**AGENDA**

**MAGS | Transforming Graduate Education: Students and Institutions**

**Friday, April 13, 2012**

**7 a.m.-12 p.m.**

**Registration | Lasalle Foyer**

**7-8 a.m.**

**Breakfast Sponsored by ETS | Lasalle II**

**Illinois State Meeting | State I**

**Missouri State Meeting | State II**

**8-8:30 a.m.**

**ETS Presentation | Lasalle II**

**8-11 a.m.**

**Vendor Exhibit Tables | State Foyer**

**8:45-10 a.m.**

**HOT TOPICS**

**Challenges Dictated by Transformed Graduate Education for Smaller Universities and Private Institutions | State I**

Connie Lightfoot, Taylor University; James Fuller, Indiana Wesleyan University

As Graduate Education units are being implemented in smaller universities and private institutions, leaders in these units struggle with providing the full-spectrum of experiences that may be needed for students and faculty in these programs to build a graduate identity. This session is designed to provide an opportunity for leaders of graduate education units in small and/or private institutions to discuss their unique challenges and opportunities, especially as they relate to transformation in education.

**Centralized vs. Decentralized Models | State II**

Diana Carlin, St. Louis University

A comparison of centralized and decentralized structures for graduate education, including discussion of the financial costs analysis presented by Mohets Ghali in the Communicator (Volume 44, Number 5 - June 2011).

**MAGS/ETS Award for Excellence and Innovation in Graduate Admissions | Huron**

Sam A. Attoh, Loyola University; Craig Pance, Marquette University; Kimberly Nance, Illinois State University; Robert Augustine, Eastern Illinois University (past winner)

The MAGS/ETS Award competition encourages and recognizes excellence and innovation in domestic and international graduate education at both the graduate school and program level. Applications may relate to any facet of the graduate education process, including improving student recruitment and retention, enhancing degree attainment, increasing the number of underrepresented minorities and international students, using technology to communicate with and attract prospective applicants in new and effective ways, and strengthening programmatic efforts to improve degree completion. Past winners of the competition will share the ideas and processes they followed for a successful proposal. Members of the Award Committee will discuss what they have looked for in making their decisions.

**10-10:15 a.m.**

**Break | Lasalle Foyer**

**10:15-11:30 a.m.**

**Special Session on Graduate Students Quality of Life | Lasalle I**

**Student Life and Wellness by Design: Intentional Approaches to Developing a Student Quality of Life**

Mott Helm, Michigan State University

As part of this session, participants will learn how the Graduate School at Michigan State University collaboratively and systematically studied the student life and wellness needs of graduate students, designed a new graduate student life/wellness unit within the graduate school with specifically designed interventions that facilitate student retention, wellness and a higher quality of life.

**Assessment of Graduate Students Quality of Life**

Carol Shanklin, Kansas State University; Lee Williams and Tom Davidson, University of Oklahoma

This session will describe an instrument that was developed to assess 13 factors influencing graduate students’ perception of Quality of Life. Results of survey administration in two comprehensive research universities one of which is a land-grant university will be presented with implications for student services.

Moderator: Brooke Noonan, University of Chicago

**11:30 a.m.**

**Meeting Adjourns**

Carol Shanklin, MAGS Chair

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

**Executive Committee Meeting | Huron**

**1 p.m.**

**Maria C. Di Stefano, MAGS Chair**

**Midwestern Association of Graduate Schools**

**68th Annual Meeting**

**Transforming Graduate Education: Students and Institutions**

**April 11-13, 2012 | Chicago**
Wednesday, April 11, 2012
8 a.m.-5 p.m. | Registration | Lasalle Foyer
8-11:30 a.m. | College career.
New Graduate Administrators Workshop | Huron
Robert Augustine, Eastern Illinois University;
Jackie Huntton, Michigan Technological University
Open to deans, associate and assistant deans and their staff. Funding, staffing, enrollment, conflict resolution, governance, policy development, legal issues, assessment, and career issues are among the many challenges that confront new graduate deans. During this session, several experienced graduate deans will use a discussion format to identify the specific concerns of the deans in attendance. The focus of the session is to guide participants to resources and best practices to facilitate graduate deans in their program. The interactive and the topics will be derived from the participants. In advance of the session, the presenters will ask the deans registered for the session to identify issues of concern. This will be used to initiate the discussions.
10-11:30 a.m. | Executive Committee Meeting (State I) | Carol Shanklin, MAGS Chair; Kansas State University
11:30 a.m.-1 p.m. | Vendor Exhibit Tables | State Foyer
11:5-6:30 p.m. |CONCURRENT SESSIONS | State I
Student Success Programs at Master’s Comprehensive: PACE Program Overview | State I
John Stevenson, Grand Valley State University
PACE is a voluntary, co-curricular program designed to help masters and professional doctoral students gain non-academic skills for success through and beyond the promotion of the Sloan Professional Science Master’s (PMSM) Initiative, with the goal of making the PMSM a regular feature of U.S. graduate education. As CGS intends to transfer the PSM Affiliation review process to a new organization by July, 2012, it is critical to ensure that long-term program outcomes are positive and that the program is sustained. Therefore, this session will provide the outcome of CS’ Request for Proposal process, the proposed actions of the selected organization, and offer an overview of the on-going transformational process to strengthen graduate education at Illinois and will also provide some resources available developed for the Illinois campus.
3:30-4:30 p.m. | Quality, Accountability and Competitiveness in Graduate Education: Compatible or Conflicting Claims | State IA
Debra W. Stewart, President of the Council of Graduate Schools
Moderator: Carol Shanklin, Kansas State University
Afternoon Break — Networking | Lasalle Foyer
3-3:30 p.m. | PLENARY SESSION | State I
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Thursday, April 12, 2012
7 a.m-5 p.m. | Registration | Lasalle Foyer
7-4:30 a.m. | Breakfast | Sponsored by Blackboard
Committee Meetings | Lasalle II
8-8:30 a.m. | Blackboard Presentation | Lasalle I
Melissa Mintz, Product Marketing Manager, Blackboard
A discussion of the use of Blackboard technology to improve student engagement and transform the educational experience.
8:40-10 a.m. | PLENARY SESSION | State I
PSM Grad: Where are they working? What are they doing? Sheila Tobias, author of the book "Rethinking Science as a Career" which inspired the creation of the PSM
The PSM has been labeled a “key response of the graduate community to meet current and future needs of the 21st century workforce." In 1997, the Sloan and Keck Foundations called into being the new master’s programs. Sixteen years and some $500 million (Sloan and Keck Foundations and NSF) later, there are 240 master’s programs. Sheila Tobias, whose 1995 book sparked interest in creating the new degree, has now turned her attention to tracking graduates. Using social media, she and her team are locating PSM alumns with an eye toward making the ROI (return on investment) case for the PSM.
10-11:30 a.m. | Executive Committee Meeting (State I) | Carol Shanklin, MAGS Chair; Kansas State University
10:30-11:30 a.m. | CONCURRENT SESSIONS | State I
Transforming Graduate Education Online | State I
Ray Schroeder and Karen Swan, University of Illinois-Springfield
Faculty will share findings about how students learn online and how that learning is similar to and different from their learning in face-to-face environments. They will discuss the ways in which online education can transform graduate teaching and learning and, as a result, transform graduate institutions.
Providing Actionable Student Data to Departments | State I
Craig Ogilvie, Iowa State University
The individual department level is the important level at which decisions are made about educational improvements, yet in graduate education, information about student demographics, as well as performance metrics, such as retention and time to degree, are often collected and analyzed by the graduate college. In this presentation, I will describe how our graduate college made this data available to departments, and how we supported departmental decisions on improving their departments’ graduate programs.
Developing Measures of Doctoral Program Effectiveness for Annual Assessment and Improvement | State II
Simon Greenwald and Lisa Metzger-Magu, Northwestern University
Five years ago, The Graduate School at Northwestern began a quality assurance initiative to assess research doctorate programs. Presenters will discuss the origins of the quality assurance/progress review process, overcoming challenges with data collection and definitions, utilizing available institutional and external data sources, developing new measures, implementation with programs, and program improvement outcomes.
Master’s Completion Project | Huron
Sam Atha, Loyola University, Andrew Hus, Wright State University; Mark Smith, Purdue University; Jerry Wengard, University of North Dakota; Edwardsville, Nathan Bell, Council of Graduate Schools
Master’s education is the fastest growing and largest part of the graduate education enterprise in the U.S., yet we lack key information regarding masters’ completion and attrition rates and factors contributing to student success. To address this gap, the Council of Graduate Schools has launched a pilot project, Completion and Attrition in STEM Master’s Programs, to collect and analyze data on completion and attrition in master’s degree programs in STEM fields. In this session, project participants will provide an overview of the project’s goals, activities, and findings to date, as well as challenges in implementation.
11:30 a.m.-1:30 p.m. | Business Meeting and Luncheon | Lasalle II
MAGS/LETS Award for Excellence and Innovation in Graduate Education MAGS/Blackboard Excellence in Teaching Awards
Carol Shanklin, MAGS Chair; Kansas State University
1:30-2:30 p.m. | PLENARY SESSION | State I
Assessing Graduate Study: Motives, Issues and Approaches | State I
Peter T. Ewell, Vice President, National Center for Higher Education Management
Although assessing student learning outcomes began at the undergraduate level in U.S. higher education, graduate programs have been steadily increasing their volume and presence in this arena. This keynote examines growing demands for assessment and the many challenges that make assessing graduate learning outcomes distinctive. It then addresses assessment approaches that appear particularly suited to looking at graduate education and, in particular way to use assessment results to improve effectiveness.
Respondent: Steve Wiegenstein, Columbia College
Best Practices Posters — Afternoon Break | Lasalle Foyer
3:15-4:15 p.m. | Online course development with graduate students participation | John Revson, Air Force Institute of Technology
Meg Wiltshire, Wright State University
Online instructors face a major obstacle when putting courses online: getting an audience and increasing the amount of course in an engaging format. Yet students often learn better when forced to tackle a complex problem, as opposed to passively listening to lectures — so why not have the students develop some of the content as part of their learning?
“I Wish Someone Had Told Me”
Jake F. Brown and Deborah Barnett, Southern Illinois University-Carbondale
Co-authored by Deborah Barnett and Jeffrey Kaufman. Remember when you started your graduate program as a new teaching assistant? Recall all of the things you learned about how to teach the first few classes through the “s ADS of hard knocks,” about being a graduate student, about starting your graduate program — and thinking, I wish someone had told me?
Development and Outcomes of a Fellowship Writing Course | Ambika Mathur, Wayne State University
Given the impact of a pre-doctoral fellowship in the career of a graduate student, it is important to provide doctoral students with the necessary tools to craft a competitive fellowship application for submission to national funding agencies. Wayne State University’s M.D./Ph.D. program created a course in which faculty and staff lead dissection sessions to assist students in crafting high quality applications; to date, 65% of students in the course have been successful in obtaining these fellowships compared to the 25-30% average national rate.
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