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CGS 61st Annual Meeting Commitments

This letter was sent to CGS member deans on October 19, 2021.

As announced earlier this fall, the Council of Graduate Schools is moving forward with its plan to host a place-based Annual Meeting, [Leading Change in a Rapidly Changing World](#), in New Orleans from December 1-4, 2021. As the CGS President and members of the Executive Committee of the Board of Directors, we write now to emphasize our commitments to CGS members planning to attend the meeting.

First, we are committed to making the place-based meeting as safe and comfortable as possible for those who choose to attend. If you haven't done so already, we encourage you to review [CGS's Covid-19 safety protocols](#), which require proof of vaccination or negative COVID-19 test, taken no more than 72 hours prior to the event, for all meeting attendees. We expect a smaller, "de-densified" meeting this year, one that will allow more space between participants in meeting rooms. If you are still planning [to register](#) for the meeting, please consider doing so by the Early Bird deadline of November 1, as this will help CGS staff provide better participation estimates to hotel staff.

Second, we are committed to registration flexibility in the current environment. Please review our [Frequently Asked Questions](#) for information about early-bird rates and refunds. In short, if you have a COVID-related reason that you're unable to participate in the meeting, you will be issued a full refund or allowed to transfer your registration to a colleague.

Finally, we are committed to ensuring that our meeting program continues to address the most pressing challenges in your current environment. Our [meeting program](#), currently online, addresses a wide range of issues, including the more conceptual and inspirational (navigating issues of free speech, using personalized learning to support social justice) to the more practical (supporting enrollment management and managing student deferrals, leaves of absence, and skipped cohorts). We look forward to this opportunity to discuss how graduate education has changed since we last met in person and to anticipate new trends on the horizon.

For those of us planning to travel to the meeting, this will be an important opportunity to reconnect with old colleagues and to meet new ones. For those who are not able to attend, we will save a seat for you at the next meeting. If you have any questions about meeting logistics or safety, please don't hesitate to contact [Heidi Shank](#), senior director of meetings.

Best regards,

Suzanne T. Ortega
President
Council of Graduate Schools

Andrew G. Campbell
Chair, Board of Directors
Dean of the Graduate School
Brown University

Julie Coonrod
Chair-elect, Board of Directors
Dean of Graduate Studies
The University of New Mexico

Suzanne Barbour
Dean of the Graduate School
University of North Carolina at
Chapel Hill

Graham Hammill
Vice Provost for Educational Affairs
Dean of the Graduate School
University at Buffalo, SUNY

CGS 61st Annual Meeting: Featured Speakers

A variety of well-known and distinguished speakers (in order of appearance) include:

- **Candace Thille**
Director of Learning Science, Amazon
- **Tara Westover**
Best-selling author of *Educated*, named one of the 10 Best Books of 2018 by *The New York Times*
- **Eric Nguyen**
Author of *Things We Lost to the Water*, included on President Obama's Summer 2021 Reading List, and editor in chief of diaCRITICS
- **Russell Jeung**
Professor, Asian American Studies, San Francisco State University and Co-Founder, Stop AAPI Hate

- **Kevin Young**
Director, National Museum of African American History and Culture
- **Liz Skilton**
Associate Professor of History and Director of Public History, University of Louisiana at Lafayette
- **Frederick M. Lawrence**
Secretary and CEO, The Phi Beta Kappa Society

More information about the meeting, including registration and COVID-19 safety protocols, is available on the [CGS website](#).

Graduate First-Time Enrollment Increases, Despite Substantial Decline of International Graduate Students



CGS released the *CGS/GRE Graduate Enrollment & Degrees: 2010-2020* report on October 14, 2021. The latest data on graduate enrollments and degrees demonstrate the

continued demand for graduate education in the U.S. Both graduate applications (7.3%) and first-time graduate enrollment (1.8%) increased overall for the Fall 2020 semester, welcome news during the disruptive COVID-19 pandemic. While international graduate first-time enrollment declined 37.4%, domestic enrollment grew 12.9% — growth driven, in part, by increases in traditionally underrepresented students. First-time, part-time graduate enrollment increased by 13.5%.

“Graduate schools had to pivot quickly as the pandemic disrupted traditional modes of instruction, increasing part-time, virtual and hybrid learning options,” said CGS President Suzanne Ortega. “To see continued growth in first-time enrollment rates during a global pandemic shows confidence in the value of graduate

education and the importance of increased flexibility in delivery methods.”

Ortega added that an increase in flexible learning options has supported diversity. “It’s striking that 43.4% of graduate students are enrolled part-time and these students are more likely to be women and students from traditionally underrepresented groups. We’ve long believed that improved access would further diversify the graduate student body, and these data provide supporting evidence.”

Graduate Enrollment and Degrees: 2010 to 2020 presents the findings of an annual survey of U.S. graduate schools, co-sponsored by CGS and the Graduate Record Examinations (GRE) Board. The report includes responses from 558 institutions and presents statistics on graduate applications and enrollment for Fall 2020, degrees conferred in 2019-20, and trend data for one-, five- and ten-year periods. The full report, downloadable data tables and figures, and the CGS member webinar recording are available on the [CGS website](#).

Make Your Voice Heard: Election for the 2022-2024 CGS Board of Directors



The CGS Nominating Committee recently emailed electronic ballots for the CGS Board of Directors election to CGS graduate deans and primary contacts. We encourage you to participate in this year's election. Take a few

moments to complete your ballot before the November 1st deadline.

The CGS Nominating Committee:

John Keller (Committee Chair), Karen Butler-Purry, Joann Romagni (Board Representative), Janet Rutledge, Jerry Weinberg

CGS Names Lisa A. Tedesco as 2021-2022 CGS Dean-in-Residence



CGS recently announced that Lisa Tedesco, previously vice provost for academic affairs – graduate studies and dean of the James T. Laney School of Graduate Studies at Emory University, has been named the CGS Dean-in-Residence for 2021-2022. Tedesco, a long-time advocate for graduate education, has served as a member of the boards of CGS and the Graduate Record Examination (GRE) and as president of the Association of American Universities (AAU) Association of Graduate Schools.

Tedesco will help the Council on projects connecting best practices for mentoring and mental health/well-being.

“Lisa has spent her academic career dedicated to building environments where students can do their best work, supporting student mental health and well-being, creating opportunities for interdisciplinary study and professional development, and ensuring equitable access to quality graduate education,” said CGS President Suzanne T. Ortega. “Her expertise in health promotion and wellness will help CGS members better understand the power of high-quality mentoring, in addressing the value of well-being for student success.”

In accepting the appointment, Tedesco expressed her readiness to join the CGS team. “I’m so looking forward to this opportunity. Much of my academic career has focused on collaboration across teams. The dean-in-residence role will allow me to work on connecting and expanding best practices representing the commitments and values of CGS and the graduate communities served by our leadership. The Council is an essential resource for anyone interested in graduate education, and I look forward to contributing to its mission.”

Tedesco received her doctorate in educational psychology from the University at Buffalo, State University of New York. Before her time at Emory, she was a professor and associate dean in the School of Dentistry at the University of Michigan (UM) and also served as UM’s Vice President and Secretary and as Interim Provost.

CGS established the Dean-in-Residence program to incorporate a campus-based perspective across the Council’s projects and initiatives. The program offers an opportunity for graduate deans and associate or assistant deans at member institutions to spend an academic year at CGS’s headquarters in Washington, DC. Each year the CGS president selects one applicant to pursue projects aligned with the dean’s interests and the Council’s needs.

GradImpact Intern Spotlight

This past summer, CGS was fortunate to have five virtual interns from member universities across the country. Our interns are exceptional students in master’s and doctoral programs across a number of fields and contributed to grant-funded projects, government

affairs and public policy, and communications and corporate relations. While their fields of study vary, they’re driven by a shared desire to support the accessibility of graduate education.

Minding the Gap



Diamond Cunningham describes her undergraduate experience at the University of South Florida as trial and error. She knew what she wanted to do, but she wasn't sure how to get there. She's always been interested in biology and the sciences, but she was also interested in the intersection between science and policy. Cunningham decided to double major in biology and political science but didn't yet see a connection. During office hours with one of her professors, she finally understood how her two interests would fit together: the field of public health. [Click here](#) to read Diamond's full GradImpact story.

Finding a Path in Education



As CGS summer intern Lydia Gandy-Fastovich was finishing her bachelor's degree in human development at the University of California, Davis, she knew she wanted to do something in education. "I was really interested in education and how it's a springboard for people to expand opportunities. In the K-12 setting, it's also something that everyone in the U.S. experiences and it's a very impactful time. But, teaching didn't feel like a future career for me," said Gandy-Fastovich. While unclear as to what comes after her doctorate, she's enjoyed learning about the public policy and government affairs side of higher education during her time at CGS. "Understanding how advocacy happens, and all the ways you have to be plugged into what's happening in the public policy arena has been eye-opening. I'm learning how to translate complex policy so that it's more accessible to a broad audience, and I've found that to be very exciting and really important work." [Click here](#) to read the rest of Lydia Gandy-Fastovich's GradImpact story.

Leading Through Adversity



Kay Gomes Saul, an MBA student at the University of Illinois' Gies School of Business and a CGS summer intern, is passionate about the importance of

empathy in business leadership. "The lack of empathy in leadership started to get to me," she said about her first jobs out of undergrad. I started reading books on leadership, took a 'leading with EQ' course, and really invested in being a better manager and leader. The curiosity grew and inspired me to pursue an MBA." [Click here](#) to read the full GradImpact story.

McNair as a Gateway to Research



The Washington State University McNair director, Raymond Herrera, encouraged Ariana Garcia to consider the McNair program. Now, Garcia, one of CGS's 2021 summer interns, is a doctoral student in higher education at the University of Nevada, Las Vegas, focusing on equity in graduate education. Each year, she also mentors five undergraduate students who are interested in graduate school. She enjoys working with the students and helping them navigate the hidden curriculum of graduate education. [Click here](#) to read the rest of Ariana Garcia's GradImpact story.

It Felt a Little Bit Like Fate



Other-focused is how CGS summer intern Ahjah Johnson describes the guiding principle of her life. She has big career goals, but at the heart of everything is her desire to help people. As a freshman at the University of Arkansas in Fayetteville, she was working to get into the nursing program, but by her sophomore year, she was struggling to meet the requirements. She looked at the courses she had and compared them to other options and discovered that public health was a good fit with her academic interests and would still allow her to focus on helping other people. So, she pivoted and says, "Everything worked out perfectly. It aligns with who I am as a person and my values. It felt a little bit like fate." [Click here](#) to read Ahjah Johnson's full GradImpact story.

Expanding Graduate Training in the Responsible Conduct of Research (RCR): Big Data Ethics

Jeffrey Engler and Julia Kent, Council of Graduate Schools



The challenge of Big Data in graduate student research

Large datasets present exciting new opportunities for the U.S. and global research enterprise.

Indeed, “big data” approaches to research have the potential to develop new knowledge and innovations across nearly every broad field of study, particularly in the biomedical sciences, computer science, engineering, and the social sciences. Yet the methods used to assemble large datasets, and their applications in decision-making contexts, challenge existing ethical paradigms for data management, data integrity, human subject protections, and data use. In many fields, for example, aggregating data from different sources can make privacy protections for human subjects more complex, and raise questions about data ownership. In others, the use of algorithms and predictive analytics may lead researchers to influence—not simply predict—human behaviors. Unfortunately, current attempts to identify and address these challenges are often focused within specific disciplines or corporate settings and offer little opportunity to integrate these evolving ethical concerns within graduate programs preparing the next generation of researchers.

The Graduate dean’s role in training in academic integrity

Graduate deans often oversee professional development and RCR training curricula and are uniquely positioned to present the ethical concerns of big data research to their university communities and to bridge potential silos that impede the sharing of best practices to address these evolving challenges. To address this gap in graduate student preparation, the Council of Graduate Schools (CGS) and PERVADE (Pervasive Data Ethics for Computational Systems), embarked on a project to better understand the challenges and opportunities universities face in preparing graduate students in the ethical use of big data. Our goals were to identify both broad and specific ethical challenges that arise from the use of big data resources in

graduate student research; to discuss and evaluate existing resources for training in the ethical use of big data; to identify potential levers for introducing and discussing these challenges, and for engaging Principal Investigators (PIs) and advisors in helping students prepare for them; and to formulate potential strategies for deploying and embedding resources for big data ethics within academic programs, professional development opportunities, and RCR training.

Workshop on expanding graduate training in big data ethics

With generous funding from the Office of Research Integrity (ORI) and Elsevier, CGS and PERVADE convened a diverse group of graduate education leaders around these topics. The virtual event, held in April 2021, brought together graduate deans, experts in the ethics of big data research, and representatives from disciplinary societies and other organizations. This report synthesizes lessons learned from this event with the goal of informing and strengthening efforts to prepare graduate students for the challenges of big data research.

The five major conclusions and recommendations from this collective work are intended to stimulate further action and reflection in the research graduate education communities.

Conclusions and Recommendations:

1. **The ethical challenges of research involving big data are relevant to a large population of master’s and doctoral students and should be broadly integrated into graduate research training.** While big data methodologies are sometimes seen as a hot topic or novel innovation, they should not be relegated to specialized training programs or courses.
2. **The research and graduate education communities should evaluate current RCR curricula and ensure that they address challenges in big data.** Research with large datasets is changing the way we need to teach

several categories of RCR training recognized by the federal government, in particular, collaborative science; data acquisition, management, sharing and ownership; and human research protections.

3. **Plans to expand graduate research training to include ethical issues in big data research should include the participation of a broad range of stakeholders.** Universities should include faculty, students, IRB review boards, Vice Provosts for Research, IT staff and others, from many different disciplinary training programs in their efforts. Students benefit when different groups on campus communicate and collaborate on a coordinated approach.
4. **Graduate deans, as the individuals with the broadest responsibility for the quality of graduate student research training, should play a lead role in supporting and facilitating institution-wide collaborations.** The graduate dean community has a strong track record of supporting communication and collaboration


across campus with the goal of improving and expanding student learning and professional development.

5. **Universities, organizations that support graduate education, and funders should increase their efforts to develop resources that prepare graduate students for the ethical challenges of research using large datasets.** As resources such as curricula and case studies become available, these groups should work together to make them centrally available.

All participants at the workshop agreed that continued discussion of this developing ethical concern should continue, to support graduate deans and other institutional leaders in expanding their efforts for ethical use of these research methods and databases. CGS will continue to provide updated resources on this developing area of research integrity training, as well as a forthcoming report, *Preparing Graduate Students for the Ethical Challenges of Big Data*.

New CGS Deans & Titles

- **AnnJanette (AJ) Alejano-Steele**, Interim Associate Vice President of Graduate Studies, Metropolitan State University of Denver
- **Angela Amedee**, Interim Dean of Graduate Studies, Louisiana State University Health Sciences Center
- **Xuemei May Cheng**, Dean of Graduate Studies, Bryn Mawr College
- **Krista Chronister**, Vice Provost for Graduate Studies, University of Oregon
- **Kevin FitzGerald**, Interim Dean of the Graduate School, Creighton University
- **Susan Forquer Gupta**, Interim Associate Provost, Monmouth University
- **Jon Hakkila**, Associate Provost and Dean of the Graduate School, The University of Alabama in Huntsville
- **Debra Hope**, Associate Vice Chancellor and Dean of Graduate Education, University of Nebraska-Lincoln
- **Michelle Kiec**, Vice Provost of Extended and Lifelong Learning and Dean of Graduate Studies, Kutztown University of Pennsylvania
- **Janet Lenaghan**, Interim Provost, Hofstra University
- **Tracy Love-Geffen**, Dean of Graduate Studies, San Diego State University
- **Angela Lueking**, Vice Chancellor for Research and Dean of the Graduate School, Montana Technological University
- **Susan Marine**, Vice Provost for Graduate Education, Merrimack College
- **David Robinson**, Interim Executive Vice President and Provost, Oregon Health and Science University
- **Yamaya (Maya) Sosa Machado**, Director of Graduate Studies, Minnesota State University Moorhead
- **J. Michael Tyler**, Associate Provost of Graduate and Online Education, Valparaiso University
- **Amy Warren**, Interim Associate Vice-President (Academic) and Dean, School of Graduate Studies, Memorial University




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