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A Transatlantic Dialogue on Doctoral Education¹

Over forty graduate education leaders from North America and Europe convened at the Schloss Leopoldskron in Salzburg, Austria last month to discuss doctoral education in a global context. The three-day conference (September 2-5), sponsored by the Council of Graduate Schools and the European University Association (EUA), engaged the boards of directors from the two organizations representing 19 countries in a transatlantic dialogue about the role of doctoral education in the production of global talent and national research capacity and in strengthening economic competitiveness. Participants discussed the latest findings, presented in papers commissioned for the conference, from some of the world's leading researchers on graduate education, exchanged ideas about best practices in the administration of doctoral programs, and engaged each other in an international dialogue about the political, social, and economic forces shaping doctoral education.

CGS was motivated to organize this meeting with EUA by the belief that doctoral education has moved to center stage as key to responding to the challenges of the knowledge society in North America and Europe. Both organizations feel that the future success of the doctoral enterprise in the US and Canada and in Europe will depend upon greater information exchange and international cooperation. CGS board chair Richard Wheeler, Dean, Graduate College, University of Illinois at Urbana-Champaign, said that sharp declines in international student applications, changes in U.S. immigration policies, and changing perceptions about the US have "compelled us to think harder about what we mean when we talk about globalization, or about the global context of higher education. This conversation is still in its early stages. We hope this conference will help move it forward." Georg Winckler, EUA President and Rector of the University of Vienna, said that doctoral education is now a "global growth business," and expressed his hope that this information exchange would be the beginning of a sustained transatlantic conversation. Participants exchanged information about priorities held in common such as: providing adequate financing crucial to student success, better preparing students for careers inside and outside academia, emphasizing teamwork, and enhancing the "generic skills" of Ph.D. students to ensure their success in all aspects of their future careers as researchers and scholars. Discussion focused on issues of the structures of successful doctoral education systems and strategies for an inclusive graduate community in different regional and national contexts.

One of the goals for the meeting was to create an international forum for sharing information about decade-long reform initiatives that have changed the face of doctoral education on both sides of the Atlantic. In the United States and Canada, doctoral reform initiatives since the early 1990s (such as the CGS-sponsored Preparing Future Faculty Program and the Ph.D. Completion Project) have focused on: preparing doctoral students to better balance their research and teaching responsibilities as future faculty members; encouraging students to actively participate as leaders and public intellectuals in the civic arena; and on helping universities to ensure that greater numbers of students who enroll in doctoral programs complete those programs (especially underrepresented minorities, who have historically completed at lower rates than majority students). Until now, there have been no specific opportunities for a focused exchange of information about the progress of these reforms among international graduate education leaders or to ascertain their national, regional, and global implications.

Since the Bologna Declaration in 1999, when 29 countries resolved to create a European Higher Education Area by the year 2010, European universities have been engaged in the so-called "Bologna Process," a major reform initiative now involving 45 countries designed to increase mobility within Europe and to enhance the economic competitiveness of the region. Now that the structures for bachelor's and master's degrees are in place, Europe is turning its attention to doctoral education. CGS has been working with the EUA, the representative organization of universities and national rectors' conferences in 45 European countries, to inform North Americans about higher education reforms in Europe through CGS annual meetings and other

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A Transatlantic Dialogue on Doctoral Education

conferences in the US and Canada focused on international issues. Such dissemination is part of the EUA association's mission to promote the development of a coherent system of education and research at the European level, and part of the shared mission of CGS and of the EUA to strengthen institutional governance and leadership through projects and member services.

The first part of the conference focused on three global drivers of change in doctoral education: 1) the increasing attention (among legislators and business leaders) devoted to matters of economic competitiveness; 2) the demographic trends that are occurring in the United States (where minorities will soon comprise the majority population) and in Europe (where policies are seeking to promote more intra-European international mobility); and 3) the social and political aspirations of nations and regions.

Competitiveness

Given the increasing emphasis worldwide on the scope and success of doctoral education as a key indicator of a nation's ability to thrive in today's knowledge economy, universities are adopting a more strategic approach to attracting the best candidates in a highly competitive international education market. Participants at the conference discussed the growing investment in research and the changing nature of that investment as the Bologna Process unfolds and as universities forge new partnerships with business and industry and respond to calls from government to better anticipate and meet new workforce needs. In Europe, there is a broader push toward higher expenditures of GDP in tertiary education. At the university level, however, there are national differences in the relative earnings advantages that graduate degrees afford that may, for example, limit the capacity of some countries to raise tuition and fees. And as the costs of research escalate, some countries will find it more difficult than others to remain competitive. One of the "growing pains" of the Bologna Process entails balancing broader European socio-economic priorities with these national differences.

Demographics

Kenneth Prewitt, Carnegie Professor of Public Affairs, School of International and Public Affairs at Columbia University, discussed the importance of demography in US graduate education, and specifically: "how eligibility for advanced education turns on who belongs to what group as well as who has the requisite ability." In the United States, Dr. Prewitt argued, social justice came to be added to the university's "traditional mission of scholarship, teaching, and public service" as part of the civil rights movement, when diversifying the graduate student population meant including formerly excluded parts of the nation's population, and hence implied statistical proportionality. The definition of "diversity" has since expanded, however, partly as a result of political and legal pressures, to include a wider range of differences and has thus

acquired a "rationale independent of its origins" in compensating for earlier discrimination. This expanded definition made diversity much harder, if not impossible, to measure; it has also complicated the social justice mission of the university and raises important new questions for US doctoral education in the twenty-first-century. By contrast, Europeans tend to use the term "diversity" to refer to differences of nationality in a broader European framework. The demographic composition of European nations is changing, due to "replacement migration" (sometimes encouraged because populations are not reproducing at rates high enough to replace their aging population), or due to the alluring opportunities that these nations may pose to prospective immigrants. Because of this, European universities, Dr. Prewitt suggested, will likely experience pressures to diversify the doctorate in new ways that expand their social justice mission as they currently perceive it.

Social and Political Context

An important distinction emerged between social rates of return and private rates of return on the investment in doctoral education. Dr. Winckler stated that 50% of all Ph.D.s in Europe work in government or in the public domain. While valuing this public role for the doctoral degree, he explained, the European Community (EC) is now seeking to promote more inter-sectorial mobility between Ph.D.'s in the public and private sectors. Because the EC has broad responsibility for European research but little responsibility for higher education, progress on competitiveness and social agendas requires, in many European countries, new kinds of relationships to be forged between government and industry.

Peter Scott, Rector and Vice Chancellor of Kingston University (UK) and President of the Academic Cooperation Association, discussed some of the tensions that emerged for doctoral education when these three themes (competitiveness, demographics, and socio-political context) intersected in the new global knowledge society. Examples of such tensions included: perceptions of the doctoral degree as a first step in a research career vs. as an ultimate academic degree (and the related tension between perceptions of doctoral students as employees vs. as trainees); and the "external" view of doctoral education in the international war for global talent vs. the "internal" view of doctoral education as a strategy for cultivating domestic talent on the heels of rapid "massification" across Europe at the undergraduate level.

During the second part of the conference, speakers provided a comparative perspective on reforms and changes in doctoral education in Europe and North America. Presentations focused on the increased provision of "generic skills" training in doctoral programs related to employability; the establishment and structure of research groups, clusters and networks; the structure and nature of the doctoral degree (and international differences therein); and doctoral student supervision, mentoring, and assessment.

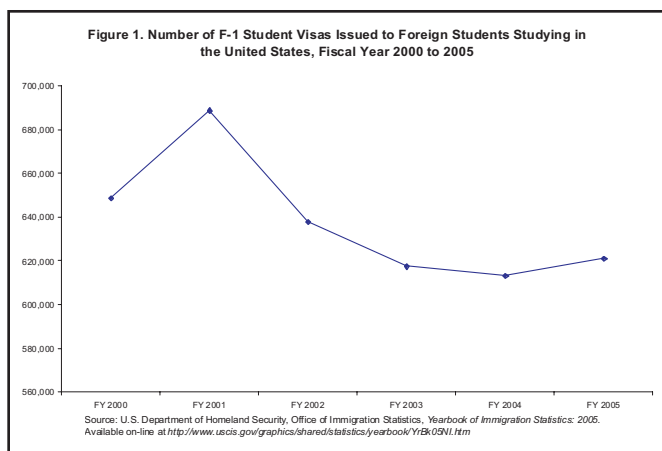
Michael Nettles, Executive Director for the Center for Policy Evaluation and Research at the Educational Testing Service presented a paper commissioned for the conference based on a study of 21 universities that

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Data Sources: International Graduate Applications and Offers of Admission

Our country recently commemorated the fifth anniversary of the September 11 terrorist attacks. These attacks have had substantial effects on the US economy and national security. One of the most profound effects of the attacks has been on the enrollments of students from abroad seeking degrees from American colleges and universities, which declined sharply following these tragic events. The most recent data on graduate applications and admissions produced by CGS suggests that, at least among graduate programs, enrollments of international students may be improving. However, as other countries have begun to increase their educational capacities as well, the competition for graduate students between the US and its major trading partners may become even more intense in the years ahead.

After the September 11 attacks, Congress imposed two significant changes to the way foreign student visas were to be processed. One was a requirement to interview nearly 100% of visa applicants. The second was to use finger print scans and other “biometric checks” for applicants.¹ These new visa requirements have had adverse effects on the enrollments of foreign students. Between 2001 and 2005, the number of F-1 visas issued to foreign students fell from 688,970 to 621,178, according to the US Department of Homeland Security’s Office of Immigration Statistics (see Figure 1)². In roughly the same period, the Institute of



International Education’s (IIE) most recent report on student enrollments³ found that the number of foreign undergraduate and graduate students arriving on US college and university campuses declined from 586,323 in academic year 2002-2003 to 565,039 in 2004-2005. As a result, the United States’ share of total worldwide foreign student enrollment fell from about 25 percent in 2000 to 22 percent in 2004, according to the Organisation for Economic Co-operation and Development (OECD).⁴

CGS has recognized the potentially adverse effects declines in foreign student enrollments might have on graduate education and

	Change in Applications, 2004 to 2005	Change in Applications, 2005 to 2006	Change in Offers of Admission, 2004 to 2005	Change in Offers of Admission, 2005 to 2006
International	-5%	12%	3%	12%
Country of Origin				
China	-15%	19%	-5%	20%
India	-5%	26%	8%	28%
Korea	1%	4%	7%	4%
Middle East*	7%	10%	12%	-2%

*The Middle East includes the countries of Bahrain, Cyprus, Iran, Iraq, Israel, Jordan, Kuwait, Oman, Palestinian Authority, Qatar, Saudia Arabia, Syria, Turkey, United Arab Emira tes, and Yemen.

Source: Findings from the 2006 CGS International Graduate Admissions Survey II: Final Applications and Offers of Admission, 2005 and 2006.

American economic competitiveness, and has tracked international graduate applications, offers of admissions, and enrollments since 2004. The most recent survey report, which shows the trends in international applications and offers of admissions for fall 2005 to 2006,

was released in August 2006 and posted on the CGS Web site at http://www.cgsnet.org/portals/0/pdf/R_intladm06_II.pdf. These results are based on a survey of international applications and offers of admission that CGS sent to member institutions in June. Over 150 members responded to the survey. However, over 90% of the institutions in the top 25 in terms of international graduate student enrollments, and 70% of those in the top 50, participated in the survey.

These latest results (see Table 1) show that total applications from foreign students to US graduate programs jumped 12% from 2005 to 2006, the first increase in three years. Increases in applications were led by students from India (26%) and China (19%). These increases are a sharp contrast from the 2004 to 2005 survey, which found that applications from these countries fell by 5% and 15%, respectively, and total applications fell 5%. Even more encouraging is the improving trend in offers of admissions to international students. From 2004-2005, offers of admissions to students from China fell 5%; in the 2005 to 2006 period, however, admission offers to students from this country grew 20%. Overall, the number of admission offers increased 12% after rising only 3% in the earlier year period. It is important to note that even with these gains, international applications are still down 23% since 2003. The enrollment increases have not been large enough to return the US to its pre-9/11 levels.

Any improvements in international student enrollments hold the prospect for both short- and long-term gains for the national economy. IIE has found

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Graduate Education Takes the Train: Rutgers Students Visit the Congress

On July 19 this year we led a group of our doctoral students on a tour of some congressional offices. The visit was arranged by Megan Arleth and Justin Scheid of Rutgers' Washington office. Nine students took the train down with the two of us and another met us in Washington. The students were divided into two teams and they and we and Megan and Justin visited four congressional offices each during the afternoon, in some cases meeting the member, in others a staffer. Then we went home.

So, what's the full story of this and why was it worth the time and money it took?

This is the third time that Rutgers and its Graduate School-New Brunswick has brought a delegation down to Washington for such a visit. Visits by undergraduates are more common, but we have all agreed that it might be good to have the members and their staffs see what a graduate student looks like, especially that rare specimen, the federally-funded doctoral student. While there is general sympathy for doctoral education and its students, there is precious little knowledge and even that is deeply buried under more urgent concerns in the Congress. This, it turns out, is a pleasant way to remind people that the federal government plays a crucial role in the support of doctoral students, in the persons of attractive young men and women whose company the members seem to enjoy.

The graduate school selects the students, looking for a spread of federal funding sources (NSF, NASA, EPA, Dept. of Ed, in this case), emphasizing fellows and trainees, not RAs supported on grants. We also identify the student's home district. The Washington office then seeks appointments, looking for members in whose districts these students and/or their families vote. Megan came up to New Brunswick a bit before the trip and provided a ream of background material to the students on both the members whose offices they were likely to visit and on the kinds of federal support and the issues of the day, as talking points. And she brought the train tickets.

On the day of the trip we cagily sought opportunities to get together on a fully booked Amtrak train and did a little further planning. Justin met us at Union Station and walked us over to the Rutgers office, where there was a further briefing, helped substantially by a visit by

Patty McAllister and Stuart Heiser of CGS who provided more background on current issues. After munching and listening we were shepherded off to our meetings.

Members like to take these meetings, as a rule, and will if other commitments don't interfere. Even if they don't, it is common knowledge that the Congress is run by staffers all of whom are younger than everyone reading this article. Our visits, either way, entailed self-introductions by the students, who talked about how their particular form of federal support was crucial to their progress in solving the particular problem their research entailed. Most graduate students are good at giving a capsule description of what they do and why people should care, so this goes well. Often one is surprised by a member who actually knows quite a bit about something seemingly esoteric, or at least about something related. Staffers are more likely to let the students take the lead. Jolie and I occasionally interjected our more global perspective on the need for federal funding of graduate education and the particular concerns we might have about current legislation.

We gathered back at the office for a de-briefing and instructions about thanking the members for their time. And then back to Union Station and home.

We don't think this sort of activity should be confused with the more direct lobbying where one presses for a particular vote or for support for a specific project. It is much more a kind of cultivation, putting graduate education and its needs on people's screens for 15-30 minutes (more if the member is in an expansive mood) in a pleasant way. It is hard to know what effect this can have and our current budget woes may mean it will be a while before we do this again. We do think, based on our experience in these offices, that our students do make an impression, and a good one, and that that is a good thing. The students enjoy doing this, find it interesting, and feel they have accomplished something. We can prove this: it was 98 and sunny on July 19 and everyone came back smiling.

Ten students once every couple of years, with most visits to members of the New Jersey delegation, doesn't quite do the trick though. Now, if there were 200 students every year, visiting a much broader swath of the Congress... Or perhaps doctoral alumni who live in the Washington area... From all across the CGS institutions, of course.

By Jolie A. Cizewski, Vice Dean, Graduate School, Rutgers, the State University of New Jersey and Harvey Waterman, Associate Dean, Graduate School, Rutgers the State University of New Jersey

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A Transatlantic Dialogue on Doctoral Education

resulted in *Three Magic Letters: Getting to Ph.D.* (2006), co-authored with Catharine Millett. Dr. Nettles discussed indicators of doctoral student success by demographic group and field in four major categories of doctoral student experience: application and enrollment, socialization, research productivity, and satisfaction. In addition to highlighting the study's findings that student experiences of success indicators differ by income and by race/ethnicity, the paper addressed how the findings on factors that inhibit and those that contribute to doctoral student success may imply action recommendations for policy alterations at doctoral institutions.

Three US deans followed with presentations that provided examples of ways in which universities have been addressing these issues through doctoral reform initiatives. Lewis Siegel, former chair of the CGS board and former Vice Provost and Dean of the Graduate School at Duke University, and Jon Butler, Dean of the Graduate School of Arts and Sciences at Yale University, both discussed Ph.D. completion and attrition and their universities' involvement with the Ph.D. Completion Project. Dr. Siegel focused on the use of completion and attrition data to enhance the quality of doctoral programs across the university. Dr. Butler discussed an extensive array of programmatic resources and forms of support that contributed to successful student completion of the Ph.D. at Yale University. Each highlighted Ph.D. Completion project activities as an example to make the case for a strong graduate school. The structure of graduate schools, generally or with exclusive responsibility for doctoral programs, is becoming more widespread across Europe. The conference also included presentations by Suzanne Ortega, Vice Provost and Dean, Graduate School, University of Washington, and Karen Klomparens, Dean/Associate Provost, Graduate School, Michigan State University, who discussed the organization and structure of graduate education and the role of doctoral programs in students' professional and career development, respectively. Deirdre Mageean, Vice Chancellor, Research and Graduate Studies, East Carolina University; Catharine Stimpson, Graduate School of Arts and Sciences, New York University, and William Russel,

Dean, Graduate School, Princeton University, each chaired sessions.

One of the organizing themes of the conference was the role of competition and cooperation in shaping doctoral education in the global context. Many of the presentations addressed, either explicitly or implicitly, the questions: what is needed for the US and for countries and regions around the world to attract and retain the world's top talent in the twenty-first century? How much will depend upon each country's follow-through on national competitiveness strategies, and how much upon the success of strong international collaborations? A third theme that emerged from the meeting was the growing need for stronger articulation of doctoral education as a public good. This was necessary from the perspective of public accountability, or responsible stewardship of public investment. But it was also appropriate, given the fact that doctoral programs are currently concentrated in the most highly developed countries in the world, that the dialogue about articulating doctoral education as a public good include a broader array of global partners from developing countries in all parts of the world. In this context, the expansion and enhancement of the scope of doctoral education, worldwide, might include both indirect benefits (to the economy of nations and developing regions, and thus to their social and political stability) and direct benefits (for example, in addressing through innovative research the most pressing global issues such as poverty, disease, and conflict.)

Next Steps

Participants agreed that further discussion is needed, particularly to answer three common concerns:

- The articulation of master's and doctoral education
- The definition, purpose, and structure of Ph.D.s as well as professional doctorates
- The broadening of international dialogue on graduate education to the global arena

This initial discussion between the boards of directors of both organizations is the beginning of what CGS expects to be a long-term global dialogue about graduate education that will take place on the basis of a report to be issued by early December.

¹This article draws from a joint CGS/EUA press release issued September 5, 2006.

Contact: Daniel Denecke, Director, Best Practices

CGS Welcomes New Members

Returning Institutional Member: SUNY, College of Fredonia

New International Member: *Freie Universität Berlin*

New Deans and Titles

Gerrit W. Bleeker is Interim Dean of Graduate Studies at Emporia State University. He replaces Robert Grover.

Carolyn P. Boyd is Dean of Graduate Studies at the University of California, Irvine. She replaces William H. Parker.

Byron R. Burnham is Vice Provost and Dean, Graduate School at Utah State University. He replaces Laurens H. Smith, Jr.

Charles Caramello is Associate Provost, Academic Affairs and Dean, Graduate School at the University of Maryland, College Park. He replaces Ann Wylie.

Charles W. Clark is Interim Dean, Graduate School at the University of West Georgia. He replaces Jack O. Jenkins.

Arnie Cooper is Associate Vice Chancellor, Academic Affairs at Fayetteville State University. He replaces Perry Massey.

Deb de Laski-Smith is Interim Dean of the Graduate School at Eastern Michigan University. She replaces Robert Holkeboer.

Thomas H. Dillon is Dean, Graduate and Professional Studies at the University of Findlay. He replaces Don Stansloski.

Yi Feng is Provost and Vice President for Academic Affairs at Claremont Graduate University. He replaces Phil Dreyer.

Daniele Finotello is Dean of Graduate Studies at Kent State University. She replaces John West.

Janet Hickman is Interim Graduate Dean at West Chester University. She replaces Cheryl Moen Vermey.

Gwat-Yong Lie is Interim Dean of the Graduate School at the University of Wisconsin-Milwaukee. She replaces Abbas Ourmazd.

Terri Lomax is Dean of the Graduate School at North Carolina State University at Raleigh. She replaces Robert Sowell.

Cecilia McIntosh is Dean, School of Graduate Studies at East Tennessee State University. She replaces Wesley Brown.

Phillip R. Oppenheimer is Interim Dean, Research and Graduate Studies at the University of the Pacific. He replaces Denis Meerdink.

Patrick Osmer is Vice Provost and Dean, Graduate School at Ohio State University. He replaces Carole Anderson.

Linda R. Painter is Interim Dean, Graduate School at the University of Tennessee, Knoxville. She replaces Anne Mayhew.

Lynn Pardie is Associate Vice Chancellor, Graduate Education and Research at the University of Illinois at Springfield. She replaces Harry Berman.

Lynne Pepall is Interim Dean, Graduate and Professional Studies at Tufts University. She replaces Robin B. Kanarek.

Michael J. Speziale is Interim Dean, Graduate Studies & Continued Learning at Wilkes University. He replaces Donald Shandler.

Leslie M. Terry is Interim Dean, Graduate Studies at Florida Atlantic University.

Carleen Vande Zande is Dean of Graduate Studies at Marian College of Fond du Lac. She replaces Bradd Stucky.

George Walker is Vice President, Research and Dean of the University Graduate School at Florida International University.

James Wimbush is Dean of the University Graduate School at Indiana University. He replaces Eugene Kintgen.

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Data Sources

that in 2004-2005, international students contributed \$13.3 billion to the US economy.⁵ If the increasing number of offers of admission leads to larger gains in student enrollments, the prospective gains the economy could be even better. More importantly, business and industry have become greatly dependent upon the talents of foreign-born students and employees, who often bring technical skills that our economy needs in order to remain prosperous in the increasingly competitive global economy.

It is also clear that a number of other countries have increased their capacity for educating more foreign students. At the same time that the US share of foreign student enrollments fell, enrollments for France, New Zealand, and South Africa grew by 1 percentage point or more.⁶ As these and other countries improve their educational capacities, they could be in a better position to recruit high-quality students for doctoral education. Later this fall, CGS will report on trends in international enrollments. The results from this survey will tell us if the changes in applications and admission offers have resulted in improvements in international student enrollments at the graduate level, but

the gains made by other countries for enrolling students should also be closely watched.

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