



Mind Mapping, Restructuring, & Implementation: Zero Budget Student Engagement

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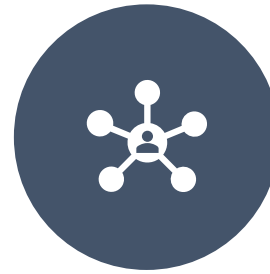
Objectives



IMPLEMENT THE APPRECIATIVE
INQUIRY STRATEGIES TO DEVELOP A
STUDENT ENGAGEMENT
FRAMEWORK.



EXAMINE THE CULTURE OF THE
GRADUATE SCHOOL COMMUNITY,
DEVELOP STRUCTURES IN SUPPORT
OF STUDENT ENGAGEMENT.



CREATING BUY-IN FOR GRADUATE
COMMUNITY, TO INCLUDE FACULTY
AND STUDENTS DURING THE
RECONSTRUCTION PHASE OF THE
ENGAGEMENT PROCESS.



DISCUSS KEY TAKEAWAYS DURING
THIS PROCESS.



How Did We Get Here?





The Challenges

- No visible leadership
- Lack of advocacy for GS initiatives
- Declining budget
- Lack of communication/poor “customer” service
- Staff morale down
- Failure to meet deadlines
- Dated Policies



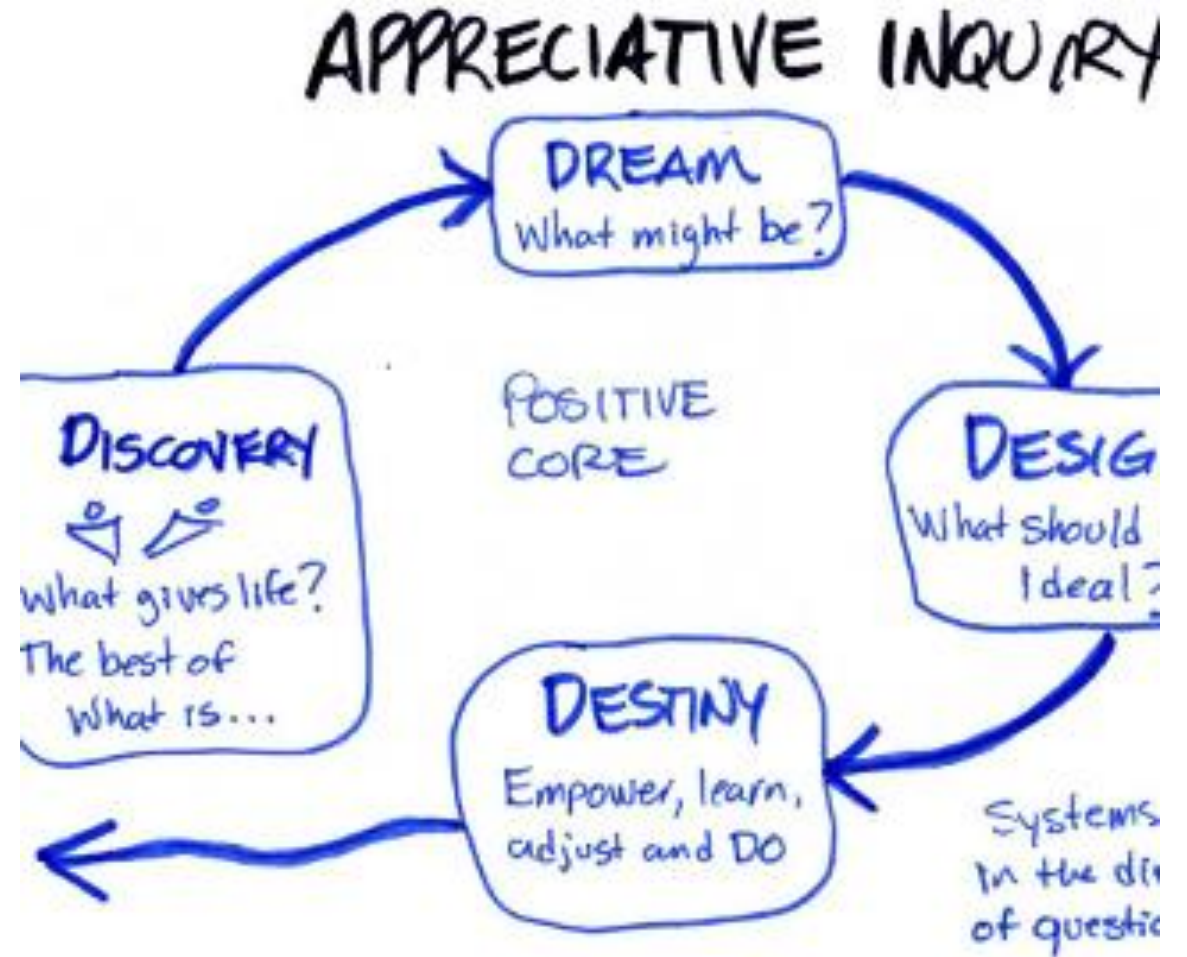
PHASE

1

Appreciative
Inquiry -
Discover

What is Appreciative Inquiry?

- “Appreciative Inquiry is a group process that inquires into, identifies, and further develops the best of “what is” in an organizations in order to create a better future. Often used in the organization development field as an approach to large-scale change, it is a means for addressing issues, challenges, changes, and concerns of an organization in ways that build on the successful, effective, and energizing experiences of its members.” (Cooper, Whitney, & Stavros, 2003, p. 29).
- Other: seeking the “right” in an organization, creating an imagined future that builds and expands the joyful and life-giving realities... creating environments in which people want to work and live
- Appreciative inquiry ask organization members to focus on “the best of what is”
- NEED: Steps of AI, discover, dream, design, deliver



Source: Cooperrider et al.

AI, Discover- Examination of the Culture



FEEDBACK:
SURVEY STUDENTS
MEET WITH STAFF



MIND MAPPING :
FEED BACK FROM GRADUATE SCHOOL STAFF

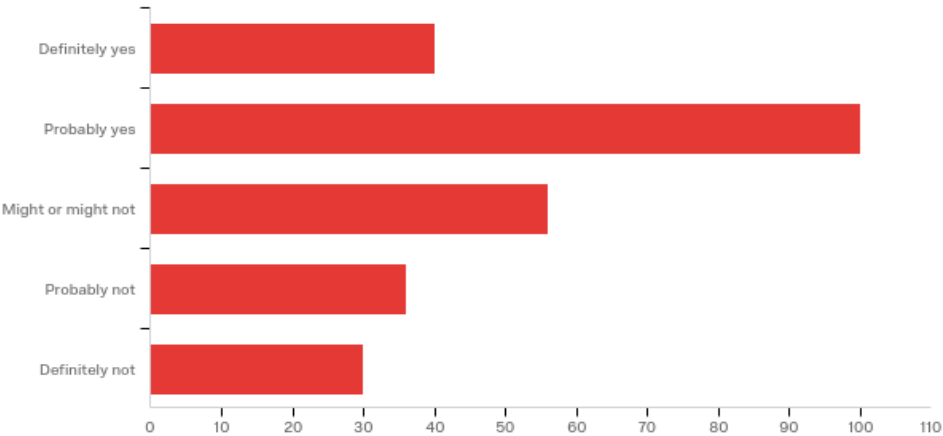
Mind mapping





Survey

Q4 - Does the current resources provided by ISU meet your needs as a Graduate Student?



#	Answer	%	Count
1	Definitely yes	15.27%	40
2	Probably yes	38.17%	100
3	Might or might not	21.37%	56
4	Probably not	13.74%	36
5	Definitely not	11.45%	30
	Total	100%	262

- What resource/s do you wish ISU offered graduate students that it does not currently offer?
- Please add additional comments about your experiences as an ISU graduate student?



Phase I - Takeaways

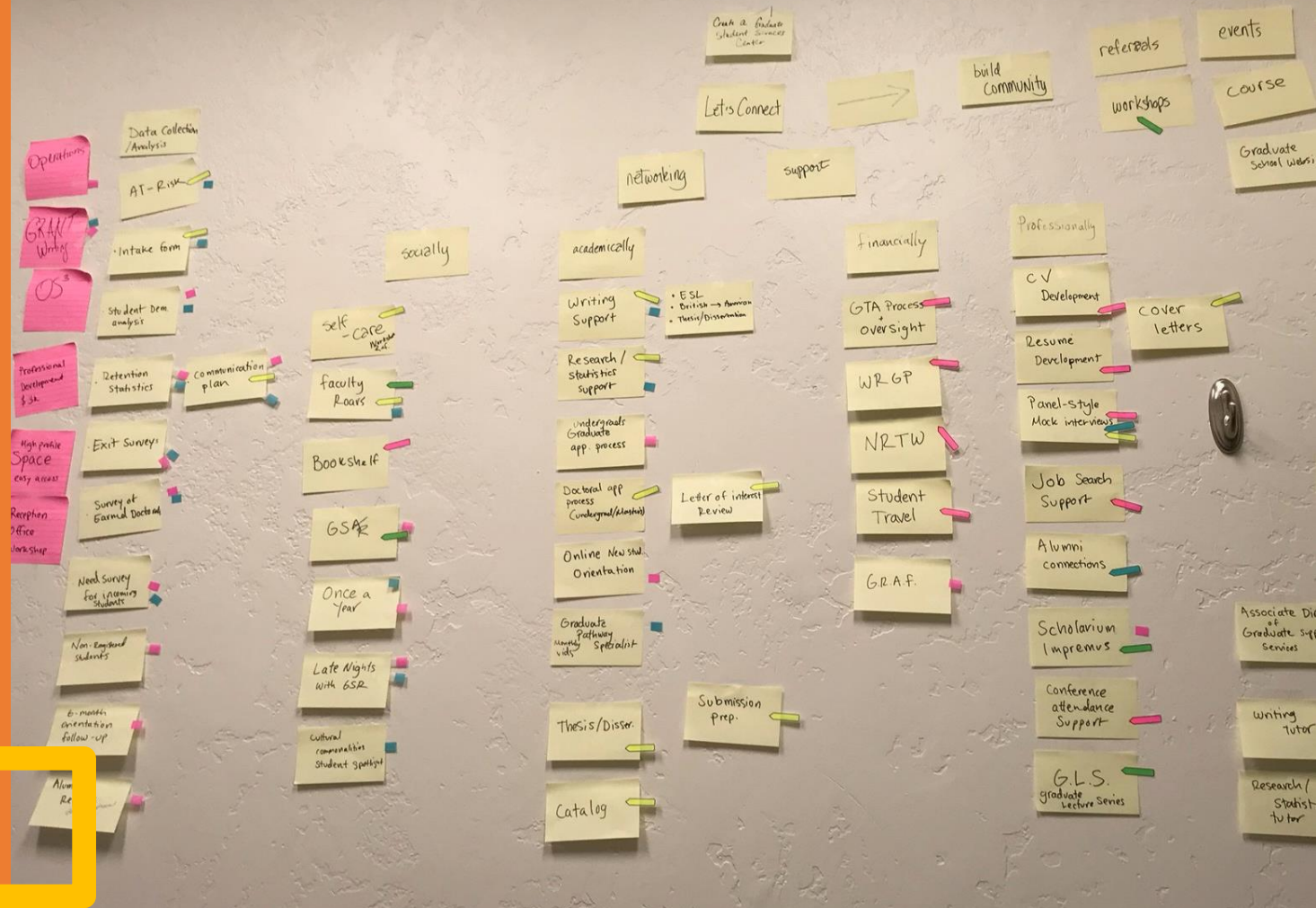
- Listen to the things occurring within the office culture.
- Pay attention to emerging subcultures and those that already exist.



Appreciative
Inquiry -
Dreaming

PLEASE

AI, Dream



The Proposal

Mission Statement

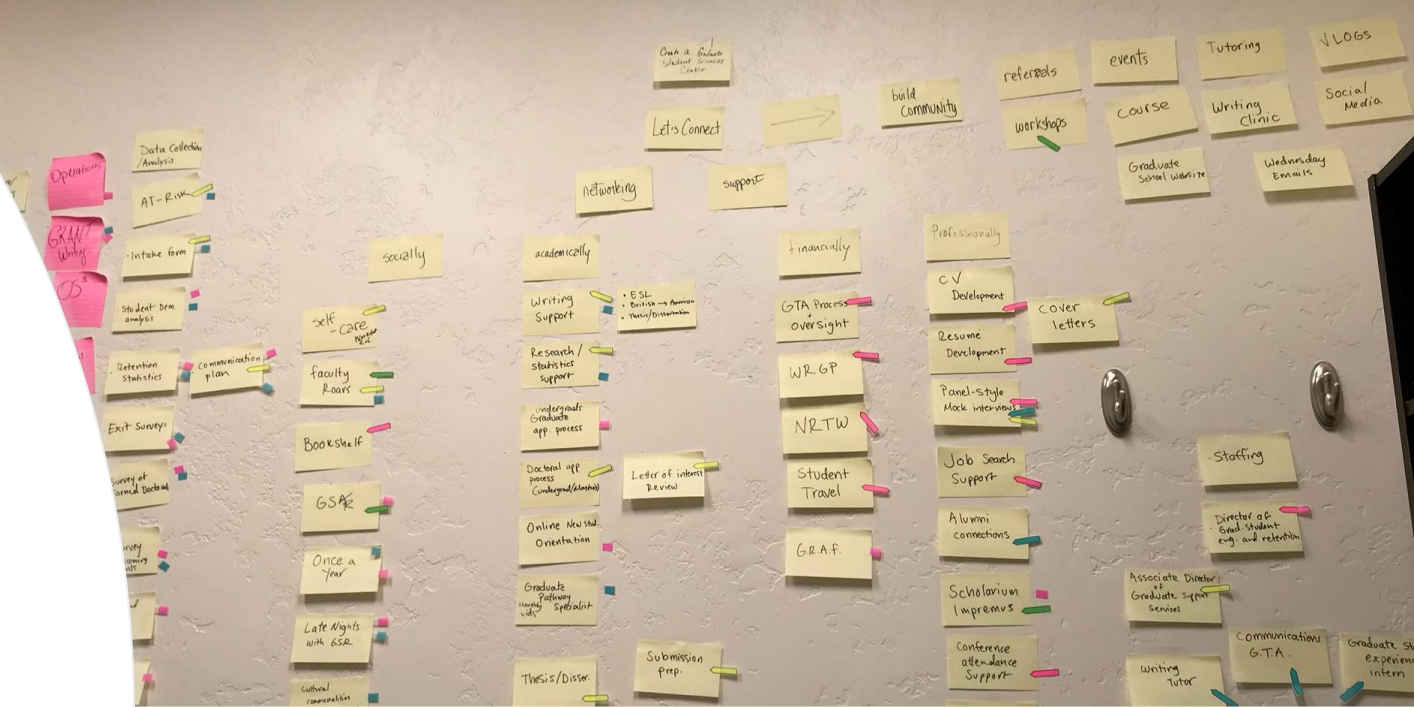
The Graduate and Professional Services Resource Center serves as a one-stop for students pursuing graduate and professional education at Idaho State University. The Center aims to enhance the student experience academically, professional, and socially, through alignment with the university's core themes.

Vision Statement

The Graduate and Professional Services Resource Center exists to cultivate graduate and professional students who are polished, savvy, in-demand, and who leave our institution feeling indelibly connected to ISU.

Our three major areas for increasing engagement and retention are academic support, social and emotional learning, and professional/financial support services.

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Jan

- 2. Workshop ^{Eating healthy on budget}
- 3. Workshop ^{A&P of Sci. Paper}
- Weekly Writing/Stats Clinic ^{LESL & T/D}
- GNISO plan ^{Moodle} * + GA
- Course development *
- Grad. lecture Series
- Late Nights
- Grad Student Spotlight
- Faculty Roars video
- Cultural commonalities
- Scholarium Imprimus

March

- Workshop ^{Interview Skills}
- Weekly Writing/Stats Clinic ^{LESL & T/D}
- GNISO plan ^{Moodle} * + GA
- Course develop *
- Late Nights
- Grad Student Spotlight
- Faculty Roars
- Cultural commonalities
- Schol. Imprimus

Feb

- 1. Workshop ^{Mental Health}
- 2. " ^{Nothing Personal}
- 3. " ^{Nothing Personal}
- Weekly Writing/Stats Clinic ^{LESL & T/D}
- GNISO plan ^{Moodle} * + GA
- Course develop *
- Grad. lecture Series
- Late Nights
- Grad Student Spotlight
- Faculty Roars
- Cultural commonalities
- Scholar. Imprimus

April

- 1. Workshop ^{Alumni Leverage}
- Writing/Stats Clinic ^{LESL & T/D}
- GNISO plan ^{Moodle} * + GA
- Course develop *
- Late Nights
- Begin - Food Fest planning
- Grad Student Spotlight
- Faculty Roars
- Cultural commonalities
- Schol. Imprimus

- Professional** - Jessica Winston (CV), Eric L. (resume), Interview Skills
- Social/emotional learning** - Dr. Weeden
- Academic** - Dr. Roberts

* Standing agenda items

[Embed Students in PLE program]

Online Resources

- Moodle page: access to resources all year long.
- Website: GPSR
- Trello: for staff

To Do:

- Calendar to Dr. Walter ^{Draft 1 wk - final}
- Flyers/templates for events (3) ^{end of Nov.}
- Scheduling: Meet next week
- Weekly meetings (REND 129 - Alma Dec)
- Fridays 10 am.
- 5 min updates per staff

- Dr. Eakins** - Schol. Imprim - Moodle
- Dr. Roberts** - Secure facilitators - G.L.S. - LUGSA
- Sam** - Social Media Calendar - ESL - Grad. Stud. Spot.
- Saujan** - Flyers - Web GPSR - LUGSA - Schol. Imprim.
- Kailey** - Secure locations - G.L.S. - Moodle
- Social media promo - Web GPSR
- i calendar - Schol. Imprim.
- Event planning - Grad. Student Spotlight
- LUGSA

Doctoral Interns

- ESL
- Course Develop.
- Faculty Roars
- Cultural com.
- Food Festival
- Research Symposium
- New Grad NSO

Phase II - Takeaways

- Momentum...
- Get people excited about sharing ideas
 - As a leader get them comfortable without worrying so much about credit. However, be sure to acknowledge the contributions of your team.
- Be open to the ideas no matter how crazy they sound. The concept that sticks may come from it.



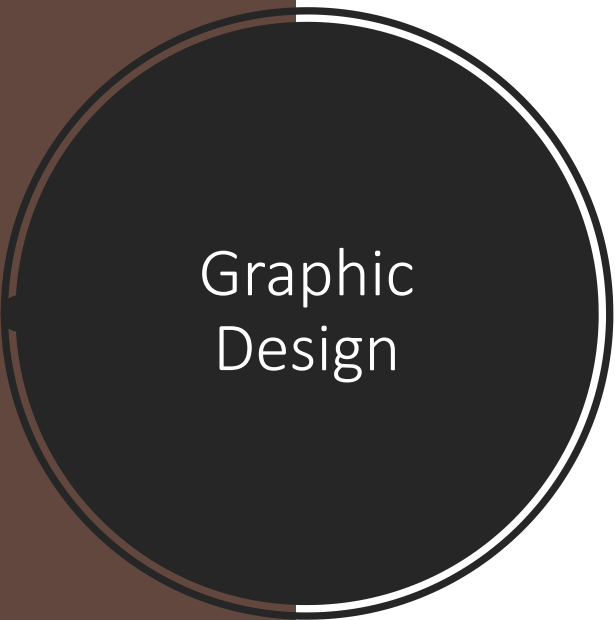
Implementation
(Design
Thinking)

Phase 3



What is Design Thinking?

- Empathy coupled with collaboration within multidisciplinary teams
- Accelerate learning through hands-on experimenting, and visualization,
- Creating quick rough prototypes
 - Simple prototypes help grasp a potential implementation well before resources are spent in development



Graphic
Design

ROAR

- Website management & development
- Social Media images
- Posters and other marketing materials

Program Design



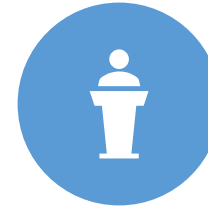
Late Nights with the
Graduate School



Online Workshops
(Academic,
Professional & Social)



Graduate Lecture
Series



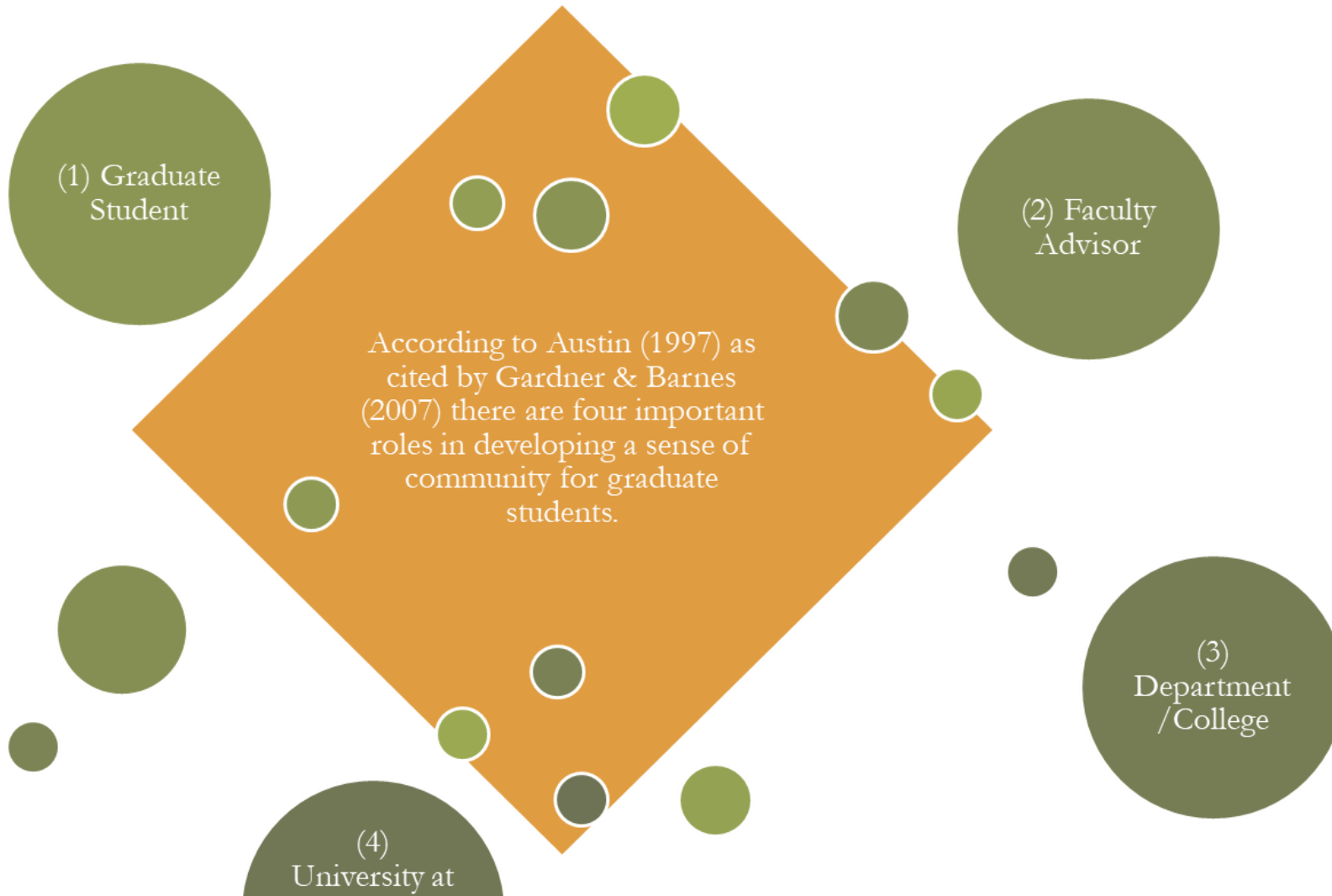
Scholarium Imprimus



Student Spotlight



Faculty Roars



Interaction Design

Developing a Sense of Community

System
Design

**Position shifting –
Created the Graduate
Pathway Specialist team.**

- Administrative Pathway Committee (APC)

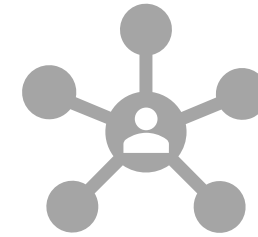
**Restructuring of the
Graduate Student
Association (GSA) to
Graduate & Professional
Advisory Council (GPAC)**

Committees

Awareness Design



What motivates? Who?



Working to integrate the needs of
the staff within our new systems.

Phase III-Takeaways

- Create a sense of Urgency
- Fail quickly and frequently so that learning can occur



Takeaways

- Collaborate with Colleges and Departments
- Minimize the work for those offering their support.
- Get your students involved they are excellent at word of mouth marketing.



Takeaways

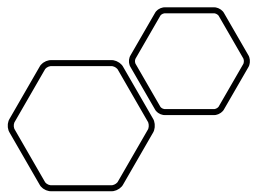
- Conduct Surveys to determine programing impact
- Provide a report to the Dean on the First year





Next Go Round...

Find Donors
&
Secure the Bag!



Discussion/Questions



DISCOVERING



DREAMING



DESIGNING



NEXT STEPS



QUESTIONS

An abstract composition of various geometric shapes. In the top left, a green-outlined triangle points right. To its right is a solid blue circle. Below the triangle is a blue-outlined circle. In the center is a large orange semi-circle. To the right of the semi-circle is a vertical yellow dashed line. In the bottom left is a large solid orange circle. To its right are four short, curved yellow dashed lines. In the bottom right is a green-outlined square.

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