



THE USE OF WORK-STUDY FUNDS TO CREATE RESEARCH ASSISTANTSHIPS

by Moheb Ghali, Vice Provost for Research and Dean of the Graduate School,
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Introduction

Providing financial support for graduate students is at times a significant determinant of whether qualified candidates actually enroll in graduate schools. Many doctoral granting institutions have sufficient resources, both from external research support grants and contracts and from endowed fellowships, that allow them to provide financial support to students admitted to Ph.D. programs. However, relatively few students enrolled for masters' degrees at most institutions, both Ph.D.-granting as well as masters-focused, receive such support. In many masters focused institutions, funding is available for a limited number of graduate students to work as teaching assistants (TA). For example, at Western Washington University we have state funding for 165 TAs but none for research assistants (RA). The only funds available to support graduate students as RAs are research grants. The average number of RAs supported by grant funds is 12 per year. Thus, at Western financial support is available for 177 graduate students, or about 20% of graduate students. The remaining 80% have to fund their graduate education themselves. While some are employed full-time and are pursuing their graduate degrees as part-time students (teachers and some of the MBA students are examples), many others finance their education by working at part-time jobs and by loans.

In addition to supporting graduate students, funding research assistantships have a direct impact on the scholarly productivity of faculty members. In most masters-focused institutions state funding allocated for graduate student support is devoted to supporting undergraduate instruction. As a result, faculty members who have no external grants, and many in the humanities and social sciences do not have external support, have no access to RAs. Any resources that can be secured to fund research assistantships will enhance faculty productivity, and may also impact faculty recruitment and retention.

One possible source of funding that supports graduate students and provides assistantships to faculty engaged in research is the government supported work-study program. A number of years ago I explored this possibility and reported on the outcomes at graduate deans meetings. A number of colleagues have since developed similar programs at their institutions and reported successful implementation. The purpose of this article is to encourage more graduate deans, especially those at masters-focused institutions, to explore the possibility of using the available work-study funds to support graduate

research assistantships.

Work-Study Funds

Federal work-study funds are allocated by the U.S. Department of Education to universities. They are available to graduate as well as undergraduate students. According to the U.S. Department of Education Federal Student Aid portal¹ "Federal Work-Study (FWS) provides part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the recipient's course of study. Federal Work-Study can help you get valuable experience in your chosen field before you leave school." Clearly, a graduate student working on a research project in his/her discipline qualifies for funding.

For the academic year 2003-04 the amount of funds budgeted for Federal Work-Study exceeds a billion dollars, and is distributed to 3,344 institutions. Given that the institutions must match the federal funds at a ratio of 1:3, the total work-study funds available under the Federal program is more than \$1.3 billion.

There are three restrictions on federal work-study funds:

- The student must qualify for financial aid and must be enrolled at least half-time;
- The University provides a match: Federal funds pay 75% and the University pays 25%. Note that all universities that receive Federal work-study funds, whether the funds are used for graduate or undergraduate students, must meet this restriction. The use of the funds to support graduate students does not impose any additional financial burdens on the institutions beyond the commitment already made in accepting the Federal funds.
- 7% of the funds must be spent on community service projects. Again, this is an institutional commitment and is monitored by the Financial Aid Office. It is independent of whether the funds are used to support graduate or undergraduate students.

In addition to the \$1.3 billion, some states have work-study funds allocated to universities. In the state of Washington, for example, the State Work-Study program is explained as "Through part-time work, undergraduate and graduate students from low- and middle-income families earn money for college while gaining experience whenever possible in jobs relat-

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ed to their career goals. State Work-Study provides a significant alternative to high levels of student borrowing. In fiscal year 2003, the program will use about \$17.4 million in state money to help about 8,500 students go to college."² As many states have similar programs providing funding that can be used to support graduate students, it is important to check with the university's financial aid office, or the budget office on the availability of the state funds.

Developing Graduate Research Assistantships

Up to seven years ago, Western Washington University graduate students who received work-study funds were directed by the Financial Aid Office to the various administrative offices in search for an employer. Graduate students were then employed as clerical assistants to departmental administrators and other functions not related to their graduate education.

Seven years ago we had a series of meetings with the Director of the Financial Aid Office that resulted in an agreement between the Graduate School and the Office of Student Financial Resources. The Office of Student Financial Resources would reserve an amount of the work-study funding for graduate students. That amount was equal to the annual average allocated to graduate students in the two preceding years. The Student Financial Resources Office would direct graduate students receiving work-study funds to the Graduate School, which would be responsible for the placement of these graduate students.

To achieve the best fit for the student and the faculty, we advertised the program to deans and department chairs and solicited requests for RAs from faculty members. In each request the faculty member specified the project and the functions that an RA would perform. The requests were due by the end of the spring quarter for RA assignment in the following fall quarter. When the Graduate School received the award notices from the Office of Student Financial Resources, it matched faculty requests with a student's research interests expressed earlier in a form mailed to the admitted students.

The Graduate School places each student as RAs for faculty members in his/her discipline, and requires that the student be used only to assist in research. By having the students work as RAs for faculty members, the student can begin developing data for a thesis, and many have done so over the past seven years. The faculty members receive research assistance that would be otherwise unavailable. An end of year report is required from each faculty member receiving a work-study RA, detailing the work assigned to the student and evaluating the performance of the student. Similarly, each RA has to submit a report at the end of the year evaluating the experience. Over the past seven years the reports from both faculty members and graduate students have been extremely positive. We forward copies of these reports to both the Director of the Student Financial Resources and to the Vice President for Student Affairs to whom the Director reports. The reports have acted as positive reinforcement to encourage further cooperation between the Financial Resources Office and the Graduate School.

Through this program we have been able to provide an average of 40 RA positions annually, an increase of 22.5% over the positions available through TA and grant funded RA positions.

The Process

Prospective applicants must complete a Federal Financial Aid form (FAFSA) and file it with the U.S. Department of Education. On the form there is a block to check if interested in work-study. It is essen-

tial that the student check this block. The student also lists all the universities that are to receive the processed information from the U.S. Department of Education.

About April 1 the U.S. Department of Education notifies the institutions of those eligible for financial aid and the "Expected Family Contribution" for each. Meanwhile, the Graduate School would have processed the application for admission and the programs would have determined which applicants are to be admitted.

The Office of Student Financial Resources (our Financial Aid Office), having received the information from the U.S. Department of Education, determines the "need", that is the maximum amount of aid the student needs. This is defined as the difference between the cost of tuition, fees and living expenses and the "Expected Family Contribution." The office also puts together a package of scholarship funds, work-study funds and loans for each admitted student eligible for financial aid.

The student is given two weeks to accept the package. If the package includes work-study funds as part of the financial aid, a Work-Study Interest sheet is included. The student indicates on that sheet the possible topics he/she would be interested in pursuing as research for their degree.

As discussed above, the Graduate School advertises the program to departments and solicits requests from faculty members who are interested in having a RA for the following academic year. The request describes the research area that the assistant will be used in and the type of work expected of the assistant. The Graduate School also receives the Interest Form that is completed by the student receiving work-study funds, matches the student interest with faculty requests for RAs and sends a notice of assignment to the student, the faculty member and the departmental administrator. Students who have an interest in working with a specific faculty member, and faculty who are interested in employing a specific graduate student, may request a specific assignment and the Graduate School honors these requests. These requests are more common with continuing graduate students.

Maximum Earnings From Work Study

The maximum hours a student can work at Western Washington University is 19 hours/week on average (81 hours/month), otherwise FICA would apply. However, the institution may set a lower maximum. When the program was started at Western seven years ago, the maximum for work-study was set at 10 hours/week. Three years ago we were successful in increasing the maximum to 15 hours/week, and the typical work-study award is now based on an expected average employment of 15 hours per week.

Federal rules require that the wage rate for work-study must be comparable to the prevailing wage rate. At Western Washington University we took the average TA monthly stipend divided by 80 (4 weeks x 20 hours) as the prevailing wage rate (currently \$14.95/hour). This year at Western the standard work-study award is \$7,200 for the academic year, or \$2,400 per quarter.

The Next Steps

One of the most important factors in recruiting graduate students is the timing of the financial aid package. At Western Washington University the Office of Student Financial Resources processes the financial aid packages for incoming freshmen first. After that is finished, the office then processes the packages for returning students and for graduate students. Many new graduate students receive their financial aid offers very late, in mid-summer.

This timing has two negative implications:

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Data Sources: Rough waters ahead?

Two new studies find marked downward shifts in international student enrollment, applications

by Peter D. Syverson, Vice President for Research and Information Services

Over the past three decades, international students have become an important part of higher education in the United States. Despite some ups and downs in annual numbers, the overall trend has been decidedly positive, especially for graduate education. On balance, these outstanding students make important contributions to U.S. research and scholarship during their years of graduate study in the United States. However, two studies recently released, the 2002/03 Open Doors¹ report from the Institute of International Education and the CGS Survey of International Graduate Student Applications² provide indication of a much leaner future in terms of the number of graduate students that may be coming to the U.S. to earn advanced degrees.

Open Doors 2003

The latest edition of the informative Open Doors series documents a marked change across the higher education landscape, from rapidly increasing international student enrollment to an abrupt flattening out of the trend line (see Figure 1). Open Doors is based on a survey of registrars and international student officers at the 2,689 regionally accredited institutions in the U.S. A total of 90% of these institutions responded to the 2002/03 survey.

According to Open Doors, U.S. institutions enrolled 586,323 foreign students in 2002/03. Men constitute the majority of international students (57%), in contrast to the student population in the U.S., which is majority female. For the second year, international graduate students outnumbered international undergraduate students, accounting for 47% of all international students in the U.S. The graduate group includes 138,634 master's students, 92,203 doctoral students, and 37,039 students in other types of post baccalaureate education.

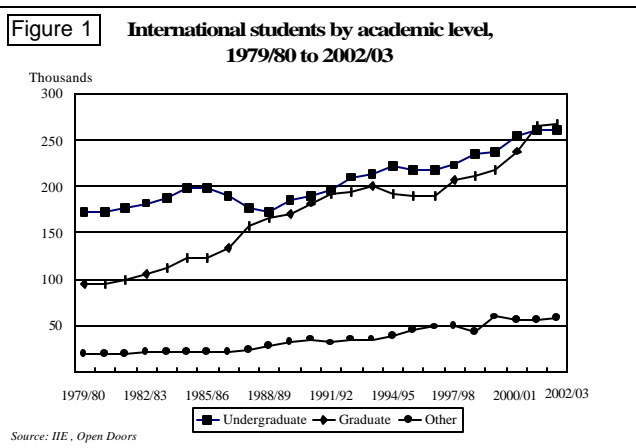
Asian countries, especially India, China, Japan, Korea, and Taiwan, are the major sources for international students (see Table 1). India has been the fastest-

growing source country, more than doubling the number of students in the U.S. since 1997. Canada, followed by Mexico and Turkey, are the leading non-Asian countries sending students to the U.S. The share of undergraduate and graduate students differs widely by country, ranging from 81% graduate students from China to 79% undergraduates from Japan.

The most important finding of this report is the abrupt change that has recently occurred, from four years of accelerating enrollment increases to nearly level numbers in 2002/03 (see Figure 1). From

2000 to 2001, the number of international students grew by 9% and from 2001 to 2002 that figure jumped to 11%. In contrast to these rapid increases, the number of international graduate students grew by just 1% from 2002 to 2003.

As shown in Figure 2, (see page 6) many of the most important source regions posted decreases in the number of students in the U.S. Notable among these are Western Europe, Southeast Asia, Mexico and Central America. Eastern Europe, which had been a rapidly growing source region, decreased in number of students from 2002 to 2003.



CGS Survey of International Student Applications

Coincident with the release of Open Doors, there was a lively discussion of international student application trends on the CGS Dean's Discussion List. These two events, along with our continuing need for up-to-date information for use in the CGS Federal Relations program, prompted CGS to conduct a quick-response survey of its membership regarding trends in applications from international students.

The survey, conducted in February 2004, asked three main questions: How many applications had been received for fall 2004 compared with the same time last year, what was the direction of change from leading source counties, and what was the direction of change across major fields of study. A total of 132 institutions responded to the survey, including 34 of the top 50 institutions in terms of international student graduate enrollment.

With near unanimity, across all institutional types and categories, institutions reported decreases in international student applications from fall 2003 to fall 2004. Of course, applications are still coming in for fall 2004, but absent an unprecedented flood of new applications, these results are likely to hold through the applications cycle.

Country	Total*	Undergraduate	Graduate	% Change in Graduate Enrollment 2001/02 to 2002/03
India	74,603	13,813	58,322	17%
China	64,757	9,484	52,235	2%
Korea	51,519	21,774	24,616	4%
Japan	45,960	31,489	9,516	-2%
Taiwan	28,017	9,984	15,479	-3%
Canada	26,513	13,859	11,252	-5%
Mexico	12,801	7,737	4,328	-1%
Turkey	11,601	3,803	7,003	-1%
Indonesia	10,432	7,436	2,519	-11%
Thailand	9,982	2,551	6,706	-12%
Germany	9,302	4,218	4,091	-4%
Brazil	8,388	4,469	3,255	0%
Pakistan	8,123	4,997	2,810	-5%
United Kingdom	8,326	4,914	2,667	-2%
Columbia	7,771	4,397	2,784	0%

*Includes "Other."

Source: Institute of International Education, Open Doors 2001/02 and 2002/03

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Federal Relations Update

by John Yopp, Director of Federal Relations

Unquestionably, the issue of greatest concern to the graduate and, indeed, the entire higher education community since the last issue of the CGS *Communicator*, has been the precipitous decline in international student applications to U.S. graduate schools from Fall 2003 levels. The article by Peter Syverson (page 3) discusses the results of a CGS survey that found an overall 32% decline in graduate applications, with decreases across all countries of origin and major fields of study.

The substantial declines and high percentages of large and small institutions reporting them have naturally generated a substantial amount of interest from the press, committees of Congress, and organizations relying on or serving international students. The press (e.g., *Science*, *The Chronicle of Higher Education*) and some Congressional staff have not only requested details of the data from the CGS survey, but also comments on the likely causes and implications for graduate education and the nation's economic competitiveness. It is the nature of the responses of CGS and the other higher education associations to these questions that characterizes an important aspect of their federal relations role in serving their membership organizations.

The press and some Congressional committees implied, as expected, a linkage between the decline in applications and the previously reported challenges that international students experience in obtaining a visa and a social security number due to post 9/11 changes in federal policies. On February 24, the House Science Committee held hearings on "The Conflict between Science and Security in Visa Policy: Status and Next Steps" in which officials from the Department of Homeland Security (DHS), the General Accounting Office (GAO), the Department of State, and the FBI were asked to testify on the impact of enhanced security measures on the entry into the U.S. of foreign students and scholars. A portion of the hearing included a report of a study requested by the Science Committee of the GAO "on the extent of visa delays and what might be done to reduce them without compromising security" (GAO report-04-371, on CGS website).

The background report for the Committee hearing stated the positive relationship between foreign students and scholars and the U.S. scientific enterprise, and noted that Congress and the administration have made significant changes in the visa system in response to the traditional openness that makes the nation vulnerable to security threats. The Science Committee Chairman, Sherwood Boehlert (R-NY) voiced concern that "a visa regime that casts too wide a net -- that holds up just about everybody for excessive security checks -- that regime is not good for security or for science" and "it's obviously not good for science, given that U.S. success in science has always depended on attracting the best minds from around the world." The GAO study found it was not possible to track international student applications within student (F) and exchange visitor (J) visa categories. GAO did conclude that visa adjudication time was largely dependent on whether the international visa applicant "triggered" a Visa Mantis (VM) review. Other causes for visa delays were time to receive personal interviews with consular officers and expression of concern on the part of these interviewers that they lacked clear guidance on the conditions that lead to VM checks.

GAO recommended that the Secretary of State, in coordination with the Director of the FBI and the Secretary of DHS, develop and implement a plan to improve the VM process. In response, the FBI and State reported that they are already in the process of improving the visa process and are working together to resolve the estimated 1,000 VM cases outstanding for several months to a year.

Recent discussions with a number of graduate deans made it evi-

dent that Visa Mantis and all of the other security measures put in place following 9/11 are not well understood by a substantial component of the graduate education community. Thus, this federal relations report highlights the major events and processes launched in the national effort to enhance security.

1. The first major change in security measures was in the Act creating the DHS, which fundamentally altered the bureaucracy of the visa process. DHS, instead of State, now establishes visa policy and oversees its implementation. The same act abolished the Immigration and Naturalization Service and replaced it with the Bureau of Immigrant and Customs Enforcement. This bureau created the Student and Exchange Visitor Information System (SEVIS), which is now in the process of tracking international students within campuses. SEVIS was fully implemented in August 2003. Replacing an inefficient and cumbersome paper-based system, the computerized SEVIS has experienced a number of glitches, which are now being more aggressively addressed through additional resources.

2. Additional security check processes were put into place shortly after 9/11 and existing ones, originally created to protect U.S. technology, were re-purposed. One of these, the VM security check, is triggered whenever a consular officer has doubts about whether the applicant may be engaged in the study of "sensitive technologies" on State's Technology Alert List. Many in the higher education community believe that this list is not specific enough in that it includes nearly every program or technology involving, among others, biochemistry, chemistry, microbiology, pharmacology, and most engineering disciplines. This has caused challenges in interpretation, a problem exacerbated by State's encouragement to consular officers to err on the side of caution.

The most common reason for denial of a visa is the determination by the interviewing officer that an applicant intends to remain in the U.S. after his or her completion of study. This generally means that the applicant is unable to establish that he or she has sufficient family or economic reasons to compel a return to the country of origin. There have been reports in recent meetings of higher education associations of greater stress being placed on this aspect of the interview. The countries of origin for the greatest number of visas denied in 2003 were China (22,995 of 54,317) and India (17,973 of 38,293) (GAO Report-04-371).

3. To provide more expertise in reviewing visa applicants proposing graduate, postdoctoral, or research study in these fields, the White House announced in May 2003 the creation of the Interagency Panel on Advanced Science Security (IPASS) to include representatives from the White House Office of Science and Technology (OSTP), DSH, State, and other agencies. DHS is still in the process of creating this panel. Whether this will facilitate the review process for those proposing study or research in sensitive areas or create another bureaucratic step is unclear at this time.

4. In August 2003, State issued a policy that required virtually all visa applicants to be interviewed in person by a consular officer. This requirement overwhelmed the existing capacity of the consulates in 2003 and no additional funds were initially provided. The GAO report provided examples of substantial delays making it difficult or impossible for some international students to meet class-starting times.

Prior to 9/11, citizens from 27 countries (e.g., Western Europe, Canada) were not required to have a visa to enter the U.S. With the Enhanced Border Security Act of 2001, these countries are now required to issue pass-

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some admitted students may have already accepted offers from institutions that provided aid packages at earlier dates, and the work-study components of the aid packages may be constrained by the offers made to incoming undergraduates. We have been discussing the possibility of considering financial aid for incoming new graduate students with the aid for incoming freshmen. An agreement is likely to be reached soon.

Over the next few years we will develop the program further in order to make the support provided more in line with the research assistantships funded through grants and contracts. At present RAs appointed on grants and contracts have their tuition and health insurance coverage costs charged to the grant or contract. Research assistants appointed on work-study funds pay their own tuition and medical insurance (if any) themselves. Because they qualify on a need basis, these research assistants should qualify for the state subsidized medical coverage, the cost of which is nominal. To provide for tuition, two options exist: if the tuition waiver budget allocated to the Graduate School grows, it may be possible to provide partial waivers

to research assistants appointed on work-study funds; or a second possibility is to negotiate with the Office of Student Financial Resources to allocate part of the "Need-based Waivers," a category of waivers with a large budget at my institution, to the recipients of graduate work-study funds.

¹See: <http://studentaid.ed.gov>

²See: <http://www.hecb.wa.gov/financialaid/sws/>

An earlier version of this paper was delivered at the 43rd Annual Meeting of the Western Association of Graduate Schools, Los Angeles, March 2001. As many graduate deans have asked me for information on this subject over the past three years, the earlier version has been edited and expanded to provide such information. I wish to thank Mr. James DeWilde, Associate Director of Student Financial Resources at the University for reading and suggesting changes in the earlier draft.

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ports with biometric data. If the country does not meet an October 26, 2004 deadline, the U.S. will then require visas for its citizens applying for entry. To date, only a few of these countries have complied.

This could add as many as 5 million more visas annually, again seriously challenging consular resources and inevitably causing more delay.

5. The Border Security Act of 2002 resulted in the creation of the U.S. Visitor and Immigrant Status Indicator Technology Program (US VISIT) by DHS. This program involves the installation of technology in all U.S. ports of entry to scan travel documents and take photographs and electronic fingerprints for comparison against terrorist watch lists. It will be integrated with SEVIS. To date, the system has been implemented in only 115 airports and 14 seaports. Many within the higher education associations are concerned that this system will be severely tested by the mass influx of fall applicants to U.S. educational institutions.

Going forward, the CGS challenge will be to: 1) acknowledge and support the need to balance the implementation of needed security measures with systems and procedures permitting the greatest access possible for students and researchers coming to the U.S. for legitimate study and research purposes; 2) establish information and proactive communication channels with relevant Congressional committees and administration agencies; 3) assist these committees and agencies in their policy formation by providing constructive criticism and information concerning the implications of these security measures on the entry of international students and scholars into the U.S. educational system and the larger scientific enterprise; and 4) ensure that the information provided has balance and integrity and does not go beyond reasonable interpretation of its data sources or positions of the membership institutions.

CGS believes that there is a need for a proactive and balanced communication with the media to avoid the perception that U.S. colleges and universities are unfriendly to international students and visiting scholars. This point was clearly articulated in a recent conversation with Princeton University's Director of Government Affairs, Diane Jones. She said, "I think we needed to be vocal about our difficult cases last year so that we could get Capitol Hill on board with us -- which we did. But now, the continuing press coverage of the difficult cases, and the absent coverage of the many students who do receive

visas to study in the US, may be sending a very bad message overseas. I think it's great for us to continue watching the data, but I also think it's time to start a positive campaign that portrays U.S. graduate schools as the welcoming and excellent places they are."

Request for Applications

KOSOVO AMERICAN EDUCATION FUND

The Kosovo Business Finance Fund is seeking a qualified organization to respond to a request for applications (RFA) for the establishment and management of an educational endowment fund, the Kosovo American Education Fund (KAEF), aimed at bringing Kosovar citizens to the United States to further their graduate education.

More information, as well as the RFA, can be found on our website on or about February 23, 2004. www.kbff.org

Data Sources continued from page 3

- Institutions reported an average decrease of 32% in applications from international students from fall 2003 to fall 2004. This 32% decrease was consistent across institution types and categories.
- The two most important source countries -- India and China -- were also the countries with the largest percentage of institutions reporting application decreases; 70% of institutions reported decreases from India and 87% reported decreases from China.

Other countries with large percentages of institutions reporting application decreases were Korea (60%) and Taiwan (49%).

Moreover, the fields with the most international students were also the fields where the largest percentage of institutions experienced enrollment declines. A total of 85% of institutions reported decreases in engineering, 66% in the physical sciences, and 59% in the biological sciences and agriculture.

Reported declines in applications were even greater for respondents from institutions among the top 50 in international student enrollment. For example, all but one of these 34 institutions reported decreases in applications. All reported decreases in applications from China, 84% from India, and 77% from Korea.

The percentage reporting decreases by field was consistently greater for this group, with on average over 80% reporting application decreases, and 93% in engineering, 81% in the physical sciences, and 79% in the biological sciences.

Discussion

As a general rule, the typical data set on graduate education has considerable variation by institution. In any given year, some institutions or fields are increasing and some decreasing. What is highly distinctive about the data reported from these two studies is the consistency and comprehensive nature of the change underway. Especially with the applications survey, the entire spectrum of CGS institutions has been impacted by these decreases. No institution was immune from the decrease. In fact, highly ranked research institutions were affected, in many cases even more severely than smaller institutions.

The second observation is how quickly this occurred. For the last few years we had been experiencing nearly double-digit increases in international student enrollment and applications. The turn-around could not have been more rapid, occurring in the course of a single year. The short time cycle of this downturn reflects the fragile relationship between international students and U.S. institutions, especially when there is such intense competition from countries such as Australia, Great Britain, and Canada.

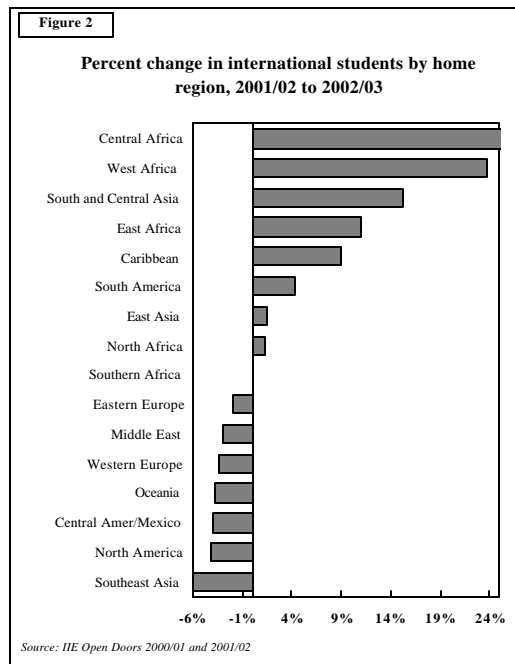
Questions Remaining

Two questions lurk within these findings: Will the application decreases result in actual enrollment decrease; and why is this happen-

ing? The critical factor for the first question is the duration of the decrease. If this is a one-year perturbation in an otherwise upward trend, then departments that had been receiving multiple applications per opening will fare well during this downturn. If this downturn persists, then we can expect to see a serious impact on enrollment begin in year 2 or 3.

A number of reasons have been proposed for this quick, sharp downturn in applications. First are the difficulties in obtaining a student visa, with the process now requiring a consular interview and increased scrutiny for those in fields on the federal watch list. Second are economic and educational circumstances in the home country. Examples include the development of high-quality doctoral programs in China, and India's current economic boom. Third is the impact of state budget cuts resulting in rising tuition and staffing cuts in international student offices. Finally is the possibility that the word is out in foreign countries that the U.S. is simply not a welcoming country for visiting students and that other countries are better choices.

Of the four possible reasons for the downturn, the fourth is the most difficult to counterbalance because it pertains to qualitative attributes such as reputation and welcoming atmosphere. The actual reasons vary for each individual but are probably some combination of these four. It is clear, however, that a future of easy access to well-qualified international students is new in question. By this time next year, we will know whether this application downturn was just a passing squall or the beginning of an epic tsunami.



¹The publication Open Doors 2003: Report on International Educational Exchange is available from the Institute for International Education, telephone 212.984.5345. The Open Doors web site is www.opendoors.iienetwork.org.

²The press release from the CGS survey is available as a special button on the CGS home page at www.cgsnet.org.

Welcome New Staff

Heath Brown joined CGS in March as Director of Research and Policy Analysis. He has previously worked at the U.S. Congressional Budget Office and the American Bus Association.

Heath will be defending his doctoral dissertation in public policy at George Washington University this summer. The focus of that work is the relationship between merit pay and teacher satisfaction in charter schools.

He earned his undergraduate degree from Guilford College and a master's degree in International Affairs from George Washington University.

Dean of The Graduate School University of New Hampshire

UNH is the state of New Hampshire's Public Research University with a distinct mission in graduate education. Of the 12,500 students enrolled at the University of New Hampshire, approximately 2,200 are graduate students taking courses on the Durham and Manchester campuses. Currently the University of New Hampshire offers 28 doctoral programs and 83 masters' degrees in a wide range of disciplines.

The Dean of the Graduate School shares administrative responsibility for graduate programs with other school and college deans. While most graduate programs reside in individual academic departments, the process of graduate recruitment and admissions, the administration of graduate assistantships, and graduate program reviews have been centralized in the graduate school office, under the supervision and management of the Dean. The Dean also works closely with the Graduate Council, an elected, representative group of graduate faculty, and with the Graduate Student Organization on the development, implementation and evaluation of policies related to graduate education. Like other college deans, the dean of graduate school is responsible for managing and developing resources, including grants and private gifts. The Dean is active in faculty development efforts, overseeing the awards of summer faculty development grants and other related activities. The Graduate School plays a prominent role in a university-wide effort to improve graduate students' teaching and is an active participant in the nationally recognized Preparing Future Faculty (PFF) Program. The Graduate Dean also oversees the McNair Graduate Opportunity Program.

As member of the Deans' Council, the Graduate Dean reports to the Provost and Executive Vice President for Academic Affairs. The Graduate Dean reviews and makes recommendations about the tenure and promotion of graduate faculty. Because research and graduate education intersect, the Graduate Dean works collaboratively with the Vice President for Research and Public Service. The Graduate Dean is also charged with meeting the goals of objectives of the University's Strategic Plan related to graduate education. Interested applicants are encouraged to visit the Graduate School's website at <http://www.gradschool.unh.edu>.

Qualifications of the Graduate Dean include the appropriate terminal degree and a record of academic achievement commensurate with appointment to the graduate faculty. The anticipated starting date is July 1, 2004. Nominations and applications that include a letter of interest, curriculum vitae, and the names, telephone numbers, and email addresses of five references should be sent by email only to: Graduate-Dean.Search@unh.edu. Candidates' credentials will be reviewed beginning April 5, 2004, and will continue until the position is filled. The University of New Hampshire is an equal opportunity, affirmative action employer.

New Deans and Titles

Martin Abraham is Dean of the Graduate School at the University of Toledo. He replaces Richard A. Hudson.

Jeannine Blackwell is Dean of the Graduate School at the University of Kentucky. She replaces Douglass S. Kalika who was the acting dean.

Bradley G. Bond is Assistant Provost at the University of Southern Mississippi. He replaces Anslem C. Griffin.

Nancy Brown is Dean of the Graduate School at The College of New Rochelle. She replaces Laura Ellis.

Robert A. Calico, Jr. is Provost at the Air Force Institute of Technology.

Elizabeth Feetham is Acting Dean of the Graduate School at the University of Washington. She replaces the late Marsha Landolt.

Louise Hainline is Dean of Graduate Studies and Research at Brooklyn College, CUNY. She replaces Richard Pizer.

Susan M. Henrichs is Dean of the Graduate School and Vice Provost for Instructional Affairs at the University of Alaska - Fairbanks. She replaces Joe Kan.

Alan B. Jaffe is Dean of Arts and Sciences at Brandeis University. He replaces Jessie Ann Owens.

James Liszka is Interim Director of Graduate Studies at the University of Alaska - Anchorage. He replaces Kim Peterson.

Martha McKenna is Provost at Lesley University. She replaces Elsa Nunez.

Joanne Miller is Dean of Research and Graduate Studies at Queens College of the City University of New York. She replaces Robert Engel.

Rubens Pamies is Dean for Graduate Studies at the University of Nebraska Medical Center. He replaces David A. Crouse.

Wayne S. Quirk is Associate Vice President for Graduate Studies and Research at Central Washington University. He replaces Richard Mack.

Wilhelmina Reuben-Cooke is Provost and Vice President for Academic Affairs at the University of the District of Columbia. She replaces Wilmer Johnson.

Thomas Skill is Associate Provost and Interim Dean of the Graduate School at the University of Dayton Graduate School. He replaces Gordon A. Sargent.

Peggy J. Snyder is Dean of Continuing and Graduate Studies at Pittsburgh State University. She replaces Oliver D. Hensley.

Elton Stetson is Interim Dean of Graduate Studies and Research at Texas A & M University - Commerce.

Alvin O. Turner is Acting Dean of Graduate Studies at East Central University. He replaces Jack W. Paschall.



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