



Communicator

Council of Graduate Schools

www.cgsnet.org

Volume 41, Number 10 • December 2008

Establishing a Model Professional Science Master's Initiative for Veterans

California is home to 2.3 million military veterans, nearly 10% of the nation's 23.4 million. Serving veterans is a high priority for the California State University (CSU). Under the leadership of Chancellor Charles B. Reed, the CSU has played a pivotal role in California's *Troops to College* program, a national model of a comprehensive initiative delivering high quality programs and services to military veterans.

In the past, most veterans-serving programs focused on helping former service members complete an associate or bachelor's degree. Few programs were available that provided graduate education, fewer still offered graduate professional education to veterans who held a bachelor's degree or had completed some graduate education. Approximately 20% of California's recent former service members fall into that category.

The CSU *Professional Science Master's Initiative for Veterans and Active Duty Military* will deliver professionally-oriented graduate education in science and technology fields. It draws upon existing Professional Science Master's (PSM) programs which have incorporated a variety of advanced online certificates that can be applied to one or more PSM programs offered within the CSU. Participants will typically earn the certificate on their way to the master's degree although they may choose to complete their initial post-baccalaureate work with the certificate.

The California State University Graduate PSM Veterans Initiative

The initiative derives its vision and direction from a partnership of education, military, industry, and state government leaders who share a culture of appreciation and support for veterans. The initiative is designed to recognize the contributions of those who have served our country by offering education programs that prepare them for attractive positions in high-demand fields. PSM programs, presently offered at 14 CSU campuses, have features that make them ideally suited both for this population and for this purpose. PSM programs: (1) are in fields having high workforce demand; (2) include paid internships; (3) involve partnerships with employers who have a substantial interest in hiring graduates; (4) are clustered in science and technology fields that build upon the technical expertise

gained by veterans during their military service. They are, in addition, in fields that contribute substantially to the current and future economic vitality of the region and the nation.

The CSU PSM Veterans Initiative design includes two primary components:

1. An initial online certificate program enables military personnel to begin graduate work before transitioning out of active military service. This approach provides service members who already have earned a bachelor's degree with the opportunity to return to civilian life with an advanced certificate in hand. The certificate alone may equip the former military member to secure a job in a science, technology, engineering or mathematics (STEM) field. This certificate, like the PSM degree program described below, is available to current service members or those who have retired from active duty service.

2. Online, face-to-face, or blended PSM programs constitute the second standard component. Veterans and active duty military may apply all of the credit earned through one of the online certificate programs toward a PSM or other master's degree, or may earn their PSM degree separately in any one of several high-demand STEM fields offered by CSU campuses.

The certificate programs serve as a logical first part of a master's degree program and provide a meaningful stand-alone professional education. The courses consist of carefully chosen, rigorous graduate courses that are amenable to effective delivery in fully online modes, making them suitable for beginning master's degree study while an individual is on active duty status.

continued on next page

INSIDE

A View from the CGS/NSF DIR Program	3
Data Sources	4
New Members	7
CGS Staff Update	8

continued from front page

Establishing a Model PSM Initiative for Veterans

A program in the high-demand biotechnology and bioscience fields is a good example of this model. An online certificate in Regulatory Affairs provides individuals with a thorough understanding of key issues in national and international regulation that are key to product development and approval in the biotechnology, pharmaceutical, medical devices, and diagnostics sectors. The courses that comprise the certificate satisfy various PSM degree program requirements in CSU's PSM programs in biotechnology, bioinformatics/medical informatics, and biostatistics.

Another example is in Computational Sciences, in which four of the courses in the PSM program are offered online as an advanced certificate. A veteran completing the certificate will be equipped with knowledge of computational research, computer sciences, and business skills for the information economy that together provide a highly marketable skills set in high-demand fields. All four are rigorous graduate courses that satisfy PSM degree program requirements.

Key Steps in Successfully Delivering PSM Programs for Veterans and Active Duty Military

Development of a Partnership with the Military Community: Military bases have an infrastructure for delivering educational programs that provides a solid foundation for a strong partnership with a university. Bases have an Educational Services Officer (ESO) or otherwise designated education personnel who oversee planning of educational opportunities for service members and assist individuals identify programs to meet their needs. A model that has worked especially well for CSU campuses is a Regional Task Force that links the campuses in the region to all of the military branches.

State Agency Approval of Programs: In order for military personnel to use their VA education benefits to enroll in a degree or certificate program, the program must first be approved by the State Approving Agency designated by the US Department of Veterans Affairs. If a program has not yet been approved, the documentation required for approval must be submitted to the State Approving Agency. The process of approval for a formal degree program is straightforward, but should be initiated quickly if a program intends to be ready for veterans to enroll by the August 1 implementation of the new GI Bill.

Conducting a Demand Survey: CSU began its initiative with a survey of demand, which demonstrated high levels of interest in graduate programs in business and management, computer sciences and information technologies, criminal justice, public administration, health care administration, and educational leadership and technology. A relatively strong interest was shown in programs in the life sciences and biotechnology fields, particularly when targeted to management roles and positions.¹ Considerable interest was

also found in programs in emergency services and in environmental sciences.

Online Delivery: Program access for active duty military and for many former military service members typically requires fully online delivery, at least for initial courses in the certificate program. It is not necessary, however, that an entire program be totally online.

Streamlined Application, Admission, Enrollment, and Financing Procedures: Obtaining transcripts and letters of reference can be challenging for service members, who are distant from a campus, perhaps even overseas. Admission, enrollment, and fee payment procedures need to be readily accessible, with one-stop access to graduate program student services. CSU established a streamlined application process through extended and continuing education divisions for the initial certificate programs. The full graduate application is completed while participants are taking certificate courses.

Transferability/Transportability of Credit: A particularly significant need on the part of veterans and active duty military is transferability and transportability of credit. They need to be able to complete courses overseas or while on a military base in the US and to be able to transfer their course credit to other colleges and universities across the country.

Graduate Policies and Procedures: Addressing the needs of veterans requires flexibility in institutional policies and procedures in areas such as application procedures and transfer of credits that must be addressed in the early phases of planning. Faculty and graduate deans need to be involved throughout the development process to ensure the careful design of programs responsive to veterans needs.

Funding in the Post-9/11 GI Bill Makes Graduate Education Affordable: Beginning on August 1, 2009, the Post-9/11 Veterans Educational Assistance Act will provide more than 2 million veterans with significant funding for education, at the graduate as well as undergraduate level. The new bill will support programs like the CSU initiative and includes funding for:

- the cost of tuition and fees, not to exceed the most expensive in-state tuition at a public institution;
- a monthly allowance for housing; and
- a yearly book and supplies stipend of up to \$1,000 per year.

Institutional Commitment and Leadership: Essential to the success of a veterans initiative is having high-level institutional commitment. The CSU Chancellor and presidents have created campus environments friendly to veterans with top-level support from senior CSU leadership and management. Chancellor Reed has made clear the CSU commitment to these programs and their graduate professional components:

“California State University is fully committed to delivering excellent higher education programs to active duty service members and veterans who have served our country. Through our *Troops to College* partnership,

continued on page 7

A View from the CGS/NSF Dean-in-Residence Program: Good Opportunities for Graduate Deans in “Bad” Times

This essay is written from the perspective of Gregory Anderson, the 2008 CGS/NSF Dean-in-Residence, and Myles Boylan, a key staff member of the Division of Graduate Education at NSF.

Increasingly, administrators accept that the central elements for university success, stature and recognition, are inextricably associated with graduate and research programs. Obviously, undergraduate programs are a fundamental element of universities, and are important particularly to the local and regional reputation of universities. But as we all know, it has long been the case that it is largely the graduate and research programs that attract the best faculty to our campuses. In turn, it is that faculty on which reputations are based, and who recruit and mentor tomorrow's leaders—the graduate students of our programs.

These are hard economic times. However, the difficult economic times, coupled with the increasing recognition of the fundamental role of graduate schools and research in university standing and recognition, offer a special opportunity for graduate deans to enhance graduate programs. More domestic applicants will want to become part of graduate programs; focused, high quality graduate programs will become recognized as key opportunities for individuals, universities, our states and indeed, our country. Graduate deans have the opportunity to take the lead in publicizing the increased importance of graduate programs.

Campus leaders are similarly recognizing that our graduate and research programs, long the envy of the world, are under increasing pressure as American programs become more global—as they wisely must—and as international competitors emulate and compete with our system of graduate education. In the makeup of and access to graduate programs, we see a clear reflection of the increasingly “flat earth” that Thomas Friedman described (*The World is Flat*, 2005, Farrar, Straus and Giroux). CGS statistics compiled from your programs show that 38% of the leading graduate schools have in place some kind of cooperative international degree program, and that the number has increased by nearly 10% in just the past couple of years (*Findings from the 2008 CGS International Graduate Admissions Survey Phase III: Final Offers of Admission and Enrollment*, November 2008). In some academic areas, the “internationalization” of the graduate program has been de rigueur for years: e.g., in much of engineering and the physical sciences and language programs. But, globalization is increasing in other areas as well. Concomitant with the growth in international programs on our American and Canadian campuses over the past decade has been an increase in competitive recruitment of US and Canadian students away to foreign graduate programs. For instance, the Scandinavians, in particular Norway and Finland, have a new, highly attractive recruitment program designed to attract US graduate students. The initial incarnation of this program is limited to NSF Graduate Research Fellows, who are eligible for special funding

to travel to Norway or Finland for their research (http://www.nsf.gov/pubs/2009/nsf09011/nsf09011.pdf?govDel=USNSF_25).

Thus, for our graduate programs to remain competitive, graduate deans not only need to continually make presidents and provosts aware of the pivotal role of the graduate school and research programs, but also to be the leaders in promoting appropriate and reasonable international development of their programs. CGS is working with the National Science Foundation (NSF) and graduate deans to develop a set of best practices for management of the increasingly popular international graduate joint and dual degrees (NSF Award 0841399, Sept. 2008; “Defining Criteria and Good Practice to Facilitate Graduate International Collaborations”). There are several sessions dedicated to this topic at the December 2008 CGS Annual Meeting in Washington, DC. Reports will follow, as will future special meetings, and CGS publications on these topics.

Graduate deans are often among the key leaders when university-wide program reviews are conducted; again, the graduate dean is the one with the university-wide purview. Graduate deans also provide leadership in the introduction of best practices and in the introduction of new national initiatives. One of the cornerstones of CGS activity is helping provide the results of best practice projects, such as the Preparing Future Faculty program (<http://www.preparing-faculty.org/PFFWeb.Contents.htm>], or most recently the Professional Science Masters (<http://npsma.org/>) or the developing story on the Ph.D. Completion project (*Ph.D. Completion and Attrition: Analysis of Baseline Program Data from the Ph.D. Completion Project*, December, 2007; *Ph.D. Completion and Attrition: Analysis of Baseline Demographic Data from the Ph.D. Completion Project*, September 2008.)

NSF helps CGS in its efforts to stay at the cutting edge of new and emerging issues as a service to member institutions. An example follows where new rules coming from NSF relate to two CGS issues/projects. The first issue is one of longstanding interest—Responsible Conduct of Research (RCR). CGS has provided leadership and the infrastructure over the past few years in studies that have involved many deans, universities and other national groups. CGS was awarded a grant in the inaugural year of the Ethics Education in Science and Engineering program (EESE) by the NSF (Award 0529781, 2005, “Training Graduate Students in the Responsible Conduct of Research”). This project focused on exploring efficacious methods for incorporating the study of ethics into interdisciplinary graduate education programs in science and engineering at a sample of universities (building upon earlier CGS work supported by the Office of Research Integrity—ORI) that provided 10 institutions with funds to develop training programs in the responsible conduct of research for graduate students in the behavioral and biomedical sciences. These efforts culminated in a number of

continued on page 6

Data Sources: International Enrollment in US Graduate Schools

In 2004, the Council of Graduate Schools (CGS) began a multi-year empirical examination of international graduate application, admission, and enrollment trends. The core of this examination is a three-phase annual survey of CGS member institutions. The results of the latest survey, released in November, provide data on final offers of admission, as well as first-time and total enrollment of international students in US graduate schools in fall 2008. The full survey report, *Findings from the 2008 CGS International Graduate Admissions Survey Phase III: Final Offers of Admission and Enrollment* (Bell, 2008), is available on the CGS website (www.cgsnet.org). The summary findings for first-time and total enrollment are presented here, with a special analysis of the data by institutional control (public versus private). The full survey report includes additional analyses by broad field and size of international graduate student enrollment.

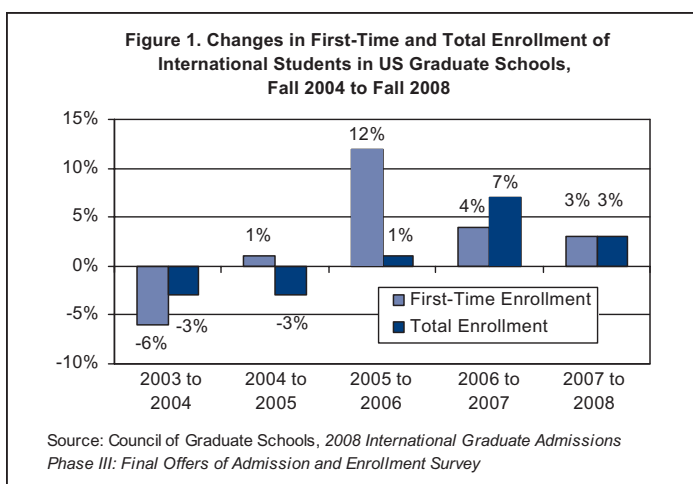
Survey Methodology and Response Rate

The 2008 International Graduate Admissions Phase III: Final Offers of Admission and Enrollment survey was sent to 490 US colleges and universities that were members of CGS as of October 2008. A total of 181 institutions responded to the survey, for a response rate of 37%. Of the respondents, 127 (70%) were public institutions and 54 (30%) were private institutions. The survey asked institutions to report the final number of prospective international students who were offered admission to master's and doctoral degree programs at their institution, the number of new international graduate students (first-time enrollment), and the total number of international graduate students (first-time, plus continuing students).

First-Time Enrollment Trends

First-time enrollment is typically the best indicator of future trends in total graduate student enrollment. The 2008 survey results show that first-time enrollment of international students at US graduate institutions continued to grow, but the rate of increase slowed in each of the past two years. Between 2007 and 2008, the number of first-time international graduate students grew 3%, less than the 4% increase that occurred in 2007, and far below the 12% increase reported in 2006 (see Figure 1).

The international graduate admissions surveys collect data



for students who originate from four key sending countries or regions: India, China, South Korea, and the Middle East. The latest survey results reveal that the number of first-time graduate students from India dropped 2% in 2008, following an 8% increase in 2007 (see Table 1). Similarly, first-time enrollment of students from South Korea fell 4% in 2008, following a 3% gain last year. The number of first-time enrollees from China and the Middle East both increased in fall 2008, by 14% and 8%, respectively, yet both of these increases mark a slowdown from the rates of increase in 2007 (19% for China and 12% for the Middle East).

Table 1. Changes in First-Time and Total Enrollment of International Students in US Graduate Schools by Country/Region of Origin, 2006 to 2007 and 2007 to 2008

	First-Time Enrollment		Total Enrollment	
	2006 to 2007	2007 to 2008	2006 to 2007	2007 to 2008
China	19%	14%	15%	10%
India	8%	-2%	14%	3%
South Korea	3%	-4%	2%	-2%
Middle East	12%	8%	5%	7%

Source: Council of Graduate Schools, 2008 International Graduate Admissions Phase III: Final Offers of Admission and Enrollment Survey

Overall, first-time enrollment of international graduate students increased slightly faster at public institutions (3%) than at private institutions (2%) in fall 2008 (see Table 2). By country/region of origin, however, this was not the case. For students from China, first-time enrollment increased 17% at private institutions, compared with 12% growth at public institutions. Similarly, first-time enrollment of students from the Middle East increased 15% at private institutions, compared with a 4% gain at public institutions. First-time enrollment for students from India and South Korea declined at both public and private institutions in fall 2008. For first-time enrollees from India, the decrease was larger at private institutions, while for South Korean first-time enrollees, the decrease was larger at public institutions.

Total Enrollment

Total international graduate student enrollment rose by 3% in 2008, compared with a strong 7% gain in 2007, and a 1% increase in 2006 (see Figure 1). This slowdown in the rate of growth in total enrollment in 2008 is partly a function of the slowdown in the rate of increase in first-time graduate enrollment that occurred over the past two years.

Total enrollment increased by a higher rate in 2008 than 2007 for students from the Middle East (7% versus 5%, respectively), but the total enrollment increases for students from China and India were both smaller in 2008 than they were in 2007 (see Table 1). Total Chinese enrollment increased 10% in 2008, following a 15% increase in 2007, and total Indian enrollment increased 3% in 2008, down from a 14% gain in 2007. Total enrollment of South Korean students fell 2% in 2008, following a 2% increase last year.

While first-time enrollment increased faster at public institutions than at private institutions in 2008, the opposite

was true for total international graduate student enrollment. Overall, total enrollment was up 5% at private institutions, compared with 2% at public institutions (see Table 2). The trends for students from China and India also followed this pattern. The total number of graduate students from China increased 17% at private institutions versus 8% at public institutions, and the total number of enrollees from India increased 6% at private institutions versus 2% at public institutions. For students from South Korea, total enrollment remained level at private institutions (0%), but dropped 2% at public institutions. Total Middle Eastern enrollment was 7% at both types of institutions.

Table 2. Changes in First-Time and Total Enrollment of International Students in US Graduate Schools by Institutional Control, 2007 to 2008

	First-Time Enrollment		Total Enrollment	
	Public	Private	Public	Private
International Total	3%	2%	2%	5%
Country/Region of Origin				
China	12%	17%	8%	17%
India	-2%	-5%	2%	6%
South Korea	-5%	-1%	-2%	0%
Middle East	4%	15%	7%	7%

Source: Council of Graduate Schools, 2008 *International Graduate Admissions Phase III: Final Offers of Admission and Enrollment Survey*

Implications

Of the 2.2 million graduate students studying in the United States, about 12% are non-US citizens on temporary visas (Knapp et al., 2008). But, in many fields non-US citizens outnumber domestic students. For example, 64% of the doctorate recipients in engineering in 2006 were non-US citizens, along with 61% of the doctorate recipients in computer science, 56% of those in physics, and 55% of those in mathematics (Hoffer et al., 2007).

These international students contribute to the US economy by producing the research and innovation on which it depends. They also add to the knowledge base and intellectual capital of universities through teaching and research assistantships (Stewart, 2005). Many international students remain in the United States after the receipt of the doctorate, contributing to the US workforce in postdoctoral positions, on university faculties, and in research and development in the private sector. Of the foreign citizens who received science and engineering doctorates from US universities in 2003, two-thirds (66%) lived in the United States in 2005. The five-year stay rate is even higher; of the foreign doctorate recipients in science and engineering in 2000, 68% were in the United States in 2005 (Finn, 2007).

While the United States remains the leader in attracting graduate students from abroad, many nations are successfully encouraging more of their students to stay at home for graduate studies. Furthermore, several countries are stepping up their efforts to recruit more international students to their own universities. South Korea, for instance, recently announced plans to double its universities' numbers of international students by 2010 (McNeil, 2008). The Japanese government recently announced plans to double the number of international students attending its universities by 2020

(Associated Press, 2008), and the Chinese Scholarship Council plans to offer 20,000 scholarships to overseas students by 2010 and to increase the number of international students attending Chinese universities to 500,000 by 2020 (China Daily, 2008).

Although the global competition for top graduate students has increased, it is encouraging to see that many US institutions are taking action to maintain international graduate student enrollment. Eight out of ten institutions responding to the CGS survey reported undertaking at least one effort to increase international graduate student applications, offers of admission, and/or enrollment over the past two years. Over half of the respondents (54%) indicated that they have worked with specific foreign institutions and/or consortia of institutions to identify potential international students within the past two years, 41% said they have devoted more funding to international marketing and promotion efforts, and 36% have asked current staff to devote more time to international recruiting and outreach efforts.

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

References:

The Associated Press. July 29, 2008. "Japan Aims to More Than Double Number of Foreign Students to 300,000 by 2020." *International Herald Tribune*. On-line. Available: <http://www.iht.com/articles/ap/2008/07/29/asia/AS-Japan-Education.php>. Retrieved November 14, 2008.

Bell, N.E. 2008. *Findings from the 2008 CGS International Graduate Admissions Survey Phase III: Final Offers of Admission and Enrollment*. Washington, DC: Council of Graduate Schools.

China Daily. July 29, 2008. "Foreign Student Quota to Expand." *China Daily*. On-line. Available: http://www.chinadaily.com.cn/china/2008-07/29/content_6884445.htm. Retrieved November 14, 2008.

Finn, M. 2007. *Stay Rates of Foreign Doctorate Recipients from US Universities*, 2005. Oak Ridge, TN: Oak Ridge Institute for Science and Education.

Hoffer, T.B., Hess, M., Welch, V., and Williams, K. 2007. *Doctorate Recipients from United States Universities: Summary Report 2006*. Chicago: National Opinion Research Center.

Knapp, L.G., Kelly-Reid, J.E., Ginder, S.A., and Miller, E. 2008. *Enrollment in Postsecondary Institutions, Fall 2006; Graduation Rates, 2000 & 2003 Cohorts; and Financial Statistics, Fiscal Year 2006*. Washington, DC: National Center for Education Statistics, Institute of Education Sciences, US Department of Education.

McNeil, D. August 7, 2008. "S. Korea Plans to Double Intake of Foreign Students Within 2 Years." *The Chronicle of Higher Education*. On-line. Available: http://chronicle.com/news/index.php?id=4952&utm_source=pm&utm_medium=en. Retrieved November 14, 2008.

Stewart, D. May 8, 2005 "Thinking Big: The Brain Drain." *The Boston Globe*. On-line. Available: http://www.boston.com/news/education/higher/articles/2005/05/08/the_brain_drain/. Retrieved November 14, 2008.

continued from page 3

A View from the CGS/NSF Dean-in-Residence Program

presentations and publications on RCR (e.g., *Graduate Education for the Responsible Conduct of Research*, 2006; *Best Practices in Graduate Education for the Responsible Conduct of Research*, 2008). The latter is just released, and reflects the results of the NSF-funded multi-university project. A new CGS project with substantial funding from ORI, "The Project for Scholarly Integrity," supports the creation of model programs that exhibit a comprehensive, integrative approach to embedding scholarly and research integrity (www.scholarlyintegrity.org).

The NSF-funded project to CGS exemplifies the successful and productive synergy between the two organizations on issues of common interest. The project sought to advance the goals of NSF in supporting effective ethics education by developing an expanded cadre of graduate deans to serve as leaders both on their own campuses and among their peers at other campuses, in a nationwide effort to change the culture of graduate education. As one outcome, NSF recently sought the advice of the graduate deans at the CGS institutions that have been participating in this study to determine how to implement the requirements of Section 7009 of the new America COMPETES Act (2007). This section in question requires NSF grant proposals to include a plan to provide appropriate training and oversight in the responsible and ethical conduct of research for participating students and postdoctoral researchers (NSF instructions on final implementation are still being developed).

A newer issue is of the broader impacts associated with postdoctoral positions. The set of issues here are not entirely new either. For more than a decade, CGS and others, e.g., the NSF, NIH, AAAS, Sigma Xi, HHMI, and of course, the National Postdoctoral Association, have been interested in development of materials and protocols for helping postdocs receive appropriate compensation, and be provided with opportunities for broader professional development as part of their appointment (e.g., *Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty*, 2nd ed., 2006, Howard Hughes Medical Institute; *Recommendations for Postdoctoral Policies and Practices*, February 2005, National Postdoctoral Association – www.nationalpostdoc.org). Here we describe the new rules, and their development, that the NSF will utilize, beginning with January submissions, to promote broader impacts associated with postdocs supported on NSF research grants.

The America COMPETES Act, Section 7008 required the Director of the National Science Foundation to specify "...that all grant applications that include funding to support postdoctoral researchers include a description of the mentoring activities that will be provided for such individuals." In addition, the Director was instructed that these activities would be "...evaluated under the Foundation's broader impacts merit review criterion." Such mentoring was defined in the Act to

"...include career counseling, training in preparing grant applications, guidance on ways to improve teaching skills, and training in research ethics," thus paralleling Section 7009 relating to RCR mentioned above. This requirement was also reinforced by similar wording in Section 7022 of the America COMPETES Act, the "Broader Impacts Merit Review Criterion." In this Section, NSF was required to begin to assess the impact of the "broader impacts" review criterion as it has been implemented in each division in the Research Directorates. In effect, this requirement has extended the assessment purview of NSF programs from education programs alone to research programs as well. This Section asked NSF to report on the impacts agency-wide and also to describe what steps the Foundation *should take* to use this merit review criterion to improve undergraduate education in science, mathematics, and engineering. The NSF issued its report to Congress on its initial assessment of the impact of the broader impacts review criterion in August of this year. It is quite possible that there will be follow up requirements for monitoring broader impacts and possibly even setting minimum standards in some cases.

The NSF has issued new guidelines in the *Proposal and Award Policies and Procedures Guide*, NSF 09-1 (PAPP) to incorporate the requirements of Section 7008 on the mentoring of postdoctoral research associates. (There are other changes as well.) These guidelines become effective on January 5, 2009. For the most part, NSF has followed the language of America COMPETES while adding a few additional examples of acceptable mentoring. The relevant language follows:

"Each proposal that requests funding to support postdoctoral researchers must include, as a separate section within the 15-page Project Description, a description of the mentoring activities that will be provided for such individuals. Examples of mentoring activities include, but are not limited to: career counseling; training in preparation of grant proposals, publications and presentations; guidance on ways to improve teaching and mentoring skills; guidance on how to effectively collaborate with researchers from diverse backgrounds and disciplinary areas; and training in responsible professional practices. The proposed mentoring activities will be evaluated as part of the merit review process under the Foundation's broader impacts merit review criterion. Proposals that do not include a separate section on mentoring activities within the Project Description will be returned without review."

The January 2009 Grant Proposal Guide will also include descriptions of two new programs that faculty may be interested in. NSF is trying, with these new programs initiatives, to facilitate the support of "high payoff" research—research that can be described as "transformative." The following is an excerpt from the PAPP that summarizes the two new programs:

"Chapter II – Sections D.1 and 2, Grants for Rapid Response Research (RAPID) and EARly-concept Grants for Exploratory Research (EAGER) have replaced the Small Grants for Exploratory Research (SGER) program. RAPID is a funding mechanism to support quick-response research on natural or anthropogenic disasters and similar unanticipated events. Requests may be for up to \$200K and

of one year duration. The EAGER mechanism supports high-risk, exploratory and potentially transformative research. Requests may be for up to \$300K and of up to two years duration. RAPID and EAGER proposals are only required to be reviewed internally at NSF....”

Graduate education and graduate deans face many challenges in the months and years to come—highlighted by the current economic crises. The new administration and Congress have many big issues to resolve. Our state governments are suffering; at the time of this writing, well more than half of the states are dealing with shortfalls in budgets and/or budget predictions. In spite of all of this, this may also be a propitious time for graduate deans to take the opportunity to promote the centrality of graduate programs and research to university sustainability and success. But, the pace of change is rapid and increasing. We know there were at least five new NSF programs with impact on graduate education in the past year. Early awareness of these programs could help graduate deans not only weather the economic storms, but emerge with programs better equipped to take us into the future where the currents of international competition will be stronger and international cooperation essential. Graduate deans have the advantage of the broader view of the problems and opportunities universities face.

By Gregory J. Anderson, CGS/NSF Dean in Residence and Myles Boylan, Program Officer, Education and Human Resources, National Science Foundation

continued from page 2

Establishing a Model PSM Initiative for Veterans

veterans have access to the largest...Professional Science Master's Initiative in the United States, which includes programs in high-demand fields delivered at the majority of our 23 university campuses in California.”

¹The survey was conducted online and is available on CSU's PSM website at www.calstate.edu/psm. A video about the Initiative is available at www.devildogs.info.

By Keith Boyum, Associate Vice Chancellor and Joan Bissell, PSM Program Director, California State University, and Joe Shapiro, Dean, College of Extended Studies, San Diego State University.

The PSM Veterans Initiative has been made possible in part through the generous support of the Alfred P. Sloan Foundation.

Welcome New Members

Corporate Partner
Oak Ridge Associated Universities



Corresponding Affiliate Member

National Association of Graduate-Professional Students

Want to Reach Today's Students? Make Sure You're on GradSchools.com



As part of the Prospecting Services Division of EducationDynamics, GradSchools.com reaches nearly 300,000 students looking for programs like yours. And with its recent redesign, it provides more student inquiries than ever before.

Contact advertise@gradschools.com or 484-766-2910 to start reaching millions of targeted prospects online with GradSchools.com.

GradSchools.com is part of the Prospecting Services Division of EducationDynamics.

 EducationDynamics™
Chart Your Course

Welcome New Staff

Julia Kent joined CGS in October 2008 and serves as Program Manager for Best Practices at the Council of Graduate Schools. In this role she reviews and analyzes institutional practices for two programs, the Project for Scholarly Integrity and a recently developed program on international collaboration between graduate schools. Julia first developed her interest in international exchanges between graduate schools while working as Assistant Professor of English at the American University of Beirut (AUB,) where she enjoyed teaching and doing research within an international community of students and faculty. At AUB she also served on the Executive Committee of the Center for American Studies and Research, helping develop an American Studies program and research center that draws visiting scholars from North America, Europe, and the Middle East. Julia received her Ph.D. in British literature from Johns Hopkins University, master's in French from the Université de Paris VII, and B.A. from Amherst College.

Communicator

Council of Graduate Schools
One Dupont Circle NW, Suite 230
Washington, DC 20036-1173