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Campus Internationalization and the Expanding Role of the Graduate Dean

The 2004 NASULGC Task Force on International Education report “A Call to Leadership: The Presidential Role in Internationalizing the University” noted that:

Advances in technology and telecommunications and a remaking of the global economy have created a world in which interdisciplinary, cross-border research and discovery are the norm and expectations for students prepared to live, work and contribute to an interconnected world are high. Institutions who are able to prepare students-of-the-world will be the colleges and universities of the next century (<http://www.nasulgc.org/NewCommunity/Document.Doc?id=340>, p. vii).

While none of us will be here to see the next century’s universities, graduate deans are taking an active role in shaping them. The NASULGC conclusion that internationalization requires “substantive, transformative change at all levels” and leadership from the top to make it happen is indisputable. Those presidents who will succeed in transforming their institutions will look beyond the traditional undergraduate study abroad, language and culture programs, and internationally oriented courses. They will truly involve the entire university in the effort. If CGS Annual Meeting and Summer Workshop programs and *Communicator* articles since the turn of the current century are any indication, graduate deans are already aware of the sweeping global changes impacting higher education. They are already engaged in internationalization activities that go beyond recruitment of international students.

Over the Labor Day weekend, the CGS Board of Directors, led by President Debra Stewart, met in Banff, Alberta, Canada, at the invitation of the provincial government to discuss the impact of globalization on graduate education. In addition to American and Canadian deans, representatives of the higher education communities in Europe, Australia, and China participated. The issues that were addressed are on many of your desks already. For those of you who are new deans and are still trying to organize your desks, globalization may not be at the top of your immediate concerns. However, it is unlikely that you will make it through the semester and definitely not through the year without having to address the challenges and opportunities explored in Banff. Proceedings from the Strategic Leaders Global Summit on Graduate Education will be released later this year. The purpose of this article is to review and

preview major topics from Banff and underscore the conclusion that graduate deans throughout the world play a key role in both preparing students for the 21st century and reinventing graduate education.

As I reviewed notes and essays from Banff, old issues of the *Communicator*, and titles of past conference programs, I found several recurring themes that form the outline for this article. In reflecting on how graduate deans can best fulfill their internationalization leadership role, I remembered the first *Communicator* article Debra Stewart wrote in August 2000 just after assuming the leadership of CGS. The title was, “Looking for Leadership? Find a Graduate Dean.” Debra explained the unique leadership role graduate deans play:

... to a graduate dean, wherever he or she sits in the organizational hierarchy, everyone is a constituent. . . . Asking constituents to hold hands and jump together into some activity that holds promise for a greater good in the university’s future (without quick rewards for them) is something that graduate deans do in large and small ways every year in every graduate school” (Stewart, *Communicator*, Vol. XXXIII, No. 6, August 2000, p. 1).

The five internationalization arenas in which graduate deans are most likely to play a role all require collaborations with many offices and administrators across a campus for success. They will also require “hands across the waters” in order to work with counterparts across the globe.

International Student Recruitment and Admissions. I started here not because it is the most important issue, but because it has occupied considerable time at meetings and gallons of ink in publications and news releases following 9/11. Implementation of the Bologna Process in Europe has also caused deans to focus on admissions.

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Campus Internationalization and the Expanding Role of the Graduate Dean

The U.S. has seen its market share of international students decline even if real numbers have rebounded recently. The competition for international talent will only grow as other countries develop capacity or improve their graduate programs. Each university approaches recruitment differently and some graduate deans are more involved than others. However, through partnerships with international recruitment offices and academic deans, a graduate dean's office can promote multiple graduate programs and the university as a whole through special information for potential international students on the graduate school website or by taking an active role in recruitment visits abroad. CGS has done a great deal to inform deans about the Bologna Process, and CGS surveys indicate that deans have led campus discussions on three-year degrees and have helped develop policies that provide flexibility. International students are a key factor in campus internationalization efforts in that they bring the world to a campus. The days when the U.S. was the "gold standard" and we had more good applicants than positions are not past, but creative interdisciplinary programs in other countries, easier visa and work requirements, and competitive forces will require graduate deans to attend to this issue regularly. As Bologna degrees become more common and the Process evolves, there will be ongoing considerations related to European students. Perhaps one of the most important roles a graduate dean can play in terms of recruitment and admissions is to be a conduit for information and insights to faculty and others in the university.

Graduate Student International Experiences. Study abroad is no longer something done during the junior year. Graduate students across the spectrum also recognize the global nature of knowledge creation and dissemination. Meetings such as the one in Banff or visits to countries such as Germany through the German Academic Exchange Service (DAAD) program "Germany Today" make it clear that study abroad is a growing graduate enterprise. There are countless international research opportunities for domestic students and a growing interest among international scholars to pursue doctoral research in U.S. labs as J-1 scholars. Research exchanges benefit both students and faculty as well as the university's research mission. It is one of the best ways of preparing students for the international collaborations they will experience once they graduate. Along with research exchanges, graduate deans are being called upon to assist academic units and international offices in developing joint or dual degree programs. These are complex processes and vary from campus to campus. The CGS Phase II International Admissions Survey released in August 2007 indicated that 29% of all respondents and 56% of the largest 50 universities in terms of international enrollments have at least one collaborative degree or certificate. International institutions have had such arrangements far longer than the U.S., and interest in U.S. partners will only

grow. Additionally, U.S. universities are being asked to develop branch campuses to deliver graduate degrees. These campuses bring U.S. education to students who might otherwise be unable to receive one, but they also provide an excellent opportunity to internationalize faculty and U.S. students who can participate in these programs. There are complex bureaucratic negotiations required to start these enterprises and graduate deans are usually at the table. Deans need an awareness of internal processes in other offices related to exchange agreements and Memoranda of Understanding to navigate these waters. A less complex but important responsibility graduate deans share with faculty advisors and academic deans is finding ways to finance international conference presentations as well as study abroad. More and more graduate students attend international meetings. For many these are essential for dissemination of their research and future employment opportunities. Fundraising responsibilities have grown for graduate deans. Finding ways to direct funds to conference participation and to support joint/dual degrees or research experiences is essential to further internationalize graduate education.

Quality Assurance. One major topic in Banff was quality assurance. It is also one of the hottest topics surrounding development of joint/dual degree programs and international campuses. As the administrators who play a leading role in ensuring the quality of graduate programs, graduate deans will find themselves needing to work with others to answer questions related to: (1) the quality of potential partner institutions, (2) how to sustain programs long-term, (3) cultural and structural differences in graduate programs that could complicate collaborations or might impact research integrity, (4) how to make determinations about credit transfers from the partner institutions and how many credits are "enough" to qualify for two unique degrees, (5) how to conduct program reviews when two institutions are involved or when a program is on another continent, and (6) more mundane issues such as the appropriateness of placing two universities' seals or logos on one diploma. Graduate school policies may need revisions to adapt and expand internationalization.

Preparing Future Faculty and Professionals. A rhetorical question I posed to doctoral candidates in a hooding ceremony speech asked if we had prepared them for a world inside or outside the academy that differed from that of most of their advisors. I noted that "this is not your advisor's graduate degree." If internationalization is not a part of PFF and PPF programs, then 21st century degree preparation won't differ much from that of the 20th. Students headed for the academy need to be prepared to work with a diverse student body—including international students. They need to be prepared to conduct research across borders and cultures. They need to know how to internationalize their own students. Students with non-academic aspirations are even more likely to work in an international environment, especially master's and doctoral students in the professional schools. Adding international content to on-campus professional development programs will continue to be the graduate dean's responsibility. Karen DePauw at Virginia Tech has developed an excellent international module for PFF using an existing

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Professional Master's Programs in the Social Sciences: How Professional are Programs Five Years Later?

Purpose of the Study

In 2002, the Council of Graduate Schools (CGS) engaged in an exploratory study of departmental websites to determine the extent to which “professional” master’s programs were offered or highlighted on websites of traditional social science departments. Now five years later, CGS has revisited the website survey of master’s programs in the social sciences with a comparative review of the professional nature of programs. Using the same study approach as the 2002 website analysis, the 2007 analysis compares the attributes of social science programs based upon ten predefined indicators of professional programs:

1. Offers skills-based courses (e.g., Marketing, management, statistics) and courses at the boundaries of disciplines
2. Emphasizes writing and communication skills
3. Has final project or team experience
4. Has advisory board of industry/government/non-profit employers
5. Has required business/industry/organizational internship
6. Has faculty with experience in non-academic employment
7. Has off-campus activities
8. Has marketing of careers on website
9. Has tracking or conducts surveys of graduates
10. Has assessment, quality control

In addition, programs were considered professional if they were designed with advice from prospective employers as preparation for entry into a career, generally in non-academic sectors, such as business, industry, government, or non-profit organizations.

Study Plan

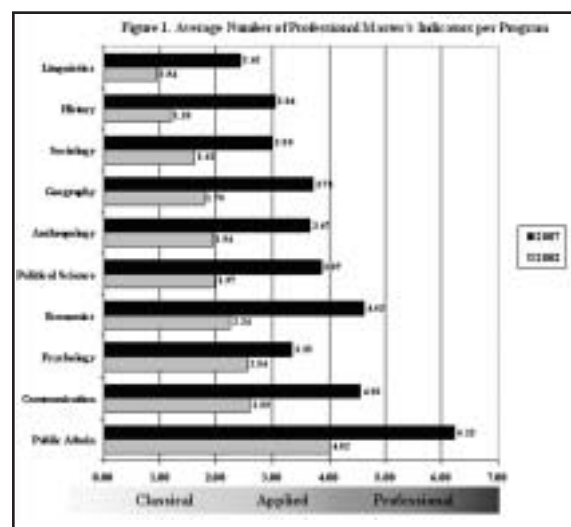
The sample for both studies was selected from CGS member institutions that in 2002 were among the 120 largest producers of students who received master’s degrees in ten social science disciplines—linguistics, history, sociology, geography, anthropology, political science, economics, psychology, communication, and public administration—over the (then) most recent three-year period. From those 120 universities, a purposive sample of 68 graduate schools was selected. The 2007 study re-evaluates departmental websites for the same 68 institutions, updated to reflect the addition or closure of programs within the ten disciplines of interest.

Within universities, departments in each discipline were selected if they admitted students directly to a master’s program, rather than programs that focused exclusively on preparation for the Ph.D. In addition, only programs housed in a department of one of the ten selected social science disciplines were included. In 2007, 385 program websites were reviewed. Following the review of program websites, the survey results were analyzed to determine the extent to which programs demonstrated an increase or decrease in the number of professional indicators reflected on the program website.

Distribution of Professional Indicators in Social Science Programs

The average number of professional indicators exhibited on program websites in each discipline for both phases of the survey is shown in Figure 1. The data indicate significant changes from 2002 to 2007, highlighting increases in the number of professional indicators exhibited on program websites across all ten disciplines.

In 2002, the number of indicators ranged from a low of less than 1.0 for linguistics, to approximately 2.5 for psychology and 2.6 for communications, and 4.0 for public administration, the discipline chosen as the clearest example in 2002 of a professional master’s program among the social sciences. However, in 2007, the scale of the range jumped dramatically with a low of almost 2.5 for linguistics, still displaying the fewest number of professional indicators, approximately 3.3 for psychology, over 4.5 for communications, and finally public administration with over 6, a third higher than the previous study.



Source: Council of Graduate Schools 2007 Survey of Social Science Master’s Program Websites

Conclusion

One can infer from these data that the websites for social science programs, and presumably the programs themselves, are exhibiting more professional characteristics. CGS believes that the increase is a reflection of both improved communication of valued program attributes on websites as well as efforts by those programs analyzed to integrate skills and resources necessary and essential for graduate students to become marketable to potential employers in non-academic settings. Overall, the findings indicate that master’s degrees are increasingly meeting the criteria of what constitutes a professional degree. There is opportunity for continued growth in program curriculum to support the need and desire for degree options with professional characteristics. In addition, continued attention is needed regarding the use of website technology to disseminate information on programs in order to maximize the marketability of a professional master’s degree in the social sciences.

by Helen Frasier, Program Manager, Best Practices, Council of Graduate Schools and Joshua Mahler, Programs and Operations Assistant, Council of Graduate Schools

Professional Science Master's Programs as Change Agents in Graduate Education

University of Connecticut

At a fundamental level, Professional Science Master's programs (PSMs) by their nature are changing the culture in colleges and universities. It has been our experience that many attitudes, activities, and relationships change when a PSM is present. Even if those changes are not always obvious from the outside, they are absolutely recognizable to those of us in the organization. In this article, we explore some of the cultural changes we have observed in the five years the PSM has existed on our campus.

Background

The University of Connecticut is one of the original Alfred P. Sloan grantees and developed three PSM programs in Applied Genomics, Applied Financial Mathematics, and Microbial Systems Analysis. Early efforts went toward constructing a solid infrastructure, in which these programs could flourish. Using our original model and infrastructure, additional PSM programs are now in development. All of UConn's PSM programs are "traditional," if one can use that term, in that they share characteristics with other PSM programs around the country:

- They offer a positive team-oriented, problem-solving experience in the discipline;
- They require 18-26 credits of discipline-specific graduate theory and practice courses;
- They require 6-8 credits of so-called "Plus" courses, including Communication Skills, Responsible Conduct of Research, a "Frontiers" seminar series, and an Introduction to Business and Industry course taught by guests from business/industry;
- They require a 3-credit Internship;
- They have a unique capstone experience related to career aspirations. This could be a scholarly review in preparation for a job, a mock journal article or a technical report and presentation to a company addressing a specific problem based on the internship, among others;
- They are not intended for those who fail to succeed in the pursuit of the PhD.

Factors in Success

In our experience there are three related factors that have led to the successful implementation of UConn's PSM programs. These include (1) a novel scheme for revenue sharing, (2) enthusiastic faculty participation, and (3) strong and positive support throughout the administrative chain of command. These factors are commonly found in most successful PSM programs around the country, but they are still worthy of brief discussion.

Revenue Sharing. Academic budgets are always tight and many existing budget lines have restrictions on how the money can be spent. This leads to challenges for both faculty and administration. Greater budget flexibility always makes academic life easier and at UConn a generous tuition-sharing policy for the PSM programs is probably the single most important factor in the success of our programs. For courses taken by the PSM students during the academic year, 87% of the tuition is returned to the program to support its activities. For summer courses 75% is returned. This revenue stream funds PSM instructional support, course development, a part-time program assistant, and other academic needs. The downside of this arrangement is that no other institutional resources are available for support of PSM-related activities, but that has not been a problem to date.

Faculty Participation. No graduate program (PSM or otherwise) can thrive in the absence of an engaged and supportive core of tenure-track faculty. Ultimately, they determine the availability of appropriate courses and access to them, serve on the graduate advisory committees, and confer legitimacy to the discipline-specific education. A committed program director, who must be the program's champion, is also essential to success. We learned first hand of the importance of a faculty champion. Our Microbial Systems Analysis program was led by a highly respected senior faculty member who subsequently became ill and retired. It proved difficult to fill the void from his departure and subsequently the program stalled for almost 3 years.

Administrative Support. The support of Ross MacKinnon, the Dean of the College of Liberal Arts and Sciences, proved crucial, since the core disciplines for each program reside in his college. Moreover, having the dean directly involved in making the case for this new type of destination master's degree was instrumental for garnering support from the Provost's Office and creating the generous revenue sharing model. Each of the department heads associated with the development of the PSM also plays a crucial role, including the contribution of existing appropriate classes and adjustment of teaching loads. Having an associate graduate dean as one of the co-directors facilitated oversight and the approval process; it also helped to overcome academic barriers and inertia.

Changes in the Campus Culture

Culture changes can be catalyzed at different levels of academia, ranging from the local (e.g., departmental) level to the institutional level. These changes can be curricular or a more fundamental transformation of attitudes and values. It seems that the local changes the PSM stimulates eventually work their way to broader levels of influence. This propagation of change is one of the most significant aspects of the original Sloan project's vision. Following are some specific examples of culture change.

Degrees. A universal challenge, especially in the sciences at major universities, is to change the attitudes of faculty members who may view the master's

continued on next page

degree as an option for terminated doctoral candidates (either by choice of the student or failure to meet standards at programmatic decision points). We have two indications that we are succeeding in changing the faculty culture to value this new kind of degree. First, the number of core faculty continues to grow in each of our degree programs. Second, there has been a slow but steady increase in the number of faculty-initiated inquiries about how to start new PSM programs. At least two are actively working to begin the process of conversion from traditional master's programs.

There are at least three drivers of this attitude change. First, the PSM students are enriching graduate courses. As a rule, they are a cohort of high quality students who bring a distinctly different perspective to the classroom and the laboratory. They have already made professional and/or personal decisions not to pursue the doctorate, yet have a strong commitment to science. Second, the PSM students can be a human capital resource—most spend some time working on projects with faculty. They provide the faculty the freedom to pursue ideas that may not be well suited for doctoral students, due to either the project's speculative nature or brevity. Third, faculty members are attracted to the prospect of funding development and implementation of new courses and specialized lecture series through the tuition-sharing mentioned above.

Curriculum. The PSM programs have helped change the curriculum and associated pedagogy. The students' pragmatic attitude permits (and almost demands) this. One example of change that occurred at UConn was conversion of several traditional Molecular and Cell Biology graduate courses into executive format courses—specialized technical modules that are held over weekends. Faculty and graduate students alike praised this format as much more amenable to personal schedules and more conducive to learning. While not all courses can adopt such a format, the PSM-influenced practice is to look carefully at all courses, with an eye to how they might be better configured to be more effective.

The PSM program has also spawned new courses, especially in the domain of the "Plus" courses. One such course at UConn is the one-credit Responsible Conduct of Research in Academia and Industry. This course did not exist prior to the PSM program, although in retrospect it should have. While designed to serve the PSM needs, the wider population of graduate students at the university is benefitting as well, so much so that the Graduate Council is considering making the course required for all doctoral students.

Could these innovations have occurred in the absence of the PSM programs? Of course. Have they developed more quickly and more thoroughly because of the PSM-influenced climate? We believe the answer is yes.

Collaboration and Entrepreneurship. While entrepreneurial master's degrees are commonplace in professional schools like engineering and business, they represent a new environment for faculty in the arts and sciences. Arts and sciences faculty traditionally have less interaction with business and industry

than do professional school faculty and the PSM is changing that in a number of ways. The PSM advisory boards provide a forum for academia and industry to interact positively and build programmatic relationships. The PSM internships and job placements permit indirect interactions through the PSM students but the initial interactions often transcend the students and lead to greater collaboration between faculty and industry. The more the PSM students interact with industry, the more opportunities the faculty has to forge these interactions.

Another aspect of culture change is the increased interactions that occur on a university-wide level. Our PSM programs have catalyzed an active partnership with the Connecticut Business and Industry Association (CBIA), the state of Connecticut's business lobbying organization. Since the CBIA and other such organizations are so involved in networking and political action, our interactions have led to greater contact with member companies, further internship and employment opportunities for all students, help in designing some "Plus" courses and help in identifying instructors from the biotechnology and pharmaceutical industries to teach and collaborate. These broad-based interactions often lead to specific collaborations among faculty as well. One example is the closer interaction we now have with Boehringer-Ingelheim Pharmaceuticals, which has been aided by the presence of our PSM programs.

Conclusions

How generalizable are these culture changes? The question remains to be answered. While the trend is positive, the timeline remains to be determined. One of the conclusions we can state to date is that what is good for the PSM students turns out to be good for all graduate students. If this holds, then the future is indeed bright.

by James G. Henkel, Associate Dean, Graduate School and Co-Director, Professional Science Master's Program, University of Connecticut and Linda D. Strausbaugh, Director, Center for Applied Genetics and Technology and Co-Director, Professional Science Master's Program, University of Connecticut

CGS Welcomes
New Member
Mount Mary College

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Campus Internationalization and the Expanding Role of the Graduate Dean

Virginia Tech international campus. It is a model that others may want to imitate, and that suggestion takes me to the last topic of my essay.

International Best Practices. One of the reasons that hot topics sessions on joint/dual degree programs or workshops on Bologna are so well attended at CGS meetings and that more and more plenary sessions have an international theme is that graduate deans are looking for best practices. The Banff conference made it clear that the need to learn from others and to avoid reinventing practices—best or otherwise—is shared worldwide. Graduate deans currently share via CGS outlets, and CGS is expanding its efforts to gather and disseminate best practices. Graduate deans have a responsibility to disseminate what they learn campus-wide. This is another opportunity for collaborations among international and graduate offices. Graduate deans don't have to develop all of the best practices they use. There is much to learn from international offices that have been addressing Bologna, study abroad, exchange programs, international agreements, and joint degrees much longer than have graduate deans. One of the consistent pieces

of advice given by Banff participants regarding international collaborations is to know your partner. International administrators and international admissions officers can be invaluable resources for graduate deans in learning about international institutions and uncovering best practices described at international meetings.

Graduate deans are extremely busy and taking on more responsibilities for something that has global reach can be daunting. The good news is that the graduate dean leadership style Debra Stewart described makes this task much easier. As I've noted, deans can make others on campus aware that internationalization is a graduate issue. In doing so, they can bring together all of those constituencies whether it be a registrar's office to explain a Bologna diploma supplement and how to handle it or a study abroad director to develop an exchange program. More importantly, deans have dean colleagues around the world and CGS to further assist them in meeting the ever more urgent need to internationalize a campus and, more specifically, graduate education.

by Diana B. Carlin, CGS Dean in Residence and Director of International Outreach



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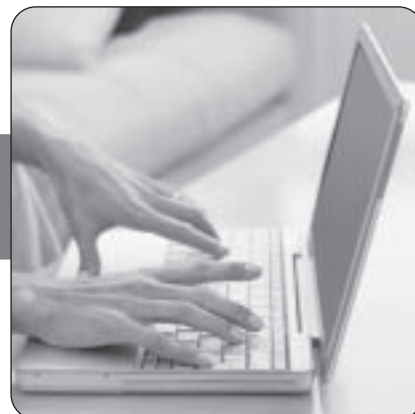
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