institute
  - July 7-9 New Deans Institute Virtual
  - July 12-14 Summer Workshop Virtual
- 61st Annual Meeting New Orleans, LA
  - December 1-4

CGS COUNCIL OF GRADUATE SCHOOLS

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CGS Resources
Additional Areas of Member Engagement



- GradImpact
- Webinars
- *GradEdge & Insider Update*
- Dean's Discussion Board
- Social Media/Facebook/Twitter
- Global Postgraduate Diversity Resource



CGS Insider Update



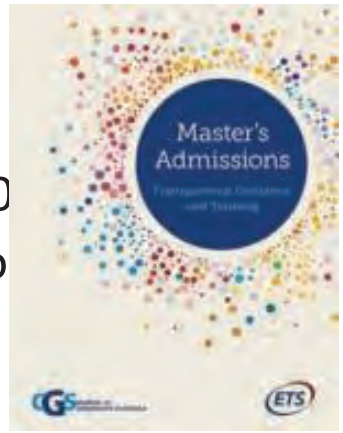
CGS COUNCIL OF GRADUATE SCHOOLS

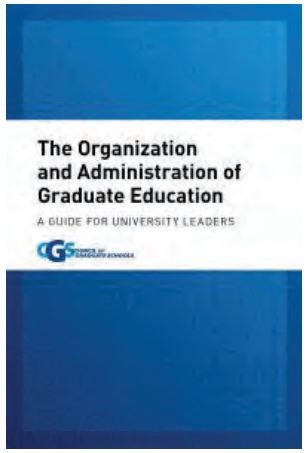
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CGS Resources
Best Practices, Research & Benchmarking

Best Practices Julia Kent, VP

- PHD Career Pathways 2020
- Organization Administratio 2019
- Master's Admissions 2019





Research Hiro Okahana, AVP

- Annual Surveys GE&D/Int
- Research & Analysis





Consultations Bob Augustine, SVPE

COUNCIL OF GRADUATE SCHOOLS

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CGS Resources

Advocacy & Global Leadership

VP Public Policy & G. R.



- Federal Policy
- Advocacy Resources
- State Snapshots
- Letters to Policy Makers
- Washington Insights
- Appropriations
- Advocacy Day

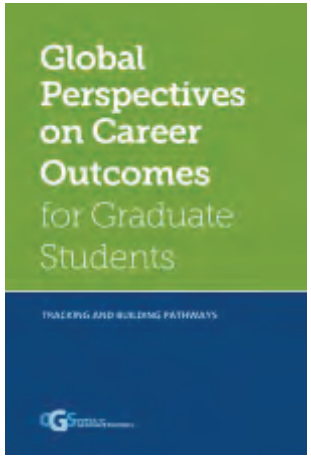




Global Summits

- 2019 England
- 2018 Johannesburg

COUNCIL OF GRADUATE SCHOOLS



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MAGS Structure

- Web Address: http://mags-net.org
- Annual Meeting/Spring
- Board: Immediate Past-Chair, Chair, Chair-Elect (conference coordinator) Member-at-Large (Chair-Elect-Elect), Secretary-Treasurer
- Committees: Auditing, Communications, Thesis Award, Excellence/Innovation Award, Teaching Award, Membership, Nominating, Three-Minute Thesis
  - Volunteer to serve on a committee!

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Topics from MAGS Emails

- Providing quality services on a limited budget
- Stressing important of grad degree via recruitment and retention
- Roles/responsibilities of all related to grad student research
- Conflict resolution between faculty and students
- Improving/sustaining international graduate enrollment and enrollment overall
- Budget shift to RCM
- Professional development for graduate students
- Tuition waivers for GAs: Models, rates
- Centralized/Decentralized Admissions
- Moving to electronic processes (eliminate paper)
- Graduate education in an undergraduate culture

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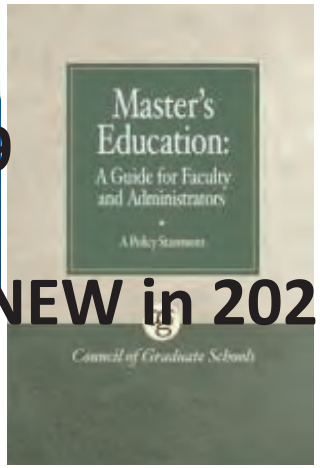
Key Leadership Roles of the Graduate Dean

- ***Advance Mission & Strategic Plan***
- ***Establish/Promote Standards for Excellence***
- ***Identify/Manage Funding***
- ***Build Bridges between Graduate Education & Research***
- ***Create/Support Graduate Student Services***
- ***Advocate for Graduate Education and Students***

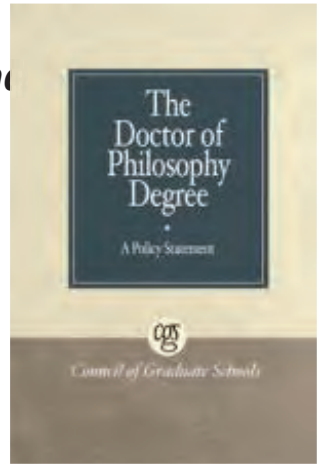
(2019 CGS Organization & Administration of Graduate Education p. 19)



NEW in 2019



NEW in 2021



Considerations in Budgeting



Budget & Finance 101
Know Where Your Money Comes From

- Institutional Tuition and/or State Appropriations
- Institutional Fees or Other Assessed Costs
- Research Grants and Indirect Costs
- External Partnerships: Employers, Agencies
- Philanthropy



Budget & Finance 102
Know How Your Resources are Allocated

- Yearly: Developed/Approved Each Year
- Multi-Year: Developed/Approved 2-3 Years
- Stable vs. Competitive
- Flexible vs. Specified
- Zero-Based Model
- Activity-Based Model
- Responsible Based Model
- Close-outs and Carry Forwards
- Financial Partnership with Others

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Budget & Finance 103
Know Where Budget Decisions are Made

- Are You Present?
- If Not, Who Represents the Graduate Mission?
- What is the Process to Keep Stipends/Waivers Competitive?
- Can Resources be Comingled?
- Learn Strategies to Get it & Keep it
    - Who is successful?
    - What are the priorities?





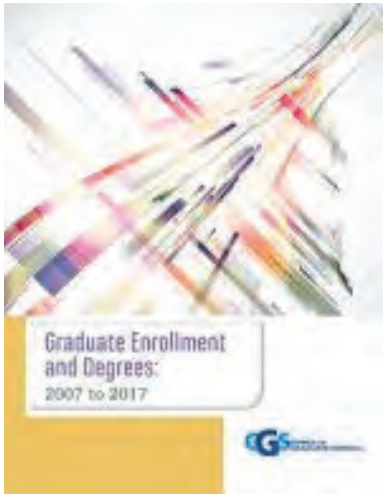
Budget & Finance 104
Share Your Return on Investment with the Institution

- Staffing
- Operations
- Graduate Assistantships, Fellowships, Scholarships & Impact on Undergraduate Learning
- Student Support (Health Insurance, Travel , Professional Development) for Attracting Talent
- Faculty Awards: Grants & Travel & Reputation
- International Awards: Scholarships, Other
- Fee-Based Degree Programs

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Funding Graduate Programs

- Benchmarking – Who are Your Competitors?
- Tuition Comparisons/Rules
- Stipend Comparisons/Rules
- Managing "Cost-of-Education Allowances"
- Self-Funded Students
- Managing Finances & Debt
- Student Insurance



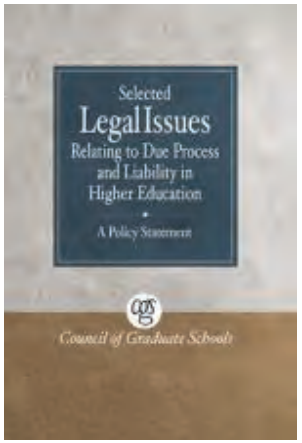


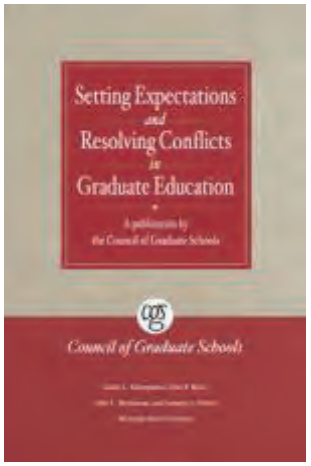
Supporting Graduate Students

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Meeting Support Needs

- Title IX
- Office of Civil Rights & Diversity Issues
- Office of Disability Services Issues
- Counseling Center Issues
- Health Issues
- Seminars for Graduate Directors on Legal Issues
- Guidance to Faculty Mentors
- When to Consult with Legal
- Documentation & Responsiveness





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EDUCATION

Graduate School Can Have Terrible Effects on People's Mental Health

Ph.D. candidates suffer from anxiety, depression, and suicidal ideation at astonishingly high rates.

ALIA WONG NOV 27, 2018



FRANCOIS LENOIR / REUTERS

WATCH NOW

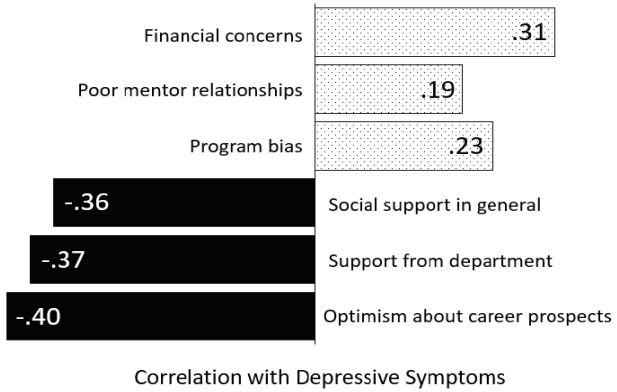
1. Click "Watch Now"
2. Run and Install
3. Open New Tab

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Mental Health in Graduate Students

- Recent focus of CGS
- Although most studies are on PhD students, can apply to master's students.
- Perception of faculty/student engagement and academic progress are correlated with life satisfaction and depression.

Risk and protective factors for depression



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Student Service

- Creating a Map of Services
- Financial Education Services
- Determining Current Services
  - Online
  - Traditional Fulltime
  - Part-time
- Orientations & Convocations Just for Graduate Students
- Counseling, Child Care, and Veterans Services for Grads
- Insurance and Related Services
- Safety Threats and Related Issues

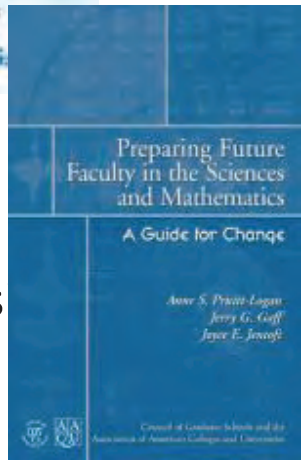


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Professional Development Programming

- Michigan State University
  - http://www.grad.msu.edu/
  - PREP Program
- Cornell University
  - http://gradschool.cornell.edu/
  - Competencies Program
- University of Pennsylvania
  - http://www.upenn.edu/
  - Online Career Services Program
- University of California Davis
  - https://gradstudies.ucdavis.edu/
  - Mentoring at Critical Transitions Program
- Virginia Polytechnic Institute & State Univers
  - http://graduateschool.vt.edu/
  - Graduate Life Program

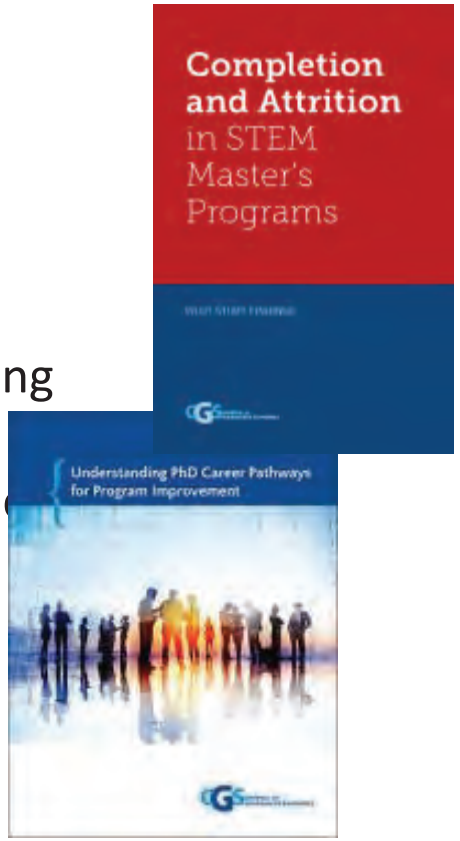




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Professional Development Programming

- Transferrable Skills
  - professionalism/work ethic
  - oral/written communication
  - teamwork/collaboration
  - critical thinking/problem solving
  - ethics/social responsibility
- Transferrable skills mastered during graduate study
- Transferrable skills cross academi disciplines



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The Versatile PHD

- https://versatilephd.com/
- Preparation for PHD careers in business & industry
- Network with PHDs in business & industry
- Access resumes and cover letters
- Access panel discussions
- Many institutions are members
- Individuals may become members and access resources

MAGS

An affiliate of the Council of Graduate Schools

Rising to the Challenge:

Strengthening Graduate Education During Uncertain Times

Excellence in Teaching Awards Reception

March 24, 2021



Midwestern Association of Graduate Schools

MAGS Excellence in Teaching Awards

The MAGS Excellence in Teaching Award recognizes graduate students who exemplify excellence in the teaching/learning mission of our universities. Two awards are granted 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.

Excellence in Teaching Award Committee

Cheryl Hunter, University of North Dakota, Chair (2021)

Ilir Miteza, University of Michigan – Dearborn (2021)

Megan Miller, Kansas State University (2023)

Lissa Behm-Morawitz, University of Missouri (2023)

Noelle Selkow, Illinois State University (2023)

Jenna Alsteen, University of Wisconsin-Madison (2023)

Odin Jurkowski, University of Central Missouri (2023)

Jennifer Waldron, University of Northern Iowa (2023)

Ranjit Koodali, Western Kentucky University, Executive Committee Liaison

Doctoral Level Award Winner:
Patrick Heslin, Mathematics, University of Notre Dame



Patrick Heslin is a 5th year Ph.D. student in the Department of Mathematics at the University of Notre Dame, where he has taught over 400 students across 7 semesters. Originally from county Leitrim in Ireland, he completed his undergraduate and master's degrees at Maynooth University before coming to the U.S. for his Ph.D. studies. Patrick believes that a lecture is most effective when treated like a performance, and that having an underlying energy goes a long way to holding an audience. He prioritizes concepts over methods and believes that building trust with students is a central component in overcoming the common stigma and fear around college level mathematics. He often incorporates active learning into his classrooms and has been an instructor of record for several flipped classroom models, both online and in person. His own research interests lie in the geometry and analysis of non-linear partial differential equations arising in fluid dynamics and other areas of mathematical physics. More precisely, he studies Riemannian geometry of diffeomorphism groups, equipped with various Sobolev-type metrics.

Honorable Mention Doctoral Category:
Sarah Beal, Classics, University of Cincinnati

Master's Level Award Winner:
Mariam Elgafy, Communication, University of Cincinnati



Mariam Elgafy is a graduate student at the University of Cincinnati where she is currently pursuing her Master's degree in Communication. As a Graduate Teaching Assistant at UC's Department of Communication, Mariam has taught over 300 students in her Public Speaking and Business Communication sections, as well as in a TA experience for a Public Relations seminar. Her teaching philosophy is rooted in empowering students to engage in dialogues that pertain to their identity, giving students the platform to voice their opinions, and equipping students with the tools to effectively influence others and enact change in their professional fields and interpersonal relationships. Mariam emphasizes the role of educators and higher education institutions in creating a space for students to embrace their authentic identities, while prioritizing accessibility of technology and mental health resources. Mariam currently serves as the Graduate Assistant for UC's Office of Government Relations and attends to volunteer work in faith-based professional networks in Cincinnati. Mariam received UC's 2020 university-wide Graduate Assistant MA Excellence in Teaching award.

Mariam's thesis project, chaired by Dr. Ronald Jackson III, focuses on media representations and framings of state legislations that impact marginalized communities. Mariam's research focuses on intercultural and identity communication, media representation, and faith/race-based identities. Graduating Summa Cum Laude from the University of Cincinnati, Mariam earned her B.S. in Education, B.A. in Communication, and minor in Political Science. As an undergraduate, Mariam engaged with Student Government, student taught at various schools in Ohio, mentored students, and worked at a tutoring center teaching Arabic; later earning UC's Presidential Leadership Medal of Excellence in 2019. Post-masters, Mariam plans to work for 1-2 years before pursuing a Law degree and allowing her passion for educational reform and policy making to flourish.

Honorable Mention Master's Category:
Paul Myers, Elliott School of Communication, Wichita Sate University

SAVE-THE-DATE

2022 MAGS Annual Meeting

April 6–8, 2022

St. Kate, The Arts Hotel • Milwaukee, Wisconsin



Midwestern Association of Graduate Schools

An Affiliate of the Council of Graduate Schools

MAGS Committees, 2020–2021

Executive Committee

- Kinchel Doerner, University of Alaska Fairbanks, Past-Chair
- Julie Masterson, Missouri State University, Chair
- Ranjit Koodali, University of South Dakota, Chair-Elect
- Kerry Wilks, Wichita State University, Member-at-Large
- David Daleke, Indiana University, Secretary-Treasurer
- Jennifer Ziegler, Nebraska Wesleyan University, Secretary-Treasurer-Elect
- Karen McGarvey, Conference Coordinator, University of Wisconsin, La Crosse, *Ex Officio*

Budget and Finance Committee

- Raquel Arouca, University of Missouri-Columbia, Chair (2021)
- Thomas Jeitschko, Michigan State University (2021)
- Sheryl Tucker, Oklahoma State University (2022)
- David Daleke, Indiana University, Executive Committee Liaison

Communications Committee

- Jennifer Moss Breen, Creighton University (2019)
- Julie Masterson, Missouri State University (2019)
- Nyree McDonald, University of Notre Dame (2019)
- Carrianne Hayslett, Marquette University (2021)
- Deon Thompson, Southern Illinois University Carbondale (2022)
- David Daleke, Indiana University, Executive Committee Liaison

Distinguished Master's Thesis Committee

- Denise Collins, Indiana State University, Chair (2021)
- Nicole Lounsbery, South Dakota State University (2019)
- Kristen Kponyoh, South Dakota State University (2020)
- Susan Awbrey, Oakland University (2021)
- Leanne Cribbs, Loyola University Chicago (2021)
- Anne Rapp, Lewis University (2021)
- LaToya Cash, Saint Louis University (2022)
- Pieter deHart, University of Wisconsin-Green Bay (2023)
- Steven Varga, University of Iowa (2023)
- Kinchel Doerner, University of Alaska Fairbanks, Executive Committee Liaison

Excellence and Innovation in Graduate Education Award Committee

- Devi Prasad V. Potlori, Chicago State University, Chair, (2021)
- Shabeer Amirali, Bradley University (2019)
- Susan Pocotte, University of Toledo (2019)

Excellence in Teaching Award Committee

- Cheryl Hunter, University of North Dakota, Chair (2019)
- Marie Kahn, University of Illinois at Chicago (2019)
- Jeffrey Potteiger, Grand Valley State University (2019)
- James Strode, Ohio University (2020)
- Ilir Miteza, University of Michigan-Dearborn (2021)
- Christine Harper, Saint Louis University, (2021)
- Ranjit Koodali, University of South Dakota, Executive Committee Liaison

Membership Committee

- Elizabeth Gockel-Blessing, Saint Louis University, Chair (2021)
- Kirk Webster, University of Central Oklahoma (2019)
- Taunya Plater, Creighton University (2019)
- Trista Wdziekonski, University of Michigan-Dearborn (2021)
- Shari Speer, Ohio State University, (2021)
- Julie Masterson, Missouri State University, Executive Committee Liaison

Nominating Committee

- Kinchel Doerner, University of Alaska Fairbanks, Executive Committee Liaison

Three-Minute Thesis Committee

- Nicole Lounsbery, South Dakota State University, Chair (2021)
- Elizabeth Gockel-Blessing, Saint Louis University (2021)
- Jeff Rutherford, Indiana University Bloomington (2021)
- Kristen Kponyoh, South Dakota State University (2021)
- Diane C. Helmick, University of Dayton, (2021)
- Sal Sanders, Youngstown State University, (2022)
- Algerian Hart, Missouri State University (2022)
- Kinchel Doerner, University of Alaska Fairbanks, Executive Committee Liaison

2021FY MAGS COMMITTEE VOLUNTEER FORM

Start of Block: Default Question Block

Q1

Q2 **2022 Committee Volunteer Form** The work of MAGS is conducted by members through a system of committees. Each summer the Executive Committee meets to plan the next annual meeting and to appoint new committee members. We are interested in involving as many MAGS members in committee work as possible. Members are appointed for three year terms, except for the Nominating Committee (one year term). **Please complete this form by April 9, 2021.**

Q3 Mark boxes to indicate the committees that interest you. Because interest may exceed available positions, please ran your selections by writing 1, 2, 3, etc. next to the boxes. Use 1 to indicate your first choice, 2 your second, etc.

_____ **Membership Committee:** Reviews applications for active membership in the Association. (1)

_____ **Communication Committee:** Prepares announcements/press releases of MAGS award winners and other news. (2)

_____ **Budget and Finance Committee:** Charged with auditing the Secretary/Treasurer's records and reporting at the Annual Meeting. (3)

_____ **Nominating Committee:** Composed of the immediate Past-Chair and two other members appointed by the Chair, is in charge of election and prepares a slate for the election officers. Term is one year. (4)

_____ **Distinguished Master's Thesis Award Committee:** Solicits nominations and selects the award recipients. (5)

_____ **Excellence and Innovation in Graduate Education:** Solicits nominations and selects the award recipients. (6)

_____ **Excellence in Teaching Award Committee:** Solicits nominations and selects the award recipients. (7)

_____ **Three Minute Thesis (3MT) Committee:** Organizes the 3MT competition at the annual MAGS meeting. (8)

Q4 Please provide your contact information.

- O First Name (1) _____
- O Last Name (2) _____
- O Title (3) _____
- O Institution (4) _____
- O Address (5) _____
- O City (6) _____
- O State (7) _____
- O Zip Code (8) _____
- O Email (9) _____
- O Phone (10) _____

End of Block: Default Question Block

ARE MY PROFESSIONAL GRADUATE PROGRAMS FINANCIALLY SUSTAINABLE?

A DIY GUIDE FOR DEANS

Jennifer A. Ziegler, Ph.D.
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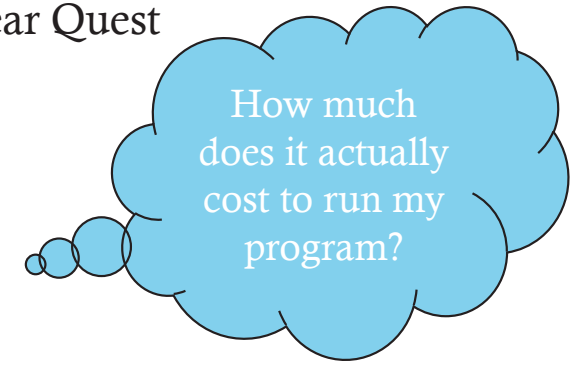
NEBRASKA WESLEYAN UNIVERSITY



ORIGIN OF QUESTION

- 2→1
  - Request from the Board
- My own 10 Year Quest





PROGRAM	METRIC
Headcount	XX
Revenue	$$
- Cost	?
= Margin	?

“VARIABLE METRICS”: CHALLENGING TO COMPARE PROGRAMS TO EACH OTHER

Program	Tuition Rate	Headcount	Revenue	Credits to Degree
Ruby	$750	63	1,134,000	36
Pearl	$615	28	516,600	60
Diamond	$900	80	1,296,000	45
Opal	$350	15	94,500	30

Might variable metrics generate biases?

STRIVE FOR "STANDARD" METRICS TO COMPARE PROGRAMS WITH ONE ANOTHER

Revenue, Cost, and Margin "per Student Credit Hour" (pSCH)

Standard Metric	Ruby	Pearl	Diamond	Opal
Revenue pSCH	$750	$615	$900	$350
- Cost pSCH	(565)	(410)	(840)	(401)
= Margin pSCH	185	205	60	(51)
M/R %	25%	33%	7%	-15%

Economic values and academic values

METHOD WE USED

Prepare a mini-financial statement
for each program for one fiscal year:

Program Revenue
- Program Cost
= Program Margin

+ Direct cost of instruction
+ Other direct costs
+ Indirect costs (allocated)
= Program Cost

Calculate standard metrics
per Student Credit Hour (pSCH):

Program Revenue pSCH
- Program Cost pSCH
= Program Margin pSCH

Assumption: the cost follows the student

DIRECT COST OF INSTRUCTION

1. Identify courses that serve Program students (e.g., Ruby)
2. For each course, determine the proportion of Ruby Program students
3. Assign course to the Ruby Program

(1) Course	Cr.	Instructor	(2) Ruby Program Students		Other Students		Total Enrolled		(3) Ruby Program Course?	
			HC	%	HC	%	HC	%		
RUBY-5010	3.0	Raylee Poole	10	77%	3	23%	13	100%	Yes	No
RUBY-5020	3.0	Reed Murray	8	67%	4	33%	12	100%	Yes	No
RUBY-5120	3.0	Raylee Poole	6	86%	1	14%	7	100%	Yes	No
DIAM-5000	1.0	Dana Pierce	4	22%	14	78%	18	100%	No	Yes
…	…	…	…	…	…	…	…	…	…	…

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Calculate standard metrics
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Program Revenue pSCH
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1. Identify courses that serve Program students (e.g., Ruby)
2. For each course, determine the proportion of Ruby Program students
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(1) Course	Cr.	Instructor	(2) Ruby Program Students		Other Students		Total Enrolled		(3) Ruby Program Course?	
			HC	%	HC	%	HC	%		
RUBY-5010	3.0	Raylee Poole	10	77%	3	23%	13	100%	Yes	No
RUBY-5020	3.0	Reed Murray	8	67%	4	33%	12	100%	Yes	No
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DIAM-5000	1.0	Dana Pierce	4	22%	14	78%	18	100%	No	Yes
…	…	…	…	…	…	…	…	…	…	…

DIRECT COST OF INSTRUCTION (CONT'D)

4. Collect faculty salary data (confidential)

5. Assign cost to course:

   Full time Faculty: Instructor cost per credit x course credits

   Part time Faculty: Actual rate of pay

   Allocate according to proportion of Ruby and Other students in the course

6. Sum of (A+B) = Direct cost of instruction for Ruby Program Students

				(5)		A	B	C	D
Course	Cr.	Instructor	Faculty Status	Instructor Cost Per Credit	Course Cost	Ruby Program Students in Ruby Program Course	Ruby Program Students in Other Course	Other Students in Ruby Program Course	Other Students in Other Course
RUBY-5010	3.0	Raylee Poole	Part Time	1,500.00	4,500	3,462		1,038	
RUBY-5020	3.0	Reed Murray	Full Time	2,708.33	8,125	5,417		2,708	
RUBY-5120	3.0	Raylee Poole	Part Time	1,500.00	4,500	3,857		643	
DIAM-5000	1.0	Dana Pierce	Full Time	3,541.67	3,542		787		2,755
…	…	…	…	…	…	…	…	…	…

A + B = $ (816,724)

OVERALL PROGRAM COST

Direct costs (calculated)

Other direct costs

Example: Value of Program Director release time

Indirect costs

Allocate a shared cost among programs

Example: Portion of facility rental

+	Direct cost of instruction	(816,724)
+	Other direct costs	(8,125)
+	Indirect costs (allocated)	(29,431)
=	Ruby Program Cost	(854,280)

RUBY PROGRAM METRICS

Mini Financial Statement (63 HC)

Contribution	Ruby
Program Revenue	1,134,000
- Program Cost	(854,280)
= Program Margin	279,720
M/R %	25%

Standard Metrics (1,512 SCH)

Standard Metrics	Ruby
Revenue pSCH	$750
Cost pSCH	(565)
Margin pSCH	185
M/R %	25%

INTERESTING FINDINGS

Mini Financials (FY)	Ruby	Pearl	Diamond	Opal	Total
Headcount	*63*	*28*	*80*	*15*	*186*
Revenue	1,134,000	516,600	1,296,000	94,500	3,041,100
- Cost	(854,280)	(344,400)	(1,209,600)	(108,270)	(2,516,550)
= Margin	279,720	172,200	86,400	13,770	524,550
M/R %	*25%*	*33%*	*7%*	*-15%*	*17%*

INTERESTING FINDINGS

Standard Metric	Ruby	Pearl	Diamond	Opal
Headcount	*63*	*28*	*80*	*15*
Revenue pSCH	$750	$615	$900	$350
- Cost pSCH	(565)	(410)	(840)	(401)
= Margin pSCH	185	205	60	(51)
M/R %	25%	33%	7%	-15%

NEXT ACTIONS

- Conversations with Faculty
  - pSCH more palatable?
- Portfolio Decisions
  - Status Quo
  - Increase Enrollments
  - Cut Costs
  - Retool Program
  - Close Program

LIMITATIONS AND NEW POSSIBILITIES

- Only captured one time period
  - Repeat annually to spot trends over time
  - Consider the net contribution (over time) of a student in the Pearl program, e.g.
- We focused on costs relative to known revenues
  - Modify the approach if you need to focus on known costs instead (e.g., entire department)
    - In this case, you may be interested in metrics (revenue, cost) of Other Students in Program Courses

ADDITIONAL RESOURCES TO D.I.Y.

- Resources inside your own institution!
- Massy, William F. (2020) *Resource Management for Colleges and Universities*. Johns Hopkins U Press.
- Morriss-Olson, Melissa. (2020) *Academic Entrepreneurship: The Art and Science*… Academic Impressions.
- Gray Associates Program Economics Platform. *https://www.grayassociates.com/how-gray-can-help/program-economics-project-0*







ARE MY PROFESSIONAL GRADUATE PROGRAMS FINANCIALLY SUSTAINABLE?

A DIY GUIDE FOR DEANS

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MAGS

Midwestern Association of Graduate Schools

An Affiliate of the Council of Graduate Schools

77th Annual Meeting
VIRTUAL
March 24-26, 2021



Midwestern Association of Graduate Schools

An Affiliate of the Council of Graduate Schools

Business Meeting
March 25, 2021
AGENDA

I. Welcome	Julie Masterson
II. Chair's Report	Julie Masterson
III. Treasurer's Report	David Daleke
IV. Committee Reports	
A. Budget and Finance	Raquel Arouca
B. Membership	Elizabeth Gockel-Blessing
C. Nominating	Kinchel Doerner
D. Distinguished Master's Thesis Award	Denise Collins
E. Excellence in Teaching Awards	Cheryl Hunter
F. Communication	Jennifer Moss Breen
G. 3-Minute Thesis	Nicole Lounsbery
H. Excellence/Innovation in Graduate Education	Devi Prasad Potluri
V. New Business	
A. Proposed Bylaws Change	Julie Masterson, Jennifer Ziegler, David Daleke
B. Plans for 2022 Conference	Kerry Wilks
VI. Leadership Transition	Kinchel Doerner, Julie Masterson, Ranjit Koodali
VII. Adjourn for Social Hour	

2020-2021 Executive Committee

- Kinchel Doerner, University of Alaska, Past Chair
- Ranjit Koodali, Western Kentucky University, Chair-Elect
- Kerry Wilks, Wichita State University, Member-at-Large
- David Daleke, University of Indiana, Secretary-Treasurer
- Jennifer Ziegler, Nebraska Wesleyan University, Secretary-Treasurer Elect
- Milandrie Wakim and Karen McGarvey, Conference Support

Highlights of 2020-2021

- Started by cancelling the conference that I worked on
- Panel on COVID 19 Effects in May, 2020
- Fall Events
  - Social Hours (Sept/Oct/Nov)
  - Learning Series (Sept/Nov)
    - Recruitment and Marketing
    - Graduate Student Mental Health
  - Signature Event (Oct)
    - Mike Nietzel keynote
    - 3MT Winners
- Communication Committee campaigns to highlight 2021 Conference
- First ever virtual conference
- MAGS– a Community of Caring Colleagues

MAGS

Treasurer's Report
David Daleke, Secretary Treasurer

MAGS

January - June 2020

Midwestern Association of Graduate Schools

Treasurer's Report 2020 - *half-year*
Period Covered: January 1 - June 30, 2020

PREVIOUS ASSETS (as of Dec. 31, 2019)		
Checking ($54,948.50) and Savings ($1,003.02)	$	55,951.52
Deposits held by UW-La Crosse (Jul-Dec, 2019)	$	4,200.00
TOTAL PREVIOUS ASSETS (Dec. 31, 2019)	**$**	**60,151.52**
REVENUE AND EXPENSES FOR FY2019 (Jan. 1 - Jun. 30, 2020)		
REVENUE		
Conference Sponsorships	$	6,250.00
Membership Dues	$	16,450.00
Interest	$	0.11
Conference Registrations	$	27,768.00
SUBTOTAL REVENUE	**$**	**50,468.11**
EXPENSES		
Office expenses	$	12.40
Conference Expenses - 2020	$	1,025.90
UW La Crosse management fee	$	3,000.00
Credit card fees	$	2,560.08
Awardee Expenses - 2020	$	3,000.00
Sponsorship refunds	$	4,250.00
Registration refunds	$	30,518.00
SUBTOTAL EXPENSES	**$**	**44,366.38**
NET ANNUAL INCOME OR LOSS	**$**	**6,101.73**
CURRENT ASSETS (June 30, 2020)		
Checking ($51,510.20) and Savings ($1,003.13)	$	52,513.33
Deposits held by UW-La Crosse (Jan-Jun, 2020)	$	13,739.92
TOTAL CURRENT ASSETS (June 30, 2020)	**$**	**66,253.25**

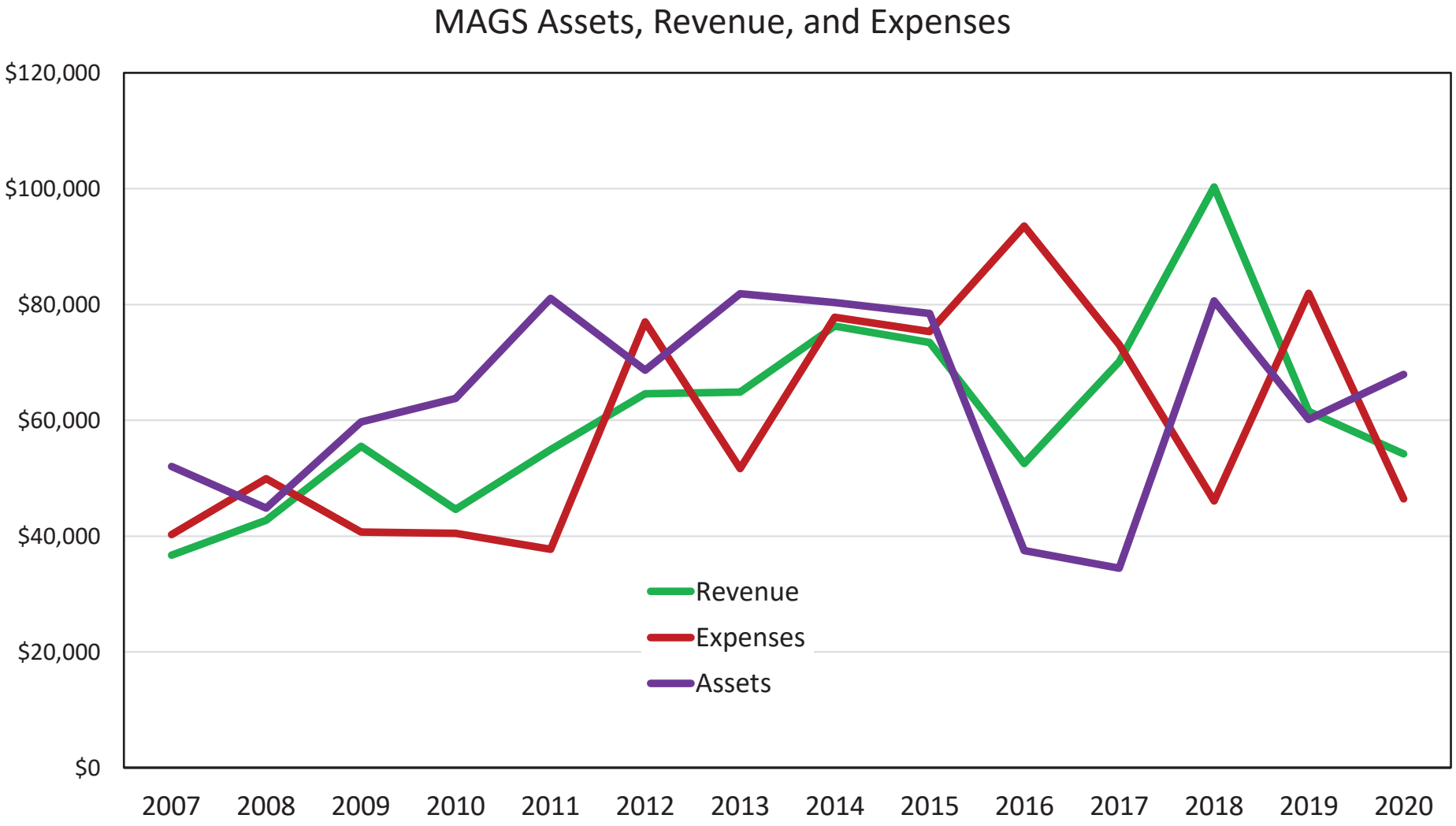
July – December 2020

Midwestern Association of Graduate Schools

Treasurer's Report 2020 - *half-year*
Period Covered: July 1 - December 31, 2020

PREVIOUS ASSETS (as of June 30, 2020)		
Checking ($51,510.20) and Savings ($1,003.13)	$	52,513.33
Deposits held by UW-La Crosse (Jan-Jun, 2020)	$	13,739.92
TOTAL PREVIOUS ASSETS (June 30, 2020)	**$**	**66,253.25**
REVENUE AND EXPENSES FOR FY2019 (Jul. 1 - Dec. 31, 2020)		
REVENUE		
Conference Sponsorships	$	1,500.00
Membership Dues	$	2,250.00
Interest	$	0.11
Conference Registrations	$	-
SUBTOTAL REVENUE	**$**	**3,750.11**
EXPENSES		
Office expenses	$	31.30
Website renewals	$	529.72
Awardee Expenses - 2020	$	1,500.00
SUBTOTAL EXPENSES	**$**	**2,061.02**
NET ANNUAL INCOME OR LOSS	**$**	**1,689.09**
CURRENT ASSETS (Dec 31, 2020)		
Checking ($64,198.10) and Savings ($1,003.24)	$	65,192.34
Deposits held by UW-La Crosse (Jul-Dec, 2020)	$	2,750.00
TOTAL CURRENT ASSETS (Dec 31, 2020)	**$**	**67,942.34**

MAGS


MAGS Assets, Revenue, and Expenses
$120,000
$100,000
$80,000
$60,000
$40,000
$20,000
$0
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
2020
Revenue
Expenses
Assets

MAGS

Budget/Finance Committee
Raquel Arouca, Chair

Budget and Finance Committee Report
Raquel A. Arouca

The MAGS Treasurer, Dr. David Daleke, and MAGS Budget and Finance Committee Chair, Dr. Raquel A. Arouca, coordinated via email to plan and share the documents for the audit on the weeks of March 8 and 15. The audit was carried out as follows:

- Dr. Daleke shared via OneDrive all the documents with the MAGS Budget and Finance Committee (Drs. Raquel Arouca, Sheryl Tucker, and Thomas Jeitschko).
- The MAGS Budget and Finance Committee met with Drs. Daleke and Ziegler (incoming Secretary/Treasurer) via zoom on March 18, 2021 at 5 pm EDT/4 pm CDT.
- The Committee discussed the two half-year reports due to the change from calendar year to fiscal year, which will better align with UW La Crosse reporting timeline and MAGS processes.
- Each committee member selected a random number of payments and expenditures to inspect the supporting documents. The Committee reviewed and discussed significant expenses such as Registration refunds and Awardees expenses.
- Review of the Tax Return for 2020.

The meeting was called to order at 4:05 pm CDT. After introductions, the Committee discussed and unanimously approved the format of the half-year Treasurer's reports. Then, Dr. Daleke presented both reports, and the committee discussed them. Four corrections were made on the Jan-Jun 2020 half-year report: the line under Previous Assets with the balances for Checking and Savings had the numbers from the Previous Assets for 2019. The line has been corrected, and it now reads, "Checking ($64,948.50) and Savings ($1,003.02). Under Expenses, the item "Conference Expenses -2020" was corrected to "Website renewals." The dates in Current Assets and Total Current Assets was changed from "July 1, 2020" to "June 30, 2020." The Committee unanimously approved the Jan-Jun 2020 Half-year Report with the changes. Two corrections were made on the Jul-Dec 2020 Half-year Report: the dates in Previous Assets and Total Previous Assets was changed from "July 1, 2020" to "June 30, 2020." The Committee unanimously approved the Jul-Dec 2020 Half-year Report with the changes.

The MAGS Budget and Finance Committee discussed the Website hosting and email service. The recommendation of the Committee is that the Executive Committee tasks a member with knowledge or expertise on Website services to review the current services since it has been over three years since its adoption (the current annual expense is approximately $530). One item discussed was the need for two increases in email capacity due to the exchange of large files and the note that some members have recently used Gmail to receive those files. The Committee noted that if a member is used to operate the GoDaddy email account, we should strive to ensure that we are not imposing another form of technology or app but maintaining the technology to which the member is accustomed.

The Committee unanimously found the financial records of the 2020 calendar year to be in order and appropriately documented and had no reservations about the handling of the organization's funds. The Committee also reviewed the 2020 Tax Return filed in November 2020 due to the changes from Calendar Year and Fiscal Year and found it was in order.

A new item was brought to the MAGS Budget and Finance Committee: creating a future financial strategy with clear goals. The relationship cultivated with the conference service helped MAGS navigate the canceled conferences and hotel contracts. However, the organization did not have a plan or financial resources to shore up the cost if that was not the case. The MAGS Budget and Finance Committee Chair Arouca will convene a committee meeting at a different time to discuss the issue.

MAGS Budget and Finance Committee

- Audit meeting via zoom on March 18, 2021.
- Approval of two half-year Treasurer's reports due to the change from calendar year to fiscal year.
- Review and approval of payments, revenues, and expenses documents.
- Review of Tax Return 2020.
- Recommendation to review Website hosting services/needs.

MAGS

Membership Committee
Elizabeth Gockel-Blessing, Chair

Membership Committee Report
Elizabeth A. Gockel-Blessing, Chair

- As chair, Elizabeth (Beth) fielded several membership applications and status inquiries over the past several months. Each application submitted was a not a new member. These institutions were already members that needed to update their membership status (pay their dues).
- One new membership proposal from Western KY… vote to approve.
- Due to COVID-19 and the small size of the committee, not other activities were able to be done
- The committee is functioning fine at this point. It would be nice, however, to have another 1-2 members so the committee could work on other relevant projects.

MAGS

Nominating Committee
Kinchel Doerner, Chair

Nominations Committee Report
Kinchel Doerner

On 22 Jan 2021, D Daleke, on behalf of K Doerner (Past Chair) sent a solicitation to the MAGS membership for nominations for Member at Large; Nominations due 8 Feb 2021. One self nomination was received: Jennifer Waldon, U Northern Iowa. On 22 Feb 2021, D Daleke, on behalf of K Doerner (Past Chair) sent a solicitation to the MAGS membership for the election of the Member at Large whose term would begin immediately after the March 2021 annual meeting. One choice (Waldon) was presented along with a write in opportunity. Ballots were due to K Doerner by 5 March. Results: 12 votes for Waldon, 0 write in.

MAGS

Distinguished Master's Thesis Award
Denise Collins, Chair

MAGS

Excellence in Teaching Award
Cheryl Hunter, Chair

Excellence in Teaching Awards Report
Cheryl Hunter

We received 13 Masters application packets and 18 Doctoral application packets. Due to COVID we added the modality of virtual teaching. Each packet was reviewed by 2-3 committee members and scored using the rubric. Scores were compiled and the committee met to discuss a cut off score to determine final packets that would then be reviewed by all committee members. Four finalist packets were chosen in each of the categories (Masters/Doctoral). These were ranked by all committee members and a final ranking was determined and then discussed to arrive at a winner and Honorable mention.

This year with the virtual meeting it was decided that award winners would present for up to 5 minutes to share their reflections on the value of teaching while in graduate school and this would be recorded to share with the institutions for greater visibility of the award and winners. Upon reflection of this change, this could be continued when the meeting goes back to face-to-face.

Committee recommendations:
To establish an award for online teaching in addition to the traditional classroom modality.
To review and revise the current rubric to: 1. Break apart categories that cover multiple criteria and 2. further clarify what the committee is looking for in criteria and explanations.

MAGS

Communication Committee
Jennifer Moss Breen, Chair

Communications Committee Report
Jennifer Moss Breen

The MAGS Communication Committee worked with the MAGS 2021 Conference Chair and planning team to communicate the upcoming conference via email each Friday proceeding the conference. Special emphasis was given to the virtual conference, special registration rates, 3MT presentations, CGS news, and invitation videos encouraging conference registration and attendance. Weekly messages began in mid-February and will continue until the conference (March 24-26). Communication committee members include Jennifer Moss Breen (Creighton University),Carrianne Hayslett (Marquette University) and Nyree McDonald (Notre Dame University).

MAGS

3-Minute Thesis Committee
Nicole Lounsbery, Chair

MAGS

Excellence/Innovation in Grad Ed

(No report, but start consider nominating….)

MAGS

New Business

Proposed Constitution/Bylaws Changes

- Changes were shared with membership in an email on January 19, 2021. They are all to align with what current practice has been for some time.
- Adding an allowance for the Secretary/Treasurer to serve multiple terms, which has become the current practice.
- Changing the name of the Audit Committee to the Budget and Finance committee to better reflect the committee's role.
- Adding a new committee, the Three Minute Thesis Committee.
- Bylaws change: Related to Article VI, Section 2, *Executive Committee members who are no longer active graduate deans or associate/assistant deans at a campus that is a member of the ASSOCIATION may, with the unanimous consent of the remaining members of the Executive Committee, continue to serve the elected and subsequent terms (i.e., Member at Large, Chair-Elect, Chair, and through Past Chair*).





78TH ANNUAL MEETING PLANS
APRIL 2020

KERRY WILKS





MAGS

Leadership Transition

Adjourn for Social Hour

- Breakout Groups
- “Popcorn Talks”
  - Intro and role in your grad ed
  - Favorite Nuggets so far/How they will be used
- See you tomorrow for sessions and the 3MT!









Committing to Diversity and Rising to the Challenge.

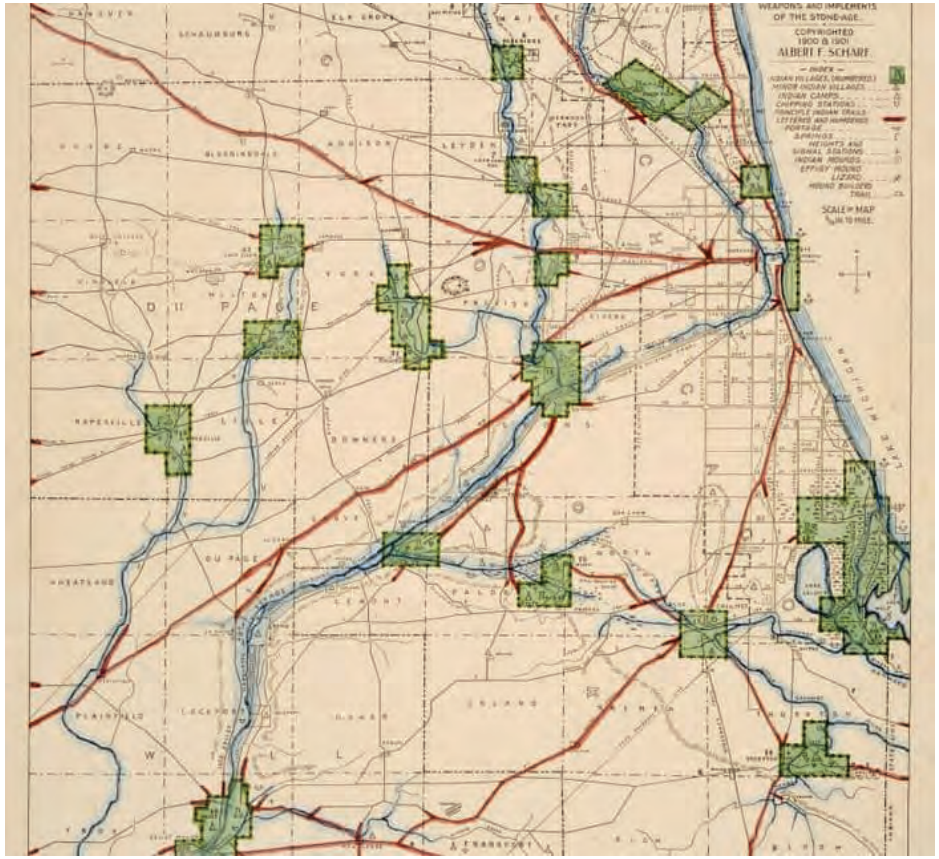
Placing BIPOC (Black, Indigenous, People of Color), first-generation, and international graduate student interests at the center of graduate education initiatives. How to walk the walk, not just talk the talk

Midwestern Association of Graduate Schools Conference
March 24-26, 2021

Theresa Christenson-Caballero, *Director of Graduate Student Professional and Career Development, UIC Graduate College*

Karen Colley, *Dean, UIC Graduate College*

UIC UNIVERSITY OF ILLINOIS CHICAGO



Land Acknowledgement

In the spirit of healing, we acknowledge and honor the original peoples of the Chicagoland area, the Three Fires Confederacy - Potawatomi, Odawa and Ojibwe Nations; and other Tribal Nations - Menominee, Hochunk, and the many Indigenous people who call it home – past, present, future.

UIC UNIVERSITY OF ILLINOIS CHICAGO
Graduate College

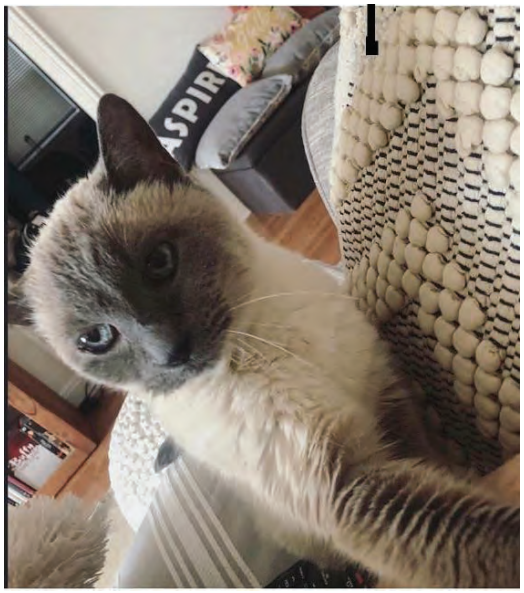
Beyond the Land Acknowledgement, Higher Ed Self-Assessment tips



1. **Are we ignoring how our institutions have harmed and continue to harm Indigenous communities?** More and more colleges and universities are adopting institution-wide land acknowledgments. But academia also has a long history of harming Indian Country. **Without thoroughly examining their relationships with Native nations and making an action plan to correct past wrongs, educational institutions' land acknowledgments ring hollow.**
2. **Colleges and universities should take a hard look at how they've interacted with Indigenous communities and people in the past and present.**
3. **Are we neglecting to examine racist statues, building names, and mascots on our campuses?**

https://nativegov.org/a-self-assessment









Theresa Christenson-Caballero
she/her/ella



- Bi-Racial Chicana born on Tongva Land, Pasadena, California. Daughter of a single mother educator.
- Alum to UC Santa Barbara (BA) and University of Illinois Chicago (MA) Background in History, Latinx Studies, Gender Women's Studies
- UIC Graduate College Director of Graduate Student Professional and Career Development, Coordinator PIF Pipeline to an Inclusive Faculty Program and Adjunct Faculty Department of Latin American and Latinx Studies
- Plant Lady, Cat Mom, Traveler, Aspiring Community Herbalist, Educator, and Mentor













Karen Colley (she/her/hers)

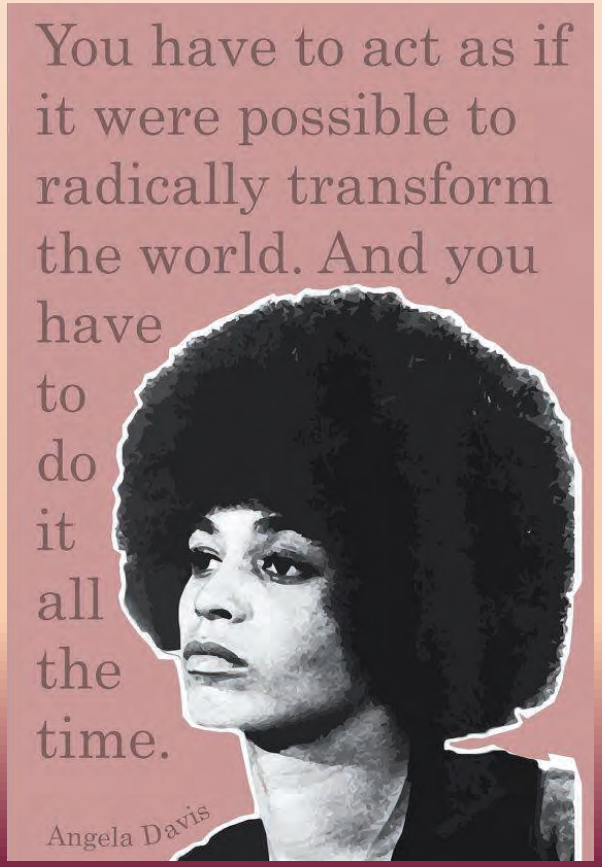
3rd Generation Irish-American, born in Cleveland, Ohio

Alum to Duke University (BS), Washington University, St. Louis (PhD), and UCLA (postdoc). Came to UIC in 1991.

*Dean of the Graduate College
*Professor of Biochemistry and Molecular Genetics
*Director of UIC's Postbaccalaureate Research Education Program (PREP)
*Director of the Pipeline to an Inclusive Faculty (PIF) Program
*Institutional Leader for UIC's Center for the Integration of Research, Teaching and Learning (CIRTL)

Devoted daughter and partner, kid mom and dog mom, mentor and advisor, avid sports enthusiast (swimming, cycling, hiking, yoga), traveler, gardener and cook.

Session Overview



- ❑ Introductions and Group Reflection
- ❑ Context and Terminology
- ❑ UIC Graduate College Initiatives
- ❑ Support, and Do What It Takes Mindset
- ❑ Problems and Solutions
- ❑ Student testimonials throughout
- ❑ How can we continue to “Walk the Walk” on our own campuses?

Terminology

- BIPOC
- First-Generation
- Anti-Racism



PONOMARIOVA_MARIA



MAGS Community Response: Feel free to answer any of the following in the chat box:

*Who is here? Please share your name and affiliation.

*When you think of "Committing to Diversity and Rising to the Challenge" in Graduate Education what thoughts come up for you?

*What might this this look like for you at your institution? Is there anything you wish you could do, create, or change?

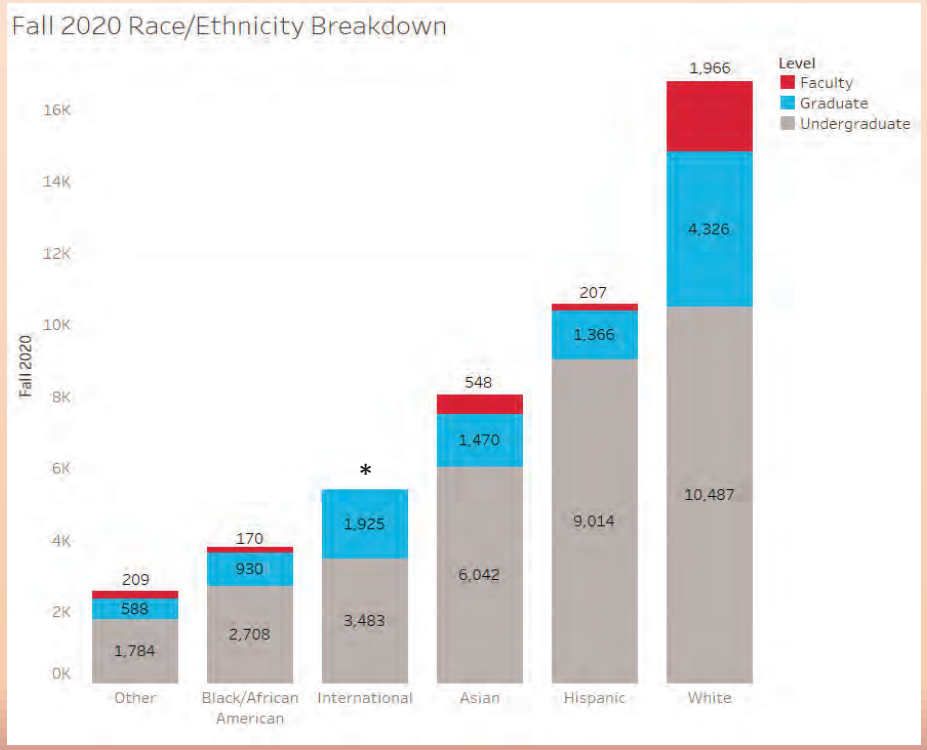
University of Illinois Chicago & UIC Graduate College

- UIC is a Highest Research Doctoral University (R1) and a Minority Serving Institution (HSI and ANNAPISI).
- UIC is the only public R1 university in the city of Chicago
- UIC enrolls 7500 graduate students and offers 80 Master's, 50 Doctoral and 13 Certificate Programs.

The Graduate College at the University of Illinois Chicago is dedicated to a simple idea: bringing together superb students with outstanding research faculty in a diverse and stimulating urban environment.



UNIVERSITY OF ILLINOIS CHICAGO



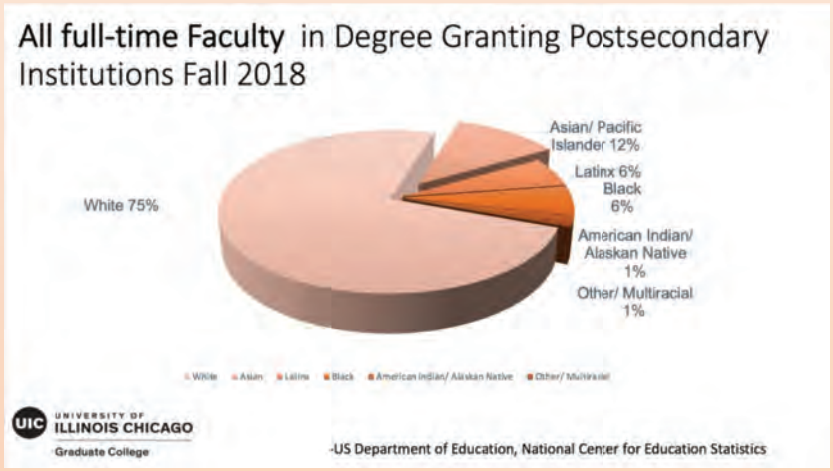
Despite our MSI designation, we aren't as diverse as you might think:

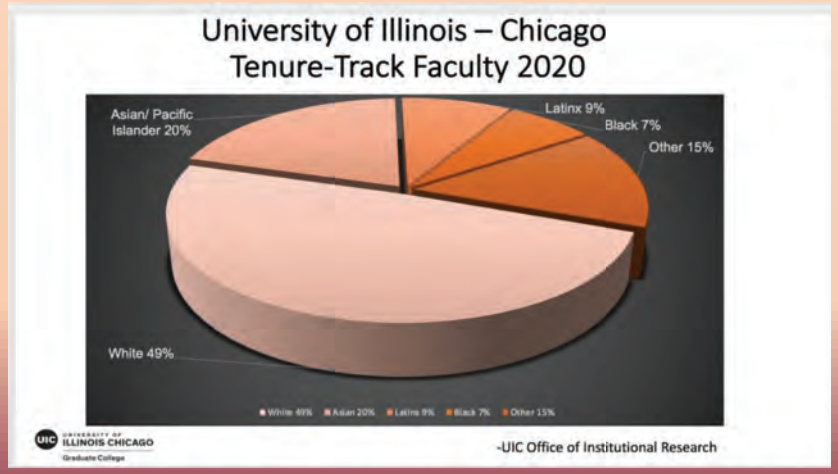
Black undergraduate, graduate student and faculty numbers are remarkably low.

In general, the population diversity declines from undergraduate, to graduate, to faculty.

Undergraduates and graduate students are not being taught/trained by people who look like them.

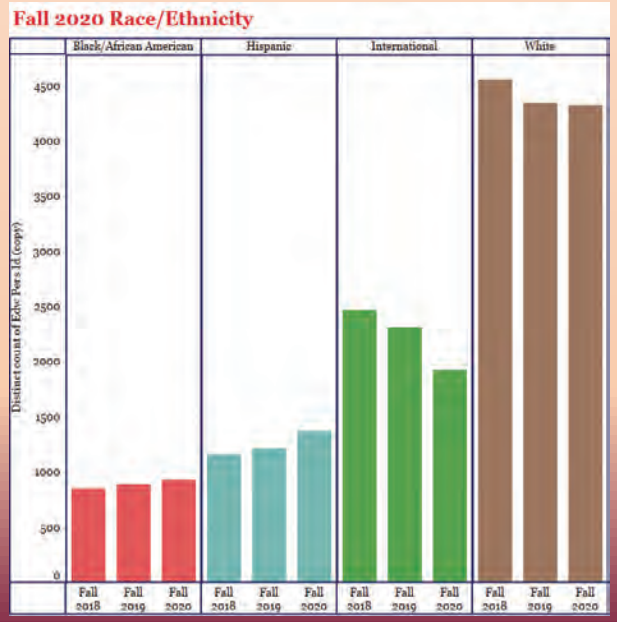
*International faculty are included in "Other"





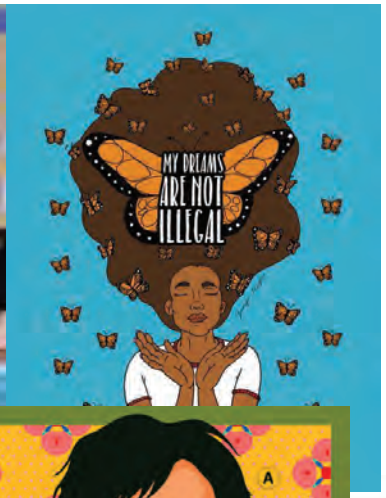
The good news:
UIC tenure track faculty are somewhat more diverse when compared to full-time faculty in U.S. postsecondary institutions.

UIC has seen modest increases in the numbers of Black and Hispanic students enrolled in graduate programs between 2018-2020



Graduate Education and the context of the current moment













Micah Johnson
@jomicah24

#Blackinthelvory Feeling dread every time you have to ask a prof to re-explain something out of fear of being looked at like you're dumb or being met with "maybe this isn't the right field for you" while your peers receive enthusiastic responses for asking the same questions.

9:35 AM · Jun 8, 2020

♡ 24 💬 4 Share this Tweet



These institutions were not built for us . . .

- "I know we are navigating institutions that were not built for us" –First year BIPOC Graduate Student
- Higher Education Institutions were not built to see BIPOC folks succeed this is a systematic problem.
- How do we facilitate spaces of possibility, access, success, and change?

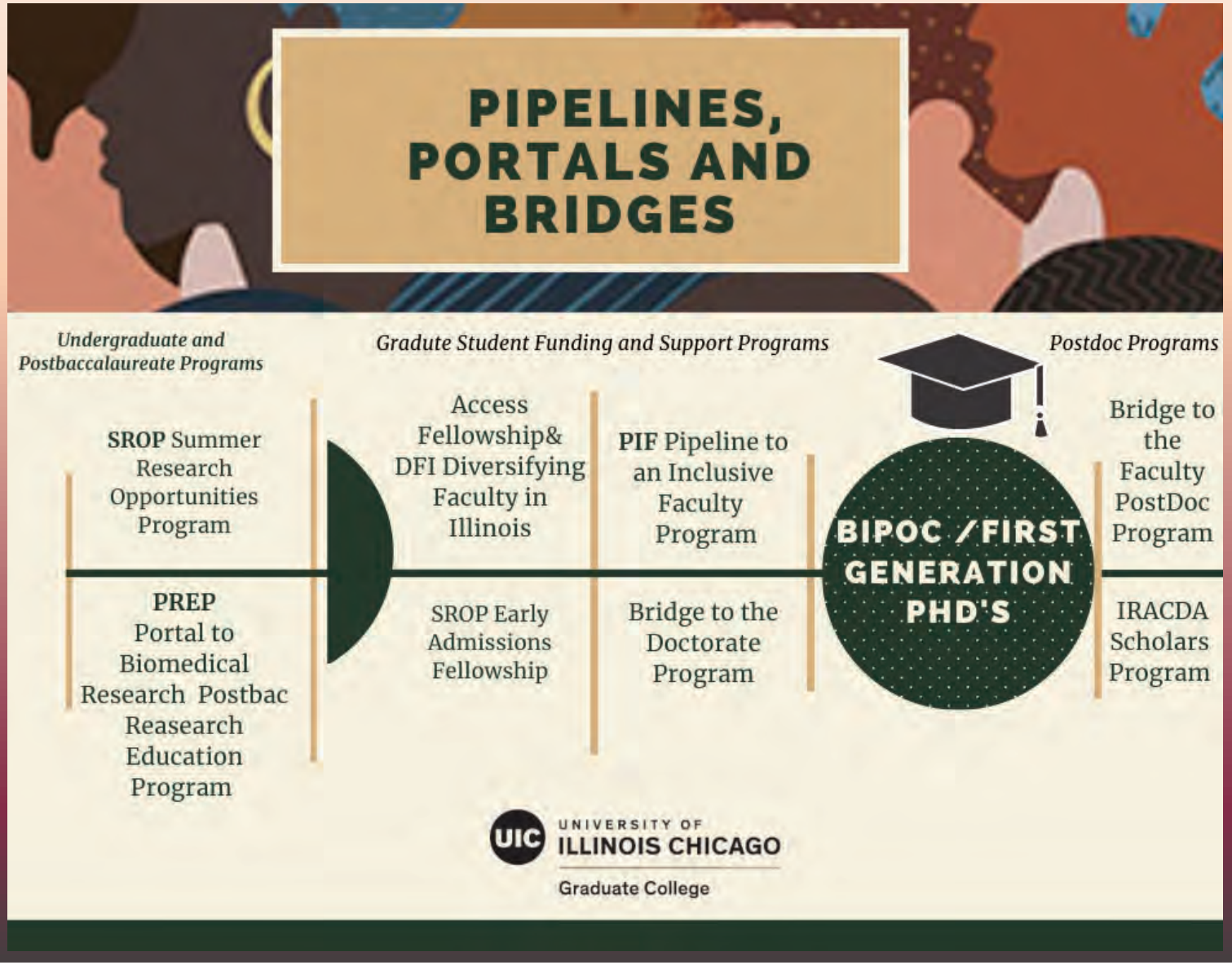
VOYAGER, THERE ARE NO BRIDGES, ONE BUILDS THEM AS ONE WALKS.

GLORIA ANZALDÚA



Building Bridges As We Walk


Queer BIPOC image centered newsletter
UICommunity Developmental Mentoring Network
Virtual Graduate Student Check-Ins
PSGIA Public Service Graduate Internship Award
Bridge to the Faculty Postdoctoral Program
DFI Diversifying Faculty in Illinois Fellowship
Las Ganas Program
International Graduate Student Tea Time Tuesdays
PIF Pipeline to an Inclusive Faculty Program
Anti-Racism Staff Reading Group
PREP Portal to Biomedical Research Careers Postbaccalaureate Research Education Program
Access Fellowship
Bridge to the Doctorate Program
Graduate College Black Graduate Student Support Task Force
Fellows Mentoring Support Initiative
SROP Summer Research Opportunities Program Early
STRategies for Inclusion Diversity and Equity


PIPELINES, PORTALS AND BRIDGES
Undergraduate and Postbaccalaureate Programs
Gradute Student Funding and Support Programs
Postdoc Programs
SROP Summer Research Opportunities Program
PREP Portal to Biomedical Research Postbac Reasearch Education Program
Access Fellowship& DFI Diversifying Faculty in Illinois
SROP Early Admissions Fellowship
PIF Pipeline to an Inclusive Faculty Program
Bridge to the Doctorate Program
BIPOC / FIRST GENERATION PHD'S
Bridge to the Faculty PostDoc Program
IRACDA Scholars Program
UIC UNIVERSITY OF ILLINOIS CHICAGO
Graduate College

Essential preparation and training to be competitive for graduate school: The UIC Portal to Biomedical Research Careers PREP

THE **UIC PBRC PREP** provides postbaccalaureate scholars underrepresented in the biomedical sciences a year-long, intensive research experience and professional development to build their scientific communication and critical thinking skills, as well as assistance in preparing graduate school applications and for interviews.

Outcomes: After 3 years of this program our scholars are in (or on their way to) PhD or MD PhD programs at Yale, University of Chicago, Stanford, Cal Tech, UIC (3), University of California-Davis, University of Wisconsin-Madison, Albert Einstein College of Medicine.



A big part of what we do is build the scholars' scientific confidence and walk them through the complicated application and interview process.

Dr. Bernie Santarsiero, PREP Program Coordinator



PREP Scholar Testimonial: "The opportunity to receive the training I need to become a successful researcher"

"PREP has provided me with the opportunity to receive the training I need to become a successful researcher. The weekly workshops have exposed me to different scientific fields that **I would have never discovered if I weren't part of this program**. They have also supported me by encouraging personal interactions with faculty in these different departments. These interactions were something that, prior to joining PREP, were very intimidating to me. **The program was very supportive in helping me identify my research interests** as well as choosing a lab to conduct my post-bac research; **thanks to PREP I've found my calling in translation research and will be starting my PhD this fall**."

-Heddy Menendez, PREP Scholar

Community, professional development, dependable financial support:

The Pipeline to an Inclusive Faculty Program PIF







- **THE UIC PIF program recruits and supports outstanding historically underrepresented PhD Scholars who are interested in pursuing careers as faculty members. PIF provides students with an interdisciplinary cohort, 4-5 years of dependable funding, teaching and mentoring training, career planning, and a range of professional development opportunities. Most importantly PIF provides scholars with a sense of community where they can ask questions and have a safe space to connect with one another as BIPOC scholars. The program ensures fellows have the support that they need to succeed in graduate school and beyond.**

"First, PIF has provided me with independent financial support which allows me to have more agency and intellectual freedom regarding what I research as a graduate student. Secondly, PIF provides professional and character development allowing me to gain new skills and further develop the skills that I do have. And third, the moral support provided through PIF include faulty- and peer-mentors that helped me chart my course through graduate school and a safe space for its graduate students who are of various underrepresented backgrounds. PIF has definitely allowed me to navigate graduate school, research, networking and mentorship more comfortably and confidently."

-Khalin Nisbett 4th year PIF Scholar, Neuroscience

PIF Scholar testimonial "The future becomes a lot less scary when you know what to expect"

Three features of the PIF program that have been most vital to my journey as a first-generation college graduate and PhD student with learning disabilities are: the built-in community, safety net, and professional development. The **confidence-building that comes from a sense of belonging** was vital for me as a first-gen to navigate my home department and advocate for myself. **I always felt like I had a place to go** for help and a community that understood. **Dependable financial support** allowed me to focus on research, publish a paper, present at conferences, and ace my qualifying exams . . . These experiences provided valuable practice in these areas while allowing me to become a more competitive applicant for future programs, grants, and positions. And finally, the **professional development workshops and meetings have given me so much insight on my future in higher education**. The future becomes a lot less scary when you know what to expect and have caring people to ask. Altogether, the PIF program **has created a much lower stress environment for me to develop and refine my research at the pre-dissertation (and diss) level while guiding me towards meeting graduation benchmarks and preparing me for what to expect** with each new goal as well as my future career as a professor. -Raquel Fletcha-Vega, Art History, PIF Scholar



Supporting International Students

UIC GRADUATE COLLEGE

1 ITAP Program

The International TA Program is housed in the Graduate College. This A) gives legitimacy B)makes International student needs part of the discussion of the whole grad population. ITAP understands international grad student needs. Students are coming from different educational cultures. Courses, workshops and social events are an introduction guiding them into American academic culture. Students are far from home, isolated, overworking themselves. The ITA program creates a space to ask questions, improve language, understand rights, share resources, and have some fun self-care practice.



2 ITAP Tea Time Tuesday

An opportunity for students to practice language., Helps students learn how to have small talk, learn about current events in the US, informal English practice and exposure to native speakers. In a low pressure setting this is and opportunity for them to practice, trying language out themselves and ask questions.

3 ITAP Workshops

Skills workshops focus on language, culture and resources. Workshops are more structured and might include : how to get started on your thesis, improving pronunciation, US Academic culture, disability rights and understanding identity politics. We also bring in ITAP alumni who are current professors and they are willing to answer real questions.

4 PSGIA,Public Service Grad Internship Award & Free Summer Housing

Providing graduate students a one time public service opportunity during a period of crisis. PSGIA was an emergency measure to help graduate students Summer 2020. Public service internship within the University students received virtual experience in academic, administrative and studdent service and a monetary award. 37 interns, $4,500 max stipend.

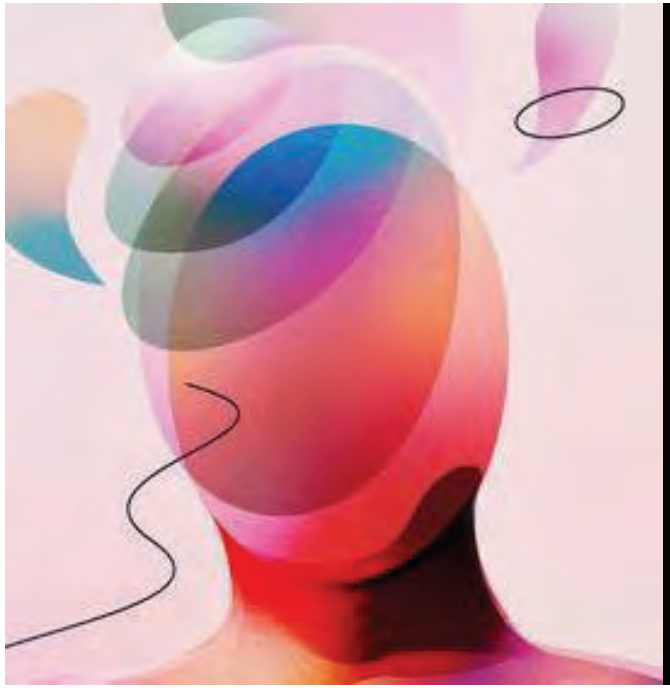


Weekly Workshops and Tremendous Interpersonal Support

As someone who never stepped outside India, when I landed at Chicago for starting my PhD at UIC, I was not only experiencing a culture shock but seeking strong human connections as well. Voila! the ITA program came as a boon in such a difficult time . . .[the ITA program hosted] weekly discussion workshops for students where we used to have round table discussions on a plethora of topics spanning education, public health, philosophy, social justice, global affairs, and the natural environment. [they] ***used this platform to foster enriching discussions*** *on American culture which turned out to be highly enlightening for us international students . . I am a professor today at a prestigious U.S. university something which wouldn't have been possible without the* ***tremendous interpersonal support*** *I received from the ITA team. Their contribution to the UIC international student community is unparalleled." -*

-Dr. Arjun Mitra, UIC Alumni, ITAP Program Alumni

Faculty, Cal-State Los Angeles







What are BIPOC, First-Gen and International Graduate Students going through at our institutions?

We know that funding is very important for BIPOC, First-Gen and International Students but it is not everything. Just giving a student a fellowship does not set them up to successfully navigate graduate school. At the UIC Graduate College we have coupled funding with programming that involves a SUPPORT MINDSET . . .



Support Mindset

What in our experience is most beneficial (beyond the financial support), is just plain **psycho-social/emotional support** that can be achieved with **one-on-one mentoring/advising** by individuals, who are not the student's research advisor, and **cohort building**.



RICK BYRNE

Support Mindset-A Network of Allies to Make It Happen

A group of people with the same values can coordinate to provide the best support structure. An interconnected network of allies to support BIPOC and international students is key.



Support Mindset



IDENTITYIMAGESSTUDIO

The support BIPOC and international graduate students need isn't all financial.

Many support efforts can be done without a large investment. For example, leaders of pipeline and support programs can

- Provide the space for cohorts of graduate students to interact and support one another.
- Be available for discussions about concerns and challenges.
- Offer programing and messaging that specifically attends to BIPOC, First-Gen and International Students needs.

UIC Graduate College Newsletter



Designed and Curated By: Jodi Aguilar, UIC Graduate College Graduate Assistant

Centering Queer BIPOC Images in Newsletters and Presentations

Our Newsletter is Designed and Curated by Graduate College Graduate Assistant **Jodi Aguilar** (Pronouns: They/Them/Esa) is a Queer Non-Binary Chicanx scholar from Los Angeles, California. They are currently a second year PhD student in Curriculum and Instruction: Language, Literacy and Culture program at The University of Illinois at Chicago. Their research include decolonizing, dismantling, and disrupting heteronormative teaching instruction while validating Queer and Trans Youth testimonio in K-5 Spaces.

"This newsletter is so good! It's beautiful, has great info (most if not all of which I didn't know or hadn't heard), is extremely representative, and thoughtfully conveys information and ***makes me feel very welcome and proud to be a grad student****. Love the coloring pages too! Thank you for this!! "*

-Emily Pierce, UIC Grad Student



Things we think about:

1) How are students being represented?
2) What messages are we sending about who is included?
3) What do our newsletters, handbook, and information pamphlets look like?
4) Are we featuring BIPOC, First-Gen and International Scholars?
5) Do we have gender non-binary representations?
6) In addition to University Resources are we sharing Community Resources?

Support Mindset

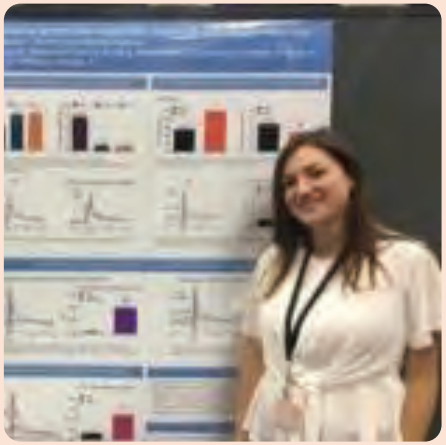
The **cohort model** is especially powerful because not only are individual scholars getting the support and advice of their peers, but they are also in many ways held accountable by their peers, wanting to match each other's accomplishments.





Ashley Vance , 4th year PhD Student Anthropology

“PIF was an essential source of community; I was able to foster connections with other first generation and minority students outside of my department. I remember entering graduate school--cautiously optimistic but doubting that I could complete intensive preliminary exams, a thesis proposal, etc. My **PIF community has been with me every step of the way,** celebrating the highs and lows of academia, sharing tips and suggestions, and learning together. ”



Paula Bazzino, 2nd Year PhD Student, Neuroscience, PIF Scholar & PREP Alum

"PIF has given me the mentorship and cohort group. If I have concerns they are who I can go to, I also find it valuable to be exposed to all different types of research topics, not just neuroscience."



Frances Crable, 2nd Year PhD Student, Biological Sciences, PIF Scholar

"The sense of community being able to talk to my cohort is really important , it is nice to have fellow students of color to interact with and relate to."

It takes a village

One of our third year PIF Scholars Joshua Atkins in Mechanical Engineering. He is a brilliant scholar who who just passed his comprehensive exams last month. When he finishes his Ph.D. he wants to find a tenure track faculty position at an HBCU. We found out from his faculty advisor that his committee "**was in agreement that his oral defense was the best they had ever witnessed**." When we sent messages of congratulations this was his reply . . . .



"Never forget the role you both continue to play in making this possible for me - **it takes a village**."

-Joshua Atkins, Mechanical Engineering, PIF Scholar







Do What It Takes Mindset

Do What it Takes Mindset

What is essential for leaders is a “do what it takes” mindset that puts the emotional well-being of the scholars at the forefront, coupled with **presenting them with a realistic view about the requirements and rigors of graduate school.**



Do What It Takes Mindset

Leaders of BIPOC and international student support programs need to be :



Accessible, Approachable, and willing to listen without judgement



Supportive and yet straightforward (maybe telling a student something they might not want to hear).



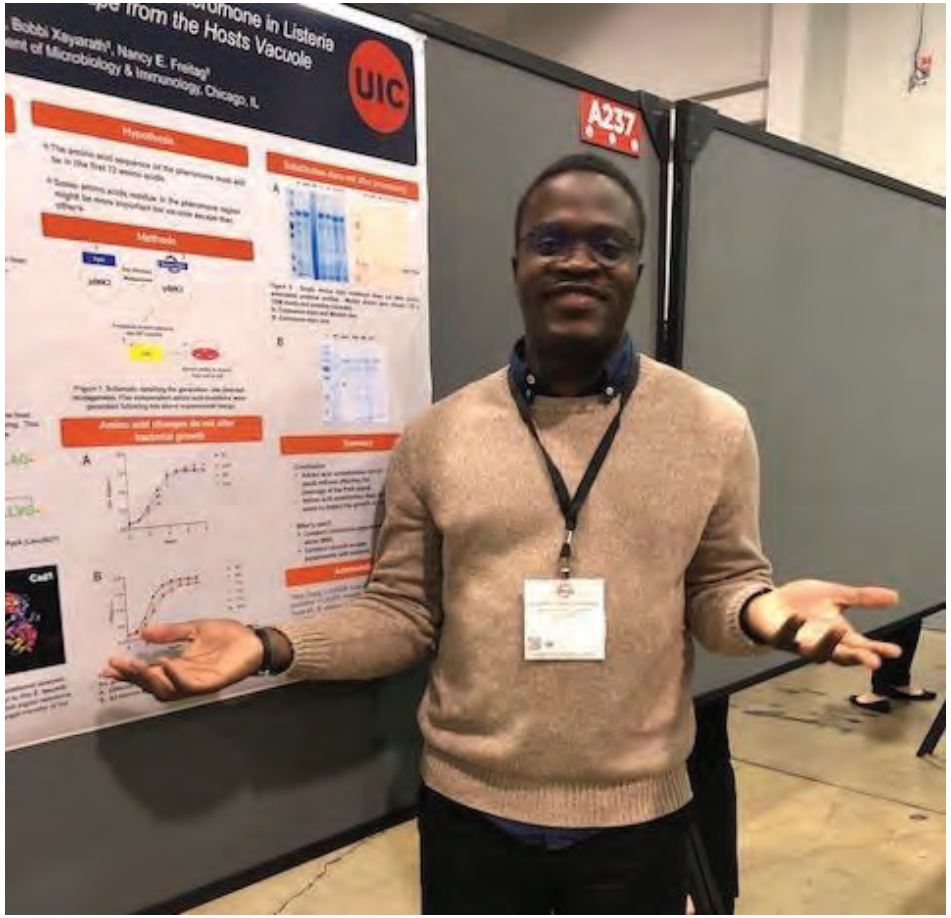
Collaborative with program directors and faculty



Encouraging of program scholars **to mentor each other**

Unparalleled Mentorship

- *The UIC NIH PREP far exceeded my expectation. Coming out of undergraduate, I was primarily looking for additional research experience which I received,* ***but it is the unparalleled mentorship that became the program's highlights****. Through the program, I felt supported for who I am as a scientist and a person. The program staff encouraged taking classes both for writing and coding, which turned me into a competitive applicant. This resulted in multiple interviews and one acceptance so far. I am glad to say that my participation in this program was rewarding, fruitful and a deciding step in my career as a scientist.* -**Omar Niagne, PREP Scholar**



Approachable



- Mentors need to be willing to express humility and vulnerability to their mentees. They want to know that you messed up, and that you learned from your mistakes. They will make their own mistakes, but possibly not the same ones you did. *Why Vulnerability Matters in Mentoring, Jolene Erlacher*
- Sometimes students need support at inconvenient times, at night, on the weekend, when you have your own project deadlines.

On Mentoring and Advising . . .

- *For my transition period in the school from undergrad to graduate school it was good to have the stability and resources, a place where I could come to, where we could talk , it is what kept me at UIC. I would have possibly gone somewhere else. It is a strength just to have someone I can talk to I can be open with with. It has been great to know that Theresa and Dean Colley are always there.*

-Ken Mitchell, 2nd Year PhD Student Political Science, PIF Scholar



Doing What It Takes . . . International Teaching Assistant Program (ITAP)



"**The amount of work that goes into individuals is a lot**. Students stay late to chat with us, we help people to record video presentations, people ask about writing emails to professor, interview culture here is different and we help with that, **there are a lot of small things that we do on a daily basis that supports them in different ways.** If they have a question and we we can't answer acting as a resource hub. One student told me 'I don't even get to talk in my other classes this is the place where I get to vent and be myself,' **we create that support. We understand their needs"**

–Megan Gier ITAP Staff Lecturer

Problems and Solutions



See a Problem- Find a FIX

Leaders of BIPOC and international student support programs and college faculty and staff invested in BIPOC, first-gen and international student success need to be “Activators”-if they see a problem, they can find ways to fix this problem.

Problem: Lack of diverse applicants to biomedical STEM grad programs at UIC and elsewhere.

- Fix 1: **LAS GANAS** program for Latin@ STEM undergraduates. Funded by an HSI grant from the Dept of Education led by Dr. Aixa Alfonso
- Fix 2: **PREP** postbac program to provide UR postbac scholars with a year long intensive research experience and professional development to facilitate their application to and acceptance in top PhD and MD PhD programs. NIH Funded Grant led by Dr. Karen Colley and Dr. Mike Federle
- Fix 3: **PAP STEM**, Create an internally funded STEM focused, research-oriented program for undergraduates in the President's Award Program at UIC
- **All these "Fixes" include cohort building and professional development.

Problem: Lack of faculty of color at UIC and around the country





- Fix 1: **PIF Pipeline to an Inclusive Faculty Program**. Funding, professional development, cohort building and support for PhD students in all disciplines who are committed to pursuing a career as a faculty member. Internally funded by the Graduate College and Provost Office, led by Theresa Christenson-Caballero and Dr. Karen Colley
- Fix 2: **Bridge to the Faculty Postdoc** Program. Departments apply for support to recruit and fund a postdoc scholar to mentor into a faculty position. Must demonstrate strong mentoring program and a plan for transition to independence. Internally funded by Chancellor and managed by the Office of Diversity.
- Fix 3: **Staying where they started.** Consider cultivating promising undergraduates who have the mentorship in place to continue on to graduate programs at UIC.

Sometimes its ok to stay where you started

- How many times do we hear this ? “You can’t stay where you started. A student can only be successful if they leave their undergraduate institution to study elsewhere.”
- Our Approach: You can stay where you started IF you have a STRONG mentors supporting you at the institution that you are at as an undergrad who support doctoral studies. We need to change the culture as sometimes BIPOC students thrive in this environment.










Thriving Where They Started Bachelors => PhD, UIC PIF Scholars

Joshua Williams, PIF Scholar Philosophy

Ken Mitchell, PIF Scholar Political Science

Juan Morales, PIF Scholar Math

Cynthia Brito, PIF Scholar Urban Planning and Policy Studies

Frances Crable, PIF Scholar Biology

Andres Aguilar, PIF Scholar Physics

Problem: Need for self-advocacy and resilience training for STEM BIPOC and First-Gen graduate students.

- Fix: The **NSF GREATS** program is a professional development program that focuses on self-advocacy and resilience strategies for graduate students in STEM areas.
- Directed by Dr. Carmen Lilley, DGS in Mechanical and Industrial Engineering, co-PIs Dr. Greg Larnell and Dr. Karen Colley





- Problem: Lack of knowledge and coordination between diversity and pipeline programs across the UIC campus.
- Fix: The **UIC STRIDE Conference** to bring program leaders and implementers together annually. Led by Karen Colley-Grad College Dean and Amalia Pallares-Associate Vice Chancellor and Vice Provost for Diversity.

2019 Sessions: Plenary/ Influencing Retention Beyond Advising & Mentoring, Developing Logic Models for Programs, Creating Inclusive Classrooms: Small Strategies for Large Impacts, Creating Mentor Training that will serve multiple programs

Anti-Racism is an action



Anti-racism is not just talking or Tweeting; anti-racism is an action that requires both small and large acts of resistance and attacks to expose the inherently exclusionary nature of everyday "normal" policies, practices, and institutions.

Alexandro Gradilla

Start by Doing the Work on You: Ten Tips for the 'Newly Woke' to Become Anti-Racist Allies in Academia

Dr. Jioni A. Lewis

So, I am observing a very unsettling thing happening in academia right now that needs to be called out. To my newly woke white allies and established "allies", please listen carefully:

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10. You need to do a LOT of work on yourself to unlearn your white supremacist behaviors BEFORE you can be an effective anti-racist ally. Start by doing the work on you first!



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The work starts with ourselves: Being an Anti-Racist Ally in Academia

https://ied.unt.edu/UNTBLM

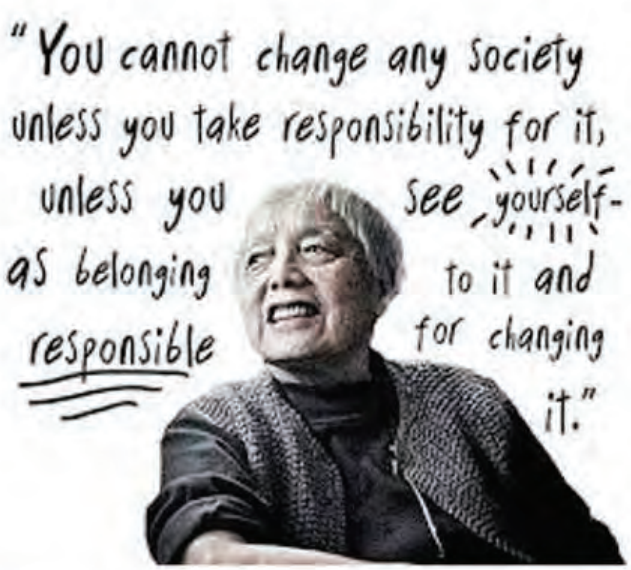
Holistic Review of Awards

Graduate College statement for reviewers: UIC is the home of tremendous diversity of research as well as students. The mission of our university is to foster scholarship and practices that reflect and respond to the increasing diversity of the U.S. in a rapidly globalizing world. Thus, we ask that reviewers understand that applications from our students come from a variety of cultural, linguistic, and national backgrounds. While American English is the standard in higher education in this country, it may be a student's second, third, or nth language or dialect. Students' first language might be Farsi, Urdu, Mandarin, or Spanish. Their native dialect might be Spanglish, African American Language, or Chicano English. **We respect linguistic and cultural diversity. In short, please think holistically. Focus on the proposed scholarship, the ideas, the methods and not only sentence-level correctness or the linguistic means of delivery.**



Action Item Committees in support of Black Graduate Students

- The Black Graduate Student Association is a student-led organization founded in 2019 and focuses on providing academic, professional, and social support to Black graduate students at University of Illinois at Chicago.







Today, tomorrow and the day after. Committing to Diversity and Rising to the Challenge in Graduate Education. **What is an idea you want to apply at your institution? What is your first step? What do you need?**

Thank you for spending this hour with us

Our contact information

- **Theresa Christenson-Caballero**, Director of Graduate Student Professional and Career Development, UIC Graduate College

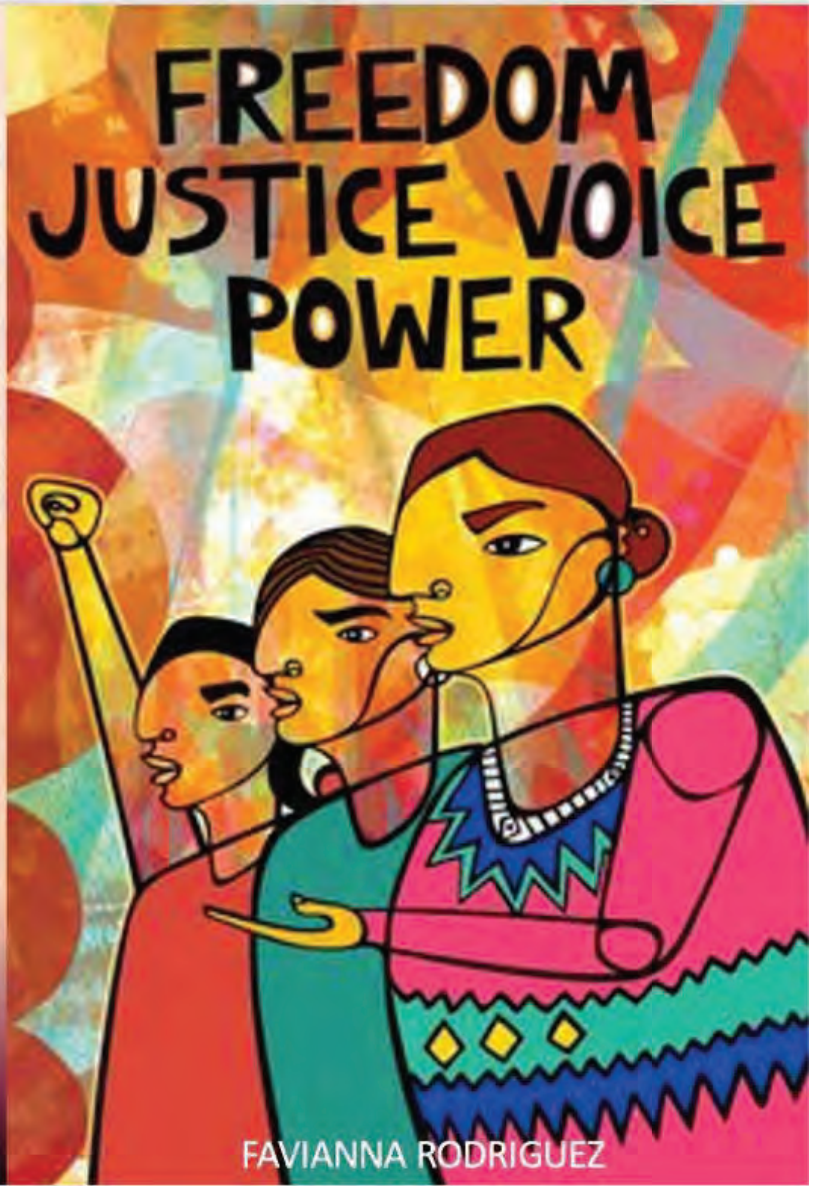
  tchris1@uic.edu

- **Dr. Karen Colley**, Dean, UIC Graduate College

  karenc@uic.edu

Special Thanks to our Graduate College Colleagues: Lindsay Marshall, Kimberley Hunter, Benn Williams, Jodi Aguilar, Vandana Loomba, Dr. Lunaire Ford, Megan Gier, Allen Bryson, Dr. Bernie Santarsiero, and Renee Brown.

UIC UNIVERSITY OF ILLINOIS CHICAGO
Graduate College



Beyond the Land Acknowledgement, Higher Ed Self-Assessment tips



1. **Are we ignoring how our institutions have harmed and continue to harm Indigenous communities?** More and more colleges and universities are adopting institution-wide land acknowledgments. But academia also has a long history of harming Indian Country. **Without thoroughly examining their relationships with Native nations and making an action plan to correct past wrongs, educational institutions' land acknowledgments ring hollow.**
2. **Colleges and universities should take a hard look at how they've interacted with Indigenous communities and people in the past and present.**
3. **Are we neglecting to examine racist statues, building names, and mascots on our campuses?**

https://nativegov.org/a-self-assessment

A Few Articles, Blogs, Podcasts and Resources for BIPOC & First Gen Graduate Students

Articles and Blogs

- Free and Low-Cost Resources for graduate students, postdocs and early career researchers. By Jaclyn A. Siegel
- PhD Balance: Resources for BIPOC Grad Students
- Teaching about Racism, Injustice and Structural Inequality, Resources, Rutgers Graduate School of Education
- Surviving Academia as a Queer POC is not for the weak of heart! Here are some tips By Gender Bent
- Blog: A First -Gens Guide to Grad School: How to get in, Survive and Thrive
- BIPOC Mental Health Resources
- Black Doctoral Network
- How to Retain Women of Color and Indigenous Women Grad Students By Kimberly D. McKee and Denise A. Delgado
- NASPA Blog: Don't Hurt Yourself: A Survival Guide for Graduate Students of Color in Their First Year By Shaunda Brown
- First Gen Journey

- VanguardSTEM

- Welcome to Wonderland: Advice for Beginning Graduate Students of Color By Daniel Heath Justice and Marissa López

- #BlackandSTEM – Twitter Community holding conversations every Thursday

Podcasts

Abolition Science, Episode :BIPOC Navigating Graduate School
In this episode, we have an informal conversation with fellow doctoral students, Robert P. Robinson and Wendy Barrales, about our experiences in graduate school.

Xicana Code Switchers
We are both Xicana, scholar-practitioners in higher education. Each episode we discuss insights, tips, and resources for students and practitioners in higher education with a focus on social justice and platicas

Blk + in Grad School
Podcast- An audioblog looking to inspire and encourage people of color, as well as women, to and through grad school.

Rock Your Research
We write about the struggles that we all face to become better researchers, better people, and live a meaningful life. We share our journey and the journey of other researchers and provide actionable steps you can take to achieve the life you want and explore careers that spark your interest.

GradSchooled With Fatimah Williams Ph.D, Episode
How Imposter Syndrome and Scarcity Mindset are Holding You Back From the Opportunities You Deserve: A Conversation with Dr. Fatimah Williams and Dr. Vicki Johnson

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Start by Doing the Work on You: Ten Tips for the 'Newly Woke' to Become Anti-Racist Allies in Academia

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UNIVERSITY OF ILLINOIS CHICAGO
Graduate College

University of Illinois Chicago, UIC Graduate College and Affiliate Program Links and Contacts



Internal to the UIC Graduate College

Pipeline to an Inclusive Faculty Program, PIF
Contact: Theresa Christenson-Caballero, tchris1@uic.edu
https://grad.uic.edu/funding-awards/graduate-college-fellowships/pif/

Portal to Biomedical Research Careers Postbaccalaureate Research Education Program, PREP
Contact: Dr. Karen Colley, karenc@uic.edu
https://pbrc-prep.uic.edu/current-prep-scholars/

Public Service Graduate Internship Award
Contact: Benn Williams, bwilli7@uic.edu
https://grad.uic.edu/funding-awards/graduate-college-fellowships/

STRategies for Inclusion Diversity and Equity Conference
Contact: Dr. Karen Colley, karenc@uic.edu
https://diversity.uic.edu/engagement/stride/

BIPOC image centered newsletter
Contact: Theresa Christenson-Caballero, tchris1@uic.edu and
Jodi Aguilar, jaguil62@uic.edu
https://grad.uic.edu/about/gc-newsletters/

International Teaching Assistant Program
Contact: Vandana Loebel, vloomba@uic.edu
https://ita.grad.uic.edu

Summer Research Opportunities Program & Early Admission Fellowship
Contact: Dr. Lunaire Ford, lford@uic.edu and Allen Bryson, ajbryson@uic.edu
https://grad.uic.edu/diversity/srop-program/early-admissions/
https://grad.uic.edu/diversity/srop-program/

UIC Affiliate Programs

Bridge to the Faculty Program
Contact: Angela Walden, walden1@uic.edu
https://diversity.uic.edu/engagement/bridge-to-the-faculty/

L@S GANAS, Latin@s Gaining Access to Networks for Advancement in Science
Contact: Veronica Arreola, via@uic.edu
https://lasganas.uic.edu/about/

NSF GRaduate Education for Academically Talented Students GREATS Program
Contact: Dr. Carmen Lilley, clilley@uic.edu
https://lilley.lab.uic.edu/greats-program/

PAP Stem Initiative
Contact: Jeremiah Abiade, jta@uic.edu
https://stem.uic.edu



About Michigan Tech

- Located in Michigan's Upper Peninsula
- Fall 2020
- 6,867 Total Enrollment
- 1,225 Graduate students
  - Masters students: 731
  - PhD students: 503
  - Graduate non-degree: 43
  - 90% in STEM programs
  - 45% international students



Training Requirements and Michigan Tech

- NIH and NSF have training mandates for research funded by them
- 70% of Michigan Tech's research funding is from federal sources
- Committee of faculty and staff developed learning objectives based on the topics suggested by NSF and NIH
- Developed a plan for graduate students to train all graduate students

How did you deliver RCR Training Prior to COVID?

A. In person
B. Online
C. Academic course
D. Some combination of the above
E. A different way

RCR Training at Michigan Tech

- Basic RCR Training (all students, Graduate School)
  - RCR Training topics: Mentor/Trainee Responsibilities, Treatment of data, Errors and Negligence, Misconduct, Ethical Standards
  - Welcome, Academic Integrity, Title IX
- Advanced RCR Training (all students, Research Office)
  - Students engaged in research complete a training course
  - Coursework students complete online training through CITI
- Specialized training (project dependent, program and/or PI)
  - Topics related to specific projects or norms in program
  - Human subjects
  - Animal subjects

Basic and Advanced RCR Topics

- Basic RCR
  - Mentor/Trainee Responsibilities
  - Treatment of data
  - Errors and Negligence
  - Misconduct (overview)
  - Ethical Standards (overview)
- Advanced RCR
  - Misconduct
  - Ethical Standards
  - Violations and Sanctions
  - Publication Practices and Responsible Authorship
  - Peer Review Process
  - Collaborative Science
  - Conflict of Interest
  - Societal Expectations

Delivering Basic RCR on campus (pre-COVID)

- 4 hour program with 30 minutes of breaks
- Mini-lecture followed by group discussion
- iClicker to answer multiple choice questions
- Tables with 7 students and a facilitator
- Two or three main presenters
- Session sizes range from 87 - 247 students, plus facilitators
- Largest session was 329 students spread over two days during fall 2017



Delivering Basic RCR Online (pre-COVID)

- For online students and those who do not attend our on-campus program
- CITI Training course
- Match CITI modules to modules from our on-campus program
- Does not contain any Michigan Tech content

CITI PROGRAM

Challenges due to COVID

- Social distancing - reduce numbers at table and in room drastically
  - Fisher 135: 450 seat classroom limited to 88 students
  - MUB Ballroom: 288 capacity limited to 81 people (without tables)
  - DOW 641: 250 seat classroom limited to 49 students
- Rapidly changing state rules for indoor and outdoor events
- Rapidly changing University rules
- Enrollment questions
- Student and volunteer concerns for safety

Options Considered

- Multiple in-person train sessions
- Simulcast video to multiple locations
- Online training - synchronous
- Online training - asynchronous

How did you deliver RCR Training during COVID?

A. Multiple in-person trainings
B. Simulcast video to multiple locations
C. Online training - synchronous
D. Online training - asynchronous
E. Cancelled training
F. Other

Goals for Online Basic RCR Training

- Achieve the same learning outcomes in person and online
- Create an interactive learning environment
- Facilitate peer interaction and discussion
- Use for small or large groups of students
- Develop options for asynchronous and self-paced use

Best Practices for Online Education

- Determine learning objectives and assessments
  - Develop content to support learning objectives and assessment tools that measure learning objectives
- Use appropriate mix of delivery methods
  - pre-recorded video, video conferencing, interactive content
- Foster engagement (student/student and instructor/student)
  - Instructor welcome, introduction activity, discussion boards, video conferencing
- Provide accessible and inclusive environment

Quality Matters Higher Education Standards

- Course Overview and Introduction
- Learning Objectives and Assessment
- Instructional materials contribute to objectives and relate to the course
- Activities that promote achievement of objectives
- Activities that provide opportunities for active learning interactions
- Technology supports learning objectives and promotes engagement
- Course design supports learner accessibility and usability

Planning the content

- Wrote learning outcomes for each topic
- Took existing content (slides) and arranged into topics
- Generated interactive activities to reinforce the learning outcomes
- Arranged content and activities into Canvas modules



Planning Module Timings

- Each module completed by a certain date to facilitate discussion among group
- Each module must be completed sequentially
- Some items have a “passing grade” before the next item will open

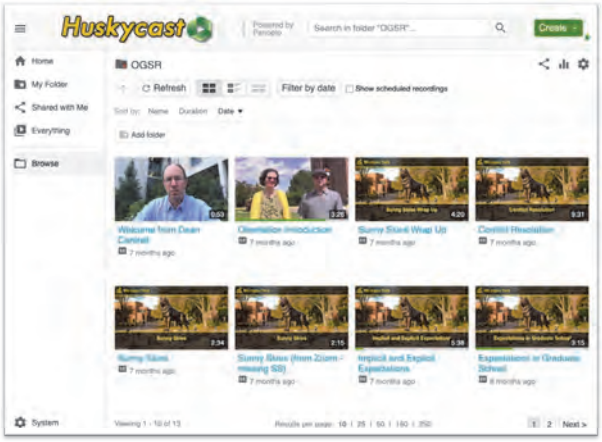


Course Modules and Schedule

Module	Release	Due
Welcome	Aug 26	Sept 2
Title IX at Michigan Tech	Aug 26	Sept 2
Transitioning to Graduate School	Aug 28	Sept 2
Setting Expectations	Aug 31	Sept 4
Resolving Conflict	Sept 2	Sept 4
Integrity in Academics and Research	Sept 4	Sept 9
Course Feedback	Sept 4	Sept 9

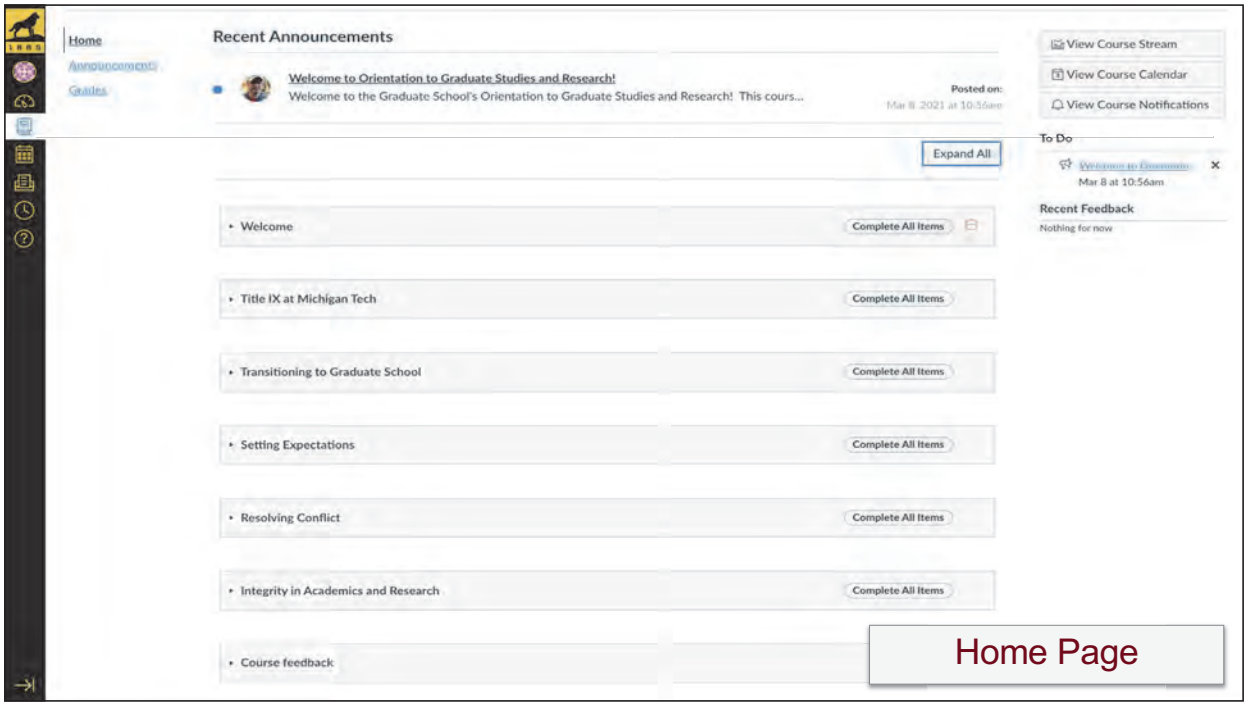
Introduction and Content Videos

- Recorded using camera or screen capture software
- Uploaded to Panopto
  - Captioned
  - Quizzes added as needed
- Linked to Canvas modules

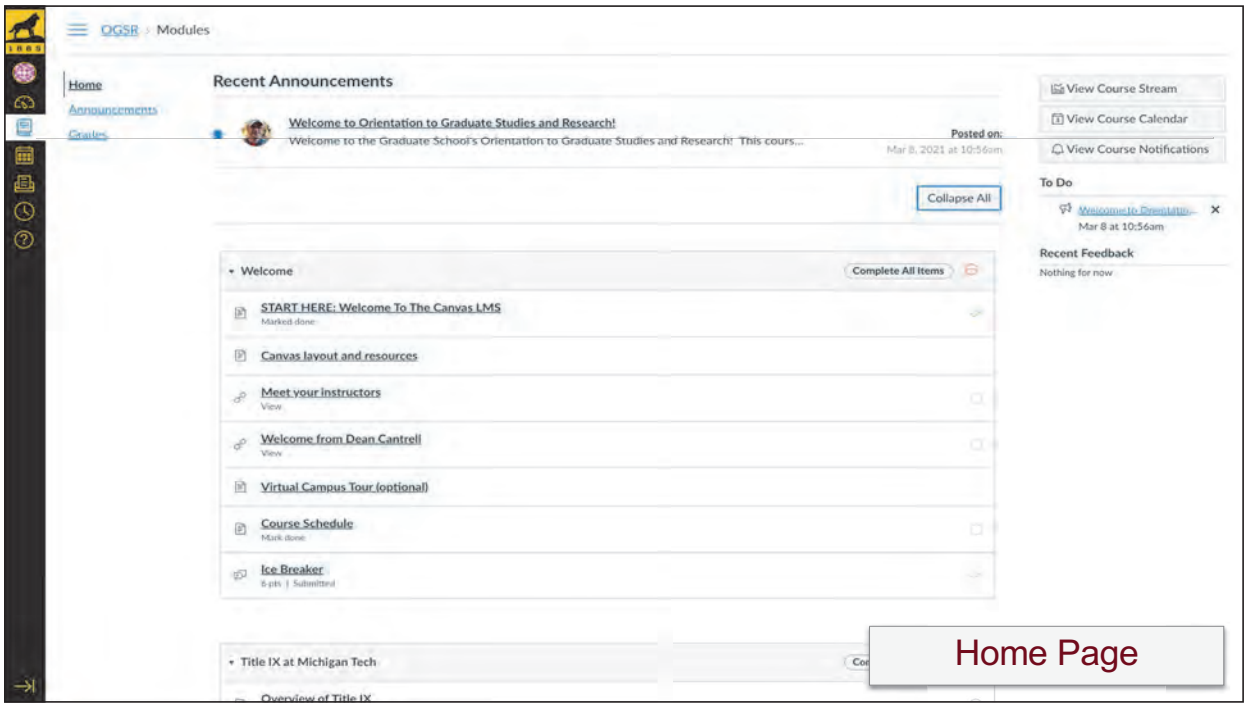


Virtual Tour of Canvas course

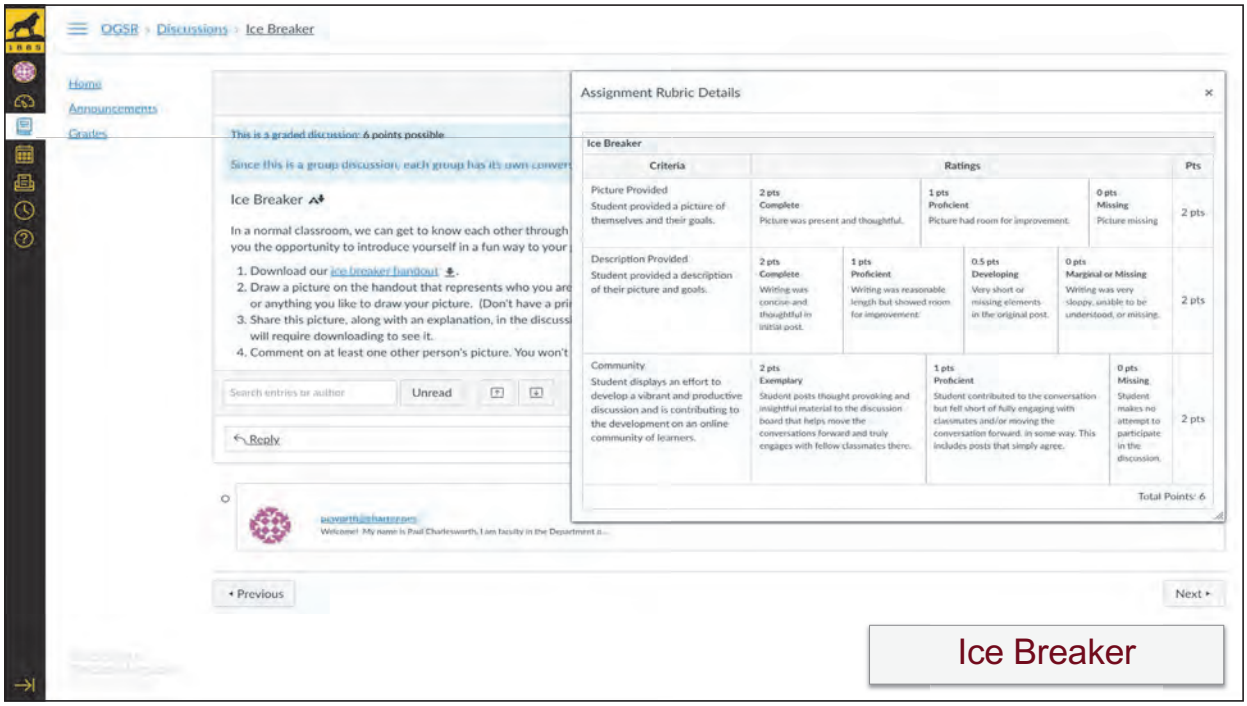
- Modules - Overview of Canvas Course Layout
- Quizzes - Canvas Quizzes
- Video with embedded quiz
- Discussion
- Grading Rubrics



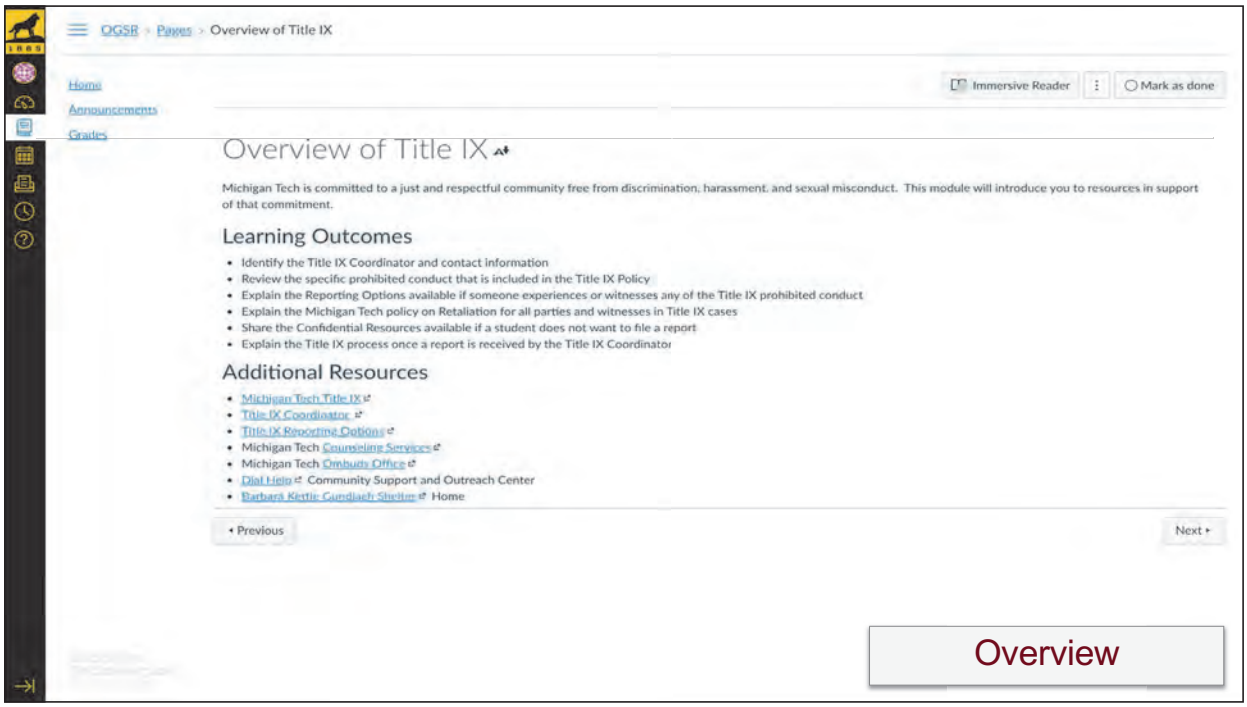
Home Page



Home Page



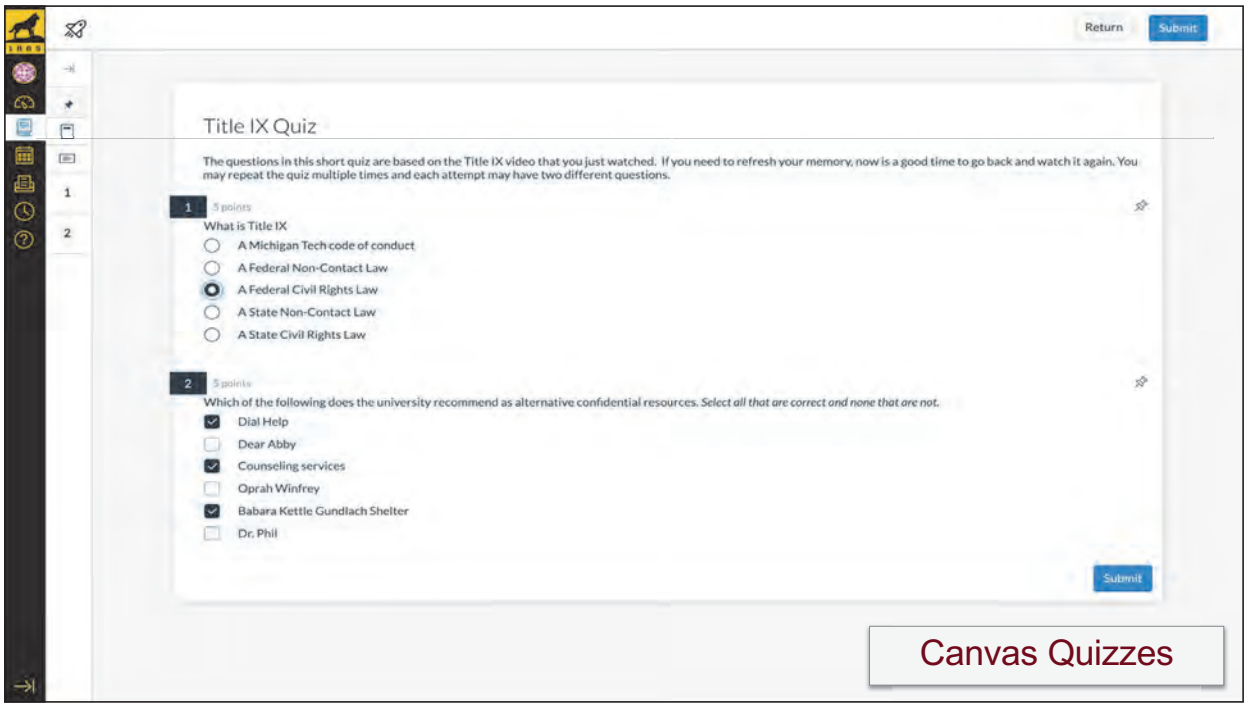
Ice Breaker



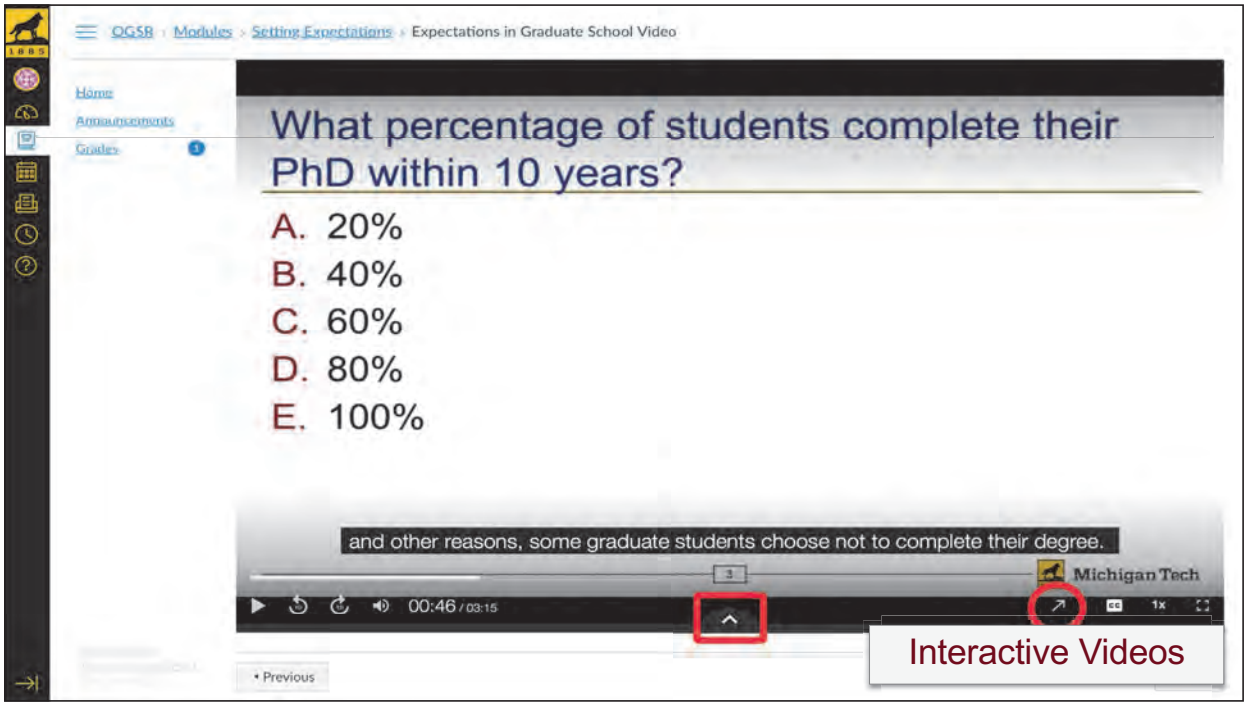
Overview



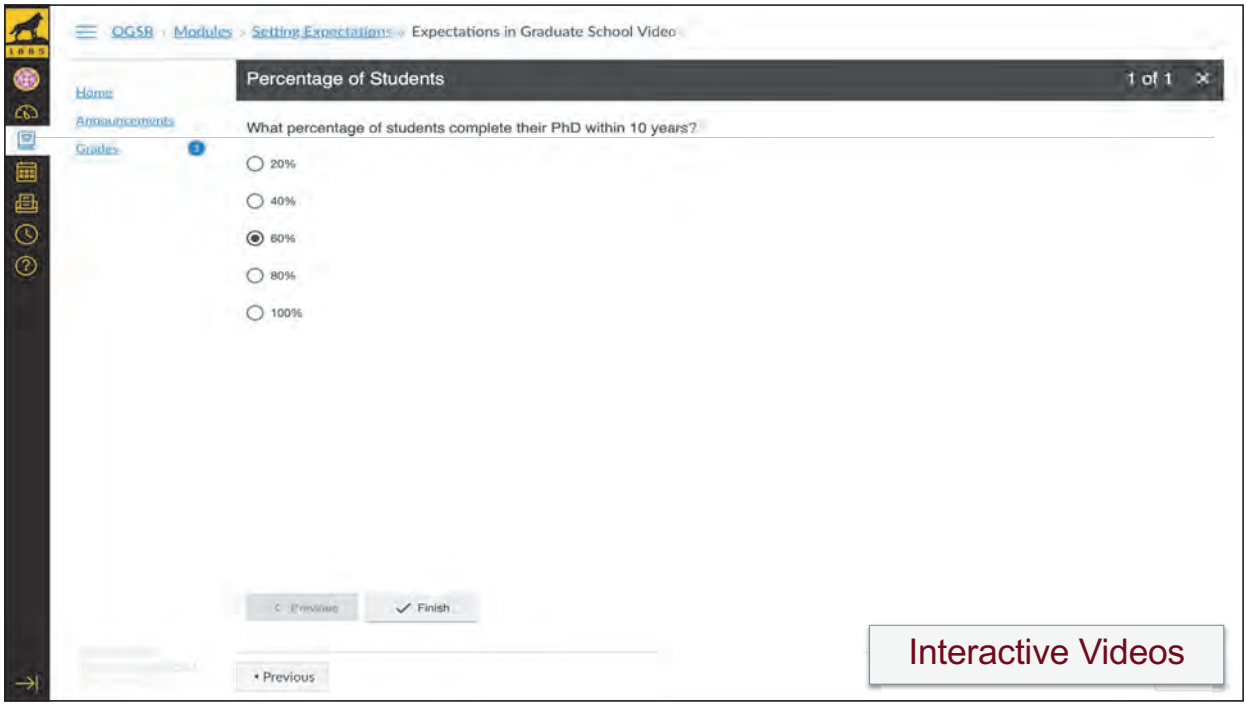
Content Videos

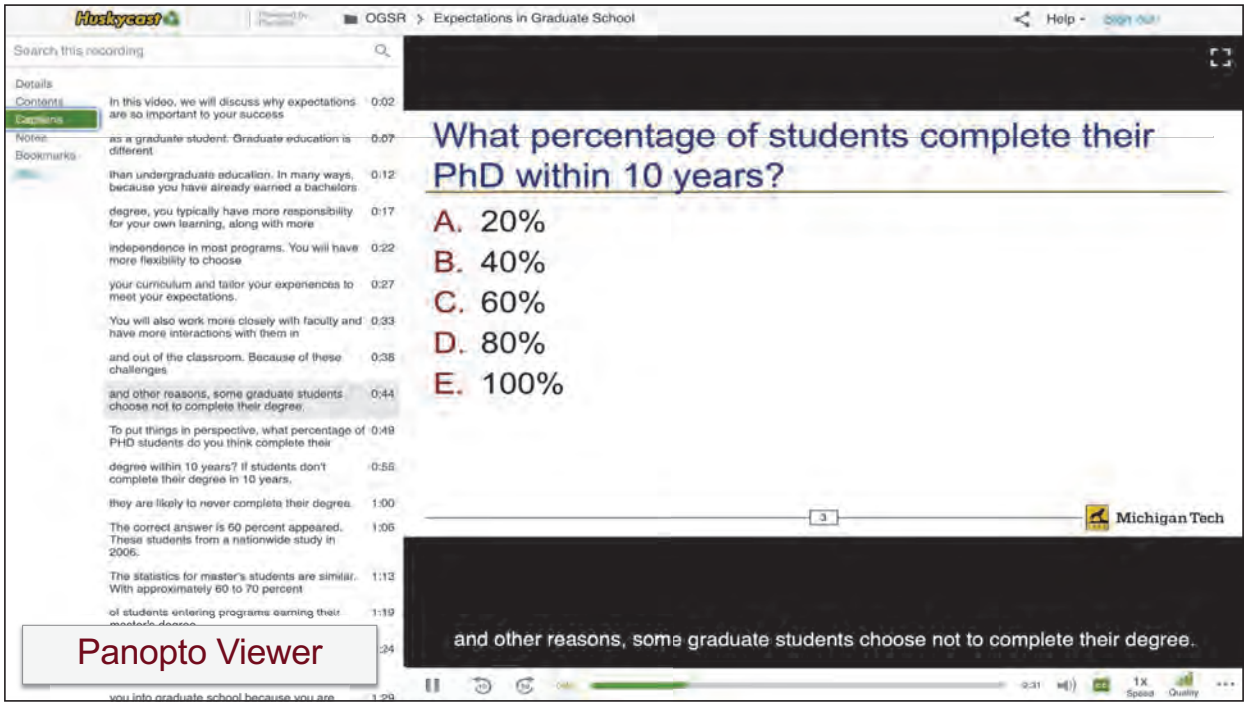


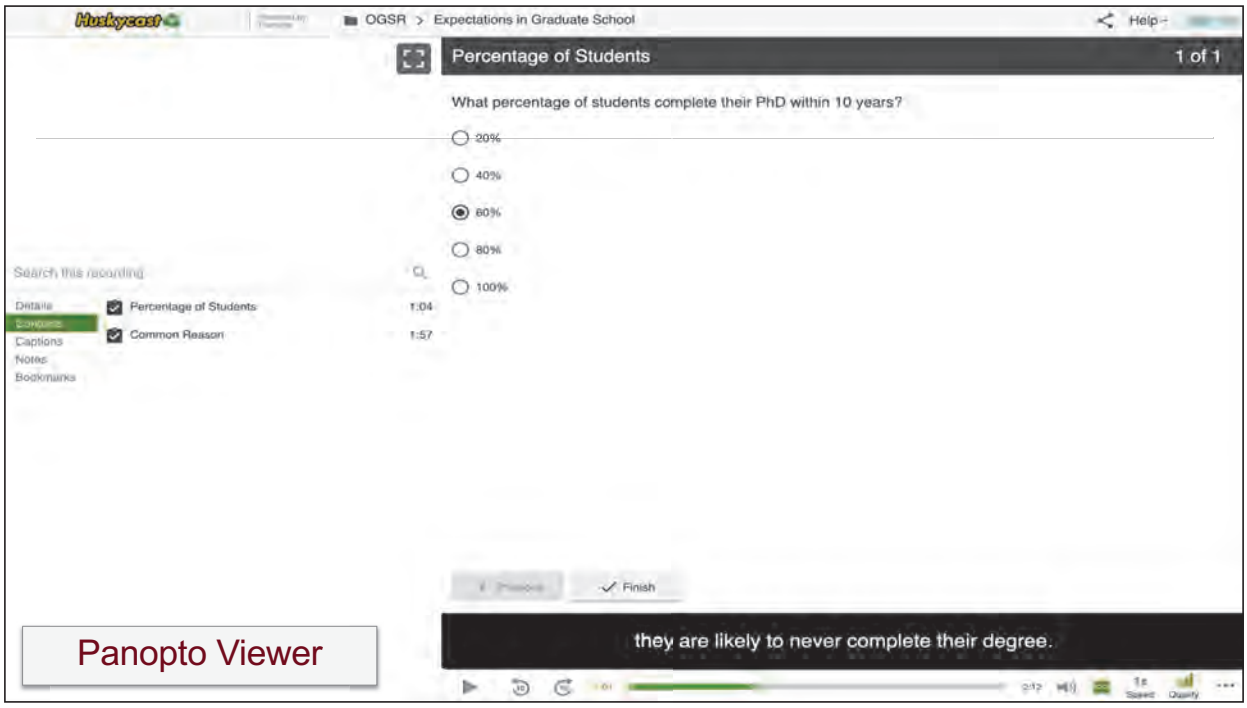
Canvas Quizzes

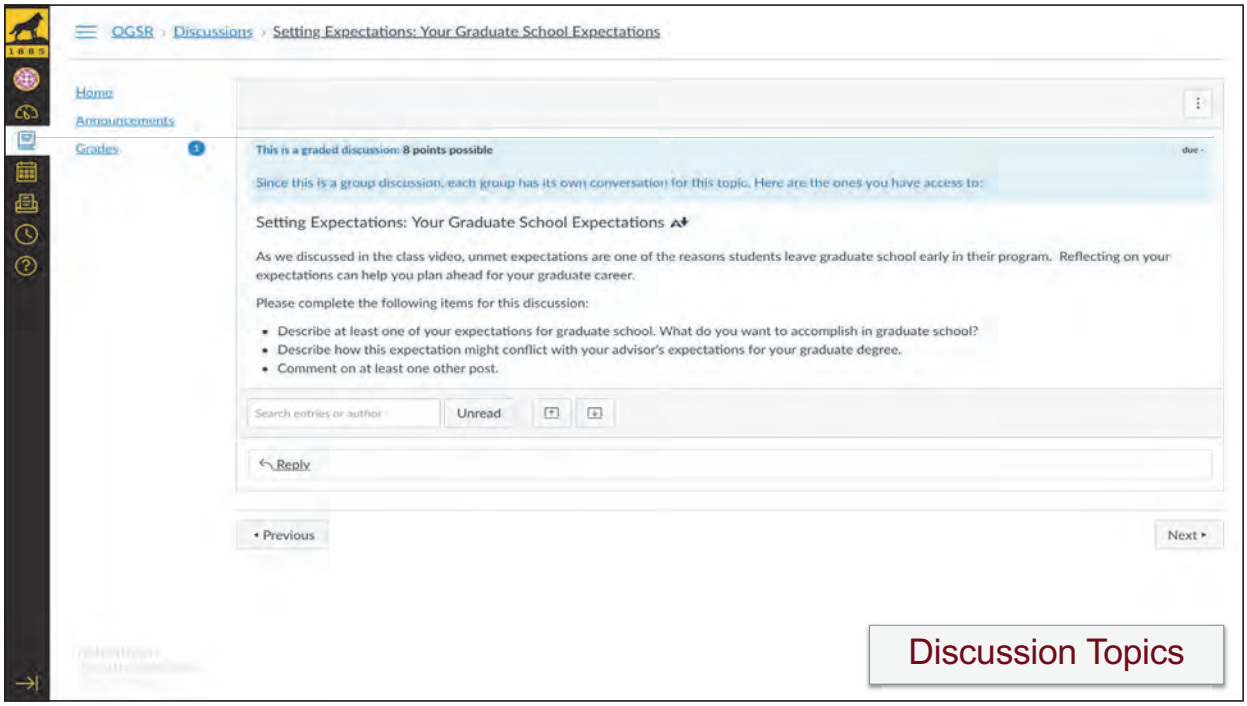


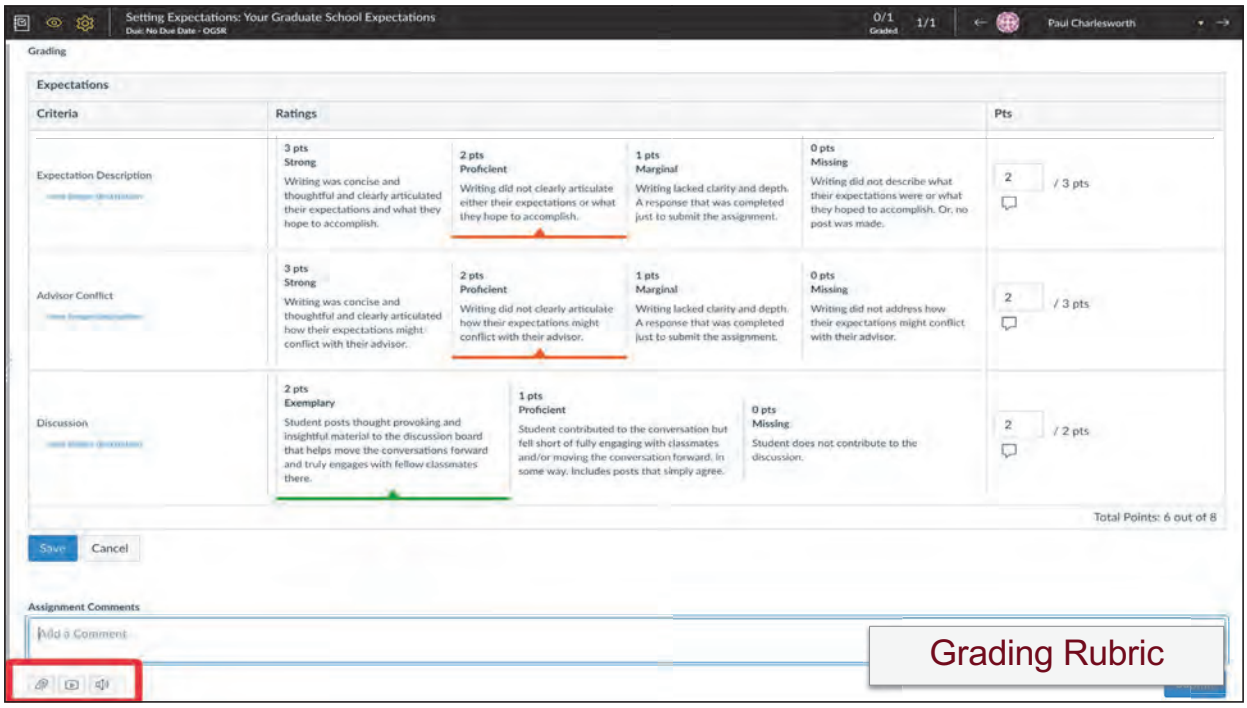
Interactive Videos

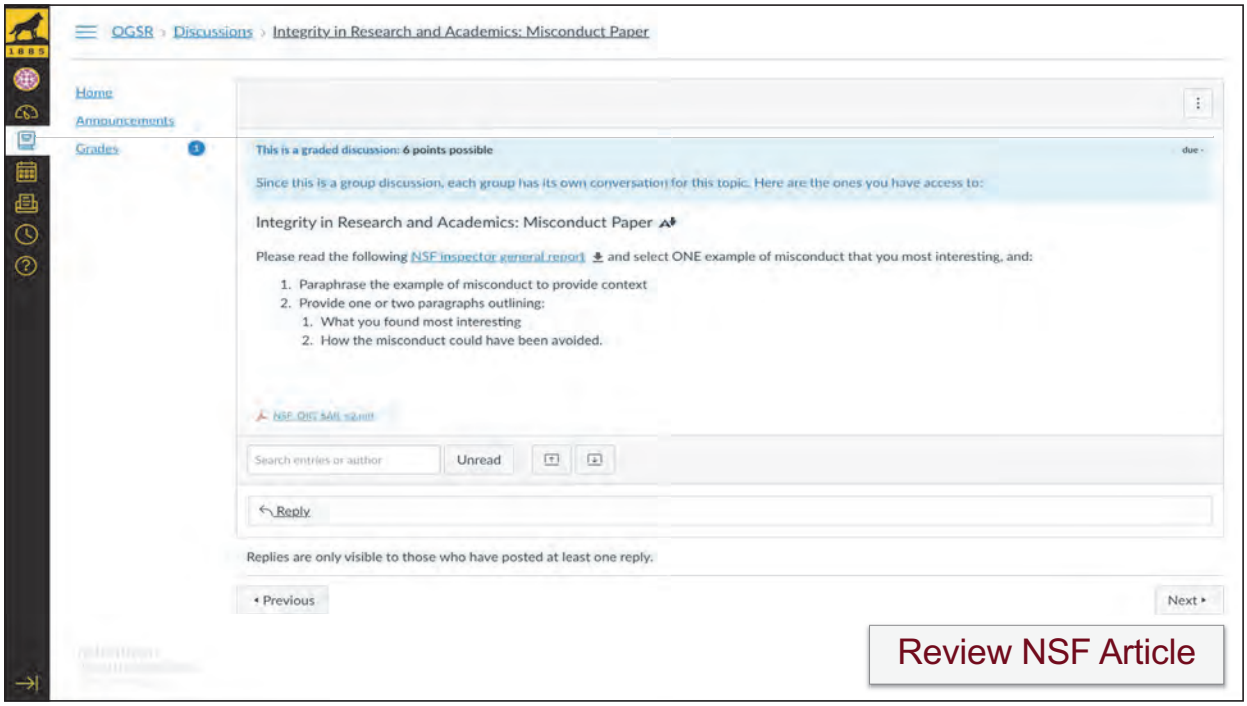

OGSR
Modules
Setting Expectations
Expectations in Graduate School Video
Home
Announcements
Grades
Percentage of Students
1 of 1
What percentage of students complete their PhD within 10 years?
20%
40%
60%
80%
100%
Finish
Previous
Interactive Videos

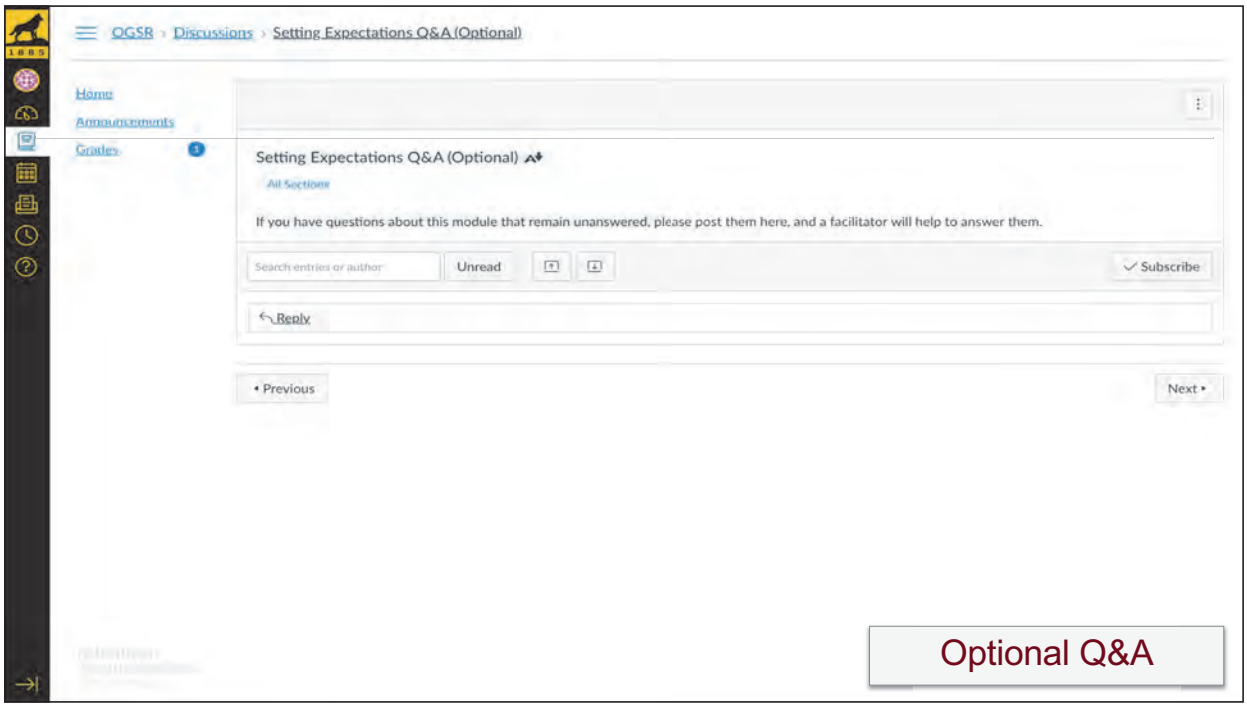

Huskycast
OGSR
Expectations in Graduate School
Help
Search this recording
Details
Contents
Captions
Notes
Bookmarks
In this video, we will discuss why expectations are so important to your success 0:02
as a graduate student. Graduate education is different 0:07
than undergraduate education. In many ways, because you have already earned a bachelors 0:12
degree, you typically have more responsibility for your own learning, along with more 0:17
independence in most programs. You will have more flexibility to choose 0:22
your curriculum and tailor your experiences to meet your expectations. 0:27
You will also work more closely with faculty and have more interactions with them in 0:33
and out of the classroom. Because of these challenges 0:38
and other reasons, some graduate students choose not to complete their degree. 0:44
To put things in perspective, what percentage of PHD students do you think complete their 0:49
degree within 10 years? If students don't complete their degree in 10 years, 0:55
they are likely to never complete their degree. 1:00
The correct answer is 60 percent appeared. These students from a nationwide study in 2006. 1:06
The statistics for master's students are similar. With approximately 60 to 70 percent 1:13
of students entering programs earning their 1:19
you into graduate school because you are 1:29
What percentage of students complete their PhD within 10 years?
A. 20%
B. 40%
C. 60%
D. 80%
E. 100%
3
Michigan Tech
and other reasons, some graduate students choose not to complete their degree.
Panopto Viewer


Huskycast
OGSR > Expectations in Graduate School
Help
Percentage of Students
1 of 1
What percentage of students complete their PhD within 10 years?
20%
40%
60%
80%
100%
Search this recording
Details
Captions
Notes
Bookmarks
Percentage of Students 1:04
Common Reason 1:57
Finish
they are likely to never complete their degree.
Panopto Viewer


OGSR › Discussions › Setting Expectations: Your Graduate School Expectations
Home
Announcements
Grades
This is a graded discussion: 8 points possible
due
Since this is a group discussion, each group has its own conversation for this topic. Here are the ones you have access to:
Setting Expectations: Your Graduate School Expectations
As we discussed in the class video, unmet expectations are one of the reasons students leave graduate school early in their program. Reflecting on your expectations can help you plan ahead for your graduate career.
Please complete the following items for this discussion:
Describe at least one of your expectations for graduate school. What do you want to accomplish in graduate school?
Describe how this expectation might conflict with your advisor's expectations for your graduate degree.
Comment on at least one other post.
Search entries or author
Unread
Reply
Previous
Next
Discussion Topics


Setting Expectations: Your Graduate School Expectations
Due: No Due Date - OGSR
0/1
Graded
1/1
Paul Charlesworth
Grading
Expectations
Criteria
Ratings
Pts
Expectation Description
3 pts
Strong
Writing was concise and thoughtful and clearly articulated their expectations and what they hope to accomplish.
2 pts
Proficient
Writing did not clearly articulate either their expectations or what they hope to accomplish.
1 pts
Marginal
Writing lacked clarity and depth. A response that was completed just to submit the assignment.
0 pts
Missing
Writing did not describe what their expectations were or what they hoped to accomplish. Or, no post was made.
2
/ 3 pts
Advisor Conflict
3 pts
Strong
Writing was concise and thoughtful and clearly articulated how their expectations might conflict with their advisor.
2 pts
Proficient
Writing did not clearly articulate how their expectations might conflict with their advisor.
1 pts
Marginal
Writing lacked clarity and depth. A response that was completed just to submit the assignment.
0 pts
Missing
Writing did not address how their expectations might conflict with their advisor.
2
/ 3 pts
Discussion
2 pts
Exemplary
Student posts thought provoking and insightful material to the discussion board that helps move the conversations forward and truly engages with fellow classmates there.
1 pts
Proficient
Student contributed to the conversation but fell short of fully engaging with classmates and/or moving the conversation forward. In some way. Includes posts that simply agree.
0 pts
Missing
Student does not contribute to the discussion.
2
/ 2 pts
Total Points: 6 out of 8
Save
Cancel
Assignment Comments
Add a Comment
Grading Rubric


OGSR
Discussions
Integrity in Research and Academics: Misconduct Paper
Home
Announcements
Grades
This is a graded discussion: 6 points possible
due -
Since this is a group discussion, each group has its own conversation for this topic. Here are the ones you have access to:
Integrity in Research and Academics: Misconduct Paper
Please read the following NSF inspector general report and select ONE example of misconduct that you most interesting, and:
1. Paraphrase the example of misconduct to provide context
2. Provide one or two paragraphs outlining:
1. What you found most interesting
2. How the misconduct could have been avoided.
Search entries or author
Unread
Reply
Replies are only visible to those who have posted at least one reply.
Previous
Next
Review NSF Article



Which tools would you recommend to a colleague?

A. Rubrics
B. Discussion boards
C. Ice-breaker assignment
D. Quizzes
E. Content videos
F. Content videos with embedded questions
G. Something else

Benefits of Online Course

- Same content for all students
- Modules can be reused and repurposed for different audiences
- Can run asynchronously as a group or self-paced
- Training mechanism for online students to replace CITI Program training

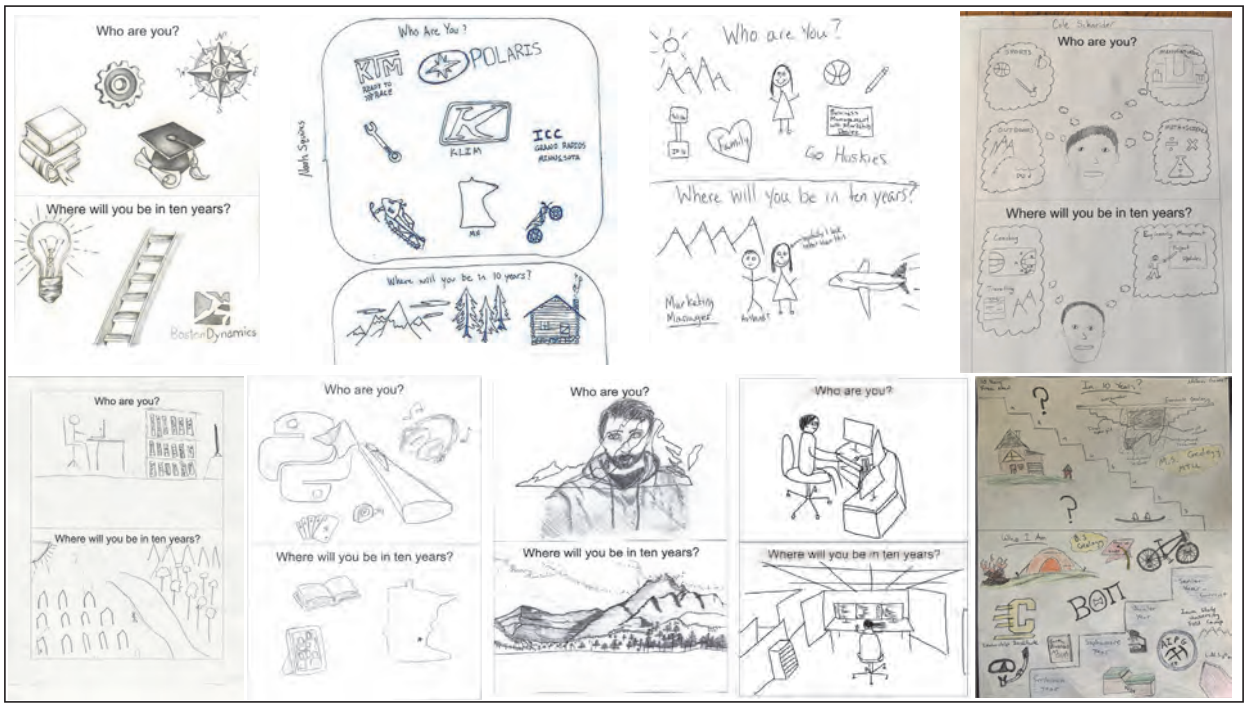
Feedback on Course Length

Was the course a reasonable length?	Median Time (h:mm)	Minimum Time (h:mm)	Maximum Time (h:mm)	Average time (h:mm)	Percent
A bit short	3:14	3:14	3:14	3:14	<1%
Just right	4:06	1:46	19:35	5:14	37%
A bit long	3:52	1:28	40:38	5:50	43%
Too long	3:44	1:30	19:50	5:20	19%
Overall	**3:53**	**1:28**	**40:38**	**5:30**	

Feedback - Ice Breaker

- My favorite part of the course was the icebreaker. It was interesting to see how others interpreted their drawings and future.
- I guess the part that was the most fun was the Ice Breaker. I was originally not very happy to spend time doing it, but ended up enjoying the process.
- This was a waste of time and you guys unironically wanted me to make a drawing in crayon. This is insulting to me as a professional and I would like VERY MUCH to be behind this and never interact with this ever again.
- I would get rid of the icebreaker, it was horrible. I can't believe I still have to do a dozen of these at the beginning of every semester for every class.





General Feedback on Course

- This course had an easy to follow setup with a lot of important information.
- I have truly enjoyed the presentations in this orientation. The material was extremely valuable as I pursue a master's degree.
- I would condense it in a 30 mins face to face lecture with as few students as possible (multiple groups). This would save a lot of time for students.
- I would get rid of the course in general. From there I would put this info into an honor code which would have to be agreed to and signed by the students before they could register. This course was too long and time consuming for the minimal importance it has to my degree.

Liked it	21%
Neutral	70%
Disliked it	7%
Hated it	3%

Discussion Board Feedback

- The discussions contained great questions and answers that were incredibly informative. Require more discussions.
- I enjoyed the discussion boards that gave me a chance not only to articulate my own opinions, but to listen and reflect upon those of my classmates and peers.
- I liked the discussion boards because it helped me to get to know some people and learn some new material from different people's perspectives.
- I would remove the discussion boards. I did not think they brought anything to my experience.

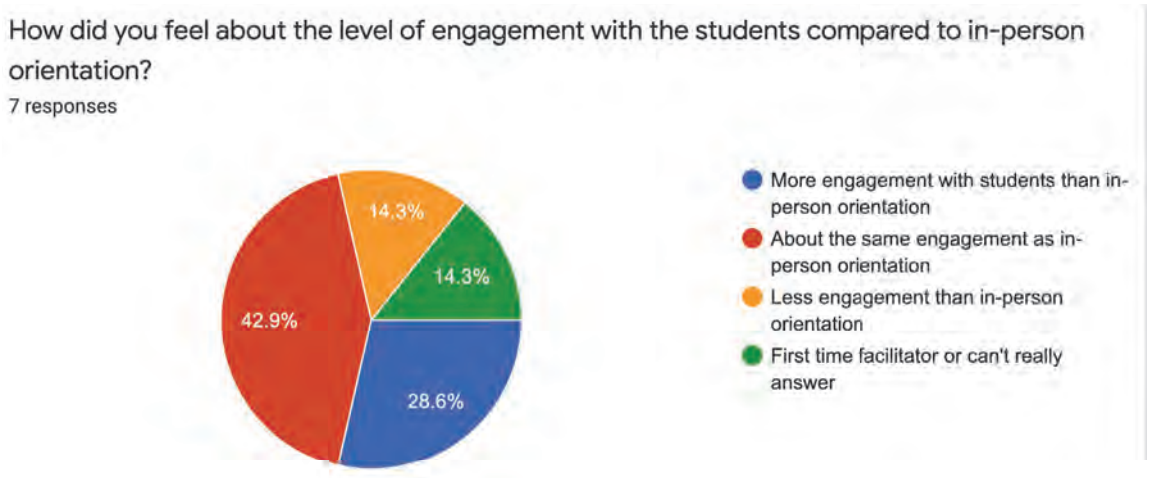
Video Feedback

- My favorite part of the course was the interactive videos. I feel that they were thoroughly enjoyable and I learned a decent bit from them with immediate feedback.
- Among all the things this course taught me, I prefer the videos with the quiz mostly. It appeared like I was taking a real class and communicating with the professor face to face, especially when the video confirmed my answers about the quiz. It made me feel less lonely when taking classes remotely.
- I would improve the quality of the video player because I experienced a couple of instances where it didn't record that I had completed watching the video or taking the quizzes. even after I had clearly done so.

General feedback

- Great job putting this together! Made it a lot better to have the instructors' personalities shine through! The opening video was my favorite part. And slick design; I never experienced any technical difficulties or confusion
- I learned more about what the student vs. the advisors are responsible for, how to conduct myself with academic integrity as a grad student, and to ask questions if I am uncertain about certain expectations, policies etc. I also learned what types of misconduct exist and how to avoid them.
- At this moment, I am not entirely sure, but the course did ease some of my anxieties surrounding graduate school.

Facilitator Feedback - engagement

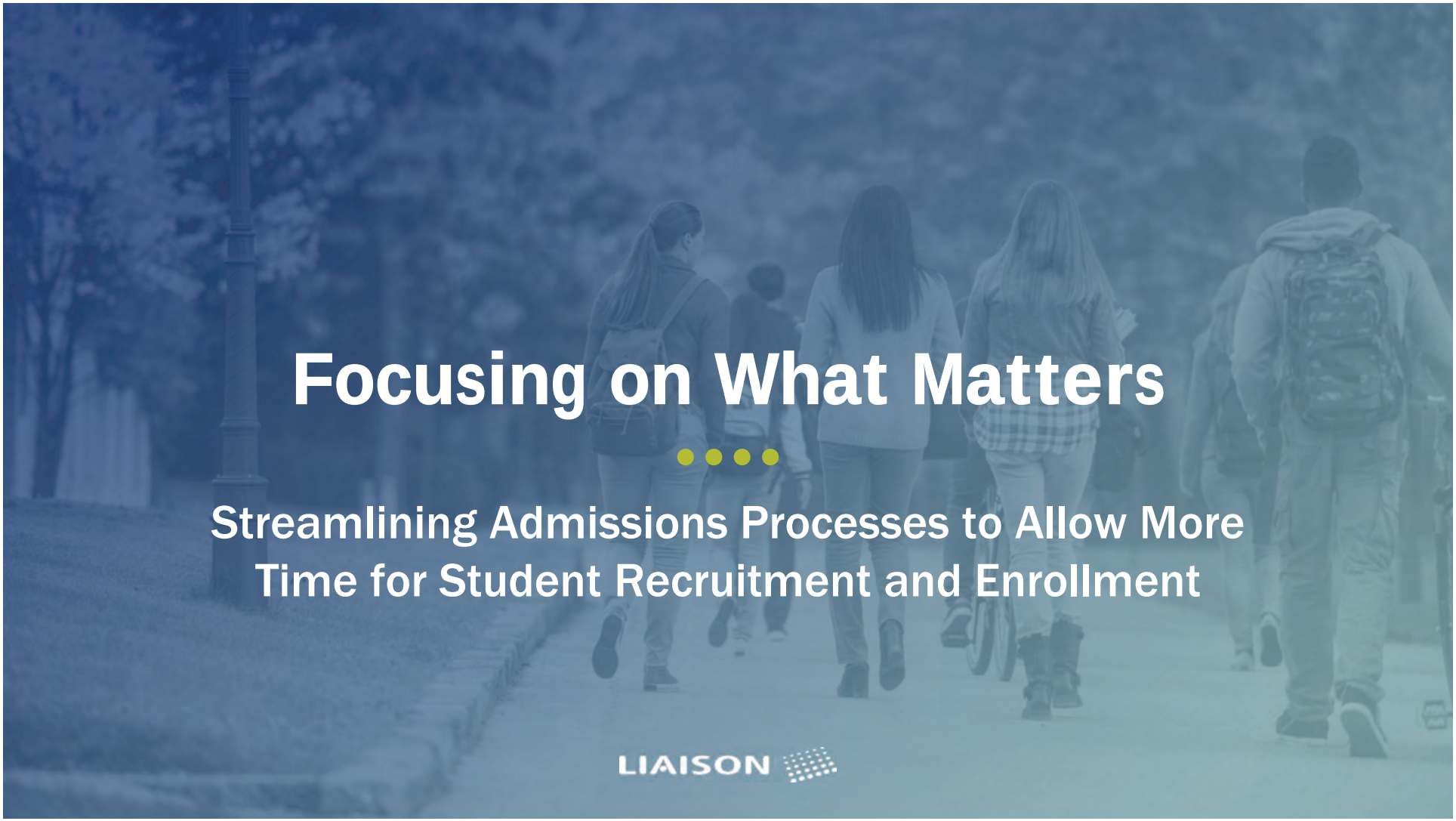


How will you deliver RCR Training post-COVID?

A. In person
B. Online
C. Academic course
D. Some combination of the above
E. A different way

Potential Changes Based on Feedback

- Develop a more friendly time schedule for completing the training
  - Open the entire course at once
  - Conduct the course in the summer
  - Longer time to complete the course
  - Allow students to complete the course in one sitting
  - Different schedule for online students
- Tailor content for different audiences
  - Coursework students
  - Research students
- Add Zoom discussions to improve interactivity


Focusing on What Matters
Streamlining Admissions Processes to Allow More Time for Student Recruitment and Enrollment
LIAISON

Today's Presenters



Julie Masterson, Ph.D.

Associate Provost and Dean of the Graduate College

Missouri State University



Natacha DePaola, Ph.D.

Professor of Biomedical Engineering and Director, Digital Medical Engineering & Technology Center

ILLINOIS TECH



Sean Pitzer

Associate Director of Graduate Admissions

St. Cloud State University



Judy Chappelear

Managing Director

GradCAS by LIAISON

MODERATOR

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Agenda

- Introductions
- What is CAS?
- Stories from our Panelists
- Q & A
- Wrap-up



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ILLINOIS TECH

- Private research university in Chicago, Illinois
- Founded as Armour Institute of Technology in 1890, merged with Lewis Institute in 1940
- Total Enrollment: 6,342
- Armour College Enrollment:
  - 1,338 Undergraduate
  - 766 Graduate
- Engineering at Illinois Tech:
  - 59 Degree Programs in Engineering:
  - 9 BS, 41 Master, 9 Ph.D
  - 29 BS/MS Co-terminal Degrees

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Missouri State UNIVERSITY

- Public University Located in Springfield, Missouri
- Founded in 1905
- Total Enrollment:
  Undergraduate: 20,178
  Postgraduate: 3,985
- 155 Graduate Programs (65 degree, 90 certificate programs)
- 85 Countries Represented in the Current Student Body

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ST. CLOUD STATE
UNIVERSITY

- Public university in St. Cloud, Minnesota
- Founded in 1869
- Total Enrollment:
  - Undergrad: 9,500
  - Graduate: 1,700
- 60+ graduate degrees and certificates

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What is a Centralized Application Service?



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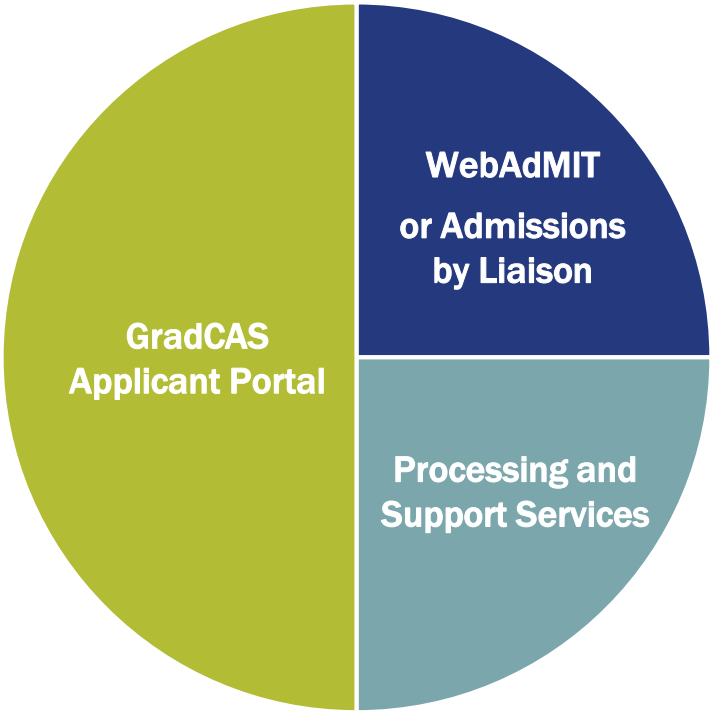
Associations

BusinessCAS by LIAISON
EngineeringCAS by LIAISON
GradCAS by LIAISON endorsed by common app
PostbacCAS by LIAISON
ArchCAS by LIAISON
SocialWorkCAS by LIAISON
BioMedCAS by LIAISON

AAAPD Association of AA Program Directors
AHCAS Allied Health Centralized Application Service
MFTCAS the centralized application service for marriage and family therapy
NDCAS Doctor of Naturopathic Medicine Centralized Application Service
CASPA
PSMCAS
ATCAS Athletic Training Centralized Application System
CSDCAS
nursing CAS Discover Apply Enroll
AACOMAS
PTCAS
RP-PTCAS
American Association of Colleges of Podiatric Medicine
ADEA THE VOICE OF DENTAL EDUCATION
AADSAS, CAAPID, DHCAS, PASS
OTCAS
OTACAS
PSYCAS
OptomCAS
DICAS
sophas
sophas express
HAMPCAS
NAFCAS
OPCAS
OPRESCAS
VMCAS
APPIC
PHARMCAS
PHARMDIRECT
PHARMGRAD
PhORCAS

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GradCAS Ecosystem



Available components

- Analytics by Liaison
- CAS Campaigns
- GradCAS Community-Research and Professional Development
- SlideRoom Integration
- Third Party Services

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25 Years of Improving Outcomes



Community



Program Awareness



Marketing



Data Analytics



Business Continuity

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CENTRALIZED APPLICATION SERVICE CAS™ by LIAISON OUTCOMES



WITH UniCAS™ by LIAISON



WITH GradCAS™ by LIAISON endorsed by common app



WITH BusinessCAS™ by LIAISON

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What Applicants Say About CAS

“I wish all schools were members of GradCAS.”

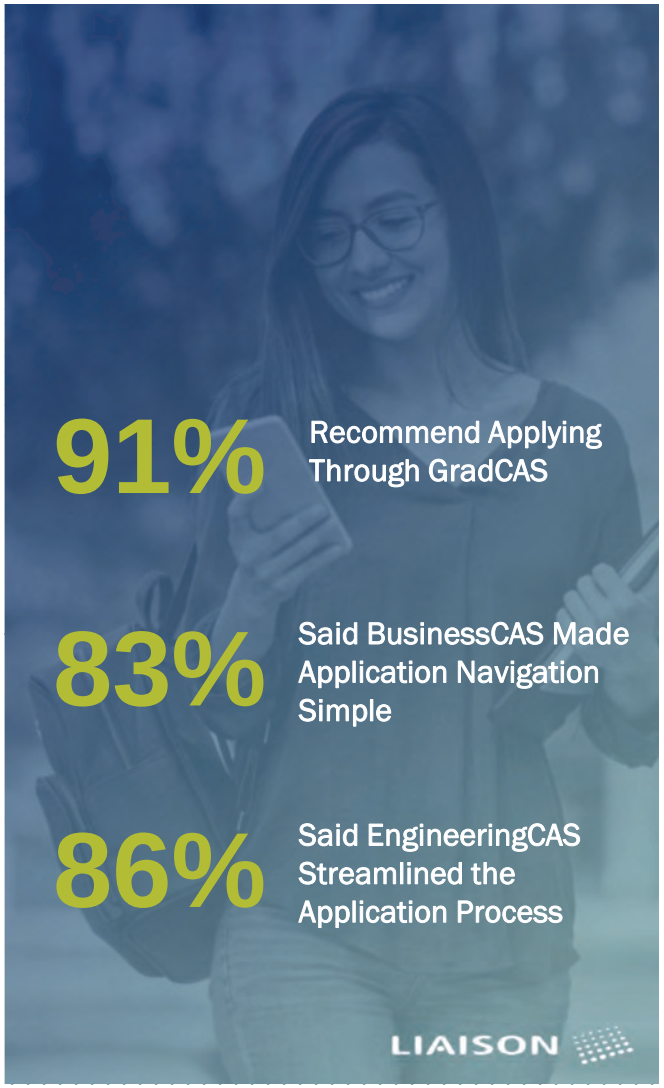
– GradCAS Applicant

“The whole application process was really smooth and customer service was responsive when I had questions.”

– EngineeringCAS Applicant

“Thank you for an easy experience. I greatly appreciate it!”

– BusinessCAS Applicant



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Getting a “Bird’s Eye View” of Enrollment at MSU

LIAISON

Graduate Enrollment Management at MSU

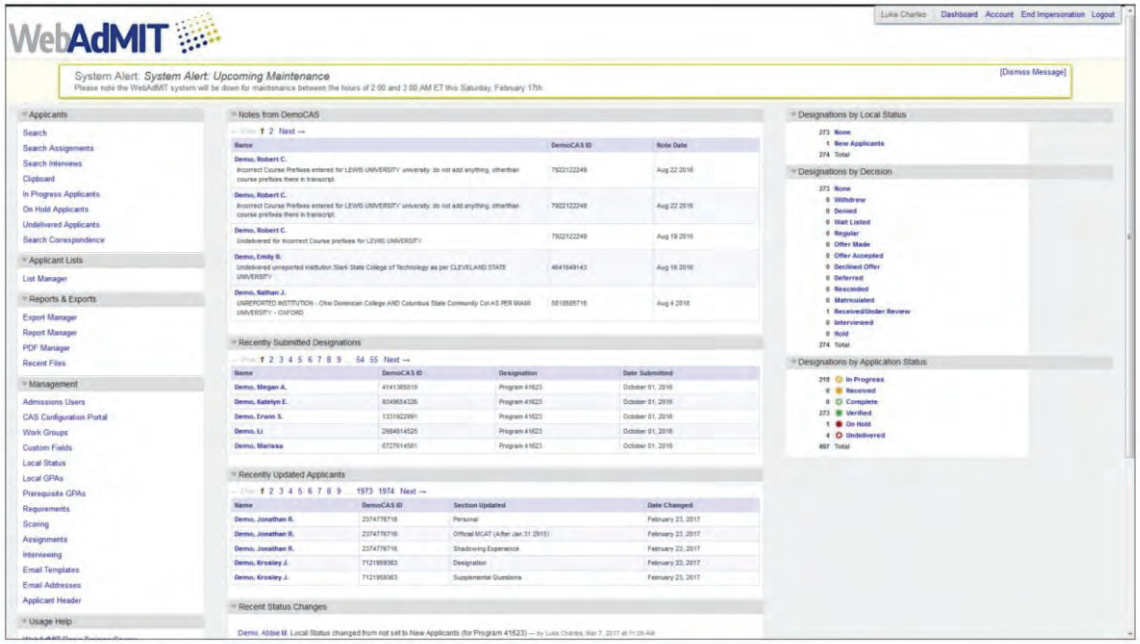
The Challenge: Recruiting and Supporting 155 Different Programs



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Graduate Enrollment Management at MSU

The Answer: Good Data and Tailored Strategies



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Driving Recruitment, Yield and Retention with CAS

Leveraging CAS to Improve Yield

- What percentage of those apply (by program)?
- What percentage of those are admitted (by program)?
- What percentage of those admitted matriculate?



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Meeting Your
Retention and
Completion Goals
LIAISON

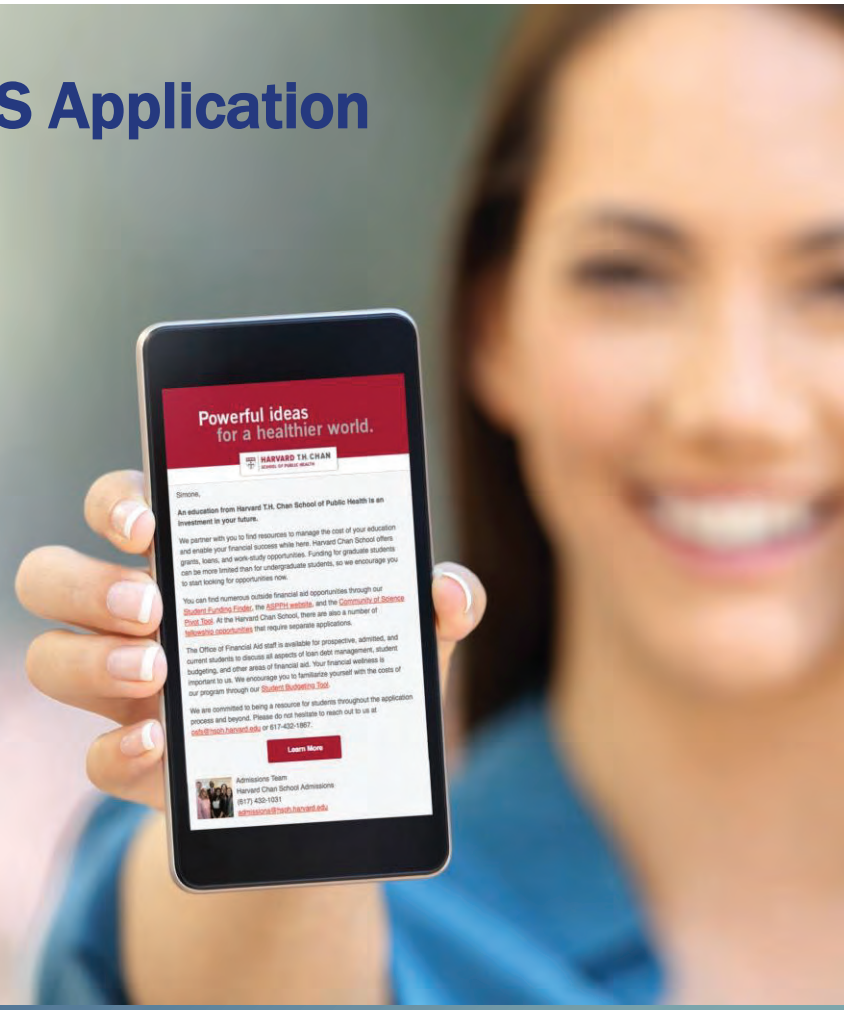

How Liaison's
Marketing
Services Support You
LIAISON

Going Beyond the CAS Application

ENROLLMENT MARKETING by LIAISON

Powerful, integrated Marketing solutions to drive more Completed applications for You.

- **No cost to you**, included with your CAS participation
- Fully integrated with CAS application for truly seamless automation
- Takes advantage of award-winning creative team and innovative campaign strategy
- Scalable to meet your changing needs



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Helping You Increase Completed Applications

ENROLLMENT MARKETING by LIAISON

INITIATIVES INCLUDED WITH YOUR CAS PARTICIPATION



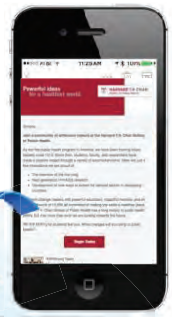
Digital outreach across all channels



Optimized Landing Pages



***No cost to you**, included with your CAS participation!*



School Inquiries or prospects (purchased names)

2 Drive Your Prospects and Inquiries to Apply

CAS CAMPAIGN

Driving more of your prospect and inquiries to apply by creating an automated campaign for both your prospects and inquiries.



Application Data

1 Recruit More New Applicants

CAS STUDENT RECRUITMENT

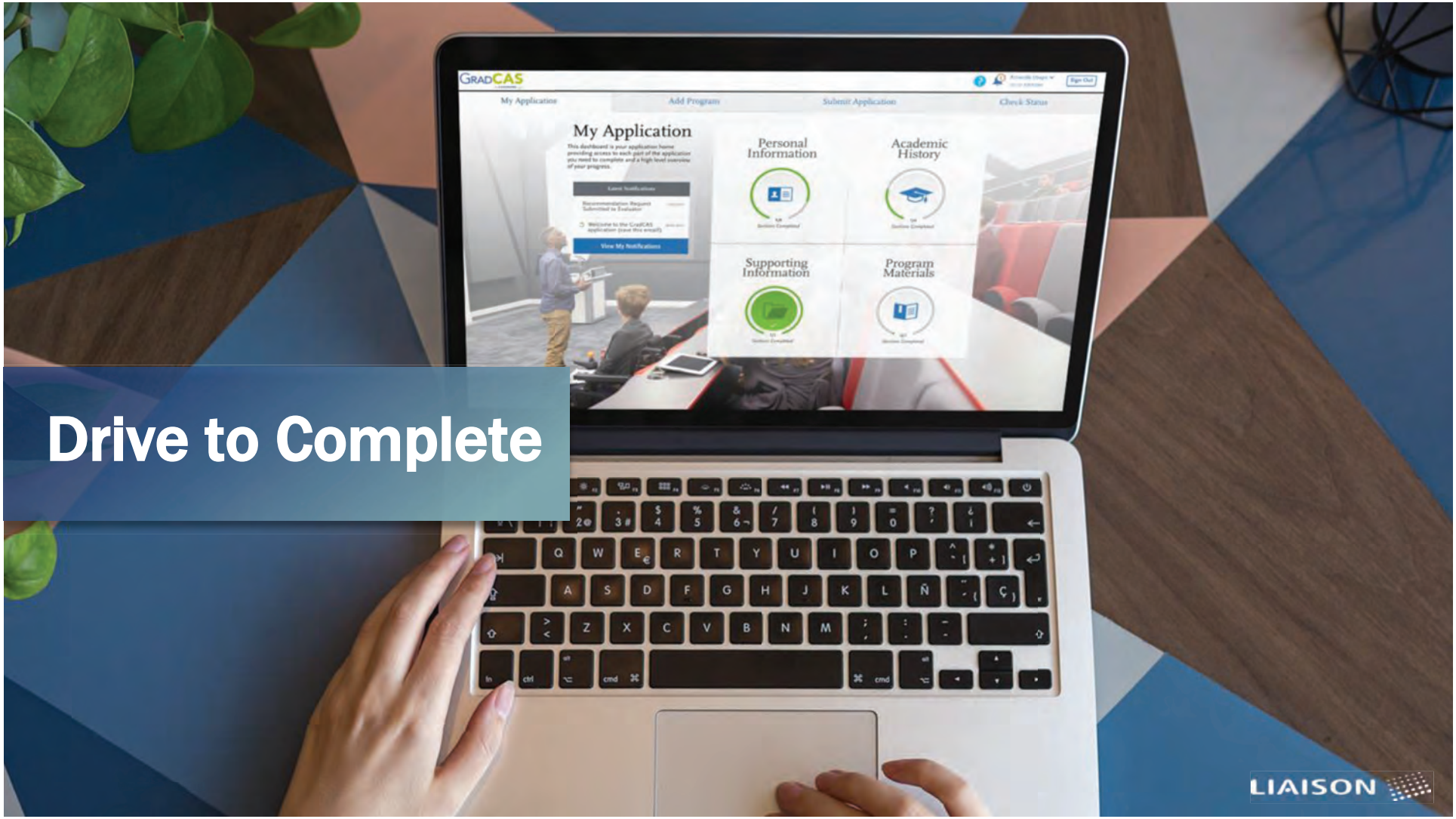
Drive more students into the CAS using a comprehensive digital marketing campaign strategy on multiple platforms including social media, pay-per-click and re-targeting.

3 Have More Applications Completed

APPLICATION NURTURE

Integrated and Automated campaign targeting your in-progress applicants driving them to complete their application.

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Drive to Complete
GradCAS
My Application
Add Program
Submit Application
Check Status
My Application
Personal Information
Academic History
Supporting Information
Program Materials
LIAISON


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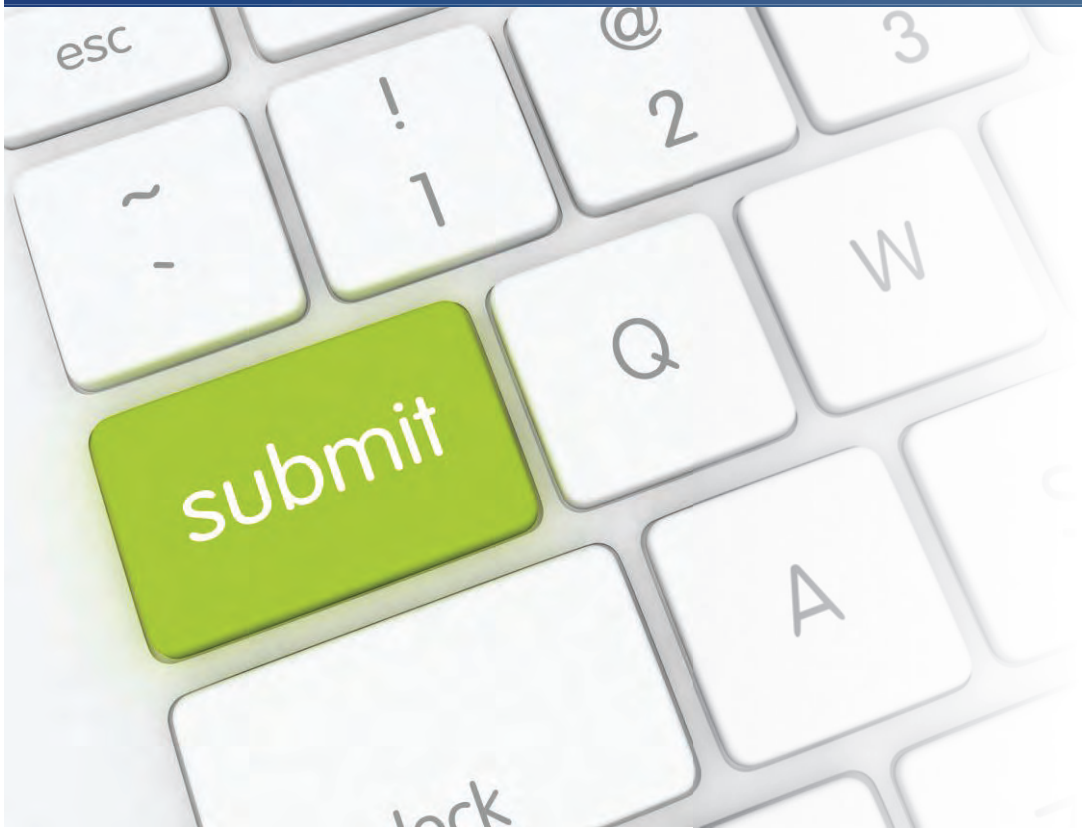
St. Cloud State University and GradCAS™

“Faculty members are reaching students who would have never discovered their programs had they not been listed in GradCAS, and our applicant geographic diversity is expanding as a result.”



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Before and After: Application Completion and Yield



Application Abandonment

60%
Before GradCAS

50%
After GradCAS

Yielded Students

+25% Summer 19-20

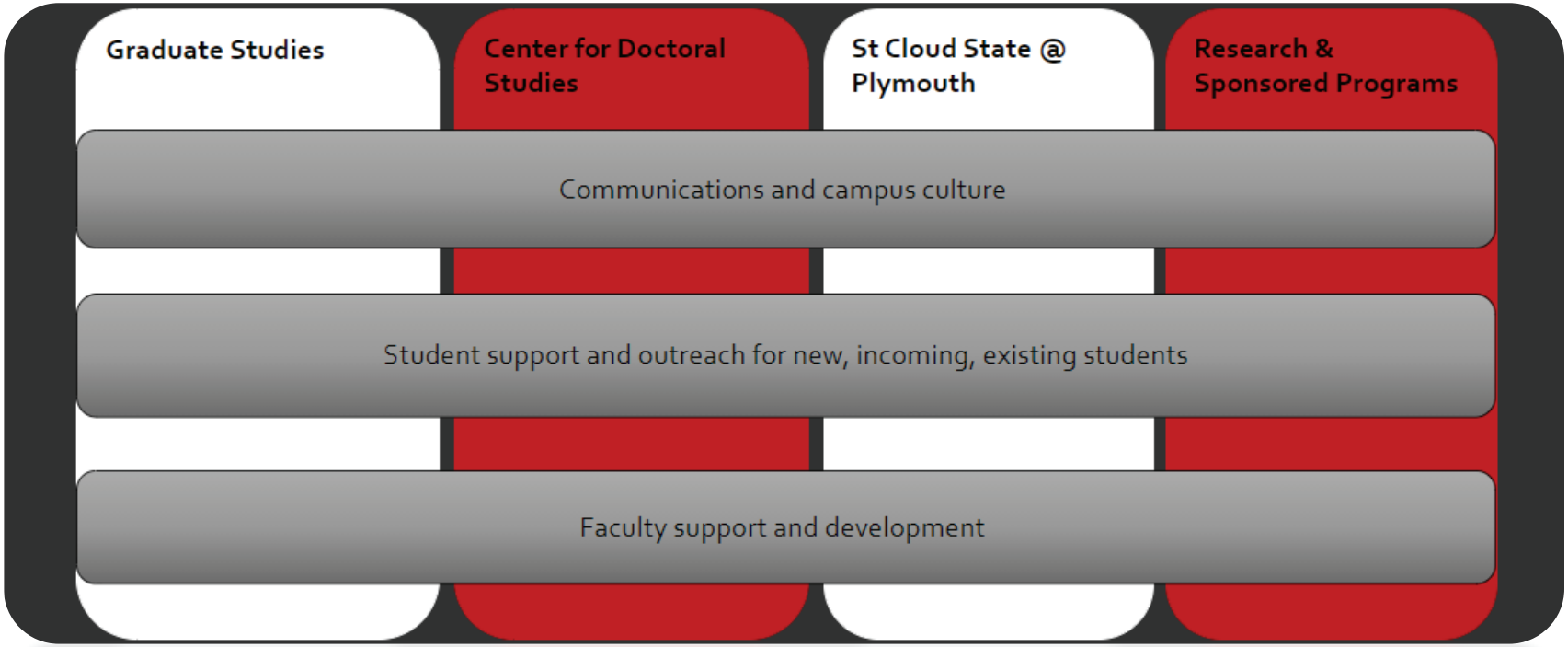
+8% Fall 19-20

+10% Spring 20-21


Strategic Planning at St. Cloud State
LIAISON


It's Time...
TO BECOME A NEW REGIONAL
COMPREHENSIVE UNIVERSITY

RESEARCH AND GRADUATE EDUCATION



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Fixing the Funnel



- **Automated Communications**
- **Improved Applicant Experience**
- **New Data Insights**

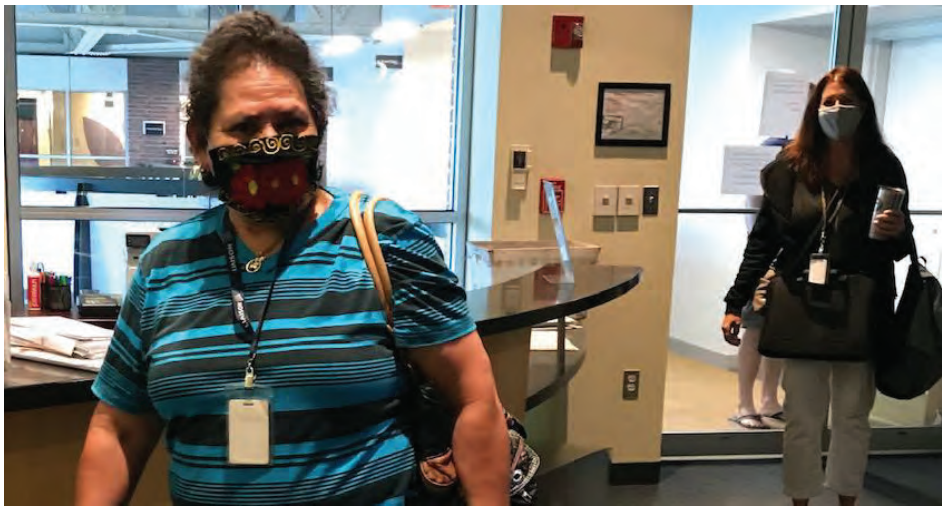

Building
Recruitment
Momentum
LIAISON


How Liaison's Services
Support Your Strategic Plans
LIAISON

Maintaining Business Continuity in 2020 and Beyond

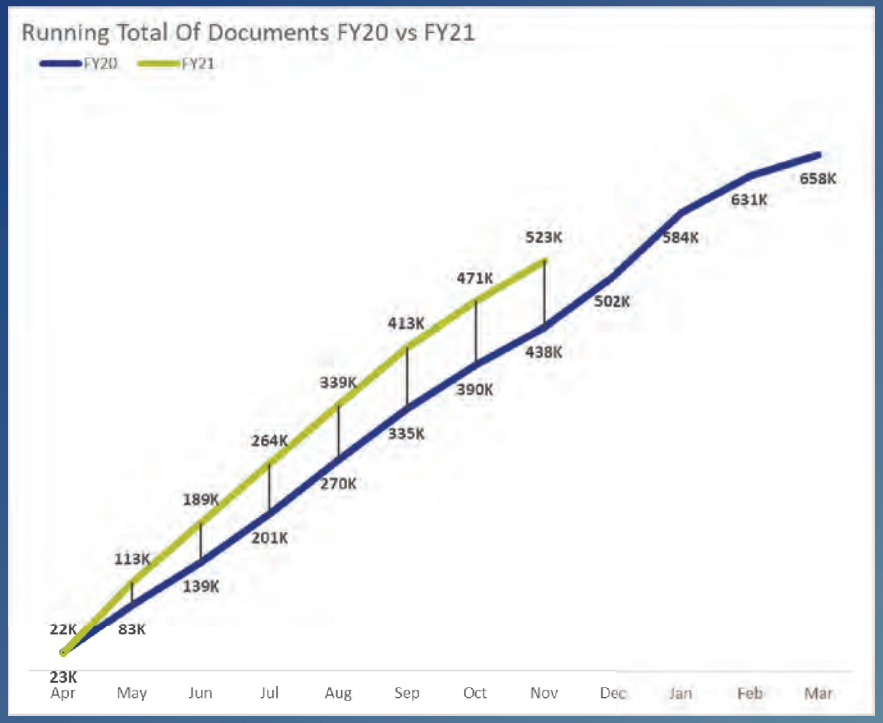
NO DISRUPTIONS

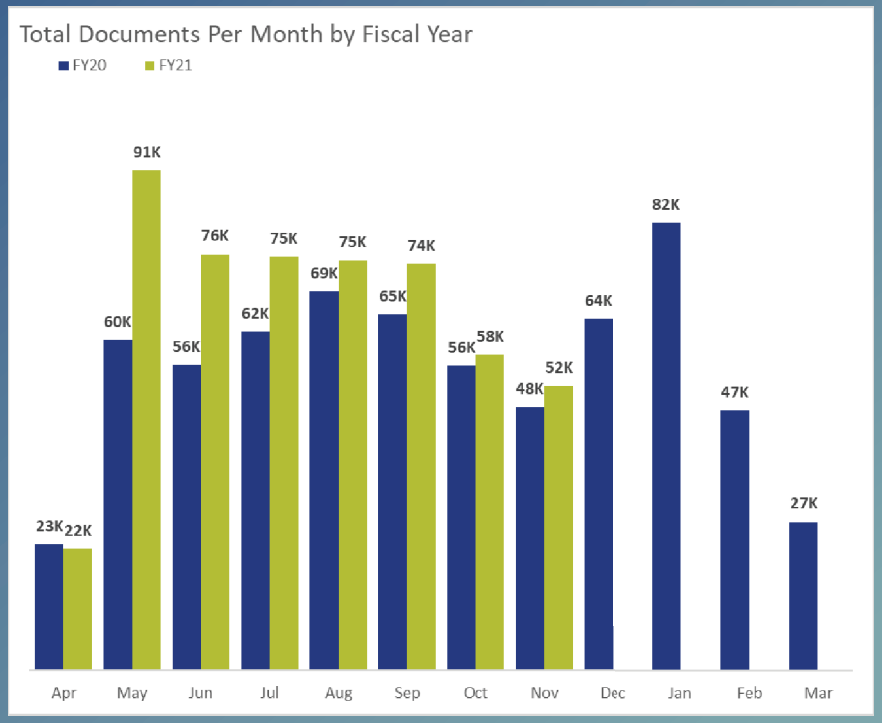
- ✓ Document Processing
- ✓ Applicant Support
- ✓ Marketing Collateral
- ✓ Multi-Channel Communication



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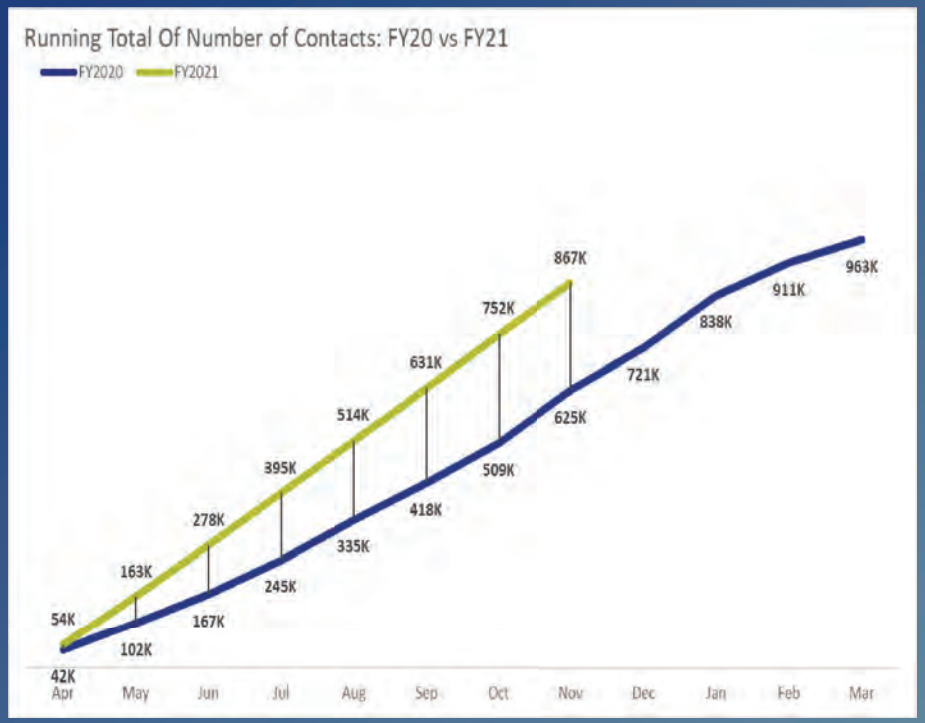
COVID-19 Operational Trends – YTD Scanned Documents

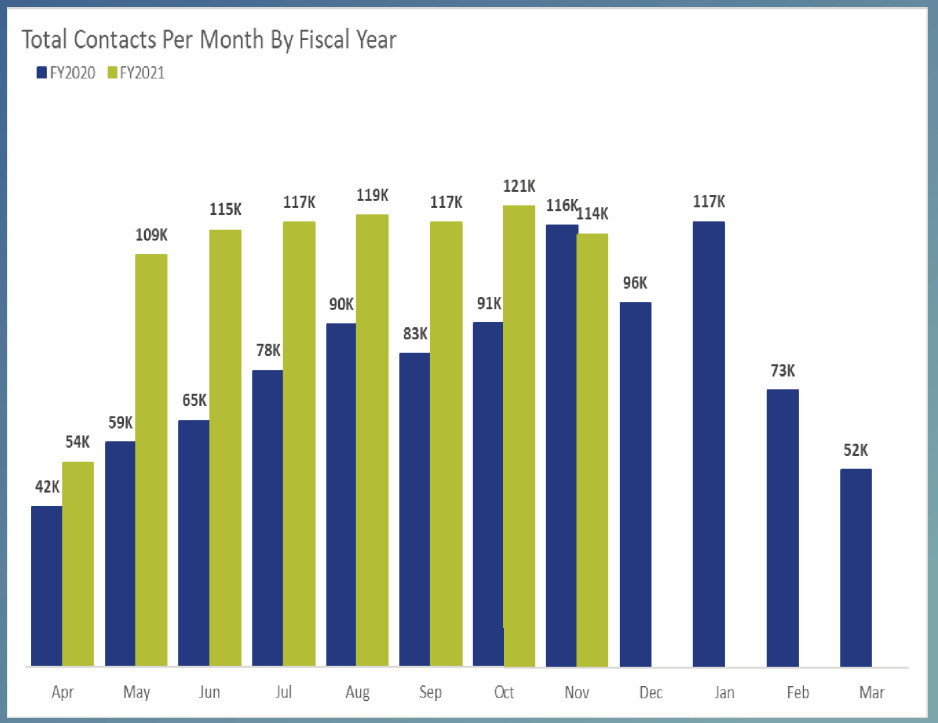




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COVID-19 Operational Trends – YTD Applicant Inquiries





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A Better Onboarding Experience



Average Time to Onboard:

100 days

Most Common Evaluation Tools In Use:

WebAdMIT by LIAISON

ADMISSIONS by LIAISON

ENROLLMENT MARKETING PLATFORM EMP by LIAISON

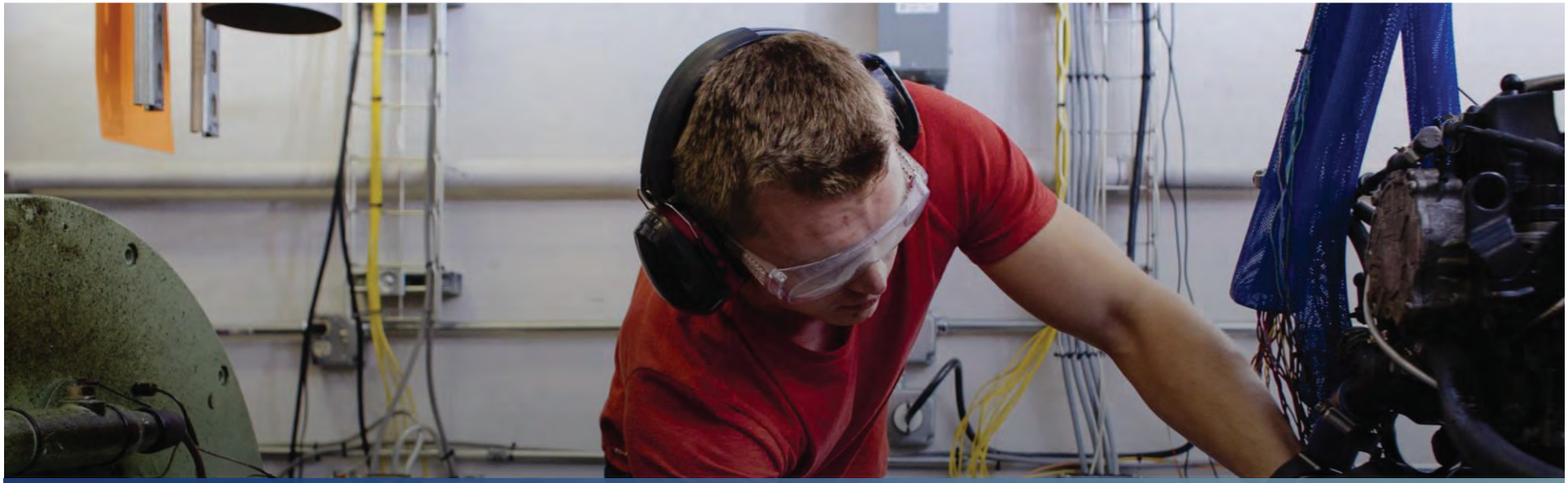
TARGET A LIAISON COMPANY

salesforce

slate

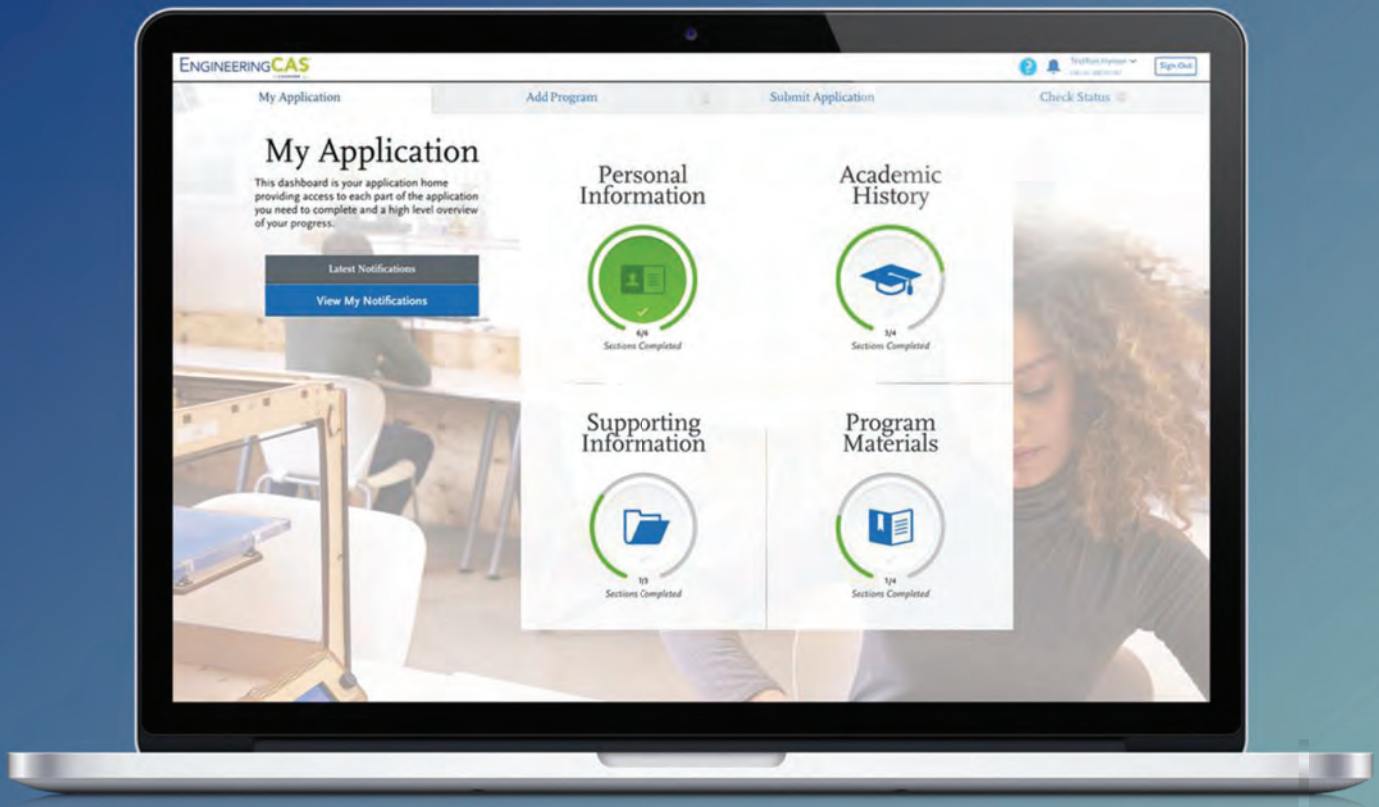
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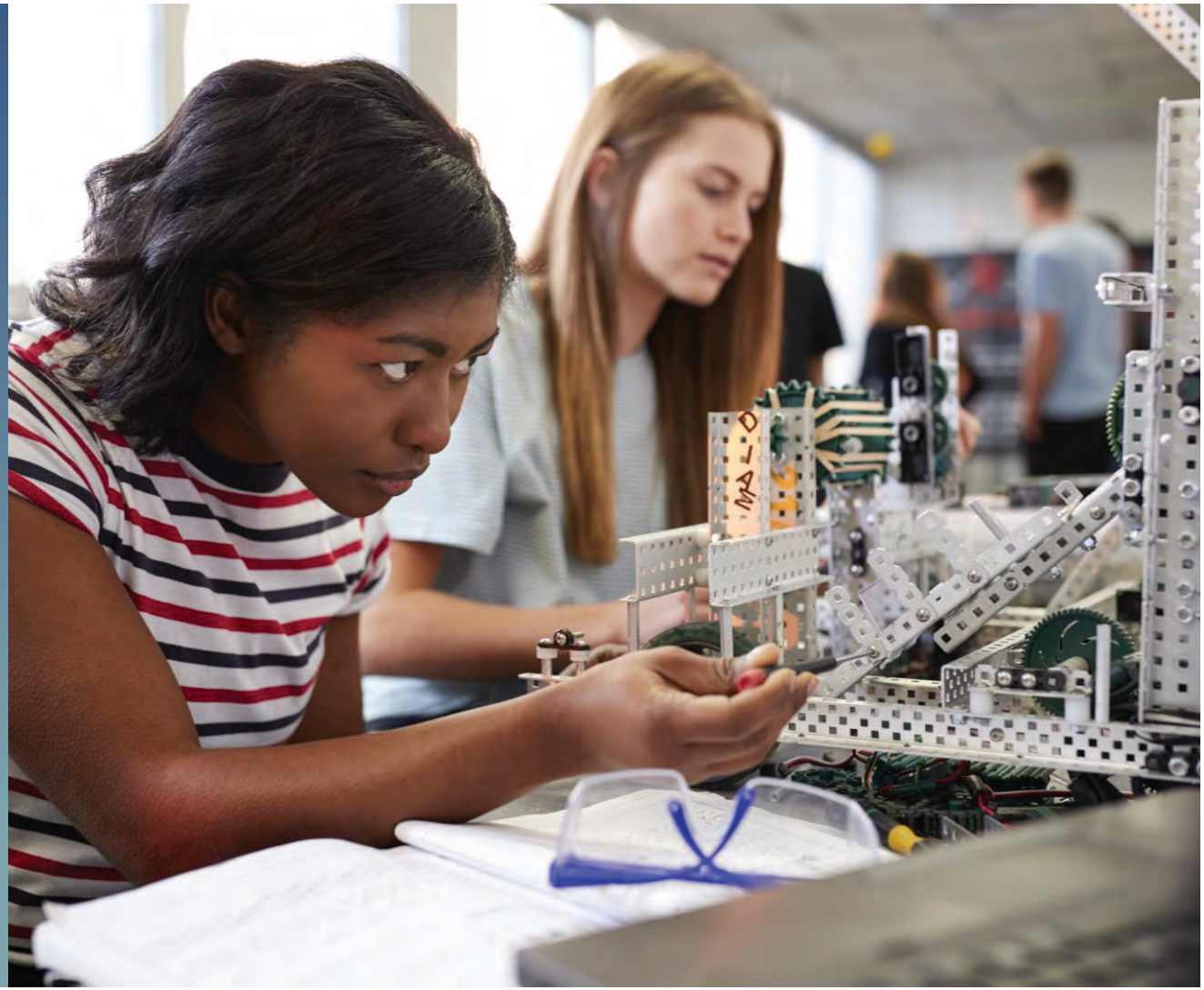
IIT and EngineeringCAS



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EngineeringCAS Benefits for Illinois Tech

- Increased Applications
- Elevated Program Awareness
- Improved Communication
- Better Student Experience
- Buy-in From Admissions Staff



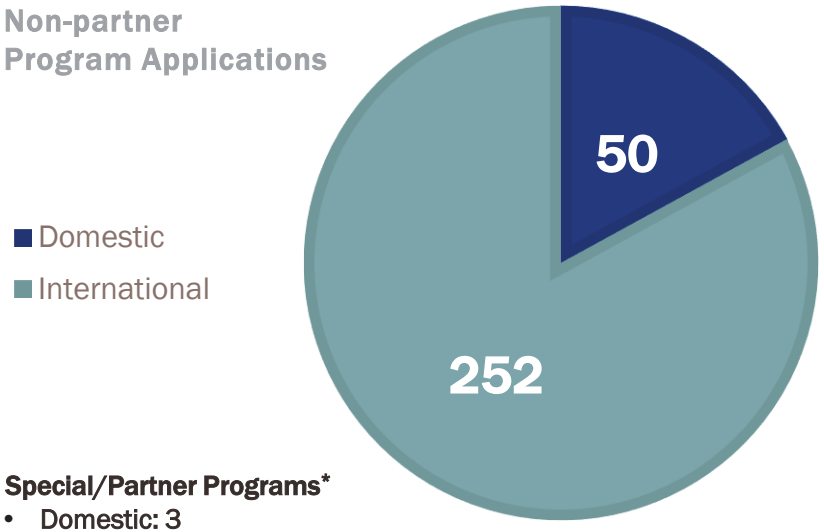
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EngineeringCAS: Before and After

Spring 2020

Total Apps: 355

Non-partner Program Applications

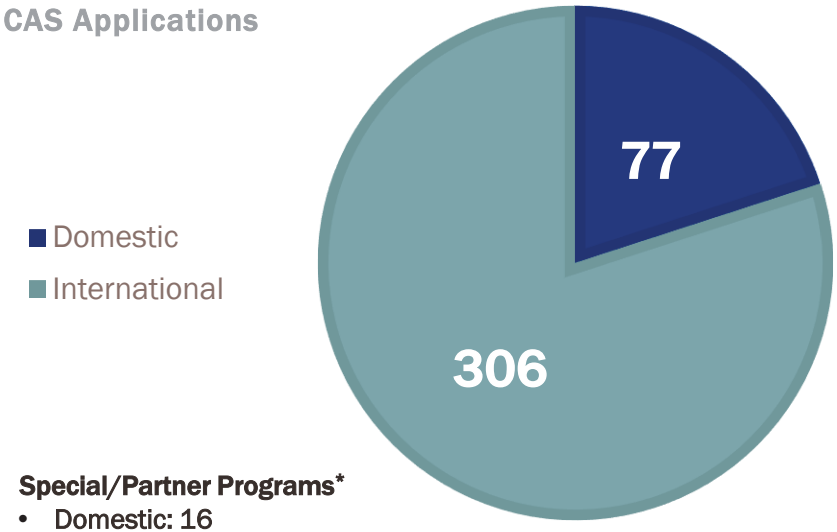


Special/Partner Programs*
- Domestic: 3
- International: 50

Spring 2021 (1st CAS Intake)

Total Apps: 626

CAS Applications



Special/Partner Programs*
- Domestic: 16
- International: 288

*Use own application system

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What Admissions Staff Say

"We are very excited to participate."

"The monthly users meetings are very helpful."

"I enjoy using CAS: it allows me to work with peer institutions in resolving issues together."

LIAISON

What it Means to Join the EngineeringCAS Community



The EngineeringCAS Board



Sondra Auerbach
Assistant Dean of Student Services
Wayne State University



Dr. Craig G. Downing
Associate Dean of Lifelong Learning
Department Head and Professor of Engineering Management
Rose-Hulman Institute of Technology

Chair of the EngineeringCAS Advisory Board



Stacey Herman
Director, Graduate Programs Office
Boston University College of Engineering



Dr. Ramiro Jordan
Professor, Associate Dean of Engineering for International Programs
University of New Mexico Engineering



Tandilyn Morrel
Director of Graduate Programs
College of Engineering at Texas A&M University



Dr. DeeDee Conway
Associate Dean of Operations
Southern Methodist University



Noha El-Ghobashy
VP Strategic Initiatives
Institute for Transformative Technologies



Dr. Harry Hogan
Associate Dean for Graduate Programs
Texas A&M College of Engineering



Nathan Kahl
Managing Director, Communications & Society Advancement
ASEE



Nina Parshall
Director, Graduate Recruitment and Support
The Ohio State University



Natacha DePaola, Ph.D.
Carol and Ed Kaplan Armour Dean of Engineering
Professor of Biomedical Engineering
Illinois Institute of Technology



Aly El-Osery
Acting Dean of Graduate Studies
New Mexico Tech



Hans Hoyer
Secretary General, IFEES
Executive Secretary, GEDC



Mais Kayyali
Associate Director of Academic Support Services
FIU Engineering & Computing



David T. Poole
Director of Admission
University of Miami
College of Engineering



Kitty Didion
Executive Director
WEPAN



Dr. Shahram Haydari
Assistant Dean, Graduate Recruitment & Admissions
Office of the Provost
University of Massachusetts Lowell



Dr. Erick Jones, P.E., CLSSMBB, MSIE
George and Elizabeth Endowed Full Professor, Associate Dean of Graduate Affairs, College of Engineering ,
Director RAID LABS,
University of Texas at Arlington



Janet Morgan
Director of School of Science and Engineering Graduate Programs
Tulane University School of Science and Engineering

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EngineeringCAS as Part of Your Long-Term Strategy



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The EngineeringCAS Diversity, Equity and Inclusion Advisory Board



Stephanie G. Adams, Ph.D.
Dean, College of Engineering and Computer Science
University of Texas, Dallas



Jacqueline El-Sayed, Ph.D.
Chief Academic Officer
American Society for Engineering Education



Marcus Huggans, Ph.D.
Executive Director, Client Relations
The National GEM Consortium



Karen Horting
Executive Director and CEO
Society of Women Engineers



Raquel Tamez
Chief Executive Officer
Society of Hispanic Professional Engineers



Rochelle L. Williams, Ph.D.
Senior Director of Programs
National Society of Black Engineers (NSBE)



Chelsea Chee
Program Officer
AISES



Aisha Lawrey
Senior Director, Programs & Scholarships
NACME

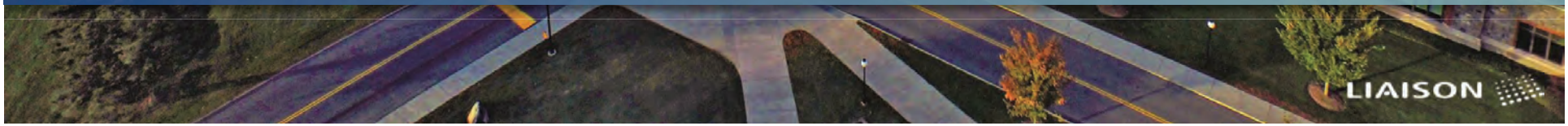


Kimberly Douglas-Mankin, Ph.D.
Director, Programs
Society of Hispanic Professional Engineers

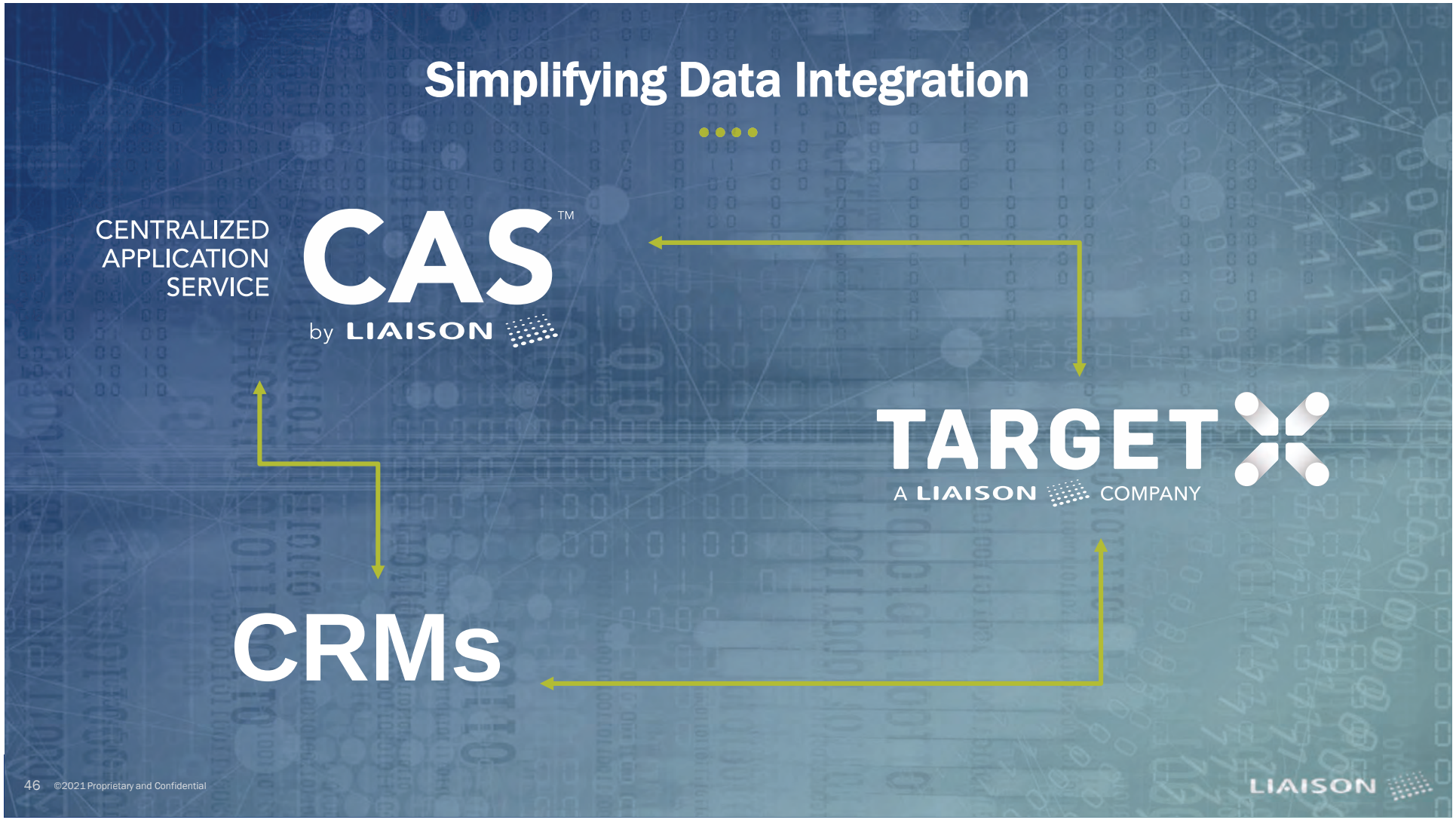
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CAS Momentum In the Past Year



Simplifying Data Integration



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EngineeringCAS Members: Application Volume Increases

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE

16% INCREASE

MIAMI COLLEGE of ENGINEERING

54% INCREASE

UMASS University of Massachusetts Lowell

43% INCREASE

TEXAS A&M UNIVERSITY Engineering

7% INCREASE

Recent Additions to the GradCAS Community

University of Pittsburgh

Eastern Michigan University

FAU Florida Atlantic University

Texas A&M University San Antonio

ATU Arkansas Tech University

UNE University of New England

BUSINESSCAS™ by LIAISON Momentum

284%
INCREASE
IN BUSINESSCAS APPLICANT POOL
(2019-2020 cycle compared to 2018-2019 cycle)

24%
INCREASE
IN PARTICIPATING SCHOOLS
(since October 2020)

291%
INCREASE
IN APPLICATION VOLUME
(2019-2020 cycle compared to 2018-2019 cycle)

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GRADCAS™ by LIAISON endorsed by common app

Reaching New Heights in Graduate Admissions

Community Growth

58%
INCREASE
IN GRADCAS APPLICANT POOL
(2019-2020 cycle compared to 2018-2019 cycle)

63%
INCREASE
IN PARTICIPATING INSTITUTIONS
(YOY growth from FY2019 to 2020)

53%
INCREASE
IN APPLICATION VOLUME
(2019-2020 cycle compared to 2018-2019 cycle)

First-Generation Applicants



52% OF APPLICANTS IDENTIFY AS FIRST-GENERATION
(2019-20 Cycle)

10%
INCREASE
(2019-2020 cycle compared to 2018-2019 cycle)

For More Information about CAS

GradCAS by LIAISON

gradcas.liaisoncas.org

BusinessCAS by LIAISON

businesscas.liaisoncas.org

EngineeringCAS by LIAISON

engineeringcas.liaisoncas.org

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See You Soon!



COUNCIL OF GRADUATE SCHOOLS

Summer Workshop and New Dean's Institute

July 12 – 14, 2021


Q & A
LIAISON

Thank You!

Natacha DePaola
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Ndepaola@iit.edu

Julie Masterson
Missouri State University
juliemasterson@missouristate.edu

Sean Pitzer
St. Cloud State University
sdpitzer@stcloudstate.edu

Judy Chappelear
Liaison
jchappalear@liaisonedu.com

LIAISON



UNIVERSITY OF CENTRAL MISSOURI

LEARNING TO A GREATER DEGREE

Remote Work: Serving the needs of graduate faculty and students during a pandemic considering social distancing

Midwestern Association of Graduate Schools 77th Annual Meeting
Thursday March 25, 2021 4.15-5.15 pm

Dr. Drew Burkeybile
Dr. Odin Jurkowski

Introductions

- Dr. Drew Burkeybile
- Dr. Odin Jurkowski

Agenda

- State and local environment
- Spring shut down & remote work
- Summer offices reopen
- Fall & Spring modifications
- Reflection and hindsight

Overview of UCM

- Founded in 1871
- Warrensburg, Missouri (20,000 residents)
  - About 40 miles east of Kansas City, Mo
- Approx 2,000 grad students (10,000 total)
- 450 full-time faculty / 1,100 employees
- Accredited by the HLC

Missouri Coronavirus Map and Case Count

Updated February 25, 2021, 8:14 A.M. E.T.



	TOTAL REPORTED	ON FEB. 24	14-DAY CHANGE
Cases	515,159	765	-42% ↘
Deaths	8,316	32	+237% ↗
Hospitalized		1,182	-24% →

UNIVERSITY OF CENTRAL MISSOURI
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COVID-19 in

JOHNSON COUNTY

▶ Reset to ALL JURISDICTIONS

▼ Select a Jurisdiction

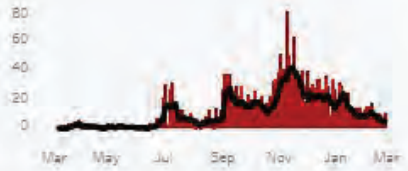
NOTE on dates: This dashboard was last updated on the morning of **2/25/2021** and includes data reported through **2/24/2021**. All 7-day metrics are based on the date a test or death *occurred*, and are subject to a 3-day delay to ensure data are accurate and complete.
Range for 7-Day metrics: 2/16/2021 through 2/22/2021

Note: Please see our "Details about Metrics" page for a message regarding Pettis County data.

COVID-19 in JOHNSON to Date

Confirmed Cases to Date

3,861



Confirmed Deaths to Date

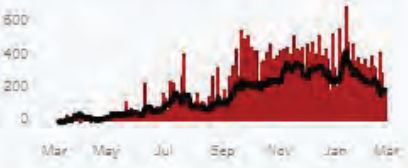
45



PCR Tests to Date

38,849

Antigen Tests: **18,171**



COVID-19 in JOHNSON - Past 7 Days (date of occurrence)

Confirmed Cases: Past 7 Days

32

(daily avg. of 5)

2/22	2/21	2/20	2/19	2/18	2/17	2/16
10	2	1	2	6	2	9

Confirmed Deaths: Past 7 Days

0

(see note)

PCR Tests: Past 7 Days

426

Antigen Tests: **903**
(total daily avg. of 190)

2/22	2/21	2/20	2/19	2/18	2/17	2/16
119	15	12	90	66	66	58
54	80	10	209	118	350	82

For the maps and bar charts, select what you'd like to display:
See the FAQs to learn more about what each metric means.

Deaths | Testing | Positivity Rate | Cases | Total Volume | Per 100k

COVID-19 Resources
COVID-19 All Statements
COVID-19 FAQs
COVID-19 Ask a Question
Campus Modifications

Home > News > Media Resources > UCM Update on Coronavirus (COVID-19)

Information and Resources - COVID-19

UCM continues to monitor the evolving coronavirus situation. We remain in regular contact with state and county officials and CDC communications are reviewed daily. UCM has long had policies in place to deal with emergent situations such as this. A COVID-19 planning task force consisting of staff across multiple departments has been for some time assessing the risks based on information from the CDC, the State Department and from local, state and national experts. This group will continue to monitor the situation and meet regularly to ensure campus preparedness and responsiveness.

COVID-19 Case Reporting: 2/26/2021

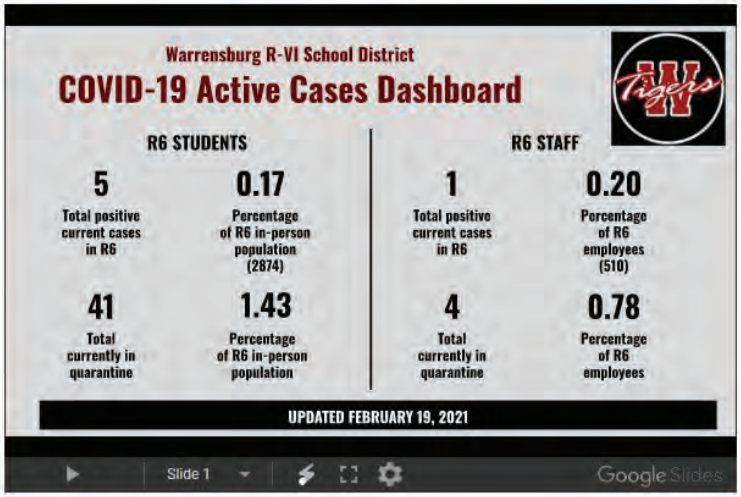
Students (Known Active Cases)	Faculty/Staff (Known Active Cases)	Total Number of Cases No Longer Active	*Year-to Date Cases
11	4	920	935

"Known Active Cases" reflects the report as of 2/26/2021 at 8:45 a.m. CDT

**"Year To Date" numbers reflect all active and no longer active cases reported to the university since March 16, 2020*

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COVID-19 INFORMATION



COVID-19 Breakdown : Per Building

	Maple Grove	Ridge View	Martin Warren	Sterling	WMS
Quarantine Students	25	0	4	3	
Quarantine Staff	2	0	0	0	
Positive Case Students	3	0	0	0	
Positive Case Staff	0	0	0	0	
UPDATED 2-19-21					

Published by Google Sheets – Report Abuse – Updated automatically every 5 minutes

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SPRING SHUT DOWN

Spring shut down & remote work

- March 23 - May 31 (the longest spring break ever)
- Offices: Mandatory Remote work
- Courses: Online
- Travel: Ban
- Dorms: closed (with a few exceptions)
- University events: Cancelled
- Athletics: Suspended

Spring shut down & remote work

- Email signatures
- Websites updated
- Mail delivery paused then coordinated
- Budget processes involved emailing PDF’s
- Remote desktop connection

Office day-to-day communication

- Working Google Doc for daily updates
- Asynchronous: Email
- Synchronous: Chat, text, phone
- Scheduled videoconferences (Google Meet) as needed
- Calendar sharing

Remotely serving faculty

- Graduate Council meetings moved to Google Meet
- Graduate Coordinator meetings canceled due to overwhelmed faculty
- Existing use of electronic forms (faculty travel, graduate faculty status, curriculum, etc.)

Remotely serving students

- Graduate Scholars Symposium moved to a virtual Google Meet
- Email primary contact, some phone
- Existing use of electronic forms (thesis, appeals, research funds, etc.)
- Hiring GA positions for the fall 20 semester

SUMMER

Summer return to the office

- Offices: Open
- Classes: Online
- Masks and distancing mandates
  - No more than two people in an office at a time
- Office suite entry modifications
- Travel ban continued
- All meetings moved to Google Meet or Zoom
- Flexibility with remote work to support parents with children

FALL

Fall modifications

- Summer modifications continued - masks, distancing, virtual meetings
- Classes: Face-to-face, hybrid, flex, online
- Quarantine/isolation as needed for faculty, staff, students, and student employees
- Continued flexibility as needed for family adjustments
- Budget cuts, staff reductions
- Furloughs; retrenchment

Virtual Scholarly Activity



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Spring 2021

- Same modifications from fall
- Plan ahead for events and service
- Virtual 3MT and Scholars Symposium
- Vaccine roll out?

Reflection – What did work

- All services to students and faculty continued without pause
- Existing tools sufficed
  - Webpages
  - Google Forms
  - Email, Google Meet, chat, text, phone
- Daily communication between staff was key
- Embrace the changes, with flexibility

Reflection – What did not work

- Certain aspects do not translate from face-to-face to virtual
  - Side conversations, coffee meetings with faculty
  - Office social gatherings, potluck, etc.
  - Cookies
  - Social gatherings with the Graduate Student Association
- Scholarly activities have dropped across the board

Questions???

Thank You

University of Central Missouri
Graduate Education & Research
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77TH MIDWESTERN ASSOCIATION OF GRADUATE SCHOOLS ANNUAL MEETING

Strengthening Graduate Education: Collaborating to Establishing a Graduate Mentoring Center

Randall J. Roper, Director of the IUPUI Graduate Mentoring Center and Associate Professor of Genetics

Tabitha Hardy, IUPUI Assistant Dean for Student Development and Academic Affairs

Janice Blum, IUPUI Vice Chancellor for Research and Graduate Education, and Associate Dean of the University Graduate School

Need for a Graduate Mentoring Center (GMC) at IUPUI

- Indiana University GMC Founder was covering both IU Bloomington and IUPUI Campuses
- Graduate student profiles and needs very different between campuses

IUPUI Student Demographics Fall 2020

Total Students 8,424

Female 61%
Indiana Residents 74%
Students of Color (US) 25%
Ph.D. Students 10%
Prof. Doctorate 36%
Masters & Certificates 54%



THE GRADUATE MENTORING CENTER
THE UNIVERSITY GRADUATE SCHOOL

Making the case for the IUPUI Graduate Mentoring Center

- Initial assessment of students and faculty needs
- Discipline focus of campus - STEM/health and life sciences
- Growing enrollment of students from underrepresented, first generation to college, and marginalized groups
- Multiple federally funded grants with requirements for graduate students mentoring
- Campus focus on diversity and inclusion

Defined goals of the IUPUI Graduate Mentoring Center

- Provide resources and opportunities for faculty and staff to strengthen mentoring skills
- Inform faculty and staff about best practices in mentoring
- Teach graduate and professional students about mentoring
- Foster graduate and professional school academic and career success
- Promote a greater understanding of diversity on campus

Recruiting inaugural director of the IUPUI Graduate Mentoring Center

- Explored and discussed several models for the role
- Decided to recruit a faculty member to the role to increase buy in from departments and stakeholders
- Sent invitations to current faculty with mentoring experience
- Received applications/ letter of intent from interested faculty
- Discussed and applications and selected inaugural director based on exemplary skill set

Staffing the IUPUI Graduate Mentoring Center

- Associate Professor with 25% appointment to direct the center
- Assistant Dean for Student Development and Academic Affairs
- Graduate Assistant (10-20 hours per week)
- Graduate Office Staff
  - Operate out of the IUPUI Graduate Office

Budget for Graduate Mentoring Center

• Director Salary with benefits	$55,800
• Graduate Assistant with benefits	$17,766
• Conferences/Registration	$3,000
• Research Honoraria	$3,000
• Event Hospitality	$1,000
• Discretionary Funds	$1,000
	$78,566
• Trailblazers and Innovators	$7,500

Beginning strategy of IUPUI Graduate Mentoring Center

- Established and awarded IUPUI Graduate and Professional Mentor of the year (over 70 nominations the first year)
  - Student/staff/faculty nominated
  - Highlighted best practices in mentoring
  - Found good mentors at IUPUI
- Planned for “lunch and learn” type events for graduate students and faculty
- Attended National Research Mentoring Network (NRMN) Level I and Facilitator Training

IUPUI Outstanding Graduate & Professional Student Mentor Award

- This year: Professor Carrie Hagan, Clinical Professor of Law, IU Robert H. McKinney School of Law
- "She understands how an individual student's intersectional identity--race, gender identity, sexuality, class status, etc--might impact their lived experience as a law student."
  - Student nominator



THE GRADUATE MENTORING CENTER
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- A nationwide consortium of biomedical professionals and institutions collaborating to provide all trainees across the sciences with evidence-based mentorship and professional development programming that emphasizes the benefits and challenges of diversity, inclusivity and culture within mentoring relationships, and more broadly the research workforce.
- NRMNet.net

Utilized NRMN framework of mentor training and facilitation

- Began hosting lunch and learn training for students and faculty
  - Maintaining Effective Communication, Aligning Expectations, Assessing Understanding, Addressing Equity and Inclusion, Fostering Independence, Promoting Professional Development
- Began NRMN Level 1 training
  - Co-facilitated with Etta Ward (campus OVCR – research staff)
  - Pilot training with graduate students (summer)
  - Faculty and staff training implemented and offered annually

Monthly Meeting for Graduate and Professional Students: Midday Mentoring Dialogues

- Collaboration with student organizations UPnGO and PFFP
- Past Topics:
  - Negotiation
  - Networking
  - Interviewing
  - Work/Life Integration
  - Time Management
  - Professional Conflict Resolution



**** Winner 2020 IUPUI Outstanding Collaborative Program of the Year (with Underrepresented Professional and Graduate Student Organization)



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Student Mentoring Dialogues







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Faculty and Staff Mentoring Dialogues

- Topics:
  - Maintaining Effective Communication
  - Aligning Expectations
  - Assessing Understanding
  - Addressing Equity and Inclusion
  - Fostering Independence
  - Promoting Professional Development
  - Articulating your Mentoring Philosophy and Plan
- Certificate of completion, line on CV for nationally recognized program





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Culturally Aware Mentor Training





Seminars:

Sydney Rucker, MA *Director of Diversity Initiatives, IUSM*
A Conversation about Bias in Mentorship: Understanding Bias, Mentor Preparation, & Continued Development

Tambra Jackson, Ph.D. *Interim Dean, School of Education, IUPUI*
Community Mapping as a Tool for Developing Culturally Relevant Pedagogy

Amanda Bonilla, MS *Executive Director for Student Diversity, Equity and Belonging, Ivy Tech Community College,* Cultural Humility

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Annual Programming: Trailblazers and Innovators

- Trailblazers and Innovators programming honors exceptional work in the field of mentoring
- March 2021
- Dr. Ansley Abraham,
- Director of the SREB-State Doctoral Scholars Program



Collaboration is Key

- Graduate office staff provides key administrative support
  - Website, purchasing, desk space
- Working with student groups
  - UPnGO
  - Preparing Future Faculty and Professionals (PFFP)
  - Graduate and Professional Student Government (GPSG)
- IUPUI Office of Diversity Equity and Inclusion
- IUPUI University Writing Center
- National Mentoring Symposium

Advertising GMC programs

- Website: go.iupui.edu/gmc
- Email: iupuigmc@iupui.edu
- Graduate School monthly newsletter
- Instagram 

- Graduate Advisory Council
- Student Organizations
- Presentations to Departments
- Outreach to staff

Evaluations after faculty training:

- “I really enjoyed this training and got more our of it than I was expecting.”
- “I found the case studies to be the most useful part of the training. My interaction within smaller groups allowed me the opportunity to be receptive to other opinions. Ultimately I felt a sense of growth while participating in the case study dialogue.”
- “Initially I was feeling stagnate in my career and I questioned my ability to be a strong mentor. After my participation in the workshop I walked away confident and ready to take on more opportunities. I'm excited to share my knowledge and I'm committed and open to further developing my knowledge and skills.”

Suggestions after faculty training:

- “More time to discuss the vignettes might have been useful.”
- “The training was awesome! Continued training or refreshers in mentoring would be helpful.”
- “Cultural awareness should be presented in more details.”
- “Would be difficult to block off four hours two days straight outside of summer.”

Evaluations after student training:

- “Novel insights. Practical application. Good takeaways.”
- “I liked practicing ways to answer interview questions.”
- “Relevant topic”
- “The speaker was passionate and informative”
- “Very helpful information”
- “Concrete examples of what it looks like in the real world.”

Suggestions after student training:

- “More interview questions.”
- “Presentation did not address complex nature of mentor/mentee time management.”
- “Needed more action items for us to apply.”
- Future topic: “Cultural diversity”
- Future topic: “Seeking out mentoring”
- “More advanced content.”
- “More food.”

Number of students/faculty/staff engaged

- 2018:
  - 540 staff, faculty, students in mentoring programs
- 2019:
  - 450 IUPUI graduate and professional students
  - 430 IUPUI faculty
  - ~100 hours of mentoring training
- 2020:
  - 450 IUPUI graduate and professional students
  - 300 IUPUI faculty
  - ~70 hours of mentoring training

IUPUI GMC in a pandemic

- Shifted all programming online



IUPUI GMC in a pandemic

- Zoom Midday Mentoring Sessions, Faculty and Staff Mentoring Sessions, Trailblazers and Innovators
  - Registration through Zoom and reminders
  - Students and faculty still interested in programming, fewer faculty seem to join sessions
  - Great success with online Faculty and Staff Mentoring—perhaps they can fit it in to their schedule

Successes during the pandemic

- Framework for continuing events without developing a lot of new programming
- Students continued to engage in programming during the pandemic
- 50-60% of students and faculty who register actually participate in sessions
- Programs starting to require mentor training for faculty

Challenges during the pandemic

- Number of faculty staff and students engaged in each year
  - This number dropped somewhat with COVID-19
    - 30% fewer hours during COVID
    - 30% fewer faculty participation
- To record or not to record sessions
- Zoom fatigue

Developing an engaged and collaborative Graduate Mentoring Center

1. Identify support (financial/leaders/collaborators) within your Graduate School and on campus
2. Ensure center leaders/staff have access to current and well tested educational resources including case studies, workshops, external advisors and speakers
3. Keep campus leadership informed and on board – deans, administration, student affairs, as well as staff from Equal Opportunity, diversity, health and wellness offices
4. Recognize the need to be flexible – pivot to online or in response to crisis - a strong center can help build students' resilience
5. Acknowledge champions – outstanding faculty and staff mentors
6. If you build it well - they will come…

More about the IUPUI GMC

Discover the benefits of mentoring:

https://youtu.be/uK3Evtld9zE

THE GRADUATE MENTORING CENTER

THE UNIVERSITY GRADUATE SCHOOL

- Website:
  https://graduate.iupui.edu/support/gmc/
  go.iupui.edu/gmc
- email:
  iupuigmc@iupui.edu
- Instagram:



Supporting Mental Health and Elevating our Graduate Students

Jennifer J. Waldron
Jennifer.waldron@uni.edu

Students: Stress and anxiety increased due to pandemic

- Health of self & loved ones
- Academics
  - Difficulty concentrating
  - Academic performance
  - Increased class workload
- Sleeping habits/ eating habits
- Social isolation
- Depressive thoughts
  - Son, Hedge, Smith, Wang, & Sasangohar, 2020

Faculty Pandemic Stress Is Now Chronic

- New modes of teaching & course delivery
- Meeting mental health needs to students
- Teaching, scholarship, and service
- Additional caretaking duties
- Health
- Merging of work & home lives
  - *Flaherty, C. (2020). https://www.insidehighered.com/news/2020/11/19/faculty-pandemic-stress-now-chronic

Staff

- Job requires them to be on-campus
- No additional time off during extended winter break
- Wage freezes

What to do?

- Talk about mental health
- Create or enhance mental health initiatives
- Institutionalize structures to support mental health
- Provide training around mental health – accessible & affordable

  ——————————————————————————————————
- Enhance or improve mental health services
- Improve policies, protocols, and procedures
- Create positions
  - Chessman, Vigil, & Soler. (2020). Mental health task forces in higher education: *American Council on Education.*

https://www.acenet.edu/Documents/Mental-Health-Task-Forces-in-Higher-Education.pdf

GA cohort hire to support mental health

- We are recruiting the best of our students with the expectation that the GAs will have the skills to create, develop, and work with autonomy. With faculty guidance and direction, the GAs will be able to self-organize and craft the direction. There is flexibility and fluidity in the direction and organization of the GAs.
- Path 1: Community Participatory Research
- Path 2: VAR training (active minds: https://www.activeminds.org/)

MAGS

MAGS Tuesday March 24th

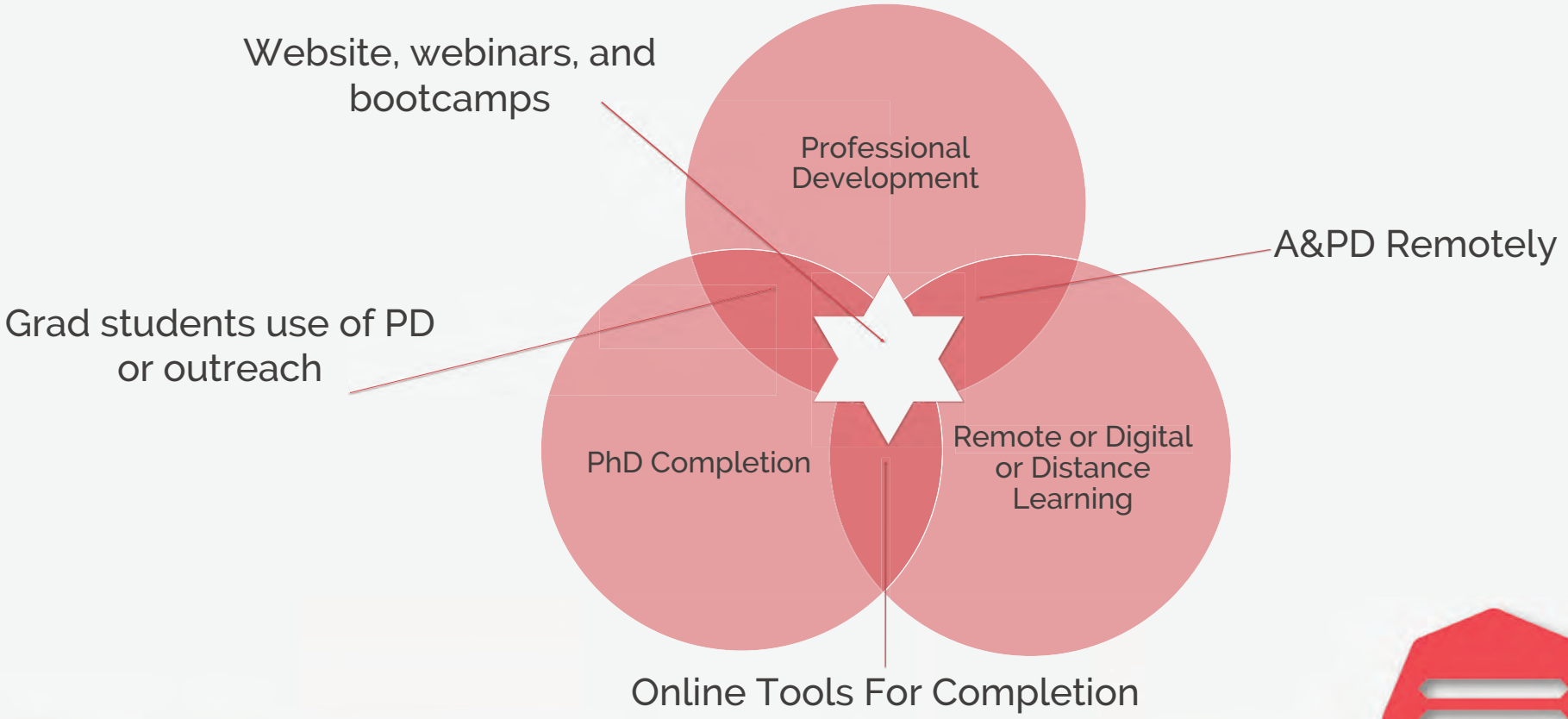
Taking Professional Development to the Next Level: To Make On-Campus and Online Resources More Successful

77th Annual Meeting of the
Midwestern Association of Graduate Schools
March 24-26, 2021
A Virtual Event

Let's Consider the Future – 2026

- Most will be digital natives – expecting solid remote services
- At least 1;3 students will prefer remote support due to anytime/anywhere convenience
- Universities will never have the time/resources to build remote practice – this will have to be a partnership
  - Not just lectures, video content,
  - Includes marketing to students to use it
  - Pre and post planning to build the publication library that supports it.
- Self regulated learners will negotiate both fields of delivery

Conceptual Frame



E. Alana James, ED.D
pd.education | doctoralnet.com





pd.education
by DOCTORALNET

Investment ◀ Leading Indicators ▶ Business Results ▶ Strategic Goals

Masters or PhD

Olympic Gold Medal



Investment ◀ Leading Indicators ▶ Business Results ▶ Strategic Goals

What faculty and supervisors see – major milestones – the lit review, etc.

200m Butterfly < 1:56 min

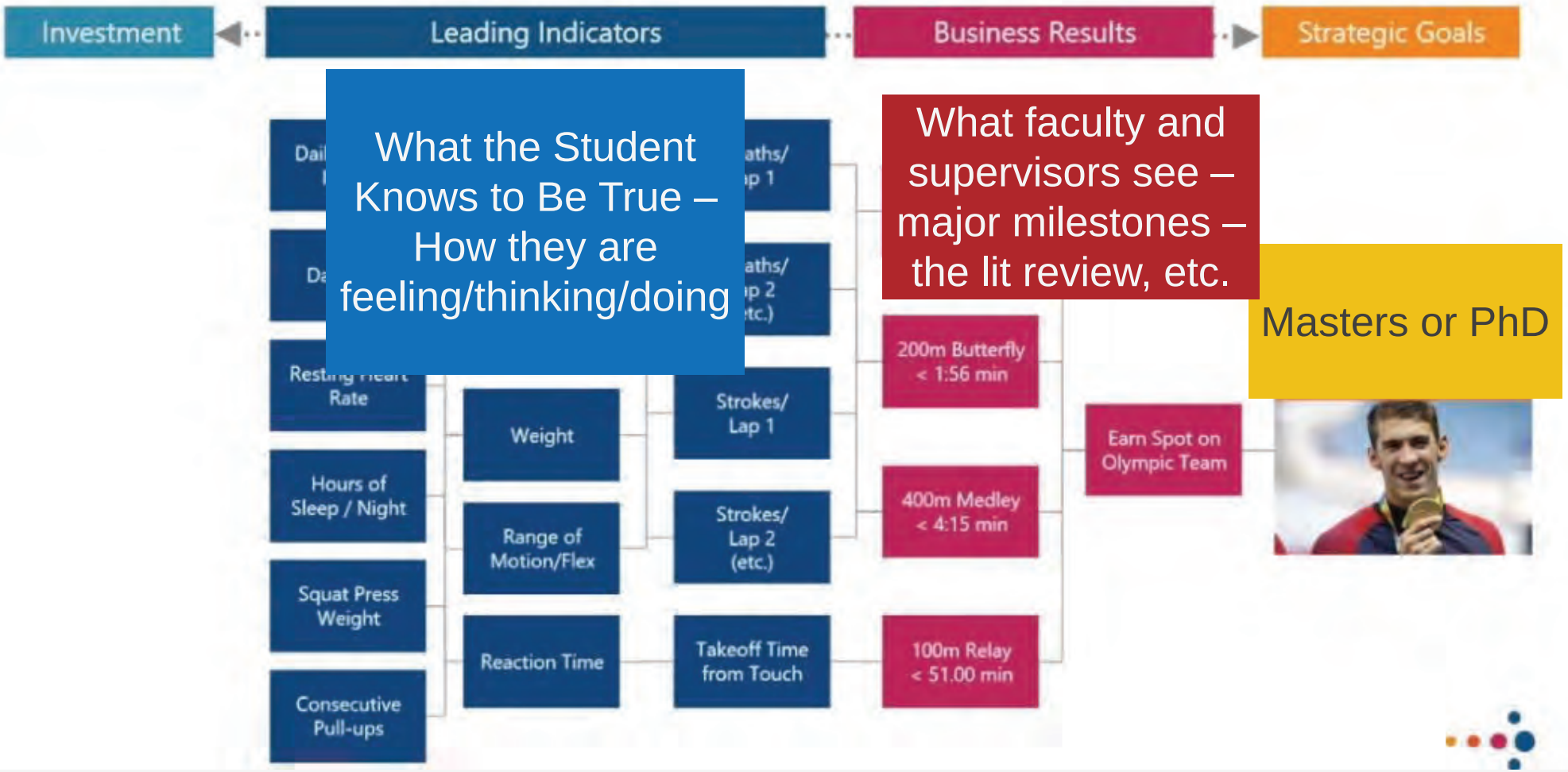
400m Medley < 4:15 min

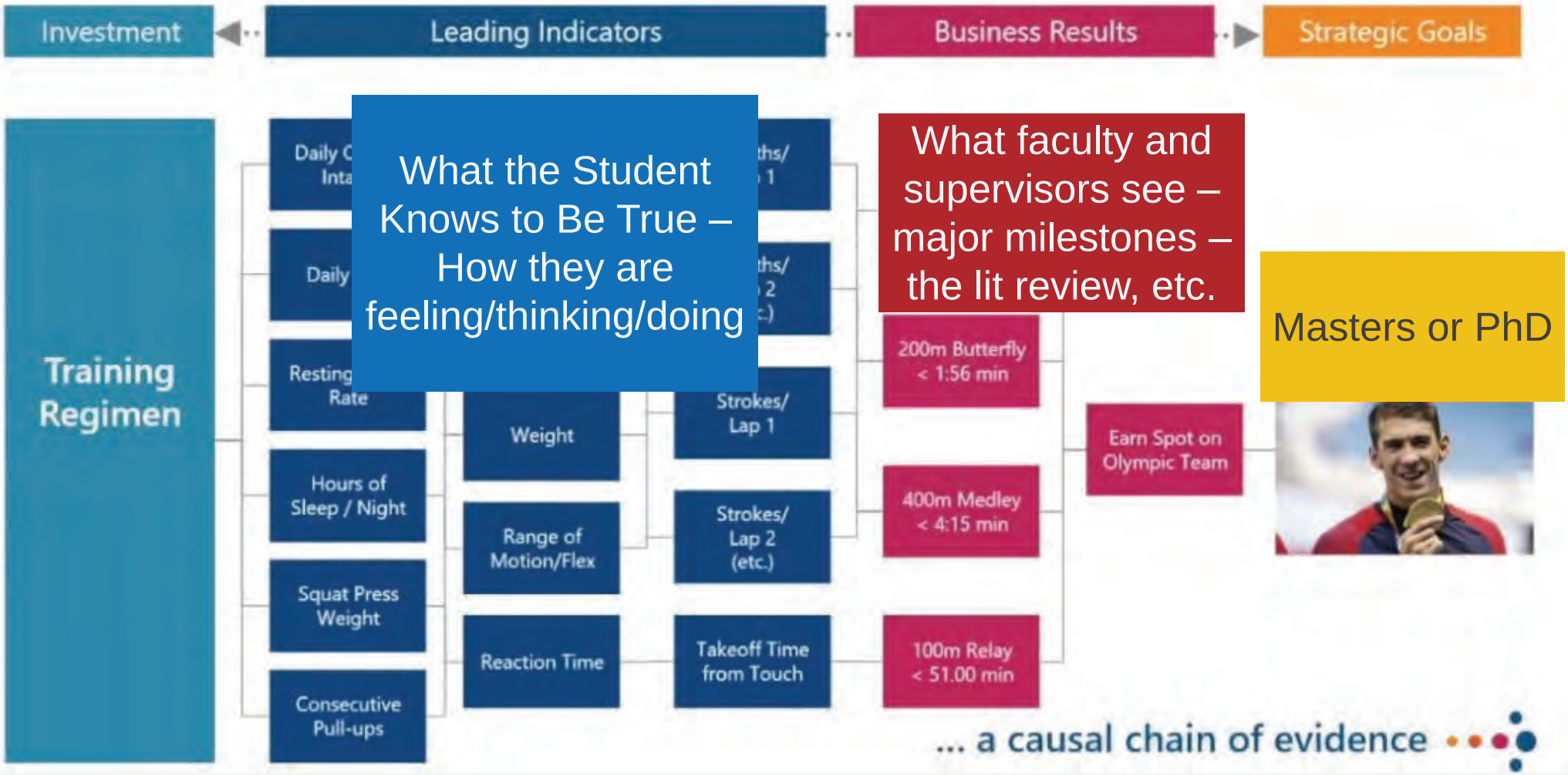
100m Relay < 51.00 min

Earn Spot on Olympic Team

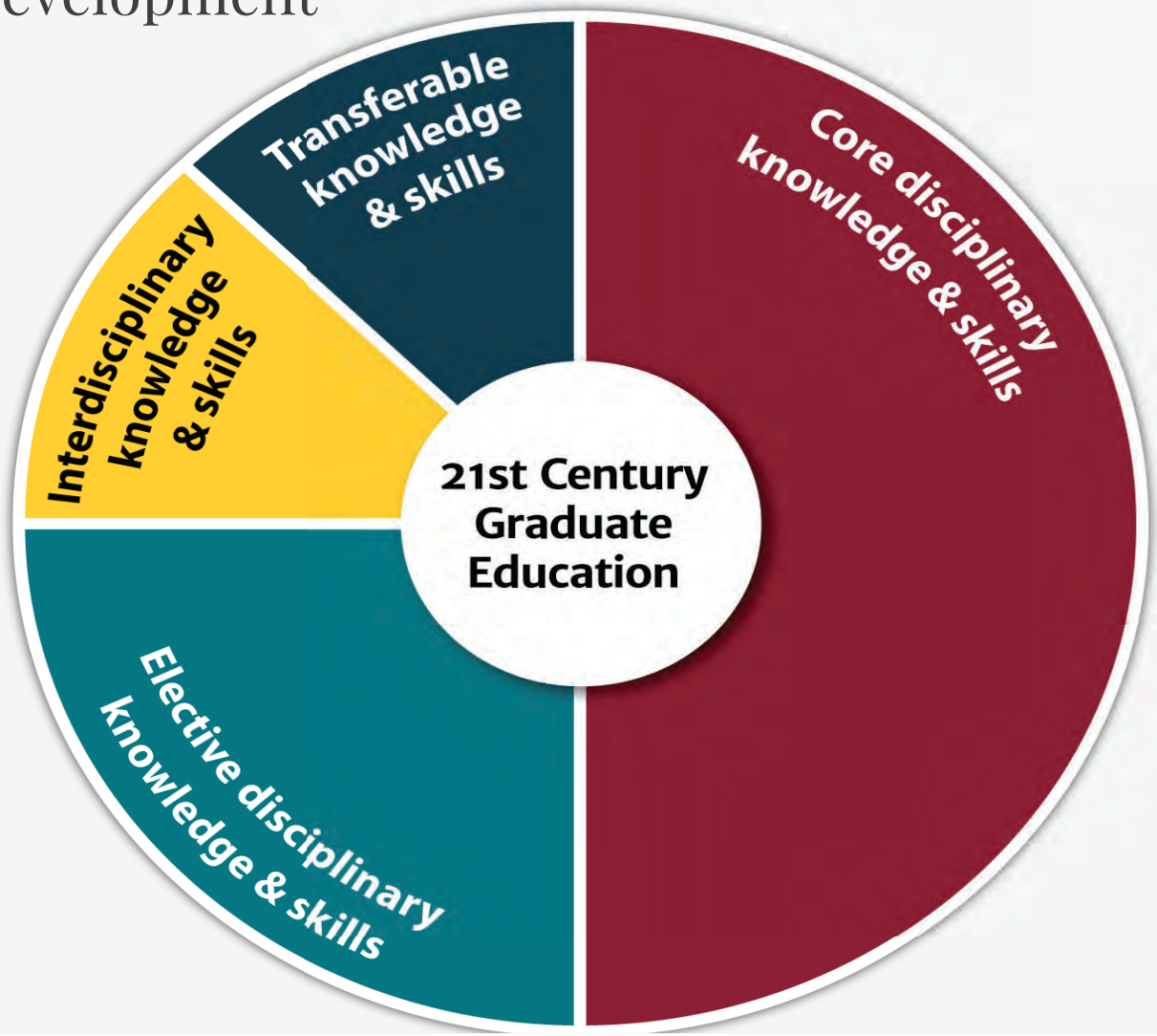
Masters or PhD



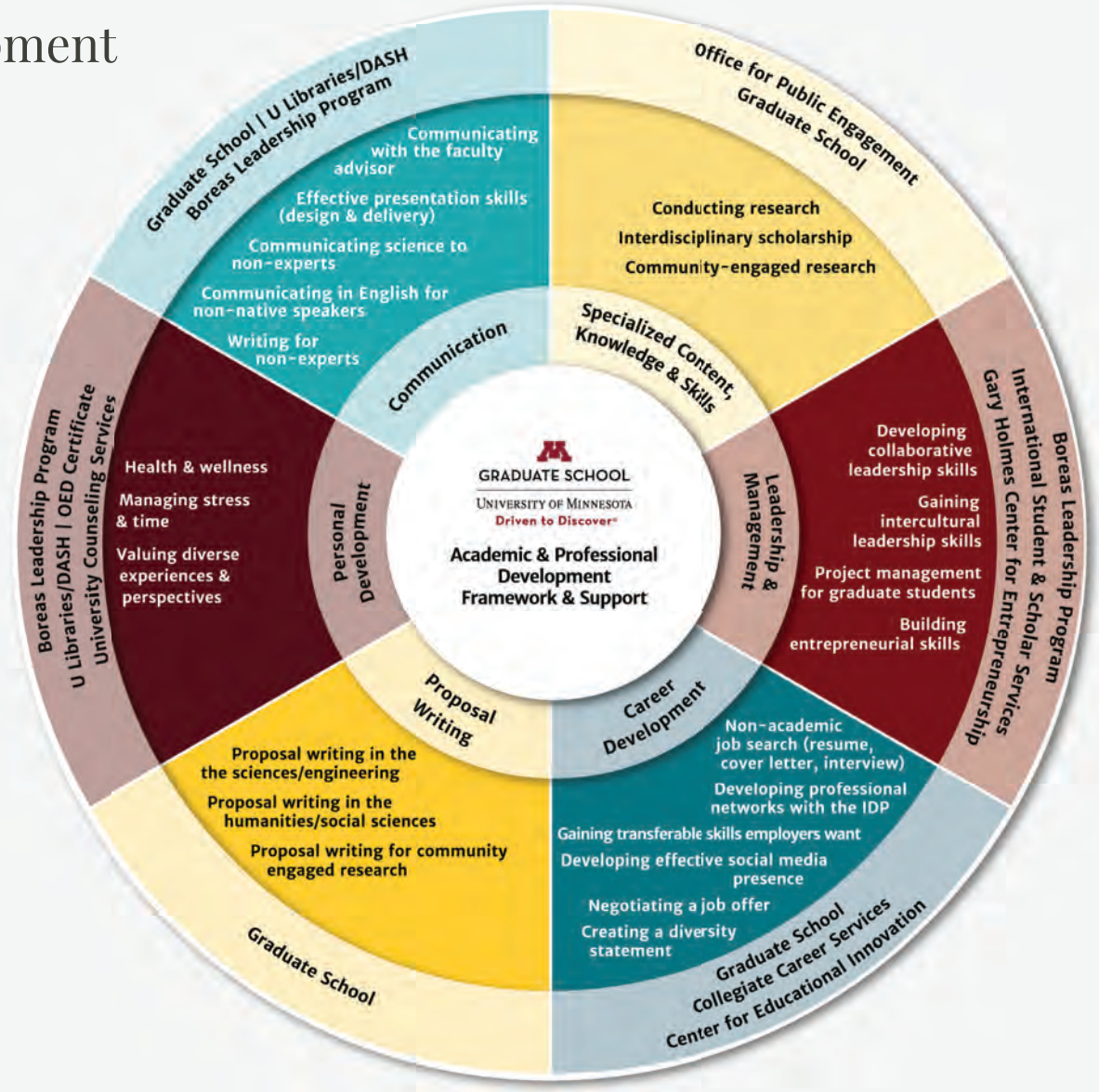

Investment
Leading Indicators
Business Results
Strategic Goals
What the Student Knows to Be True – How they are feeling/thinking/doing
What faculty and supervisors see – major milestones – the lit review, etc.
Masters or PhD
Rate
Hours of Sleep / Night
Squat Press Weight
Consecutive Pull-ups
Weight
Range of Motion/Flex
Reaction Time
Strokes/ Lap 1
Strokes/ Lap 2 (etc.)
Takeoff Time from Touch
200m Butterfly < 1:56 min
400m Medley < 4:15 min
100m Relay < 51.00 min
Earn Spot on Olympic Team


Investment
Leading Indicators
Business Results
Strategic Goals
Training Regimen
What the Student Knows to Be True – How they are feeling/thinking/doing
What faculty and supervisors see – major milestones – the lit review, etc.
Masters or PhD
Daily C Inta
Daily
Resting Rate
Hours of Sleep / Night
Squat Press Weight
Consecutive Pull-ups
Weight
Range of Motion/Flex
Reaction Time
ths/ 1
ths/ 2 .)
Strokes/ Lap 1
Strokes/ Lap 2 (etc.)
Takeoff Time from Touch
200m Butterfly < 1:56 min
400m Medley < 4:15 min
100m Relay < 51.00 min
Earn Spot on Olympic Team
... a causal chain of evidence

UMN Professional Development



UMN Professional Development



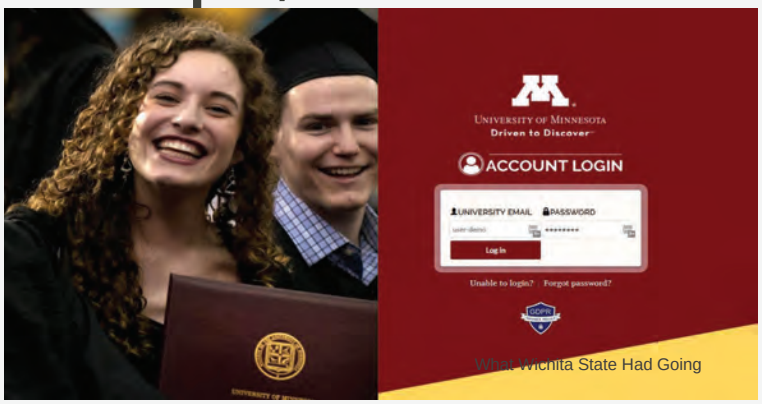
Wichita State Professional Development

- Professional development *and* social events (networking)
- Events with established partnerships with units across campus
- Cross-listed events with units across campus
- Badge series (partnership with Instructional Design & Access)

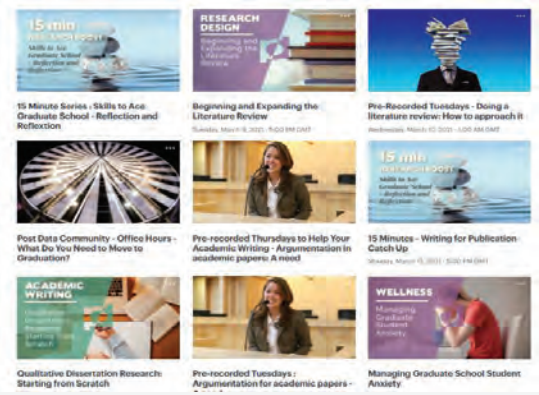


pd.education Remote Professional Development

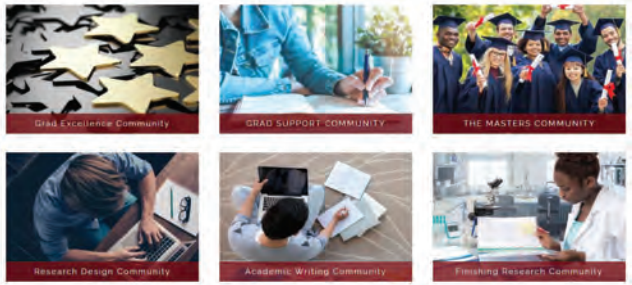
Uni.pd,education



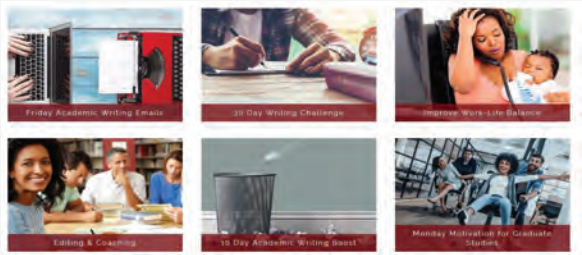
Webinars



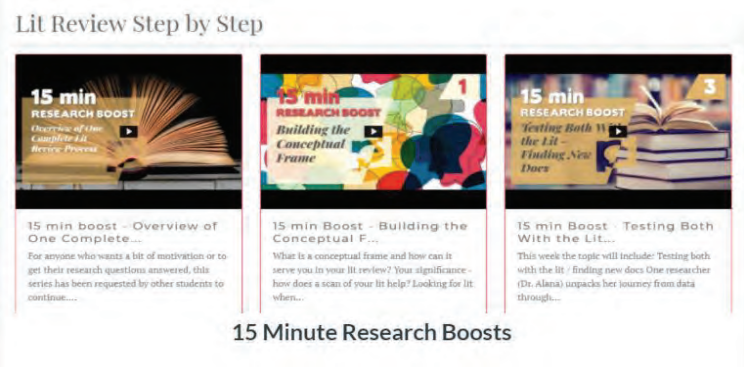
Communities

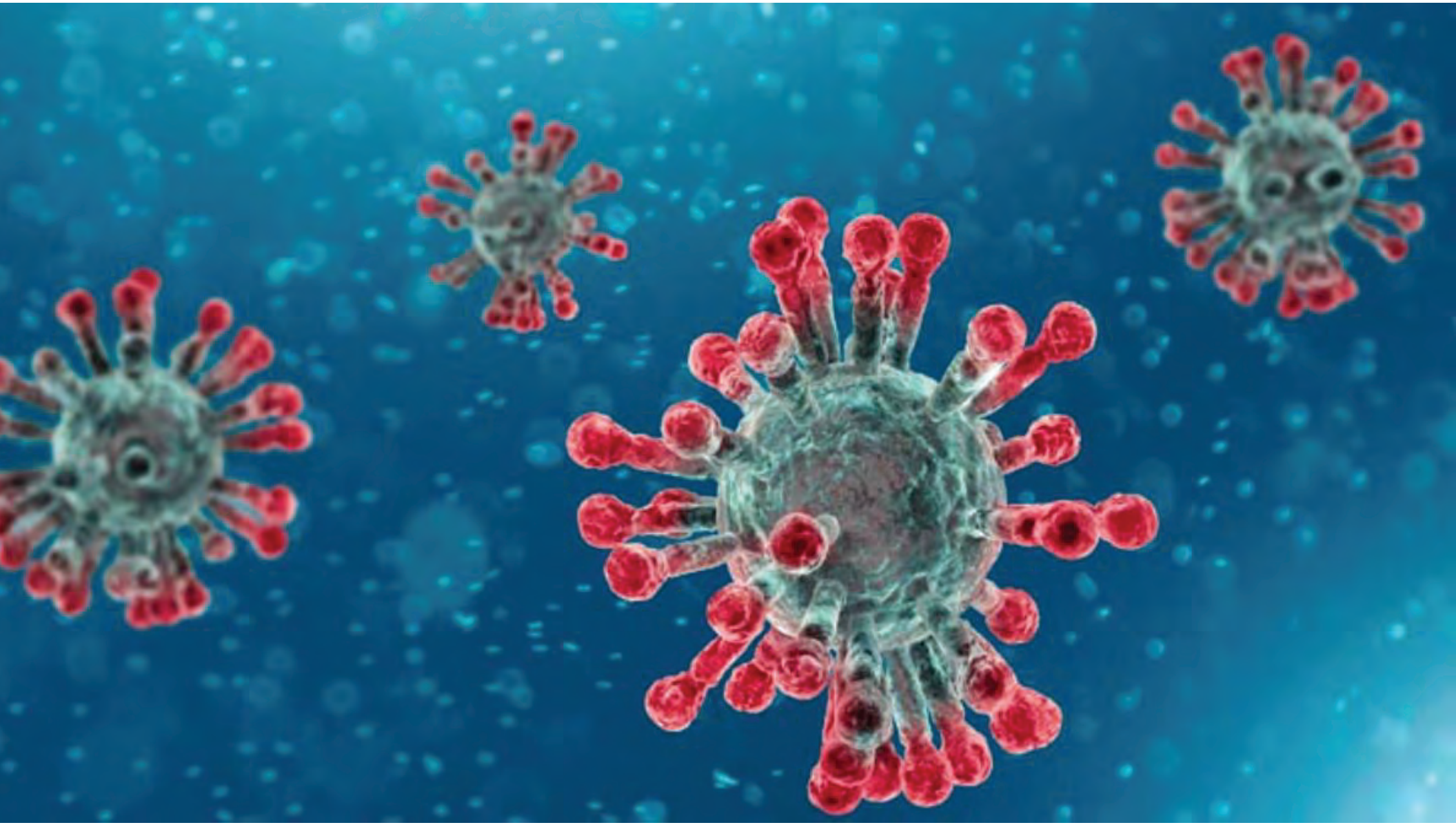


Asynchronous Experiences



Box Sets





UMN Response & Outcomes

- Targeted resources versus more resources
- Virtual peer mentoring for incoming international graduate students
- Focus on first-generation college students in graduate programs
- “Ask an Expert” video series

COVID Pivot and Pivot Again!

- Eliminated all F2F offerings and decreased zoom events with partners
- Added PD.Education

Professional Development & Research Events

IN THIS SECTION



PD.Education

PD.Education is an online professional development platform tailored to the needs of graduate students. Offering both real-time webinars and on-demand content, PD.Education can: help you plan for your graduate education, support your research and writing, sharpen your critical thinking skills, equip you with wellness strategies, and more!

Orientation Video →

Complete Spring Webinar Schedule →

Log-In →

Curate and Spotlight PD.Education

FEBRUARY 16 ▪ WEBINAR: WRITING TIPS AND TRICKS FOR THE FIRST YEAR GRADUATE STUDENT MASTERS OR PHD

Presenter: PD.Education

Are you just starting your graduate education journey? Are you looking for tips to make it (and your academic writing journey) easier? Professor Maria will cover what you have to do with your mind (critical thinking, writing, analysis) in brief in order to lead you into the specifics of what you need to do every time you write.

11:00 A.M. | Register here

Looking for a topic not listed here? Check PD.Education's complete Spring Webinar Schedule or Log-In for on-demand resources.

FEBRUARY 18 - FEBRUARY 24 ▪ CAPITAL GRADUATE RESEARCH SUMMIT

The Capital Graduate Research Summit (CGRS) is an annual graduate student research competition. This year's CGRS will be held online. Video presentations will be available for one week beginning on February 18.

FEBRUARY 19 ▪ WEBINAR: CAREGIVING - WHAT WE KNOW ABOUT MANAGING IT, ESPECIALLY IN GRADUATE SCHOOL

Presenter: PD.Education

Not only is the increased demand for family caregiving expected to continue, but with demographic changes, the way that care for loved ones who are ill or have disabilities is distributed isi evolving. As young adults, including graduate students, may be more likely to caregive it's important that they learn ways to help them



RESEARCH BOOTCAMP

pd.education responded with three research bootcamps, one for seriously stalled students from one university, one for pre-proposal researchers and one for those with data (10 weeks and 8 weeks)

What the Literature Tells Us about Remote Learning?

Wicked Challenge of Communication Across Three Channels…

- Face to face learning may result in more vested interest in success
  - Students tend to rely on the ability to ask questions to guide their learning strategies
  - Relies on a linear structure
- Synchronous – a middle ground between F2F and asynchronous
  - Video conference or team discussion platform like zoom/slack/teams/hangouts
  - Supports smaller groups and those at diverse locations cost effectively
  - Faculty rate the importance of synchronous higher than students
- Asynchronous – opens up non-linear options (anytime-anywhere)
  - Personalized and learner directed
  - Sets the stage for self directed or regulated learning
  - Self study as key ingredients in future educational tools
  - Found to heighten – reflection/reflexion



Tools From the Learners' Perspective

- Learners use tools only when they see an immediate utility in its use and if convinced it is easy to pick up
  - Mix of tools promotes learning and community
- Research demonstrates multiple tools add flexibility to learning and appeal to different styles of learners.
- Importance of…
  - Self Regulated Learning is a key strategy and deserves to be taught, may be a predictor of academic success
  - Metacognition, awareness and reflection, can induce self-regulation and conscious coordination of learning tasks
  - Cognitive transfer applying domain knowledge from one domain to another

What Does the Data Say?

Comparative Engagement Data

R1s

- 5 universities
- 41,375 students
- Engagement range from 3%-11%, 6% average
- Range of communication from university from mentioning one or two things a semester – one puts us in their regular newsletter and another links to us heavily

Masters Dominant

- 6 universities
- 5691 students
- Engagement range from 3-9%, 5% average
- One has us closely branded to what they do, others mention us in newsletters

R2s

- 6 universities
- 18,306Students
- Engagement range from 4% to 38%, 17% average
- Two have been partners for 4 or more years and their data skew the results

The difference is in how active they are as partners in the marketing of the opportunities

Data Collected	1st University– EdDs	Pre-Proposal	Post-Data	Research Masters
How Registered	By University –	Student Self Registration / # Active (%)	Student Self Registration / # Active (%)	Student Self Registration / # Active (%)
949 students / n= 388 attended (40%) / endorsements	22 / 18 (81%) / 81%	355 / 228 (64%) / 19	387 / 142 (38%) /17	185 / 89 (48%)
Initial Survey (n=) % who said they were stalled	100% stalled seven years or more	8	76% stalled	81% stalled
Their content options…	Synchronous or Asynchronous + Office Hours	s or ous +	Synchronous or Asynchronous + Office Hours	Synchronous or Asynchronous + Office Hours
Outcomes	8-10 working towards proposal by June (40-50%)	ontinuing to attend live community meetings	14 Self reports on progress from community meetings	

Findings

- Mutual Strategy works – where are the needs?
  - Stalled students
  - University enrolls &/or
  - pd.education and university market
  - pd.education provides synchronous and asynchronous services

Where is the Future Taking Us?

1) PARTNERSHIPS,
2) MEASUREMENTS,
3) POLICIES THAT FORCE INTERVENTIONS WHEN LEARNERS START TO LAG

Investment ◀ Leading Indicators ▶ Business Results ▶ Strategic Goals

Masters or PhD

Olympic Gold Medal



Investment ◀ Leading Indicators ▶ Business Results ▶ Strategic Goals

What faculty and supervisors see – major milestones – the lit review, etc.

200m Butterfly < 1:56 min

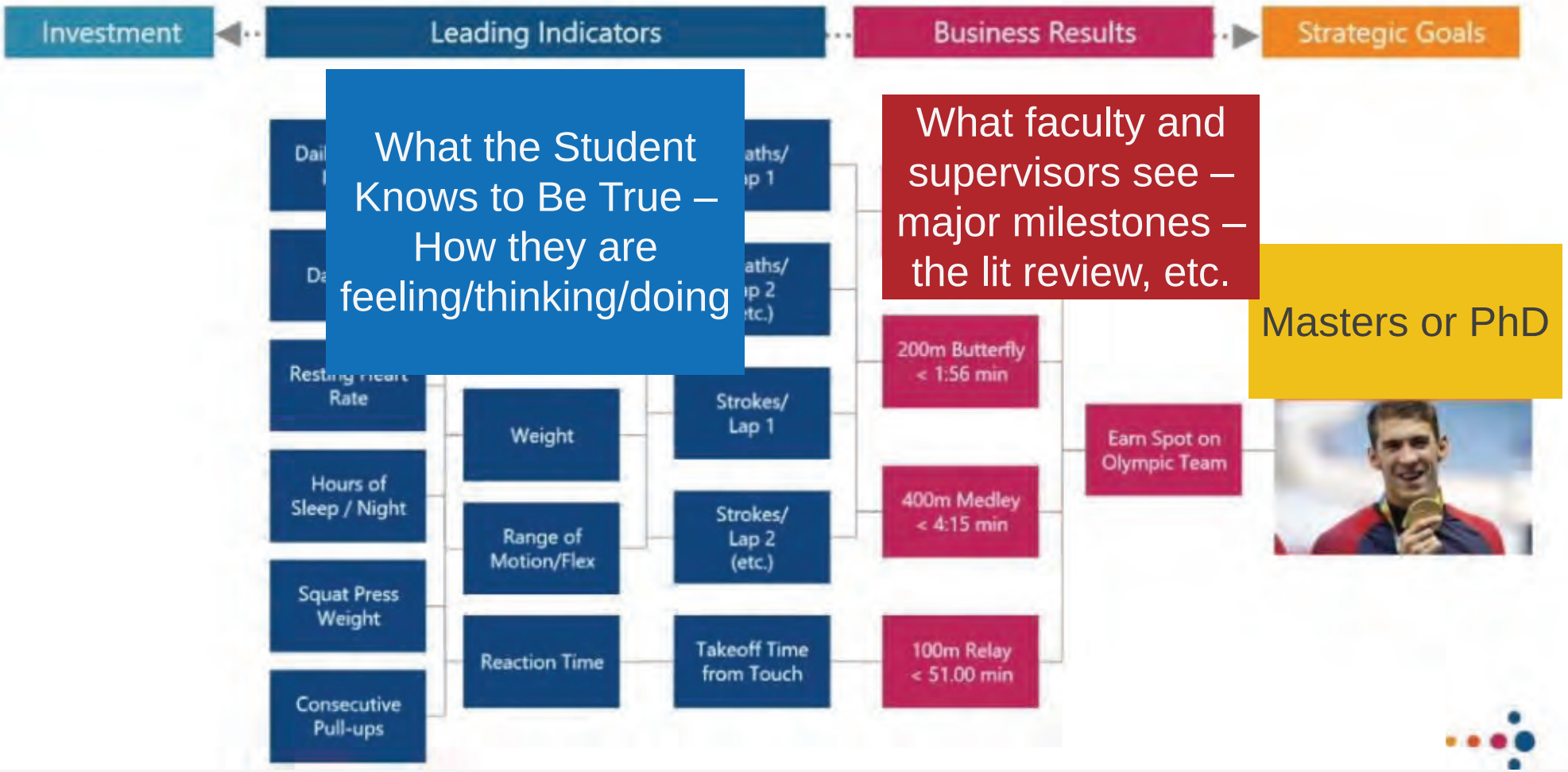
400m Medley < 4:15 min

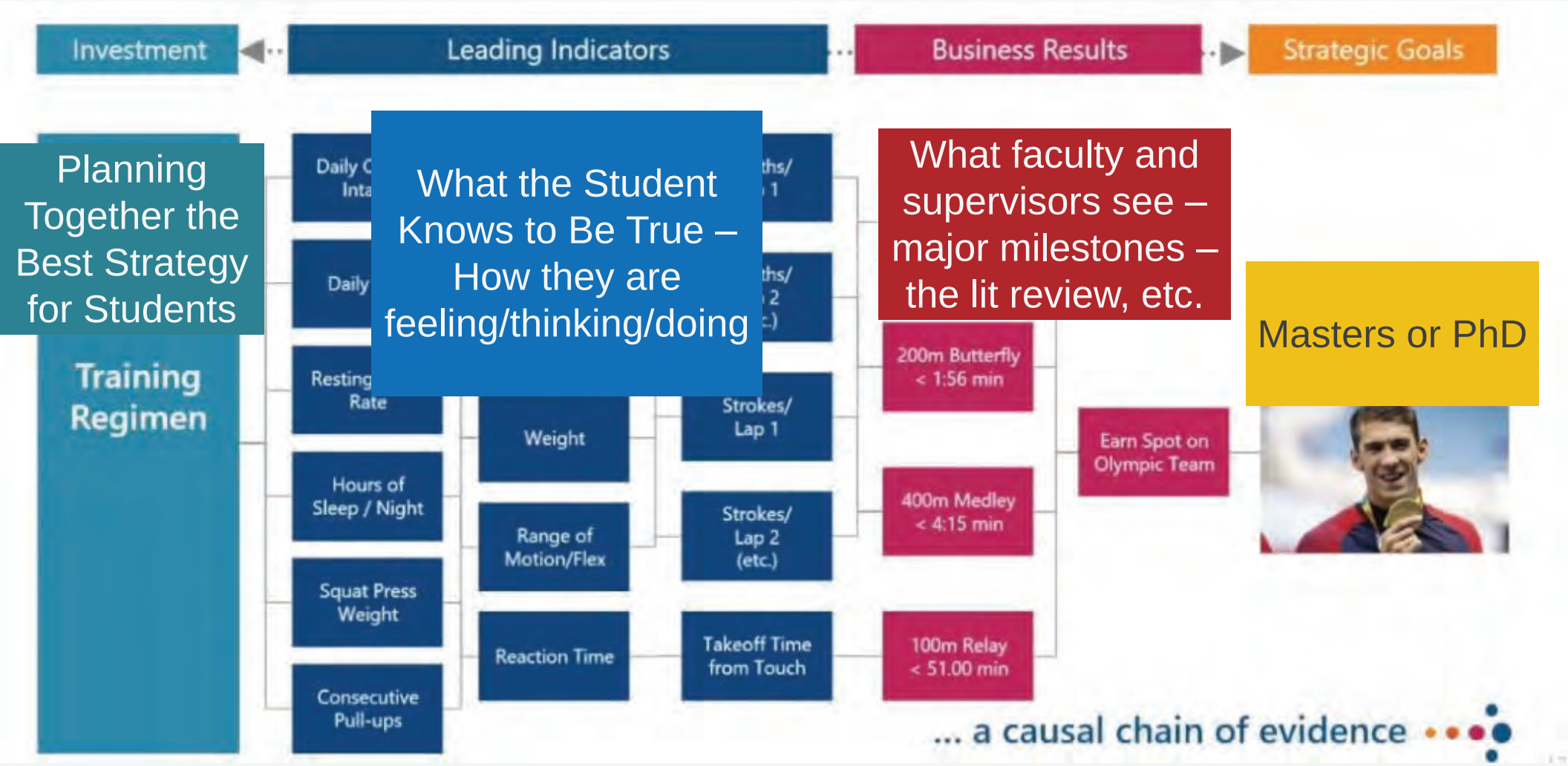
100m Relay < 51.00 min

Earn Spot on Olympic Team

Masters or PhD




Investment
Leading Indicators
Business Results
Strategic Goals
What the Student Knows to Be True – How they are feeling/thinking/doing
What faculty and supervisors see – major milestones – the lit review, etc.
Masters or PhD
Rate
Hours of Sleep / Night
Squat Press Weight
Consecutive Pull-ups
Weight
Range of Motion/Flex
Reaction Time
Strokes/ Lap 1
Strokes/ Lap 2 (etc.)
Takeoff Time from Touch
200m Butterfly < 1:56 min
400m Medley < 4:15 min
100m Relay < 51.00 min
Earn Spot on Olympic Team


Investment
Leading Indicators
Business Results
Strategic Goals
Planning Together the Best Strategy for Students
What the Student Knows to Be True – How they are feeling/thinking/doing
What faculty and supervisors see – major milestones – the lit review, etc.
Masters or PhD
Training Regimen
Daily C Inta
Daily
Resting Rate
Hours of Sleep / Night
Squat Press Weight
Consecutive Pull-ups
Weight
Range of Motion/Flex
Reaction Time
ths/ 1
ths/ 2 c.)
Strokes/ Lap 1
Strokes/ Lap 2 (etc.)
Takeoff Time from Touch
200m Butterfly < 1:56 min
400m Medley < 4:15 min
100m Relay < 51.00 min
Earn Spot on Olympic Team
... a causal chain of evidence

Goals to Reach by 2025?

- Complete redundancy of baseline skill content across multiple entry points and types of communication –
  on campus/online/f2f/synchronous/asynchronous
- Multiple points of contribution from users – lectures being 25% rather than 95%
- Goal of high touch or wrap-around services redone in repurposed multi-modal offerings
- Online communities of practice
- Mentoring from people who are experienced in digital world

What is Next? Meeting the Student Where They Are to Help them to Finish

Face to Face Communication

- On campus communication live to students, as part of orientation, from their college or program, and /or as part of campus life

Synchronous Communication

- Delivered by the university or their partners, online and available afterward as part of an asynchronous library
- Communicated to students in multiple ways and can be approached through multiple asynchronous formats

Asynchronous Communication

- Where all good synchronous material is repurposed in multiple ways.
- Overlapping formats and multiple delivery options such as in a 10-day or 30-day … or part of a calendar, etc.
- Also include semi live communication options such a chat so that student community can expand globally





Where is the Future Taking Us?

UMN??? WICHITA STATE? LAST THOUGHTS

Thank You

- Alana James – alana@doctoralnet.com
- Noro Andriamalina- andri002@umn.edu
- Kerry Wilks - kerry.wilks@wichita.edu



gradSERU survey

Graduate Student Experience in the Research University

Your institution. In context.

WHAT IS gradSERU?

The gradSERU Survey is a comprehensive, longitudinal study that answers questions about the relationship between graduate education experiences, program characteristics, and student development outcomes.

Designed to be an academic and policy research collaboration among the nation's leading institutions, the gradSERU Survey provides comparative data about the factors frequently documented to make a difference in the success of graduate and professional students from a cross-institutional perspective.

WHY DOES IT MATTER?

The career paths pursued by graduate students are changing and diversifying at a tremendous rate. More than ever, today's graduate programs need to continuously examine both purpose and structure in order to address student attrition, promote timely degree completion, and prepare students for the future. gradSERU provides institutions with a mechanism for obtaining invaluable feedback that helps keep programs current. This insight offers a deeper understanding of the graduate student experience and provides the context, guidance, and supporting data necessary to make changes that improve student outcomes.

WHO SHOULD PARTICIPATE?

Leading research universities around the world are invited to participate in the SERU Consortium. In Spring 2021, 15 public, R1 doctoral universities will administer the gradSERU Survey.

HOW CAN I FIND OUT MORE?

Discover how gradSERU is helping research universities improve the graduate student experience. For more information about the gradSERU Survey and to learn more about pricing contact Daniel Jones-White at **djwhite@umn.edu** or visit **www.gradseru.org**

Become part of a global movement to improve the structure and quality of graduate programs.

Download a free copy of the gradSERU survey instrument at **www.gradseru.org** and discover how gradSERU is helping research universities improve the graduate student experience.

gradSERU was developed by the University of Minnesota and the Center for the Study of Higher Education - UC Berkeley. University of Minnesota IRB Study Number: 1303E30161.

Customizable to meet your institution's needs

FLEXIBLE MODULES

All institutions administer a common core survey, but can also select from a subset of additional modules based on interest or need.



How you can use gradSERU data

INTERNAL

- Catalyst for campus discussions on strengths & weaknesses
- Program review
- Campus studies & departmental use
- Common source of information: What does gradSERU tell us?

EXTERNAL

- Campus accreditation
- National accountability
- Media & public relations

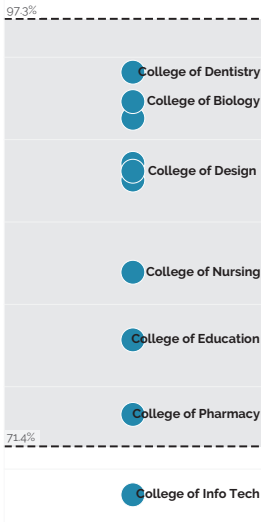
POLICY

- Research & policy analysis on global skills, international students and research engagement
- New HEI's policies inform gradSERU survey

Being a gradSERU participating institution will provide you with insights on...

HOW WELL A COLLEGE IS DOING COMPARED WITH OTHER COLLEGES IN THE UNIVERSITY

How helpful was the advice you received from your dissertation/thesis advisor in each of these areas? (Percent responding "Helpful," "Very Helpful" and "Extremely Helpful") | **Range: 68.4% to 94.1%**



04. My dissertation/thesis research

HOW WELL A PROGRAM IS DOING COMPARED WITH OTHER PROGRAMS IN THE COLLEGE

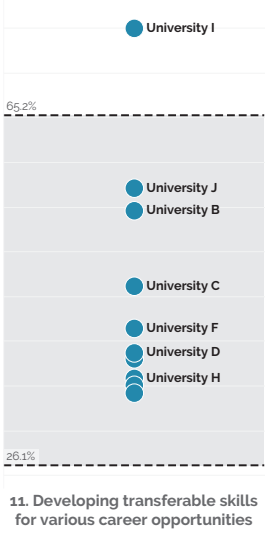
To what extent do you agree or disagree with the following statement about your experience in your current graduate/professional program (Percent responding "Agree" and "Strongly Agree") | **Range: 62.8% to 101.3%**



College of Liberal Arts

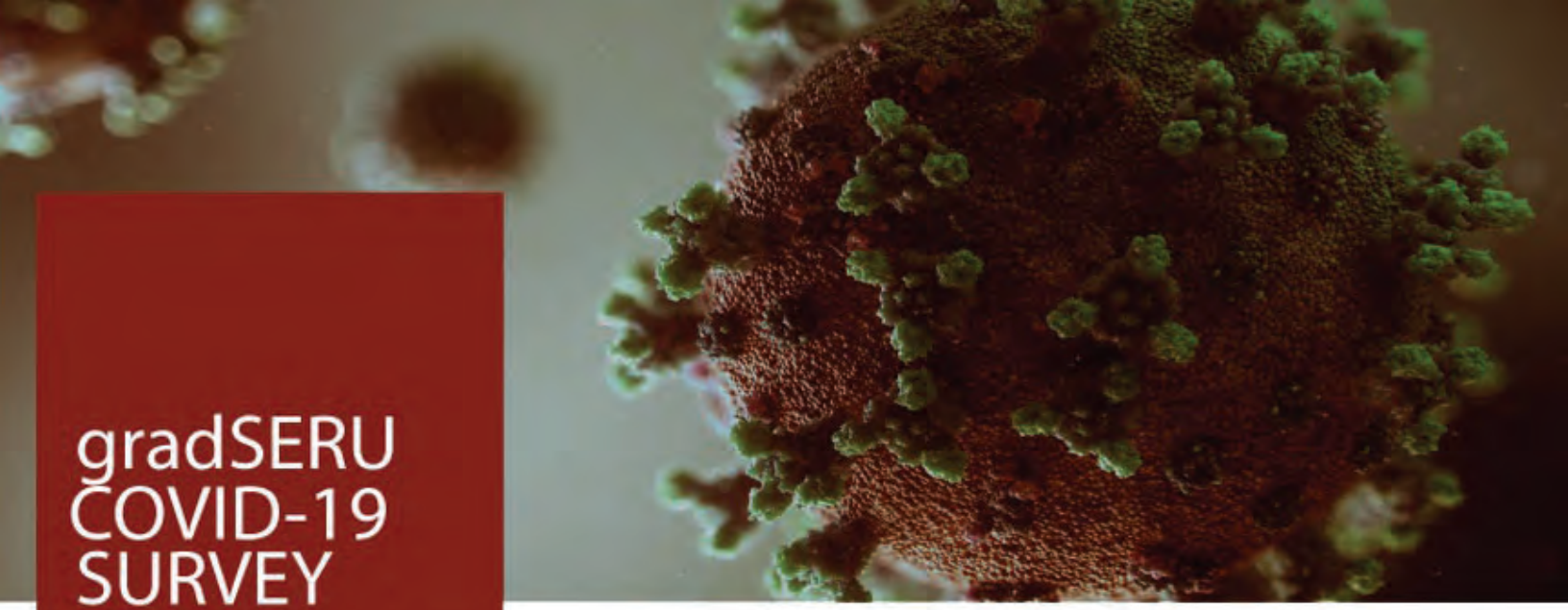
HOW WELL A PROGRAM IS DOING COMPARED WITH SIMILAR PROGRAMS AT OTHER UNIVERSITIES

To what extent have your skills in the following areas developed during your time in your current graduate/professional program? (Percent responding "To a large extent" and "To a very large extent") | **Range: 34.3% to 75.0%**



11. Developing transferable skills for various career opportunities

www.gradseru.org



Graduate and Professional Students' Financial Hardships During the COVID-19 Pandemic: Evidence from the gradSERU COVID-19 Survey

June 22, 2020

Krista M. Soria

While approximately one-third of graduate and professional students did not experience financial hardships during the COVID-19 pandemic, 27% experienced unexpected increases in their living expenses, 24% experienced unexpected increases in spending for technology, and 24% experienced a loss or reduction in income from other family members (Figure 1). According to the Graduate Student Experience in the Research University (gradSERU) COVID-19 survey of 7,690 graduate and professional students enrolled at five large, public research universities, an additional 19% experienced the loss or cancellation of an expected job or internship offer and 16% experienced loss of wages from off-campus employment (Figure 1).

Furthermore, the gradSERU COVID-19 survey data suggest that fewer graduate and professional students experienced additional hardships, including loss of wages from on-campus employment (8%), loss or reduction of a scholarship (3%), loss or reduction of insurance coverage (2%), loss or reduction of grant aid (2%), and loss or reduction of student loan aid (1%) (Figure 2).

There are also disparities in the financial hardships encountered by students based upon students' parental education levels, caretaking responsibilities for adults or children, and social class background, as reported below.

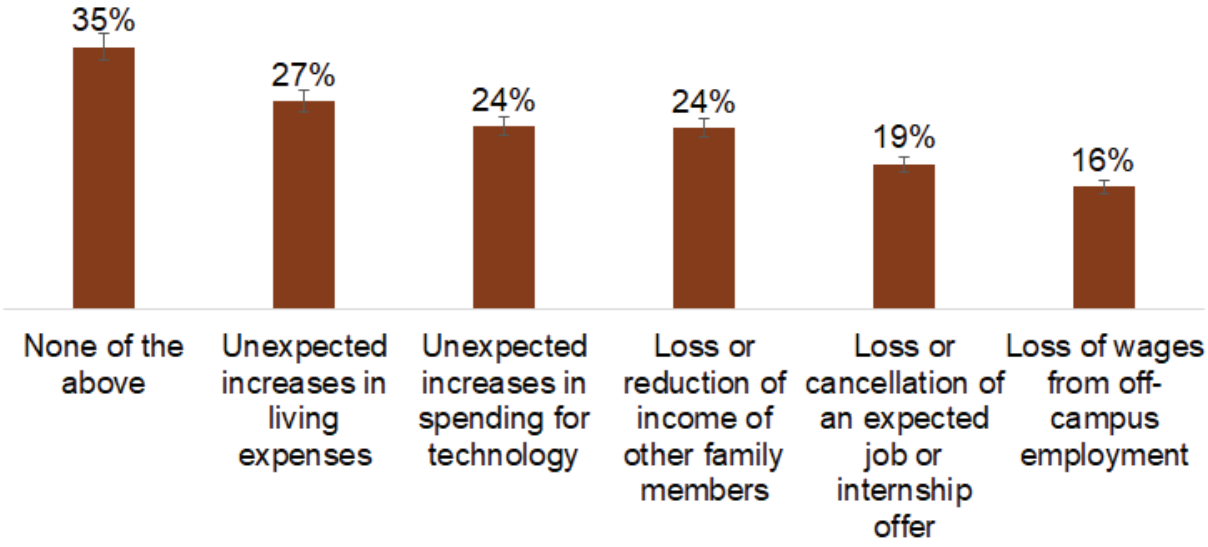


Figure 1. Graduate and professional students' financial hardships during the COVID-19 pandemic.

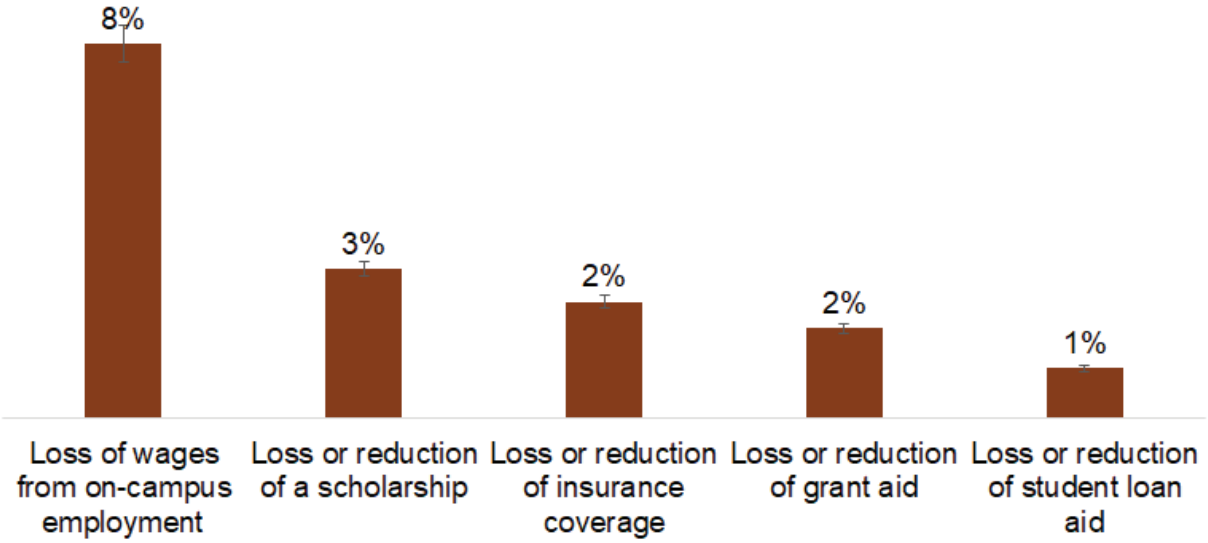


Figure 2. Graduate and professional students' financial hardships during the COVID-19 pandemic.

Disparities by Parental Education

The results of the survey suggest that first-generation graduate and professional students—those whose parents have not earned a bachelor's degree or higher—were significantly ($p <$

.05) more likely than their continuing generation peers to experience unexpected increases in spending for technology, loss or reduction in a scholarship, loss of reduction of insurance coverage, and loss or reduction of income from other family members (Figure 3). First-generation students constituted one-quarter of the sample.

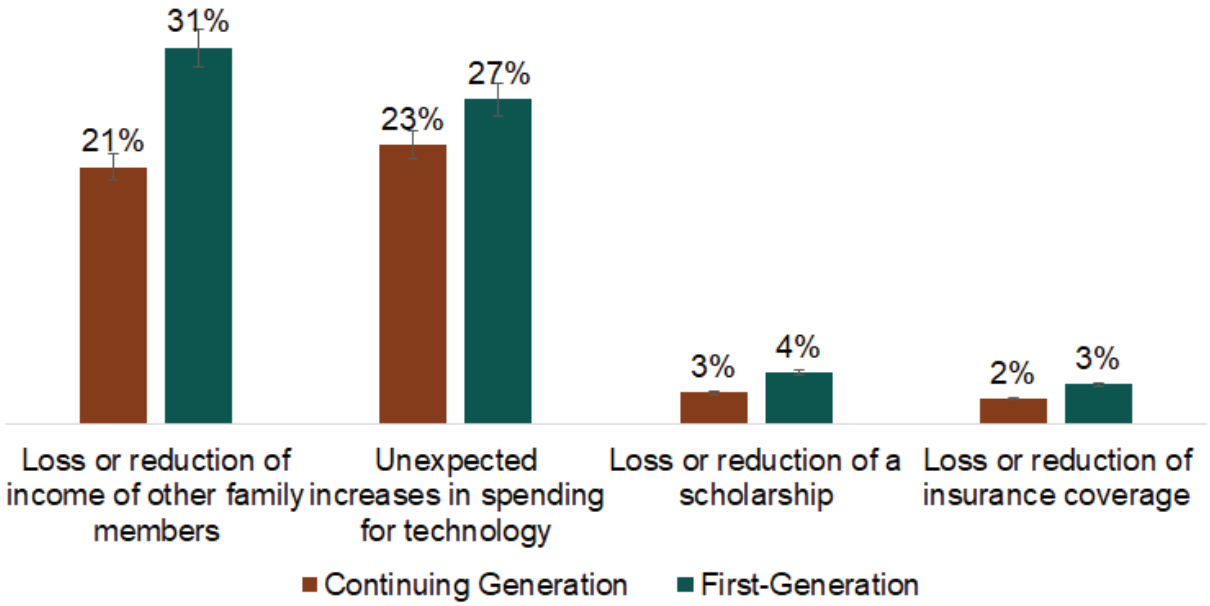


Figure 3. Graduate and professional students' financial hardships during the COVID-19 pandemic by their parental education.

Disparities by Child Caretaking Status

The results of the survey also suggest that students who were responsible for caring for children during the pandemic were significantly ($p < .05$) more likely than their peers to experience loss or reduction in a scholarship, loss or reduction of student loan aid, and loss or reduction of income from other family members (Figure 4). Students who were responsible for taking care of children during the pandemic were also significantly more likely to select the "other, please specify" option and a review of their qualitative comments suggests that the most common themes provided by those students include child care costs, family-related

illnesses and expenses, and living expenses. In the sample, 14% of graduate and professional students were responsible for caring for children during the pandemic.

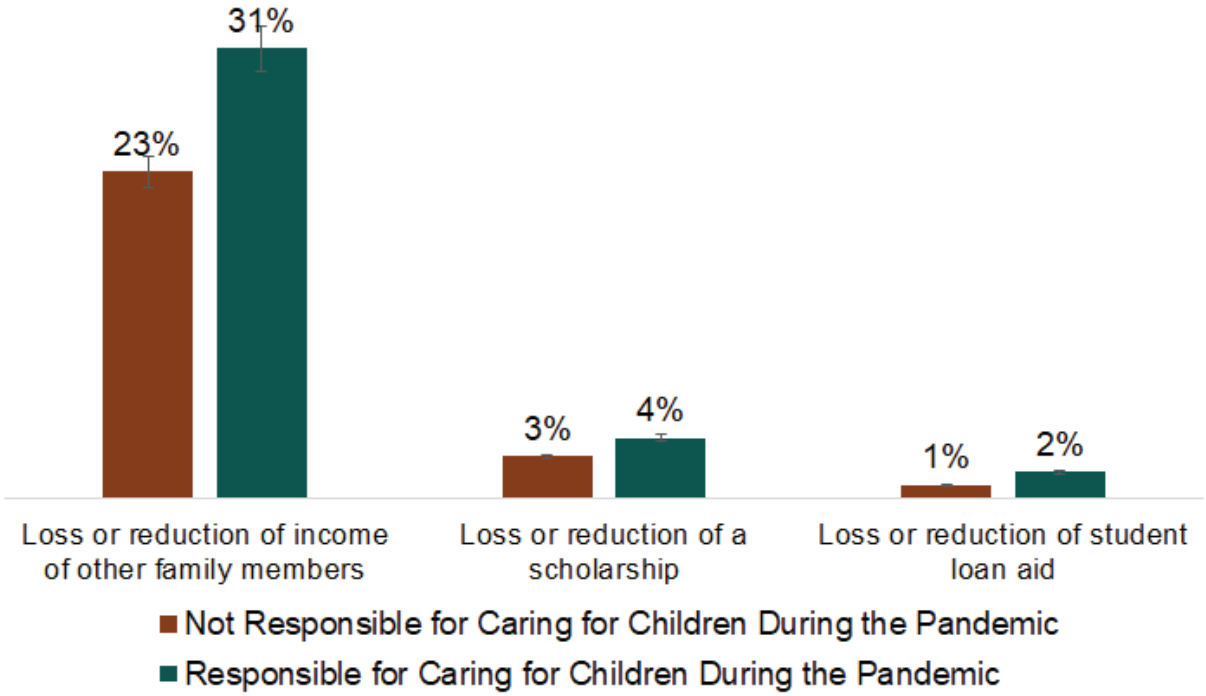


Figure 4. Graduate and professional students' financial hardships during the COVID-19 pandemic by their child caretaking responsibilities.

Disparities by Adult Caretaking Status

Students who were responsible for caring for other adults during the pandemic were significantly ($p < .05$) more likely than their peers to experience all of the financial hardships (Figures 5 and 6). Most notably, students who were responsible for caring for adults were twice as likely to experience a loss or reduction of income from other family members, loss or reduction in insurance coverage, and loss or reduction of grant aid, and loss or reduction in student loan aid. In our sample, 18% of graduate and professional students were responsible for caring for other adults during the COVID-19 pandemic.

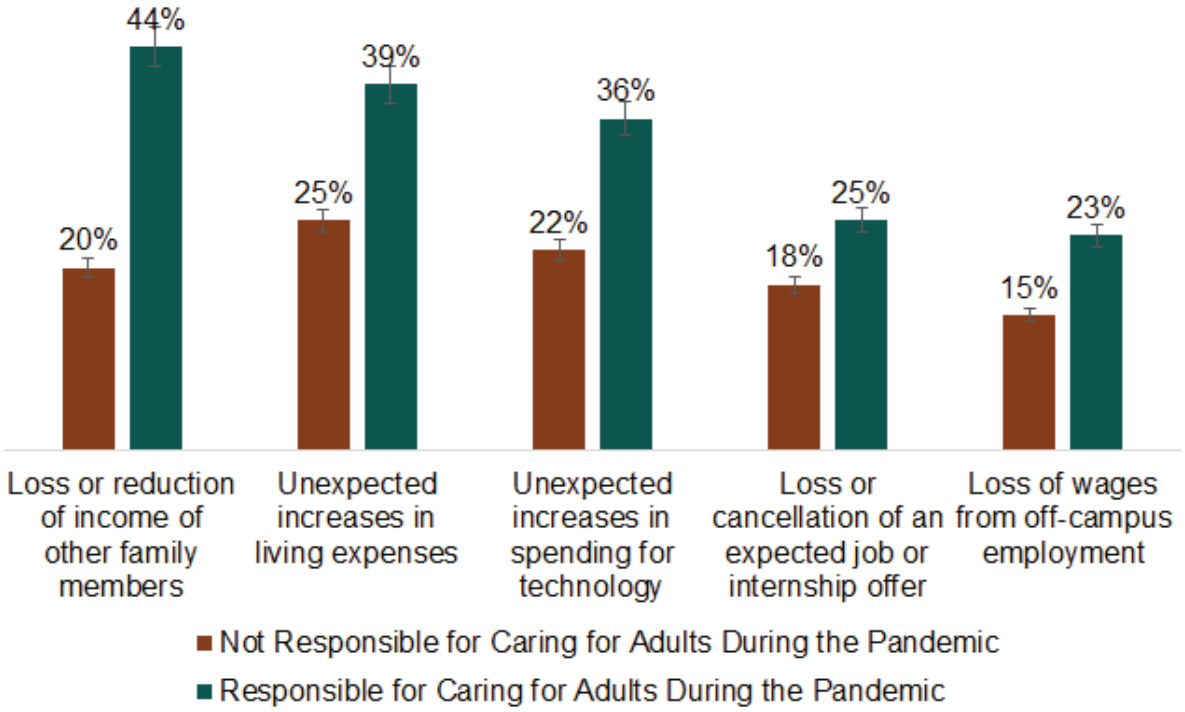


Figure 5. Graduate and professional students' financial hardships during the COVID-19 pandemic by their adult caretaking responsibilities.

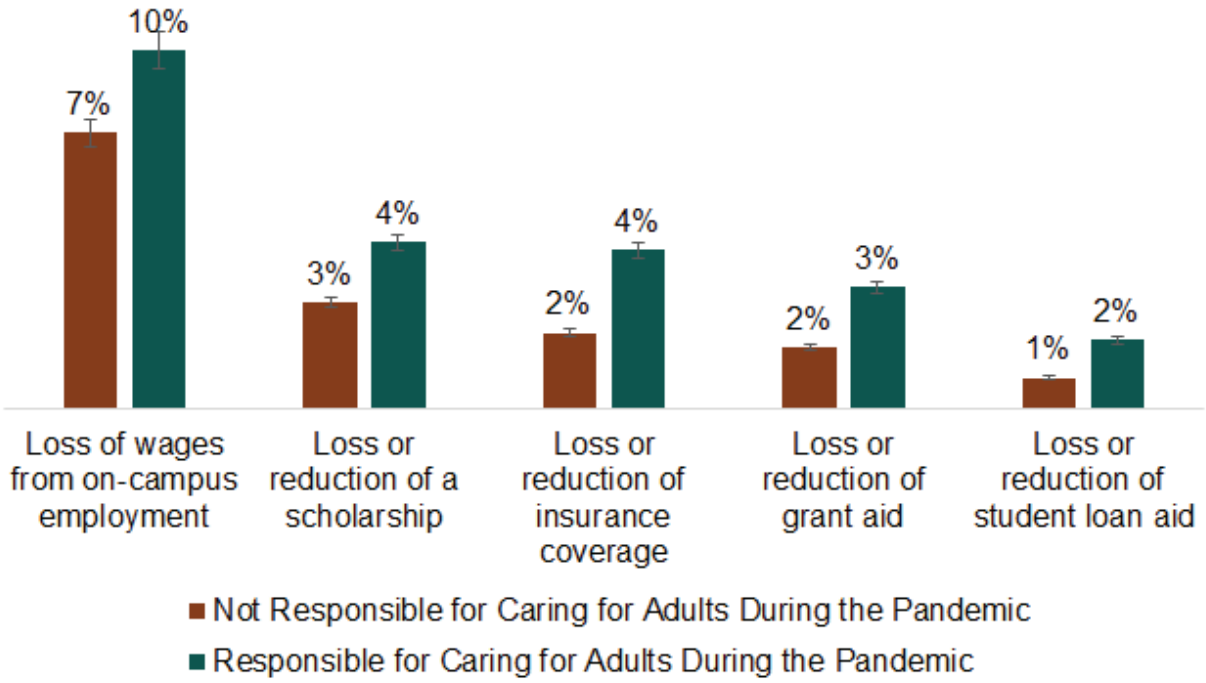


Figure 6. Graduate and professional students' financial hardships during the COVID-19 pandemic by their adult caretaking responsibilities.

Disparities by Social Class

Students from low-income or poor and working-class students were also significantly ($p < .05$) more likely than their middle/upper-class peers to experience nearly all of the financial hardships (Figures 7-9). For instance, low-income or poor students were almost twice as likely as upper-middle or professional-middle class students to experience unexpected increases in spending for technology (37% compared to 19%), unexpected increases in living expenses (36% compared to 21%), and loss or reduction of income from other family members (35% compared to 16%) (Figure 7). Low-income or poor students were also over three times more likely than wealthy students to indicate that they experienced a loss or reduction of income from other family members (35% compared to 11%).

Low-income or poor students were also most likely to have experienced the loss of wages from off-campus employment, loss or reduction in scholarships, insurance coverage, and student loan aid compared to their peers from higher social class backgrounds (Figures 8 and 9). In the sample, 8% of students identified as low-income or poor, 22% working-class, 43% middle-class, 26% upper-middle or professional-middle class, and 1% wealthy.

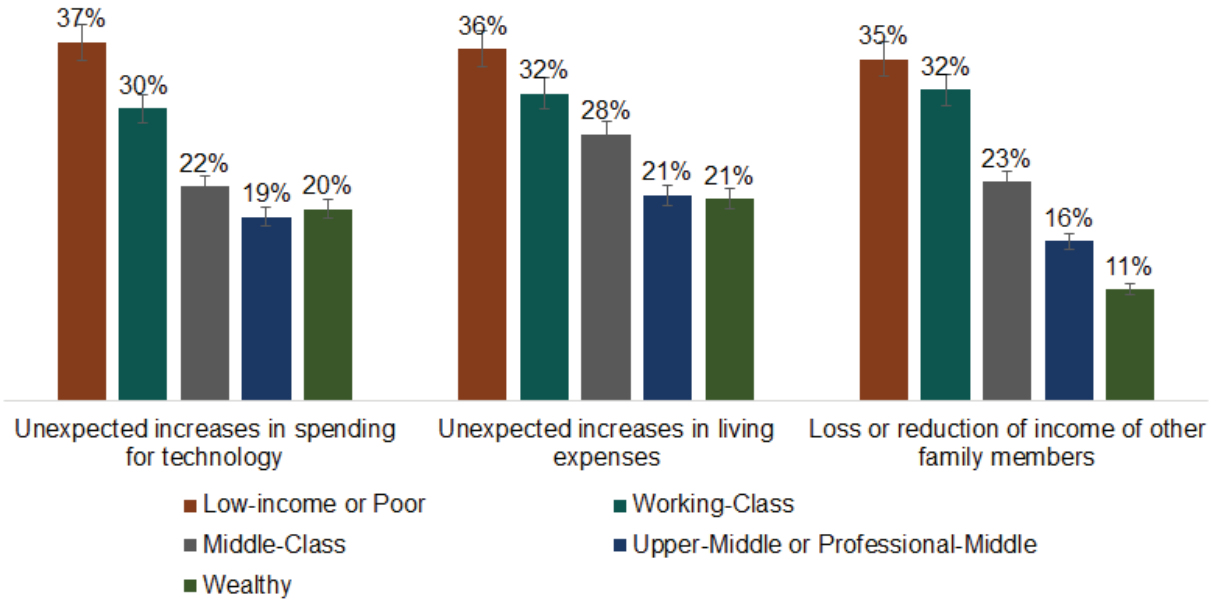


Figure 7. Graduate and professional students' financial hardships during the COVID-19 pandemic by their social class.

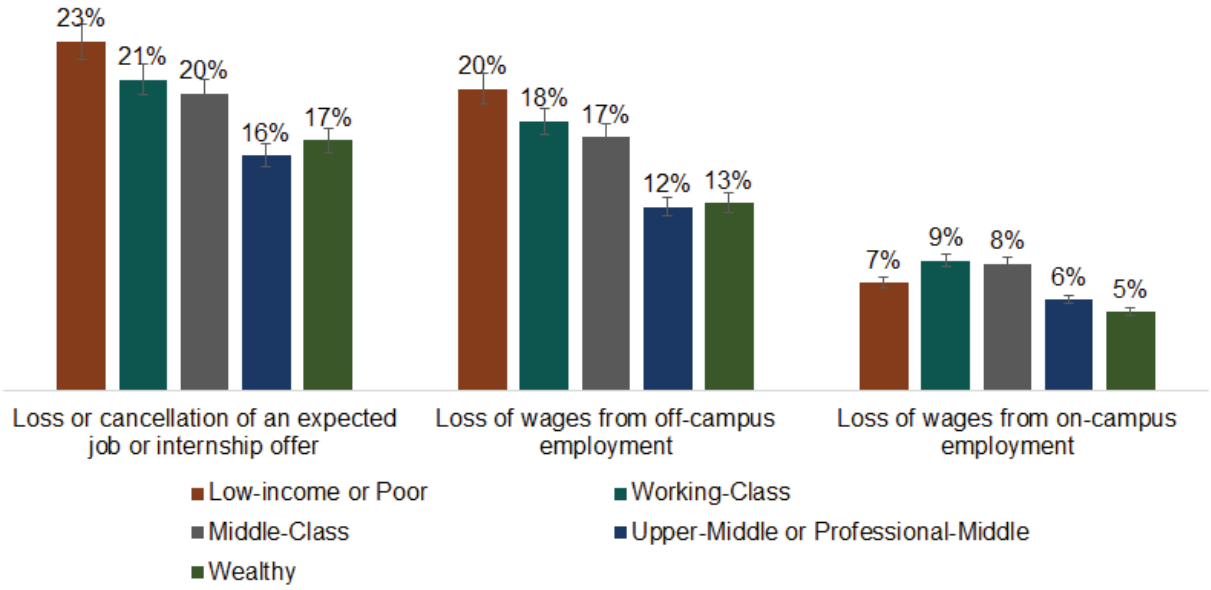


Figure 8. Graduate and professional students' financial hardships during the COVID-19 pandemic by their social class.

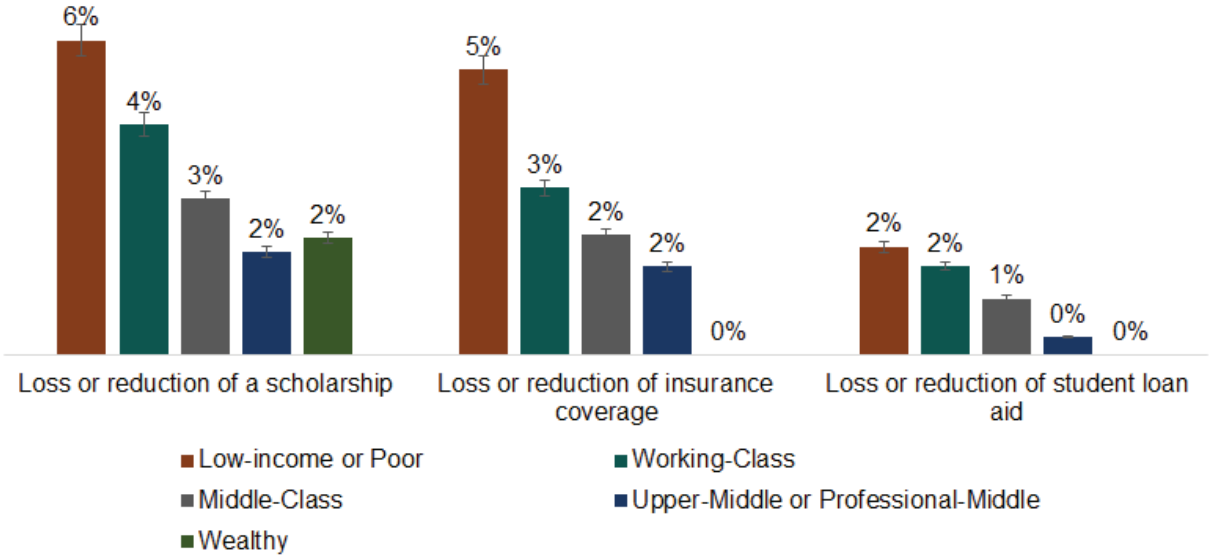


Figure 9. Graduate and professional students' financial hardships during the COVID-19 pandemic by their social class.

Conclusion

Overall, the preliminary results of our survey suggest that many groups experienced significant financial hardships compared to their peers that place them at a continued disadvantage in graduate and professional education; specifically, first-generation students, students who were caregivers to children, students who were caregivers to adults, and students from lower social class backgrounds were far more likely to experience a wider array of financial hardships as a consequence of the COVID-19 pandemic.

Higher education administrators, faculty, and practitioners should be attentive to those disparities in financial hardships encountered by students and proactively work to address their needs by taking the following steps:

- Ensuring financially marginalized students have access to the technology needed to access online education
- Seeking ways to help students reinstate scholarships or student loan aid
- Providing alternatives to off-campus employment to help students with funding their education
- Providing career development and job assistance resources or services to students' extended families
- Assist students with living expenses, including helping students and their families to access food pantries on campus or receive housing assistance (such as rental reduction programs or housing scholarships)
- Offer low-cost medical insurance programs or assisting students with obtaining insurance through local insurance marketplaces

About the gradSERU COVID-19 Survey

The Student Experience in the Research University (SERU) Consortium is currently administering a special survey on the impact of COVID-19 on student experience at 10 U.S. public research universities. The gradSERU COVID-19 Survey assesses five areas to better understand undergraduates, graduates, and professional students' experiences during the global pandemic: 1) students' transition to remote instruction, 2) the financial impact of COVID-19 for students, 3) students' health and wellbeing during the pandemic, 4) students' belonging and engagement, and 5) students' future plans. You can access the full survey instrument here.

Sample

The survey was a census survey administered to graduate and professional students at five large, public research universities. The data collection started in May and is still ongoing at most universities. The report uses data from 7,690 graduate and professional students who completed the survey as of June 11, 2020. The response rate as of June 11, 2020 was 9-22% at the respective institutions.

About the SERU Consortium

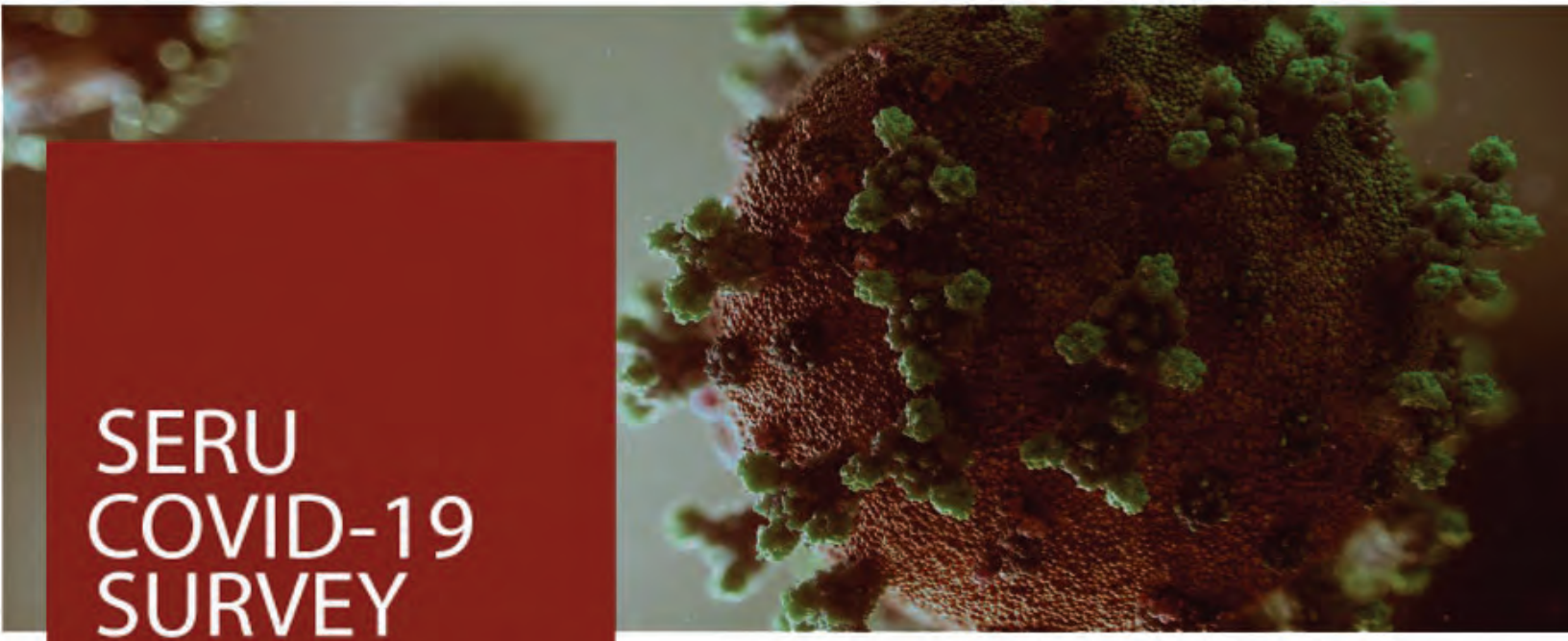
The Student Experience in the Research University (SERU) Consortium is an academic and policy research collaboration based at Center for Studies in Higher Education at the University of California – Berkeley (CSHE) working in partnership with the University of Minnesota and partner institutions. More information about the gradSERU survey is available at www.gradseru.org.

Contact Information

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Obstacles That May Result in Delayed Degrees for Graduate and Professional Students during the COVID-19 Pandemic

Krista M. Soria, Bonnie Horgos, and Molly McAndrew

Graduate and professional students have reported significant hardships during the COVID-19 pandemic which they believe will negatively impact their ability to complete their degrees on-time, according to the Student Experience in the Research University (SERU) Consortium survey administered from May to July 2020 of 15,346 graduate and professional students at ten universities.

Specifically, 24% of graduate and professional students expected the pandemic to delay the semester or term they intend to graduate, 35% were uncertain if the pandemic would delay their graduation, and 41% did not expect the pandemic to delay their graduation.

The top three obstacles to graduate and professional students' degree completion include the lack of access to an appropriate study space or a distracting home environment (52%), inability to conduct research (43%), and inability to attend professional conferences (35%).

We observed differences between the obstacles students experienced by students' academic factors (e.g., degree type, academic program), employment, and demographics (i.e., gender, social class, caregiving status, race/ethnicity, and disability). We highlight some of the large differences in students' obstacles by those academic factors, employment, and demographic characteristics below.

This material is based upon work supported by AccessLex Institute and the Association for Institutional Research.
Except for articles or papers published in scientific, technical, or professional journals, the following disclaimer must be included:
Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of AccessLex Institute or the Association for Institutional Research.

Obstacles to Degree Completion

In the gradSERU COVID-19 survey, graduate and professional students responded (yes or no) to the following item: “Which of the following factors, if any, have been an obstacle to your progress towards your graduate/professional degree during the COVID-19 pandemic?” The percentage of graduate and professional students who experienced each obstacle is shown below:

- Lack of access to an appropriate study space or distracting home environment (52%, *n* = 8,658)
- Inability to conduct research (43%, *n* = 7,111)
- Inability to attend professional conferences (35%, *n* = 5,896)
- Need to provide additional care for yourself or a family member (25%, *n* = 4,204)
- Inadequate access to faculty (21%, *n* = 3,565)
- Increased teaching workload associated with transitioning to online teaching (16%, *n* = 2,726)
- Inadequate access to quality advising (15%, *n* = 2,493)
- Inability to fulfill required clinical rotation, residency, or internship hours (13%, *n* = 2,175)
- Inability to schedule qualifying events (12%, *n* = 2,024)
- None of the above (12%, *n* = 1,974)
- Increased hours worked or obtained another job (12%, *n* = 1,917)
- Lack of access to administrative services (10%, *n* = 1,695)
- Other, please specify (9%, *n* = 1,456)
- Increased research workload (7%, *n* = 1,220)

Obstacles by Degree Type

In the survey, students responded to the question, “Do you expect the COVID-19 pandemic to delay the semester or term you intended to graduate?” The results suggest that research doctorate students were significantly more likely than research master’s students, professional master’s students, and professional doctorate students to report that they believed the pandemic would delay the term or semester they intended to graduate (Table 1).

Table 1

Projected Delays in Degree Completion for Graduate and Professional Students by Degree Type

	Research Master’s		Professional Master’s		Research Doctorate		Professional Doctorate	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
No	1773	50	572	56	2219	30	1188	55
Yes	547	16	143	30	2471	34	144	8
I don’t know	1201	34	313	30	2661	36	659	34

We also analyzed differences in the types of obstacles students identified as delaying their degree progress by their degree level. While we observed statistically significant ($p < .05$) differences in the obstacles to degree completion within all degree types, we will report only the broad themes with the largest differences in groups.

The results suggest that students enrolled in research programs (master's or doctorate) were significantly more likely than students enrolled in professional programs to indicate that the inability to conduct research, increased teaching workload, increased research workload, and inability to attend professional conferences were obstacles to their degree completion (Table 2). By and large, research doctorate students also reported more obstacles than research master's students.

Furthermore, professional students (master's or doctorate) were significantly more likely than research students to report that the inability to fulfill required clinical rotation, residency, or internship hours was an obstacle to their degree completion. Research master's students were least likely to have reported any obstacles compared to all of their peers: 22% indicated that they experienced no obstacles to their degree completion.

Table 2

Obstacles to Degree Completion for Graduate and Professional Students by Degree Type

	Research Master's		Professional Master's		Research Doctorate		Professional Doctorate	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Lack of access to an appropriate study space or distracting home environment	2316	49	570	40	4546	56	1188	54
Inability to conduct research	1439	30	230	16	4920	60	493	22
Inability to attend professional conferences	1161	24	242	17	3958	49	504	23
Need to provide additional care for yourself or a family member	1031	22	364	26	2271	28	505	23
Increased teaching workload associated with transitioning to online teaching	553	12	109	8	1930	24	126	6
Inadequate access to faculty	983	21	211	15	1852	23	504	23
Inadequate access to quality advising	698	15	165	12	1335	16	279	13
Inability to schedule qualifying events	476	10	119	8	949	12	464	21
Lack of access to administrative services	448	9	102	7	899	11	236	11
Increased research workload	267	6	54	4	851	10	44	2
Increased hours worked or obtained another job	641	14	227	16	834	10	198	9
Other, please specify	376	8	113	8	785	10	177	8
None of the above	823	17	312	22	563	7	254	12
Inability to fulfill required clinical rotation, residency, or internship hours	729	15	286	20	328	4	816	37

Academic Majors

We grouped the students' degree programs into broad academic areas by CIP code. The results suggest that STEM students (33%) were significantly more likely than all other students to report that the pandemic has delayed their expected term/semester they would like to graduate (Table 3).

Furthermore, there are many areas of disparities in the different types of obstacles to degree completion experienced by students from different academic programs. For instance, the inability to conduct research was primarily a problem encountered by STEM (58%) students; arts, humanities, communication, and design students (59%); and industry, manufacturing, and construction students (50%).

Table 3

Projected Delays in Degree Completion for Graduate and Professional Students by Academic Program

	STEM		Arts, Humanities, Communication, and Design		Business		Health Sciences		Industry, Manufacturing, and Construction		Education		Law, Security, and Public Administration		Social and Behavioral Sciences	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
No	1536	32	547	32	487	62	1172	48	244	39	352	47	690	65	525	38
Yes	1577	33	458	27	107	14	340	14	156	25	148	20	65	6	390	28
I don't know	1708	35	681	40	187	24	912	38	218	35	243	33	308	29	482	35

Table 4

Obstacles to Degree Completion for Graduate and Professional Students by Academic Program

	STEM		Arts, Humanities, Comm., & Design		Business		Health Sciences		Industry, Manufact., & Construction		Education		Law, Security, & Public Admin.		Social & Behavioral Sciences	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Inability to conduct research	3204	58	1185	59	128	12	776	27	374	50	273	28	235	17	762	48
Lack of access to an appropriate study space or distracting home environment	2878	52	1155	58	454	43	1407	49	413	56	454	47	735	54	937	59
Inability to attend professional conferences	2051	37	936	47	256	24	798	28	289	39	340	35	263	19	795	50
Inadequate access to faculty	1203	22	541	27	185	17	523	18	187	25	139	14	317	23	403	26
Need to provide additional care for yourself or a family member	1127	20	608	30	226	21	691	24	187	25	357	37	395	29	487	31
Inadequate access to quality advising	936	17	337	17	119	11	318	11	125	17	114	12	195	14	289	18
Increased teaching workload associated with transitioning to online teaching	783	14	744	37	56	5	244	8	114	15	191	20	79	6	435	28
Inability to schedule qualifying events	601	11	289	14	72	7	560	19	69	9	91	9	138	10	160	10
None of the above	551	10	139	7	306	29	332	12	69	9	137	14	238	17	123	8
Lack of access to administrative services	533	10	252	13	65	6	310	11	79	11	96	10	124	9	183	12
Increased research workload	532	10	185	9	38	4	102	4	78	11	40	4	51	4	171	11
Increased hours worked or obtained another job	414	7	308	15	147	14	351	12	83	11	177	18	158	12	210	13
Other, please specify	375	7	262	13	80	8	229	8	88	12	117	12	101	7	168	11
Inability to fulfill required clinical rotation, residency, or internship hours	191	3	46	2	45	4	1246	43	37	5	119	12	276	20	187	12

Employment

We examined differences in students' obstacles to degree completion by the employment positions they held during the survey administration. The results suggest that research assistants (RAs) and teaching assistants (TAs) were most likely to be impacted by the inability to conduct research (63% and 57% respectively) and the inability to attend professional conferences (47% each).

Students who had a residency or internship were most likely to be impacted by the inability to fulfill required clinical rotation, residency, or internship hours (19% and 27%, respectively). Students who were employed in other positions outside of their universities were most likely to experience either increased hours worked or obtained another job (27%).

The percent of students who held various employment positions is as follows:

- RA: Worked in a research lab, as a university researcher, or as a research assistant (30%, *n* = 4,822)
- TA: Taught classes at the university or was a teaching assistant (25%, *n* = 4,111)
- Paid @ Univ.: Had other paid employment at your university (16%, *n* = 2,508)
- Paid @ Other: Had paid employment outside of your university (18%, *n* = 2,974)
- Residency: Had a residency (2%, *n* = 347)
- Internship: Had a internship (11%, *n* = 1,847)

Table 5

Obstacles to Degree Completion for Graduate and Professional Students by Employment

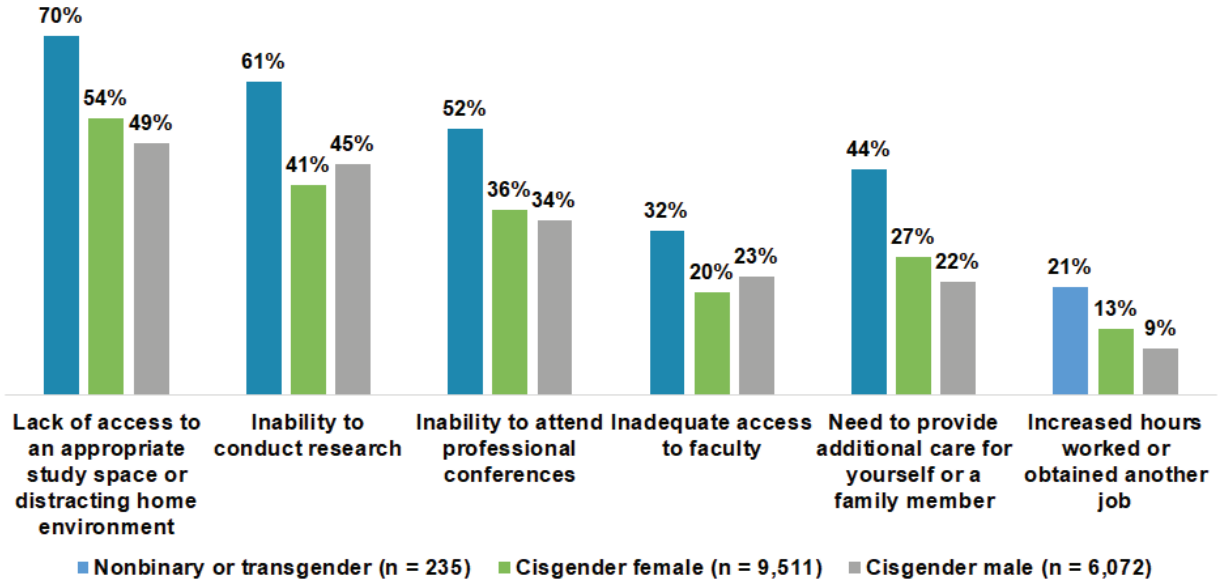
	RA		TA		Paid @ Univ.		Paid @ Other		Residency		Internship	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Inability to conduct research	2997	63	2356	57	994	40	796	27	145	42	450	25
Lack of access to an appropriate study space or distracting home environment	2790	58	2380	58	1426	58	1434	49	158	46	965	53
Inability to attend professional conferences	2275	47	1921	47	994	40	860	29	110	32	560	31
Need to provide additional care for yourself or a family member	1195	25	1162	28	748	30	864	30	81	23	460	25
Inadequate access to faculty	1127	24	1057	26	571	23	588	20	68	20	398	22
Inadequate access to quality advising	800	17	715	17	391	16	391	13	59	17	265	15
Increased teaching workload associated with transitioning to online teaching	781	16	2076	51	414	17	416	14	34	10	182	10
Increased research workload	632	13	393	10	194	8	142	5	30	9	111	6
Lack of access to administrative services	580	12	474	12	272	11	264	9	42	12	216	12
Inability to schedule qualifying events	560	12	482	12	286	12	312	11	58	17	218	12
Increased hours worked or obtained another job	442	9	531	13	452	18	800	27	39	11	281	15
Other, please specify	397	8	391	10	273	11	283	10	23	7	133	7
Inability to fulfill required clinical rotation, residency, or internship hours	334	7	206	5	268	11	512	17	64	19	495	27
None of the above	300	6	272	7	264	11	472	16	49	14	221	12

Gender

There were also significant differences in the reported obstacles to degree completion by students' gender. In particular, nonbinary or transgender students were significantly more likely than cisgender females and males to experience the following obstacles: the lack of access to an appropriate study space or distracting home environment, inability to conduct research, inability to attend professional conferences, inadequate access to faculty, need to provide additional care for yourself or a family member, or increased hours worked or obtaining another job (Figure 1).

Figure 1

Obstacles to Degree Completion for Graduate and Professional Students by Gender Identity

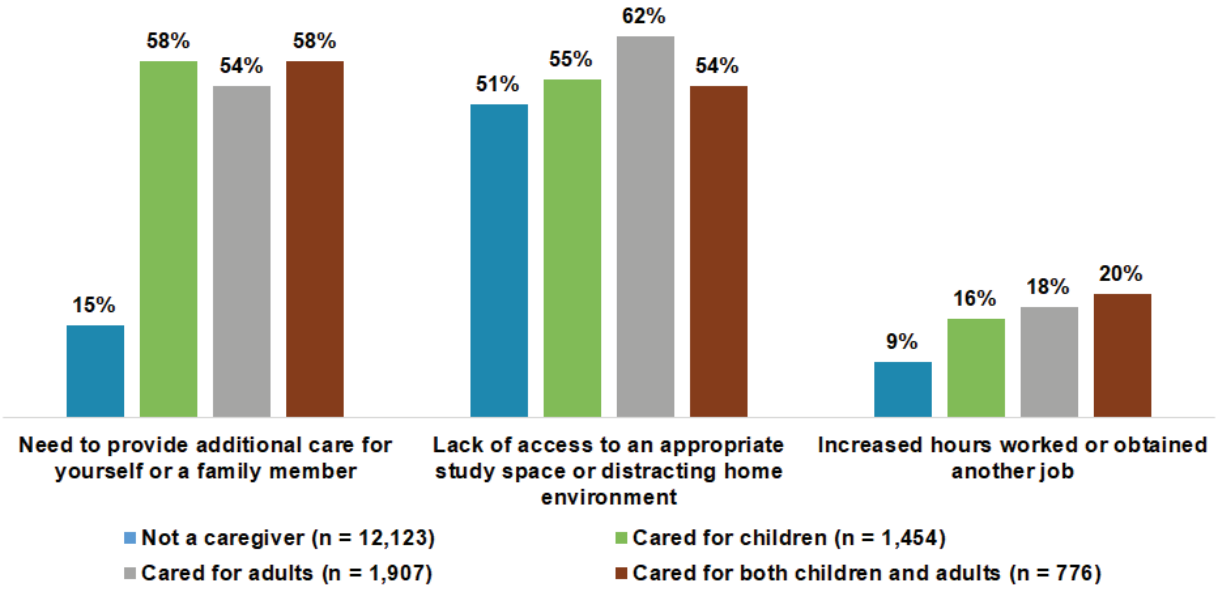


Caregivers

Graduate and professional students who were caregivers to adults, children, and both adults/children reported higher levels of needing to provide additional care for themselves or a family member, a lack of access to an appropriate study space amid a distracting home environment, and increasing the hours work or obtaining another job compared to students who were not caregivers (Figure 2).

Figure 2

Obstacles to Degree Completion for Graduate and Professional Students by Caregiver Status

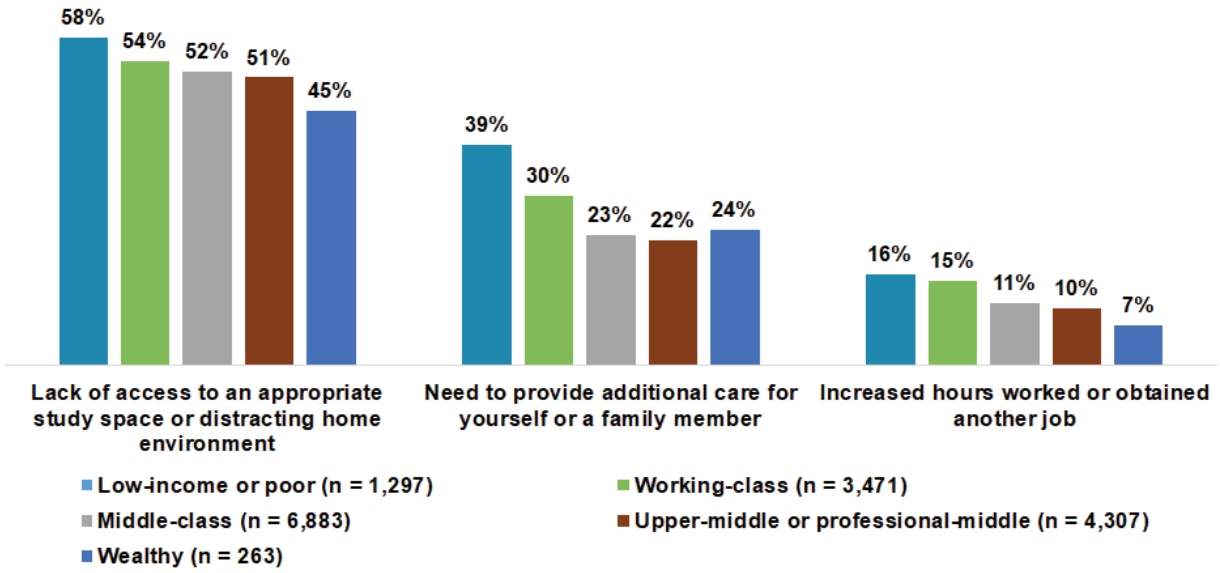


Social Class

Similar to caregivers, students from low-income/poor and working-class backgrounds were more likely than their peers from middle/upper-class backgrounds to report higher levels of needing to provide additional care for themselves or a family member, a lack of access to an appropriate study space amid a distracting home environment, and increasing the hours work or obtaining another job compared to students who were not caregivers (Figure 3).

Figure 3

Obstacles to Degree Completion for Graduate and Professional Students by Social Class

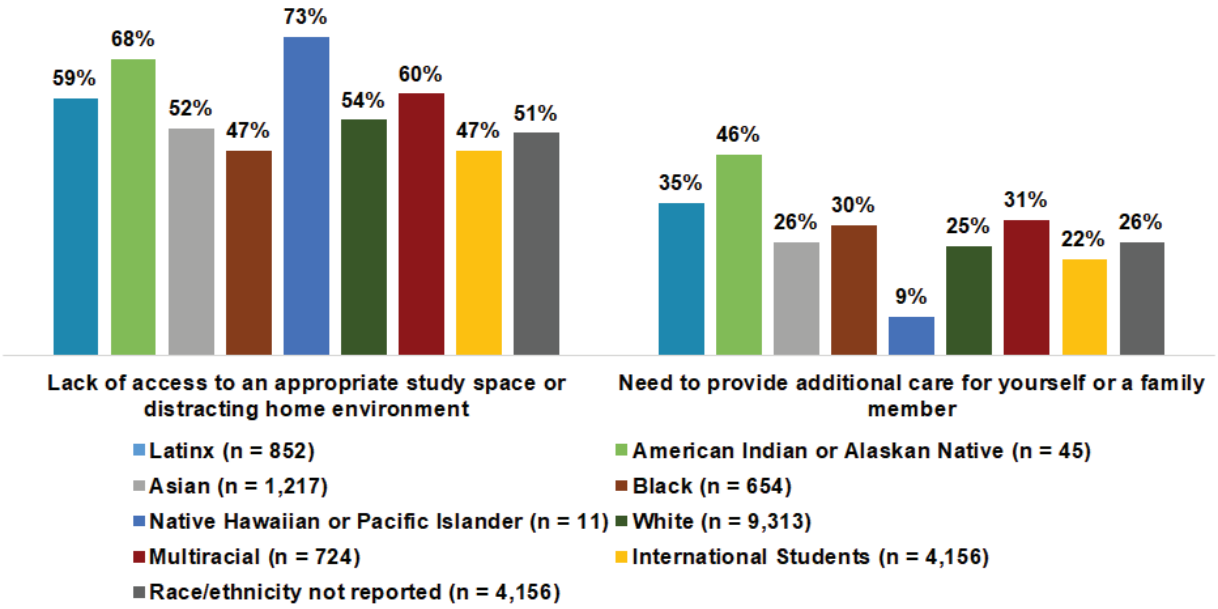


Race and Ethnicity

We also observed some of the biggest differences between students based upon their race/ethnicity to be in the areas of needing to provide additional care for themselves or a family member and lacking access to an appropriate study space or distracting home environment (Figure 4). Native Hawaiian or Pacific Islander students (73%), American Indian or Alaskan Native students (68%), and multiracial students (60%) reported the highest levels of lacking access to an appropriate study space. Additionally, American Indian or Alaskan Native (46%), Latinx (35%), and multiracial students (31%) reported the highest rates of needing to provide additional care for themselves or a family member.

Figure 4

Obstacles to Degree Completion for Graduate and Professional Students by Race/Ethnicity



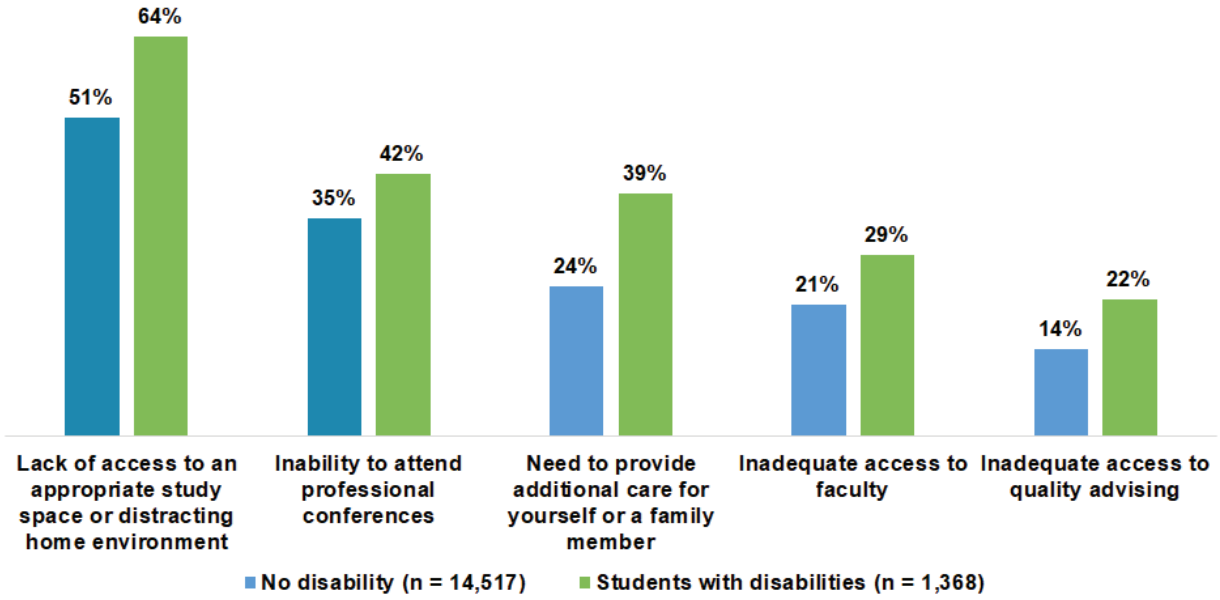
Disability

While we observed that graduate and professional students with physical, learning, neurodevelopmental, or cognitive disabilities reported significantly more obstacles to degree completion compared to students without disabilities, we only present the largest areas of differences below (Figure 5). Students with physical, learning, neurodevelopmental, or cognitive disabilities were significantly more likely than students without disabilities to experience the following obstacles to degree completion:

- the lack of an appropriate study space
- the inability to attend professional conferences
- the need to provide additional care for oneself or a family member
- inadequate access to faculty
- inadequate access to quality advising

Figure 5

Obstacles to Degree Completion for Graduate and Professional Students by Disability



Conclusions

While the graduate and professional students indicated several reasons for possible delays in completing their degree programs, the most common obstacles encountered by all students included

- the lack of an appropriate study space
- the inability to conduct research
- the inability to attend professional conferences
- an inadequate access to faculty
- the need to provide additional care for oneself or a family member

We observed several differences between students' obstacles by their degree level, academic program, and employment experiences. Most of those differences are between students' inability to conduct research, the lack of access to an adequate study space, and the inability to attend professional conferences.

Our analyses also suggest that some of the biggest areas in which we see disparities between students' obstacles by their demographics include the lack of access to an adequate study space and needing to provide additional care to oneself or others. In almost all cases, students from marginalized and minoritized backgrounds were more likely to experience those two obstacles compared to majority students.

Recommendations

For graduate and professional students who are experiencing a lack of access to an appropriate study space, university leaders should provide safe but accessible on-campus locations for students who need a physical space to complete their studies. In the case of long-distance learners, institutional representatives should try to connect students with resources in their community that could provide an adequate studying space or create a less distracting home environment.

For the students who are unable conduct their research, institutions should provide flexibility, if possible, on the research components students need to complete their graduate and professional degree. Once research laboratories and facilities reopen on campus, graduate students should be granted additional access in order to accelerate their research.

If students are unable to attend professional conferences, institutional leaders, faculty, and staff can help to connect students to alternative virtual meetings for professional development and presentation opportunities and provide funding for students to attend. Students use conferences to find future career opportunities; therefore, career development professionals and faculty should create connections between students and their own professional networks in lieu of the normal networking experiences.

Additionally, faculty need to be readily available and virtually accessible for students. If possible, opportunities to meet with professors should be held at irregular hours, given the diversity of student time zones during remote learning and the fact that many graduate students must now provide additional care to others during the pandemic.

Finally, classes should be offered asynchronously for those students who are providing care to others during the pandemic. Institutions should provide more resources such as mental health services and food/housing opportunities for students who indicated a heightened need to take care of themselves or others during this time. University representatives should also be prepared for individuals who need a combination of interventions in order to remain on-track for finishing their graduate and professional degrees.

About the SERU COVID-19 Survey

The Student Experience in the Research University (SERU) Consortium administered a special survey on the impact of COVID-19 on student experience at ten U.S. public research universities. The SERU COVID-19 Survey assesses five areas to better understand undergraduates, graduates, and professional students' experiences during the global pandemic: 1) students' transition to remote instruction, 2) the financial impact of COVID-19 on students, 3) students' health and wellbeing during the pandemic, 4) students' belonging and engagement, and 5) students' future plans. You can access the full survey instrument here.

Sample

The survey was a census survey administered from May 18 to July 20, 2020 to graduate and professional students at ten large, public research universities. The response rate was 14-41% at the respective institutions. More information about the demographic composition of the samples is available here.

Methodology

All of the items we report in this research brief are categorical; therefore, we utilized Pearson's chi-square test to determine whether there is a statistically significant difference between the expected and observed frequencies of students' responses. We utilized the common probability level of $p < .05$, which serves as an a priori statement of the probability of an event occurring as extreme or more extreme than the one observed if the null hypothesis is true.

About the SERU Consortium

The Student Experience in the Research University (SERU) Consortium is an academic and policy research collaboration based at Center for Studies in Higher Education at the University of California – Berkeley (CSHE) working in partnership with the University of Minnesota and partner institutions. More information is available at https://cshe.berkeley.edu/seru.

Contact Information

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WICHITA STATE UNIVERSITY

Training Graduate Students During Uncertain Times

Kerry Wilks, PhD and Carolyn Speer, PhD

Kerry Wilks, PhD

- Professor & Associate Dean of the Graduate School
- Works on 17th Century Spanish theater – especially modern performances and translations
- Manages all academic and student affairs activities of grad students at WSU
- Is still working on not jumping into the deep end when new opportunities arise



Carolyn Speer, PhD

- Director of the Office of Instructional Resources
- Manages the creation of most “faculty” training opportunities on campus
- Assists with graduate student professional development and GTA training
- Tends to overextend herself, so she watches for that now





The Swamp is Filled With Stones



The Start of a Beautiful Friendship

- The Graduate School identified the need for Professional Development and better training for GTAs
- Created a Blackboard “class” to centralize offerings
- Added a Blackboard organization which allowed the class area to be solely for GTAs
- Developed a website so training could be more widely shared with partner institutions and others (also Grad School “tracking”)
- Had high hopes for creating a “public good” out of our efforts!





And then



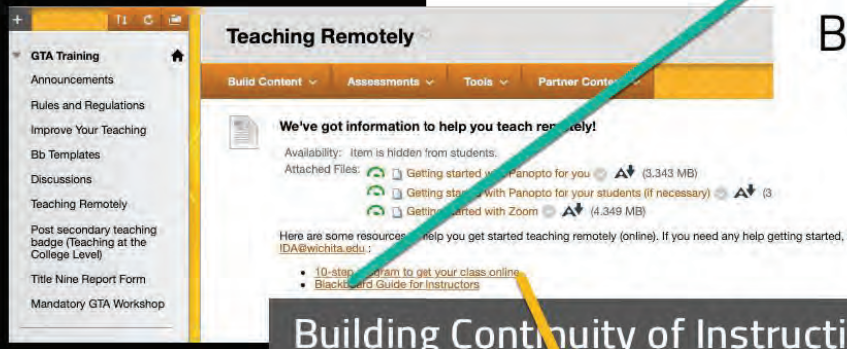
Enter Spring 2020…

Too Much Information!

- Needed centralized hub for curated information
- Needed Grad School control
- We had the bones…we could rebuild the body!

Blackboard Becomes a Map to Resources

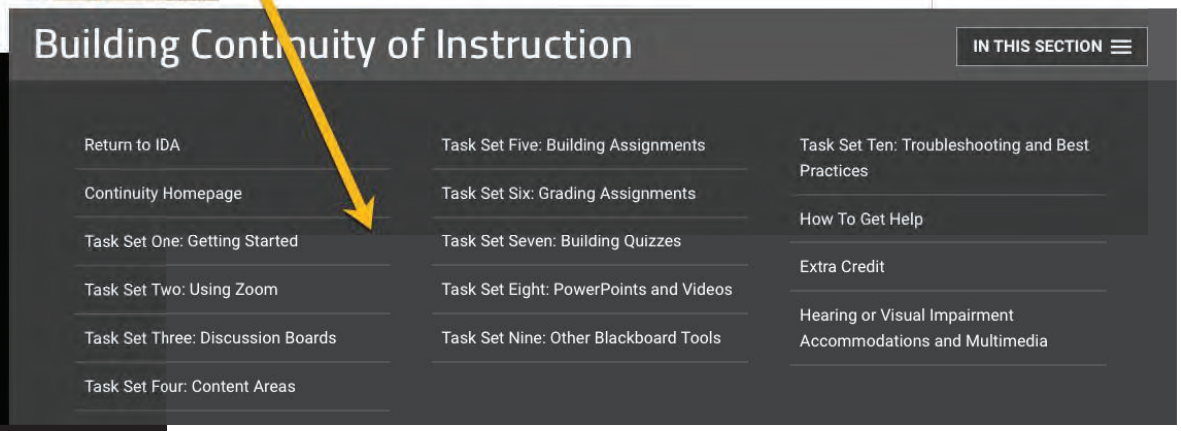
WICHITA STATE UNIVERSITY



Blackboard Guide for Instructors

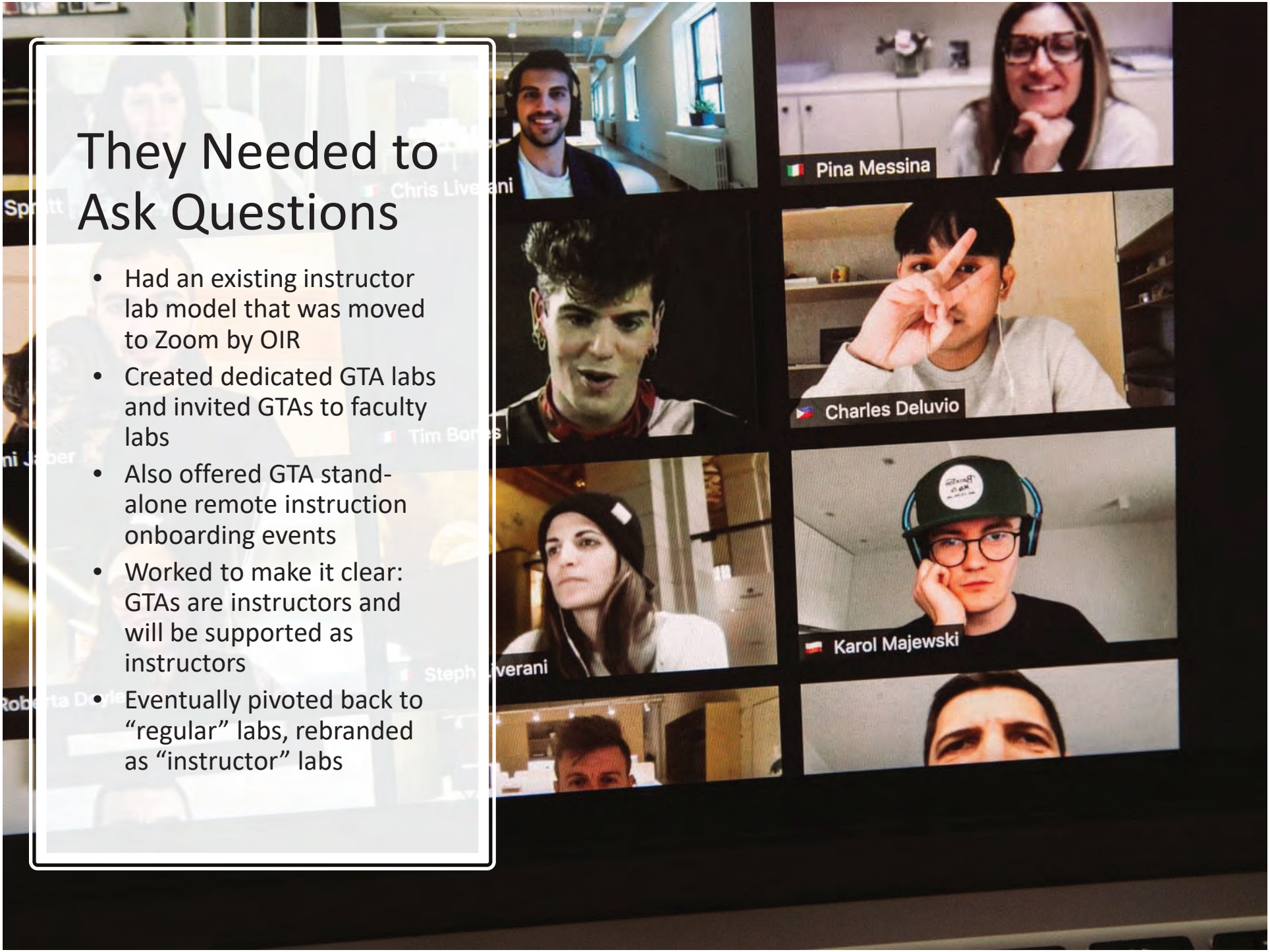
Brought to You by: Instructional Design and Access

Last Updated: Summer 2019



They Needed to Ask Questions

- Had an existing instructor lab model that was moved to Zoom by OIR
- Created dedicated GTA labs and invited GTAs to faculty labs
- Also offered GTA stand-alone remote instruction onboarding events
- Worked to make it clear: GTAs are instructors and will be supported as instructors
- Eventually pivoted back to “regular” labs, rebranded as “instructor” labs





Time Passed, Slow and Fast


And now for something completely different

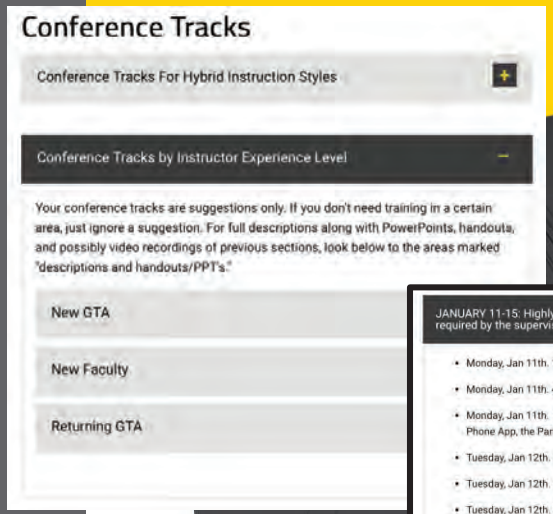


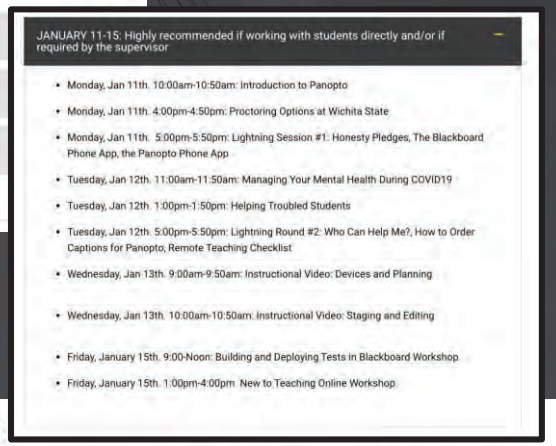
The Academic Resources Conference

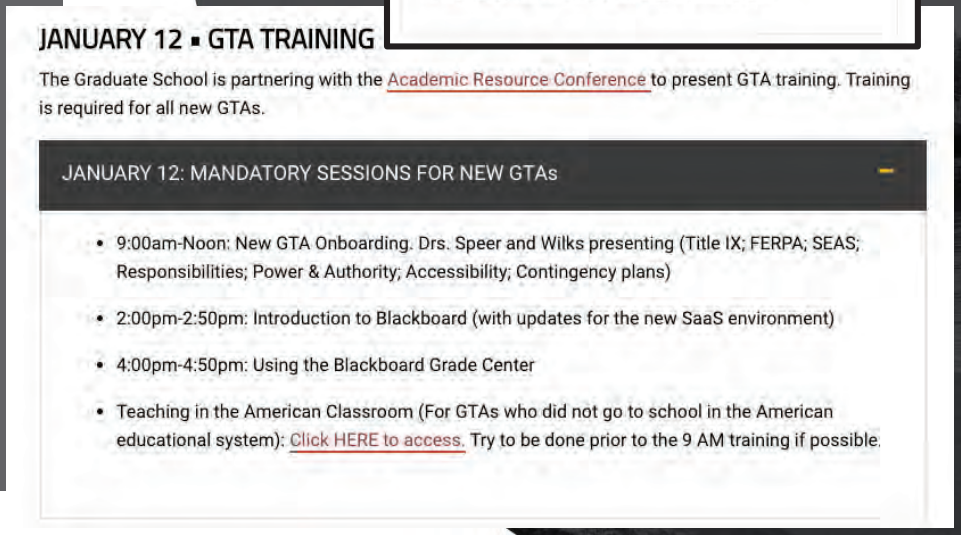
- Started in 2018 as a joint project with OIR and the Grad School.
  - Single day, in-person event
  - Week before school started in August
  - About 125 GTAs each year (Mandatory training for new GTAs)
- In 2020, it expanded dramatically
  - Week-long events in June and August
  - Few GTAs in June
  - 110 GTAs attended for GTA day
  - GTAs made up about 20% of all session attendance for all 80+ sessions throughout the week
- In January 2021, GTAs were still a heavy presence
  - 38 GTAs attended GTA day
  - GTAs once again made up about 20% of the overall attendance across all 44 sessions
  - See the January 2021 ARC resources!

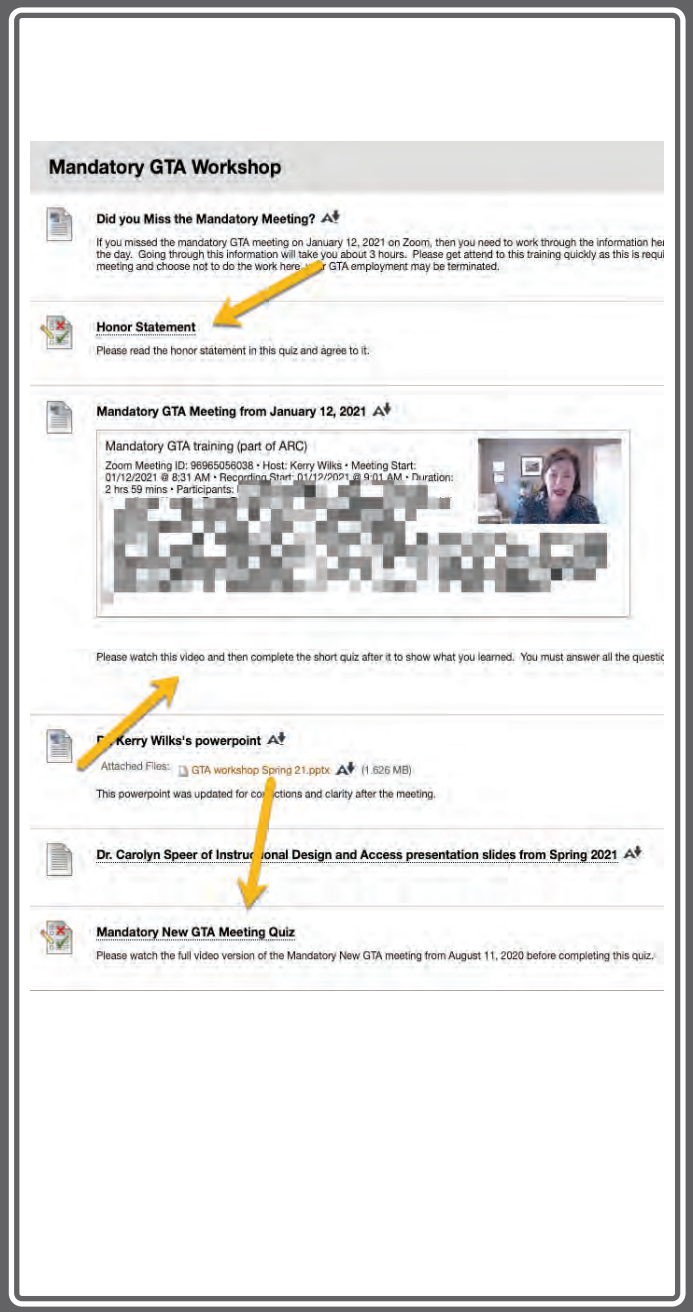
Mandatory and Recommended

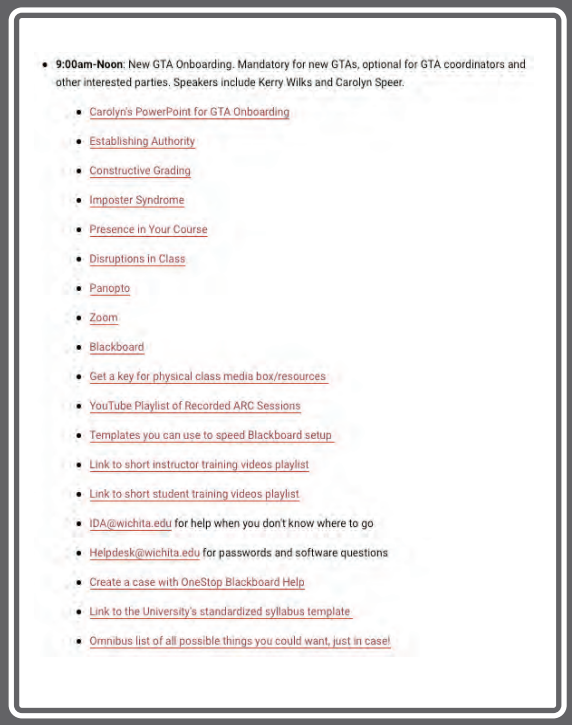
- All GTAs offered core training
- Additional recommendations vary by GTA level and conference theme and scope

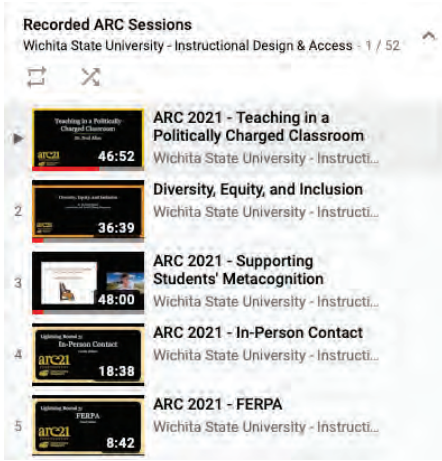












Ongoing Opportunity



Failing Forward

- Solutions must scale
- Customization happens locally
- Quality draws attention



The GTA Class in Blackboard