



# Communicator

Council of Graduate Schools

www.cgsnet.org

Volume 42, Number 1 • January/February 2009

## Beyond the 2008 Election

The beginning of a new year is generally a time of optimism about the future. At the start of 2009 our country is hopeful that we will see improvements in the economy and in the international arena. The election of Barack Obama in November coupled with the Democratic gains in Congress and state legislatures sets the stage for policy makers to address a host of tough issues currently facing the country. There is a great desire and anticipation that Congress and the new administration will come together to address the challenges we face in a decisive and expedient manner. But, there is also an increasing realization that there is no silver bullet and that resolving the current problems will take concerted effort and time.

Clearly, the biggest and perhaps scariest issue is the financial crisis. The economic crisis sets the context within which the new administration and Congress will operate. Every issue is likely to be viewed through the economic lens. While issues of concern to the graduate education community, including research and development and education, were not a major focus during the presidential campaign, both the administration's and Congressional intentions in these areas and others have been forecast. This article reviews top priorities identified by the new president and legislative policy makers that are of interest to the graduate education community.

### Research and Development

The new administration has signaled strong support for research and development as the engine for innovation and invention. During the campaign, President Obama promised to increase funding for basic research in physical and life sciences, mathematics, and engineering and to encourage talented people to enter science, technology, engineering and mathematics (STEM) fields. Specific initiatives identified included expanding access to higher education and increasing National Science Foundation (NSF) graduate fellowships. He has also proposed increasing the representation of minorities and women in the science and technology pipeline to harness the diversity of America and to address the increasing demand for a highly skilled workforce.

Congressional leaders are also strongly supportive of enhancing research and development to strengthen economic competitiveness. Congress passed the America COMPETES Act in 2007 and the current focus is on achieving appropriations for many of the initiatives contained in that law.

Senator Jeff Bingaman (D-NM), Chair of the Senate Committee on Energy and Natural Resources Committee, recently discussed the importance of early-stage researchers and young investigators. "Our ability to deliver new energy technologies and innovations will depend crucially on our ability to fund new energy science and engineering, and on training the next generation of energy researchers and technicians. Our investments in these areas have been totally inadequate over the past decade, and we need to boost these levels substantially," he said.

Congressman Bart Gordon (D-TN), Chair of the House Committee on Science and Technology recently released an overview of the committee's agenda for the 111th Congress. Innovation, maintaining U.S. competitiveness, and fully funding the America COMPETES Act are at the top of the list. Other issues of interest to the graduate education community include assessing efforts to promote diversity in the STEM workforce, gender equity at academic institutions and evaluating STEM education programs across the federal government to determine how to better coordinate efforts and make them more effective.

### Education

Although education was not a major issue during the campaign, President Obama addressed it in the final debate by noting the connection between a robust education system and American economic strength and security. In the area of education, much of President Obama's focus has centered on pre-kindergarten through grade 12 education. He has called for

*continued on next page*

### INSIDE

Data Sources .....	3
McNair Voices .....	5
CGS Recent Award Winners .....	7
2009 Chair and Chair-Elect .....	8
Highlights of the 2008 Annual Meeting .....	9
Welcome New Members .....	11
New Deans and Titles .....	12

continued from front page

## Beyond the 2008 Election

expanded early childhood education and reforms in recruitment, preparation and retention of K-12 teachers. One proposed initiative would create a Service Scholarship program that would pay undergraduate or graduate teaching education costs for those who commit to teaching in a high-need school. The reauthorization of the No Child Left Behind Act (NCLB) is one of the major education policy initiatives to be addressed by federal policy makers, but this is not likely to happen until next year.

Certainly, the selection of Arne Duncan, superintendent of Chicago Public Schools, as the next U.S. Secretary of Education, signals a focus on K-12 education. Like the president, Mr. Duncan is a strong supporter of early childhood education. He has earned high marks for his stewardship of the nation's third largest public school system while seemingly straddling the fence between back-to-basics reformers and teacher unions. His experience in higher education is limited and thus much anticipation surrounds the appointment of the Under Secretary and Assistant Secretary for the Office of Postsecondary Education in the Department.

The new administration's higher education agenda includes providing a tax credit of up to \$4,000 for college tuition for students who agree to perform 100 hours of community service and simplification of the federal student-aid application process by allowing families to apply by checking a box on their tax form.

Recently, U.S. Senate Majority Leader, Harry Reid (D-NV) released ten placeholder bills that give a sense of the priorities of Senate Democrats. Not surprisingly, several of the placeholder bills track closely with the Obama Administration's priorities. The first five bills include the stimulus reform package, tax relief for middle class families and comprehensive health care reform. The next five bills include the Education

Opportunity Act of 2009, an omnibus education bill ranging from expanding access to high quality early childhood education to ensuring that higher education is more affordable. This omnibus bill is likely to be split into separate pieces of legislation and there is likely to be an opportunity to address the connection between graduate education and economic competitiveness and innovation.

### Immigration Reform

There is increasing momentum around the need to enact comprehensive immigration reform. While much of the discussion in the last Congress focused on illegal immigration and border security, there is interest in the new administration in addressing legal immigration as well. After the election, President Obama met with Senator McCain who it has been widely reported will have a lead role in enacting comprehensive immigration reform in the 111th Congress. One of the placeholder bills submitted by Senator Reid is titled the Stronger Economy, Stronger Borders Act of 2009 and this seems to be the comprehensive immigration reform bill. Last year, U.S. Representative Zoe Lofgren (D-CA) introduced legislation in the House aimed at addressing various aspects of legal immigration including one that would have provided green cards to international students who receive advanced degrees from U.S. universities.

During the campaign, President Obama indicated strong support for comprehensive immigration reform. He made the connection between this issue and restoring our economic strength. "As president, I will improve our legal permanent resident visa programs and temporary resident programs to attract some of the world's most talented people to America," said Mr. Obama. Thus, as comprehensive immigration reform takes shape and progresses there may be an opportunity to inform policies related to international students who receive their graduate degrees in the U.S. and desire to stay in the country to work.

continued on page 7

## COUNCIL OF GRADUATE SCHOOLS

### 2009 BOARD OF DIRECTORS AND AFFILIATE REPRESENTATIVES

**Karen DePauw, chair**

Vice President Graduate Studies/Dean, Graduate School  
Virginia Polytechnic Institute

**Jeffery Gibeling, chair-elect**

Dean, Graduate Studies  
University of California, Davis

**William B. Russel, past chair**

Dean, Graduate School  
Princeton University

**Andrew C. Comrie**

Dean, Graduate College/Associate  
Vice President, Research  
University of Arizona

**Philip J. Langlais**

Vice Provost for Graduate Studies and  
Research  
Old Dominion University

**James Moran**

Vice Provost, Graduate Studies and  
Research  
University of Denver

**Eva Pell**

Senior Vice President, Research/Dean,  
Graduate School  
Penn State University

**Sheila Bonde**

Dean, Graduate School  
Brown University

**Dorris R. Robinson-Gardner**

Dean, Division of Graduate Studies  
Jackson State University

**Susan Stites-Doe**

Dean of Graduate Studies  
SUNY at Brockport

**John Keller**

Associate Provost/Dean, Graduate  
College  
University of Iowa

**Patrick Osmer**

Vice Provost/Dean, Graduate School  
Ohio State University

**Janet Weiss**

Vice Provost Academic Affairs/Dean,  
Graduate School  
University of Michigan

**Debra W. Stewart, ex-officio**

President  
Council of Graduate Schools

**AFFILIATE LIAISON  
REPRESENTATIVES****Karen DePauw (CSGS)**

**Diana Carlin (MAGS)**  
Professor/Former Dean  
University of Kansas

**Susan Guma (NAGS)**

Dean, Graduate Studies  
Sarah Lawrence College

**Linda Lacey (WAGS)**

Dean, Graduate School  
New Mexico State University

# Data Sources: Recent Trends in Employment and Unemployment among Doctoral Scientists and Engineers

The headlines of late are filled with stories about the depressed state of the U.S. labor market. In the month of December 2008, nearly 525,000 U.S. workers lost their jobs, and the unemployment rate reached 7.2% (BLS, 2009). Fortunately for the graduate school community, the story is probably not so dismal among our ranks. In 2007, among individuals 25 years of age and older, the annual average unemployment rate for those with a doctoral degree was 1.4%, compared with 1.8% for those whose highest degree was a master's, 2.2% for those with only a bachelor's, and 3.6% overall (BLS, unpublished tabulations). Although annual data for 2008 are not yet available, the unemployment rate for doctorates most likely remained below that for other levels of educational attainment based on historical trends.

The employment situation for science and engineering doctorates is also typically better than the national average. The most comprehensive source of data about the state of employment and unemployment for science and engineering doctoral degree holders is the National Science Foundation's Survey of Doctorate Recipients (SDR). This longitudinal survey is conducted every two to three years, and gathers information from individuals who earned a research doctorate in a science, engineering or health field from a U.S. institution. The survey sample is restricted to individuals who are living in the United States and are under the age of 76. The latest SDR survey collected employment data for scientists and engineers as of April 1, 2006, and results from this survey are compared here with SDR data reported for scientists and engineers as of October 1, 2003.

## Full-Time and Part-Time Employment Status

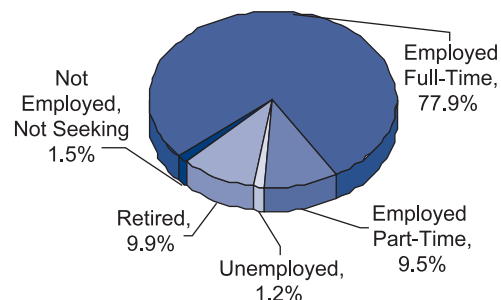
In 2006, there were 711,800 doctoral scientists and engineers in the United States, a 3.9% increase from 685,300 three years earlier in 2003. The proportion of scientists and engineers who were employed full-time changed little between 2003 and 2006, increasing minimally from 77.5% to 77.9%. Part-time employment also remained steady, with 9.1% of doctoral scientists and engineers employed part-time in 2003 and 9.5% in 2006. Female doctoral scientists and engineers were more likely in both 2003 and 2006 to be employed part-time than their male counterparts. In 2003, 15.0% of women and 6.9% of men were employed part-time, and in 2006, 14.8% of women and 7.3% of men were employed part-time.

## Unemployment Status

In 2006, 1.2% of doctoral scientists and engineers were unemployed (see Figure 1), down from 1.9% in 2003. Women were slightly more likely than their male counterparts to be unemployed in 2006—1.4% for women vs. 1.1% for men. The same was true in 2003—2.1% of women were unemployed vs. 1.8% of men.

By race/ethnicity, unemployment rates were nearly identical in 2006. Asian, Hispanic and White doctoral scientists and engineers all had a 1.2% unemployment rate, and Black

**Figure 1. Doctoral Scientists and Engineers by Employment Status, 2006**



Source: National Science Foundation, *Survey of Earned Doctorates*

doctoral scientists and engineers had a 1.3% unemployment rate. In 2003, unemployment rates varied more by race/ethnicity, from highs of 2.7% and 2.0% for Asian and Black doctoral scientists and engineers, respectively, to lows of 1.8% and 1.6% for White and Hispanic doctoral scientists and engineers, respectively. The unemployment rate for Native Americans was 1.3% in 2003, but this figure should be interpreted cautiously given the low number of Native American survey respondents. The unemployment rate for Native Americans was suppressed in 2006 for this very reason.

By field of doctorate, those with degrees in chemical engineering had the highest unemployment rate in 2006 (2.9%), followed by those in microbiology and chemistry (both at 2.4%), and mechanical engineering and physics (both at 2.2%). Unemployment rates were lowest for individuals with doctorates in sociology and civil engineering (both at 0.5%), political sciences and electrical/computer engineering (both at 0.8%), and health (0.9%).

## Retirement Status

The percentage of scientists and engineers who reported that they were retired increased slightly in 2006 to 9.9%, up from 9.4% in 2003. Men were far more likely than women to report being retired in both 2006 and 2003, in large part reflecting the increase in the number of women among new doctorate recipients in science and engineering in the last two decades, and thereby a younger median age for women than men among doctoral scientists and engineers. In 2006, 11.5% of men and 6.1% of women were retired, both percentages up from 11.0% and 5.0% in 2003, respectively.

## Involuntary Out-of-Field Employment

The SDR also collects data on the numbers of individuals involuntarily employed out of field. Individuals counted in this category include those who reported working part-time

*continued on page 4*

## Data Sources

because full-time work was not available, as well as individuals working in an area not related to their doctoral degree due to a lack of suitable work in their field. The involuntarily out-of-field rate in 2006 was 3.1% for all doctoral scientists and engineers, but rates varied considerably by field of doctorate, ranging from a high of 8.7% in physics, to a low of 0.9% in health. In 2003, the involuntarily out-of-field rate was higher at 5.0%, ranging from a high of 8.7% in physics once again, to a low of 2.2% in economics.

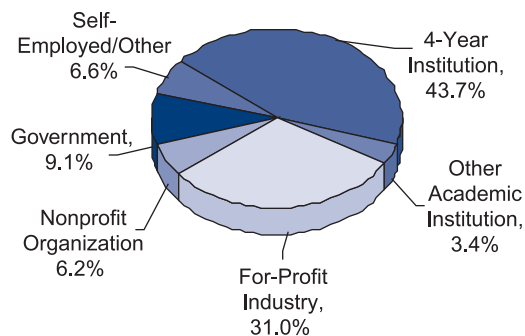
### Postdoctoral Appointments

Postdoc participation grew in 2006, with 4.8% of all doctoral scientists and engineers reporting being in such positions, up from 3.3% in 2003. New doctorate recipients are also more likely to take postdocs than their peers in earlier cohorts. In 2006, while 38% of all SDR survey respondents reported that they had held a postdoctoral appointment at some point in their career, 45% of those who received their doctorate within the last five years reported having taken a postdoc, compared with just 31% of those who received their doctorate more than 25 years ago (NSF, 2008).

### Employment Sector

Academia remains the primary employer of doctoral scientists and engineers in the United States. Overall, 43.7% of all employed doctoral scientists and engineers worked in four-year academic institutions in 2006 (see Figure 2), and an additional 3.4% worked in other academic institutions. Both percentages are identical to those reported in 2003. The for-profit sector accounts for the second largest share of employment, with nearly one-third (31.0%) of all doctoral scientists and engineers employed in this sector in 2006, down slightly from 31.6% in 2003.

**Figure 2. Doctoral Scientists and Engineers by Employment Sector, 2006**



Source: National Science Foundation, *Survey of Earned Doctorates*

Sector of employment varies greatly by field of doctorate. In two fields, sociology and political sciences, over two-thirds of doctorate recipients worked in four-year institutions in 2006—69.6% and 66.0%, respectively. In contrast, just 18.3% of doctorates in materials/metallurgical engineering and 18.5% of doctorate recipients in chemical engineering worked in four-year institutions. Employment in the for-profit sector also varies by field of doctorate, ranging from a high of 66.9% of materials/metallurgical engineering doctorate recipients, to a low of 6.9% of doctoral sociologists.

### What the Future Holds in Doctoral Science and Engineering Employment

While it is informative to look at recent trends in employment and unemployment among doctoral scientists and engineers, these trends cannot tell us what will happen in the coming months, in light of the current economic recession. The SDR was conducted again in 2008, and the results will be reported in 2010, but even these data will not tell us what happened in late 2008 and beyond as the recession deepened. Given recent trends, however, there are two things that are likely to occur.

First, it is likely that there will be an increase in 2009 in the number of new science and engineering doctorate recipients taking postdoctoral appointments. The number of scientists and engineers accepting postdocs slowly declined throughout the economic boom that occurred in the late 1990s, but during and immediately after the recession, the numbers of postdocs increased, growing 1.4% in 2001, 4.9% in 2002 and 5.8% in 2003 (NSF, 2005). The increases were greater in certain disciplines, such as physics, where nearly two-thirds of all new doctorate recipients accepted postdocs at about the time of the last two recessions, compared with only about 45% in the late 1990s (AIP, 2007).

Second, it is likely that the unemployment rate will remain lower for doctoral scientists and engineers than for individuals with bachelor's degrees or lower levels of educational attainment, since this has been the case historically.

We also know that it will likely be tougher to get a job today than it was in recent years, particularly in the academic job market. According to a recent survey conducted by *The Chronicle of Higher Education* and Moody's Investors Services, more than 40% of responding academic business officers say that their institutions have imposed partial freezes on faculty hiring, and 5% have imposed total freezes on hiring new faculty (Blumenstyk, 2009). Although these freezes will undoubtedly make it harder for some to find a job, it will be some time before national data reveal the true effect of the economy on the employment of doctoral scientists and engineers.

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

#### References:

American Institute of Physics (AIP). 2007. *Initial Employment Report: Physics and Astronomy Degree Recipients of 2003 & 2004*. On-line. Available:

<http://www.aip.org/statistics/trends/reports/emp.pdf>. Retrieved January 12, 2009.

Blumenstyk, G. January 9, 2009. "Colleges Protect Workers and Cut Elsewhere." *The Chronicle of Higher Education*. On-line. Available

<http://chronicle.com/weekly/v55/i18/18a00102.htm>. Retrieved January 12, 2009.

Bureau of Labor Statistics (BLS). January 9, 2009. *Employment Situation Summary*. On-line. Available: <http://www.bls.gov/news.release/empsit.nr0.htm>. Retrieved January 9, 2009.

Bureau of Labor Statistics (BLS). Unpublished tabulations. "Table 10: Employment status of the civilian noninstitutional population by educational attainment, age, sex, race, and Hispanic or Latino and Non-Hispanic ethnicity, Annual Average 2007 (Source: Current Population Survey)."

National Science Foundation (NSF). 2005. *Graduate Enrollment in Science and Engineering Programs Up in 2003*,

*but Declines for First-Time Foreign Students*. On-line. Available:

<http://www.nsf.gov/statistics/infbrief/nsf05317/nsf05317.pdf>. Retrieved January 12, 2009.

National Science Foundation (NSF). 2006. *Characteristics of Doctoral Scientists and Engineers in the United States: 2003*. Arlington, VA: National Science Foundation, Division of Science Resources Statistics.

National Science Foundation (NSF). 2008. *Postdoc Participation of Science, Engineering, and Health Doctorate Recipients*. InfoBrief NSF 08-307. On-line. Available: <http://www.nsf.gov/statistics/infbrief/nsf08307/nsf08307.pdf>. Retrieved January 12, 2009.

National Science Foundation (NSF). *Forthcoming, Characteristics of Doctoral Scientists and Engineers in the United States: 2006*. Arlington, VA: National Science Foundation, Division of Science Resources Statistics.

## McNair Voices: The Barometer for Retaining Low-Income Graduate Students

### Introduction

Expanding the graduate education pipeline is critical for the future faculty workforce. The Federal TRIO Programs consist of eight educational opportunity programs which support low-income Americans in succeeding all along the educational pipeline. The mission of TRIO's Ronald E. McNair Post-Baccalaureate Achievement Program ("McNair Scholars") is to diversify the American professorate by preparing low-income undergraduates for entry to Ph.D. programs. Since 1989, McNair has provided federal funds to postsecondary institutions to administer research training, GRE test preparation, academic counseling, and related graduate preparation resources to high achieving, low-income (LI) students, more than any other single program of its kind.

Annually, several hundred McNair students enter graduate school—over 70% of whom are low income—and many enter Ph.D. programs at leading research universities (Seburn, Chan, & Kirshstein, p. 28, 2005).<sup>i</sup> However, Figure 1 shows low-income students enrolled in graduate programs earn graduate degrees at rates well below those of higher income students.

Figure 1: Graduate Degree Completion Rates among Low-Income Students<sup>ii</sup>

	All Advanced Degrees	Master's	Professional Degree	PhD
Higher Income	47%	29%	12%	6%
Low Income	29%	19%	7%	3%

Federal analysts point to "less financial and social support" among the factors which explain lower persistence rates (Seburn, Chan, & Kirshstein, p. 28, 2005).<sup>iii</sup> Yet graduate deans may also examine graduate persistence and degree

completion among their own students by listening to the voices of low-income graduate students.

### Voices of Low-Income Graduate Students

To examine graduate retention, one urban, private research university in the U.S. southwest interviewed McNair alumni enrolled in its Ph.D. programs. LI graduate students related how they struggle with self-doubt and feel underprepared or as if they do not deserve to be in graduate school. Even though these students proved their academic worthiness by gaining admission to a highly selective graduate institution, feelings of academic inadequacy still trouble them. One related:

"A lot of times I felt like there is something else I'm supposed to know that everyone else in graduate school seems to know. Other grad students are comfortable discussing books I'd never even heard of—or at least, no one else admitted they'd never heard of."

Other LI students often feel alienated among students from wealthier backgrounds or who attended more prestigious undergraduate schools, and concluded their academic

backgrounds differed significantly. LI students observed bias in faculty relations with students based on judgments of undergraduate background rather than individual performance.

Second, these low-income doctoral students were clear: families viewed their pursuit of graduate study as reduced foregone income for the household. Each related multiple ways in which the high cost of graduate study exacts a burden on their parents, from

*continued on page 6*

## McNair Voices

whom students continue to rely on for financial support—support that extends support received for the undergraduate degree. One student related, “I don’t tell my faculty, but I worked a part-time job to make ends meet. The stipend just isn’t always enough.” Conversely, this student’s parents also rely on the doctoral student to support them on the student stipend. The psychological pressure resulting from cultural and familial expectations was emblematic of the financial stress felt collectively among the group of students.

Third, cultural barriers also made it difficult to pursue the Ph.D. All students interviewed elected to remain in state for graduate school in part because of familial expectations. “Even though I’m still in [state], my family feels I’ve abandoned them. I’m the only woman to leave the community.” She defines “leave” as her choice to attend graduate school outside of the immediate family neighborhood. This woman, like other low-income students, applied to, visited, and considered attending other leading graduate programs out of state before finally deciding to pursue graduate study at her current institution. Low-income students describe strong norms—particularly those within immigrant communities—which are poignant and shape identities they are expected to assume as daughters who marry and choose motherhood, or sons who work instead of pursue graduate study.

### Analyzing the Voices

The concept of social capital (defined many ways<sup>iv</sup>) is useful to examine three kinds of barriers emergent in the low-income graduate student voices: academic capital, financial capital, and cultural capital. Capital refers broadly to the amount of knowledge, skills, relationships, or other resources LI students draw on to complete graduate education successfully.

*Academic capital.* The well-known reading which low-income students reported they were unfamiliar with speaks to academic capital deficits low-income students may come to graduate school with because their undergraduate institutions do not have adequate resources on par with more prestigious institutions. Policy analysts have shown low-income students are less likely to earn a bachelors degree than middle and upper income peers since low-income students are more likely to attend less selective institutions with fewer economic resources (Pell Institute, 2007)<sup>v</sup>. Many low-income bachelor degree-holders who pursue graduate study will do so at elite institutions where graduate programs are located, and these students will find it increasingly difficult to fit in.

*Financial capital.* The experiences with financing graduate study for low-income graduate students in these discussions indicate that merit-based funding is no less accessible to them than to other students. Put another way, low-income students demonstrate the same academic and intellectual capacity to earn the favor of department faculty who

determine what assistantships are awarded to graduate students. However, merit-based aid may not always produce the same desired outcome many assume it should: freeing recipients financially from work that pays a basic living wage. Low-income students may have un-met financial need that current graduate financing does not address. Furthermore, commentary from these students suggest that starting discussions about meeting un-met need is difficult because low-income students fear mentioning the need for more financial support would jeopardize what support already exists.

*Cultural capital.* Academic culture encourages aspiring graduate students to study wherever faculty are located who pursue research of interest to the student. Many low-income students pursue higher education based on accessibility of the institution. This is evident in the large percentage of low-income students enrolled in community colleges which are by state mandate locally accessible institutions, as well as 4-year public institutions which also have an explicit mission to serve regional needs. To the extent that low-income students enrolled in these institutions are socialized to consider advanced study beyond their home region may be less intense than those with more selective institutions. The kinds of connections of students in less-selective 4-year institutions are more likely to be with other students who are also from the immediate vicinity of the institutions, so having a key relationship with someone who has left to study at a graduate institution out of state may be less likely to inform the graduate selection process for low-income students.

### Retaining Low-Income Students in Graduate Education

Graduate deans can adopt three best practices in retaining low-income graduate students that each address the academic, financial, and cultural barriers low-income graduate students face.

1. *Encourage formalized student mentorship for low-income graduate students.* More experienced LI graduate students provide peer-advising to incoming students, and validate newcomers’ intellectual belonging within the graduate community. See Dr. Steven Burkett’s CGS *Communicator* article outlining one exemplar peer mentor model.

2. *Provide need-based financial aid for graduate students.* Foster discussions among the graduate school, the financial aid office, and deans of academic units to central funds which top-off or complement departmental assistantships. Release low-income graduate students from non-academic obligations to reduce time-to-degree.

3. *Interview low-income graduate students already enrolled at your institution.* Conduct interviews and/or focus groups with McNair alumni. Locate LI graduate students through a list of graduate application fee waiver recipients.

These actions may vary campus to campus, but collectively they could form the backbone of a new, federal TRIO program to support institutional efforts of excellence to retain low-income graduate students.

by Dean Campbell, Associate Dean and Director, Graduate Admission, University of Southern California

continued on page 10

# CGS Congratulates Recent Award Winners

## WINNERS OF CGS/UMI AWARD ANNOUNCED AT ANNUAL MEETING

Thomas W. Rondeau, '07 Virginia Tech, was honored as the winner of the 2008 CGS/UMI Distinguished Dissertation Award in the field of Mathematics, Physical Sciences and Engineering, at the Awards Luncheon at the CGS Annual Meeting in Washington, DC. Rondeau, who is a Research Associate with the Institute for Defense Analysis, won the award for his dissertation, "Application of Artificial Intelligence to Wireless Communications." The chair of his dissertation committee, Charles Bostian, wrote: "While an undergraduate, he originated the key idea that made cognitive radio (then an abstract concept and now an extremely hot research topic) possible. In his subsequent research he developed everything necessary to implement that idea along with many others, providing in his dissertation a complete treatise incorporating the philosophy, technological principles, and implementation details... While still a student, he became one of the best known researchers in the cognitive radio community."

The winner in the field of the Social Sciences was Jessica Horst, who received her Ph.D. in 2007 in Psychology from the University of Iowa. She is currently a Lecturer (Assistant Professor) at the University of Sussex. Her dissertation, "Turning Novel Names into Known Names: Understanding Reference Selection and Retention in 24-Month-Old Children and Neural Networks," studies how children learn the full meanings of words. She developed a computational model that shows that "children show evidence of retention for newly fast-mapped names if enough support for strengthening the name-object associations is added to the reference selection task." Her dissertation was also selected by the APA as the Developmental Psychology Outstanding Dissertation Award in 2008. That committee said her work "represents a report of ground-breaking research on a problem of critical importance for our understanding of young children's cognitive development."

## ARLT AWARD WINNER

Tanya Erzen was selected as this year's winner of the Gustave O. Arlt Award in the Humanities for her book, *Straight to Jesus: Sexual and Christian Conversions in the Ex-Gay Movement* (University of California Press, 2006). Dr. Erzen is a 2002 graduate of New York University in the field of American Studies. Her nomination was submitted by Ohio State University where she is an assistant professor in the Department of Comparative Studies. The review in *Publishers Weekly* noted, "Erzen argues that most analysis of the ex-gay movement has failed to grasp the powerful role of religion, and how many homosexuals yearn to reconcile sexuality and faith. Her study puts complex human faces on this small piece of the ex-gay movement while at the same time providing a well-researched backdrop for where the ministry fits into ongoing debates."

## 2008 CGS/PETERSON'S AWARD

The 2008 CGS/Peterson's Award of Innovation in Promoting an Inclusive Graduate Community was presented to the University of Alabama. UA was selected for the \$20,000 grant for their proposal, "Opening the School House Door: A Mentoring and Support Program for Underrepresented and Under-served Graduate Students at the University of Alabama." The program will create a mentoring program comprised of peers, faculty members and community members to address the academic, social and emotional needs of minority students and create a designated Graduate Ambassador position to coordinate the ODS program and serve as liaison. Also a Student Parent Support System will be developed to assist graduate students with children.

*continued from page 2*

## Beyond the 2008 Election

An early indicator of the administration's priorities will be found in the specifics of the stimulus package, the continuing resolution for FY 09 federal funding (which expires in March) and the proposed FY 10 budget. CGS routinely follows appropriations for federal agencies of interest to the graduate education community and we will continue to report on appropriations in our weekly newsletter during the coming year.

Tackling the myriad challenges we face will require a different way of doing business in Washington. One of the first challenges Mr. Obama faces is changing the atmosphere from one of partisanship to a more collaborative and collegial approach that focuses on our collective interests. There is a window of opportunity over the next several months to create a

new environment to move the country forward and to focus on priorities that can really help to bolster our economy and our competitiveness in the global economy. The manner and speed with which Congress enacts a stimulus package will be an early indicator as to whether it is business as usual or a renewed sense of urgency to collaborate on addressing the current challenges.

CGS and members of the graduate education community can contribute to the national conversation by emphasizing the need to develop human capital as a key component of our economic competitiveness strategy and the role graduate education plays in this process.

*by Patricia H. McAllister, Vice President, Government Relations and External Affairs*

## DePauw Becomes Chair of 2009 Board of Directors



Karen P. DePauw is Vice President and Dean for Graduate Education at Virginia Tech and tenured professor in the Departments of Sociology and Human Nutrition, Foods & Exercise. Since her arrival at Virginia Tech in 2002, her major accomplishments include the establishment of the innovative Graduate Life Center (GLC), the signature initiative known as Transformative Graduate Education (TGE) and overall success in building a strong diverse graduate community and enhancing quality graduate education. The VT Graduate School supports 6800 graduate students pursuing 78 master's and 62 doctoral degrees at multiple campuses throughout Virginia and collaborative degrees with selected international locations. As Dean, she has administrative responsibility for academic programs, recruitment and retention, alumni relations, fundraising, student support services and much more. She was a founding member and Facilitator/Chair for the Virginia Council of Graduate School (VCGS), served as President of the Council of Southern Graduate Schools (CSGS) and on the Board of Directors of the Council of Graduate Schools (CGS). Prior to employment at Tech, she served 22 years on the faculty and as an administrator at Washington State University.

Dr. DePauw is an internationally recognized scholar in the fields of adapted physical activity, disability sport and disability studies. She has published extensively, presented keynote and scholar lectures around the world, served on editorial boards for several professional journals and advised nearly 100 graduate students throughout her career. Her scholarship has focused on inclusion, equity issues, social construction of disability, and sociology of the body. In recognition of her scholarly contributions, she was elected as a member of the American Academy for Kinesiology & Physical Education (AAKPE) in 1997. Throughout her academic career, she has served in leadership positions for national and international associations, received numerous honors and awards and has worked extensively with the United States Olympic Committee, the International Paralympic Committee and the Olympic & Paralympic Scientific Congresses since 1981.

Dr. DePauw earned the A.B. in Sociology from Whittier College, M.S. in Special Education from California State University, Long Beach, and a Ph.D. in Kinesiology from Texas Woman's University. In the 1970s, she taught with the Los Angeles City and Los Angeles County Schools and California State University – Los Angeles.

---

## Gibeling Becomes Chair-Elect of 2009 Board of Directors



Jeffery C. Gibeling serves as Dean of Graduate Studies at the University of California, Davis and is a Professor of Materials Science and Engineering in the Department of Chemical Engineering and Materials Science. He previously served as Chair of the Academic Senate at UC Davis and Executive Associate Dean of Graduate Studies. He joined the faculty at UC Davis as an Assistant Professor of Materials Science and Engineering in 1984. Dr. Gibeling holds a B.S. in Mechanical Engineering and an M.S. and Ph.D. in Materials Science and Engineering, all from Stanford University. He also worked as a Senior Research Associate and Acting Assistant Professor at Stanford from 1979 through 1984 prior to joining UC Davis.

Dean Gibeling oversees 87 academic graduate degree programs that enroll 4400 students. More than one-half of these programs are organized as interdisciplinary graduate groups. As Dean, he has promoted continuous improvements in information technology to enhance service of the Office of Graduate Studies to its clientele. He is also deeply committed to increasing the diversity of the graduate population at UC Davis. Under Dean Gibeling's leadership the Office of Graduate Studies has developed a comprehensive professional development program to ensure that graduate students complete their degrees and are prepared for successful careers. He has also devoted significant attention to the needs of postdoctoral scholars and established an award for Excellence in Postdoctoral Research. Dean Gibeling serves on the CGS Board of Directors, the Association of Graduate Schools Executive Committee, the GRE Board and the TOEFL Board. He previously served on the Executive Committee of the Western Association of Graduate Schools.

Dr. Gibeling is the author or coauthor of more than 90 scholarly publications on the mechanical properties of materials. He has also guided the thesis and dissertation work of more than 25 graduate students throughout his career. He and his students have developed novel techniques to understand the mechanisms of creep deformation at elevated temperatures and the mechanisms of fatigue deformation and damage in metallic and composite materials. He is also developing new methods to understand the fatigue and fracture properties of human and equine cortical bone in collaboration with colleagues in the medicine and veterinary medicine.

# Highlights of the CGS 2008 Annual Meeting

The CGS 48th Annual Meeting was held December 3 through 6 at the JW Marriott Hotel in Washington, DC. Amid the globalization of higher education and the growth of international collaborations, the meeting theme was “Graduate Education in a Global Context.” Meeting attendees congregated to attend stimulating plenaries and timely breakout sessions around this theme and others, as well as to engage in lively discourse and networking all in the best interests of graduate education.

CGS offered attendees a topical program which included eleven pre-meeting workshops. These workshops engaged over 200 participants and addressed: building effective web resources; program review; fundraising; the Ph.D. survival kit; responsible conduct of research; legal issues; setting expectations and resolving conflicts; equivalency and quality in international graduate admissions; strategies for effective diversity in graduate schools; and dual and joint degrees. The meeting started off with the traditional Opening Reception and Dinner hosted by Debra W. Stewart, President, and William Russel, Chair of the Board of Directors. In the opening plenary session, “Quality, Accreditation and Graduate Education: What Does the Future Hold?,” speakers John Wiley, Former Chancellor, University of Wisconsin-Madison and Chair of the Board of Directors, Council for Higher Education Accreditation (CHEA), and Lesley Wilson, Secretary General, European University Association, discussed current trends in graduate education quality assessment and evaluation in the U.S. and in Europe, respectively. Dr. Wiley noted increased public dissatisfaction with self-regulation in higher education is likely to impact graduate education in the near future. With recognition of the important link between graduate education and the economy, greater scrutiny of process, productivity, quality, and outcome issues is inevitable. Dr. Wilson described efforts in Europe to promote more self-regulation, as opposed to ministerial intervention, through best practices and modernization of universities. With greater university autonomy will come greater accountability. She described the achievements of the Bologna Process in the context of quality reforms.

Stanley Collender, Managing Director, Qorvis Communications provided a highly entertaining and profoundly troubling presentation in the second plenary session on “The Budgetary Challenge Facing the New Administration: What Does it Mean for Graduate Education?” He offered his perspective on the budget challenges facing the new president and Congress and what the graduate school community should do to make its case about the need for continued support. Maureen Grasso, Dean of the Graduate School, University of Georgia, responded by providing a case study of a university already impacted by the current financial crisis. A lively discussion followed about the challenges facing universities and the opportunities for advocating for graduate education in the current environment.

The third plenary session, “Graduate Education around the World,” convened a panel of three international speakers representing different world regions (Europe, the Middle East, and Australia). Panelists addressed the top three graduate education issues in their countries or regions and described how their university and/or government is responding to core opportunities and challenges. Speakers included Jean Chambaz, Vice President for Research, Université Pierre et Marie Curie; Kenton Keith, former U.S. Ambassador to Qatar and Senior Vice President, Meridian International Center; and Maxwell King, Pro Vice-Chancellor Research and Research Training, Monash University.

“The Skills Revolution and the Global Knowledge Economy,” the fourth plenary session of the meeting, featured David Brooks, Op-Ed Columnist for *The New York Times*. Mr. Brooks argued in one of the most engaging and entertaining sessions of the Annual Meeting that while globalization is real and important, “it’s just not the central driving economic change.” In this cognitive age it is the skills revolution that is the real issue which places graduate education front and center. Mr. Brooks advised that while the economy will be the number one issue facing the new administration, now is also a time when leaders should be receptive to arguments about graduate education’s value in the long term strategy that will be necessary for the U.S. to thrive in the global economy.

“Graduate Education without Borders: Developing International Collaborations,” the fifth plenary, addressed university successes and the challenges that arise in the establishment of dual and joint degree programs, certificate programs, extension campuses, and research and exchange programs. Sheila Bonde, Dean, Graduate School, Brown University described collaborations with Dar es Salaam, the University of Cape Town, the University of the West Indies and Makerere University, Uganda. Karen DePauw, Vice President and Dean for Graduate Education, Virginia Tech spoke about a variety of formal institutional relationships with institutions in Egypt, Switzerland, and the Dominican Republic, and developing relationships with Latin America and Mexico, a “Future Professoriate” program with a “global perspectives” elective and study abroad component, and dual degree programs with universities in France, Germany and Italy. Andrew Szeri, Dean, University of California, Berkeley described his institution’s partnership in the Academic Excellence Alliance with King Abdullah University of Science and Technology (KAUST) that includes jointly organized curricula, collaboration in setting degree requirements and in nominating KAUST faculty, and the benefits of such collaboration. Discussion focused on the ethical responsibilities of U.S. universities when they engage in collaboration, process issues for approving and implementing graduate collaborations, and mechanisms for comparing quality and compatibility of institutions.

The last plenary featured experts from the UK and Germany who reflected on current global trends in higher education and educational reform

*continued on page 10*

continued from page 9

## Highlights of Annual Meeting

that they believe are likely to impact graduate education by the year 2020. This plenary is part of the CGS "Graduate Education 2020" project, a partnership with ETS to assist universities in positioning themselves for a global future. Christian Bode, Secretary General, German Academic Exchange Service (DAAD) presented a wide ranging overview of developments in graduate education across Europe, and in Germany specifically, that are being shaped by demographics, policy, and economic trends. He discussed the impact that the Bologna Process reforms in Europe have had on the internationalization of policymaking, and predicted that globalization will increase in importance for universities both in student and researcher mobility and policy integration and curricular collaboration. Peter Scott, Vice Chancellor, Kingston University joined the meeting by video link to share his analysis of: national and historical differences in graduate education; the values and social practices of a professional academic class; and the implications for graduate education of new paradigms of knowledge production and new social forms. He concluded by speculating how these forces might shape graduate education at institutional, system, and national levels. Papers from both speakers will be collected and published as part of the Graduate Education 2020 series.

The plenary sessions were well complemented by 16 concurrent sessions on an extensive array of topics including, graduate schools and post doc education; governments role in globalizing graduate education; exit surveys; and graduate education and the public good: state level initiatives. The entire meeting program may be found on the CGS website at [www.cgsnet.org](http://www.cgsnet.org).

Other highlights of the meeting included two special luncheons—the Awards Luncheon and the LaPibus Luncheon. A highlight of the Awards Luncheon was the announcement by Debra W. Stewart and Peterson's Mark Zidzik that the University of Alabama was the recipient of the CGS/Peterson's Award of Innovation in Promoting an Inclusive Graduate Community. The CGS/UMI Distinguished Dissertation Award

winners, were also presented, with Boe Horton of ProQuest/UMI Dissertations Publishing on hand. Also at the lunch, Tanya Erzen was announced as the winner of the 2008 CGS Gustave O. Arlt Award in the Humanities. Later that evening, Peterson's sponsored an elegant reception honoring the "Promoting an Inclusive Graduate Community" award recipient, The University of Alabama.

Exhibitors included: Academic Analytics; American Speech-Language-Hearing Association; Collegenet, Inc.; Educational Testing Service; GradSchools.com; Hobsons; IELTS International; Interfolio; National Association of Graduate-Professional Students; National Opinion Research Center, University of Chicago; Peterson's; ProQuest/UMI and World Education Services. Several exhibitors further contributed to the meeting with GradSchools.com sponsoring the cyber cafe and ProQuest/UMI and ETS sponsoring breakfasts. ProQuest/UMI also hosted its ever-popular Friday evening reception.

Refreshment breaks were well appreciated by the meeting attendees. Sponsors for these events were: Appalachian State University; The Catholic University of America; Christopher Newport University; College of William and Mary; Duke University; East Carolina University; George Mason University; George Washington University; Howard University; Immaculata University; James Madison University; Johns Hopkins University; Longwood University; Loyola College in Maryland; Morgan State University; Norfolk State University; North Carolina State University; Old Dominion University; Penn State University; Radford University; Towson University; University of Maryland, Baltimore County; University of Maryland, College Park; University of Virginia; Virginia Commonwealth University; Virginia State University; Virginia Tech, Wilkes University.

At the Saturday morning business meeting, Debra W. Stewart addressed the achievements and growth of CGS over the past year. Bill Russel passed the gavel to Karen DePauw who will serve as Chair of the Board in 2009.

It's not too early to plan for the 2009 Annual Meeting, CGS' 49th—which will be held December 2 - 5, 2009, at the Westin St. Francis in San Francisco. Mark your calendar!

continued from page 6

## McNair Voices

### Endnotes

<sup>i</sup>Seburn, M., Chan, T., & Kirshstein, R., (2005). *A Profile of the Ronald E. McNair Postbaccalaureate Achievement Program 1997-98 through 2001-02*. Washington, D.C.: US Department of Education.

<sup>ii</sup>Source: Adapted from the Jack Kent Cooke Foundation's Achievement Trap report, [http://www.jkcf.org/assets/files/0000/0084/Achievement\\_Trap.pdf](http://www.jkcf.org/assets/files/0000/0084/Achievement_Trap.pdf), (p. 21).

<sup>iii</sup>Seburn, M., Chan, T., & Kirshstein, R., (2005). *A Profile of the Ronald E. McNair Postbaccalaureate Achievement Program 1997-98 through 2001-02*. Washington, D.C.: US Department of Education.

<sup>iv</sup>For a useful review of social capital in education and underrepresented students See Smith, Buffy (2007). Accessing social capital through the academic mentoring process. *Equity & Excellence in Education*, 40 (1), p. 36-46.

<sup>v</sup>Price, D., & Bell, A. (2008). *Federal access policies and higher education for working adults*. Washington, D.C.: Center for American Progress.

<sup>vi</sup>Burkett, S. (2008). McNair memos: Knowing where to look to enhance diversity. *CGS Communicator*, 41(9), 5-6.



## Associate Dean Graduate Studies

We are seeking a dynamic and innovative Associate Dean for College of Graduate Studies who will be responsible for actively participating in shaping policy decisions and determining priorities for college activities; establishing distinguished records of success in graduate student recruitment and retention and serving as liaison to the associate dean's group and strategic enrollment activities.

**Requires:** An earned doctorate with a minimum of 5 years of progressively responsible experience in related area and scholarly accomplishments commensurate with appointment as a tenureable associate or full professor. A strong record of effective administrative responsibilities and management of staff providing leadership and motivation for positive outcomes is desired.

**Announcement #11500025012.** For a complete description and to apply online visit:

**[www.hr.uidaho.edu](http://www.hr.uidaho.edu)**

Welcome New  
Institutional Members  
Bucknell University  
Saint Mary's College  
of California

Welcome New Associate  
Institutional Member  
Champlain College

## DEAN of the GRADUATE SCHOOL and VICE PROVOST FOR RESEARCH Montclair State University

In the first year of its second century, Montclair State University seeks applications for the position of Dean of the Graduate School and Vice Provost for Research. This position reports to the Provost and is a member of the President's Management Council, Deans' Council and the Graduate Council. This individual will oversee graduate programs which represent one-half century of development and includes all of the University's Colleges and Schools. He or she will also have responsibility for overseeing the University's strategic research agenda and will provide intellectual leadership for the shaping of that agenda. Primary responsibilities for the Dean and Vice Provost will include: working with deans to define growth areas in graduate education and increasing graduate enrollments; implementing effective policies to support the recruitment and academic achievement of graduate students; sharpening the academic quality, focus and competitiveness of the University's graduate programs; facilitating activities that enhance the research infrastructure of the institution; increasing the current level of external funding and strategically managing sources of internal funding. The Dean and Vice Provost is the chief administrative and academic officer of the Graduate School supervises the Office of Research and Sponsored Programs and the Institutional Review Board. The successful candidate is expected to work effectively with a broad range of faculty, deans, and other administrators within the University and will build alliances with off-campus constituencies, including partner institutions, businesses and government that enhance the research and graduate resources of the University.

**Qualifications:** A candidate should possess an earned doctorate and a record of distinguished academic achievement appropriate for the rank of full professor in a department of the University. In addition, she/he should possess:

Experience in graduate program administration including professional graduate accreditation reviews; demonstrated exposure to national issues in graduate education and achievement in building programs; demonstrated skill in working with an array of graduate programs, and knowledge of curricular and programmatic trends; skill in developing strategies for enrollment management; a strong record of teaching in graduate education; broad knowledge of research and program funding sources and the ability to motivate faculty participation in research opportunities; knowledge of matters related to research compliance such as human subjects protection, conflicts of interest and the care and use of animals, as well as responsible conduct of research (RCR) initiatives; demonstrated commitment to and success in supporting the scholarly and research initiatives of faculty and the academic achievement of graduate students.

Contact: Joan C. Ficke, Vice Provost for Academic Affairs. Please go to [www.montclair.edu/HR/jobs.html](http://www.montclair.edu/HR/jobs.html).

# New Deans and Titles

Nancy Allen is Associate Vice President, Academic and Student Affairs at Angelo State University. She replaces Carol Diminnie.

Gerald Baldasty is Interim Vice Provost and Dean, Graduate School at the University of Washington. He replaces Suzanne Ortega.

Daniel Burcham is Interim Vice President, Academic Affairs at Ferris State University. He replaces Thomas Oldfield.

Carlos Campo is Vice President, Academic Affairs at Regent University. He replaces Randall J. Pannell.

John R. Cencich is Interim Dean, Graduate Studies and Research at California University of Pennsylvania. He replaces Ronald Wagner.

Joseph W. Childers is Dean of the Graduate Division at the University of California, Riverside. He replaces Dallas L. Rabenstein

Louis D'Abramo is Dean, Graduate School and Associate Vice President, Academic Affairs at Mississippi State University.

Sherri Hughes is Provost and VP for Academic Affairs at Marymount University. She replaces Loretta Seigley.

Jacqueline McGlade is Dean of Graduate Programs at the College of St. Elizabeth.

Mazi Shirvani is Dean, Faculty of Graduate Studies and Research at the University of Alberta. She replaces Mark RT Dale.

Suman Singha is Vice President, Research and Dean, Graduate School at the University of Connecticut. He replaces Gregory L. Anderson.

Marilyn Wells is Vice Provost and Graduate Dean at East Stroudsburg University. She replaces Alberto Cardelle.

Debasish Dutta is Dean of the Graduate College at the University of Illinois at Urbana-Champaign. He replaces Richard Wheeler.

Scott L. Whittenberg is Interim Dean, Graduate School at the University of New Orleans. He replaces Robert C. Cashner.

Patricia D. Witherspoon is Dean, Graduate School at the University of Texas at El Paso. She replaces Pablo Arenaz.

## **Communicator**

Council of Graduate Schools

One Dupont Circle NW, Suite 230

Washington, DC 20036-1173