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Dean as Entrepreneur for Graduate Education: A New Model of Partnership



Graduate education in the US depends crucially on the effective functioning of two partnerships. The first is a partnership with the government, state and federal, which provides support for both education and research programs. The second is a partnership with industry, which in

addition to funding research, supports a growing share of graduate students pursuing degrees.

Negotiating the boundaries of these partnerships has always been a challenge for university administrators. In the mid 1990s Jonathan Cole, then provost at Columbia University, detailed the problems and challenges of partnerships among government, industry and research universities, and pointed to a number of “dilemmas of choice” this partnered world poses (Cole, 1994). More than a decade later, at the 2005 CGS Annual Meeting, David Kirp, author of *Shakespeare, Einstein, and the Bottom Line: The Marketing of Higher Education* (2003, Harvard University Press), told the assembled graduate leaders that the corporate university had arrived; now that the train has left the station on the “marketization” of higher education, the only option left open to graduate schools is to strive to achieve some reasonable balance between the pursuit of knowledge and commercial interests. (In Kirp’s account, it is fair to say that the role of government has diminished to such an extent that it is no longer even in the game.) Despite the different emphases in their respective models, the question raised by Kirp and Cole, a decade apart, was whether universities were retaining, or even could retain, appropriate sovereignty over their own activities and missions in a world dependent on partnerships.

Catharine Stimpson, Dean of the Graduate School of Arts and Sciences at New York University, outlined the stakes recently in *Change*: “We must assert that educational institutions exist in order to apply and extend to their communities the values of teaching, learning, and the creative yet rigorous search for the truth” (Stimpson, 2005, p. 35).

In its starkest formulation, the question of the continued viability of the university as we know it is: Is it still possible to conduct such a “creative yet rigorous search for truth” in the complex, interconnected world in which we live, where universities need partners in both the corporate world and government in order to achieve their teaching, learning and research missions?

This essay approaches that question from the viewpoint of graduate education. It explores models that might frame how we think about entering into partnerships with government and industry and specifically how the graduate dean might think about his or her role in this partnership. The underlying premise of these thoughts is that the right model for effective partnerships is neither random nor one of fundamental compromise, but rather one that allows each partner to engage on its own terms.

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Dean as Entrepreneur

From the Garbage Can to the Policy Network: The Right Frame for Policy Formulation

To proactively meet the nation's future challenges, universities, corporations, and government agencies must find ways to come together on their own terms and to pursue goals within a partnership that will result in public policy that advances both their specific and collective interests. Here the literature of my own discipline, political science, provides useful models that describe both how policy is formulated and what specific roles individuals, such as graduate deans, might play.

One model takes the garbage can as a metaphor to describe the policy-making process (March and Olsen, 1989). In this model the primary actors are governmental bodies. The idea is that in government there are so many problems to solve and so little time to solve them that solutions intermingle chaotically in this metaphorical garbage can with little hope for significant change. But occasionally the stars align so that all of the stakeholders come to see the problems in the same way; consensus begins to emerge around a set of solutions, and a "window of opportunity" for policy action opens. In this model it is the job of the graduate dean to watch for those open windows and be prepared to inform the policy-making process so that the right decisions are made. This is a powerful metaphor to describe situations where the primary actors are public officials, where graduate deans want to influence their decisions, and where the issues have clear boundaries and sharp definition. A good example of this might have been the discussion around the visa policy articulation and implementation in the wake of 9-11.

As effective as the garbage can metaphor is, it fails to capture the range of players whose actions and perspectives are central to operation of the system within which graduate education policy is formulated. Navigating a successful future for graduate education in our universities requires engagement of private companies as well as government officials in the policy making process. A better metaphor for this situation is one that recognizes all of these players, allows each to come to the policy-making moment on its own terms, and provides for a more proactive role for the graduate education community. Again, I turn to my own discipline to explore "Policy Issue Networks" as this more useful metaphor.

Policy issue networks depict a world in which participants advance policy preferences through an open competition of ideas (Hallacher, 2005, p. 139), where multiple organizations form a community of interest around a particular constellation of issues. Policy issue networks can include corporations, executive agencies, congressional committees, researchers and academic leaders. The network moves the public policy issue on to the public decision-making agenda, develops solutions to

problems or challenges, and facilitates decision makers' learning through research and policy formulation (Hallacher, 2005, pp. 17-20). In contrast to the garbage can model, this model enables us to see graduate deans as graduate education policy entrepreneurs who generate, design, and implement innovative ideas in the public domain.

Graduate Deans as Policy Entrepreneurs*

Today's graduate deans in CGS institutions will need to be increasingly responsive to factors that will shape the future of the graduate enterprise: factors such as demography, technology and globalization. It is the graduate dean who has already cultivated that responsiveness in the university, who has constructed networks there to meet national challenges: to ensure, for example, that graduate programs are more inclusive of students from underrepresented groups; to see that mechanisms and incentives are in place for moving the ideas generated within the university to the broader market in a way that meets the needs of both the university and of entrepreneurial faculty; and to balance societal needs by, on the one hand, cultivating US domestic talent while, on the other, continuing to attract the brightest international students from around the world. It is in this sense that graduate deans might be called policy entrepreneurs within their institutions.

As policy entrepreneurs, graduate deans are now needed externally, to build bridges, coalitions, and indeed networks regionally, nationally, and even globally. After more than a decade of "reform" in graduate education, it is the graduate dean who knows how to use research to inform best practice, and this learning inside the institution has huge implications for the enlarged policy-making environment. The graduate dean is uniquely situated to provide the information and analysis required to ensure wise and effective policy outcomes. Graduate deans are key policy entrepreneurs positioned to step up to the challenge of today's trilateral partnership between universities, government, and industry. It may be that this is a partnership from which we cannot escape, and one which is full of risk; but it is the nature of entrepreneurs to thrive on risk as the precondition for unprecedented success.

A New Metaphor for a New Century

As the president of your Council of Graduate Schools, I have three opportunities each year to speak directly to the membership: the introduction to the Annual Meeting in December, the welcome to the Summer Workshop in July, and the front page of the *Communicator* each fall. You may wonder why I use one of these rare opportunities to talk about garbage cans, policy networks, and entrepreneurs—all three terms unfamiliar in the standard graduate school lexicon. My defense

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**For a discussion of policy entrepreneurs in the public policy literature, see Roberts, 1992, and Roberts and King, 1991*

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Dean as Entrepreneur

is that, as I start my seventh year in Washington, I believe that failure to engage proactively in the process by which graduate education policy is formulated nationally is a luxury that the graduate education community can no longer afford.

Over the past two years, and with the strong support of the CGS Board, we have built a robust government relations program at CGS, beginning with the hiring of Patty McAllister to lead the effort. But what has become exceedingly clear to us is that the central CGS effort to provide “just in time” information to elected officials in Washington, to always capture the “open policy window moment” of the garbage can theory works for immediate problems, but is not a model up to the long-term challenges that we face on a national scale. Informed and well-crafted public policy in support of graduate education is critical to achieving the highly-skilled workforce, and intellectual security, needed for all countries to compete effectively in the twenty-first century global economy. The question is: what does this fact mean for the role of graduate deans?

Here metaphors matter. We had long thought of the dean's role as that of an attentive observer who is ready to pounce at the moment the stars align in the normally chaotic garbage can. We had not, generally, thought of sustained partnerships with other stakeholders like corporations. Nor had we considered the need to link the multitude of discrete policy issues together for ultimate effect. A better metaphor for meeting this latter need is the policy network. If our nation is to meet the challenges of this century, it will depend upon a series of network-based partnerships where policy is formulated through links among private companies, universities, and government officials. The job of accomplishing a competitive America for the twenty-first century hinges crucially on the formulation of self-conscious, informed and effective networks that cut across government, universities, and industry.

I want to suggest that deans, as individuals and as a collective, should think of themselves as entrepreneurs in a graduate education policy network. To return to my opening question of whether it is possible to retain the

core identity of the university while at the same time fostering the partnerships necessary to fulfill our institutions' teaching, learning and research missions, the policy network model suggests that not only is it possible, it is necessary. The garbage can theory would require graduate deans to hitch onto the wagon of government or industry when these parties identify a set of interests that just happen to coincide with those of graduate education. At times this strategy can produce short-term gains, but long-term results are not achievable because the relationship between partners must be continually reformed. For the long term the policy network model recognizes and positions each party as a proactive agent engaging in policy formulation on its own terms. In this vision of partnership the interests of government, corporate America, and graduate programs can coalesce in a more productive and sustained way to produce optimal outcomes for our nation.

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by Debra W. Stewart, President

CGS Welcomes New Staff

Belle Woods joined CGS in July as Government Relations and Public Affairs Associate. In this position, she tracks legislation, monitors regulatory action, coordinates the weekly government relations newsletter, and supports the Government Relations department's interactions with policy makers. Belle comes to CGS from the National Community Action Foundation, where she was the Executive Assistant to the Executive Director. She recently completed a master's degree in Public Administration from George Mason University, and has a bachelor's degree in Political Science from the University of Oregon.

Data Sources: Financial Aid for Minority Students in STEM Fields

Over the past decade, the total annual costs of attending graduate and professional school programs full-time has grown 65%, and now averages nearly \$29,000, according to the National Center for Education Statistics (NCES). For students pursuing degrees in science, technology, engineering, and mathematics (STEM) fields, the task of paying college expenses has been particularly daunting. On average, in academic year 2003-04, full-time master's degree candidates in these fields faced average total education-related charges (including tuition, fees, educational supplies, living costs, and miscellaneous education-related costs) of more than \$27,000, while those seeking doctoral degrees had average expenses of about \$34,000.

Paying for STEM graduate education is a particular challenge for students from underrepresented racial/ethnic minority groups. African American, Latino, and Native American/Alaska Native families generally have lower incomes than other populations, and previous research (e.g., St. John, 2001¹) has suggested that these students are the least willing to borrow to pay for education at any level. For racial/ethnic minority students, grant and fellowship aid is thus critically important for improving both access and persistence in graduate STEM education.

What resources do students from underrepresented groups use to finance graduate education in STEM fields? Do these students receive grants, fellowships, and assistantships at the same level as other enrollees? And what implications can be drawn from any differences in financing STEM education by race/ethnicity? Information available from NCES' 2004 National Postsecondary Student Aid Study (NPSAS) gives answers to these questions. NPSAS is a triennial survey of both undergraduate and graduate/professional students enrolled in higher education institutions in the 50 US states, the District of Columbia, and Puerto Rico. The most recent survey has a sample size of 80,000 students in graduate/professional studies, statistically weighted to represent the roughly 3 million students enrolled in post-baccalaureate programs in academic year 2003-04. The NPSAS data provide critical evidence that current trends in enrollment and fellowship-based financial support may be limiting underrepresented students' ability to achieve

master's and doctoral degrees in STEM fields.

The NPSAS data reveal that African Americans, Latinos, and Native Americans are underrepresented in graduate STEM education, especially at the doctoral level. Just 14% of the underrepresented minority students seeking doctorates in 2003-04 were in STEM fields, compared with 19% of White non-Hispanics and 33% of Asian/Pacific Islanders (these figures are based on students who were US citizens and permanent resident aliens only). Among master's degree candidates, just 8% of underrepresented minority attendees were pursuing degrees in STEM fields, versus 10% of White non-Hispanics and 26% of Asians.

Despite their relatively lower shares of enrollees at the master's and doctoral levels, STEM students from underrepresented groups collectively were slightly less likely to receive grants/fellowships and teaching or research assistantships, but somewhat more likely to

receive student loans. According to the NPSAS data, just 14% of master's degree minority candidates in STEM fields received grants, scholarships, and fellowships, compared with 20% of Whites and 17% of Asians (see Table 1). Conversely, 40% of underrepresented minority students received loans, compared with just 19% of Asians and 36% of Whites. In doctoral programs, the results are somewhat similar. Just 57% of those from underrepresented groups received assistantships, compared with 60% of White students and 63% of Asians. Nearly 70% of Asians received grants or fellowships, while only 63% of all

other non-White students received this aid. At the same time, about 18% of Whites and underrepresented minorities received loans, versus 14% of Asians.

One reason lower shares of underrepresented minority students received fellowship and assistantship aid is that these students were much less likely to be enrolled in colleges and universities considered Research Extensive in the new Carnegie classification system (these institutions were classified as Research I under the previous Carnegie system). Research Extensive institutions tend to have greater resources for fellowship and assistantship aid. In 2003-04, just 30% of the underrepresented students in master's STEM programs were attending Research Extensive institutions, versus 43% of Whites and 37% of Asians. At the doctoral level, just 70% of underrepresented minority group students were enrolled at Research Extensive institutions, compared with 88% of Asians and 83% of Whites.

Only 6% of underrepresented minority master's degree STEM candidates at non-Research

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Table 1. Financial Aid for Students in STEM Fields By Race/Ethnicity* and Degree Program, 2003 -2004

	Master's Degree Percentage of STEM Students Receiving:			
	Any Student Aid	Grants, Fellowships, or Scholarships	Assistantships**	Student Loans
White, non-Hispanic	83%	20%	29%	36%
Asian/Pacific Islander	66%	17%	24%	19%
Other Racial/Ethnic Groups***	83%	14%	19%	40%
Total (All Students)	80%	19%	26%	34%
	Doctoral Degree Percentage of STEM Students Receiving:			
	Any Student Aid	Grants, Fellowships, or Scholarships	Assistantships**	Student Loans
White, non-Hispanic	89%	62%	60%	18%
Asian/Pacific Islander	94%	70%	63%	14%
Other Racial/Ethnic Groups***	89%	63%	57%	18%
Total (All Students)	90%	63%	60%	17%

*Includes U.S. citizens or permanent resident aliens only.
 **Includes research and teaching assistantships.
 ***Includes African Americans, Hispanics/Latinos, Native Americans/Alaska Natives, and persons of more than one racial/ethnic group.
 Source: National Center for Education Statistics, 2004 National Postsecondary Student Aid Study, Graduate/Professional Data Analysis System, April 2006.

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Data Sources

Extensive colleges and universities received fellowships, compared with 14% of White students. However, at Research Extensive schools, the percentage of minority candidates in master's degree programs who received fellowships and grants was about the same (31% for underrepresented students of color versus 28% of Whites). Only half the minority doctoral students at non-Research Extensive institutions received fellowships, compared with 45% of Whites. At Research Extensive schools, the percentage of doctoral candidates who received fellowships and grants was about the same for underrepresented minority and majority students (68% versus 66%).

The overall lower levels of grant/fellowship and assistantship aid and higher prevalence of borrowing among minority students is a concern because it could discourage enrollment of these students and negatively affect their ability to complete degree programs. A 2006 study from the American Council on Education² found that receipt of grant aid was a positive predictor of African American students' successful completion of bachelor's degrees in STEM fields. The relatively higher incidence of loans among these and other non-White students in science and technology fields may inhibit their success at the graduate level. Increasing the share of underrepresented minority students at Research Extensive

institutions may lead to greater success among these students in STEM fields.

The need to support more students of color in science, technology, engineering, and mathematics fields of study is more important now than ever before. America's population is changing rapidly; the US Census Bureau predicts that between 2000 and 2030 the Latino population will jump 105% and the African American population will rise 41%. In the same period, the number of White, non-Hispanic residents will grow just 7%.³ If America is to remain competitive in the global economy, grant funding and other non-loan support to students of color who wish to enter STEM fields must be increased.

¹St. John, E. 2001. "The Impact of Aid Packages on Educational Choice: High Tuition-High Educational Opportunity." *Journal of Student Financial Aid*, 31(2): 34-54

²Anderson, E. and Kim, D. 2006. *Increasing the Success of Minority Students in Science and Technology*. Washington, DC: American Council on Education.

³U.S. Census Bureau. 2004. U.S. Interim Projections by Age, Sex, Race, and Hispanic Origin. Available on-line at <http://www.census.gov/ipc/www/usinterimproj/natprojtab01a.pdf>

by Kenneth E. Redd, Director, Research and Policy Analysis

CGS New Deans Institute and Summer Workshop a Great Success!

The 2006 New Deans Institute and Summer Workshop in Cambridge, Massachusetts proved to be a highly successful meeting. A record crowd of 108 attendees was recorded at the New Deans Institute, while the Summer Workshop realized over 220 attendees. The meeting featured three plenary sessions, four Dean Dialogues and twelve Hot Topic sessions covering topics ranging from entrepreneurship to distance graduate education to fundraising. Several networking lunches and receptions provided attendees the opportunity for much discussion and interaction.

We would like to thank the CGS Board, meeting presenters and the following sponsors for helping to make the meeting a success: Educational Testing Service, GradSchools.com, Northeastern University, ProQuest/UMI Dissertations Publishing and Peterson's. We would also like to thank the following member institutions for their support in sponsoring the refreshment breaks: Binghamton University-State University of New York; Boston College Graduate School of Arts and Sciences; Boston University, Graduate School of Arts and Sciences; Brown University; Cornell University; The Graduate Center/CUNY; Lesley University; New Haven University; Princeton University; Rowan University; Rutgers-New Brunswick; Salem State College; Sarah Lawrence College; Stevens Institute of Technology; Stony Brook University; SUNY College at Brockport; Tufts University; University of Albany, SUNY; University of Hartford; University of Maine; University of Massachusetts; University of New Hampshire; University of Rhode Island; University of Southern Maine; Yale University.

The Critical Disciplines and the Creative Arts: Blurring the Gap

The following is a transcript of a speech delivered at the Western Association of Graduate Schools (WAGS) Conference in Santa Rosa, California, March 11, 2006. The speaker, Christine Byl of the University of Alaska, Anchorage, was one of two winners of this year's WAGS/UMI Distinguished Master's Thesis Award for "distinguished scholarly achievement at the master's level." The Council of Graduate Schools is grateful to Ms. Byl for permission to publish her acceptance speech, which focuses on the artistic process and the value of the arts while thoughtfully challenging traditional academic boundaries.

In my Master's of Fine Arts thesis entitled "Breathing Under Water: Artist's Heart, Artist's Mind," I grapple with aesthetics, narrative theory, craft, process and personal experience in an attempt to incorporate both the intuitive and the discursive modes into a specific artistic stance. Since my undergraduate tenure as a philosophy student with a bent for writing stories, it has been clear to me that the commonly held dichotomy between analytical and creative work is a false one, and that given the chance, the two have so much to offer each other that it's almost ridiculous to hold them at odds. There's a word from ancient Buddhist writings, in the Pali language: "mana," roughly translated as mind, which refers to an organ located somewhere in the lower chest that performs the tasks associated with the heart and the brain—thinking and feeling. Although it's never been located by biologists, I'm attracted to "mana" because it metaphorically suggests the potential for unity between the analytical and the intuitive.

With that as a backdrop, you may imagine that it's a real delight for me to be invited to participate in this conference, not just as a graduate student, but also as a creative writer. In so many sectors, a similar false dichotomy has been perpetuated between the critical disciplines and the creative arts; I appreciate the willingness of the WAGS committee to try and blur that gap. For while it is certainly true that artistic expression and academic research serve different functions, it also seems true that we all should, as frequently as possible, ask these categories to bleed into one another. That is, to demand that our scientists and economists bring the passion and heart associated with art into conversation with their data, and to demand that artists and writers infuse their creative pursuits with intellectual rigor. Imagine the kind of scholarship and art we could commonly produce if at every level in our universities, those in the "rational" and "intuitive" disciplines felt freer to share their tools.

At the beginning of the WAGS process, I encountered the instruction to "describe your work in terms of

methodology or research." This was difficult to do. I couldn't describe the way I approached Anton Chekhov, Grace Paley, or Adrienne Rich as methodology, since the word left out that inexplicable alchemy that takes place when a student encounters a thinker who confirms some hunches and upends others. And though I used critical theory, historical references and literary definitions throughout my thesis, "research" seemed to imply a commitment to a certain level of orthodoxy that I could not pretend to have owned. This is the constant balancing act of the writer who wants to serve both imagination and argument—how to incorporate fact, definition, history and take it seriously, yet simultaneously to keep as one's primary allegiance the compulsion to continually see things new.

Typical academic terms don't describe the artistic process well in part because the main work of the arts is to counter certainty, to access "knowledge" with tools other than the map, the calculator, or the test tube. The writer's tools are less easily calibrated: the eye, the ear, metaphor, instinct, the mind and the heart, and not so esoterically, the mutually human part of all of us that seeks to notice the world's details and make meaning out of them. So in place of the word "research," I chose the word "inquiry" as the one that best describes the work I've done during my graduate studies.

But enough about me. I certainly haven't discovered this process of inquiry on my own. If there's any myth more damaging to the arts and to artists than that dichotomy between intuition and knowledge, then perhaps it's the one that suggests writers are solitary, myopic creatures whose only contact with the outside world comes when the Lady Muse barges through their study door. Many writers are introspective, and yes, the writing itself takes place alone, yet the writers I admire most see themselves as utterly enmeshed in a writing community, and a social, political world. These writers bring their manuscripts to each other for critique and comment. They interact with mentors in classrooms, library books, and community meetings. They read aloud in schools, bars, and prisons, on tour boats, radio stations, and backpacking trips. Wallace Stegner wrote, "Writing is a social act, an act of communication both intellectual and emotional. It is also, at its best, an act of affirmation—a way of joining the human race and a human culture." He goes on to say, "a writer must have a clear conception not only of the self, but of the society. After all, language itself is an inheritance, a shared wealth... the living core, as well as the instrument, of the culture I derive from, resist, challenge, and—ultimately—serve." I love this quote because it both describes an experience and also subtly prescribes an action. Writer, Stegner seems to say, you have been given a birthright in language. Now go out and invest yourself. Deeply.

I like this advice because it is positioned outward, with a sense of momentum inherent in the words: resist, challenge, serve. For graduate students, and really, anyone in academia, the importance of

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The Critical Disciplines and the Creative Arts: Blurring the Gap

this outward gaze cannot be overestimated. Most of us here know that higher education communities can frequently become insular, airless, in direct opposition to the wide open potential they hold. However, despite this institutional tendency towards dysfunction, I still believe deeply in education, particularly in public education, as it's clear, do most of us in this room. The public university, in that it is accessible and owned, in theory, by the people, is uniquely poised to dispel civic aimlessness, and cultivate engaged citizens. Universities do this best when they create a climate of academic freedom and responsibility, dedicated to pushing up against limits, to re-inventing paradigms, beckoning polarities into conversation with each other. This kind of academic revival doubtlessly happens best with art in its midst. I've been proud to be part of and witness to the unique public sphere that can spring up when institutions prioritize art and dialogue; not just the inarguable causes worthy of a First Lady's attention (adult literacy, books for kids) but also those closer to the knife's edge of public discourse: Writers Against the War; a one-act play about racial violence; a poetry slam for homeless kids. Such artistic projects and experiences can vault the academic community over the ivory tower's walls, and into direct conversation with the issues and contexts of the larger world.

A great example of this move from the university to the public square is Broadsided Press*, the brainchild of a couple of poets (and good friends of mine) who met in grad school, and upon completing their MFAs, started an on-line press dedicated to getting good writing onto the streets. Founder Liz Bradfield says on the website, "Every day, we walk past billboards for shops and car dealers, for churches and insurance, but our streets, our daily lives among each other, are missing something. They're

missing thought. Dialogue. Opinion. Ideas. Let's put words out there for people to snort at, sigh over, argue with, and read." And so, in the tradition of abolitionists, suffragists, and Beat poets, Broadsided Press publishes single page sheets with a literary piece and a visual image, and updating the medium for the 21st century, makes them available at their website. People all over the country, calling themselves "vectors" then download, print and post these "broadsides," inciting dialogue "below the radar" from small towns in interior Alaska to Brooklyn, New York. What began as a brainstorm between two poets now has grassroots momentum, with a growing list of participants and a catalogue of original single-sheet art. Broadsided Press perfectly epitomizes that kind of heartfelt, intelligent art that blurs the borders between creator and recipient, pushing our expectations for the place of art and ideas in the public sphere.

Another critical element in any good discourse is knowing when enough's been said, and so in closing, I again thank WAGS/UMI for honoring me with this award, and larger than that, for making the bold statement that graduate work in creative disciplines can stand alongside research-oriented scholarship. It gives me great hope to think of master's programs in the arts not as cloistered and elite, but as places that nurture writers as public intellectuals, invested participants. My work is just a small representation of the many students and teachers involved in the process of inquiry in making art, and describing what art does, both for the individual and the larger world. I hope that all of this work, both in the academy and beyond, continues to confront the critical questions—about community and responsibility, power and vulnerability, sadness and delight—questions that underlie the arts, and really, any discipline that seeks to pry up the surface of the ordinary and look for the meaning beneath it.

*www.broadsidedpress.org

by Christine Byl, Graduate Student

Welcome Returning Institutional Members
Roosevelt University
State University of New York at Oswego
University of Texas at Tyler
University of Colorado at Denver and Health
Science Center

New Deans and Titles

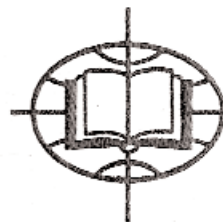
- Susan K. Avery is Vice Chancellor, Research and Dean, Graduate School at the University of Colorado at Boulder. She replaces Stein Sture.
- Timothy A. Barbari is Associate Provost for Research and Dean, Graduate School at Georgetown University. He replaces Gerald M. Mara.
- Anne E. Blackhurst is Interim Dean, College of Graduate Studies and Research at Minnesota State University, Mankato. She replaces Fernando P. Delgado.
- Claude Canizares is Vice President for Research & Associate Provost at Massachusetts Institute of Technology. He replaces Alice Gast.
- Robert Carlton is Interim Vice Provost, Research/Dean, College of Graduate Studies at Middle Tennessee State University. He replaces Pamela Knox.
- Douglas Causey is Vice Provost, Research and Graduate Studies at the University of Alaska Anchorage. He replaces James Liszka.
- Jolie Cizewski is Acting Dean, Graduate School at Rutgers-The State University. She replaces Holly Smith.
- Andrew C. Comrie is Dean, Graduate College and Associate Vice President, Research at the University of Arizona. He replaces Leslie P. Tolbert.
- Gail Jensen is Dean of the Graduate School at Creighton University. She replaces Barbara Braden.
- Reid J. Linn is Dean, College of Graduate/Outreach Programs at James Madison University. He replaces N. William Walker.
- Amy McCandless is Interim Dean of Graduate Studies at the Graduate School at the College of Charleston. She replaces W. Hugh Haynsworth.
- Bruce McGowan is Interim Dean, School of Graduate Studies at Alcorn State University. He replaces Irene H. Johnson.
- Brian Mitchell is Associate Provost at Tulane University. He replaces Michael Herman.
- Cindy H. Nakatsu is Interim Dean of the Graduate School at Purdue University. She replaces John J. Contreni.
- Donald B. Pope-Davis is Vice President, Graduate Studies and Research and Dean, Graduate School at the University of Notre Dame. He replaces Jeffrey Kantor.
- Jeffrey A. Potteiger is Associate Provost, Research and Dean, Graduate School at Miami University. He replaces John M. Hughes.
- Lewis R. Pyenson is Dean, The Graduate College at Western Michigan University.
- Laura J. Robles is now Dean for Graduate Studies and Research at California State University, Dominguez Hills.
- Gail Scukanec is Interim Dean, College of Graduate Studies at Central Michigan University. She replaces James Hageman.
- Tarek Sobh is Vice Provost, Graduate Studies/Research and Dean, School of Engineering at the University of Bridgeport. He replaces Laurence M. Conner.
- Cecilia H. Solano is Interim Dean, Graduate School of Arts and Science at Wake Forest University. She replaces Gordon Melson.
- Kenya Taylor is Dean, Graduate Studies and Research at the University of Nebraska at Kearney. She replaces Kenneth W. Nikels.

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Editor: Heidi Miller, Director, Meetings and Member Services



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Vice Provost for Research and Dean of Graduate Studies

The Position: IUP is committed to graduate education and sponsored research and seeks an individual to provide vision and leadership to advance this commitment. The Vice Provost and Dean leads the School of Graduate Studies and Research and works directly with the university's six colleges and with the independent IUP Research Institute. The position offers the challenging opportunity for the right individual to nurture and develop a sound and workable relationship between the graduate school and the newly created, independent IUP Research Institute and to enhance the graduate culture and doctoral mission at IUP through the development of new graduate programs using both traditional and on-line modalities. Salary is competitive with an excellent fringe benefits package.

For a comprehensive position profile and list of duties and qualifications, please check <http://www.iup.edu/humanresources/jobline>.

Qualifications: A doctoral degree and experience in graduate teaching and mentoring master's and/or doctoral students and a knowledge of state, federal, corporate, and private funding agencies and procedures is required. Candidates must be work-eligible, communicate effectively, and perform well during the interview(s).

How to Apply: Send letter of interest and curriculum vitae or nomination to: Dr. Claire J. Dandeneau, Co-Chair, Search Committee for Vice Provost and Graduate Dean, Weyandt 305, IUP, Indiana, PA 15705. Review of applications will begin immediately and continue until the position is filled. Although the position will be open until filled, to receive full consideration, applications must be received by October 20, 2006.

IUP is a member of the Pennsylvania State System of Higher Education and is an affirmative action/equal opportunity employer committed to excellence through diversity and through providing equal employment to minorities, females, veterans, and disabled individuals.

Indiana University of Pennsylvania



DEAN OF THE GRADUATE SCHOOL

The University of Florida invites nominations and applications for the position of Dean of the Graduate School. The successful candidate will provide transformational leadership, guiding the school through a period of transition to re-envision graduate education within a 21st century global learning environment. He/she must have a doctoral degree with academic credentials for a tenured appointment at the rank of professor.

The Dean of the Graduate School reports directly to the executive vice president and provost and will provide leadership in defining and implementing university-wide policies with respect to graduate education, recruiting and retaining a diverse graduate student body and in promoting and emphasizing the importance of research, scholarship and interdisciplinary collaborations. The appointee will oversee the operations of the Graduate School and all centrally administered aspects of graduate education, including governance of graduate education, graduate program reviews, graduate faculty coordination, graduate student services, university-wide graduate fellowship programs, and graduate student professional development.

The University of Florida is a public land-grant institution, and one of the five largest universities in the nation with more than 48,000 students, of which almost 10,000 are graduate students. UF is the state's only member of the elite Association of American Universities (AAU) and is one of the nation's leading research institutions. UF is among the nation's most academically diverse universities, with 16 colleges offering 100 undergraduate degree programs, 200 graduate programs and 30 combined degree programs. UF is a perennial national leader in attracting National Merit and National Achievement Scholars and in the number of patents awarded to faculty researchers.

The position is available January 1, 2007. The Search Committee will begin screening dossiers on September 15, 2006, and will continue to receive applications until the dean is selected. Applications should include curriculum vitae, a statement of interest, and the names and contact information of three referees. Applications and nominations should be addressed to:

Catherine Emihovich, Dean, College of Education Chair, Dean of the Graduate School Search Committee
140 Norman Hall, PO Box 117040, Gainesville, FL 32653-7040

For further information, contact Mary McDonough, Assistant to the Dean, at 352-392-0728, x226 or at marymcd@coe.ufl.edu

An Equal Opportunity Institution

The University of Florida is committed to nondiscrimination on the basis of race, color, sexual orientation, marital or veteran status, sex, religion, creed, national origin, political opinions or affiliations, age or disability

DEAN OF THE GRADUATE SCHOOL, MONTCLAIR STATE UNIVERSITY

Search Re-Opened (Prior applicants need not apply.)

The Dean of the Graduate School reports to the Provost and is a member of the President's Management Council and Deans' Council. This individual supervises and coordinates all aspects of graduate education and research within the University, and will provide a clear vision for both across the disciplines. Primary responsibilities for the Dean will include: sharpening the academic quality, focus and competitiveness of the University's graduate programs; implementing effective policies to support the recruitment and academic achievement of graduate students; and, facilitating activities that enhance the scholarly and research infrastructure of the institution including increasing the current level of external funding. In addition, she or he will be responsible for implementing the goal of expanding the number of doctoral programs offered by the University and establishing a climate in which doctoral programs can flourish. The Dean is the chief administrative and academic officer of the Graduate School and supervises the Office of Research and Sponsored Programs. The successful candidate will be expected to work with faculty, deans, and other administrators within the University and will also be responsible for building alliances with off-campus constituencies, businesses, and government that will enhance the development of graduate education and that will lead to an increase in resources for the University.

Qualifications include an earned Doctorate and a record of distinguished academic achievement appropriate for the rank of full professor in a Department of the University. Experience in the following areas will strengthen an applicant's candidacy:

- Demonstrated achievement as a program builder;
- Skill in developing strategies for enrollment management;
- A strong record in graduate education and experience with national issues in graduate education;
- Skill in working with an array of graduate programs, and knowledge of curricular and programmatic trends;
- Broad knowledge of funding sources and the ability to enhance and increase faculty participation in research opportunities;
- Knowledge of matters related to research compliance such as human subjects, conflict of interest and the care/use of animals;
- Demonstrated commitment to, and success in, supporting scholarly and research initiatives of faculty;
- Demonstrated commitment to, and success in, supporting the academic achievement of graduate students.

Salary is dependent upon qualifications. The anticipated starting date will be as early as January, 2007. Interested candidates please submit a letter of interest and current resume to: Joan C. Ficke, Associate Vice President for Academic Affairs, Office of the Provost/VPAA, MONTCLAIR STATE UNIVERSITY, Box C316-V219, Montclair, NJ 07043

LMU|LA Loyola Marymount University

VICE PRESIDENT FOR RESEARCH AND GRADUATE STUDIES

Loyola Marymount University, a Jesuit and Marymount institution is a comprehensive university in the mainstream of American Catholic higher education. Overlooking the Pacific Ocean in Los Angeles, LMU serves over 5300 undergraduates and nearly 2000 graduate students in the Colleges/Schools of Liberal Arts, Science & Engineering, Business Administration, Film & Television, Communication & Fine Arts, and Education. LMU currently offers 19 distinct masters degrees, a Doctor of Education, and a variety of California teaching and professional services credential programs.

LMU is in a period of major growth in its graduate programs and striving to reach new academic levels. We seek a dynamic academic leader and scholar to provide administrative leadership in all areas of external and internal research, with an emphasis on expanding external funding and developing graduate degree programs and post baccalaureate programs. Competitive candidates will bring significant administrative experience in graduate education in a complex and comprehensive institution. Particularly appealing will be candidates who value LMU's mission and share its commitment to academic excellence, the education of the whole person, the service of faith, and the building of a just society. LMU is an equal opportunity employer actively working to promote an intercultural learning community.

- The successful candidate will provide leadership in strategic planning, development, and assessment for all graduate degree programs. He/she will chair the LMU Graduate Council and work collaboratively with the Vice President for Enrollment Management and the Academic Deans to develop strategies for recruiting and retaining a highly qualified and diverse graduate student population. He/she will also work collaboratively with colleagues in the Division of Student Affairs on developing housing opportunities and other on-campus initiatives for graduate students.
- The successful candidate will develop and implement a vision to increase the productivity of research and creative works by all tenured and tenure-track faculty, and to produce a significant increase in external funding to support this work. This includes providing leadership in directing the internal research awards program and supervising specific centers for research and for public service.
- Finally, the successful candidate will lead LMU's efforts in the areas of continuing education and extension programs. With a great need for professional development and continuing education in the Los Angeles area, there are numerous opportunities for LMU to play a leading role through strategic outreach to pre K-12 education, business and industry, technology and media, the arts, and religious institutions.

Applicants must have at least 5 years administrative experience as a department chair or above and an earned terminal degree in a discipline or field to qualify for a tenured faculty position in a department or programs at LMU. Demonstrated expertise in the areas of research and creative works, graduate education, and external grants procurement and administration is essential. Highly desirable is demonstrated knowledge of the various forms of post-baccalaureate education, including programs leading to a credential, license or certification, and programs in continuing education and professional development. Highly refined organizational and leadership skills in working with faculty and administration will be critical for success.

Application review begins immediately. Applications received by October 2, 2006 will receive priority consideration. To apply, send a letter outlining your interest in and qualifications for the job, your *curriculum vitae*, and the names, addresses and phone numbers of five professional references. Address application packets and other communication to: Vice President for Research and Graduate Studies Search Committee, c/o Carol Gilbert, Loyola Marymount University, One LMU Drive, Suite 4800, Los Angeles, CA 90045-2659. Email: cgilbert@lmu.edu.

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