



## Crossing Boundaries in Graduate Education

by Bianca L. Bernstein, Dean, Graduate School, Arizona State University (on leave)  
Director, Division of Graduate Education, The National Science Foundation

It is no longer too bold, unfortunately, to say that our world is in crisis. Are our universities up to the challenge of preparing the workforce and leaders who will take responsibility for this world? What are the roles of graduate faculty and graduate degree programs in shaping our future and better articulating the purposes of graduate education? And, what is the place of the graduate dean in engaging such discussions?

In convenings of graduate deans, we speak often of better strategies to recruit and retain students, seek new sources of financial support for students, overcome hurdles in establishing collaborative programs, expand access to graduate study, and use program review to strengthen academic programs. Indeed, it is important for the graduate dean and academic administrator to update regularly the toolbox of strategies and processes for addressing the how's, where's, and when's of graduate education.

The nuts and bolts of graduate deaning notwithstanding, we sometimes forfeit our privilege to take the "big picture" view of academic quality and purpose in our institutions. Graduate deans are in a coveted and unique position to stimulate discourse about the what's and why's of graduate education. The "big questions" in graduate education are of the conceptual sort and are of considerable intellectual interest. They are also not part of the normal debate at our institutions.

So, to better focus on some of the intellectual challenges, the theme of this conference is "Crossing Boundaries in Graduate Education." As many of you who know me will attest, I like to think beyond the present and outside of the box. During the last several of my eight-plus years as Dean of the Graduate College at Arizona State University, we hosted a speaker series called "The Changing Landscape in Graduate Education." Then, as now, we examined new developments and their possible impact. We studied such themes as interdisciplinary programs and structures, technological advancements, certificate programs, changing demographics, partnerships, and more.

We have participated in important reform efforts in graduate education such as the Preparing Future Faculty program, our own Preparing Future Professionals program, the Responsive Ph.D. project, and the Carnegie Initiative on the Doctorate.

We have, at ASU, interesting vehicles for experimentation like the Graduate Teaching Fellowships (GK12) and the three projects funded

by the IGERT program -- Integrative Graduate Education and Research Traineeships -- awards administered by the division I direct at the National Science Foundation. The GK12 program is designed to engage graduate students in STEM fields (science, technology, engineering, and mathematics) as partners with K-12 teachers to improve the quality and currency of science instruction in the classroom. The goal of the IGERT program is "to graduate Ph.D.s with the broad preparation, multidisciplinary backgrounds, and the technical, professional, and personal skills to meet the varied career demands of the future."

In effect, each of these issues and initiatives deals with boundaries of various kinds:

- Boundaries between roles, such as between student and faculty member, between learner and teacher
- Boundaries between institutions, such as between universities and schools or communities, or universities and industry
- Boundaries between old practices and new tools, such as talking heads and web-enhanced learning
- Boundaries between departments, disciplines, methodologies and vocabularies, and between institutional structures and academic life
- Boundaries between individual gain and the public good
- Boundaries between providing research experience and graduate education
- Boundaries between undergraduate and graduate education; between master's and doctoral; between professional and graduate education; between pre-professional, in-service, and continuous learning
- Boundaries that are geographical, whether by crossing the border to Mexico or educating students from Asia or the developing countries.

The list goes on and on. We are learning to articulate the challenges and contradictions of U.S. graduate education today. We are engaging in experiments to test new ways of preparing our graduate charges: interdisciplinary degree programs, BS/MS programs, internships in industry, lab rotations, and international experiences, just to name a few. The program for this WAGS conference deconstructs some of these boundaries and examines a different set per session.

As we consider the presentations at this conference, I would like us to put on a spe-

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cial set of lenses. Since I particularly like the color purple, I shall designate these special lenses so. My purple lenses are especially designed to allow us to pretend for a moment that these borders are porous, indeed transparent. A strange set of lenses they are -- these that make what we see blurrier in order to see more clearly. We will peer through them -- these purple lenses -- and be urged to look for the other side.

What do I mean by "the other side?" I refer to looking past the structures of the departments, types of institutions, past the different vocabularies, the varying titles and origins of the players, and past the tools and methods-past all the elements of practice in graduate education to a clearer view of the alum "on the other side." Here is what I ask: "What will the graduate of our graduate programs know and be able to do when we grant our university's imprimatur?"

Let me put it another way. Why do we need to change what we are doing in our universities? Is it because new and wonderful tools and ideas are available for us to try? No, I submit. It is because the world is changing so rapidly; the world is becoming a different place from what we have known before. We will need legions of masterfully educated professionals and leaders to address tomorrow's challenges, not just the challenges we recognize today.

What will the world expect of our graduates when they assume positions of responsibility? Several experts provide some answers:

- Joe Bordogna, the Deputy Director of the National Science Foundation and a speaker at this conference, said in a 2001 speech, "The ultimate goal is to graduate Ph.D.s with experiences that both span boundaries and dig deeply in several areas. Graduates will need these to meet the career demands of relentless change in trends, tools, technology, and tasks."
- Donald Hanna (2003) writes, "...it is the performance of students in developing diverse perspectives and approaches to problem-solving, in gaining critical thinking skills, in honing the ability to work effectively in teams, and in establishing a pattern of continued learning in and out of the workplace that will define successful academic programs in the future."
- Jody Nyquist and Donald Wulff include as a recommendation from their Re-envisioning the Ph.D. Project the need to "produce scholar-citizens who see their special training connected more closely to the needs of society and the global economy."
- Rita Colwell, the recent director of the NSF, spoke these words in 2002: "...the same themes emerge-research collaboration across great distances, shared instrumentation, and integrating across a range of scales."
- And, "It has become our task [as scientists] to converge and collaborate, to respond to the emerging complexity of science and engineering and its next generation of discoveries."
- Ullman Professor of Biology Jim Collins of ASU, in a seminal 2002 article on interdisciplinary programs in the life sciences, wrote, "...the best contemporary research and training demand intellectual agility, quick assessment, rapid response to information, and an openness to new ideas from diverse disciplines."

It is notable indeed that each of these experts embodies a deep understanding of a discipline and a passion for applying its methodolo-

gies and tools. Yet, each describes what more will be expected of tomorrow's stewards to assume leadership roles with respect to new or redefined problems and environments.

At an NSF meeting in March, a group of researchers came together to speak about their post 9/11 work. The different backgrounds, perspectives, and contributions of the researchers are a case in point about the complex realms in which tomorrow's scholars will function. Among them were professors of decision sciences, emergency administration and planning, engineering, planning and public administration, and sociology. They were well-regarded rapid-response researchers who had years of experience studying natural disasters such as earthquakes and floods. The tragedy of 9/11 brought them to the scene to collect critical data about failed communication systems, water pipes, and power grids, to gather ethnographic data about the emergence of volunteerism and the cooperation of businesses, and to apply digital mapping technologies to unexpected horrors. One multi-faceted, complex, and far-reaching event -- examined by individual and collaborative, disciplinary and interdisciplinary, integrative research with an impact.

Today, we need answers to large questions such as how to recognize danger signals in health-related, social, and political contexts, how to deal with toxic environments, how to prevent tragedies like 9/11, how to reduce poverty and starvation, how to produce goods and provide services more efficiently and equitably, how to attack the scourge of cancer, heart disease, AIDS, and how to improve the quality of life for children, aging adults, and people with disabilities. For we want to stretch our horizons -- forward to Mars and back to the origins of our planet -- capitalize on the wonders of nanoscale and terascope, bolster creativity and enhance opportunities for people from all hues and origins.

But take any one of these current concerns -- can a single one be addressed adequately by the skills, knowledge sets, and traditions of today's poet or teacher, or today's anthropologist, or today's bioengineer, or today's physicist, or today's cognitive scientist or today's sociologist? No, not likely. No one set of methodologies, assumptions, vocabularies, tools, or perspectives is enough to address such complex issues -- even those of today. And, tomorrow's complex issues are likely to make today's pale in comparison. So how do we begin today to prepare our graduate students to lead the way tomorrow? Not by focusing primarily on input variables such as how many courses they take, whether they already hold a master's degree or whether they come from a pedigreed school.

Our challenge as guides and champions for graduate education is to peer through the boundaries and borders to uncover what our graduate students will need to know and be able to do to be the scholars, teachers, professionals, and leaders in tomorrow's interdependent, global, and crisis-laden reality. Certain themes keep emerging: complexity, communication, collaboration, connections, integration, agility, resilience, responsiveness, and so on.

Cloning ourselves is not the answer, since, if we are to be honest with ourselves, most of us were not prepared for these challenges. Let us put on our purple lenses to see the real unit of quality in graduate education: our graduates and their capabilities to meet tomorrow's expectations.

As we say in IGERT, our challenge is to create the "boundary-crossing attitude" among students. Our objective is to prepare the next generation of scholars and leaders who will know how to frame tomorrow's questions and build the tools and craft the ideas to answer them, even in the context of crisis.

And only then, having glimpsed with our

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## Graduate Student Support: The Importance of Money

by Robert E. Barnhill, CGS/NSF Dean in Residence and  
Dan Stanzione, AAAS Fellow, Division of Graduate Education, NSF

The recent substantial increases in the stipend level provided to fellows and trainees at the National Science Foundation has served to focus attention on the connections between economic compensation of graduate students and the ability to attract and retain students in science, technology, engineering and mathematics (STEM) disciplines.

While many would agree with the NSF that encouraging more students to pursue advanced degrees in STEM disciplines is a priority for the nation's economic security, there is substantial debate about how best to achieve this goal. This is a thorny issue, particularly in the area of financial compensation. Over the last few years, the NSF has made significant increases in its premier stipend, the stipend for the Graduate Research Fellowship Program (GRFP), as shown in Figure 1 (this is also the stipend for a number of other NSF programs, including IGERT and GK-12, and is a standard-setter for a number of other stipends). Other federal agencies have followed suit to a lesser degree.

In our view, while this is a positive step, it comes at an awkward time for many universities. For public universities, these increases have come during a period of declining state budgets. The crisis in health care costs has also reached graduate education, and pressure to provide increasingly expensive health care costs to graduate assistants is building. While NSF has had great success in securing new funding for graduate fellows and trainees, other federal agencies have had difficulty keeping pace with these increases in the current budget climate, and even NSF has struggled to grow budgets for research grants that support graduate students through assistantships. A closely related issue is that as graduate stipends have risen, the gap between graduate and postdoc stipends has closed, putting upward pressure on postdoc salaries, and further straining budgets.

These factors have combined to make discussion of graduate student financial support a timely issue. A number of reports have appeared on this topic in the past year, including:

- "The Science and Engineering Workforce: Realizing America's Potential," National Science Board, August 14, 2003.
- "Graduate Student Support: How Much Does Money Matter?," Joan Lorden and Jennifer Slimowitz, *CGS Communicator*, November 2002.
- "Attracting the Best and the Brightest," William Zumeta and Joyce S. Raveling, *Issues in Science and Technology*, Spring, 2003.
- "Greenspan Calls for Better-Educated Workforce," Neil Henderson, *The Washington Post*, February 21, 2004.

The emerging picture from these reports is that several basic questions on this topic bear further investigation, including:

- What are the positive effects nationally on raising graduate student stipends or the negative effects of not raising them?
- Do these changes have differential effects on different categories of graduate students, e.g., along ethnic or socioeconomic lines?
- What would be a sensible national policy for the federal support agencies?

The Council of Graduate Schools, on behalf of the academic community, has been interested in such questions for some time. Because of the conditions described above and the continued worsening of the STEM "pipeline," federal agencies are now increasingly interested.

Last year NSF/CGS Dean-in-Residence Joan Lorden and AAAS Fellow Jennifer Slimowitz worked on this specific topic, from which the above-referenced article emerged. This year Bob Barnhill and Dan Stanzione have continued the effort, with the following events so far:

- AAAS Fellows focus group on November 6, 2003
- CGS discussion group of Graduate Deans at the CGS Annual Meeting in December, 2003
- Talks by Bianca Bernstein and Robert Barnhill at the CGS Annual Meeting
- Graduate student focus group at the regional CSGS meeting in February, 2004
- Council of Scientific Society Presidents focus group in May 2004

Planning is underway for a focused, invitational workshop to be held at the AAAS in Washington, D.C. June 17-18, 2004, sponsored by the CGS, NSF, and NIH, titled: "Support of

Graduate Students and Postdoctoral Researchers in the Sciences and Engineering: Impact of Related Policies & Practices."

Meeting participants will include graduate students, postdocs, STEM faculty and deans, as well as labor economists and representatives from industry and research funding organizations.

The meeting is part of a series of events designed to examine and provide recommendations that will enhance our knowledge and improve practices and policies associated with graduate education and research training. This workshop will consider the role and impact that student financial support plays in encouraging U.S.

citizens to pursue and complete doctoral and postdoctoral studies in science, technology, engineering and mathematics.

Linkages between elements of student continued on page 6

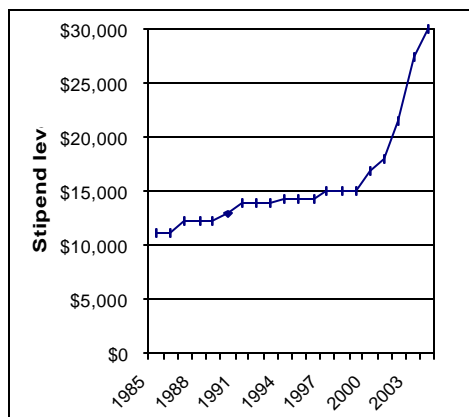


Figure 1: Stipend Levels for the NSF Graduate Research Fellows Program: 1985-Present  
Source: National Science Foundation

## ***Federal Relations Update***

*by John Yopp, Director of Federal Relations*

The last several issues of the *CGS Communicator* have dealt with CGS's federal relations activities in the area of visa and social security application processes implemented since 9/11 that contribute in their interaction with other factors to the difficulties international students may face in applying to U.S. graduate schools. These activities involve continuing informational and proactive advocacy relationships with the relevant committees of Congress and federal agencies.

But CGS has, through involvement of its membership institutions, a long and successful history of assisting international students in another important and more direct manner.

Many *CGS Communicator* readers will recall CGS's decades-long involvement with the AFGRAD (African Graduate Fellowship) and ATLAS (Advanced Training for Leadership and Skills) programs that sent dozens of graduate deans to 52 African countries to recruit, evaluate, and assist in the placement of hundreds of qualified students in over 200 U.S. universities and 145 academic programs.

Beginning in 1963, CGS partnered with the recipient of supporting U.S. Agency for International Development (USAID) grants, the Africa-America Institute (AAI), to fashion the AFGRAD/ATLAS fellowship programs in a way that contributed to over 90% of the graduates returning to their respective countries in a wide variety of educational and professional fields and nearly every government office in Africa. The 3,400 alumni/alumna are listed in the Diversity of Graduates ([www.aionline.org/alumni/alumna/html](http://www.aionline.org/alumni/alumna/html)).

The process involved an Executive Graduate Deans Evaluation Committee (serving 3-year terms) appointed by the President of CGS, a talented in-country and New York City-based AAI staff, and tuition scholarships from the participating U.S. graduate schools.

Now CGS has been asked to lend assistance in the placement of Iraqi and Vietnamese students in U.S. graduate schools. In the summer of 2003, the president of CGS joined the presidents of the Association of American Universities (AAU), the American Council on Education (ACE), and the National Association of State Universities and Land-Grant Colleges (NASULGC) to respond to a request for assistance in placing Iraqi Ph.D. students, unable to complete the research requirements for their degrees, in laboratories in U.S. universities. The recent war had left their university laboratories in a state of near total destruction. The request came through the U.S. Coalition Provisional Authority (CPA) senior education advisors to the Iraq Ministry of Higher Education and Scientific Research (MHESR) and Dr. Peter McPherson, President of Michigan State University. The presidents of AAU, ACE, and NASULGC selected a team of two former presidents and one current chancellor of U.S. universities to visit Iraq and produce a proposal, with budget, for actions that would assist the Iraqi higher education system. The "stranded Iraqi Ph.D. students" was one of the urgent needs identified in the process.

On September 12, 2003, the presidents of the above-mentioned presidential associations were joined at AAU by leaders of 12 other national education associations and Dr. George Atkinson, Science and Technology Advisor to the Secretary of State (STAS) to plan a response to the request to assist this group of Ph.D. students (estimated between 300 and 700) and their faculty advisors in the STEM fields. An Advisory Committee for assistance to Iraqi Graduate Students and Faculty was constituted from the assembled leaders to

create a plan of assistance. John Yopp was asked to coordinate the initiative with the assistance of Madeleine Green, a senior vice president of ACE.

A proposed plan for the identification, evaluation, selection, security screening and placement of the "stranded Iraqi Ph.D. students" was written and sent to Dr. John Agresto, Senior CPA advisor to the MHESR for consideration with the faculty-elected presidents of the participating Iraqi universities. It is similar in many essential features to the AFGRAD/ATLAS fellowship programs.

George Atkinson of STAS, his deputy Andrew Reynolds, and diplomacy fellow, Chris Rothfuss, produced another proposal, STEM II, that would create a U.S. faculty mentorship program supported by peer-reviewed grants to selected Iraqi university faculty members. This proposal and the proposal to assist the Ph.D. students are complementary and are to be integrated into a single proposal of assistance.

The proposal from the Visiting Presidents Team was sent to Ambassador J. Paul Bremer and incorporated into a larger proposal by the CPA to the Donor's Conference in Madrid (October, 2003). Funds were "pledged" for overall assistance to Iraqi higher education at that conference. The CGS-ACE coordinators have been collaborating closely with STAS, in a series of meetings and a major workshop to identify and acquire funding for their integrated proposal from the World Bank, the United Nations Development Program, UNESCO, USAID and other sources. Currently conditions in Iraq severely compromise the satisfaction of the funding criteria of most of the funding agencies, but CGS will keep its membership informed of future developments.

The request for assistance to Vietnamese students came to CGS president Debra Stewart from Mr. Herbert M. Allison, CEO and President of TIAA-CREF, as Chairman of the Vietnam Education Foundation (VEF). The VEF was created by the U.S. Congress and is funded annually by the U.S. federal government. The program was created by the 106th Congress (5.3241) as the Vietnam Education Foundation Act "to carry out an international fellowship program between the United States and Vietnam to enable Vietnamese nationals to pursue advanced studies in science, mathematics, medicine and technology, to enable United States citizens to teach in those fields in Vietnam; and to promote reconciliation between the two countries." Funding is \$5 million per year, until 2016.

The VEF is governed by a 13 member Board of Directors that includes six non-governmental appointees by the President, the Secretaries of State, Treasury and Education, two senators (currently John Kerry and Chuck Hagel) and two U.S. representatives. Its Executive Director and contact is Mr. Kien Pham ([keipham@vef.gov](mailto:keipham@vef.gov)).

The National Academies (NA) is assisting in the selection of the candidates in a competitive process. The VEF Board accepted the recommendations to fund 71 candidates from a pool of 240 candidates for placement in U.S. graduate programs for Fall 2004 as the first class.

CGS has been asked to assist VEF and NA in the involvement of U.S. graduate schools. CGS members will hear more in the near future of this program of assistance. Debra Stewart notes that "It is an excellent program with strong leadership and is in the best of the tradition of CGS's direct assistance to international students."

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purple lenses what our students will need, let us intentionally design and evaluate informed experiments on how best to get them there. Who knows? Maybe tomorrow's rankers and raters of graduate programs will be wearing purple lenses.

*Adapted from the Presidential Address at the 46th Annual Meeting of the Western Association of Graduate Schools, Phoenix, Arizona, March 6, 2004.*

*Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author and do not necessarily reflect the views of the National Science Foundation.*

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## **THE RONALD E. McNAIR POST BACCALAUREATE PROGRAM: WHAT IS IT, WHY SHOULD YOU BE INTERESTED IN IT AND HOW CAN YOU ENHANCE THE SUCCESS OF SCHOLARS AT YOUR INSTITUTION?**

*By Susan C. Brown, Director, McNair Program at New Mexico State University  
Member of the CGS/COE Joint Committee*

In 1986 the Ronald E. McNair Post Baccalaureate Achievement Program was authorized as one of the Federal TRIO Programs. Funded by the U.S. Department of Education, the program is designed to prepare low-income, first generation undergraduates and undergraduates who are from groups underrepresented in higher education to pursue doctoral study. Named after Ronald E. McNair, the astronaut who was killed in the Challenger space shuttle disaster, this intensive program provides a variety of services to enable students who have strong academic potential to be well prepared and competitive for graduate school. In fiscal year 2003, the most recent competition for this grant, 172 colleges and universities were successful in attaining funding for a McNair Program. The 2004-2005 grants totaled \$41.9 million. The McNair Program is the single largest federal effort to encourage minority and low-income, first generation college students to pursue doctoral study. In fiscal year 2004, there were approximately 4,224 participants nationwide. Because of the selection criteria, McNair scholars are very diverse and their preparation for graduate school provides a strong foundation for success. They form an excellent pool for recruitment into graduate schools.

Although the format of each McNair Program differs, the components are similar. McNair scholars all conduct research. Participants work with faculty mentors who assist them in designing research projects, conducting the research and writing up the research for publication. McNair scholars also attend a variety of seminars covering topics that will help them to know what graduate school is all about and to prepare them to be successful. In addition, they receive assistance with writing their personal statements, applying to graduate schools, locating funding sources and applying for financial assistance. Students participate in intensive GRE preparation and attend workshops or courses designed to prepare them to teach. McNair Scholars present their research at state, regional and national conferences and many of them publish their papers in professional journals. McNair programs are designed to enhance the skills and experiences of their participants so that they are likely to succeed in graduate school. All McNair programs must track their participants until they complete their doctoral studies.

Realizing that McNair Scholars are a rich and diverse pool of applicants, the Council of Graduate Schools and the Council for Opportunity in Education established a Joint Committee to plan and implement activities to facilitate the recruitment of McNair participants into graduate programs. One of these activities was the creation of the McNair senior database which is distributed to CGS Graduate Deans each year. This database contains the names, addresses, majors and interests of all rising seniors. The lists can be distributed to departments or used campus wide for recruiting.

Many colleges and universities are now offering graduate school application fee waivers and/or special funding for graduate school to students who have participated in a McNair Program. Since the majority of the students are from low-income backgrounds, institutions offering these incentives are very attractive to McNair Scholars.

There are many approaches that have proven successful in recruiting McNair scholars and enhancing the success of McNair scholars enrolled in graduate school. The following contains some suggestions:

1. Use the database and/or attend McNair Scholars Conferences to recruit McNair scholars. A schedule of the conferences for 2004 appears at the end of this article.
2. Consider offering application fee waivers and special fellowships and/or assistantships for McNair scholars. Universities that do this are listed on the McNair website which is a primary source for McNair scholars who are identifying potential graduate schools.
3. Include a place on your application form where McNair scholars can indicate that they have been a participant in a McNair Program. This will aid in the tracking of students.
4. If you have a McNair program on your campus, let the McNair staff know the names and addresses of the McNair Scholars applying to your school and/or who are enrolled in your graduate programs. The McNair staff can contact these students and offer them support, McNair Directors like to involve McNair graduate students in their programs because these graduate students can be role models for their undergraduate scholars. They can also provide information back to the student's McNair program staff.
5. Host a reception for McNair scholars

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## Graduate Student Support continued from page 3

financial support such as the mode, duration, and amount of stipend, as well as health care and other benefits, and indicators of student progress such as completion rate and time to first position will be examined.

The meeting will also explore the economic impact of the levels of graduate and postdoctoral compensation on the research enterprise and on the domestic scientific labor market. Our hope is that these deliberations will set the stage for developing best practices and outlining a research agenda on these topics. This workshop will also help build a community of researchers, educators, and stakeholders to maintain an ongoing dialogue in this critical area.

The labor economics study commissioned for this meeting will be of particular importance in addressing the first of the questions raised above, determining the overall affect of stipend levels on graduate student enrollment. It is widely known that broader economic conditions and the perception of demand have a significant effect on graduate student enrollment. Figure 2 shows the enrollment in graduate school in engineering versus engineering unemployment, and a relationship between

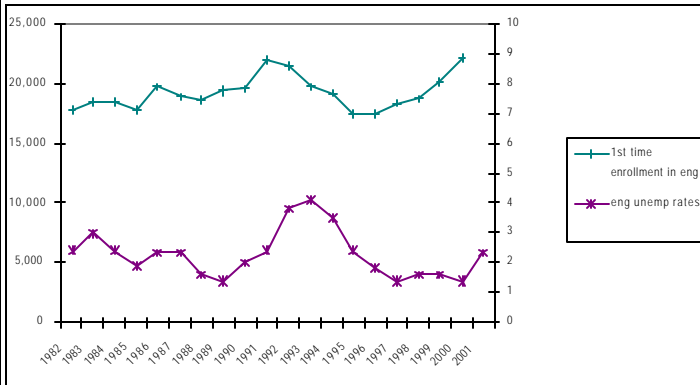


Figure 2: Enrollment in Engineering vs. Engineering Unemployment  
Source: National Science Foundation

these variables seems likely. The recent dramatic stipend increases have come largely against a backdrop of recession,

making it difficult to directly assess the impact of the stipend change, at least on first time enrollment (see Figure 3). The ongoing economic analysis intends to decouple these factors, as

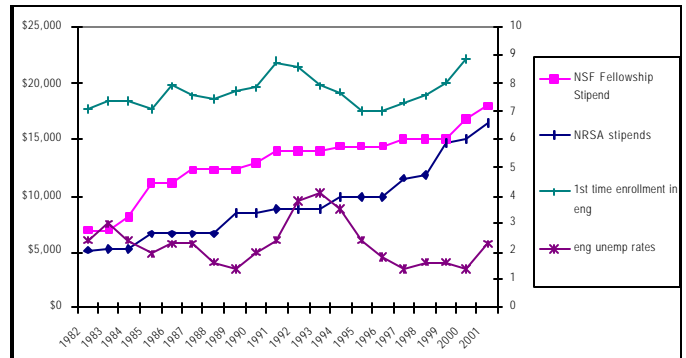


Figure 3: Engineering Enrollment, Unemployment, and NSF and NIH Stipend Levels, 1982-2001  
Source: National Science Foundation

well as to examine both the quantity and quality of applicants that result from stipend changes.

From the descriptions above, one can see discussions on these issues will be ongoing. Postdoctoral researcher support is also important and will be discussed at the invitational workshop and in continuing discussions.

The AAAS Fellows focus group held last fall illuminated an important point. Their consensus was that uncertainties surrounding a suitable professional position at the conclusion of their graduate and postdoc tenure was the most important factor in their decision to continue to pursue their studies. Thus stipends and money during the graduate/postdoc years had the negative significance of needing to be sufficient for reasonable survival, but the availability of a professional position at the end of this road was the most important item. It would be well to keep this point in mind while simultaneously working on stipends and financial packages for students and postdocs.

*Communicator* is published 10 times a year and is distributed by the Council of Graduate Schools as a regular member service. Subscriptions for nonmembers are available for \$110 per year.

*Communicator* encourages and welcomes members to submit articles of interest for inclusion in the newsletter. Current research, hot topics in graduate education, new legislation, and other pertinent information are desired. All manuscripts will be reviewed by a small group of graduate deans and if selected for publication will be scheduled for publication at the editor's discretion. Articles will be edited to conform to style. Inquiries about proper formatting for submissions and comments about *Communicator* may be directed to the Council of Graduate Schools.

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**Editor:** Heidi Miller, Director, Meetings and Member Services

## Ronald E. McNair Post Baccalaureate Program continued from page 5

enrolled in your graduate programs. The majority of McNair scholars are the first in their families to receive a baccalaureate degree. They need to develop a support system on campus as soon as possible.

Graduate Deans can assist this by contacting the students, inviting them to special events and letting them know that they are interested in their success.

6. Establish a McNair Alumni Organization. This is another way of helping the McNair scholars to develop a support group and to bond with the University.

7. Keep track of the McNair scholars enrolled at your institution and provide updates to their undergraduate McNair program. If students are having difficulty, the McNair staff can also provide support.

Because of the goals and the intensity of the McNair Programs nationwide, McNair scholars are an excellent recruiting pool for graduate school. The goal of the McNair Program is to prepare students to pursue doctoral study. Once the students have been recruited and accepted to graduate school, ongoing communication between the graduate school and their McNair Program and/or a McNair program on campus can help to ease the transition and ensure success. This communication will also strengthen the network between graduate deans and the McNair community. All of this is mutually beneficial since the common goal for graduate schools, McNair programs and McNair scholars is the successful completion of a Ph. D.

### SCHEDULE OF 2004 MCNAIR SCHOLARS CONFERENCES

These conferences include graduate school fairs and are an excellent way to recruit McNair Scholars. They also provide the opportunity to observe McNair Scholars presenting their research.

10th Annual National McNair Scholars Conference

**Sponsored by the University of TN Knoxville and SAEOPP**

July 1-4, 2004

Knoxville Convention Center

Contact: Celeste Brooks brooksac@utk.edu; 865-974-7900,  
http://web.utk.edu/~mcnair

Penn State McNair Summer Research Conference

**Sponsored by the Pennsylvania State University**

July 30-August 1, 2004

The Penn State Conference Center Hotel

Contact: Kathryn Jacob Pollard, Conference Planner,  
ConferencInfo2@outreach.psu.edu; 814-863-1738

The 8th Annual MKN McNair Heartland Research Conference

**Sponsored by the Missouri-Kansas-Nebraska Chapter of MAEOPP**

September 17-19, 2004

Marriott Country Club Plaza in Kansas City, Missouri

Contact: Lora Boyer lorajb@ksu.edu; 785-532-6137

The graduate fair is Friday night.

Research presentations are on Saturday.

13th Annual McNair Scholars Research Conference

**Sponsored by the University of Maryland, Baltimore County**

September 24-25, 2004

Contact: Kelly L. Moore kmoore1@umbc.edu; 410-455-3057

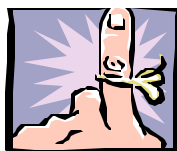
The 13th National McNair Research Conference and Graduate School Fair

**Sponsored by the University of Illinois at Urbana and MAEOPP**

November 5-7, 2004

Lake Lawn Resort at Delavan, Wisconsin

The graduate fair is Friday night and Saturday morning.



## McNair Project Directors



Telephone surveys for the Study of the Ronald E. McNair Postbaccalaureate Achievement Program Participants will begin in April 2004.

The U.S. Department of Education has hired Decision Information Resources, Inc. (DIR) to conduct a follow-up survey with current and former program participants. The study is intended to determine the extent to which McNair Program participants complete doctoral studies and obtain faculty or research positions at institutions of higher education.

We urge you to encourage current and former program participants from your institution to complete the survey when contacted.

If you have any questions regarding this study, call Ann McCoy at 713-650-1425 or send an e-mail message to [annmccoy@dir-online.com](mailto:annmccoy@dir-online.com).



The University of Washington invites nominations and applications for the position of Dean of the Graduate School and Vice Provost. The University seeks an innovative and dynamic leader with extensive experience in graduate education, a deep understanding of issues facing higher education, excellent interpersonal skills, and a strong record of research and teaching. The successful candidate must have a doctoral degree with academic credentials for appointment to the rank of Full Professor.

In providing leadership and promoting innovation at both the local and national levels, the Dean is charged with maintaining the highest standards of excellence and academic rigor. The Dean will have the capacity to identify and nurture relationships to advance shared goals among faculty, academic deans, fellow administrators, students, and staff. The Dean is expected to participate actively in external relations and fund raising, building on the excellent support provided by key organizations. The Dean is charged with taking action to create and support a more diverse community of scholars.

As an advocate for academic excellence, the Dean of the Graduate School is responsible for overseeing all operations of the Graduate School at the three University of Washington campuses (Bothell, Seattle, Tacoma). Duties will include, but not be limited to, overseeing admissions, enrollments, degree completion, grievances and petitions. The Dean, advised by the Graduate School Council, is responsible for recommending approval of all proposals for new graduate programs, for the University's periodic review of academic programs, and for overseeing numerous interdisciplinary graduate programs housed at the Graduate School. The Dean oversees the appointment of graduate supervisory committees and is responsible for approving appointments to the Graduate Faculty. The Dean manages the Graduate School Fund for Excellence and Innovation and other fellowship/traineeship funds. The Dean oversees three University-wide lecture-ship programs, the University of Washington Press, and the Center for Instructional Development and Research.

The Dean advocates and coordinates graduate policies and procedures across academic units and non-academic support departments and participates in strategic initiatives to develop graduate programs. The Dean advocates on behalf of graduate students in the development of University programs, services and policies. As the Vice Provost and a member of the President's Cabinet and the Board of Deans, the Dean will provide advice on major policy issues, and provide leadership on those related to graduate education.

A hypertext version of this advertisement, the latest biennial report of the Graduate School, and other supporting material may be viewed at: [www.grad.washington.edu/area/deansearch/index.htm](http://www.grad.washington.edu/area/deansearch/index.htm).

Nominations, applications, and inquiries should be sent to David Hodge, Dean, College of Arts and Sciences, Box 353765, University of Washington, Seattle, WA 98195. Electronic submissions are preferred and may be forwarded to [hodge@u.washington.edu](mailto:hodge@u.washington.edu). Applications should include a statement of interest, curriculum vitae, and the names and contact information for references. Preference will be given to applications received by July 2, 2004.

The University of Washington is an equal opportunity, affirmative action employer and strongly encourages applications from faculty from diverse backgrounds.

### **Communicator**

Council of Graduate Schools  
One Dupont Circle NW, Suite 430  
Washington, DC 20036-1173

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