

Graduate Professional Scholarship guidelines and review criteria

In assessing applications for the Graduate Professional Scholarship, members of the graduate committee will primarily consider the student's record of academic achievement, the student's overall progress toward the degree, and the student's professional development activities. Other considerations include a student's receipt of prior funding and the need to provide some funding to all of our various degree programs. We will not adhere to a strict quota system, but **ordinarily the committee will seek to prioritize at least one master's student, a doctoral student who is following a non-academic career path, and a doctoral candidate who applied for but did not receive external support.** Students may receive the GPS in more than one year, up to a lifetime maximum of two awards for MA or MAPH students and three for PhD students. Students who are applying for additional years of GPS funding are strongly encouraged to apply for external funding wherever possible and doing so will strengthen their application. PhD candidates will not be considered for a GPS if they have not applied for external funding, unless their advisor makes a compelling case that the student could not feasibly do so.

Criteria for evaluating newly-admitted students for a GPS

Newly-admitted students will be awarded a GPS when the student shows exceptional **academic promise**, such that recruiting the student seems more important to our program than does supporting a current student.

Criteria for evaluating continuing students for a GPS

Continuing students will be evaluated in three areas: **Academic Achievement, Degree Progress, and Professional Development.**

The DGS will share each applicant's annual progress report with reviewers and provide grant reviewers with a spreadsheet containing the following information about each applicant:

- Name
- Program (MA, MAPH, PhD)
- GPA
- Semester/year entered
- Semester/year of anticipated graduation
- Previous Department funding (GPS, GTA)

Grant reviewers should assess each applicant in the three areas below, rating the applicant's performance in each area on a scale of 1 to 5. Scores should reflect expectations for the degree the applicant is pursuing. The bulleted items for each area should be considered holistically rather than independently and not all items will all items be relevant to every applicant. Once the reviewer has

completed their evaluations, they should enter the score for each of the three areas on a spreadsheet provided to them by the DGS.

1. Academic Achievement (please rate on scale of 1 to 5, with 5 indicating excellence)

- GPA
- Internal and external grants, fellowships, and awards
- Publications
- Strength of proposed or ongoing research, for students with approved essay/thesis/project/dissertation topics
- Quality of letter of application

2. Degree Progress (please rate on scale of 1 to 5, with 5 indicating excellence)

- Is the student on track to graduate in the semester and year they have identified on their progress report?
- How has the advisor assessed student progress (See Progress Report)?
- Reviewer should additionally independently evaluate progress toward essay/thesis/project/dissertation completion based on the materials available to them

3. Professional Development (please rate on scale of 1 to 5, with 5 indicating excellence)

- Is the student taking the necessary steps to lay the groundwork for their career path(s)? (See Progress Report)
- Has the student been an active participant in HGSA?
- Has the student taken advantage of professional development opportunities at Wayne State (CHAPS, the Graduate School) and as offered by relevant professional associations?
- For master's students, evidence of professional development may include, but is not limited to:
 - Presenting at conferences
 - Internships, volunteer work, or other relevant professional experience
 - Applying for external funding (remember that external support for MA students tends to be quite limited)
 - Seeking out publication opportunities if relevant
- For PhD students, evidence of professional development may include, but is not limited to:
 - Presenting at conferences
 - Teaching, internships, volunteer work, or other relevant professional experience
 - Applying for external funding
 - Seeking out publication opportunities
 - PhD students who have achieved candidacy *must* show evidence that they have applied for external funding; if they have not, their advisor's letter must explain why doing so was not feasible