



# Communicator

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## Preparing Future Faculty to Assess Student Learning Outcomes: A New CGS Project to Explore National Needs and Opportunities

The Preparing Future Faculty (PFF) initiative has developed into a successful national model for using institutional collaborations to improve the preparation of graduate students aspiring to faculty careers. Between 1993 and 2003, the Council of Graduate Schools, in partnership with the Association of American Colleges and Universities (AAC&U) and 11 disciplinary societies, managed grant-funded programs at 43 doctoral universities that partnered, collectively, with nearly 300 other higher education institutions. Initial funding to support these collaborations came from the Pew Charitable Trusts, the Atlantic Philanthropies, and the National Science Foundation. The types of institutions that participate in PFF programs represent the full spectrum of US higher education: public and private doctoral universities, liberal arts colleges, comprehensive (master's focused) institutions, community colleges, minority-serving and predominantly majority serving institutions. Students in PFF programs have opportunities to observe and experience faculty responsibilities at a variety of academic institutions with varying missions, diverse student bodies, and different expectations for faculty. Far more than a teaching initiative, PFF programs seek to enhance the preparation for students as scholars in the areas of teaching, service and research. CGS has documented the results of these model PFF programs on a dedicated website ([www.preparing-faculty.org](http://www.preparing-faculty.org)), through CGS-hosted workshops, deans' dialogues, and plenary sessions, and in a series of best practice monographs.<sup>1</sup> Since 2003, when the grant period ended, many of these programs have evolved to encompass additional professional development areas such as ethical issues in research and academia, financial management, and university governance. The successful PFF model has been widely emulated in the US and beyond, for example in the UK and Japan, in consultation with US universities and the CGS PFF National Office.

PFF programs today provide the most comprehensive and recognizable models for preparing graduate students who aspire to teaching careers. And yet these programs have not been fully utilized in the many recent efforts to integrate the assessment of learning outcomes into higher education. Assessing student learning is one of the key responsibilities that higher education institutions and their faculty have. This responsibility is recognized in accreditation requirements, in federal legislation

(such as the recent Higher Education Act reauthorization), and in daily public discussions of accountability and quality in higher education. While there is no consensus about how student learning outcomes in higher education should be measured, there are emerging best practices in this area and a growing body of evidence about what works that have not been well reflected in programs to prepare graduate students aspiring to faculty careers. The results have been: (a) some confusion among young faculty about just what it means to assess student learning outcomes as well as (b) an all-too-common stratification of learning assessment experts, on the one hand, and practicing research faculty in the disciplines, on the other.

CGS is therefore partnering with the Teagle Foundation on a new initiative to identify:

- Ways in which PFF programs could enhance the skills and understanding of graduate students aspiring to faculty careers in assessing student learning outcomes;
- Programmatic features of PFF that could serve to address gaps in the current practice and national dialogue on learning outcomes assessment; and
- Gaps and potential linkages between national assessment expertise and existing faculty development programs.

### Background: Teaching and Learning in the Evaluation of PFF Programs

A primary driver behind the PFF initiative was a broadly shared interest in improving the quality of undergraduate education. By preparing doctoral students for the full range of faculty roles and responsibilities and for the diverse expectations of US higher education institutions, participating universities sought to enhance the quality of the entire US higher education teaching enterprise. Graduate schools and graduate deans played a strong leadership role in these programs. A large-scale external

*continued on next page*

### INSIDE

McNair Scholars .....	3
Data Sources .....	4
Staff Update .....	5

## Preparing Future Faculty

evaluation of the PFF initiative found, for example, that the most successful programs were those in which: graduate schools coordinated and provided broad student access to professional development in the general knowledge, skills, and competencies required of successful faculty; partner institutions shaped experiences for participants specific to their institutional contexts; and participating programs or departments provided discipline-specific curricular content and experiences.<sup>2</sup> That external evaluation of the PFF program included measures such as graduate student satisfaction, student participation, alumni job placement, faculty satisfaction with the experience of their students, and employer satisfaction with recent PFF alumni. The scholarship of teaching and learning was a core feature of several programs; pedagogy in the discipline was an important common component of many programs; and some featured collaborations with strong centers for teaching and learning. The assessment of student learning, however, was neither a required nor a common feature of PFF, nor was it a criterion for evaluating the success of PFF programs. An additional challenge in considering the impact of PFF programs on the quality of undergraduate education was that the incorporation of research on the effectiveness of student learning outcomes into higher education pedagogy by PFF participants was sometimes perceived by research faculty at the host doctoral institutions as a “distraction” from the true mission of preparing students for research (and, at most) pedagogy in their chosen discipline(s).

### The National Need: Learning Assessment as an Essential Part of Faculty Preparation in the Twenty-first Century

We are now in a very different era than that in which PFF programs were first developed. Today, new higher education faculty in many different institutional contexts often must devote at least some significant amount of time to identifying student learning objectives and assessing student progress in ways that are unfamiliar to them from their graduate training. Since the Spellings Commission report (2006), especially, and recent developments in Europe to establish comparable quality indicators and define student learning outcomes by degree-level and by discipline, regional accreditation agencies in the US have given greater attention to requirements for demonstrable student learning outcomes among other outcomes measures not only for undergraduate but for graduate programs of study. The Middle States Commission on Higher Education, for example uses 14 standards to award accreditation to eligible institutions. Standard 14, reads: “Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution’s students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.”<sup>3</sup> The New England Association of Schools and Colleges (NEASC), Commission on Institutions of Higher Education’s standards for accreditation includes more detailed expectations:

The institution uses a variety of quantitative and qualitative methods to understand the experiences and

learning outcomes of its students. Inquiry may focus on a variety of perspectives, including understanding the process of learning, being able to describe student experiences and learning outcomes in normative terms, and gaining feedback from alumni, employers, and others situated to help in the description and assessment of student learning. The institution devotes appropriate attention to ensuring that its methods of understanding student learning are trustworthy and provide information useful in the continuing improvement of programs and services for students (section 4.50).

NEASC standards include explicit statements on faculty responsibility for student learning outcomes assessment [“Responsibilities of teaching faculty include instruction and the systematic understanding of effective teaching/learning processes and outcomes in courses and programs for which they share responsibility” (section 5.3)] and on transparency [“The institution has readily available valid documentation for any statements and promises regarding such matters as program excellence, learning outcomes, success in placement, and achievements of graduates or faculty” (section 10.12)].<sup>4</sup> The number one reason for follow ups by nearly every regional accrediting body last year was a deficiency in student learning outcomes assessment.<sup>5</sup> In addition to the assessment efforts of accreditation bodies, there are a number of important “bottom up” efforts recently concluded or now underway to develop institutionally comparable student learning outcomes in general education, in the disciplines, and in community colleges.<sup>6</sup>

Requirements that proposed course syllabi, for example, include explicit student learning objectives (such as generic skills and competencies plus disciplinary competencies) may provide faculty with rewarding opportunities to reflect more on strategies to enhance student learning, and students with opportunities to reflect on the contribution of a given course to their overall degree experience. Unfortunately, faculty sometimes perceive these requirements as bureaucratic exercises to meet public accountability pressures rather than as meaningful exercises for improving the quality of teaching and learning. Such perceptions may be justified where efforts to impose standardized requirements across universities threaten the excellence guaranteed by a diversity of approaches and the autonomy of educators. At the same time, the absence of standards and expectations for student learning outcomes assessment by region and institutional type can also lead to uneven learning or unintelligible documentation of learning outcomes. Including learning outcomes assessment as part of young faculty members’ graduate preparation for their future faculty responsibilities (especially on the PFF model where institutional differences are reflected in the curricula) can help to address this problem for direct participants as well as for US higher education faculty, generally.

One challenge universities face is how to fund new reporting requirements resulting from greater attention to accountability in higher education. At a meeting of the Association of Public and Land-Grant Universities in November, 2009, senior university leaders shared this concern with Secretary of Education, Arne Duncan. A survey conducted by the National Institute for Learning Outcomes Assessment found that

approximately 70% of US doctoral students had 2.0 FTEs or less devoted to learning assessment,<sup>7</sup> however a separate survey of 35 public state colleges in one state found that, collectively, they spent \$ 3.6 million per year on federal reporting that “did nothing to help improve performance.” Secretary Duncan replied that he would gladly help to reduce the regulatory burden on institutions if they “showed greater progress on improving student performance.”<sup>8</sup>

### Activities of the New CGS/Teagle Partnership

The core activities in the new project will include:

1. A short survey of active PFF programs to determine the scope and definition of student learning outcomes assessment as an integral PFF activity for graduate student participants.
2. A white paper that reports on current learning assessment practices in PFF programs, including the results of the (step 1) survey, and key research findings on student learning outcomes assessment.
3. A conference convening national experts in higher education assessment research, graduate deans, and students with research interests, or leadership positions, in successful PFF programs to identify national needs and opportunities for better utilization of PFF programs to prepare graduate students for the assessment expectations in twenty-first century higher education.
4. A CGS best practice series monograph on preparing graduate students in the assessment of student learning outcomes. The monograph will include results and recommendations from the conference, a revised white paper with discussion of the national policy context for student learning assessment, results from the CGS survey, and highlights from current research on student learning.

Through this project, CGS will begin to explore the need for a larger, best practice initiative involving the broader graduate community. The goals of such an effort would be to make graduate students aspiring to faculty careers familiar with the variety of approaches to assessing learning outcomes and to integrate the acquisition of such expertise into Preparing Future Faculty programs. The objectives of the current project are: to identify the opportunities and potential barriers for such integration and, if such a broader effort is called for by the community, to define the necessary and optimal elements of a student learning assessment component of the PFF program. If

such efforts are merited and successful, one of the national benefits of such an enhanced PFF program, building on lessons learned from the PFF initiative and other recent graduate reform initiatives, would be a generation of future faculty who perceive the assessment of student learning with enthusiasm as integral to their teaching and faculty roles and to their self-understanding as scholars.

For more information about this project, to express an interest in it, or to share information with CGS about your institution's efforts in this area, please contact: Daniel Denecke, [ddenecke@cgs.nche.edu](mailto:ddenecke@cgs.nche.edu).

### Footnotes

<sup>1</sup>For example, see *Building the Faculty We Need* (CGS/AACU, 2000); *PFF in Science and Mathematics* (CGS/AACU, 2002); and *PFF in the Humanities and Social Sciences* (CGS/AACU, 2003).

<sup>2</sup>S. Goldsmith, D. Haviland, K. Daily, and A. Wiley. 2004. “Preparing Future Faculty Initiative: Final Evaluation Report.” [http://www.aacu.org/pff/pdfs/PFF\\_Final\\_Report.pdf](http://www.aacu.org/pff/pdfs/PFF_Final_Report.pdf)

<sup>3</sup>For the Middle States Commission's standards, see: <http://www.msche.org/?Nav1=About&Nav2=FAQ&Nav3=Question07>. All URLs retrieved on March 19, 2010.

<sup>4</sup>NEASC/CIHE standards are available online at: [http://cihe.neasc.org/standards\\_policies/standards/standards\\_html\\_version](http://cihe.neasc.org/standards_policies/standards/standards_html_version).

<sup>5</sup>G. Kuh, “NLOA: Tracking the Status of Outcomes Assessment in the US” Dec. 3, 2009, [http://learningoutcomesassessment.org/documents/NEASCNIL\\_OAplenary2009.pdf](http://learningoutcomesassessment.org/documents/NEASCNIL_OAplenary2009.pdf).

<sup>6</sup>Examples include Lumina's Tuning USA Project ([http://www.luminafoundation.org/our\\_work/tuning/](http://www.luminafoundation.org/our_work/tuning/)), and the National Institute for Learning Outcomes Assessment (<http://www.learningoutcomeassessment.org>), as well as other activities supported by the Teagle Foundation, Lumina, and the Carnegie Corporation of New York.

<sup>7</sup>Kuh, 2009. See note 5 above.

<sup>8</sup>*The Chronicle*, Nov. 17, 2009, <http://chronicle.com/article/Duncan-Promises-Colleges/49187/>. Words in quotation marks are not a direct quote but the article's paraphrase.

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## McNair Scholars: A Rich Pool of Talent

The McNair Graduate Opportunity Program was established in 1986 in honor of Dr. Ronald E. McNair, physicist, astronaut, citizen and family man following his untimely death in the Challenger disaster. The purpose of the McNair program is to increase the attainment of graduate degrees by students from disadvantaged and underrepresented backgrounds. The McNair Program awards grants to institutions of higher education to provide participants who are low-income and first-generation college students or underrepresented minorities opportunities to

engage in research and other scholarly activities to increase the likelihood of their success in graduate school. In 1989, \$1.48 million was appropriated to support 14 institutional grantees serving 415 students. Currently, there are 201 McNair projects serving 5,467 scholars with funding of \$47,846,012.

The McNair program has been a national success story and has provided many young people across the country the opportunity to pursue their dreams and has provided

*continued on page 6*

# Data Sources: Graduate School Aspirations of American Freshmen

The path to graduate school begins long before prospective students start the graduate school application process, and progress along that path is often shaped by students' aspirations earlier in the educational process. The higher education plans of college freshman are an indicator that can potentially shed light on future graduate enrollment.

For over 40 years, the Cooperative Institutional Research Program (CIRP) at the Higher Education Research Institute at UCLA has conducted a nation-wide survey of American college freshmen. Each year, a representative sample of freshmen provide data on their working, studying and socializing behaviors; political,

ideological and religious beliefs; opinions on current issues; and academic and non-academic pursuits. In 2009, 219,864 first-time, full-time first-year students at 297 four-year colleges and universities in the United States responded to the survey (Pryor, et al., 2009). The survey includes two questions that deal with the graduate school aspirations of first-year undergraduates; the data from these two questions will be examined

in this article. The first question asks students to state the highest academic degree they intend to obtain at any institution, and the second asks students to state the highest degree they plan to earn at their freshman institution.

## Graduate School Aspirations at Any Institution

When asked to state the highest degree they planned to earn at any institution, the majority of respondents indicated plans to obtain a postbaccalaureate degree at some point. About one-fifth (22.1%) of the CIRP survey respondents in fall 2009 indicated that their highest planned degree was a bachelor's. Some 42.4% indicated that they planned to obtain a master's degree as their highest degree, and an additional 18.2% of respondents indicated plans to earn a doctorate, meaning that six out of ten freshmen (60.6%) had plans to pursue a graduate degree at some point. Among the remaining respondents, 14.6% said they had plans to earn a first-professional degree such as an MD, JD, or DVM, 1.4% indicated that they expected to earn less than a bachelor's degree, and the remaining 1.3% marked 'other' as their intended highest degree.

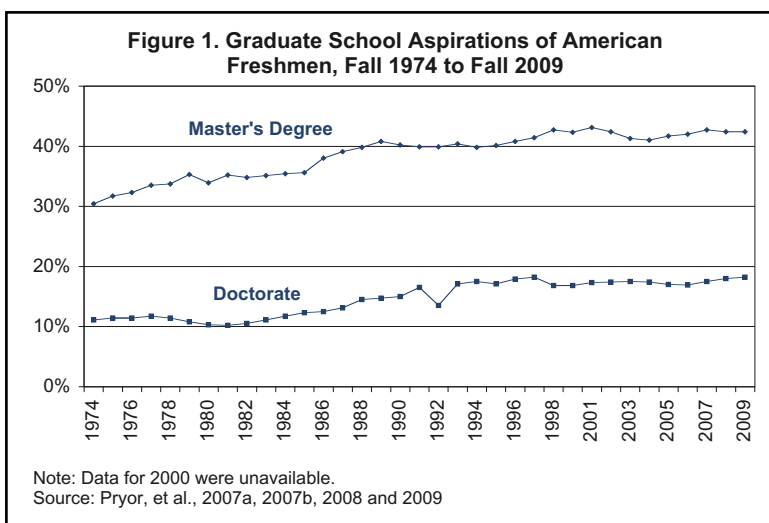
Over time, the percentage of freshmen with graduate school aspirations has gradually increased. In fall 1974, 30.4% of the respondents to the CIRP survey indicated that they planned to earn a master's degree at some point; by fall 2009, that figure had increased by about one-third to 42.4% (see Figure 1). A

similar increase occurred for the doctoral degree. While 11.1% of freshmen in 1974 had plans to earn a doctorate, 18.2% of freshmen in 2009 planned to do so.

Graduate school aspirations increased for both men and women over the past 35 years, with some differences by level (see Table 1). In 1974, women were four percentage points more likely to aspire to a master's degree as their highest degree than men (28.5% of male freshmen vs. 32.5% of female freshmen). This four percentage point gap in aspirations shrank to less than one percentage point in 2009 (42.0% of male freshmen vs. 42.7% of female freshmen). While aspirations to a

master's degree increased for both men and women between 1974 and 2009, the increase was greater for men than for women.

A slightly different story emerges for aspirations to a doctoral degree. Once again, aspirations to a doctoral degree increased for both men and women between 1974 and 2009, but the increase in this case was greater for women than for men, more than doubling for women, but increasing by less than 50% for men.



Women were less likely than men to aspire to a doctorate in 1974 (9.2% vs. 12.1%), but slightly more likely to do so in 2009 (18.9% vs. 17.4%).

## Graduate School Aspirations at Their Freshman Institution

The CIRP survey results reveal that many freshmen enter college with the realistic expectation that they will likely change institutions before earning a graduate degree. When asked to state the highest degree they planned to pursue at their freshman institution, 69.4% of first-year college students in fall 2009 indicated a bachelor's degree, 20.2% a master's degree, and 3.4% a doctorate. The remaining respondents indicated that they expected to earn less than a bachelor's degree or a first-professional degree at their freshman institution.

These data contrast significantly with the statistics presented above on the highest academic degree college freshmen intend to obtain at any institution. For example, while 42 out of every 100 college freshmen in fall 2009 expected to earn a master's degree from any institution, less than half that number (20 out of 100) expected to earn that master's degree at their freshman institution. Similarly, while 18 out of 100 college freshmen planned to obtain a doctorate, only three out of 100 expected to earn a doctorate at their freshman institution.

Over time, degree aspirations at the freshman institution have remained relatively stable. In 1974, 70.9% of respondents

indicated that the highest degree they intended to obtain at their freshman institution was a bachelor's degree; this figure was 69.4% in 2009. The changes were slightly larger at the graduate level. In 1974, 13.1% of respondents expected to earn a master's degree at their freshman institution; in 2009 20.2% did so. For those students aspiring to a doctoral degree at their freshman institution, the figures were 2.0% in 1974 vs. 3.4% in 2009.

**Table 1.** Graduate School Aspirations of American Freshmen by Gender, Selected Years, Fall 1974 to Fall 2009

Year	Master's Degree		Doctorate	
	Men	Women	Men	Women
1974	28.5%	32.5%	12.1%	9.2%
1979	34.4%	36.2%	11.8%	9.9%
1984	34.9%	36.0%	12.2%	11.3%
1989	39.9%	41.5%	14.9%	14.5%
1994	38.8%	40.6%	17.6%	17.3%
1999	42.0%	42.5%	16.5%	17.1%
2004	40.6%	41.2%	17.3%	17.5%
2009	42.0%	42.7%	17.4%	18.9%

Source: Pryor, et al., 2007a and 2009

### Implications

In fall 2009, nearly all freshmen (97%) entered college expecting to earn at least a bachelor's degree, and three-quarters (75%) of all freshmen had plans to earn a graduate or first-professional degree at some point. Yet, many of these first-year students will never even earn the bachelor's degree they hope to obtain. Among full-time, first-time college students entering four-year institutions in 2001, the six-year graduation rate among degree-seeking students was just 57% (Knapp, et al., 2009). While some of the remaining 43% of students will likely complete their undergraduate degree at some point beyond the six-year time frame, many other students will not.

The graduate degree aspirations of college freshmen are clearly not in line with the statistics on undergraduate completion. While some students may underestimate the rigor of their undergraduate program, and while personal or financial issues may impede the progress of others, the reality is that

many of the students who enter college with the goal of earning a graduate degree will never make it through the first hurdle in that educational process. Among those students who do successfully navigate the pathway through the undergraduate degree, aspirations appear to change or fail to materialize. Six out of ten freshmen enter college planning to earn a graduate degree, but data from the National Center for Education Statistics show that only 35% of bachelor's degree recipients enroll in a master's or doctoral program within ten years of completion of the baccalaureate (Nevill and Chen, 2007). Future increases in graduate enrollment depend not only on improving undergraduate completion rates, but also on cultivating the postbaccalaureate plans of undergraduates so that those who successfully complete their degrees transform their graduate aspirations into graduate applications.

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

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## Welcome New Staff

Leontyne V. Goodwin joined the Council of Graduate Schools in March 2010 as Program Manager for Best Practices. She currently manages logistics of the Professional Science Master's (PSM) Initiative and the NSF Master's Project. Leontyne comes to CGS with an interdisciplinary perspective that has been developed through her professional experiences at the American Psychological Association where she worked with the Office of Ethnic Minority Affairs and Minority Fellowship Program. She has held research positions at Columbia University's Department of Psychiatry; Harvard University Medical School; and more recently has worked in a clinical capacity with Fairfax County's Department of Family Services Division of Children, Youth, and Families. She holds a Master of Arts in Psychology in Education from Columbia University-Teachers College and dual Bachelor of Arts in English and Bachelor of Science in Psychology degrees from Howard University.

continued from page 3  
**McNair Scholars**

graduate schools a rich pool of talent to draw from as we seek to diversify the faculty of the future. Students who participate in McNair programs are provided faculty and graduate student mentors, seminars and scholarly activities, summer internships, tutoring, test preparation, academic counseling and research opportunities designed to prepare scholars for graduate school. McNair scholars are sought after by colleges and universities across the country because of the rich experiences they have been provided, particularly in research. McNair scholars enter graduate programs with advantages provided by their university support systems and serve as role models for undergraduate students on our campuses.

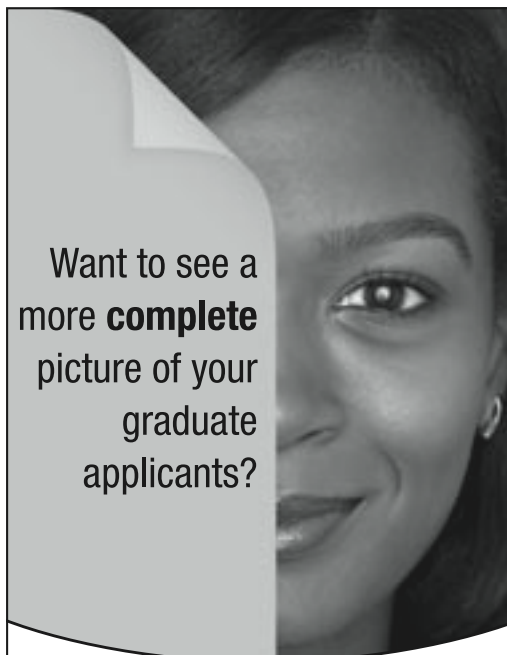
The future of the nation and the future of the academy rest with today's college students. It is imperative that the best and the brightest continue their studies through the doctoral degree and join the ranks of the faculty with new ideas, new discoveries and new enthusiasm. It is also imperative that the face of the faculty of the future mirror society and McNair scholars can play a major role in this imperative. Scholars have been selected through a competitive process on their campuses to participate in the McNair program and have been identified as individuals who have the drive and the potential to join the ranks of the faculty. To succeed in graduate school, students need to be strong scholars and independent researchers. Through the McNair program

students have a chance to test these skills with faculty and mentors who are committed to their success.

In 1997 the Council of Graduate Schools (CGS) and the Council for Opportunity in Education (COE) established a joint committee to facilitate the recruitment of McNair Scholars in graduate programs. The Committee works to advance the McNair program and through volunteer efforts, to assist students in making the transition from undergraduate to graduate school. The Committee supports the waiving of graduate application fees for McNair scholars, provides advice on the annual McNair Scholars Directory, keeps the membership informed on McNair activities through articles in the CGS *Communicator*, and participates in McNair related sessions at the CGS and COE annual meetings. The Committee includes representatives from CGS (William Weiner, Marquette University and Harry Richards, University of New Hampshire), COE (Michael Jeffries, University of Illinois Urbana-Champaign and Dereck Rovaris, Xavier University of Louisiana), and David Payne from Educational Testing Service. Staff liaisons are Nathan Bell and Robert Sowell from CGS and Kathryn Kailikole from COE.

We encourage all CGS members to participate in the fee waiver program. By participating in the program you not only help highly qualified students in their first step to entering graduate school but you will have access to the McNair Student Directory which provides a list of all McNair Scholars from across the country and provides an outstanding talent pool for your graduate programs. The Directory is available for download from the COE website

continued on page 8



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## Dean of the Graduate School



East Carolina University (ECU) seeks an outstanding and innovative academic leader for the position of Dean of the Graduate School. The dean provides strategic leadership, administration, and oversight for all activities related to graduate studies across the university; and represents the Graduate School to the Office of the Chancellor, the University of North Carolina (UNC) General Administration, government agencies, private foundations, industry, the local community and the media.

ECU is a constituent institution of the UNC. A rapidly growing institution of nearly 28,000 students, ECU is a research-intensive university which offers 103 bachelor's degree programs, 72 master's degree programs, 18 doctoral programs, 7 intermediate degree programs, 2 first professional degree programs (MD, DDS) and numerous post-graduate training opportunities. A complete listing of programs can be found on the Graduate School's website:

<http://www.ecu.edu/gradschool/>. ECU is a national and state leader in distance learning and the use of technology in the classroom, with 35 degree programs offered either online or at multiple sites throughout eastern North Carolina, and an extensive telemedicine network supporting medical education and healthcare in the region. Interested individuals are encouraged to visit the website for East Carolina University at <http://www.ecu.edu/>.

The successful candidate will be a nationally recognized scholar with documented distinction in education, research, and administration. Qualifications include an earned doctoral degree in a discipline represented in the university; a strong record of publications, presentations, and service at the national level; and ability to be appointed at the rank of professor with tenure in one of the university's academic units. The successful candidate will demonstrate a commitment to excellence in teaching and scholarship; support of shared governance, affirmative action, diversity in an academic environment; and strong collaborative and facilitative skills within the university community. S/he should have an established record of administrative effectiveness preferably at the graduate level, with experience in strategic planning, budgetary management, administrative processes, academic policy and faculty and staff recruitment/retention.

To apply, complete a profile and submit a letter of application, statement of administrative philosophy and experience, curriculum vitae, and list of contact information for three current references online at [www.jobs.ecu.edu](http://www.jobs.ecu.edu). Inquiries should be sent to Dr. Alan R. White, chair of the Graduate School Dean Search Committee, East Carolina University, Mailstop 157, Greenville NC 27858-4353. Review of candidates will begin March 22, 2010, and continue until the position is filled.

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Assess Ability. Predict Performance.

*continued from page 6*

## McNair Scholars

([www.coenet.us](http://www.coenet.us)) under the McNair Scholars link. The directory is password secured to protect student information. A graduate school can obtain the password by contacting Kathryn Kailikole at ([stem.temp@coenet.us](mailto:stem.temp@coenet.us)) or (202) 347-7430. The directory provides the names of recent graduates, and upcoming graduates. It includes contact information, undergraduate major, and area of interest for graduate study (AIGS column in the database) identified by the GRE taxonomy codes, and undergraduate research area. McNair students will also use the URL to locate universities to which they might wish to apply. Graduate schools that would like to be listed as providing fee waivers can register at the website.

We also encourage CGS members who have the resources to reserve fellowships and other opportunities for McNair applicants. In addition to fellowships some programs also offer GRE subsidies, teaching assistantships, research assistantships, book purchase subsidies, partial tuition waivers, and other opportunities. McNair students have a proven track record and their participation in graduate education will enhance the future of academe. For additional information on the McNair program, visit the website listed above or <http://mcnairscholars.com/>.

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## Council of Graduate Schools SUMMER WORKSHOP



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