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Recovering From Hurricane Katrina

The devastating impact on individuals, groups, and institutions in the Gulf Region following Hurricane Katrina has left the nation in shock. Loss of life, illness, and destruction of much of the physical infrastructure of New Orleans and the region are just a few of the major concerns.

The enormity of the tragedy has been nearly matched by the compassion of individuals and organizations across the country and the world offering every imaginable type of aid. While not an immediate consideration for most, CGS members quickly recognized the damage to graduate schools in the region and the potential long term effects of displaced graduate students and responded generously to the CGS call for offers of aid. Nancy Marcus, Graduate Dean of Florida State University, summarized the imperative to offer aid: "Providing opportunities that enable university students affected by Hurricane Katrina to continue their studies is an important and obvious way that universities can contribute to the recovery efforts." At CGS, we worked to link the outpouring of assistance from CGS members to graduate deans in the region. This article summarizes what we know about the impact on CGS members and the efforts graduate schools have made to provide assistance to the region and the challenges of providing aid.

Many institutions in the region experienced damage from the hurricane; the most severely impacted CGS members were Tulane University, the University of New Orleans, Xavier University, Alcorn State University, University of Southern Mississippi, and LSU Health Sciences Center. Alcorn State University and the University of Southern Mississippi were closed for several days but re-opened classes without significant long term damage to their campuses. While limited in comparison to the damage to other impacted institutions, the cost of repair and recovery at the University of Southern Mississippi alone has been estimated at over \$100 million. Estimates for the repair and recovery of colleges and universities across the state of Mississippi now near \$700 million.

The hurricane inflicted the greatest damage on Tulane University, the University of New Orleans, LSU Health Sciences Center, and Xavier University, each suffering severe water damage and considerable property damage. Beyond the destruction of the physical infrastructure to each campus, graduate schools have been forced to relocate across the region. The University of New Orleans, Xavier University, and LSU Health Science Center all relocated temporarily to Baton Rouge, LA, while Tulane University relocated to Houston, TX.

CGS Members Respond with Aid

To facilitate the offers of assistance from member institutions, CGS conducted a spot-survey of graduate deans. As of the writing of this article, over one hundred institutions responded to the survey, including at least 13 institutions in the region (Lamar University, Mississippi State University, Oklahoma State University, Rice University, Texas Christian University, Texas Tech University, University of Alabama at Birmingham, University of Alabama at Huntsville, University of Mississippi, University of North Texas, University of Texas at Arlington, University of Texas at Brownsville, University of Texas at Dallas, and University of Texas Medical Branch) and dozens in nearby states.

All of the respondents expressed a desire and willingness to provide assistance. Some institutions were able to commit to more specific forms of help. Nearly 90% of respondents expressed an ability to offer admissions to graduate students as non-degree or transient student status. Some institutions also offered to expedite the admissions process, to waive admissions fees, and other accommodations to ease admissions. Over 40% of respondents offered some form of tuition remission, delayed payment, or tuition charged at in-state rates. Many institutions expressed a particular ability to offer tuition assistance for impacted students who are residents of the institution's state. Over 40% of respondents offered library/computer access and 35% offered health and counseling services to displaced students admitted to the institution. Some institutions offered additional services to the families of these students. The most difficult issue for any institution is space. Sixteen percent of respondents reported an ability to provide classroom, office, or some other form of space for impacted graduate students/graduate school faculty-staff. Some institutions offered housing opportunities for displaced students. A handful of institutions offered other specific forms of assistance such as lab space, donated computer equipment, access to on-line course-work and special accommodations for international students and post-docs.

Mobilizing aid has occurred in a variety of ways, including: student initiatives, faculty to faculty, program to program, and university to university assistance. One strategy we are pursuing is linking offers of aid to graduate schools and graduate students. We sent a detailed list of the offers of assistance to the impacted members of CGS and devoted a section of the web-site containing information on Hurricane Relief

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(See: http://www.cgsnet.org/HotTopics/Hurricane_Katrina.htm). This page was also linked from the major clearinghouse of information, campusrelief.org, as well as our partner associations.

Individual institutions have also been active in communicating the forms of assistance they can offer. Mississippi State University reached out to state newspapers to offer aid to displaced students. They now have 60 students from impacted institutions, primarily from the University of New Orleans, who were admitted to the University, 12 of them at the graduate level. Mississippi State University also had over 1,200 undergraduate and graduate students who were from the impacted region. The University held sessions to offer direct assistance to those students as well as relaxing class-attendance rules during the aftermath.

Further from the region, other institutions have extended assistance. UC Berkeley admitted 20 students at the graduate-level, primarily in public health and social work. Due to its proximity to the region, Rice University has also been active in providing assistance. According to graduate dean Jordan Konisky, "The Rice University community has responded in many ways to the tragedy caused by hurricane Katrina. Students, faculty and staff have collected food and clothing, housed displaced families and volunteered at the several shelters established in Houston to assist the displaced and homeless." Rice has also enrolled graduate students, mainly from Tulane University, as "visiting students" for one-semester. Those students who had already paid tuition or were offered tuition waivers from their institution were not charged tuition. Rice has also provided advanced doctoral students access to office space and library privileges as well as laboratory space to several research groups.

The individual stories from this tragedy are perhaps the most compelling. Maurice Taylor, graduate dean at Morgan State University, assisted a graduate student in business who drove from New Orleans, stopping first in Alabama, before finally arriving in Baltimore. Dr. Taylor commented, "Her story suggests more courage at the time than I think I would have had...I admire the human spirit of these students and the quest for education that drives them through these hard times." The student who has no family or friends in the area is now temporarily housed on campus at Morgan State and enrolled in graduate course work. She plans to return to her home institution and home town of New Orleans soon and likely provide her own skills to the recovery. Countless other stories could be told about brave graduate students continuing their studies at institutions across the country.

National Policy Concerns

At the national level, a major challenge has been to work with

federal officials to ensure displaced graduate students were not further harmed by unintended bureaucratic rules. The Department of Education has worked to relax certain financial aid regulations in order to make sure students continue to receive aid. Similar provisions have been made for loan repayment. The Department of Education has established a web-page with pertinent information: <http://hurricanehelpforschools.gov/index.html>.

Special concerns have been raised for displaced international students who are compelled to meet additional restrictions placed by their student visa status. If your institution has admitted a displaced international student, it is important to make sure that the student has contacted their home institution about their new location. Coordination between the international offices on both campuses and the graduate schools will help assure international students are not unintentionally harmed. The Department of Homeland Security has posted a set of frequently asked questions to help guide international students and institutions address concerns related to SEVIS and student visas:

http://www.ice.gov/graphics/sevis/katrina/faq_student.htm.

The National Science Foundation and National Institutes of Health have also adjusted many of their policies for funded researchers and students. NSF is working to help students and faculty transfer awards to their temporary re-location institutions.

More information from NSF can be found at:

<http://www.nsf.gov/pubs/issuances/in129.jsp> and from NIF at:

http://grants.nih.gov/grants/katrina/katrina_faqs.htm.

Conclusion

The period of recovery for the Gulf States is likely to last a generation. In developing policies and providing resources to insure this recovery, we can expect the region's transportation infrastructure, health services, and K-12 systems to be given the necessary priority. However, if the impacted areas are to truly recover from the enormous loss of jobs and economic activity, it is crucial that investments are made in higher education institutions that will provide residents of the region with the education and skills they need to fully recover. For this reason, rebuilding the impacted universities must be a part of a long-term recovery plan. We must collectively insure that students return to their home institution and restoration occurs to attract future students. Only through rebuilding the graduate facilities, research labs, and libraries will the region have sufficient numbers of engineers, teachers, and nurses needed to promote a recovery and revitalization of the region.

For more information about CGS efforts, please contact Heath Brown (hbrown@cgs.nche.edu).

CGS Welcomes New Institutional Members
Western Connecticut State University
Immaculata University

Considerations in the Decision to Apply for Graduate Studies: A Case Study

by Gary Pivo, University of Arizona ¹

Introduction

During the 1990s, graduate enrollment nationwide grew slowly notwithstanding a steady growth in international enrollment. This was undoubtedly a source of concern at many universities. For example, at the University of Arizona, where the author was appointed graduate dean in 1999, graduate enrollment peaked in 1994, followed by a period that included years of decreases. In response and with particular concern for the financial implications of the decline, the central administration made it a priority to “do something” about graduate enrollments. Moreover, the University of Arizona, along with most others in the nation, was seeking to increase the diversity of its graduate student body.

To help us attract both a larger and more diverse pool of qualified applicants, we wanted to learn more about what motivated students to apply and how this differed by the degree being sought, gender, and ethnicity. Our review of the literature found some good studies on the subject (Baird 1973, Hartnett 1979, Malaney 1985 and 1987, Olson & King 1985 and Olson 1992) but they had been done years earlier when the student body was less complex and did not give us the details we wanted about the differences that might exist between relevant subgroups. Therefore, we decided to undertake our own survey of prospective students in order to explore what most influenced their decisions to apply. Our goal was to develop information that might help us and others improve our ability to attract applications to our programs.

Method

We designed a survey that asked applicants to UA's graduate college to rank the importance of 23 factors that we thought might be affecting their decision to apply. The survey included many of the same factors studied in the previous literature, to provide for comparability, as well as other factors. It was not our intention to study the decisions that follow admission, namely whether to attend and, if so,

where, but it should be understood that the decision to attend a particular graduate program is a multi-staged process that is not fully captured in our survey results.

The survey was mailed to prospective students

along with requested application materials during the 2000-2001 and 2001-2002 academic years. Over 2,700 completed surveys were returned, producing a sample that was representative of the university's existing graduate student population. The respondents were 49% male, 45% doctoral, and 13% underrepresented minority (defined as Native American, African American, and Hispanic), compared to a 49% male, 43% doctoral, and 13% underrepresented minority in the exist-

ing student body.

Applicants were asked to rank the importance of the 23 factors using a Likert scale where 5 was ‘very important,’ 3 was ‘somewhat important,’ and 1 was ‘unimportant.’ The data were merged with other information from their official applications including their gender, race, and degree sought, when available. The data were then analyzed using descriptive and inferential techniques. Two sets of results were produced. The first set is given in Table 1, which shows the results, ranked by importance and disaggregated by degree sought, gender, and ethnicity. The second set is given in Tables 2 and 3, where masters and doctoral applicants are looked at separately, again broken down by degree sought, gender, and ethnicity.

Results

The most important factor overall in the decision to apply was the perceived match between a degree program and an applicant's specific interests. Seventy-six percent of the respondents said it was very important. The reputation of the department and/or its faculty, the program having accreditation, the work of an individual professor, the responsiveness of the faculty or staff to queries by the applicant, and the reputation of the university in general were other highly ranked concerns, all receiving an average rating of 4 or higher on the 5 point scale.

The least important factor was proximity to the applicant's place of residence. Nearly half those surveyed viewed it as unimportant. Other non-academic, lifestyle factors, including location, quality of life, and climate, were also rated as unimportant.

The cost of attending the university and the lower cost of living in the region compared to other places were somewhat important factors but also not as important as academic considerations. They were, however, considered more important than lifestyle matters and could well become more important once a student is admitted and is considering offers of financial aid or support.

Table 1: Ratings of Factors by All Applicants and Subgroups

5 = very important, 3 = somewhat important, 1 = unimportant

	All n=2706	Females n=976	Males n=953	Ph.D.s n=825	Masters n=996	Whites n=1004	Minorities n=147
Match between a UA degree program and your specific interests	4.61	4.67*	4.58	4.61	4.64	4.68	4.79
Reputation of the department and/or its faculty	4.43	4.44	4.42	4.46	4.43	4.43	4.51
Degree program having accreditation	4.19	4.33***	4.05	4.09	4.26**	4.33	4.52
Work of individual U A faculty member	4.18	4.17	4.16	4.25**	4.09	4.15	4.24
Responsiveness of department faculty and/or staff to your queries	4.16	4.25***	4.05	4.09	4.20*	4.12	4.45***
Reputation of the UA in general	4.06	3.98	4.11**	4.03	4.08	3.93	4.19**
Advice of professors at another university	3.45	4.05	4.00	4.31	4.52	4.07	4.33***
Recommendation(s) from a former student(s)	3.83	3.83	3.86	3.74	3.94**	3.73	3.95
Ranking of degree program by professional societies in the field	3.76	3.76	3.77	3.85*	3.69	3.64	3.85
Ranking of degree program in US News and World Report	3.60	3.45	3.61*	3.52	3.61	3.23	3.14
Cost of attending the UA	3.60	3.67***	3.47	3.35	3.73***	3.52	3.76*
Printed material published by the program	3.49	3.51	3.46	3.45	3.53	3.28	3.71***
Program's web site	3.48	3.44	3.48	3.44	3.48	3.24	3.42
Comparatively lower cost of living in Tucson vs. other places	3.46	3.43	3.42	3.30	3.55***	3.27	3.59*
Advice of friends or relatives	3.45	3.40	3.47	3.31	3.52**	3.28	3.76***
Quality of life in Tucson	3.25	3.31*	3.18	3.14	3.32**	3.29	3.65***
Ranking of degree program by National Research Council	3.19	3.07	3.22*	3.23	3.15	2.72	3.04
Climate in Tucson	3.08	3.10	3.08	2.98	3.16**	3.15	3.34
Location in the Southwest	3.00	3.10**	2.91	2.84	3.14***	3.17	3.45*
Ranking of the program by Princeton Review	2.97	2.86	2.83	3.03	2.89	2.64	3.01*
Write-up on the program in Peterson's Guide	2.88	2.91	2.92	2.95	2.80	2.46	2.60
Ranking of degree program by Money Magazine	2.43	2.36	2.48	2.49	2.41	2.12**	2.54**
Proximity of UA to where you current ly live	2.42	2.48**	2.27	2.08	2.50***	2.36	3.33***

P Values: ***p ≤ .001, **p ≤ .01, & *p ≤ .05

Information provided by programs was ranked at the same moderate level as cost factors. Notably, there was no difference in the scores for web- and print-based materials. At least for now, printed and on-line materials seem to be equally, if

only modestly, influential.

The findings on third party rankings and reports were mixed. *Money Magazine*, *Princeton Review*, and *Peterson's Guide* were viewed as unimportant, while rankings by the National Research Council, *U.S. News* and professional societies were somewhat influential. However, the reputation of the department and/or its faculty was one of the most important con-

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siderations. The possibility should not be ignored that these third parties are at least partly responsible for program reputations. Furthermore, third party rankings may be particularly sensitive to discipline. For example, even though for all fields, rankings by *U.S. News* were only somewhat important, they were very important for the average applicant to management, electrical and computer engineering, and higher education. The sample wasn't large enough to analyze the responses for all the majors, but the distributions of responses to the questions about third-party rankings corresponded less well to a normal statistical distribution than those of other questions. It is reasonable to hypothesize that while these rankings were only somewhat important overall, they are probably very important in certain fields of study.

When the results were broken down by degree being sought, both similarities and differences emerged. Both groups ranked match and reputation as highly important with no significant difference between their means. However, doctoral applicants were more influenced by the work of an individual faculty member and rankings by societies in the field while master's applicants were more influenced by responsiveness to their queries and program accreditation. These results tend to underscore the more academic orientation of doctoral students and the more professional or career focus among master's students. Several of the cost and lifestyle factors also were more important to the master's than the doctoral applicants, although they still were less important in their decision than the programs' academic credentials and response to queries.

Looking at the data by gender, we again found both similarities and differences, although fewer than between doctoral and master's students. The most significant differences were that women put more importance on program accreditation, responsiveness to queries, and cost. Men, on the other hand, had somewhat greater concern for reputation and rankings.

The most differences were found between white students and underrepresented minorities. For example, the largest difference found, indeed the largest found between any of the groups in the study, was the greater sensitivity among underrepresented minorities to UA's proximity to their current place of residence than among white students. Sixty-four percent of minorities ranked proximity as important, while 60 percent of white students ranked proximity as unimportant. In addition, minorities were much more concerned with responsiveness, printed materials, and advice from professors, friends and families.

Finally, we examined master's and doctoral students separately, broken down by gender and ethnicity. We found somewhat fewer significant differences between the subgroups in this comparison. For

example, the mean scores of men and women master's applicants were significantly different for only 6 factors compared to 10 factors for all applicants. In addition, the differences between the mean scores of master's and doctoral applicants separately were of approximately the same size as that of all applicants. Thus, in general we find that men compared to women, and white students compared to minorities exhibit similar differences from one another in their weighting of factors, regardless of whether they are applying for master's or doctoral programs.

Discussion

With the exception of responsiveness to inquiries, the leading factors all speak to the quality, reputation, and emphases of programs and universities. This finding is nearly identical to the results produced 3 decades ago by Baird (1973) and Hartnett (1979), which speaks to the durability of these considerations. What's also notable, however, is that responsiveness during the search process is considered as equally important as academic concerns. This supports the findings of Olson & King (1985) and Olson (1992) that personal contact is critical for

successful recruitment. We add to their findings by observing that females, master's, and minority students are especially sensitive to the nature of such interactions. It is interesting to note that according to the 2000 National Doctoral Program Survey

(2001), women and underrepresented minorities are more negative than other students about programs providing enough information during the application and admissions process.

The importance to applicants of finding programs that match their interests suggests the importance of providing information about the academic foci and research activities in any given program. This may be both good and bad news for those interested in reducing attrition. Recent literature on graduate student attrition has emphasized the benefits of making a good match between students and their programs. The fact that prospective students are already keenly interested in this could make it easier to improve matching with better information. On the other hand, because its very important to them, students may already have considerable information about the foci of prospective programs, so additional information may not add much to their perceptions or decisions.

Previous research has reported that institutional location is one of the most important factors in the consideration of a university (Hartnett 1973, Murphy 1981, Olson & King

Table 2: Ratings of Factors by Master's Applicants

5 = very important, 3 = somewhat important, 1 = unimportant

	All n=996	Females n=525	Males n=465	Whites n=549	Minorities n=80
Match between a UA degree program and your specific interests	4.64	4.66	4.62	4.69	4.78
Reputation of the department and/or its faculty	4.43	4.44	4.42	4.40	4.45
Degree program having accreditation	4.26	4.33*	4.16	4.38	4.57
Work of individual UA faculty member	4.09	4.06	4.12	4.05	4.23
Responsiveness of department faculty and/or staff to your queries	4.20	4.29**	4.09	4.18	4.53**
Reputation of the UA in general	4.08	3.95	4.23***	3.96	4.16
Advice of professors at another university	4.52	3.49	3.55	4.10	4.20*
Recommendation(s) from a former student(s)	3.94	3.88	4.00	3.85	4.02
Ranking of degree program by professional societies in the field	3.69	3.67	3.70	3.57	3.93
Ranking of degree program in US News and World Report	3.61	3.46	3.76**	3.30	3.34
Cost of attending the UA	3.73	3.76	3.70	3.69	3.89
Printed material published by the program	3.53	3.50	3.57	3.39	3.75**
Program's web site	3.48	3.44	3.53	3.26	3.41
Comparatively lower cost of living in Tucson vs. other places	3.55	3.57	3.53	3.40	3.69
Advice of friends or relatives	3.52	3.49	3.55	3.43	3.74
Quality of life in Tucson	3.32	3.36	3.27	3.40	3.69
Ranking of degree program by National Research Council	3.15	2.97	3.35**	2.70	3.09
Climate in Tucson	3.16	3.16	3.17	3.25	3.38
Location in the Southwest	3.14	3.23	3.04	3.36	3.60
Ranking of the program by Princeton Review	2.89	2.86	2.94	2.65	3.14
Write-up on the program in Peterson's Guide	2.80	2.76	2.84	2.49	2.41
Ranking of degree program by Money Magazine	2.41	2.37	2.47	2.23	2.60
Proximity of UA to where you currently live	2.50	2.58*	2.42	2.52	3.52***

P Values: ***p ≤ .001, **p ≤ .01, *p ≤ .05

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1985 and University of California Office of the President 2002). This is not supported by our findings. Perhaps the discrepancy is due to the fact that the University of Arizona, as a national university, attracts more interest from individuals conducting a national or even international search for graduate programs. It may well be the case that for regional schools, prospective students do place more emphasis on studying close to where they live. Our finding that location is more important to master's students than to doctoral students tends to support the hypothesis that master's students are less willing to relocate for graduate education than are doctoral students; however, even for master's applicants, location was at best marginally important. The stronger interest in proximity among minorities could have cultural or economic explanations.

We were somewhat surprised by the relatively lower emphasis placed on cost considerations. However, as was mentioned

above, we suspect that cost factors become more important overall after a student is admitted and is deciding whether and where to matriculate. This phenomenon was previously observed by Olson and King (1985), Olson (1992), Malaney (1985), and the University of California Office of the President (2002).

The results confirm the findings of Malaney (1987) that advice from professors and students is important in the decision to apply. Malaney (1987) also found that printed materials were significant sources of information. Of course, now, almost 20 years later, websites are equally useful. It is important to note, however, that printed materials are significantly more important to underrepresented minorities, perhaps due to lower average incomes and less access to the Internet. This should be considered by programs that have shifted exclusively to web based information -- especially the possible impact on their efforts to increase diversity.

Conclusion

Potential graduate students consider a variety of factors in deciding where to apply. With knowledge of what's important and to whom, institutions may be able to affect the number and mix of applicants. For example, programs might publish more details about current faculty work in their programs in order to make it easier for students to find a match between their interests and the program. They might also benefit by developing new activities that are closely related to contemporary student interests. Programs should also attempt to enhance and promote their reputations, gain accreditation, promote the work of professors, and be highly responsive to individuals who express an interest in applying. Furthermore, it should be important to those seeking to increase gender balance and diversity that women and minorities are more sensitive to certain concerns, especially respon-

siveness, accreditation, printed materials, and location. Indeed, an invigorated local recruiting program may be particularly helpful for increasing diversity.

¹The author is former Dean of the Graduate College at the University of Arizona, where he currently serves on the faculty. He wishes to thank Lisa Tarsi and Mayté Pérez-Franco for their research assistance and the reviewers at the Council of Graduate Schools for their valuable advice. Dr. Pivo can be reached at gpivo@u.arizona.edu.

Table 3: Ratings of Factors by Doctoral Applicants

5 = very important, 3 = somewhat important, 1 = unimportant

	All n=825	Females n=444	Males n=378	Whites n=365	Minorities n=52
Match between a UA degree program and your specific interests	4.61	4.68*	4.54	4.69	4.78
Reputation of the department and/or its faculty	4.43	4.56**	4.38	4.50	4.67
Degree program having accreditation	4.09	4.29***	3.92	4.22	4.39
Work of individual UA faculty member	4.25	4.31	4.20	4.29	4.41
Responsiveness of department faculty and/or staff to your queries	4.09	4.19*	4.00	4.00	4.35*
Reputation of the UA in general	4.03	4.03	4.03	3.90	4.28*
Advice of professors at another university	4.31	4.07	4.06	4.10	4.60**
Recommendation(s) from a former student(s)	3.74	3.74	3.75	3.49	3.95*
Ranking of degree program by professional societies in the field	3.85	3.85	3.85	3.68	3.88
Ranking of degree program in US News and World Report	3.52	3.50	3.54	3.17	3.16
Cost of attending the UA	3.35	3.48**	3.23	3.20	3.62*
Printed material published by the program	3.45	3.50	3.40	3.13	3.77***
Program's web site	3.44	3.44	3.44	3.20	3.47
Comparatively lower cost of living in Tucson vs. other places	3.30	3.31	3.29	3.11	3.46
Advice of friends or relatives	3.31	3.29	3.33	3.04	3.80***
Quality of life in Tucson	3.14	3.20	3.08	3.11	3.64**
Ranking of degree program by National Research Council	3.23	3.23	3.23	2.82	3.21
Climate in Tucson	2.98	2.99	2.97	3.00	3.29
Location in the Southwest	2.84	2.99	2.79	2.92	3.43**
Ranking of the program by Princeton Review	3.03	3.08	2.98	2.63	3.10
Write-up on the program in Peterson's Guide	2.95	3.00	2.90	2.43	2.97
Ranking of degree program by Money Magazine	2.49	2.39	2.58	2.01	2.67**
Proximity of UA to where you currently live	2.08	2.16	2.01	1.92	2.96***

P Values: ***p ≤ .001, **p ≤ .01, & *p ≤ .05

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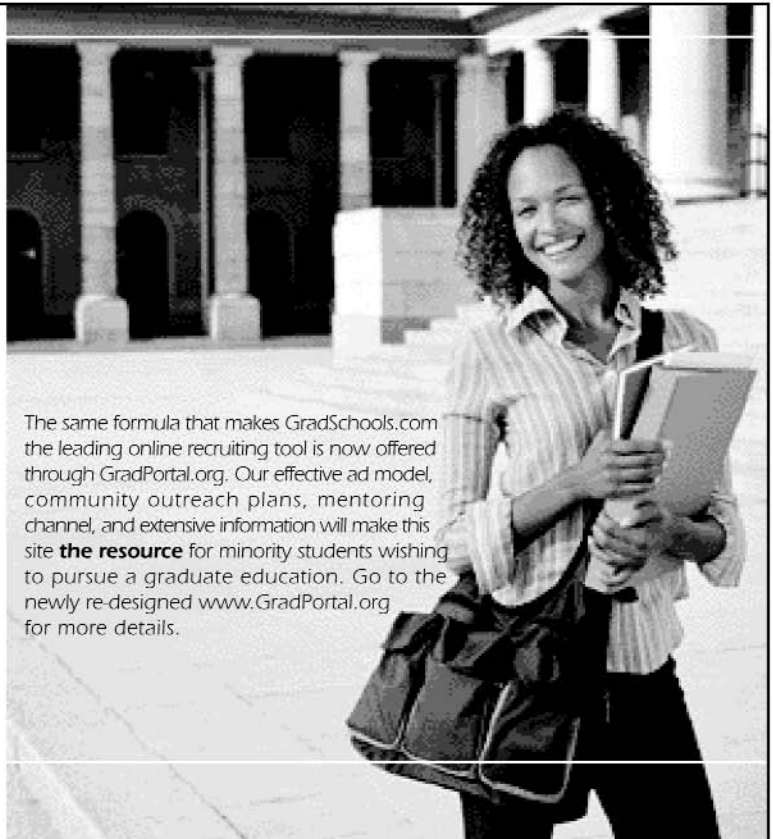
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The same formula that makes GradSchools.com the leading online recruiting tool is now offered through GradPortal.org. Our effective ad model, community outreach plans, mentoring channel, and extensive information will make this site **the resource** for minority students wishing to pursue a graduate education. Go to the newly re-designed www.GradPortal.org for more details.

www.GradPortal.org

610-499-9200

advertise@GradPortal.org

TO HONOR THE MEMORY OF DR. RUTH SIMMS HAMILTON,
TIAA-CREF IS PLEASED TO ANNOUNCE

THE TIAA-CREF RUTH SIMMS HAMILTON RESEARCH FELLOWSHIP

In 2005, TIAA-CREF will provide one or more awards, of up to \$30,000 total, to graduate students at U.S. colleges and universities, in recognition of their cutting-edge, graduate-level research that furthers the study of the African Diaspora.

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Position Announcement

ASSOCIATE DEAN, GRADUATE COLLEGE

Oklahoma State University

Oklahoma State University invites applications for the position of Associate Dean of the Graduate College. OSU is a premier land-grant institution, with graduate programs offered in Stillwater, at the OSU-Tulsa campus, and through distance education. The Graduate College serves some 4500 graduate students from 47 states and 115 countries. Further information on the position and on the Graduate College in general may be found at www.gradcollege.okstate.edu.

Candidates should possess a proven ability to work collegially with students, faculty and administrators toward achieving and sustaining diversity and excellence in OSU's graduate programs. Required qualifications include an earned doctorate, with a record of scholarly achievement in research and teaching that meets qualifications for membership on the Graduate Faculty and tenure in an OSU discipline.

Applicants should submit a letter of application, curriculum vitae, and the names, addresses, e-mail addresses, and telephone numbers of three references to:

Dr. Edwin Miller
Chair, Associate Dean Search and Screening
Committee
Oklahoma State University
202 Whitehurst Hall
Stillwater, OK 74078-1019



The review of applicants will begin on October 31, 2005 and will continue until the position is filled. Oklahoma State University is an Affirmative Action/Equal Opportunity Employer.



Office of the Science and Technology Adviser to the Secretary of State

Jefferson Science Fellowships

The National Academies is pleased to announce a call for nominations and applications for the 2006 Jefferson Science Fellows program. This program establishes a new model for engaging the American academic science, technology and engineering communities in the formulation and implementation of U.S. foreign policy. Jefferson Science Fellows will spend one year at the U.S. Department of State in Washington, D.C. and may periodically travel to U.S. foreign embassies and/or missions. Following the fellowship year, the Jefferson Science Fellow will return to his/her academic career, but will remain available to the U.S. Department of State for short-term projects over the following five years.

Jefferson Science Fellow awards are open to tenured academic scientists, technologists and engineers from U.S. institutions of higher learning. Nominees/applicants must be U.S. citizens and will be required to obtain a security clearance.

Detailed information on the Jefferson Science Fellows program is available on the Web:

www.national-academies.org/jsf

The deadline for nominations and applications for the 2006 program year is December 1, 2005.

The Jefferson Science Fellows program is sponsored by the MacArthur Foundation and the Carnegie Corporation. Women and minorities are especially encouraged to apply.

THE NATIONAL ACADEMIES
Advisers to the Nation on Science, Engineering, and Medicine

Next Phase for GradPortal by Clara Gruen, GradSchools.com Product Manager

The GradPortal initiative began in 2000 and was introduced to the CGS community in a session at the CGS Annual Meeting in New Orleans. Backed by CGS, the project moved forward through a FIPSE grant from the U.S. Department of Education. The centerpiece of the new initiative was a website called GradPortal.org, a new tool to help students and faculty at minority-serving institutions to explore the possibility of graduate education, navigate the complexities of the graduate school admissions process, and to provide information resources about graduate programs and funding opportunities from various disciplines.

GradPortal was designed to meet those objectives by providing minority undergraduates with the assistance needed to pursue doctoral degrees by refining existing support structures, generating new support structures, and enhancing the abilities of those students to effect change in their academic careers. The site was designed to provide informational articles, detailed tutorials, and a forum for the exchange of information between undergraduate and graduate faculty and academic advisors to help them better support their minority students.

GradPortal was created through the vision, diligence, and collaboration of a hard-working team of minority-serving institution faculty and administrators, research university faculty and deans, faculty at the University of South Carolina, educational leaders from the Council of Graduate Schools, Educational Testing Service executives, and research experts from the National Research Council. In particular, the efforts of Peter Syverson and Les Sims from CGS deserve recognition for the vital role they played in the development of the GradPortal initiative

and website.

The role of managing the GradPortal.org website and fulfilling the initiative of serving minority students is now being passed to GradSchools.com as the company assumes management of the website and responsibility for the goals and objectives of the original initiative.

With the conclusion of the FIPSE grant on September 30, GradPortal.org will become self-sufficient as it transitions to being supported by academic advertising while remaining a free service to students. The newly redesigned website features comprehensive listings of graduate programs from GradSchools.com, as well as featuring minority-specific listings of graduate programs and funding opportunities. These paid-inclusion listings will help minority students find graduate programs and funding opportunities specifically designed to meet their needs.

In addition to the comprehensive directory, GradPortal.org will also offer students articles on the graduate school process, detailed tutorials on searching for graduate school funding options, and a mentoring channel with advice and help from current graduate students and graduate student advisors. Through all of these resources, minority students will be able to use GradPortal as a supportive community during the graduate school application process and once they are enrolled in graduate school. Blogs and other interactive features will allow students to interact with each other and with faculty who can help resolve issues and answer questions.

As GradPortal continues to develop and evolve, it is anticipated that it will become an increasingly useful tool for guiding minority students to graduate school opportunities.

Communicator

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