



Communicator

Council of Graduate Schools

www.cgsnet.org

Volume 40, Number 6 • July 2007

What Growing Up with Google May Mean to Graduate Education

Today's Learners

Today's Net Gen graduate students have grown up with technology. Born around the time the PC was introduced, many began using computers in grade school; virtually all were computer users by high school. Although many observations can be made about the Net Generation, several merit special mention.

- **Digital**—The Net Gen have no fear of technology and use technology tools for communication, entertainment, self-expression, and studying. However, lack of fear does not necessarily mean technology proficiency—particularly with academic tools. Neither does it equate to a full appreciation of issues such as intellectual property, privacy or security. When asked, most students confess, “sometimes we just don’t think about what we’re doing online.” “Don’t assume we can plug a formula into Excel. Or that we know how a wiki works. Sometimes it is just new to us.”¹
- **Connected**—Today’s students use technology to be constantly connected—to friends, family, information and entertainment. “Whether through chat, Facebook or Flickr, they are in touch with friends and acquaintances, seemingly trusting the information—and individuals—they encounter online.”² Mobile phones, for example, aren’t just for talking—they are also for texting, sending photos, accessing the Web, and occasionally for watching video.³ Although older generations may find communicating via technology impersonal, the opposite may be true of the Net Generation. As one student explained, “Why would I call someone when I can talk to eight people at the same time on IM?”⁴
- **Action-oriented**—The Net Generation expects to be engaged by their environment, with participatory, experiential activities (either physical or virtual), opportunities for input, sensory-rich environments and immediate responses. “Many Net Geners learned their ABCs with the Muppets or Barney. Rather than reading about the Civil War, they saw movies reenacting battles and accessed Web sites with archives of photos, personal letters, and military campaign descriptions. Games and simulations allowed them to make their own decisions and witness the outcomes. Understanding the orbits of the

planets was more than viewing a black-and-white mathematical formula; it was flying through a 3-D, full-color animation that could be viewed from all sides.”⁵ This preference for engagement is echoed by students. “Students learn by doing. Don’t just tell us—let us discover.”⁶

Although these generalizations might describe the current generation of students, their younger siblings will be the true “digital natives.” Children age six or younger spend an average of two hours each day using screen media (TV, videos, computers, video games), which nearly equals the amount of time they spend playing outside (1:58 hours versus 2:01 hours). Both significantly exceed the amount of reading time (39 minutes). Half of the children in this age group have used a computer; among 4-to-6-year-olds, 27 percent spend over an hour a day (1:04) at the keyboard. “It’s not just teenagers who are wired up and tuned in, it’s babies in diapers as well.” While earlier generations were introduced to information through print, this generation takes a digital path.³

The comfort zone of the current generation of students is decidedly different from that of university faculty and administrators. (See Table 1)

Students as Harbingers of Change

Exploring the habits of the Net Generation—using Wikipedia, blogging or social networks, for example—reveals a set of expectations and assumptions that are shaping society. These same expectations have implications for higher education and graduate education.

- **Web as the information universe**—Most students expect information to be online; they consider the Web to be the information universe rather than the library. “Libraries have no monopoly on the provision of

continued on next page

INSIDE

Data Sources	4
New Deans and Titles	4
Welcome Returning Members	5
McNair Memos	6
CGS Staff Updates	8

continued from front page

What Growing up with Google May Mean to Graduate Education

information.”⁸ Seventy-two percent of college students used a search engine as their first choice for finding information; only 2% use a library website as the starting point.⁹ Although students may have no fear of the Internet, they may not be “net savvy”; 53% of students believe information from search engines is as trustworthy as library information.¹⁰

- **Peer-to-peer**—Not only do students go online for information, they go to their friends. Sixty-seven percent of students learn about electronic information

resources from friends.¹¹ Perhaps because the information explosion has ensured that no one will ever be able to master a body of knowledge, students rely on a physical and virtual network of friends and colleagues for information, insight, and socialization.

- **Distributed cognition**—Epitomized by Wikipedia, the Web makes it possible to marshal the collective intelligence of many, bringing together scholars and amateurs, professionals and hobbyists, to create knowledge. Wikipedia has recorded one million articles or more than four times the 120,000 entries in the Encyclopedia Britannica.¹² “Several comparable studies have shown that errors in Wikipedia are not more frequent than in comparable print sources (such as the Encyclopedia Britannica).”¹³ But the trend toward distributed cognition

Activity	Ages 12-17	Ages 18-28	Ages 29-40	Ages 41-50	Ages 51-58
Online gaming	81%	54%	37%	29%	25%
Instant messaging	75%	66%	52%	38%	42%
Text messaging	38%	60%	44%	29%	15%
Downloading music	51%	45%	28%	16%	14%
Reading blogs	38%	41%	30%	20%	21%
Downloading video	31%	27%	22%	14%	8%
Creating blogs	19%	20%	9%	3%	9%

goes beyond Wikipedia. Students collaboratively edit documents, using their individual skills to create a document where the whole is greater than the sum of the parts. And, virtual research communities, formed by scientists and amateur enthusiasts, are advancing studies in ecology, ornithology, astronomy and more.¹⁴

- **Beyond text**—Sometimes a picture is worth a thousand words and listening is better than reading. As digital capabilities have expanded so have the options for expression and communication. Today’s students are adept at interpreting complex visual images, at least in comparison to most faculty and administrators. In fact, many would rather look than read, perhaps because they intuitively know that images often reveal patterns and insights that words or numbers obscure.
- **Participation**—As a society, we no longer see the Web as a way to just receive information—it is a medium for commenting, collaborating and creating. Anyone can create and publish their own content on the Web (under a real or fictitious identity). Blogging is one form of Internet-based self-expression. More than 50 million blogs were created by mid-2006; estimates are that every half second a new blog is created. Over half of all bloggers are under age 30.¹⁵ Blogging illustrates a shift from Internet users consuming information to actively commenting, reporting, and theorizing. American teens are increasingly media creators (57%), as well. Nineteen percent remix online content; 19% blog; 22% have their own Web site; and 33% share what they create online with others.¹⁶

continued on next page

COUNCIL OF GRADUATE SCHOOLS 2007 BOARD OF DIRECTORS AND AFFILIATE REPRESENTATIVES

William B. Russel, chair
Dean, Graduate School
Princeton University

Richard Wheeler, past chair
Dean, Graduate College
University of Illinois at Urbana-Champaign

Moheb Ghali (2007)
Dean, Graduate School
Western Washington University

Bruce Jacobs (2007)
Dean of Graduate Studies
University of Rochester

Victoria Rodriguez (2007)
Vice Provost/Dean, Graduate Studies
University of Texas at Austin

Diana Carlin (2008)
Dean, Graduate School and
International Programs
University of Kansas

Karen DePauw (2008)
Vice Provost/Dean, Graduate School
Virginia Polytechnic Institute

Karen Klomparens (2008)
Dean/Associate Provost, Graduate
School
Michigan State University

Jeffery Gibeling (2009)
Dean, Graduate Studies
University of California, Davis

James Moran (2009)
Vice Provost, Graduate Studies and
Research
University of Denver

Eva Pell (2009)
VP, Research/Dean, Graduate School
Penn State University

Debra W. Stewart, ex-officio
President
Council of Graduate Schools

Affiliate Liaison Representatives

Deborah Arfken (CSGS)
Dean, Graduate School
University of Tennessee-Chattanooga

Mary Beadle (MAGS)
Dean, Graduate School
John Carroll University

James Schaefer (NAGS)
Associate Dean
Georgetown University

Sally Francis (WAGS)
Dean, Graduate School
Oregon State University

continued from previous page

What Growing up with Google May Mean to Graduate Education

- **Interaction**—The Web does more than just bring information to your desktop; it can serve as an entry point for an immersive, multi-user online experience. Students are familiar with these environments—they play games like World of Warcraft or participate in virtual worlds like Second Life. And, students are at home in a Web 2.0 world where users create, share and interact with information. Web 2.0 interactions are about more than information; Web 2.0 emphasizes conversations, interpersonal networking, personalization and individualism.

Changes on the Horizon

Listening to current and future graduate students reveals a set of changes on the horizon. They range from the type of learning environments to customer service expectations.

Learning Environments—If today's students learn better by doing than by being told, then there are unique opportunities to engage them using technology. Immersive and authentic learning environments, such as simulations, visualizations, haptics, augmented reality or virtual worlds may be both more engaging and motivating. Today's students are motivated by solving real-world problems, preferring doing rather than listening. Most educators consider learning-by-doing the most effective way to learn. An emerging set of technological tools offer students a more authentic learning experience based on experimentation and action. There is a significant difference between learning about physics and learning to be a physicist, for example. Isolated facts and formulae do not take on meaning and relevance until learners discover what these tools can do for them.¹⁷

Authentic learning is one tool which “typically focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice. The learning environments are inherently multi-disciplinary. Going beyond content, authentic learning intentionally brings into play multiple disciplines, multiple perspectives, ways of working, habits of mind, and community.”¹⁸

The opportunity—for faculty and students—is to use these environments, not just for teaching but for research. In cyberinfrastructure, networks, large data sets, remote instruments and sensors along with sophisticated analytical and visualization tools and virtual communities are used to solve some of the world's most challenging problems. Cyberinfrastructure epitomizes a dual-purpose teaching and research environment.

Content and Community—Although most graduate students have the ability to deal with large amounts of text, this may not be the best—or only—format to use. A generation at home with Flickr, YouTube and podcasts may choose to consume information in different formats. For example, dental students at the University of Michigan developed podcasts as a way of

reviewing course material because of its mobility and flexibility.

Most graduate students create content in the form of a thesis. Traditionally developed in print-on-paper format, digital media present new opportunities for expression and analysis. For example, interviews presented as audio files may bring additional meaning to listeners compared to a text transcript. Or a visualization of impossible to see phenomena, such as protein-folding or forces within a carbon nanotube, can add to the text. Just as graduate students would like to learn through multiple media, many appreciate the opportunity to communicate through digital media. However, if a thesis can only be published in print format or if expression is limited to text those options are eliminated.

Beyond the thesis, graduate students may not simply want to consume content but create it. However, creation in a Web 2.0 world can mean “remixing” existing content or developing visual or audio material. This poses several challenges to higher education. Work may not be “original” but remixed and in non-text formats. How is such work evaluated? Who owns work that is remixed? What are the implications for intellectual property?

And, content may not be more important than community. Co-creation through wikis, for example, may be preferred to individual authoring. And, the value of a contribution is seen in light of its standing in the online community, not just the department.

Customer Service Expectations—Graduate students increasingly describe higher education as a business and themselves as consumers. Not only are more students weighing the decision to attend graduate or professional school in terms of return on investment, but their parents are as well.¹⁹ Another implication of this attitude is that students expect to be asked their preferences, provide feedback and have the environment tailored to their needs. For example, students consistently expect efficiency in their transactions with the university and want multiple options for communication (e.g., Web, phone, face-to-face). Information should be mobile and in multimedia, not just flat text. Customer service is expected for other campus services, such as parking and online books, as well.

Learning Spaces—Thanks to wireless connectivity, any place can be a learning space. While the assumption may be that classrooms are learning spaces, many institutions are redesigning labs, informal areas and libraries to ensure that student learning and interaction with faculty can ebb and flow across the entire campus. For example, libraries are being transformed to information commons and some campuses are setting aside special areas as graduate commons. Changes in learning spaces are epitomized by the shift from libraries to information commons. Although libraries were once designed with floor-to-ceiling book stacks and carrels to ensure solitude and silence, many of these spaces are giving way to information commons - open spaces where technology is integrated with talk and food. Whether the conversation is about experimental design, the latest scientific breakthrough or the football game, the way space is designed can bring people together providing them with opportunities to learn from

continued on page 5

Data Sources: Graduate Education and Regional Economic Growth

With the continuing development of a “knowledge economy” that is driven by innovation and entrepreneurship (Atkinson and Court 1998), the economic roles of knowledge and entrepreneurship are gaining increased academic attention. The theoretical developments, from the neoclassic economic growth theories to the new growth theories and various extensions, are focusing scholarly attention on the roles of knowledge and entrepreneurship. In empirical studies, knowledge capital and entrepreneurship capital have both been observed as factors as equal to physical capital and labor to drive economic growth (Audretsch and Keilbach 2004).

Knowledge capital has been measured in most cases by college education attainment or by research and development (R&D) indices. With the rising role of knowledge in our economy, graduate education, which often serves as an epicenter of innovation and R&D, has become increasingly important. However, efforts to use graduate education attainment as a measure of knowledge capital are limited.

Audretsch and Keilbach (2004) have integrated knowledge and entrepreneurship in their growth model; however, this model did not measure the role of graduate education and spatial effects (effects based on the space or location of business and industries) were not considered. To bridge this gap, a recent study (Zhang, 2007) extends Audretsch and Keilbach’s model into a per capita spatial (based on the space or location of business and industries) growth model with sensitivity analysis and tests the role of graduate education on regional economic growth. In this study, entrepreneurship is defined as incorporated and unincorporated self-employment in knowledge-based sectors.

Zhang’s 2007 study uses data from the U.S. Census Bureau’s 2000 Public Use Microdata Samples (PUMS) 1-percent sample, the Bureau of Economic Analysis (BEA), and the American Community Survey (ACS) to develop and test three regression models that measure the impact of graduate education on economic growth and entrepreneurship. The economic models were also based on work by Garofalo and Yamarik (2002). The dependent variable in the models

measure ACS median personal income in 2005 (with 1999 chained values) and the independent variables use 1999 values from PUMS and BEA (data sets in 2000) to capture lagged values. The unit of analysis is metropolitan areas, which consider the special role of cities. To make the definition of metropolitan areas consistent, 90 metropolitan areas are sampled. The models are estimated by the Maximum Likelihood Estimation (MLE).

Based on the MLE coefficients, graduate education attainment has significantly positive impact on metropolitan economic growth for all the three models, with the coefficients ranging from 0.05 to 0.07. This result indicates that with each additional 1% gain in people attaining post-baccalaureate education in 2000, metropolitan economic growth increased by 0.05% to 0.07% in 2005, controlling for other factors.

Based on this study, increasing graduate education attainment has a significant positive impact on metropolitan economic growth; therefore, promoting policies that raise the number of citizens with graduate degrees could spur future economic growth. Graduate deans frequently assert this relationship, but these results suggest more meaningful support for this assertion.

Further research that uses different data to explore the relationship between graduate education and economic growth could strengthen these results.

by Ting Zhang, Research Analyst, Research and Policy Analysis, CGS

References

Atkinson R. D. and R. H. Court (1998). *The New Economy Index: Understanding America’s Economic Transformation*. Washington, DC: Progressive Policy Institute.

Audretsch, D.B. and M. Keilbach (2004). “Entrepreneurial Capital and Economic Performance”, discussion paper. *Entrepreneurship, Growth and Public Policy*. Jena, Germany: Max Plank Institute.

Garofalo, G. A. and S. Yamarik (2002). Regional Convergence: Evidence from a New State-by-state Capital Stock Series. *The Review of Economics and Statistics*, May 2002, 84(2): 316–323.

New Deans and Titles

Helen C. Sobehart is Associate Provost and Academic Vice President at Duquesne University. She replaces Francesco C. Cesareo.

Andrew J. Szeri is Dean of the Graduate Division at the University of California, Berkeley. He replaces Mary Ann Mason.

Joan Ficke is Associate Vice President, Academic Affairs at Montclair State University. She replaces Eileen Kaplan.

Teresa A. Scandura is Dean of the Graduate School at the University of Miami. She replaces Steven G. Ullmann.

Joseph C. Voelker is Interim Provost at the University of Hartford. He replaces Donna M. Randall.

continued from page 3

What Growing up with Google May Mean to Graduate Education

others—academically, socially, and culturally.

Net Savvy—All of us—not just our students—need to be “net savvy,” knowing how to find, validate, use and communicate information. In a Web 2.0 world, this is more than the traditional definition of information literacy or information fluency but includes cognitive, ethical and technical dimensions. Institutions should not assume that students are conscious of the risks of an online environment, whether it is posting too much personal information or not securing a server housing research data.

Conclusion

The Net Generation is entering graduate school along with a set of experiences and expectations that may impact graduate education. Those expectations must be balanced with the perspective of faculty and administrators. Understanding the Net Generation provides colleges and universities with the opportunity to reconsider courses, communication, service, space, and preparation for life in a Web 2.0 world.

by Diana G. Oblinger, Vice President, EDUCAUSE

References

- ¹Carie Windham. *Father Google and Mother IM: Confessions of a Net Gen Learner*. Presented at ELI Annual Meeting, January 23, 2007. <http://connect.educause.edu/library/abstract/FatherGoogleandMothr/39228>
- ²Lorenzo, George, Diana Oblinger, and Charles Dziuban. “How Choice, Co-Creation, and Culture Are Changing What It Means to Be Net Savvy.” *EDUCAUSE Quarterly* 30(1): 6-12. <http://www.educause.edu/ir/library/pdf/eqm0711.pdf>
- ³Oblinger, Diana and Marilyn Lombardi. In Press. “Common Knowledge: Openness in Higher Education.” in: *Opening Up Education: The Collective Advancement of Education through Open Technology, Open Content, and Open Knowledge*. Toru Iiyoshi and M. S. Vijay Kumar, Editors. MIT Press, Cambridge MA.
- ⁴Carie Windham. *Father Google and Mother IM: Confessions of a Net Gen Learner*. Presented at ELI Annual Meeting, January 23, 2007. <http://connect.educause.edu/library/abstract/FatherGoogleandMothr/39228>
- ⁵DeBlois, Peter and Diana Oblinger. In Press. “Learning Technologies that Serve Students.” in: *Students First in the Campus Community*, Gary Kramer, Editor. Anker Publishing Company, Bolton, MA.

⁶Windham.

⁷Diane K. Danielson. Welcome to the Matrix. *Pink Magazine*. http://www.pinkmagazine.com/features/gen_y_aug.sept2006.html

⁸Cathy DeRosa, Joanne Cantrell, Janet Hawk, and Alane Wislon, “College Students Perceptions of Libraries and Information Resources: A Report to the OCLC Membership, A Companion Piece to Perceptions of Libraries and Information Resources,” (Dublin, Ohio: OCLC, April 2006), <<http://www.oclc.org/reports/perceptionscollege.htm>>

⁹Ibid.

¹⁰Ibid.

¹¹Ibid.

¹²Lorenzo, Oblinger and Dziuban, “How Choice, Co-Creation, and Culture Are Changing What It Means to Be Net Savvy.”

¹³Davidson, Cathy. “We Can’t Ignore the Influence of Digital Technologies.” *The Chronicle Review*. Volume 53, Issue 29, page B20. <http://chronicle.com/free/v53/i29/29b02001.htm> (accessed March 30, 2007).

¹⁴Oblinger and Lombardi, “Common Knowledge.”

¹⁵Amanda Lenhart and Suzannah Fox. 2006. “Bloggers: A portrait of the internet’s new storytellers.” <http://www.pewinternet.org/pdfs/PIP%20Bloggers%20Report%20July%2019%202006.pdf>

¹⁶Henry Jenkins, 2006. *Confronting the Challenges of a Participatory Culture: Media Education for the 21st Century*. http://www.digitalllearning.macfound.org/atf/cf/%7B7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E%7D/JENKINS_WHITE_PAPER.PDF

¹⁷Marilyn Lombardi. 2007. *Authentic Learning for the 21st Century: An Overview*. <http://www.educause.edu/ir/library/pdf/ELI3009.pdf>

¹⁸Ibid.

¹⁹William Strauss and Neil Howe. “Millennials as Graduate Students.” *The Chronicle of Higher Education*. <http://chronicle.com/weekly/v53/i30/30b01601.htm>

Diana G. Oblinger is Vice President of EDUCAUSE and is responsible for the association’s teaching and learning activities and is the director of the EDUCAUSE Learning Initiative. Prior to joining EDUCAUSE, Dr. Oblinger held positions in business and academia. She served as Vice President for Information Resources and the Chief Information Officer for the 16-campus University of North Carolina system, and was on the faculty at the University of Missouri-Columbia and at Michigan State University. Dr. Oblinger was also employed at Microsoft as the Executive Director of Higher Education and at IBM within their higher education division.

CGS Welcomes Returning Institutional Members
Sam Houston State University
University of Puerto Rico, Mayaguez Campus

McNair Memos:

“Bridges to Possibility”: The Value of McNair Program Research and Scholarly Activities

We think of research internships such as those sponsored by the federal TRIO McNair Program as “bridges to possibility.” This summer at McNair projects all over the country, students will interpret and synthesize the workshops, classes, laboratory sessions, field experiences, conversations with reference librarians, and access to and use of technology and online research activities differently. They will get to know more about their campus culture and more about graduate performance standards. All over the country, McNair projects will offer participants many roads leading to the cities of intellectual growth and higher order thinking we might refer to as Chicago, Lagos, Paris or Rome. These activities are part of the first leg of the journey designed to effectively prepare McNair students for doctoral study.

Historically, the value of a bridge is found in its function. The bridge is seen as an antidote to danger; hence the literature includes a song titled “Bridge over Troubled Water.” The soaring spans of steel, knotted skeins of rope or craggy towers of rock that comprise a bridge expedite communication and permit commerce to flow to market. The more direct route a bridge makes possible reshapes our sense of possibility as well as our definition of distance, space and time. If we find Manhattan before the invention of the skyscraper to one side of the bridge and the fields and prospects of Brooklyn on the other, then the suggestion found in their existence calls for the appropriate conjunction. The appropriate conjunction is “and.” When this happens, when this element is provided, two competing cities are reconfigured into a metropolis.

Undergraduate research serves a similar, bridge-like function. In a sense, it allows for the crossing of the waters flowing between indecision and commitment and the waters flowing between undergraduate and graduate scales of performance. Teaching, mentoring, practice, learning, and time are channeled into the creation of an invisible infrastructure. So, on the concluding day of McNair Program research internships we look for evidence that the structure or “bridge” can stand upright and bear weight. We look for this evidence in the students’ written reports and oral and poster presentations. We review these documents and artifacts with excitement and anticipation not merely to assess the quality of the

research per se. We look for evidence the protégés have, in fact, learned more effective ways of mining the lore of their discipline. In other words, we look to see that they have learned to build intellectual “bridges” that can stand upright and bear weight. By summer’s end, we look for the first signs of an emerging intellectual identity in students.

When the fog rolls in at twilight, as night mists blend well known highways into caricatures of themselves, such episodes underscore the importance of research as a way of knowing. Focus, concentration, curiosity and discipline are tools that allow us to make sense of the vague clues offered by dimly seen stars or the dimly seen taillights of the automobiles that preceded ours. We select and string bits of evidence or data together in a series of rapid observations. We make even more rapid interpretations and draw even more rapid inferences from that data. While the resulting conclusions may come like a rain of sparks falling from an anvil, these conclusions also form a bridge made of steppingstones that we skip from one to the next in order to move closer and closer to our goal. Sometimes this is the best method we have for navigating the troubled waters of life or testing previously untested boundaries. Sometimes this is how we define our mission and move closer to its realization.

Undergraduate research conferences and symposia are sites of authentic, performance based assessment. They are public arenas where to paraphrase Seneca “preparation meets opportunity.” Students can review and replay the videotape of their performance in their mind’s eye looking for clues of what they must do to make their mark as a professional. Few would argue that the processes fostered by undergraduate research conferences should be postponed until graduate school when time is short and the stakes are higher. Often undergraduate research conferences and symposia are the McNair students’ first meaningful exposure to peer review. What better way of learning the lessons and rules of the discipline than by actively participating in the core activities of the discipline? This exposure and earned knowledge will allow McNair students one day to build “bridges of possibility” for other students to cross.¹

by Muriel Grimmett, Deputy Executive Director, University of Nevada, Las Vegas and Louis Ray, Assistant Professor, Fairleigh Dickinson University

References

¹Retrieved on June 12, 2007 from <http://www.quotationspage.com/search.php3?homesearch=when+preparation+meets+opportunity&startsearch=Search>

Communicator is published 10 times a year and is distributed by the Council of Graduate Schools as a regular member service. Subscriptions for nonmembers are available for \$110 per year.

Communicator encourages and welcomes members to submit articles of interest for inclusion in the newsletter. Current research, hot topics in graduate education, new legislation, and other pertinent information are desired. All manuscripts will be reviewed by a small group of graduate deans and if selected for publication will be scheduled for publication at the editor's discretion. Articles will be edited to conform to style. Inquiries about proper formatting for submissions and comments about *Communicator* may be directed to the Council of Graduate Schools.

No endorsement by CGS of any product or service named herein may be implied.

Editor: Heidi Miller, Director, Meetings and Member Services

Reminder of Approaching Deadlines

July 31 – Postmark Date for Nominations for CGS/University Microfilms International Distinguished Dissertation Award

September 7 – Postmark Date for Applications for Peterson's Award

For more information, visit the CGS website at <http://www.cgsnet.org/Default.aspx?tabid=170> or contact Cheryl Flagg via e-mail at cflagg@cgs.nche.edu.

Celebrating Ten Years

GRADSCHOOLS.COM



- Over 58,000 graduate program listings
- Over 12 million visits in the last year
- Number one on Google, Yahoo, and most search engines
- Over 1,000 academic customers

The #1 online graduate school resource
for students, recruiters and advisors

*Ten years of great relationships.
Ten years spent connecting students with their ideal schools.
Ten years of dedicated service.*

CGS Welcomes New Staff

Joshua Mahler joined CGS in February as Program and Operations Assistant. In this position, he provides communication and develops and maintains working relationships with participating institutions and funding agencies, provides organizational and administrative support to the CGS Vice Presidents, Directors and Senior Scholars in Residence, assists in the preparation of presentations of study results, and assists in the development of promotional and other descriptive materials for grant programs and publications associated with Best Practices. Joshua comes to CGS from Fairfax County Public Schools, where he was a Document Specialist. Before that, he was a Copy Editor/Page Designer for the Culpeper Star-Exponent, a daily newspaper in Culpeper County, Virginia. He received a bachelor's degree in Communication, with a concentration in Journalism, from George Mason University.

Ting Zhang has just joined the Council of Graduate Schools as a Research Analyst and is working on the Ph.D. Completion Project. She is a winner of a Kauffman Dissertation Fellowship grant, a Public Policy Paper Competition by the Virginia Department of Transportation, and several other awards and fellowships. Her current research and publications focus on population aging, entrepreneurship, knowledge economy, and transportation. Her dissertation models the economic, labor, and fiscal role of elderly entrepreneurship. Before joining CGS, Zhang conducted extensive research at the World Bank, the Urban Institute, and George Mason University and served as a lecturer at the University of Maryland, Baltimore County. She holds a B.A. from China (East China Normal University) and a M.A. from the University of Maryland. She is now in the 4th year of her Ph.D. program (in Public Policy at George Mason University) and is scheduled to defend her dissertation this summer.

Communicator

Council of Graduate Schools
One Dupont Circle NW, Suite 430
Washington, DC 20036-1173

Presorted First Class Mail U.S. Postage PAID Merrifield, VA Permit No.1502
