

Keeping Your Perspective in Times of Change: The Graduate Dean's Kaleidoscope



A key challenge for all leaders in organizations today is to anticipate the future while successfully creating and managing in the present. Managing this complex task is much like adjusting to the changing images of a kaleidoscope—what you see before you is likely to change from one instant to the next. These changing images represent a range of challenges and opportunities in graduate education. Some of those challenges fall inside of the traditional domain of graduate school work; others, while outside of the graduate school domain, clearly impinge in significant ways on outcomes for graduate students and ultimately for the graduate schools' programs. For the purposes of this essay I have made the metaphor more concrete with The Graduate Dean's Kaleidoscope as depicted here.

The inner circle of the kaleidoscope displays four areas of work—professional development, career tracking, student learning outcomes, and interdisciplinary

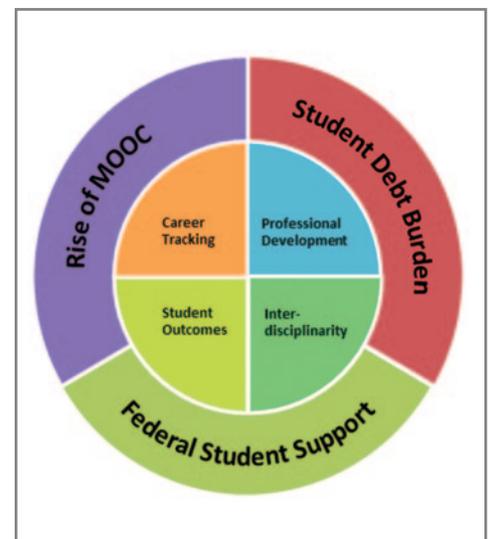
programs—that increasingly appear on the to-do list of graduate deans. But there is an outer circle of emerging trends that promises to shape profoundly the inputs of graduate education in ways that could dramatically alter the enterprise itself. These include the growing burden of student debt, the rise of the MOOCs (massive open online courses), and the critical examination of the conventional packaging of federal student support. As the kaleidoscope turns (or is turned for you) each of the different challenges and opportunities falls into a somewhat different relationship to the others. And it is in these different sets of relationships that both challenges and opportunities for particular institutions will arise.

The case I make here is that graduate dean leadership lies in knowing what elements are in your kaleidoscope and to the extent possible being in control of how those relationships work together. What constitutes appropriate control of the overall image will vary from institution to institution. My job in this essay is to articulate the color and shape of the constituent pieces in the hope that it will help CGS member institutions keep a perspective on the changing view we all see before us.

Graduate deans today have reasonable control of items in the inner circle of their kaleidoscopes. Professional development programs, ranging from established PFF programs and newer professional skill programs geared especially to careers outside of the academy, are growing firm roots in North American graduate schools. Career tracking, long in place in many

professional master's programs like the MBA, is at a less mature stage of development across the broad array of fields at both the doctoral and research master's levels.

The Graduate Dean's Kaleidoscope



CONTINUED ON NEXT PAGE

Inside

Summer Workshop Wrap-up . 4

Sustainability in Professional Graduate Degree Programs . . . 5

New Deans and Titles 7

However, promising practices are beginning to take shape as reflected in the good work of the graduate schools at Michigan State, Princeton, and Berkeley, to cite a few examples. Motivated in part by the powerful enthusiasm of some of the accrediting associations, many graduate schools have found a reasonable common ground with the student learning outcome advocates by generating faculty support for substantive articulation of meaningful graduate course outcomes. And finally, after decades of struggling to find forms of “credit distribution” that would allow the broadly valued interdisciplinary graduate training to find financial stability in departmentally-based structures that house our faculty and most of our graduate programs, powerful examples of structures that work are now thriving in U.S. graduate schools (Stewart, 2009).

Clearly there are huge intersections of interest across these areas of work. The capacity to be successful in one is strongly reinforced by success in another. The ultimate efficacy of a set of student learning outcomes or the power of an interdisciplinary program that will equip a student to think broadly and flexibly across fields can only be verified ultimately by a follow-up on student experiences 5 to 10 years out. This requires the development of a robust career tracking system. Similarly, the capacity of professional development needed to strengthen opportunity for success in careers inside and outside of academe will vary by field and needs to be designed in light of other learning outcomes established for particular degree programs.

However, the outer circle raises three challenges that defy manipulation or even to some extent understanding. The main characteristic of all three challenges in the outer circle of the kaleidoscope is that they lie well outside of the graduate deans’ capacities to manipulate, while their arcs, for better or worse, will significantly impact the operation of graduate programs and the training of graduate students on CGS member campuses. For the remainder of this essay I will outline the features of each challenge most relevant to graduate education and suggest possible impacts.

The Rise of the MOOC

First, the seemingly most remote development in the environment is the rise

of the Massive Open Online Courses, or MOOCs. Student enrollment in some form of online instruction has grown steadily over the past decade. The Babson Survey Group reports the proportion of all students taking at least one course online went from 1 in 10 in 2002 to nearly one-third in 2010 (Allen, Seaman, Lederman and Jaschik, 2012). But as the title of the recent study, “Conflicted: Faculty and Online Education, 2012” suggests, that gradual increase has not signaled a broad embrace of online instruction by faculty as a whole. In 2002, MIT promised to take online pedagogy to a new level through its Open Courseware announcement, and proceeded in 2005 to create an open courseware consortium, broadening its reach a bit. But for the most part in the period from 2002 to 2011, the underlying delivery and pedagogy associated with online learning hadn’t changed in our universities (Parry, 2009).

To be sure, the world of online instruction, more globally, was not standing still. In 2005, Salman Kahn launched the Kahn Academy, providing high-quality online education in STEM fields beginning with kindergarteners. Many CGS member universities did see and act on online learning as a strategic asset (Penn State, University of Central Florida, University of Illinois at Springfield, and the University of Southern Maine for instance.) But as late as 2009 one survey showed that online learning was profitable, but not innovative (Parry, 2009).

Through most of the last decade, while two-thirds of research universities offered some master’s degrees online, the reputed trendsetter schools engaged in only a very limited way. Then, in 2012 we saw the rise of the MOOCs, with high-prestige universities investing in significant ways in a new approach to online education. Since January 2012 there has been a veritable explosion of activity beginning with the announcement in May of 2012 that MIT and Harvard had partnered to form edX, an open-source online learning platform featuring courses designed specifically for the Internet. Soon thereafter Coursera announced that its original partnership with Stanford and Berkeley had expanded to include Princeton, Penn, Michigan and later Rice, University of Virginia, Duke, Georgia Tech and others. For-profit companies moved quickly into the field with Udacity, the brain child of Stanford faculty member Sebastian Thrun, who began

with venture capital but no clear plan on how to make a profit. Minerva, a for-profit undergraduate college whose faculty are to be the world’s superstar professors, plans to enroll its first students in fall 2014 with a \$25 million boost from a venture firm and anticipated \$20,000-per-year tuition for its students. Meanwhile, testing companies of all kinds are actively thinking about how they might partner creatively and profitably with providers to secure valid assessments of student performance in the virtual environment.

The popular focus today is on the impact of MOOCs on undergraduate instruction, with an emphasis on the dramatic impact of efficiencies in teaching and learning. Andrew Ng, assistant professor of computer science at Stanford and co-founder of Coursera, captured this point best when he recently noted that he increased his average class size from 400 students to 100,000 students through an online course in machine learning. His quip: “To teach that many students before... I would have had to teach my normal Stanford class for 250 years” (Friedman, 2012).

Today there is not a strong vision of a future Ph.D. education earned through the MOOC method. Thus quality concerns, the historic first concern of CGS member deans, have not triggered a notable response from the CGS community about the implications of MOOC’s for doctorates. However, I urge our member deans to reflect on implications of the rise of the MOOC for preparing of future faculty, for the number of faculty who will be needed to cover undergraduate teaching in the future, for the durability of the TA model as a student funding scheme in a MOOC world, and for the capacity of the current admission system to evaluate transcripts of applicants whose undergraduate programs are MOOC byproducts.

The best studies currently indicate that the most powerful form of student learning is neither completely face-to-face nor completely online, but rather a “blended” instructional model (Bacow, Bowen, Guthrie, Lack and Long, 2012). For the near-term it is reasonable to assume this model will dominate. But the implications of a world where up to half of the students on many campuses would be engaged in some significant way with instruction from “rock star” professors, residing at distant institutions, whom they only meet online

and whose campus-based faculty serve as discussion leaders rather than as knowledge generators and conveyers may someday change, we might answer key questions about the scope and content of graduate education. MOOCs bring opportunities for new efficiencies and new opportunities to undergraduate teaching and learning. But they also may instigate significant changes in normal practices in graduate education today, changes graduate deans now need to anticipate as they plan strategically for the future of graduate education on their campuses.

The Growing Weight of Graduate Student Debt

The second environmental pressure on graduate education is the notable increase in debt borne by graduate students. Today Americans as a whole owe about \$1 trillion in student loans and for graduate students the debt loads are growing. In 2007-08, 57% of graduate students took on debt to pursue graduate study as compared to 49% in 1999-2000. Of course, debt burdens vary across fields, with master's students more likely to borrow than doctoral students (44% vs. 32%) (NCES, 2009) and MSW students more likely to borrow than MBAs or EdDs (72% versus 56% or 65% respectively) (Student Loans, 2012). But graduate debt is growing, and growing at the same time as potential undergraduate debt at the completion of the bachelors.

To make matters worse, as of July 1 of this year the debt weight on graduate students grew even heavier with the elimination of the in-school subsidy for graduate student borrowers. Previously, graduate students holding Stafford loans did not have to start paying the interest on their loans while in graduate school. Graduate students and undergraduate students were treated equally. But with the passage of the Budget Control Act of 2011, the in-school interest subsidy for graduate and professional students was eliminated and these students will be responsible for paying the interest of 6.8% on their loans while in school, effective July 1, 2012. By contrast, the in-school interest subsidy for undergraduate students remains in effect. In fact, Congress recently approved a one-year extension of the 3.4% subsidized interest rate for undergraduate students (Statement on S.365, the Budget Control Act of 2011, 2011). This federal policy decision to remove graduate students from the subsidized federal loan program is

expected to increase graduate student debt by about \$125 billion over the next decade.

Like the MOOC movement, the stark increase in debt burden for graduate students is not something graduate deans or graduate programs can do much about. But it is something that could have dramatic impacts on the quality and quantity of applicants for graduate school and the capacity of students who do enroll to complete their degrees in a timely manner or perhaps at all. For enrolled students we know from the CGS Ph.D. Completion Project that adequate financing is given as a top factor enabling the completion of a degree. And for undergraduates who might plan to go on to graduate school, studies show that debt matters. Finaid.org reports that "undergraduate students who graduate with a bachelor's degree and no debt are 1.7 times more likely to enroll in a graduate or professional school than bachelor's degree recipients who graduate with some debt" (Student Loans, 2012).

It is worth noting that among students from underrepresented minority groups, the groups that should be a growing percentage of our domestic students, borrowing is an even greater problem. Among white students, 41% of master's and 38% of doctoral students incur debt, while the numbers for African American students are 68% and 62% and for Hispanic students 58% and 41% respectively. (NCES, 2007-08 National Postsecondary Student Aid Study (NPSAS:08). Unfortunately, the debt burden is highest in those populations from which we hope going forward to attract increasing numbers of students.

The debt burden situation for potential and actual graduate students today has huge implications for graduate schools and graduate programs going forward. While our universities cannot control debt that students choose to incur or influence the related financial circumstances that trigger the need to incur the debt, it is critical that deans recognize that the financial condition of students, graduate and undergraduates, and their ability to manage their financial lives, does and will impact graduate school enrollment and ultimately student success.

Federal Rethinking of Methods of Student Support

The last external issue that promises to shape the capacity for graduate schools to succeed in their work relates to how the federal government in particular chooses to provide future funding to graduate students,

especially doctoral students. This issue applies with particular force to large research universities, but will impact any institutions that receive federal research dollars. To provide a bit of background here, remember that the federal government provides at least \$3 billion annually (with an estimated direct cost assuming a \$40,000 stipend plus tuition/cost of education subsidies per student as a typical level of funding) to finance graduate students in the U.S. It covers over 81,000 graduate students across all science (including some social science) and engineering fields. According to data in *Science and Indicators 2012* (Appendix Table 2-7), the proportions of S&E graduate students supported by individual federal agencies include NIH/HHS (35%), followed by NSF (27%), then DoD (11%), DoE (6%) DoAg (3%), and NASA (3%). A collection of other agencies contribute the remaining 15%.

Federal support is overwhelmingly in the form of research assistantships at 72%, with fellowships contributing 11%, traineeships at 10%, and a collection of other forms of support rounding it out with 6%. Of course, the distribution of support mechanisms differs somewhat by federal agency. For example, NIH has regularly supported a substantial number of students on training grants. Over the past 15 years, NSF has experimented with the traineeship model in the IGERT and the GK-12 programs. The Department of Education has also been in the traineeship game with its GAANN program. A third form of support, the portable graduate fellowship program, exists in some form across various agencies but is generally viewed as a signature program at NSF during its 60-year history.

The last two fiscal years have produced unprecedented pressure on the federal budget and with that pressure has come a new examination of what works best in achieving optimal outcomes from federal investments in graduate student training. Three recent reports spoke directly to the matter of efficiency and effectiveness of federal investments in doctoral students (*The Path Forward: The Future of Graduate Education in the United States*, 2010; NRC, 2012; NIH, 2012). Common across all three reports was a call for rethinking the current distribution across the three dominant modes of support (RAs, traineeships, fellowships) and especially calling out of traineeships as one promising area for expanded future investments. A consistent

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theme was that, while there are strong positive outcomes associated with all forms of support, traineeships may offer a strengthened opportunity for professional development and a higher level of accountability for achieving student success—both values advanced in a fiscally stringent policy context.

The federal agencies will consult both internally and within the disciplinary communities they fund to solicit input before substantive changes in the current funding distribution are implemented. Throughout this summer and early fall, for example, NIH is holding deliberations on plans for implementing the powerful set of recommendations in their biomedical workforce report. Similarly, NSF continues to provide mechanisms that blend aspects of research, education and professional development for STEM graduate students, and is pursuing the further development and evaluation of practices to advance excellence in graduate education. The CGS Summer Workshop in July of this year produced a rich exchange of ideas and suggestions from graduate deans at an NSF session devoted to innovations in programs supporting graduate students. But ultimately, as with the external realities discussed previously, graduate schools and graduate deans will have limited direct impact on how the major funding agencies decide to use their student support dollars. Our CGS members must be prepared to respond to whatever changes are made. An increased emphasis on the training grant as a model for student support will require both a robust set of professional

development programs available through the graduate school and a serious rethinking by the agencies regarding the indirect cost calculation for training grants and/or the availability of supplemental funds to catalyze institutionalization of effective practices at our universities.

Let me conclude where I began with the graduate dean's kaleidoscope. The kaleidoscope invites graduate school leaders to look at their worlds from a variety of perspectives in an effort to produce a picture of the world they would never see from just one or even a combination of a few perspectives. The message is not that every graduate school needs to be in control of every color and shape in the kaleidoscope. Rather, it is awareness of all these shapes and colors that empowers deans to make informed judgments about the information and resources available as they work toward the greater good of graduate education and graduate programs on campus.

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

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CGS New Deans Institute and Summer Workshop a Great Success!

The 2012 New Deans Institute and Summer Workshop in Boston proved to be another highly successful meeting. The 250 registrants attended three plenary sessions, four Dean Dialogues and twelve Hot Topic sessions covering topics ranging from: leading through negotiations, completion and attrition in graduate programs, outcomes assessment, and models of interdisciplinarity. 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 and ProQuest/UMI Dissertations Publishing. We would also like to thank the following member institutions for their support in sponsoring the refreshment breaks: Boston University, Brown University, Case Western Reserve University, Dartmouth College, Eastern Illinois University, Governors State University, Harvard University, Indiana University, Kent State University, Lewis University, Loyola University Chicago, Massachusetts Institute of Technology, Michigan State University, Salem State University, The Ohio State University, Tufts University, University of Dayton, University of Illinois at Urbana-Champaign, University of Massachusetts Boston, University of Massachusetts Worcester, University of Michigan, and the University of New Hampshire.

PowerPoint presentations from the meeting can be found on the CGS website at www.cgsnet.org.

Sustainability in Professional Graduate Degree Programs: Lessons in Survival Strategies from the PSM

Introduction

In the rapidly changing environment of higher education, graduate education often finds itself in highly complex and crisis-driven circumstances. Graduate programs, particularly at the master's level, are growing rapidly due to student and employer interest. Efforts to sustain and expand these programs, however, are subject to appreciable challenges. These challenges are particularly tortuous for public higher education systems, most of which are experiencing significant defunding at the state level.

The nation's Professional Science Master's (PSM) programs offer some unique lessons with respect to achievement of program sustainability and growth. This is likely due in part to the fact that they have come of age during a time of both increased expectations and turbulent economic times in the academy. In this paper, leaders of several of the nation's largest and best-established statewide PSM programs offer their observations of the critical strategies needed to support and sustain these popular programs. Our goal in this article is to reflect specific avenues of advantage to PSM degrees and to offer suggestions relevant to a wider span of graduate degree programs.

Five Core Strategies Essential for Success

Strategy 1: Connect leadership silos and sustain centralized management

Establish a nested leadership structure within and among institutions and connect these with employer groups to guide development and growth of PSMs. Involve vice presidents, chancellors, graduate deans, directors, and extended education leaders. Provide appropriate and tangible funding.

Top leadership, state/system- and university-wide council and program champions. The presence of a high level champion such as a system vice president or university chancellor creates great momentum for establishing PSM programs. In addition, having an operational champion at the state/system level as well as at each institution is highly beneficial. A proven successful leadership model relies on the collaboration of such champions through an academic steering committee or council structure. Committee members typically serve to promote PSMs on their campuses or

institutions. In addition to the academic committee, each state/system may employ a lead PSM Advisory Board to work with economic development agencies and organizations as well as representative employer groups. For each program it is essential to establish an infrastructure that will facilitate communication and coordination among all program stakeholders including faculty, administrators, business advisory boards, students, alumni, internship coordinators, mentors and advisers. This can be done through a "point person," a PSM director, or someone responsible for all PSM-related activities. This is especially applicable to degrees that include internship placements, industry-sponsored projects, advisory boards, and coordinated planning and interaction with multiple external stakeholders. Endorsement from upper level administration and the creation of incentives for faculty to participate are essential for PSM program continuity.

Resources for centralized administration. Many resources can be conserved by centralizing several state/system functions such as planning and support of new programs and stakeholder interaction. Central leaders may provide uniform and need-based training for professors and establish new state/system-level program development tools. When programs are being established such coordination may be done by a single PSM point person through existing infrastructure. As the number of programs and participating institutions grow, there is a need to add additional resources and expand the infrastructure. Personnel to facilitate faculty and student-related activities (e.g., guidance for program development and operations, PSM affiliation procedures, employer alliance and project assistance, internship and job placement, and mentoring), program management (e.g., recruitment, professional skills course management, gathering and analysis of data, website management, grant management, central marketing), and development and engagement activities (e.g., online resource development, meetings with upper administration, employer groups, economic development groups, advisory boards, and alumni tracking) are essential for continued success. To sustain centralized PSM

management, tangible support from institutional or state/system level leadership must be proportional to the level of activity that is desired.

Strategy 2: Nurture robust external partnerships

Encourage PSM program activity by partnering with employers in a variety of ways. Consider the full complement of industry participation: realize the extent of donation of time, expertise and student training and the long-term positive impacts and prospects of such multi-faceted active partnerships on research and funding.

External advisory boards. All PSM programs have advisory boards with members from outside the university. Such boards may serve numerous roles. Some board activities may relate to program development and promotion, such as recommendations for and facilitation of development of new PSM programs, detailed curriculum development, assistance with marketing efforts, outreach to peer employers, assistance at annual workshops, sponsorship of capstone projects and special events, promotion of faculty-employer relationships, sharing of equipment and facilities, and program funding. Other activities may be directly linked to student success, and examples are guest instruction, mentoring, external project design, scholarship, internship and job provision. Internships offer employers a 'try before you buy' hiring approach and they can be used to assign special projects to interns that might not otherwise get completed. Students are able to explore a company's culture and make decisions about future permanent employment prospects.

Partnerships with external employers and economic development groups. Promoting partnerships with regional businesses benefits both the employers and higher education institutions. Systematic collaborative efforts bringing the expertise of faculty and interests of students in line with the needs of external employers provide a powerful tool to nurture economic and workforce development. Partnerships with regional economic development agencies, trade organizations and chambers of commerce are especially beneficial to help faculty connect with interested employers

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quickly and efficiently by using the networks already established by these agencies.

Through collaborative projects and guest lectures, employers gain a physical presence on campus, can provide advice and career guidance to students, and discuss new interdisciplinary developments in science with faculty. Through these interactions, students can stay current with issues related to employment and needs for workplace skills. Employers can serve as mentors to help students address contemporary problems in scientific fields within the context of existing businesses, thereby enhancing professional skills training.

Strategy 3: Automate numerous administrative and educational processes across and within institutions

Create online tools for planning and operation of multiple programs and program components. Implement customizable teaching and mentoring systems. Establish internship and job databases and employ the assistance of alumni.

Streamlining administration and training. The administrative infrastructure at universities helps maintain coordinated and focused communication, recruiting and branding functions, and data collection and assessment; but there is often a need for additional PSM tools and advertisement vehicles. Most PSM programs develop their own websites often connected to university and state/system PSM sites. These websites facilitate outreach to employers and provide access to existing and new PSM-specific internal and external resources. Examples of such resources are online customizable state/system level program catalogs, enrollment and graduation statistics, tools for academic program planning, professional skills assessment, mentor-mentee matchmaking, internship and employment databases, PSM publications, and workshops and educational resources for employer groups, professors, and students.

Professional skills course sharing. A common core in PSM programs is the existence of trade-specific project and people management courses. Making courses available online and accessible to students on multiple campuses and across institutions contributes to efficiency of PSM program development and growth. As online courses become more widely available, they meet the needs of part-time, working students

who often require asynchronous course delivery.

Strategy 4: Develop and promote graduate degree business models

Ease the way to “whole funds” budgeting for graduate programs. Assess contributions from state general funds, corporate donations, grants and contracts, and explore new ways to generate revenue. Involve decision-makers on individual campuses and in state/system PSM programs. Compare the revenue with the resources needed to manage and/or expand successful PSM programs.

Sustainability and revenue sourcing. Program sustainability depends on maintaining adequate student enrollment, graduation rates and successful employment, and requires the availability of appropriate resources for upholding program quality, accessibility, and proper delivery. Enrollment and/or graduation numbers can be affected by the availability of pipeline graduate certificate programs and undergraduate programs that serve as sources of students for PSM degree programs. Other support structures such as accelerated program delivery, online or hybrid curriculum delivery, funding options for students (e.g., scholarships, employer-assisted tuition), availability of internships, and quality of mentoring also contribute to sustain enrollment. Professional graduate programs compete through marketing to prospective students by citing employment statistics and effective use of stories of successful alumni. It is important that institutional resources be sufficient to collect and effectively utilize these outcomes data. Funds that catalyze these activities may be available from a variety of industry, state or federal sources and may encourage matching fund contributions.

Controlling and sharing program costs. Viable options for defraying graduate program development costs include seeking support through collaborative research grants, which are often strengthened by including educational components. Establishing intra- or inter-campus degree programs and professional program fees or differential tuition rates are also revenue options. By sharing resources, programs reduce start-up time and minimize development costs while taking advantage of unique resources, faculty research strengths, and existing

course offerings. Advisory boards and employer groups can sponsor special events and program-specific scholarship options. Sharing specialized courses online with other campuses in a system helps sustain sufficient course enrollment. Curriculum-sharing among multiple campuses can be facilitated by articulation agreements to coordinate transfer credit and tuition reconciliation. Employing practitioners from professional fields as adjunct faculty and other non-traditional faculty categories may also help reduce instructional costs.

Strategy 5: Connect and share ideas and resources nationally

Engage both state/system level PSM leaders and individual PSM program directors in collaborative development and discussion about best practices now and in the future.

Using national fora as open innovation platforms in education has strengthened the PSM movement substantially, and three major groups have developed. The National Professional Science Master's Association (NPSMA) manages regional workshops hosted alternately by partner institutions. The focus is on individual PSM program best practices in relation to program administration, challenges, and collaborative development opportunities. A common website facilitates the exchange of news and information among stakeholders, promotes PSM programs offered by partner institutions, and lists selected internship and employment opportunities for PSM students. The Council of Graduate Schools (CGS) has advocated for support and recognition of programs at the state and federal government level. To control curricular content and help brand PSM programs, CGS helped develop an affiliation process, which was taken over by the new PSM office at the Keck Graduate Institute in 2012. A third group is comprised of leaders of state, system-wide and regional PSM initiatives. This group (referred to as the SSR PSM group) seeks to encourage synergy in PSM promotion and seek solutions to the challenges common to large-scale PSM administration and sustainability projects by engaging representatives in monthly topical discussions, sharing new program development and management tools, and facilitating strategic national planning initiatives. This article is a product of the

national collaboration by the SSR PSM group members and we believe that the suggestions presented are broadly applicable to professional education.

By Lisbeth Borbye, Assistant Dean for Professional Education, Director of the

University of North Carolina Systemwide PSM Program, NC State University; Ursula Bechert, Director of Off-Campus Programs, College of Science, Director of the Oregon System/Statewide PSM Program, Oregon State University; Susan Lawton, Professional Science Master's Planning Coordinator, University of

Massachusetts; David King, Dean, Graduate Studies and Research, Director, SUNY PSM Master's Programs; and Beth Ambos, Former Assistant Vice Chancellor for Research Initiatives and Partnerships, California State University, Long Beach

New Deans and Titles

Jeffrey P. Bakken is Dean of the Graduate School and Sponsored Research at Bradley University. He replaces Alberto Delgado.

Timothy Barbari is Associate Provost for Graduate Affairs at Boston University.

Michelle Barton and Michael Blackburn are splitting the position of Dean at The University of Texas Graduate School of Biomedical Science at Houston. They replace George Stancel.

R. Scott Beard is Dean, Graduate Studies & Continuing Education at Shepherd University. He replaces Russell Porter.

M. Brian Blake is Dean, Graduate School at University of Miami. He replaces Teresa Scandura.

Bernard Boudreau is Dean of Graduate Studies at Dalhousie University.

Debra Boyd is Vice President for Academic Affairs and Acting Dean, Graduate School at Winthrop University. She replaces Yvonne Murnane.

Brian D. Cherry is Assistant Provost, Graduate Education and Research at Northern Michigan University. He replaces Terrance Seethoff.

Karen Colley is Dean, Graduate College & Professor at University of Illinois at Chicago. She replaces Henri Gillet.

Tracy L. Collum is Associate Dean of Norcross Graduate School at High Point University. She replaces Alberta Haynes Herron.

Martha Combs is Dean for Graduate & Professional Studies at Cabrini College. She replaces Dennis Dougherty.

Susan Cozzens is Vice Provost, Graduate Education & Faculty Affairs at Georgia Institute of Technology.

H. Dele Davies is Vice Chancellor for Academic Affairs and Dean for Graduate Studies at University of Nebraska Medical Center. He replaces David Crouse.

Janet V. DeLany is Dean, Office of Graduate Studies at Towson University. She replaces Lawrence Shirley.

Amy Donovan is Chief Academic Officer at Capella University. She replaces Charles Tiffin.

Margaret Everett is Dean, Graduate Studies at Portland State University. She replaces DeLys Ostlund.

Mary Catherine Fenton is Interim Dean of Graduate School & Research at Western Carolina University. She replaces Scott Higgins.

Lacy Ford is Vice Provost and Dean, Graduate School at University of South Carolina. He replaces Timothy Mousseau.

Carol Genetti is Acting Dean, Graduate Division at University of California, Santa Barbara. She replaces Gale Morrison.

Diane J. Guido is Vice Provost for Graduate Programs at Azusa Pacific University. She replaces Michael Whyte.

Ross Hinkle is Interim Vice Provost and Dean of Graduate Studies at University of Central Florida. He replaces Patricia Bishop.

Pawan Kahol is Dean of Graduate and Continuing Studies at Pittsburg State University. He replaces Peggy Snyder.

Kathleen Kitto is Vice Provost for Research & Graduate Dean at Western Washington University. She replaces Moheb Ghali.

Judith H. Langlois is Vice Provost and Dean of Graduate Studies, ad interim at The University of Texas at Austin. She replaces Victoria Rodriguez.

Nancy Magnuson is Interim Vice President, Research & Dean, Graduate School at Washington State University. She replaces Howard Grimes.

Shane P. Martin is Dean of Graduate Studies at Loyola Marymount University.

Abu Masud is Interim Dean, Graduate School at Wichita State University. He replaces J. David McDonald.

Ambika Mathur is Interim Dean of the Graduate School at Wayne State University. She replaces Hilary Ratner.

Sarah McCarn is Dean of Graduate Studies at Savannah College of Art and Design. She replaces Edward Dupuy.

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New Deans and Titles (continued from page 7)

Paula D. McClain is Dean, Graduate School and Vice Provost, Graduate Education at Duke University. She replaces David Bell.
Penelope A. Moyers is Dean, Henrietta Schmoll School of Health and the Graduate College at St. Catherine University. She replaces MaryAnn Janosik.

Michael Y. Ogawa is Vice President, Research/Economic Development & Interim Dean, Graduate College at Bowling Green State University. He replaces Timothy Messer-Kruse.

Gregory Paveza is Interim Dean, School of Graduate Studies at Southern Connecticut State University. He replaces Holly Crawford.

Lance Perez is Associate Vice Chancellor & Dean, Graduate Studies at University of Nebraska-Lincoln. He replaces Pat Dussault.

J.B. Alexander (Sandy) Ross is Dean of the Graduate School at The University of Montana. He replaces Stephen Sprang.

Rebecca Rufty is Acting Dean, Graduate School at North Carolina State University.

F. Darlene Schott-Baer is Interim Vice Provost of Graduate Education at Oakland University. She replaces David Downing.

Rahmat A. Shoureshi is Provost and Vice President, Academic Affairs at New York Institute of Technology. He replaces Richard Pizer.

Sylvia Smith is Interim Dean, College of Graduate Studies at Georgia Health Sciences University. She replaces Edward Inscho.

James Spiller is Assistant Provost, Research and Scholarship & Dean of the Graduate School at The College at Brockport, State University of New York. He replaces Susan Seem.

Susan R. Stapleton is Dean, Graduate College at Western Michigan University. She replaces Gene Freudenburg.

Donald B. Thomason is Dean, College of Graduate Health Sciences at The University of Tennessee Health Science Center. He replaces Cheryl Scheid.

Elizabeth Watkins is Dean, Graduate Division at University of California, San Francisco. She replaces Patricia Calarco.

Stephen C. Welter is Graduate Dean & Vice President, Research at San Diego State University. He replaces Thomas Scott.



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