Since 2006, CGS has hosted annually the Strategic Leaders Global Summit on Graduate Education in partnership with different universities in Europe, Australia, Asia, and North America. Supported by generous funding from ProQuest, the summit gives international leaders an opportunity to dedicate sustained attention to some of the most complex and important issues facing graduate education around the world—topics such as research ethics and scholarly integrity, graduate international collaborations, assessing quality, tracking and building graduate student career pathways, and the promises of technology-enabled tools.

This September, CGS and Memorial University Newfoundland (MUN) hosted the eighth annual Global Summit in St. John’s, Newfoundland and Labrador, Canada. The Executive Committee of the CGS Board of Directors joined 25 international leaders representing 13 countries to consider the theme of “Interdisciplinary Learning in Graduate Education and Research.” Several international members of CGS sent representatives to the meeting, including Central European University, Freie Universität Berlin, Technische Universität München, Universiti Teknologi Malaysia, and The University of Hong Kong.

CGS President Suzanne Ortega opened the summit at the Sheraton Hotel Newfoundland in St. John's with a statement about the importance of interdisciplinary in graduate education: “The questions that will advance human knowledge often lie at the boundaries of current disciplines, so interdisciplinary knowledge and ways of thinking are central to today's master's and doctoral education.” Dr. Ortega continued, “It is essential that graduate students learn to communicate across disciplines in the full variety of contexts they will encounter throughout their careers.”

Dr. Ortega presented the group with a working definition of interdisciplinary as “a means of solving problems and answering questions that cannot be satisfactorily addressed using single methods or approaches” (Klein, 1990, p. 196). Although this definition provided a starting point, the group's robust discussion quickly demonstrated that the term interdisciplinary has many meanings. The different perspectives Summit participants brought to the table provided for a lively and productive conversation on topics such as the role of institutional leadership in creating an institutional culture that values interdisciplinary learning and innovations in informal or extracurricular interdisciplinary opportunities. Questions also arose about how to structure interdisciplinary programs. Some institutions provide formal degrees, some offer informal workshops, while others have built physical spaces for interdisciplinary research collaborations.

“We tend to agree on the importance of interdisciplinary as a concept,” co-host Noreen Golfman, Provost and Vice-President (Academic) pro tempore and Dean of Graduate Studies at Memorial University, explained, “but practicing interdisciplinary teaching, research, and learning presents real challenges for graduate schools and administrators.” Those challenges result in a range of practices and physical and administrative structures. Participants presented ideas including requiring two mentors from different departments on a given thesis or dissertation project, offering degrees in interdisciplinary areas such as Environmental Studies, building dedicated interdisciplinary centers, and offering certificate and dual degree programs.

Whatever innovations universities develop, however, they must be supported by research structures that enable the free flow of information. Rafael Sidi, Senior Vice President and General Manager of ProQuest Information Solutions, offered examples of how it might be possible to “remove the silos” that have created barriers to researchers who might otherwise benefit from sources outside their traditional disciplinary area. External partners can, for example, assist graduate schools as they “foster collaboration, create serendipity and deliver new modalities in which to experience information and improve knowledge discovery.”

Drawing on the group's diverse opinions and experiences, a statement of principles intended to guide graduate education professionals around the world to make decisions about how best to support
interdisciplinary research and graduate programs. The participants agreed to issue the following statement:

**Principles for Supporting Interdisciplinarity in (Post)graduate Education and Research**

Interdisciplinarity is an important feature of (post)graduate education. Established academic disciplines inform and are informed by interdisciplinary scholarship. With a firm basis in principles of interdisciplinarity, students will be poised to succeed as the researchers, teachers, and leaders of the future. Diverse understandings exist, however, as to the definitions, practices, and purposes of interdisciplinarity—and these definitions themselves, along with the borders of academic disciplines, continue to change. Practices of interdisciplinarity vary, and may include extracurricular offerings and events, interdisciplinary programs or degrees, incentives for interdepartmental collaboration or co-mentoring, and problem-based research teams and curricula.

Many stakeholders stand to gain from an increased commitment to interdisciplinarity, including university administrators, academic staff, students, and faculty, as well as regions, nations, and societies at large. Documenting the impact of interdisciplinary research and programs is important for accountability to these stakeholders, as well as for facilitating assessment and improvement of any offerings. Interdisciplinarity is not, however, an end in and of itself. Interdisciplinarity in graduate education and research must answer specific, identifiable needs.

Representing 14 countries, the participants in the 2014 Strategic Leaders Global Summit recommend that (post)graduate institutions consider the following principles when making decisions about interdisciplinarity in (post)graduate education and research:

1. Articulate the added value of interdisciplinary approaches and initiatives within institutional contexts.
2. Communicate and advocate for the value of interdisciplinary research and learning to the broader community. Education efforts should include not only the broad value of interdisciplinary research and learning, but also the specific relevance and benefits to each stakeholder group.
3. Identify and develop the skills (post)graduate students will need to engage effectively in interdisciplinary research collaborations or research projects throughout their careers.
4. Provide opportunities and spaces for (post)graduate students and faculty to meet colleagues in other disciplines, work on interdisciplinary research teams or on interdisciplinary research projects.
5. Build administrative bridges to encourage interdisciplinary research and learning. Where existing structures inhibit cross-disciplinary collaborations, find ways to remove barriers and provide incentives.
6. Value interdisciplinary mentoring or research in faculty tenure and promotion procedures.
7. Encourage funding agencies to support interdisciplinary research projects and training.

These principles are presented to the CGS community in the hopes that they will prove useful to graduate education leaders attempting to make the case for the importance of interdisciplinarity, and in guiding the planning of new initiatives. An international panel of participants from the Global Summit will present on these principles and other outcomes of the meeting in a concurrent session at the upcoming CGS Annual Meeting in Washington, DC in December.

The 2015 Global Summit will be hosted by the University of Singapore.

**Endnote**

1 The term “(post)graduate” designates here both master’s and doctoral education. The term has been created to reflect the fact that both “graduate” and “postgraduate” are accepted terms for referring to master’s and doctoral education and that the dominant use varies by country.

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**Data Sources: Will Fewer Young People Lead to Smaller Graduate Enrollment?**

Although the American population is projected to grow over the next five decades, the rate of growth is expected to be slower than previous periods due to a number of factors, declining birth rates among them (U.S. Census Bureau, 2012). In light of these projections, it is worth examining whether declining birth rates might impact graduate enrollment in the future, and this article is a first step towards better understanding the issue.

There is some evidence to suggest that the college-age population of U.S. citizens and permanent residents may be at its peak. The Western Interstate Commission on Higher Education (2012) found that the number of high school graduates peaked in academic year 2010-11, and projects that the number of high school graduates will continue to fall until 2020 before growing again, albeit at a slower rate than previous periods. The National Center for Education Statistics (2013a) reported that undergraduate enrollment declined in 2012 for the first time since 1995 and only the third time since 1980. Although there is general sentiment that undergraduate enrollments may plateau, if not decline, in the years to come, the National Center for Education Statistics (NCES) still projects a 13% increase in undergraduate enrollment between 2011 and 2022 and a 19% increase in post-baccalaureate enrollment during the same time period (Hussar and Bailey, 2013).

Tapering growth of high school graduates may eventually affect graduate enrollment. However, unlike the undergraduate population, the majority (51%) of whom are 22 years or under, the graduate population is composed of students who represent a wide variety of age groups, none of which accounts for more than one-third of all graduate enrollees (NCES, 2013b). According to the National Center for Education Statistics’ (NCES) Integrated Postsecondary Education Data System (IPEDS), the plurality of post-baccalaureate enrollees are between 25 and 29 years old, followed by those who are between 20 and 24 years old (See Figure 1). Thus, a shrinking high school graduating class alone may not be the most appropriate indicator of graduate enrollment projections.

Further analysis of IPEDS data also suggests that students of different age
groups seem to have different enrollment trends over time. For instance, between Fall 2003 and Fall 2011, post-baccalaureate enrollment for persons between the ages of 25 and 29 increased by 25.9%, and post-baccalaureate enrollment for persons between the ages of 20 and 24 increased by 28.4%. While post-baccalaureate enrollment for individuals between the ages of 30 and 34 years old and between 35 and 39 years old also increased between Fall 2003 and Fall 2011, the increases were smaller, at 16.7% and 21.0% respectively.

The most dramatic increases, however, appear to have occurred between Fall 2007 and Fall 2009, which coincides with the Great Recession of 2008. As shown in Figure 2, the increases were particularly pronounced for younger age groups. For example, between Fall 2007 and Fall 2009, the number of students between the ages of 20 and 24 enrolled in post-baccalaureate programs increased 9.7%, compared to a 5.6% increase in the number of students enrolled in post-baccalaureate programs between the ages of 35 and 39. Subsequently, growth in post-baccalaureate enrollment slowed down for all age groups between Fall 2009 and Fall 2011. During this time, percentage increases in post-baccalaureate enrollment dropped below the pre-recession level for all age groups, except for those between ages of 30 and 34 (See Figure 2).

These variations in enrollment trends between age groups suggest that external factors such as the economy and workforce demand may be more influential in projecting post-baccalaureate enrollment than age alone. Sustained growth among temporary residents (Allum, 2014) is likely to be another factor. In fact, some evidence suggests that graduate education may be used as a way to postpone entry to the workforce during the economic downturns, and conversely, it serves as means for advancement and career changes under a favorable economy. Moreover, as the nation's economy continues its steady post-recession recovery, mid-career professionals may also play a key role in a sustainable growth of graduate enrollment in the future.

Finally, the fact that graduate enrollments among traditionally underrepresented racial/ethnic student populations are generally growing over the long-term may mitigate some of the impacts resulting from projected contracting high school graduating classes. For example, between 2014 and 2020, the nation's public high schools will produce 41% more Hispanic/Latino high school graduates, 30% more Asian high school graduates, 9% Black/African American high school graduates, and just under 2% Native American/Alaska Native high school graduates (Western Interstate Commission on Higher Education, 2012). Thus, the healthy enrollment growth for graduate education in the near- and mid-term may depend on American institutions’ efforts to successfully attract and retain the growing underrepresented population at the undergraduate level, as well as efforts to retain all current graduate students, and maintain their stature as a top destination for prospective international graduate students.

References
New Deans and Titles

Melissa Aleman is the Interim Dean, Graduate School at James Madison University. She replaces Reid J. Linn.

Adeedji Badiru is the Dean, Graduate School of Engineering and Management at Air Force Institute of Technology. He replaces Heidi Ries.

Stephanie L Bellar is the Dean, Graduate School at University of Central Arkansas. She replaces Gary H. McCullough.

J. Andrew Berglund is the Interim Dean of the Graduate School at University of Oregon. He replaces Kimberly Andrews Espy.

Tina Church is the Director, Graduate School and International Admissions at University of Central Missouri. She replaces Joseph Vaughn.

Karen S. Coats is the Dean, Graduate School at University of Southern Mississippi. She replaces Susan Siltanen.

Julie A. Coffield is the Interim Dean, Graduate School at University of Georgia. She replaces Maureen Grasso.

Lynn Cooley is the Dean, Graduate School at Yale University. She replaces Thomas Pollard.

Jasbir Dhaliwal is the Vice Provost (Academic) and Dean, Graduate School (Interim) at the University of Memphis. He replaces Karen Weddle-West.

Jackie Eller is the Interim Vice Provost for Research and Dean, Graduate Studies at Middle Tennessee State University. She replaces Michael D. Allen.

Marija Gajdardziska Josifovska is the Dean, Graduate School at University of Wisconsin-Milwaukee. She replaces David Yu.

W. F. Garrett-Petts is the Associate Vice President, Research and Graduate Studies at Thompson Rivers University. He replaces Andrew McKay.

Maureen Grasso is the Dean, Graduate School at North Carolina State University. She replaces Rebecca Rufty.

Dave O. Jackson is the Ad Interim, Vice Provost for Graduate Studies, Academic Centers and Continuing Education at The University of Texas - Pan American. He replaces Cynthia J. Brown.

Dennis Jaehne is the Associate Vice President, Graduate and Undergraduate Studies at San Jose State University.

John Kantner is the Dean, Graduate School at the University of North Florida. He replaces Len Roberson.

Christine Kelleher Palus is the Interim Dean of Graduate Studies at Villanova University. She replaces Adele Lindenmeyr.

Marie Kerins is the Associate Vice President for Research and Graduate Studies at Loyola University Maryland. She replaces Amanda Thomas.

Rick Marrs is the Provost at Pepperdine University. He replaces Darryl Tippens.

Jacqueline F McGinty is the Interim Dean, College of Graduate Studies at Medical University of South Carolina. She replaces Perry Halushka.

Faye Murrin is the Dean pro tempore of Graduate Studies at Memorial University. She replaces Noreen Golfman.

Frank Novotny is the Vice President for Academic Affairs at Adams State College. He replaces Donald R. Johnston.

H. Anne Pereira is the Dean, Graduate College at the University of Oklahoma Health Sciences Center. She replaces James Tomasek.

Jan Roberts-Breslin is the Interim Dean of Graduate Studies at Emerson College. She replaces Richard Zauft.

Ralph V. Rogers is the University Provost and Executive Vice President, Academic Affairs at Nova Southeastern University.

Locke Rowe is the Dean, School of Graduate Studies and Vice-Provost, Graduate Research and Education at the University of Toronto. He replaces Brian Corman.

Joseph Martin Stevenson is the Chief Academic Officer and Vice President, Academic Affairs at the Chicago School of Professional Psychology.

William F. Tate is the Dean, Graduate School of Arts and Sciences and Vice Provost, Graduate Education at Washington University in St. Louis. He replaces Richard J. Smith.

Roberta Teahen is the Associate Provost at Ferris State University. She replaces Fritz Erickson.

Toby Ziglar is the Director, Graduate and International Admissions at University of West Georgia. He replaces Charles W. Clark.
CGS Staff Announcements

Anna Naranjo joined the Council of Graduate Schools in November 2014 in the position of Executive Assistant to the CGS President and will provide support to the CGS president and Board of Directors. Prior to joining CGS, Anna was at Georgetown University where she worked for the University Information Services as Assistant to the Director of Service Management. She has also worked at the American Association of Colleges of Osteopathic Medicine (AACOM) where she served as the Executive/Board Assistant and handled the administrative duties for the Blue Ribbon Commission for the Advancement of Osteopathic Medical Education, the white paper from the deliberations was released in October 2013 (Building the Future: Educating the 21st Century Physician).

After nearly 12 years of service as Executive Assistant to the CGS President, Cheryl Flagg stepped down from that position, effective November 3, 2014. Cheryl has moved to a new role as Manager of Member Relations. Cheryl will work to recruit new institutional members, including those from outside the U.S. Additionally, she will communicate with former members regarding rejoining the Council and help CGS think through additional strategies to expand the depth and breadth of CGS membership. She also will continue her work managing CGS awards. In January 2015, she will transition to part-time employment. Her previous higher education experience includes Executive Assistant to the President at Fitchburg State College and Shepherd College and office manager at West Virginia University. She is a graduate of Shepherd College and pursued graduate studies at WVU and Fitchburg State.

New Members
Regular:
Savannah State University
St. Ambrose University (returning)

CGS Annual Meeting
It’s not too late to register for the 54th Annual Meeting, December 3–6 in Washington, DC. Register today at www.cgsnet.org!
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