

# Western Association of Graduate Schools Annual Conference

## Event Schedule

Mon, Mar 22, 2021

10:00am

### Welcome Session

🕒 10:00am - 10:15am, Mar 22

General Session

#### 🗣️ Speaker



**Tammi Vacha-Haase** Graduate College Dean and WAGS President, Boise State University

10:15am

### CGS Update - Nurturing the Whole Graduate Student: A Focus on Intersections and Transitions

🕒 10:15am - 11:15am, Mar 22

General Session

(See Welcome Session for a recording of the CGS Update Session)

The COVID-19 pandemic and a series of visible, violent acts of racism have illuminated and exacerbated longstanding fault lines in society—and in and graduate education. Efforts to further improve diversity, inclusion, student mental health, and degree completion threaten to fray both at points of transition across the graduate student life cycle and in the intersections of gender, race, ethnicity, gender identity, socioeconomic and first-generation status, [dis]ability, and other aspects of identity. This talk will focus on lessons we are learning from the Current NSF-funded CGS RAPID project, and from the CGS project on graduate student mental health funded by the Andrew W. Mellon and Alfred P. Sloan Foundations.

#### 🗣️ Speaker



**Suzanne Ortega** President, Council of Graduate Schools

11:20am

### Graduate Student Mental Health: Trends, Challenges and Promising Practices

🕒 11:20am - 11:50am, Mar 22

Mental Health and Wellbeing

This presentation will describe current trends in graduate student mental health and challenges unique to the graduate school population. A comprehensive approach to supporting graduate student mental health will be outlined and promising practices generated by the Council for Graduate Schools and The Jed Foundation partnership will be discussed.

## Speaker



**Nance Roy** Chief Clinical Officer, The Jed Foundation

## From obstacle to advantage: Reframing holistic admission requirements

🕒 11:20am - 11:50am, Mar 22

### Admissions and Recruitment

Holistic admissions processes are essential to cultivating a high-quality, diverse graduate student population. By using robust and dynamic technology offered by Kira Talent, the Graduate College at the University of Nevada, Las Vegas has been able to provide its graduate programs with customized virtual applicant interview options that have resulted in a more systematic applicant review processes and ultimately an increase in student diversity.

In this presentation we will share how Kira Talent's asynchronous video interviews have been incorporated into graduate admissions reviews. We will cover how the use of these interviews have helped reduce barriers for applicants and reduce financial, travel, time, and other constraints which has been of particular importance during the COVID-19 pandemic. We will also review best practices for using these interviews to assess applicants in a holistic manner, feedback received from graduate programs and applicants, plans for graduate assistant interviews, and lessons we have learned during these past four years of partnership.

## Speakers



**Kara Wada** Assistant Dean of Admissions & Enrollment Management, University of Nevada, Las Vegas



**Stephanie Beakbane** VP, Partnerships, Kira Talent

## Graduate Bridges to Success

🕒 11:20am - 11:50am, Mar 22

### Business and Operations

Graduate Bridges to Success is a platform that guides graduate students after they are admitted into their graduate degree programs all the way to graduation. Prior to this system, students had to know where to look online or spend time emailing or calling for the information they needed. Students were frustrated and confused. Bridges was created to provide centralization of information, documentation, and processes of what is required for graduation.

This platform was built using the institution's learning management system, Brightspace. The degree programs are housed in their respective college and school shells, where students are automatically placed. Students have 24/7 access to the information, allowing them to manage their schedules. The built-in intelligent agents permits the students to receive email notifications on tasks or documents that are due and any upcoming deadlines. We included a discussion board for students to engage with each other, checklists to assist students' personal progress, and FAQs to answer the most common questions.

Bridges, customizable for each college and school at NMHU, offers guidance for the graduate program coordinators. By bestowing them with the same knowledge, documents, and practices as the students, program coordinators can stay abreast of tasks and goals. Program coordinators receive emails of what documents are due in the Office of Graduate Studies or the Office of the Registrar. Program coordinators can use the email tool to communicate with their students.

## 📣 Speakers



**Cathryn Brooks-Williams** Graduate Affairs Coordinator, New Mexico Highlands University



**Ian Williamson** Associate Vice President for Academic Affairs, Grants, and Contracts, and Interim Graduate Dean, New Mexico Highlands University

## Mentoring through Writing: Supporting Faculty and Graduate Students as Collaborators

🕒 11:20am - 11:50am, Mar 22

Professional Development: Graduate Students

This presentation shares the design of and data from workshops that support the collaborative writing of faculty mentors and their graduate student mentees at CSU. These Mentoring through Writing workshops guide participants through the nuanced challenges of coauthoring in relationships that often reflect power and knowledge asymmetries, varying skills and styles, and a diversity of perspectives. These workshops are part of an on-going case study of how faculty and graduate students write collaboratively, and while our data is preliminary, it suggests the need for coauthor facilitation at the graduate level is great. Writing in collaboration with others requires a specific set of writing-related interpersonal skills, particularly if the writing project is to be done well, without conflict, and in a timely manner. While often taken for granted and seldom considered in depth, writing together is foundational for the faculty-mentor and graduate-student-mentee relationship and it requires that collaborators develop mutually enhancing skills. Currently, more than 90% of publications in STEM are coauthored, an increasingly common trend across all academic disciplines. In 2017, Barry Bozeman and Jan Youtie found that over 94% of coauthored publications included a graduate student. The pressures for graduate students to produce publishable-quality writing to deadline are often shared by faculty advisors. Targeted programmatic support at the site of collaborative writing facilitates the professional development of both graduate students and faculty. Now, that's a co-success!

## 📣 Speaker



**Kristina Quynn** Director CSU Writes, Colorado State University--Ft. Collins

12:00pm

## Break and Exhibitor Time

🕒 12:00pm - 2:00pm, Mar 22

## Actionable Outcome Data on Graduate Alumni: a discussion with the University of Utah and Academic Analytics

🕒 12:00pm - 1:00pm, Mar 22

Bonus Session Sponsored Talk

Gathering, analyzing, and reporting alumni outcomes has become an increasingly burdensome task for Universities as more entities request these data. Many universities rely on ad hoc or decentralized reporting processes that tend to supply inconsistent and unreliable information. David Kieda, Dean of the Graduate School at the University of Utah, will discuss how they are using Alumni Insight from Academic Analytics to simplify the process. We will describe the new tools available from Academic Analytics, discuss best practices for utilizing master's, doctoral, and postdoctoral alumni outcome data, and explore ways the

University of Utah plans to use these data for program review, legislative reporting, and beyond.

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### 🗣️ Speakers



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



**Molly Wilson** Product Owner, Academic Analytics



**Phil Platt** Associate, Client Solutions, Academic Analytics

## 1:00pm

### DEI at WAGS

🕒 1:00pm - 2:00pm, Mar 22

**Bonus Session**

Join Executive Board Members (President-Elect, Dr. Wefes and Member-at-Large Dr. Campbell) as they lead two simultaneous discussions about the future of WAGS and its commitment to diversity, equity, and inclusion. Participants will be split in two groups (Group A and Group B), and asked to tackle some of the most pressing issues confronting graduate educators in our region. Upon completion, your ideas will be presented to the WAGS Executive Board who will use your ideas to chart the future direction and make critical changes to the organization. This is your opportunity to make a difference, have your voice heard and be a part of the change you want to see. We look forward to hearing from you and welcome all views and perspectives.

This session has a limited capacity of 40 attendees. Please sign up to attend here: [Ticket Page](#)

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### 🗣️ Speakers



**Inge Wefes** WAGS President-Elect and Graduate School Senior Associate Dean, University of Colorado Denver - Anschutz Medical Campus



**Shannon Campbell** WAGS Member-at-Large and Associate Vice President of Graduate Studies, Metropolitan State University of Denver

## 2:00pm

### Demonstrating Care through Action: Supporting Students in Crisis

🕒 2:00pm - 3:05pm, Mar 22

**Mental Health and Wellbeing**

As higher education practitioners it is important to foster a sense of belonging, understanding, acceptance and empathy for our students. Campus communities offer varying levels of support, but how we optimize that support in times of distress is an important component to student success. In this session the

presenters will discuss the Office of Student Engagement's multifaceted outreach addressing pivotal stressors during the graduate student life cycle. The session will focus on the development of a "We Care" phone outreach campaign aimed at supporting students that may be in crisis, i.e. financial burdens, registration holds, and outside social and environmental stressors. The "We Care" campaign also included targeted outreach during the migration to online learning in response to COVID-19. The Office of Student Engagement worked across campus to incorporate appropriate resources and options to best meet the needs of the students. This phone outreach provided students an opportunity to connect with a staff member, voice concern, and receive support as they navigated tumultuous times. The outreach provided the institutional leadership team and academic units critical information to guide them in their efforts to meet the needs of their students. During this session you will hear how collaboration across campus, the development of phone scripts, and targeted financial aid training assisted the Office of Student Engagement in the development of a "We Care" campaign that was employed and launched amid a global pandemic.

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#### Speakers



**Rachel Camacho** Director of Student Engagement, Claremont Graduate University



**David Estudiante** Assistant Director of Student Engagement, Claremont Graduate University



**Elizabeth Rubio** Student Support Specialist, Office of Student Engagement , Claremont Graduate University

### Graduate Recruitment During a Pandemic: Lessons Learned from Fall 2020

🕒 2:00pm - 2:30pm, Mar 22

#### Admissions and Recruitment

The COVID-19 Pandemic has provided graduate schools and programs with new challenges, including in the area of recruitment. This session will highlight how some of these challenges can be approached as opportunities. Raymond Herrera has the unique opportunity to serve as graduate school recruiter and McNair Scholars Program Director. He works on both sides of the recruitment relationship- recruiting new graduate students and assisting and observing undergraduates being recruited by graduate programs. Observation on and approaches to the GRE, the gap year, staying closer to home, virtual graduate fairs, and virtual visitations will be shared.

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#### Speaker



**Raymond Herrera** Assistant Dean, Graduate School; PI/Director, McNair Scholars Program, Washington State University

### Identifying the Graduate Student Lifecycle

🕒 2:00pm - 2:30pm, Mar 22

#### Business and Operations

Graduate students are a diverse population, some are 22 years old, some are 60. Some finish in 2 years, some in 10 years. Some are living in campus housing, some are logging onto class from across the country. In addition, University faculty and staff tend to interact with students at specific stages only. Some recruit,

some advise, some process their dissertations. But a graduate student's experience is the sum of all the parts of their education, and there are key touchpoints that are consistent to all graduate students. By examining underlying data, the UW Graduate School's Information Technology team has created a structure to identify key points in any graduate student's lifecycle that allow us to map current support activities as well as gaps in those activities. This lifecycle extends from "Market Potential" to "Alumni," enveloping all the efforts across the University. As an IT team, we are often removed from the day to day activity of the student, but it is important for us to understand their experience as we identify and implement solutions. This presentation will discuss our approach to discovery, our findings, and how IT staff have used these to learn what the administrative staff and faculty need to support students.

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 **Speaker**



**Christine Noyes-Williams** Business Analyst, University of Washington Graduate School

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## **Beyond Publish or Perish: Supporting Graduate Writers through Programs that Nourish and Sustain**


🕒 2:00pm - 2:30pm, Mar 22

**Professional Development: Graduate Students**

In this presentation, we will explore foundational principles for holistic graduate writing support and high-impact programs that support graduate students long-term development as professional writers. Graduate writing support must extend beyond help with high-stakes writing products (such as publications or dissertations), and prioritize instead the everyday practices of becoming a professional academic writer: building sustainable writing habits, cultivating academic voice and authority, developing genre fluency, and communicating complex research to (inter-) disciplinary audiences.

After reviewing foundational theories for graduate writing pedagogy, we will explore how our writing center, The Writing Hub at UC San Diego, brings theory into practice. The Writing Hub's suite of graduate student writing support programs (one-on-one consultations, writing retreats, daily writing space, discussion groups, dissertation retreats, and weekly workshops) holistically support graduate students in the multi-year process of professionalization in their disciplines. Through this suite of resources, we build networks of peer-based support to not only help with the texts graduate students produce, but to provide an affirming and sustainable space for the longer and messier process of developing scholarly identities on and off the page. Testimonials and feedback from student participants will be presented, and attendees will be encouraged to think about their own institutional ecosystems and ideologies concerning graduate student writing.

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 **Speakers**



**Erica Bender** Associate Director, The Writing Hub, UC San Diego



**Matthew Nelson** Director - UCSD Writing Hub, University of California-San Diego (UCSD) - La Jolla, CA

**2:35pm**

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## **Designing an Interprofessional Holistic Admissions Inquiry Project to Increase Diversity in Health Professions Schools**

🕒 2:35pm - 3:05pm, Mar 22

## Admissions and Recruitment

Increasing the diversity of students in the health professions will lead to a workforce that better reflects our society, but only if diverse cohorts are admitted, retained, and graduated. Holistic review is an approach to broaden the lens of admissions criteria of any discipline, with the goal of admitting cohorts that reflect the diversity of our society and embody the vision, and values of universities and professions. Retention of a more diverse student body requires faculty and staff providing adequate access to resources and support beyond the admission process.

The purpose of this presentation is to share the processes and results of a funded internal research grant program at Pacific University that was designed to allow collaboration across graduate health professions programs within the College of Education and College of Health Professions. The goals of the project were threefold: to deepen our knowledge of holistic review practices and standardize best practices for implementation; to examine faculty knowledge and perceived barriers of holistic review; and to gain perspective from minoritized students through focus groups with respect to experiences of admissions processes and their learning environments.

Despite unique disciplinary perspectives and requirements, the concepts of holistic review and student support are universal to graduate programs. We hope attendees will benefit from our achievements and challenges in seeking change to long-standing traditions and beliefs about admissions criteria and defining success as students and as future practitioners.

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### Speakers



**Kerry Mandulak** Associate Professor & Chair of Graduate Admissions, School of Communication Sciences & Disorders, Pacific University



**Jessica Merlo** Assistant Professor, Pacific University - Oregon



**Leigh Schaid** Associate Professor & Chair of Admissions\_School of Audiology, Pacific University - Oregon



**Caroline McCarty** Pacific University (Oregon)



**Talina Corvus** Assistant Professor, Pacific University - Oregon

## Program Review in a Changing Environment

🕒 2:35pm - 3:05pm, Mar 22

### Business and Operations

The global pandemic has prompted dramatic changes to our collective work as colleges and universities, often for the first time, are holding most classes online, conducting research remotely, and providing virtual student services. As a result, questions about educational quality and the overall health of academic units are all the more salient. Graduate schools, often tasked with the work of ensuring program quality, are now grappling with how to hold effective program reviews in a virtual environment. But even before the pandemic, many graduate school leaders were struggling with how to conduct robust program reviews that engage faculty, students, and staff. Issues such as Zoom Fatigue, review committee engagement, and how to tackle sensitive subjects such as departmental climate in an online setting are just some of the questions

facing program review staff.

This presentation will focus on the challenges and potential opportunities of online program reviews. It will include strategies for designing effective online site visits, and how to balance the immediate concerns resulting from the pandemic with longer term strategic planning for academic departments, colleges, and schools. But virtual program reviews may also present an opportunity to pilot new ideas that improve the overall review process, especially for institutions who were previously struggling with holding effective reviews. The conversation will include a brief overview of how we are leveraging the opportunity of conducting smaller-scale reviews to experiment with innovations to our process.

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#### Speakers



**Becky Corriell** Director, Academic Program Review & Strategy, University of Washington



**Kima Cargill** Associate Dean, Academic Affairs & Planning, University of Washington

### Strategies for Establishing an Equity-based Paid Graduate Internship Program

🕒 2:35pm - 3:05pm, Mar 22

**Professional Development: Graduate Students**

This webinar introduces the collaboration efforts and strategies used in the development of a pilot graduate internship program set to kick-off during Summer 2021.

Internships are becoming increasingly important for graduate students, particularly PhD students who want to prepare for non-faculty careers. Many of them are considering careers in higher education, public health, government, or non-profit industries, which are more likely to have unpaid internships. Most graduate students are not financially secure enough to take unpaid internships and are therefore discouraged from applying, which can limit their career development. And those most impacted are women and students of color. In response to this problem, CGU's Career Development Office is partnering with The Office of Advancement and local community organizations to create opportunities for funded internships called The FLAME (Field Leadership and Management Experience) Program. This program is both a field experience opportunity that allows graduate students to apply theories and skills learned in their academic programs into the workplace and an initiative to increase paid internship opportunities for women and students of color. Because the program is in the development phase, the presenters will open the floor to receive input and suggestions on program structure and projected outcome to ensure students gain a valuable experience.

#### Presentation Outline

- Why the FLAME program: Equity
- Strategies: Internal and External
- Looking Ahead
- Discussion: Program Structure and Outcomes

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#### Speakers



**Tyler Owen** Employer Engagement Specialist, Claremont Graduate University



**Bailey Westerhoff** Employer Engagement Specialist, Claremont Graduate University





**Theresa Condito** Assistant Director, Career Development, Claremont Graduate University

### 3:10pm

#### Keynote: Growth Mindset and Leading During Challenging Times

🕒 3:10pm - 4:00pm, Mar 22

**General Session** **Keynote Session**

In this presentation, Dr. Marlene Tromp will explore Growth mindset. This research-based mental-framing process may help you navigate challenging circumstances and promote greater success. Learning about growth mindset is often transformative for people. Leaders in graduate studies have special challenges right now, and may benefit from these tools. To learn more, visit [this website](#).

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#### 🗣 Moderator



**Tammi Vacha-Haase** Graduate College Dean and WAGS President, Boise State University

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#### 🗣 Speaker



**Marlene Tromp** President, Boise State University

### 4:00pm

#### Associate Deans: Social Hour and Networking

🕒 4:00pm - 5:00pm, Mar 22

**Bonus Session**

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#### 🗣 Speakers



**Scott Lowe** Associate Dean/Professor, Graduate College, Boise State University



**Jesse Aleman** University of New Mexico

## Tue, Mar 23, 2021

### 9:00am

Remote Graduate Academic Professional Development: What we learned last year - Sponsored

by DoctoralNet, Ltd.

🕒 9:00am - 10:00am, Mar 23

**Bonus Session** **Sponsored Talk**

Universities administer graduate work in either a centralized or decentralized way and that variance sets up a plethora of options for how students are offered support. At the same time, students and early career researchers struggle with consistent challenges (i.e. the review of literature, etc.). Staff who administer programs have many other duties, resources are tight and the need for support is more critical as student populations become more diverse. Then upon this challenging foundation, the world shifts with a global pandemic, and all graduate work is shunted online.

PD.education by Doctoralnet Ltd has been in the business of remote academic and professional development for eight years. Dr E. Alana James, founder and CEO will talk about the lessons they learned this year and how those lessons translated to student experience. A practitioner journey, informed by a recent review of literature, Dr James will weave together new lessons from the field of online education and how they translated to professional development.

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🗣️ **Speaker**



**E. Alana James** Founder and CEO, DoctoralNet, Ltd.

10:00am

**Morning Welcome Session**

🕒 10:00am - 10:10am, Mar 23

**General Session**

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🗣️ **Speaker**



**Tammi Vacha-Haase** Graduate College Dean and WAGS President, Boise State University

10:15am

**We're Gonna Need a Bigger Boat: Supporting Students in Times of Crisis**

🕒 10:15am - 10:45am, Mar 23

**Mental Health and Wellbeing**

The year 2020 has been a difficult year for many with a global pandemic, presidential election, and political and economic unrest. Consequently, graduate students are not immune from feeling the negative effects of these events. Graduate students from vulnerable populations, including international, rural, and POC students, have also felt the compounded impact of challenging times and, in many cases, needed to make major life adjustments as a result. In this workshop we will discuss the literature surrounding concepts like crisis mode, the impacts of stress, trauma, and other relevant mental health phenomena. We will take a look at strategies to help support graduate students in all aspects of their lives. The graduate students' role and responsibility to self-care and self-advocacy will be explored as well. We will discuss how Graduate School policy and procedures can be updated to better accommodate students' ever changing needs and we will discuss some real life examples. We will encourage iterative discussion of best practices and strategies to better support our graduate students through degree programs and graduation.

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🗣️ **Speakers**



**Anna Siddoway** Graduate Pathway Specialist, Idaho State University



**Braeden Udy** Graduate Pathway Specialist, Idaho State University

## Using Holistic Admissions to Diversify the Data Science Profession

🕒 10:15am - 10:45am, Mar 23

### Admissions and Recruitment

Data scientists within both academia and industry have called for more diversity in data science. The University of Washington's Master of Science in Data Science program designed and implemented an innovative holistic admissions process starting with the 2018-2019 application cycle. Two years later, we have achieved gender parity in our enrollment numbers, and we have increased the percentage of underrepresented minorities enrolled in our program from three percent to 12 percent. We believe that the use of holistic admissions can increase demographic diversity among data science students and provide the first step towards a more diversified data science profession. In hopes of assisting other data science graduate programs, we describe our experiences with designing and implementing our holistic admissions process, and we review some of our successful outcomes and continued challenges. We hope that our holistic admissions efforts will contribute to increased national dialogue on the use of holistic review as a strategy for increasing the diversity of students and professionals within the field of data science.

### 🗣️ Speakers



**Samantha Turner** Admissions, Marketing and Recruitment Manager, University of Washington



**Deborah Alterman** Director of Program Operations, MS in Data Science Program, University of Washington

## Taking research bootcamps to scale, a cross comparison of three options

🕒 10:15am - 10:45am, Mar 23

### Business and Operations

The traditional, on-campus, research bootcamp provided intensive support to a small population of doctoral students. Research into three options that were implemented during the 2020 summer (n=949) and the backup supports needed for success will be discussed. Data included are drawn from registrations, early and mid-option surveys, adoptions of tools, and interviews. Results demonstrate that the way in which the university supports the bootcamp and whether or not the students are enrolled in a class or professional development has a role in the frequency of engagement but not in the outcome per student. Also of note was the interest expressed by Masters students in the process.

### 🗣️ Speaker



**E. Alana James** Founder and CEO, DoctoralNet, Ltd.

## Productive partnerships with graduate student associations

🕒 10:15am - 10:45am, Mar 23

Professional Development: Graduate Students

Graduate Schools have a range of clientele that depend on our efforts, graduate students, staff, faculty, university administration and alumni. It can easily be argued that the most important and the most vulnerable of these groups are the graduate students. Yet we often overlook the concept that our most important clientele can also be our most valuable partners in advancing the mission of graduate education across the university system. This talk will describe practices at Washington State University that have successfully engaged graduate students, through the Graduate and Professional Student Association (GPSA), in envisioning and implementing programming and initiatives. Often these efforts start with the simple act of regular meetings with the GPSA leadership and listening to quantitative data and qualitative stories. Specific examples of success include the Professional Development Initiative, supporting advocacy for student stipends and health insurance, awareness of mental health issues and needs of graduate students, and straightforward adaptation of policies and procedures to better meet graduate student needs.

### 🗣️ Speaker



Lisa Gloss Graduate School Dean, Washington State University

10:50am

## ProQuest Awards Presentation

🕒 10:50am - 12:00pm, Mar 23

General Session

### 🗣️ Moderator



Matthew Tradewell Coordinator for Competitive Awards and Academic Programs, Oregon State University Graduate School

### 🗣️ Moderator and Speaker



Jessica Beck Assistant Dean, Oregon State University, Graduate School

12:00pm

## Break and Exhibitor Time

🕒 12:00pm - 2:00pm, Mar 23

## Holistic Admissions: Recruiting and Admitting Diverse Students - Sponsored by ETS

🕒 12:00pm - 1:00pm, Mar 23

Admissions and Recruitment

Bonus Session

Sponsored Talk

Graduate programs are increasingly adopting holistic admissions as a way to clearly see applicant potential, fairly admit qualified students, and achieve diversity goals. This presentation will review the main principles underpinning holistic admissions and the various approaches graduate programs can adopt to make their process truly holistic.

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 **Speaker**



**Carlos Grijalva** Professor Emeritus of Psychology and Neuroscience, UCLA, ETS

1:00pm

**PeopleSoft User Discussion**

🕒 1:00pm - 1:45pm, Mar 23

**Bonus Session**

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 **Speaker**




**Dawn Ramirez** Administrative Manager, Graduate College, Boise State University

**Banner User Discussion**

🕒 1:00pm - 2:00pm, Mar 23

**Bonus Session**

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 **Speakers**



**Mary Stromberger** Vice Provost for Graduate Affairs and Dean of the Graduate School, Colorado State University



**Julie Paolucci** IT Manager, Colorado State University

2:00pm

**Panel: GradWell, Be Well to Do Well: A Program to Support Graduate Student Mental Health and Wellness**

🕒 2:00pm - 3:00pm, Mar 23

**Mental Health and Wellbeing**

Graduate students experience risks to their mental health at a higher rate than the general and undergraduate populations. Graduate students are also less likely than undergraduate students to seek university provided services for their mental health concerns. Graduate colleges and university counseling centers can provide interventions for both students and faculty that will improve graduate student mental health and wellness and increase engagement with campus-provided resources. In this panel the presenters will provide information regarding the development and provision of GradWell, a campus-wide program to support graduate student mental health and wellness. This program is offered with

coordination between the graduate college and the campus counseling services and provides advocacy, counseling services and education regarding graduate student mental health and wellness. This includes instruction for students, administration, faculty and staff regarding the risks to graduate student mental health. Presenters include the associate dean of the graduate college, the faculty director of GradWell, the director of counseling services, and the coordinator for GradWell.

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#### Speakers



**Scott Lowe** Associate Dean/Professor, Graduate College, Boise State University



**Kelly Rossetto** GradWell Faculty Director, Boise State University



**Matt Niece** Director of Counseling Services, Boise State University



**Brette Stephenson** GradWell Coordinator, Boise State University

### Panel: Realizing the Full Potential of Holistic Review: Extracting Admissions Data to Support Retention and DEI Efforts

🕒 2:00pm - 3:00pm, Mar 23

Admissions and Recruitment

Culture and Inclusion

Calls for social justice have accelerated the adoption of holistic admissions practices across higher education. With many programs reevaluating the role of traditional benchmarks like standardized testing, institutions are considering opportunities for applicants to introduce themselves through interviews, writing samples and portfolios. These practices help to offer a richer view of the whole student and give institutions new troves of data about the individual candidates. But are schools making good use of this information after students matriculate?

In this session, panelists will delve into the core principles of holistic review, drawing from new research conducted at Pacific University. They will then share how the data gained from this process can be extracted and put to work in the service of retention and student success. For example, many applications ask students' pronouns, but that information rarely reaches the advisors, faculty and staff who will interact with the student once they arrive on campus.

Fostering strong relationships with students is a central pillar in any retention initiative, and students want to know that when they've shared personal facets of their lives, those haven't simply disappeared. Attendees will learn strategies for increasing communication and collaboration across campus in order to direct the right resources to the right students at the right time. Presenters will also speak to how this can strengthen equity, diversity and inclusion efforts by creating a more welcoming environment and promoting belongingness to all who enroll.

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#### Speakers



**Kerry Mandulak** Associate Professor & Chair of Graduate Admissions, School of Communication Sciences & Disorders, Pacific University



**Narce Rodriguez** Associate Vice President for Student Affairs and Chief Equity, Diversity, and Inclusion Officer, Pacific University



**Jillian Baer** Client Delivery Manager, Liaison International

## Building Community to Support Graduate Persistence

🕒 2:00pm - 3:00pm, Mar 23

Professional Development: Graduate Students

A pivotal point in the graduate journey exists in the space between the completion of coursework and the completion of the dissertation. Students in this phase frequently have fewer day-to-day ties with their academic community and support network and consequently become disengaged. CGU's Success After Coursework (SAC) initiative was designed to support the persistence and completion to degree for doctoral students that are near completion of coursework or are post-coursework in their program. Our model promotes a community of support through monthly engagement opportunities, coordinated academic development modules, peer support, and accountability actions. Based on an initial prototype program established in the summer of 2020 to support the School of Community & Global Health (SCGH) public health doctoral students, we believe that the SAC model with its focus on engagement, sense of belonging, and student accountability will retain a greater number of post-coursework students and move them to completion. In our session we will present an overview of SAC, results from the initial prototype program and best practices for program implementation.

### 🗣️ Speakers



**Rachel Camacho** Director of Student Engagement, Claremont Graduate University



**Bree Hemingway** Assistant Director, School of Community & Global Health, Claremont Graduate University

## Tools for Interrupting Microaggressions in the Classroom

🕒 2:00pm - 2:30pm, Mar 23

Culture and Inclusion

This presentation provides reflexive skill-building practices to deepen understanding and abilities to interrupt microaggressions in the learning environment-- the everyday insults and hostilities as well as the large-scale policies and practices that perpetuate the oppression of marginalized populations. In their teaching and mentoring, faculty are often hesitant and experience vulnerability to acknowledge and address microaggressions as they occur. Rather than teach from a place of fear, it is crucial to affirm the strengths, commitment and areas of growth faculty hold. Also, it is crucial to engage in dialogue with accountability, rather than promote harm including silencing and mistrust.

This session highlights the lessons learned from an innovative course on equity and social justice designed for graduate students, faculty, and staff at our university taught on-line in Spring 2020. Interrupting Microaggressions and Promoting Quality Mentorship. It was part of a series developed by the Graduate School. as part of the University's Race and Equity Initiative. Participants reflected a variety of disciplines, professional positionalities, and personal identities, in addition to varying levels of experience engaging

with social justice issues and theories.

Through this presentation, participants will gain 1) a critical understanding of the nature of microaggressions, including racial microaggressions, and their deleterious impact and 2) concrete practices and tools to address and interrupt microaggressions and promote more inclusive learning environments.

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 Speaker



**Gino Aisenberg** Associate Professor, University of Washington

2:30pm

### Creating Culture: A Proactive Approach to Inclusion

🕒 2:30pm - 3:00pm, Mar 23

**Culture and Inclusion**

Inclusion in graduate education requires thought, consensus, and intentionality. Understanding what culture is and how and why it develops evolutionarily can inform intentional cultural change by focusing on the foundational values of consensus-driven, cultural change goals. Consensus can be achieved using appropriate listening strategies. Intentionality is critical to the process of incremental cultural change during the implementation phase. As there are many different constituents to be considered in the graduate school setting, a theory-driven change process is vital to address many different and at times, divergent preferences and needs. Drawing on psychological research, both empirical and theoretical, intercultural competence serves as a foundation for creating a mutually agreed-upon culture across our campuses and within departments. Using a multi-faceted approach, intercultural competence can provide a culture-general as opposed to culture-specific foundation for building a culture where all voices are heard.

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 Speaker



**Barbara Wood Roberts** Associate Director, Idaho State University

3:00pm

### Keynote: Why Student-Centered Graduate Education Is So Hard--and Also So Important

🕒 3:00pm - 4:00pm, Mar 23

**General Session** **Keynote Session**

The stakes keep rising for graduate education, with the covid pandemic now ratcheting them even higher. To meet the exigencies of today, graduate school needs to become more student-centered. We can better make this move if we understand why it's so difficult. Drawing on the history of graduate school along with a survey of today's challenges, Leonard Cassuto points a course forward for us, our schools, and our students.

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 Speaker



**Leonard Cassuto** Author, Professor of English and American Studies, Fordham University



4:00pm

### Admissions and Recruitment Staff Discussion

🕒 4:00pm - 5:00pm, Mar 23

**Bonus Session**

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#### 🗣️ Speakers



**Melissa Krancer** Graduate Recruiting Specialist, Boise State University



**Jessica Donohue** Assistant Director for Graduate Recruitment, Northern Arizona University

### Business and Operations Staff Discussion

🕒 4:00pm - 5:00pm, Mar 23

**Bonus Session**

This session will provide staff working in graduate school business and operations roles an opportunity to connect and share experiences. This hour will be an informal discussion - a chance to bring up the questions and topics that interest you and to meet others in your field.

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#### 🗣️ Speakers



**Kristen DeBoer** Business and Operations Manager, Graduate College, Boise State University



**Brianne Heinle** Executive Director of Graduate Financial Services & Business Operations, University of Nevada, Las Vegas

4:15pm

### Roundtable Discussion with Len Cassuto (1)

🕒 4:15pm - 4:45pm, Mar 23

**Bonus Session**

This is a ticketed session - [please sign up to attend](#). Space is limited to 10 attendees per session.

Attendees will have a chance to meet with Keynote speaker Len Cassuto for discussion about his book and other topics.

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#### 🗣️ Speaker



**Leonard Cassuto** Author, Professor of English and American Studies, Fordham University

Wed, Mar 24, 2021

10:00am

### Morning Welcome Session

🕒 10:00am - 10:10am, Mar 24

General Session

#### 🗣️ Speaker



Tammi Vacha-Haase Graduate College Dean and WAGS President, Boise State University

10:15am

### The prevalence of and ways to mitigate food insecurity among graduate students

🕒 10:15am - 10:45am, Mar 24

Mental Health and Wellbeing

Based on previous surveys of graduate students, 20-30% identify as being food insecure. Food insecurity impacts health, wellness and academic performance among our students and food insecurity permeates all college and university campuses including academic institutions centered around graduate-level health-sciences programs. Dr. Demunter and I along with three of our graduate/medical students, are interested in submitting a proposal for a presentation entitled, "Yes, our students are hungry: impact of and ways to mitigate food insecurity among health sciences graduate students before and during the COVID-19 Pandemic". Or, if there is an interest in a panel discussion, I would be happy to arrange this with colleagues at USCF, Rutgers, University of Iowa and other institutions that are prioritizing ways to enhance food security among their students, especially their graduate students.

#### 🗣️ Speaker



Diane ` Stadler Professor, Oregon Health & Science University

### Workshop: Filling the Void: Creating Community through Co-Curricular Experiences

🕒 10:15am - 11:20am, Mar 24

Student Engagement

At Claremont Graduate University, co-curricular education is comprised of 3 components integral to our student's success in learning, development and engagement. First, co-curricular education fosters student-driven inquiry, and a collaborative application of knowledge to new situations. Second, our co-curricular activities prioritize presentations of knowledge that are transdisciplinary and student led. Third, co-curricular activities mirror what students learn in the classroom, with added professional and academic trainings to create a community of care and foster holistic student development. In this presentation you will hear how the Office of Student Engagement at CGU shifted culture to develop co-curricular programming that bridged the gap between student life, academic and professional development through a unique synergy of academic units, student leaders and student engagement team staff. The presenters will focus on the creation of innovative pop-up tables, event series and labs where students partnered with a member of their engagement team to promote and present field research and foster innovation amongst their colleagues. The presentation will also focus on the management of two campus wide co-curricular programs aimed at supporting first year graduate scholars and graduate scholars of color. Specific attention will be focused on the transition of engagement events to a virtual format given the impacts of COVID-19.

## Speakers



**Rachel Camacho** Director of Student Engagement, Claremont Graduate University



**David Estudiante** Assistant Director of Student Engagement, Claremont Graduate University



**Violet Luxton** Assistant Director, Admissions, CGU

## Expert Advisory Boards: Creating a Nexus for Professional & Philanthropic Development

🕒 10:15am - 10:45am, Mar 24

### Business and Operations

In 2015, the Graduate College at UNLV established the Leadership & Professional Development Academy to provide comprehensive leadership, career, and professional development opportunities to prospective and current graduate and professional students. The Academy provides students with academic support certifications, leadership and professional development programs, and an array of workshops, trainings, events, and seminars, designed to cultivate specialized skill sets that prepare graduate students for employment as leaders in their fields.

At the same time, we are continually cultivating new community supporters and donors to be philanthropically engaged with the Graduate College. In order to help inform more robust programming while simultaneously expanding our donor base, we designed a program that involves creating expert advisory boards that will inform workshop content, program design, help fund the initiatives, and advise on philanthropic efforts to support these endeavors. Our first example of this is our new Financial Wellness Advisory Board, launched in the fall of 2020, to advise on creating a financial wellness program in conjunction with the Leadership & Professional Development Academy. In the same vein, the Entrepreneurship & Leadership Advisory board, which is scheduled to launch in the spring of 2021, will be composed of a diverse array of leaders and entrepreneurs who can advise on programming in these areas.

This model is an opportunity for the Graduate College to build strategic community partnerships in support of our students, while leveraging community expertise to create impactful leadership and professional development programming in key content areas.

## Speaker



**Kate Korgan** Dean, UNLV

## Workshop: Building Strategies and Workshops to Promote Graduate Student and Faculty Resilience

🕒 10:15am - 11:20am, Mar 24

### Mental Health and Wellbeing

In normal times, graduate students face a myriad of challenges that can impact learning, engagement, persistence, health and well-being. Amidst COVID-19, students are experiencing even more profound challenges including increased isolation, readjusting expectations to the current (mostly) digital environment, and decreases in physical and mental health. As mental health is related to a number of

critical outcomes, educators and campus leaders must take action to support students. In this workshop, the presenters will introduce ways campus leaders can help students develop qualities that can influence their ability to demonstrate resilience and even grow as a result of the difficulties they face. Presenters include the directors of Counseling Services, GradWell: Be Well to Do Well, and the Leadership Certificate Program, as well as a graduate assistant for GradWell, a graduate director, and the co-director of the Center for Physical Activity and Sport. From these various perspectives, the audience will learn strategies that can be used in the classroom or workshop settings as well as more informal interactions with students in-person and virtually to support students during challenging times. Many of the ideas presented have been successfully implemented by GradWell, a campus-wide program aimed at improving graduate student well-being. GradWell has offered a platform for student and faculty workshops, including Faculty Connections and GradConnect, which have focused on social support, developing relationships, finding balance, creating belonging, and building resilience.

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### Speakers



**Kelly Rossetto** GradWell Faculty Director, Boise State University



**Matthew Isbell** Graduate Director, Associate Professor, Boise State University



**Matt Niece** Director of Counseling Services, Boise State University



**Brette Stephenson** GradWell Coordinator, Boise State University



**Heidi Reeder** Professor, Director of the Leadership Certificate Program, Boise State University



**Eric Martin** Assistant Professor, Co-director of the Center for Physical Activity and Sport, Boise State University

10:50am

### Embedding graduate well-being into department culture

🕒 10:50am - 11:20am, Mar 24

#### Mental Health and Wellbeing

Graduate student's mental health and well-being is a significant problem. A pre-pandemic study reported that 39% of their participants, fell into the moderate-to-severe depression range (Evans et al., 2018). During the pandemic a different set of researchers found that 40% of STEM graduate students reported symptoms consistent with generalized anxiety disorder and 37% with major depressive disorder jumps of 13 and 19 percentage points, respectively, compared with 2019 (Chirikov et al. 2020).

We have embarked on a pro-active strategy to embed graduate well-being champions into ten academic departments. Our goals are; 1) increase graduate student participation in wellness activities by bringing workshops to where the graduate students are, and 2) change the wellness culture within departments by fostering local-dialogue, about mental health issues, between departmental faculty and graduate students.

This presentation covers steps taken to develop this strategy, which include 1) bringing together siloed campus units (counseling, rec & outdoor, food, housing, and career services) that help with well-being, to build connections and develop a shared goal 2) the recruitment of well-being champions (placed since Fall 2020), their initial training; the formation of a learning community of these graduate students, and initiatives and workshops they have selected to bring to their departments, and 3) the annual cost for the project. A potential outcome for our presentation is that attendees can adapt this change strategy to increase graduate student wellness at their university.

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#### 🗣️ Speakers



**Barbara do Amaral** Academic Advisor, Montana State University



**Craig Ogilvie** Associate Vice President of Research and Graduate School Dean, Montana State University

### Coordinated Planning and Implementation of Graduate Assessment Surveys

🕒 10:50am - 11:20am, Mar 24

#### Business and Operations

Assessment surveys are a time-efficient, cost-effective way to obtain both broad and focused feedback from various stakeholders in graduate education to improve outcomes. This presentation will overview a coordinated schedule of surveys to collect comprehensive data, including:

- (1) graduate student survey, covering broad areas of academic functioning, program climate, and general well-being
- (2) complement graduate faculty survey, allowing evaluation of perception discrepancies
- (3) alumni survey
- (4) entrance survey of incoming students
- (5) exit survey of new graduates and students who discontinue graduate study prior to completion
- (6) graduate program assessment reports
- (7) graduate program needs assessment to examine assessment support needs
- (8) specific surveys for special projects, such as career pathways
- (9) pulse polls to obtain quick feedback on time-sensitive and narrow topics, such as changes related to COVID-19

Attendees to this presentation will become more familiar with:

- (1) constructing effective surveys
- (2) creating a flexible and coordinated schedule for survey completion
- (3) orchestrating efforts with other University entities invested in graduate education
- (4) managing data precisely
- (5) summarizing data clearly
- (6) reporting results in multiple usable formats
- (7) integrating findings from sources to inform lessons learned

Examples of disseminating results will be shared, including both broad executive summaries and interactive dashboards allowing stakeholders to generate idiosyncratic reports with the goal of using results to facilitate improvement.

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#### 🗣️ Speaker



**Tammy D. Barry** Professor, Department of Psychology | Associate Dean, Graduate School, Washington State University

11:30am

### Student Panel: Being Well and Finding Balance

🕒 11:30am - 12:30pm, Mar 24

**Bonus Session**

In typical times, graduate students are significantly more likely than the general population to report symptoms of debilitating depression and/or anxiety. This phenomenon has only been exacerbated by the stressors of 2020. It has never been more important to attend to our own wellness and that of our students, both proactively and in response to unique threats. Join this panel discussion to learn firsthand from graduate students from across the country about how they manage these unique stressors and how their universities and departments influence their overall balance and wellness while in pursuit of their graduate degrees.

Moderated by Dr. Matt Niece, Director of Counseling Services, Boise State University

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🗣️ Speaker



**Matt Niece** Director of Counseling Services, Boise State University

### Roundtable Discussion with Len Cassuto (2)

🕒 11:30am - 12:00pm, Mar 24

**Bonus Session**

This is a ticketed session - [please sign up to attend](#). Space is limited to 10 attendees per session.

Attendees will have a chance to meet with Keynote speaker Len Cassuto for discussion about his book and other topics.

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🗣️ Speaker



**Leonard Cassuto** Author, Professor of English and American Studies, Fordham University

12:00pm

### Break and Exhibitor Time

🕒 12:00pm - 2:00pm, Mar 24

12:15pm

### Roundtable Discussion with Len Cassuto (3)

🕒 12:15pm - 12:45pm, Mar 24

**Bonus Session**

This is a ticketed session - [please sign up to attend](#). Space is limited to 10 attendees per session.

Attendees will have a chance to meet with Keynote speaker Len Cassuto for discussion about his book and other topics.

🗣️ Speaker



**Leonard Cassuto** Author, Professor of English and American Studies, Fordham University

1:00pm

**Graduate College Fundraising: Finding your seat at the table**

🕒 1:00pm - 1:30pm, Mar 24

**Bonus Session**

Join us for an overview of fundraising at Boise State University, a discussion about the importance of fundraising for graduate programs and finding your seat at the table.

🗣️ Speaker



**Matthew Ewing** Vice President of University Advancement, Boise State University

1:30pm

**Getting involved in WAGS**

🕒 1:30pm - 2:00pm, Mar 24

**Bonus Session**

Interested in leadership opportunities in WAGS? Come hear from three current and past board members of the WAGS about the rewards of involvement in your professional organization. The presenters will share experiences, strategies, and hints for stepping up, moving into leadership positions, and making a difference in graduate education regionally and nationally.

🗣️ Speakers



**James Marshall** Dean of Research and Graduate Studies, California State University, Fresno



**Julie Coonrod** Graduate Dean, University of New Mexico



**Kate Korgan** Dean, UNLV

2:00pm

**WAGS Three Minute Thesis Competition - Concurrent Preliminary Round 1**

🕒 2:00pm - 2:45pm, Mar 24

Order of Student Presenters:

<b>Alison Christofferson</b> Univ. of Colorado Colorado Springs "Communication in Creative Work"
<b>Hannah McKinzie</b> California State University Bakersfield "Maosism and the Chicano Movement"
<b>Anna P. Colella</b> Chapman University "The Impact of Processing on the Content and Composition of Bovine Milk Extracellular Vesicles"
<b>Gabriella Mayne</b> University of Colorado Denver "Birth: What's Love Got To Do With It?"
<b>Tori Klein</b> University of California, Santa Cruz "Using zombie insects to find a cure for cancer"
<b>Varsha Rao</b> University of Colorado Boulder "Movie Sets for Cells"
<b>Mariel Price</b> Colorado State University "Designing Plastics with a Circular Lifestyle"

🗨 Moderator



**Tammi Vacha-Haase** Graduate College Dean and WAGS President, Boise State University

### WAGS Three Minute Thesis Competition - Concurrent Preliminary Round 2

🕒 2:00pm - 2:45pm, Mar 24

Order of Student Presenters:

Macy Marie Urrutia Northern Arizona University "Physical Therapy for Postpartum Women with Pelvic Organ Prolapse"
Nidhal Badrouchi University of North Dakota "Green gain solution: reversing the impact of CO2 on the planet"
Amelia E Bierle University of New Mexico "Vaccine delivery to remote regions of the world using a novel delivery platform"
Vinh Tran Claremont Graduate University "Developing an Interstate Policy Exchange Framework for K-12 Math and Science Education"
Luke Telfer Boise State University "Modeling Watershed Hydrologic Response to Changes in Burn Severity Heterogeneity"
Kendra McGlothen University of Nevada Las Vegas "Astrocytes' Affect on Cortical Circuitry and Motor Behavior."
David Rathgeber Montana Tech "CFD Modeling of Large Diameter Horizontal Wellbores to Study the Effects of Drill Pipe Rotation on Cuttings Transport Efficiency"
Riddhi Trivedi North Dakota State University "Nanoparticles for the win! Seeking out hidden HIV in the brain to combat neuroAIDS. "

🗨 Moderator



**Inge Wefes** WAGS President-Elect and Graduate School Senior Associate Dean, University of Colorado Denver - Anschutz Medical Campus



2:50pm

### WAGS Three Minute Thesis Competition - Sponsored by ProQuest

🕒 2:50pm - 3:30pm, Mar 24

General Session

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#### 🗣️ Moderator



**Inge Wefes** WAGS President-Elect and Graduate School Senior Associate Dean, University of Colorado Denver - Anschutz Medical Campus

3:30pm

### Closing Session and WAGS Business Meeting

🕒 3:30pm - 4:00pm, Mar 24

General Session

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#### 🗣️ Speakers



**Tammi Vacha-Haase** Graduate College Dean and WAGS President, Boise State University



**Inge Wefes** WAGS President-Elect and Graduate School Senior Associate Dean, University of Colorado Denver - Anschutz Medical Campus



**Shannon Campbell** WAGS Member-at-Large and Associate Vice President of Graduate Studies, Metropolitan State University of Denver



**Maribeth Watwood** Dean, Graduate College, Northern Arizona University