MAGS

An affiliate of the Council of Graduate Schools

80th Annual Meeting

Midwestern Association of Graduate Schools

OverARCHing Issues for Graduate Education in Dynamic Times

April 3–5, 2024

Le Méridien Hotel St. Louis Clayton
St. Louis, Missouri

mags-net.org

MAGS 80th Annual Meeting information and documents can be accessed through Guidebook.
uwlax.edu/ex/mags/conference-app/

After downloading the Guidebook app, search with the passphrase: **mags2024**

Wednesday, April 3, 2024

8 a.m.–5 p.m.	**Registration**	**Grande Salle Pre-Function Space**

9–11:30 a.m.	**New Graduate Administrators Workshop**	**Pavilion II**

• *David Daleke, Former MAGS Executive Team; Vice Provost for Graduate Education and Health Sciences and Dean, Indiana University Graduate School Bloomington*
• *Julie J. Masterson, Former MAGS Executive Team; Associate Provost and Dean of the Graduate College, Missouri State University*

This session provides new deans and graduate school staff members the opportunity to discuss topics of interest focusing on the role of the graduate school and the leadership responsibilities associated with that role. This highly interactive session is followed by a luncheon with the members of the Executive Committee of the Midwestern Association of Graduate Schools (MAGS). ***Please note:*** *Additional registration is required*

10–11 a.m.	**Executive Committee Meeting**	**Parlour III**

11:30 a.m.–1 p.m.	**New Graduate Administrators & Executive Committee Luncheon**	**Forest Park Ballroom**

Please note: *Additional registration is required*

1–1:15 p.m.	**Welcome to MAGS Conference**	**Grande Salle Ballroom**

• *Carrianne Hayslett, MAGS Chair; Associate Dean of the Graduate School, Marquette University*

1:15–2:30 p.m.	**PLENARY SPEAKER**	**Grande Salle Ballroom**

Navigating Access, Cost, and Program Quality: Updates from CGS

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

2:30–2:45 p.m.	**Exhibitor Highlights**	**Grande Salle Ballroom**

Introduction: *Jennifer Ziegler, MAGS Treasurer*

2:45–3:15 p.m.	**Break**	**Pavilion Pre-Function**

3:15–4:15 p.m.	**CONCURRENT SESSION I: Strategic Ideas for Dynamic Times**

Strategic Initiatives for Dynamic Times — **Pavilion I**

• *Claudia Petrescu, Vice Provost for Graduate Education and Dean Graduate School, Associate Dean for Student Success, Kansas State University*
• *Megan Miller, Assistant Director of Student Success, Kansas State University*
• *Michael Young, Graduate Faculty Associate, Graduate School, Kansas State University*

We live in a dynamic world that shapes how we think about graduate education and what actions we have to take and can take to adapt. Demonstrating the value of higher education, especially graduate education, and addressing the needs of graduate students and faculty are today's key topics of discussion. In this session we will share several of our initiatives to design a decision-making system that prepares the Graduate School and graduate faculty for a rapid response to shifts in the local landscape: (a) building up the Graduate Council's leadership role and streamlining the shared governance process, (b) creating strategic planning-oriented program review, and (c) leveraging recruitment and retention data through dashboards to inform decision making at unit and student levels.

We will present the input-based process we used to design and implement these initiatives, the feedback mechanisms in place and the short term impact of these actions. We will also discuss steps taken to institutionalize these actions as part of and in support of our university's strategic planning. Overall, these changes are reshaping our institution's graduate education culture. We are making strides toward creating a culture in which change is welcomed, acknowledging historical precedent while ensuring that it does not dominate, and mitigating the human costs of organizational change including stress and anxiety.

Re-Envisioning Graduate Student Orientation in Dynamic Times — **Pavilion II**

• *Sarah Beal, Professional Development Specialist, Kent State University*

Research indicates the importance of fostering a sense of belonging on campuses, particularly to support first generation students, international students, and student populations who have been historically underserved by our institution, including Black, Hispanic or Latinx, and Native American students. Additionally, as universities navigate the transition from COVID-era virtual orientations to a return to in-person programming, it is challenging to find the balance between modalities. Virtual, asynchronous programming supports more equitable access, acknowledging the needs of students who work full-time, have caregiving responsibilities, or are unable to travel to campus consistently, but undermines the opportunities for community-building offered by in-person events.

We redesigned our Fall 2023 Graduate Student Orientation to build more equitable graduate educational experiences, equip students with the knowledge and comfortability to navigate campus support resources, and foster persistence through academic and related challenges. By developing a series of asynchronous modules with general information about navigating our university's structures, support services, and resources, we were able to dedicate our one-day, in-person orientation to community-building and belonging. We chose to center belonging in a variety of facets, including social belonging among peers, relationship-building with faculty, belonging within academia, and a shared sense of community within our institution. This session will explore the strategies we used to develop an orientation designed to build community with peers and faculty and emphasize belonging within the larger institution.

NEW MEMBERSHIP APPLICATION >

PAY 2024 MEMBERSHIP DUES >

Benefits of a paid membership include reduced rates for registration at the MAGS annual meeting and eligibility to submit an entry for the Three Minute Thesis competition and nominations for the Distinguished Thesis, Excellence in Teaching, and Excellence & Innovation in Graduate Education awards.

4:30–5:30 p.m.

CONCURRENT SESSION II: Student Success and Well-Being
Supporting International Graduate Students: Identifying Social, Cultural, and General Needs Beyond the Classroom to Promote a Sense of Belonging   **Pavilion I**

- *Stacey Arnold, Assistant Dean of Student Services, Indiana University*

International graduate student needs extend beyond the classroom. International graduate students have needs related to cultural validation, social engagement, and peripheral support to foster a sense of belonging and inclusivity. Utilizing data from a Spring 2023 qualitative study, as well as relevant literature, the presenter will share ways in which your institution can offer a more holistic approach to international graduate student support.

Graduate Student Mental Well-Being ¿Y Qué? : Centering Dynamic and Inclusive Practices From Within   **Pavilion II**

- *Theresa Christenson-Caballero, Director of Graduate Student Professional & Career Development, Pipeline to an Inclusive Faculty Program Coordinator, University of Illinois Chicago*
- *Lindsay Marshall, Program Director, Writing Specialist/Advisor, University of Illinois Chicago*

How do we think about student "mental well-being" in graduate education? Counseling centers, therapy, and wellness workshops come to mind, but much of this "mental health" advising falls outside the purview of our college and departmental expertise. ¿Y qué? So what do we do with this? Though we may not be able to solve this much broader problem, we can (and do) encourage practices and programming that promote an overarching sense of mental well-being. As graduate administrators and faculty, how do we take accountability for cultivating purpose, belonging, and communities of support for our students? We believe that all students ultimately benefit from institutional spaces that center their needs. This centering is particularly important for Queer, BIPOC (Black, Indigenous, People of Color), and first-generation students whose mental well-being is often overlooked.

Keeping this in mind, in this session, the Graduate College student support team at the University of Illinois Chicago will share our vision for centering student experiences through dynamic practices and student-focused programming. We will share engagement practices, advising approaches, identity acknowledgement, activism, and community-building techniques.

Second, we will facilitate an interactive dialogue, inviting participants to reflect on and offer examples of their departmental and institutional practices, working together to develop collective guiding ideas around graduate student well-being support. Knowing that demand is high and resources are low, what is something—small or large—that you have done to support student well-being at your institutions? Instead of sending students outward, what is something you have cultivated—or envision creating—from within?

Bridging Graduate Connections by Developing Bachelor-to-Master's Pathways with Liberal Arts Colleges   **Parlour II**
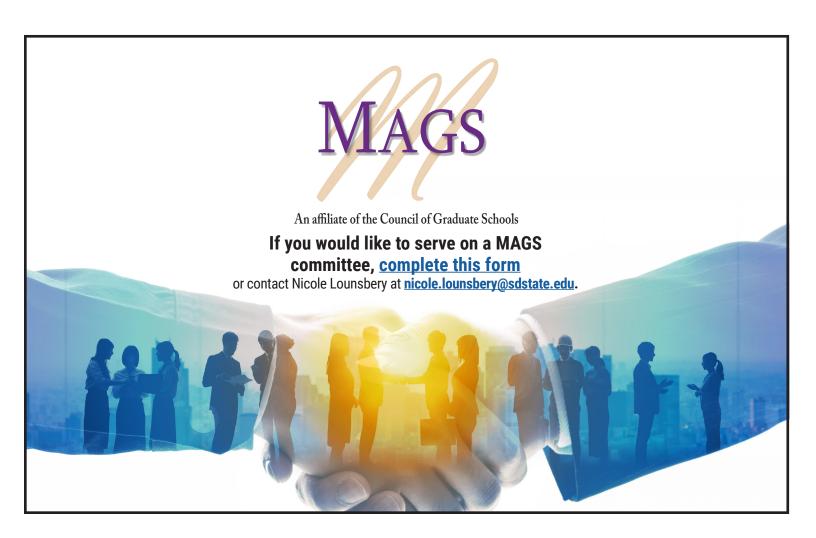
- *Malia Roberts, Interim Senior Director, Graduate College Enrollment, Western Michigan University*
- *Christine Byrd-Jacobs, Dean of Graduate Studies, Western Michigan University*

Western Michigan University (WMU), a comprehensive high-research activity institution, has developed several formal partnerships with regional liberal arts colleges, in an attempt to attract a broader range of students from neighboring communities. These partnerships have created bachelor-to-master's degree 4+1 pathways that allow undergraduate students from a liberal arts college to transfer 12 credit hours toward their WMU master's degree in specific academic areas. The Graduate College worked with WMU administration and the liberal arts college leadership to formalize a cooperative agreement that outlines the credit transfers and equivalencies for each institution.

A number of WMU departments who had academic connections with the liberal arts colleges showed interest in participating. A major underpinning of this work was the faculty in the academic departments working with their colleagues at the liberal arts colleges. Together, after a review of the liberal arts curriculum, they determined the specific transferable courses allowed. Each participating graduate program appears as an addendum to the institutional agreement. In some instances, a pathway was not established due to a lack of transfer options. So far, we have developed institutional agreements with three liberal arts colleges that include 10 different academic pathways.

Attend this session to hear how the Graduate College introduced this concept to WMU academic departments and our regional partners and how we utilize these agreements to create new recruitment channels into our graduate programs. We will share our insight on developing these partnerships, what we learned along the way, and general outcomes from these efforts.

5:45–7 p.m.   **Welcome Reception**   **Grande Salle Pre-Function Space**

Thursday, April 4, 2024

7:30 a.m.–5 p.m.	**Registration**	**Grande Salle Pre-Function Space**

7:30–8:15 a.m. **Breakfast, sponsored by ETS: Advancing Access and Equity: What's New at ETS** **Forest Park Ballroom**
- *John Augusto, Associate Dean of Strategic Initiatives, Georgia State University*
- *Dale Turner, Associate Director of Educational Partnerships, ETS*

From acquisitions and grant awards to student scholarships and institutional resources, we're excited to share updates from the world's largest nonprofit provider of educational research and assessment.

8:15–9:30 a.m. **AWARDS PRESENTATION** **Forest Park Ballroom**

MAGS/ProQuest Distinguished Master's Thesis Awards

Excellence in Innovation Award

Excellence in Teaching Awards

9:30–10:45 a.m. **PLENARY SESSION II**

Introduction: *Nicole Lounsbery, MAGS Chair Elect; Director, South Dakota State University Graduate School*

The Second Circle of the Tribal College Movement **Forest Park Ballroom**
- *Erica Moore, Vice President for Indigenous Institutional Transformation, American Indian Higher Education Consortium*

The first fifty years of the Tribal college movement built the foundation of Tribal education and paved the way for future generations. Dr. Erica Moore will provide historical context of Tribal education, and the dreams and hopes of our ancestors that were brought to fruition by education and Tribal leaders during the first circle of the tribal college movement. With the recent loss of one of the longest serving Tribal college presidents and founding members, as well as the introduction of the first doctoral program at a Tribal college and university, Moore will discuss where to go from here, what is next for Tribal colleges and communities, and how it might impact graduate education.

10:45–11 a.m.	**Break**	**Pavilion Pre-Function Space**

11 a.m.–Noon **CONCURRENT SESSION III: Resources and Support for Graduate Education**

Engaging the Campus to Support Graduate Education **Pavilion I**
- *Carrisa Hoelscher, Associate Dean, Graduate College, Missouri State University*
- *Julie Masterson, Associate Provost and Dean of the Graduate College, Missouri State University*

Following a year of academic realignment and ongoing strategic enrollment initiatives at Missouri State University, the Graduate College has partnered with the Provost's Office to encourage focus on graduate education. The goal is to be able to describe what is necessary for a graduate program to thrive at our institution and then ensure that this support is fully visible. A few years ago, an inventory of tasks necessary to support graduate programs was developed with input from members of MAGS and CGS. This fall, program directors were asked to work with their leaders and colleagues to complete the inventory in order to assess how these tasks were currently being managed within programs. In this session, we will share the results and our actionable items, and offer suggestions for how others could implement a similar inventory at their institutions.

Leveraging Resources for Transformative Equity in Graduate Education: The Institutional Capacity Index **Pavilion II**
- *Melissa F. Baird, Associate Dean, Graduate School, Michigan Technological University*
- *Will Cantrell, Dean, Graduate School, Michigan Technological University*

This session presents the Institutional Capacity Index—a tool developed to identify systems and structures within institutions aimed at supporting DEIS (Diversity, Equity, and Inclusion) efforts. Inspired by Dr. Shirley Malcom's call to "examine how all institutional structures can support or hinder the necessary changes to diversify STEM," our team co-designed the index as one step in a scaffolded process to address systemic barriers. The Index was created with support from the Alfred P. Sloan Foundation's Equitable Pathways Grant, which promotes partnerships for systemic change between Minority Serving Institutions (MSIs) and other educational institutions. Our team's approach prioritizes long-term institutional investments and resource realignment: we seek to identify obstacles and opportunities while crafting a program that realigns resources to benefit students. The index is designed to identify resources, but also to use in conversations aimed at securing institutional support. In this presentation, we will share our preliminary work, introduce the Institutional Capacity Index, and provide a comparative analysis of resources at our WSI and MSI institutions.

Our team will also facilitate an interactive session to gather insights from attendees. We will explore how the Index can be used to not only identify available resources but also facilitate systemic transformations that are both intersectional and purposeful. We will dialogue together to think about how to construct a framework and work towards the long-term goal of making data communication more effective.

Put the 'Fun' in Fundraising: Soliciting Funds on a Shoestring Budget **Parlour II**
- *Kristen Kponyoh, Assistant Director, Graduate School, South Dakota State University*

In the rapidly changing landscape of higher education, there is an increased pressure to raise donations to support students at all levels. Many departments outside of mainstream colleges struggle with raising adequate dollars to provide student stability and growth due to staffing and funding to support such initiatives. This presentation will foster ideas on how to engage with an external audience to generate funds via social media and video on a limited budget utilizing resources already available to you.

12:15–1:45 p.m. **Lunch & Business Meeting** **Grande Salle Ballroom**
- *MAGS Board*

Attend the MAGS business meeting to hear highlights from the year from the MAGS Executive Committee, including reports from the various MAGS committees.
Also help to welcome new MAGS leaders as the gavel is passed.

2–3 p.m.	**CONCURRENT SESSION IV: Graduate Student Needs and Concerns**

Establishing a Practical Framework for Artificial Intelligence-Facilitated Literature Review (AI-FLR)   Pavilion I
- *Kristin Terrill, Graduate Student Services Specialist, Iowa State University*
- *Lily Compton, Assistant Director for Programming, Iowa State University*
- *William Graves, Dean of the Graduate College, Iowa State University*

Frameworks for conducting systematic reviews of literature, such as meta-analyses, research syntheses, narrative reviews, etc., have been widely adopted and refined as methodological approaches. However, approaches to developing literature reviews that provide background for research articles, theses, and dissertations are less well-defined. Graduate students and early career researchers often find the process of reviewing relevant literature to establish the context and motivation for their research daunting and time-consuming. They may rely on informal recommendations or their own intuition to lay the groundwork for their research writing, and risk delaying publication or producing incomplete, unconvincing arguments resulting in laborious revisions and resubmissions.

The emergence of generative artificial intelligence (gen AI) tools for supporting literature review presents a promising avenue for enhancing novice researchers' literature review processes and improving their written products. In this presentation, we propose a framework for Artificial Intelligence – Facilitated Literature Review (AI-FLR) that establishes high-level priorities for trustworthy handling of literature in research writing and proposes practical steps for integrating generative AI into a non-systematic literature review procedure while maintaining the prominence of human judgment and research integrity. First, we analyze selected frameworks to identify strengths and gaps related to the needs of novice researchers' use of gen AI and the related concerns of research and scholarly communities. Then, we utilize related elements to create the AI-FLR framework that guides the steps for using gen AI to reduce time-consuming mechanical and repetitive tasks while augmenting the creative tasks that require interpretation and authentic idea creation or development. Lastly, we discuss the intersections between our AI-FLR framework within graduate education and elements of TrustworthyAI™ (Deloitte, 2022) and how we can promote shared consensus among stakeholders, e.g., graduate student and committee members or researchers and principal investigators.

Write-D: Enhancing Graduate Student Writing and Professional Development through a Flexible, Discipline-Specific Program   Pavilion II
- *Sarah Isaacson, Graduate Language Assessment and Support (GLAS) Program Director, Michigan Technological University*

Graduate administrators and advisors face challenges in effectively supporting students' writing and professional development needs in a resource-effective manner while graduate students often feel overwhelmed and under-supported as they embark on major writing projects and seek jobs. Inspired by a similar model at Michigan State, Michigan Technological University initiated Write-D, a discipline-specific writing program that provides writing support, project management support, and networking.

Beyond the measurable benefit of progressing graduate students from beginning to experienced writers, Write-D fosters discipline-specific professional networking in academia and the industry. The affinity groups catalyze intra-disciplinary mentoring, networking, and a sense of inclusion that surpasses the scope of conventional seminars, isolated workshops, or research meetings. Write-D empowers graduate student autonomy since students request the session topics rather than faculty or a writing expert telling them what they need.

Using advanced graduate students as paid peer facilitators ($1,000/semester) allows for a cost-sustainable structure. The facilitators gain invaluable leadership experience and heightened professional growth in addition to the benefits participants accrue. The decentralized, flexible structure of the program allows for greater breadth and depth of student support since each group has unique needs and concerns. The departments welcome Write-D because they shape the contours of the program while the Graduate School coordinates it. Departments appreciate that the writing support is centered around discipline-specific advisor-to-advisee guidance, rather than being supplanted with a one-size-fits-all approach.

Attendees will be asked to participate in a short exercise of writing and reflection to explore the benefits of this approach.

Developing an Open Educational Resource to Support Applicants in Writing Successful Statements of Purpose   Parlour II
- *Erin Todey, Assistant Director, Ronald E. McNair Post-Baccalaureate Achievement Program, Iowa State University*

The graduate school application is a complex and high-stakes process, and researchers have documented the challenges applicants face particularly in writing the statement of purpose, sometimes also referred to as the personal statement (e.g., Swales & Feak, 2011). One of the reasons applicants struggle with the statement of purpose (SoP) is its occluded nature which often leaves applicants simply summarizing their curriculum vitae (Swales, 2009) rather than fully engaging in a discussion of their motivation for applying to graduate school. This is especially true for historically marginalized populations, such as first-generation college students. Given the challenges the SoP presents, how can graduate schools be more transparent regarding their expectations of the SoP in order to increase equity in the application process?

Rooted in research on the structure of the SoP across diverse disciplines, this presentation will introduce an open educational resource which is being funded by a grant from Iowa State University. Taking the form of a pressbook, "A guide to writing the statement of purpose for graduate school applications" describes and gives examples of the three primary goals of the SoP: experiences, motivation, and fit to program. In addition to an explanation of the pedagogical rationale behind the pressbook's content and organization, attendees will be invited to partake in the preliminary use and assessment of the pressbook on their campus in fall 2024.

3–3:30 p.m.	**Break** Pavilion Pre-Function Space

3:30–4:30 p.m.	**CONCURRENT SESSION V: Career and Professional Development**

Wait, Enrollment Management is Really Part of My Job?   Pavilion I
- *Matthew R. Bice, Dean, Online and Graduate Education, Baker University*

Graduate enrollment is becoming increasingly more competitive, especially as more academic programs have transitioned to online formats. As a result, strategies to recruit students are drastically changing and institutions need to be dynamic to recruit quality prospective graduate students. Enrollment management efforts have diffused/cross pollinated across campuses and offices that have not traditionally had an active role in enrollment efforts, are now needing to get more involved. Enrollment management is a culture that needs to be embraced by the entire campus community.

Graduate Education Professional Staff: Making a Place for Your Professional Development   Pavilion II
- *Heidi Arbisi-Kelm, Assistant Dean, University of Iowa*
- *Erin Kaufman, Thesis Manager, University of Iowa*
- *Allison McKinney, Assistant Dean, University of Illinois-Urbana Champaign*
- *Sara Pettit, Academic Affairs Coordinator, University of Iowa*
- *Natalie Robinson, Assistant Director, Iowa State University*
- *Katie Bourassa, Associate Director of Admissions, University of Wisconsin-Madison*

Higher education is not immune to the personnel challenges facing other industries. From the Great Resignation to "quiet quitting," or simply burning out, it's evident in recent years that understanding what creates employment satisfaction among professional staff is vital for a healthy and productive workplace. EAB, an education solutions company, cites "robust staff development" as one critical strategy for addressing modern, post-pandemic, workplace challenges. But, with shrinking budgets and increasing responsibilities, it feels like there is just never enough time or money to support the professional development of the personnel who support students.

In this session, colleagues from at least three institutions will hold a broad conversation about what professional development looks like for them. Panelists will respond to considerations such as: What networks support staff development within functional areas of graduate education administration? What opportunities exist regionally and/or nationally for staff networking and growth? What professional development activities are most valuable for early, mid-stage, and seasoned career personnel? This session will be divided into three parts under the overall theme: First, a diverse panel of professionals from across graduate education functional areas and at differing career stages will consider the common challenges in finding the time, permission, and resource for professional development. Second, they will discuss alternatives and strategies they've used to foster their professional development. And, finally, presenters will engage session participants in both large- and small-group reflection on existing and emerging resources, activities, and alternatives for maximizing professional development opportunities across their career.

Dean's Dialogues   Parlour II
- *Kerry Wilks, MAGS Past Chair; & Dean of the Graduate School and Associate Vice President of International Affairs, Northern Illinois University*
- *Noelle Selkow, MAGS Secretary; Director, Graduate School, Illinois State University*
- *David Daleke, Former MAGS Executive Team; Vice Provost for Graduate Education and Health Sciences and Dean, Indiana University Graduate School Bloomington*
- *Julie J. Masterson, Former MAGS Executive Team; Associate Provost and Dean of the Graduate College, Missouri State University*

This session will be an interactive conversation about pressing topics in graduate education today, facilitated by current and former members of the MAGS board. Topics include changes related to the SCOTUS decisions and GA unionization.

| 4:45–6 p.m. | **Networking Reception** | **Grande Salle Pre-Function Space** |
| 6:15 p.m. | **MAGS Board Member Dinner–Executive Team and Committee Chairs** | |

Friday, April 5, 2024

| 7:30–8:30 a.m. | **Breakfast** | **Forest Park Ballroom** |
| 8–10 a.m. | **Registration** | **Grande Salle Pre-Function Space** |

8:45–9:45 a.m.

CONCURRENT SESSION VI: Professional Development for Graduate Students

Oh the Places You'll Go: Helping Graduate Students Start a Lifelong Research Career with Integrity and Compliance　　　　　**Pavilion I**
- *Lily Compton, Assistant Director for Programming, Center for Communication Excellence, Graduate College, Iowa State University*
- *Kristin Terrell, Graduate Student Services Specialist, Center for Communication Excellence, Graduate College, Iowa State University*

Graduate education is a foundation for a career in academia, industry, or both. Capstone projects (e.g., dissertations) are not an endpoint but one of many digital footprints that contribute to students' future reputations and careers. Digital publishing enhances the visibility of students' scholarly works through institutional and global repositories; however, with visibility comes additional scrutiny. Graduate students must learn to navigate complicated issues like copyright, ethics and integrity, shared authorship, digital accessibility, and generative artificial intelligence to ensure that their scholarly works are solid building blocks for lifelong careers.

This presentation introduces a proposed open educational resource (OER) handbook that compiles the knowledge graduate students and early career researchers need to:

1. Establish and protect professional credibility,
2. Report and publish results with integrity, and
3. Prepare and complete electronic theses and dissertations that meet institutional, state, and federal guidelines.

This first-of-its-kind handbook aims to streamline crucial information from dispersed sources (e.g. the Graduate College, the Office of the Vice President for Research, the Office of University Counsel, and the University Library) into a single central repository for general research publication guidance and standards. Faculty who teach research courses and mentor students will be encouraged to adopt this OER since it functions as a scaffold for systematic understanding of academic research and dissemination practices during the formative stages of their graduate students' research trajectories.

We wish to thank Megan O'Donnell (Iowa State University Library) for her contributions to this project.

Building Cultural Competence into Professional Development for Graduate Students　　　　　**Pavilion II**
- *Jessica Reyman, Associate Dean, Graduate School, Northern Illinois University*
- *Leslie Matuszewich, Senior Associate Dean, College of Liberal Arts and Sciences, Northern Illinois University*

Many colleges and universities are reviewing current practices and searching for new approaches to meeting their diversity, equity, inclusion and belonging goals while navigating barriers presented by legal and political contexts. To further the commitment to inclusive excellence at institutions, graduate education seeks innovative ways to re-affirm the value of a diverse graduate student population and to provide appropriate training to enhance graduate students' professional goals. In this session, we will present a broad framework developed at Northern Illinois University for building cultural competency among graduate students through professional development programming. Cultural competency—or the capacity to understand, interact, and connect productively and meaningfully with people from diverse cultural backgrounds and with diverse identities—is a necessary component of graduate student professional development. The goals of this approach are to enhance the educational experience of graduate students who themselves hold intersecting diverse identities; and build graduate students' capacity to act in culturally responsive and competent ways for their various professional paths.

This approach centers the unique needs of graduate students, specifically, in their complex positionality across various roles: as students, instructors, research assistants, community members, mentors, collaborators, leaders, and developing professionals. We will discuss how this framework has developed and is being implemented at NIU and will share examples of successes and challenges faced. Additionally, participants will engage in tabletop activities in which they share their own examples of institutional efforts in fostering cultural competency among graduate students and brainstorm ideas and new opportunities for the future.

Beyond Graduate Education: Responding to Dynamic Needs in Teaching Assistant Preparation　　　　　**Parlour II**
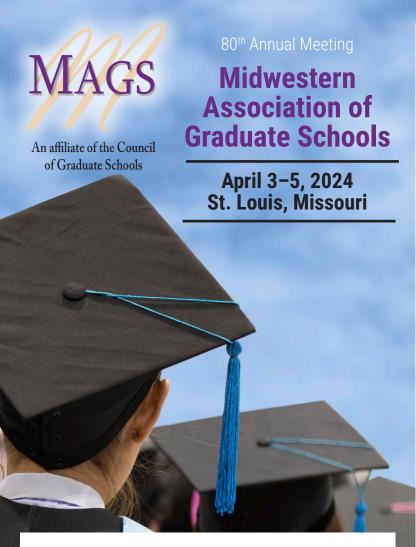- *Stefanie Baier, Director of Graduate Student and Postdoctoral Instructional Development, Michigan State University, Graduate School*
- *Hima Rawal, Postdoctoral Associate, Michigan State University*

In recent years the number of first-generation college students aspiring to earn a degree has risen drastically. This shift has prompted many universities to increasingly assign graduate students to take on instructional roles in undergraduate education. At Michigan State University (MSU) 10% of all Undergraduate classes are taught by Graduate Teaching Assistants (GTAs). This past year, GTAs have brought to our attention the issues associated with the dual roles as graduate students and instructors and teaching preparation often being limited to onboarding in the beginning of the academic year without ongoing and sustained support. Rarely recognized as educators, they are not provided with opportunities to share their challenges and instructional needs to shape effective teaching professional development. In this session we will introduce a 3-day GTA Program led by the MSU Graduate School with the assistance of a GTA Advisory Group to specifically address the needs of GTAs from various disciplinary, cultural, and linguistic backgrounds with a focus on classroom teaching dynamics, contexts, and challenges. First, we will highlight the intentional planning process including curriculum design and identification of collaborators. Second, we will discuss the components covered (policies, inclusive teaching practices, communication, student success strategies with cultural considerations in engaging with a diverse undergraduate population in the U.S., and educator well-being). Third, we will share how feedback is collected and informs ongoing support for GTAs throughout the academic year. We hope to engage in a discussion on the importance of GTA Preparation in Graduate Education.

9:45–10:15 a.m.	**Break**	
10:15–11:30 a.m.	**3MT® Semi Finals 1**	**Pavilion I**
	3MT® Semi Finals 2	**Pavilion II**
	3MT® Semi Finals 3	**Parlour I**
	3MT® Semi Finals 4	**Parlour II**
	3MT® Semi Finals 5	**Grande Salle Ballroom**
11:45 a.m.–12:30 p.m.	**3MT® Final Round**	**Grande Salle Ballroom**
12:30 p.m.	**Conference Adjourns**	

MAGS

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80th Annual Meeting

Midwestern Association of Graduate Schools

April 3–5, 2024
St. Louis, Missouri

2023–2024 Executive Committee
- ❑ **Carrianne Hayslett**, Marquette University, MAGS Chair
- ❑ **Nicole Lounsbery**, South Dakota State University, MAGS Chair-Elect
- ❑ **Taunya Plater**, Creighton University, MAGS Member-at-Large
- ❑ **Jennifer Ziegler**, Gray Decision Intelligence, Inc., MAGS Treasurer
- ❑ **Noelle Selkow**, Illinois State University, MAGS Secretary
- ❑ **Kerry Wilks**, Northern Illinois University, MAGS Past-Chair
- ❑ **Karen McGarvey**, Conference Coordinator, University of Wisconsin-La Crosse, Ex Officio
- ❑ **Milandrie Wakim**, Conference Coordinator, University of Wisconsin-La Crosse, Ex Officio

Budget and Finance Committee
- ❑ **Claudia Petrescu**, Kansas State University, Chair (2025)
- ❑ **Brad Swanson**, Central Michigan University (2024)
- ❑ **Tabitha Hardy**, Indiana University Purdue University Indianapolis (2025)
- ❑ **Alexis Thompson**, University of Illinois Urbana-Champaign (2026)
- ❑ **Wade Tornquist**, Eastern Michigan University (2026)
- ❑ **Angela Pool-Funai**, Fort Hays State University (2026)
- ❑ **Jennifer Ziegler**, MAGS Treasurer, Executive Committee Liaison

Note: The year-end date is indicated in the parenthesis. The terms end in April. In most cases, committee members serve a three-year term.

If you would like to serve on a MAGS committee, [complete this form](#)
or contact Nicole Lounsbery at **nicole.lounsbery@sdstate.edu.**

Communications Committee
- ❑ **Nyree McDonald**, University of Notre Dame (2024), Co-chair
- ❑ **Linda Cresap**, Minot State University (2026), Co-chair
- ❑ **Theresa Christenson-Caballero**, University of Illinois (2024)
- ❑ **Trista Bergerud**, Grand Valley State University (2025)
- ❑ **Samantha "Sam" Hirschman**, Iowa State University (2025)
- ❑ **Les Mackey**, Fort Hays State University (2026)
- ❑ **Noelle Selkow**, Illinois State University, MAGS Secretary, Executive Committee Liaison

Distinguished Master's Thesis Committee
- ❑ **Matt Page**, Ohio State University, (2024)
- ❑ **Malia Roberts**, Western Michigan University (2024)
- ❑ **Heloise Anne Pereira**, University of Oklahoma (2026)
- ❑ **Felicia C. Echols**, Saint Louis University (2024)
- ❑ **Lisa Eckert**, Northern Michigan University (2025)
- ❑ **Natalie Robinson**, Iowa State (2025)
- ❑ **Taunya Plater**, Creighton University, Member at Large, Chair and Executive Committee Liaison

Excellence and Innovation in Graduate Education Award Committee
- ❑ **Devi Prasad V. Potluri**, Chicago State University (2024), Co-chair
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