



## Leadership Initiative in the Responsible Conduct of Research

by Paul Tate, Dean of the Graduate School, Idaho State University and  
Daniel Denecke, Director of Best Practices, Council of Graduate Schools

The Council of Graduate Schools (CGS) is launching a major new initiative designed to enhance the training of graduate students and faculty in the responsible conduct of research (RCR). This exciting opportunity is made possible by support from the Office of Research Integrity (ORI) to promote graduate leadership in RCR training through a set of demonstration projects at ten universities. The universities selected will receive awards of \$15,000 to generate and test innovative and strategic interventions and assessment strategies for improving and institutionalizing RCR in the behavioral and biomedical sciences. The broader goals of this project are: to develop a cadre of graduate dean leaders for RCR on our member campuses; to generate information about what works in RCR training for graduate students at a range of institutions, and in the process to define what is replicable, what is scaleable, and what is institution- or program-specific; and to document the results of these pilot projects in a monograph on best practices.

The CGS initiative stems from a growing concern that many, if not most, students, postdoctoral fellows, technicians, and even faculty, arrive in the laboratory not fully informed about the norms of science, the ethical requirements of research, or the policies and regulations that govern research in the U.S. Moreover, many situations in which ethical issues arise are complex, and they demand distinct skills for identifying, assessing, and proposing solutions to problems -- skills that need to be taught. To advance the development of such skills, this contract will support the creation of model programs that exhibit integration of RCR into the structure and the climate of the entire research experience rather than focusing, for example, on discrete online training packages or short orientation activities.

The graduate dean community is committed to achieving the highest standards of integrity in scientific research and recognizes that institutional and governmental policies and procedures for dealing with allegations of misconduct alone are not

sufficient to address the responsible conduct of research. At CGS we believe that the time has come for an aggressive strategy for educating scientists and those they train about the professional norms and ethical standards that foster responsible conduct of research. This project aims to achieve that objective.

Awards for the ten pilot projects will include support for funding the expansion and enhancement of RCR training resources (such as electronic and internet-based, as well as traditional, face-to-face courses, seminars, and workshops). However, in order to be eligible to receive awards, institutions will be invited to demonstrate a plan for implementing innovative, and/or experimental strategies for weaving RCR into the fabric of the institution's research culture.

CGS hopes that through the "Leadership Initiative in the Responsible Conduct of Research," the inhibiting factors that often relegate RCR to the margins of the graduate research enterprise can be identified and ameliorated. Proposals that offer models for sustainability, and that are scaleable for institutions of different sizes and structures, will be favored. CGS will disseminate the results of the project at future meetings and in publications.

"Graduate schools play an extremely important role in the intergenerational transmission of the practices, norms, values, and beliefs of the research community," Chris Pascal, Director, ORI, said. "CGS has been representing and advancing the interests of graduate education for over four decades, so we are pleased that CGS will engage its 450 member institutions in providing RCR education for faculty and students."

Since graduate deans are the institutional officers best positioned to coordinate new projects that span departments and disciplines, and since graduate deans often set the priorities affecting the training of graduate students, they are in a uniquely powerful position with respect to setting the research agendas of their uni-

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## Appropriate Use of GRE Scores in Graduate Admissions Decisions

by Dale Johnson, Chair, GRE Board, University of South Florida and  
David G. Payne, Executive Director, GRE Program, Educational Testing Service

Every year graduate admissions committees across the nation and around the world make decisions that determine who will be admitted to graduate study. In the United States these decisions are made at over 1,900 colleges and universities, including over 500 institutions that offer doctoral programs. One of the major challenges facing graduate admissions committees is how to most accurately predict which applicants will succeed and complete their intended graduate degree.

While admissions decisions to graduate programs have always been important for colleges and universities, recent changes in the context of graduate education both domestically and world-wide make these decision processes even more important. It is now clear that the impacts of graduate admissions decisions will have far-reaching consequences. For example, the effects of graduate education on local, state, national and international workforces, and the attendant economic impact are now gaining greater prominence around the world. A recent *NY Times* article (Broad, 2004) reviewed the effects of changes in Ph.D. production throughout the world on U.S. dominance in science, noting that there have been changes in international applications to U.S. universities, as well as increases in the production of Ph.D.'s outside the U.S. Another facet of the changing context of graduate education is the introduction of new degree programs such as professional master's degrees in the sciences and social sciences. Finally, there have been and will continue to be significant changes in the composition of the pool of applicants to U.S. graduate programs (e.g., international vs. domestic applicants, social and ethnic characteristics of applicants).

Taken together, these developments in graduate education indicate clearly the critical importance of making well-informed decisions as to which applicants are admitted to the relatively small number of openings in graduate programs. In many cases, standardized test scores are a significant component of the admissions process and it is important that faculty and administrators use standardized test results in a manner that is consistent with the intended nature of these assessments.

At most CGS institutions, GRE scores are a major component of this overall decision process, along with other indicators such as undergraduate grade point average, letters of recommendation, etc. While admissions committees typically consider all aspects of an applicant's application materials, GRE scores often play an especially important role because they may be the only standardized form of information that is common to all applicants. This is especially important when the applicant pool is very diverse and includes applicants from different programs (e.g., experimental versus clinical programs), different types of institutions (e.g., research institutions, liberal arts colleges) and different countries. In light of the significant weight placed on GRE scores by many institutions, it is important that the graduate community be fully informed regarding the appropriate use of GRE scores in admissions and funding decisions.

The GRE Board establishes all policies for the GRE program and also works closely with the GRE program to establish policies and procedures for GRE services (e.g., Search Service, Institutional Summary Reports). The Board consists of 16 appointed members -- four AGS appointees, four CGS appointees, and eight at-large. In addition, the president of CGS is an ex officio member of the board, as is the immediate past chair of the board. (See <http://gre.org/greboard.html> for a listing of the current Board members).

The Board also works closely with the GRE Program at ETS to ensure that the GRE General Test and Subject Tests are continually

reviewed and improved so as to maximize their effectiveness as a reliable and valid source of information for admissions decisions. In the construction, delivery and ongoing evolution of the GRE tests, extensive efforts are undertaken to ensure that these tests are fair and valid predictors of success in graduate programs. In fact, over the past several years, the fundamental predictive validity and utility of GRE scores in the admissions process have been more clearly demonstrated than ever before. For example, a recent meta-analysis reported by Kuncel, Hezlett, and Ones (2001) involving over 1,700 independent studies and more than 80,000 test takers concluded that: "The utility of the GRE can hardly be debated."

While the extant research on the GRE and other high-stakes admissions tests (e.g., Miller Analogies test) indicate that these assessments are valid predictors of success in graduate school (Kuncel, Hezlett, and Ones, 2004), the fairness and utility of any test are ultimately determined by the manner in which the test scores are used by admissions committees. Inappropriate score use can lead directly to unfair and invalid admissions decisions regardless of the manner in which the tests are constructed and administered.

In that context, and while also engaged in a number of efforts to continually improve the GRE, the GRE Board is convinced that an enhanced and ongoing effort must be made to help ensure the appropriate use of the GRE scores. Although proper score use guidelines have always been available through GRE publications, the GRE Board is all too aware that, either for the sake of convenience or through lack of knowledge, these guidelines are sometimes ignored. To help remedy that situation, and thus to help provide the most useful, valid and fair information for admissions decisions, the GRE Board has adopted the following statement on the Fair and Effective Use of GRE Scores. This statement summarizes and emphasizes long-standing guidelines of the GRE Board and the GRE program with the goal of significantly raising the awareness of these principles by all those involved in graduate admissions. This statement was also reviewed and endorsed by the Council of Graduate Schools Advisory Committee on Minorities.

### Summary

The GRE Board strongly encourages all graduate deans, and others involved in graduate admissions, to help ensure that these principles do help guide the use of GRE scores in admissions decisions. Adherence to these principles is important to the effective use of the tests in the admissions process and thus ultimately to the selection of those applicants most likely to succeed. In addition, and in the continuing presence of group score differences, adherence to these principles is also critically important to building an inclusive graduate community.

### References

- Broad, W. J. (2004, May 3). U.S. Is Losing Its Dominance in the Sciences. *NY Times*, A1, A19.
- Kuncel N. R., Hezlett, S. A. & Ones D. S. (2001). A comprehensive meta-analysis of the predictive validity of the Graduate Record Examinations: Implications for graduate student selection and performance. *Psychological Bulletin*, 127, 162-181.
- Kuncel N. R., Hezlett, S. A. & Ones D. S. (2004). Academic performance, career potential, creativity, and job performance: Can one construct predict them all? *Journal of Personality and Social Psychology*, 86, 148-161.

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## The Fair and Appropriate Use of GRE Scores: A Statement From the GRE Board

GRE test scores are appropriately used as one factor in the selection of graduate students, graduate fellowship recipients, or graduate teaching and research assistants. Scores may also be used diagnostically for guidance and counseling.

Scores are most effectively used when validation evidence is available to document the relationship of different score levels to success in the graduate program. Such evidence may be obtained from a single program or may be based on combined evidence from similar programs. Validity studies can be used to determine which GRE test scores yield the greatest information about applicants' future success and can lead to a formulaic combination of scores. Programs interested in conducting a validity study may contact the GRE Program ([gretests@ets.org](mailto:gretests@ets.org) or 609-683-2002) for assistance with the technical aspects of conducting such a study.

The following principles should be adhered to in the use of GRE scores:

- Test scores should always be used along with other sources of information such as course grades, letters of recommendation, personal statements, samples of academic work, or professional experience.
- Cut-off scores (i.e., setting a minimum score) should not be used as the sole criterion for making a decision about graduate admission, fellowship awards, or selection of graduate assistants.
- The Verbal, Quantitative and Analytical Writing scores should be treated as three separate and independent pieces of information. They should not simply be combined

into a single score, because the scales for the measures differ greatly.

- Scores on the Analytical Writing measure should be expressed on the 1-6 scale on which the measure is scored. They should not be equated to the scores on the Verbal and Quantitative measures, because the scales are not comparable.
- Decisions about applicants should not be based on small score differences, due to the inherent uncertainty in all forms of measurement. Standard errors of measurement vary by test and are available in the GRE Guide to the Use of Scores, available at <http://www.gre.org/edupubs.html>.
- Departments using GRE Subject Test scores should periodically review the test content description in order to verify the appropriateness of content for their programs. Scores from Subject Tests in different fields are not comparable, and no conclusion should be drawn from comparing scores from tests in different fields.
- GRE scores should not be used as a credential to grant a degree, to offer course credit by examination, for advancement to candidacy, or for employment decisions in a non-educational setting.

Adopted unanimously by the GRE Board on May 4, 2004.

Endorsed by the Council of Graduate Schools Advisory Committee on Minorities  
April 4, 2004

### New Deans and Titles

**Patricia Beeson**, Vice Provost for Graduate Studies, University of Pittsburgh. She replaces Elizabeth U. Baranger.

**Pamela C. Stacks**, Interim Associate Vice President, Graduate Studies and Research, San Jose State University. She replaces Nabil A. Ibrahim.

### Correction

The May issue of the *Communicator* had an incorrect title for Bianca Bernstein. Dr. Bernstein is currently the Director, Division of Graduate Education, at The National Science Foundation and on leave from Arizona State University.

## ***Federal Relations Update***

*by John Yopp, Director of Federal Relations*

The major federal relations issues in which CGS has been engaged during late April and early May include final preparation and issuance of recommendations to the federal government for solving the current visa-processing problems (*Communicator*, April 2004) and comments on a major step by the House of Representatives in reauthorizing the Higher Education Act (HEA).

As described in the March 2004 issue of the *Communicator*, CGS is a member of the Science and Security group, a coalition of twenty-five science, higher education, and engineering associations were convened in January 2004 by the American Association for the Advancement of Science (AAAS) to represent their respective members (95% of the U.S. research community) in a proactive interaction with government agencies responsible for maintaining security and the research enterprise in the post 9/11 environment. The "Statement and Recommendations on Visa Problems Harming America's Scientific, Economic, and Security Interests" was released to the press on May 12, 2004. The joint statement acknowledged that "We strongly support the federal government's efforts to establish new visa policies and procedures to bolster security; however, we believe that some of the new procedures and policies, along with a lack of sufficient resources, have made the visa issuance process inefficient, lengthy, and opaque. We are deeply concerned that this had led to a number of unintended consequences detrimental to science, higher education, and the nation."

While also acknowledging the positive efforts of the Departments of State and Homeland Security to improve the visa process, the group listed six major problems that remain and offered corresponding recommendations for addressing them. The problems are: 1) repetitive security checks that cause lengthy visa issuance delays; 2) inefficient visa renewal process; 3) lack of transparency and priority processing in the visa system; 4) inconsistent treatment of visa applications; 5) repetitive processing of visa applications for those with a proven track record; and 6) potential new impediments to international students, scholars, and scientists entering the U.S. created by the proposed SEVIS fee collection mechanism.

The recommendations are products of research and consultation within the coalition members and include improvement of consular staff training, restoration of visa reciprocity agreements with key student and scholar sending countries, a simpler and more fair SEVIS fee payment, and extension of the validity of the Visas Mantis security clearances from the current one year period for re-entry purposes. A strong recommendation to Congress and the administration for adequate resources to fund and staff the agencies involved in visa issuance and adjudications was included.

The press release and full three-page statement with signing organizations can be found on the CGS website ([www.cgsnet.org](http://www.cgsnet.org)). CGS continues to closely follow the proposed legislation for the reauthorization of the HEA and to provide comments to the Congressional committees involved in this activity.

On May 5, 2004, the House Education and Workforce Committee took a major step in this reauthorization with the introduction of "The College Access and Opportunity Act" (H.R. 4283). While the bill proposes changes in several titles, it principally deals with Title IV, Student Assistance, which covers such areas as

student financial aid, transfer of credit rules, and accreditation. (To view the total changes go to <http://thomas.loc.gov>)

John Boehner (R-OH), chair of the committee, briefed several higher education associations late in April on the intent of the bill which includes new language in Section 485(h) regarding transfer of credit policies.

The new language requires the institution to not reject transfer of credit "solely on the basis of the agency or association that accredited such other eligible institutions, if that agency or association is recognized by the Secretary" of Education. It also requires the institution to publicly disclose the "objective criteria" used to decide whether the credit to be transferred is acceptable or not. In a special meeting (May 12) between the principal staff of the House Education and Workforce Committee and government relations staff from the principal higher education associations, concerns were expressed that this language could compromise the academic credit evaluation processes that are the responsibility of the academic institution.

Other concerns were expressed over the bill's allowance for states to become accreditors and the public disclosure of the accreditation process's specific findings. This latter issue could impact the willingness of faculty participating in the review process to be as forthcoming in using the review for self-improvement. HEW Committee staff members working on the bill expressed a willingness to consider the concerns and asked the participants for suggested replacement language. CGS will join the colleague associations in assisting in this request. Mr. Boehner said that he intended to pass this out of his committee by Memorial Day. While many in the higher education associations feel there is little chance the bill will pass in this Congress, it is necessary to stay actively engaged in the process as it will influence HEA language in the next Congress.

As previously reported, the House has already passed four bills reauthorizing several parts of the HEA last year. These are the Graduate Opportunities in Higher Education Act (H.R. 3076), the International Studies in Higher Education Act (H.R. 3077), the Ready to Teach Act (H.R. 2211), and the Teacher Recruitment and Retention Act (H.R. 438). There were difficulties with H.R. 3076 and H.R. 3077, both of which CGS hopes to address in the Senate.

The Senate, unlike the House, will not reauthorize piecemeal, but will incorporate all of the HEA titles in one bill. This is now moving in the Senate Health, Education, Labor, and Pensions (HELP) Committee. Even though its reauthorization bill is close to completion, Senator Judd Gregg (chair) may wait until the House and Senate budget resolutions' impasse is resolved before moving it to accommodate a possible increase in education into student aid. Contributing to the impasse is the resistance to the House's version which insulates the new tax cuts from strict "pay as you go" spending restraints. All of this only contributes to the widespread belief on the Hill, and within the higher education associations, that the HEA reauthorization will be a matter for the next Congress.

# Data Sources: The New Demographics

## Projections Foretell Dramatic Changes in U.S. Population

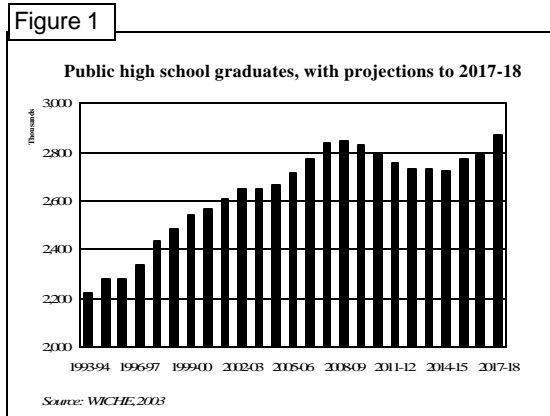
by Peter D. Syverson, Vice President for Research and Information Services

The United States is undergoing a period of rapid demographic change, especially in the ethnic makeup of the residents prepared for entry into higher education. According to projections by the Western Interstate Commission on Higher Education (WICHE) and the Bureau of the Census, the traditional size relationships between ethnic groups is shifting with new groups emerging as the largest minority groups in the U.S. population. Specifically, Hispanics will soon become the largest non-white group among high school graduates. Moreover, in the next decade the population trend lines will diverge, with the growth of the Hispanic population accelerating.

According to the Bureau of the Census, the 20-24 year old cohort will grow in number through 2015 and then begin a slow decline. All ethnic groups except whites will increase in number over the entire 2002-2025 period. The proportion of white U.S. residents will decrease from 65% in 2002 to 55% in 2025. In contrast, the Asian and Hispanic populations will surge in number over this period, growing by 83% and 66%, respectively. Hispanics will increase from 15% to 23% of the 20-24 year old cohort.

### Baby Boom Echo

One facet of the changing population dynamics is the baby-boom echo, the children of the baby-boom generation. Since the early 1990's, the echo generation has been moving into high school and from high school to college. As shown in Figure 1, the number of high school graduates will grow through 2008-09, decline slightly until the mid 2010's, and then begin a new growth period.



The demographic change within this population is simply astounding. According to WICHE projections (see Figure 2), Hispanics will become the largest minority group among high school graduates in 2005-06. By 2017-18, the Hispanic group will be more than 60% larger than Blacks, the next largest group. In addition, the number of Asian-Americans graduating from high school is projected to more than double in the next two decades.

### Graduate School Population Projections

Along with the high school population, the graduate-school aged population will be undergoing important changes in the next quarter-century.

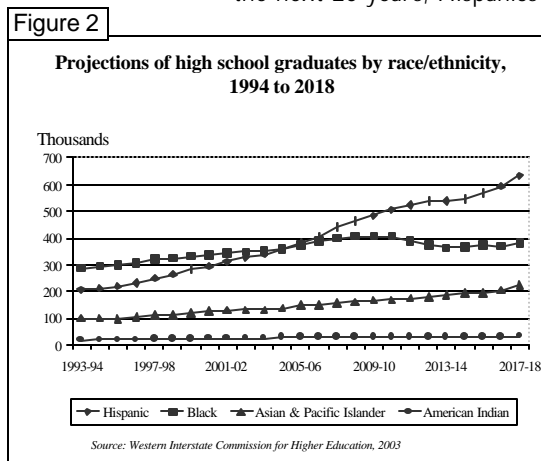
### States of Change

Along with these national trends, state populations are changing as well. The large population states of the Northeast and Midwest have been supplanted by states along the nation's southern border. According to the WICHE projections, the three states with the largest public high school enrollments in 2017-2018 will be California, Texas, and Florida. The public high school systems in those three states will also be among the most diverse in the nation. In each of the three largest high school enrollment states, white students will be less than one-half of the high school population. That means that there will be no majority group in California, Texas, or Florida high school populations in the near future.

### Discussion

The WICHE and Census data forecast a considerably more diverse population in the U.S. in the next few decades. Over the next 20 years, Hispanics will become the dominant minority group in the U.S., growing larger than all other minority groups combined. These demographic changes, working in parallel with societal efforts to increase diversity in the workforce, will produce a far more pluralistic society.

The first impact of these changes will be felt in the high schools, where in the three most populous states, there will be no majority group among high school student populations. Next, of course this new diverse population will



## Responsible Conduct of Research

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versities. Through this project and its follow-up, CGS will continue to encourage its member deans to take leadership roles in the promotion of RCR across their campuses.

### Project Timeline

A broadcast email with a copy of the Request for Proposals for the Responsible Conduct of Research project was sent to all eligible CGS member institutions and is posted on the CGS website at [www.cgsnet.org](http://www.cgsnet.org).

Staff project leaders from CGS and ORI will conduct a technical workshop in San Juan, Puerto Rico at the CGS summer meeting, July 13, 2-5pm. This workshop will provide information on the role of graduate schools in establishing institutional programs to incorporate information and training in ethics and responsible conduct of research into graduate programs. Topics covered in this workshop will include: an overview of the project, eligibility criteria in the request for proposals, and existing RCR resources; a discussion of typical challenges in institutionalizing and sustaining effective programs;

and sample strategies for overcoming these challenges. A transcript of the workshop will be made available at cost to interested applicants who are unable to attend.

Proposals will be due August 20, 2004. A selection committee will review proposals and CGS will announce awards in September. Implementation of pilot projects will occur in two phases. Phase A institutions will implement projects in September, 2004. Phase B institutions receiving awards in September and requiring an additional planning period will begin implementation in January 2004. Institutions that apply for awards, but are not selected, will be offered the opportunity to participate as affiliated members of the RCR initiative.

*Paul Tate will be CGS Dean in Residence effective July 1, 2004. In this capacity, Dr. Tate will direct the Graduate Education and Responsible Conduct of Research Project. For more information about the project, email: [ptate@cgs.nche.edu](mailto:ptate@cgs.nche.edu).*

## Data Sources continued from page 5

enter college, and finally graduate school. But the impact on graduate schools will be more immediate, because the faculty being trained in graduate schools today will be teaching this highly diverse cohort in short order.

Their ability to communicate and work effectively will be a critical factor in the success of society's diversity efforts.

**Table 1**

**Projections of U.S. population aged 20-24 by race, 2002-2025**

*(numbers in thousands)*

	2002	2005	2010	2015	2020	2025	% change 2002-25
Total aged 20-24	19,439	20,159	21,152	21,747	21,020	21,411	10.1%
Black	2,758	2,827	3,099	3,127	2,855	2,968	7.6%
American Indian	178	192	206	191	185	199	11.8%
Asian	806	894	995	1,205	1,322	1,473	82.8%
Hispanic	3,008	3,224	3,599	4,251	4,528	4,988	65.8%
White	12,689	13,022	13,253	12,973	12,130	11,783	-7.1%

*Source: U.S. Census Bureau, National Population Projections, 2002*

<sup>1</sup>The data used in this article are drawn from two sources: the report *Knocking on the College Door: Projections of High School Graduates by State, Income, and Race/Ethnicity* and the Bureau of the Census population projections ([www.census.gov](http://www.census.gov)).

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*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

## What Graduate School Deans Can Do to Improve Persistence of McNair Students

Edited by Susan C. Brown, Director, Ronald E. McNair Program, New Mexico State University  
Member of the McNair CGS/COE Joint Committee

*Editor's note: At the CGS Annual Conference in San Francisco in December, 2003, a panel of former McNair Scholars who were in graduate school or had completed their Ph.D.'s discussed what graduate school deans could do to improve the persistence of McNair students in graduate school. This article contains suggestions offered by two of the panelists.*

**Dr. Sheryl L. Shivers** is currently an Assistant Professor of Management at Florida A&M University School of Business and Industry. As an undergraduate student, she was in the McNair Program at Florida A&M and received her B.S. and then her M.B.A. in Business Administration from that institution. In 1999, she received her Ph.D. from Purdue University in Organizational Behavior and Human Resources Management. In addition to her responsibilities as a faculty member, Dr. Shivers serves as a mentor to McNair Scholars at Florida A&M.

In preparing her remarks, Dr. Shivers asked current McNair Scholars what they thought graduate school deans could do to help McNair Scholars to prepare for and persist in graduate study. They suggested developing feeder school programs, encouraging students to visit campuses and sponsoring college tours facilitated by the graduate school.

Fee waivers for graduate school applications were mentioned as being very important in assisting McNair Scholars. In addition to offering graduate assistantships, graduate schools should consider creating a library of other available funding sources.



According to Dr. Shivers, the McNair Scholars felt that it is important for deans to communicate regularly with the McNair Director if there is a program on campus and to get to know the McNair Scholars and their research. The directors in turn can play a critical role in supporting McNair Scholars who are entering graduate school.

Once McNair Scholars are enrolled at the institution, Dr. Shivers stressed the need for graduate deans to take the lead in helping them to develop a support network of faculty, staff, and students to assist them in their transition to graduate school. An effective support network provides opportunities for social interaction; resources for enabling scholars to understand institutional and departmental politics; academic mentoring to address the challenges faced by scholars in adjusting to the rigors of graduate study and assistance for identifying sources for additional funding. According to Dr. Shivers, these support networks are a key to helping McNair Scholars persist in graduate school.

**Laura Bathurst** grew up on a farm in Kansas. She became a McNair Scholar while studying Anthropology and Modern Languages at Kansas State University. She is currently finishing her

dissertation and will receive her Doctorate in Anthropology from the University of California, Berkeley, by the end of 2004. She will



be returning to Kansas State to join the Department of Sociology, Anthropology and Social Work as a Visiting Assistant Professor for the 2004-2005 academic year. When asked to summarize her thoughts on what graduate school deans can do to improve persistence,

she shared some of her own experiences.

"At the risk of stating the obvious, one of the best ways that graduate school deans can assist McNair scholars during graduate school years is financially. More specifically, I am referring to discretionary funds that can be directed to scholars on a case-by-case basis when other forms of financial assistance fail to materialize. For example, summer funding, travel grants for research, conference funding, and other forms of supplemental grants which can be awarded on short notice, as needed, allow students to continue to push ahead with their studies. In my own case, one such discretionary grant funded dissertation research during a summer between larger research grants. Knowing that it was available allowed me to continue my research in Bolivia without the significant disruption of having to find and apply to numerous support sources from abroad. Another summer, when no such grant was available, I ended up working five separate, low-wage, temporary positions in order to get by. Needless to say, the progress I made on my dissertation that summer was minimal.

Other forms of assistance which graduate deans could help provide to increase the retention and success of McNair Scholars who have entered graduate programs include those which help McNair Scholars support each other. A physical space (e.g., lounge) where McNair scholars could study, hang out, and meet other McNair students is one such idea. Periodic events (biannual, perhaps) are another. The different class and/or ethnic backgrounds of McNair scholars compound their "culture shock" as they are socialized into academic life. Strategic interventions such as these foster a sense of McNair community which can be a strong source of support during these challenging years."

In summary, graduate deans are key to the persistence of the McNair students in graduate school. Through their leadership and mentoring they positively impact the climate for McNair students who come from low-income, first generation backgrounds or are members of groups underrepresented in higher education.

**Communicator Rate Card for 2004****GENERAL ADVERTISEMENT INFORMATION**

To place an advertisement in the Communicator, you must submit your request by the deadlines listed below. The Communicator is printed within a week of the closing date and mailed for delivery within the first couple weeks of the issue month, with the exception of double issues. Double issues of the newsletter are mailed for delivery in the second month listed: i.e., February delivery for the January/February issue. Advertisements are taken on a first-come, first-served basis. No cancellations or changes will be accepted after closing dates. Member rates are \$300 and \$500 (for ¼-page and ½-page black-ink advertisements, respectively); if available, black and blue ink advertisements are \$350 and \$550 (for ¼-page and ½-page advertisements, respectively). Non-member rates are \$400 and \$600 (for ¼-page and ½-page black-ink advertisements, respectively); if available, black and blue ink advertisements are \$450 and \$650 (for ¼-and ½-page advertisements, respectively). An invoice will be mailed after the issue has gone to print.

**ISSUE DATES AND SUBMISSION DEADLINES**

Issue Date	Closing Date
July 2004	Tuesday, June 15, 2004
August/September 2004	Monday, August 16, 2004
October 2004	Wednesday, September 15, 2004

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