



Survival Tips for New Graduate Deans: Managing Your Federal Relations Responsibilities

by Diane Jones, Director, Office of Government Affairs, Princeton University

Whether you are waiting with baited breath for your first policy call from Washington, or you consider interactions with federal policy makers an unwanted liability of your job, it is wise to prepare for the inevitable day when you will be asked to inform the Washington policy debate. To do so, it is important to develop an understanding of your institution's federal relations program and to establish good lines of communication with those individuals on campus who can help you respond to requests that you might receive. While it can be difficult to navigate the sometimes turbulent waters of federal policy, the fact that you have been selected to serve as a graduate dean indicates that you are quite adept at working with individuals who have widely varying interests, priorities, and opinions. In accepting the position of graduate dean, you have also taken on the responsibility to be the voice of graduate education on your campus and increasingly that responsibility also entails contributing to questions of national public policy. Below are some suggestions intended to help you prepare for your role in federal affairs.

Working with your Federal Relations Representative

Your institution may rely on a number of individuals and organizations to represent its interests in Washington. Certainly your university president and trustees have a primary role in working with elected officials, but others may also be involved directly or indirectly in federal outreach and advocacy activities. Your institution may hire an outside consulting, public relations or lobbying firm; it may depend upon professional societies or higher education associations like CGS to represent its interests; it may have a dedicated office that coordinates all Washington-based or Washington-targeted activities; it may combine federal relations activities with local and state government functions; or it may utilize a combination of these outreach strategies to accomplish its goals. If your institution has a government affairs representative (whose office may be on campus or may be located in Washington, DC), it is well worth spending some time getting to know that individual and learning more about your institution's official priorities and the strategies used to advance those priorities in Washington. The following questions might help you learn more about your campus's federal relations program as well as your role in developing and

implementing that program.

- How does our campus track federal regulations, legislation, or national policy discussions that might have a positive or negative impact on our activities, goals or mission and who should I contact if I have questions, concerns or recommendations regarding these proposals or activities?
- What are the institution's current priorities with regard to federal policies or regulations, and what strategies are being utilized to advance those priorities with government officials? What role, if any, do I play in formulating those policies or implementing our federal advocacy strategy?
- Does our institution pursue congressional earmarks (also known as directed funding, special projects, or plus-ups), and if so, what is the process for selecting projects that will be submitted for direct funding requests, who is involved in making those decisions, and when during the academic year are these decisions made?
- Beyond earmark requests, how and with whom does our institution maintain regular communication with on Capitol Hill and in the Administration, and what opportunities might I have to participate in meetings with Washington officials? Or, if you don't like the idea of interaction with Washington officials, you may be more interested in knowing what minimum expectations, if any, your institution has regarding your involvement in federal outreach activities.
- Finally, if you have any personal connections to Washington policy makers, analysts or officials, you should notify the government affairs director of those relationships and discuss the circumstances under which you might be willing to reach out to those individuals for assistance.

Working with Professional Societies and Higher Education Associations

If your university does not employ a full-time government affairs representative, it may be more difficult to follow the daily legislative comings-and-goings in Washington or to understand the specific impact of various proposals on your institution, but there are organizations, associations and

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coalitions that provide member institutions with timely legislative updates and who effectively represent their members' interests during their daily interactions with Washington policy makers. As you already know, the Council of Graduate Schools (CGS) provides you with regular updates and action alerts on issues related to graduate research and education, and CGS leaders are well known in Washington as effective and important higher education advocates. Other organizations such as the Association of American Universities (AAU), the American Council on Education (ACE), the National Association of Independent Colleges and Universities (NAICU), and the National Association of State Universities and Land Grant Colleges (NASULGC) follow a wide variety of issues that effect colleges and universities ranging from tax policy and federal research funding to student financial aid, while the Council on Government Affairs (COGRA) follows issues of primary concern to your sponsored research office and the National Association of College and University Business Officers (NACUBO) follow activities that impact your campus finance and personnel managers. Each of these organizations works to secure opportunities for members to testify at congressional hearings, to participate on policy and advisory boards and panels, and to meet with important elected officials and agency leaders.

Your disciplinary professional society may also have a public policy or public affairs division that follows legislative and regulatory proposals relevant to your specific field of study. The American Association for the Advancement of Science (AAAS), for example, has an outstanding public policy division that provides regular updates through its website, policy papers, symposia, seminars, free email notification services, and the journal *Science*.

Key Issues

It is impossible to anticipate every issue that will receive attention from the Congress, the Administration, or federal agency heads, but there are a number

of issues that seem to be a perennial source of interest, tension or concern and that might be worth additional attention or investigation on your part. Table 1 lists key issues that are likely to receive legislative attention, as well as individuals on your campus who, along with your government affairs director, might be able to provide you with additional details regarding the legislative history in each area.

You need not become an expert on each of these areas, but you do need to know who to

call for information and guidance should you be asked for an official comment regarding pending, proposed or current policies or practices related to these issues.

Important Members of Congress and Congressional Staff

It is important to know some basic information about the members of your congressional delegation, especially if you plan to visit Capitol Hill as part of your university's outreach program. While you need not know the details of every piece of legislation your U.S. Senator or Representative has authored or co-sponsored, it is important to know which issues are of greatest importance to him or her; and to understand his or her committee assignments and rank. Because most of the congress's business is carried out by congressional committees, the members of your delegation will have the greatest opportunity to impact legislation through their committee assignments. It is also important to understand that with seniority comes power, and committee chairs (the most senior member on the committee from the majority party) and ranking minority members (the most senior committee member from the minority party) have the greatest influence on the legislative process. Ask your government affairs office or your president's office to provide you with information about key elected officials who represent your district and state, and who serve on committees that have jurisdiction over areas related to graduate research and education. All members of congress and congressional committees maintain websites that can be accessed through the House and Senate homepages (www.house.gov or www.senate.gov).

While you can approach your elected officials about any issue that is of concern to you, the actions that your senators and representatives can take on your behalf are determined largely by their committee assignments, seniority and to some extent by their party affiliation. Fortunately, there are institutions of higher education in every state of the Union, and by working together through organizations like CGS, each of us has access to resources and individuals that go far beyond our campus, district and state borders. And in your activities on Capitol Hill, never underestimate the capabilities and power of congressional staffers.

Dealing with the Press

Whether it is a national news outlet, your local television station, or your student newspaper, dealing with the press can be stressful and tricky but can also be enormously beneficial to your efforts. If you receive a call from the press, you should take the reporter's contact information, ask for a summary of the topic he or she wishes to discuss, and suggest that you return his or her call later that day. Immediately call your campus communications office to gather information about the reporter and the news outlet, to discuss the risks and benefits of granting an interview, and if so, to be sure that you are the best person to participate in that interview. Ask your communications director for advice about speaking to the reporter "on background" (which gives the reporter permission

Issues and Areas	Likely Campus Contact
Labor and Personnel Issues – Graduate student employment practices and benefits; Fair Labor Standards Act; graduate student unions; exempt status employees Tax Issues – tax rules regarding graduate student stipends, housing allowances, and tuition remission; valuation of donations and intellectual property Graduate Student Financial Aid – stipend and tuition allowance levels; service requirements Research Funding, Restrictions and Regulations – Human Subjects Regulations; Institutional Biosafety Committee practices; research grants and contract clauses and restrictions; export control regulations; select agent rules; hazardous materials rules and waste disposal practices	Office of General Counsel Business/Treasurer's Office Human Resources Office of General Counsel Treasurer's Office Development Office Financial Aid Office Sponsored Research Office Sponsored Research Office University physician and/or veterinarian Provost University Compliance Office Office of General Counsel Science Faculty and Department Chairs Safety and Security/Physical Plant Managers Provost Department Chairs
Humanities Funding and Regulations – International and Area Studies programs and the proposed International Advisory Board Intellectual Property – university patents; materials transfer agreements; Peer -2-Peer technologies and infringing activities /file sharing; the Bayh -Dole Act; state sovereign immunity (state universities) Immigration and Visas – data regarding international student application and enrollment rates; SEVIS reporting requirements; technology alert list; VISAS Mantis and VISAS Condor; 214b provision of the Immigration and Naturalization Act ("intent to return provision")	Sponsored Research Office General Counsel's Office Information Technology Office/ CIO General Counsel's Office International Student Affairs Office Provost

Table 1. Key issues and likely individuals on campus who have knowledge about and responsibility for these areas.

to use information you are providing but does not permit him to attribute that information to you) or "on the record" (in which case the information,

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Federal Relations Update

by John Yopp, Director of Federal Relations

As expected, activity in the federal relations area increased dramatically when Congress returned after Labor Day from the six week summer session to face a short but heavy schedule. The House and Senate agreed on October 6th to extend the reauthorization of the "Higher Education Act of 2004" as sponsored by Rep. John Boehner (R-OH). This was the action predicted earlier in the summer despite assurances by Congressional leaders that more progress could be expected this fall. CGS is already engaged with staff in the relevant HEA authorization committees to inform them of the issues of importance to CGS membership well before the beginning of the 109th Congress.

The administration has also proposed its FY05 Federal research and development (R&D) budget of \$127.1 billion that continues the recent trend of increasing defense and decreasing nondefense components. Congress will determine the final budget as it continues its work on the 13 appropriation bills. Only one has been passed as of this writing. The necessary continuing resolution (PL 108-309) for operating authority through November 20 was passed on September 30. The total R&D budget represents a 4.1% increase (2.8% in constant dollars [CD]) over the preliminary FY 04 level of \$122 billion. However, the defense component of \$74.2 billion (58.4% of the total) represents a 6.2 increase (4.9% CD) and the nondefense component only 1.4% (0.2% CD).

Approximately 93% of the proposed defense R&D budget is in the Department of Defense's (DOD) military research, development, test, and evaluation (RDT&E) programs. The largest defense agencies' increase was 19.9% in the Missile Defense Agency. The Department of Homeland Security (DHS) proposed R&D budget is about \$400 million or 52.2% over last year's preliminary budget. The total nondefense R&D budget authority has a proposed \$700 million increase to \$2.9 billion in FY 05. The six functions of health, space, science, environment, transportation, and agriculture account for about 92% of this total. An \$800 million increase in federal R&D funding for health is well below the multi-billion dollar increases seen in this function from FY 1999 to FY 2004. It includes a 2.8% increase to \$29 billion for the National Institutes of Health. The entire space R&D proposed budget of \$7.8 billion to the National Aeronautics and Space Administration represents a 2.3% increase (1.1% CD). Federal R&D funding for science is proposed by the administration to increase by only \$80 million for FY 05 to \$6.5 billion. This is 1.3% (0% CD) over preliminary FY 04 R&D funding. The National Science Foundation will account for \$3.8 billion (59.4%) and the Department of Energy for the remaining \$2.6 billion of the total general science budget.

The largest percentage decreases in the proposed budget for FY 04 levels are for transportation, environment, and agriculture at 1.3 (2.5% CD), 3.1% (4.3% CD) and 10.1% (11.2% CD), respectively. These three areas account for only 4.4% of the total federal R&D budget. However, even a 3% decline in funding for environmental research from the federal R&D budget with the current challenges in this area, can represent a noticeable loss for university research.

Congress continued its hearings on the implications of visa policies on international students and scholars in a session held by the Senate Foreign Relations Committee on October 6. Witnesses included University of Maryland President C. D. Mote, Purdue University President Martin Jischke, Institute of International Education President

Allan Goodman, NAFSA CEO Marlene Johnson and others. The hearing was in response to Chair Richard Lugar's (R-IN) desire that the U.S. "achieve an effective balance on student visas."

The proposals of these and other witnesses called for the approval of visas for students and scholars for the duration of their stay in the U.S., the provision of more resources, training, and policy guidance for consular officials, the elimination of repeated reviews under the Visas Mantis program and a focus on those needing special screening, the establishment of a program to re-establish the reputation of U.S. universities as a destination of choice and preference for international students, and the creation of a transparent, timely, and accountable visa process. Both Dr. Goodman and Ms. Johnson noted the need for a national policy on international education.

Each of the university presidents expressed serious concerns over the decline in international student applications and the future of international education in the U.S. Dr. Mote stated that "the students we scare away today could well be the world's leading scientists, engineers and doctors of tomorrow who might have chosen to make the United States their home, to our lasting benefit."

The hearing did not place all of the blame for the fall of applications on visa issues, but surfaced the contributing issues of greatly increased competition for international students by the United Kingdom, Australia, New Zealand, and Canada; difficulties of funding internships in U.S. companies for international students; and the investments in higher education by Europe and Asia giving international students viable alternatives to study in the U.S.

Clearly the level of awareness to the issue of decline in international student study in the U.S. has the attention of the powerful committees of Congress. CGS and the other national education associations have been sought throughout the year for their input and research on this issue by the staffs of these committees.

One of the hottest issues on the Hill was the legislation introduced by the chair of the Senate Health, Education, Labor and Pensions (HELP) Committee, Sen. Judd Gregg (R-NH) and the chair of the House Committee on Education and the Workforce, Rep. John Boehner (R-OH) to close the 9.5% fixed interest rate "loophole" on student loans. This provision was put into place in the 1980s for non-profit lending organizations and the states and was eliminated by Congress in 1993. However, leaders could keep collecting this high interest in money raised before 1993. Since 1993 some of the lending organizations have been taken over by for-profit companies.

While Sen. Gregg and Rep. Boehner proposed closing the 9.5% interest loophole for one year and giving the savings to teachers of math, science, and special education in poor school districts, the ranking minority leaders of the two education committees, Sen. Edward Kennedy (D-MA) and Rep. George Miller (D-CA) had previously proposed a permanent elimination with savings to go to grants for low-income college students.

The Gregg-Boehner proposals included bringing the issue up again next year as part of the reauthorization of the Higher Education Act. The House and Senate essentially agreed on October 7th to the Gregg-Boehner version in the Taxpayer-Teacher Protection Act of 2004 (H.R. 5186).

Finally, but not of least concern to graduate schools, was the promulgation on October 13 of the final Social Security Administration's (SSA) rule, continued on page 5

Data Sources: CGS Prepares to Launch Web-Based Survey

by Peter Syverson, Vice President of Research and Information Services and Heath Brown, Director of Research and Policy Analysis

Since its inception, the CGS/GRE Survey has been primarily a paper-based survey for respondents. Starting this year the survey will become fully accessible via the internet. On December 1st, CGS and GRE will unveil a web-based application designed to make survey response quicker, easier, and more accurate than in the past. We expect this transition to increase CGS's ability to provide quality information and research on graduate enrollment and degree trends in the future. As always, this ability depends on the continued support and participation of the CGS membership in completing the surveys. For that reason, we want to explain some of the important elements of this transition in advance of the upcoming launch.

History of the Survey

Beginning in the late 1970s, GRE operated a survey for the graduate community, sending out questionnaires in the fall asking about enrollment in the current and previous year and printed a report for each CGS annual meeting. Since the response rate differed vastly by survey, there was no way to compare data from one survey to the next. Data consistency and accuracy were a major impediment to this process informing a better understanding of graduate education. When Jules LaPidus became president of CGS in 1984, the CGS board decided that CGS needed to develop capability in the area of research and policy analysis. The CGS/GRE Survey of Graduate Enrollment was launched in part to make this happen. Since that time, CGS and GRE have collaborated on the design, collection, and analysis of the survey.

Technological Transitions

Seventeen years later, the CGS/GRE Survey is still as important to CGS members and graduate education, but survey methods have clearly changed. The advent of the World-wide Web as a ubiquitous tool in information transmission and commerce has revolutionized the collection of data from higher education institutions. Many national surveys are now conducted via the web, including the National Center for Education Statistics (NCES) IPEDS surveys, the National Science Foundation (NFS) Survey of Graduate Students and Postdoctorates and the US News reputational surveys of undergraduate and graduate programs. In fact, web-based surveys are now more commonplace than traditional paper-and-pencil surveys.

For the respondent, a web-based survey has a number of advantages over a paper- and-pencil survey. First, many quality control checks can be built into the questionnaire, enabling the respondent to know that once accepted by the web-based system, the data submitted has met the quality expectations of the survey and that time-consuming follow-up will be unnecessary. In other words, once the data has been accepted by the web-based system, the respondent knows that the task is completed for that year. Second, respondents are able to print out a clean copy of the submitted data for their files. Third, through the use of good design and color, and tools such as pop-up definitions, the survey completion process can be made as clear and time-efficient as possible for the respondent. Finally, there is a generation of Americans who have grown up using the web and consider paper-and-pencil instruments archaic and are resistant to working in a paper-and-pencil environment.

The advantages to the survey office are equally clear. Building quality-control checks into the web system means that the respondent will

be submitting much cleaner data than in a paper-and-pencil survey. As a result, much of the quality-control work will be done before the data are received by the survey office. The web-based system can be designed to accept batch data submissions as well, checking the data, and populating the survey database with a complete institutional response with minimal staff intervention. The need to mail out large survey packets and to re-mail surveys to institutions that have misplaced surveys is eliminated. Time and expense associated with those tasks can be devoted to enhancing the response rate of the survey.

For the analyst, the web-based survey allows analysis of preliminary data in real time, as the survey data are submitted from the field. More importantly, the web-based survey eliminates the static 8½ by 11" form and provides an opportunity to ask additional questions or to revise question format to improve response.

Characteristics of the Web-Based Enrollment Survey

By being a late adopter of web technology, the CGS/GRE Enrollment Survey program takes advantage of the experience of other surveys. Essentially, most university staff have already completed surveys using the web. This means that the transition to the web should be accomplished without extensive respondent training. More importantly, this prior graduate school experience will allow us to completely transfer the survey to the web rather than administering parallel web and paper-and-pencil systems during a transition period.

The following outline provides an overview of the characteristics of the new web-based Enrollment Survey.

- 1) Survey format
 - a) The fundamental structure of the Enrollment Survey (matrices with rows and columns that sum to totals) remains intact. However, a modest number of changes will be introduced, principally an addition to Question II on graduate certificates granted and new questions on master's enrollment. These additions come in response to calls from CGS members for more information on these aspects of graduate education.
 - b) The web survey will contain features to aid the respondent in completing the questionnaire. These items will include, for example, pop-up variable definitions and links from GRE discipline codes to CIP cross-walk information.

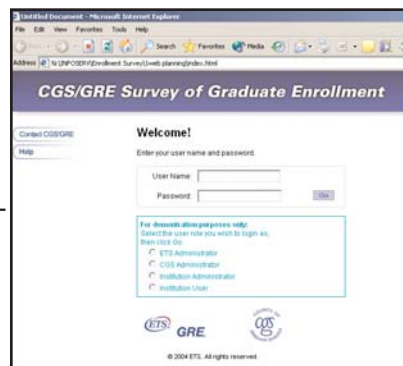


Figure 1: Welcome Screen

- 2) Data input
 - a) Each survey institution will be assigned a password so that they will be able to access the questionnaire over the web (See Figure 1). The username will be the individual's email address. Both the graduate dean and an assigned data coordinator will be sent an email with their password and

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including direct quotes, can be attributed directly to you) and if you are uneasy about dealing with reporters, ask your communications director to join you on the return call.

Never ignore the press. If you cannot comment on the issue or are unable to answer the reporter's questions, tell her that. The press is an important partner in the government affairs network, as reporters can often times bring attention to issues on behalf of your institution or the higher education community in general. They provide outlets for your institution to comment on important issues through editorials and opinion pieces that you write, and they have unparalleled access to the general public whom they can help educate on issues of concern to your institution. But, as anyone who has ever dealt with the press knows all too well, it is not uncommon for a reporter to twist your words around, quote you out of context, misquote you entirely, or string together bits and pieces of what you said in a way that distorts your point. For that reason, it is important to cultivate a positive relationship with press outlets and reporters and to enlist the support of your institution's communications staff whenever possible. Also keep in mind that while as a faculty member you may have been free to share your personal or professional opinions freely, now that you are a graduate dean, comments you make publicly will be assumed to represent the interests and opinions of your institutions, so you should make sure that they do!

Other Tips

In addition to understanding how your campus manages its government affairs program, it is also important to understand the characteristics and culture of Washington so that you can be effective in your interactions with members of congress and their staffs. The process by which things are accomplished in Washington may contrast starkly with that generally employed on academic campuses. First,

while universities tend to approach problems and work toward solutions across an extended period of time (weeks to months or even years), in Washington issues seem to flare up and proposals take shape in a matter of hours or days and the life of any legislative proposal is two years at best. This means that if you receive a request for information from Washington, it is likely that the person making the request really needed the information yesterday, but he or she absolutely must have it by the end of the day. Second, while campus decisions are likely to be made by a committee that meets several times and works to build consensus for the proposed solution, most decisions on Capitol Hill are made by a single individual or a very small group of people and unintended consequences may go unnoticed. Third, even the best legislative proposals are likely to contain unpalatable elements, so you must understand that in the interest of progress, every member of congress is forced to accept legislative provisions they don't like in order to advance proposals that they do feel are important to our country. And finally, everything in Washington is based on deals and compromises, so rarely will you have absolute success in getting the precise legislative language you want signed into law. Enter into the legislative debate clear about what you want to achieve, but also be prepared to make compromises along the way.

After working on Capitol Hill for several years and experiencing both the joy of victory and that agony of defeat, I will end with my personal observation that while I might not agree with every person on Capitol Hill and I recognize that the system does have its flaws, nothing is more humbling, rewarding and empowering than participating directly in the democratic process. As a graduate dean, make the most of this unique opportunity to serve your institution, and work with your institution's government affairs representative to make your contributions to the legislative process.

Federal Relations Update *continued from page 3*

"Evidence Requirements for Assignment of Social Security Numbers (SSN). Assignment of SSNs to Foreign Academic Students in F-1 Status" (Regulations No. 22, RIN 0960-AF87). This rule requires additional evidence for F-1 visa holders who wish to obtain a SSN. Of course, this is virtually all of them. These international students must provide the SSA with evidence of age, identity, immigration status, and work authorization. The F-1 student must, in addition, provide evidence that he or she has been authorized to work and has actually secured employment or the promise of employment unless an employment document (EAD) from DHS or a curricular practical training (CPT) authorization from the university can be provided instead.

CGS is recommending that graduate school administrators work with relevant university business, legal, and international offices to coordinate the response and interventions on behalf of the F-1 graduate students in this category. In addition, it is recommended that two websites of the SSA be viewed for essential information. The first, put up on October 13, under "Our Program Rules," contains the new F-1/M-1 instructions. It is <http://www.socialsecurity.gov>. The second is the resource kit for foreign students under the "Immigrant/Immigration" page at <http://www.socialsecurity.gov/immigration>.

The SSA is also making available three critical resource documents for universities to implement the new rule through their field offices. The first is a "Dear Colleague" letter explaining the rule in great detail and identifying the implementation steps; the second is a sample letter

that the college or university designated school official (DSO) must submit to verify the F-1 students' eligibility for a SSN; the third is a sample letter from the F-1 student's on-campus employer that verifies employment.

In addition to the regional social security offices, all of the above-referenced material is available on the NAFSA website (www.nafsa.org) as part of its practice advisory.

This new rule will undoubtedly cause major problems for those international graduate students who are self-supported or are supported by a sponsoring organization abroad. The SSN has become, whether originally intended or not, a major form of identification for acquiring such privileges and services as driver's licenses, bank accounts, insurance coverage, apartment leases, and certain utilities. This category of F-1 students includes, among other, many MBA and computer science students. CGS President Debra Stewart made this case in a letter to SSA Commissioner Jo Ann Barnhart on February 3, 2004. Other national educational organizations did the same, but the case was not accepted. It is expected that the international, graduate school, student services, and other offices will provide information and assistance to the affected students in verifying their status to those state and local agencies and businesses normally requiring a SSN for their services.

Now as the members of Congress and the administration leave for the campaign trail, CGS can plan for the post-election respite before the issues of HEA reauthorization and graduate education support re-emerge in the 109th Congress.

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logon instructions prior to December 1, 2004.

b) Respondents will be able to partially complete the form, log off the system, and return to the same place on the questionnaire at another time and not lose any of the data entered in the earlier session (See Figure 2 and 3).

c) Input will be permitted in two modes -- entering data into individual cell and batch mode where a respondent will be able to upload a pre-defined file format into a preliminary holding area.

d) Institutions will also be given the opportunity to assign specific discipline data sheets to other individuals on campus to complete. At a large institution, this may save the time and energy necessary to collect information from various departments. Quality-control checks that will be built into the individual data sheets will be processed for the batch data set and the respondent notified regarding the internal accuracy of the submitted data.

e) Adequate server capacity will be provided, benchmarked on estimates of usage on peak days, not on average usage. Considerable time has gone into 'stress-testing' the survey to insure server capacity is sufficient.

3) Built-in Quality Control checks

a) The web questionnaire will have built into it the same series of range and logic checks currently used in the GRE survey processing system. Entered items presenting a discrepancy will be flagged and the questionnaire will not be ruled complete until

vided falls outside a pre-defined range. Again, the respondent will be asked to correct the data or provide an explanation for the unusually large year-to-year change.

c) The system will log responses into a database and will automatically send a periodic report via email to the survey management team at ETS and CGS.

4) Data availability

a) In order to monitor survey progress, both ETS and CGS survey team leaders will have access to the reported data, once it has been cleared through the web-based quality-control process.

Survey Launch

CGS and GRE have spent the summer and fall preparing for the launch of the new web-based survey. A session at the summer institute and a small meeting in November with



Figure 2: Selecting Discipline Data Sheets

member deans have helped identify any shortcomings of the new application and allowed for modifications. By November final testing will be complete.

A few weeks prior to December 1st, the graduate dean and data coordinator at each institution will be sent via email a message regarding the survey. This will be an opportunity for either representative at the institution to correct their information and/or correct the information about the other in the case of a recent change in personnel. If there is a new graduate dean or a new data coordinator, CGS/GRE can then make the necessary correction in advance of the survey release date.

On December 1st, we will "go live" with the survey. On that day, the two institutional representatives will receive an email with detailed instructions concerning logon and completion of the survey.

Conclusion

The new web-based CGS/GRE Enrollment Survey marks an important transition for CGS Research. The new survey will allow graduate deans to benchmark their programs to national trends in a more timely manner than in the past. The new survey will also save time and effort, making survey response a smaller burden on graduate school staff. Finally, new data elements like master's enrollment and graduate certificate data will expand the scope of CGS research capabilities and make it possible to answer new questions about trends in graduate education.

As we all know, all transitions come with an element of risk. The time and care CGS and GRE staff, as well as certain CGS members, have put into the design of this new web-based application will make sure that any problems can be addressed quickly. We welcome your feedback on the survey when it is released and hope you share our enthusiasm for what this represents for CGS as an organization.

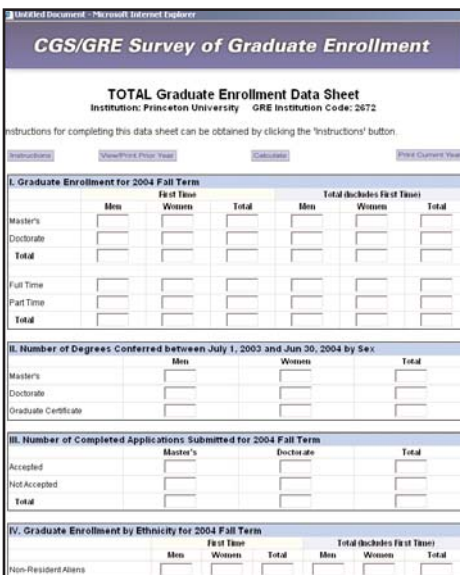


Figure 3: Entering and Editing Data Sheets

these discrepancies are resolved by the respondent. For selected issues, the respondent will be able to override the quality-control check by entering a typed explanation of the reason for the discrepancy.

b) The survey system will compare selected item totals with prior years' data and flag those instances where the response pro-

Utah State UNIVERSITY

VICE PROVOST FOR GRADUATE STUDIES AND DEAN OF THE GRADUATE SCHOOL

Utah State University seeks a successful scholar to provide leadership and administration of the Graduate School. A full position description is available at www.usu.edu/jobs (1-108-04). Send letter of application, resume, and contact information for five references to Dr. Noelle E. Cockett, College of Agriculture, Utah State University, 4800 Old Main Hill, Logan, UT 84322 -4800, Ph: (435)797 -2215, email: Noelle.Cockett@usu.edu. Review begins November 29, 2004; open until filled. AA/EEO.

CGS Resolution Regarding Graduate Scholars, Fellows, Trainees and Assistants

On August 4, 2004 a letter was mailed to CGS members regarding the Council of Graduate Schools statement titled, "Resolution Regarding Graduate Scholars, Fellows, Trainees and Assistants." This statement has been published since the mid-1960s.

The Resolution is concerned with the conditions surrounding the acceptance of offers of certain kinds of graduate student financial assistance, namely, scholarships, fellowships, traineeships, and assistantships. The general spirit of the Resolution is that students should have an opportunity to consider more than one offer and should have until April 15 to do so, that institutions and students should be able to view acceptances in force after April 15 as binding, that everyone should know what the rules are, and that an offer by the institution and its acceptance by the student constitute an agreement which both expect to honor. The intent of the Resolution is to provide a uniform and widely acceptable framework for so doing, one that provides protection for both student and institution.

Member institutions had a choice as to remain, be added or dropped as signatories on this Resolution. CGS received a positive response to this mailing. There were no requests for removal and 13 additional institutions became signatories. CGS now has a total of 349 institutions that are signatories on this historic statement.

A copy of the Resolution may be viewed on the CGS web site at www.cgsnet.org

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