



EMPORIA STATE
UNIVERSITY

GRADUATE STUDIES

- Present:** Albrecht, Bleeker, Butler, Childress, Crupper, Ghosh, Kjellman-Chapin, D. Miller, Neufeld, Schrader, Sehlaoui, Sleezer, Storm, Terrell, Thayer, Yanik
- Absent:** Alexander, M. Miller, Peterson, Schneider, Whited
- Guests:** Phil Coleman-Hull and Blythe Eddy

The Council of Graduate Studies met at 3:30 p.m. on Thursday, April 17, 2008 in the President's Conference Room. Dr. Monica Kjellman-Chapin called the meeting to order.

1. Minutes from the January 17 meeting were unanimously approved.
2. The following listed faculty were unanimously approved for Regular Graduate Faculty status:

Gwen Carnes, Assistant Professor, School Leadership/MSTE
Dusti Howell, Associate Professor, Instructional Design and Technology
Brenda Koerner, Assistant Professor, Biological Sciences
Lori Mann, Assistant Professor, Early Childhood/Elementary Teacher Education
Michael Morales, Associate Professor, Physical Sciences
William Remington, Associate Professor, Accounting and Information Systems
Carol Russell, Associate Professor, Early Childhood/Elementary Teacher Education
William L. Smith, Professor, Business Administration and Education
3. The following listed faculty were unanimously approved for Associate Graduate Faculty status:

Patrick Terry, Associate Professor, School Leadership/MSTE
Jerry Will, Professor, School Leadership/MSTE
4. Phil Coleman-Hull distributed the tentative schedule for 2008 SWARM International. Phil and Blythe discussed several changes made to the new SWARM. Council members had several questions and suggestions for improvement. Council members were asked to email any additional feedback to either Phil or Blythe.
5. Phil Coleman-Hull discussed study abroad programs. Council members were asked to think of ways the programs could be made more accessible to students and email feedback to Phil.
6. Council members voted unanimously to distribute only one scholarship from the available funding for the Robert J. Grover Graduate Student Scholarship.
7. Mel Storm announced there would not be a Spring edition of *Emporia State Research Studies* due to the lack of submissions. He stated some submissions were sent back for revision and would likely be resubmitted for the Fall 2008 edition.

8. Dean Bleeker announced the *Emporia State Research Studies* editorial board received 5 strong applications for the co-editor positions. Amy Sage Webb and Katrina Miller were chosen as the new editors beginning with the Fall 2008 edition.
9. Dean Bleeker also announced that the terms of several *Emporia State Research Studies* editorial board members would be expiring. The board would be meeting during Fall 2008 and new members would be announced.
10. Michael Butler was the only nominee for Vice-Chair of the Graduate Council for 2008-2009. Council members unanimously approved his appointment.
11. *Dean Bleeker thanked Monica Kjellman-Chapin for her leadership of the Graduate Council during the past year. He also extended a thank you to Jim Aber and Mel Storm, past co-editors of the *Emporia State Research Studies*.

Meeting adjourned at 4:15p.m.

2008 SWARM International

Tentative Schedule

Monday, August 11

Airport Arrival & Pick Up

| | | |
|-----------------------------|------------|------------------------|
| Move In | | Morse & Towers Complex |
| ID Center | 8am - 5pm | MU Mainstreet |
| Lunch | 12 - 1pm | Lakeview Cafeteria |
| Housing Fair | 1 - 3pm | MU Mainstreet |
| Housing Contract Assistance | 1 - 2:30pm | CSI Heart of America |
| Move Out | 7pm | Towers Complex |

Tuesday, August 12

Airport Arrival & Pick Up

| | | |
|-----------------------------|------------|--------------------------|
| Move In | | Morse & Towers Complex |
| ID Center | 8am - 5pm | MU Mainstreet |
| Lunch | 12 - 1pm | Lakeview Cafeteria |
| Housing Fair | 1 - 3pm | MU Mainstreet |
| Housing Contract Assistance | 1 - 2:30pm | CSI Heart of America |
| ESU Welcome | 4 - 5pm | PH Albert Taylor Hall |
| Picnic | 5 - 6:30pm | Hornet's Nest & Pavilion |
| Move Out | 7pm | Towers Complex |
| Wal-Mart Runs | 7 - 9:30pm | Wal-Mart |

Wednesday, August 13

| | | |
|-----------------|----------|--------------------------|
| Health Services | 8am - 12 | MU Kanza |
| Campus Tours | 8am - 12 | Emporia State University |

| | | |
|-------------------|------------|---|
| Forms | 8am - 12 | MU Heritage - Norton MU Heritage - Stadium |
| Group | 8am - 12 | |
| Police & Safety | | |
| Banking | | |
| Handbook Review | | |
| Student Wellness | | |
| IEP Exam Overview | 11:30am | MU Flinthills MU Greek |
| Lunch | 12 - 1pm | Lakeview Cafeteria |
| IEP Exam | 1:30pm | Roosevelt |
| Free Time | 1:30 - 5pm | |
| Move Out | 7pm | Towers Complex |
| Programming | TBA | TBA |

Thursday, August 14

| | | |
|---------------------------|--------------|--------------------|
| WAW Library | 8am -12 | WAW Library |
| Buzz-In | 8am - 12 | TBA |
| Lunch | 12 - 1pm | Lakeview Cafeteria |
| ESU Student Panel | 1pm | MU Kanza |
| International RSO Fair | 2pm | MU Mainstreet |
| IEP Exam Results | 3:30pm | Roosevelt |
| Advising Sign-up | 3:30pm - 5pm | MU Ballroom |
| Insurance Due | 5pm | Cashiers |
| Flint Hills Evening | 6pm | Hammond Park |
| Dinner | | |
| Storytelling & Stargazing | | |

Friday, August 15

| | | |
|------------------|------------|--------------------------|
| Advising | 8am - 12 | Emporia State University |
| Lunch | 12 - 1pm | Lakeview Cafeteria |
| Cashiers/Billing | 1 - 4pm | TBA—Remote Location |
| MU Bookstore | 10am - 4pm | Memorial Union |
| Reception | 4 - 5pm | MU Kanza |
| Banquet | 5pm | MU Ballroom |

Saturday, August 16

| | | |
|---|---------|--------------------|
| Emporia Water Park | 1 - 6pm | Emporia Water Park |
| Study Abroad “Alums” & New Intl Students Event | 7pm | TBA |

Sunday, August 17

Regular ESU Welcome Activities Begin

| | | |
|-----------------------------------|--------------|---------------------------|
| Domestic Move-In Day | 7:30am-3pm | Morse & Towers Complex |
| Hornet Walk & Convocation Hall | 4:30pm | Plumb Hall, Albert Taylor |
| Fall Term Meal & Housing Plan | Sunday Lunch | |

Monday, August 18

| | | |
|-------------------|-----|-----------------|
| Party on the Lawn | 7pm | Morse Hall Lawn |
|-------------------|-----|-----------------|

Tuesday, August 19

| | | |
|-------------|---------|----------------------------|
| Block Party | 7 - 9pm | 11th & Commercial, Emporia |
|-------------|---------|----------------------------|

August - December

Ongoing mentoring between SWARM Leaders & New International Students.

#1020701

JUN 05 2005

MEMORANDUM OF AGREEMENT
to establish the

Robert J. Grover Graduate Student Scholarship Fund

The Robert J. Grover Graduate Student Scholarship Fund is hereby established for the purposes outlined below. This Memorandum of Agreement is made this 5th day of May, 2005 by and between Graduate Students and supported by alumni and friends hereinafter referred to as the Donors, and the Emporia State University Foundation, Inc. hereinafter referred to as the Foundation.

WITNESSETH

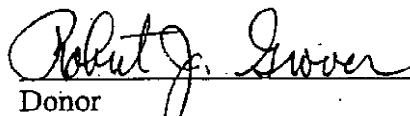
- 1) This scholarship was established by the Graduate Student Advisory Committee (GSAC) in 2005 and named after Robert J. Grover, Dean of Graduate Studies. The scholarship was established because only one other university-wide scholarship is made available to graduate students and administered by the graduate office. Graduate students responsible for establishing the scholarship and raising the initial funds were John Berger, Susan Jobe, Anne Wachs, and Lacey Whetstone.
- 2) The allocation from the scholarship fund shall be used to provide scholarships to students attending or planning to attend Emporia State University who:
 - a. Are graduate students with a grade point average of 3.75 or better.
 - b. Submit an application, a resume and a statement of purpose for their ESU graduate experience.
- 3) This scholarship is renewable and may be awarded for each year the recipient is progressing satisfactorily toward a degree at ESU based on the application process.
- 4) This scholarship will be awarded by a sub-committee of Graduate Council which will include one GSAC member appointed by the Dean of Graduate Studies and shall be made regardless of race, creed, sex or age.
- 5) The Donors and others may contribute additional monies to the fund from time to time so long as the identity, original purpose and intent of the fund remain unchanged. Additions may be made through cash gifts, gifts of appreciated property, securities or by any means legal and in keeping with the spirit of the agreement.
- 6) The Donors shall have the right to periodically review the guidelines and the procedures for administering the fund and, should circumstances and situations merit, propose revisions to this agreement in consultation with the officers of the Emporia State University Foundation, Inc.

**ROBERT J. GROVER
GRADUATE STUDENT SCHOLARSHIP FUND**

Page 2

- 7) By board policy, a named endowed fund at the ESU Foundation requires that gifts totaling \$10,000 be made to the named fund. The Donors are requested to make gifts totaling \$10,000 within six years, following the Donors' first gift to the fund. If the goal is not reached within that period of time, the ESU Foundation reserves the right to merge these funds into an endowed fund with a similar mission and purpose.
- 8) The Emporia State University Foundation, Inc. is authorized to invest the principal of the fund in governmental obligations, in corporate common and preferred stocks and bonds, and/or in such other forms of investments as may be approved by the Board of Trustees of said Foundation. The fund may be merged and mingled with the other funds similarly held by the Foundation for investment purposes.
- 9) If unforeseen changes of a political, economic, educational or social nature make the use of this fund as provided by the agreement no longer practical and desirable, the President of Emporia State University and the Board of Trustees of the Emporia State University Foundation, Inc. are authorized to make such changes in the use of the income from the fund as they deem advisable; such use, however, to be in keeping with the spirit and intent of the agreement.

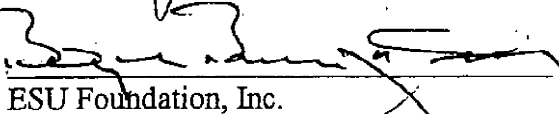
By signing below the Donors give permission to Emporia State University and the ESU Foundation, Inc. to publicize the establishment of the Robert J. Grover Graduate Student Scholarship Fund in the hope that doing so might encourage others to create similar programs to support worthy and distinguished students at Emporia State University.



Donor

5/24/05

Date



ESU Foundation, Inc.

5-25-05

Date



OFFICE OF GRADUATE STUDIES

TO: Members of the Graduate Council

FROM: Gerrit Bleeker, Dean, Graduate Studies

DATE: April 17, 2008

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, April 17, in the President's Conference Room.

AGENDA

1. Approval of minutes from the January 17 meeting.
2. Regular graduate faculty approval
 - Gwen Carnes, Assistant Professor, School Leadership/MSTE
 - Dusti Howell, Associate Professor, Instructional Design and Technology
 - Brenda Koerner, Assistant Professor, Biological Sciences
 - Lori Mann, Assistant Professor, Early Childhood/Elementary Teacher Education
 - Michael Morales, Associate Professor, Physical Sciences
 - William Remington, Associate Professor, Accounting and Information Systems
 - Carol Russell, Associate Professor, Early Childhood/Elementary Teacher Education
 - William L. Smith, Professor, Business Administration and Education
3. Associate graduate faculty approval
 - Patrick Terry, Associate Professor, School Leadership/MSTE
 - Jerry Will, Professor, School Leadership/MSTE
4. Reports/discussion
 - a. International student SWARM and interest in graduate level study abroad courses (Phil Coleman-Hull and Blythe Eddy)
 - b. Robert J. Grover Graduate Scholarship guidelines
 - c. Emporia State Research Studies co-editors
 - d. GSAC report
5. Action items
 - Election of Vice Chair for Council
6. Comments from council members



GRADUATE STUDIES

Present: Albrecht, Alexander, Bleeker, Butler, Childress, Crupper, Kjellman-Chapin, M. Miller, Neufeld, Schneider, Schrader, Sehlaoui, Sleezer, Swanson (Ghosh), Terrell, Thayer, Yanik

Absent: D. Miller, Peterson, Storm, Whited

The Council of Graduate Studies met at 3:30 p.m. on Thursday, January 17, 2008 in the President's Conference Room. Dr. Monica Kjellman-Chapin called the meeting to order.

1. Minutes from the November 15 meeting were unanimously approved.
2. Emily Eicke was unanimously approved for Regular Graduate Faculty status.
3. Peggy Anderson will distribute copies of the current Academic Achievement Award Guidelines prior to the next council meeting. Discussion was tabled until the February 21 meeting.
4. Dean Bleeker announced the resignation of both Emporia State Research Studies (ESRS) editors. After council discussion, Dean Bleeker agreed to convene the ESRS Editorial Board to discuss the viability of the ESRS. Further discussion was tabled until the February 21 meeting.
5. Dean Bleeker distributed a handout listing the top four scholarship requests that will be submitted to the ESU Foundation. Council members unanimously approved the listing.
6. Dean Bleeker distributed two documents regarding strategic planning for graduate education. After discussion, council members agreed to meet in the President's Conference Room on Thursday, February 7, at 3:30 for a SWOT Analysis regarding graduate education. Council members agreed to discuss this issue with their respective departments prior to the meeting.

Meeting adjourned at 4:05p.m.

**EMPORIA STATE UNIVERSITY
University Advancement**

DRAFT

**MAJOR GIFT FUND RAISING NEEDS
(\$10,000 TO \$100,000)**

2007 – 2008

**GRADUATE STUDIES/RESEARCH
(\$380,000)**

| | |
|--|--------------------------|
| Graduate Student Enrichment/Professional Development Fund | \$25,000 annually |
| Graduate Student Study Abroad Program Stipends | \$50,000 annually |
| Friends of Graduate Studies Speaker Series | \$10,000 annually |
| Endowed Graduate Studies Teaching/Scholar | \$75,000 annually |
| Endowed Graduate Studies Grant Writer-in Residence | \$50,000 annually |
| Graduate Student General Scholarships | \$100,000 annually |
| Endowed Graduate Research Assistantships | \$25,000 annually |
| Endowed Graduate Teaching Assistantships | \$25,000 annually |
| Endowed Graduate Distance Learners Equipment Fund | \$20,000 annually |

INSTITUTIONAL INVESTMENT OPPORTUNITIES

\$100,000+

2007-2008

**GRADUATE STUDIES/RESEARCH
(\$500,000)**

| | |
|---|-----------|
| Graduate Student Lounge/Computer Center | \$500,000 |
|---|-----------|



KANSAS BOARD OF REGENTS

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9/19/07

Five Strategic Questions for Higher Education in Kansas

1. ***Alignment w/K-12.*** Are we satisfied that high school graduation expectations are aligned with college preparation expectations? Are those students moving into our system from the state's high schools prepared to meet postsecondary expectations?

- Engagement with state K-12 Leadership
- Testing/Survey Data (ACT Survey, COMPASS, etc)
- Volume of Developmental Course Offerings
- Define College Readiness?

2. ***Participation.*** Are we satisfied with the level of participation (the percentage of high school graduates who move on to postsecondary education within a year of graduation) in our state's higher education system? Are we satisfied that those participation rates adequately reflect the demographic composition of our state? Finally, are we satisfied with the participation of adult learners in our higher education system?

- College Going Rate Data (aggregate & disaggregated)
- Census Data population aged 25-64 w/only high school credential
- Enrollment Data for population aged 25-64
- Purchase Access to National Clearinghouse Database

3. ***Persistence.*** Are we satisfied with our institutional retention and completion rates – the percentages of students who persist in our institutions through to certificate or degree completion?

- Retention Rate Data
- Graduation Rate Data
- State-Based Data to Account for Migration w/in Kansas System

4. ***Workforce Alignment.*** Are we satisfied that within the offerings to which our students are exposed during their time in our postsecondary institutions, the programs, resources, and incentives are aligned with the workforce demands of our state's economy?

- **Workforce Study Data**
- **Kansas, Inc. Study**
- **Governor's Economic Sub-Cabinet Report**
- **Need to Develop more regularized mechanism for maintaining alignment**
- **Immediate Areas of Focus? Teachers? Nurses? Engineers? Technical Fields?**

5. ***Learner Outcomes.*** Are we satisfied that those who complete our educational programs (earn our certificates and degrees) have not only mastered the specific competencies associated with their discipline, but also possess the cross-cutting, non-disciplinary skills and competencies necessary for success?

- **Determine what skills/competencies fall into this category**
- **Develop some mechanism for measurement (explore development in this field – National Survey of Student Engagement (NSSE), Collegiate Learning Assessment (CLA), Voluntary System of Accountability (VSA)).**

**Strategic Planning
Work Group on Graduate Education
Chairperson: Gary Blecker**

ROLE AND PURPOSE:

Graduate education is critical to our continued success as a comprehensive institution. Since the number of graduate students and graduate programs already distinguish us from our regional competitors, the purpose of this work group is to define what the University should do to expand and enhance graduate education at ESU.

Keeping in mind that teaching, learning and research and creative production are the essence of graduate education, this work group will:

- Identify existing strengths in graduate education at ESU. Indicate how these strengths could be nurtured in the future and determine which ones are, or could, provide the University with enhanced distinctiveness, distinction and comparative advantages.
- Determine what new possibilities or opportunities exist for enhancing the University's graduate mission, its distinctiveness, distinction, and comparative advantages.
 - Offer recommendations regarding the strategic purpose and scope of graduate education at Emporia State University. This should include suggestions for defining distinctive roles or niches in graduate education that would be appropriate for ESU and would enable us to achieve academic distinction.
 - Determine the highest priority demands for new programs at the graduate level within and beyond Kansas that should inform our decisions regarding the graduate mission.
- **Using the supplied format, recommend to the Strategic Planning Task Force one statement of "strategic direction" (i.e., one goal), and three to five strategic initiatives and action steps (for each initiative) that should be pursued in order to make progress toward the recommended strategic direction.**
- Determine the mechanisms and criteria which should be used to monitor, assess and validate our progress in achieving our graduate education aspirations.

PROCESS GUIDELINES:

The work group will collect data from a variety of sources including available documents and should invite expert witnesses to present relevant information.

The work group will sponsor open forums and/or focus groups as a means of collecting additional data and advice regarding their charge.

The work group should communicate and coordinate its deliberations with other task forces so as to promote constructive "cross fertilization" of ideas and recommendations

The work group will maintain appropriate records of its proceedings and communicate widely with the various constituencies of the University.

OUTCOMES:

- Progress reports delivered at bi-weekly Steering Committee Meetings
- Preliminary Report due February 1, 2008
- Revised Report due March 3, 2008

Please use the following format for reporting.

STRATEGIC DIRECTIONS, INITIATIVES, AND ACTION STEPS

(EXAMPLE)

STRATEGIC DIRECTION # ONE

TO ENHANCE THE DISTINCTIVENESS OF THE UNIVERSITY BY RECRUITING, SUPPORTING, AND RETAINING A FACULTY OF NATIONAL DISTINCTION

INITIATIVE A:

INITIATE A COMPREHENSIVE FACULTY DEVELOPMENT STRATEGY

ACTION STEPS:

- PREPARE AND IMPLEMENT A FACULTY RECRUITMENT AND DEVELOPMENT PLAN WITH EMPHASIS ON ACADEMIC AREAS OF HIGHEST PRIORITY AND NEED
- ESTABLISH ENDOWED CHAIRS AND PROFESSORSHIPS WITH PRIORITY GIVEN TO CENTERS OF DISTINCTIVENESS
- ESTABLISH A CENTER FOR PROFESSIONAL DEVELOPMENT AND PRESENT PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR FACULTY.

INITIATIVE B:

REVIEW AND ENHANCE FACULTY COMPENSATION IN ORDER TO ENSURE THAT FACULTY COMPENSATION IS COMPETITIVE AND EQUITABLE

ACTION STEPS:

- ESTABLISH AN APPROPRIATE INSTITUTIONAL PEER GROUP FOR PURPOSES OF COMPENSATION ANALYSIS AND COMPARISONS.
- CONDUCT A COMPARATIVE COMPENSATION STUDY WITH PEER INSTITUTIONS AND ESTABLISH A GOAL OF OFFERING A SALARY STRUCTURE IN THE TOP 25TH PERCENTILE OF THE PEER GROUP.
- CONDUCT A SALARY EQUITY STUDY AND DEVELOP A THREE YEAR PLAN TO ADDRESS INEQUITIES DETERMINED TO BE RELATED TO GENDER, RACE, AND COMPRESSION.

DESIGN AND IMPLEMENT A MERIT-BASED SALARY ADJUSTMENT SYSTEM TO BE IMPLEMENTED WITHIN TWO YEARS.



EMPORIA STATE
UNIVERSITY

OFFICE OF GRADUATE STUDIES

TO: Members of the Graduate Council
FROM: Gerrit Bleeker, Dean, Graduate Studies
DATE: January 15, 2008

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, January 17, 2008 in the President's Conference Room.

AGENDA

1. Approval of minutes from the November 15, 2007 meeting
2. Regular graduate faculty approval
Emily Eicke, Assistant Professor, Early Childhood/Elementary Teacher Education
3. Reports/discussion
 - a. GSAC
 - b. Academic Achievement Awards
 - c. Emporia State Research Studies
 - d. Foundation Funding Report
 - e. Strategic planning—graduate education (please come prepared to discuss the first two bullet items under Role and Purpose—see attached handouts)
4. Comments from council members



EMPORIA STATE
UNIVERSITY™

GRADUATE STUDIES

TO: John Schwenn, Vice President, Academic Affairs

FROM: Gerrit W. Bleeker, Dean, Graduate Studies
G. Bleeker

DATE: December 12, 2007

RE: Graduate Assistant Positions

Since a number of academic and non-academic departments were still having problems distinguishing between the duties of Graduate Research Assistants (GRAs) and Graduate Administrative Assistants (GAAs), I decided to rewrite the job descriptions to make the distinctions clearer and more specific. Please find the revised job descriptions attached.

The Graduate Council unanimously approved of these changes at the November 15, 2007, meeting. I am now submitting them to you for your approval.

Please contact me if I can provide any additional information.

Attachment

Graduate Assistantships

Academic and administrative units of the university employ graduate assistants in three classifications. The types of graduate assistants to be employed depend on the needs of the academic and administrative units, the availability of funds, and the qualifications of the applicants involved. The three classifications are as follows:

Graduate Teaching Assistant

A Graduate Teaching Assistant (GTA) serves an instructional role in a class or laboratory offered by an academic unit for credit. The GTA need not be the instructor of record. Duties may include actual instruction in a classroom setting; leading discussion sessions; conducting help and/or tutoring sessions; assisting with laboratory setup; helping faculty prepare lectures and course materials; grading papers, exams, laboratory reports, projects, and class homework; coaching; and performing other duties pertaining to the instructional mission of ESU.

GTAs are eligible for full tuition waivers. This waiver does not include waiver of any fees and is for the actual semester of appointment only. GTAs must work twenty hours per week for a complete semester in order to be eligible for the tuition waiver.

Graduate Research Assistant

The primary function of a Graduate Research Assistant (GRA) is to assist a faculty member in an academic department with her/his scholarly and/or creative activities. Duties may include maintaining and operating scientific instruments and/or computer equipment; locating, reading, and summarizing pertinent research articles; performing laboratory experiments and assisting with fieldwork; calculating and analyzing results of research; and assisting musicians and artists in their creative endeavors.

GRAs are eligible for full tuition waivers. This waiver does not include waiver of any fees and is for the actual semester of appointment only. GRAs must work twenty hours per week for a complete semester in order to be eligible for the tuition waiver.

Graduate Administrative Assistant

The primary function of a Graduate Administrative Assistant (GAA) is to assist in non-teaching and non-research activities. A GAA should perform more than the usual receptionist/secretary duties. Duties should augment a student's academic program and provide opportunities to apply knowledge gained through the program. Duties may include entering computer data, maintaining records, preparing reports and surveys, and interpreting and correlating administrative data. GAA responsibilities may also include interacting with students, faculty, administrators, alumni, and visitors to the University. Departments will be expected to explain briefly on the actual award form how the GAA duties augment the student's academic program.

GAAs are eligible for a tuition waiver but not eligible for the graduate assistant health insurance. This waiver does not include waiver of any fees and is for the actual semester of appointment only. GAAs must work twenty hours per week for a complete semester to be eligible to receive the tuition waiver.



GRADUATE STUDIES

- Present:** Alexander, Bleeker, Butler, Childress, Crupper, Durler (Ghosh), Gerish, Kjellman-Chapin, Kuehn, Schrader, Sehlaoui, Sleezer, Thayer, Whited, and Yanik
- Absent:** D. Miller, M. Miller, Peterson, Storm, Terrell, and Will
- Guests:** Mike Crouch, Blake Davis, Brad Goebel

The Council of Graduate Studies met at 3:30 p.m. on Thursday, November 15, 2007 in the President's Conference Room. Dr. Monica Kjellman-Chapin called the meeting to order.

1. Minutes from the September 20 meeting were unanimously approved.
2. The following listed faculty were unanimously approved as Regular Graduate Faculty:

Daniel Miller, Assistant Professor, Mathematics, Computer Science & Economics.
Charles Pheatt, Associate Professor, Mathematics, Computer Science & Economics.
Qiang Shi, Assistant Professor, Mathematics, Computer Science & Economics.
3. Blake Davis and Mike Crouch, University Advancement, discussed upcoming objectives and activities regarding fund raising for graduate student scholarships and targeted graduate initiatives.
4. Brad Goebel distributed a handout on Graduate Marketing (Princeton Review Results) and discussed a recent conference he attended on marketing. He also discussed upcoming marketing initiatives for graduate students. A question and answer session followed his presentation which included a lengthy discussion on needed updates to the university and department web sites.
5. Betsey Whited distributed copies of GSAC meeting minutes and announced that GSAC members are working on a graduate student survey in Zoomerang and identifying social events that could be used to bring graduate students together.
6. Peggy Anderson announced that gas for international students are now available through the SOAPCOL screen in Banner. The Graduate Office will be using these gas to determine eligibility for scholarships/awards.
7. Joe Yanik discussed problems he is having registering students in math courses with prerequisites. Dean Bleeker encouraged him to bring these problems to the attention of the Banner User Group Committee.
8. Dean Bleeker distributed a draft listing nine major fund raising needs for graduate students and asked council members to pick their top three and send their selections to him via email by Friday, December 14. The top three needs will be submitted to University Advancement for upcoming fund raising events.
9. Dean Bleeker distributed copies of the revised graduate assistant job descriptions. Council members unanimously approved the revised job descriptions. The revised job descriptions will be forwarded to Vice President Schwenn for approval.

10. Deb Gerish discussed the need for all scholarship/award committee members to attend meetings to select recipients. She stressed that face-to-face discussions are necessary in order to make sure the best recipients are selected.
11. Marc Childress announced that two IDT students were finalists at a national conference.
12. Dean Bleeker distributed copies of the new graduate view books.

Meeting adjourned at 4.45.

Graduate Marketing

Princeton Review Results

Plans to Pursue Graduate Education Online (Per Princeton Review)

- The majority of participants in the Graduate survey don't plan to pursue their graduate education online (almost 30% interested in online options)

| | Count | % |
|---|-------|------|
| No, I don't plan to take any online courses in my graduate program | 2404 | 71.3 |
| Yes, I am interested in a "hybrid" program with some classes online | 602 | 17.8 |
| Yes, I am interested in an online degree program* | 368 | 10.9 |

* Participants most frequently indicated they plan to enroll in a business and management graduate degree

Significant Differences in Interest in Online Graduate Degree Program (Per Princeton Review)

- Participants interested in Continuing Education and Executive programs were the most likely to express interest in an online degree program. Participants interested in medical school were least interested. (Disregard post-bachelor certificate due to the small a sample size)

Percentage of Participants Interested in an Online Degree Program

| | |
|----------------------------|-------|
| Post-Bac Certificate | 34.2% |
| Master's other than M.B.A. | 8.7% |
| Ph.D. or other doctoral | 10.4% |
| Law School | 9.6% |
| Medical School | 6.4% |
| Continuing Ed | 24.7% |
| Traditional M.B.A. | 9.5% |
| Executive M.B.A. | 18.5% |

Sources Used to Gather Information about Graduate Schools (Per Princeton Review)

- Participants indicated they are more likely to use websites of specific graduate schools and graduate school portal websites than any other sources when gathering information about graduate schools. (Three of the top five sources and more than 40% of all sources used to gather information are electronic sources)

| | Count | % |
|--|-------|------|
| Websites of specific graduate schools | 2360 | 74.0 |
| Graduate school portal website | 1930 | 60.5 |
| Other students/peers | 1520 | 47.7 |
| Printed Materials from specific graduate schools | 1225 | 38.4 |
| Email messages from specific graduate schools | 1194 | 37.5 |
| Professors | 980 | 30.7 |
| Letters/direct mail from specific graduate schools | 974 | 30.6 |
| Printed materials from third-party sources (guidebooks) | 884 | 27.7 |
| Articles and/or advertisements in newspapers or magazines | 814 | 25.5 |
| Face-to-face meetings with a specific graduate program rep | 707 | 22.2 |
| Information sessions held by specific graduate schools | 701 | 22.0 |
| Campus Visit | 597 | 18.7 |
| General Internet search engines | 131 | 4.1 |

Differences in Sources Used to Gather Information about Graduate Schools (Per Princeton Review)

- Most and least popular sources of information used by different participant groups in their graduate school search

| | Used the most | % | Used the Least | % |
|---|--------------------|-------|-----------------------------|-------|
| Letters/direct mail from specific graduate schools | Law School | 40.5% | Master's other than M.B.A. | 26.3% |
| Face-to face meetings with a specific program rep | Executive M.B.A. | 28.3% | Continuing Ed | 16.7% |
| Campus Visits | Law School | 35.5% | Master's other than M.B.A. | 12.2% |
| Other students/peers | Medical School | 62.2% | Post-Bachelor's Certificate | 34.3% |
| Professors | Ph.D. or doctoral | 44.5% | Traditional M.B.A. | 17.5% |
| Printed Materials from specific graduate school sources | Law School | 52.7% | Continuing Ed | 27.3% |
| Printed materials from third-party sources | Law School | 38.9% | Ph.D. or doctoral | 21.3% |
| Articles and/or advertisements in newspapers or magazines | Executive M.B.A. | 37.7% | Master's other than M.B.A. | 20.0% |
| Information sessions held by specific graduate schools | Traditional M.B.A. | 32.8% | Continuing Ed | 13.3% |
| Email messages from specific graduate schools | Law School | 45.0% | Master's other than M.B.A. | 33.6% |

Differences in Sources Used During Graduate School Search (Per Princeton Review)

- Websites of specific graduate schools were used the most by participants interested in a traditional M.B.A. program, followed by those interested in a Ph.D. or other doctoral program.

Percentage of those interested who used specific graduate school searches

| | |
|----------------------------|-------|
| Post-Bac Certificate | 57.1% |
| Master's other than M.B.A. | 76.4% |
| Ph.D. or other doctoral | 77.5% |
| Law School | 74.8% |
| Medical School | 68.8% |
| Continuing Ed | 56% |
| Traditional M.B.A. | 79.9% |
| Executive M.B.A. | 65.9% |

Top Sources Used as Percentage of Total Graduate Search (Per Princeton Review)

- As a percentage of total search activity, the top sources of information used during search were specific graduate school websites and graduate school portal websites. (Two-thirds spend more than 50% of their total search/research time on the Web.

| Top Sources | Average % | Mode % | Indicated 1%-25% | Indicated 26%-50% | Indicated 51%-75% | Indicated 76%-100% |
|--|-----------|--------|------------------|-------------------|-------------------|--------------------|
| Websites of specific graduate schools | 44.4% | 50% | 35.6% | 31.0% | 14.7% | 18.7% |
| Graduate School Portal Websites | 32.5% | 10% | 54.9% | 24.9% | 8.9% | 11.3% |
| General Internet Search | 25.0% | 10% | 85.9% | 8.9% | 1.0% | 4.2% |
| Other students/peers | 20.4% | 10% | 75.8% | 16.5% | 2.8% | 4.8% |
| Professors | 19.7% | 10% | 76.7% | 16.1% | 2.8% | 4.3% |
| Face-to face meetings with a specific graduate program | 17.2% | 10% | 79.5% | 12.0% | 2.4% | 6.0% |
| Email messages from specific graduate schools | 16.0% | 5% | 84.8% | 9.2% | 1.7% | 3.2% |

Time Spent Per Visit: Graduate School Websites (Per Princeton Review)

- The largest percentage of participants indicated they spent 16-30 minutes per visit (30.5% for graduate school portals and 31.6% for specific graduate school sites).
- More than 1 in 5 participants indicated they spent 31-45 minutes per visit at both graduate portal websites and specific school websites.
- When combined with average number of visits, prospective graduate programs spend almost 2.5 hours per week on the Web searching/researching graduate schools.

| | Graduate School Portal | | Specific Graduate School Websites | |
|--------------------------------|------------------------|------------|-----------------------------------|------------|
| | Actual | Cumulative | Actual | Cumulative |
| | Count | % | Count | % |
| Less than 5 minutes per visit | 56 | 3.7 | 54 | 2.8 |
| 6-15 minutes per visit | 302 | 19.9 | 362 | 18.8 |
| 16-30 minutes per visit | 463 | 30.5 | 610 | 31.6 |
| 31-45 minutes per visit | 346 | 22.8 | 441 | 22.8 |
| 46-60 minutes per visit | 211 | 13.9 | 266 | 13.8 |
| More than 60 minutes per visit | 140 | 9.2 | 197 | 10.2 |
| | | | 1930 | 100 |

Most Valuable Sources Used During Graduate School Search (Per Princeton Review)

Specific graduate school websites were identified as the most valuable source of information, followed by published graduate school rankings, and graduate school portal websites.

| Top Sources | Mean |
|--|------|
| Graduate School Websites | 4.44 |
| Published graduate school rankings (U.S. News, Forbes) | 4.03 |
| Graduate School Portal Websites | 3.85 |
| Graduate School Admissions staff | 3.81 |
| Print materials from graduate schools | 3.80 |
| Google or other online search results | 3.79 |
| Letter/direct mail from graduate schools | 3.76 |
| Graduate school guidebooks | 3.76 |
| Friends | 3.70 |
| Email messages from graduate schools | 3.67 |
| Graduate school visits/tours | 3.55 |

Scale: 1= Not at all valuable to me; 5= Very valuable to me

Least Valuable Sources Used During Graduate School Search (Per Princeton Review)

- Online Advertisements were identified as the least valuable source of information, followed by newspaper or magazine articles and/or advertisements and parents.

| Least Valuable Sources | Mean |
|--|------|
| Online Advertisements | 2.75 |
| Newspaper or magazine articles and/or advertisements | 3.13 |
| Parents | 3.29 |
| Workplace associates | 3.34 |
| Phone calls from graduate school representatives | 3.40 |
| Graduate school fairs | 3.43 |

Scale: 1= Not at all valuable to me; 5= Very valuable to me

Differences in Most Valuable Sources Used (Per Princeton Review)

| | Rated Most | Valuable | Rated Least | Valuable |
|--|----------------------|-------------|----------------------------|-------------|
| | <i>Future Plan</i> | <i>Mean</i> | <i>Future Plan</i> | <i>Mean</i> |
| Print material from graduate schools | Law School | 4.01 | PhD or doctoral | 3.70 |
| Graduate School visits/tours | Law School | 3.91 | Master's other than M.B.A. | 3.32 |
| Email messages from graduate schools | Continuing Ed | 4.06 | Executive M.B.A. | 3.52 |
| Letters/direct mail from graduate schools | Continuing Ed | 3.91 | Post-Bac Certificate | 3.67 |
| Graduate School Admissions staff | Law School | 4.03 | PhD or doctoral | 3.75 |
| Published graduate school rankings | Executive M.B.A. | 4.27 | Medical School | 3.82 |
| Parents | Post-Bac Certificate | 3.84 | PhD or doctoral | 3.03 |
| Online Advertisements | Continuing Ed | 3.30 | Master's other than M.B.A. | 2.69 |
| Google or other search results | Post-Bac Certificate | 4.39 | Law School | 3.67 |
| Newspaper or magazine articles and/or advertisements | Continuing Ed | 3.59 | PhD or doctoral | 2.98 |
| Friends | Continuing Ed | 4.07 | Law School | 3.56 |
| Workplace Associates | Executive M.B.A. | 3.71 | Law School | 3.17 |
| Graduate School Guidebooks | Law School | 4.01 | PhD or doctoral | 3.66 |
| Graduate School Fairs | Post-Bac Certificate | 4.05 | PhD or doctoral | 3.23 |
| Phone calls from grad school reps | Continuing Ed | 3.79 | PhD or doctoral | 3.17 |

Most Valuable Features and Content on Specific Graduate School Websites (Per Princeton Review)

- Information regarding admission requirements was identified as the most valuable feature/content on **graduate school websites**, followed by information about academic programs and financial aid, and an online application.

| Most Valuable Features and Content | Mean |
|--|------|
| Admission requirements section | 4.54 |
| Academic programs section | 4.35 |
| Online application | 4.34 |
| Financial Aid section | 4.34 |
| Scholarship section | 4.27 |
| Frequently Asked Questions (FAQ) section | 4.12 |
| Online catalogue of classes | 3.91 |
| Admission counselor contact tools | 3.89 |
| Admitted student profile | 3.89 |
| School at a glance (fast facts) section | 3.86 |
| Website search engine | 3.85 |
| Enrolled student profile | 3.79 |
| Student/Faculty/staff searchable directory | 3.64 |

Scale: 1= Not at all valuable to me; 5= Very valuable to me

Least Valuable Features and Content on Specific Graduate School Websites (Per Princeton Review)

- Podcasts were identified as the LEAST valuable feature/content on **graduate school websites**, followed by student blogs/journals and instant messaging.

| Least Valuable Features and Content | Mean |
|-------------------------------------|------|
| Podcasts | 2.58 |
| Student Blogs/journals | 2.88 |
| Instant messaging | 2.91 |
| Student/Faculty/Staff chat rooms | 3.15 |
| Customized content (microsite) | 3.27 |
| News and events section | 3.28 |
| Student testimonials | 3.29 |
| Campus photo gallery | 3.31 |
| Campus virtual tour | 3.35 |
| Current student contact tools | 3.44 |
| Alumni Profiles | 3.45 |
| Online tour and event registration | 3.46 |

Scale: 1= Not at all valuable to me; 5= Very valuable to me

Most Important Criteria When Making Application/Enrollment Decisions- Graduate (Per Princeton Review)

- The programs offered, quality of faculty and instruction, and reputation were the characteristics identified as most important to Graduate prospects when making application and enrollment decisions.

RECOMMENDATION:

This information represents highly valued website and brand content that should be on the homepage, within a click, and/or in the school-at-a-glance and

FAQs sections on homepage.

| Most Important Factors | Mean |
|---|------|
| Programs Offered | 4.41 |
| Quality of faculty and instruction | 4.37 |
| Reputation/expertise in intended field of study | 4.34 |
| Overall reputation of the institution | 4.31 |
| Availability of financial aid | 4.31 |
| Probability of being admitted | 4.29 |
| Costs of attending (tuition and fees) | 4.28 |
| Program/degree requirements | 4.28 |
| Program accreditation | 4.27 |
| Faculty research/scholarship | 4.23 |

Scale: 1= Very Unimportant; 5= Very Important

GSAC- Minutes
11 October 2007

Picnic

- Since the first was a success we would like to organize a second
- Try to incorporate more activities
- Possibly check out the sand volleyball at Sonic
- Croquet, football, Frisbee, etc

Survey

- Should cover demographics
- Overall feeling about being a grad student at ESU
- Should be things that can be quantified
 - Multiple choice will work best
- Compile through Zoomerang
- Survey Committee:
 - **Jen Ball** (jball2@emporia.edu)
 - **Courtney Stephens** (cstevens@emporia.edu),
 - **Murad Moqbel** (mmoqbel@emporia.edu)

Fundraising

- We need to do small scale fundraisers to build up our bank account
 - Bake sale at JavaCat
 - Night at Natasha's
 - Make this an annual event so people come to expect it and people will more easily recognize our name
 - Hold it in the Spring
 - NOT during March Madness
- Document everything
 - Write down contact names from venues
 - Keep a list of business who do donate and who do not
 - Explain in detail how we put these together, including things to avoid
 - This will help future GSAC members keep our events consistent and save time

**EMPORIA STATE UNIVERSITY
University Advancement**

DRAFT

**MAJOR GIFT FUND RAISING NEEDS
(\$10,000 TO \$100,000)**

2007 – 2008

**GRADUATE STUDIES/RESEARCH
(\$380,000)**

| | |
|--|--------------------|
| Graduate Student Enrichment/Professional Development Fund | \$25,000 annually |
| Graduate Student Study Abroad Program Stipends | \$50,000 annually |
| Friends of Graduate Studies Speaker Series | \$10,000 annually |
| Endowed Graduate Studies Teaching/Scholar | \$75,000 annually |
| Endowed Graduate Studies Grant Writer-in Residence | \$50,000 annually |
| Graduate Student General Scholarships | \$100,000 annually |
| Endowed Graduate Research Assistantships | \$25,000 annually |
| Endowed Graduate Teaching Assistantships | \$25,000 annually |
| Endowed Graduate Distance Learners Equipment Fund | \$20,000 annually |

INSTITUTIONAL INVESTMENT OPPORTUNITIES

\$100,000+

2007-2008

**GRADUATE STUDIES/RESEARCH
(\$500,000)**

| | |
|---|-----------|
| Graduate Student Lounge/Computer Center | \$500,000 |
|---|-----------|

Graduate Assistantships

Academic and administrative units of the university employ graduate assistants in three classifications. The types of graduate assistants to be employed depend on the needs of the academic and administrative units, the availability of funds, and the qualifications of the applicants involved. The three classifications are as follows:

Graduate Teaching Assistant

A Graduate Teaching Assistant (GTA) serves an instructional role in a class or laboratory offered by an academic unit for credit. The GTA need not be the instructor of record. Duties may include actual instruction in a classroom setting; leading discussion sessions; conducting help and/or tutoring sessions; assisting with laboratory setup; helping faculty prepare lectures and course materials; grading papers, exams, laboratory reports, projects, and class homework; coaching; and performing other duties pertaining to the instructional mission of ESU.

GTAs are eligible for full tuition waivers. This waiver does not include waiver of any fees and is for the actual semester of appointment only. GTAs must work twenty hours per week for a complete semester in order to be eligible for the tuition waiver.

Graduate Research Assistant

The primary function of a Graduate Research Assistant (GRA) is to assist a faculty member in an academic department with her/his scholarly and/or creative activities. Duties may include maintaining and operating scientific instruments and/or computer equipment; locating, reading, and summarizing pertinent research articles; performing laboratory experiments and assisting with fieldwork; calculating and analyzing results of research; and assisting musicians and artists in their creative endeavors.

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EMPORIA STATE
UNIVERSITY

OFFICE OF GRADUATE STUDIES

TO: Members of the Graduate Council
FROM: Gerrit Bleeker, Dean, Graduate Studies
DATE: November 7, 2007

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, November 15, 2007 in the President's Conference Room.

AGENDA

1. Approval of minutes from the September 20, 2007 meeting.
2. Regular graduate faculty approval.
Daniel Miller, Assistant Professor, Mathematics, Computer Science & Economics.
Charles Pheatt, Associate Professor, Mathematics, Computer Science & Economics.
Qiang Shi, Assistant Professor, Mathematics, Computer Science & Economics.
3. Action items
 - a. Foundation major gift priorities
 - b. Revised graduate assistant job descriptions
4. Reports/discussion
 - a. Foundation fund raising – Blake Davis
 - b. Graduate marketing – Brad Goebel
 - c. GSAC
 - d. Scholarship gpa requirements for international students
5. Comments from council members



GRADUATE STUDIES

Present: Alexander, Bleeker, Butler, Childress, Crupper, Gerish, Kjellman-Chapin, Kuehn, D. Miller, M. Miller, Peterson, Schrader, Sehlaoui, Sleezer, Storm, Terrell, Whited, Yanik

Absent: Ghosh, Thayer, Will

The Council of Graduate Studies met at 3:30 p.m. on Thursday, September 20, 2007 in the President's Conference Room. Dr. Monica Kjellman-Chapin called the meeting to order.

1. Minutes from the April 19, 2007 meeting were unanimously approved.

2. The following listed Regular Graduate Faculty requests were unanimously approved:

Joan Brewer, Associate Professor, Health, Physical Education, and Recreation
William Clamurro, Professor, Modern Language and Literatures
Myrna Cornett-DeVito, Professor, Communication and Theatre
Scott Crupper, Professor, Biological Sciences
Giancarla DiLaura, Assistant Professor, Modern Languages and Literatures
William Jensen, Assistant Professor, Biological Sciences
Susan Kendrick, Assistant Professor, English
Elizabeth Locey, Associate Professor, Modern Languages and Literatures
Courtney Dawn McConkie, Associate Professor, Music
Joseph Militello, Assistant Professor, English
Katrina Miller, Associate Professor, Counselor Education and Rehabilitation Programs
Ann Marie Miller, Assistant Professor, Counselor Education and Rehabilitation Programs
Luisa Perez, Associate Professor, Modern Languages and Literatures
Kevin Rabas, Assistant Professor, English
Roxane Riegler, Assistant Professor, Modern Languages and Literatures
Abdelilah Salim Sehlaoui, Associate Professor, Modern Languages and Literatures
Manjula Shinge, Assistant Professor, Modern Languages and Literatures
Rachelle Smith, Associate Professor, English
Marshall Sundberg, Professor, Biological Sciences
Zane Swanson, Associate Professor, Accounting and Information Systems
Amy Sage Webb, Associate Professor, English

3. Betsey Whited reported GSAC members were working on community involvement activities and ways to reach out to graduate students. She announced Dr. Gwen Carnes will be the permanent advisor for GSAC.

4. Dean Bleeker distributed revised graduate assistant job descriptions and a listing of current job descriptions for graduate research assistants. After discussion regarding problems encountered this year and the need for job description revisions, council members were asked to take these two documents back to their departments for discussion and this would be an agenda item at the next council meeting.

5. Dean Bleeker announced that Amy Simon had resigned as Graduate Marketing Coordinator and Brad Goebel would be taking over marketing for Graduate Studies. Mr. Goebel will make a marketing presentation at the next council meeting.
6. Dean Bleeker distributed a listing of fund raising needs for Graduate Studies that will be sent to University Advancement. Council members were asked to send any additional funding needs to Dean Bleeker via email.
7. Dean Bleeker distributed a handout explaining the Banner CAPP (Compliance and Program Planning) module.
8. Mel Storm reminded council members that submissions for the Emporia State Research Studies were needed. A reminder will be sent to ESU faculty for the November issue.
9. Marcus Childress discussed problems with the enrollment statistics for the fall semester.
10. Deb Gerish asked council members to please complete the Zoomerang survey that will be coming out regarding the Strategic Plan for the university. She is serving on a workgroup dealing with the vision, values, and mission statements for the Strategic Plan and they need faculty input.
11. Monica Kjellman-Chapin announced that Graduate Council would not meet during the month of October.
12. Dean Bleeker announced that Dalene Hawthorne (White Library) would be working on getting departmental copies of theses bound. Departments that need bound theses for submission to the Boylan Thesis Award should let her know so that she can make those theses a priority.

Meeting adjourned at 4:20 p.m.

RESEARCH ASSISTANT DUTIES
FY 08

Gathering data
Creating reports
Research potential graduate students

Collect materials for teaching and research
Preparation of communications and materials pertaining to faculty service and professional organization commitments

Assist with research studies, gathering data, creating reports
Create and update instructional materials
Instruct students in use of library

Serve as SLIM's Emporia Diversity Initiative Project Manager
Assist principal investigator with administrative and statistical details
Design and maintenance of budget information, EDI website, and student database

Work on research project involving isolation of bacteria from soil

Assist with research for FRC grant of Dr. Jeremy Mitchell-Koch

Assist faculty with research projects, literature searches, and funding searches
Assist with proposal development

Assist students in Finance Statistics Lab
Assist faculty with research, gathering and analyzing data, and creating reports

Provide reference services
Create online instructional modules for library instruction
Assist with collection development projects
Research intellectual property rights

Accompany student and faculty recitals
Coordinate and maintain grand piano maintenance

Assist Dr. Smith and other faculty with communications and material pertaining to faculty service and professional organizations
Assist faculty with gathering and analyzing research data

Assist with field work associate with research project on local populations of freshwater turtles

Assist the ESL grants directors for Projects Achievement, Best and Excellence in the Modern Languages and Literatures and School Leadership departments.

Conduct research, gather data, and create reports

Collect data on how the Reading First training impacts teachers and students and analyze using SPSS

Work with Dr. Miller and other faculty members providing research information for articles required to maintain academic currency

Serve as substitute instructor

Enter data in Accountability Management System

Collect and summarize data for accreditation and program review

Assist faculty members with research activities

Collect material for teaching and research

Assist in training seminars

Participate in assisting with research studies, gathering data, and creating reports

Create and update the NDN Library's instructional materials

Conduct orientation for new students and faculty

Assist Connie Phelps in scholarly and creative activities

Duties include data collection, correlation, reports, and other research based tasks

Work in research lab of Dr. Yixin Yang conducting research and experiments

Work on research project involving isolation of bacteria from soil

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Assist faculty with research by gathering and analyzing data and creating reports

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EMPORIA STATE UNIVERSITY
University Advancement

DRAFT 4

MAJOR GIFT FUND RAISING NEEDS
(\$10,000 TO \$100,000)

2007 – 2008

GRADUATE STUDIES/RESEARCH
(\$335,000)

| | |
|---|---------------------|
| Graduate Student Enrichment/Professional Development Fund | \$25,000 annually |
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| Endowed Grant Writer-in Residence | \$50,000 annually |
| Graduate Student General Scholarships | \$100,000 annually |
| Endowed Graduate Research Assistantships | \$25,000 annually . |

Endowed Grad. Teaching Asst.
Endowed Funding for Computer Seasing

INSTITUTIONAL INVESTMENT OPPORTUNITIES

\$100,000+

2007-2008

GRADUATE STUDIES/RESEARCH
\$500,000

| | |
|---|-----------|
| Graduate Student Lounge/Computer Center | \$500,000 |
|---|-----------|

CAPP MODULE
BANNER STUDENT SYSTEM

Compliance and Program Planning (CAPP) is built and running for degree-seeking graduate students. However, due to conversion issues that were not addressed prior to conversion of data from the legacy system (Mainframe), for most students it is necessary for the Graduate Office to go into each student record and make adjustments before an accurate compliance can be run. This is going to be a continuing problem for graduate students who were brought over from the Mainframe system.

For graduate students applying for and beginning programs in Summer 2007 and following, compliances should be accurate with the information that has been provided for building of the programs.

GRADUATE COUNCIL 2007-2008

| | | | |
|----------------------------|--|----------|------|
| Albrecht, Nancy (Spring) | School Leadership/Middle and Secondary Teacher Educ. | Box 4037 | 577 |
| Alexander, Gwen | School of Library and Information Management | Box 4025 | 5203 |
| | Student | | |
| Bleeker, Gerrit | Graduate Dean | Box 4003 | 5403 |
| Butler, Michael | Health, Physical Education and Recreation | Box 4013 | 5947 |
| Childress, Marcus | Instructional Design and Technology | Box 4037 | 5829 |
| Crupper, Scott | Biological Sciences | Box 4050 | 5621 |
| Gerish, Deb (Fall) | Social Sciences | Box 4032 | 5579 |
| Ghosh, Dipak | Accounting and Computer Information Systems | Box 4057 | 5891 |
| Kjellman-Chapin, Monica | Art | Box 4015 | 5699 |
| Kuehn, Marvin (Fall) | Counselor Education and Rehabilitation Programs | Box 4036 | 5795 |
| Miller, Don | Business Administration and Education | Box 4059 | 5456 |
| Miller, Marie | Music | Box 4029 | 5431 |
| Neufeld, Patricia (Spring) | Counselor Education and Rehabilitation Programs | Box 4036 | 5790 |
| | Student | | |
| Schneider, Greg (Spring) | Social Sciences | Box 4032 | 5565 |
| Schrader, Brian | Psychology & Special Education | Box 4031 | 5818 |
| Sehlaoui, Abdelilah | Modern Languages and Literatures | Box 4024 | 5237 |
| Sleezer, Rich | Physical Sciences | Box 4030 | 5984 |
| Storm, Mel | English | Box 4019 | 5563 |
| Terrell, Nate | Sociology and Anthropology | Box 4022 | 5725 |
| Thayer, Sophie | Early Childhood/Elementary Teacher Education | Box 4037 | 5756 |
| Will, Jerry (Fall) | School Leadership/Middle and Secondary Teacher Education | Box 4037 | 5776 |
| Yanik, Joe | Mathematics, Computer Science, and Economics | Box 4027 | 5639 |

**COMMITTEE ASSIGNMENTS
GRADUATE COUNCIL
2007-2008**

Academic Achievement Award (Spring)

Gwen Alexander
Marcus Childress
Greg Schneider
Don Miller
Student

Boylan Scholar Award (Spring)

Dipak Ghosh
Brian Schrader
Abdelilah Sehlaoui
Student

Boylan Thesis Award (Fall)

Michael Butler
Scott Crupper
Deb Gerish
Sophie Thayer

Durst Research Award (Fall)

Marvin Kuehn
Marie Miller
Mel Storm
Jerry Will

Graduate Teaching Assistant Award (Spring)

Nancy Albrecht
Patricia Neufeld
Rich Sleezer
Nathaniel Terrell
Joe Yanik

RESEARCH ASSISTANT DUTIES
FY 08

Gathering data
Creating reports
Research potential graduate students

Collect materials for teaching and research
Preparation of communications and materials pertaining to faculty service and professional organization commitments

Assist with research studies, gathering data, creating reports
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Serve as SLIM's Emporia Diversity Initiative Project Manager
Assist principal investigator with administrative and statistical details
Design and maintenance of budget information, EDI website, and student database

Work on research project involving isolation of bacteria from soil

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Enter data in Accountability Management System

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Assist principal investigator with administrative and statistical details
Design and maintenance of budget information, EDI website, and student database

Work on research project involving isolation of bacteria from soil

Assist with research for FRC grant of Dr. Jeremy Mitchell-Koch

Assist faculty with research projects, literature searches, and funding searches
Assist with proposal development

Assist students in Finance Statistics Lab
Assist faculty with research, gathering and analyzing data, and creating reports

Provide reference services
Create online instructional modules for library instruction
Assist with collection development projects
Research intellectual property rights

Accompany student and faculty recitals
Coordinate and maintain grand piano maintenance

Assist Dr. Smith and other faculty with communications and material pertaining to faculty service and professional organizations
Assist faculty with gathering and analyzing research data

Assist with field work associate with research project on local populations of freshwater turtles

Assist the ESL grants directors for Projects Achievement, Best and Excellence in the Modern Languages and Literatures and School Leadership departments.

Conduct research, gather data, and create reports

Collect data on how the Reading First training impacts teachers and students and analyze using SPSS

Work with Dr. Miller and other faculty members providing research information for articles required to maintain academic currency

Serve as substitute instructor

Enter data in Accountability Management System

Collect and summarize data for accreditation and program review

Assist faculty members with research activities

Collect material for teaching and research

Assist in training seminars

Participate in assisting with research studies, gathering data, and creating reports

Create and update the NDN Library's instructional materials

Conduct orientation for new students and faculty

Assist Connie Phelps in scholarly and creative activities

Duties include data collection, correlation, reports, and other research based tasks

Work in research lab of Dr. Yixin Yang conducting research and experiments

Work on research project involving isolation of bacteria from soil

Assist Dr. Chowdhury with preparing materials for teaching and research but does not include student interaction.

Assist faculty with research by gathering and analyzing data and creating reports

EMPORIA STATE UNIVERSITY
University Advancement

DRAFT 4

MAJOR GIFT FUND RAISING NEEDS
(\$10,000 TO \$100,000)

2007 – 2008

GRADUATE STUDIES/RESEARCH
(\$335,000)

| | |
|---|--------------------|
| Graduate Student Enrichment/Professional Development Fund | \$25,000 annually |
| Graduate Student Study Abroad Program Stipends | \$50,000 annually |
| Friends of Graduate Studies Speaker Series | \$10,000 annually |
| Endowed Graduate Studies Teaching/Scholar | \$75,000 annually |
| Endowed Grant Writer-in Residence | \$50,000 annually |
| Graduate Student General Scholarships | \$100,000 annually |
| Endowed Graduate Research Assistantships | \$25,000 annually |

INSTITUTIONAL INVESTMENT OPPORTUNITIES

\$100,000+

2007-2008

GRADUATE STUDIES/RESEARCH
\$500,000

| | |
|---|-----------|
| Graduate Student Lounge/Computer Center | \$500,000 |
|---|-----------|



OFFICE OF GRADUATE STUDIES

TO: Members of the Graduate Council
FROM: Gerrit Bleeker, Dean, Graduate Studies
DATE: September 14, 2007

The Council of Graduate Studies will meet at 3:30 p.m. on Thursday, September 20, 2007 in the President's Conference Room.

AGENDA

1. Approval of minutes from the April 19, 2007 meeting.
2. Regular graduate faculty approval.

Joan Brewer, Associate Professor, Health, Physical Education, and Recreation
William Clamurro, Professor, Modern Language and Literatures
Myrna Cornett-DeVito, Professor, Communication and Theatre
Scott Crupper, Professor, Biological Sciences
Giancarla DiLaura, Assistant Professor, Modern Languages and Literatures
William Jensen, Assistant Professor, Biological Sciences
Susan Kendrick, Assistant Professor, English
Elizabeth Locey, Associate Professor, Modern Languages and Literatures
Courtney Dawn McConkie, Associate Professor, Music
Joseph Militello, Assistant Professor, English
Katrina Miller, Associate Professor, Counselor Education and Rehabilitation Programs
Ann Marie Miller, Assistant Professor, Counselor Education and Rehabilitation Programs
Luisa Perez, Associate Professor, Modern Languages and Literatures
Kevin Rabas, Assistant Professor, English
Roxane Riegler, Assistant Professor, Modern Languages and Literatures
Abdelilah Salim Sehlaoui, Associate Professor, Modern Languages and Literatures
Manjula Shinge, Assistant Professor, Modern Languages and Literatures
Rachelle Smith, Associate Professor, English
Marshall Sundberg, Professor, Biological Sciences
Zane Swanson, Associate Professor, Accounting and Information Systems
Amy Sage Webb, Associate Professor, English

3. Action items
4. Reports/discussion
 - a. GSAC

Graduate Council Agenda

September 20, 2007

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- b. Revised graduate assistant job descriptions
 - c. Graduate marketing
 - d. Graduate ESU Foundation funding priorities
 - e. CAPP
 - f. Emporia State Research Studies update
5. Comments from council members