

65th ANNUAL CONFERENCE



WESTERN
ASSOCIATION OF
GRADUATE SCHOOLS



2023
BRIDGES
to the **FUTURE**

March 26-29 | Portland, Oregon



WESTERN
ASSOCIATION OF
GRADUATE SCHOOLS

BRIDGES *to the* FUTURE

Sunday, March 26, 2023

3:30–4:30 p.m.	Conference registration	Ballroom Foyer
5–6:30 p.m.	WAGS Welcome Reception	Mt. Hood

Monday, March 27, 2023

7:15–8:45 a.m.	Breakfast	Salon E
8 a.m.	Conference Registration Opens	Ballroom Foyer
8 a.m.–4 p.m.	Exhibits	Ballroom Foyer
9–9:05 a.m.	Welcome to the 65 th Annual WAGS Conference	Salon F
9:05–9:20 a.m.	Welcome to Portland State University and the Rose City	Salon F
9:20–10 a.m.	Above the Fold: News from CGS	Salon F
10–10:30 a.m.	Morning Break	Ballroom Foyer
10:30–11:45 a.m.	PLENARY I: Edward J. Balleisen	Salon F
Noon–1:15 p.m.	Lunch	Salon E
1:30–2:45 p.m.	PLENARY II: Allison Fryer Kirstin Moreno Brenda G. Martinez	Salon F

2:45–3:15 p.m.	Afternoon Break	Ballroom Foyer
3:15–4:15 p.m.	CONCURRENT SESSIONS	
	Stackable Certificates...	Salon A–B
	Integrating Career Development...	Salon C–D
	Equity and Belonging...	Salon G–H
4:15–5 p.m.	ROUNDTABLE DISCUSSION	Salon E

Tuesday, March 28, 2023

7:15–8:45 a.m.	Breakfast	Salon E
8 a.m.	Conference Registration Opens	Ballroom Foyer
8 a.m.–4 p.m.	Exhibits	Ballroom Foyer
9–10:15 a.m.	PLENARY III: Jacqueline Huntoon	Salon F
10:15–10:45 a.m.	Morning Break	Ballroom Foyer
10:45–11:45 a.m.	CONCURRENT SESSIONS	
	Supporting Diverse Graduate....	Salon A–B
	Community Building...	Salon C–D
	The Futures of the Humanities...	Salon G–H

Tuesday, March 28, 2023 *continued*

11:45–1:20 p.m.	WAGS Luncheon & ProQuest Awards & Inauguration of the GEWL Academy and Introduction of the First Cohort	Salon E
1:30–2:45 p.m.	PLENARY IV: Ame Lambert	Salon F
2:45–3:15 p.m.	Afternoon Break	Ballroom Foyer
3:15–4 p.m.	POSTER SHOWCASE	Ballroom Foyer
4–5 p.m.	CONCURRENT SESSIONS	
	Getting Graduate Students to...	Salon A–B
	GradCO: Interinstitutional...	Salon C–D
	Sense of Belonging...	Salon G–H
5:45 p.m.	Nautical Networking Event (pre-purchase required) Boarding starts at 5:45 p.m., and the cruise starts at 6 p.m. Salmon Springs Dock located at 1010 SW Naito Parkway	

Wednesday, March 29, 2023

7:15–8:45 a.m.	Breakfast	Salon E
7:45–8:45 a.m.	2023 GEWL Academy Cohort Breakfast	Eugene
8 a.m.	Conference Registration Opens	Ballroom Foyer
8 a.m.–Noon	Exhibits Ballroom	Foyer
9–9:45 a.m.	WAGS 3MT® Competition Preliminary Rounds-Session 1	Salon A–B
9–9:45 a.m.	WAGS 3MT® Competition Preliminary Rounds-Session 2	Salon C–D
9–9:45 a.m.	WAGS 3MT® Competition Preliminary Rounds-Session 3	Salon G–H
9:45–10:15 a.m.	Morning Break	Ballroom Foyer
10:15–11:30 a.m.	PLENARY V: Laura Burney Nissen	Salon F
11:45 a.m.–12:30 p.m.	WAGS 3MT® Competition Final Round	Salon F
12:30–2 p.m.	Lunch & Closing Session	Salon E

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Dean of the Graduate School
Portland State University

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Professor and Associate Vice President
Metropolitan State University Denver, Graduate Studies

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Director of Financial Support
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Montana State University

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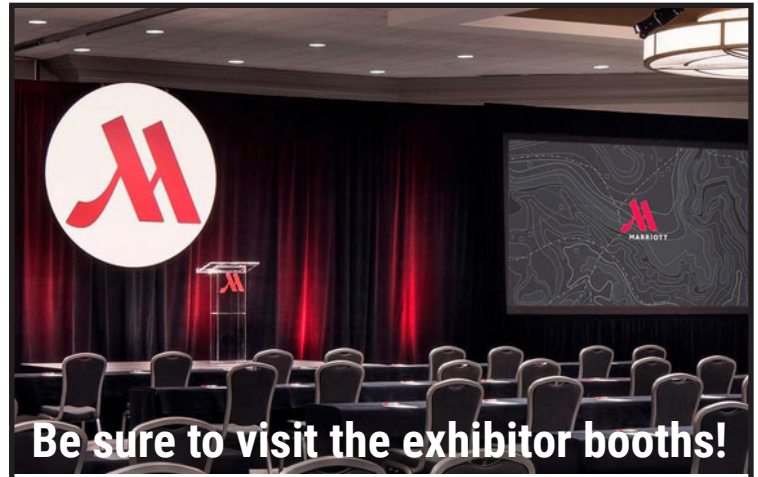
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WESTERN
ASSOCIATION OF
GRADUATE SCHOOLS

The Western Association of Graduate Schools proudly announces the launch of a new program as a benefit for members: The Graduate Education Western Leaders (GEWL) Academy.

The GEWL Academy is a one-and-a-half day event where graduate deans and senior staff will gather to discuss real-world challenges and situations in a supportive environment. These discussions will provide ideas for participants to consider implementing at their home institutions. WAGS invites nominations of graduate deans and senior staff to join for our first GEWL Academy cohort. **Please submit nominations by April 15, 2023.**

The GEWL Academy will hold its inaugural gathering on May 24–26, 2023 in beautiful Denver, CO. Please send any questions and nominations to Rossitza Wooster at wooster@pdx.edu.

Sunday, March 26, 2023

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5–6:30 p.m.	WAGS Welcome Reception	Mt. Hood

Monday, March 27, 2023

7:15–8:45 a.m.	Breakfast	Salon E
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8 a.m.	Conference Registration Opens	Ballroom Foyer
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8 a.m.–4 p.m.	Exhibits	Ballroom Foyer
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9–9:05 a.m.	Welcome to the 65th Annual WAGS Conference • <i>Rossitza Wooster, President, Western Association of Graduate Schools</i>	Salon F
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9:05–9:20 a.m.	Welcome to Portland State University and the Rose City • <i>Susan Jeffords, Provost, Portland State University</i>	Salon F
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9:20–10 a.m.	Above the Fold: News from CGS • <i>Suzanne Ortega, President, Council of Graduate Schools</i>	Salon F
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10–10:30 a.m.	Morning Break	Ballroom Foyer
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10:30–11:45 a.m.	PLENARY I The Place of Experiential Learning in Graduate Education: Prospects, Challenges, and Priorities	Salon F
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- *Edward J. Balleisen, Vice Provost for Interdisciplinary Studies, Duke University*

This keynote will make the case for expanding avenues for experiential learning in graduate education. Graduate students accrue many benefits when they tackle authentic societal challenges through open-ended inquiry with diverse teams and engage with genuine clients or audiences through the development of practical outputs. When properly scaffolded, these experiences build confidence, in part through encounters with unexpected difficulties and outright failures, and facilitate career discernment. They also foster skills in project management, teamwork, leadership, and communication to diverse audiences, all of which resonate with potential employers within and outside academia.

After discussing a conceptual framework for “experiential learning” and offering a rough overview of where it has already gained significant footholds in graduate and professional education, I will offer some illustrative student pathways that show how well-integrated experiential learning can enable intellectual and professional development, along with career discernment. I will then explore some enduring roadblocks to expanding this component of graduate student training and some possibilities for navigating past them. I’ll conclude by sketching the kind of institutional scaffolding necessary to support experiential learning at the graduate level, and emphasize the imperative of a university-wide strategy to sustain this approach at scale. Such a strategy requires partnerships between graduate schools and the other colleges and schools on a given campus, attention to the crucial area of faculty mentoring, and ideally, thoughtful integration of experiential education into undergraduate education.

Noon–1:15 p.m.	Lunch	Salon E
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1:30–2:45 p.m.

PLENARY II

Setting up a Mentorship Academy:

Salon F

A 'How to Guide' Based on Experiences of One University

- Allison Fryer, Professor of Medicine, Professor of Chemical Physiology and Biochemistry, and Associate Dean Graduate Studies in the School of Medicine, Oregon Health & Science University
- Kirstin Moreno, Education Manager and Assistant Professor, Provost Office, Oregon Health & Science University
- Brenda G. Martinez, Mentorship Specialist and Assistant Professor, Mentorship & Career Design Team, Oregon Health & Science University

Most faculty have learned their mentorship skills through apprenticeship. If they were lucky enough to have an outstanding mentor, it is likely they also strive to be a good mentor. What becomes increasingly clear is that mentorship skills can be taught and improved. The Center for the Improvement of Mentored Experiences in Research (CIMER) has developed an effective curriculum to improve mentorship skills in academic faculty that is recognized nationally. While it is possible to send individual faculty to CIMER to receive mentorship training, The School of Medicine agreed to support training for a cadre of faculty who served as our initial facilitators for an OHSU Mentorship Academy. However, once we had trained facilitators, university leadership shifted support of the Academy to the provost's office so we could provide mentorship training to faculty, staff, and post-docs across the entire institution. Here, we will describe how we initially advocated for this curriculum to university leaders, recruited facilitators for training, introduced faculty to the curriculum and created our OHSU Mentorship Academy. Over three years, our Academy has trained over 130 mentors, and created an exciting culture around mentorship expectations and skills. Effective mentorship is clearly valued, as our educators are now requesting additional training that addresses culturally aware mentorship and provides guidance on supporting mentees' mental health. With these requests, our Academy is not only sustainable, but is expanding.

2:45–3:15 p.m.

Afternoon Break

Ballroom Foyer

3:15–4:15 p.m.

CONCURRENT SESSIONS

Stackable Certificates and Stacked Degrees: Innovating Graduate Education

Salon A–B

- Kima Cargill, Associate Dean of Academic Affairs, The Graduate School, University of Washington
- Erin Crom, Director of Graduate Enrollment Management Services (GEMS), The Graduate School, University of Washington
- Chris Partridge, Curriculum Specialist, The Graduate School, University of Washington

We are in a transformational moment in higher education - on the heels of a pandemic, on the precipice of profound demographic changes and in the transition from an industrial era model of education to the knowledge economy. In response, graduate education must become more nimble and innovative, while at the same time developing policies and initiatives that advance equity and access.

Stacked Degrees are designed to increase access and equity by creating incremental credentials while maintaining rigorous curricular and reputational oversight. Such modular graduate education has the potential to bring in students who would not otherwise pursue graduate education by creating low stakes "on-ramps" and meaningful "off-ramps" which provide a transcribed credential, allowing students to earn graduate certificates over time, ultimately adding them up to equal a master's degree should they desire.

The modular nature of stacked degrees also creates an elegant mechanism for interdisciplinary education and curricular collaboration, thus allowing students to focus on problems rather than conventional disciplines. This sort of "just in time" education has the potential to address more immediate and pressing social and scientific problems than conventional degrees.

This panel will describe the University of Washington's policy development, implementation and operational challenges of stacked degrees, as well as the shift in institutional mindset that must occur to move toward incremental credentials.

Moderator: *Rossitza Wooster, Dean of the Graduate School, Portland State University*

Integrating Career Development into Graduate Education

Salon C–D

- *Heather Dillon, Career and Professional Development Program Manager, Office of Postdoctoral Scholar Affairs, Division of Graduate Education and Postdoctoral Affairs, University of California, San Diego; Southwest Regional Director and Membership & Belonging Committee Co-Chair, Graduate Career Consortium*
- *Daniel Moglen, Education and Training Specialist, Clinical and Translational Science Center, University of California, Davis Health, Northwest Regional Director, Graduate Career Consortium*

An all-too-missing component of graduate education is career development, but where does it fit in? In this interactive session, we will explore challenges for offering career readiness support to graduate students and discuss potential solutions. As career development programming can range from quick and easy to resource intensive; we will review the spectrum of opportunities and evaluate the advantages/disadvantages of the various approaches.

This workshop will provide participants with an introduction to career development strategies and tools to help them more effectively integrate career readiness into graduate education. Participants will discuss the role of career development in graduate education, including tips and best practices for incorporating career-related activities into their existing programs and curricula. We will also review available resources and tools, such as those available through professional societies like the Graduate Career Consortium, that you can utilize to help graduate students navigate their career paths. Through this discussion, participants will gain an understanding of how to best integrate career development programs into the graduate program(s) at their institution and help ensure successful outcomes and career readiness for their students.

Moderator: *Craig Ogilvie, Graduate Dean & Associate Vice President of Research, Montana State University*

Equity and Belonging in Graduate Education

Salon G–H

- *Philip Mote, Vice Provost and Dean of the Graduate School, Oregon State University*
- *Jessica Beck, Assistant Dean, Graduate School, Oregon State University*
- *Steph Bernell, Associate Dean, Graduate School, Oregon State University*

Oregon State University's Graduate School is pursuing a multi-front effort to embed equity considerations in its graduate programs, using evidence-informed approaches and benefiting from the enthusiasm and commitment of faculty and leaders. Most competitive OSU programs have now adopted a rigorous approach to holistic admissions, with guidance from Julie Posselt and others. In 2021-22, we launched OSU Grad Advantage, a competency-based framework for students to engage in self-assessment and develop transferable skills in five key areas including Justice, Equity, Diversity, and Inclusion. That same year, we began offering training in culturally aware mentorship developed by University of Wisconsin's Center for the Improvement of Mentored Experiences in Research (CIMER); faculty and departmental enthusiasm for the CIMER trainings exceeds our most ambitious projections. Additionally, we have strategically redeployed a number of competitive awards and updated the ways in which those awards are reviewed with the goal of improving the recruitment and retention of underrepresented groups. This summer we will pilot a new effort, a graduate student bridge event for newly admitted students who identify as underrepresented. This session will showcase the efforts described here along with the challenges and successes that have accompanied each.

Moderator: *Debra L. Jackson, Associate Vice President for Academic Affairs & Dean of Academic Programs, California State University, Bakersfield*

4:15–5 p.m.

ROUNDTABLE DISCUSSION: What Does the Future of 2035 Need from Us Today?

Salon E

This session invites conference attendees to participate in group discussions about challenges and opportunities in graduate education. Groups will consist of up to 8 people and at the end of the session each group's spokesperson will give a short summary of the main takeaways of the discussion.

AGENDA

Tuesday, March 28, 2023

7:15–8:45 a.m. **Breakfast** Salon E

8 a.m. **Conference Registration Opens** Ballroom Foyer

8 a.m.–4 p.m. **Exhibits** Ballroom Foyer

9–10:15 a.m. **PLENARY III** Salon F

**The Future of Graduate Research and Training:
Developing Accessible and Inclusive Educational Ecosystems to Advance the STEM Enterprise**

• *Jacqueline Huntoon, Director, Division of Graduate Education, National Science Foundation*

To keep pace with a rapidly evolving scientific landscape, bolster our nation’s innovative capacity, and fully equip our future workforce, there is a critical need to meet 21st century graduate students where they are by reimagining what graduate education and research looks like. At the U.S. National Science Foundation, we are rethinking how we work together throughout our agency and how we partner with government, academia, and industry to create educational ecosystems that support each learner’s unique pathway and offer access and opportunity for any individual who wants to participate in the Nation’s STEM enterprise. In this talk, I will outline the national context for our STEM enterprise, NSF’s current strategic actions to enhance graduate education and research while broadening participation, and the agency’s plan for accelerating these efforts across the nation at speed and scale.

10:15–10:45 a.m. **Morning Break** Ballroom Foyer

10:45–11:45 a.m. **CONCURRENT SESSIONS**

Supporting Diverse Graduate Students Seeking Diverse Careers: Salon A–B
Helping All Graduate Students Get the Most Out of the Individual Development Planning Process

• *Teresa Dillinger, Director, GradPathways Institute for Professional Development, Graduate Studies, University of California, Davis*

In the 2017 University of California Office of the President Graduate Student Wellbeing Survey Report, graduate student life satisfaction was correlated with career prospects. The survey also found that satisfaction with mentoring and advising along with career prospects was correlated with being on track to complete the degree. Individual Development Plans (IDPs) provide a powerful tool for helping students uncover their career prospects, more effectively engage with their mentors, and create plans to move towards their degree completion and career goals. This process may be particularly valuable to students who have not had access to the “hidden curriculum” of graduate school as it helps them uncover potential gaps in knowledge and share these with their mentors. Mentor-Mentee alignment of expectations is also essential for success and helping students succeed. In this session we will explore the IDP and career assessment process, discuss aligning mentor-mentee expectations, and have the opportunity to “test-drive” a career assessment to better understand how this process is experienced by students and how the planning process may be used to help all students engage in productive conversations with their mentorship teams.

Please bring a laptop or tablet to this session.

Moderator: *Jeri-Anne Lyons, Associate Vice President for Research & Dean, Graduate School, University of Northern Colorado*

Community Building Amongst Incoming Graduate Students

Salon C–D

- *Shana Slebioda, Student Services Advisor, Professional Development and Retention, Division of Graduate Education and Postdoctoral Affairs, University of California, San Diego*
- *Edgar Beas, Graduate Officer-Outreach, Access, Recruitment & Retention, Division of Graduate Education and Postdoctoral Affairs, OAR, University of California, San Diego*
- *Sinai Cota, Sloan Scholar Program Assistant, Division of Graduate Education and Postdoctoral Affairs, University of California, San Diego*

This session will highlight two different bridge programs at University of California, San Diego: Competitive Edge and the Sloan Scholars Predoctoral Institute. Both programs invite incoming graduate students to arrive on campus early; they include on-campus housing, financial support and programming specifically designed to ease the transition to graduate study. These programs are part of the onboarding strategy for graduate students at University of California, San Diego and 1) support a high percentage of diverse students, and 2) seek to improve the participants' self perceptions of belonging on campus. The design of the programs is intended to increase familiarity with the life of a graduate student and facilitate social connections among participants. In addition these programs use a cohort model which has been proven to successfully create a genuine sense of community, which may lead to increased student retention rates. Furthermore, during the summer participants are exposed to graduate resources on campus and have the option to begin working on a faculty-led research project. The components of the summer curriculum include student mental health and well being, financial education, reading and writing, research communication, mentorship, empowerment, and campus involvement. These programs align with the office of Equity, Diversity and Inclusion, and the Division of Graduate Education and Postdoctoral Affairs' strategic plans. We encourage practitioners, faculty, and others who currently work with or might be interested in onboarding programs for graduate students to come and engage with us.

Moderator: *Inge Wefes, Professor and Associate Vice President, MSU Denver Graduate Studies*

The Futures of the Humanities Ph.D.: A Speculative Conversation

Salon G–H

- *Jesse Alemán, Interim Dean of Graduate Studies, University of New Mexico*
- *Aeron Haynie, Executive Director, Center for Teaching and Learning, University of New Mexico*
- *Jairo Marshall, Student Success Supervisor, Graduate Support, University of New Mexico*

This session imagines futures of the Humanities Ph.D. that do not end in apocalypse. Instead, ours will be a speculative conversation about the possibilities of the Humanities Ph.D.: its ability to change; its alternative paths; its outer limits; and its potentialities that are still to come. We'll consider backward design in relation to speculative designs; examine the so-called New Ph.D. as a thing of the past; discuss student-centric support mechanisms for professionalization; and ask how graduate student unionization efforts across the country might change the trajectories of graduate students earning Humanities Ph.D.s. Discussants will point to key resources and practices that might help materialize alternative Humanities tracks, but the session will also invite an open conversation with attendees to collectively speculate on the future potential of the Humanities Ph.D.

Moderator: *Nick Fleury, Director of Financial Support, Graduate School, Oregon State University*

11:45–1:20 p.m.

WAGS Luncheon & ProQuest Awards Inauguration of the GEWL Academy and Introduction of the First Cohort

Salon E

1:30–2:45 p.m.

PLENARY IV Taking Stock: Have Your Racial Commitments Become Reality?

Salon F

- *Ame Lambert, Vice President, Global Diversity & Inclusion, Portland State University*

The summer of 2022 found institutions of higher education grappling with issues of racial justice in new ways as campus, cities, the nation and globe were activated. More than two years later, the heat has cooled and many find that rhetoric has not matched action. Whether it has been a transformative time for your institution or a discouraging one, we know this work is never done. So Let's pause to assess where our institutions are and the concrete ways we can support planning, implementation, action, measurement and impact.

2:45–3:15 p.m.

Afternoon Break

Ballroom Foyer

3:15–4 p.m.

POSTER SHOWCASE

Ballroom Foyer

Changing the Face of Doctoral Education through Innovative Graduate Recruitment and Retention Initiatives

- *Matthew Aguirre, Director-Graduate Student Services, University of Nevada, Reno*
- *Markus Kemmelmeier, Vice Provost -Graduate Education & Dean-Graduate School, University of Nevada, Reno*
- *Kara Cleveland, Director-Graduate School Operations, University of Nevada, Reno*

This presentation will provide an overview of the University of Nevada, Reno's National Science Foundation (NSF) Graduate Acceleration through Innovation and Networking (GAIN) Scholars Program funded by the NSF Innovations in Graduate Education award and what has been learned in the last year of the program. The NSF GAIN Scholars Program is a 2-year doctoral retention program targeting underrepresented and first-generation college students. This program was created with the goal to address low ethnic/racial diversity; low doctoral degree completion rates, and inadequate preparation to succeed in graduate school and pursue academic, private sector and professional careers. These doctoral students were engaged in two 3-week summer boot camps as well as additional professional development, mentoring, and social network activities during their 2 years of graduate school. The summer boot camp modules included the following: Skill Assessment and Individual Development Plans, Family Support/Family Life Education, Smartphone App Development Boot Camp, R-based Statistical Analysis, Computational Tools for Big Data, and Virtual/Augmented Reality. These provided the students with quantitative disciplinary and transferable skills modules, social support networks and enhanced mentoring. The offerings to the students were evaluated individually and collectively to determine whether students' participation enhanced graduate education outcomes, improved relationships and enhanced recruitment of underrepresented groups and first-generation students. Preliminary findings have shown non-financial family support to have been critical in communication between "family" members and students to understand graduate education. The overall outcomes of this program will generate new knowledge concerning best practices for recruitment and retention of underrepresented graduate student populations.

Creating and Sustaining a STEM Future Faculty Program at a Health Sciences University

- *Amy Forester, Faculty Development Specialist, Oregon Health & Science University*

While much of pedagogical professional development in STEM fields is geared toward current teaching faculty, future faculty programs have been shown to affect the teaching practices of participants in substantial, meaningful ways. Graduate students in the sciences are trained as researchers, which means prioritizing lab work and grant writing over training for other faculty roles. This leaves them unprepared for faculty life that includes teaching. This poster will highlight the steps in creating a STEM-focused future faculty program at a research-focused health sciences institution. Creators of the program used student focus groups to identify the department and institutional barriers to participation as well as student needs in a pedagogical professional development program. Furthermore, the program has used both Likert scale and qualitative pre- and post-program evaluations to achieve continuous improvement. This poster will explain the four components of the program and discuss features that have helped this program to thrive and grow, including its core values of inclusion, mentorship, and teaching with technology. Our work seeks to add to the growing body of knowledge shared by future faculty and teaching assistant training programs about institutional supports and programmatic components necessary for graduate student pedagogical professional development.

Innovations in Graduate Admissions and Graduate Academic Services

Ballroom Foyer

- *Rossitza B. Wooster, Dean of the Graduate School, Portland State University*
- *Courtney Ann Hanson, Director of Graduate Academic Services, Portland State University*
- *Kelly Doherty, Director of Graduate Admissions, Portland State University*

The Graduate School at Portland State University will present on innovations we have implemented in graduate admissions and graduate academic services over the past 5 years. The poster will also highlight our accelerated Bachelor's+Master's degrees.

3:15–4 p.m.

Ballroom Foyer

POSTER SHOWCASE *continued*
Strategies for Adequate Graduate Student Stipends for Lowering Barriers and Improving Graduate Student Success

• *David Kieda, Dean, The Graduate School, University of Utah*

Graduate and professional student completion requires adequate academic preparation and financial support. Even with full tuition waivers, students are finding themselves in an increasingly tenuous situation financially, given the recent inflation of living costs compared to their relatively modest stipends. Certain groups, such as diverse/socioeconomic-disadvantaged students, international students, and married students with families, are at particular risk as they may not have access to parental financial support.

In this talk, I will describe the financial challenges graduate and Professional students face at the University of Utah. These challenges have been exacerbated by Utah-specific demographics (a high percentage of students with families entering graduate school) , a highly competitive real estate market, and historical underfunding of University facilities and graduate student stipends. I will describe the Graduate School's multi-prong approach to ameliorating the financial constraints that create large barriers to graduate and professional education access.

These approaches include faculty-led initiatives to increase stipend levels on grants, student advocacy for increasing stipend levels and preserving graduate student communities on campus, and initiatives with the Utah State Legislature to develop sustainable access to graduate and professional education for Utah families. This initiative is in process; I will update the status of these initiatives at the WAGS 2023 meeting.

Strategies for Supporting Graduate Student Well-Being: Insights from the Montana University System M-HOPES Grant

• *Ashby Kinch, Dean, Graduate School, University of Montana*
 • *Beverly Karplus Hartline, Professor Emerita, Montana Technological University*

Graduate students face significant mental and emotional stresses and challenges unique to their complex identities: conducting innovative research and completing advanced coursework, while teaching, often for low pay. More research is needed on how specifically to empower STEM graduate students to cope with the stresses of their research; overcome stigma, impostor syndrome, and social isolation; and promote help-seeking and a sense of belonging, especially in contexts where counseling resources are limited and/or geared to undergraduates. The situation is even tougher for women, minority, and international students; veterans; students with disabilities; and students from disadvantaged backgrounds.

Our grant, "Mental Health Opportunities for Professional Empowerment in STEM" (M-HOPES), was funded in August 2021 by the National Science Foundation's Innovations in Graduate Education program to design, pilot, and evaluate an innovative model for fostering graduate students' life-long skills for mental health and wellbeing. Project components include: 1) activities for students to develop effective coping strategies and enhanced resilience (peer group counseling, CBT skills training); 2) workshops for faculty designed to enhance communication about mental health struggles and strategies for cultivating well-being; and 3) activities engaging advisors and advisees together in informal settings. Overall, the project aspires to establish an effective, replicable model for improving STEM graduate education by elevating positive mental health in all aspects of graduate student experience.

In this session, project leaders will describe activities, initial results from baseline surveys, and futures plans for scaling up at other institutions. We hope to stimulate a rich discussion with attendees.

Successful Models of Student Advocacy

• *Danica Lower, Graduate Admissions Supervisor, Montana State University-Bozeman Graduate School*

This poster will discuss how student's, international or domestic, can prepare their applications for graduate school to meet department's standards. Topics will include Statements of Purpose, Letters of Recommendation, funding, securing faculty advisors, financial aid, English proficiency exams, and more!

3:15–4 p.m.

POSTER SHOWCASE *continued*

Ballroom Foyer

UC San Diego's Graduate Climate & Community Intern Program:

A Student-Centered Approach to Building Graduate and Professional Student Communities

- *Angeline Yang, Director of Outreach, Access, Recruitment, and Retention (OAR2), Division of Graduate Education and Postdoctoral Affairs (GEPA), University of California, San Diego*
- *Betty Ramirez, Graduate Officer of Outreach, Access, Recruitment, and Retention (OAR2), Division of Graduate Education and Postdoctoral Affairs (GEPA), University of California, San Diego*

This session will focus on University of California, San Diego's Division of Graduate Education and Postdoctoral Affairs's initiative called the Outreach, Access, Recruitment, and Retention (OAR²) Graduate Intern Program. This program is a paid internship that creates programming to build a positive campus climate for graduate and professional students.

Over the years, this program has expanded from one graduate student climate intern, to 34 interns (6 interns in the Division, 8 in the campus community centers, and 20 in the academic schools) across campus. The Division also funds interns in other departments to be partners in these efforts. As the program has grown, a more concerted effort has been given to integrate professional development opportunities into interns' experience. Thus, creating a pathway for interns to consider careers beyond academia and industry, and to include student affairs administration. Some student learning outcomes include gaining skill sets in program planning and coordination, budget development, understanding stakeholders' needs, marketing, communications, program assessment, and reporting.

Our presentation will focus on how this program's infrastructure centers on empowering graduate students to plan and promote events that build community, create a culture of inclusion, and a sense of belonging for graduate students. We will also talk about the Division's use of a collective impact approach to leverage a wide variety of partnerships and resources at University of California, San Diego.

Using VR to Enhance A Synchronous Online Graduate Seminar in Shakespeare

- *Charles MacQuarrie, Professor, California State University, Bakersfield*

In this paper we will discuss on-going research which seeks to determine to what extent and in what ways VR functions to enhance a graduate seminar on Shakespeare. Criteria for which we will seek student perspectives include the effectiveness of VR to give them a sense of shared space, presence, immersion in historically relevant experiences, and the opportunity for virtual collaboration and performance using various VR platforms.

Each student in the seminar will be issued a set of Oculus 2 goggles for the semester and will meeting with the seminar once a week as well as completing VR/Shakespeare related assignments (individually and in small groups) outside of the scheduled class meetings. Study participants will complete pre and post questionnaires, three journal entries at the beginning, middle, and end of semester, and will be interviewed by the researchers at the end of the term.

Co-creator: Rachel Tatro-Duarte, Professor of English at Porterville College

4–5 p.m.

CONCURRENT SESSIONS

Getting Graduate Students to Engage: Ideas and Lessons Learned

Salon A–B

- *Jessica Beck, Assistant Dean, Graduate School, Oregon State University*
- *Ashleigh Anderson, Director of Graduate Student Success, Oregon State University*
- *Nick Fleury, Director of Financial Support, Oregon State University*
- *John McQueen, Director of Digital Media and Communications, Oregon State University*

Engaging prospective and current graduate students in recruitment events, central academic orientations, financial seminars, and wellness and professional development activities can be challenging. This is due, in part, to the decentralized nature of graduate education at many institutions and graduate students' prevailing sense of community within their individual colleges, programs, and labs. In this session, Oregon State University Graduate School staff will share the range of ways in which they have (attempted) to engage students in their graduate journeys. Presenters will share many examples, delineating between passive and more active techniques; low-commitment and high-commitment activities; and virtual, hybrid, and in-person opportunities. And, of course, presenters will share candidly what has worked well, what has not, and how OSU has adjusted its approach to engagement over time. At the conclusion of the session, presenters will invite conversation from attendees regarding their own successes and challenges as it relates to graduate student engagement.

Moderator: *Scott E. Lowe, Interim Dean, Graduate College, Boise State University*

GradCO: Interinstitutional Bridge Building to Address Career Readiness

Salon C–D

- *Kristina Quynn, Assistant Dean & Director CSU Writes, Colorado State University*
- *Hailey Herman, Graduate Program Manager, University of Colorado-Boulder*

This presentation describes the origins, development, and rapid growth of a state-wide interinstitutional consortium that shares programming to support the professional development (PD) of graduate students and postdoctoral fellows in Colorado. GradCO started at the onset of the COVID-19 pandemic when a few Graduate Schools decided to open select virtual PD workshops to students from other campuses. GradCO has quickly grown to include six partner institutions and seven affiliate institutions with the ethos of providing access to graduate and postdoctoral fellow PD and career-readiness support state-wide.

We will describe the history, structure, growth, challenges, and future opportunities of GradCO. Together, our universities provide greater PD opportunities to each institution's graduate students.

The future of research, industry, the arts, policymaking, and entrepreneurship will require increased collaboration among individuals, teams, and organizations. Aligned with the WAGS Conference theme of "Bridges to the Future," the cooperative nature of the GradCO consortium presents a model for a future of student success, resource sharing and workforce development. GradCO has provided more than PD support to our students, it has also afforded a space of rich conversation and collegial support for PD administrators, which we are excited to share with our WAGS colleagues.

Moderator: *Maribeth Watwood, Vice Provost and Dean of Graduate Studies, Northern Arizona University*

Sense of Belonging as a Social Justice Issue: Supporting Well-Being and Professional Development Through a BIPOC Graduate Student Group

Salon G–H

- *Tiffany Baffour, Associate Dean, Graduate Equity, Diversity & Inclusion, The Graduate School, University of Utah*

Social movements such as Black Lives Matter, Stop Asian Hate, and #Blacks in the Ivory sparked efforts by and on behalf of Black, Indigenous, and People of Color (BIPOC) to cogently address racial equity and social justice in academia. BIPOC graduate students experience more profound challenges in accessing funding, mentorship, and building meaningful professional relationships (Griffin et. al., 2016). Further, some experience acute levels of trauma, anxiety, and financial stress adjusting to new academic, social, and cultural environments. This can be exacerbated by the volatile, uncertain, complex, and ambiguous (VOCA) nature of higher education worsened by the dual pandemics of institutional racism and COVID-19. Together, these factors can negatively impact retention, time to completion, well-being, professional development, and sense of belonging for BIPOC students. Thus, there is a pressing need for colleges and universities to implement culturally relevant programs and evidence-based evaluation practices that address equity gaps. This presentation discusses an implementation and evaluation plan of a BIPOC Graduate Student Group. This effort, sponsored by the Graduate School Diversity Office, is part of larger institutional efforts to center racial equity and social justice. The aims of the group are to provide opportunities for BIPOC graduate students to (1) gather in an inclusive intersectional space dedicated to fostering a sense of belonging; (2) facilitate conversations on mental health, and wellness and connect students to culturally relevant university and community services; (3) provide opportunities for students to network in a community of peers and (3) improve access to leadership and fellowship opportunities.

Moderator: *Jesse Alemán, Interim Dean of Graduate Studies, University of New Mexico*

Nautical Networking Event (*pre-purchase required*)

Boarding starts at 5:45 p.m., and the cruise starts at 6 p.m.
Salmon Springs Dock located at 1010 SW Naito Parkway

5:45 p.m.

AGENDA

Wednesday, March 29, 2023

7:15–8:45 a.m. **Breakfast** Salon E

7:45–8:45 a.m. **2023 GEWL Academy Cohort Breakfast** Eugene

8 a.m. **Conference Registration Opens** Ballroom Foyer

8 a.m.–Noon **Exhibits** Ballroom Foyer

9–9:45 a.m. **WAGS 3MT® Competition Preliminary Rounds-SESSION 1** Salon A–B

Adrian Rodriguez, Boise State University
Kimberly Campos, California State University, Dominguez Hills
Rachel Phillips, The University of Texas, El Paso
Nitin Rai, North Dakota State University
Aaron Salzman, University of Alaska, Fairbanks
Maria Vielma, University of New Mexico
Emma Reeve-Lobaugh, University of Colorado, Colorado Springs
Obinna Ozioko, Portland State University

JUDGES

Inge Wefes, Professor and Associate Vice President, MSU Denver Graduate Studies
Debra L. Jackson, Associate Vice President for Academic Affairs & Dean of Academic Programs, California State University, Bakersfield
Laura Bounds, Associate Dean of the Graduate College, Northern Arizona University

Moderator: *Debbie Mariage, Senior Academic Program Coordinator, Northern Arizona University*

9–9:45 a.m. **WAGS 3MT® Competition Preliminary Rounds-SESSION 2** Salon C–D

Filip-Bogdan Serban-Dragan, University of Oregon
Danielle Germundson-Hermanson, University of North Dakota
Rob Streeter, University of Colorado Boulder
Kate Forrest, San José State University
Natalie Papini, Northern Arizona University
Nripsuta Saxena, USC Viterbi School of Engineering
Stephanie Ford, Metropolitan State University Denver
Daniela Mazal, California State University, Bakersfield

JUDGES

Mark Wood, Dean of the Graduate School, Portland State University
Scott E. Lowe, Interim Dean, Graduate College, Boise State University
Nick Fleury, Director of Financial Support, Graduate School, Oregon State University

Moderator: *Kelly Doherty, Director of Graduate Admissions, Portland State University*

9–9:45 a.m. **WAGS 3MT® Competition Preliminary Rounds-SESSION 3** Salon G–H

Santiago Bataller, University of Nevada, Las Vegas
Jeremy Van Driessche, University of Idaho
Jennifer Heppner, University of Nevada, Reno
Ambrosia Johnston, California State University, Stanislaus
Jordan Currie, University of Colorado Anschutz Medical Campus
Lauren Winkler, University of Utah
Alice Dien, University of California, Davis

JUDGES

Doug Smith, Interim Dean, Graduate Studies and Research, California State University Monterey Bay
Craig Ogilvie, Graduate Dean & Associate Vice President of Research, Montana State University
Amy Scott, Associate VP for Government Relations & Public Policy, Council of Graduate Schools

Moderator: *John Hammond, Executive Assistant to the Dean, Northern Arizona University*

9:45–10:15 a.m. **Morning Break** Ballroom Foyer

10:15–11:30 a.m.

PLENARY V **AI, Post-Normal Times the Complex Futures of Graduate Education**

Salon F

• *Laura Burney Nissen, Portland State University School of Social Work*

What is the future of graduate education and how can we all become more “future-ready?” This session will incorporate a foresight lens to think about the increasing “seismic” impacts of artificial intelligence, enrollment shifts and disciplinary-specific evolution, considerations on the future “research” writ large, the future of teaching and learning and other disruptive elements on the futures of higher ed. Foresight invites participants to view events of today as both signals of and opportunities to impact, shape and co-create the future that we want. But the future is also a political space—inherently containing potential conflicts, shared histories as well as very different ideas about “what kind of future” we believe is important - ever mindful of power lenses throughout. How can a future lens, frames and skills help higher education and its various component roles to navigate what can only be considered, ongoing turbulence and change? How can collective imagination, agility and intelligence be best cultivated, inspired and practiced? Aiming to energize and activate a sense of possibility, agency and focus on the future, participants will be invited to deepen and expand their commitment to the future in creative and thought-provoking ways.

11:45 a.m.–12:30 p.m.

WAGS 3MT® Competition Final Round

Salon F

Winners to be announced at the event.

JUDGES

Jeri-Anne Lyons, Associate Vice President for Research & Dean, Graduate School, University of Northern Colorado

Rossitza Wooster, Dean of the Graduate School, Portland State University

Ashby Kinch, Dean, Graduate School, University of Montana

Moderator: *Maribeth Watwood, Vice Provost and Dean of Graduate Studies, Northern Arizona University*

12:30–2 p.m.

LUNCH & CLOSING SESSION

Salon E

EXCELLENT 3MT® TIPS:

Thinking of hosting 3MT® at your institution or just want to get some pointers?

Some of your WAGS colleagues will share tips & tricks for running a successful and efficient 3MT® competition.

WAGS BUSINESS MEETING:

WAGS Treasurer and board members will share information about WAGS to keep you, as WAGS members informed.

Thank you for attending!





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