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Opening Doors Between Disciplines: Opportunities for Graduate Deans to Build Interdisciplinary Programs



Introduction

Interdisciplinary inquiry, the process by which different disciplines work together to examine the same problem, synthesizing and integrating multiple disciplinary perspectives, has been an established part of university life for decades (Gilbert in Baerwald, p. 11).¹ The leading force behind this movement has been

research, which has drawn from interdisciplinary perspectives in order to solve problem-focused research questions. Government funding structures, which have aligned with problem-focused research, have supported this transformation at the institutional level, enabling many universities to foster interdisciplinary programs, support faculty collaborating across disciplines, and advance both the frontiers of knowledge and university research profiles. But with notable exceptions,² graduate program structures have not reflected this transformation in the way new knowledge is being generated. While many universities have done very important work to successfully advance graduate training within the disciplines, those disciplines have continued to hold firm in ways that have made interdisciplinary transformation difficult. Yet there are many strong indications that interdisciplinarity is becoming a more focused interest and area of strategic development for many graduate schools. Over the past three years, CGS sessions with the term “Interdisciplinary” in their titles have created overflowing rooms of participants, suggesting that new doors are opening in the walls separating traditional disciplines.

Each fall, in the August/September issue of the *Communicator*, I take the opportunity to share with CGS membership my thoughts on an issue salient to our deans as they welcome students to a new academic year. This year, no topic seemed more compelling than interdisciplinary programs. If there is a single theme on which there is broad consensus among CGS member deans it is that the time has come to

embrace interdisciplinarity in the structure and process of graduate training as a powerful and essential option for 21st century graduate students. Operationally this means building graduate programs that “prepare students in a manner that integrates and synthesizes methodologies, information, concepts, and/or bodies of specialized knowledge to enable them to creatively advance fundamental understanding or to solve problems beyond the scope of a single discipline” (Gibeling 2007).

This essay outlines the drivers for the formation of interdisciplinary graduate programs in the current environment, proposes some ground rules for all successful graduate programs, recognizes the systemic barriers graduate deans will encounter as they try to advance them, identifies some proven strategies for overcoming barriers, and concludes with the roles for graduate deans and graduate schools in interdisciplinary graduate efforts going forward. Readers should note that my primary sources are the insights of our deans in the field who generously share their lessons learned with the community through presentations at our CGS meetings.

The Drivers

The current flurry of activity around building interdisciplinary graduate programs is driven by three factors that have motivated interdisciplinary research as well. First, pressing problems and questions—problems and questions of great intellectual interest and

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Opening Doors Between Disciplines

complexity—are emerging at the intersection between disciplines. Second, students, at least as much as faculty researchers, have a passion to solve these compelling problems on topics such as the environment, public health, politics, and the economy, to name just a few of the areas where interdisciplinary research is taking hold. And third, generative technologies stimulate new areas of scholarship for which students simply need to be trained (Gibeling 2007).

In some broad fields, there is strong evidence that graduate students have been voting for interdisciplinary opportunities with their feet. According to a report of student behavior in a series of programs funded under the NSF Environmental Research and Education portfolio, graduate students with strong intellectual commitments find opportunities at interdisciplinary boundaries appealing; investigators reported significantly more interdisciplinary collaborations among students than among their professors, even when those students saw clear career costs associated with interdisciplinary activities (Rhoten and Parker 2004, p. 2062).

Common Guidance for Program Development

When considering the development of interdisciplinary programs, graduate deans routinely look for advice on ground rules to follow. Common guidance would identify faculty leadership, vision, and strong commitment from the core faculty. It would stipulate strong evidence of student and market demand. At the administrative level, there would need to be adequate financial resources to support programs, as well as a supportive graduate school structure providing appropriate rules, conditions in which a strong interdisciplinary culture could grow, and review processes. Finally, attention would need to be given to career progression for engaged faculty (Avery 2007).

Of course what strikes one about this very appropriate list is that it seems to outline the conditions of success for any graduate program—disciplinary or interdisciplinary. So what are the unique features of interdisciplinary programs that make it difficult to provide these conditions?

Systemic Obstacles to Interdisciplinary Graduate Programs

Four features, unique to interdisciplinary programs, serve as barriers to their success. The first two relate to forces outside the scope of any particular institution; the second two are internal to the university and relate to how the university organizes its own business.

As for the factors external to our institutions, the first consist of the inherent cultural differences between disciplines. The integration of disciplines and methodologies requires negotiation about discipline-specific routines and standards of practice, a negotiation that takes time, energy, and motivation that is not required when disciplines remain within established structures. Conventions governing the way students interact

with each other and with faculty in a graduate training situation, modes and levels of student funding, and student roles in grant acquisition and publication differ across disciplines in subtle and sometimes not so subtle ways that can hamper the ease of interdisciplinary graduate training.

The second consideration outside of any individual university's reach is the tendency of national rating schemes to measure change in graduate education by what is most easily measured, a bias that gives scant room for interdisciplinary programs. The best example of this is the National Research Council Assessment of Research Doctoral Programs, which since its inception has quite naturally given emphasis to measuring what can be measured—quality in traditional disciplines. Irwin Feller has noted the chilling effect the NRC rankings alone have had on the development of interdisciplinary programs. For the many institutions in America for which upward movement in the NRC rankings has been a central objective, "...only those activities that produce gains in terms of these rankings count." To the extent that interdisciplinary activities are seen as drawing faculty and resources away from NRC categories, these activities have a negative value to the institution, and are to be diminished (Feller 2002, p. 3). In the soon to be released report of the current NRC assessment, readers will find an effort to address interdisciplinarity through the inclusion of some clearly interdisciplinary programs such as Neuroscience, Biomedical Engineering, and American Studies, as well as several other emerging fields that are inherently interdisciplinary. But inevitably, the assessment process lags behind the development of emerging fields, which must be widely "established" and recognized before they are included on the list.

But for graduate deans, the main focus is on those barriers that they may have some capacity to overcome and if left unaddressed will ultimately defeat any interdisciplinary effort. The first barrier is that new interdisciplinary graduate programs, and sometimes even established ones, have no established fiscal home in the traditionally structured university and thus resources to support faculty lines, graduate student stipends and even indirect cost returns flow to traditional discipline-based departments. The second barrier relates to the selection, nurturing, motivation, evaluation and rewarding of faculty. When all of the features of faculty career progression are located nearly exclusively within a department, rational faculty find little motivation to reach out to engage in interdisciplinary opportunities around graduate program development. And indeed as noted above, results from at least one study in the broad area of environmental science indicated that research professors, both young investigators and their senior colleagues, showed considerably less willingness to engage in interdisciplinary work than students (Rhoten and Parker, p. 2046).

Strategies for Overcoming the Obstacles

So what is the graduate dean, who sees interdisciplinary opportunity as critical to high quality 21st century graduate education, to do? Even the conventional wisdom now recognizes the capacity of the graduate school to offer strong

and relevant interdisciplinary programs as central to its success. Yet the systemic obstacles remain. Drawing on the collective wisdom of our CGS deans, some reporting “lessons learned the hard way” (Comrie 2007), I offer four strategic directions available to CGS deans. They relate to resources, faculty, institutional resistance and institutional commitment. In each case I suggest at least one strategy found effective in the past.

Budget challenges is the top issue on the desks of graduate deans in 2009 and hence opportunities to free up new resources for interdisciplinary programs, however essential to their success, may be difficult to identify. One strategy is to view your interdisciplinary areas of strength as new opportunities for resource acquisition. While not available in all areas of study, one target of opportunity lies in training grant competitions offered through the Department of Education, such as the GAANN program, and the National Science Foundation, particularly the IGERT program. Convening faculty around formally established or nascent interdisciplinary training activities, and working with them to generate a training proposal that is both responsive to the grant program criteria and that takes into account all that we now know about how to ensure student success, often yields victory in such national competitions. Success here will go a long way toward anchoring interdisciplinary programs at your institution. In the North Carolina State University setting, where this strategy has been used for more than a decade with considerable success, the structure is actually formalized by ensuring that all training proposals are submitted with dual PIs, an administrative PI who is an associate dean of the graduate school, and a content PI who is the natural leader of the interdisciplinary group.

The second strategic direction relates to building structures to cultivate and nurture faculty leadership and investment in interdisciplinary graduate programs. Structures for aligning faculty with interdisciplinary programs may vary. At UC Davis, the majority of graduate programs are organized in broad groups across the university independently of departments and faculty join these groups based on their research and teaching interests, an arrangement that removes many of the obstacles to interdisciplinary engagement. In other universities, institutes and centers are assigned the task of facilitating cross-departmental and college coordination, with faculty holding appointments in the institute as well as in departments. The interdisciplinary graduate programs reside in the institutes. Under this arrangement, which takes place at the University of Colorado, for example, the institutes report to the dean of the graduate school. In yet another model, currently in place at the University of Arizona, the graduate school funds an interdisciplinary program coordination staff and provides limited TA support for a series of interdisciplinary graduate programs that operate under the oversight of the Graduate Interdisciplinary Programs Faculty Advisory Council. In addition to other administrative functions, this faculty council serves as the equivalent of a college-level promotion and tenure committee for participating faculty. Undoubtedly, other variations exist elsewhere. But the key element in these and all well-functioning structures is that provision must be made for the fair evaluation of the faculty member who is significantly

engaged in this interdisciplinary effort, including direction from the university’s top leadership (president, provost and graduate dean) and that faculty efforts in interdisciplinary graduate activities are recognized for promotion and tenure consideration (Comrie, 2007).

A third strategic consideration for all graduate deans is institutional resistance at a more cultural level. Graduate deans need to find ways to reduce the anxiety that college deans and some department heads may feel in response to a burgeoning of cross-college interdisciplinary graduate program activity. Of course, the extent to which this produces anxiety will depend in significant part on the prevailing culture of the institution, but whenever it arises, and however intense it may be, strategies to reduce it are critical to the ultimate success of interdisciplinary graduate efforts in most institutions. Some strategies to reduce this natural anxiety involve finding ways to emphasize collaboration rather than competition with the college deans as well as to emphasize the added value derived from a graduate school that is poised to host multi-college programs. But ultimately the key to reducing opposition lies in ensuring that departments and colleges don’t lose “credit” in any of its many forms because of their faculty’s commitments to interdisciplinary efforts. In a discussion session following an NSF/CPST/Professional Societies Workshop, NSF Program Officer Thomas Baerwald described the accounting practice of providing “one number in one and only one cell” as a “big hazard” for interdisciplinary programs. From an NSF vantage point he called for more flexibility when he advised that “Double counting needs to be allowed in many contexts, although one must be careful about how that is presented” (Baerwald in Bell 2003, p. 23). Whatever accounting creativity it takes, graduate deans need to work with business officers and provosts to find ways for the university to account for outputs spanning departments and colleges if interdisciplinary programs are to thrive.

One way to accomplish this goal is to ensure that the development and sustaining of interdisciplinary graduate programs is clearly articulated as an institutional goal in the university’s strategic plan. This kind of institutional commitment to interdisciplinarity is a central theme in the plans of many well-established research universities like MIT, Carnegie-Mellon and Georgia Tech (Feller, p. 8), but more resource-constrained institutions may also make it a key element in their strategic planning. Many universities may find that their path to national preeminence is through the development of programs that focus on real world problems through interdisciplinary graduate programs and research, since it is here that opportunities to advance nationally are greater than they would be if they simply tried to compete with established universities in the traditional disciplines (Feller, p. 8).

Opening Doors for Interdisciplinarity: A Natural Role for Graduate Deans and Graduate Schools

It is widely recognized that the capacity to develop, evaluate, improve and sustain interdisciplinary programs is becoming increasingly essential to excellence in graduate education today

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Opening Doors Between Disciplines

and going forward. This is a job description that is written for the graduate dean, whose goal is to ensure that the entire graduate school is more than the sum of its parts. As the senior official who occupies the quintessential boundary-spanning role in the university, the graduate dean must step up to this interdisciplinary challenge, using his or her unique capacity to mobilize resources, inspire faculty, modulate institutional resistance and catalyze institutional commitment. But nobody is saying it will be easy.

By Debra W. Stewart, President, Council of Graduate Schools

End Notes

¹A variety of terms have been used to describe research that integrates elements from two or more traditional disciplines: “interdisciplinary,” “multidisciplinary,” and “transdisciplinary” are the most common. While these terms may be used interchangeably at some institutions, “interdisciplinary research” is typically viewed as the type of research that involves the fullest integration of disciplines, methodologies, and institutional structures. Throughout this essay I use this term because it is the most widely used, and because it is also the most relevant to the challenges deans face on interdisciplinary issues.

²For example, at the University of California, Davis, graduate programs have been organized to span departments and colleges for decades.

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Sally Francis Named CGS Dean in Residence for 2009-10

Sally K. Francis has served as the Dean of Oregon State University’s (OSU) Graduate School since 1999. As dean she has overseen the growth of the graduate school from 9 employees to 16, expansion of the budget by nearly fourfold, the transition of graduate admissions from the Office of Admissions to the Graduate School, implementation of a postdoctoral desk in the Graduate School, and development and implementation of a number of significant policies to enhance the quality of the graduate experience at OSU.

She has served as President of the Western Association of Graduate Schools and has presided over a number of other organizations, including her disciplinary society, the International Textiles and Apparel Association, and the Oregon State University Faculty Senate. She is a member of the Council of Graduate Schools’ Professional Science Master’s Degree Advisory Board. In 1998, OSU awarded her its D. Curtis Mumford Faculty Service Award.

Francis received her Ph.D. degree in textiles and clothing from The Ohio State University in 1981. She was a faculty member at Miami University for ten years prior to moving to OSU. Before joining the Graduate School at OSU, Francis’ long history of providing leadership to her college included serving as head of her home Department of Design and Human Environment for over 17 years. During this time, she shepherded the design and launch of the department’s doctoral degree program. Francis is a member of several honorary societies including Phi Kappa Phi.

Her disciplinary research interests involve studying consumer behavior as it relates to clothing and textiles, specifically clothing satisfaction and disposition of used clothing and textile products. She has published numerous articles in scholarly journals including the *Journal of Consumer Satisfaction/Dissatisfaction and Complaining Behavior*, the *Textiles and Clothing Research Journal*, and the *Family and Consumer Sciences Research Journal*. In her role as graduate dean, she has given a number of presentations on professional science master’s degrees, graduate program review, exit surveys, and other topics relevant to graduate education.

OSU offers four PSM degrees and is engaged in a statewide PSM initiative. As CGS Dean in Residence, Francis will be working with the Professional Science Master’s initiative.

Data Sources: Graduate Education at For-Profit Institutions

Over the past two decades, one of the big changes in graduate education has been the rise in for-profit colleges and universities. Once a rarity at the graduate level, for-profit institutions are now becoming significant players, enrolling large numbers of students in graduate programs and awarding tens of thousands of graduate degrees each year. This article explores the growth in the numbers of for-profit institutions, as well as the trends in graduate enrollment and degrees at those institutions. While the Council of Graduate Schools has data on enrollment and degrees at for-profit institutions through the CGS/GRE Survey of Graduate Enrollment and Degrees, this article uses national data from the Department of Education and the National Science Foundation since not all for-profit institutions respond to the CGS/GRE survey.

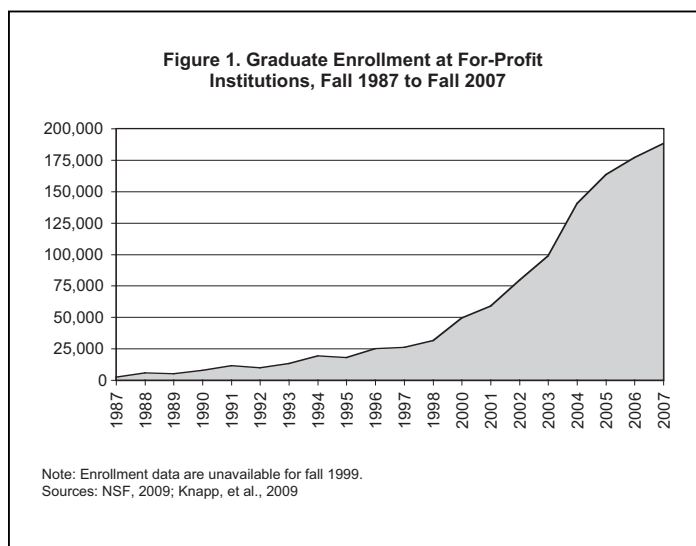
For-Profit Institutions

The rapid growth in the actual number of for-profit institutions in the United States has been the main reason for the increase in graduate education at for-profit institutions. In 2007-08, there were 1,043 Title IV-eligible, degree-granting, for-profit institutions in the United States, up from 650 a decade earlier in 1997-98, and up from just 323 in 1987-88 (Snyder et al., 2009). (Title IV institutions are those eligible to participate in federal student financial aid programs such as Pell Grants or Stafford Loans.) There has also been an increase in the share of for-profit institutions offering graduate programs. In 2007-08, 20% (210) of the Title IV-eligible, degree-granting, for-profit institutions offered graduate certificate and/or graduate degree programs, while in 1997-98, just 12% (77) offered graduate programs (Knapp et al., 2008; NCES, 1999).

Graduate Enrollment at For-Profit Institutions

Graduate enrollment has soared over the past two decades at for-profit institutions, from 2,232 students in fall 1987, to 25,917 in fall 1997, and to 188,079 in fall 2007 (Figure 1) (NSF, 2009; Knapp, et al., 2009). Two-thirds (67%) of the graduate students at for-profit institutions in fall 2007 were women. This percentage is higher than at both public and private, not-for-profit institutions, where 60% of the graduate students are women (Knapp, et al., 2009).

Graduate students at for-profit institutions are about twice as likely as those at public and private, not-for-profit institutions to be members of underrepresented racial/ethnic minority groups. In fall 2007, 29% of the graduate students at for-profit institutions were underrepresented minorities, compared with 15% and 14% of the graduate students at public institutions and private, not-for-profit institutions, respectively (Knapp, et al., 2009). In particular, African Americans are more likely to attend for-profit institutions. Nearly one-quarter (23%) of the graduate students at for-profit institutions in fall 2007 were African American,



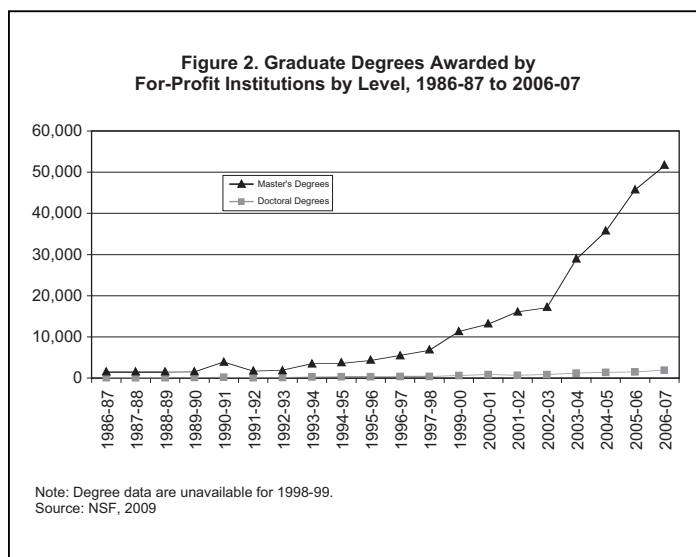
compared with 9% of the graduate students at both public and private, not-for-profit institutions.

While graduate students at for-profit institutions are more likely than those at other types of institutions to be underrepresented minorities, they are much less likely to be temporary residents. Only 5% of the graduate students at for-profit institutions in fall 2007 were temporary residents, compared with 14% at public institutions and 12% at private, not-for-profit institutions.

Graduate Degree Production at For-Profit Institutions

Master's degree production at for-profit institutions has increased nearly ten-fold over the past decade (Figure 2). In 2006-07, for-profits awarded 51,461 master's degrees, an

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Data Sources

increase from 5,467 in 1996-97, and up from 1,407 in 1986-87 (NSF, 2009). While the vast majority of the graduate degrees awarded by for-profit institutions are at the master's level, there has also been a rapid increase in the number of doctorates awarded. In 2006-07, for-profit institutions awarded 1,903 doctoral degrees, nearly six times the 344 awarded in 1996-97. In 1986-87, for-profit institutions awarded just 36 doctoral degrees.

African Americans earned 18% of the master's degrees awarded by for-profit institutions in 2006-07 and 21% of the doctorates. In contrast, African Americans earned just 8% of the master's degrees at both public and private, not-for-profit institutions. At the doctoral level, African Americans earned 6% of the degrees at private, not-for-profit institutions and 5% of those at public institutions. In total, underrepresented minorities earned 24% of the master's degrees at for-profit institutions in 2006-07 and 25% of the doctorates.

Temporary residents earned 7% of the master's degrees at for-profit institutions in 2006-07, while they earned 12% of the master's degrees at public institutions and 11% at private, not-for-profit institutions. At the doctoral level, temporary residents earned only a small percentage (2%) of the degrees at for-profit institutions. This compares with 33% of the doctorates at public institutions and 23% at private, not-for-profit institutions.

Women earned a larger share of the degrees awarded by for-profit institutions than public and private, not-for-profit institutions in 2006-07. At the master's level, women earned 65% of the degrees awarded by for-profits, compared with 61% and 60% of those awarded by public institutions and private, not-for-profit institutions, respectively. At the doctoral level, 66% of the awards were to women at for-profit institutions, compared with 48% at public institutions and 53% at private, not-for-profit institutions.

Nearly half (49%) of the master's degrees awarded by for-profit institutions in 2006-07 were in business and management, and nearly one-third (32%) were in education. At the doctoral level, education (34%) and psychology (33%) were the largest fields.

Implications

Clearly, graduate education is on the rise at for-profit institutions, and this rapid growth will inevitably change the landscape of graduate education. While some may argue for or against this change, one thing is certain; on average, for-profit institutions are out-performing their public and private, not-for-profit peers in enrolling and graduating African Americans at the graduate level. This may be due in part to targeted marketing or the urban or virtual location of many for-profit institutions, but public and private, not-for-profit institutions should examine the successes of for-profits in attracting African Americans to graduate programs and identify replicable best practices.

While for-profit institutions are becoming more attractive to prospective graduate students, cost is likely not the main reason for this shift. The average amount of tuition and fees paid by graduate students at for-profit institutions in 2007-08 was \$9,971, compared with \$5,613 at public institutions and \$11,272 at private, not-for-profit institutions (NCES, 2009). Convenience, rather than cost, is most likely the primary driver of the growth in for-profit education. Many for-profits are structured to meet the needs of graduate students who are older, working full-time, and/or balancing family demands with school. They often provide evening classes, on-line education, and other forms of distance education. In many cases, public and private, not-for-profit institutions are also increasing the options available to students in terms of class schedules and course delivery. As more and more incoming graduate students demand the flexibility that many for-profits already offer, public and private, not-for-profit institutions will have to determine if they want to compete for these students, and if so, what changes they might need to make at their institutions to continue to attract high-quality graduate students.

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

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“Backward Design” and the Cultivation of McNair Students

One of the beauties of the educational pipeline framed by the seven TRIO Programs is that the various programs mark different flashpoints of opportunity. Like stars glistening on a dark night, these flashpoints of opportunity herald the movement of TRIO eligible students from high school into college and from college onto graduate school. One flashpoint of opportunity, the transition of students from high school to college, is particularly relevant to the problem of cultivating more McNair students. Using the principles of backward design, it is logical to suggest that one way of cultivating more McNair students is simply to produce more McNair eligible students by introducing Upward Bound students to research during their high school years.

Upward Bound projects currently provide TRIO eligible students with a challenging regimen of instruction in English literature, composition, mathematics, science, and foreign language. In addition, the staffs of Upward Bound projects engage in one-to-one and group counseling and academic advising. They also make time for tutoring, cultural enrichment activities, virtual and real time college tours, college and career advising, SAT and ACT preparation. One might ask where is there time for another initiative?

To paraphrase Will Rogers, to date the alchemy for producing more time has eluded even the best of us. While the regimen of Upward Bound projects is admittedly challenging, could the insertion of research into the current framework produce a richer yield of Upward Bound students? Could it also produce a fuller yield of TRIO Student Support Services Program and McNair students?

According to the literature, involving students in the development of learning goals can be a boon to student achievement. So, too, can giving students more latitude in selecting the projects for demonstrating and documenting their learning. Instruction in research can provide a form of accelerated learning that can acquaint Upward Bound students with the attitudes and skills required for success in college and beyond. An introduction to social research, historical research, scientific research, logic and the rules of

argument may help close the gulf between high school and college expectations. It might help curb the attrition that commonly besets low-income, first generation students during their first three semesters of college.

Why should the graduate community or Upward Bound projects invest in this initiative? Undoubtedly, both share an interest in promoting student success. And, both deplore the unnecessary loss of human capital at virtually every stage of the educational pipeline.

As leaders of national and international research efforts, the graduate school community is uniquely positioned to extend research to TRIO Upward Bound projects. Not only can it add its voice in shaping a consensus about the need for a significant expansion of TRIO funding so more TRIO eligible students can benefit from those services, it also can open the doors of laboratories, lecture halls, and other facilities to ramp up the academic preparation of Upward Bound students. By doing so, faculty members get a glimpse of things to come and possibly gain a better understanding of the attitudes, interests and motivations of the students who will occupy the seats of first-year lecture halls a few years hence.

This initiative calls for embarking upon an action research project capable of defining the best practices for teaching the language and habits of research to students from underserved communities. Often TRIO students bring a healthy dose of skepticism to discussions that tutelage could refine into a useful adjunct to scholarly curiosity. There are as many avenues for addressing the academic needs of low-income, first generation students as there is creativity, good will and imagination. More than once the threesome of creativity, good will and imagination have spawned new industries and extended the benefits and protections of the American Dream. In the years ahead we hope graduate deans and faculty will take the lead as architects of a vibrant learning community by extending research to pre-college students.

By Muriel A. S. Grimmett, Executive Director, Double Discovery Center, Columbia University and Louis Ray, Assistant Professor, Fairleigh Dickinson University

CGS New Deans Institute and Summer Workshop a Great Success!

The 2009 New Deans Institute and Summer Workshop in Quebec City proved to be another highly successful meeting. Over 200 registrants attended three plenary sessions, four Dean Dialogues and twelve Hot Topic sessions covering topics ranging from budgeting in challenging economic times, responsible conduct of research and the future of the master's degree. The opening dinner and reception and several networking lunches provided attendees the opportunity for much discussion and interaction.

We would like to thank the CGS Board, meeting presenters and the following sponsors for helping to make the meeting a success: Educational Testing Service, Pearson and ProQuest/UMI Dissertations Publishing. We would also like to thank the following member institutions for their support in sponsoring the refreshment breaks: Binghamton University, Brown University, Concordia University, Fordham University, L'Université de Sherbrooke, McMaster University, Missouri University of Science & Technology, Queen's University, Rensselaer Polytechnic University, Ryerson University, Sarah Lawrence College, Stony Brook University, SUNY Oswego, Université de Québec, Université Laval, University of Calgary, University of Massachusetts Boston, University of New Hampshire, University of Regina and York University.

New Deans and Titles

Rollin Abernethy is Associate Provost and Associate Vice President, Academic Affairs at the University of Wyoming. The former contact is Don Roth.

Charles Amlaner is Dean of the Graduate College at Kennesaw State University. He replaces Teresa Joyce.

Jeffrey R. Breese is Dean, School of Graduate and Professional Studies at Rockhurst University. He replaces Donna Calvert.

Christopher Cassirer is President and Director at Capella University. He replaces Feranda Williamson.

Brian Corman is Vice Provost, Graduate Education and Dean, School of Graduate Studies at the University of Toronto. He replaces Susan Pfeiffer.

David Curtis is Interim Provost/Interim Vice President, Academic Affairs at Governors State University. He replaces Jane Rhoades Hudak.

Dennis R. Dougherty is Interim Dean for Graduate and Professional Studies at Cabrini College. He replaces Michael Markowitz.

Fritz Erickson is Provost and Vice President, Academic Affairs at Ferris State University. He replaces Daniel Burcham.

Roger Fouts is Interim Dean, Graduate Studies and Research at Central Washington University.

Colleen Hegranes is Senior Vice President at The College of St. Catherine. She replaces Susan Cochrane.

Sue Horton is Associate Provost, Graduate Studies at the University of Waterloo. She replaces Alan George.

George Justice is Interim Vice Provost, Advanced Studies and Dean, Graduate School at the University of Missouri, Columbia. He replaces Pamela Benoit.

Janet F. Kane is Dean, College of Graduate Studies at Immaculata University. She replaces Sr. Ann Heath.

Patricia R. Komuniecki is Vice Provost, Graduate Affairs and Dean, Graduate Studies at the University of Toledo.

Adele Lindenmeyr is Dean, Graduate Studies, Liberal Arts and Sciences at Villanova University. She replaces Gerald M. Long.

Timothy P. Mack is Dean, School of Graduate Studies and Research at Indiana University of Pennsylvania. He replaces David Myers.

Michelle Marks is Associate Provost for Graduate Education at George Mason University.

Michael Monticino is Interim Dean, Toulouse School of Graduate Studies at the University of North Texas. He replaces Sandra Terrell.

Cheryl L. Ney is Associate Vice President, Academic Affairs and Dean, Graduate Studies at California State University, Los Angeles. She replaces Jose Galvan.

Lynn Pasquerella is Provost at the University of Hartford. She replaces Joseph C. Voelker.

Claudia Pinter-Lucke is Associate Vice President for Academic Programs at California State Polytechnic University, Pomona. She replaces Donald F. Hoyt.

Patricia E. Potter is Interim President at National University. She replaces Dana L. Gibson.

Chase F. Robinson is Provost and Senior Vice President at City University of New York Graduate Center. He replaces Julia Wrigley.

Scott Shannon is Dean, Instruction and Graduate Studies at SUNY College of Environmental Science and Forestry. He replaces Dudley J. Raynal.

Donna Spindel is Dean of the Graduate College at Marshall University. She replaces Leonard Deutsch.

John Stevenson is Interim Dean of the Graduate School at the University of Colorado at Boulder.

John R. Stevenson is the Interim Dean of Graduate Studies at Grand Valley State University. He replaces Priscilla Kimboko.

Rosemary C. Wander is Vice Provost, Graduate Studies and Research at American University.

Mark Wardell is Associate Provost and Dean, Graduate School at Wayne State University. He replaces Steven O. Salley.

Carole Wells is Vice Provost and Dean, Graduate Studies at Kutztown University of Pennsylvania. She replaces Linda Matthews.

Charles A. Wight is Dean of the Graduate School at the University of Utah. He replaces David Chapman.

Barbara Wilcots is Associate Provost at the University of Denver. She replaces James R. Moran.

Nasser H. Zawia is Interim Dean, Graduate School at the University of Rhode Island.



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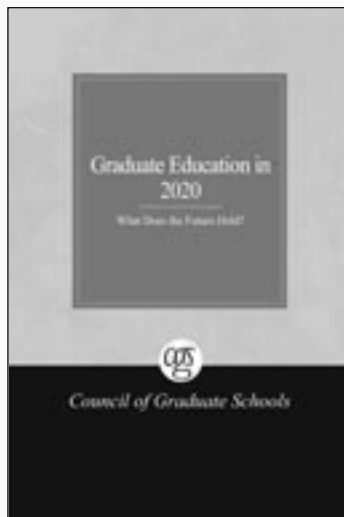
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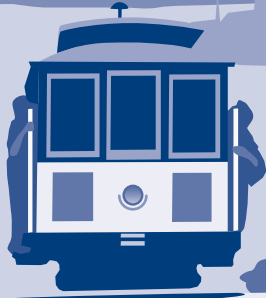
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