

“Known Knowns,” “Unknown Knowns,” and “Known Unknowns”: A New Agenda for Graduate Schools



Today the issues of employment and job creation have taken center stage in current debates about the US economy and the health of the nation. For the most part, the discussion has focused on fluctuations in unemployment statistics and what they tell us—or fail to tell us—about broader economic trends that will affect us all. This issue, I would contend, poses a clear and particularly pressing challenge to US graduate schools. While the US is generally recognized to have the most vigorous and dynamic system of graduate education in the world, we actually know little at the granular level about what our graduates do, how their work life progresses and exactly how well the preparation they receive equips them for the careers they follow. Yet making this connection, explicitly and routinely, is critical to the success of the entire enterprise.

In this annual message to CGS member deans, I will aim to connect the dots

between the “jobs” debate and the preparation of graduate students for successful and meaningful careers. To begin, it is important to recognize that graduate education is invested not only in helping students get a job—although this is one initial outcome on which most programs remain focused. I use the term “career” because it implies a pathway that is ultimately well-suited to a student’s long-term goals and contributions, over time, to the various professional environments in which he or she is likely to work. This long-term view of a graduate’s professional activities can also help us at home, in our own institutions, and in our collective work to make the case for the value of graduate education.

This topic contains many important questions: how do we prepare students in our graduate schools, how do we assess our own performance, and what will we be challenged to do going forward? Based on CGS’s deep engagement with the graduate community and other stakeholders, I will propose an expansion in thinking about approaches to assessing the quality and outcomes of graduate programs. Currently, graduate schools are working to ensure that our programs meet the typically very stringent quality requirements we have historically applied in program review. However, it will become increasingly critical for us to seek partners inside and outside the university with the goal of understanding, using, and sharing information about the career paths that our graduates pursue.

How will we confront, then, the currently incomplete picture of career outcomes for graduate students? In a spirit of humor that will evoke serious implications, I will boldly revive some of Donald Rumsfeld’s famous categories of knowledge—“known knowns” and “known unknowns”—to classify some of the existing and uncovered facts on which we can build our efforts. I will also draw upon a new category, the “unknown knowns,” provocatively used by the Irish author Fintón O’Toole and lucidly articulated in a *New York Times* book review of his most recent book

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A New Agenda for Graduate Schools (continued)

(Wheatcroft, 2011). Based on recent examples from politics and the economy, Wheatcroft explains that “unknown knows” refer to knowledge that is possible to access or generate but which remains overlooked or unexplored. Begging patience from the doubters, I will argue that a set of “known knows,” “unknown knows,” and “known unknowns” can help us chart a clear course for our work in the area of graduate outcomes.

“Known Knowns” about Graduate Outcomes

There are at least three things that we know for sure about the outcomes of US graduate education today. First, for students in the aggregate, we know that graduate education at both the master’s and doctoral level results in significant increases in lifetime earnings: for master’s students, an increase of 18% over a bachelor’s degree and for PhDs an incremental increase of 43% over a bachelor’s degree (Carnevale, Rose and Cheah, 2011). Of course, like it or not, the labor market assigns different salary values to different types of degrees—for example, higher average salaries are awarded to PhDs in engineering than to PhDs in English. However when data are aggregated by field of study, it turns out that an advanced degree translates into lifetime earnings increases for degree holders in every field.

Second we know, very explicitly in some cases, what the intended outcomes are for a wide range of graduate degree programs in US graduate schools. Motivated in part by new demands from regional accreditors, many graduate schools have worked with their programs to articulate what knowledge and skills students should be able to demonstrate upon completion of their degrees. In this context, graduate schools are also conducting assessments of learning outcomes that go beyond external program reviews. These include internal reviews in the form of continuous, ongoing outcome-based assessment, and some type of program evaluation that is used to inform institutional strategic planning (Larick, 2011).

Notwithstanding the sometimes reductionist and simplistic approaches of “outside experts” on assessment that have met with resistance from faculty and many thoughtful graduate deans, a multi-layered assessment of graduate outcomes holds out many benefits. A nuanced articulation and

assessment of the knowledge and skills that students should demonstrate upon graduation can have a significant impact on the preparation of students for careers both inside and outside academe. While more work needs to be done to clearly articulate “transferable skills” needed across different career pathways, the graduate community has taken an important step toward defining desired outcomes at the program level.

The third “known known” can be found among some professionally targeted master’s programs, where program faculty and graduate leadership have recognized the need to track, at a minimum, initial career placement of graduates. These kinds of placement data have long been associated with competitive MBA, MPA and MPH programs, but many other master’s and professional doctoral programs have begun to recognize these data as essential. For example, career tracking has become a regular feature of the new Professional Science Master’s programs (PSMs). Both this placement information and the outcomes analysis serve as invaluable tools in a feedback system that supports quality improvement.

“Unknown Knowns”: The Overlooked Facts

In addition to these “known knows,” we are also faced with a set of “unknown knows,” factual conditions that could be known if we only paid attention to the available data. While by no means comprehensive, these data point to a wide spectrum of careers that PhD degree holders have pursued for decades, including those outside academe. Unfortunately, the terminology that we often use to describe the careers PhD graduates pursue in business, government and non-profit domains—“non-academic” careers—highlights the privileged position that academic jobs have held. But the readily available data tell a different story (NSF, n.d.). For decades, more than half of the PhD graduates in science (including social science, management and administrative disciplines) and engineering have found careers in business, industry and government, while the number working in any role in four-year colleges or medical institutions reaches a maximum of only 45% in certain fields. This evidence supports what graduate deans have suspected or known

anecdotally, that only a minority of PhD graduates are in tenured or tenure-track teaching positions.

The longer term career placement data are less readily available for the approximately 13% of total PhD graduates who are in the humanities and fine arts. However, what we do know is that over 15 years ago only about 60% of all employed humanities doctorate recipients worked as postsecondary faculty. (American Academy of Arts and Sciences, n.d.). In an ambitious 2005 report on PhDs 10 years after degree completion conducted by Maresi Nerad, findings challenged at least two common myths regarding PhD graduates (Nerad, 2005). The first myth was that students uniformly sought to become professors upon completion. Across the six fields Nerad studied, the percentages seeking this position ranged from a high of 81% in English to a low of 32% in biochemistry. The second myth held that a tenured job clearly held the top job satisfaction for those who attained it. Nerad’s study showed that 10 years after completion, tenured faculty ranked only fourth in feeling “very satisfied” with their careers, falling well behind the most highly satisfied, those who held business/government or non-profit manager or executive positions. Tenured faculty also fell behind academic administrators and academic researchers who were not in tenured teaching positions.

Thus the common assumption that non-academic careers are second-best must confront the much more optimistic story told by data in the “unknown known” category: there is strong evidence that a majority of PhD degree holders find their way into careers outside the world of faculty and that for many, these careers are considered a highly satisfying outcome. This fact alone is something that we need to begin to discuss actively with our doctoral students as they pursue pathways through graduate school and into careers. However, there remains much to be learned if we are to adequately advise students and strategically and effectively plan and assess our programs at both the doctoral and master’s level.

“Known Unknowns”: The Data Gaps We Need to Fill

This third category of important student and program outcomes might be characterized as the “known unknowns.” In the flurry of interest over “learning

outcomes" by programs seen over the past decade, it is remarkable that the actual careers that students pursue subsequent to graduation have received relatively little attention. At the undergraduate level, a lack of data on employment outcomes might make more sense given that broad liberal education is the central goal of many distinguished universities. By contrast, professional preparation is at the core of graduate education, whether a degree is classified as a "professional degree" or a "research degree" according to traditional classification schemes. For graduates of professional master's or professional doctorate programs, the ability to assess how knowledge and skills acquired in graduate school actually measure up to the demand of the specific jobs, from social work, to marketing to public administration, is fundamental to assessing the quality of the degree program. Similarly, for particular PhD programs, where graduates are trained to recognize, interpret, and understand problems at the frontiers of knowledge in a field, so as to advance those frontiers, knowing the particulars of where graduates will make that contribution is essential to assessing the reach and robustness of their education. Detailed information about job placement and career trajectories of graduates of particular programs and types of programs is essential to meet the needs of at least three stakeholders: students, employers and programs.

First, students need this information at the application stage so that they can make informed choices about which degree program is most aligned with their long-term goals. As enrolled students, they can also use these data to make strategic choices about curricular emphasis, internships or research foci. Employers, for their part, equally benefit from this kind of tracking because it opens the door to more active and productive discussion between employers and institutions about the particular skills and abilities most aligned with success in their organizations. Finally, graduate deans need this information because it puts them in a position to answer a critical question about the match between graduate programs and career success: how can we make sure that a particular program or type of program equips graduates to exercise the creative, conceptual, organizational and professional skills required to have a productive and impactful career? Deep and effective assessment of all graduate programs requires an answer to that question, which needs to be

based on a better empirical understanding of the careers students pursue.

Of course, there are many questions surrounding the acquisition of such data. Whose job is it to build the tools necessary to develop nuanced tracking mechanisms for both short and long term career outcomes? Some might respond that turning this

We must embrace the "known knowns," ... acknowledge the "unknown knowns" and ... do what it takes to convert the "unknown unknowns" to "known knowns."

"unknown" into a "known" falls to universities, and where graduate outcomes are concerned, to the graduate dean's office. But for many CGS deans this may not be a realistic expectation. A great number of American universities are reeling from one of the most financially challenging periods in half a century and institutionalizing a survey program of undetermined costs may be difficult. At present, we can look to the examples of graduate schools that have begun to develop capacity in this area. For example, Princeton University has implemented a robust initial career placement survey, which reported on 100% of graduate placements in 2011. Efforts to institutionalize five and ten year follow-ups are just beginning. And typically the response rate for the follow-up is about a third of the initial placement response. Meanwhile, Indiana University collects data on job placement by program for all graduates as does Cornell. The University of Michigan collects data on job placement by program for all doctoral graduates and almost all master's graduates. Since the nineties, the University of Michigan has been tracking graduates five years out, and has recently expanded their reporting to ten years. But in the main, US graduate schools are only in the early stages of collecting initial placement data.

CGS has also been working on this front to support the efforts of graduate schools to

gain a better understanding of where their graduates find employment both initially and over the longer term. Currently we are piloting an outcomes instrument for the entire population of PSM programs in the US. The strong cooperation of both the graduate deans and PSM directors bodes well for an outcome that can support a useful template for graduate schools more broadly. What we already know from this work is that employer engagement is going to be a critical part of a fully robust career tracking system. We know that many employers have sophisticated recruitment systems that target students enrolled at institutions that have produced high-performing graduates in the past. But there is little evidence that companies feed that information in any formal way back to the institutions from which the students graduate.

Finding good examples of best practices in this area is the first step in creating useful partnerships and in identifying synergies between graduate schools and employers. To this end, a joint effort by CGS and ETS, *Pathways through Graduate School and into Careers*, will provide an evidence base for what is known and unknown about graduate degree holders' journeys into careers. By analyzing data on what students know about career options, illuminating pathways that individuals with graduate degrees actually follow, and exploring how universities and employers might partner to inform students about opportunities, this study will launch a national platform for addressing gaps between graduate education and career outcomes for graduates.

I conclude with a note about how these different categories of knowledge, be they known or knowable, relate to the current US debates about jobs. The most dominant discussion about jobs focuses on whether there are more or fewer jobs when compared to some benchmark date in the past. But the real "jobs" issue is less about the periodic fluctuation in the direction of the arrows and more about job creation. Are we putting people in the kinds of jobs that create meaningful work for all citizens? Studies show that it is the areas with concentrations of highly-educated workers where innovation happens, thus creating more jobs for everyone at all educational levels (Gougherty, 2011). To effectively address the pressing issues in the current and future US workforce, we must position ourselves to

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Data Sources: The Role of Community Colleges on the Pathway to Graduate Degree Attainment

For many students, the academic journey leading to a graduate degree starts with community college. These institutions provide access to higher education for students who in some cases may not yet even realize that a master's degree or a doctorate is attainable. For other students, community colleges provide an affordable and/or a convenient means of earning college credit prior to enrolling, or even while enrolled, in a four-year institution.

In fall 2009, more than 7.5 million students were enrolled at two-year colleges in the United States (Snyder and Dillow, 2011). This figure reflects a rapid expansion in two-year college enrollment over the past decade, with an increase of more than one-third (34%) between 1999 and 2009. The majority (57%) of two-year college enrollees in fall 2009 were enrolled part-time.

Community colleges play an important role for students who are underrepresented in higher education. For example, two-year institutions enroll higher percentages of first generation college students than four-year institutions, as well as higher percentages of low socioeconomic status students and older students (Provasnik and Planty, 2008). These institutions also are important pathways to degree attainment for underrepresented minorities (African Americans, Hispanics, and Native Americans), since individuals from these racial/ethnic groups account for a higher percentage of the enrollees at two-year colleges than at four-year colleges. African Americans comprised 15% of the enrollees at two-year colleges in fall 2009, compared with 14% at four-year colleges. Hispanics comprised 17% of the enrollees at two-year colleges, compared with just 10% at four-year colleges, and Native Americans accounted for 1.2% of the enrollees at two-year colleges, compared with 0.9% at four-year colleges (Snyder and Dillow, 2011).

While two-year institutions serve higher percentages of underrepresented students, not all students attending these institutions do so with the intention of earning a degree. About 43% of two-year college attendees plan to complete an associate's degree, and about 36% plan to transfer to a four-year institution (Provasnik and Planty, 2008). Many of the degree-seeking students, however, will fail to earn an associate's degree or transfer to a four-year institution. The current degree

completion rate at community colleges is just 28%, meaning that nearly three-quarters of all two-year college attendees fail to earn a certificate or a degree within 150% of the expected normal time to completion (Snyder and Dillow, 2011). And only about one in five students (21%) will transfer to a four-year institution within five years of enrolling at a community college (National Center for Education Statistics, 2011).

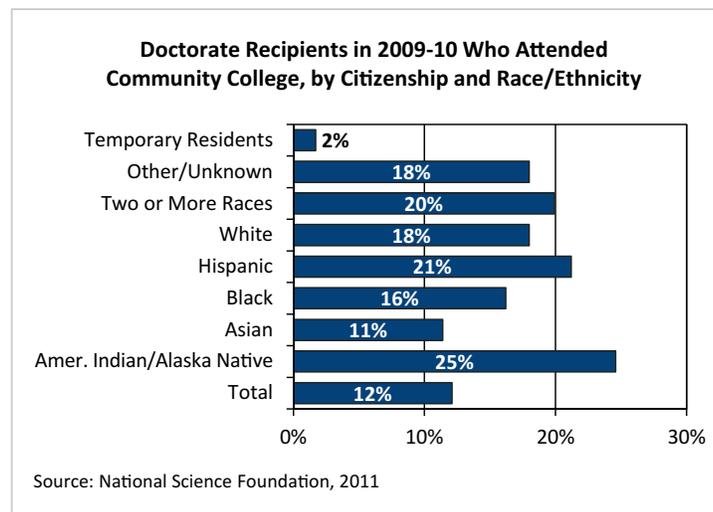
Despite the low completion and transfer rates for students at two-year institutions, data on recent doctorate recipients show that community college attendance can lead to graduate degree attainment. Among doctorate recipients in academic year 2009–10, 12% had earned college credit from a community or two-year college at some point on their academic path (National Science Foundation, 2011). These individuals may have taken just one course or may have earned a certificate or an associate's degree from a two-year college. Women who earned their doctorates in 2009–10 were slightly more likely than men to have attended a two-year college at some point: 13.3% of women vs. 11.0% of men. Among US citizens and permanent residents, American Indians/Alaska Natives (25%) and Hispanics (21%) were most likely to have attended a two-year college (see Figure 1). In contrast, just 2% of temporary resident doctorate recipients in 2009–10 attended a two-year college at some point.

Individuals who earned a doctorate in education were most likely to have earned college credit from a community or two-year college (see Figure 2). One out of five doctorate recipients in education in 2009–10 had attended a two-year college at some point, along with 14% of those in social sciences, and 13% of those in both humanities and life sciences. Engineering doctorate recipients were least likely to have attended a community college, with just 7% reporting having done so.

Community college attendance is even more prevalent among recent master's degree recipients. Among individuals who earned master's degrees in science, engineering, or health fields in academic years 2002–03, 2003–04, and 2004–05 (the most recent data available), 41% had taken at least one course at a community college at some point (National Science Foundation, 2010). As shown in Figure 3, master's degree recipients in health fields were most likely to have taken a course at a two-year college (57%), and master's degree recipients in mathematics and statistics were least likely to have done so (23%).

The findings are similar among recent bachelor's degree recipients. Half (50%) of the individuals who earned bachelor's degrees in science, engineering, or health fields in academic years 2002–03, 2003–04, and 2004–05 had attended a community college at some point (National Science

Figure 1



Foundation, 2010). Bachelor's degree recipients in health fields were again most likely to have taken a course at a two-year college (67%), while bachelor's recipients in mathematics and statistics were again least likely to have done so (42%).

The data clearly show that many students who attend two-year colleges will eventually go on to earn bachelor's degrees, master's degrees, and doctorates. Getting more of the students who attend two-year institutions to go on to earn advanced degrees could help diversify the graduate student population. With higher percentages of underrepresented minorities, low socioeconomic status students, and first generation college students attending two-

year institutions than four-year institutions, community colleges are an important source of tomorrow's graduate students.

By Nathan E. Bell, Director, Research and Policy Analysis, Council of Graduate Schools

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Figure 2

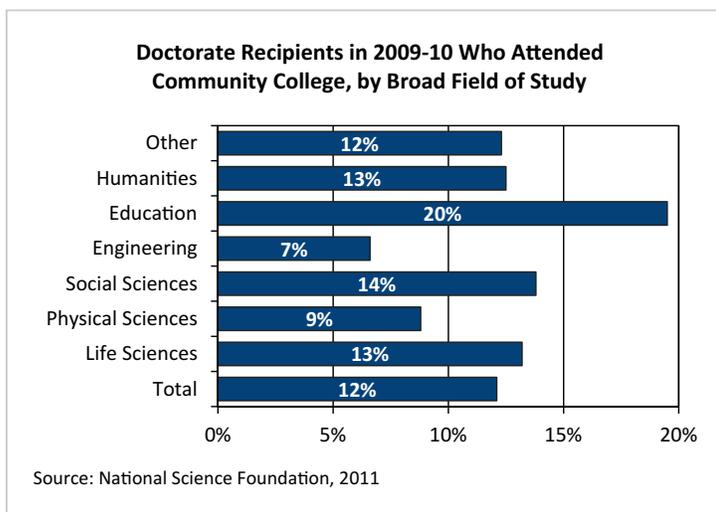
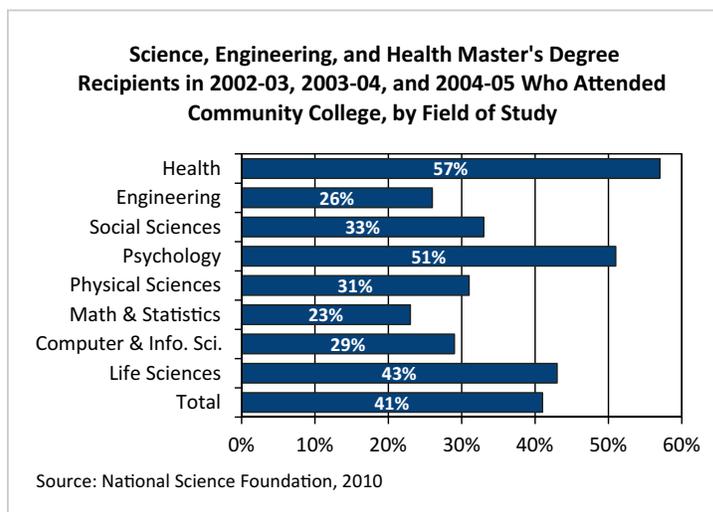


Figure 3



A New Agenda for Graduate Schools (continued from page three)

embrace the "known knows," to acknowledge the "unknown knows" and to do what it takes to convert the "unknown unknowns" to "known knows." That means more effective and intentional tracking of the placement and career outcomes for our graduates and ultimately utilization of that information in improving our programs. Graduate deans, I fear that this is now on your agenda!

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

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Highlights of the 2011 CGS Annual Meeting

The 51st CGS Annual Meeting was held December 7–10 in Scottsdale, Arizona. The meeting drew over 600 attendees, and in addition to the US representation, 38 international participants attended from: Australia, United Kingdom, China, Germany, Ireland, Malaysia, Mexico, New Zealand, Saudia Arabia, Sweden, and Canada. Six powerful plenary sessions and 16 breakout sessions on current topics, as well as networking opportunities and other activities, engaged attendees who came seeking information about current issues and future directions for graduate education.

This year's meeting, as in prior years, offered a full range of pre-meeting workshops with sustained, in-depth discussions and training on a range of topics. This year's topics included: assessment and review of graduate programs (doctoral and master's); mentoring; fundraising; technology; excellence in diversity and inclusiveness; measuring and monitoring student progress; online graduate programs; legal issues; professional science master's; use of survey data in evaluating program performance; and graduate student employment. Over 225 people attended these workshops. The meeting officially opened with the traditional Opening Reception and Dinner hosted by CGS President Debra Stewart and Patrick Osmer, Chair of the Board of Directors.

Dr. Stewart opened the 2011 CGS Annual Meeting by unveiling the new CGS logo, announcing plans for a new website launched in February and describing the renaming of the *Communicator* newsletter to *GradEdge*. Dr. Stewart then addressed the meeting theme, "Creating the Future for Graduate Education." She explained how the six plenaries would address different aspects of the theme—the new public university; how the public views us; two sessions on why diversity matters; the role of humanities in a democratic society; and accountability and learning outcomes and the way our graduates contribute to moving themselves and the country forward. Below is a summary of the plenary presentations.

Michael Crow, President, Arizona State University (ASU), discussed the recent transformation of ASU in "Designing a True Public University for the Future." Dr. Crow described how ASU moved from a "faculty centric apprentice system" to become "a student centric institution" through a set of

strategic redesigns. Key results included: a greater respect for quality master's degrees that met students' career objectives and societal needs; and replacement of departments that had become disciplinary silos with transdisciplinary units that fostered "intellectual fusion" more in line with students' academic aspirations and career opportunities. Regarding diversity, Dr. Crow said: "If there isn't more diversity in the applicant pool, it's because we haven't designed for it. The product you produce is the sum total of every decision you've made

"If you want new outcomes, don't look outside. Look only at yourself." ~ Michael Crow

and the design you have." He also discouraged blaming a lack of diversity on external factors: "If you want new outcomes, don't look outside. Look only at yourself. Start measuring yourself against your designs."

Jeffrey Selingo, *The Chronicle of Higher Education*, and Paul Taylor, Pew Research Center, presented on "Public Perceptions for Charting the Future of Higher Education." They discussed results from a 2011 report, "Is College Worth It?," based on findings from a Pew survey of representative US adults and a second survey of college and university presidents. In recent years, older generations

have prospered relative to the young, downward mobility has made the American Dream seem less attainable to many, and the differences between the have's and the have not's in higher education have widened. Against this backdrop, the surveys sought to understand how the public perceives the value of a college education and how perceptions may differ between college graduates and those without degrees.¹ Understanding these perceptions as well as measuring, enhancing and communicating the real value of higher education are vital to the future of US graduate education.

In "Diversity, Leadership and Innovation," Scott Page, University of Michigan, discussed his research on diversity, framed by the question: how do we add up our differences for the collective good? The traditional argument for diversity in higher education is that it provides equal opportunities and addresses past disadvantages. Dr. Page drew on a range of examples to demonstrate that diverse groups almost always outperform homogenous groups assembled for their abilities. The potential for diversity to result in higher quality scholarship provides a powerful argument for diversifying graduate education.

"Exploring Graduate Learning Outcomes" featured the perspectives of a researcher, a funder, and an accrediting body president on core issues and questions surrounding the appropriateness, development and use of such outcomes. James Applegate, Lumina Foundation, discussed the huge discrepancy of opportunity in college degree attainment



ETS Award, accepted by Robert Augustine for Eastern Illinois University, and the Selection Committee. (left to right) Ralph Ferguson, Edelma Huntley, Karen Weddle-West, Robert Augustine, Harry Richards, Samuel Attoh and David Payne.



Outgoing Board Chair Patrick Osmer passes the gavel to incoming Chair, Lisa Tedesco.



At the podium, new Chair Lisa Tedesco closing the meeting. Seated (left to right) Ronald Townsend, David Payne, Patrick Osmer and Debra Stewart.

by income, and the solution Lumina is pursuing: a system based more on learning, competencies, and teaching skills and less on “seat time” in courses. Peter Ewell, National Center for Higher Education Management Systems, criticized the notion that learning outcomes are applicable to graduate programs. He noted that learning outcomes can be reifying, reductionist, and inapposite to graduate programs. But he warned that, while graduate programs have escaped close scrutiny until now, this doesn’t mean they will be exempt from outcomes assessment. Sylvia Manning, Higher Learning Commission, agreed that graduate education is unlikely to remain under the radar for long in learning outcomes assessment. While learning outcomes can lend themselves to a reductionism that is ill-fitted to graduate programs in the liberal arts, she emphasized that articulating learning objectives and considering how teaching could be improved to result in better outcomes makes sense even at the graduate level. Key to productive assessment is faculty engagement.

Marta Tienda, Princeton University, spoke on “Diversity, Inequality and the Pathways to Leadership: Graduate Education for the 21st Century.” She discussed the challenges of creating opportunities for access when, as her research shows, many of the highest achieving students from most state high schools don’t even apply for college admissions even if acceptance is guaranteed. Overall, for the sake of the graduate enterprise, institutions and programs must work together to guard against trends that point to a broader diminution of the share of the population pursuing higher education.

The final plenary included a “Report from the Commission on Pathways through Graduate School and into Careers.” David Payne, Educational Testing Service, described the purpose of the joint CGS and ETS

commission, to guide development of a report that will examine pathways for students through graduate school and into professional occupations. Ronald Townsend, Battelle Memorial Institute, shared the perspective of a non-academic employer of the needs for US-trained graduate students and the skills that universities will be expected to provide. Patrick Osmer, CGS Chair and Graduate Dean, Ohio State University, described issues addressed in the report and preliminary findings.

Themes emerged across these sessions: that diversity is key to high quality research; that institutional reforms are most effective when they are proactive and anticipate future trends; that a focus on “student-centric” now drives some of the most important reforms; and that career outcomes data are both necessary and lacking, though new efforts such as the CGS/ETS initiative are laying the foundation for future work.²

The plenary sessions were well complemented by 16 concurrent sessions on an extensive array of topics such as: making the case for graduate education; interdisciplinary degrees; completion and attrition in STEM master’s programs; effective strategies for graduate dean leadership; mentoring to ensure inclusiveness; academic and research integrity in master’s education and dealing with students in crises. At the LaPibus lunch, Firoozeh Dumas filled in for an ailing Azar Nafisi and gave a lively presentation on her experience adjusting to a new culture as an immigrant to the US from Iran. The entire meeting program may be found on the CGS website at www.cgsnet.org.

Exhibitors included: Academic Analytics; CollegeNet, Inc.; Comcourse; Deltak; Educational Testing Service; Elsevier; Embanet Compass; Epigeum Inc.; GradSchools.com; GradWeb; Hobsons; Hotcourses Inc; IELTS International; Oak Ridge Associated

Universities; Pearson; ProQuest UMI; and Survey of Earned Doctorates. Two exhibitors further contributed to the meeting with ETS and ProQuest UMI sponsoring breakfasts and evening receptions. Elsevier also sponsored a breakfast at the meeting.

Refreshment breaks were well appreciated by the meeting attendees. Sponsors for these events were: Arizona State University; Arkansas State University; Loyola Marymount University; Northern Arizona University; Seton Hall University; Southeast Missouri State University; Texas A&M University; University of Arkansas at Little Rock; University of Arizona; University of Denver; University of Colorado at Boulder; University of New Mexico; University of Texas at Arlington; and Utah State University.

At the Saturday morning business meeting, Debra W. Stewart addressed the achievements and growth of CGS over the past year. Patrick Osmer passed the gavel to Lisa Tedesco who will serve as Chair of the Board in 2012.

It’s not too early to plan for the 2012 Annual Meeting, CGS’ 52nd, which will be held December 5–8 at the Grand Hyatt Washington, DC. Mark your calendar!

¹A summary of report findings is available at <http://www.pewsocialtrends.org/2011/05/15/is-college-worth-it/>. A discussion of the report is available at: <http://chronicle.com/section/Surveys-of-the-Public-and/531/>.

²PowerPoint presentations from the 2011 CGS Annual Meeting plenary sessions are available on the CGS website.

Tedesco Becomes Chair of 2012 Board of Directors



Lisa A. Tedesco joined Emory University in May 2006 as Vice Provost for Academic Affairs–Graduate Studies and Dean of the James T. Laney School of Graduate Studies. She is a professor of Behavioral Sciences and Health Education in the Rollins School of Public Health.

Under Dean Tedesco's leadership, the Laney Graduate School, with more than 1900 students in over 40 degree programs, emphasizes opportunities for interdisciplinary study and professional preparation. New programs range from doctoral tracks that train students in laboratory and population sciences, to certificate programs in translational research and in interdisciplinary studies in mind, brain and culture. The Laney Graduate School supports a comprehensive Grant Writing Program; training in scholarly integrity; and networking and mentoring programs that connect graduate students to alumni. Support of program excellence includes improved access to information and program performance data for faculty and continuing commitments to diversity in the graduate student population.

In 2009, Dr. Tedesco was elected to the Board of Directors of the Council of Graduate Schools. She is a member of the AAU Association of Graduate Schools executive committee and serves as Chair-Elect of the GRE Board. In 2011, she was also appointed to the national CGS Commission on Pathways through Graduate School and into Careers.

As a health psychologist, Dr. Tedesco's research focuses on cognitive behavioral enhancement of oral health status, relapse prevention, and stress, coping and oral disease. She teaches in areas related to behavioral sciences and the health professions and has written and worked institutionally on matters related to curriculum change, inquiry-based learning and teaching, faculty development, and diversity. Most recently she worked on projects that address institutional organization and program arrangements that promote economic and financial vitality for the teaching, research, and clinical care mission in schools of dental medicine. She has published widely and presented her work nationally and internationally.

Dr. Tedesco earned her doctorate in educational psychology from the University at Buffalo, State University of New York. Prior to joining Emory, she was a professor and associate dean in the School of Dentistry at the University of Michigan and also served as Vice-President and Secretary of the University and as Interim Provost.

Augustine Becomes Chair-Elect of 2012 Board of Directors



Robert M. Augustine was named Dean of the Graduate School, Research, and International Students & Scholars at Eastern Illinois University in 2000. He is also a Professor of Communication Disorders and Sciences and recipient of the EIU Distinguished Teaching Award, Award for Excellence in the Use of Technology, and Dean's Award for Service. He has served as chair of the Department of Communication Disorders and Sciences, as a Visiting International Scholar in Communication Disorders at Herzen State Pedagogical University of Russia, and Interim Vice President for Academic Affairs for Technology.

During his tenure as dean, graduate and international enrollments have grown by more than 30%. Dr. Augustine established criteria for assessing the quality of graduate programs titled First Choice Graduate Programs. This initiative won the Midwestern Association of Graduate School's Award for Excellence and Innovation in Graduate Education in 2011. He also developed the concept for the Integrative Graduate Studies Institute which won the ETS/CGS Award for Promoting Success in Graduate Education in 2011. In addition, he helped create the Hamand Society of Graduate Scholars, the King-Mertz Award for Graduate Research, and the Raney Award for Faculty Mentoring. In the area of research, he established the Deans Award in recognition of the most outstanding internally funded grant proposals and the May Award for the highest achievement in granting. Leadership in international education included creating a series of study abroad scholarships and fostering dual and joint degrees with international partners.

Dr. Augustine earned his PhD from Southern Illinois University at Carbondale. He has presented and published in the area of child language disorders. He holds the Departmental Distinguished Alumnus Award from both Southern Illinois University at Carbondale and Illinois State University. He recently completed a three-year term on the Board of Directors of the American Speech-Language-Hearing Association as the Vice President for Finance and was named an ASHA Fellow in 1999. Dr. Augustine was elected to the Board of Directors of the Council of Graduate Schools in 2010. He currently serves on the Executive Committee of the Illinois Association of Graduate Schools and on the Nominations Committee of the Midwestern Association of Graduate Schools.

Award Winners Announced at CGS Annual Meeting

The 2011 winners of the annual CGS awards were announced at the Awards Luncheon at the Westin Kierland in Scottsdale, Arizona on December 8.

The ETS/CGS Award for Innovation in Promoting Success in Graduate Education: From Admission to Completion was created three years ago to recognize promising efforts in initiating or scaling up innovations in graduate education. Karen Weddle-West, chair of the selection committee, announced that Eastern Illinois University was the winner of the \$20,000 grant. Robert Augustine, Dean of the Graduate School, accepted the award of the EIU proposal: The Integrative Graduate Studies Institute. The IGS Institute fosters intentional learning from admission through matriculation and beyond for underrepresented groups. Five integrative graduate mentoring programs with assessment to track outcomes will be initiated beginning this spring and concluding in the summer of 2013. Honorable Mention designations were announced for the proposals submitted by Florida International University and Morehouse School of Medicine.

George C. Grinnell, assistant professor of English at the University of British Columbia Okanagan, was selected as the 2011 winner of the Gustave O. Arlt Award in the Humanities for his book, *The Age of Hypochondria: Interpreting Romantic Health and Illness* (Palgrave Macmillan, 2010). He was nominated by McMaster University where he earned his doctorate in 2005. Noreen Golfman chaired the selection committee. Debra Stewart presented the \$1,000 award.

Two recent doctoral graduates were recognized for their dissertations. Nathaniel Sowa, who received his doctorate from the University of North Carolina at Chapel Hill, and who is currently a medical student at UNC-Chapel Hill School of Medicine, was announced as the recipient of the CGS/ProQuest Distinguished Dissertation Award in Biological and Life Sciences. He received an award of \$2,000 for his dissertation, "Characterization of Ectonucleotidases in Nociceptive Circuits." Steven Matson, Dean of the Graduate School at UNC-Chapel Hill, accepted the award on his behalf. Howard Grimes, who chaired the selection committee, announced that Sarah Perry, nominated by the University of Illinois Urbana-Champaign, was chosen to receive an Honorable Mention. The other finalists were Christopher Mader (Yale University), Andrew Goldstein (UCLA), Larissa Parsley (Auburn University), Kari Severson (Loyola University) and William Childers (Emory University).

Joseph Childers, chair of the committee for the CGS/ProQuest Distinguished Dissertation Award in the Humanities and Fine Arts, announced that Kristen Weld had been selected as the winner of the \$2,000 award for her dissertation, "Reading the Politics of History in Guatemala's National Police Archives." Dr. Weld received her



CGS/ProQuest Humanities and Fine Arts Award Winner (left to right) John Roberts, ProQuest; Joseph Childers, Committee Chair; Tyrus Miller, Committee Member; Sarah Perry, Award Winner; Barbara Wilcots, Committee Member; Gregory Sterling, Committee Member; Richard Sleight, Yale University; Robert Harper-Mangels, Yale University.



Arlt Award Winner (left to right) Alison Sekuler, McMaster University; George Grinnell, winner; Philip Cohen, Committee Member; Noreen Golfman, Committee Chair.

doctorate in 2011 from Yale University and is a fellow in Latin American History at Brandeis University. She spoke to the attendees at the luncheon about her research and about graduate student life and issues. Dr. Childers said that Elizabeth Shermer, nominated by UC Santa Barbara, received an Honorable Mention. Other finalists were Daniel LaChance (University of Minnesota) and Moulie Vidas (Princeton University).

Announcing the Career Portal

In response to requests from members, CGS is announcing the development of a Career Portal. Through this new service CGS members (at a reduced fee) and non-members will be able to place job advertisements for graduate dean, associate/assistant dean and professional staff positions as well as faculty and other administrative positions on a dedicated CGS web site. Easy to understand entry screens for placing job ads combined with the ability to pay for such via a secure site will ensure that members and non-members have access to a large job market for their openings. CGS and the development partner will be marketing the release of this new site to let members and non-members know about this valuable new service. The Career Portal will be rolled out as of April 1, 2012.

New Members

Regular:

American Public University

Otterbein University

Associate:

West Liberty University

International:

Qatar University

Universidad

Iberoamericana (UNIBE)

University of Macau

New Deans and Titles

Jacob Adams is Executive Vice President and Provost at Claremont Graduate University. He replaces Yi Feng.

Gary R. Byerly is Dean, The Graduate School at Louisiana State University and A&M College. He replaces David Constant.

Wes Durham is Interim Director, Graduate Studies at the University of Southern Indiana. He replaces Peggy Harrel.

Hiram F. Gilbert is Dean at Baylor College of Medicine. He replaces William Brinkley.

Thomas Heilke is Dean of Graduate Studies at the University of Kansas. He replaces Joshua Rosenbloom.

Marilyn Reineck is Senior Vice President, Academics at Concordia University. She replaces Manfred Boos.

Charles Taber is Interim Dean of the Graduate School at Stony Brook University. He replaces Lawrence Martin.

Zong-Guo Xia is Vice Provost, Research and Dean of Graduate Studies at the University of Massachusetts Boston. He replaces Joan Liem.

Jianping Zhu is Dean, College of Graduate Studies at Cleveland State University. He replaces Crystal Weyman.

Sustaining Members & Corporate Partners

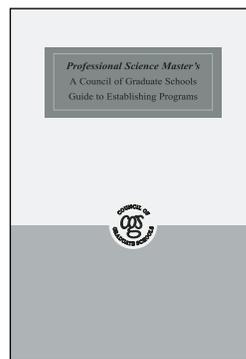
Educational Testing Service

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PROFESSIONAL SCIENCE MASTER'S: A COUNCIL OF GRADUATE SCHOOLS GUIDE TO ESTABLISHING PROGRAMS (2011)



The rapid expansion and increasing diversity of the PSM from a handful of programs a little more than a decade ago to over 240 PSM programs today point to a distinct area of growth in master's education that is responsive to the needs of students and employers. This monograph is intended to serve as a guide for those who are considering establishing PSM programs at their institutions. We provide background and context and discuss feasibility analysis, program development and operation, formal PSM affiliation, and program sustainability. This monograph is a major rewrite of the earlier monograph, *Professional Master's Education* (2006).

MEMBER PRICE: \$24 | NON-MEMBER PRICE: \$27

** Bulk pricing available to members only*

**Please visit the CGS Online Store
(www.cgsnet.org) or call (202) 223-3791**

Arlt Award Nominations Sought

The CGS Advisory Committee for the Gustave O. Arlt Award in the Humanities requests nominations for the 2012 competition in the field of World Language and Literature, Comparative Literature, Drama/ Theater Arts. There can be only one nominee from each institution, and nominations are to be submitted by the

office of the graduate dean or equivalent institutional officer. Nominations must be submitted no later than April 2, 2012.

Criteria and details on the nomination materials required are available on the CGS website. Questions should be addressed to Cheryl Flagg at cflagg@cgs.nche.edu.

GradEdge Newsletter Replaces Communicator

GradEdge replaces the *Communicator* as the Council of Graduate Schools newsletter.

GradEdge will be published 10 times per year and made available online on the CGS website. The only hardcopy editions of the newsletter will now be the January/February and August/ September double issues, which

will continue to be mailed to all CGS members.

The purpose of the newsletter continues to be to inform the graduate education community about national issues and trends in graduate education.

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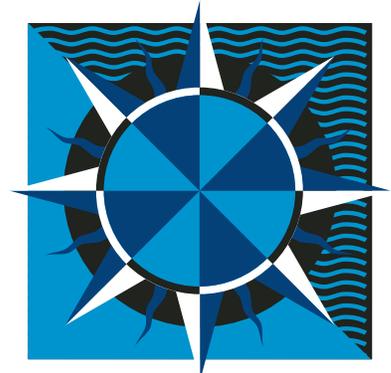
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New Deans Institute and
Summer Workshop.

July 7 - 11, 2012
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Registration begins March 2012

Council of Graduate Schools
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