# Table of Contents

Executive Summary 2013-14 4  
Office of Graduate Studies Mission and Vision 5  
Profile of Graduate Students: 2013-14 Academic Year 5  
Office of Graduate Studies Initiatives 9  
  Office of Graduate Studies Strategic Plan 9  
  Office of Graduate Studies Inclusion Plan 9  
  New Graduate Programs at GVSU 9  
  Graduate Program Website Redesign Project 9  
  Graduate Acceptance Video 10  
  Graduate Inquiry System 10  
  Graduate Advising Initiative 10  
  Student Survey: Graduate Students Admitted but not Enrolled at GVSU 10  
  Dissertation and Thesis Approvals 11  
  Exceptions to GVSU Policy/Student Petitions 12  
  Faculty Engaged in Graduate Education 12  
  Graduate Assistantships 2013-14 13  
  Survey: Graduate Assistant Experience Evaluation 14  
  2014-15 Special Projects GA Positions 17  

Student-Specific Events and Programs 19  
  PACES: Professional Development Program for Graduate Students 19  
  Graduate Presidential Research Grants 23  
  Graduate Student Association 2013-14 Annual Report 24  

General Events 25  
  Graduate Showcase 2014: Education for the Future 25  
  Graduate Student Celebration 28  
  Graduate Dean’s Citations for Academic Excellence 28  
  New Graduate Student Orientation 30  
  Graduate Assistant Orientation 30  

Department Publications 32  
  Graduate Directors Handbook 32  
  Graduate Student Guidebook 32  
  6 in 60: the OGS Newsletter 32  
  Office of Graduate Studies Website 32  
  Graduate Studies at GVSU: the OGS Facebook 34  

Meetings/Groups 35  
  Graduate Council 35  
  Graduate Program Directors Advisory Group 40  

Office Information and Activities 41  
  Office of Graduate Studies – Financial Support 41  
  Staff Service – External Events and Committees 41  
  Staff Professional Development 45  
  Graduate Assistants and Student Assistant 47
Executive Summary 2013-14

The education of graduate students, as well as the support of their personal and professional development, is an important aspect of our mission at Grand Valley State University. In order to fulfill our responsibilities to the people of Michigan as well as the nation and the world we continually strive to give our students the best educational experience possible. As a master’s large comprehensive university, we offer rigorous masters and doctoral programs taught by qualified faculty who are actively engaged with students. GVSU’s excellent graduate programs are grounded in academically rigorous plans of study and supported by a university that adheres to policies and procedures that guide the academic process yet provide the flexibility to address unique situations and individual learning experiences.

The Office of Graduate Studies staff at Grand Valley State University for 2013-14 included Dean Jeffrey A. Potteiger, Associate Dean John Stevenson, Administrative Assistant Irene Fountain, Office Coordinator Jennifer Palm, Graduate Assistants Jacob Blossfeld, Anoush Kabalyan and Kelley Senkowski, and student worker Shannon Heynen.

The Office of Graduate Studies is actively involved in all areas of graduate education at GVSU. We are specifically responsible for administration of the graduate assistantship program, offering the PACES program, leading the Graduate Showcase, the graduate student orientations and celebrations, supporting the work of Graduate Council, supporting the Graduate Student Association, producing the Graduate Director’s Handbook and the Graduate Student Guidebook, administering the Presidential Research Grants program, reviewing graduate faculty applications and maintaining a graduate faculty database, and enforcing graduate education policies. Major initiatives for 2013-14 included: continued redesign of graduate program websites, creation of an acceptance video for newly admitted students, creation of a graduate inquiry system for prospective students, and development of a Graduate Advising Best Practices Guidelines document for our current students and faculty. The Office of Graduate Studies was also involved in several university wide initiatives and policy implementations designed to enhance the quality and capacity of graduate education at GVSU.

The Office of Graduate Studies plays an important role in supporting our students and the faculty engaged in graduate education. Each of the yearly initiatives, as well as the annual work of the Office of Graduate Studies, is described in detail in this report.
Office of Graduate Studies

Our Mission
To define and support excellence in graduate education and the scholarly and research activities associated with it. To articulate a vision of excellence in our actions and policies that affect students, faculty, and curriculum. To advocate for graduate education and graduate students within the university in terms of resources, services, and other activities that support graduate student endeavors and goals.

Our Vision
The Office of Graduate Studies will provide exemplary leadership and continuous support for the development and provision of distinctive and exemplary graduate education programs that prepare GVSU graduates to be effective leaders in their field, to be engaged lifelong learners, to succeed in attaining desired employment or admission to further graduate or professional study, and to excel in a global environment. By focusing on the promotion of distinctive and exemplary graduate education programs GVSU will become the university of choice for graduate students seeking a strong education in a Carnegie classification "Master's Large" institution of higher education that is grounded in a liberal arts tradition.

Profile of Graduate Students: 2013-14 Academic Year
The 2013-14 academic year includes the Fall 2013, Winter 2014, and Spring/Summer 2014 semesters. For many graduate programs, students may have applied, been admitted, and/or matriculated in any of those semesters. The Applied and Admitted columns in Table 1 represent all graduate applications received by program through June 25, 2014 for the Fall 2013, Winter 2014, and Spring/Summer 2014 semesters. The New Enrollees and Total Enrollees columns represent unduplicated headcounts for Fall 2013, Winter 2014, and Spring/Summer 2014 based on official census numbers.

Table 1: Profile of Graduate Students for the 2013-14 Academic Year

<table>
<thead>
<tr>
<th>College</th>
<th>Program</th>
<th>Applied</th>
<th>Admitted</th>
<th>New Enrollees</th>
<th>Total Enrollees</th>
<th>Degrees Awarded (2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Community</td>
<td>Criminal Justice</td>
<td>31</td>
<td>14</td>
<td>11</td>
<td>33</td>
<td>4</td>
</tr>
<tr>
<td>&amp; Public Service</td>
<td>Health Administration</td>
<td>129</td>
<td>81</td>
<td>42</td>
<td>113</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Public Administration</td>
<td>190</td>
<td>126</td>
<td>66</td>
<td>287</td>
<td>80</td>
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<tr>
<td></td>
<td>Social Work</td>
<td>420</td>
<td>303</td>
<td>202</td>
<td>624</td>
<td>153</td>
</tr>
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<td></td>
<td>SUBTOTAL</td>
<td>770</td>
<td>524</td>
<td>321</td>
<td>1057</td>
<td>250</td>
</tr>
<tr>
<td>College of Education</td>
<td>Educational Leadership</td>
<td>230</td>
<td>186</td>
<td>86</td>
<td>500</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Educational Technology</td>
<td>60</td>
<td>47</td>
<td>21</td>
<td>81</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>General Education</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>296</td>
<td>124</td>
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<tr>
<td></td>
<td>Higher Education</td>
<td>182</td>
<td>140</td>
<td>54</td>
<td>193</td>
<td>35</td>
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<tr>
<td></td>
<td>Instruction &amp; Curriculum</td>
<td>252</td>
<td>188</td>
<td>121</td>
<td>506</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Leadership (EdS)</td>
<td>58</td>
<td>34</td>
<td>16</td>
<td>67</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Literacy Studies</td>
<td>137</td>
<td>100</td>
<td>49</td>
<td>216</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>52</td>
<td>17</td>
</tr>
<tr>
<td>College</td>
<td>Program</td>
<td>Applied</td>
<td>Admitted</td>
<td>New Enrollees</td>
<td>Total Enrollees</td>
<td>Degrees Awarded (2012-13)</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------------</td>
<td>---------</td>
<td>----------</td>
<td>---------------</td>
<td>----------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>College of Education</td>
<td>School Counseling</td>
<td>60</td>
<td>42</td>
<td>23</td>
<td>77</td>
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<tr>
<td></td>
<td>Special Education</td>
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<td>32</td>
<td>290</td>
<td>50</td>
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<tr>
<td></td>
<td>SUBTOTAL</td>
<td>1059</td>
<td>802</td>
<td>402</td>
<td>2278</td>
<td>427</td>
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<tr>
<td></td>
<td>Clinical Research Trials Management</td>
<td>9</td>
<td>8</td>
<td>2</td>
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<tr>
<td></td>
<td>Occupational Therapy</td>
<td>184</td>
<td>65</td>
<td>49</td>
<td>163</td>
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</tr>
<tr>
<td></td>
<td>Physical Therapy</td>
<td>482</td>
<td>87</td>
<td>51</td>
<td>198</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Physician Assistant Studies</td>
<td>429</td>
<td>61</td>
<td>52</td>
<td>186</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Public Health</td>
<td>88</td>
<td>60</td>
<td>44</td>
<td>84</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Speech-Language Pathology</td>
<td>264</td>
<td>87</td>
<td>57</td>
<td>115</td>
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<td></td>
<td>SUBTOTAL</td>
<td>1456</td>
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<td>255</td>
<td>754</td>
<td>97</td>
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<tr>
<td>College of Health Professions</td>
<td>Biology</td>
<td>39</td>
<td>11</td>
<td>8</td>
<td>38</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Biomedical Science</td>
<td>41</td>
<td>11</td>
<td>6</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Biostatistics</td>
<td>56</td>
<td>28</td>
<td>16</td>
<td>52</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Cell &amp; Molecular Biology</td>
<td>58</td>
<td>34</td>
<td>11</td>
<td>44</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Communications</td>
<td>74</td>
<td>42</td>
<td>25</td>
<td>88</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>22</td>
<td>15</td>
<td>8</td>
<td>35</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>SUBTOTAL</td>
<td>290</td>
<td>141</td>
<td>74</td>
<td>278</td>
<td>74</td>
</tr>
<tr>
<td>College of Liberal Arts and Sciences</td>
<td>Nursing DNP</td>
<td>47</td>
<td>36</td>
<td>23</td>
<td>103</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Nursing MSN</td>
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<td>7</td>
<td>5</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>SUBTOTAL</td>
<td>60</td>
<td>43</td>
<td>28</td>
<td>121</td>
<td>10</td>
</tr>
<tr>
<td>Kirkhof College of Nursing</td>
<td>Computer Information Systems</td>
<td>80</td>
<td>45</td>
<td>26</td>
<td>118</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Engineering</td>
<td>125</td>
<td>40</td>
<td>20</td>
<td>74</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Medical &amp; Bioinformatics</td>
<td>21</td>
<td>16</td>
<td>9</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>SUBTOTAL</td>
<td>226</td>
<td>101</td>
<td>55</td>
<td>210</td>
<td>39</td>
</tr>
<tr>
<td>Padnos College of Engineering &amp; Computing</td>
<td>Accounting</td>
<td>139</td>
<td>102</td>
<td>71</td>
<td>191</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Business General</td>
<td>162</td>
<td>94</td>
<td>62</td>
<td>292</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Taxation</td>
<td>19</td>
<td>14</td>
<td>10</td>
<td>37</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>SUBTOTAL</td>
<td>320</td>
<td>210</td>
<td>143</td>
<td>520</td>
<td>136</td>
</tr>
<tr>
<td></td>
<td>Non-Degree Seeking Graduate</td>
<td>1004</td>
<td>969</td>
<td>475</td>
<td>815</td>
<td>N/A</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td></td>
<td>5185</td>
<td>3158</td>
<td>1753</td>
<td>6033</td>
<td>1033</td>
</tr>
</tbody>
</table>

The total graduate enrollment headcount information in both Figure 1 and Table 2 on the following page is based on the Fall census data of the corresponding academic year.
Table 2: Total Graduate Enrollment Headcount by College of Degree Program 2003-13

<table>
<thead>
<tr>
<th>College Of Degree Program</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Of Community And Public Service</td>
<td>564</td>
</tr>
<tr>
<td>College Of Education</td>
<td>1281</td>
</tr>
<tr>
<td>College Of Health Professions</td>
<td>217</td>
</tr>
<tr>
<td>College Of Liberal Arts And Sciences</td>
<td>66</td>
</tr>
<tr>
<td>Kirkhof College Of Nursing</td>
<td>93</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Padnos College Of Engineering And Computing</td>
<td>143</td>
</tr>
<tr>
<td>Seidman College Of Business</td>
<td>385</td>
</tr>
<tr>
<td>University (Non-Degree Seeking)</td>
<td>873</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3622</td>
</tr>
</tbody>
</table>
Office of Graduate Studies Initiatives

Office of Graduate Studies Strategic Plan
The OGS Strategic Plan for 2010-15 was reviewed during 2013-14 and OGS staff assessed the progress of the various goals and objectives. The OGS made significant progress on a number of objectives, including increasing the outreach effort to enhance the diversity of the student body, continued to monitor and assess the state and regional needs for new graduate programs, and provided support to academic unit to increase high impact opportunities for students in research, internships, and other experiential learning. A progress report was submitted to the University Assessment Officer outlining these and other achievements.

Office of Graduate Studies Inclusion Plan
The OGS has made significant progress on a number of objectives in the department’s Inclusion Plan. PACES, the professional development program for graduate students, offered a workshop focusing on diversity and working in multicultural settings. The Dean of Graduate Studies participated in a welcome luncheon for new international graduate students. In the AY 2013-14, the OGS awarded two students with the Graduate Dean’s Citation Award for Excellence in Promoting Inclusion and Diversity at GVSU. The Graduate Student Association also awarded one GVSU faculty member with the Kimboko Inclusion Award. A progress report was also submitted to the Division of Inclusion and Equity.

New Graduate Programs at GVSU
During the 2013-14 academic year, two new graduate programs were approved through the University Curriculum process, bringing the total number of graduate programs at GVSU to 33:

Master of Philanthropy and Nonprofit Leadership (M.P.N.L.), [http://www.gvsu.edu/grad/mpnl/](http://www.gvsu.edu/grad/mpnl/)
Master of School Psychology (M.S.), [http://gvsu.edu/grad/schoolpsy/](http://gvsu.edu/grad/schoolpsy/)

The OGS supported these programs by assisting with the curricular approval process and creating websites for each program. These programs and all applicable admissions and recruitment materials were added to the OGS Policies & Procedures Manual. The OGS continues to support newly-appointed Graduate Program Directors and assist with issues related to recruitment, admission, and enrollment in the new programs.

Graduate Program Website Redesign Project
Graduate Assistants Siranush Kabalyan and Kelley Senkowski worked with Institutional Marketing and representatives from each graduate program to redesign all graduate program websites based on website development best practices. The graduate program web sites were restructured to maximize search engine optimization, to create fields that are adaptable to hand-held devices, and to create new links to university web sites.
Graduate Acceptance Video
The OGS worked with University Communications, Institutional Marketing, and the Academic Deans to create an acceptance video that is sent electronically to all students accepted into a graduate program at GVSU. Each video is approximately 1 minute in length and designed to promote GVSU to prospective students who have just been accepted into a graduate program. The video received a West Michigan Public Relations Society of America PRoof Award.

Graduate Inquiry System
The OGS worked with the Office of Admissions, Institutional Marketing, Information Technology, and the Office of the Registrar to create an automated electronic response system (called the Graduate Inquiry System) that will provide prospective students with graduate program information from the Graduate Program Director, the Academic Dean for each College, and the Dean of Graduate Studies. The information is delivered electronically on a predetermined schedule to prospective students. This Graduate Inquiry System will also encourage the student to contact the graduate program director and to submit a program application.

Graduate Advising Initiative
The OGS worked closely with numerous university constituents to develop a list of Graduate Advising Best Practices Guidelines that will be used to provide enhanced advising to graduate students. High quality advising is best facilitated within an academic community with constructive relationships between graduate students and their advisors and mentors. Effective advising and mentoring of graduate students is the joint responsibility of the degree-granting program and academic units, faculty advisors and program faculty, non-faculty advisors, and the students. The Graduate Advising Best Practices Guidelines will be distributed to all academic units, graduate faculty and staff, and graduate students at the start of the 2014-15 academic year.

Student Survey: Graduate Students Admitted but not Enrolled at GVSU
This survey was sent out to those potential students who were admitted to a GVSU graduate program but never enrolled. This survey was sent out approximately 1,260 admitted graduate students from Fall 2011 to Winter 2014. There were a combined total of 354 responses. The full results of the survey can be obtained by contacting the OGS at gradstudies@gvsu.edu.

The OGS will continue to administer this survey in the future. Figure 2 on the following page details the reasons these respondents did not enroll at GVSU.
Dissertation and Thesis Approvals
In 2013-14, the OGS continued to update the Guidelines for Preparation of Theses and Dissertations to assist students in the timely submission of their final projects. To further facilitate this process, the OGS created a Thesis and Dissertation Flowchart, outlining the steps students must take to be in compliance with the current guidelines. This flowchart is distributed through the Graduate Student Blackboard, the OGS Facebook page, the OGS newsletter, and new Graduate Student Orientation. The OGS maintains this and other documents on two “quick links” created for students and faculty to reference all thesis or dissertation related documents:

Dissertations: www.gvsu.edu/gs/dissertation
Theses: www.gvsu.edu/gs/thesis

The OGS continued to review and approval final dissertations and theses. After each document is approved, the OGS notifies the Registrar’s Office that a student’s diploma can be released and assists the students in submitted the final documents to ScholarWorks. In 2013-14, the OGS approved dissertations and theses from the following academic Colleges:

College of Community and Public Service: 3
College of Education: 9
Padnos College of Engineering and Computing: 4
College of Health Professions: 1
College of Liberal Arts and Sciences: 14
Kirkhof College of Nursing: 4

*Note: there are no graduate programs with a thesis option in the Seidman College of Business.*
Exceptions to GVSU Policy/Student Petitions

8-Year Time Limit Requests: The OGS reviewed 38 petitions to extend the 8-Year Time Limit, all of which were approved. A summary of the number of student petitions by program is provided below:

Petitions by Program:
Master of Education: 31
Engineering: 2
Communications: 1
Computer Information Systems: 1
Criminal Justice: 1
English: 1
Social Work: 1

12-Credit Limit Requests: The OGS received 2 requests from students who had exceeded the limit of completing 12 credits as a non-degree seeking student. One student was admitted to the College of Education and one student was admitted to the School of Engineering. Both petitions were approved.

Exception to the System of Grading Policy: The OGS received a request from a student in the School of Public, Nonprofit, and Health Administration requesting an exception to the University policy that requires all graduate coursework be earned with a grade of C or better. The request was denied.

Exception to the Policy for the Preparation of Theses and Dissertations: The OGS received requests from two students in the College of Education seeking exceptions to the policy requiring master’s theses be chaired by College of Education faculty. One request was approved and one request was denied.

Exception to the Policy for Continuous Enrollment in Thesis or Dissertation Stage of a Program: The Office of Graduate Studies received a request from a student in the Biology graduate program for an exception to the Continuous Enrollment policy due to an external opportunity. The request was approved.

Faculty Engaged in Graduate Education
The OGS continued to hold joint meetings for all faculty members engaged in graduate education at GVSU. The meetings occurred at the beginning of the Fall 2013 and Winter 2014 semesters. All approved graduate faculty are invited to attend. Each meeting provides graduate faculty with a summary of admissions and enrollment data, updates on Graduate Council actions, information on Graduate Recruitment Initiatives, and a summary of the Graduate Student Association’s activities. At the Fall 2013 meeting, a report from the Internationalization Task Force was presented as well as the results of the Graduate Assistantship Survey. At the Winter 2014 meeting, the results of the Graduate Exit Survey were discussed. The meetings both concluded with an open forum for the faculty that generated much discussion about graduate education at GVSU.
The OGS continues to work with the Academic Deans to ensure that qualified faculty members are engaged with our graduate students at GVSU. All graduate faculty applications can now be submitted electronically to the OGS.

Adjunct Faculty Engaged in Graduate Education as of June 23, 2014
Approved Adjunct Faculty: 285

Regular Faculty Engaged in Graduate Education as of June 23, 2014
Faculty approved with Full Graduate Faculty Status: 352
Faculty approved with Associate Graduate Faculty Status: 83

These numbers do not include renewal applications or faculty members whose initial status has expired (or those applications approved for faculty no longer with the university).

A complete listing of approved faculty is available on the OGS website at www.gvsu.edu/gs/gradfaculty. Access to the policies and the electronic application forms can also be found on this page.

Graduate Assistantships 2013-14
The OGS oversees the graduate assistantship program at GVSU. Our primary role is to ensure that hiring departments adhere to the Graduate Assistantship (GA) Policy and to verify student eligibility for holding a GA position. We serve as a liaison between the appointing departments and Financial Aid and Student Employment on budget, payroll, and tuition issues, offer advice and guidance to faculty and staff who administer GA appointments for their units, and work with units to resolve problems relating to any aspect of their graduate assistantships.

In 2013-14, the OGS collaborated with Financial Aid and Student Employment to streamline the processing of graduate assistantship forms to increase efficiency and timeliness. New, interactive appointment forms were created with self-populating fields and drop-down menus to encourage consistency with regard to semester start/end dates, stipend and tuition information, and tax exempt vs. taxable positions, among other things. Hiring units send new GA appointments directly to Financial Aid to be uploaded into Onbase, where OGS staff review and approve them.

Typically, GA appointments are made for the academic year, corresponding with the first day of the Fall semester and ending the last day of finals week at the end of the Winter Semester. Some units maintain a number of extended positions (10-month and 12-month). Extended positions are mostly utilized by units that need assistance beyond the regular academic year, such as the Office of Financial Aid and Housing. Some appointments are made semester-by-semester. Spring/Summer appointments are considered to be separate positions from the academic year.

In 2013-14 year, the OGS reviewed and approved the following full time (1.0 FTE, 20 hrs. per week) and half time (.5 FTE, 10 hrs. per week) graduate assistant appointments:

- Academic Year Positions:
  - 129 full time positions
  - 62 half time positions
• 10-Month Extended Positions:
  ○ 50 full time positions
  ○ 0 half time position

• 12-Month Positions:
  ○ 4 full time positions
  ○ 15 half time positions

• Semester-by-Semester Positions:
  Fall 2013 -
  ○ 10 full time positions
  ○ 36 half time positions
  Winter 2014 -
  ○ 24 full time positions
  ○ 35 half time positions

Survey: Graduate Assistant Experience Evaluation
At the end of the Winter 2014 semester, a survey was emailed to 327 graduate students who held GA positions in the 2013-14 academic year. The purpose of the survey was to determine the graduate assistants’ level of satisfaction with their GA experience. Eighty-three GAs (25%) completed the survey. Please contact the Office of Graduate Studies for a complete copy of the survey results.

The 82 survey respondents represented 46 different areas of responsibilities or location (department, unit, office or area of work). When asked if their GA helped in their personal development, 98% replied in the positive with explanations ranging from increased communication skills to developing talents, fulfilling aspirations, and improving self-confidence and self-knowledge. When asked if their GA helped in their professional development, 96% replied in the positive with explanations ranging from increased employability to improved workplace and networking skills, professional communication, and professional knowledge. Finally, in terms of challenges for the GA experience, time management, life balance (GA work, classes, home/family life) were frequently mentioned in addition to unfamiliarity to tasks and responsibilities of their GA. Despite the challenges of completing their GA, 96% of the respondents would recommend their GA position to another graduate student. In summary, results of this year’s GA experience survey are very positive for the value gains that most graduate students mentioned, as well as the work experience and deeper learning acquired through completion of their GA responsibilities. Respondents frequently noted that their GA experience was very positive, one in which they learned transferable academic and professional skills, and one of the best professional experiences they have gained thus far in their education.
Figure 3: Respondents ranked their supervisors’ approachability

How approachable was your supervisor?

[Bar chart showing the distribution of responses.]

Figure 4: Total percentage of GAs who found professional development

Do you feel your assistantship helped you in your professional development?

[Pie chart showing the distribution of responses.]

Yes 97%
No 3%
Figure 5: Categories of what GAs found to be most rewarding

![Bar chart showing the distribution of what GAs found to be most rewarding. Categories include: Professional Skills (26%), Learning One's Craft (25%), Research Skills (14%), Professionalism (14%), and Other (21%).]

Figure 6: Categories of what GAs found to be most challenging

![Bar chart showing the distribution of what GAs found to be most challenging. Categories include: Limited resources (4%), Nothing/NA (8%), Unfamiliarity with job or tasks (11%), Work/Life balance (14%), Time management (19%), Other (19%), and 22% for the remaining categories.]

What did you find most valuable or rewarding about your GA experience?

What did you find most challenging about your GA position?
Special Projects Graduate Assistantship Positions 2014-15

The OGS provides funding for special project GAs to departments that demonstrate a need. Some of the criteria used for awarding special project GAs are: the impact of the project on the academic mission of the university, the project’s congruence with the university’s mission and vision and the objectives of the Strategic Plan, the roles and responsibilities for the requested GA were appropriate for a graduate student and congruent with a degree program or a set of skills required in an academic discipline, and evidence that the need could not be met through other budget processes. Thirty-five faculty/staff members submitted proposals for special projects GAs. Of those, 20 full-time (1.0) positions for 1 academic year were awarded, 2 half-time (.5), 1 academic year positions were awarded, and 2 full-time (1.0) positions were awarded for 2 academic years.

Table 3: Special Project Graduate Assistantship Positions 2014-15

| Brooks College of Interdisciplinary Studies | Outreach and Programming Graduate Assistant (.5) |
| Kutsche Office of Local History | Youth Leadership Initiative GA |
| Writing Center | Writing Center GA |
| College of Community & Public Service | Juvenile Justice Vision 20/20 GA |
| School of Criminal Justice | Accreditation for Master of Health Administration GA |
| School of Public, Nonprofit, & Health Admin. | Community Research Institute Out-of-School-Time Activities and Crime Graduate Assistant |
| Johnson Center for Philanthropy | |
| College of Health Professions | Occupational Therapy Research GA (.5) |
| Occupational Therapy | |
| College of Liberal Arts & Sciences | Ecuador Conservation GA (2 years) |
| Biology | Human Anatomy Lab GA |
| Biomedical Sciences | Cell and Molecular Biology Lab Supervisor GA |
| Cell and Molecular Biology | Parkinson’s Research GA (2 years) |
| Cell and Molecular Biology | Holocaust Studies Project GA |
| English | Eastern Box Turtle Research GA |
| Natural Resources Management | PSM GA |
| Professional Science Master’s Prgm. | RMSC 25th Anniversary GA |
| Regional Math and Science Center | Big Data Project GA |
| Statistics | GRPS Enrollment Research GA |
| Statistics | Statistical Consulting Center GA |
| Kirkhof College of Nursing | |
| Family Health Center | Family Health Center Electronic Health Record Data GA |
| Wesorick Center | Wesorick Center for Health Care Transformation GA |
| Padnos College of Engineering and Computing | Optimizing Research GA |
| School of Engineering | Transforming Lab Environment GA |
| Medical and Bioinformatics | |
Seidman College of Business
Center for Entrepreneurship & Innovation
Management

Center for Entrepreneurship and Innovation GA
Management Research GA
Student-Specific Events and Programs

**PACES: Graduate Student Development Program**
The 2013-14 year for the PACES (Professionalism, Advancement, Communication, Engagement, and Success) program continued professional development offerings on a variety of topics for Saturday half day or full day workshops. The OGS and Graduate Student Association (GSA) co-sponsored 3 sessions in the Fall semester and 4 sessions in the Winter semester, including one special event at The Meadows in Allendale. The full schedule is listed in Table 4 below.

Information regarding upcoming workshops was disseminated through posts to Blackboard, monthly emails to students, announcements in classrooms and at GradClub, posts on the GSA and OGS Facebook pages, as well as through the OGS 6 in 60 monthly newsletter.

Table 4: PACES Program Topics for 2013-14 Academic Year

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday</td>
<td>9/7/13</td>
<td>9am-12pm</td>
<td>Graduate Boot Camp: The Basics</td>
<td>107C, Pew Campus</td>
</tr>
<tr>
<td>Saturday</td>
<td>9/7/13</td>
<td>Noon-3pm</td>
<td>Graduate Boot Camp: Posters and Thesis</td>
<td>107C, Pew Campus</td>
</tr>
<tr>
<td>Saturday</td>
<td>9/28/13</td>
<td>9am-12pm</td>
<td>Internationalization and Graduate Study</td>
<td>107C, Pew Campus</td>
</tr>
<tr>
<td>Saturday</td>
<td>11/9/13</td>
<td>9am-12:30pm</td>
<td>Applying Effective Mentoring Principles</td>
<td>107C, Pew Campus</td>
</tr>
<tr>
<td>Saturday</td>
<td>2/18/14</td>
<td>9am-12pm</td>
<td>Professional Development</td>
<td>107C, Pew Campus</td>
</tr>
<tr>
<td>Saturday</td>
<td>3/1/14</td>
<td>9am-12:30pm</td>
<td>Planning for the Future: Student Loans, Debt Management and Financial Planning</td>
<td>107C, Pew Campus</td>
</tr>
<tr>
<td>Saturday</td>
<td>3/15/14</td>
<td>9am-3pm</td>
<td>Job Hunting in Today’s Economy: Social Media, Resumes and Cover Letters, Job Searches, Etiquette and Interviews</td>
<td>107C, Pew Campus</td>
</tr>
<tr>
<td>Saturday</td>
<td>4/19/14</td>
<td>10am-4pm</td>
<td>How to Survive a Golf Outing</td>
<td>The Meadows</td>
</tr>
</tbody>
</table>
For those students who attended and completed an evaluation form, satisfaction with, and perceived value of, the programming was high. Students felt that programming was of high quality and contributed to their professional development, one of the central goals of the PACES program.

**Figure 7: Data regarding how graduate students became aware of the PACES workshops**

**Figure 8: Levels of satisfaction of graduate students who attended PACES workshop sessions**

**Attended: 69  Surveys Completed: 66  Return Rate: 96%**

**Survey Summary: 11 Multiple Choice, 3 Short Answer**
<table>
<thead>
<tr>
<th></th>
<th>Sufficient material presented</th>
<th>Topic materials were high quality</th>
<th>Registration process was clear</th>
<th>Website info was helpful</th>
<th>Overall I was satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>68%</td>
<td>69%</td>
<td>71%</td>
<td>65%</td>
<td>76%</td>
</tr>
<tr>
<td></td>
<td>31%</td>
<td>28%</td>
<td>25%</td>
<td>28%</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 9: Graduate programs represented at PACES workshops:

Along with active, in-person workshops, the PACES program also includes passive programming through the website [www.gvsu.edu/paces](http://www.gvsu.edu/paces), which features resources for graduate students under the five PACES topical areas. This website was completely revamped this year to be more user-friendly and interactive. Under each topic, there are several web-based resources and articles for students to reference throughout their graduate school careers. Materials from in-person workshops, such as...
Power Point presentations and articles, are also available on the website under the category “Workshop Materials.” This allows students who were unable to attend the workshops to access the information presented.

PACES Program Costs
For each Saturday workshop, the GSA provided a light breakfast, as well as lunch during daylong workshops (please see the Graduate Student Association section for information on funding). Figure 10 below is a summary of the PACES program costs for 2013-14:

Figure 10: PACES Expenses by Workshop

<table>
<thead>
<tr>
<th>Expense Report</th>
<th>Full-day 9/7</th>
<th>Full-day 3/15</th>
<th>Half-day 9/28</th>
<th>Half-day 11/9</th>
<th>Half-day 2/8</th>
<th>Half-day 3/1</th>
</tr>
</thead>
<tbody>
<tr>
<td>$155.79</td>
<td>$155.79</td>
<td>$155.79</td>
<td>$329.70</td>
<td>$155.79</td>
<td>$155.79</td>
<td>$646.59</td>
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<tr>
<td>$606.90</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PACES 2014-15
Plans for next year include continuing the PACES weekend format. Specifically, we will present three to four workshops per semester on a variety of topics. These Saturday workshops will include a graduate student “boot camp,” communication and public speaking, resume building and job hunting, debt management and financial planning, as well as other related topics. These workshops will involve faculty, staff, alumni, and external presenters with funding assistance from the GSA. Due to the success of the inaugural workshop/clinic “How to Survive a Golf Outing ,” this PACES special event will be scheduled again for Fall 2014. We will also continue to look for new and better ways to ensure all graduate students are aware of the programming being offered. Combining PACES programming with the graduate student outreach by GSA will help us achieve our strategic plan goal to increase graduate student visibility and participation in university governance, programs, and student life.
Graduate Presidential Research Grants
The OGS administers the Graduate Presidential Research Grant program. Grant awards up to $1,000 are provided to graduate students to support their research endeavors. Students must be degree-seeking, and the research must be tied to completion of some aspect of their graduate degree. Usually these grants will be in support of research undertaken for purposes of the completion of a thesis or final scholarly project.

Students submit an application with a detailed budget, description of their research, and a letter of support from their major advisor or research advisor. Applications are reviewed by a committee comprised of the Dean of Graduate Studies and faculty members representing a cross-section of disciplines. Grants are competitive therefore, not all applicants will receive an award. Faculty reviewers for 2013-14 included:

- Dr. Shannon Biros, Assistant Professor of Chemistry
- Dr. Jeffrey Potteiger, Dean of Graduate Studies
- Dr. Robert Smart, Professor of Chemistry and Vice Provost for Research Administration
- Dr. Mark Staves, Professor of Cell and Molecular Biology and Biology
- Dr. John Stevenson, Associate Dean of Graduate Studies
- Dr. Dan Vaughn, Associate Professor of Physical Therapy

Table 5: 2013-14 Presidential Research Grant Facts

There were 20 grant applications submitted for the 2013-14 academic year. The following data refer to the 14 grants awarded for research conducted during the Fall 2013, Winter 2014, and Spring/Summer 2014 semesters.

Number of Grants Awarded

| Awards in Dollars: | 12 awards of $1,000 each | $12,000.00 |
|                   | 1 award of $781.65        | $781.65    |
|                   | 1 award of $690.00        | $690.00    |

Total Awards:

- 14
- $13,471.65

Number of Awards by college/department:

<table>
<thead>
<tr>
<th>College of Liberal Arts &amp; Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Biomedical Sciences</td>
</tr>
<tr>
<td>Cell and Molecular Biology</td>
</tr>
<tr>
<td>English</td>
</tr>
</tbody>
</table>
Graduate Student Association 2013-14 Annual Report

The Graduate Student Association (GSA) views the OGS as a vital pillar in its establishment as the voice of graduate students at Grand Valley. The OGS supported GSA during the 2013-14 academic year by providing advisory support and resources for a variety of initiatives including financial support for membership in the National Association of Graduate & Professional Students (NAGPS) and travel to the NAGPS annual conference. This year OGS and GSA continued to spearhead the initiatives put forth by the previous board to improve the graduate voice and representation at GVSU. The GSA continues to work with OGS to develop advising and mentorship resources for non-traditional students to help them acclimate to GVSU university life.

A major focus of the GSA has been on increasing means and quality of outreach through social media and networking events. GSA significantly increased the range and transparency of outreach by obtaining a Blackboard site connected to all current and incoming graduate students. With this improved ability to disseminate information, GSA hopes to develop its outreach and communication with all graduate students.

As a result of increased awareness and communication, GSA saw a 40% increase in the number of graduate student organizations in 2013-14. This brings the current total to 18 organizations. In order to accommodate the financial needs of this increasingly active graduate population, the GSA facilitated its first Finance and Funding Committee, overseeing the allocation of all Graduate Student Life funds. The committee successfully distributed just over $80,000 to fund graduate events and programming.

After attending the national NAGPS conference, the GSA board was selected to host the NAGPS regional conference in April, 2014. Representatives from eight universities traveled to GVSU’s downtown campus to attend the two-day conference. Attendees discussed current successes and challenges surrounding graduate professional student life. They also participated in breakout sessions covering topics such as diversity, finances, international students, and family in graduate life.

With the support of the OGS and the Graduate Council, the GSA secured five new seats on the following University Academic Senate Standing Committees; University Academic Senate, Academic Policies and Standards Committee, Faculty Teaching and Learning Center Advisory Committee, Faculty Facilities Planning Advisory Committee, and University Assessment Committee. Not only is GSA excited about the increase in outlets for the graduate voice to be heard, but the increased visibility of graduate students at GVSU can be expected to take OGS, GSA and graduates studies at GVSU to the next level.
General Events

Graduate Showcase 2014: Education for the Future
On April 2, 2014, the OGS and Center for Scholarly and Creative Excellence co-sponsored the fourth annual Graduate Showcase in the Charles W. Loosemore Auditorium and Hager-Lubbers Exhibition Hall. This year’s Graduate Showcase featured 37 poster presentations from student scholars representing almost all of GVSU’s 31 graduate programs.

As part of the marketing and promotion of the event, the Graduate Showcase website (www.gvsu.edu/gradshowcase) was updated by Graduate Assistant Kelley Senkowski. The University Library assisted updating the event page on ScholarWorks to house current and previous years' programs and student abstracts. All abstracts from 2011-14 are available online at http://scholarworks.gvsu.edu/gradshowcase/.

During this event, nearly 50 graduate students and their faculty mentors displayed poster presentations of scholarly work. Prospective students and guests visited the poster presentations to view the research and scholarship activities of the presenters. Photos of the event are available on the Graduate Showcase and OGS websites. Each student scholar was be recognized by Graduate Dean Jeffrey Potteiger and Vice Provost for Research Administration Robert Smart. Students were provided with a CD of photos from the event along with a certificate of recognition.

The OGS invites faculty, staff and students from GVSU to attend the event. Invitations are also sent to students at local colleges and universities, as well as businesses and state legislators. This year, several prominent members of the GVSU community attended the Graduate Showcase and viewed the work of GVSU’s exceptional graduate students.

Table 6: Graduate Showcase Expenses

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing/Promotion</td>
<td>$304.00</td>
</tr>
<tr>
<td>Conference Services</td>
<td>$1,349.38</td>
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<tr>
<td>Program Materials</td>
<td>$361.61</td>
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<tr>
<td>Photography</td>
<td>$235.00</td>
</tr>
<tr>
<td>Event Total</td>
<td>$2,249.99</td>
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</table>

Table 7: Graduate Showcase Participants and Posters

<table>
<thead>
<tr>
<th>Program</th>
<th>Student(s)</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology/Annis Water Resources Institute</td>
<td>Brandon Harris</td>
<td>POPULATION STATUS OF LAKE STURGEON IN THE MUSKEGON RIVER, MICHIGAN</td>
</tr>
<tr>
<td>Biology</td>
<td>Nichole Kupisz</td>
<td>PREDICTIVE MODELING OF FLORAL BIODIVERSITY AND INVADEDNESS OF MICHIGAN PRAIRIE FEN COMMUNITIES</td>
</tr>
<tr>
<td>Biomedical Sciences</td>
<td>Benjamin Hake</td>
<td>HYPERBARIC OXYGEN THERAPY ALTERS VASCULAR REACTIVITY INDEPENDENT OF ATP</td>
</tr>
<tr>
<td>Biomedical Sciences</td>
<td>Kathryn Page</td>
<td>EFFECTS OF NONYLPHENOL ON THE ORIENTATION ABILITY OF THE CRAYFISH,</td>
</tr>
<tr>
<td>Department</td>
<td>Name</td>
<td>Project Title</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>Michelle Peak</td>
<td>PSM BIOSTATISTICS INTERNSHIP AT ASPEN SURGICAL</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>Melissa Plets and Julie Strominger</td>
<td>BIOSTATISTICS INTERNSHIP AT SPECTRUM HEALTH: AN OVERVIEW</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Nathan Bair, Hilary Powsner, and Jenn VanKampen</td>
<td>MUSTAINABILITY: CAN GOING GREEN MEAN SAVING GREEN?</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Paul Jabaay</td>
<td>HEALTH CHECK: ANALYZING TRENDS IN WEST MICHIGAN 2014</td>
</tr>
<tr>
<td>Cell and Molecular Biology</td>
<td>Brett Brockman</td>
<td>EMPIRICAL BIOSCIENCE INTERNSHIP</td>
</tr>
<tr>
<td>Cell and Molecular Biology</td>
<td>Alexandra Vander Ark</td>
<td>INVESTIGATING TUMOR MICROENVIRONMENT AND BONE METASTASIS IN PROSTATE CANCER</td>
</tr>
<tr>
<td>Communications</td>
<td>Attila Bokor</td>
<td>SOCIAL MEDIA'S ROLE IN THE HIRING PROCESS IN WEST MICHIGAN</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>Sean Fisk</td>
<td>A COMPILER FOR AN IMPLICITLY PARALLEL FUNCTIONAL LANGUAGE</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Jenna Eavey</td>
<td>LASTING IMPACTS OF THE INSIDE-OUT PRISON EXCHANGE PROGRAM: FOLLOWING UP WITH FORMER STUDENTS</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Elle Teshima</td>
<td>THE IMPACT OF RACE AND OFFENDER STATUS ON SMALL BUSINESS HIRING DECISIONS</td>
</tr>
<tr>
<td>Education-Higher Education</td>
<td>Leah Kicinski</td>
<td>EXPLORING SERVICE-LEARNING AND RETENTION</td>
</tr>
<tr>
<td>Education-Literacy Studies</td>
<td>Bethany Graham</td>
<td>EDUCATING NEWCOMER REFUGEE STUDENTS: A TRAINING FOR CLASSROOM TEACHERS</td>
</tr>
<tr>
<td>Education-School Counseling</td>
<td>Nicole Gaunt</td>
<td>BREAKING THE SILENCE TO SUPPORT LGBTQ STUDENTS</td>
</tr>
<tr>
<td>Education-School Counseling</td>
<td>Mark Switzer</td>
<td>SCHOOL COUNSELING INTERNSHIP EXPERIENCE</td>
</tr>
<tr>
<td>Engineering</td>
<td>Haikun Li</td>
<td>LITHIUM ION BATTERY RECYCLING THROUGH MATERIAL SEPARATION</td>
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<tr>
<td>Engineering</td>
<td>Nadia Sunny</td>
<td>ENHANCING MOBILITY AND EXPLORATION IN YOUNG CHILDREN WITH MOTOR DELAYS</td>
</tr>
<tr>
<td>English</td>
<td>Rachel Curtis</td>
<td>OF FACT AND FICTION: AN EXPLORATION OF THE TILLIE OLSEN PAPERS</td>
</tr>
<tr>
<td>Health Administration</td>
<td>Kelli DeLong</td>
<td>EFFECTIVENESS OF STATE SMOKING RESTRICTIONS REDUCING NUMBER OF SMOKERS</td>
</tr>
<tr>
<td>Health Administration</td>
<td>Barbara Goodspeed</td>
<td>DEVELOPING A PHYSICIAN STAFFING MODEL</td>
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<td>Medical and Bioinformatics</td>
<td>Mary Ellen Hoinski</td>
<td>VISUALIZATION MODEL FOR ANTICIPATED PRIMARY CARE PROVIDER NEED UNDER THE AFFORDABLE CARE ACT</td>
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<tr>
<td>----------------------------</td>
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</tr>
<tr>
<td>Medical and Bioinformatics</td>
<td>Holli Ward</td>
<td>GEOGRAPHICAL INFORMATION SYSTEMS ANALYSIS OF E.COLI SAMPLE LOCATIONS AND INTERVENTION PLANNING FOR PLASTER CREEK WATERSHED</td>
</tr>
<tr>
<td>Nursing: Doctor of Nursing Practice</td>
<td>Joanne Finazzi</td>
<td>AN EVIDENCE-BASED APPROACH FOR THE IMPLEMENTATION OF AN OSTEOPOROSIS EDUCATIONAL AND EXERCISE INTERVENTION AMONG PERIMENOPAUSAL WOMEN</td>
</tr>
<tr>
<td>Nursing: Master of Science in Nursing</td>
<td>Diane Scott</td>
<td>PAIN REASSESSMENT AND DOCUMENTATION IN THE EMERGENCY DEPARTMENT</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>Sarah Fisher, Laura Kordick, and Katie Fontaine</td>
<td>ACTIVITY AND PARTICIPATION LEVELS IN 6-12 YEAR-OLD CHILDREN WITH CEREBRAL PALSY: A PILOT STUDY</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>Ashley VandenBerg, Brett Cain, and Emily King</td>
<td>EM-POWERING CHILDREN FOR MOVEMENT EXPLORATION AND SUCCESS: A CASE SERIES</td>
</tr>
<tr>
<td>Physician Assistant Studies</td>
<td>Jamie Phillipich and Margaret Webb</td>
<td>HPV VACCINE AWARENESS AND ACCEPTANCE: MASS MEDIA INFLUENCE ON THE PERCEPTIONS OF COLLEGE-AGED FRESHMAN STUDENTS</td>
</tr>
<tr>
<td>Physician Assistant Studies</td>
<td>Andra Talaska and Ashley Smith</td>
<td>AGE AND GENDER AS PREDICTORS OF POST-CONCUSSION SYNDROME MANIFESTATIONS FOLLOWING MINOR TRAUMATIC BRAIN INJURY</td>
</tr>
<tr>
<td>Public Administration</td>
<td>Inchan Choi</td>
<td>CONNECTIONS AND OVERLAP BETWEEN CAPACITY BUILDING MEASURES, NONPROFIT MANAGEMENT COMPETENCIES AND TRAINING NEEDS OF NONPROFIT MANAGERS</td>
</tr>
<tr>
<td>Public Administration</td>
<td>Claire Fisher</td>
<td>STUDENTS’ PERSPECTIVES AND EXPERIENCES WITH THE INTERDISCIPLINARY COMMUNITY ENGAGEMENT PILOT PROJECT: FAIR HOUSING 49507</td>
</tr>
<tr>
<td>Public Administration/Social Work</td>
<td>Victoria Fisher</td>
<td>FEMALE BARTENDERS’ PERCEPTIONS OF SEXUAL HARASSMENT BY MALE PATRONS</td>
</tr>
<tr>
<td>Public Administration/Social Work</td>
<td>Allyssa Ingraham and Nick Bayer</td>
<td>USING SERVICE LEARNING IN THE TEACHING OF AND RESEARCH ON PROGRAM EVALUATION</td>
</tr>
<tr>
<td>Social Work</td>
<td>Michael Mudgett</td>
<td>“IN-THE-WORLD”: EXISTENTIAL PERSPECTIVES, SOCIAL WORK &amp; AGING POPULATIONS</td>
</tr>
<tr>
<td>Social Work</td>
<td>Alexander Thompson</td>
<td>ASSESSING THE NEED FOR MENTAL HEALTH/SUBSTANCE USE DISORDER TREATMENT FOR MINORITIES IN KENT COUNTY</td>
</tr>
</tbody>
</table>
Graduate Student Celebration

The Graduate Student Celebration and Dean’s Citations for Academic Excellence event is held at the end of the Fall and Winter semesters of each academic year to recognize the academic excellence of graduate students at GVSU.

The evening traditionally begins with a reception for graduate students and their families, and includes faculty and staff who are involved with graduate education at GVSU. The reception is followed by an award ceremony where students are honored for excellence in their major, for outstanding dissertation, thesis, project, or publication, and for service to the community and profession, service and leadership to GVSU, and promotion of inclusion and diversity at GVSU.

A professional photographer takes photos of each student receiving his or her award, group photos of each award category, and a final group photo of all award recipients. Photo CDs are provided to each student as a keepsake.

Table 8: Graduate Student Celebration Facts

<table>
<thead>
<tr>
<th>Date Held</th>
<th>Fall 2013</th>
<th>Winter 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of Event</td>
<td>Hager Lubbers Exhibition Hall &amp; Loosemore Auditorium</td>
<td>Hager Lubbers Exhibition Hall &amp; Loosemore Auditorium</td>
</tr>
<tr>
<td>No. of Attendees</td>
<td>98</td>
<td>138</td>
</tr>
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<td>Conference Services</td>
<td>$2,231.24</td>
<td>$3,336.50</td>
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<td>Photographer</td>
<td>$315.00</td>
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<td>Program Printing</td>
<td>$515.25</td>
<td>$822.50</td>
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<tr>
<td>Total Cost for Event</td>
<td>$3,061.49</td>
<td>$4,439.00</td>
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</table>

Graduate Dean’s Citations for Academic Excellence

The Graduate Dean's Citations for Academic Excellence include awards for excellence in the major, service to the community or profession, leadership and service to GVSU, excellence in promoting diversity and inclusion at GVSU, and for outstanding dissertation, thesis, final project, and publication.

Faculty members and graduate program directors nominate graduate students in their disciplines that are at or near degree completion. Students are nominated for excellence in the major based on grade point average, outstanding performance in coursework, academic skills that exceed the average for written assignments, projects, service, and leadership.
Students receiving awards for service to the community/profession, service to GVSU, and promoting inclusion and equity have demonstrated active leadership that made a positive impact on the community or university.

Awards for final dissertation, thesis, project, and publication are given to students whose work is of publishable quality, or whose research is on a topic of exceptional significance to the profession or discipline. Excellence in design, analysis, discussion and presentation are evident. Winners of awards for 2013-14 can be found online at http://www.gvsu.edu/gs/graduate-deans-citations-for-academic-excellence-32.htm.

Table 9: Dean’s Citation Awards by Category and College/Department

<table>
<thead>
<tr>
<th>Type of Citation</th>
<th>Number Awarded</th>
<th>Fall 2013</th>
<th>Winter 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Excellence in the Major</td>
<td></td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>Outstanding Dissertation</td>
<td></td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Outstanding Master’s Thesis in a Major</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Outstanding Final Project in a Major</td>
<td></td>
<td>6*</td>
<td>5*</td>
</tr>
<tr>
<td>Outstanding Publication</td>
<td></td>
<td>0</td>
<td>2*</td>
</tr>
<tr>
<td>Excellence in Service to Community or Profession</td>
<td></td>
<td>4*</td>
<td>7</td>
</tr>
<tr>
<td>Excellence in Leadership and Service to GVSU</td>
<td></td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Excellence in Promoting Diversity &amp; Inclusion to GVSU</td>
<td></td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>MAGS Distinguished Thesis Recognition</td>
<td></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Faculty Awards (presented by the Graduate Student Association)</td>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Faculty Mentor Award</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kimboko Inclusion Award</td>
<td></td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

No. of Awards by College/Department

College of Community and Public Service
- Criminal Justice: 2 (1)
- Health Administration: 1 (2)
- Public & Nonprofit Administration: 3 (4)
- Social Work: 0 (1)

College of Education
- Adult and Higher Education: 2 (1)
- Education (General): 1 (0)
- Instruction and Curriculum: 1 (1)
- School Counseling: 1 (1)
- Special Education: 1 (0)

College of Health Professions
- Occupational Therapy: 0 (1)
- Physical Therapy: 0 (9*)
- Physician Assistant Studies: 6* (0)

College of Liberal Arts and Sciences
- Biology: 2 (1)
- Biostatistics: 1 (3)
New Graduate Student Orientation
The New Graduate Student Orientation is a joint endeavor between the OGS, Office of Admissions, and Pew Student Services. Steven Lipnicki, Assistant Dean of Students, and Tracey James-Heer, Associate Director of Admissions, provide leadership in planning and coordinating the event and working with all constituents to ensure the event runs smoothly and that graduate students’ needs are met. The event is held in the Hager-Lubbers Exhibition Hall and Charles W. Loosemore Auditorium in the Richard M. DeVos Center on the Grand Rapids Pew Campus. Fall orientation was held on Wednesday, August 21, 2013. Two general information sessions in the auditorium were offered to accommodate the large number of attendees. The Winter 2014 orientation was held on Thursday, January 2, 2014, with one general information session offered. The general information sessions provided an overview of services and resources, including presentations regarding Computer Technology and Library services to help students better prepare for the first day of classes.

A campus resource fair was held from 5:00 until 7:30 PM in the Exhibition Hall. The resource fair featured representatives from 20+ support departments and organizations and included optional hands-on computer access and library resource sessions.

Costs for each event were:  

<table>
<thead>
<tr>
<th>Event</th>
<th>Fall 2013</th>
<th>Winter 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$3,883.87</td>
<td>$1,008.45</td>
</tr>
</tbody>
</table>

Attendees:

- Fall 2013: 208
- Winter 2014: 65

Graduate Assistant Orientation
The Graduate Assistantship Policy, Section 1.09.B in the Faculty Handbook, requires that all graduate students assigned a Graduate Assistantship must complete an orientation that explains Graduate Assistant rights and responsibilities.
The OGS held two orientation sessions prior to the beginning of the Fall 2013 semester. One session was held in the Richard M. DeVos Center and the other took place on the Allendale campus in conjunction with the Dean of Students Office general orientation for GAs in the Student Services Division. Attendance at orientation is mandatory for all new graduate assistants, thus both sessions were very well-attended.

The Winter 2014 semester GA orientation was held for new graduate assistants starting their appointments in the Winter 2014 semester.

Attendance:
Fall 2013 – 132
Winter 2014 – 29
Department Publications

Graduate Directors Handbook
The fourth edition of the Graduate Directors Handbook was published by OGS in August 2013. The 2013-14 edition included several new policy changes passed by Graduate Council and University Academic Senate and approved by Provost Davis during the 2012-13 academic year, as well as extended information on the role and resources available through OGS. The online version is available online at www.gvsu.edu/gs and is updated throughout the year as needed to reflect important policy or procedural changes.

Total cost: $398.00

Graduate Student Guidebook
The OGS printed the seventh edition of the Graduate Student Guidebook in August 2013. Every year, the Guidebook content is updated to reflect any changes in contact information, new resources available on campus, and any new policies directly impacting graduate students at GVSU.

In recent years, OGS has reduced the amount of printed copies in order to reduce costs and promote sustainability. A limited number of copies are printed for use at recruitment events throughout the year. At New Graduate Student Orientation in the Fall and Winter semesters, students are directed to the online version, which is available online at www.gvsu.edu/gs.

Total cost: $674.94

6 in 60: the OGS Newsletter
2013-14 was the second academic year for the monthly OGS newsletter format. The newsletter content regularly highlights graduate education activities at GVSU, including important dates and deadlines, opportunities for graduate students (such as PACES workshops, internships, and funding sources), news and events from the Graduate Student Association, Graduate Education in the news, and resources for graduate students and faculty.

The newsletter is distributed via email to over 800 faculty and staff as well as to all graduate students using Blackboard. Past copies are also available online at www.gvsu.edu/gs. Using software provided by Institutional Marketing, the cost per month for the newsletter is less than $15.00.

Office of Graduate Studies Website
The OGS website serves as the central location for information on all issues related to graduate education for future and current students, as well as faculty and staff. Information is provided on policies for graduate education, for graduate program directors and advisors about issues relating to student achievement and programs recognizing students’ scholarly efforts.

Major modifications were made to the OGS website in Spring 2014 to transfer the website to a new CMS4 Platform, which will help speed up user navigation time, find information more easily and quickly, and to make the layout more visually pleasing. Some of the changes included:
• Transferring website content, including texts, pictures and documents to the new CMS4 platform
• Restructuring the website navigation, designing a logical navigation system to enable the easy browsing for information on the website.
• Redesigning and reformatting pages, creating new pages to make the information more accessible for the users
• Creating a logic for related links on every page of the website to lead the visitors to relevant information

Website Facts
Select OGS website data are provided below:

• Average duration on an OGS web page : 1:00 minute
• Total number of visits during the year: 146,008
• Total page views: 182,422
• Bounce rate: 34.33%

Top 10 Page views:
1. Academic Programs
2. OGS home page
3. Graduate Assistant Job Openings
4. Virtual Orientation website
5. Future Students page
6. Graduate Degree and Certificate Programs
7. Degree Programs
8. Certificate Programs
9. Graduate Assistantship information and resources for students
10. Graduate Students Resources

Top 10 Traffic Sources:
1. Google – organic
2. direct traffic
3. Yahoo - organic
4. Bing - organic
5. CreateSend GS – email (6 in 60 Newsletter emails)
6. Graduate Dean - email
7. apps.naspa.org - referral
8. ru.mohe.gov.sa - referral
9. gvsu.edu - referral
10. cis.gvsu.edu - referral
Graduate Studies at GVSU: the OGS Facebook
https://www.facebook.com/GraduateStudiesAtGvsu
As of June 2014, the Graduate Studies at GVSU Facebook page has 492 “Likes” or followers. The page is updated an average of 4 times per week. Posts to the page generally have a total reach of 150-300 people, depending on the content. The Facebook page has been used to actively promote events such as PACES workshops, the Graduate Showcase, and GradClub. Other posts include links to articles related to professional development, career guidance, financial advice and support, and news about the GVSU or Grand Rapids communities. Campus and event photos are also featured regularly.

The Graduate Studies Facebook page regular shares content with other active GVSU pages, such as GVSU Graduate Students, GVSU Career Center, and GVSU Alumni Association.
Meetings/Groups

Graduate Council

Full Graduate Council
Total number of meetings: 8 regular meetings, 1 special meeting, 5 executive committee meetings
Average number of attendees per meeting: 17 elected members, 11 ex-officio members
Avg. cost per meeting: $72.00

Topics/Decisions: The Graduate Council voted on a number of new or revised graduate policies as reflected in the Graduate Council chair’s annual report to UAS (see below). Additionally, a number of major curriculum items were reviewed first by the Curriculum Subcommittee, and then by the full Graduate Council. Those items were:

Education Doctorate in Theory and Practice in Higher and Professional Education
Executive MBA Format
Master’s in Medical Dosimetry

Graduate Council Curriculum Subcommittee
Total number of meetings: 18
Average number of attendees per meeting: 8 elected members, 3 ex-officio members
Topics/Decisions: 124 curriculum logs reviewed

Graduate Council Policy Subcommittee
Total number of meetings: 14
Average number of attendees per meeting: 7 elected members, 4 ex-officio members
Number of policies reviewed: 7

Topics/Decisions: The Graduate Council Policy Subcommittee (GCPC) reviewed several policies and procedures related to graduate education and best practices. The GCPC also began reviewing graduate policies currently in place, as several new policies have been passed in recent years and Graduate Council has been charged with evaluating the success of those policies. Some of the policy and procedure areas in graduate education reviewed or discussed in 2013-14 by the GCPC include:

Graduate Incomplete Grade Policy
Course and Late Withdraw Policies for Graduate Students
University Graduate Admissions Requirements
Copyright Information for Theses and Dissertations
Graduate Advising Best Practices
Review of Petitions for Exceptions to Policies received by the OGS
Graduate Council Faculty and Administrative Members: R. Adams (PCEC, winter semester), C. Bajema (ex-officio), J. Barry (KCN), A. Bostrom (KCN), D. Cannon (SCB, winter semester), S. Choudhuri (PCEC), B. Cole (ex-officio), N. Diarrassouba (COE), J. Engelsma (PCEC, fall semester), D. Epple (CCPS), I. Fountain (administrative), M. Harris (COE), L. Huang (CCPS), T. James-Heer (ex-officio), C. Leiras (CHP), E. Lioubimtseva (BCOIS), S. Lipnicki (ex-officio), V. Long (UL, fall semester), A. Lowen (SCB), M. Luttenton (CLAS, Graduate Council Chair, Chair of Grand Council Policy Subcommittee), E. Martin (UL), L. Masselink (UL, winter semester), J. Palm (administrative), J. Peck (CHP), J. Potteiger (ex-officio), P. Ratliff-Miller (SCB, fall semester), M. Shell-Weiss (BCOIS), S. Soman (ex-officio), M. Staves (CLAS, Chair of Graduate Council Curriculum Subcommittee), J. Stevenson (ex-officio),

Graduate Council Student Members: N. Bair, H. Powsner
Ex-Officio Students Attending: J. Blossfeld, S. Kabalyan, S. Senkowski

The Graduate Council (GC) convened on September 6, 2013 and met monthly during fall and winter semesters. The GC will conclude business on April 25, 2014. Because the GC addresses policy issues and reviews graduate curriculum proposals, members of the GC also serve on either the Graduate Council Curriculum Subcommittee (GC-CC, Mark Staves, Chairperson) or the Graduate Council Policy Subcommittee (GCPSC, Mark Luttenton, Chairperson). Curriculum proposals regularly generate questions/issues related to graduate policies, consequently this continues to be a functional model. The GC-CC and GCPSC generally met twice each month in addition to regular GC meetings. The GC-CC reviewed over 100 curriculum proposals including new course proposals, course change proposals, new certificate programs, new program proposals, and program change proposals. The GCPSC proposed/revised several policies and spent considerable time researching standards and soliciting comments in the process. All discussions were conducted in the context of the GVSU Strategic Plan.

To facilitate work by the GC, the GC adopted a new membership structure and increased the number of voting members. The new membership structure allows two seats for each college. We believe that this new membership model has facilitated the work of the GC.

The GC received a memo from the ECS that set a general agenda for the 2013-2014 academic year. More specifically the GC was charged with a diverse array of tasks in that memo. I have outlined the efforts of the GC as they relate to each of the 11 charges.

Charge 1: Please propose policy and procedural revisions to the language in the Faculty Handbook to promote high quality, uniformity, and consistency among graduate programs within the university.

The Graduate Council in total and GCPSC specifically has continued to discuss issues that lack policy, and review existing policies that influence uniformity and consistency across graduate
programs. The GC is acutely aware of the need for clear policies governing graduate education, particularly as graduate offerings have expanded. Discussion and work on several policies (either revisions or new policies) has been ongoing since spring 2013. Although additional issues continue to emerge that deserve consideration, the GC has begun spending more time reviewing/evaluating policies that have been instituted during the past 10 years.

Policies and issues that have been discussed and/or developed by GC during 2013-2014 include:

1) Graduate Academic Policy on Lake Withdrawal
2) Graduate Academic Policy on the Incomplete Grade
3) Statement on Graduate Students as Principal Investigators for Research
4) Graduate Advising Policy
5) Responsibilities and Workload for Faculty Engaged in Graduate Education
6) University Graduate Admissions Requirements
7) Copyright Information for Graduate Students
8) Graduate Student Leave of Absence
9) Statement on the Responsibilities of APSC and GC
10) Modifications of academic policies of individual programs
11) International Graduate Admissions Requirements
12) Complete Program Withdrawal
13) Information related Grades Below a “C”

**Charge 2:** Examine policies and propose revisions or develop policies where necessary in order to foster a graduate student community and graduate student representation on campus.

The GC continued to encourage graduate student representation and supported actions and proposals initiated by the Graduate Student Association. Graduate students are included in and central to the GC’s discussions of graduate policies.

**Charge 3:** Examine and develop graduation auditing processes for Graduate programs and share your recommendations with the Executive Committee of the Senate.

GCPSC determined that policies addressing several related topics needed to be completed before degree audits could be addressed. GC, the Graduate Dean, and the Registrar did initiate discussions related to the available infrastructure and how it could support an auditing process. GC will continue to work on the issue.

**Charge 4:** In collaboration with administration and relevant schools and colleges, review the university data collection process regarding graduate education and propose policy development revisions, if deemed appropriate.

This charge was initially discussed during 2012-13. During 2013-14, representatives from GCPSC met with Philip Batty, solicited input from graduate program directors, and reviewed information available through Institutional Analysis.

GC recommends that during 2014-15, graduate program directors identify additional information that would be useful, and that information be included in and available through the institutional
database. GC also recommends that graduate program directors be provided regular reports with information relevant to their program.

**Charge 5:** In collaboration with the Provost’s office and FSBC, review data collection and processes for estimating costs of graduate programs across the university and propose policy development and revision, as deemed appropriate.

This charge was initially discussed during 2012-13. During 2013-14, representatives from GC met with FSBC and representatives from the Provost’s office.

Our general recommendation is to ask for more costs and revenues data to be shared with program directors and department chairs. The rationale is that more information may contribute to decisions that take net revenue into account.

More specifically, some or all of the following information might be useful for Chairs/Directors to have as part of their decision making process.

1. Costs and revenues by department/school and by specific major.
2. Net revenue (tuition minus university funded financial aid)
   - By courses offered by unit
   - By majors offered by unit
3. General fund expenditures per student credit hour by department (for last 3 years)
4. Balance of direct revenues and costs
   - By courses offered by unit
   - By majors offered by unit

**Charge 6:** In collaboration with the FPPC and the FSBC, examine faculty workload demands on those who actively participate in graduate education, e.g. teaching graduate courses, graduate thesis advising, directing graduate research etc.. Please share your findings with the Executive Committee of the Senate along with any committee recommendations for action.

A draft policy titled Responsibilities and Workload for Faculty Engaged in Graduate Education was developed by the GC and reviewed by FPPC and FSBC. GC submitted the proposed policy to ECS during fall semester. ECS asked GC to discuss the policy further with the Provost’s office. Ultimately, GC elected to withdraw the proposed policy and recommends that the university continues to operate under existing policy language.

**Charge 7:** In collaboration with FSBC, examine the pros and cons of awarding stipends to selected Graduate Assistants. Please share your findings with ECS along with committee recommendations.

GC was unable to begin work on this charge. We recommend that this be included as a charge for 2014-15.

**Charge 8:** In collaboration with APSC, review policies regarding grades of “I” in graduate course work, and make suggestions for best practices.

GC collected information related to the use of the “I” grade from the Registrar’s office, graduate program directors, and peer institutions. GC shared their version of a revised policy with APSC, in
March 2013 and again in Fall 2013. The Chair of GC and Assoc. Dean John Stevenson attended an APSC meeting to discuss the two different versions being prepared by each committee. GC submitted a proposed policy for use of the “I” grade at the graduate level.

**Charge 9:** Collaborate with APSC to delineate between the work of GC’s Policy Subcommittee and APSC as related to new policies regarding graduate programs.

GC developed a draft document that proposes how work/responsibilities could be delineated between the GC and APSC. GC has provided a copy of the draft to APSC. The draft is attached below.

**Charge 10:** Recognizing that GC is approaching its 12th year of existence, review existing graduate policies and suggest necessary revisions.

GC asked graduate program directors to identify existing policies that impede graduate programs or fail to function as they were intended. In addition, the Office of Graduate Studies queried their database to identify the number of waivers and exemptions requested for each policy.

Based on this review, GC identified a very limited number of policy items that may need revision.

**Charge 11:** Review assessment requirements for graduate programs.

Graduate Council created a working group to collect information related to this charge and to summarize their findings.

All GVSU graduate programs assess student learning outcomes as part of our ongoing strategic planning. This requires a program review or self-study every three years. Many graduate programs are also accredited by external professional organizations, which have additional assessment requirements coupled with the GVSU assessment cycle. These additional requirements are very rigorous and time- and effort-intensive.

The subcommittee consulted with Dean of Graduate Studies, Jeffrey Potteiger and Associate Vice President for Academic Affairs Assessment, Accreditation, and Planning, Julie Guevara, to discuss graduate program assessment. Additional information related to program review was collected from a broad range of peer institutions.

GC considered adding assessment requirements that increase transparency and allow for consistent and fair comparison of programs across the University. The subcommittee considered a number of recommendations. The two most intriguing were 1) to develop a standardized set of measures of financial viability and 2) to gather additional data on faculty and student professional development activities.

Vice President Guevara indicated that she would not support adding additional assessments or reporting requirements on these programs as part of the UAC assessment process, particularly those concerning financial viability. She was favorable about proposals intended to increase transparency and allow for consistent and fair comparison of programs across the University,
particularly proposals encouraging more reporting on extracurricular and professional development opportunities for both graduate students and faculty teaching in graduate programs.

The subcommittee recommends 1) that Graduate Council pursue assessment of faculty and student professional development activities and 2) graduate program directors should be provided with additional information (e.g., financial) related to the operation of the program and that assessing program viability take into account all costs and benefits generated by programs, including financial, community relationships, and student outcomes.

**Charge 12:** Report on Internationalization Task Force recommendations for graduate courses.

Although there was some general discussion related to this charge, GC feels there needs to be additional information gathered. GC recommends this be a charge during 2014-15.

**Graduate Program Directors (GPD) Group**

The GPDs meet monthly with the Dean of Graduate Studies to review issues and procedures affecting graduate education at GVSU.

Total number of meetings: 7

Average number of attendees per meeting: 28

Major initiatives and discussions in which the GPDs participated in 2013-14 included:
- Academic Review Procedures
- Copyright Fair Use for Thesis/Dissertation
- Full Year Scheduling
- Graduate Advising
- Graduate Council Draft Policies
- Graduate Student Surveys
- International Student Enrollment/Recruitment
- Marketing Graduate Programs
- Nominations for Graduate Dean Citations for Academic Excellence
- Non-Traditional Student Support Services
- Promoting Inclusion and Equity
- Graduate Program Website Upgrades

Avg. cost per meeting: $141.36
Office Information & Activities

Office of Graduate Studies – Financial Support
Periodically, the OGS provides financial support to units, programs, events, and individuals for travel, conference registration, and other matters relating primarily to graduate education. In fiscal year 2013-14, our office supported the following endeavors:

Table 10: Office of Graduate Studies External Financial Support

<table>
<thead>
<tr>
<th>Event</th>
<th>Support (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association for International Student Organizations Conference</td>
<td>1,750.00</td>
</tr>
<tr>
<td>Plummer Letts Parks Scholarship</td>
<td>250.00</td>
</tr>
<tr>
<td>CLAS Scholarship Golf Outing</td>
<td>250.00</td>
</tr>
<tr>
<td>PACES Workshop Support</td>
<td>234.40</td>
</tr>
<tr>
<td>VanAndel Institute Undergraduate Science Research Conference</td>
<td>170.00</td>
</tr>
<tr>
<td><strong>Total Support</strong></td>
<td><strong>2,654.40</strong></td>
</tr>
</tbody>
</table>

Institutional Memberships
The Office of Graduate Studies covers the cost of institutional memberships in the following organizations:

<table>
<thead>
<tr>
<th>Organization</th>
<th>Support (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central States Universities Inc.</td>
<td>950.00</td>
</tr>
<tr>
<td>Council of Graduate Schools</td>
<td>5,166.00</td>
</tr>
<tr>
<td>Midwest Association of Graduate Schools</td>
<td>600.00</td>
</tr>
<tr>
<td><strong>Total Support</strong></td>
<td><strong>6,716.00</strong></td>
</tr>
</tbody>
</table>

Staff Service –Additional Committees and External Activities

Jeffrey Potteiger, Dean of Graduate Studies
EDPAC & International EDPAC Committees
EDPAC (Enrollment Development, Planning, and Assessment Committee) and the International EDPAC meet monthly to discuss strategies for achieving and maintaining optimum recruitment, retention, and graduation rates of undergraduate and graduate students.

Professional Science Masters (PSM) Directors Committee
The PSM Directors committee meets regularly to advance the mission of this group of master’s degree programs (Biostatistics, Bioinformatics, Cell and Molecular Biology) by developing recruitment and retention strategies, addressing curriculum issues, and building capacity with external constituents.

Student Life Fund Administrative Board (SLFAB)
The SLFAB was established to provide a review of funding resources available to registered student organizations. The SLFAB is the representative administrative body to advocate for any changes in the Student Life Fund annual budget. The SLFAB reviews information from Student Senate and the Graduate Student Association each year and makes recommendations to the University Budget
Committee regarding annual budget requests for the Student Life Fund. The SLFAB approves an annual working budget for the Student Senate and the Graduate Student Association.

Graduate Student Association Officers Meeting
The OGS has supported the GSA since its inception by providing funds for events and offering its administrative resources for GSA initiatives. This meeting occurs regularly during the Fall and Winter semesters

Community Engagement Advisory Board
This group meets twice a year to provide guidance and advice to the Director of the Office of Community Engagement.

Fitkids 360
This is a community based organization designed to promote healthy living through increased physical activity, proper nutrition, and behavior change in children and adolescents. Dean Potteiger participates as a GVSU representative to the organization.

Leadership West Michigan
Dean Potteiger participated as a day-long presenter in the Leadership West Michigan program during the Fall 2013 semester. The program title was Education Day.

West Michigan Regional Undergraduate Science Research Conference
Dean Potteiger and Office of Graduate Studies staff members participated in graduate student recruitment activities at the West Michigan Regional Undergraduate Science Research Conference, held at the Van Andel Research Institute in November 2013.

John Stevenson, Associate Dean of Graduate Studies
Internationalization Task Force
Member, GVSU Internationalization Task Force, for the American Council on Education (ACE) Internationalization Laboratory project for 2013-14. Dr. Stevenson served on both the task force (monthly meetings) and the sub-committee for international student recruiting and retention, which met bi-monthly throughout the 2013-14 academic year.

Downtown Campus Support Committee
This group meets once per month to discuss issues specific to the Pew Campus. Dr. Stevenson provides updates to the committee about OGS and graduate education activities that could impact our constituents on the Pew Campus.

King-Chavez-Parks Future Faculty Fellowship Program
This program strives to increase the pool of academically or economically disadvantaged candidates pursuing faculty teaching or administrative careers in postsecondary institutions. Dr. Stevenson serves on the committee established to review applications for this program. His participation in this process is vital to the success of the program and also contributes to the successful implementation of the OGS Inclusion Plan.
Graduate Student Association (GSA)
Dr. Stevenson served as one of three faculty-staff advisors to the GSA in 2013-14 and attended their Planning Retreat in August as well as several E-board meetings during the academic year.

Irene Fountain, Assistant to the Dean of Graduate Studies
Deans’ Assistants Discussion Group
The deans’ assistants group meets once per semester to share ideas on their universal job responsibilities.

CSAL Graduate Assistant Orientation (July 29, 2013)
The Dean of Students office hosts an orientation for all graduate assistants in the Student Services division which also includes students in the CSAL program working in other areas of the university. Irene participated in the Office of Graduate Studies portion of the orientation to answer questions and provide assistance to Dean Potteiger in his presentation.

Undergraduate Research Fair (October 1, 2013)
Irene attended the Undergraduate Research Fair (hosted by the Office of Undergraduate Research and Scholarship) and staffed a recruitment table to provide undergraduate scholars with information about GVSU’s graduate programs.

Academic Majors Fair (November 6, 2013)
The Majors Fair is hosted by University Academic Advising Council, Alumni Relations and the Student Academic Success Center. The OGS participated in order to encourage undergraduate students to consider choosing a major that could transition easily to a graduate program. Irene staffed a resource table and spoke with students interested in pursuing graduate degrees in health professions and professional science programs.

GradFest (November 13, 2013 and April 14, 2014)
Irene participated in the Fall 2013 and Winter 2014 GradFest events by hosting an information table with the Admissions Office. The OGS table provided materials to prospective students.

Faculty/Staff Campaign (Winter 2014)
Irene represented the Office of Graduate Studies in the 2013-14 Faculty/Staff Campaign. She was tasked with raising awareness and encouraging OGS staff to make monetary commitments to the Campaign.

Jennifer Palm, Office Coordinator for the Office of Graduate Studies
PSS Development Committee (2013-14)
Jennifer was Co-Chair of the Professional Support Staff (PSS) Development Committee for 2013-14. PSS-D is a committee overseen by the Human Resources Office to organize professional development training workshops for COTs, welcome new COTs to GVSU, and plan the Annual COT Appreciation Luncheon. Jennifer organized workshops on the following topics: Veteran’s Network Ally Training, Promoting Yourself Through Professional Development, and Credit Card Payment Security Standards. She also welcomed and mentored seven new PSS staff members in 2013-14.
Physician Assistant Studies Interviews (November-December 2013)
Jennifer hosted an information table at the interview sessions for prospective applicants of the Physician Assistant Studies graduate program in October and November 2013. Her role at this event was to provide information about graduate study at GVSU for students in the interview stage of the application process. She also spoke to all prospective applicants on the services offered by the OGS.

Physical Therapy Meet & Greet Event (January 14, 2014)
Jennifer and Graduate Assistant Jacob Blossfeld attended the Physical Therapy Meet & Greet event for students admitted to the PT program for 2014-15 to assist in persuading top students to attend GVSU instead of programs from other institutions.

Van Andel Institute Undergraduate Science Research Conference (November 16, 2013)
Jennifer coordinated a recruitment table to represent GVSU graduate programs during the Van Andel Institute’s annual West Michigan Undergraduate Science Research Conference. Graduate Assistant Jacob Blossfeld from OGS also assisted in staffing the table and providing information to prospective graduate students.

GradFest (November 2013 and April 2014)
Jennifer participated in the Fall 2013 and Winter 2014 GradFest Events by coordinating an information table with Tracey James-Heer from the Admissions Office. The OGS table provided materials to prospective students and Jennifer organized a schedule of Graduate Assistants to be present at the tables in Allendale and Grand Rapids.

Veteran’s Network (2013-14)
In Fall 2013, Jennifer represented the OGS at the Veteran’s Welcome event and worked to disseminate information about graduate study to current students with veteran status. She also hosted an information table at “The Hidden Wounds of War: A Community Response” conference in March 2014. Jennifer worked with members of the Student Veterans Association to promote PACES events to the student veteran population at GVSU.
Staff Professional Development

Jeffrey Potteiger, Dean of Graduate Studies
In April 2014, Dean Potteiger attended the Midwest Association of the Council of Graduate Schools Conference in Chicago, IL.

In October, 2013 Dean Potteiger attended the Central States American College of Sports Medicine Conference in Warrensburg, MO. He presented a keynote address titled “Are football players at increased risk for metabolic disease?” Dr. Potteiger also published two manuscripts in 2013-14 and had one manuscript accepted for publication.

Committee Participation – American College of Sports Medicine
Editorial Board Committee Member for Medicine and Science in Sports and Exercise.

Health-Fitness Publications Advisory Committee Chairperson.

Publications


John Stevenson, Associate Dean of Graduate Studies
Associate Dean John Stevenson presented the following:

“Ergonomics and Occupational Health Practice,” 2-hr guest lecture for PT 682 – Health & Wellness, February 6, 2014.


In addition, he was lead author on the following research manuscript, accepted for publication by the Journal of Physical Therapy Education:

Stevenson, J, C Hinsch, K Bartold, L Briggs, and L Tyler. Exploring the influence of

**Irene Fountain, Assistant to the Dean of Graduate Studies**

Participated in the following professional development workshops and related activities in 2013-14:

- **July** – Google Analytics 101 Workshop
- **October** – What’s Your Cultural Quotient Inclusion & Equity Workshop
- **February** – Ground Rules for Success Workshop
- **April** – Making the Most of Gradsense Webinar
  White Privilege and Critical Race Theory Inclusion & Equity Workshop

**Jennifer Palm, Office Coordinator for the Office of Graduate Studies**

Participated in the following professional development workshops and related activities in 2013-14:

- **July** – Fit the Mitt: International Student Mentoring Training
- **Fall 2013** – COM 641: Emerging Telecommunication Technologies
- **September** – Veteran’s Network Ally Training (coordinator)
- **October** – Women’s Center Silent Witness (participant)
  Credit Card Payment Security Standards Workshop
- **December** – CMS4 Workshop
- **Winter 2014** – COM 610: Secondary Information and Analysis
- **January** – Promoting Yourself Through Professional Development Workshop (coordinator)
  Martin Luther King Day Marathon Reading (participant)
  Microaggressions, Microinequalities, and Microadvantages Workshop
Office of Graduate Studies Graduate Assistants and Student Assistant

Jacob Blossfeld, Graduate Assistant
In May 2013, Jacob joined the Office of Graduate Studies as a student Database Assistant. He worked as a graduate assistant during the fall and winter semesters while pursuing his Master of Science in Accounting. He also received his Bachelors in Business Administration from Grand Valley.

Jacob assisted in carrying out PACES workshops, which included promoting, planning, and collecting student feedback for events. Jacob’s other responsibilities include the distribution and collection of OGS surveys and market research for the use of improving Grand Valley’s graduate programs. He also helped prepare such annual department publications as the Annual Report, Graduate Student Guidebook, Graduate Director’s Handbook, and Policies & Procedures Manual.

Jacob graduated with a Master of Science in Accounting degree in April 2014. He has accepted a position at PwC in the fall and is currently studying to become a CPA.

Anoush Kabalyan, Graduate Assistant
Anoush joined the Office of Graduate Studies as a Web/Marketing Graduate Assistant in August 2013. She earned her undergraduate degree in Financial Management at French University (UFAR) in her home country of Armenia. After working as the Senior Web Marketing specialist at Ameriabank, Armenia, Anoush came to earn her MBA degree at GVSU, bringing along her digital marketing skills to contribute at OGS.

As a Web Marketing Graduate Assistant, Anoush worked closely with the Graduate Program Directors to move Graduate Program websites to their new versions, as well as to make the websites more attractive and functional. She also worked on website migration to the new technical platform, designed to better meet visitors’ expectations. Due to the platform change the OGS website along with all the Graduate Program websites are being restructured and updated.

Anoush is continuing her work with OGS in 2014-15, working on providing full functionality and features to all the websites. The websites will be optimized to work more effectively and become useful tools to support and engage future and current students as well as faculty.

Kelley E.B. Senkowski, Graduate Assistant
In 2013-14, Kelley worked on completing the reformatted graduate program websites. As a next step in the website marketing process, she took the new GVSU Content Management System 4 (CMS4) training and redesigned the graduate program website format for use in CMS4. She reviewed the current graduate program website access to users for multiple departments, including analyzing their departmental websites, and providing google analytics and recommendations for marketing and optimization for the websites. She presented these results, along with Anoush and Dean Potteiger to each Unit Chair, Graduate Program director, and key departmental staff. She also reformatted and administered the Accepted but Not Enrolled survey, analyzed the results and presented the report to staff.
She graduated in April 2014 with a master's degree in Educational Technology, and has been asked by the College of Education to teach the online graduate course which she created in summer 2014.

**Shannon Heynen, Student Assistant**

Shannon joined the Office of Graduate Studies as a Student Assistant in September 2013. She is an undergraduate student studying International Business and Management, with a minor in Spanish. Her plans for the future are to work with businesses around the world and be able to travel.

Shannon joined OGS to support and maintain department databases related to graduate assistantship appointments, thesis and dissertation approvals, and student petitions. In 2013-14, she assisted with data entry, filing, communications with students, and other tasks. She will return to the OGS in 2014-15 to assist with additional responsibilities, including generating database reports, editing documents for online publication, and updating the department website through the CMS4 system.