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Strategic Leaders Focus on Scholarly Integrity and Research Ethics at Global Summit on Graduate Education

The first global follow-up to the 2007 Banff Summit on Graduate Education took place this year in Florence, Italy at the La Pietra International Conference Center of New York University. The Council of Graduate Schools convened thirty-two leaders representing graduate education in Australia, Canada, China, the Czech Republic, England, Hong Kong, Italy, Germany, and the United States for a three-day conference, beginning August 31, to discuss scholarly integrity and research ethics in a global context. Participants shared national and comparative perspectives and identified areas for possible future collaboration. Supported by a generous gift from ProQuest, this 2008 Strategic Leaders Summit was the first of its kind, focusing on the capacity of university leaders to improve the institutional climate and graduate curricula for advancing scholarly integrity and ethical and responsible research conduct.

Delegates from the U.S. representing graduate education included the Executive Board of CGS and five members of the planning committee for the Project for Scholarly Integrity, a multi-year CGS initiative funded by the Office of Research Integrity to develop national models for taking a comprehensive institutional approach to scholarly integrity. Topics addressed at the summit included: institutional approaches to creating a culture for scholarly integrity; global issues shaping education and training; and emerging best practices in areas such as research mentoring, conflicts of interest and commitment, emergent technologies, curricular and assessment strategies, and the ethical and psychological implications for researchers and human subjects on sensitive topics.

In the first session, "Graduate Education and Scholarly Integrity: Mapping the National Landscape," speakers from the U.S., Australia, Canada, and China described their national contexts for university approaches to scholarly integrity and research ethics, including: definitional differences and common terms as well as the national or regional policy frameworks and regulatory environments in which scholars conduct research. In addition to these national perspectives, Pavel Exner (Scientific Director, Doppler Institute, Prague and European Research Council [ERC]) described the ERC's perspective on the ethical issues and policies involved in funding frontier research across Europe. Discussion addressed the common need for more national discussions about the potential for institutions to take

a comprehensive approach to research conduct issues and the shared difficulty of developing institutional approaches that address differences between the academic disciplines.

The second session addressed ways to create a culture supportive of research and scholarly integrity. Speakers Lisa Tedesco (Emory University), Chong Qing-Cheng (Nanjing University), and Richard Russell (University of Adelaide) discussed the role of the university and, specifically, university leadership in advancing integrity. Suzanne Ortega (formerly University of Washington, now University of New Mexico) addressed the question: How are graduate experiences and/or the institutional environment assessed? Karen Klomparens (Michigan State University) and Susan Pfeiffer (University of Toronto) discussed barriers and opportunities for enhanced approaches to research ethics and scholarly integrity. And, Christine Keitel-Kreidt (Freie Universität, Berlin) and Fred Hall (University of Calgary) addressed the question: What specific issues do you face in educating a multinational/multicultural community for careers in research?

In session three, "Emerging Best Practices in Research and Scholarly Integrity," Adriano De Maio (University of Milan) addressed classified research and conflicts of interest and conflicts of commitment in university/industry partnerships; Greg Koski (Harvard Medical School) and Bryan Noe (University of Alabama-Birmingham) discussed innovative curricular approaches and assessment strategies; and William Russel (Princeton University) and Anthony Yeh (University of Hong Kong) presented on research mentoring and advising (including student performance assessment); the preparation of students and faculty of the future for

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new ethical demands; and emergent technologies in digital text production and image manipulation and their implications for authorship, collaboration, and data management. Yvonne Carter (Warwick Medical School, University of Warwick) and Robyn Owens (University of Western Australia) addressed the ethical and psychological implications of research on sensitive topics.

The next session focused on the question: "What are the Global Issues Shaping Education and Training in Research Ethics?" Daniel Denecke (CGS), Xiaoling Liao (Peking University), and Isaac Mazonde (University of Botswana) discussed the cultural aspects of international research and educational collaboration, and the needs and opportunities for universities to address those aspects through enhanced research advising and mentoring as well as the regulatory frameworks that may shape university activities. Clark Hulse (University of Illinois-Chicago) and Maxwell King (Monash University) addressed the cultural dimensions of authorship, electronic publishing (including theses and dissertations), and the management of data sets and images in new publication environments.

In the final session, participants reflected on promising collaborations and discussed the ethical responsibilities of institutional practice and leadership as an essential component of efforts to advance research integrity in a global context. John Hayton (Australian Education International, Embassy of Australia in North America) presented on the concrete issues upon which international collaborations are most needed or possible. Shi-Gang Sun (Xiamen University) and Barbara Evans (University of British Columbia) discussed existing partnerships that might serve as promising models for future international and inter-institutional collaboration. And Mandy Thomas (Australian National University) and Karen DePauw (Virginia Tech) addressed the role that national and international associations and organizations should play to facilitate such international collaborations.

Leaders brought a variety of national, regional and institutional perspectives to the discussion about the most pressing issues facing scholars and researchers and about what universities are doing to address those issues. Despite the diversity of views and experiences, the three main points on which all agreed were:

- Scholarly integrity is a core value of all universities and requires systematic attention.
- Challenges to scholarly integrity are universal, diverse and evolving.
- Issues of scholarly integrity cut across institutional, inter-cultural, and international contexts.

The strategic leaders convened at the global summit also agreed on what is needed:

- A common frame of reference that addresses the continuum of educational and training objectives from scholarly integrity to compliance.
- Leadership at all levels to prepare future scholars, researchers, and professionals to demonstrate integrity in all aspects of their careers as scholars and to meet powerful pressures that undermine integrity.
- Exchange of best practices and resources (including codes of conduct, regulatory frameworks, curricular materials, and instruments for assessment and evaluation).

Finally, participants agreed on five action items that organizations and/or universities should consider as they enhance and pursue international collaborations:

- Build scholarly integrity into existing structures that prepare future faculty and future career professionals.
- Develop and maintain an open source, online website or facilitating resource and best practice exchange.
- Utilize international joint degree, dual degree, and other collaborative program structures for integrating educational activities to advance scholarly integrity.
- Identify mechanisms that explicitly address:
 1. universal and global issues in scholarly integrity, and
 2. ethical issues that may arise from the mobility of scholars (including priority areas of digital publishing and plagiarism in an international environment.)
- Develop collaborative mechanisms for addressing plagiarism in an international context.

Papers prepared by participants in advance served as springboards for their presentations at the meeting. These papers, summaries of each speaker's presentation, and proceedings reflecting the rigorous and wide-ranging discussions that these papers and presentations inspired will be collected and published in early 2009.

Contact: Daniel Denecke, Director, Project for Scholarly Integrity and Director, Graduate International Collaborations Project



Data Sources: Enrollment and Degree Trends in Graduate Education, Medicine, and Law

In September 2008, the Council of Graduate Schools released the results of the annual CGS/GRE Enrollment and Degrees Survey. The report, *Graduate Enrollment and Degrees: 1997 to 2007*, revealed 3% average annual growth in graduate enrollment between 1997 and 2007, increasing numbers of women and minorities pursuing graduate study in the United States, and a 9% increase in doctoral degree production between 2006 and 2007. The analysis that follows compares these statistics and graduate education data from the National Center for Education Statistics (NCES) and the National Science Foundation (NSF), with medical education statistics from the Association of American Medical Colleges (AAMC), and legal education statistics from the American Bar Association (ABA).

Enrollment Trends

The latest CGS/GRE Enrollment and Degrees Survey found consistent 3% average annual growth in graduate enrollment between 1997 and 2007. Looking back further, the growth in graduate enrollment over the last 20 years has far exceeded the growth in medicine and law. Between fall 1987 and fall 2007, total graduate enrollment increased 55% in the United States, from 1.45 million to 2.25 million, according to data from NCES. In contrast, total enrollment in medicine increased just 7% in the same time period, from 65,735 to 70,225, and total enrollment in law programs increased 20%, from 117,997 to 141,719.

Between 1987 and 2007, graduate enrollment increased by an average annual rate of 2.7%, according to NCES data, far outpacing the average annual growth in medicine (0.3%) and law (1.0%) over the same time period.

Growth in graduate enrollment has remained relatively steady over the past two decades, except for a slowdown in the rate of increase in the late 1990s (see Figure 1). The trends in law and medicine, however, are very different. Enrollment in medicine was virtually flat from 1987 to 2002, with annual percentage changes from the base year ranging from -1.1% to 1.8% throughout this time period. Then in 2002, enrollment in medicine began to climb steadily. In law, gains were seen in the late 1980s, but these increases gave way to a decade of stagnant enrollment in the 1990s, followed by a jump in enrollment from 2001 to 2004.

In addition to the growth in graduate enrollment, the number of institutions

enrolling graduate students also increased over the past 20 years, from 1,270 institutions in fall 1987 to 1,845 in fall 2007, a 45% increase. The number of medical schools in the United States, however, has remained nearly flat over the last two decades, increasing from about 122 in 1987 to 125 in 2007, and the number of law schools increased by just 14%, from 174 to 198.

Women and Minorities

CGS data reveal a slow, but steady, demographic shift in graduate education, with increasing numbers of women and minorities pursuing master's degrees and doctorates. The number of female graduate students grew by an average of 4% annually between 1997 and 2007, compared with a 2% increase for men. Among U.S. citizens and permanent residents, there was significant growth in the number of racial/ethnic minorities in the ten-year period. African Americans led in terms of growth, with an 8% average annual increase, followed by Hispanics (7%), Native Americans (6%), and Asians/Pacific Islanders (4%). In contrast, the average annual growth rate for non-Hispanic Whites over the ten-year period was just 1%.

Today, the representation of women is higher in graduate education than in either medicine or law (see Table 1). In fall 2007, 59% of all graduate students in the United States were women, according to CGS data. In medicine and law, women accounted for slightly less than half of all students, at 49% and 47%, respectively.

Within graduate education, the representation of women varies by institution type. At master's and specialized institutions, two-thirds (66%) of the students in fall 2007 were women, while at doctoral/research intensive institutions, 63% were women, and at doctoral/research extensive institutions, less than half (48%) were women, a percentage very similar to the representation of women in medicine and law.

U.S. citizen and permanent resident minorities comprised about 22% of all students enrolled in graduate school in fall 2007, equal to the representation of minorities in law programs. In medicine, however, more than one-third of all enrollees in fall 2007 were minorities. The larger share for minorities in medicine is due entirely to the

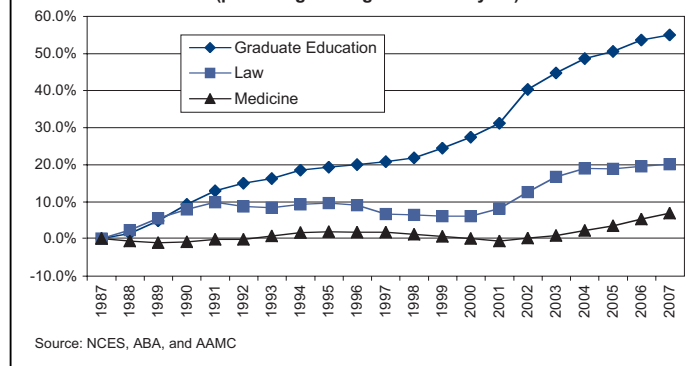
Table 1: Total Enrollment in Graduate Education by Gender and Race/Ethnicity, Fall 2007

| | Graduate Education | Medicine | Law |
|----------------------------|--------------------|----------|-----|
| by Gender | | | |
| Male | 41% | 51% | 53% |
| Female | 59% | 49% | 47% |
| Minority Enrollment | | | |
| African American | 10% | 7% | 7% |
| Hispanic | 6% | 8% | 6% |
| Native American | 1% | 1% | 1% |
| Asian/Pacific Islander | 5% | 21% | 8% |

Source: CGS, AAMC, and ABA

(66%) of the students in fall 2007 were women, while at doctoral/research intensive institutions, 63% were women, and at doctoral/research extensive institutions, less than half (48%) were women, a percentage very similar to the

Figure 1: Enrollment Trends in Graduate Education, Medicine and Law, Fall 1987 to Fall 2007 (percentage change from base year)



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Data Sources

significant representation of Asians/Pacific Islanders, who comprised 21% of all medical students. The Asian/Pacific Islander share was far greater in medicine than in graduate education and law (5% and 8%, respectively). African Americans accounted for a larger share of graduate students (10%) than medical and law students (7% each), while Hispanics accounted for a smaller share of the students in graduate education and law (6% each) than in medicine (8%).

Degrees Awarded

Doctoral degree production in the United States increased by 9% between 2006 and 2007, and by 2% each year on average between 1997 and 2007, based on data from CGS. Between 2006 and 2007, master's degree production increased by 4%, a smaller increase than at the doctoral level, yet still a considerable gain. Growth in degree production was stronger at the master's level than the doctoral level over the ten-year period, with a 4% average annual increase.

Similar to the trends seen in enrollment, degree production has increased much faster over the past two decades in graduate education than in medicine and law. In 2005-06 (the latest year for which doctoral data are available from NSF), 45,596 research doctorates were awarded in the United States, a 43% increase from 31,897 twenty years earlier in 1985-86 (see Figure 2). In medicine, 15,925 M.D.s were granted in 2005-06, a 1% decline from 16,117 in 1985-86, and in law, 42,673 J.D. and LL.B. degrees were awarded in 2005-06, a 16% increase from 36,829 in 1985-86. Far outpacing all three of these trends was degree production at the master's level, which increased 102% between 1985-86 and 2005-06, from 289,829 to 586,029.

Between 1985-86 and 2005-06, master's degree production increased by an average annual rate of 5.1%, far greater than the average annual growth rate in doctoral degrees (2.1%), law degrees (0.8%), and medical degrees (-0.1%). Growth in master's degree production has remained steady throughout the past two decades (see Figure 2). The growth in doctoral degree production closely tracked the growth in master's degrees through the early 1990s, after which it slowed and/or declined for several years, before resuming an upward trend in recent years. In medicine, degree production was greater in 1985-86 than in any of the following 20 years. The increased enrollment in medicine in recent years had not impacted degree production by 2005-06. Degree production in law was relatively stable for much of the past two decades. Increases in the early 1990s mostly diminished by 2001-02, but as a result of the increases in enrollment from 2001 to 2004, some

gains have been seen since then, most notably in 2004-05 and 2005-06.

Summary

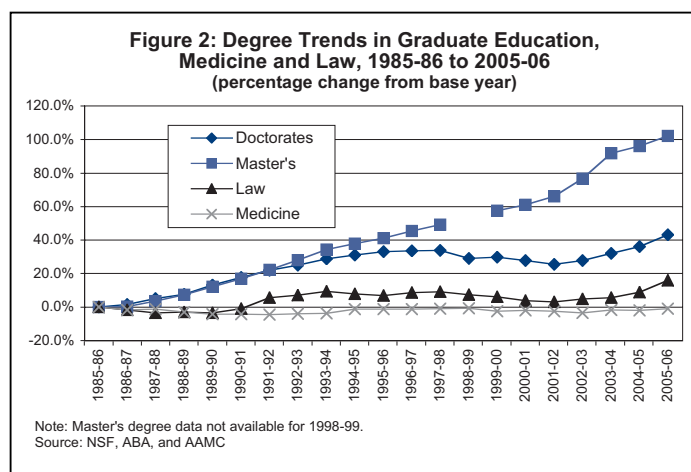
Increasing numbers of individuals are pursuing graduate education in the United States, with much of the growth being fueled by gains at the master's level and by increases in the numbers of women and minorities enrolled in graduate programs. These trends contrast sharply with medicine, where degree production has remained flat for two decades. Recent enrollment increases in medicine since 2004, however, indicate that degree production will likely increase in the

near future. The steady growth in graduate education, particularly in terms of master's degree production, also contrasts with the trend in law, where short periods of growth over the past two decades, both in terms of enrollment and degrees, have been followed by periods of plateau and/or decline. Recent increases in law and medicine may signify that graduate schools will need to be more proactive in their efforts to attract the best and brightest students.

By Nathan E. Bell, Interim Director, Research and Policy Analysis

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McNair Memos: Knowing Where to Look to Enhance Diversity

Two years ago, when addressing approximately 700 graduate students of color attending dinner at the Compact for Faculty Diversity Institute on Teaching and Mentoring, Orlando Taylor, Dean of the Graduate School at Howard University, made the following comment (or close to it): “Looking out at this group, all I can say to those who say they cannot find faculty of color, well, they just don’t know where to look.”

In addition to currently enrolled graduate students, another significant group of students was present at the Institute. These were a limited number of undergraduate McNair Scholars who had been invited through a nomination process to attend the Institute. They were present both to participate in workshops related to their preparation for graduate school and to receive mentoring, albeit indirect, from those already pursuing graduate studies. Dr. Taylor’s words certainly can be paraphrased and applied to these students: “For those who do not know how or where to find a diverse group of prospective students to recruit into their graduate programs, well, they just do not know where to look.” Hopefully by now, after the almost twenty years since the inception of the program, most graduate deans are familiar enough with the McNair Baccalaureate Program to begin the search. For those new deans, and for a few “older” deans, this brief note is intended as both an introduction and a reminder of what might be called the McNair phenomenon!

The McNair Postbaccalaureate Achievement Program, which is funded by the U.S. Department of Education as one of several TRiO programs, has grown from a handful of sites when the program was established in 1986 and initially funded in 1989, to over 180 nationwide programs serving roughly 4,500 participants annually. Two-thirds of program participants must be low-income, first generation college students. Those who do not meet this criterion must be from groups underrepresented in graduate education. Although the program is not limited to students of color, a substantial number of participants are.

Those interested in the success of McNair Scholars in completing their undergraduate degrees and subsequently enrolling in graduate programs, and then completing master’s and doctoral degrees, are directed to a recently published report of the U.S. Department of Education (2008) by Ann McCoy, Anna Wilkinson and Russell Jackson, titled: *Education and Employment Outcomes of the Ronald E. McNair Postbaccalaureate Achievement Program Alumni*. I will not dwell here on the overall findings that McCoy, et al. report. However, the data presented in that report indicate that, as a group, McNair Scholars are a viable resource for graduate programs as they strive to meet diversity and inclusiveness goals. As a result of their program experience and personal resilience, McNair Scholars carry into their graduate studies a strong sense of what they are doing and why.

A major requirement of all McNair programs is an undergraduate research experience conducted under the

mentorship of a faculty member. Typically this involves original research in their discipline, and a paper due upon completion and often published in a McNair program journal or in some cases a professional journal in the student’s field. Most programs also require at least one formal poster or paper presentation at a McNair or professional meeting. These projects are conducted in conjunction with other program requirements designed to ease the transition from undergraduate to graduate studies. Most programs place heavy emphasis on the importance of writing and presentation skills necessary for successful completion of graduate studies. Most also recognize the importance of developing leadership skills increasingly emphasized in graduate programs, as well as socialization to the expectations of graduate programs.

McNair Scholars are easily accessible for recruitment through at least three mechanisms. First, the McNair Senior Directory, jointly sponsored by the Council of Graduate Schools and the Council of Opportunity in Education, makes available the names, majors, graduate school fields of interest, and contact information for rising senior Scholars. Effective use of the directory permits early contact with prospective students as they begin the application process. Second, several national McNair research conferences include a graduate fair as part of the program agenda. Those interested in recruiting these students have the opportunity to attend poster and/or paper presentations, thus allowing personal contact including the opportunity to evaluate the student’s potential for success in graduate study. Those who have attended several of these in the past few years can personally attest to the effectiveness of this type of venue. Third, most McNair programs have limited funds available to their students for campus visitations. Most encourage their Scholars to make visits to programs of interest to them and often make group visits to nearby institutions.

Undergraduate Scholars and students benefit from the positive attitude, persistence and resilience of an outstanding group of graduate student role models and mentors. Two years ago we initiated a formal McNair mentor program. We contacted all former McNair Scholars currently enrolled in graduate programs to determine how many might wish to participate. The response was overwhelming. While we had hoped to find enough volunteers to serve each of our current Scholars, we found that we had two or more mentors for each. Although some former McNair Scholars were initially reluctant to participate given time constraints, all have responded to invitations to participate at least minimally by attending formal and informal events. This has relieved the time commitment of the graduate students and provided the undergraduates with more than one perspective on graduate study.

Secondarily, the graduate student mentor program has provided us with the opportunity to maintain contact with these graduate students to make sure

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McNair Memos

they are progressing in their programs. Former McNair Scholars have been consistent in their eagerness to share past and current experiences, their excitement and passion for what they are doing, and their future career goals. Their insights and personal testimonies are an asset to our McNair Scholars, but also to other students from underrepresented groups. Further, there is little doubt that the retention of graduate students has been enhanced by this type of involvement. Though not central to their academic work, this involvement satisfies a strong sense of community service characteristic of McNair scholars who themselves have benefited from strong and satisfying student-mentor as well as faculty-mentor relationships. Given time constraints there are few outlets for this type of activity while pursuing a graduate degree. This service provides a sense of privacy (a place where they can be themselves) and a necessary, though temporary, escape from the day-to-day demands of their academic programs. Many of our graduate student-mentors say that this activity has contributed to their remaining in graduate school.

Finally, the Joint Committee members wish to remind graduate deans whose institutions have McNair programs that their support is important to the success of this effort. This support can be in the form of encouraging research faculty to serve as mentors to McNair Scholars as they prepare for graduate study. It can also be through providing a graduate assistantship or two to both aid the programs and provide support for current graduate students to assist in organizing program activities. And they may help publicize the program to both faculty and scholars, thus assisting in the recruitment of McNair Scholars. Clearly we all have a stake in the preparation of these students for eventual doctoral study.

To paraphrase once again Orlando Taylor's comment--for those who take seriously the goal of increasing the diversity of our graduate student populations and eventual faculty ranks, McNair Scholars represent a viable group to focus upon. The McNair programs provide a readily accessible group of scholars with excellent preparatory experiences. Though to be sure there is variation within this group, both individually and perhaps by program, McNair Scholars represent a viable resource that requires much more than a good look.

By Steven Burkett, Associate Dean and Director, WSU McNair Program, Washington State University

New Deans and Titles

Jonathan A. Bagger is Vice Provost, Graduate and Postdoc Program/Special Projects at Johns Hopkins University.

Michael S. Bisesi is Senior Associate Dean, Graduate School at the University of Toledo. He replaces Constantine Theodosiou.

Richard J. Bodnar is Acting Dean of Research and Graduate Studies at Queens College of the City University of New York. He replaces Steven Schwarz.

Kurt W. Field is Interim Dean, Graduate School and Associate Provost, Research at Bradley University. He replaces Robert Bolla.

Jay D. Gatrell is Dean, School of Graduate Studies at Indiana State University. He replaces Jolynn S. Kuhlman.

Rani George is Interim Dean of the Graduate School at Albany State University. She replaces Abiodun Ojemakinde.

Steven R. Goodman is Dean, College of Graduate Studies and Vice President, Research at the State University of New York Upstate Medical University. He replaces Maxwell Mozell.

Jennifer Keane-Dawes is Interim Dean at the University of Maryland, Eastern Shore. She replaces C. Dennis Ignasias.

Anthony A. Koyzis is Dean, Graduate and Extended Studies at Longwood University. He replaces Sherry T. Sandkam.

Frances M. Leslie is Acting Dean of the Graduate Division at the University of California, Irvine. She replaces Carolyn Boyd.

Joan H. Liem is Dean of Graduate Studies/Admissions at the University of Massachusetts Boston.

Karen Liller is Associate Vice President and Dean, Graduate School at the University of South Florida. She replaces Delcie Durham.

Vahid Lotfi is Associate Provost and Dean, Graduate Programs at the University of Michigan-Flint. He replaces Christine Waters.

Elizabeth McCormack is Interim Dean, Graduate Studies at Bryn Mawr College. She replaces Dale Kinney.

Cosmas V. Nwokefor is Assistant to the Provost for Graduate Studies at Bowie State University. He replaces Beverly J. O'Bryant.

Wade S. Parkhouse is Dean of Graduate Studies at Simon Fraser University. He replaces Jonathan Driver.

Robert L. Reddick is Interim Dean at the University of Texas Health Science Center at San Antonio. He replaces Merle S. Olson.

Janet C. Rutledge is Interim Vice Provost, Graduate Education at the University of Maryland, Baltimore County. She replaces Scott Bass.

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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.

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Allison Sekuler is Associate Vice-President and Dean, Graduate Studies at McMaster University. She replaces David Capson.

Alex Sekwat is Interim Dean, The School of Graduate Studies and Research at Tennessee State University. He replaces Helen R. Barrett.

Richard J. Smith is Dean, Graduate School of Arts and Sciences at Washington University. He replaces Robert E. Thach.

Douglas W. Townsend is Associate Vice Chancellor, Academic Programs and Director, Graduate Studies at Indiana University - Purdue University Fort Wayne. He replaces Steven T. Sarratore.

William H. Worger is Dean of the Graduate School at Louisiana State University and A & M College. He replaces Doris Carver.

William I. Young, Jr. is Interim Dean at Hampton University. He replaces Joyce Jarrett.

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