

...uc. a teacher who helps students  
of studies, etc. Also, **ad·vi·so·ry**,  
**ad·vi·so·ry** (ăd vī'zərĭ), *adj.*  
having power to advise: an advisory cou  
**ad·vo·ca·cy** (ăd'və kə sĭ), *n.* act of pl  
porting, or recommending; active espon  
**ad·vo·cate** (v. ăd'və kāt'; *n.*  
-cated, -cating, *n.*  
port or urge by  
vocated is



29th Annual NAGPS National Conference  
October 30 - November 1, 2015  
University of Southern California  
Los Angeles, CA

# Did you know a group of kittens is called an *intrigue*?

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Welcome  
to  
USC



# Welcome

Dear Conference Attendees,

On behalf of the National Association of Graduate-Professional Students (NAGPS), I would like to welcome you to the 29th Annual NAGPS' National Conference hosted by the University of Southern California. We would like to thank Melody Shekari and Nikita Hamilton, Graduate Student Government President at USC, for their efforts to make this conference possible. This year we have our best lineup of presentations in the history of the conference with 35 presentations about best practices, data-driven advocacy, on-campus advocacy, graduate and professional student leadership, international student concerns, minority student advocacy, national graduate and professional student advocacy, and professional development. We are very lucky to welcome you as representatives of graduate and professional student organizations from all corners of the country -- Florida, Massachusetts, Washington State, and of course Southern California.

## Graduate Student Advocacy and Beyond

This year's theme is Graduate Student Advocacy and Beyond to signify our importance not only as graduate and professional student leaders, but as campus leaders, community leaders, national leaders, and international leaders. Does that claim seem too broad? Consider this. On campus, we are students, teachers, researchers, administrators, and clinicians. Our work extends to every part of our campuses while our efforts are often overlooked by our administrators and undergraduate student leaders. Still, we lead with our voices. It is graduate and professional students who bear the brunt of higher interest rates and student loan debt. While we represent only 13% of the total population of students who borrow loans, we represent 77% of the profit of these loans. On campus, we stand on the forefront for social justice, employment, international student concerns, childcare, parental leave, health insurance, and just compensation. While we deal with these issues in the context of our campuses, these issues are the leading issues of our time. As leaders, we are called to address these issues to the best of our abilities. Nationally and internationally, we push for better Open Access policies, fair treatment of international students, and improved student interest rates.

We hope you enjoy the conference and the other activities we have included this year. On Thursday evening, you can meet for dinner and go out for drinks. On Friday and Saturday morning, you can do yoga or go for a jog before our 8:45 am start time. On Friday evening, we will be screening *The Hunting Ground* about sexual assault on campus. On Saturday evening, we will be hosting a Gala where you can put on a costume (or just dress up) using an NAGPS' carnival-themed masks.

If you have any questions, please feel free to email me at [vice-president@nagps.org](mailto:vice-president@nagps.org) or call/text me at (818) 398-8121. We look forward to meeting you.



Zachary S. Brooks, Mr.  
*Vice President*  
National Association of Graduate-Professional Students

# Conference Contact Information

## Primary Conference Contacts:

### Zachary Brooks

NAGPS' Vice-President  
vice-president@nagps.org  
(818) 398-8121

### Melody Shekari

Coordinator, National Conference  
mfshekari@gmail.com  
(423) 240-2463

## NAGPS Contacts:

### Kristofferson Culmer

President & CEO  
president@nagps.org

### Zachary Brooks

Vice President  
vice-president@nagps.org

### Marlies Hagge

Director of Administration  
administration@nagps.org

### Peta Long

Director of Communications  
communications@nagps.org

### Mark Whiting

Director of Finance  
finance@nagps.org

### Alicia Garavaglia

Director of Relations  
relations@nagps.org

### Damon Chambers

Director of Outreach  
outreach@nagps.org

### Hallie Thompson

Director of Legislative Affairs  
legislative@nagps.org

### Ankita Sharma

Chair, International Student Concerns  
iscc@nagps.org

### Caitlin Janiszewski

Chair, Employment Concerns  
ecc@nagps.org

### Samuel Leitermann

Chair, Social Justice  
sjc@nagps.org

### Benjamin Goertz

Chair, Western Region  
wrc@nagps.org

### Denisha Griffey

Chair, Midwest Region  
mwrc@nagps.org

### Scout Johnson

Chair, Southcentral Region  
src@nagps.org

### Dwayne Johnson

Chair, Southeast Region  
serc@nagps.org

### Will Frankenstein

Chair, Northeast Region  
nerc@nagps.org

### Neleen Leslie

Immediate Past President  
exofficio@nagps.org

# Conference Locations and General Information

## Getting Around USC

### *Walking*

To get to the USC Gould School of Law from the Radisson Hotel will take 10 minutes.

To get the Tudor Campus Center from the Radisson Hotel will take 10 minutes.

## 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 contact Zachary Brooks, vice-president@nagps.org, (818) 398-8121, or Melody Shekari, mfshekari@gmail.com, (423) 240-2463.

## Conference Hotels

Radisson Hotel,  
3540 S Figueroa St,  
Los Angeles, CA 90007,  
(213) 748-4141



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



# Conference Location Map

University of Southern California



University of Southern California



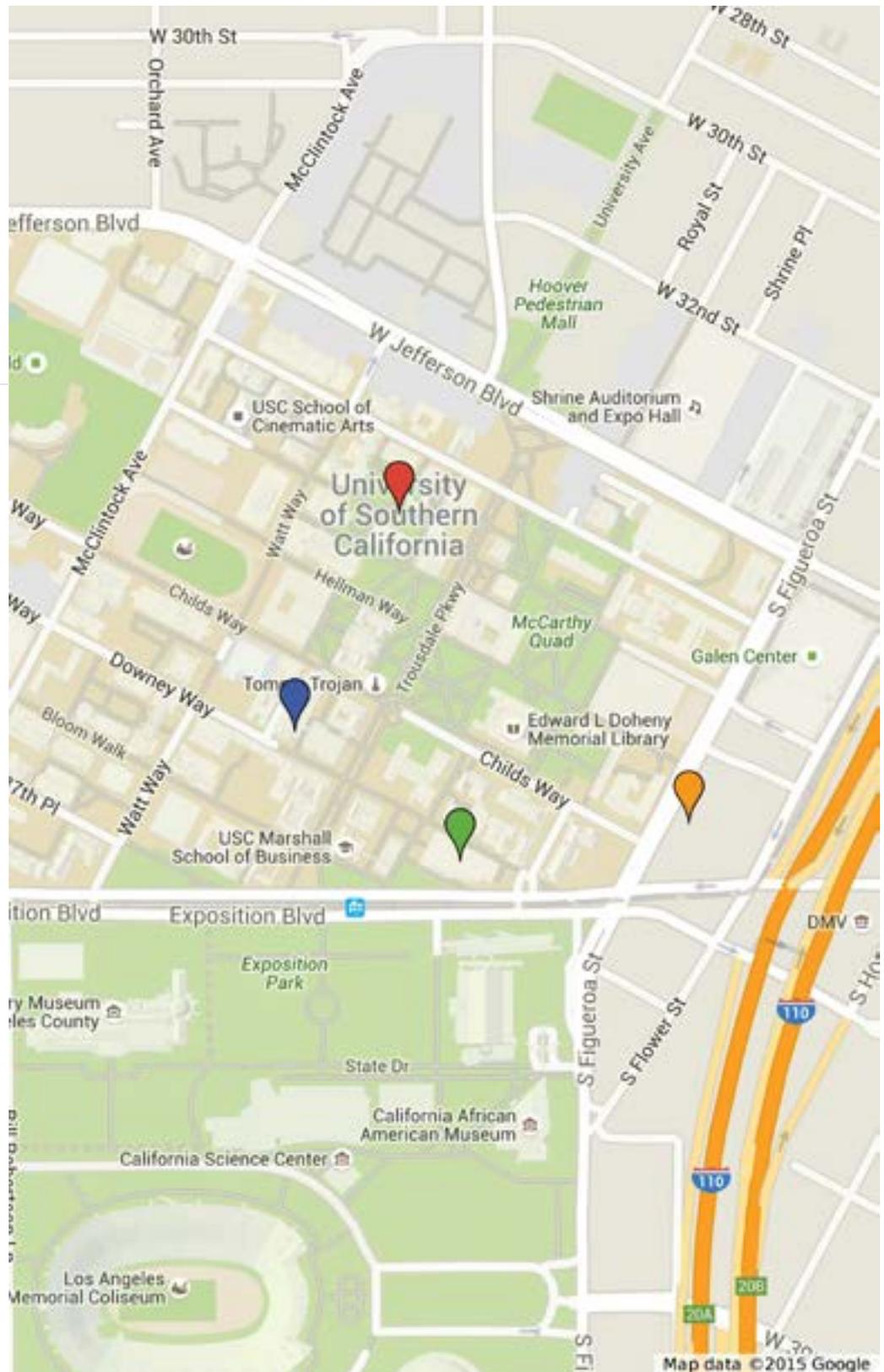
Musick Law Building



Radisson Hotel Los Angeles  
Midtown at USC



Ronald Tutor Campus Center



on previous page:  
Campus Map of USC

# Welcome

Dear Graduate and Professional Students,

Welcome to the NAGPS 29th Annual National Conference hosted by University of Southern California (USC). The National Conference is the pinnacle event of the NAGPS year where members from across the country gather together for the purpose of networking, sharing of best practices, professional development, advocacy. This conference also provides us with the opportunity to reflect on the Association's achievements and challenges over the past year, and chart a course forward for our future success. Our member organizations make us who we are as an organization, and it is through your tireless efforts that we achieve our mandate as an Association.

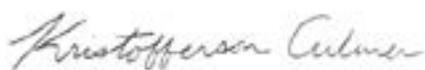
This weekend we are joined by approximately 130 graduate-professional student leaders from institutions across the US who share in a passion for higher education and a commitment to improving the lives of graduate and professional students. We will participate in 35 concurrent sessions, panels and collaborative workshops, and will learn about solutions, upcoming issues, and new strategies that will individually, make us better leaders and advocates, and which will, in turn, better equip our student governments to serve our campus communities. In our business meetings, we will consider changes to the Association's bylaws that will allow NAGPS to continue to serve the interests of all our members in a fair and impartial way. We will recognize the work of our most outstanding member institutions and student leaders through regional and national awards, and elect the Association's next Board of Directors.

Along with the traditional conference goings-on I urge all attendees to take full advantage of the more informal and unstructured interactions this conference has to offer. Connect with new people. Expand your network. Engage in conversations between sessions and outside of scheduled conference time that will expand your intellectual, and leadership horizons, respectively. Make long lasting connections that you can draw from long after this conference has ended.

For those of you interested in serving graduate-professional students at a higher level, consider running for a position on the NAGPS national board. Remember, our advocacy efforts will only go as far as those willing to participate can carry it. If you are interested in running for a position please do not hesitate to speak with me or any member of the Board of Directors.

Lastly, we owe a huge debt of gratitude to the Graduate Student Government at the University of Southern California for the countless hours spent by volunteers preparing for our stay in Los Angeles to ensure you have the best experience possible. Special thanks go out to Melody Shekari, former NAGPS board member, for being our point person on the ground here in Los Angeles. This conference would not be a success without her and the many volunteers from USC who have so graciously given of their time in its planning and execution. If you have time, please say a personal "thank you" to our conference volunteers and organizers. I also want to thank our sponsors and partners, GEICO, the Chronicle Vitae, PhD Comics; and SPARC for supporting NAGPS.

I look forward to meeting each and every one of you over the course of the next few days. Please don't hesitate to stop me if you'd like to chat or have questions. Welcome again to USC!



Kristofferson Culmer, Mr.  
*President*  
National Association of Graduate-Professional Students

# Agenda

## Thursday, October 29, 2015

Time	Event
2:00 pm - 5:00pm <i>Radisson Lobby</i>	<b>Check-in/Registration</b> Radisson Hotel, 3540 S Figueroa St, Los Angeles, CA 90007, 213-748-4141
2:00 pm - 5:00pm	<b>Eats &amp; Happy Hour</b> McKay's Restaurant (attached to hotel)
5:00 pm - 9:00pm	<b>Downtown Dinner Los Angeles</b> (on your own)
9:00 pm - 12:00 pm	<b>Club Night/Bar Crawl</b> Meet in Hotel Lobby to take Metro or Uber

## Friday October 30, 2015

Time	Event
7:00 am - 4:00 pm <i>Radisson Lobby</i>	<b>Check-in/Registration</b>
7:00 am - 8:00 am	<b>Jogging at USC</b> (Meet Kris in Lobby)
7:00 am - 8:00 am	<b>Yoga at USC</b> (Meet Pauline in Lobby)
7:00 am - 8:30 am <i>Hotel Radisson</i>	<b>Breakfast</b> (grab-n-go at GSG Office)
8:45 am - 9:00 am <i>Hotel Radisson Room 1880</i>	<b>Welcome</b> <ol style="list-style-type: none"><li>1. NAGPS' Vice-President, Zachary Brooks</li><li>2. Introductions and Information, Zachary Brooks</li><li>3. USC-Graduate Student Government President, Nikita Hamilton</li><li>4. NAGPS' President, Kristofferson Culmer</li></ol>
9:00 am - 10:30 am <i>Hotel Radisson Room 1880</i>	<b>Business Meeting #1</b> <i>Sam Leitermann NAGPS Social Justice Chair and Meeting Chair</i> <ol style="list-style-type: none"><li>1. Expectations and Robert's Rules</li><li>2. Roll Call</li><li>3. Position Descriptions for NAGPS Board</li><li>4. Nominations for NAGPS Board (will also be open later)</li><li>5. 2016 National Conference and 2016 National Leadership Bids (Time Permitting)</li></ol>
10:30 am - 10:45 am	<b>Break</b>
10:45 am - 11:15 am	<b>Concurrent Presentations #1</b>
<i>Session 1.1 TCC 301</i>	Tea Time: A Pilot Program for International Graduate Students to Share and Relate <i>Chun Tao, Arizona State University, ctao5@asu.edu</i> <b>Best practices</b>

# Agenda

- Session 1.2*  
TCC 302  
Growing Pains: Lessons Learned from a New Professional Development Committee  
*Haley Kendrick & Chelsea McCoy, University of Alabama at Birmingham, hmmedved@uab.edu & cmccoy23@uab.edu*  
**Best practices**
- Session 1.3*  
TCC 232  
Graduate and Professional Student Health  
*Sarah Netherton, University of Arizona, sbarker@email.arizona.edu*  
**Data-driven advocacy**
- Session 1.4*  
TCC 432  
Engaging Graduate Students in Key Decisions: Liberating the Structure  
*Melanie Thornton, Washington State University, melanie.thornton@wsu.edu*  
**On-campus advocacy**
- Session 1.5*  
TCC 320A  
“So You Think You Want To Be a NAGPS Leader?”  
*Dwayne Johnson, North Carolina A&T, dajohnson597@gmail.com*  
**Graduate & professional student leadership**
- 11:15 am - 11:20 am **Natures’ Calls**
- 11:20 am - 11:50 am **Concurrent Presentations #2**
- Session 2.1*  
TCC 301  
NAGPS Institute  
*Zachary Brooks, University of Arizona, zbrooks@email.arizona.edu*  
**Data-driven advocacy**
- Session 2.2*  
TCC 302  
Future-Proofing Your Organization  
*Alex Howe, University of Missouri, howe101@gmail.com*  
**Best practices**
- Session 2.3*  
TCC 232  
Building a new NAGPS Advocacy Board  
*C. Janiszewski & S. Leitermann, UAlbany & Syracuse University, cjaniszewski@albany.edu & sam.leitermann@gmail.com*  
**Graduate & professional student leadership**
- Session 2.4*  
TCC 432  
Rebranding for the alternative track: taking stock of your network and network!  
*Peta Long, Syracuse University, pclong@syr.edu*  
**Professional development**
- Session 2.5*  
TCC 320A  
International Students Concerns: Impact and the road ahead.  
*Ankita Sharma, Carnegie Mellon University, ar.ankitaa@gmail.com*  
**International student concerns**
- 11:50am - 11:55 am **Natures’ Calls**
- 11:55 am - 12:25 pm **Concurrent Presentations #3**
- Session 3.1*  
TCC 301  
Step Up, Step Back: Strategies for Effective Advocacy On Sexual and Gender-Based Violence  
*Francesca Bessey, University of Southern California, fbessey@usc.edu*  
**Minority student advocacy**
- Session 3.2*  
TCC 302  
Professional Development Handbook for Graduate Student Governments  
*Hirah Mir, University of Albany, hmir@albany.edu*  
**Best practices**

# Agenda

- Session 3.3*  
*TCC 232* Graduate Students' Quality of Life  
*Adriann James, Florida State University, alj05h@my.fsu.edu*  
**On-campus advocacy**
- Session 3.4*  
*TCC 432* Lessons Learned: Design and Implementation of the Child Care Subsidy Pilot Program at ASU  
*Tara Salehpour, Arizona State University, Tara.Salehpour@asu.edu*  
**On-campus advocacy**
- Session 3.5*  
*TCC 320A* Seeking International Experiences as a Graduate Student  
*Benjamin Mielenz, University of Albany, benmielenz@gmail.com*  
**International student concerns**
- 12:25 pm - 1:25 pm **Regional Lunches**
- Midwest  
*TCC 301* Denisha Griffey, Midwest Regional Chair, mwrc@nagps.org
- West  
*TCC 302* Ben Goertz, Western Regional Chair, wrc@nagps.org
- Northeast  
*TCC 232* Will Frankenstein, Northeast Regional Chair, nerc@nagps.org
- Southeast  
*TCC 432* Dwayne Johnson, Southeast Regional Chair, serc@nagps.org
- Southcentral  
*TCC 320A* Scout Johnson, Southcentral Regional Chair, srcr@nagps.org
- 1:30 pm - 2:00 pm **Concurrent Presentations #4**
- Session 4.1*  
*TCC 301* Creating Support for Black Graduate Students  
*Rosalind Conerly, Yasmin Scott, Markeith Royster, Shaquita Humphrey-Pressley, USC, cbcса@usc.edu*  
**Minority student advocacy**
- Session 4.2*  
*TCC 302* Regulatory Advocacy 101: Writing Effective Public Comments  
*Daniel Gingerich, Carnegie Mellon University, dbgingerich@cmu.edu*  
**National graduate and professional student advocacy**
- Session 4.3*  
*TCC 232* "Why would they do that?!" How to cope with cognitive dissonance in a leadership role  
*Juhyung Sun, University of Arizona, juhyung.sun@gmail.com*  
**Best practices**
- Session 4.4*  
*TCC 432* What No One Tells You About the Job Search Process  
*Neleen Leslie, Visiting Assistant Professor of Marketing, Cleveland State University, neleenleslie@gmail.com*  
**Professional development**
- Session 4.5*  
*TCC 320A* International Students: Eating Habits, Cultural Identity, & Dietary Acculturation  
*Boniface Noyongoyo, University of Central Florida, bonoya@knights.ucf.edu*  
**International student concerns**

# Agenda

2:00 pm - 2:15 pm	<b>Break</b>
2:15 pm - 4:00 pm <i>Law School Room 01</i>	<b>Business Meeting #2</b> Sam Leitermann NAGPS Social Justice Chair and Meeting Chair 1. Elections for Top 3 NAGPS Board Position (President, Vice President, Director of Finance) 2. Nominations Accepted for other Board Positions (Meet the Candidates follows this meeting) 3. Reports and Old Business 4. President's Report 5. Ad-Hoc Committee Reports 6. Financial Report (Possibly Budget Approval - time permitting) 7. New Business (Time Permitting but probably Meeting 3)
4:00 pm - 4:10 pm	<b>Break</b>
4:10 pm - 5:00 pm <i>Law School Room 01</i>	<b>Meet the Candidates</b>
5:00 pm - 5:15 pm	<b>Break</b>
5:15 - 7:00 pm <i>Law School Room 01</i>	<b>Movie: "The Hunting Ground"</b> Sexual assault on campus
7:00pm -	<b>Dinner (on your own) &amp; More</b>

## Saturday October 31, 2015

Time	Event
7:00 am - 4:00 pm <i>Radisson Lobby</i>	<b>Check-in/Registration</b>
7:00 am - 8:00 am	<b>Jogging at USC</b> (Meet Kris in Lobby)
7:00 am - 8:00 am	<b>Yoga at USC</b> (Meet Pauline in Lobby)
7:00 am - 8:30 am <i>TCC 224</i>	<b>Breakfast</b> (grab-n-go at GSG Office)
9:00 am - 9:15 am <i>Law School</i>	<b>Welcome Day 2</b>
9:15 am - 11:00 am <i>Law School Room 03</i>	<b>Business Meeting #3</b> Sam Leitermann NAGPS Social Justice Chair and Meeting Chair 1. Previous Business (if necessary) 2. New Business Bylaws Amendments & Other Resolutions
11:00 am - 11:15 am	<b>Break</b>

# Agenda

10:45 am - 11:15 am

## Concurrent Presentations #5

Session 5.1  
TCC 301

Working Towards An Inclusive/Supportive Campus: Managing Diversity & Equity  
*Markeith Royster, University of Southern California, mroyster@usc.edu*  
**Minority student advocacy**

Session 5.2  
TCC 302

NAGPS National Legislative Platform  
*Hallie Thompson & Kaitlin M. Steen, University of Missouri, thompsonrfd@gmail.com, kaitlin.steen@mail.missouri.edu*  
**National graduate and professional student advocacy**

Session 5.3  
TCC 232

Where are all the Volunteers?: An Interpersonal Model for Developing and Maintaining Active Student Involvement  
*Pauline Venieris, Arizona State University, pauline.venieris@asu.edu*  
**Best practices**

Session 5.4  
TCC 432

Research & Professional Development Conferences & Showcases  
*Aramide Awosika, Kelly Daughtridge & Sourabh Arsey, University of Maryland Baltimore County, gsa@umbc.edu*  
**Best practices**

Session 5.5  
TCC 320A

Hosting an NAGPS event  
*C. Drasser & W. Frankenstein, UAlbany & Carnegie Mellon University, cdrasser9@gmail.com, frankenstein@cmu.edu*  
**Graduate & professional student leadership**

11:45 am - 11:50 am

## Natures' Calls

11:50 am - 12:20 pm

## Concurrent Presentations #6

Session 6.1  
TCC 301

Prioritizing the Efforts of Your Graduate Student Government  
*Daniel Curtis & Michael McClellan, MIT, djcurtis@mit.edu & gsc-president@mit.edu*  
**Best practices**

Session 6.2  
TCC 302

The Quest for Artisanal Data: Seeking (and Storing) Stories  
*Samaneh Mesbahi & Daniel Gingerich, Carnegie Mellon University, smesbahi@gmail.com, dbgingerich@cmu.edu*  
**Data-driven advocacy**

Session 6.3  
TCC 232

Confronting exclusionary housing policy in college towns  
*Gregor Robinson, University of Colorado, gregor.robinson@colorado.edu*  
**On-campus advocacy**

Session 6.4  
TCC 432

Strategic Shifts in Graduate Student Advocacy: A Case from Graduate and Family Housing  
*Ayca Mazman, University of Cincinnati, president.ucgsga@gmail.com*  
**On-campus advocacy**

Session 6.5  
TCC 320A

Are you a 21st Century Leader Prepared for the Global Workforce?  
*Airies Davis, University of Southern California, davisairies@gmail.com*  
**Graduate & professional student leadership**

12:20 pm - 1:20 pm <i>Law School</i>	Lunch (Provided) USC Graduate Student Government Presents
<b>12:30 PM</b>	<b>Ballots Due</b>
1:30 pm - 2:00 pm	<b>Concurrent Presentations #7</b>
<i>Session 7.1 TCC 301</i>	“We Made a Strategic Plan–Now What?” <i>Carolyn Commer, Carnegie Mellon University, carolyncommer@gmail.com</i> <b>Best practices</b>
<i>Session 7.2 TCC 302</i>	Automation and Data Analytics solutions for large student organizations <i>Prajwal Paudyal, Arizona State University, ppaudyal@asu.edu</i> <b>Data-driven advocacy</b>
<i>Session 7.3 TCC 232</i>	Oh Really! Restorative Conferencing is a Practical Solution to Address Critical Situations <i>Gentre Adkins IV, University of Southern California, gradkinsiv@gmail.com</i> <b>On-campus advocacy</b>
<i>Session 7.4 TCC 432</i>	So you say you want a Revolution: Anatomy of a Grass Roots Response to Campus Crisis <i>Kristofferson Culmer, University of Missouri, kristofferson.culmer@gmail.com</i> <b>On-campus advocacy</b>
<i>Session 7.5 TCC 320A</i>	International Graduate Students Awareness / Information session <i>Irina Yakubovskaya &amp; Dan Ciba, Tufts University, gsc-vicepresident@tufts.edu &amp; daniel.ciba@tufts.edu</i> <b>International student concerns</b>
2:00 pm - 2:05 pm	<b>Natures’ Calls</b>
2:05 pm - 2:35 pm <i>Law School</i>	<b>Jorge Cham, PhD Comic Creator</b>
2:35 pm - 3:50 pm	<b>Regional Business Meetings</b>
Midwest <i>TCC 301</i>	Meeting Chair: <i>Denisha Griffey, Midwest Regional Chair, mwrc@nagps.org</i> Regional Elections
West <i>TCC 302</i>	Meeting Chair: <i>Ben Goertz, Western Regional Chair, wrc@nagps.org</i> Regional Elections
Northeast <i>TCC 232</i>	Meeting Chair: <i>Will Frankenstein, Northeast Regional Chair, nerc@nagps.org</i> Regional Elections
Southeast <i>TCC 432</i>	Meeting Chair: <i>Dwayne Johnson, Southeast Regional Chair, serc@nagps.org</i> Regional Elections
Southcentral <i>TCC 320A</i>	Meeting Chair: <i>Scout Johnson, Southcentral Regional Chair, scrc@nagps.org</i> Regional Elections
3:50 pm - 4:00pm	<b>Break</b>

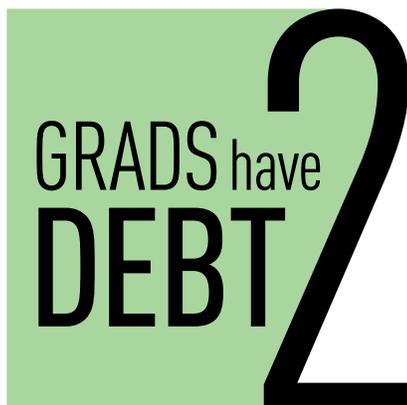




# National Call-Congress Day WEDNESDAY, NOVEMBER 18th

**FACT:** 77% of Federal student loan profits are from graduate-professional students who are only 13% of borrowers.

**Make a change, call Congress on Nov. 18th.**



Help make higher ed affordable, visit: [Facebook.com/GradsHaveDebt2](https://www.facebook.com/GradsHaveDebt2)

How many calls will you make?  
Pledge here: [bit.ly/GHD2-Pledge](http://bit.ly/GHD2-Pledge)

# Abstracts

Friday October 30, 2015

## 10:45 am - 11:15 am Concurrent Presentations #1

*Session 1.1*      **Tea Time: A Pilot Program for International Graduate Students to Share and Relate**  
*TCC 301*            *Chun Tao, Arizona State University, ctao5@asu.edu*

### **Best practices**

International students have unique experiences when moving to the United States for graduate programs. For example, some of them may experience lowered self-confidence due to difficulties in speaking English as a second language; some may feel lonely because of the distance from family members and the lack of friends; others may feel anxious to fit in with either their own culture group or the American culture. Social programming and culture sharing can provide great platforms for international students to connect with fellow students, however, their needs to share daily experiences and challenges and relate to others, not as ambassadors of their culture, but as persons, are often unmet. To create a safe space for these concerns, a pilot program – Tea Time – has been developed and expanded at Arizona State University in 2015. International graduate students under training in counseling psychology facilitate weekly support groups where international graduate students across different programs and from various countries meet and discuss issues relevant to their unique experiences, including stress from school work related to English as a second language, nostalgia, concerns about parents in the home country, cultural differences, and experiences with stereotypes and racial microaggressions in the U.S. In this talk, I will describe the history, development, growth, and maintenance of these weekly groups to encourage participants to think about how their graduate student government can play an active role in meeting the diverse needs of international students on their campus.

*Session 1.2*      **Growing Pains: Lessons Learned from a New Professional Development Committee**  
*TCC 302*            *Haley Kendrick & Chelsea McCoy, University of Alabama at Birmingham,*  
*hmmedved@uab.edu & cmccoy23@uab.edu*

### **Best practices**

The purpose of this study is to 1) provide a descriptive profile of a population of African American women in the Mississippi Delta to better understand what factors hinder cervical cancer screening, and 2) identify the self-reported barriers to screening. Door-to-door surveys were conducted with un/underscreened African American women living in Sunflower County, Mississippi, as a part of a larger study to increase participation in cervical cancer screening from 2009 to 2010. Univariate percentages were tabulated to create demographic and health behavior, and self-reported barrier profiles. The final sample size for the study was 119. The mean age at first sexual intercourse for the sample was 16.2 years (SD, 2.5); 72.6% reported 4 or more lifetime partners. Less than half the women (46.4%) reported using a birth control method, and the vast majority (94.2%) used tubal ligation. Just over half the women (56.6%) had ever heard of HPV. Only 6% believed they may have ever had HPV, and 38.4% believed they were at risk for HPV. Most women believed HPV to be serious (21.9%) or extremely serious (69.9%). Over a quarter of the women (30.3%) did not report any barriers to Pap test. The most commonly reported barriers were lack of insurance (n=51, 45.9%), procrastination (n=48, 43.2%) and cost (n=44, 40%). Lack of insurance, procrastination, and cost were the most commonly reported barriers; many women did not report any barriers to the Pap test. Women may not be screened regularly due to lack of perceived risk, or completing priorities.

*Session 1.3*      **Graduate and Professional Student Health**  
*TCC 232*            *Sarah Netherton, University of Arizona, sbarker@email.arizona.edu*

### **Data-driven advocacy**

Research shows that health declines with time spent in graduate/professional school. Addressing the compromised health of students will be discussed, including assessment, collaboration with partners both on and off campus and navigating the ACA.

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*Session 1.4*    **Engaging Graduate Students in Key Decisions: Liberating the Structure**  
*TCC 432*        *Melanie Thornton, Washington State University, melanie.thornton@wsu.edu*  
**On-campus advocacy**

Liberating Structures is a tool that graduate and professional student leaders can use to facilitate productive discussions and meetings that engage small or large groups of people. Liberating Structures can be used in regular meeting spaces, to set goals and objectives, to include everyone's input on important decisions, engage a large group of students on pressing issues and challenges, and a wide variety of applications. Liberating Structures introduce tiny shifts in the protocols of how we meet, plan, decide and relate to each other. They put the innovative and facilitative power once reserved for experts only in the hands of everyone, including GSG leaders. The benefits to Liberating Structures, include: (1) simple, as it only requires a few minutes to introduce, (2) expert-less, as beginners can succeed after a first experience, (3) results-focused and can likely generate better-than- expected, innovative results , (4) rapid-cycling which includes fast iterative rounds are very productive, (5) inclusive as everyone is invited into the conversation and decision, (6) works on multi-scales, for everyday solutions to big projects and strategy, (7) its seriously fun and boosts joy, freedom & responsibility, and (8) it is self-spreading as it is incredibly easy to copy without formal training. This presentation will go over the many benefits of utilizing Liberating Structures in traditional meeting space, including examples for an Executive Board meeting and Senate/General Assembly meeting. During the presentation, we will be facilitating a Liberating Structure, Impromptu Network, where attendees can see the incredible power of Liberating Structures.

*Session 1.5*    **"So You Think You Want To Be a NAGPS Leader?"**  
*TCC 320A*        *Dwayne Johnson, North Carolina A&T, dajohnson597@gmail.com*  
**Graduate & professional student leadership**

The National Association of Graduate and Professional Students (NAGPS) are governed by a 17-member board. Each member is given a set of responsibilities to carefully execute to ensure the complete success of the organization. In an effort to perpetuate continued excellence in leadership, the National Association of Graduate and Professional Students seeks to find the leader that is selfless in nature and an advocate in not only name, but deed also. Nelson Mandela was quoted as saying, "A leader...is like a shepherd. He stays behind the flock, letting the most nimble go out ahead, whereupon the others follow, not realizing that all along they are being directed from behind." Understanding the nuances of this quote, through the eyes of NAGPS, requires a look into the intricacies of what makes this organization's leaders outstanding. And understanding those intricacies always prompts the question: "So You Think You Want to Be an NAGPS Leader?"

## 11:20 am - 11:50 am Concurrent Presentations #2

*Session 2.1*    **NAGPS Institute**  
*TCC 301*        *Zachary Brooks, University of Arizona, zbrooks@email.arizona.edu*  
**Data-driven advocacy**

In 2015, led by Zachary Brooks, NAGPS launched the "NAGPS Institute." Modeled on the launch of the "GPSC Institute" at the University of Arizona, the NAGPS believes strongly in data-driven advocacy and sharing information with graduate and professional students, its member schools, non-member schools, and others interested in higher education advocacy. The surveys, whitepapers, and data come from NAGPS' graduate and professional student organizational members. This presentation serves as the launch of the NAGPS Institute, a call for papers, and a session in which to get feedback about how the NAGPS Institute can best serve graduate and professional students.

*Session 2.2*    **Future-Proofing Your Organization**  
*TCC 302*        *Alex Howe, University of Missouri, howe101@gmail.com*  
**Best practices**

This session will be on "future-proofing\* your organization and its operations. "Future-proofing" is crucial to effective day-to-day operations, to the ability to follow through on plans and programs,

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and to keeping the pressure on administrators in regard to long-term issues. This session will also provide several practical recommendations for how to future-proof.

The presenter hopes for this session to be openly interactive. Attendees are encouraged to bring their own ideas and strategies!

*Session 2.3*    **Building a new NAGPS Advocacy Board**  
*TCC 232*        *C. Janiszewski & S. Leitermann, UAlbany & Syracuse University,*  
*cjaniszewski@albany.edu & sam.leitermann@gmail.com*  
**Graduate & professional student leadership**

Graduate & professional student leadership

Over the last few years the NAGPS Advocacy Board has struggled to pursue effective initiatives which serve our member schools because the structure of the board makes developing and completing projects very difficult. During this session, two long standing members of the Advocacy Board, the Social Justice Chair and the Employment Concerns Chair, will review a re-structuring plan for the Advocacy Board. This plan is designed to increase efficiency and provide a clearer vision for NAGPS advocacy which serves more than just our federal lobbying work, by also directly serving campuses.

*Session 2.4*    **Rebranding for the alternative track: taking stock of your network and network!**  
*TCC 432*        *Peta Long, Syracuse University, pclong@syr.edu*  
**Professional development**

For many graduate students, one of the revolving questions has been why am I in grad school? Some of us are remind and stay on the track we entered. Others of us have taken stock and decide we need to change our goals and think about entering the workforce. But what does that mean and how do we figure out how to do that? This presentation focuses on looking at the nonacademic track, how to get started in exploring careers available to students beyond the professoriate. Providing tools and strategies used to engaged in graduate and professional student body, with career services and other entrepreneurial course, we will talk about self-branding, and taking stock of your NETWORK and NET-WORTH!

*Session 2.5*    **International Students Concerns: Impact and the road ahead.**  
*TCC 320A*      *Ankita Sharma, Carnegie Mellon University, ar.ankitaa@gmail.com*  
**International student concerns**

A critical element in the success of any university today is the intercultural understanding. Universities worldwide are facing the challenge to fulfill the expectations of international students. It is proven that a good student experience is an international experience (Leask, 2001; De Vita, 2006; Carroll and Ryan, 2006). But due to policies like Re validation of Visa and recent hold on OPT extension the growth of internationalization in universities is hampered. Recent case of a graduate student who was facing a dilemma either to accept his dream job during summer or visit her mother who was supposed to go through an operation, he was on single entry visa and thus being optimistic about his mother operation he decided to not visit her and now regrets since his mother lost her life during the procedure.

This is just one case, there are several students who cannot present their research to the world due to single entry visa and thus domestic re validation of visa is extremely essential. The recent hold on OPT extension has deterred the aspirations and career profile of several international students. Now we have an opportunity to raise our voice and provide a strong comment to pass the OPT extension.

NAGPS is working on providing the statement on behalf of international graduate students. We are working with several other international education organizations to support the proposal of 24 months OPT extension. Beside this the NAGPS will be publishing a best practice handbook by the end of this year that will showcase most desirable services provided by the universities across United states to support Incoming as well as current international students. Moreover, based on graduate students handbook and surveys, NAGPS will launch a mobile application that will be one

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stop destination for all international students for the concerns and queries. This will provide the much needed voice to all the students.

## 11:55 am - 12:15 pm Concurrent Presentations #3

*Session 3.1*    **Step Up, Step Back: Strategies for Effective Advocacy On Sexual and Gender-Based Violence**  
*TCC 301*        *Francesca Bessey, University of Southern California, fbessey@usc.edu*  
**Minority student advocacy**

African American females have shown better academic results than their African American male counterparts, however these students face challenges as a result of poverty and discrimination that creates wide gaps between them and other female students. Disproportionately African American females living in poverty have less access to education resources in school (high quality curriculum in STEAM (Science, technology, engineering, arts, and math) courses, advanced courses, skillful teachers, interscholastic athletics, and extracurricular activities). African American females are susceptible to gender-STEAM stereotypes and expectations of ideal femininity (Betz & Sekaquaptewa, 2012). The emergence of social media and reality television promotes stereotypical female role models. African American females with propensity towards STEAM are directed into the traditional feminine gender categories. The assertion that only a certain type of female is qualified for masculine dominated or STEAM fields perpetuates these stereotypes. Without access to these educational options, African American girls are disadvantaged and underprepared for competing for spots in desirable colleges, universities and ultimately careers. These girls' needs are overlooked in education while the focus has been on their male counterparts. Attention needs to be on helping the African American female student toward positive growth and academic prowess in STEAM fields.

*Session 3.2*    **Professional Development Handbook for Graduate Student Governments**  
*TCC 302*        *Hirah Mir, University of Albany, hmir@albany.edu*  
**Best practices**

As Employment Concerns Chairs of the NAGPS National and Regional Boards of the NAGPS, Caitlin and Hirah have been working on a Professional Development Handbook which guides student government leaders on how to inform, guide, and prepare their constituents for the post-academic and alternative academic job markets. So far they have several chapters covering the following topics: post-academic vs. alternate-academic movements, translating academic skills into non-academic skills, strategies for governance, and ideas for programming and collaboration. This handbook would be one of the first of many resources produced by the NAGPS Advocacy Board to contribute to the NAGPS Institute- an archive of advocacy resources for NAGPS member schools. Caitlin and Hirah would like to present their draft to the NAGPS membership for feedback.

*Session 3.3*    **Graduate Students' Quality of Life**  
*TCC 232*        *Adriann James, Florida State University, alj05h@my.fsu.edu*  
**On-campus advocacy**

Graduate students are encouraged to be involved and take advantage of resources and opportunities that give social support and decrease stress. Professional development programs enrich collegiate experiences, giving graduate students the necessities to soon thrive as a leader and in academia. Being involved in student and professional organizations enhance professional development. In addition, on campus offices and departments often have additional resources and workshops to help with professional development, providing skills for various opportunities. Therefore, we have reviewed literature that discusses the life of graduate students to obtain better insight. The university environment, location (urban versus rural), funding (fellowships, assistantships), and motivation also influences quality of life. According to past research discussing the life of graduate students, improvements can be made. An article published in the Journal of Natural Resources and Life Sciences Education encourages collaboration among graduate students and having an inner passion. Facilitating the process of improving the life of graduate students,

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student government organizations can also assess quality of life with a survey and be able to make the appropriate decisions and voice their concerns. Such a survey can include multiple choice answers to quickly provide feedback and open ended questions to gather additional information. For the survey, questions can ask about topics regarding campus involvement and health insurance. Creating a strong survey takes a collective effort and the input of graduate students from various disciplines. Future studies and initiatives should focus on the life of graduate students in various disciplines.

*Session 3.4*    **Lessons Learned: Design and Implementation of the Child Care Subsidy Pilot Program at ASU**  
*TCC 432*

*Tara Salehpour, Arizona State University, Tara.Salehpour@asu.edu*

## **On-campus advocacy**

The Graduate and Professional Student Association and ASU Family Resources/Off-Campus Student Services funded a one-year pilot program to help and support ASU student parents in obtaining their degrees. This child care subsidy program includes an evaluation component in order to gather information on usage and effectiveness of the program to meet the needs of the student parent population, as well as to summarize attitudes, opinions and experiences of the Subsidy recipients.

The initial program design required a comprehensive management process, which involved the following phases:

1. Strategic plan for collaboration and recruiting stakeholders
2. Creating a financial account to hold the funds
3. Program promotion, application, and disbursement timelines
4. Selecting an oversight committee
5. Determine how awards will be disbursed
6. Designing an application process
7. Defining metrics for a successful pilot program

This endeavor highlighted the importance of an agile process while launching this pilot program. Defining metrics for a successful pilot program is extremely important. Based on these metrics, several adjustments and changes were made to optimize the success of the pilot program during the promotion and application phase.

*Session 3.5*    **Seeking International Experiences as a Graduate Student**

*TCC 320A*    *Benjamin Mielenz, University of Albany, benmielenz@gmail.com*

## **International student concerns**

I spent a year in Malawi volunteering with an HIV/AIDS social outreach project in 2007 and 2008. The experience jump-started my desire and commitment to my own continued education. As an undergraduate student, a year in Spain on a study abroad scholarship gave clarity to my career goals and my focus as a future graduate student. After finishing my bachelor's degree I worked as a Fulbright English Teaching Assistant in Colombia, and most recently I spent this summer in Turkey on a Critical Language Scholarship.

I am convinced that international experiences are not only beneficial to the undergraduate student community. They are more than glorified vacations that earn college credits. Such experiences help to shape our perspectives as we choose to open our minds in unfamiliar territory with difficult challenges, and new friends and allies.

My focus has been primarily on 2nd language acquisition. This makes sense given that I am a Ph.D. student in Spanish Linguistics. In this workshop, however, I want to focus on strategies for seeking and obtaining international experiences that are relevant, competitive, and engaging for graduate students regardless of their fields. In the workshop, we will have a roundtable discussion where we introduce ourselves and briefly share the experiences we have had abroad, and how they have helped to shape us as students, individuals, and participants in student government. Then I

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will share resources with the group that can be used to facilitate research, as well as to pinpoint programs that are right for them, focusing on how achieving these goals make us more effective as leaders on our campuses.

## 1:30 pm - 2:00 pm Concurrent Presentations #4

*Session 4.1*    **Creating Support for Black Graduate Students**  
*TCC 301*        *Rosalind Conerly, Yasmin Scott, Markeith Royster, Shaquita Humphrey-Pressley,*  
*USC, cbcsa@usc.edu*  
**Minority student advocacy**

Research indicates that students that are underrepresented in their Graduate programs tend to feel isolated and are less likely to engage with the larger campus community if they rarely encounter individuals that share in their experience.

The Black Graduate Student Network at the University of Southern California is an interdisciplinary student-run organization dedicated to improving the status of Blacks in higher education by systematically identifying and addressing their needs and concerns through cultural programming and social events. It is housed within the Center for Black Cultural and Student Affairs at USC.

This session will inform participants on how this student organization is providing resources and advocating for all Black Graduate students by leveraging resources through the Graduate Student Government, the Center for Black Cultural and Students affairs and the USC Graduate College.

*Session 4.2*    **Regulatory Advocacy 101: Writing Effective Public Comments**  
*TCC 302*        *Daniel Gingerich, Carnegie Mellon University, dbgingerich@cmu.edu*  
**National graduate and professional student advocacy**

A law doesn't take effect immediately after getting the President's signature, and neither does the fight over the final shape of the law. Instead it enters the rulemaking phase, where federal agencies interpret the law and decide how they will implement it - and federal law allows for one last opportunity for the public to influence the implementation. As policy issues important to graduate students, like student debt and optional practical training for international students, enter the rulemaking phase it's important for GSOs to know how to advocate on behalf of their students in this arena. The most effective way to do this is through public comments on proposed rules. This session will cover how a law becomes a rule, how to monitor rulemaking activity, what makes for an effective public comment, and how to write a comment that makes an impact.

*Session 4.3*    **"Why would they do that?!" How to cope with cognitive dissonance in a leadership role**  
*TCC 232*        *Juhyung Sun, University of Arizona, juhyung.sun@gmail.com*  
**Best practices**

People are nothing if not inconsistent: they'll say one thing and do another, hold logically incompatible beliefs, and be completely rational in some contexts while eschewing reason in others. Welcome to the world of cognitive dissonance, a psychological phenomenon that pervades everyone's actions and interpretations of those actions--thus presenting a ubiquitous leadership challenge. For when it is poorly managed, cognitive dissonance can have real consequences: mismanaged expectations, interpersonal friction, inappropriate assumptions, poorly-planned decisions, and psychological stress.

Based on personal experiences within the University of Arizona GPSC and numerous other leadership roles, this session will offer tips in spotting cognitive dissonance (e.g., "tells," key phrases), reframing dissonant actions/thoughts with more consistent explanations (e.g., looking beyond "explicit" justification for actions), and practical tips for preventing cognitive dissonance from derailing projects or initiatives (e.g., clarifying expectations, conserving resources). Importantly, this session will emphasize that, for all of the foibles we observe in others, we should

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be careful not to lose respect for our peers and colleagues; after all, we are all human, and the mistakes we see in others tend to parallel those we make ourselves.

*Session 4.4*    **What No One Tells You About the Job Search Process**  
*TCC 432*        *Neleen Leslie, Visiting Assistant Professor of Marketing, Cleveland State University, neleenleslie@gmail.com*

## **Professional development**

Should I go to industry, or is academia the right fit? Should I only look at tenure track positions or is a postdoc right for me? How about a visiting position? How much money should I ask for? What about other benefits? What else should I be asking for?

As thesis and dissertation defense dates come and go and graduation looms, the intimidating prospect of life after grad school becomes all too real. Some almost-grads get frantic as interviews, job talks and salary negotiations get under way. It is at that point that some of us come to the realization: my department did NOT prepare me for this!

In this session I will discuss some of the lessons learned from the job search process, highlighting some of the taboo topics that are not discussed in academia, but are integral parts of the job search process.

*Session 4.5*    **International Students: Eating Habits, Cultural Identity, & Dietary Acculturation**  
*TCC 320A*        *Boniface Noyongoyo, University of Central Florida, bonoya@knights.ucf.edu*

## **International student concerns**

The aim of this study is to assess international students' dietary acculturation issues in the United States. Responses of 142 participants from a survey are analyzed. Participants' aged 18-48 completed the self-administered questionnaire that asked about eating habits before and after moving to the United States (U.S). Results of the analysis suggest that food choices of students are guided by the availability of imported foods (native) in local stores, as well as time spent in the United States. Newcomers in the country tend to look for foods they know. However, those who have lived in the U.S. more than 25 months find ways to adapt by either cooking or relying on friends. There is an increase, especially among African students, in the consumption of typical "American" food items (i.e., TV (frozen) dinners, packaged cakes, tea/coffee) and a decrease in foods "native" to students. Surprisingly, this increase is more likely to occur among African students when imported foods are available in local stores. Taken together, results of the analysis indicate dietary acculturation to be a consequence of length of time, friendship ties, and availability of imported foods.

## Saturday October 31, 2015

### 11:15 am - 11:45 am Concurrent Presentations #5

*Session 5.1*    **Working Towards An Inclusive/Supportive Campus: Managing Diversity & Equity**  
*TCC 301*        *Markeith Royster, University of Southern California, mroyster@usc.edu*  
**Minority student advocacy**

Diversity and equity issues affect university systems nationwide. Each university has different strategies and techniques that they have employed to address student concerns. This session will highlight different strategies and efforts that the University of Southern California Graduate Student Government has attempted to create a more inclusive/supportive climate. The session will also allow for open discussion to allow attendees to discuss the various initiatives utilized at their respective universities.

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*Session 5.2*    **NAGPS National Legislative Platform**  
*TCC 302*        *Hallie Thompson & Kaitlin M. Steen, University of Missouri,*  
*thompsonrfd@gmail.com, kaitlin.steen@mail.missouri.edu*  
**National graduate and professional student advocacy**

Legislative advocacy is a critical tool for NAGPS as an effective national association. This presentation will outline NAGPS focus areas (Open Access, Higher Education Funding, Domestic Revalidation of Student Visas, and Student Loans) at the federal level. It will then outline the importance of these efforts to other areas of the organization. Finally, this presentation will engage the audience in a discussion focused on NAGPS effectiveness at a local level and future efforts to work with member institutions across the country.

*Session 5.3*    **Where are all the Volunteers?: An Interpersonal Model for Developing and**  
*TCC 232*        **Maintaining Active Student Involvement**  
*Pauline Venieris, Arizona State University, pauline.venieris@asu.edu*  
**Best practices**

As student government leaders and busy graduate students, we are tasked with so much. Wouldn't it be helpful to have a pool of active, engaged, and enthusiastic volunteers to help with our various advocacy efforts, travel and research grants, and social events? In this session, I will discuss how we used to think about volunteers and some of the things that did not work in the past. I will focus on how we have adjusted our perspective and actions to increase our volunteers, both in quantity and quality. I will outline our strategies for recruiting, keeping, and growing our volunteer base to give you ideas about how you can make the most from the graduate and professional students on your campus.

*Session 5.4*    **Research & Professional Development Conferences & Showcases**  
*TCC 432*        *Aramide Awosika, Kelly Daughtridge & Sourabh Arsey, University of Maryland*  
*Baltimore County, gsa@umbc.edu*  
**Best practices**

The UMBC Graduate Student Associations (GSA) mission is to provide opportunities for intellectual, professional and social growth of our students. One of the primary academic goals of this mission is to encourage and support graduate students research and professional development. To this end, the GSA provides grants and opportunities for students to present their research in a professional setting. A description of the grant policies and system implemented at UMBC will be introduced and discussed. We will also discuss some of the ways that our annual Graduate Research Conference (GRC) supports our student's professional development. In addition to supporting research the GRC also serves as a social event for graduate students to network across different disciplines and build an interdisciplinary perspective of research.

*Session 5.5*    **Hosting an NAGPS event**  
*TCC 320A*       *C. Drasser & W. Frankenstein, UAlbany & Carnegie Mellon University,*  
*cdrasser9@gmail.com, frankenstein@cmu.edu*  
**Graduate & professional student leadership**

Carnegie Mellon and UAlbany are pairing up to share with the membership the ins and outs of hosting an NAGPS event. In particular, we are going to focus on the Leadership Summit of the last few years since it is the most involved event in terms of content. The National and Regional conferences are driven by members sharing best practices but LADs and Leadership Summits involve much more management of program content. We would like to discuss balancing speakers with breakout sessions, pacing the day, choosing social activities effectively, budgeting, outreach, etc. We hope that by the end of the session other groups will feel empowered to hold NAGPS events such as the Leadership Summit but also regional LADs.

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## 11:50 am - 12:20 pm Concurrent Presentations #6

### Session 6.1 Prioritizing the Efforts of Your Graduate Student Government

TCC 301

*Daniel Curtis & Michael McClellan, MIT,  
djcurtis@mit.edu & gsc-president@mit.edu*

#### **Best practices**

Graduate Student Governments (GSGs) often have a very broad portfolio of activities. Categories of activities might include administration relations, external advocacy, social events and activities, professional development, and support for other student organizations. Each of these categories may include many particular activities, and there are an infinite combination of ways the responsibility for and resources for each of those activities might be divided up between committees, working groups, task forces, or whatever other sub-units your GSG uses.

How does your GSG prioritize each of these categories of activity? Does your GSG leadership have a particular methodology for directing volunteers or resources to certain efforts?

In this session, the officers of the MIT Graduate Student Council (GSC) will share the methods (and, sometimes, lack of methods) by which they prioritize different efforts within GSC. Some data will be shared to set the stage and motivate discussion, then the MIT GSC officers hope you all will help them answer the broad questions above and a couple of questions connected directly to their current effort to overhaul MIT GSC external affairs.

Do you believe the efforts of a graduate student government are a zero-sum game (i.e. if you pick a thing to do, you're inevitably not doing something else)?

Do your constituents insist on demonstrable return-on-investment for external advocacy efforts?

What fraction of your GSG's volunteer hours and budget are directed to external advocacy efforts?

How much do you collaborate with your university administration and/or government affairs office on external advocacy efforts? How frequently do their interests align with yours, and in what cases have you observed that their interests definitely don't align with yours?

### Session 6.2 The Quest for Artisanal Data: Seeking (and Storing) Stories

TCC 302

*Samaneh Mesbahi & Daniel Gingerich, Carnegie Mellon University,  
smesbahi@gmail.com, dbgingerich@cmu.edu*

#### **Data-driven advocacy**

Stories are essential when it comes to being effective advocates for our students. Yet, there are limited tools that are available to help train people on collecting, shaping, sharing, and archiving stories. As we at CMU started to rely more on stories to make real the experiences of our students and the issues they face, we realized we didn't have the tools we need so we started to develop our own training materials and identify the resources that are out there. In this session we'll present our first-pass at solutions from our campus, but we will also provide ample opportunity for attendees to discuss their own campuses' solutions and struggles in collecting and archiving graduate student stories.

### Session 6.3 Confronting exclusionary housing policy in college towns

TCC 232

*Gregor Robinson, University of Colorado, gregor.robinson@colorado.edu*

#### **On-campus advocacy**

Some college towns implement ordinances directed toward students in an effort to mitigate quality of life concerns the public associates with "college life". One example of such policy is zoning that caps the number of "unrelated" people living in a house. The United Government of Graduate Students at the University of Colorado Boulder has recently taken stance against an existing occupancy limit and a proposed city ordinance to increase enforcement of it. This session will make the case that there are significant socioeconomic biases associated with similar policies that aim to exclude students. We will also explore some of the correlated and intersectional social justice aspects, and political challenges (internal and external) facing graduate student advocacy

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groups trying to repeal or prevent this kind of exclusionary policy. The aim of the session is to stoke discussion toward synthesizing a broad understanding of these issues in a global social context, and to share resources we can use in our activism at home.

*Session 6.4*    **Strategic Shifts in Graduate Student Advocacy: A Case from Graduate and Family Housing**  
*TCC 432*        *Ayca Mazman, University of Cincinnati, president.ucgsa@gmail.com*  
**On-campus advocacy**

In 2008, the on-campus building which graduate and family housing was located in the University of Cincinnati closed down. Since then, the Graduate Student Governance Association (GSGA) used all its administrative influence and power in order to have the University offer a university-sponsored housing option for graduate students. However, the demand for graduate and family housing was trumped over by the ever-expanding undergraduate student population and their need for on-campus housing. Over the years, GSGA has been unsuccessful in getting back an affordable, on-campus housing option for graduate students and their families. Starting from 2013, several changes in the strategic landscape of the GSGA leadership and the University created a unique window of opportunity for the request for graduate and family housing. In this presentation, I would like to talk about how our strategic shifts in advocacy and changes in the upper administration allowed us to win the long fight for a university-sponsored graduate and family housing in the Spring of 2014.

*Session 6.5*    **Are you a 21st Century Leader Prepared for the Global Workforce?**  
*TCC 320A*        *Airies Davis, University of Southern California, davisairies@gmail.com*  
**Graduate & professional student leadership**

Preparing for a global economy requires a broad coalesce of leadership values in order to obtain success in the workforce. The vibrant economic landscape is rapidly evolving thereby requiring workforce entrants to be equipped with 21st Century leadership skills: collaboration, critical-thinking, communication, and creativity (Partnership for 21st Century Learning, 2015). Leaders must be able to effectively comprehend and problem-solve a myriad of complex organizational issues. This session will provide best practices in order to address the question: are you a 21st Century leader prepared for the global workforce?

## 1:30 pm - 2:00 pm Concurrent Presentations #7

*Session 7.1*    **“We Made a Strategic Plan–Now What?”**  
*TCC 301*        *Carolyn Commer, Carnegie Mellon University, carolyncommer@gmail.com*  
**Best practices**

At the 2013 NAGPS National Conference, Cornell presented their GSO’s strategic plan. Inspired by their presentation, our graduate student assembly at Carnegie Mellon University undertook a strategic planning process as well. While the trend for graduate student organizations to create strategic plans has been evident at NAGPS conferences for a few years, most of the presentations on strategic plans have focused on how to create a plan, but not implement one. What should graduate student organizations do once they have created a strategic plan? How can they begin to take action when there are so many things to be done? This presentation will focus on Carnegie Mellon’s GSA strategic planning process, our final plan, and some of the strategies we are developing for engaging students to carry out our strategic plan over the next ten years. A preview of our final plan will be available to participants.

*Session 7.2*    **Automation and Data Analytics solutions for large student organizations**  
*TCC 302*        *Prajwal Paudyal, Arizona State University, ppaudyal@asu.edu*  
**Data-driven advocacy**

The growth in size of graduate student bodies across Universities and the busy schedules of graduate student volunteers that run Graduate Student Government bodies makes the need for automation in services quintessential. A lot of activities that Graduate Organizations do

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like gathering survey information, recruiting volunteers, encouraging participation, hosting and awarding research/travel awards etc. are all activities that are (or should be) carried out online. Thus, a robust and automated online presence is no longer just a 'nice-to-have' feature, but is a must. This, however has to be juxtaposed with lack of resources (people and time). Thus, everything that can be automated should be automated. In this talk I will present the technology solutions that GPSA@ASU is currently employing to manage technology solution for one of the largest graduate student body in the nation with minimum overhead. For the most part, I will concentrate on using the online solutions like the google infrastructure to make the overall functioning robust and automated. The talk will start with how we at GPSA@ASU, use Google Forms for aggregating volunteer data and surveys. Then it will cover how using simple logic in the form pages helps to make smarter forms. Then I will showcase our use Google Forms to aggregate newsletter data from the various Graduate Student Organizations and how we automate the creation of a newsletter by using simple and effective Google Scripts. Then the talk will transition into use of analytics on webpages and social media sites to create a feedback loop that will ultimately help in improving content and thus helping the organizations provide a better service that is attuned to the needs of the population they are serving.

*Session 7.3*     **Restorative Conferencing is a Practical Solution to Address Critical Situations**  
*TCC 232*         ***Genre Adkins IV, University of Southern California, gradkinsiv@gmail.com***  
**On-campus advocacy**

As the former University of Southern California Graduate Student Government Director of Academic Affairs, I had the opportunity to serve and assist graduate students with their academic concerns as well as voice their displeasures to administration. Additionally, as a student representative I have had several conversations with students surrounding their college experience due to unfair treatment and biases, often brought upon by other students, faculty, administration, and staff. Scholars and professionals of all disciplines have devoted a considerable amount of attention to address these conflicts, however many students still feel disengaged because of their tainted experience. This session will discuss an innovative solution to addressing conflict, which is called Restorative Conference.

A Restorative Conference is a structured meeting between offenders, victims and both parties' family and friends, in which they deal with the consequences of the crime or wrong doing and decide how best to repair the harm. Conferencing is a victim-sensitive, straightforward problem-solving method that demonstrates how citizens of a community can resolve their own problems when provided with a constructive forum to do so (O'Connell, Wachtel, & Wachtel, 1999).

This session will provide a brief overview of this innovative approach and will include how wrongdoings on any campus could be address. The key to a restorative conference is the offenders hear firsthand how their behavior has affected people, as well as have the opportunity to repair the harm they have caused by apologizing, making amends and agreeing to financial restitution or personal or community service work. In general, conferences hold offenders accountable while providing them with an opportunity to discard the offender label and be restored into the school (Morris & Maxwell, 2001).

*Session 7.4*     **So you say you want a Revolution: Anatomy of a Grass Roots Response to**  
*TCC 432*         **Campus Crisis**  
***Kristofferson Culmer, University of Missouri, kristofferson.culmer@gmail.com***  
**On-campus advocacy**

On August 14th graduate student workers at the University of Missouri received word from their administration they would no longer receive the insurance subsidies they were promised because of impending federal law related to the Affordable Health Care Act. This notice was given 13 hours before current insurance policies expired, leaving many students in the dark as to whether or they would be insured and how they would afford it.

Immediately following this notice the students at the University of Missouri started a grassroots

# Abstracts

movement aimed at addressing the loss of insurance and other longstanding issues that affect the graduate-professional student population on campus. This movement began organically but it has now morphed into a structured advocacy movement that encompasses student leaders the entire university community.

In this session we will discuss the elements of a student response to campus crisis and unpack how students can always be ready to respond in the most volatile of situations. Attendees will learn how to employ elements of leadership, communication, organization, and networking skills to effectively engage students and campus stakeholders in advocating for the best interests of their constituents.

*Session 7.5*    **International Graduate Students Awareness / Information session**  
*TCC 320A*    *Irina Yakubovskaya & Dan Ciba, Tufts University,*  
*gsc-vicepresident@tufts.edu & daniel.ciba@tufts.edu*  
**International student concerns**

International Graduate Students (IGS) in the United States generally face problems and challenges very different from those of the local (American) students. Unfortunately, it is quite common for the University faculty and administrators to lack knowledge of the restricting and challenging rules that the IGS have to follow. It is often assumed that if a student/researcher reaches a graduate level of education, he/she has not only the responsibilities but also the rights similar to any American graduate student in the U.S. Reality is significantly different, however. IGS are not eligible for most non-academic funding and even credit cards, as well as they are often discriminated against during the job search process. IGS have a very limited access to the resources that are always available for the local students. This issue, among many others, often has a very destructive influence on the IGS graduate experience and overall well-being.

At Tufts University, the Graduate Student Council and the International Center collaborated on an interactive International Graduate Student (IGS) information session which we then presented to the Deans of the Graduate School. The purpose of this information session was to present and to discuss the most prevalent issues that the IGS face during their graduate experience in America. The goal of this presentation was to raise awareness among the leaders of the graduate programs of our school. It also became apparent to the GSC that the general graduate student body would benefit greatly from this information. We would love share our interactive IGS awareness session with the NAGPS members. During our presentation, we will introduce the key issues pertinent to the IGS experience, and then we will discuss the potential solutions to these issues, as well as the limiting legal boundaries that make the obvious solutions unachievable for the international graduate students.

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# 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 2016 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
- Director of Legislative Affairs
- Employment Concerns Chair
- International Student 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

Please note that the election procedure this year has changed for most of the positions. During a business meeting session, elections will be held for President, Vice President and Director of Finance. In this particular session, 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.

On Friday October 29th, all other nominees running for an elected position will be presented to the Conference body. Each candidate will have an opportunity to present him/her self and the position he/she is running for. Members present will vote via paper ballot throughout the day, and before the close of the conference, winners will be announced. Please note that elections will close for all Officers and Committee Chairs of the National Executive Board at **12:30 PM** on that day. 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 **8:00 AM – 10:00 AM Sunday, November 1st.**

# 2015 Board of Directors



From left to right (*back row*) Mark Whiting, Director of Finance; Dwayne Johnson, Southeast Regional Chair; Zachary Brooks, Vice President; (*row forward*) Donta Henson, former Employment Concerns Chair (replaced by returning ECC Caitlin Janiszewski, see inserted picture); Benjamin Goertz, Western Regional Chair; Will Frankenstein, Northeast Regional Chair; Samuel Leitermann, Social Justice Chair; (*row forward*) David Hamilton, Legal Concerns Chair; Kristofferson Culmer, President; Denisha Griffey, Midwest Regional Chair; Ankita Sharma, International Students Concerns Chair; (*row forward*) Damon Chambers, Director of Outreach; Neleen Leslie, Ex-Officio; Scout Johnson, Southcentral Regional Chair, Hallie Thompson, Director of Legislative Affairs; (*front row*) Peta Long, Director of Communications; Alicia Garavaglia, Director of Relations; and, Marlies Hagge, Director of Administration.

# 2015 Advisory Board

The Advisory Board advises on strategy and helps NAGPS establish relationships with organizations and sponsors. This year, the President took on the task of reorganizing the Advisory that is committed to the work of the association. The Advisory Board members are actively involved in the Association through participation in events, sponsorship, and networking. Collectively the Advisory Board members advocate for collaboration with other organizations.

Members are: Nick Repak, Jon Kowalski, Dave Zook, James Masterson, John Capece, Suzanne Laurich-Mcintyre, and Neleen Leslie.

# Partners & Sponsors

NAGPS thanks the following sponsors for their generous support of the 29th Annual National Conference:





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