WSU Graduate School Strategic Initiatives

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Overview

Wayne State University Graduate School provides leadership in advancing academic excellence in graduate and postdoctoral education and cultivates a supportive environment for research, scholarly activities and other creative endeavors that are integral to the success of a diverse body of master's and doctoral students, postdoctoral scholars, and graduate faculty across programs.

The graduate and postdoctoral community at WSU comprises **masters and doctoral students (approximately 8,000), postdoctoral trainees (300), and graduate faculty members (900) across 75 Ph.D. programs and 125 master's programs** in all schools and colleges at Wayne State. The Graduate School assures the quality and integrity of graduate programs and monitors the academic requirements for the Ph.D. degrees, master's degrees and graduate certificates and also certifies and awards the Ph.D. degree. The Graduate School administers and regulates funds that support postdoctoral and graduate studies and disseminates information related to graduate programs and policies. The university's Carnegie designation within the classification of research universities with the highest research activity is reflective of a deep commitment to excellence in graduate education, relevance in academic curriculum, and leadership in research and scholarship. Accordingly, the Graduate School is committed to the highest standards of academic performance and ethical behavior. It strives to make Wayne State University a center of excellence through its programming, community and alumni engagement, and the diversity of its student and faculty bodies.

The primary functions of the **21.4 FTE** personnel in the Graduate School are divided into the following categories:

A. Academic Affairs: oversight of academic standards and rigor, and accuracy of information in the Graduate Bulletin
B. Student Success Services: cradle to grave services to ensure student success from recruitment and retention through completion and alumni engagement
C. Research Training and Professional Development: ensure that our students receive the best training and skill sets to complement scholarly work in order to have the greatest opportunity to excel in careers post-graduation
D. Research on Best Practices and Data Tracking: research and implement best practices in graduate education to best support our students and faculty
E. Graduate Student Awards and Financial Support: scholarships, fellowships, assistantships, and recognition awards
F. Business and Operations: administration of approximately **$16 million in graduate awards** to support our diverse graduate students and faculty

A. Academic Affairs

A.1 Graduate Council

The Graduate Council was established by the Board of Governors in 1968, and was granted the authority and responsibility for the development of basic policies for the graduate education system and for the encouragement, improvement and evaluation of graduate programs

throughout the university. Per the Graduate Council bylaws, its membership includes two graduate faculty members elected from each of the schools and colleges with graduate programs, three graduate faculty members appointed by the dean of the Graduate School, and a graduate student.

A.1.1 Graduate Council Committees:

Executive Committee

The Executive Committee consists of six voting members, three whom are elected by the council at the last meeting of the academic year and three appointed by the dean of the Graduate School before the first council meeting of the next academic year. The dean shall also appoint the chairperson of the Executive Committee from its membership. The Executive Committee shall prepare the agenda for all meetings of the council. It shall meet to prepare the agenda at least one week prior to each regular meeting of the council. This committee shall maintain regular liaison with the dean of the Graduate School and may confer with other university officers, either upon their initiative or its own. At the dean's request, the Executive Committee may make advisory recommendations on university policy, but such recommendations shall be reported to the council at its next regular meeting.

Academic Standards

An Academic Standards Committee of at least four members shall be appointed annually by the chairperson of the Graduate Council. This committee shall have general responsibility for setting academic standards with regard to graduate faculty, students, and degrees; examining graduate faculty roles; and serving as a link to program graduate directors. The committee shall, after due consideration of materials submitted to it, make recommendations to the Executive Committee of the Graduate Council and the dean of the Graduate School.

New Programs and Program Review Committee

The New Programs and Program Review Committee reviews all proposals for new graduate programs and revisions to existing graduate programs, including graduate certificates, Accelerated Graduate Enrollment (AGRADE) programs, master's degrees and doctoral degrees. The committee consists of an associate dean and at least four committee members who monitor the review process of existing programs, general assessment issues, and the evaluation of graduate policies and procedures. It works in collaboration with Wayne State's Office of Program Assessment to engage faculty, staff, administrators and students from academic co-curricular programs in an effective, sustainable process of continuous program improvement that enhances student learning throughout their time at Wayne State. All new programs and revised program proposals are required to include a mission statement, curriculum map, learning outcomes/goals, assessment plans and a description of the committee that conducts the graduate program assessment. The committee then makes recommendations to the Graduate Council for approval.

A.2 Graduate Faculty Functions

A.2.1 Appointments

The focus of graduate faculty appointments is on directing and guiding the dissertation research of Ph.D. students. Graduate faculty appointments are available only in units offering graduate academic programs, and faculty members should seek graduate faculty appointments in their home units. Faculty members in units without graduate academic programs ordinarily do not need

these appointments. A graduate faculty appointment in the home unit allows service on the dissertation committee in another unit, provided the other unit has approved such service. Two members of the Ph.D. dissertation committee — including the dissertation advisor — must hold graduate faculty appointments, and the dissertation advisor's appointment must be in the home unit. The department or program's graduate director ensures that members of dissertation and oral examination committees hold appropriate graduate faculty appointments.

A.2.2 Graduate Faculty Awards

Distinguished Graduate Faculty Award

Honors an outstanding faculty member for distinguished scholarly achievement in research and teaching and contributions to graduate education. One award alternates annually between the humanities/social sciences and the health/natural sciences. This award includes a citation and monetary award of $5,000.

Outstanding Graduate Mentor Awards

Honors faculty members who are recognized by their departments and graduate students as superb graduate mentors. Four awards ($2,500 each) are made annually in the areas of natural sciences and engineering; the health sciences; social sciences, education and business; and the arts and humanities.

Outstanding Graduate Director Service Awards

Honors graduate directors for their efforts to advise, support, sponsor and inspire graduate students in making progress toward completion of their degrees, improve graduate curriculum and instruction, recruit and retain students, and and increase graduate student diversity. Up to four $2,500 awards are made annually. This award is co-sponsored with the Office of the Provost.

A.3 Grade and Academic Appeals

Graduate students can appeal grades and academic matters first with the department. The second level of appeal for master's students is the dean's office of the school or college, and the second level of appeal for doctoral students is the dean's office of the Graduate School. In matters where a college's signed final decision is based upon the evaluation of a student's academic performance, and when review procedures available to them within the college or graduate school have been exhausted, the student may request the provost to review that decision on the record. A written request for a provost review must be made by the student — with a copy to the dean of the college — postmarked within 30 calendar days of the postmark of the college's final decision, which is to be sent to the address provided by the student in the college's review procedures. The request for a provost review should outline any additional arguments the student wishes to be taken into consideration by the provost's review. The provost's review of the college's decision will proceed as soon as practicable after notification by the student of their wish to seek review.

A.4 Academic Program Review

Academic Program Review (APR) is a process that assesses the quality of scholarship, teaching, scientific inquiry and community enrichment across the university. APR ensures academic excellence through program-driven periodic evaluation of strengths and weaknesses. All academic units that do not undergo a disciplinary or professional accreditation by an external

accrediting body are subject to Academic Program Review. APR occurs on a seven-year cycle. The process takes place over five phases.

Phase One: Pre-review/Start-up: The review process begins with notification and an orientation for the academic unit from the APR office. The unit will be asked to work with the dean to <u>nominate qualified internal and external evaluators</u> and determine <u>potential site visit dates</u>.

Phase Two: Self-study Process: Following the <u>guidelines</u>, the academic unit prepares a self-study report, which is used to guide the review. The self-study asks the unit to consider many aspects of its current state and future plans. The self-study typically takes nine to twelve months to complete.

Phase Three: Site Visit: External and internal evaluators meet with administrators, faculty, students, alumni and other constituents of the program. Reviewers can observe program facilities and the general campus. The site visit, including travel time, takes place <u>over the course of three days</u>.

Phase Four: Post-review/Reporting: The <u>internal</u> and <u>external</u> evaluation teams each submit a report after the site visit. The chair or director and the dean use those reports to develop the <u>Dean's Strategy Report</u> (DSR). The DSR is the basis for the post-review meeting with the provost. From that meeting, an action plan is formed and signed by the provost, the dean, and the chair or director.

Phase Five: Update: Approximately 18 to 24 months after the action plan is approved and signed, the provost will request an update from the chair or director. Any further action will be decided at this time.

B. Student Services

B.1 Graduate Recruitment

The Graduate School is heavily involved in the recruitment of graduate students to Wayne State University. The Graduate School regularly engages with WSU's Office of Marketing and Communications and academic units to create digital and print content that attracts and excites students to explore programs of interest. In addition, the Graduate School expends the following resources to achieve the goal of recruiting a diverse student body:

[Graduate Open House](#) and Cider and Donuts: The Graduate School also holds an annual recruitment fair, the Graduate Open House, each September to showcase graduate programs and recruit outstanding students. Graduate School expends financial resources to promote the Open House on social media (LinkedIn, Facebook), on-campus advertising including promotional posters and event signage, parking, event space, refreshments, and give aways to draw attendees. Email campaigns to WSU and external leads and free social media content are also conducted. Email campaigns are used to follow up with attendees and those who RSVP but did not attend. Another event, Cider and Donuts with the Dean, takes place in October each year to follow-up and to encourage graduate program applications from WSU staff and students. Data are analyzed after each event to assess the effectiveness of the recruitment strategies and make plans for the next event.

External Recruitment Events: The Graduate Programs Outreach Specialist works with the Associate Dean of Student Services, department chairs, and graduate directors to identify recruitment events and opportunities regionally and nationally to attract a well-prepared and diverse pool of applicants. The Outreach Specialist attends approximately 5 of these events each year.

Graduate Recruitment Funds: The Graduate School allocates graduate recruitment funds to schools and colleges to support their recruitment efforts.

Graduate Recruitment Scholarships: The Graduate School provides up to 10 recruitment scholarships and AGRADE scholarships to schools and colleges to attract the best-prepared students to their master's programs.

Graduate Ambassador Program: This program recruits enthusiastic 4-5 master's students to advocate and recruit students into Wayne State University graduate programs by attending on-campus recruitment events such as the Graduate Open House, assisting in developing multimedia recruitment materials, and doing social media outreach. This program was expanded in 2017 to improve outreach to international master's students. All Graduate Ambassadors receive a partial tuition scholarship.

B.2 Graduate Admissions

The Graduate School oversees graduate admissions at Wayne State University. Staffed by a director and staff of four data analysts, the Office of Graduate Admissions processed more than 19,500 applications for 54 graduate certificates, 129 master's programs, and 75 doctoral programs in academic year 2015-16. Graduate Admissions staff members communicate clearly and promptly with various stakeholders (applicants, admitted students, faculty and administrators) to ensure timely and accurate processing of graduate applications. The Graduate Admissions staff are also integral in holistic review as discussed in **Best Practices** below. This ongoing work is of utmost importance because diversity of thought contributes to scientific and scholarly innovation, health and wellness, and entrepreneurship.

B.3 Master's Office

The Master's Office enhances the recruitment, retention and completion of master's students across the university. This office oversees the master's and graduate professional scholarships, all of which are offered by the Graduate School, and conducts master's thesis format checks prior to Proquest publication. The Associate Dean of Student Services oversees this office to ensure that application materials and processes are accurate and timely and works with the business office to address questions from students, secure faculty reviewers, and ensure timely payments of scholarships.

B.4 Ph.D. Office

The Graduate School certifies all Ph.D. degrees at Wayne State University. This office maintains excellent communication with doctoral students, faculty, administrators and staff to ensure the timely success of doctoral students. The manager and/or associate dean approves the plan of work, dissertation prospectus and final dissertation paperwork (see Policies and Procedures on the Graduate School website). In addition, overrides for dissertation credits are provided by this office for students who have achieved doctoral candidacy. Thus, this office regularly communicates and collaborates with the registrar's office. The Ph.D. Office also reviews time

extension requests and enforces the regulations put forth in The Graduate Bulletin. The Ph.D. Office also handles processes related to Graduate Faculty Awards (A.2.2) and Graduate Student Awards (E).

B.5 Office of Postdoctoral Affairs

Wayne State University has a thriving academic community of more than 130 postdoctoral scholars. It prides itself on recruiting skilled and talented scholars from around the world, and seeks to ensure that they receive the highest quality of training to enhance their skills and prepare them for their future careers. The Office of Postdoctoral Affairs provides resources to postdoctoral trainees for professional and career development. It provides letter of offer and renewal offer templates at https://gradschool.wayne.edu/postdoc/forms.

B.5.1 Policies and Guidelines for Postdoctoral Trainees

The University Policy 00-2, "Position Definitions and Terms of Appointment For Titles Held by Graduate Students and Postgraduate Trainees, Section 4.0, Postgraduate Trainees."

B.5.2 Guiding Principles between Postdoctoral Trainees and Their Mentors

The Association of American Medical Colleges (AAMC), in collaboration with the National Postdoctoral Association (NPA), recommends a compact be fashioned between all postdoctoral fellows and their mentors at the time of hiring to discuss expectations for career development, performance and training. A template document was provided for this purpose, and the Wayne State University Office of Postdoctoral Affairs adapted this format as a starting document for postdocs and mentors to modify as appropriate to the particular training experience. The agreed-upon version of this statement of principles must be submitted, along with a formal appointment letter, to the home academic unit at the time of hiring.

B.5.3 Career Resources

The postdoctoral office provides online career resources as well as professional development seminars. All postdoctoral scholars are invited to participate in the annual Graduate and Postdoctoral Research Seminar to present their scholarly work. Postdoctoral scholars are required to submit an annual review and individual development plan annually.

B.5.4 Postdoctoral Association

As an association run by postdocs for postdocs, the Wayne State University Postdoctoral Association's (WSU-PDA) mission is to promote the professional development and social well-being of the postdoctoral community at Wayne State University. Its goals are to:

- Optimize the professional development of postdoctoral scholars at Wayne State University in order to facilitate their successful transition to a professional career.
- Promote social interactions between its members by creating a forum for social gathering and discussion of issues related to the postdoctoral experience at WSU.
- Recognize outstanding postdoctoral scholars at WSU, highlight the impact of postdoctoral research within WSU, and connect WSU postdoctoral scholars to regional and national postdoctoral organizations.
- Organize community outreach efforts by the postdoctoral scholars of WSU.

C. Research Training and Professional Development

Research training takes many forms, including courses, informal conversations on data in the lab or the office, seminars, and organized professional development activities. The Graduate School

oversees many different types of training opportunities that collectively help to shape students into mature scholars. Below are some examples:

C.1 [Graduate and Postdoctoral Professional Development Seminar Series](#)
In response to surveys of faculty, students, alumni and industry partners, the Graduate School has identified five core competency areas that are critical to successful degree completion, scholarly and creative contributions and leadership roles across diverse career paths: Communication, Career Development, Ethics, Teamwork and Collaboration, and Leadership and Professionalism. Graduate and Postdoctoral Professional Development (GPPD) Seminar Series was developed to offer opportunities to graduate students and postdoctoral scholars to acquire skillsets in each of these competency areas. GPPD seminars include multiple role management (work-life balance, multiple work role balance), versatile career pathways in cooperation with BEST (see below) programming, abstract writing for conferences, oral and poster presentation skills, individualized development plans (IDPs; see below), and job search skills. To maximize the relevance to students across campus, presenters include faculty members of diverse backgrounds from a variety of graduate programs, as well as staff, alumni and community partners. Seminars are often held as panels with ample time for interaction among the participants and the panel members.

The Graduate School instituted a digital [micro-credentialing program](#) in 2017 whereby trainees earn digital badges when they attend a GPPD seminar and provide evidence of skills acquisition, as evaluated by the panel. A micro-credential, also called a digital badge, is a tool for showcasing the skills and experience that may not be readily apparent by reading an academic transcript, resume or CV. These badges are shareable via social media (e.g., LinkedIn). They can also be embedded on a personal or professional website or added to an email signature to demonstrate skills and experience to prospective employers, colleagues and peers. Surveys are administered upon completion of the seminar to assess interest, satisfaction and ideas for future seminars.

C.2 Individual Development Plans

Starting in 2014, [Individual Development Plans](#) (IDPs) have been mandatory for all doctoral students and postdoctoral fellows. IDPs are to be completed by the end of the first year in graduate school for doctoral students (three months for postdoctoral fellows) and updated annually thereafter. They are prepared by the student and approved by the faculty advisor and the program's director of graduate studies. The document is intended to serve as a starting point for career discussions between the mentor and the mentee so that the student can identify the skills they already possess and areas where they can further develop their expertise.

C.3 Annual Review

Every doctoral student is required to complete a comprehensive annual review related to their progress toward their degree. This review is to ensure that students are given timely advice on the concrete progress they are making toward completion. The Graduate School is helping to facilitate schools and colleges to transition to electronic annual reviews to capture significant data about student scholarly output, conference presentations, participation in professional development opportunities, funding and other activities. This allows holistic evaluation of student progress and, over time, collects a dataset that allows the Graduate School to understand the elements within a graduate program that lead to the best career outcomes.

C.4 Responsible Conduct for Research

In accordance with the Higher Learning Commission's integrity training requirements, the Graduate School has developed a program that works with individual departments to provide comprehensive training in responsible conduct of research (RCR) practices. While the basis of integrity training rests largely with the research advisor, the Graduate School's goal is to assist by providing training in the core curriculum aspects of RCR first through a centralized university wide process. The research advisor and departments are then expected to provide discipline-specific specialized training to students within their areas of expertise. RCR training is delivered in part through a newly developed Graduate School course, GS0900, "Essential Research Practices: Responsible Conduct of Research." This course is a zero credit hour course presented as either pass/fail, so there are no costs associated with registration for new Ph.D. students. Postdoctoral scholars can use the Tuition Assistance Program to cover the costs (registration, etc.) associated with this course. GS0900 is a 4-stage course that includes successful completion of the Collaborative Institutional Training Initiative (CITI) online training module, a day-long workshop with breakout sessions, disciplinary training delivered by the individual departments, and an essay component at the end of the program that students and postdocs will complete to receive a passing grade. Regular assessment of the program is used to improve programming for trainees across all disciplines.

C.5 Graduate Student and Postdoctoral Research Symposium

The Graduate School hosts the Graduate and Postdoctoral Research Symposium annually in the winter semester. This event allows graduate students and postdoctoral fellows across disciplines to present their research to faculty, students, peers and the university community. Research experience and productivity is key to their success, building new knowledge to improve science, health and society as well as opening new doors through networking opportunities. The work displayed at the symposium showcases graduate students' talent and shows why Wayne State's graduate students are so successful. Up to 50 monetary awards are provided to trainees who demonstrate excellence in research presentation (approximately $15,000 each year).

C.6 3 Minute Thesis Competition

The 3 Minute Thesis (3MT) competition originated at the University of Queensland in 2008, and is designed as a showcase for graduate student work. By presenting their master's thesis or dissertation work in three minutes, students are able to showcase their academic, presentation and communication skills, as well as their ability to explain the importance and relevance of their work to a lay audience. Four winners are selected each year, each receiving a financial award (1st place: $750, 2nd place $500, 3rd place: $250, People's Choice: $750). The first place winner of this competition moves on to a regional competition at the Midwestern Association of Graduate Schools with travel funding provided by the Graduate School.

C.7 Graduate Career Services
In 2013, the Graduate School received a grant from the National Institutes of Health (NIH) to develop programs to help doctoral students explore careers outside academia. The Broadening Experiences in Scientific Training (BEST) program is a three-phase process including career exploration, didactic training and in-service placements (internships, externships and other types of on-site career exploration activities) that allow students to gain deeper insight into a potential career track while still in their training. The Graduate School also offers additional programming (e.g., GPDs) to graduate students and postdoctoral fellows to prepare for academic and nonacademic careers, and hosts a LinkedIn site for graduate students and alumni. The Graduate School also works with Wayne State's Career Services to ensure that graduate students and postdoctoral fellows receive the assistance they need to prepare for careers.

C.8 Graduate Teaching Assistants Orientation

The Graduate School provides resources to run a day-long orientation event to prepare graduate students for their duties as Graduate Teaching Assistants (GTAs). GTA positions serve two functions. First, GTAs provide instruction for undergraduates, especially in the foundational curriculum, where large, multi-section courses are common. GTAs provide much of the personalized contact students see in these courses. Second, GTAs serve to train graduate students in the craft of teaching, which is a critical skill they will utilize throughout their careers if they pursue academic positions. GTA Orientation — which takes place at the end of August each year — focuses on key elements of teaching and pedagogy that students may not get from their graduate coursework. Sessions focus on how to lead inclusive discussions, how to provide effective feedback to students, and how to engage students in their classes. The day culminates in a micro-teaching exercise where students practice their skills in front of peers and a faculty member from their discipline who provide feedback on the execution of the lesson. First-time GTAs attend three additional workshops early in their first semester, providing an opportunity to address issues/weakness identified as they begin their initial teaching assignments. The Graduate School is also launching end-of-semester workshops for new GTAs, with the goal of improving their teaching by examining and internalizing lessons learned during the preceding semester. In addition to these new GTA orientation events, there are numerous professional development opportunities open to GTAs and graduate students through the Office of Teaching and Learning and the Graduate and Postdoc Professional Development series. Overall, these programs ensure the best possible training of graduate students as teachers, and the best possible instruction for undergraduates in courses that employ GTAs.

C.9 Graduate Employees Organizing Committee

Graduate Teaching Assistants and Graduate Student Assistants have the option to be represented by the Graduate Employees Organizing Committee (GEOC). The Graduate School has the responsibility, along with the provost's office, to liaison with the GEOC on collective bargaining matters.

D. Research on Best Practices and Data Tracking

D.1 Best Practices for Graduate Admission, Retention and Completion

The Graduate School collaborates with schools and colleges and national organizations to develop and disseminate best practices in graduate student admissions, retention and completion. With this aim in mind, the Graduate School has secured external funding to develop a well-prepared pool of graduate applicants (BUILD) and offer multiple career opportunities for graduate students (BEST). The Graduate School also holds several other grants aimed at preparing and training graduate students from diverse backgrounds to succeed in their careers (Alliances for Graduate Education and the Professoriate, Initiative for Maximizing Student Development). These initiatives have informed Graduate School policy and procedures. For instance, based on work from these programs, the Graduate School is instituting learning communities to develop undergraduates who are interested in graduate studies, as well as learning communities for graduate students of diverse backgrounds to foster a sense of belonging and build professional skills. The Graduate School also instituted a new Graduate School Dean Fellowship to recruit students using holistic review and to support students with mentoring committees and a learning community. In collaboration with faculty members, the Graduate

School developed a [portfolio review toolbox](#) and [admissions guidance](#) to ensure a consistent selection process. The guidance includes instructions to applicants for writing effective personal statements as well as guidelines for the faculty evaluation of personal statements, GRE scores and other admission materials. Finally, the Graduate School is in the midst of conducting psychosocial research on the graduate admissions process to inform best practices at Wayne State University and nationally.

D.2 Data Dashboard for Graduate Student Outcomes

It is critical that the university stay at the cutting edge of the revolution in data-driven decision making. To do this, it must do three things: Wayne State must have the infrastructure for collecting and organizing the data; have staff trained to aggregate, analyze, and interpret the information; and disseminate the data to stakeholders so that the people making decisions have the best possible information. The Graduate School has invested in developing a salesforce.com implementation to seamlessly integrate its data needs, including prospecting for new students, managing research data from grant projects (BUILD, BEST, INCLUDES, etc.), driving paperless process for improved efficiency for current students, and assessing longitudinal alumni career outcomes with the activities and interventions students took part in while at Wayne State. [Data Dashboards](#) are one approach to dissemination so that stakeholders can pull data in real time, empowering them to make a decision or propose a solution. In Wayne State's case, the Graduate School has a variety of stakeholders, including prospective and current students, alumni, faculty, program administrators, and university leaders at all levels. Using dashboards is cost effective. The data allow the Grad School to tell the success stories of its graduate programs, inform academic program review by highlighting both strengths and potential weaknesses, and simultaneously improve the business process of the Graduate School by shifting to paperless processes that cleanly populate the database in real time.

E. Graduate Student Awards and Financial Support

The Graduate School is committed to supporting and recognizing students' academic progress and scholarly endeavors. The Graduate School administers scholarships concurrent with the responsibility of enhancing education at the university per Board of Governors statute 2.22.01. The Graduate School manages the scholarship award process of approximately $16.5 million with input from the schools and colleges. The student award authorization process is used to initiate tuition scholarships, which are disbursed through Office of Scholarships and Financial Aid, subject to enrollment conditions monitored by the Graduate School according to applicable policy/conditions of the award. Various mechanisms of graduate student funding are outlined below:

E.1. Graduate Student Recognition Awards

To recognize graduate student accomplishments, several financial awards are granted to students each year. The [Garrett T. Heberlein Excellence in Teaching Award](#) is awarded to 3 students who engage in outstanding teaching each year (1 Doctoral student for lecture-based teaching, 1 Doctoral student for lab- or recitation-based teaching, and 1 Master's student instructor). Awardees receive $250 each and the winners of the doctoral lecture and master's awards are then nominated for the Midwest Association of Graduate Schools Teaching Awards. As noted in section C5. the Graduate School also recognizes excellence in research and scholarly

activity by making awards to outstanding graduate and postdoctoral student presenters at the Graduate and Postdoctoral Research Symposium.

E.2 Graduate Scholarships and stand-alone stipends

Master's Scholarships. Starting in 2012, the Graduate School introduced master's scholarships to counter enrollment declines and strengthen retention and completion efforts. These efforts led to various master's scholarships that address strategic areas of growth. For instance, workforce development scholarships to support programs in their plans to develop pipelines between employers and master's programs along with AGRADE, recruitment, retention, and completion scholarships. Dean's merit scholarships are also awarded by the Graduate School to develop and support international student pipelines with partner institutions.

Graduate Professional Scholarships. The Graduate School annually sponsors competition for tuition scholarships by direct application from eligible master's and doctoral students and awards more than 200 Graduate Professional Scholarships, which pay up to 20 tuition credits for graduate students in master's and doctoral professional training programs.

Munich Fellowship. The Graduate School holds an annual competition for the Munich Exchange Fellowship for graduate students. The fellowship supports the awardee to study one year in Munich. WSU graduate students who are awarded the Munich Fellowship by the Graduate School to study at Ludwig-Maximilians Universitat Munich are provided a tuition waiver from LMU. The WSU Graduate School provide the WSU student(s) with a cost-of-living allowance to assist them with day-to-day expenses during their studies in Munich.

King-Chavez-Parks Future Faculty Fellowship Program.

The King-Chavez-Parks (KCP) Initiative was established by the Michigan Legislature in 1986 to support students who are historically underrepresented in higher education. The KCP Future Faculty Fellowship is just one of several KCP pipeline initiatives supported by the state of Michigan. The Graduate School — with the support of the King-Chavez-Parks Initiative of the Michigan Department of Talent and Economic Development — sponsors one competition annually for KCP Future Faculty Fellowships. The purpose of the fellowship is to assist students in doctoral programs who intend to pursue full-time teaching positions in postsecondary institutions within one year of receiving their doctoral degrees at Wayne State University.

E.3 Graduate Assistantships

Graduate assistantships are comprehensive financial packages that are made to students in good standing who are enrolled in a master's or doctoral program at Wayne State University. Appointments may be made for one, two or three semesters of the calendar year. The Graduate School pays the tuition portion of graduate assistantships and the school/college/department where the student is assigned provides a stipend and any differential tuition applicable. Approximately 650 awards — with scholarship values ranging from $14,400 to $37,000 — are available on an ongoing basis. These appointments are of three types. Graduate teaching assistants typically have teaching, lab or classroom-related responsibilities. Graduate student assistants typically provide scholarly, administrative or research support. Graduate research

assistants work on research of academic activities relevant to their own research and contribute to their dissertation, thesis or independent study. The dean of the Graduate School provides oversight on policies related to these appointments and grants exception if applicable.

E. 4 Strategic Graduate Funding Mechanisms

Approximately $4.6 million are appropriated each year to provide strategic financial support packages to graduate students, primarily Ph.D. students. The allocations vary from year to year to support strategic initiatives identified by the Graduate School, which collaborates with school and colleges to identify priorities. The Graduate School assesses the effectiveness of these funding mechanisms to shift allocations, develop new support mechanisms, and advance equity at the graduate student level.

Current mechanisms include the following:

Mechanism	Tuition Scholarship (10 credits for Fall and Winter)	Subsidized health insurance	Duration
Thomas C. Rumble Fellowship	Yes	Yes	1 year
Graduate School Dean Ambika Mathur Fellowship*	Yes	Yes	4 years (2 Graduate School + 2 Program)
Dean's Diversity Fellowship	Yes	Yes	4 years
Summer Dissertation Award	No	No	1 Summer only
Competitive GRAs	Yes	Yes	1 year
Collaborative Training GRAs (team-based multi-GRA packages)	Yes	YES	variable

*Pilot graduate assistantship to recruit and retain promising students who have shown persistence and sustained motivation to pursue higher education regardless of standardized test scores.