



26th Annual NAGPS National Conference
November 1-4, 2012
Duke University
Durham, NC

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Welcome

Dear Graduate and Professional Students,

On behalf of the NAGPS Board of Directors, I welcome you to the 26th Annual National Conference. I am grateful for your leadership and service at your institution and with the Association, and look forward to commemorating our year together as we embark on the next.

Our annual conference each year is a time of reflection, reconnection, and renewed commitment. This year has been one of the most powerful years in our Association's history, as we have expanded membership, increased our national profile, developed new benefits for members, launched new training and leadership development events, and began new strategic relationships with partner organizations.

This weekend we are joined by nearly 150 graduate-professional student leaders from institutions across the US and abroad — friends, colleagues, and fellow leaders who share our passion, commitment, and perspective. During the course of the conference we will participate in over 40 concurrent sessions and collaborative workshops to learn about solutions, upcoming issues, and new strategies we can take home to our campuses to improve the lives and well-being of our constituents. We will consider bold changes to the Association's bylaws and governance structure that will enable us to more effectively confront the issues that our communities will face in the coming years. We will recognize the service and engagement of regional and national members of the year and usher in the Association's next Board of Directors. Come Sunday, we will return to our campuses with renewed inspiration, creativity, and commitment to carry out the work that continually motivates us as advocates and leaders.

We are especially honored to be joined by special guests from the University of Hong Kong Postgraduate Student Association, Jiejing Weng, Yanping Mao, Jing Xue, and Fuhua Li. I am deeply grateful for their time and commitment to share this weekend with us, and look forward to building deeper long-term bonds between our communities.

A conference of this scale is no small undertaking. Without the leadership and tireless service of Felicia Hawthorne, Bill Hunt, Chelsea Gaw, and Alexis Mann of the Duke University Graduate & Professional Student Council we would not be here this weekend. If you have a moment, please let each of them know individually how much you appreciate them.

As we continue to fight for the interests of graduate and professional students and develop member benefits for students and GPSOs, I am honored that you have joined us as we embark on the next year in our history.

I hope you enjoy this year's National Conference.

A handwritten signature in black ink, reading "Matt Cooper". The signature is fluid and cursive, with a long horizontal stroke at the end.

Matt Cooper
President & CEO, National Association of Graduate-Professional Students

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Conference Locations and General Information

Getting Around Durham

Shuttle service is provided free for conference attendees that runs between the conference hotel, conference sites on campus, and evening events. Shuttle service availability is noted on the agenda.

Additionally, Durham offers public transportation you may want to use during your visit. There is a FARE FREE bus route called The Bull City Connector (<http://www.bulldcityconnector.org/>). Other forms of public transportation are available. More information on routes and fares can be found at <http://www.gotriangle.org/transit/data-schedules-maps/>.

A popular transportation company with Duke University students is Charlene's Safe Ride. More information can be found at <http://www.charlenesaferide.com/> or by calling (919) 309-7233.

Navigating the Conference

Please refer to the conference agenda for session locations, building information, and other important location information. Signs with the NAGPS logo will help you find your way to sessions, lunches, breaks, and business meetings.

Should you have any questions or require assistance, please use the contact information on page 7 to contact NAGPS Directors or Duke University Volunteers.



Look for signs with this logo to assist you in navigating the conference

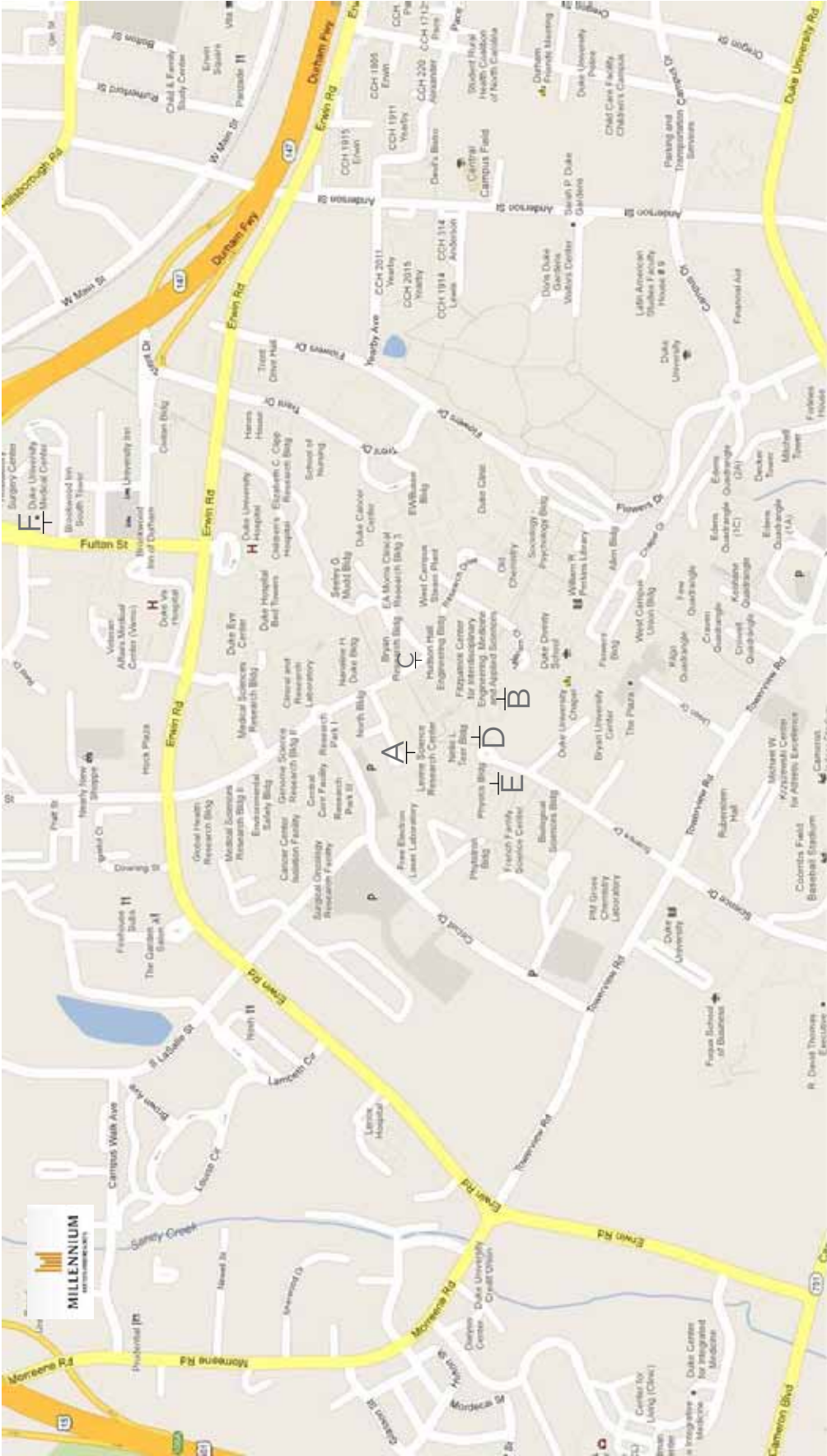
Conference Hotel

Millennium Hotel Durham
2800 Campus Walk Avenue
Durham, 27705-4479
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NAGPS appreciates the generous support of:



Campus Map



Conference Hotel
Millennium Hotel
2800 Campus Walk Avenue
Durham, 27705



A Levine Science Research
Center
LSRC Love Auditorium

A

B Fitzpatrick Center for
Interdisciplinary Engineering,
Medicine and Applied
Sciences
FCIEMAS Atrium

C Hudson Hall
Engineering Building

C

D Teer Building

D

E Physics Building

E

F North Pavilion
2400 Pratt Street
Durham, NC 27705

F

Agenda at a Glance

Thursday, November 1

- 3:00 PM Hotel Check-in
- 5:00 PM Registration and Welcome Reception
Conference Hotel
Millennium Hotel
2800 Campus Walk Avenue
Durham, 27705
(800) 633-5379
- 7:00 PM Dinner (shuttle service provided from conference hotel to restaurant)
- 9:30 PM After Dinner Social with Duke University Graduate & Professional Student Council

Friday, November 2

- Shuttle service provided from conference hotel to campus
- 8:30 AM Breakfast
LSRC Love Auditorium
- 9:00 AM Welcome and Day One Overview
LSRC Love Auditorium
- 10:00 AM Concurrent Session Block #1
- Communication + Participation = Engagement**
Jason Striker, Arizona State University
Hudson 125
- Establishment of Graduate Advising Best Practices at The Ohio State University**
Allyson Fry, The Ohio State University
Teer 115
- Inter-campus and Intra-campus Student Associations: The Bay-Area Law Students Association and the Chancellors Graduate and Professional Student Advisory Board at UC Davis**
Grant Atkinson, Santa Clara University School of Law
Jared Voskuhl, NAGPS Director of Relations
Hudson 115A
- Legislative Action Days and The Effective Student Lobbyist**
Eli Paster, NAGPS Legislative Concerns Chair
Hudson 212
- 10:30 AM Break
- 10:45 AM Concurrent Session Block #2
- Open Educational Resources (OER): Overview and Impact on Graduate Students**
Nicole Allen, Student PIRGs
Hudson 125

Agenda at a Glance

Building a Dynamic Web Presence for your GSO: 1000 Likes Campaign and Other Social Media Strategies

Brandon Milonovich, Melissa Kizina Motsch, Patrick Neary, Ngan Diep, Syracuse University
Teer 115

Facilitating Open Discussions about Non-Academic Careers

Andrew Westbrook, Washington University in Saint Louis
LSRC B240

Year One of Independence: Lessons of Evaluating, Recalibrating, Operationalizing, and Implementing Our Guiding Competencies

Ali LeGrand, Mia Ryneal, Michael Cook, and Tim Bonson, Northern Arizona University
LSRC A155

11:15 AM Break

11:30 AM Concurrent Session Block #3

Local Government Engagement

Mitch Paine, Cornell University
Teer 115

Graduate Student Stipends: Getting your fair share

Brian Spatocco, Massachusetts Institute of Technology
Hudson 125

THE SCOPE Newsletter: Encouraging a Culture of Advocacy Among Your Graduate Student Body at a Health Professions University

Yuri T. Jadotte, University of Medicine and Dentistry of New Jersey (UMDNJ)
Physics 259

The NAGPS Legislative Platform: Current and Upcoming Issues

Eli Paster, NAGPS Legislative Concerns Chair
Physics 235

12:00 PM Break

12:15 PM Concurrent Session Block #4

State-level organizing: Case studies in Arizona and Colorado

Rhian Stotts and Kelley Stewart, Arizona State University
Nikko Collida and Mark Taylor, Colorado School of Mines
Hudson 125

Understanding International Graduate Education: Visas, Funding, and Bureaucracy

Tursun Ablekim, NAGPS International Concerns Chair
Teer 115

Agenda at a Glance

Organizational Continuity at UMBC

Samuel Haile, University of Maryland, Baltimore County
Physics 150

Midwest Graduate Student Symposium

Aaron Shaw, The University of Toledo
Hudson 207

12:45 PM Break

1:00 PM Working Lunch and Business Session A
LSRC Love Auditorium

Member Roll Call

Presidential Election

NAGPS Federal Platform Amendments

3:00 PM Break

3:15 PM Concurrent Session Block #5

Open Access on Your Campus: Strategies from CU-Boulder and UNL

Carly Robinson, University of Colorado - Boulder
Brandon Locke, University of Nebraska - Lincoln
Nick Shockey, Right to Research Coalition
Hudson 125

Understanding Graduate Student Insurance: How is it provided, who pays, and what is covered?

Rhian Stotts, Arizona State University
Anna Pechenina, University of North Texas
Steven Koenig, University of Colorado - Boulder
Hudson 216

Graduate Students and Stress Management

Jennifer Nguyen, Tufts University
Hudson 207

A Year In Review: Growing Your Graduate Student Organization

Alex Dresen, Eastern Illinois University
Hudson 212

3:45 PM Break

4:00 PM Concurrent Session Block #6

Budget Sequestration: Minimizing the Effect on Graduate Education

Kevin Peine, The Ohio State University
Hudson 125

How to create a campus environment that is sensitive to the psychological, emotional, and spiritual needs of graduate students

Nick Repak, GradResources
Hudson 232

Agenda at a Glance

Managing multi-platform communications

Grace Heckmann, Carnegie Mellon University
Hudson 207

Establishing a New Graduate Organization

Texas Tech University GSAC Leadership Team
Hudson 216

Leadership Q&A: Interested in a 2012 NAGPS Leadership Position?

NAGPS Leadership Team
Hudson 208

4:30 PM Break

5:00 PM Business Session B
LSRC Love Auditorium

NAGPS Bylaws Amendments 2013 NAGPS Budget 2013 National Conference Bids

7:00 PM Day One Adjourn (shuttle service provided from campus to the conference hotel)

8:00 PM Dinner and Evening in Durham (shuttle service provided from conference hotel to restaurant)

Saturday, November 3

Shuttle service provided from conference hotel to campus

8:30 AM Breakfast
CIEMAS Schiano Auditorium

9:00 AM Welcome and Day Two Overview
CIEMAS Schiano Auditorium

9:30 AM **Graduate Education at the University of Hong Kong: Lessons Learned by the Postgraduate Student Association**
Jiejing Weng , Yanping Mao, Jing Xue and Fuhua Li, University of Hong Kong

10:30 AM Concurrent Session Block #7

Small Group Discussion: Continuing the conversation with the leaders from the University of Hong Kong Postgraduate Student Association
HKU PGSA Leadership Team
Hudson 115A

Strategic Planning for Graduate Organizations
Mitch Paine, Cornell University
Hudson 125

Attracting Results: The Guide to Professional Dress
Jessica Gonzalez, Arizona State University
Hudson 207

Agenda at a Glance

Fostering Interdisciplinary Collaboration through Academic and Non-Academic Events

Svetlana V. Tyutina and Anas Salah Eddin, Florida International University

Hudson 208

Working Effectively Within a Combined Student Government

Jared Leighton, University of Nebraska-Lincoln

Hudson 212

11:00 AM Break

11:15 AM Committee Meetings

International Student Concerns

Hudson 115A

Legislative Concerns

Hudson 125

Employment Concerns

Hudson 207

Social Justice

Hudson 208

Additional Committee Space

Hudson 212

12:00 PM Working Lunch and Business Session C

Executive Committee Elections

Committee Chair Elections

3:00 PM Region Meetings

Western

Hudson 115A

Midwest

Hudson 125

Northeast

Hudson 207

Southeast

Hudson 208

Southcentral

Hudson 212

Agenda at a Glance

4:00 PM Concurrent Session Block #8

Advocacy: Win or go home

Brian Spatocco, Massachusetts Institute of Technology

Hudson 115A

A Conference Born of Need: Addressing Issues Faced by Female Graduate Students.

Kaitlyn Rothaus, Baylor University

Hudson 125

Reinventing the GSA at the University of Miami

Amanda Alise Price and Brad Rittenhouse, University of Miami

Hudson 207

Graduate Students and Civic Engagement

Romy Jones, University of Maryland, Baltimore County

Hudson 208

Rice Centennial 101: Leadership Lessons in University-Wide Events

Anna Dodson Saikin and Jennifer L. Hargrave, Rice University

Hudson 212

4:30 PM Break

4:45 PM Concurrent Session Block #9

Trends in Higher Education for Students with Dependents: University Fair-Leave Policies, FAFSA Reform, and On-Campus Childcare Coops

Jared Voskuhl, NAGPS Director of Relations

Hudson 115A

Enhancing Graduate Education Through Entrepreneurship

Allen Cochran, The Ohio State University

Hudson 125

Increasing the size of an organizational budget in a cash strapped economy: a story of success

Joshua P. Waldman, University of Toledo

Hudson 207

Student Governance of the Muddy Charles Pub at MIT

Torin Clark, Massachusetts Institute of Technology

Hudson 208

Improving Graduate International Students' Academic Experience

Parth Nagarkar, Arizona State University

Hudson 212

5:15 PM Break

5:30 PM Day Two Wrap-up and Evening Overview

CIEMAS Schiano Auditorium

6:00 PM Day Two Adjourn (shuttle service provided from campus to the conference hotel)

Agenda at a Glance

7:30 PM Evening Reception (shuttle service provided from conference hotel to pavilion)
North Pavilion

8:00 PM Gala and Awards Ceremony

10:30 PM Evening in Durham (shuttle service provided from pavilion to the conference hotel)

Sunday, November 4

9:00 AM 2012 and 2013 Board of Directors Meeting (2012 and 2013 Directors only)
Conference Hotel

12:00 PM Hotel Check-out

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Detailed Agenda and Abstracts

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LSRC Love Auditorium
- 9:00 AM Welcome and Day One Overview
LSRC Love Auditorium
- 10:00 AM Concurrent Session Block #1
- Communication + Participation = Engagement**
Jason Striker, Arizona State University
Hudson 125
- But what is Engagement? What does it really mean in GPSO communication? How should we measure it? What tactics can we employ to help enhance it?
- This presentation will help you and your GPSO communicators:
- Define Engagement and what it means for your constituents and your efforts
 - Recognize Engagement as a strategy that serves to achieve specific communication objectives
 - Understand the dynamics of measuring Engagement
 - Discover a variety of social media and content marketing practices that maximize Engagement
 - Put your own Engagement plan into motion and measure it, including a free and easy web-service to help you gauge your Engagement
- Establishment of Graduate Advising Best Practices at The Ohio State University**
Allyson Fry, The Ohio State University
Teer 115
- One of the most influential interactions that a graduate student will have in graduate school and into their career is the relationship they establish with their advisor. When that relationship goes wrong the graduate students experience, their personal life, and career will be greatly affected. The purpose statement of the Council of Graduate Students states that we strive to “effectively advocate and program to ensure that The Ohio State University graduate student experience is the best it can be”. As an organization we decided that one place we must advocate for graduate

Detailed Agenda and Abstracts

students is for the establishment of best practices that would address what that relationship should entail; best practices that would not be limited to a case by case basis, but would be applicable to the entire graduate student population. However, we found that very few schools had established such best practices. Building off some of the groundwork laid by other schools we have developed a short, approximately 2 page, document that has become a spring board for discussion throughout the University as to what the graduate student and advisor relationships should look like. We also note the important role that each department or program should play in this relationship. The process of creating this document was that of great collaboration between faculty, administrators, and graduate students. In addition to discussing the actual document we will outline the year long process that we undertook to get “Graduate Advising Best Practices” added to the Graduate Student Handbook. We would also like to discuss the important dialog that has precipitated out of this innovative document at OSU and hopefully other universities.

Inter-campus and Intra-campus Student Associations: The Bay-Area Law Students Association and the Chancellors Graduate and Professional Student Advisory Board at UC Davis

Grant Atkinson, Santa Clara University School of Law

Jared Voskuhl, NAGPS Director of Relations

Hudson 115A

Inter-Campus

This year, law students in northern California have taken on a unique project to connect the eight American Bar Association accredited law schools in the Bay Area. In recognition of the benefits that are achieved through communication and collaboration, law student presidents from each of the law schools joined together to commence the formation of the Bay Area Law Student Association (BALSA). Specifically, this inter-campus coalition has connected our law student organizations with their regional co-chapters. BALSA has enabled student body leaders to share issues and ideas, organize intramural sporting competitions, and plan other joint social events. We are currently formalizing our association officially through chartering documents, collaborating with other regional groups, and addressing the salient issues facing students in our regional setting. BALSA serves as an example for how graduate and professional students in any program may begin connecting and organizing with their peers from other regional schools.

Intra-Campus

The Chancellor of the University of California, Davis instituted the “Chancellor’s Graduate and Professional Student Advisory” board (CGPSA) to interface directly with students and hear how to improve graduate and professional student satisfaction. Each year, the Chancellor appoints applicants to this intra-campus committee to ensure that the diversity of students’ concerns are represented by its members. Over the last year, CGPSA successfully proposed the building of a new multi-purpose Graduate Student Center on campus. Additionally, in response to CGPSA’s characterization of the plight of students with dependents, the Chancellor established a \$500,000 fund to assist students with children so they may afford child-care while enrolled. Comparable intra-campus boards exist at the University of Iowa (Executive Council of Graduate and Professional Students) and Northwestern University (Graduate Leadership Council). These entities frequently serve to supplement and compliment students’ voices to key administrative policymakers which traditionally are filtered through the channels of student-government.

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Legislative Action Days and The Effective Student Lobbyist

Eli Paster, NAGPS Legislative Concerns Chair

Hudson 212

Legislative Action Days (LAD) is one of NAGPS's signature events, held bi-annually in Washington DC. At LAD, NAGPS member students from all across the country meet on Capitol Hill to lobby on behalf of graduate student issues, including funding support, immigration, campus safety, student loans, open access, and more. In this session, we will briefly discuss the NAGPS bills of 2012, tips and tricks on how to prepare for LAD and lobbying, and how to involve each respective graduate student body to bring about legislative change.

10:30 AM Break

10:45 AM Concurrent Session Block #2

Open Educational Resources (OER): Overview and Impact on Graduate Students

Nicole Allen, Student PIRGs

Hudson 125

The rising cost of textbooks and other academic resources has sparked a growing movement for Open Educational Resources (OER) — teaching and learning materials distributed freely online under an open license. Similar to Open Access, OER seeks to reduce costs, expand access and offer new models for publishing. From free online law textbooks to the University of Michigan's open medical curriculum, this session will provide an overview of OER, how it is relevant to graduate and professional students, and ways to get involved.

Building a Dynamic Web Presence for your GSO: 1000 Likes Campaign and Other Social Media Strategies

Brandon Milonovich, Melissa Kizina Motsch, Patrick Neary, Ngan Diep, Syracuse University

Teer 115

Getting students' attention for events and important announcement information is something many graduate and professional student organizations struggle with. How do you organize web content to be useful? How do you engage students through social media platforms? Our panel addresses these questions and provides a venue for participants to discuss their experiences with electronic media in relation to their graduate student organizations.

We will begin by discussing our recently expanded role in social media, with a focus on our newly launched "1000 Likes Campaign." Beginning with just over 300 Facebook Likes to start the year, our target is to reach 1000 before the end of the fall semester, with a widely publicized reward for grads upon reaching this goal. This panel will touch on best practices across social media like Facebook and Twitter, as well as the potential to integrate other social media platforms (such as Google+ and YouTube). We'll talk about our approach and hope to hear from others who have both developed and maintained a successful web presence for their GSOs and those who would like to do so.

Our panel will also address a variety of decisions about building a practical and user friendly web environment. With our recent website redesign, the Syracuse University GSO has integrated online forms in a move toward sustainability and to streamline the process both for students and for the GSO committee members who process

Detailed Agenda and Abstracts

the forms. We'll open the floor to a discussion of best practices for electronic form submission and web design if time permits.

Facilitating Open Discussions about Non-Academic Careers

Andrew Westbrook, Washington University in Saint Louis

LSRC B240

The admissions process does not, by its nature, facilitate well-informed decision-making about graduate school as a career move. Strategic gaming leads both applicants and schools to hide information crucial to open discussion about the academic job market. Graduate schools, as is often noted, have an interest in recruiting and training an oversupply of students, flooding the academic job market. Students, due to stiff competition in admissions, often have an incentive to conceal interest they may have in pursuing non-academic careers after graduating. The consequence of this gaming is that open and realistic conversations about future career prospects are rarely encountered until considerably after admissions, and often not until the end of graduate school or later.

To address this gap, the Graduate Student Senate (GSS) at Washington University in St. Louis (WUSTL) has developed discipline-specific Non-academic Career Panels. The Panels, now offered in partnership with the WUSTL Career Center, feature precisely the kind of frank discussions that graduate students lack. Panels are comprised of recent (5-10 year), department-specific alumni who describe their experience on the job market after graduating. They talk about the jobs they sought, their strategies, their frustrations, and their successes. Panels thus far (in departments ranging from Psychology to Chemistry to Romance Languages) have been extremely successful, drawing large audiences in each department and praise all around. Students remark on the welcome relief that comes from having open conversation about their prospects, and from asking questions about non-academic careers in the comfortable absence of departmental faculty. This talk will cover the GSS's experience in developing the Career Panels, including practical advice for those student governance bodies that may wish to develop their own.

Year One of Independence: Lessons of Evaluating, Recalibrating, Operationalizing, and Implementing Our Guiding Competencies

Ali LeGrand, Mia Ryneal, Michael Cook, and Tim Bonson, Northern Arizona University

LSRC A155

Fall 2011 marked the beginning of the GSG's inaugural year as an independent government -separate from the undergraduate student-led representative body. Last year's graduate student leaders undertook the institutionalization of graduate student representation with emphasis on the development of four guiding competencies: 1.) adding visible value, 2.) embracing autonomy as a useful tool, 3.) leadership, and 4.) knowing purpose. The first year came to a close with many successes to highlight (e.g., successfully hosting the Western Regional Conference (WRC) of the National Association of Graduate-Professional Students), but also with several important caveats. Chief among them was the need to operationalize and, by extension, be able to implement actionable policies that are reflective of graduate students' desires, needs, and demands. Our guiding competencies - while fostering imagination, excitement, and ambition - frequently left student leaders, officers and college representatives alike, frustrated with the task of translating, for instance, "embracing autonomy and "adding visible value into do-able and manageable initiatives.

Our evaluation of the first year of independence at this year's fall retreat forced us

Detailed Agenda and Abstracts

to take a step back, and to consider how we can both honor our competencies and improve the lives of graduate students on campus in tangible ways. The GSG's decision to host the WRC was a sobering and exciting experience that compelled the GSG leaders to conceive of possibilities for fostering leadership, knowing purpose, embracing autonomy, and adding visible value through a collaborative enterprise. The WRC was our "rubber-to-the-road of connecting somewhat pie-in-the-sky competencies/goals with an implementable initiative. While we still have much progress to make in the realm of developing our competencies and, more broadly, ensuring further institutionalization, we have at least a leg on which to stand. Indeed, we can now point to value added, greater autonomy, fostered leadership, and a more clearly articulated purpose.

11:15 AM Break

11:30 AM Concurrent Session Block #3

Local Government Engagement

Mitch Paine, Cornell University

Teer 115

For many graduate students, although they may not realize it, local government has the most effect on their lives. Local government provides public transportation, local government helps address housing issues, local government regulates such activities as childcare services and assistance programs, and local government also can serve as a potential way to get involved or professional development experience.

Working with local government can be challenging and mind-numbingly slow. But, doing so can also yield great benefits for graduate and professional students everywhere. Local government, however, is more than just city council and the mayor. Finding the right people to talk to can be difficult. As chief advocates for our graduate and professional student communities, leaders of the GSAs should feel comfortable reaching out to their local governments to address issues that affect their communities.

In this session, Local Government Engagement, I will walk through some processes by which a GSA leadership can go about engaging their local government in a meaningful and "not-so-political" way. In Ithaca, NY, I co-chair the Rental Housing Advisory Commission for the City as well serve as President of the Cornell Graduate & Professional Student Assembly. In addition to serving on many community boards, I have gained the trust and support of the Mayor, city council, county legislature, and many departments throughout each local government entity on graduate student issues. I will walk through how I went about establishing those relationships in a way that can serve as a guide for other GSA leaders.

Additionally, I have worked in a Mayor's Office in Lincoln, Nebraska (my hometown), and can provide perspective from the local government side as well. Often, local government officials don't understand the life of a graduate student or how they can help the graduate student community. Engaging local government is as much education as it is advocacy. I'll discuss some best practices for how to do this.

Lastly, I am currently working on creating a "council of student governments" in the City of Ithaca and Tompkins County to better advocate for students in our community. I know that various universities in Pittsburgh have done this and I use them as a model for Ithaca. I will briefly mention this as a mechanism for organized

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local government engagement, which can help achieve greater results.

Building relationships with local government can be rewarding personally and for the organization. While there is no foolproof strategy for engaging local governments, one can always learn from what others have accomplished, and likewise, one can always learn more.

Graduate Student Stipends: Getting your fair share

Brian Spatocco, Massachusetts Institute of Technology

Hudson 125

There are few things more important to a graduate student than their RA/TA/fellowship stipends. A student's quality of life is highly correlated with their ability to live comfortably and securely during their time as a student or researcher. Unfortunately, because universities are not capable of insulating their populations against the unpredictable fluctuations of the US economy and political system students are often caught in a situation where their costs, and therefore quality, of living do not keep pace with their surrounding environments. In this talk I will discuss the MIT Graduate Student Council's 8-year effort to advocate for student stipend increases, outline the process currently being used, and reflect upon our past success in securing over \$15 million additional stipend dollars to go directly into the pockets of graduate students at the Institute.

THE SCOPE Newsletter: Encouraging a Culture of Advocacy Among Your Graduate Student Body at a Health Professions University

Yuri T. Jadotte, University of Medicine and Dentistry of New Jersey (UMDNJ)

Physics 259

The University of Medicine and Dentistry of New Jersey, the largest freestanding health sciences university in the United States, and by far the largest contributor of trained healthcare professionals within the state of New Jersey, is unusual in that it consists primarily of graduate and professional degree students in the biomedical and health sciences. The absence of a large undergraduate student body within the university has been associated with a significant lack of emphasis on promoting student participation and advocacy, both within the university as well as at the local, state, regional and national levels. As such, advocacy efforts have tended to be reactionary, secondary to the passage of policies that students find objectionable or unpleasant, rather than proactive and involving active engagement in the political processes within the school at the highest levels of administration. Yet even when such advocacy movements surfaced, only a small fragment of the student population usually supported them, primarily those from the schools that are most affected by the changes in policies and procedures. Recently, the student body at the university established the Student Senate, which has provided an advocacy forum where students from the various health professions schools finally could collaborate and share ideas within a formal structure. Nevertheless, the organization has faced an issue of visibility within the university. The student body overall often is not aware of the activities and advocacy efforts of the Student Senate, and student apathy has persisted despite the best efforts of the various student leaders and student government bodies at the individual health professions schools. This is further compounded by the fact that the academic load at health profession schools tend to be quite rigorous, leaving many students to believe that they simply cannot allocate time to university-wide advocacy efforts. In response to this need, the Student Senate recently began publishing THE SCOPE newsletter, in an attempt to begin reversing this campus culture of apathy and disinterest in advocacy, and has so far received enthusiastic feedback from the student body regarding its

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content and design. The goals of this presentation are to share the process of its establishment with other graduate student organizations, particularly those who may be facing similar issues and those who serve students in the health professions, as well as to discuss the best approaches on how to simultaneously maintain the advocacy theme of student newsletters while taking into account the perceptions and positions of the university administration, particularly those who may not always coincide with students' perceived best interests.

The NAGPS Legislative Platform: Current and Upcoming Issues

Eli Paster, NAGPS Legislative Concerns Chair

Physics 235

The NAGPS Legislative Platform is the guiding body by which NAGPS advocates on behalf of graduate students. This platform can only be altered once a year, during national conference. In this section, we would like to discuss the platform language, the issues and bills related to the platform, and hold an open forum to discuss other legislative issues that may be of interest to members.

12:00 PM Break

12:15 PM Concurrent Session Block #4

State-level organizing: Case studies in Arizona and Colorado

Rhian Stotts and Kelley Stewart, Arizona State University

Nikko Collida and Mark Taylor, Colorado School of Mines

Hudson 125

The Student Empowerment Training Project has identified 41 state student associations in 34 states. These state student associations generally fall into one of three types: (1) non-profit organizations separate from the state, (2) associations organized by the University system, and (3) informal associations. This panel will focus on the first type of state student associations and will address the costs and benefits to graduate and professional student governments in being involved in these associations.

The panel will primarily address the Arizona Students Association, which was founded in 1974, and the emerging association in Colorado. This panel will address several questions:

- What is the value of a state student association?
- What is the value of Type 1 vs. Type 2 and 3 organizations?
- What are the goals of a state-level organizing group?
- What types of issues have these student association typically addressed and what do we think they should be addressing?
- How can we ensure that these associations address graduate student issues?
- How should these student associations be organized to ensure all students are fairly represented?
- How do we negotiate the tensions between University administrators and our student associations?
- How should these state organizations be funded?
- How do we ensure that these organizations are truly directed by students and not by professional staff?
- How are student leaders of these organizations chosen?

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Understanding International Graduate Education: Visas, Funding, and Bureaucracy

Tursun Ablekim, NAGPS International Concerns Chair

Teer 115

Small changes in US immigration regulations can have big impacts on the life and career development of international graduate students and their families. In this presentation, various types of visas, categories of green cards, limitations and quotas will be discussed for an educational purpose while exploring opportunities we have to fight for the international graduate students' improved quality of life.

Organizational Continuity at UMBC

Samuel Haile, University of Maryland, Baltimore County

Physics 150

Here at the University of Maryland, Baltimore County we take great pride in our Graduate Student Association (GSA) and the 25 graduate student organizations (GSOs) that fall under the GSA. Each year we hold elections in May for our GSA executive board, which consists of a president, vice president, vice president for external affairs, treasurer, and historian. Following elections both the existing and incoming executive boards meet with the Dean of the Graduate School, Associate Dean of the Graduate School, and the GSA Executive Director to both welcome the incoming board and to briefly explain the workings of the GSA.

Before the end of the semester we typically have an official training session, where members of the outgoing and incoming boards meet one on one and discuss the duties and responsibilities of their positions within the GSA. The new executive board will meet one to two additional times before the start of the school semester with the GSA Executive director as well as attend the University Retreat to help them get acclimated to their new positions.

On the GSO level, each GSO is given the freedom to organize its own elections and training to maintain organizational continuity. Four graduate assistants make up the Office of Graduate Student Life (OGSL) and staff the GSA. Of the OGSL, the Community Liaison works with the leaders of each GSO to ensure they understand how to operate and stay in good standings with the university and GSA. In the Biology Department for example, the Graduate Association for Biological Sciences (GABS) typically does not allow for a graduate student in their final year to serve as GABS president. This is done so that when and if the new president has questions, the previous president is still on campus to help answer questions.

For the UMBC GSA to continue to thrive and grow, succession planning and face to face training is critical. I look forward to learning how other universities manage this important facet of governance.

Midwest Graduate Student Symposium

Aaron Shaw, The University of Toledo

Hudson 207

As a graduate student, going to a national conference is imperative to the graduate student experience and can aid the student in several ways. By participating in a national conference and presenting a poster or giving a talk, the student can gain networking opportunities, get exposed to cutting edge research and gain presenting experience. It can also be a unique and rewarding experience to attend a symposium or conference that is multidisciplinary. Graduate students are generally very focused in one particular aspect of study. By attending a multidisciplinary symposium

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the graduate student is being exposed to several topics outside his or her field. Graduate students typically find it interesting to look over the work of other students in fields of study different than their own. Students that have participated in multidisciplinary conferences in the past have found that it has helped them to realize and appreciate the hard work that other graduate students are doing. This ultimately knits all the programs of study together, and through relationships developed and interdepartmental networking, can bring a school of many diverse programs closer together. One of the best opportunities that a student can get out of graduate school is presenting at a conference or symposium. Because of the lack of multidisciplinary conferences for graduate students, we think there should be more of these opportunities at graduate schools.

Often times, students choose not to attend professional conferences and symposiums, because of cost and travel involved. It is not unusual for a graduate student to spend 500, or even 1000 dollars to attend a national conference. At the University of Toledo, the Graduate Student Association has developed a multidisciplinary symposium termed “The Midwest Graduate Research Symposium” (MGRS). At last year’s event, there were more than 200 presenters representing 12 major universities from throughout the Midwest. Participants presented research topics from more than 20 different disciplines, including, the STEMs, social sciences, language, law and many others. As one might imagine with a group this size, the cost associated with this event is quite high. (Last year’s expenditures exceeded \$13,000) In years past, the University of Toledo GSA budget was very small (\$3,767) and most of the funds to operate the symposium were obtained through the solicitation of private and university sponsorship. Although we recently had a large budget increase, we are now able to fund the cost of the symposium without needing to rely on outside sources.

At present there are not enough multidisciplinary symposiums and conferences in the United States to serve the growing population of graduate students. This presents a problem. Graduate students who desire to share their discoveries with other students and professionals while simultaneously learning about cutting edge research, both within their field and outside their field, they lack the ability to do so because of a lack of opportunity. The University of Toledo Graduate Student Association recommends and challenges other graduate schools to create a multidisciplinary research symposium that is free or low cost to the graduate students in order to enhance the graduate student experience and boost professional endeavors.

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|----------|---|
| 12:45 PM | Break |
| 1:00 PM | Working Lunch and Business Session A
<i>LSRC Love Auditorium</i> |
| | Member Roll Call
Presidential Election
NAGPS Federal Platform Amendments |
| 3:00 PM | Break |

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3:15 PM

Concurrent Session Block #5

Open Access on Your Campus: Strategies from CU-Boulder and UNL

Carly Robinson, University of Colorado - Boulder

Brandon Locke, University of Nebraska - Lincoln

Nick Shockey, Right to Research Coalition

Hudson 125

Open Access is immediate, free online access to academic research with full re-use rights. For the past three years, NAGPS has made Open Access a legislative priority and lobbied in hundreds of Congressional offices for the Federal Research Public Access Act, a bill that would require free access to the results of federally funded research. This year, NAGPS co-authored an op-ed supporting public access to publicly funded research that ran in the print edition of the Washington Post, and lobbying by NAGPS members led to a number of additional co-sponsors for FRPAA.

NAGPS has made an impact in the national debate about Open Access, but, just as importantly, NAGPS members are beginning to bring the issue home to their individual campuses. Leaders from the University of Colorado at Boulder and the University of Nebraska-Lincoln will discuss their experience in promoting Open Access on campus, ranging from holding events during International Open Access Week to promoting Open Access in the promotion and tenure process. Using UNL and CU-Boulder as examples, this session will explain how to start the discussion about Open Access on your campus and work toward building a more systematic campaign with buy-in from faculty and administrators.

Understanding Graduate Student Insurance: How is it provided, who pays, and what is covered?

Rhian Stotts, Arizona State University

Anna Pechenina, University of North Texas

Steven Koenig, University of Colorado – Boulder

Hudson 216

Health insurance is currently an important, and complicated topic of conversation and debate within the US. Graduate student health insurance is just one sub-set of this larger conversation but is an important issue for many of our graduate student governments. In this session, representatives from the University of North Texas, University of Colorado – Boulder, and Arizona State University will speak on how insurance is organized at each of our universities. We will cover a range of issues including: (1) whether there is a graduate student health insurance separate from undergraduate student health insurance, (2) are Graduate Assistants on student health insurance or employee insurance? (3) what are the costs and benefits of each of these approaches? (4) how do we balance the cost of the insurance plans with the services it provides? (5) what should students expect in terms of yearly/lifetime limits, prescription plans, dental plans, etc? The session will include both discussion amongst the panelists as well as an open question and answer period.

Graduate Students and Stress Management

Jennifer Nguyen, Tufts University

Hudson 207

The number one thing that always seems to be associated with graduate school is stress. It does not matter which department you are in because every graduate student at some point in his or her graduate career has experienced stress. Most of the time, stress can be dealt with within the department among friends and peers.

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But sometimes it becomes necessary for others to provide their advice and point of view. We were anonymously contacted by a graduate student in our program seeking help for the sadness and stress they felt. The NAGPS hotline exists for this purpose specifically—however, we felt this plea was for a more personal interaction. Programs at our school are primarily geared towards undergraduate issues and this person felt there was nowhere they could really go for help. We would like to establish group therapy sessions specifically for graduate students that will address issues that are affecting them the most. This will allow graduate students from various programs to meet with each other and discuss any problems they may be experiencing; this could be an enlightening experience because it'll allow students from across different departments to interact with each other. Common problems can be discussed and a sense of community can be cultivated. Our goal is to set up these therapy sessions and find effective ways to disseminate information about the programs that are offered for the graduate students both through NAGPS and Tufts so graduate students never feel like they are experiencing the hardships of graduate school alone.

A Year In Review: Growing Your Graduate Student Organization

Alex Dresen, Eastern Illinois University

Hudson 212

After an exciting 2011 national conference, the delegates from Eastern Illinois University realized they had a great deal of work to get their organization up to best practices. EIU's Graduate Student Advisory Council rolled up its sleeves, had internal discussions, and implemented cultural changes surrounding the organization to better serve its graduates. Come to this sessions to find out how EIU's GSAC took what they learned at last year's conference, adapted it to work at their institution, and implemented initiatives to better serve graduate students. Topics will include quality of life surveys, membership involvement, branding, and working with graduate school faculty and administration.

3:45 PM Break

4:00 PM Concurrent Session Block #6

Budget Sequestration: Minimizing the Effect on Graduate Education

Kevin Peine, The Ohio State University

Hudson 125

In order to cut nearly \$1.2 trillion in spending over the next ten years, The United States Congress, as stipulated by the Budget Control Act, established a committee to find areas in the federal budget where spending could be adjusted as a means of reducing the federal deficit. The committee's deadline to come to a compromise on areas of spending that can be decreased is January 2013; however, there has been little progress towards meeting the original goal. The failure to negotiate reasonable spending cuts to federal programs by the deadline will result in automatic sequestration, which is an across the board spending cut to all discretionary programs, which encompasses most federal projects and programs. The cuts will likely be in the range of 8% and carry a substantial impact on all levels of education. Pell Grants will not be affected because of their non-discretionary status, but other programs that provide assistance for undergraduate populations – such as work study – will be severely impacted. Most public universities have plans in place for sequestration of funding towards undergraduate students, but graduate students will be heavily impacted if sequestration occurs. Last year, raising student loan interest rates from 3.4 to 6.8 percent was considered as a cost-saving

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measure, but was ultimately voted down in Congress. Sequestration could result in this issue returning, as well as spending cuts affecting many of the programs that fund graduate student stipends and research, including the National Institutes of Health, National Science Foundation, Department of Defense, Department of Energy, and the National Endowment for the Arts. This discussion will focus not only on the impacts sequestration may have on graduate students, but also discuss ways graduate student organizations can work to lobby for appropriate funding for our education both at a state and national level.

How to create a campus environment that is sensitive to the psychological, emotional, and spiritual needs of graduate students

Nick Repak, GradResources

Hudson 232

Too often the academic life is viewed by graduate students as a form of hazing. The services available to grads can be seen as simplistic and out of step with the realities of their struggle. Some grads experience paralyzing depression and fear that keeps them from seeking help. Together we can offer tangible support that demonstrates compassion and understanding. The GSO Reps can speak up for those who feel oppressed by an advisor or program by offering insights on how to sensitize the services available to their grad community. Bring your thoughts on “Best Practices & Programs” to share with each other and ideas on how to implement and promote them on campus.

Managing multi-platform communications

Grace Heckmann, Carnegie Mellon University

Hudson 207

Carnegie Mellon is interested in participating in a panel on communication and advertising. In the last year we have created an executive position explicitly for managing these issues. The motivation behind this is that we wanted to appoint one person responsible for crafting mass messaging and introducing consistency of communications from our body. We found that in the past our messages were sporadic across different platforms and that students often missed critical information. The aspects that I think we manage well regarding GPSO communications are: 1) distributing all necessary information about our social events and ticket sales and 2) Increasing our visibility on campus. Issues that we could use advice on are the 1.) Frequency of communication (FB messages, tweets, emails), 2.) How we should use our platform to promote other students groups messages, and 3.) Managing content on our website. With regards to the frequency of communication and promoting other student events, we want to use our broad reaching platforms to help student organizations campus, but we’re worried that we have no objective means to decide which events get announced and which don’t and remain fair to students. However, if we announce all of them, our constituency will become overwhelmed with announcements and start ignoring them, including our GPSO -specific ones. With regards to our website, it feels like we have too much information but at the same time don’t want to cut resources. We would be interested in hearing how other schools deal with these issues.

Establishing a New Graduate Organization

Texas Tech University GSAC Leadership Team

Hudson 216

Growing the size and scope of NAGPS would be of benefit to graduate students throughout the country. Increasing the overall number of GPSOs at different

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universities is necessarily a significant part of this process. We propose that this panel discussion will further this effort primarily in two ways: First, schools will have an opportunity to hear from students who have very recently established a new GPSO. The process of establishing a GPSO –the “dos” and “don’ts” of dealing with administrators, student government, and fellow students—is very fresh in these students’ minds. Many of these lessons may have been forgotten (or never known) by members of GPSOs that have existed for a number of years. Second, schools will have an opportunity to share their own experiences establishing a GPSO. Members of GPSOs from different universities may have had very different experiences establishing their organizations. In addition, members of GPSOs that have been around for a while may have advice for younger GPSOs as they move forward. This panel will benefit NAGPS primarily in two ways: First, it will allow younger GPSOs to share experiences with one another and to learn from GPSOs that have been around for a while. Because of how critical the first few years of GPSO existence are, lessons learned from this panel should significantly reduce the stress that members of younger GPSOs regularly experience. What GPSO wouldn’t want to save time, money, and heartache? Second, the process and lessons described should act as a template for future GPSOs. Information derived from this panel should be provided to newly forming GPSOs as a useful resource.

Leadership Q&A: Interested in a 2012 NAGPS Leadership Position?

NAGPS Leadership Team

Hudson 208

Interested in serving your fellow students as a member of the NAGPS Board of Directors in 2013? Learn more about each position and how your strengths might fit best with the organization.

4:30 PM Break

5:00 PM Business Session B
LSRC Love Auditorium

NAGPS Bylaws Amendments
2013 NAGPS Budget
2013 National Conference Bids

7:00 PM Day One Adjourn (shuttle service provided from campus to the conference hotel)

8:00 PM Dinner and Evening in Durham (shuttle service provided from conference hotel to restaurant)

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Saturday, November 3

Shuttle service provided from conference hotel to campus

8:30 AM Breakfast
CIEMAS Schiano Auditorium

9:00 AM Welcome and Day Two Overview
CIEMAS Schiano Auditorium

9:30 AM **Graduate Education at the University of Hong Kong: Lessons Learned by the Postgraduate Student Association**
Jiejing Weng , Yanping Mao, Jing Xue and Fuhua Li, University of Hong Kong

10:30 AM Concurrent Session Block #7

Small Group Discussion: Continuing the conversation with the leaders from the University of Hong Kong Postgraduate Student Association
HKU PGSA Leadership Team
Hudson 115A

Strategic Planning for Graduate Organizations
Mitch Paine, Cornell University
Hudson 125

Strategic planning for a graduate and professional student organization can be challenging but in the end can be extremely useful and can serve as a guiding document. Most of our universities today have an overall, guiding document that acts as a strategic plan for the institution as a whole and connecting the graduate strategic plan can help in advocacy efforts.

At Cornell, we had a strategic plan already in place, called the Graduate Community Initiative (GCI). The GCI was written in 2007 by the Cornell Graduate & Professional Student Assembly and was presented to the administration at the end of the year. A group of administrators was formed to implement some of the recommendations. Overall, our first GCI had success with giving a guiding direction for helping the graduate and professional community. However, it was written right before the recession and no mechanism to follow up with the administration year-to-year was set in place.

This year, the GPSA is embarking on GCI 2.0 and I will talk about this endeavor in the Strategic Planning for GSAs Session. The Cornell GPSA is taking a systematic approach to the update whereby we will assess the previous GCI, revise and re-create our recommendations, present it to the administration and our Board of Trustees, and then ensure we have an implementation plan for the GPSA that transcends leadership changes.

In conducting strategic planning, a GSA should undertake a number of steps to make sure the plan is solid and implementable. First, the GSA should make a “state of community” report that outlines a number of graduate student issues and the current status of the community on each issue. Then, town halls and other ways to get community input should happen in order to inform the recommendation setting process. In setting recommendations, there are a number of ways to create them and I will discuss those in my presentation. At every step of the way, the GSA should

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involve administration to ensure continual buy-in. Once the recommendations have been finalized, the GSA should compile them and create the overarching Strategic Plan for presentation to the administration. Because the administration should have been involved in each step, not much should be a surprise. Before the GSA is finished, the entity should create a small, but substantial plan for implementation so that the work done by that GSA leadership carries over into future years.

Attracting Results: The Guide to Professional Dress

Jessica Gonzalez, Arizona State University

Hudson 207

It is human to value individualism. To wake up in the morning and say "I want to wear my Grateful Dead t-shirt today, it's going to be a good day!" Overwhelmed by the imaginative dream you had of the 1988 concert you attended in San Rafael, California, earth shattering screams, and an endless crowd of faces. The day ahead of you planned by previous dialed phone calls, and countless emails; in which finally received a reply yesterday. A meeting confirmation with the head of your department to present your work that took years to compile. And, you decide to wear, a t-shirt.

Regardless if we love it, we are ruled by the laws of perception. As the times change, the ways others are perceived, change along with it. As intellectualism grows, we have a duty to accurately present the scale of professionalism that goes with that intellect. From understanding the type of fabric, to the color choices that we clothe ourselves with, this all is perceived differently in various fields of work. This concept is seen in the Halo Effect, psychologist Edward Thorndike first coined the term in his studies of attractiveness. The Halo Effect generically implies on the influence of opinion to be impressed on one area to another.

What does the Halo Effect mean in the professional world? In the case, of the professional heading into their presentation, he or she has a duty to present themselves in a light that either mimics or overcompensates the time of the person who they are presenting to. Therefore, due to the time it took to land the meeting, we can accurately assume they are important, and will be dressed importantly. So for a man, a simple black or blue suit, these are colors of respect and show power and confidence, are perfect for a presentation. For a woman, a grey or blue suit works best, black will show herself as too confident and can be perceived negatively in the presentation. Both should wear solid white, minimal jewelry and no scents, up to and including cologne/perfume.

Of course, there could be more detail in this above example on how to dress, but simplicity works best. One should also consider the environment you are presenting in, the attitude/culture of the field you are in, and who you will be presenting to (a group or just one person). Professional attire should not be seen as an option but an important component in delivering who you are and where you want to go.

Fostering Interdisciplinary Collaboration through Academic and Non-Academic Events

Svetlana V. Tyutina and Anas Salah Eddin, Florida International University

Hudson 208

In the recent years, interdisciplinary collaboration became an indispensable part of academic research. However, many students are not exposed to it in the course of their studies or simply do not know where to start. Often, graduate students know professors from their department only, to the point that finding an external

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reader becomes an issue. In future, this academic isolation might lead to inability to collaborate or inefficient collaboration.

At Florida International University, the Graduate and Professional Students Committee in collaboration with University Graduate School administration is organizing a number of events aimed to foster interdisciplinary collaboration among its students, faculty and other universities. These events are both academic and non-academic, allowing students to choose the modality and avoid the unnecessary pressure. Among the most successful events are Gradskelellers, the students socials co-sponsored and co-organized with different Graduate Student Organizations, they, on one hand, bring visibility to the organizations themselves, but on the other, expose graduate students to more options for social life, as often they are not aware of the existence of such groups. Another successful project is Graduate and Undergraduate Mentoring Program, which allows bridging the gap between graduate and undergraduate students, as well as guiding the new students in their academic and non-academic life. This is especially important for Florida International University, as more than 50% of graduate students are foreign nationals. Finally, the Annual Scholarly Forum allows students from different schools and departments to present their research and exchange ideas in a formal environment.

During this session, the representatives from Graduate and Professional Students Committee will discuss the University's best practices in fostering interdisciplinary collaboration among students, as well as lead discussion on the topic in order to benefit from the experience of the other student leaders.

Working Effectively Within a Combined Student Government

Jared Leighton, University of Nebraska-Lincoln

Hudson 212

The University of Nebraska-Lincoln has a combined student government of graduates and undergraduates. Our Graduate Student Association is a registered student organization with a structure similar to the combined student government. We maintain a separate organization which counts all students in the Graduate College as members while also participating in shared government. While this structure is unique in some ways, many other schools also have a combined student government. We propose to host a session which will present ways in which graduate students can work effectively within combined student governments.

Last year, our organization held a productive session on forms of graduate student government. The UNL GSA had considered the benefits and drawbacks of a separate student government and decided to remain within a combined government for the foreseeable future as long as certain conditions continue to be met. We have worked closely with the combined student government over the last year to identify areas of concern and ensure that graduate students are adequately represented and graduate issues are being addressed.

UNL GSA hopes to share the ways in which we collaborate with undergraduates: a Graduate Student Committee which is a joint committee between GSA and the student government, monthly meetings between the student body president and GSA president, collaboration between GSA committees and student government committees, sending a both graduate and undergraduate representative to University-wide committees, periodically having student government senators attend GSA legislative assembly meetings and GSA representatives attend student government meetings, and more. We also hope to have a productive discussion

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with graduate and professional students from other schools working within combined student governments to generate more ideas for effectively navigating shared government.

11:00 AM Break

11:15 AM Committee Meetings

International Student Concerns

Hudson 115A

Legislative Concerns

Hudson 125

Employment Concerns

Hudson 207

Social Justice

Hudson 208

Additional Committee Space

Hudson 212

12:00 PM Working Lunch and Business Session C

Executive Committee Elections

Committee Chair Elections

3:00 PM Region Meetings

Western

Hudson 115A

Midwest

Hudson 125

Northeast

Hudson 207

Southeast

Hudson 208

Southcentral

Hudson 212

4:00 PM Concurrent Session Block #8

Advocacy: Win or go home

Brian Spatocco, Massachusetts Institute of Technology

Hudson 115A

Advocacy is the most important and key functionality of any effective student governing body. Over the years, various schools of thought on how to go about advocacy and collaboration with administration have been posited and attempted. These range from student protests and sit-ins all the way up to consensus-based

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committees and task forces. This talk proposes that the most effective way to address the power asymmetry implicit in any student-administrator interaction and achieve the end goal of improving life on campus is through the three step process of 1) trust-building through confidentiality, 2) value-adding via unique data monopolies, and 3) leveraging data supremacy. Proposals for data collection, processing, and distribution will be discussed. Further, successful examples of data-driven advocacy efforts will be examined as case-studies.

A Conference Born of Need: Addressing Issues Faced by Female Graduate Students.

Kaitlyn Rothaus, Baylor University

Hudson 125

Enrollment of women in higher education has increased significantly over the years, with women now comprising 57 percent of all college students (The White House Project, 2009). However, current trends suggest that women are still lagging behind when it comes to leadership in higher education (Boatwright & Egidio, 2003; Madsen, 2012). For example, although women comprise 57 percent of all college students, they only comprise 26 percent of full time professors, 23 percent of university presidents, and 14 percent of university presidents at doctoral degree-granting institutions (The White House Project, 2009). Thus, programs and services are crucial in providing support for graduate students, future leaders in the academy, to confront the unique issues faced by women in higher education.

With regard to graduate students in particular, men and women enter doctoral programs at equal rates (Pasque & Nicholson, 2011). However, degree completion takes longer for female doctoral students, and they are also less likely to complete their degrees than male doctoral students (Pasque & Nicholson, 2011). Despite these findings, female graduate students receive a lack of institutional support (Pasque & Nicholson, 2011). Furthermore, female graduate students “receive little to no attention from student affairs professionals across the nation” (Pasque & Nicholson, 2011, p. 69).

The Graduate Student Association at Baylor University is one of the sponsors for an annual, one-day, regional conference (called Women in the Academy) that provides much needed institutional support for female graduate students. The presentation will discuss this conference and how to possibly develop such conferences on other campuses. The overview will include a handout of the conference schedule with descriptions of each session’s content. Session topics included: mentorship, balance of work and personal life, the roles of an administrator, and the roles of a faculty member. In addition, planning procedures for the conference will be discussed. These procedures include items such as how speakers were recruited, how advertisement was conducted in order to attract over 100 attendees from more than 20 institutions in the state of Texas, and how funding was acquired through campus partnerships in order to keep registration costs low.

Participants will have an opportunity to dialogue about issues on their campuses and how similar programs can be implemented on their respective campuses to begin to address these issues. This discussion will provide an opportunity for participants to think innovatively about both the pending problems and the possible solutions.

Detailed Agenda and Abstracts

Reinventing the GSA at the University of Miami

Amanda Alise Price and Brad Rittenhouse, University of Miami

Hudson 207

Are you having trouble getting your graduate student population involved? The University of Miami Graduate Student Association (GSA) was having the same problem a few years ago: low student involvement, lack of school spirit, and poor market saturation. However, through a comprehensive outreach program that increased graduate student interaction, we have been able to foster a more robust, vibrant graduate student experience. By focusing on three specific areas – more graduate student interaction and activities, increased visibility, and undergraduate outreach – we have transformed the GSA into a presence on campus and a resource for graduate, professional, and undergraduate students alike. We have reinvented our brand, “Getting U Connected,” and make sure that all of our events and activities are a reflection of that. As part of this effort, the UM GSA has hosted many first-time events including collaborative socials and tailgates with the Student Bar Association, a professional panel to prepare undergraduates for graduate school, and a full slate of activities for graduate student appreciation week, utilizing myriad social media outlets to spread the word and obtain feedback from our clientele. We also established the GSA Merit Scholarship, worked with the library administrators to get graduate student study space dedicated in our main library and EndNote® Research Software offered to all students, faculty, and staff at our university. Through our advocacy efforts with the Provost and the Dean of the Graduate School, we raised the amount of health insurance covered by the University of Miami by an additional 5% last year, up 10% over the last two years. Throughout these initiatives, we have focused on ensuring that our organizational activities achieve a dual-fold purpose: to provide for involved graduate students and to bring uninvolved graduate (and future) graduate students into the fold. As a result, the UM GSA has seen its highest student involvement rate in years, with a record number of senators and event attendance that has doubled in just two years. In this session, we will focus on tangible techniques, centering on advocacy with the administration, collaboration with the other campus student bodies and groups, hosting cost-effective events, and advertising strategies, that any Graduate Student Association can utilize to create a similar groundswell on their own campus.

Graduate Students and Civic Engagement

Romy Jones, University of Maryland, Baltimore County

Hudson 208

The University of Baltimore Maryland County (UMBC) is a forerunner in civic engagement and service learning initiatives. The university’s efforts were noted as a model in Advancing Civic Learning and Engagement in Democracy: A Roadmap and Call to Action, issued by the U.S. Department of Education. On a campus that serves 10,995 undergraduate and 2729 graduate students, these programs are designed mainly to meet the needs of the undergraduate population. As civic engagement and service learning occupy an ever more prominent role on campus, the number of graduate students contacting the Graduate Student Association (GSA) about ways to engage with the campus and its surrounding communities has increased sharply. In the past year, GSA has become actively involved in efforts to support graduate students in their community engagement endeavors. These efforts include: 1) collaboration with offices that organize service learning programs, such as the Shriver Center and the Involvement Center; 2) serving on various committees focused on promoting civic engagement, such as UMBC Serves and the BreakingGround steering committee; and 3) organizing programs that promote community engagement initiatives, such as the 6th Annual Service-Learning & Civic

Detailed Agenda and Abstracts

Engagement Conference and a GSA organized service project. Expanding existing and providing new programs is still a work in progress. While GSA's involvement has made significant strides, there are still challenges to overcome. This presentation is intended to initiate dialogue with conference attendees and to share and learn from others involved with community engagement projects for graduate students at various universities.

Rice Centennial 101: Leadership Lessons in University-Wide Events

Anna Dodson Saikin and Jennifer L. Hargrave, Rice University

Hudson 212

In October 2012, Rice University celebrated its Centennial. Over four years in development, this historic event necessitated the participation of numerous departments and student organizations from across campus. Our presentation addresses the challenges involved, from the perspective of graduate student leadership, in planning, developing, and participating in a large scale university event.

We begin with a discussion of some of the obstacles that we encountered as the Rice Graduate Student Association (GSA) became increasingly involved in Centennial planning. These obstacles included, but were not limited to: initial scheduling by the Centennial Commission that failed to reflect student needs and interests; conveying student concerns productively to the appropriate administrative offices; and communicating across departments that were not already in communication (i.e. Centennial and Homecoming occurred simultaneously, but had minimal contact until just months before the festivities).

Accordingly, our presentation moves into a discussion of how the GSA negotiated these challenges. From increased collaboration between undergraduate and graduate student organizations to renewed collaboration with the Graduate Alumni Council (GAC), we learned how to integrate student-centered activities into an already full schedule, and how to plan our events so that they complemented the Centennial Commission's planned schedule of events. While the Centennial Commission's schedule focused on academic events, such as a lecture series and several commissioned artworks, the GSA sought to incorporate social and networking events that would not only allow students to feel included in the university's celebrations, but also entice them to remain on campus during the university's scheduled fall break (yet another challenge that we had to address). In developing a range of events including a Gulf Coast Regional Blood Center Blood Drive, a co-hosted GSA-GAC picnic for nearly 1000 attendees, and seminar opportunities with visiting luminaries, the GSA successfully contributed to Rice's Centennial and demonstrated the value of graduate students to the university community.

Finally, we conclude by reflecting on the skills we developed and the lessons we learned from participating in Rice's Centennial celebrations. Most importantly, despite the initial challenges that we encountered, we came to recognize not only the role that we as graduate students and graduate student leaders play in our university, but also how we might become a more involved and visible presence in our campus community in the future.

4:30 PM Break

Detailed Agenda and Abstracts

4:45 PM

Concurrent Session Block #9

Trends in Higher Education for Students with Dependents: University Fair-Leave Policies, FAFSA Reform, and On-Campus Childcare Coops

Jared Voskuhl, NAGPS Director of Relations

Hudson 115A

Graduate and professional students with a spouse and/or children face additional costs during their educational careers. Presently, FAFSA determinations of students' need for aid do not account for their dependents. Though a student with a family of four may need housing with two or three bedrooms, federal aid will only be disbursed to cover the expense of one bedroom. Similarly, students are not permitted to apply for Graduate Plus loans to cover expenses related to dependents' health insurance premiums. In effect, students have to pay out of pocket for these expenditures which an average student never incurs. These funding problems are confounded by students that become parents during their academic career. Many universities have adopted Fair-Leave policies to protect students' funding which traditionally had to be surrendered when a student-parent took family-related leave. Student-leaders should encourage their campus to adopt comparable practices, if their campus has not already implemented such policies. When students return to continue their academic program, they are often faced with child-care expenses. Depending on the geographical region, childcare may range up to \$1,000 a month per child. On-campus childcare cooperatives serve to alleviate this expense by allocating child-care to another student-parent who agrees to watch your child in exchange for your assistance with their children while they are in class. The Perfect Tender Childcare Coop at the University of California, Davis School of Law led a successful capital campaign to raise \$20,000 to purchase a section of the student-lounge from the student body. This space was then closed off and converted to a childcare space for the Coop to provide caregiving services for up to six children per hour of the business day. Child-care cooperatives help students reduce periphery costs when they are unable to gain financial relief directly from loans.

Enhancing Graduate Education Through Entrepreneurship

Allen Cochran, The Ohio State University

Hudson 125

Graduate school is becoming the natural step after a bachelor's degree. Additionally, the cost of higher education is skyrocketing. Meanwhile state and federal funding for higher education continues to shrink, which forces universities to increase the cost to students, which in turn causes students to take on increased student loans. Graduate students are in a unique position to change this situation by way of entrepreneurship. This presentation discusses a framework for student entrepreneurship that can provide graduate students the opportunity to commercialize their own academic work. In doing so, students can earn money and course credit through experiential, applied learning. At the same time, students learn practical skills to help fill the gap between academia and industry. Whether as inventors or consultants, students can utilize this framework to have a positive impact on their academic careers, finances, and personal marketability.

Detailed Agenda and Abstracts

Increasing the size of an organizational budget in a cash strapped economy: a story of success

Joshua P. Waldman, University of Toledo

Hudson 207

Currently, the United States and much of the world finds itself fighting through one of the deepest recessions in over 50 years. With the relatively slow rate of private sector growth, government sectors, including universities, are being forced to cut costs at an alarming rate and are trying to maintain a basic level of operation under less than preferred conditions. The bleak economy and the persistently high unemployment rate has encouraged many individuals to head back to the university in pursuit of graduate education as a way to better their skill set and increase their chances of finding meaningful employment. This has resulted in a 45% increase in the number of full time graduate students enrolled in U.S. Universities. Increased graduate enrollment rates have forced universities to focus more of their attention on the needs of graduate students as the needs of graduate students are often distinctly different from those of the undergraduate population.

Graduate student organizations (GSO) have played an important role in helping universities to serve the graduate student population and allowing senior level administrators to understand the needs of their graduate students. With a large increase in the size of the graduate student population, the role of a university GSO is more important than ever. However, many GSO's are trying to serve their growing graduate student populations while operating under shrinking budgets. In order for GSOs to continue to serve the increasingly large number of graduate students enrolled in American Universities, they must find ways to increase their operating budgets. But how does an organization like a GSO convince university senior administrators that increased operating budgets are necessary at a time when universities are cutting costs and downsizing?

This presentation will discuss techniques used by Graduate Student Association officers at the University of Toledo, a midsized university in the Midwest, to increase their operating budget from \$3,676 to \$157,676, a budget increase of 4,089%.

Student Governance of the Muddy Charles Pub at MIT

Torin Clark, Massachusetts Institute of Technology

Hudson 208

The Muddy Charles Pub has been present on the MIT campus since 1968, where it has welcomed everyone from Nobel Laureates to graduate students, played host to entrepreneurs and their start-ups, and enjoyed global exposure. The purpose of the Muddy Charles Pub is to provide a pleasant place for members of the MIT community to gather in an informal atmosphere to enjoy snacks, beverages, and fellowship. A Board of Governors oversees and directs the operations of the Pub. The Board is comprised of members of the MIT community, with the Chair and at least half of the members being graduate students. The Board of Governors is a permanent activity of the MIT Graduate Student Council and the Chair is a member of the Graduate Student Council Executive Committee. The Board is responsible for hiring and overseeing a paid manager to run day-to-day operations. In addition, the Board manages finances, ensures compliance with all laws and license regulations, and interfaces with the administration. This presentation will discuss the challenges and best practices we have developed in student government of the Muddy Charles Pub. This includes managing renovations, marketing the Pub, beginning new successful initiatives, oversight and review of the manager, and gaining trust with the administration. The student-lead Board of Governors that oversees the Muddy

Detailed Agenda and Abstracts

Charles Pub is faced with a unique set of challenges and the best practices we have developed are likely beneficial to a large range of student government bodies.

Improving Graduate International Students' Academic Experience

Parth Nagarkar, Arizona State University

Hudson 212

International students form a vital percentage of the graduate student population at many universities in the United States. Most of the presentations involving international students are about enhancing the cultural experience. Even though improving the cultural experience is important, we believe helping the academic experience is far more important to graduate international students.

We at Arizona State University created an International Students Committee to tackle this issue. Over the last 2 years, we have improved a lot of things at ASU for graduate international students. Through the ASU GPSA International Students committee's effort, we were able to successfully suggest changes to the International Students office (ISSO) that included walk-in appointment systems, feedback system for the ISSO's services, etc. Some other suggestions to the graduate college included modification to the graduate mentorship program to include special section for international students, separate section for jobs for international students, etc. One of the main reasons behind our success was GPSA's good relationship with the ISSO. Some of the above ideas were mainly thought of during the brainstorming sessions at our committee meetings and at the NAGPS Western Regional Conference.

Our goal from this collaborative session is to present our ideas in more details and let other schools benefit from our experience and success. We have also identified further issues regarding international graduate students that we can help solve. We will also be discussing about these issues. We also intend to hold a brainstorming session to get further ideas on how to improve graduate international student's academic experience.

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| 5:15 PM | Break |
| 5:30 PM | Day Two Wrap-up and Evening Overview
<i>CIEMAS Schiano Auditorium</i> |
| 6:00 PM | Day Two Adjourn (shuttle service provided from campus to the conference hotel) |
| 7:30 PM | Evening Reception (shuttle service provided from conference hotel to pavilion)
<i>North Pavilion</i> |
| 8:00 PM | Gala and Awards Ceremony |
| 10:30 PM | Evening in Durham (shuttle service provided from pavilion to the conference hotel) |

Sunday, November 4

- | | |
|----------|--|
| 9:00 AM | 2012 and 2013 Board of Directors Meeting (2012 and 2013 Directors only)
<i>Conference Hotel</i> |
| 12:00 PM | Hotel Check-out |

President's Report

NAGPS Members,

To say that I am honored to have served with this year's Board of Directors is an understatement. They are 16 of the most capable, intelligent, principled, ambitious men and women with whom I have ever had the pleasure of serving.

This year has been one of the most powerful years in our Association's history, as we have expanded membership, increased our national profile, developed new benefits for members, launched new training and leadership development events, and began new strategic relationships with partner organizations.

However, none of our success would be possible without the dedication and service of prior leadership teams. It is the nature of our leadership structure that a single team of leaders cannot achieve great things alone; they must build on the successes and foundation of prior Boards of Directors. We owe the great majority of this year's success to the leaders who have come before us, and hope to empower the next generation of NAGPS leaders with a solid foundation for their own stewardship of the Association.

But regardless of our intent, I am proud to say our actions speak for themselves. Here are 11 of this year's most significant achievements:

25% Membership Increase

Since November 2011 NAGPS has grown by 14 organizational members and continues to be the unifying voice of graduate and professional students in the US.

Summer Outreach Initiative

This summer NAGPS spent eight weeks on the road—colloquially known as “the blitz”—visiting 30 universities and partner organizations developing deeper on-the-ground connections and learning from other students what's working, what they need, and how the Association can best serve their interests.

New Member Benefit: Vision/Dental Insurance

NAGPS successfully negotiated access for members to vision and dental insurance—including coverage for dependents and spouses—at competitive prices through Humana. This complements the portfolio of other cost-saving insurance services members can access including health and auto insurance.

Graduate Leadership Summit

NAGPS hosted the inaugural Graduate Leadership Summit May 21-23 at the Colorado School of Mines where students learned from high-profile public-sector leaders and experts while gaining practical, real-world knowledge in strategic planning and executive team building.

Advocacy Summit

In conjunction with twice-a-year NAGPS Legislative Action Days, NAGPS hosted the inaugural Advocacy Summit where students learned essential advocacy skills and engaged professional advocates and issue experts on open access, science and education funding, and the future of federal fiscal policy. Students developed enhanced knowledge, skills, and connections to use during their subsequent visit to Capitol Hill and later in their careers as student advocates and leaders at their institution.

The New *Postgraduate Voice*

This year NAGPS recreated its seasonal newsletter, *The Postgraduate Voice*, into a production-style magazine with feature-length articles tailored for graduate and professional students on current issues, advocacy and leadership development, and organizational management best practices. The latest issue is always available at nagps.org/postgraduatevoice

New Strategic Planning Partnership

This year NAGPS engaged FaegreBakerDaniels, LLP, a leading advisory and advocacy firm in Washington, DC, to assist in developing a multi-year strategic plan that includes a comprehensive evaluation of the Association's market position and public policy effectiveness. The products of this engagement will enable the Association to better tailor outreach and policy initiatives to achieve its objectives in 2013 and beyond.

White House Petition on Open Access

This summer NAGPS helped drive over 29,000 signatures on a petition to the White House calling for public access to federally funded research—a threshold which will now prompt a written response from the White House on this issue.

Washington Post Op-ed

NAGPS and the American Medical Student Association co-authored an op-ed in the June 7th Washington Post calling for President Obama to make the knowledge resulting from the \$60 billion in annual federal research publicly accessible.

NAGPS at the World Bank

As the kickoff event for Open Access Week 2012, NAGPS joined a panel of experts and advocates at a forum hosted by the World Bank to discuss the current state and future of Open Access in front of a live audience in Washington, DC, and streaming to institutions around the world.

Budapest General Assembly

This July NAGPS convened in Budapest, Hungary with other student representative organizations across Europe and the Middle East to chart the future of Open Access across multiple constituencies and to reshape the governance structure of the Right to Research Coalition, the voice of nearly 7 million students pushing for greater open access to research.

As we usher in the new team of leaders for our Association, we are stronger than we have ever been. We are growing, prospering, increasing our national profile and developing new connections that will be the foundation of our future growth and success.

Thank you for the opportunity to serve you and our Association this year. Join me this weekend in celebrating our year together, and looking toward a strong 2013.



Matt Cooper
President & CEO, National Association of Graduate-Professional Students

Call for Leadership Candidates

As a volunteer, student-run organization, NAGPS draws highly motivated, passionate student leaders to its leadership team each year. If you are interested in serving in a leadership position for the 2013 term, please review the information below.

Positions

The following positions will be elected at the National Conference:

- President
- Vice President
- Director of Finance
- Director of Communications
- Director of Administration
- Director of Outreach
- Director of Relations
- Employment Concerns Chair
- International Student Concerns Chair
- Legislative Concerns Chair
- Social Justice Chair
- Midwest Region Chair
- Northeast Region Chair
- Southcentral Region Chair
- Southeast Region Chair
- Western Region Chair

Eligibility Requirements

Any currently enrolled student in a program of advanced degree study (graduate or professional school) who is a NAGPS Individual Student Member or enrolled at an institution whose campus graduate or professional student organization (GPSO) is a NAGPS Organizational Member is eligible as a candidate and eligible to nominate for any of the position.

Nominations

Nominations may be made contingent on eligibility. Self-nominations are encouraged. Nominations should be submitted online at the national conference website or at the National Conference prior to the elections.

Procedure of Elections

During the elections, each candidate shall be allotted three minutes to speak on his/her behalf. Three minutes shall be allotted for questions. If a candidate is not elected for a particular position, he/she shall be eligible to run for another position that has not yet been filled. The full process is outlined in the NAGPS By-Laws.

Election of the Officers and Committee Chairs shall be by ballot of the members present at the National Membership Meeting during the National Conference. Regional Chairs shall be elected at the Regional Membership Meeting during the National Conference. While candidates need not be present to be elected, they are strongly encouraged to attend the conference. Prospective candidates for NAGPS Director positions should plan to attend the transitional Board meeting 9:00 AM – 12:00 PM Sunday, November 4th.

2012 Board of Directors

Matt Cooper President & CEO



As President and CEO of NAGPS, Matt provides strategic leadership and management of the Association and communicates the NAGPS vision and mission to members, partners, legislators and the public.

Prior to serving as President and CEO, Matt served as Director of Relations for the Association, developing strategic alliances with corporate, philanthropic, and legislative partners and overhauling the Association's corporate sponsorship program to better reach new sponsors.

In addition to national service, Matt also serves as a student advocate on local and state issues on behalf of students in the State of Texas through campus-, regional-, and state-level advocacy.

Matt also works as a higher education analyst focusing on university fiscal management, student retention, and advancement. He currently serves the Office of the Vice President of Advancement and the Office of the Dean of the College of Arts & Sciences at the University of North Texas, where he provides quantitative analysis for enterprise-level strategic initiatives.

In addition to public and not-for-profit service, Matt specializes in predictive analytics, econometric forecasting, behavioral modeling, statistical fraud detection, and managerial cost accounting, and has led data-based initiatives for banks, financial services firms, and management consultancies in the Dallas, TX area.

A native of Canyon, TX, Matt holds a bachelors degree in Psychology and Economics from Sam Houston State University and is currently pursuing an MBA from the University of North Texas specializing in Decision Sciences and Managerial Accounting.

Reetika Bhardwaj Vice President



Reetika is pursuing PhD at the Virginia Commonwealth University, specializing in Biochemistry and Molecular biology. Before attending VCU, she earned a BS in Biomedical Science from Delhi University, India.

In addition to her role as Vice President of NAGPS, Reetika currently serves as President of VCU's Graduate Student Association and serves as a member of several campus entities including the Student Leadership Council and the University Council. As VCU moves towards their QUEST for distinction plan for 2020, Reetika is committed to promoting programs that enable graduate student success and raising awareness of graduate student concerns to both administration and academic resources.

2012 Board of Directors

Rosario Michelle Ramirez Director of Administration



As Director of Administration, Rosario coordinates the logistics of Board activities, supports conference coordinators in implementing successful conferences, and maintains NAGPS information systems.

Rosario is a PhD candidate and is currently completing her degree in Spanish Culture and Literature at Florida State University. Her academic interests primarily include ecocriticism, teaching, and cultural identity. During her time at FSU, Rosario has been actively involved in the Congress of Graduate Students (COGS), serving as the Deputy Speaker for Communications. As a representative of COGS, Rosario worked to get graduate and professional students recognized on campus. Additionally, she is the graduate student representative within the Department of Modern Languages and Linguistics.

Sisi “Sophie” Ni Director of Finance



Sophie is a PhD candidate at the Massachusetts Institute of Technology and serves as the NAGPS Director of Finance, where she oversees all of the Association’s budgeting, accounting reconciliation, and cash management functions. Sophie is also an active student advocate and is regularly involved in federal and state issues related to education/science funding, open access to research, and international student concerns.

Jared Voskuhl Director of Relations



As Director of Relations, Jared seeks new strategic partners who may benefit from NAGPS’s extensive resources and membership. He develops relationships with sponsors who increase the value of membership in the Association, and he enables sponsors to connect with graduate and professional students. Jared also serves as chair of the Presidential Ad Hoc Committee to explore founding a Legal Concerns Committee for NAGPS.

Jared is pursuing a J.D. at the University of California, Davis, School of Law with specializations in commercial litigation and finance. Jared holds a M.A. in Sociology from Northwestern University where he wrote his thesis on the statistical relationship between jurors’ demographics and their amount of participation during jury deliberations in civil trials.

At UC Davis, Jared serves as External Vice President for the Law Students Association and is a member of the Executive Council for the Graduate Student Association.

2012 Board of Directors

Kristen Hymel Director of Outreach



Kristen Hymel is a Doctoral Candidate in the Experimental Psychology program at the University of Mississippi with an emphasis in behavioral neuroscience. She holds a BA in psychology and a MA in Experimental Psychology from the same university. Kristen's primary research interests include the development, validation and utilization of novel models of anxiety and depression.

Before working with NAGPS, Kristen served as a Graduate Representative for the Associated Student Body, Campus Representative for the American Psychological Association and Senator for the Ole Miss Graduate Student Council. She was also involved in Faculty Senate at the University of Mississippi, serving as the administrative assistant to the Senate Chair. Currently, Kristen serves as Secretary of the GSC and as a Graduate Mentor for incoming students.

Eli Paster Legislative Concerns Chair



Eli is a PhD candidate in Mechanical Engineering at Massachusetts Institute of Technology. He holds a B.S. from the University of Colorado at Boulder and an M.S. from MIT in the same field. His research focuses on the development of novel chemical analysis instrumentation that utilizes stochastic system identification techniques to extract rapid, high-accuracy results from noisy environments. He holds several US patents and is the co-author of several scientific journal and conference publications.

Eli has been involved in a variety student government and policy organizations while attending MIT, serving previously as a Graduate Student Council Representative, Advising Analyst, and Chair of the Advising Initiative Subcommittee. He currently sits on the Institute Committee for Graduate Programs and is Chair of the MIT Legislative Action Committee.

As NAGPS Legislative Concerns Chair, Eli hopes to enable organized, effective responses to issues and policies that affect graduate students nationwide, and facilitate greater student-led legislative participation for the NAGPS constituency.

Tursunjan Ablekim International Student Concerns Chair



Tursunjan is a graduate student at Washington State University and is our International Student Concerns Committee Chair. At NAGPS he focuses on identifying issues that impact international graduate and professional students studying in the US and works to formulate appropriate policy responses.

2012 Board of Directors

Vijay Gadepally Employment Concerns Chair



Vijay Gadepally is a doctoral candidate in the Department of Electrical and Computer Engineering at The Ohio State University. His research area focuses on autonomous vehicles, and statistical modeling of driver behavior. Vijay is also interested in the Public Policy aspects of autonomous vehicles. He holds a B.Tech degree in Electrical Engineering from the Indian Institute of Technology, Kanpur, India.

At The Ohio State University, Vijay is also the President of the Council of Graduate Students. As president, he is responsible for directing the activities of Ohio State's graduate student government which represents the interests of 12,000 graduate students. Vijay has also held a number of leadership and academic positions across the Ohio State University. Born in Allentown, PA, Vijay has lived in San Jose, CA; Phoenix, AZ; Austin, TX; Albany, NY; Columbus, OH; Kanpur, India; Bombay, India; and Hyderabad, India. When not studying or in the lab, he enjoys travelling greatly, and looks forward to his next trip.

G.C. Murray, Jr. Social Justice Chair



G.C. Murray, Jr. was born in Key West, FL and was raised in Miami, FL. He attended Florida International University, where he graduated cum laude in three years with his Bachelor of Arts in Humanities through the University's Honors College in 2008.

G.C. graduated early from The Florida State University College of Law, in Tallahassee, FL. G.C. was conferred the distinction Chief Justice, Emeritus for his activities as head of the judicial branch during his tenure at The Florida State. He served as President of the 2010-2011 National Black Law Students Association (NBLSA) Chapter of the Year. He also served as National Elections Specialist of the NBLSA and Regional Director of Social Action. He was also an active member of the Congress of Graduate Students.

In Spring 2006, G.C. followed the legacy of his father, Gordon Murray, Sr., Esq., and pledged Alpha Phi Alpha Fraternity, Incorporated, becoming a Life Member in 2010. He is also a Free and Accepted Mason.

G.C. currently serves as the Social Justice Chair of NAGPS. As Social Justice Chair, he ensures that the National Board of Directors fights for the civil liberties and rights of every citizen.

Kim Powell Southeast Region Chair

Kim Powell earned her Masters from Florida State University where she served as a Representative for the Congress of Graduate Students. She has been heavily involved with NAGPS this past year as co-coordinator of the Southeast Regional Conference in Tallahassee, FL. Kim has served as a Southeastern Outreach Chair and has recently taken on the responsibilities of Southeast Regional Chair. Kim is passionate not only for graduate student advocacy, but has a passion for other languages and cultures.

2012 Board of Directors

Daniele Bologna Midwest Region Chair



Daniele Bologna is a Masters student at Xavier University in the Industrial/Organizational Psychology program within the department of Psychology. His research interests include job performance, ability, motivation, regression, training, and statistical analysis. At Xavier University Daniele serves as the President of the Graduate Student Association (GSA) where last year he served as a Program Representative. As GSA President he has raised active membership, negotiated to increase the GSA budget, initiated the first ever departmental leadership awards, started a cross-departmental research conference, and created an annual speaker series. Before he served as

President of GSA, Daniele served as Vice President of the American Psychological Association of Graduate Students (APAGS) at Xavier. As a result of his work with GSA, Daniele currently serves on Xavier University's Student Leadership Advisory Board (SLAB).

Daniele previously worked as a Business Consultant Intern with Global Novations working in data analytics, research, developing work plans, and interacting with key internal stakeholders and clients. Currently he works for the VHA National Center for Organizational Development (NCOD) functioning as a member of their research team as a Research Intern.

Daniele holds a B.S. from Indiana State University in Psychology with a minor in Business Administration. During his time at ISU he served as President of Psi Chi, Indiana State University Chapter.

Brandon Milonovich Northeast Region Chair



Brandon Milonovich is a Masters student at Syracuse University in the Teaching and Curriculum program, dually enrolled in the Teaching and Leadership Department and Mathematics Department. He holds a B.A. from The College of Saint Rose in Mathematics/Adolescent Education and is very passionate about education at all levels. His research interests include integrating technology into the classroom as well as theories of learning, and upon completion of his program he intends to teach in a secondary school setting.

Brandon joined the Syracuse University Graduate Student Organization as a University Senator in the fall of 2011 aiming to hit the ground running by becoming involved with NAGPS. During his term as the Northeast Regional Chair, Brandon will be focusing his efforts in strengthening the Northeast Region through continual outreach, communication, and increased emphasis on involvement from member schools. One of Brandon's primary goals for 2012 is to continue the previous leadership's work in building community within the region and identifying other needs and interests member schools have.

2012 Board of Directors

Eteri Svanidze

Southcentral Region Chair



I moved to Houston from upstate New York, the Buffalo area where I went to undergraduate school at SUNY Fredonia, majoring in physics and applied mathematics. Currently, I am a third year PhD student in the Applied Physics Program. My host department is Physics and Astronomy and I am part of Dr. Emilia Morosan's Quantum Materials Research Group. My specific area of research is Condensed Matter Experiment, primarily paramagnetic and ferromagnetic itinerant systems. As I joined Rice University, I became involved with GSA, PAGSA and APGSA. It gave me an opportunity to meet new people, stay informed, voice my opinions, improve and enrich the graduate community. Becoming part of

NAGPS wasn't part of my plan but after attending the Regional meeting, I couldn't resist. I am looking forward to working with all NAGPS members in order to improve graduate experience in schools all over the country. In my free time, I enjoy tennis, good books, movies and music, shopping, sushi and bubble tea, being with my family and friends, taking care of my beautiful dogs and orchids.

Nikko Collida

Western Region Chair



Nikko Collida is a second-year graduate student studying Mineral and Energy Economics at the Colorado School of Mines in Golden, Colorado. His research is primarily focused in energy markets, specifically in electricity generation, distribution, and final consumption. He completed his undergraduate degree at Saint Louis University in 2011 where he studied Economics and Mathematics. Nikko is also the Treasurer of the Colorado School of Mines Graduate Student Association and consults from an economics angle on other university organizations. He is also currently interning at the Colorado House of Representatives where he played an integral role in the development of a new

piece of electricity fuel regulation legislation. As Western Regional Chair of NAGPS, Nikko will focus on both new member recruitment and increased 'value added' through membership in the organization via an assortment of new implementations.

Dr. Jon Kowalski

Immediate Past President



Dr. Jon Kowalski is a recent graduate of the Strategy, Entrepreneurship and Technological Change (SETChange) program within the department of Engineering and Public Policy at Carnegie Mellon University. He also holds a B.A. from Kettering University in Electrical Engineering with a minor in Computer Engineering and an M.S. in Engineering and Public Policy from Carnegie Mellon University. His research interests include Firm and Industry Development of High-Tech Industries, Technological Business Strategy,

Serial Entrepreneurs, Agglomerations through Spinoffs, and the Locus of Innovation in Developing Technologies.

2012 Advisory Board

Dr. John Capece Advisory Board Chair

Dr. John Capece serves as executive director of Alpha Epsilon Lambda (AEL), the national honor society of graduate students. He is an agricultural engineering Ph.D. graduate of University of Florida. John was a founding member of NAGPS in 1986 and its first elected Executive Director/President in 1989. He currently works as a water resources consultant under the name Southern DataStream focusing on agro-ecology, water quality and sustainable development in South Florida. John also serves as president of Intelligentsia International, a non-profit educational organization hosting university students for environmental and engineering internships. Intelligentsia was created as a spin-off of NAGPS international exchange projects with the former Soviet Union. During the past 10 years Intelligentsia has hosted 300 students and young professionals from 60 different nations.

Dr. Julia Mortyakova Advisory Board Chair

Dr. Mortyakova, pianist, is an Assistant Professor of Music at Alcorn State University. She holds a Doctorate from the University of Miami, a Master's from New York University (NYU), and a Bachelor's degree from Vanderbilt University. Her dissertation topic is "Existential Piano Teacher: Applying the Philosophy of Jean-Paul Sartre to Piano Instruction in a Higher Educational Setting." She has performed recitals across the United States and abroad, and presented her various research interests at numerous conferences.

During her doctoral studies, Julia served two terms as the President of the University of Miami Graduate Student Association. She was also President of the Graduate Student Organization of the Steinhardt School of New York University during her Master's, and the President of the Blair School of Music Student Council of Vanderbilt University while pursuing her Bachelor's degree. During her time as the 2009 NAGPS President & CEO, Julia has helped form new partnerships with organizations such as InDegree, ProQuest, Teach for America and Interfolio. Julia's goal has been to have more communication within the organization, as well as recruitment of new members and sponsorships. She is passionate about advocating for graduate students rights, and believes NAGPS is a community through which graduate students can bring attention to their research and contribution in their respective fields.

As Ex-Officio, Julia took on various projects: creating The Postgraduate VoiceSpring 2010 issue, faxing letters to Congress on behalf of NAGPS, working with the NAGPS President to form the NAGPS Alliance and write a grant inquiry, facilitating the Fall 2010 Legislative Action Days and lobby training, and helping out in other areas of the organization as needed. She previously served as the Public Relations Chair of NAGPS.

Dr. James Masterson Advisory Board Member

2012 Advisory Board

Dr. Suzie Laurich-McIntyre Advisory Board Member

Dr. Suzie Laurich-McIntyre has been the Assistant Vice Provost for Graduate Education at Carnegie Mellon University since July 2005. In this role she serves as the Ombudsman for the graduate students and supports graduate students, faculty and staff on graduate student related issues. She works with advancing policy and processes in support of graduate education. Her office also provides professional development programs, supports community building among student groups and is active in the recruitment and retention of underrepresented students into graduate school. Her prior position at Carnegie Mellon University was Director of Alumni and Student Relations in the Department of Electrical and Computer Engineering from 2003-2005. Between 2002 and 2004 she worked with two national organizations known for their work in addressing under-representation in Science and Engineering – BEST (Building Engineering and Science Talent) Consortium and WEPAN (Women in Engineering Programs & Advocates Network). Between 1999 and 2001 she was Director of the Center for Women in Science and Engineering of the University of Washington in Seattle and from 1994 to 1999 Associate Director for Women in Engineering at the University of Washington. Laurich-McIntyre has experience in industrial research and engineering, as Director of Research, Pyromedia Inc., from 1991 to 1994, and Senior Project Engineer and Project Engineer at North American Refractories and Interpace Corporation from 1980 to 1984. Her B.S. in Ceramic Engineering and Ph.D. in Materials Science and Engineering are from the University of Washington, Seattle, WA.

Laurich-McIntyre currently serves on the Board and as Director for Membership for WEPAN, Women in Engineering ProActive Network where she just completed her term as Treasurer. She served on the Board and Finance and Audit Committee for Oak Ridge Associated Universities from 2007-2010. Past service includes being on the executive committee for the Global Engineering Education Program with IIE from 1999 to 2001 and on the executive committee for the Society of Women Engineers, SWE, Pittsburgh Section from 2003-2006. She continues to be active in SWE as the Counselor for the Carnegie Mellon SWE Chapter.

Dr. Jon Kowalski Advisory Board Member

Dr. Jon Kowalski Dr. Jon Kowalski is a recent graduate of the Strategy, Entrepreneurship and Technological Change (SETChange) program within the department of Engineering and Public Policy at Carnegie Mellon University. He also holds a B.A. from Kettering University in Electrical Engineering with a minor in Computer Engineering and an M.S. in Engineering and Public Policy from Carnegie Mellon University. His research interests include Firm and Industry Development of High-Tech Industries, Technological Business Strategy, Serial Entrepreneurs, Agglomerations through Spinoffs, and the Locus of Innovation in Developing Technologies.

During his term as President, Jon focused his efforts in three areas:

- Increasing the value of NAGPS membership to both organizations and individuals
- Decreasing the barriers of entry into NAGPS membership through developing member dues and profit sharing programs
- Strengthening the regional organizations and events

During his tenure, Jon led NAGPS as the organization increased membership, launched new communication initiatives such as the Podcast and Blog, strengthened its advocacy efforts both in DC and on campuses across the country, and further promoted Graduate-Professional Student Appreciation Week. Successful regional and national conferences as well as a full Board

2012 Advisory Board

complement that was committed to serving graduate and professional students left the 2012 Board a strong organization to lead in the coming year. It is his hope that this year's Board of Directors will continue to build a stronger NAGPS for the future which can continue to work to increase the quality of life for graduate and professional students throughout the United States.

Prior to serving as NAGPS President & CEO, Jon served as the Director of Finance & CFO of NAGPS in 2010, working to implement new financial procedures in order to promote the long term fiscal stability of the organization. In 2009, he served as the Vice President of the NAGPS Northeast region and served the Carnegie Mellon University Graduate Student Assembly as the Vice President of External Affairs in 2010.

Dr. Adam Fagen Advisory Board Member

Adam P. Fagen, Ph.D., is public affairs director for the American Society of Plant Biologists (ASPB), where he oversees the society's activities in Congressional and government relations, education, communications, and outreach.

He moved to ASPB in June 2010 after serving as senior program officer with the Board on Life Sciences at the National Academies where he directed National Research Council studies and meetings on a wide range of topics. Among the reports he directed were Bridges to Independence: Fostering the Independence of New Investigators in Biomedical Research (2005), Treating Infectious Diseases in a Microbial World (2006), Understanding Interventions that Encourage Minorities to Pursue Research Careers (2007), Inspired by Biology: From Molecules to Materials to Machines (2008), Transforming Agricultural Education for a Changing World (2009), Responsible Research with Biological Select Agents and Toxins (2009), Research at the Intersection of the Physical and Life Sciences (2010), and the 2007, 2008, and 2010 Amendments to the National Academies' Guidelines for Human Embryonic Stem Cell Research (2007, 2008, 2010). He also was the responsible staff officer for the National Academies Summer Institute on Undergraduate Education in Biology.

Before coming to the National Academies, Dr. Fagen was preceptor on molecular and cellular biology at Harvard University. He earned his Ph.D. in molecular biology and education from Harvard, working on issues related to undergraduate science courses; his research focused on mechanisms for assessing and enhancing introductory science courses in biology and physics to encourage student learning and conceptual understanding, including studies of active learning, classroom demonstrations, and student understanding of genetics vocabulary. He also received an A.M. in molecular and cellular biology from Harvard, based on laboratory research in molecular evolutionary genetics, and a B.A. from Swarthmore College with a double-major in biology and mathematics. Dr. Fagen was a National Science Foundation Graduate Research Fellow and Graduate Teaching Fellow in K-12 Teaching.

Dr. Fagen served as co-director of the 2000 National Doctoral Program Survey, an on-line assessment of doctoral programs organized by the National Association of Graduate-Professional Students (NAGPS), supported by the Alfred P. Sloan Foundation, and completed by over 32,000 students. He was honored with two NAGPS President's Awards and the NAGPS Lifetime Achievement Award.

2012 Advisory Board

Dr. Kevin McComber Advisory Board Member

Kevin McComber received his Ph.D. in materials science and engineering at MIT, where he also did his undergraduate studies; his research concerned germanium crystal growth for applications in photonics. At MIT, Kevin was the Graduate Student Council (GSC) vice president, as well as an Activities Committee chair. He was also the chair of the Boston Graduate Leadership Organization (BGLO), a consortium of graduate student leaders from Boston-area schools. Kevin now works as an engineer at Intel Corporation near Phoenix, Arizona.

Ms. Rosalind Moore Advisory Board Member

Rosalind Moore is currently the Director of Graduate Student Services at The University of Alabama where she combines collaborative efforts, student involvement, and needs assessment to create programs and services that reach the diverse graduate student population. She also advises the Graduate Student Association, two graduate academic honoraries, and works collaboratively with Academic Affairs to provide a comprehensive and inclusive campus experience for graduate and professional students. Rosalind has an undergraduate degree from Jacksonville State University (Jacksonville, AL) in English and Political Science and also a master's degree in Counselor Education with an emphasis in College Student Personnel. She is currently working toward her Ph.D. in Instructional Leadership and Social and Cultural Foundations of Education at The University of Alabama. She also serves NASPA as the current Region III Representative for the Administrators in Graduate and Professional Student Services Knowledge Community.

Dr. Liz Olson Advisory Board Member

Dr. Olson is an active teacher, researcher and social advocate. Her previous anthropological research has looked at traditional healing systems in Utah, the Bolivian Amazon, and Mexico. Her interests and work with traditional medical systems has led her to her current research area in Western Mexico, where she focuses on the intersections between health, environment and markets. Olson's doctoral work, "Nahua People of the Sierra of Manantlán Biosphere Reserve: Livelihoods, Health Experiences, and Medicinal Plant Knowledge in Mexico" has considerable implications for sustainable development and conservation in the Biosphere Reserve. Since completing her dissertation fieldwork, she has worked with an interdisciplinary team of researchers to form the environmental consulting agency, EcOccidente. Olson is currently working on another project in Jalisco: "The Conservation and Preservation of the Green Military Macaw in El Tuito" and is active in the Community and University Researchers in Action for Justice (CURAJ) committee at the University of California. In the past, she has served as the President of the Graduate Student Senate at Case Western Reserve University, and the President of the National Association of Graduate and Professional Students. In her spare time, Olson enjoys competing in marathons and birding – both in Mexico and the Central Valley of California.

2012 Advisory Board

Mr. Nick Repak Advisory Board Member

A graduate of American University (Washington, DC) with a degree in Political Science, Nick Repak started Grad Resources in 1990 after Commissioning a National Study on the Lifestyle of Graduate Students through Barna Research Group. Currently, he is assisting Grad Community Groups on 65 campuses. Some of Mr. Repak's contributions include:

- 1994-1997 participated in the Grad Student Orientation at U T Austin as co-presenter (with Dr. Koons) on Academic Integrity
- 1994-2009 Grad Resources has assisted in promoting Grad Awareness Week in Texas and nationally with NAGPS
- 1995-2002 as part of Grad Week, Grad Resources has co-sponsored a Faculty Appreciation Reception for TA's and RA's at U T Austin with the Graduate Student Assembly
- 1997-2003 Presented Time Management Seminar at UC Berkeley for New Grad Student Orientation
- 1999 Initiated the National Graduate Student Crisis-Line 800-GRAD-HLP (Given to HOPELINE in February 2005; <http://www.hopeline.com/gradhelp/>)
- 2009 Advisory Board for the National Association of Graduate-Professional Students
- Author of several graduate student "Life Issues" articles available at www.gradresources.org

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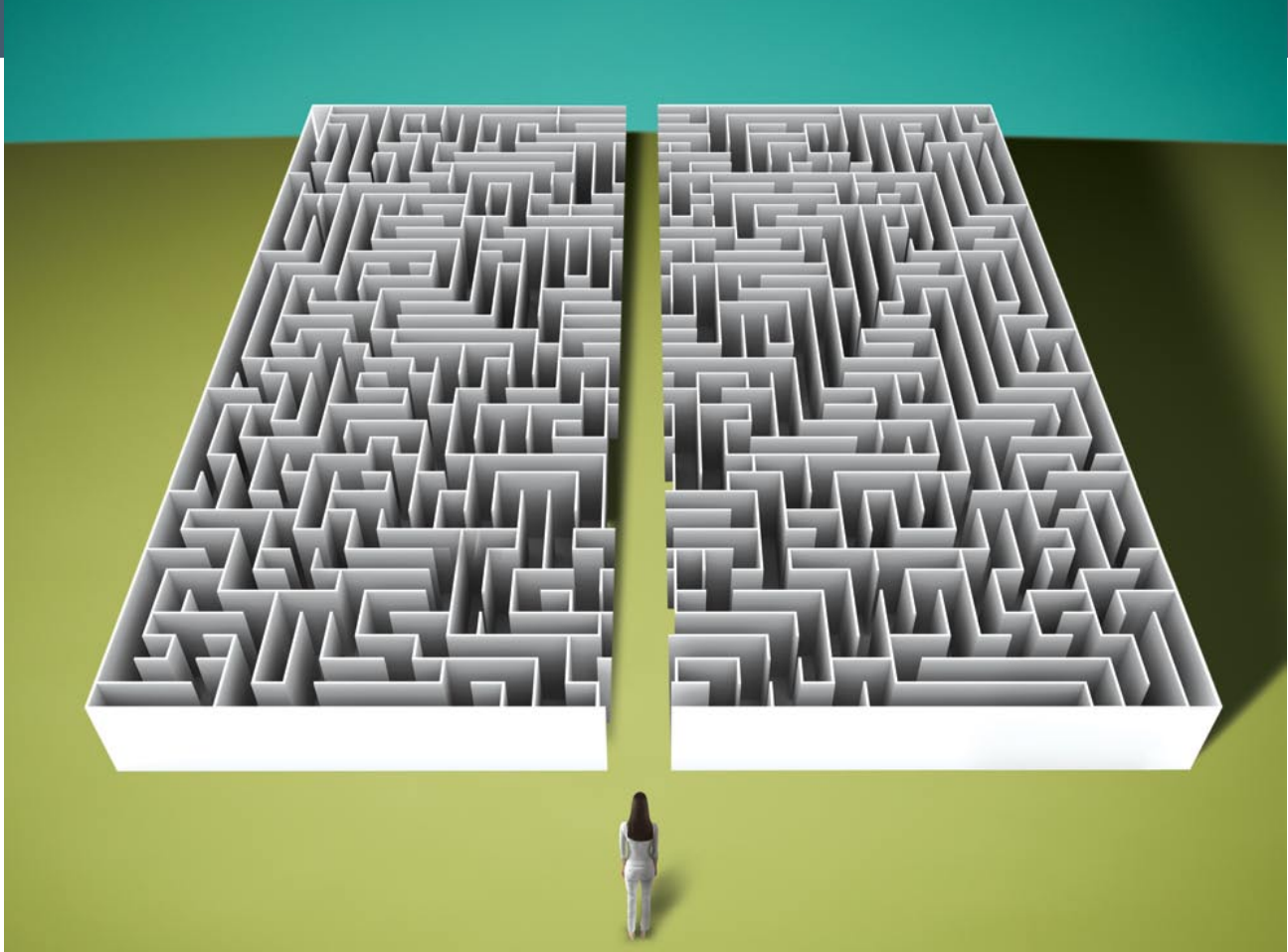
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Going to school in the U.S. can be complicated, insurance doesn't have to be.

As a member of the National Association of Graduate-Professional Students (NAGPS) you have access to reliable student health insurance:

- *Benefits designed for J1 and F1 visa holders*
- *Medical evacuation and repatriation benefits included*
- *Comprehensive network with over 617,000 providers and 5,000 hospitals nationwide*
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- *24/7 Nurseline access with support for 160 languages*
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- *Unique Collegiate Assistance Program for all insureds*

Want to learn more about international student health insurance for NAGPS members?

***Go to www.UHCSR.com/NAGPS
or call us toll-free at 800-767-0700.***



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