



Assessing a Year of International Graduate Admissions: Trends and Findings from the CGS International Graduate Admissions Survey

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

Introduction

Thanks to the continued support of the CGS membership, we have been able to finalize our year-long International Graduate Admissions Survey. The three sections of the survey—applications (March), admits (June), and enrollment (September) -- track the admissions cycle from start to finish for this critical year in international graduate student admissions. The findings of the second survey were summarized in the October 2004 issue of the *Communicator* ("Data Sources: Declines in International Graduate Students Applications and Admits: A Campus-Based View of the Issue"). The following article summarizes these trends with a particular focus on the latest findings from the third survey on final enrollments this fall. In addition, we gathered information on international graduate student exchange partnerships that can help inform the thinking of graduate deans on ways to engage the international graduate education community.

National Trends

In a survey of the roughly 450 CGS members, we received 127 responses, including 80 percent of institutions in the top 25 in terms of international student enrollment and greater than 60 percent of those in the top 50. This survey asked for the graduate school to report domestic and international admits, first-time enrollment, and total enrollment as of the same date in fall 2003 and fall 2004. The survey also included questions on country of origin and field of study for those same categories of admissions information.

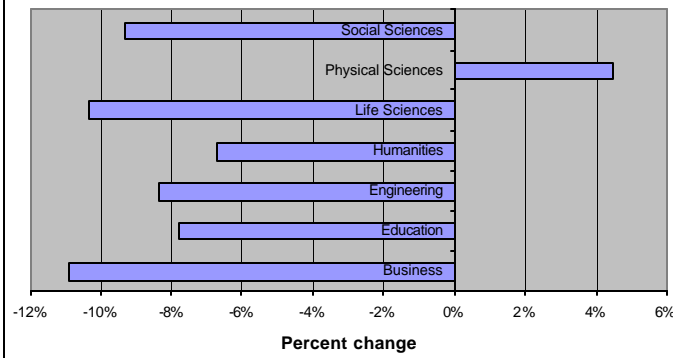
The focus of our analysis was first-time international enrollment, since total enrollment is less likely to change greatly from year to year. Our analysis revealed that 68 percent of responding institutions

reported declines in first-time international graduate enrollment, translating to a 6 percent decline overall. Further, the fall 2004 cohort of first-time international graduate students is the group linked to the application class that had the 28 percent decline.

Given previously reported decreases in applications and admissions from China, India, Korea and the Middle East, it was not surprising to see that first-time enrollments from those countries also declined. First-time enrollment from China, the largest source of international students, decreased 8 percent; likewise, first-time enrollments from India dipped by 4 percent, by 12 percent for Korea, and by 3 percent

for the Middle East (See Figure 1). While these are disheartening numbers, given the widespread concern that enhanced visa security checks (like the Visas Mantis and Visas Condor) might disproportionately affect students from the Middle East, the finding on the Middle East may be taken as a small positive sign. This also follows the pattern of the earlier surveys that found graduate applications and admits from the Middle East were down, but not to the same extent as from other

Figure 1: Percent Change in First-Time International Enrollment 2003-2004 (By Field)



parts of the world.

Almost all fields of study saw a decline in first-time enrollment by international students. The fields of business, the life sciences/agriculture, and engineering saw the steepest declines, with losses in first-time enrollment of -12 percent, -10 percent and -8 percent, respectively. Education (-8 percent), humanities (-7 percent), and social sciences (-9 percent) all experienced declines as well, even though international enrollment in these fields is much smaller than the other fields. The only exception was the physical sciences, which showed an increase in first-

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time enrollment of 6 percent (See Figure 2). An interesting aspect of the finding on physical sciences is that the same number of respondents reported increases and decreases, but the relative size of the programs and magnitude of change for those with increases produced an aggregate 6 percent increase.

Eighty percent of institutions in the top 25 in terms of international student enrollment responded to the survey. For those institutions, the decline in first-time international enrollment was more acute: top 25 institutions showed a 9 percent decline compared to a decrease of only 4 percent for institutions outside the top 25. These more pronounced declines for institutions in the top 25 also held for the countries of origin: declines from China, Korea and the Middle East -- but not India -- were greater for those institutions in the top 25 than for non-top 25 institutions.

One reason for the sharper decline for those in the top 25 in terms of international student enrollment is that those institutions also enroll the most students in engineering where some of the largest declines were seen. In fact, 18 institutions are in the top 25 in both engineering and international student enrollment.

These findings follow from a 28 percent decline in international graduate applications and an 18 percent decline in international graduate admits reported in September. The primary reason that the 18 percent decline in admits did not translate into as large a decline in first-time enrollment was a notable increase in admissions yield. In 2003, 38 percent of admitted international graduate students enrolled in U.S. graduate schools, while in 2004 that figure was 43 percent.

First-year declines must also be viewed in the context of overall patterns of graduate enrollment. The survey found total international graduate enrollment (both first-time and continuing students) down only 3 percent and domestic first-time and total graduate enrollment down between 2 and 1 percent, respectively. This suggests other related factors, such as economic and labor market cycles, may be driving enrollment patterns. However, given the three consecutive years of first-year declines, total international graduate enrollment will soon decline further if substantial growth in first-time enrollment does not occur in the next few years.

Campus-Based View

International student issues are important from the national perspective and, as a result, the 6 percent decline has been widely quoted in the national news media. Another interesting perspective on these issues is at the campus level, where we have observed graduate deans taking an active role in addressing international student issues. The numbers show that international graduate students enroll at nearly all types and sizes of institutions, although they enroll in large numbers at a relatively small number of institutions, particularly those with large engineering programs. For this reason, an additional avenue of research is to examine the relationship between applications, admits, and enrollment at the campus-level: Did the declines in applications that occurred at nearly all institutions translate to declines in admits

and enrollment? Do institutions with large international student populations experience the same pattern of declines across these categories as those with relatively few?

Only a handful of institutions that responded to the first survey

on applications experienced increases over the last year. Over 90 percent of institutions saw declines in applications. For those institutions that had declines, 80 percent eventually had declines in graduate admits, while 20 percent were stable or increased in admits.

After admits, the next stage of the admissions process comes in September or October with fall enrollment, most importantly new or first-time enrollment. Of those institutions that had declines in admits,

65 percent also reported declines in first-time enrollment, while 35 percent reported increases in first-time enrollment. The magnitude of the decline differed greatly from campus to campus. Twenty-eight percent of those institutions with admit declines reported greater than 15 percent declines in first-time enrollment, a third reported moderate declines between 5 to 15 percent, and nearly a third reported essentially no change or small increases.

Another factor to consider is the relationship between institutional size in terms of international enrollment and the change in first-time enrollment over this past year. Large institutions, defined here as those institutions in the upper half in terms of international enrollment in 2004, also appear to have experienced the largest declines in first-time international enrollment. About 30 percent of large institutions had declines greater than 15 percent, while only 19 percent of small institutions had such declines. Around fifty percent of small institutions had declines between zero and 15 percent. An equal portion, about a quarter, of both large and small institutions had increases in first-time enrollment.

Graduate Institutions and International Relationships

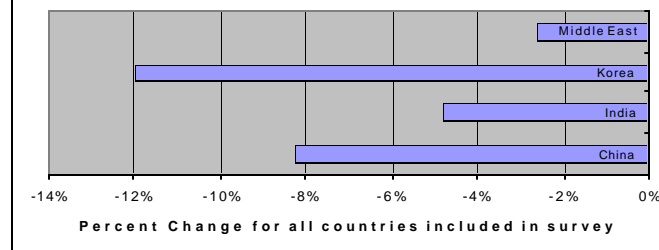
Another aspect of our year-long research on international graduate student admissions has been an investigation of international activities within the graduate schools. Graduate schools have always been successful due to their adaptability to change and their leadership role in initiating best practices. We were pleased to find that this same tradition of innovation and engagement in policy change is occurring in the international arena.

One of the most interesting findings from the second survey was that three-quarters of responding institutions had initiated some policy or practice change to make the international admissions process easier or more efficient. These changes included streamlining the admissions processes, enhancing use of technology, and changing admissions dates to make sure international students have sufficient time to file for a visa. Call centers, web-based applications, and seminars on the visa process were other ways that some graduate schools have begun to adapt to the changing atmosphere surrounding international admissions.

Survey III probed this issue further by focusing on the topics of international stu-

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Figure 2: Percent Change in First-Time International Enrollment 2003-2004 (by Country of Origin)



The Value of the Graduate Course in Teaching and Learning

by Deb Wingert, *Preparing Future Faculty Specialist, Center for Teaching and Learning Services, University of Minnesota* and Joe Massey, *Assistant Vice Provost for Faculty Development, University of Minnesota*

There is a pressing need to prepare higher education future faculty for expanding roles and responsibilities in academia. Preparing Future Faculty (PFF), a national program involving 43 doctoral and 295 partner institutions, prepares graduate students across the country for such increased expectations in higher education. The University of Minnesota's PFF pro-

gram consists of several courses designed to prepare graduate students for academic careers. The goal of this paper is to examine the value of preparing graduate students in teaching and learning by analyzing evaluations of students in one course. The authors present an analysis of student evaluations depicting both course and co-instructor impact, which underscores the current value of such courses in higher education. Included is a comparison of these findings with Boice's "Quick Starters" study of new faculty (1991) and the recent University of Minnesota PFF Alumni Survey, "Preparing Future Faculty: What Difference Does It Make?" (2003)

Background and Introduction

The present day environment in higher education requires that new faculty members hit the ground running. The more gradual transition from graduate student research into faculty member teaching is no longer feasible (DeNeef, 2002). In "Quick Starters," Robert Boice emphasizes the importance of new professors demonstrating above average teaching ability. Today's undergraduate students are much better informed and presume high quality teaching from their instructors (Boice, 1991). Given their "MTV-orientation," today's students likewise expect significant involvement and engagement in the learning process (Ross and Headley, 2002). These expectations for teaching excellence clearly indicate the importance of preparing graduate students for teaching.

A Description of Courses

Since 1996, the University of Minnesota's PFF program has provided several courses to prepare master's students, doctoral students, and post-doctoral fellows for teaching and learning in higher education. The first course, Teaching in Higher Education, taught in recent years using a co-instructor model, focuses on the application of teaching/learning theory and strategies that promote learning in higher education. Students reflect critically on their teaching practice, and gain experience in teaching, course planning, and syllabus preparation. PFF participants then synthesize their critical reflections of these pedagogical experiences by preparing a teaching portfolio that will evolve throughout their academic career.

Course Impact

To determine the impact of this course in the PFF program, student course evaluations were gathered and analyzed from the three sections offered both Fall Semester of 2002 and Spring Semester of 2003. Approximately 120 students (with an average class size of 20) responded to Likert scaled items addressing the evaluation of instruction and overall course impact. Student responses were aggregated to analyze the overall

Table 1: Course Impact (N=120 Means for responses on a scale of 7, where 1= "Not At All" and 7= "Completely")

Evaluation Item	Mean	SD
Overall the course was valuable to me.	5.9	1.2
I am more enthusiastic about teaching.	5.9	1.1
I believe I will be a more reflective teacher as a result of this class.	6.1	.93
I am better able to articulate my philosophy of teaching.	6.0	.91
Overall course impact.	5.9	1.0

value of the course, contributions by co-instructors, skill development from taking this course, and general transfer of skills to classroom settings. The Likert scale consisted of a numerical ranking from one to seven, and anchored at three points: "Not At All," "Somewhat," and "Completely."

Overall students found the course valuable on several levels (see Table 1).

Participants felt more enthusiastic about teaching and found the enthusiasm and energy of the co-instructors "contagious." Likewise, they expressed their capability to critically think and discuss teaching and learning-related issues, which interplayed constructively with the enriching perspectives of diverse participants from various disciplines.

Specific Skill Development

Participants consistently rated themselves as quite confident in specific skills necessary for successful faculty teaching in higher education (see Table 2). Respondents voiced their appreciation of active learning strategies used during class such as the cooperative learning jigsaw, class debates, learning circles, and effective time management. These findings support both Minnesota's PFF Alumni Survey and Boice's study, in which student involvement is encouraged through frequent active learning strategies.

These skills represent cutting-edge teaching and learning approaches expected in the current higher education environment (Johnson, Johnson, & Smith, 1998). The mean scores for these specific skills reflect the fact that students feel confident in both their ability to use these skills and their intention to apply them as future faculty.

General Transfer of Skill Acquisition

To determine the students' ability to use these skills during their academic career, we analyzed an item from the student evaluations regarding the participants' ability to make course content relevant to students (Table 3). Results indicated that students felt strongly capable of making content from their disciplines pertinent to students in higher education. These findings align with Minnesota's recent PFF Alumni Survey documenting the tendency of PFF Alumni to transfer these skills to their classroom settings, as "over 90% of PFF Alumni say that their students are actively involved for at least one quarter of the time in any given class session" (CTLS, 2003). Our results further support Boice's findings that effective new faculty encourage active student involvement, and find clear approval from students by their second year of teaching.

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Contributions of Co-instructors

The findings strongly endorse the co-instructor model, especially in promoting collegial and collaborative relationships in higher education set-

Table 2
Specific Skill Development
(N=120 Means for responses on a scale of 7, where 1= "Not At All" and 7= "Completely")

Evaluation Item (Participants indicating confidence in their ability to:)	Mean	SD
use active learning technique	5.85	.81
use cooperative learning techniques	5.66	.86
encourage critical thinking	5.8	.86
facilitate classroom discussion	5.65	.95
address different learning styles	5.85	.86
implement a range of teaching strategies	6.0	.95
manage classroom dynamics & difficult students	5.2	1.1
make course content relevant to students	5.85	1.0
support and address student diversity	5.65	1.1
set instructional goals and objectives	6.1	.83
develop course syllabus	6.25	.66
use formative student assessment (e.g., think/pair/share, one minute paper)	6.1	
develop assignments appropriate to the course objectives	6.0	.85
develop appropriate grading methods and rubrics for assessment and evaluation of student learning	5.61	.96
develop a teaching portfolio	6.1	.83
reflect about teaching practice and respond to feedback	6.1	.76

tings. Participants consistently indicated that the instructors served as valuable role models for co-instruction. They clearly appreciated the co-instruction as an excellent vehicle to increase critical thinking, reflection, and discussion of controversial teaching and learning-relat-

Table 3
General Transfer of Skill Acquisition
(N=120 Means for responses on a scale of 7, where 1= "Not At All" and 7= "Completely")

Evaluation Item (Participants indicating confidence in their ability to:)	Mean	SD
Make course content relevant to students	5.73	1

ed issues from diverse perspectives, contributing significantly to student learning and strengthening the classroom experience. Co-teachers provided authentic, academic examples of teaching and learning strategies. These real-life perspectives provided both justification and validation of teaching and learning techniques that increase college student learning and involvement, particularly in the sciences, where traditional forms of teaching have routinely been used.

These findings support earlier results from both the University of Minnesota PFF Alumni Survey and Boice's study, indicating that both PFF Alumni and Quick Starters experience satisfactory collegial relationships. Approximately 95% of PFF alumni reported satisfaction with the quality of their professional relationships with colleagues compared to 77% of faculty nationwide. High marks from PFF participants

support the co-instructor model, validating both their understanding of the importance of collegiality and appreciation of the opportunities to experience such collegiality throughout their PFF experience.

Course Highlights

The PFF course highlights most frequently mentioned by participants, representing diverse disciplines, centered around two themes recurring throughout this study: experiencing different perspectives and developing a repertoire of teaching and learning strategies. Participants valued frequent teaching opportunities and in-depth discussions on a wide variety of teaching and learning-related issues that future faculty will likely face during their academic career. These opportunities helped participants develop a broad spectrum of teaching skills essential in higher education. Many participants, particularly those with little to no prior teaching experience, expressed increased confidence in their ability to teach effectively in higher education as a result of this course.

Conclusions

The PFF course, Teaching in Higher Education, significantly impacted participants, strongly supporting the case for such courses in academia. Participants, like Boice's "Quick Starters" and PFF Alumni, understand the importance of establishing collegial relationships, reflecting on pertinent pedagogical issues, and actively involving students in learning. Participants expressed increased confidence in their ability to teach effectively in higher education. Likewise, this course helped future faculty develop a broad spectrum of teaching skills essential in higher education. PFF participants documented the importance and likelihood of applying these competencies in their academic careers. Finally, high marks from participants strongly support the continuance of the University of Minnesota co-instructor model, which contributed to student learning, strengthened the classroom experience, and provided positive models of co-instruction, especially in promoting collegial and collaborative relationships in higher education settings.

References:

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CTLs (2003) Center for Teaching and Learning Services, University of Minnesota PFF Alumni Answer The Question: Preparing Future Faculty: What Difference Does It Make? <http://www1.umn.edu/ohr/teach-learn/pff/pffalumni.html>

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dent exchange partnerships. There is surprisingly little comprehensive research about these types of partnerships at the graduate level, and we hoped to gain some insights into the prevalence and structure of these relationships. Out of the 127 institutions that responded to Survey III, more than half -- 67 institutions -- responded that they have formal relationships that facilitate the exchange of students with institutions abroad. These formal relationships include exchange programs, joint degree programs, formal agreements and partnerships with foreign universities. For most universities, these relationships are a proactive way to attract international graduate students to their universities.

The most common of these formal relationships are exchange programs. Thirty institutions reported having formal exchange programs with foreign universities in which graduate student flows are reciprocal: American graduate students study at foreign institutions and foreign graduate students study in American graduate schools for specified amounts of time.

Also common were formal agreements and memoranda of understanding between institutions in the United States and universities abroad; twenty institutions reported participating in such agreements. These agreements include partnerships with foreign universities that result in the enrollment of international students in American institutions (without necessarily the reciprocation of American students to foreign universities), formalized opportunities for and promises of research and other support for students, and faculty arrangements allowing foreign professionals to enroll in American professional schools.

American universities have also established a number of joint degree programs with foreign universities. Eleven schools reported having such programs in place, mostly in the field of business. Nine schools reported other types of formal relationships with foreign universities, including study abroad programs, joint online courses, summer institutes, mentoring for foreign students, and relationships with sponsoring organizations (as opposed to foreign universities), such as AMIDEAST.

For the most part, these relationships have been forged with institutions in Western Europe, particularly with universities in France and Germany. Twenty-five institutions reported relationships with French universities and twenty reported relationships with German universities. Surprisingly, there were significantly fewer institutions reporting relationships with China (6), Korea (4) and India (2), the nations that send the greatest number of international students to American universities.

These relationships span disciplines, but have been greatest in business and engineering, with eleven schools reporting relationships rooted in these fields. The fewest were in the life sciences (2) and in education (3).

Universities that take steps to forge these relationships with universities abroad have been active in cultivating these relationships. On average, universities reporting the existence of formal relationships with institutions abroad maintain 7-8 relationships that have resulted in graduate student exchanges over the past three years.

Discussion

The CGS International Graduate Admissions Survey was our first attempt to collect statistical data on a topic of immediate concern to

Highlighting International Student Exchange Programs

The University of Central Florida has a partnership with the University of Bordeaux. Students from both universities can pursue doctoral research, and faculty from each university sit on joint dissertation committees at the other. Both universities award the final degree. The University of Central Florida also has a relationship with the Universidad del Bio-Bio in Chile. Students from the Universidad del Bio-Bio take early online course work at the University of Central Florida, and then transfer to programs at UCF to complete the degree.

The University of Kansas has a long history of international exchange partnerships. For over 50 years, UK has offered a Graduate Direct Exchange Program with partner institutions in England, France, Germany, and Switzerland. The program offers competitive funding for graduating seniors and graduate students from the University of Kansas. The scholarships provide a tuition waiver and stipend for basic living expenses from the host institution. Students from Kansas and the European universities then enroll full-time in graduate level courses at the partner institution. Graduate students at the University of Kansas are also eligible to participate in any of the more than 30 reciprocal student exchange programs that are coordinated by the Office of Study Abroad.

U.S. graduate education. The survey series was successful because of the excellent response of the CGS membership. The availability of up-to-date information on this important topic allowed CGS to speak with authority to policy makers in Washington and press reporters around the country. The findings of substantial declines in international student applications, admissions, and first-time enrollment drew the attention of national associations, Congressional members, federal policy makers, and the press. We found that graduate education is of interest to the national press and to congressional delegations and that, when equipped with the latest quantitative data from its members, CGS can be highly effective in representing its membership in Washington policy circles.

Clearly, the issue of international graduate student flows will remain an important priority for graduate education in the future. In the coming years, global competition can only become stronger as investments in capacity are made across the world at the graduate level. The Bologna Process, the topic of a plenary at this year's CGS Annual Meeting, is likely to make European graduate education stronger, more transparent, and a more attractive option to larger numbers of students from around the world. Perhaps the most encouraging finding from this year's set of surveys is that 75 percent of institutions appear to be aware of and engaged in addressing declines in international student admissions and more than half have already formed international student exchange partnerships. It seems likely that continued engagement in these issues in the future will insure open doors to international graduate students and the U.S. as the destination of choice for graduate education worldwide.

New Deans and Titles

Brian U. Adler is the Acting Dean, Graduate School at Valdosta State University. He replaces Ernestine H. Clark.

Susan K. Avery is Vice Chancellor for Research and Dean of the Graduate School at the University of Colorado at Boulder. She replaces Carol B. Lynch.

Charles K. Barlowe is the Dean of Graduate Studies at Dartmouth College. He replaces Carol L. Folt.

Lorin Baumhover is Dean of Graduate Studies and Research at Appalachian State University. He replaces Judith Domer.

Thomas Boyd is the Associate Dean, Academic Programs at Colorado School of Mines. He replaces Phillip Romig.

Costello L. Brown is the Acting Dean, Graduate Studies and Research at California State University, Los Angeles. He replaces Theodore J. Crovello.

Francesco C. Cesareo is Dean, McAnulty College and Graduate School of Liberal Arts at Duquesne University. He replaces Constance D. Ramirez.

Thomas A. Clark is Interim Dean of the Graduate School at the University of Colorado at Denver. He replaces Mark Gelernter.

Alastair N. Cormack is the Director of Graduate Studies and Dean of School of Engineering at Alfred University. He replaces David Szczerbacki.

Alan deCourcy is Associate Academic Dean for Graduate Studies, College of Mount Saint Joseph.

Don C. Dodson is Vice Provost for Academic Affairs at Santa Clara University. He replaces Gerdenio Manuel.

Peter Dormout is the Interim Vice Provost for Graduate Education at Colorado State University. He replaces Patrick Pellicane.

Christine Ebert is the Interim Dean, Graduate School at the University of South Carolina. She replaces Gordon B. Smith.

Mohamed El-Aasser is the Provost and Vice President, Academic Affairs at Lehigh University. He replaces Roland K. Yoshida.

A. Gordon Emslie is Associate Vice President for Research and Dean, Graduate College at Oklahoma State University. He replaces Alfred Carlozzi.

Marion F. Gillis-Olion is Provost and Vice Chancellor, Academic Affairs at Fayetteville State University. She replaces LaDelle Olion.

Allan Headley is Dean of Graduate Studies and Research at Texas A&M University-Commerce. He replaces Elton Stetson.

David Hilderbrand is now the Interim Vice President for Research and Dean of the Graduate School at South Dakota State University.

David Holger is the Associate Provost for Academic Programs and Dean, Graduate College at Iowa State University. He replaces James Bloedel.

Sandra Jordan is the Associate Provost and Graduate Studies Coordinator at Murray State University. She replaces Sandra Flynn.

John M. Knox is the Interim Dean of Graduate Studies at Idaho State University. He replaces Paul D. Tate.

Susan J. Koch is the Interim Graduate Dean and Associate Provost of the University of Northern Iowa. She replaces John W. Somervill.

Eaton E. Lattman is the Dean of Research and Graduate Education at Johns Hopkins University. He replaces Gary K. Ostrander.

Thomas Lindsay is the Provost and Executive Vice President, Academic Affairs at Seton Hall University. He replaces Mel Shay.

Dennis M. Manos is the Vice Provost at the College of William and Mary. He replaces Gary A. Kreps.

C. Sue McCullough is Dean of Graduate Studies at Longwood University. She replaces Nancy Blattner.

Teresa M. McDevitt is Assistant Vice President for Academic Affairs, Graduate School and International Admissions at University of Northern Colorado. She replaces Allen Huang.

Salvatore J. Monaco is Dean and Vice Provost, Graduate Programs at the University of Maryland, University College. He replaces Christine Hannah.

Debra M. Moriarity is the Dean of Graduate Studies at the University of Alabama in Huntsville. She replaces A. Gordon Emslie.

Susan Patterson is the Associate Dean at the College of Saint Rose. She replaces Anne Tully.

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Announcement of Open Position Associate Dean of Graduate Studies University of Central Florida

The University of Central Florida invites applications for the full-time position of Associate Dean of Graduate Studies, starting Summer or Fall 2005 in the Division of Graduate Studies. This position provides an excellent opportunity to engage in stimulating interaction with students, faculty, and university administrators and to contribute to the growth of graduate education at a leading metropolitan research university. The complete position description is online at www.graduatesudies.ucf.edu.

Applicants should submit a curriculum vitae, a list of at least three references, and a letter of interest to:

John Schell, Chair
Associate Dean of Graduate Studies Search Committee
Office of Academic Affairs, MH 311
University of Central Florida, Orlando, FL 32816-0065

Women and minorities are encouraged to apply. The University of Central Florida is an Equal Opportunity and Affirmative Action employer. As an agency of the State of Florida, UCF makes all application materials, including transcripts, available for public review upon request. The review of applicants will begin December 15, 2004, and continue until the position is filled.



John Yopp Leaves CGS

On December 1, John Yopp, who has been a Senior Scholar in Residence at CGS since October 2003, became the Associate Provost for Educational Partnerships at the University of Kentucky. In that capacity he serves as project director for the Appalachian Math and Science Partnership (AMSP), a \$22 million project funded by the NSF, and as director of AMSP's Partnership for Mathematics and Science Reform. He also administers a variety of special service and demonstration projects involving UK's consultation, research and service contributions to K-12 education in Kentucky.

"John has been a great asset to CGS during his 13 months with us," said CGS president Debra Stewart. "He has moved the agenda forward on both federal relations and the international fronts. We will miss him greatly."

New Deans and Titles continued from page 6

Charles A. Pinder is the Dean of the College of Graduate Studies at Austin Peay State University. He replaces Lou M. Beasley.

J. Bruce Rafert is Dean, Graduate School at Clemson University. He replaces Bonnie Holaday.

David D. Reed is Vice President, Research and Dean of the Graduate School at Michigan Technological University. He replaces J. Bruce Rafert.

Laura J. Robles is the Acting Dean for Graduate Studies and Research at California State University, Dominguez Hills. She replaces Charmayne Bohman.

Charles E. Rozek is the Dean of Graduate Studies at Case Western Reserve University. He replaces Lenore A. Kola.

Clarence Sanchez is Vice President for Institutional Research at New Mexico Highlands University. He replaces Linda LaGrange.

Susan A. Siltanen is the Interim Coordinator of the Office of Graduate Studies at the University of Southern Mississippi. She replaces Bradley G. Bond.

Laurens H. Smith, Jr. is Interim Dean, School of Graduate Studies at Utah State University. He replaces Thomas Kent.

Ramesh G. Soni is the Interim Vice President, Research and Dean, Graduate School at Indiana University of Pennsylvania. He replaces Alicia Linzey.

Sandra L. Terrell is now the Dean, Toulouse School of Graduate Studies.

Thomas E. Thompson is Dean of Graduate Studies at South Carolina State University. He replaces E. Gail Joyner-Fleming.

Andrew B. Wachtel is the Dean of the Graduate School at Northwestern University. He replaces Richard I. Morimoto.

Shirley Wagner is Associate Vice President of Academic Affairs at Fitchburg State College. She replaces Dorothy Boisvert.

Gregory Woodward is the Dean of Graduate Studies at Ithaca College.

Ann G. Wylie is the Interim Dean of the Graduate School at the University of Maryland, College Park. She replaces J. Dennis O'Connor.

Anthony J. Zuccarelli is the Interim Dean, Graduate School at Loma Linda University. He replaces W. Bart Rippon.

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