



# Communicator

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## The 110th Congress: New Leadership and Continuing Challenges

During the 2006 election campaign, Congressional Democrats put forth a social policy agenda that addressed higher education, academic research and innovation. Now, as they assume control of both houses of Congress for the first time in 12 years, they are gearing up to address a number of their key promises and priorities during the first days of the new Congress.

In general, the higher education community welcomes the focus on higher education issues as well as on other social policy issues. While the renewed attention is a positive development, there is a long road ahead in terms of enactment and implementation of new policies. There are also continuing challenges in the overall fiscal situation with regard to new investments and the need to offset them with cost cuts; the Democrats have promised a “pay as you go” policy.

This article reviews key priorities and commitments made by the new Democratic leadership, issues of interest to the graduate education community, and their prospects for enactment during the 110th Congress.

During the campaign House Democrats pledged to “make college more affordable” by lowering the student loan interest rate from 6.8 % to 3.4 %, raising the maximum Pell Grant to \$5,100, and increasing the tax deductibility of college tuition. Since taking office, the new House leaders announced that they would phase in the interest rate reduction over five years, and that the rates would be reduced only on newly-issued federally subsidized Stafford student loans taken out by undergraduate students. This recent development reflects the realities of the budget situation. (The Democrats announced that they will impose a full year freeze on federal spending so that Congress can devote appropriate attention to the fiscal year 2008 budget that will be released in February.) The decision to exclude graduate student loans from the rate reduction is of concern to CGS, which has communicated these concerns to the appropriate policymakers.

In addition to the full year freeze on spending, Senate and House Appropriation Committee leaders also announced that no new “earmarks” would be included in the legislation to fund the government this year. Excluded are earmarks that were included in appropriations bills for the Departments of Homeland Security and Defense; these are expected to survive because the two bills were the only appropriations bills

completed by Congress last fall, and include many earmarks for colleges. Appropriations Chairmen, Senator Robert Byrd (D-WV) and Congressman David Obey (D-WI), have chosen an unusual vehicle to continue funding the government through the end of the fiscal year: a joint resolution (instead of a continuing resolution) that would specify how much money Cabinet departments and agencies would have to spend during the fiscal year, absent the typical directives on how to use the money.

### HEA Reauthorization

The fiscal situation is just one of many challenges that Congress will address this year. A major issue of interest to graduate deans is the reauthorization of the Higher Education Act (HEA), which has been languishing for years. Senator Edward Kennedy (D-MA), the new Chairman of the Senate Health, Education, Labor and Pensions (HELP) Committee, recently indicated that he plans to address “making student loans work for students and not just the banks,” including the proposed interest rate cut, as part of a Senate HEA reauthorization bill. The House introduced a separate bill addressing the student loan cuts. Representative George Miller (D-CA), the new Chairman of the House Education and Labor Committee (formerly the Education and Workforce Committee), also plans to consider HEA sometime in the next few months.

HEA provisions of specific interest to the graduate education community include Title VI, which

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authorizes international and foreign language studies programs, and Title VII, which authorizes the Graduate Assistance in Areas of National Need (GAANN) and Javits fellowship programs that support graduate student study. Both GAANN and Javits have been level-funded for the past several years. CGS is working with others in the higher education community to bring renewed attention to these programs and the need to increase appropriations for them.

The issue of accountability in higher education is also likely to receive some attention during HEA reauthorization discussions, since both sides of the aisle have expressed interest in more transparency and accountability in higher education.

### Enhancing U.S. innovation and competitiveness

The role of higher education in promoting US innovation and competitiveness was the subject of much policy attention last year. President Bush proposed an American Competitiveness Initiative that included a doubling of the National Science Foundation (NSF) budget as well as funding for the Department of Energy's Office of Science. Both chambers of Congress introduced legislation to strengthen US competitiveness, with many bills including support for higher education and graduate education as a key component. The National Competitiveness Investment Act introduced in the Senate last year had strong bi-partisan support, and would have authorized additional fellowships for graduate students in STEM fields. It also proposed establishing a clearinghouse and program at NSF to expand Professional Science Master's (PSM) degree programs. Legislation introduced in the House also contained support for the PSM.

The outlook for the innovation agenda is unclear at the

present time, particularly in the Senate. However, business and higher education representatives are collaborating to emphasize the importance of addressing the innovation agenda in this new Congress. Recently, Congressman Bart Gordon (D-TN), new Chairman of the House Committee on Science and Technology, announced an ambitious agenda to place a priority this year on assuring America's competitiveness in the world. He noted that "the federal commitment to science, technology and research is an integral part of the U.S. ability to compete in the global economy." Chairman Gordon recently re-introduced provisions of several bills from last year to strengthen and support mathematics and science education, including graduate education, as part of the overall competitiveness strategy.

In addition, new House Speaker Nancy Pelosi (D-CA) as Minority leader last year, placed a high priority on innovation in the House Democrat's policy platform. CGS plans to continue its work on addressing the connection between graduate education and America's innovative capability as a key part of its federal relations work.

### Impact of Funding on Key Federal Agencies

The decision to fund the government via joint resolution through September 30th puts the proposed increase for research in the physical sciences in jeopardy. Legislation introduced last year would have increased spending at NSF and DOE by nine percent as part of the first installment of the plan to double spending on the two agencies over the next decade. Broad coalitions and a number of members of Congress are working to achieve the increase in funding for NSF, DOE as well as the National Institute of Standards and Technology (NIST) in 2007; a proposal to do this was overwhelmingly approved during the 109th Congress by both House and Senate Appropriations Committees. The proposed increase in these agencies is considered to be a key component of the larger effort to enhance U.S. competitiveness.

Due to funding constraints, the National Institutes of Health (NIH) plan to hold the number of new grants and competitively

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# Data Sources: Who Is Enrolling in Doctoral Programs? The Changing Characteristics of Doctoral Students, 1996 to 2004

The media, educational researchers, and policy makers have begun to pay more attention to the issues surrounding doctoral student completion rates and time to degree. These groups have expressed alarm at their initial inquiries into these statistics. The *Washington Post*, for example, has compared the 50%-60% doctoral completion rates in some disciplines to “the same rate reported in some urban K-12 systems.”<sup>1</sup> Research on trends in the number of years it has taken students to complete their doctoral programs has found that “[t]ime to doctoral degree has increased consistently in American universities since 1967, in some fields by as much as two years.”<sup>2</sup> These results have led the National Research Council and others to seek to expand the amount of information reported on degree completion and other measures of doctoral program performance so that Americans can “compare doctoral programs, assess their quality, and provide information about these programs for doctoral students choosing programs...”<sup>3</sup> Completion and time-to-degree rates have thus become proxies for measuring the quality of the doctoral enterprise.

However, any discussions regarding measurements of doctoral completion have to be placed in the context of the changing demographics of students who seek these degrees. Since 1995, there have been several dramatic shifts in the composition of students in doctoral programs, particularly in the number of candidates from traditionally underrepresented backgrounds. These changes represent great progress for groups that have historically had unequal chances of achieving advanced degrees. But the shifts also could have substantial effects on the reliability of the metrics traditionally used to evaluate performance of doctoral programs.

According to the National Center for Education Statistics’ National Postsecondary Student Aid Study (NPSAS), the number of students enrolled in Ph.D. and other doctoral programs at American four-year colleges and universities increased 12%, from approximately 330,000 in academic year 1995-1996 to 369,000 in 2003-2004 (the most recent year of complete NPSAS data). Three groups of students have led this recent gain in enrollment. The first and most prominent is the increasing number of female students. The number of women in doctoral programs jumped 50% in the 1996-to-2004 period, while the enrollment of men rose only 14%. In 1993, women represented just 38% of the students seeking doctoral degrees. By 2004, their share of the student enrollment had climbed to 51% (see Table 1).

Members of underrepresented racial/ethnic minority groups are the second group of students who saw rapid growth in

**Table 1. Demographic Characteristics of Doctoral Students at U.S. Graduate Programs\*, 1995-1996 to 2003-2004**

	1995-1996	2003-2004
<b>Gender</b>		
Men	62%	49%
Women	38%	51%
<b>Race/Ethnicity (Domestic Students Only)</b>		
White	76%	71%
URM**	13%	21%
Asian***	11%	8%
<b>Citizenship Status</b>		
Domestic	90%	80%
International	10%	20%
<b>Age Level</b>		
24 or Younger	10%	15%
25 to 29	33%	34%
30 to 34	25%	20%
35 to 39	13%	10%
40 & Older	20%	21%
Median Age (Years)	31	29
<b>Marital/Family Status</b>		
Single, No Children	52%	49%
Married, No Children	19%	22%
Single or Married, With Children	29%	28%

Due to rounding, details may not total to 100%.

\*Includes only students enrolled at four-year public and private colleges and universities based in the United States.

\*\*Underrepresented minority students, including African Americans, Native Americans, Latinos, and persons of more than one race or ethnicity

\*\*\*Includes Pacific Islanders.

Source: National Center for Education Statistics, National Postsecondary Student Aid Study, 1996 and 2004.

doctoral student enrollment. Collectively, the number of African American, Latino, and Native American students seeking doctorates jumped 65%, and their share of total enrollment among domestic students rose from just 13% in 1996 to 21% in 2004. Conversely, the White, non-Hispanic proportion of domestic doctoral enrollment fell from 76% to 71%, as the 1% rate of growth in White student enrollment lagged that of underrepresented minority groups.

The third major area of growth in doctoral student enrollment occurred in the number of international students. The number of non-U.S. citizens or permanent residents enrolled for doctoral study in the United States doubled during the 1996 to 2004 period; in this same period, domestic student enrollment increased just 1%. The overall increase in international students occurred despite the Congressionally imposed restrictions on foreign student visas that were instituted soon after the September 11, 2001, terrorist attacks.<sup>4</sup> Due in part to these restrictions, international enrollment declined sharply in more recent years; prior CGS research found that first-time enrollment of international students at American graduate schools fell 6% between fall 2003 and fall 2004.<sup>5</sup> This decline, however, was not steep enough to offset the gains in students reported prior to 2001, as international students’ share of total doctoral enrollment rose from 10% in 1996 to 20% in 2004.

There were other shifts in the demographic characteristics of doctoral students during this time period. For example, the share of doctoral students who were married and/or had children increased slightly (from 48% to 51%). Doctoral students also became slightly younger, as the percentage of students who were under 30 years old

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## Data Sources

grew from 43% to 49% and the median age of doctoral candidates fell from 31 to 29.

It should be noted that despite these enrollment gains, women and minorities remain underrepresented in science, engineering, and technology programs. In 2004, just 7% of female doctoral candidates were enrolled in mathematics, engineering, and computer science disciplines, compared with 23% of men (see Table 2). At the same time, 18% of women were seeking degrees in education, versus 11% of men. A noticeably higher share of women also enrolled in social and behavior sciences relative to men (20% versus 10%). Among domestic students, underrepresented minority doctoral candidates were the least likely to be enrolled in mathematics, engineering, and computer sciences but the most likely to be in education. One quarter of underrepresented minority doctoral students were seeking degrees in education in 2004, compared with 16% of Whites. Conversely, only 6% of minority students were pursuing degrees in mathematics, engineering, and computer sciences, compared with 9% of Whites and 18% of Asian Americans.

In short, in a relatively short period students in doctoral programs became much more likely to be female, non-White, and international. While the increased gender and racial diversity of students engaged in doctoral studies is welcome news, it appears that women and minorities remain

underrepresented in the science and technology fields that are critical for economic growth in the 21st century. Students today also appear to be a bit more likely to be married and/or caring for young children than they were in the past.

The changes in the composition of doctoral candidates has occurred at the same time as the media and educational researchers have begun to pay more attention to developing measures that seek to evaluate doctoral programs. Efforts to compile and analyze data to compare doctoral programs, while laudable, would be even better if they took into account the new populations of students entering these programs. For example, because more of these students have young children, they may take longer to complete degree programs due to the added family obligations. Issues around how data on doctoral education are compiled may also arise. Underrepresented

minorities and women, on average, take longer than Whites and men to receive their degrees, and as such women and minorities may be more likely to be counted as dropouts rather than as continuing students.<sup>6</sup> One other factor that must be considered is institutional mission. For example, a number of doctoral programs at Historically Black College and Universities may intentionally be designed to allow students to take longer to finish their degrees, given the continuing lower percentage of minority students in certain fields.

Doctoral programs play a vital role in enhancing U.S. competitiveness in the global economy, so it is very important that they are held to a high standard of quality. Graduate deans, as key leaders of the doctoral enterprise, have always been concerned about student success rates, and have continually devised new strategies for improving program effectiveness. At CGS, the Ph.D. Completion Project, funded in part by Pfizer and the Ford Foundation, aims to help graduate deans and others share techniques and best practices for improving doctoral completion rates, especially among the growing populations of students from underrepresented groups (see the project's Web site at [www.phdcompletion.org](http://www.phdcompletion.org) for more information).

Given the high economic and social impact of doctoral studies on American life, it is now more important than ever to provide the best information available to the media, prospective students, and policy makers, all of whom want to make sure the time and resources devoted to doctoral education are used wisely. But the statistics that are generally used to judge graduate student and

school performance—time to degree and completion rates—should be placed in a broader context that takes into account the changing characteristics of the student population so that programs, departments, and institutions are evaluated equitably. Declining completion rates and longer time-to-degree statistics are not acceptable for any

particular groups of students. However, any data that describe differences in doctoral program performance should keep in mind the shifts in the types of students being served by different institutions and departments. Empirical findings need to be evaluated in the context of the realities of graduate students' lives and the ability of doctoral programs to facilitate reasonable time to degree and completion rates for all students.

**Table 2. Major Fields of Study for American Doctoral Students Enrolled in U.S. Graduate Schools\* in 2003-2004, by Gender and Race/Ethnicity**

	Humanities	Social & Behavioral Sciences	Life & Physical Sciences	Mathematics, Engineering, & Computer Sciences	Education	All Others
<b>Total (All Students)</b>	10%	16%	11%	15%	15%	33%
<b>Gender</b>						
Men	11%	12%	12%	23%	11%	31%
Women	9%	20%	11%	7%	18%	34%
<b>Race/Ethnicity (Domestic Students Only)</b>						
White	11%	19%	11%	9%	16%	34%
URM**	8%	15%	8%	6%	25%	37%
Asian***	8%	15%	15%	18%	6%	38%

Due to rounding, details may not total to 100%.

\*Includes only American students enrolled at four-year public and private colleges and universities based in the U.S.

\*\*Under-represented minority students, including African Americans, Native Americans, Latinos, and persons of more than one race or ethnicity.

\*\*\*Includes Pacific Islanders.

Source: National Center for Education Statistics, National Postsecondary Student Aid Study, 2004

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## Data Sources

<sup>1</sup>Strauss, V. (18 April, 2006). "As Many Dropouts As Degrees: Poor Ph.D. Completion Rate Prod Group to Evaluate What's Lacking." *Washington Post*, A06.

<sup>2</sup>De Valero, V.F., 2001. "Departmental Factors Affecting Time-to-Degree and Completion Rates of Doctoral Students at One Land-Grant Research Institution." *Journal of Higher Education*.

<sup>3</sup>Ostriker, J.P. and Kuh, C.V. (eds.), *Assessing Research Doctoral Programs: A Methodology Study*. Washington, DC: National Research Council.

<sup>4</sup>After the September 11 terrorist attacks, Congress imposed two significant changes to the way foreign student visas were to be processed. One was a requirement to interview nearly 100 percent of visa applicants. The second was to use finger print scans and other "biometric checks" for applicants. For more information, see "Breaking the Visa Backlog," *Business Week*, April 24, 2006. On-Line. Available: [http://www.businessweek.com/print/technology/content/apr2006/tc20060424\\_377280.htm](http://www.businessweek.com/print/technology/content/apr2006/tc20060424_377280.htm).

<sup>5</sup>Brown, H., Syverson, P., and Doulis, M. 2004. "Assessing a Year of International Graduate Admissions: Trends and Findings from the CGS International Graduate Admissions Survey." *CGS Communicator*, (37) 10: 1-3.

<sup>6</sup>Strauss, A06.

By Ken Redd, Director of Research and Policy Analysis

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awarded renewals at 9,600, but will provide no inflationary increases for previously awarded multiyear grants. NIH has also announced a salary cap for individuals funded under NIH grants.

CGS routinely follows appropriations for federal agencies of interest to the graduate education community. Our appropriations chart is available at the CGS website at [www.cgsnet.org](http://www.cgsnet.org), in the Public Policy section.

Based on Congress' proposed session schedule for this year, there is a six-to-seven month window for the new Democratic majority to make headway on their agenda. It also must face a Republican President with veto power. Wanting to spend the political capital from the election as soon as possible, Democratic leaders are pushing in the "first 100 hours" of the House session to pass social policy legislation including stem cell research, raising the minimum wage, ethics reform and other issues on which there is broad consensus in the party and support among more moderate Republicans. It is not clear how much else will be addressed quickly after these issues are completed, as the more difficult issues such as the war in Iraq, national security and related matters move up on the agenda and as the Republicans adjust and coalesce in their new role as the minority party. By the end of this year the 2008 Presidential race will be underway, and this will steal both Members' and media focus until the November, 2008 elections are concluded.

by Patricia McAllister, Vice President, Government Relations and External Affairs

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## Preparing Students for the Revised GRE® General Test: A New Model for GRE Test Preparation Workshops

Many McNair Programs provide workshops and other forms of assistance to help students navigate the various aspects of successfully applying to and gaining admission to graduate school. These workshops are a critical aspect of the overall success of McNair programs in preparing students for graduate work.

One common theme in a number of these campus-based programs is information about the GRE® General Test and how to prepare for the test. For many years the GRE Program has provided 2-3 free test preparation Workshops for campus educators annually, and a large number of McNair faculty and staff have participated in these workshops. The traditional model for these workshops has been to invite 15 campus educators to a 1.5 day workshop held at ETS in Princeton. Workshop alumni have indicated that they like the fact that the workshops involve a small number of participants. While the workshops have been quite successful in sharing detailed information about the

GRE General Test and GRE test preparation materials, the small size of the workshops has always limited the number of campuses and students that benefit from the workshops.

With the launch of the revised GRE General Test in September 2007, it is important that McNair programs have up-to-date information and test preparation materials for the revised test. With encouragement from the GRE Board, the GRE Program has been developing an array of new test preparation materials, and we wanted to see if there was a way that we could modify the very successful GRE Test Preparation Workshop for Campus Educators. Toward this goal, we decided to try an experiment with the campus educators workshops.

The logic behind the experiment was simple: Instead of inviting a small number of campus educators to ETS and covering the cost of their attendance, why not send the workshop presenters, GRE and ETS test development staff, to a location where campus educators were already meeting? More specifically, why not do it at a location where McNair staff were meeting so that we could align our efforts with that of the McNair Programs?

The first attempt at this new model of reaching out to campus educators took place on November 5-6, 2006, when the GRE Program held its first GRE

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# Highlights of the CGS 2006 Annual Meeting

The CGS 46th Annual Meeting was held December 6 through 9 at the JW Marriott Pennsylvania Avenue in Washington, DC. The record-setting attendance of 650 meeting attendees congregated in Washington to attend stimulating plenaries and timely breakout sessions, and to engage in lively discourse and networking, all in the best interests of graduate education. CGS offered attendees a topical program which included twelve pre-meeting workshops. These workshops engaged over 200 participants and addressed program review; fundraising; enrollment management; legal issues; setting expectations and resolving conflicts; managing graduate attrition and completion; increasing the number of graduate students from underrepresented populations; evaluating international bachelors degrees; creative approaches to preparing graduate students for teaching; and establishing and sustaining professional science master's programs. The meeting began with the traditional Opening Reception and Dinner, hosted by Debra W. Stewart, President, and Richard Wheeler, 2006 Chair of the Board of Directors.

The plenary sessions for the 2006 annual meeting began on Thursday morning with a session dedicated to "America's Fiscal Future: Implications for Graduate Education and American Competitiveness." CGS President Debra Stewart had the privilege to introduce a distinguished guest presenter, David M. Walker, Comptroller General of the United States. Mr. Walker provided an overview of the responsibilities of the Office of the Comptroller General and stressed the increase in worldwide competition for talent. According to Mr. Walker, "the problem is not the short term, the problem is the long term." When asked by Maurice Taylor, Dean of Graduate Studies at Morgan State University, if graduate education and degrees function as public or private goods, Mr. Walker responded that they are both. Although it varies by specialty, there is a clear public benefit of the graduate enterprise and continued education which must be balanced against the private benefit to the individual and the institution.

The second plenary expanded upon the competitiveness discussion as it addressed the "Impact of Globalization on Graduate Education." Bruce Jacobs, Vice Provost and University Dean of Graduate Studies, University of Rochester, presided over the discussion of challenges facing today's graduate students. Professors Charles Sodini and Suzanne Berger of the Massachusetts Institute of Technology presented on research that contributed to the 2006 publication *How We Compete: What Companies Around the World are Doing to Make it in Today's Global Economy* (Berger and the MIT Industrial Performance Center). To compete in the emerging global market, graduate students will need networks of domestic and international students in order to enable and encourage access to global opportunities. Respondent Eva Pell, Vice President for Research and Dean of the Graduate School, Pennsylvania State University, concluded that we will have to develop many models to weave the fabric of the 21st century.

Friday morning's plenary introduced a new angle on the national discussion of economic competitiveness which usually focuses on the sciences and engineering. The session, "Articulating the Value of Humanities Graduate Education in the 21st Century" was introduced by Richard Wheeler, 2006 Chair of the CGS Board of Directors and Dean of the Graduate College, University of Illinois at Urbana-Champaign. It was then up to guest presenter Kwame Anthony Appiah, Laurance S. Rockefeller University Professor of Philosophy and the University Center for Human Values, Princeton University, to address the disciplinary, institutional, and political pressures shaping the environment and articulation of the value of the humanities. Dr. Appiah stressed the instrumental value of the humanities and that their point, or that of science, is understanding. Understanding of the world around us and the place of things in that world enables us to recognize how our differences serve as mutual resources.

Plenary IV took the meeting participants in a new direction. Diana Carlin, Dean, Graduate School and International Programs, University of Kansas, led an engaging session focused on "Graduate Education and the Media: How to Work Effectively with the Press." Dean Carlin was joined by a panel of three reporters, each with extensive experience in covering higher education, science, and related issues. Scott Jaschik, Editor, *Inside Higher Ed*, Diana Schemo, Education Correspondent, *New York Times*, and Scott Smallwood, Senior Editor, *Chronicle of Higher Education*, each presented briefly on the process and criteria employed when reporting news from the higher education community. The panelists urged the graduate deans to work with their campus media, but to also be available themselves.

The final morning of the annual meeting began with a session focused on "Graduate Student Parents: The Underserved Minority." Mary Ann Mason, Dean of the Graduate Division at the University of California, Berkeley, presided and presented on research she is conducting on her campus. Dean Mason's research project seeks to collect data on graduate students with children and other family responsibilities, and how these students face the challenges and competing demands of life, work, and academia. Jean Morrison, Associate Vice Provost for Graduate Programs, University of Southern California, and William Russel, Dean, Graduate School, Princeton University, presented on approaches that their universities are taking to accommodate and aid student parents.

The sixth and final plenary, "Graduate Education 2020" convened the Annual Research Symposium on the Future of Graduate Education, a CGS research initiative first announced at the 2005 annual meeting. Suzanne Ortega, Vice Provost and Dean, Graduate School, University of Washington, introduced two distinguished researchers commissioned by CGS to present their perspectives of the future of graduate education. David Baker, Professor of Education and Sociology, Pennsylvania State University, presented his paper, "The Super Research University and the Schooled Society: Synergy, Paradoxes, and Future Scenarios." Christopher Dede, Wirth Professor in Learning Technology, Harvard University presented, "Information Technology and the Evolution of

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## Annual Meeting Success

Graduate Education.”

The plenary sessions were well complemented by 16 concurrent sessions on an extensive array of topics, including financing graduate education; the federal agency perspective on graduate student support; immigration policy and the effect on graduate education. The entire meeting program may be found on the CGS website at [www.cgsnet.org](http://www.cgsnet.org).

Other highlights of the meeting included two special luncheons--the Awards Luncheon and the LaPibus Luncheon.

Exhibitors included: Academic Analytics; American Speech-Language-Hearing Association; AY Recruiting Solutions; CollegeNet; Educational Credential Evaluators, Inc.; Educational Testing Service; GradSchools.com; Hobsons; IELTS International; National Opinion Research Center - University of Chicago; Peterson's; ProQuest/UMI Dissertations Publishing; TIAA-CREF; and World Education Services. Several exhibitors further contributed to the meeting with TIAA-CREF providing one-on-one counseling sessions and GradSchools.com providing computers and printers for attendees to access their email during the conference. Peterson's and ProQuest/UMI each hosted their ever-popular evening receptions.

Breakfasts and refreshment breaks were well appreciated by the meeting attendees. Sponsors for these events were: American University, Bowie State University, Catholic University, Christopher Newport University, College of William & Mary, Duke University, East Carolina University, Gallaudet University, George Mason University, George Washington University, Georgetown University, Howard University, Immaculata University, Indiana University of Pennsylvania, James Madison University, Longwood University, Mary Baldwin College, Morgan State University, Norfolk State University, Old Dominion University, Penn State University, Radford University, Temple University, Towson University, University of Mary Washington, University of Maryland, University of Maryland University College, University of North Carolina at Greensboro, University of Pennsylvania, University of Virginia, Villanova University, Virginia Commonwealth University, Virginia State University, Virginia Tech, Wake Forest University. At the Saturday morning business meeting, Debra W. Stewart addressed the achievements and growth of CGS over the past year. Mary Ann Mason began her role as Chair of the Board of Directors for the coming year. Bill Russel will serve as Chair-elect of the Board. It's not too early to plan for the 2007 Annual Meeting, CGS' 47th--which will be held December 5 - 8, 2007, at the Sheraton Hotel and Towers in Seattle, WA. Mark your calendar!

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## CGS Congratulates Recent Award Winners

One of the highlights of every CGS Annual Meeting is the Awards Luncheon which allows the membership to hear young scholars discuss their award-winning work as well as to learn what one institution is doing to increase diversity on their campus. On December 7, 2006, awards were presented to three scholars and one university.

### Arlt Award

The 2006 Gustave O. Arlt Award in the Humanities, named in honor of the first president of CGS, was presented to Rebecca Zorach for her book *Blood, Milk, Ink, Gold: Abundance and Excess in the French Renaissance* (University of Chicago Press, 2005). Dr. Zorach who received her doctorate in Art History, with a specialty in Renaissance European, in 1999, is an assistant professor there. Her work goes beyond French Renaissance art to include the literature, economy, and culture of the 16th century.

### CGS/UMI Distinguished Dissertation Awards

Each year two awards are presented in two fields. The winner in the field of Mathematics, Physical Sciences and Engineering was Katey Marion Walter, a 2006 graduate of the University of Alaska Fairbanks in Biogeochemistry and Climate Change. Her dissertation, *Methane Emissions from Lakes in Northeast Siberia and Alaska*, developed a methodology to measure the amount of the greenhouse gas which emerges from the thawing margin of peat deposits under lakes in cold permafrost regions and

presented a case for the significant contribution to global warming. Dr. Walter is a research program manager at the Oil Spill Recovery Institute at the Prince William Sound Science Center and a post-doctoral fellow at the UAF.

For his work examining the impact of *amicus curiae* briefs on decisions of the US Supreme Court, using a theoretical framework which he developed and statistical analysis, Paul M. Collins received the award in the field of the Social Sciences for his dissertation, *Friends of the Supreme Court: Examining the Influence of Interest Groups in the U.S. Supreme Court, 1946-2001*. His analysis found that justices responded to the weight of legal arguments, and not their own political interpretation. Dr. Collins received his doctorate in Political Science, with a specialty in American Politics, from Binghamton University in 2005. He is an assistant professor at the University of Houston.

Named as finalists in the MPSE field were: Jeffrey Berman (University of California San Francisco), Jason Dwyer (University of Toronto), Joshua Kritzer (Yale University) and Omid Nohadani (University of Southern California). The finalists in the Social Sciences were Katja Guenther (University of Minnesota), Joshua New (University of California Santa Barbara), and Nathan Nunn (University of Toronto).

### CGS/Peterson's Award for Innovation in Promoting an Inclusive Graduate Community

This year's award was presented to the University of Memphis, for a proposal written by Karen Weddle-West, Vice Provost for Graduate Programs. "Replicating a Successful Model for Enhancing Diversity in Graduate School at the University of Memphis: Extending the Pipeline" is modeled on a highly successful initiative in the Philosophy

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## Mason Becomes Chair of 2007 Board of Directors



Mary Ann Mason is Professor of Social Welfare and Dean of the Graduate Division at the University of California at Berkeley. She received her BA from Vassar College, her Ph.D. in American History from the University of Rochester, and her JD from the University of San Francisco. She practiced law and taught at several Bay Area colleges before joining the faculty of the University of California, Berkeley, in 1989.

Mason is considered a national expert on family law matters, the history of the American family and of childhood, and public policy issues related to child custody and children's rights. Publications include a major work on the effects of modern divorce, *The Equality Trap*, and two major works on child custody, *From Father's Property to Children's Rights* and *The Custody Wars*.

Findings from Mason's current research project -- titled "Do Babies Matter? The Effects of Family Formation on the Lifelong Careers of Academic Men and Women" -- are informing policy-making initiatives for ladder-rank faculty from the systemwide "UC Faculty Family Friendly Edge" (<http://ucfamilyedge.berkeley.edu>) to numerous recent initiatives on gender equity at institutions of higher education nationwide. Her forthcoming book (due out in June 2007) -- titled *Mothers on the Fast Track: How the New Generation Can Balance Careers and Families* -- will address mothers working in law, medicine, and the corporate world, as well as academia.

Mason has been Dean of the Graduate Division at UC Berkeley since 2000, with responsibility for nearly 10,000 graduate students. Priorities of her work include augmenting graduate student funding, strengthening academic support services, and increasing recruitment and graduation of underrepresented students.

In CGS and various consortia of major research universities, Dean Mason advocates for diversity in higher education, including underrepresented minorities, international students, student parents, and women in the academic pipeline. She serves on CGS's Executive Committee, Audit and Finance Committee, and Government Relations Advisory Committee.

Mary Ann Mason lives in Oakland with her husband, psychologist Paul Ekman; they have two grown children.

## Russel Becomes Chair-Elect of 2007 Board of Directors



William B. Russel, the A.W. Marks '19 Professor in the Department of Chemical Engineering, has been dean of the Graduate School at Princeton University since 2002. The Graduate School supports more than 2,500 graduate students pursuing master's and doctoral degrees in 39 departments and programs, with responsibility for academic programs, financial support, student life, and graduate alumni relations. He and his wife Priscilla, who is supervisor of world languages for the Princeton Regional Schools, have two sons -- Daniel, a computer scientist, and Bailey, a photographer.

After receiving his B.A. and M.Ch.E. degrees from Rice University, where he also played baseball, he received a Ph.D. from Stanford in chemical engineering. After a year as a NATO Postdoctoral Fellow in the Department of Applied Mathematics and Theoretical Physics at Cambridge University, he joined the Princeton faculty in 1974. His research has contributed to the education of 35 Ph.D.s and has been recognized with the William H. Walker Award from the American Institute of Chemical Engineers, the Bingham Medal of the Society of Rheology, and the Award for Surface and Colloid Science of the American Chemical Society. Current projects address the crystallization of colloidal dispersions (akin to the formation of opals), fabrication of micron scale patterns in thin polymer films, and the drying and cracking of paint films.

He is the author or coauthor of two books, the *Dynamics of Colloidal Systems and Colloidal Dispersions*, and *Notes from the 2000-01 Debye Lectures, The Phase Behavior and Dynamics of Colloidal Dispersions*.

At Princeton, he has served as chair of Department of Chemical Engineering and director of the Princeton Materials Institute. Dean Russel is a member of the National Academy of Engineering and the American Academy of Arts and Sciences, has served as president of the Society of Rheology, and is currently on the board of directors of the AAU Association of Graduate Schools and the Council of Graduate Schools.

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### CGS Congratulates Recent Award Winners

Department which established a pipeline with Spelman College to recruit students for their graduate programs. The proposal, which will be funded by the award of \$20,000 and by the University, will provide funding for graduate faculty at

the university to travel to selected institutions and/or invite or host students from underrepresented populations to attend graduate research forums and other scholarly activities at the university. The targeted populations will be expanded to include Latinos, Asian-Americans, and American Indians and to focus on women in science and math disciplines.

# An Introduction to AAHHE

The American Association of Hispanics in Higher Education (AAHHE), one of the newest national associations, if not the newest, in higher education in the United States, will have its second annual national conference in Costa Mesa, CA, on Friday-Sunday, March 9-11, 2007. The theme of the conference is “Building the Future: Formando el Futuro: Focus on Solutions, Develop the Talent.”

## Historical Development: AAHE Hispanic Caucus to AAHHE

While AAHHE is indeed a new national association, it has a history of more than twenty years, as an outgrowth of the Hispanic Caucus of the American Association for Higher Education (AAHE), which was dissolved in 2005.

When the leadership of the AAHE Hispanic Caucus began to realize in 2001-2002 that AAHE was having difficulties, it decided to create a new organization.

A set of by-laws was prepared, the new association was registered in the State of Delaware in January 2003, and, in June 2003 was designated as a 501(C)(3) organization by the Internal Revenue Service.

In effect, the decision to create a new national association, the American Association of Hispanics in Higher Education was made in 2001-2002; and by June 2003, the new association existed, if on paper only.

In March 2005, at the annual conference of the American Association for Higher Education in Atlanta, GA, it was clear that AAHE would not last the year. The leadership of the AAHE Hispanic Caucus, who are now the members of the executive committee of the new association, decided, while at the conference, to take two giant steps.

The first was to launch the new association, to recruit both individual and institutional members, to begin to look for partners. The second was to begin immediately to plan its first annual national conference to be held in 2006. Work began immediately to implement these two decisions.

## First Annual National Conference, March 2006

The first annual national conference of the new association was held in San Antonio, TX, on March 2-4, 2006, less than one year after the decision was made to have the conference. The theme of the conference was “Shaping the Future, Diseñando el Futuro: Hispanic Higher Education for the 21st Century.”

Because the largest number of participants at AAHE Hispanic Caucus activities, held in conjunction of the annual AAHE conference, had ranged from 55 to 65 participants, the expectation was that between 125-150 would register for the conference. More than 300 participants registered and participated, exceeding all expectations.

## AAHHE's Three Goals

Building on its history as the AAHE Hispanic Caucus, the new association has been involved in a number of activities and programs with three goals in mind:

1. Increasing the pipeline of Hispanic faculty in higher education and senior level administration;
2. Bringing issues pertinent to Hispanics to the attention of

the larger academic community; and

3. Recognizing the achievements and accomplishments of Hispanics as they pertain to the academy.

## Faro y Foro

The Association seeks to become a faro, which in Spanish means beacon, for Hispanic administrators, faculty, graduate students, policy makers, and researchers, and all others who will work cooperatively to help achieve the AAHHE's goals and objectives. As well, it will work to become a guiding beacon for research, policy, and best practice related to Hispanics in higher education.

At the same time, it is working to become a foro, the word in Spanish for forum, where and through which the latest and best research, policy and best practice related to Hispanics in education can be presented and discussed. All with similar interests are invited to participate.

## Four Major Programs

Given its history, some of the new association's programs and traditions are based on two decades of work as the AAHE Hispanic Caucus. Of the four major programs, the oldest is the annual Tomás Rivera Lecture. Tomás Rivera, academic administrator, author, faculty member, mentor, poet, and university chancellor, was a member of the Board of Directors of the American Association for Higher Education when he passed away in 1984. At the time, he was the chancellor of the University of California Riverside. The AAHE Board of Directors created the annual lecture in his honor and made it a part of the annual conference.

Over the years, the leadership of the Hispanic Caucus worked with the senior AAHE staff to select a person to present the Tomás Rivera Lecture. Some of the individuals who have presented the Tomás Rivera Lecture include Angela Oh, Gregory Anrig, Henry Cisneros, Norma Cantú, Tomás Arciniega, Toni Morrison, and Arturo Madrid. The complete list of all former Tomás Rivera Lecture presenters may be found at the AAHHE website ([www.aahhe.org](http://www.aahhe.org)). Thus, the new association continues this tradition that started more than twenty years ago.

The second program, the AAHHE Fellows program is more recent, begun about a decade ago, when one graduate student was supported by the Hispanic Caucus to attend the annual conference of the American Association of Higher Education and participate in Caucus activities. In the last ten years, more than 115 graduate students have participated in the Fellows program. At AAHHE's first annual national conference in March 2006, twelve graduate students participated as AAHHE Fellows. A complete list of all former AAHHE Fellows is available on the AAHHE website: [www.aahhe.org](http://www.aahhe.org). The Association supports air travel, hotel, conference registration, and meals for all AAHHE Fellows.

Every year, the AAHHE Fellows select one from their number to serve as chair for the following year. The graduate student selected is responsible for chairing the process for selecting the AAHHE Fellows, developing a program for those selected, and coordinating the Fellows' activities during the conference.

Thus, the Fellows participate in

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## An Introduction to AAHHE

activities designed specifically for them, selected by them, which are parallel to the regular conference activities. Of course, the student participates in all the regular conference activities as well.

The Association has the resources to support at least 25 graduate students to participate as Fellows at the second annual national conference in March 2007.

The third program, the Junior Faculty Program, was created more recently. The Association provides sponsorship for junior faculty to attend the annual national conference. AAHHE believes in developing the next generation of Hispanic scholars, professors, and senior administrators.

The fourth and newest of AAHHE's programs is the Hispanic Student Success Institute. The Institute will be offered for the first time as a pre-conference activity for AAHHE's second annual national conference, in March 2007. The Institute will focus on research, policy, and best practices for the retention and success of Hispanic students in higher education.

### AAHHE Awards and Recognitions Program

In addition to the four major programs described above, the Association, continuing the traditions of the AAHE Hispanic Caucus, celebrates and recognizes the work of Hispanics in higher education and other national leaders through the AAHHE Awards and Recognition Program.

Awards are provided in the following six area areas: leadership in higher education, research/teaching in higher education, service/teaching in higher education, outstanding support of Hispanic issues in higher education, excellence in fine or performing arts, and literary arts or publication. Individuals selected are honored at the annual awards luncheon at the national conference. For a list of all recipients of all these awards, please visit the AAHHE website: [www.aahhe.org](http://www.aahhe.org).

### Vision and Mission

The American Association of Hispanics in Higher Education is an agent of change for improving education, thus enabling Hispanic students to fully participate in a diverse society. AAHHE works collaboratively with all sectors of education, business, industry, as well as community and professional organizations to enhance the educational aspirations and to meet the needs of a significantly increasing Hispanic population.

### Objectives

Seven objectives guide the work of the American Association of Hispanics in Higher Education:

1. Increase the number of Hispanics attending and completing graduate programs in higher education;
2. Share with the greater higher education community our perspectives and value of diversity;
3. Assist in shaping the impact of science and technology in the teaching/learning process;
4. Prepare a more diverse student population in higher education to work in a global environment;
5. Prepare more Hispanics to pursue a career in higher education in faculty and senior level administrative positions;
6. Be an advocate and a convener for public policy and issues in higher education that affect Hispanics by providing testimony to appropriate audiences; and
7. Pursue research projects that are pertinent to Hispanics in higher education.

### Membership

Both institutional and individual memberships are available. The institutional membership rates are based on enrollment. AAHHE has three types of individual memberships: administrators, faculty and graduate students. At the time this article was being written in December 2006, 70 institutions were members and more than 260 individuals had joined the association.

### An Invitation to Cooperate

The American Association of Hispanics in Higher Education invites the members of the Council of Graduate Schools to work cooperatively to achieve these objectives. As a first step, perhaps the most important thing that graduate deans can do is to sponsor Hispanic graduate students to attend AAHHE's annual national conferences. The second is for the graduate deans to sponsor junior Hispanic faculty to participate and present at the annual national conferences. The third is for the graduate deans to sponsor Hispanic doctoral graduates--and the mentor faculty--to present their dissertation at the annual national conferences.

Please contact Dr. Loui Olivas, AAHHE president, if you need more information or if you want to accept this invitation. [Loui.Olivas@asu.edu](mailto:Loui.Olivas@asu.edu).

For additional information, visit AAHHE's website: [www.aahhe.org](http://www.aahhe.org).

*by Loui Olivas, President, American Association of Hispanics in Higher Education*

## CGS Welcomes New Staff

Keith Peregonov joined the staff at CGS in December as the new Director of Finance and Administration. He comes to CGS from the Association of State and Territorial Health Officials (ASTHO) where he was Associate Executive Director, Finance and Administration for the last seven years. Keith has over 25 years of professional finance and accounting experience: with stints in state and local government, private and public for profit corporations and most recently in the not-for-profit sector to include foundations and membership associations. He completed his undergraduate degree in Business Administration from the American University in Washington, D.C. and is licensed as a practicing Certified Public Accountant (CPA) in the District of Columbia, Maryland and Virginia.

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Review of applications will begin February 16, 2007 and continue until the position is filled. Interested candidates should submit a letter of application addressing the criteria in the detailed position description, a two-page abbreviated resume, full curriculum vitae, and the names, addresses (including email), and phone numbers for at least five individuals willing to serve as references. Under Wisconsin's open records law, requests for confidentiality will be honored, except that names and titles of the finalists must be disclosed. **Applicants and nominators are strongly encouraged to submit their materials by email as attachments.** All nominations and applications should be sent to: [research-graddean@uwm.edu](mailto:research-graddean@uwm.edu)

UWM Vice Chancellor for Research & Dean of Graduate School Search

Attention: Tammy Howard

P.O. Box 413

Milwaukee, WI 53201-0413

Questions may be directed to Professor Philip Smith, Chair, Vice Chancellor for Research & Dean of The Graduate School Search and Screen Committee, (414) 229-5286 or [psmith@uwm.edu](mailto:psmith@uwm.edu)

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## Preparing Students for the Revised GRE® General Test

Test Preparation Workshop for Campus Educators on the revised General Test, in Delavan, Wisconsin. The workshop was held following the Annual Ronald E. McNair Scholars National Research Conference and Graduate School Fair run by the University of Illinois, Champaign-Urbana held at the same location. A total of 47 individuals attended, including individuals who had attended a previous GRE Test Preparation Workshop and wanted to learn more about the changes to the test.

The workshop was an opportunity for institutional representatives to learn about the revised GRE General Test and how to prepare students to test to the level of their abilities. Workshop sessions included an overview of the GRE testing program and the revised GRE General Test, how to prepare for the new Verbal, Quantitative, and Critical Thinking and Analytical Writing measures, test preparation resources, and components of a test preparation workshop. Feedback from the attendees indicated that the workshop met their expectations and they would recommend it to others.

We are pleased with the success of this new model for workshops, and we are using one of the facts gleaned from

the Delavan Workshop in planning for the next Workshop. One of the surprising things we learned at Delavan is that while there were many attendees who had also attended the McNair Conference, a large majority of the GRE Workshop attendees came to Delavan just for the GRE Workshop. This told us that we should hold the next workshop in a location that was easy for attendees to travel to from their home institutions.

The GRE Program is planning to hold a similar workshop on March 5, 2007, in Philadelphia, Pennsylvania. Philadelphia has the benefits of many schools within driving distance as well as a major airport in the area. For additional information about the March 2007 workshop, visit the GRE Web site at [www.ets.org/gre/tpworkshops.html](http://www.ets.org/gre/tpworkshops.html).

To get the most up-to-date information about the revised GRE General Test, visit the GRE Web site at [www.ets.org/gre/revgentest.html](http://www.ets.org/gre/revgentest.html), or sign up for the GRE eNewsletter at [www.ets.org/gre](http://www.ets.org/gre). Also, several free test preparation materials for the revised GRE General Test will be available on the GRE Web site at [www.ets.org/gre/tpresources.html](http://www.ets.org/gre/tpresources.html) in 2007. If you have questions about the changes or the GRE Workshops, please contact David Payne at [dpayne@ets.org](mailto:dpayne@ets.org) or Dawn Piacentino at [dpiacentino@ets.org](mailto:dpiacentino@ets.org).

*by David Payne, Executive Director, GRE Program and Dawn Piacentino, Associate Director, GRE Program*

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