

*Elevating
Excellence*

2024
March 20-22

66th Annual
WAGS
Conference



WESTERN
ASSOCIATION OF
GRADUATE SCHOOLS

hosted by
**Northern
Arizona
University**



*Welcome &
Thank you for attending!*



Elevating Excellence

Northern Arizona University is the host institution for the 2024 WAGS Conference. All times are listed in Mountain Standard Time (MST). Arizona does not observe Daylight Saving Time. Note, MST is the same as Pacific Daylight Time (PDT) and is one hour earlier than Mountain Daylight Time (MDT).

Wednesday, March 20, 2024

MST/PDT	MDT	Session Information
9-9:05 a.m.	10-10:05 a.m.	Welcome to the WAGS Conference
9:05-9:20 a.m.	10:05-10:20 a.m.	Conference Welcome
9:20-10 a.m.	10:20-11 a.m.	PLENARY I: Issues and Opportunities in Graduate Education: Access, Cost, and Quality
10-10:30 a.m.	11-11:30 a.m.	Break
10:30-11:45 a.m.	11:30 a.m.-12:45 p.m.	PANEL PRESENTATION
11:45 a.m.-1 p.m.	12:45-2 p.m.	Lunch Break
1-2 p.m.	2-3 p.m.	PLENARY II: The Futures of Graduate Education
2-2:15 p.m.	3-3:15 p.m.	Break
2:15-3 p.m.	3:15-4 p.m.	CONCURRENT SESSIONS Transforming Graduate Education through the 21st Century Masters Project: A University of Arizona Strategic Initiative Stacking Certificates to Create an Interdisciplinary Master's Degree Entering Mentoring: A Pilot for Graduate Faculty Mentoring Graduate Students in Research
3-3:15 p.m.	4-4:15 p.m.	Break
3:15-4 p.m.	4:15-5 p.m.	CONCURRENT SESSIONS Holistic Admission Strategies Contribute to Improved Healthcare Workforce Diversity Supporting Black and African American Women in College: A Conversation on Building Better Equity, Inclusiveness, and Belonging Holistic Enrollment Management: Inclusivity Across the Student Lifecycle
4-5 p.m.	5-6 p.m.	Networking Hour

Thursday, March 21, 2024

MST/PDT	MDT	Session Information
9:30-10:30 a.m.	10:30-11:30 a.m.	PLENARY III: Impacts of a Changing Climate on the Higher Education Landscape
10:30-10:45 a.m.	11:30-11:45 a.m.	Break
10:45-11:30 a.m.	11:45 a.m.-12:30 p.m.	SPONSOR SHOWCASE
11:30 a.m.-12 p.m.	12:30-1 p.m.	PROQUEST AWARDS
12:15-1 p.m.	1:15-2 p.m.	Lunch Break

Thursday, March 21, 2024 (continued...)

MST/PDT	MDT	Session Information
1-2 p.m.	2-3 p.m.	PLENARY IV: Designing Graduate Education for Success—in the Academy and Beyond
2-2:15 p.m.	3-3:15 p.m.	Break
2:15-3 p.m.	3:15-4 p.m.	CONCURRENT SESSIONS Work Life Design into the Graduate Student Experience What Constitutes a "Strong" Graduate Program? Considerations for the Career Readiness Conversation for Graduate and Professional Students
3-3:15 p.m.	4-4:15 p.m.	Break
3:15-4 p.m.	4:15-5 p.m.	CONCURRENT SESSIONS Integrating Mental Health in Mentor Training GradWell—Be Well to Do Well. Graduate Student Mental Health: Community, Connection, and Resilience

Friday, March 22, 2024

MST/PDT	MDT	Session Information
8:45-9 a.m.	9:45-10 a.m.	Student Welcome
9-9:45 a.m.	10-10:45 a.m.	WAGS 3MT® Competition Preliminary Rounds Session 1
9-9:45 a.m.	10-10:45 a.m.	WAGS 3MT® Competition Preliminary Rounds Session 2
9-9:45 a.m.	10-10:45 a.m.	WAGS 3MT® Competition Preliminary Rounds Session 3
9:45-10 a.m.	10:45-11 a.m.	Morning Break
10-11 a.m.	11 a.m.-12 p.m.	PLENARY V: Securing Future Enrollment through Career Development: How the Financial Success of Graduate Programs Depends on the Career Success of Alumni
11-11:45 a.m.	12-12:45 p.m.	WAGS 3MT® Competition Final Round sponsored by ProQuest, part of Clarivate
11:45 a.m.-12:15 p.m.	12:45-1:15 p.m.	WAGS Business Meeting

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66th Annual WAGS Conference *Elevating Excellence*

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Wednesday, March 20, 2024

MST/PDT	MDT	Session Information
9–9:05 a.m.	10–10:05 a.m.	Welcome to the 66th Annual WAGS Conference • <i>Maribeth Watwood, President, Western Association of Graduate Schools; Vice Provost for Academic Programming and Graduate Studies, Northern Arizona University</i>
9:05–9:20 a.m.	10:05–10:20 a.m.	Conference Welcome • <i>Jose Cruz Rivera, President, Northern Arizona University</i>
9:20–10 a.m.	10:20–11 a.m.	PLENARY I: Issues and Opportunities in Graduate Education: Access, Cost, and Quality • <i>Suzanne Ortega, President, Council of Graduate Schools</i> Suzanne Ortega will discuss how in a post-Scotus environment and after two consecutive years of declining domestic enrollments, strategies that center access and inclusion as fundamental to the quality of graduate education have never been more important. This talk will focus on CGS projects now underway to better understand the interplay between the career uncertainty, worry about student debt, and its impact on the matriculation and successful completion of graduate degrees. The talk will highlight CGS projects now underway to analyze and develop strategies to optimize the access, cost, quality triangle.
10–10:30 a.m.	11–11:30 a.m.	Break
10:30–11:45 a.m.	11:30 a.m.–12:45 p.m.	PANEL PRESENTATION : Mentoring Graduate Students in the 21st Century: What works best and what needs improvement? • <i>Andrea Arrellin, Graduate Student, University of New Mexico</i> • <i>Anna Jacobsen, Professor and Co-director of Title Vb grant, California State University, Bakersfield</i> • <i>Chidimma Ifeh, Graduate Student, Montana State</i> • <i>Destiny Denicola, Graduate Student, University of Colorado-Anschutz Medical Campus</i> • <i>Mark Woods, Associate Dean of the Graduate School, Portland State University</i> The panel, consisting of students competing in the 2024 WAGS 3MT event, together with faculty mentors, will address practices that advance student well-being and success as well as those that should be reexamined to best serve the changing needs of our graduate students.
11:45 a.m.–1 p.m.	12:45–2 p.m.	Lunch Break
1–2 p.m.	2–3 p.m.	PLENARY II: The Futures of Graduate Education • <i>Bryan Alexander, Senior Scholar, Georgetown University</i> This presentation explores how higher education is changing and what those changes might mean for graduate schools. We begin by identifying the major trends impacting universities from outside academia, including developments in macroeconomics, demographics, geopolitics, and attitudes towards higher education. We also explore the ways artificial intelligence may impact academia. Next, we examine changes within higher education, touching on enrollment, finance, international collaboration, and student expectations. We conclude by sketching the ways global warming may impact campuses, and how universities can act now.
2–2:15 p.m.	3–3:15 p.m.	Break

MST/PDT

MDT

Session Information

2:15–3 p.m.

3:15–4 p.m.

CONCURRENT SESSIONS

Transforming Graduate Education through the 21st Century Masters Project: A University of Arizona Strategic Initiative

• *Maggie Pitts, Sr. Associate Dean of the Graduate College, University of Arizona*

The Graduate College of the University of Arizona is in its final phase of a 2-year funded University Strategic Initiative whose mission it is to elevate, support, and promote excellence in master's education at the University of Arizona. As an R1 doctoral institute with over 11,000 graduate and professional students, we saw and capitalized on opportunities to raise awareness, support, and add value to master's programs. This session will showcase successes, lessons learned, and emerging opportunities from the project with the purpose of providing concrete recommendations for actionable best practices that attendees can take back to their institutions. During the first year we conducted 20 focus group interviews with over 120 graduate stakeholders. We used focus group data to develop key priorities for Graduate College action. Resulting deliverables included:

- 1) Enhanced training: Development of a mandatory, JEDI framed graduate teaching assistant training, development of a training site and support for graduate faculty and staff;
- 2) New policies and procedures: Stackable graduate certificates, return to complete master's degree, professional master's advising;
- 3) New technologies and enhancements: graduate degree search tool, graduate onboarding platform for new admits (GradStart), graduate advising report (pilot), modernized graduate audit and degree tracking;
- 4) Several hands-on workshops and material development to promote: Accelerated Master's Programs, professional master's curriculum, professional and scholarly development opportunities, graduate mentoring.

Attendees will learn about these initiatives and how they can be tailored to suit your institution's unique needs and challenges.

Stacking Certificates to Create an Interdisciplinary Master's Degree

• *Heidi Reeder, Professor and Director, Leadership Certificate Programs, Boise State University*
 • *Nicole Molumby, Graduate Program Director for Interdisciplinary Studies, Boise State University*

Some students desire to pursue an advanced degree, but hesitate due to uncertainty about their potential success and the overall value of the program. Perhaps they are looking to build their professional skills while working full-time, and wonder if a research intensive, thesis based program or MBA will fit with their diverse interests or available time. Like many graduate students, they might also grapple with imposter syndrome, hindering them from even applying to graduate school. At Boise State, students have the opportunity to stack certificates to earn an interdisciplinary master's degree. Pairing graduate certificates provides curricular structure to students' degree plans while also allowing them the flexibility they are looking for in a program; this allows students to feel more confident about their ability to succeed in an advanced degree and makes the decision to apply easier.

This session will describe our experience with offering a leadership certificate in combination with other certificate options (e.g., UX Design, Conflict Management, Non-Profit Management) to earn an Interdisciplinary Master's Degree. We will discuss the program learning outcomes, describe the admission and advising process for faculty and students, and share the final eLearning Portfolio where students reflect on their learning and demonstrate how the combination of graduate certificates met their interdisciplinary academic and career goals.

Entering Mentoring: A Pilot for Graduate Faculty Mentoring Graduate Students in Research

• *Laura Bounds, Associate Vice Provost of Graduate Studies, Northern Arizona University*
 • *Amy Rushall, Assistant Vice Provost of the Teaching & Learning Center, Northern Arizona University*
 • *Brittany Blanchard, Associate Librarian, Northern Arizona University*

The Entering Mentoring program was developed at the Center for the Improvement of Mentored Experiences in Research (CIMER) at the University of Wisconsin-Madison. In this pilot project, our institution's CIMER-trained facilitators guide a faculty cohort through conversations around aligning expectations, effective communication, fostering independence, equity & inclusion, assessing understanding, and promoting professional development. At the conclusion of the spring 2024 Entering Mentoring program, members of the Northern Arizona University faculty cohort will receive professional development funds in recognition of the time and effort they have committed to professional learning around mentorship.

AGENDA

MST/PDT	MDT	Session Information
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3-3:15 p.m.	4-4:15 p.m.	Break
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3:15-4 p.m.	4:15-5 p.m.	CONCURRENT SESSIONS
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CONCURRENT SESSIONS

Holistic Admission Strategies Contribute to Improved Healthcare Workforce Diversity

• Heidi He, Graduate Nursing Program Director, Department of Nursing, California State University, Bakersfield

A diverse healthcare workforce plays a pivotal role in improving healthcare access and health outcomes. The purpose of this presentation is to explore the great potential of holistic admission strategies in increasing healthcare workforce diversity and advancing healthcare equity by sharing our experience in developing and implementing a holistic admission process for a Nurse Practitioner Program.

Traditional admission processes in healthcare often focus heavily on academic metrics, inadvertently limiting the diversity of perspectives and experiences within the profession. Holistic admission processes recognize and value a broad spectrum of qualities beyond academic achievements. This includes factors such as personal experiences, cultural competencies, and a commitment to serve the community.

Holistic admission also plays a role in addressing the underrepresentation of minority groups in healthcare professions. By actively seeking candidates from diverse backgrounds, institutions contribute to breaking down systemic barriers and creating a healthcare workforce that mirrors the communities it serves. This not only enhances the quality of care but also helps build trust and rapport between healthcare providers and patients, ultimately improving health outcomes.

In conclusion, embracing holistic admission approaches in healthcare education can lead to a more diverse and culturally competent workforce. This diversity is a catalyst for reducing health disparities, improving health equity, and enhancing the overall effectiveness of healthcare delivery. As the healthcare landscape continues to evolve, the adoption of holistic admission practices becomes crucial for creating a workforce that can address the diverse and complex needs of a globalized society.

Supporting Black and African American Women in College:

A Conversation on Building Better Equity, Inclusiveness, and Belonging

• Jenna Duncan, Doctoral Candidate, Ed.D. Educational Leadership, College of Education, Northern Arizona University

This presentation follows findings and recommendations for community colleges (and universities) to consider when evaluating the unique needs of Black and African American women attending the institution. The conclusions follow findings from my recent dissertation research, "Stories from the Frontlines: Black and African American women navigating college success," wherein I interviewed 12 women from a Southwestern public community college, inviting them to share their stories, in their own words, of motivations, plans and dreams, challenges faced, celebrations won, resourcefulness, resilience, underlying systemic barriers and other experiences related to their journeys through college. Emerging themes helped guide me to some pain points on campus, areas for improvement, programs that could be expanded to scale, and other ideas for how to better support Black and African American women. Also shared were enlightening and often joyful stories of overcoming challenges, self-reliance, problem-solving, coping, and self-help strategies. Recommendations have been thoughtfully crafted to address the unique needs and circumstances of Black women navigating campus, facing systemic barriers, and negotiating challenges that are rooted in intersectional identities, often made even more complex with the role of motherhood or caregiver, and assorted socio-economic factors.

Holistic Enrollment Management: Inclusivity Across the Student Lifecycle

- Kerry Mandulak, Professor, School of Communication Sciences and Disorders, Pacific University
- Art Munin, Assistant Vice President, Enrollment Management Solutions, Liaison
- Jillian Baer, Solutions Consultant, Liaison

Increasingly, holistic review is being used to meet diversity and access goals in graduate admissions. Graduate holistic review alone, however, is not sufficient. Creating truly inclusive graduate student experiences requires a more intentional and expansive approach across the entire student lifecycle. This session introduces and positions Holistic Enrollment Management (HEM), a comprehensive approach to the enrollment management funnel, as the new cornerstone for universities seeking to enroll, retain, and educate diverse graduate students. This session will address the limitations of admissions policy changes to achieve diversity goals, the scope and application of HEM, and concrete strategies to apply on your campus.

MST/PDT

MDT

Session Information

4–5 p.m.

5–6 p.m.

Networking Hour

Align with fellow WAGS attendees to expand your network and knowledge of higher education, share ideas and frustrations, and encourage one another with potential solutions. All Networking Hour participants will be entered into a drawing for a \$100 prize to be announced during the session. You must be present in the session to collect your prize at the time of the drawing, so be sure to plan to attend this exciting session.



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WAGS Membership Benefit!

The Western Association of Graduate Schools presents:
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 the GEWL Academy cohort. **Please submit nominations by July 1, 2024.**

**The GEWL Academy will hold its gathering
September 11–13, 2024 in beautiful Denver, CO.**

Please send any questions and nominations to Rossitza Wooster at wooster@pdx.edu.

AGENDA

Thursday, March 21, 2024

MST/PDT	MDT	Session Information
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9:30–10:30 a.m.	10:30–11:30 a.m.
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PLENARY III:

Impacts of a Changing Climate on the Higher Education Landscape

• *Stefan Sommer, Faculty, Department of Biological Sciences, Northern Arizona University*

Stefan Sommer will discuss how global climate change increasingly impacts many aspects of society, including higher education. There are many ways in which this is already happening and is likely to accelerate moving forward. For example, institutions are increasingly planning ways to reduce their carbon footprints and adopt more sustainable environmental practices.

The migration of climate refugees across the globe may reshape student demographics in higher education and necessitate a reevaluation of admission criteria and support systems to accommodate individuals affected by environmental disruptions. Issues such as gender inequality, predicted to be exacerbated by continuing climate change, will also require attention, as will student mental health challenges made worse by climate-related stressors.

Curricular updates to include degree programs, certificates, and micro-credentials, which specifically prepare graduates in aspects of climate science, will accelerate beyond offerings already being established.

Interdisciplinary training, including the use of artificial intelligence tools, will gain heightened importance to support collaboration between environmental science, policy, healthcare, and other disciplines. Graduates equipped with a holistic understanding of the issues will be better positioned to contribute meaningfully to mitigating climate change impacts and promoting overall societal resilience.

10:30–10:45 a.m.	11:30–11:45 a.m.
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Break

10:45–11:30 a.m.	11:45 a.m.–12:30 p.m.
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SPONSOR SHOWCASE

In the dynamic world of graduate education, the relationships between academic institutions and higher education-focused vendors is critical. Our sponsors for the 2024 WAGS virtual conference support our students and our programming in many ways. We will highlight these colleagues in a special session to showcase their services and products. Sponsors will each be given time to make concise presentations on how they contribute to successful graduate education, and we will also have time for participant discussion. The Showcase will give all conference participants the opportunity to ask questions, clarify services, and make connections with our conference sponsors.

All Showcase attendees will be entered into a drawing for a \$100 prize to be announced during the session. You must be present in the session to collect your prize at the time of the drawing, so be sure to plan to attend this exciting session.

11:30 a.m.–12 p.m.	12:30–1 p.m.
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PROQUEST AWARDS

12:15–1 p.m.	1:15–2 p.m.
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Lunch Break

1–2 p.m.	2–3 p.m.
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PLENARY IV:

Designing Graduate Education for Success—in the Academy and Beyond

• *Cathy Davidson, Senior Advisor to the Chancellor on Transformation, Founder, Cochair, Futures Initiative; Distinguished Professor of English, Digital Humanities, and Data Analysis and Visualization at the Graduate Center, City University of New York*

Cathy Davidson argues that it's important to focus on "academic success" (and not just "student success") and that we need to rethink student, faculty, and institutional success together, with a particular focus on preparing students (undergraduate and graduate) for a complex, ever-changing, and uncertain world, both in the university and beyond.

2–2:15 p.m.	3–3:15 p.m.
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Break

MST/PDT

MDT

Session Information

2:15–3 p.m.

3:15–4 p.m.

CONCURRENT SESSIONS

Work Life Design into the Graduate Student Experience

- *Seth Igarta, Professional & Career Development Specialist, Educational Improvement & Innovation, Oregon Health & Science University*
- *Brenda Martinez, Assistant Professor, Oregon Health & Science University*
- *Sophia Nation, Higher Education Career Development Intern, Educational Improvement & Innovation, Oregon Health & Science University*

This presentation will detail a new Career & Work Life Design (CWLD) Coaching Series, aligned with Oregon Health & Science University's (OHSU) Career Development Framework, introduced in Fall 2023 to address expressed graduate student needs regarding professional and career development. The Career Development Framework models four developmental themes: reflect, explore, develop, and execute, while hallmarking development tasks for each theme. Participants engaged these frameworks using interactive design thinking tools and resources to guide their personal and professional growth.

In 2022, OHSU established a Professional Development Specialist and Mentorship Specialist role within its Provost Office Center for Educational Improvement and Innovation, which evolved into a Mentorship & Career Design Team. That team has been tasked with providing and expanding centralized mentorship and career development education to support its educators (faculty and staff) and learners (students and trainees).

The goal of this presentation will be to review the frameworks and share how the CWLD Coaching Series engages foundational career development theory, NACE Core Competencies, mentorship, and human-centered design tools and resources. Participant takeaways will include exposure to OHSU's Career Development Framework, incorporation of sound career development practice, an introduction to design thinking, and reflection on how elements of OHSU CWLD Coaching Series could inform participants' current graduate student programming.

What Constitutes a "Strong" Graduate Program?

- *Philip Mote, Vice Provost & Dean of the Graduate School, Oregon State University*

Notions of what makes a graduate program strong, or conversely at risk of closure, often focus on a couple of simple metrics like enrollment or employment outcomes. We posit an evaluation that combines both measurable quantities representing a range of outcomes, and also a set of immeasurable attributes like the admissions practices and climate of the program, with a view to improving program quality. A portion of the time will be set aside for discussion to hear other perspective.

Considerations for the Career Readiness Conversation for Graduate and Professional Students

- *Kimberly Frick, Director, Placements and Internships, Northern Arizona University*

Career readiness continues to be a priority within institutions of higher education, but traditional models often disregard the needs of graduate and professional students, many of whom have already participated in the workforce, have straight career paths following graduation, or are not looking for a new job direction. While soft skills development, job searching techniques, and resume review should always be a critical component of career readiness, a new paradigm for post-graduation success is necessary to ensure they are prepared for the challenges they may face in the future. The facilitator will discuss considerations for programming and present a new model of career readiness that centers personal development and well-being as drivers of career and life preparation. This talk will also explore the importance of taking a life course approach to career and considering the needs of life-long learners. Participants are encouraged to bring their expertise to share how they are preparing students for the future regardless of the career path they choose to take.

3–3:15 p.m.

4–4:15 p.m.

Break

MST/PDT

MDT

Session Information

3:15–4 p.m.

4:15–5 p.m.

CONCURRENT SESSIONS

Integrating Mental Health in Mentor Training

- *Brenda Martinez, Assistant Professor, Oregon Health & Science University*
- *Chennettee Jelleberg, Director of Student Access, Oregon Health & Science University*
- *Hannah Hoeflich, Suicide Prevention Program Manager, Oregon Health & Science University*

Mental health problems have always existed in graduate programs, which is inevitable as one in six US adults have some form of mental illness. This is likely exacerbated by the stress associated with graduate school. Academic mentors are uniquely positioned to intervene and support graduate students' mental health but are not equipped with the necessary skills to effectively do so. We are addressing this gap through an innovative "Cultivating Mental Health and Disability Support" mentor training we have added to our OHSU Mentorship Academy in partnership with OHSU's Student Health and Wellness and Office of Student Access. Student engagement with Academic Mentors who understand their role, including its scope and limitations, can build trust. This trust then empowers students to ask for help in appropriate ways when they need it. Academic Mentors receive training designed to:

- 1) identify different types of mentor support on a continuum
- 2) engage in initial steps to discussing mental health and accommodations with students
- 3) understand how to effectively implement accommodations and
- 4) name different institutional resources and how to access them.

Our survey results have shown that Academic Mentors learn the importance of serving as environmental stewards connecting students to institutional resources, including other mentors in the larger mentoring ecosystem, because of this training. Participants will reflect on how academic mentors can intervene in graduate student mental health and improve their institutions' ability to promote inclusive, safe, and supportive research environments for all trainees, thereby facilitating an improved retention rate.

GradWell—Be Well to Do Well.

- *Scott Lowe, Dean, Graduate College, Boise State University*

A brief background, implementation details, and outcomes from Boise State University's GradWell graduate student well-being and success initiative.

Graduate Student Mental Health: Community, Connection, and Resilience

- *Nika Gueci, Executive Director, Center for Mindfulness, Compassion, and Resilience, Arizona State University*
- *Kimberly Frick, Director, Placements and Internships, Northern Arizona University*

Cultivating mental health is critical to academic, personal, and professional success. Students in graduate and professional school are experiencing mental health issues at increasingly high rates, yet interventions are often designed for undergraduate students, overlooking the unique needs of the graduate community. This session will review data on factors that influence graduate student mental health, including harassment, sexual and relationship violence, and substance use, and explore evidence-based strategies that contribute to individual and community wellbeing while influencing student success and retention. The facilitators will engage the audience in a dialogue surrounding challenges and successes from their campuses and discuss best practices for developing resilient communities where all individuals are given the opportunity to thrive.

Friday, March 22, 2024

MST/PDT	MDT	Session Information
8:45–9 a.m.	9:45–10 a.m.	<p>Student Welcome</p> <ul style="list-style-type: none"> • <i>Maribeth Watwood, President, Western Association of Graduate Schools; Vice Provost for Academic Programming and Graduate Studies, Northern Arizona University</i> • <i>Jeri-Ann Lyons, President-Elect, Western Association of Graduate Schools; Associate Vice President for Research and Dean of Graduate School, University of Northern Colorado</i> <p>3MT® students, please join us for this short welcome session before we get started with the competition. All conference attendees are welcome to join, too.</p>
9–9:45 a.m.	10–10:45 a.m.	<p>WAGS 3MT® Competition Preliminary Rounds–Session 1</p> <ul style="list-style-type: none"> • Kylee (Dawn) Amos, Idaho State University • Andrea Arrellin, University of New Mexico • Morgan Harwood, University of Utah • Chidimma Ifeh, Montana State University • Kendra Isable, University of Nevada, Reno • Anne Johnson, Portland State University • Mallory Pennington, University of Oregon • Scott Wrigley, Colorado State University
9–9:45 a.m.	10–10:45 a.m.	<p>WAGS 3MT® Competition Preliminary Rounds–Session 2</p> <ul style="list-style-type: none"> • Haley Bridgewater, Boise State University • Destiny DeNicola, University of Colorado Anschutz Medical Campus • Jessica Duke, University of Northern Colorado • Jonathan Juarez, California State University, Bakersfield • Christine Keelin, Claremont Graduate University • Kyrie Milliron, University of Colorado, Colorado Springs • Abigail Rode, University of Idaho • Carter Smith, Metropolitan State University Denver
9–9:45 a.m.	10–10:45 a.m.	<p>WAGS 3MT® Competition Preliminary Rounds–Session 3</p> <ul style="list-style-type: none"> • Marcus Cogley, University of Alaska, Fairbanks • Marcel Roy Domalanta, North Dakota State University • Madeleine Goertz, California Polytechnic State University, San Luis Obispo • Temitayo Ikuerowo, University of North Dakota • Kendra McGlothen, University of Nevada, Las Vegas • Zach Schiffman, University of Colorado Boulder • Bozhou Zhuang, University of Southern California
9:45–10 a.m.	10:45–11 a.m.	<p>Break</p>
10–11 a.m.	11 a.m.–12 p.m.	<p>PLENARY V:</p> <p>Securing Future Enrollment through Career Development: How the Financial Success of Graduate Programs Depends on the Career Success of Alumni</p> <ul style="list-style-type: none"> • <i>Maren Wood, CEO & Director, Center for Graduate Career Success</i> <p>Maren Wood will discuss how students pursue graduate education to build a life and career they could not achieve with a bachelor’s degree alone. But, many graduate alumni struggle to build careers where they are paid for their education and training. This year, the Department of Education is rolling out new regulations (the Financial Value Transparency Framework) to provide prospective students with information about the cost and outcomes of degree and certificate programs. This information will allow students to compare different programs and choose ones where they will see the greatest return on investment. Under this new framework, creating career-ready alumni who know how to build careers will take on new urgency for graduate schools.</p> <p>In this keynote presentation, L. Maren Wood, will share information about the Financial Value Transparency Framework, challenges alumni face when job searching, and strategies for graduate programs to ensure that their alumni are successful.</p>
11–11:45 a.m.	12–12:45 p.m.	<p>WAGS 3MT® Competition Final Round, sponsored by ProQuest, part of Clarivate</p>
11:45 a.m.–12:15 p.m.	12:45–1:15 p.m.	<p>WAGS Business Meeting</p>

66th Annual Conference



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March 2025

Denver, Colorado

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