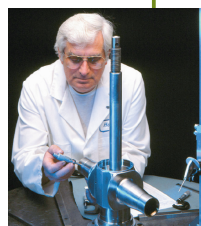
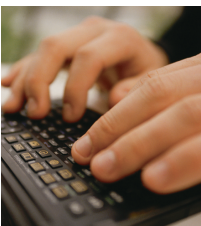


GRADUATE SCHOOL

THE SERVICE-ORIENTED



61st Annual MAGS Meeting
Kansas City
March 29—April 1, 2005

MIDWESTERN ASSOCIATION OF GRADUATE SCHOOLS

**PROCEEDINGS OF THE
61ST ANNUAL MEETING**

**THE SERVICE-ORIENTED
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**MARRIOTT COUNTRY CLUB PLAZA
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The Graduate School of the Future

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Abstract

Graduate schools of the future may change in terms of their student demand, accountability, the intellectual content of the programs, the day-to-day life of the graduate students, and the institutional arrangements of graduate programs. It is equally likely, however, that some current features of graduate study will endure, including the organizational messiness of the graduate school and the coexistence of multiple disciplinary cultures.

The Graduate School of the Future

No one has a good crystal ball for any part of the future, including the graduate school of the future, but there are some current trajectories that we can extrapolate. Some things will stay essentially the same, but we can anticipate that student demand, accountability, intellectual content, day-to-day life, and levels of institutional cooperation are likely to change. Among the enduring characteristics of the graduate school will be its organizational messiness and coexisting multiple cultures of graduate study.

What will probably not Change

Graduate schools are organizationally messy. The graduate dean has no faculty, little budget, and even less power, and yet the graduate dean continues to play an important role in balancing the rights of graduate students with those of faculty, and in protecting students in terms of their multiple roles. The most valued attribute of the graduate dean will continue to be the ability and the will to communicate with many constituencies, and to reliably be the point in the university where many organizational points of view can be convened. One result of this function is that the graduate dean will solve many problems but the problem-solving will not be recognized by others.

In addition, the graduate school will continue to house multiple disciplinary cultures that rarely understand one another. The science/engineering culture

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offers a relatively short time-to-degree, intense apprenticeship, and relatively generous financial support. Students produce dissertations in close collaboration with their faculty mentors. In the humanities culture, by contrast, time to degree is often longer, the level of faculty supervision is less intense, and the financial support comes principally from teaching assistants. Professional students tend to have a relatively certain time to degree, a fixed curriculum, a faculty relationship that is much more likely to be formal and distant, and financial aid available principally through loans. And there are other cultures that define the part-time student, the distance education student, and other types of graduate programs (for example, the executive format is a special type of the professional degree program).

Graduate deans will probably continue to grapple with the organizational and cultural messiness that characterizes graduate schools today, but other issues are likely to change a great deal.

Student Demand will Change

Graduate schools are already adapting to the change in the flow of international students. Some of the decline is due to the tightened visa process employed by the U.S. State Department, but there is also increased competition from universities in other advanced industrialized countries, and from the new universities that have been built up in many Asian countries.

It is not yet clear how changes in domestic students will unfold, but it is clear that many undergraduates today are bringing more debt with them to graduate programs than students of the past. Students already facing debt repayment may delay entry into graduate school or be much more debt-averse once they arrive in graduate school. The expectation for full funding may consequently grow.

Many graduate schools will search for a new student supply in mid-career adults, the type who have been the mainstay of executive format programs and who now will be ready for virtual programming. Important issues for tapping this student market are the extent to which employers will fund and reward advanced degrees. There will also be adjustments required for faculty members. New methods of teaching on-line or in other distance formats will grow in importance. And faculty who are already teaching days and evenings may find new demands that they add weekend teaching to their schedules.

There is, finally, a developing market of retirees for whom graduate education would be a consumer good. Some campuses have already begun developing retirement communities adjacent to their academic buildings and athletic fields, and anticipate that the retirees will want to make use of campus facilities, will volunteer in campus activities, and will take courses or entire graduate programs. The Baby Boomers, who are well-educated and who are approaching retirement in relatively good health, will be particularly attractive targets as post-retirement graduate students.

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Issues of Accountability will Change

An ugly secret about doctoral education is that the attrition rate is very high, often half or more for some doctoral degrees. The graduate dean may regard the attrition as benign, a result of rational choices by adults about how they wish to spend their time. For many master's degree recipients in hot fields, the financial returns for the master's degree may equal or exceed the rewards that were previously available to doctoral recipients, and so leaving graduate school after the master's degree may be financially rational. To a legislator looking at the financing of public universities, however, this same attrition may be a sign of inefficiency and wasted money. Graduate deans would do well to begin to track attrition and to think about it as an issue of accountability.

Time-to-degree is a related issue that may attract the attention of legislators and others. Particularly in the humanities, where ten years in pursuit of a doctorate is not uncommon, time-to-degree is likely to be a red flag. Graduate deans should also be prepared for greater concern about learning outcomes, especially at the master's level. In short, the graduate dean should become more concerned in general with outcomes-type indicators. The graduate school of the future is very likely to be more data-driven, and the wise graduate dean will form a close relationship with the director of institutional research.

Intellectual Content will Change

By its very nature, graduate education tends to be at the cutting edge of each discipline, and so graduate courses tend to evolve and change over a short period of time. Entire graduate curricula, however, may remain museums of the discipline, with faculty requiring courses because the content has *always* been required, or with many required courses that really function to balance the graduate students among competing factions within the department.

As the student composition shifts to older adult students, there may also be a greater demand for students to share in curricular planning; in general, adult learners' experience represents a resource that wise graduate instructors will want to use.

New types of graduate certificates and programs are nearly certain to be important. A number of interdisciplinary programs are exceptionally popular, especially at the master's degree. Some of these programs follow the model of the MBA, which seeks to introduce students to a wide variety of disciplines important to business. The master of public affairs, the master of liberal arts, and similar programs represent adaptations of this model. The "new" doctoral programs (e.g., Aud.D.) may spur interest in alternatives to the dissertation, such as treatises or series of articles, that represent scholarly work but are presented as different genres.

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Day-to-day Life will Change

Daily life of graduate students may well change, at least in part as a result of the preceding changes described in graduate student composition and intellectual changes. Most students will still need and want the traditional services, such as health care, advising, placement, registration and record maintenance. In addition, recreational services, cultural opportunities (such as campus museums, plays, concerts, and exhibits), sporting events, counseling, and support services will appeal to significant segments of the graduate student population. Some graduate students will also want and need day care for dependents, subsidized housing and transportation, and other services.

In addition, the provision of computer services and other technology to graduate students will accelerate. Distance education students will need special attention in terms of library access, electronic office hours, and night and weekend technical support. Graduate schools will come to rely on more internet-based processes for admissions, registration, orientation, degree-checking, and the submission of theses and dissertations.

The Institutional Locus of Graduate Degrees may Shift

Degree-granting authority is spreading to for-profit organizations, to non-profit organizations that are not universities (e.g., Rand Graduate School), and to other non-traditional loci. It is foreseeable that universities will collaborate to provide new or costly programs together with other organizations in consortia, systems, or even athletic conferences.

There will inevitably be more pressure for transfer graduate credit, so that individual students would carry a portfolio of courses from different venues rather than a traditional transcript. If graduate schools do not voluntarily adopt more liberal transfer policies, it is likely that a state legislature somewhere will impose a policy upon its public universities.

The transfer-portfolio scenario could be approached by universities that are imaginative and willing to think about new approaches to degrees. Texas A&M University has pioneered with an additive-certificate approach for master's degrees for high school science and mathematics teachers. Texas A&M offers certificates, each of which can be completed in a summer, in mathematics, chemistry, physics, and biology. The graduate certificates themselves may be valuable for teachers' careers, but teachers who accumulate three certificates are then qualified for a master's degree. In addition, the teachers who pursue a master's degree in this way become better prepared for their classroom duties teaching science and math. All too often graduate schools force teachers to complete the M.Ed. to advance in their teaching careers, even though the content of the M.Ed. is often more appropriate to an administrator than to a classroom teacher.

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Conclusion

No one has a good crystal ball, but a graduate dean looking to the future can draw some conclusions from this discussion. First, getting ready for the future means getting out of the in-box. The current tasks of the graduate dean are not necessarily good preparation for the tasks of the future, and every graduate school staff probably needs some retreat time to scan their organization's horizon for the changes that will require adaptation.

Second, it is very important to understand the business plan of the institution of higher education. If a public university is funded through a formula, it is vital to understand how graduate courses are counted in the formula. If a private university is principally tuition-driven, it is vital to understand how tuition forces the parameters about size and composition of the graduate student body. Private school deans need to be particularly alert to charges that the undergraduates pay the tuition for themselves *and* the graduate students, a charge that is certain to sour parents on the existence of the graduate school.

Third, the graduate dean must become an active advocate for what the graduate students deserve within the institution. If graduate students pay ten percent of the student fees, do they receive ten percent of the benefits? Are graduate students routinely excluded from services that are available for all undergraduate students? Are there offices at the institution that interpret "student" as "undergraduate student"? Do offices such as Institutional Research devote a proportionate part of their resources to graduate school issues? Especially as the graduate student composition changes, the services that graduate students require are likely to change.

Finally, the graduate school staff needs to meet regularly to prioritize its most important issues and to brainstorm about them. In a world without crystal balls, drawing on the collective expertise of knowledgeable staff and faculty can be the best approach to preparing for the future.

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**In Service to the University:
Potential Graduate School
Involvement in Outreach to Graduate Degree Alumni**

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Abstract

One area of potential service to the university by the graduate school is the engagement of graduate alumni not only in fiscal support, but also in physical and/or human/intellectual support. The experience of one graduate school administrator with a graduate school alumni group (as an alumnus) provided important lessons for potential graduate school involvement for outreach to graduate degree alumni.

Focus on Undergraduate Degree Alumni

As a graduate alumnus and as a faculty member for a small liberal arts college, two large doctoral/research extensive universities, and one large doctoral/research intensive institution, I've observed that the focus by alumni associations is usually on the larger alumni population of baccalaureate graduates. While alumni from undergraduate programs form the larger support base, an important resource for the university is its graduate degree alumni.

It is not hard to find the evidence supporting this observation when examining association contacts with alumni through their magazines and web sites. Sponsored activities on campus by alumni associations frequently focus on those events related to the undergraduate experience (although graduate students, as part of the university, do have some identification). Homecoming, parents' weekends, and reunions center around football or other sporting activities and are typical venues for alumni activities. It is not uncommon for alumni association boards to be primarily populated by a leadership that is baccalaureate-based. Affinity groups that are part of these associations, even if they are discipline-based, frequently serve only baccalaureate alumni.

More by default than design, the graduate degree alumni are not generally cultivated by alumni associations in service back to the university. There is a clear difference between the graduates of undergraduate and graduate programs. Because the nature of graduate education is typically more focused and specialized, students' loyalties often rest with particular faculty mentors, or

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with a subset of a discipline, rather than with the broader university. The nature of graduate education is both an obstacle and an opportunity for service to the university.

The engagement of graduate alumni in service to the university is a much different process than at the undergraduate level. It requires non-traditional efforts to get involvement. The graduate school understands the uniqueness of graduate degree alumni and can be instrumental in helping alumni associations and academic units/colleges be more proactive in the cultivation of a relationship with graduate degree alumni.

Graduate School Alumni as a Fiscal Resource

The traditional view of alumni is the hope that they will give back financially to the University; not only to alumni association sponsored activities, but to university foundations, and certainly to major fund raising campaigns.

When the Graduate School looked for sources of funding for the 50th year anniversary of graduate education, the Graduate School at Illinois State University analyzed giving by undergraduate and graduate alumni. It was discovered that the percentage of giving to the University was greater by graduate alumni than undergraduate. This information provided a rationale to the Alumni Association and the University Foundation to allow the Graduate School to do a special solicitation from graduate alumni to support the activities for a 50th year celebration of graduate education. This solicitation funded speakers and a variety of awards for dissertations/theses that benefited the colleges and academic units. Through that experience, we found that graduate alumni appreciated being asked to make a contribution to the institution. That caused those of us in the Graduate School to think about what other forms of involvement might be possible. It should be noted that the Illinois State Alumni Association is based on a free membership where all alumni are members of the association automatically with their graduation. The Alumni Association derives its funds for operation from the Office of Institutional Advancement, which is also linked to the institutional foundation.

Graduate School Alumni as a Human Resource

The better story for tapping the potential of alumni as a human intellectual resource comes from my experience as a graduate degree alumnus. At a CGS Summer Dean's Workshop I was recruited by an associate dean at Penn State--one of my graduate alma maters--to serve on a newly formed Graduate School Alumni Society (GSAS) Board. The idea of such an alumni group was intriguing, even though it meant a considerable commitment of time and expense traveling from Illinois to Penn State two to three times each year. My hope was that this experience would prove informative for Illinois State (a different type of institution) as to the means for looking at graduate degree alumni as a potential resource for the institution.

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After six years serving on the Graduate School Alumni Society Board, I have a better idea of what may or may not work at Illinois State. As an alumni participant in this fledgling enterprise, I learned a number of lessons. One of those lessons was recognizing the importance of patience and persistence as it has taken almost eight years for this experiment to essentially bear fruit. Graduate degree alumni at Penn State now have a vehicle for making contributions to their institution.

Because the alumni association structure at Illinois State University is different from Penn State, which has a dues-paying member base, the viability of a special society may not be realistic. However, there may be ways the Graduate School can work with the alumni association, colleges and academic programs to tap into the graduate alumni resource.

Graduate School Role in Alumni Outreach

The graduate school has an important role to play in helping with alumni outreach because graduate school staff understand the uniqueness of graduate students and graduate education. The primary focus has to be on enhancing the graduate experience for current graduate students by alumni. The mission of Penn State's Graduate School Alumni Society is to nurture relationships between graduate students and graduate alumni.

Each part of that mission needs to be supported with a strategic plan of action involving service by graduate degree alumni to the institution. For example, graduate degree alumni, through the Alumni Society, support or sponsor the following: (a) a Graduate Exhibition where alumni come to campus to serve as judges for student research and creative presentations; (b) a Doctoral Alumni Reception which recognizes the 25th and 50th anniversary of doctoral recipients, including a wall of fame featuring those alumni; (c) a Spring Social and Recognition Program where alumni recognize students receiving Alumni Association sponsored awards; (d) a Graduate Student Luncheon where students are invited to meet with GSAS board members to discuss challenges and thoughts on their graduate experiences; (e) a Mentoring Program that offers advice and information on career options for colleges and academic programs; (f) an Alumni Fellow Award where students are invited to attend special presentations by Alumni Fellows sponsored by the Alumni Association; and (g) the Graduate School Alumni Society Humanitarian Award. The Humanitarian Award was developed as a means for demonstrating the contribution of graduate education to society. This year's awardee was brought back to campus to meet with students in his area, forensics, and other members of the university community. He happened to be the medical examiner for New York City whose responsibility it was to identify remains and work with the families of those who died in the World Trade Center tragedy.

The entire story of this innovative approach needs to be told by the Graduate School at Penn State, as I can present only my perspective as an alumnus. There is a great deal of staff time that is needed to nurture such a venture as a

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Graduate School Alumni Society. Graduate schools need to determine the value of such a group to their efforts, but this alumnus found it a very good mechanism for maintaining ties and involvement with the institution.

Obstacles to Involvement

The graduate school that involves itself in the cultivation of graduate alumni must approach this task carefully because of the barriers or obstacles that are inherent in its involvement. Academic units and others are very suspicious of anyone getting into what is their territory of ownership, particularly the financial area. For the graduate school, other barriers may include having the necessary staff available to provide the support to graduate alumni. This can be very resource-intensive.

Benefits to Involvement

The increased involvement of the human resource base for university-wide graduate school activities benefits all graduate programs, e.g., as judges for exhibitions/symposia, as commencement volunteers, as presenters in mentoring workshops, and as the recipients of awards. Such involvement can also add an additional fiscal resource base to fund university-wide Graduate School initiatives, e.g., endowing an Outstanding Graduate Program Director Award.

Penn State Graduate School Alumni Society:

<http://www.gradsch.psu.edu/av/gsas.html>

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The Graduate School in Service to the University

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Abstract

The Graduate School's roles in a research-extensive university must center around academic excellence while also providing innovative programs serving graduate students, the local community, the state, and the nation. Several initiatives at the University of Cincinnati drawn from different arenas are discussed.

Introduction

The role of graduate education in a research-extensive university is genuinely multifaceted. These roles range from research and teaching, perhaps the first things we think of, to interactions with the larger community, with the state, and with national stakeholders. Graduate education is increasingly linked to American competitiveness, as recent comments from academic leaders (and a national conference by that name) illustrate. The role of graduate education in research extensive universities is larger than often recognized. One estimate is that nearly 50% of the research and 25% of the instructional responsibilities are carried out by graduate students. It is not a great leap of the imagination to recognize that the quality of graduate students and the quality of graduate programs are essential to both the research and instructional enterprise of the university. Thus, academic quality is a key concern for universities and, of course, for graduate deans.

Several efforts at the University of Cincinnati reflect both service and leadership to the broader university community. These efforts include graduate program review, new graduate program development, graduate student professional development and even public/private partnerships.

Graduate Program Review

Academic excellence is the foundation upon which all of the activities of the university are based. In order to pursue that objective at the University of

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Cincinnati, the university initiated a new graduate program review process that reviews all graduate programs on a five-year cycle. This process, which is producing genuine positive effects, has several straightforward steps. One key element is a departmental report, or self-study, that is prepared in a standard format with data generated partly by the department and mostly by the Graduate Dean's office from public databases. Data elements include the number of graduate student applications, number of students matriculated, GRE scores, number of graduates, time to degree, stipend levels, university scholarship funding, number of international students, scholarly productivity in the form of both publications and presentations, grant funding (if appropriate) and honors. Two external reviewers are assigned to read the self-study and then visit the campus to meet with members of the department, including current graduate students. Each of the two reviewers then independently prepares a critical review of his or her observations. An internal university committee reviews these comments, along with any additional departmental comments, for balance and completeness. The Provost, Dean of the College, and the Graduate Dean then meet to discuss an "outcome letter." This *collaborative* outcome letter explicitly identifies the strengths and weaknesses of the program that are judged to be most important and suggests any action steps that should be taken.

An important part of the graduate program review process is the opportunity to invest in excellent programs. We call this "academic excellence funding." Programs that are in the top 20% of the programs reviewed in a given year, are eligible for program investments. For example, our Molecular Genetics program received a very favorable review and attracts very high quality graduate students. The external reviewer observed, however, that most of these students were from the Midwest and suggested that recruitment take place on a more national scale. Funds were provided to the department to pursue recruitment activities to attract students from across the nation. Other academic excellence investments included new faculty lines, support for new graduate assistantships or fellowships, enhancement of web sites, and a variety of graduate recruiting efforts. Funding in support of review outcomes is an important aspect of the program, both in rewarding academic excellence and in giving the graduate review program full credibility.

New Graduate Programs

An important way that graduate schools serve the university as well as the local community, state, national and even international constituencies is by being responsive to changing needs by providing new graduate program offerings. New graduate program opportunities come in a variety of forms. These include (1) interdisciplinary programs, (2) new master's programs, (3) new doctoral programs, (4) certificate programs, and, (5) on-line or distance degree programs.

Interdisciplinary programs, of course, come in many flavors and are increasingly appropriate for addressing the most interesting current theoretical and societal problems. Sometimes interdisciplinary programs reside within centers or

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institutes and those certainly have multiplied on every campus. Sometimes interdisciplinary programs develop into full-fledged programs; an example at the University of Cincinnati is in neuroscience where faculty from a number of different departments launched a new Ph.D program. A collaboration between the Colleges of Engineering and Medicine allowed the formation of a new Department of Biomedical Engineering with faculty drawn from both colleges. Graduate students sometimes craft their own interdisciplinary programs, but the IGERT program of the National Science Foundation is an example of a national program initiative that explicitly encourages interdisciplinary training of graduate students. At the University of Cincinnati, for instance, the IGERT in the area of membranes science draws on more than a half a dozen departments across campus.

Some new programs at the master's level at UC include a Master's in Teaching Science. This degree is offered through a collaboration of the College of Education and the College of Arts and Sciences and is specifically intended to increase the quality of our science education in the local schools. In fact, the program was developed in consultation with the local schools. In a different vein, we recently established the ACCEND (accelerated engineering degree) program in the College of Engineering, which allows students to progress seamlessly and relatively quickly through both the undergraduate degree and master's degrees. At the doctoral level, two programs were recently implemented at UC, one a new degree in Immunobiology and one in Health Education—both areas that are important for the nation's future.

We are also serving the community by providing graduate certificate programs. Examples in the College of Nursing would include a post-master's certificate in Nurse Midwifery and a post-master's certificate in Occupational Health Nursing. Both of these programs serve an identified local need. Distance learning, or online degree programs, are growing at UC as well as many other universities and require the same kind of programmatic oversight as regular graduate programs. These programs can serve directly and conveniently the working individual who seeks professional advancement; such programs respond to and fulfill workforce needs. One of our programs, for instance - a master's in Criminal Justice - now serves more than 600 students from across the nation!

Graduate Student Development

To prepare graduate students to contribute to society, we must have excellent academic programs in place as well as opportunities for graduate student development. For instance, a variety of graduate workshop activities are offered at UC from "The First Day Experience in the Classroom" to "Presentation Skills" and from "Controversial Classroom Issues" to "Proposal Writing for Social Sciences and Humanities." These workshops provide the opportunity not only for the sharing of information from experts but also for fostering social interactions among graduate students that allow important informal sharing to take place. For a select group of graduate students who are interested in careers in the

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professoriate, the Graduate School supports the Preparing Future Faculty Program (PFF). Participants in this program take seminars related to teaching, but have the opportunity to be mentored and to be introduced to professional life at local non-research extensive universities.

Recently, the University of Cincinnati was among the universities selected to participate in the Council of Graduate School's "Ph.D. Completion Project." The idea of this project is deceptively simple: if we improve the productivity of Ph.D. programs by reducing attrition, we will have larger numbers of workers with advanced training and thus improve America's competitiveness. At another level, addressing the causes of attrition is compassionate to the student and fiscally responsible for the graduate school. Addressing the cause of attrition turns out to be a remarkably complex effort that is not fully informed by past studies. Most often previous studies have been of a cross-sectional or retrospective nature. The university is carrying out a longitudinal study tracking individual students from program entry to degree completion or withdrawal. Specifically, students who have left programs will be interviewed in order to understand the multiple reasons for attrition in a nuanced way. Such a longitudinal study will provide rich and valuable information about student demographic variables, attitudes and program performance as they change over time and as they lead to different program outcomes.

This data set will provide the foundation for a number of specific activities or interventions that should increase our retention rate and thus our graduation rate in more than 20 selected Ph.D. programs. Many of these activities are carried out at other universities, but few have been explicitly evaluated for effectiveness, as we plan to do in this project. For instance, the university will be evaluating the effectiveness of its Graduate Recruitment Weekend where the best applicants to our Ph.D. programs are brought to campus to learn in detail about their prospective programs from both faculty and current graduate students. In addition a number of initiatives that we believe are significant will be evaluated, e.g., enhanced teaching opportunities for graduate students in biomedical sciences and engineering, supporting early professional engagement, and the introduction of a program for graduate program directors. To reiterate, a deep understanding of retention and attrition issues—and taking action to address these issues—will enable graduate deans to contribute in direct ways to a competitive workforce.

Issues beyond campus

Universities have become increasingly involved in economic development issues in their communities and in their states. This involvement presents both significant opportunities for genuinely important contributions to the community and state and, at the same time, presents significant challenges. Often these efforts involve entrepreneurship and, for public universities like UC, public/private partnerships. In the state of Ohio, a program called the "Third Frontier" supports a competitive grant program that provides significant

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investments (\$10M - \$30M) for such partnerships with required cost matching from corporation. An important part of the review criteria is a commercialization plan; that is, how the proposed research activities proposed will be integrated with industry efforts and how the new developments will be commercialized. The University of Cincinnati's first award was to support the formation of the Genome Research Institute. The partners in this collaboration included Wright State University, the Air Force Research Laboratories in Dayton, Acero (a software company), and Procter and Gamble (P&G). An important and innovative part of this partnership is the co-location of UC and P&G researchers in the same research laboratory building. Additional space for companies that might wish to participate was arranged, and the first such company co-located recently. Graduate students at the Institute thus experience the full spectrum of professional activities from basic research to applied research to the beginnings of commercialization. The challenges here are to protect graduate student interests, e.g., to publish freely and to be engaged in the direction of their own research efforts. Two additional collaborations were recently added, namely the Center for Computational Medicine and the Ohio Center for Advanced Propulsion and Power. Although these investments are recent, early indicators of these collaborations are positive. Involvement of the university in public/partnerships is expected to continue to grow.

Summary

The Graduate School brings to the university both foundational values, namely academic excellence, and as innovative programs serving graduate students, undergraduate students, the local community, state, and in a real sense, the nation. The specific programs discussed above are a few examples of the multiple ways graduate schools are in service to the university and beyond.

Acknowledgements

The initiatives mentioned in this article would not have been possible without the exceedingly valuable efforts of Associate Dean Robert Frank and Senior Assistant Dean Eleanor Buczala.

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In Service to the University: Internal Institutional Programs to Foster Research and Creativity

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The graduate school of an institution provides many programs to foster opportunities for research and creativity on the part of its faculty. These opportunities vary by discipline, and it is in the best interest of colleges and universities to explore various programs that can improve the chances for their faculty to obtain external funding. Internal institutional support assists faculty in developing research ideas, gathering data, posting grant applications, or beginning creative and performance activities that will assist them with the development and submission of applications for external support and funding resources. This paper will explain how one institution provides this support.

Eastern Michigan University has long prided itself on its provision of internal university resources to assist faculty members to develop programs and applications designed to foster research, teaching, creativity, performance, outreach, and economic development venues. These resources are provided primarily under the direction of the Provost, the Associate Vice President for Graduate Studies and Research, the Associate Dean for Faculty Affairs, and the Director of Research Development. These individuals also provide guidance and promote innovation in current programs and for future opportunities in which faculty and students may become engaged.

With the use of internal institutional resources, the Graduate School is able to leverage resources and other forms of support that allow faculty to work on the development of all the items necessary for the creation of new knowledge. With some disciplines it is as simple as the collection of data about a specific population or the establishment of a sufficient number of sample results to prepare an application for additional support from a funding agency.

In many other disciplines there is little external support for the development of creativity- or performance-based endeavors, and while this form of discovery is as valuable as any other type of research, it is less funded at the regional and national levels. This is where the value of internal resources becomes critical to the expansion of knowledge in these areas. This is one area in which graduate deans can serve the greater good by ensuring that all members of the

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faculty have access to the financial and physical resources they need to meet disciplinary requirements in the creation of new knowledge.

These programs and opportunity sites for faculty include the following:

- Provost's New Faculty Awards
- Faculty Research and Creativity Fellowships
- Graduate School Research Support Funds
- Spring/Summer Research Awards
- Sabbatical Leave Awards
- Scholarly and Artistic Recognition Awards
- Responsible Conduct of Research Training Sites*

Provost's New Faculty Awards

This program is set up to encourage and foster the development of research and creative projects by new tenure-track faculty (faculty in their first 2 years of employment at EMU). These resources can be used to jump-start a research agenda or a new creative project. A grant can be used for data collection, release time from teaching, travel, or toward the purchase of supplies and equipment. These are appropriate uses of these resources, and new faculty are actively encouraged to apply for this award. Seminars are held each fall semester prior to the application deadline in order to assist faculty in developing a strong application for this award and for external grant applications.

Faculty Research and Creativity Fellowships

The purpose of this award is to encourage research, scholarly, and creative activities. This fellowship provides release time and financial support for faculty focusing on the development of new projects or areas of inquiry. The award includes up to a one half- time release for an academic year plus up to \$2,000 of financial support for use on the project. Full-time, tenured and tenure-track faculty are encouraged to apply at any stage of their academic careers.

Graduate School Research Support Funds

This strictly monetary program is maintained by the Associate Vice President for Graduate Studies and Research and is used to encourage meritorious research, creative, artistic, and scholarly projects with small grants to faculty ranging from \$300 to \$2,000. These funds are available to all full-time faculty and, unlike all other support programs, applications can be completed at any time during the year and are only subject to approval by the AVP, with a quick turnaround time of generally less than a month for final approval.

*This information is taken from the EMU Faculty Resource Directory, and information on each of these programs can be found in greater detail in the EMU Faculty Resource Directory at: http://www.gsr.emich.edu/_pages_gradord/publications

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Spring/Summer Research Awards

The Spring/Summer research award is designed to recognize and support research and creative activities of high quality, with particular attention to initiation and early development of new ventures. The award provides up to 20% of the yearly faculty base salary and encourages faculty members to carry out research, creative, and scholarly endeavors designed to improve their potential to receive external funding.

Sabbatical Leave Awards

The sabbatical leave provides support for faculty to participate in community service, scholarly and creative activities, program development, professional development, or basic and applied research. Sabbaticals can last for one semester at full pay or two semesters at one-half pay and releases the faculty member from all university responsibilities in order to concentrate on these endeavors.

Scholarly and Artistic Recognition Awards

Awards for these two areas of endeavor are presented at the Distinguished Faculty Awards ceremony and recognize full-time faculty who have produced scholarly or artistic work of high merit during the preceding year. Awards of \$1,000 are presented to recipients in both categories who have been judged to have made a significant contribution to the specific disciplinary field.

Responsible Conduct of Research Training Sites

In addition to programs offered to encourage and support faculty who are making strides in the areas of research and creativity, the Graduate School at Eastern Michigan University also provides faculty and students with specific information to assist them in the maintenance of the standards of their respective disciplines. Issues concerning these standards are addressed through the collection of the latest information available from national agencies, disciplinary websites, and professionals in the field. The nine modules available to faculty, students, and central administrators for their use are listed below.

- University Human Subjects Research
- Animal Care and Use in Research
- Conflict of Interest in University Research
- Data Acquisition, Management, Sharing, and Ownership
- Research Misconduct
- Publication Practices and Responsible Ownership
- Mentoring/Trainee Responsibility
- Peer Review
- Collaborative Research

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Each of these sites was designed by the Graduate School to provide information, answer questions, and provide hotlinks to sources of additional information for faculty, students, and campus personnel who deal with these various activities.

Graduate deans perform many various and differentiated roles on campus. At Eastern Michigan University, the graduate deans accomplish their regular tasks of providing leadership for graduate program development as well as for fostering the research and creative activities of the faculty. Deans must create an environment that encourages these activities, and there is nothing that can chill a climate of support for research and creativity easier than not having immediately available the resources and/or information that faculty need to take advantage of an opportunity or an idea.

With limited resources and time, graduate deans can improve the climate in which faculty work to identify new concepts and discover new ideas. It is up to them to continue to provide innovative ideas for supporting these endeavors as they seek to provide service to their institutions and the American educational environment.

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How Does Graduate Education Serve Distressed Urban Communities?

The University of Detroit Mercy: A Private Urban University

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Abstract

The University of Detroit Mercy (UDM), sponsored by the Society of Jesus and Sisters of Mercy and located in the heart of Detroit, supports a mission of teaching and learning. Leadership and service are facets of the mission and are viewed as a vital ingredient of the educational process in the student's development. This paper will explore how a private urban university utilizes service and leadership to address the needs of the community. In particular, the paper will focus on how the school of nursing has responded to the health needs of the community through the establishment of a nurse-managed center.

Introduction

Universities have a long history of serving communities in a variety of arenas such as educational and cultural activities. There has been an increased emphasis on the role higher education has in engaging students within the community (Bringle & Hatcher, 1996). Universities located in urban communities are often surrounded by a plethora of social issues and are especially challenged to engage in partnerships that will serve the community. Incorporating a service agenda through volunteerism and service has the potential to provide a valuable resource to the external and internal constituencies the university serves.

According to Boyer (1994), the university should be the place to educate students to be responsible citizens and effective leaders. To do this successfully, students need to be empowered to become effective social agents (Astin & Astin, 2000). Learning experiences embedded in a service mission are opportunities for students to become powerful social change agents. This paper will explore how the University of Detroit Mercy, a private Catholic university located in the city of

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Detroit with a mission that includes service and social justice, integrates service in graduate education in an effort to meet the needs of the urban community. In particular, the discussion will focus on how the graduate nursing program addresses the needs of the urban Detroit area.

The University of Detroit was founded in 1877 by the Society of Jesus and Mercy College of Detroit was founded in 1941 by the Religious Sisters of Mercy. Both of these religious orders are known for their high quality education and charisma related to service and social justice. During the tumultuous 1970's both institutions renewed their commitment to remaining in the City of Detroit. The University of Detroit and Mercy College of Detroit consolidated in 1990 as the University of Detroit Mercy (UDM). Today the University of Detroit Mercy is the largest comprehensive Catholic University in Michigan with a total enrollment of approximately 5800 students including 2000 graduate and professional students.

Detroit: An Urban Metropolitan Area

The City of Detroit, situated in Wayne County Michigan, has undergone significant change since the 1950's when it boasted a population near 2 million. Over the last three decades, Detroit has continued to experience an erosion of population and industry. According to the most recent census data (U.S. Census Bureau, 2000), the population has dipped to 951,270. Detroit is predominately African-American (83%) and one-third of the population has less than a 12th grade education. In an analysis of poverty, Metzger & Booza (2002) concluded that while poverty in Detroit demonstrated a steady increase from 1960 through 1990 that trend reversed during the 1990's with a modest decrease. In 2000, 26% of individuals and 22% of families in Detroit were living below the level of poverty compared to 1990 when 32% of individuals and 29% of families were living below the level of poverty. Despite this modest decrease, 35% of all children in Detroit live in poverty (Brookings Institution, 2003).

There are several economic constraints facing the city of Detroit. There has been continued erosion of the tax base as industry and business have migrated out to suburban areas. The lack of a well defined mass transit system is a barrier to employment opportunities for many of the citizenry. In 2000, the unemployment rate in Detroit was 11.5% while the national unemployment rate was 3.9% (Brookings Institution, 2003). Currently, the unemployment rate in Michigan is 7.3% compared to the unemployment rate of 14.9% in Detroit (O'Hare, 2004). Median income for Detroit also lags behind the state average. The annual median income for Michigan is \$44,667 (GDAHC, 2003) while the median income for Detroit is \$29,526.

Detroit has consistently been identified as a city in poor health. Examination of health behaviors and health indicators provide some support to that statement. For example, in 2000, infant mortality rates for Detroit were 14.1/1000 compared to 7.9/1000 for the state (GDAHC, 2003). In comparison to other regions in

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Michigan, Detroit has the highest number and rate of low birth-weight babies. While cancer and heart disease account for one-half of all deaths in Southeast Michigan, rates are highest in Detroit. Of the 3.2 million Michigan residents that are medically underserved, 88% reside in urban areas (Wisdom, 2004). It is estimated that 21% of the residents are uninsured and another 43% are Medicaid eligible. More than half of the Detroit population resides in a federally designated Medically Underserved Area (MUA) or healthcare Professional Shortage Area (HPSA).

Community Outreach at University of Detroit Mercy

While the mission of UDM focuses on student-centered teaching and learning, community service is emphasized through student leadership and service opportunities. During the 1990's, the university received funding from the W.K. Kellogg Foundation (Zimmerman-Oster & Burkhardt, 1999) to create a leadership development program which focused on the university's surrounding community. Leadership workshops, service learning opportunities, faculty development and opportunity for reflections were integrated throughout both undergraduate and graduate programs. The graduate and graduate professional programs implement service learning and community outreach in multiple ways. All have an emphasis on addressing some of the urban issues confronting Detroit.

The School of Dentistry has a long tradition of providing a variety of services to the Detroit metropolitan community. It provides dental care in Detroit-area nursing homes and outreach clinics that serve the uninsured, homeless and elderly. During 2003-2004 UDM Dental Clinics served 15,000 patients for over 85,000 patient visits. In addition, the UDM International Dental Service Program has provided over 10 years of free dental service to persons in the Dominican Republic and Belize.

The School of Architecture (SOA) is actively involved in the community. The Detroit Collaborative Design Center (DCDC) was established in 1995 as an outreach of the SOA to provide assistance to the surrounding communities. Working exclusively with non-profit community organizations, the DCDC is comprised of partnerships with the architecture student, the recent graduate, the community and the professional architect. Recent projects include the Firebreak Project which looks at the issues of burned-out and abandoned houses in Detroit and how images can be immediately changed. Working with the local community, temporary art installations are initiated at abandoned or burned-out sites in order to modify the structures. Examples of this project include the Plastic House, Hay House and Sound House. Ongoing data collection is occurring to determine what can be done to revitalize these blighted areas over the long term (personal communication, Andy Sturm).

Law students have the opportunity to provide community outreach in a variety of programs offered through the School of Law. In the Immigration Law Clinic, established in 2000, students work under the supervision of faculty to serve

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indigent foreign nationals seeking asylum. The Urban Law Clinic provides services to the vulnerable elderly in Detroit and the UDM Mobile Law Clinic takes students directly to clients in the city.

McAuley School of Nursing Response to Community Need

The McAuley School of Nursing is located within the College of Health Professions which offers graduate programs in nursing (family nurse practitioner, health systems management), nurse anesthesia, physician assistant, and health services administration.

The McAuley School of Nursing boasts one of the largest programs at UDM and offers both undergraduate and graduate degrees in nursing. It has a long tradition of building partnerships to meet community needs.

The family nurse practitioner graduate nursing program was established in 1997 in response to a need for primary care nurse practitioners to provide services in the city of Detroit. The program places emphasis on preparing advanced practice nurses to provide care to underserved populations. Over 50% of UDM's graduates reside or work in Detroit or the surrounding Wayne County. All students spend at least part of their clinical practice providing service in one of the free clinics within the Detroit metropolitan area.

Since 1998, over 20 primary care clinics and 3 hospitals in Detroit have closed. Despite 10 Federally Qualified Health Clinics in Detroit, the level of funding compared to comparable areas is low (GDAHC, 2003). In 2001 in direct response to community need, the McAuley School of Nursing began an effort to establish a nurse managed center in Detroit. Nurse managed centers provide an important resource for primary care services; often becoming a part of the safety net for providing health services in underserved areas. The centers are usually managed by nurses, staffed by advanced practice nurses, and affiliated with academic centers. Thus, the center becomes an important academic resource for teaching, practice and research. Funding for the nurse managed center, McAuley Health Center, was obtained in 2002 through the Department of Health and Human Services, Health Resources and Services Administration. This funding for a period of 5 years has enabled us to fully operationalize the center.

The goal of the McAuley Health Center (MHC) is to establish a sustainable health care center committed to primary care, health care and health education. The MHC is staffed by two nurse practitioners who hold joint faculty appointments with the university. In addition, nurse practitioner graduate faculty and other nursing faculty provide services through the clinic. During the grant's start up years, the MHC provided care for the uninsured and underinsured in the community. Now as it enters the final phases of funding, it has moved to a phase to secure contracts and maintain its long term sustainability.

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The population the MHC serves, lives, and works in the surrounding community. This area of Detroit falls within census tracts that are federally designated as MUA and HPSA areas. In addition, it has been designated an empowerment zone within the city which entitles agencies to federal funding to improve economic and social conditions. During the last year, it is estimated that the nurse-managed center delivered over \$100,000 in care to the uninsured. Outcome data indicates that there were 2584 primary care visits and 376 mental health visits. These visits represent 850 primary care patients and 72 mental health patients. An outcome study of hypertension in 30 randomly selected patients during 2004 indicates that 70% of the patients had a lower diastolic blood pressure on subsequent visits. This data provides some support for the effectiveness of the nurse managed center. Research to further explore health status indicators on this disparate population is ongoing.

The McAuley Health Center continues to engage in a variety of additional community outreach projects including:

- Local grant funding to assist Medicare and Medicaid eligible clients in the community with pharmaceutical patient assistance programs
- Two community agency contracts to deliver primary care to high risk youth in the community
- Establishment of a contract with the Karmanos Cancer Institute and the state of Michigan to provide breast and cervical cancer screening to uninsured women between ages 40 and 64.
- Development of health literacy programs within the near community
- Oral health fair in collaboration with the UDM School of Dentistry
- Initiating a community advisory group to provide input regarding the community needs, goals and services of the nurse managed center
- Continued development of Medicaid contracts to support sustainability.

Conclusion

The primary responsibility of the university relates to the educational preparation of the student. Relationships the university engages in an effort to meet community needs must be congruent with their mission and goals. Partnerships must be mutually beneficial and sustainable. Opportunities for service within the community must be carefully selected and evaluated to ensure that outcomes are met. The University of Detroit Mercy has several opportunities for graduate and professional programs to provide service to the surrounding community. Program effectiveness and sustainability are long term challenges that must be continually addressed.

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Educating Graduate Students for Leadership in the Non-profit Sector

Trinity Fellows Program

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Background

The Trinity Fellows Program is a cooperative venture in graduate education (M.A. level) between Marquette University and the Trinity Foundation, which is supported by Richard Burke, the founder of Trek Bicycle Corporation and a trustee of Marquette University. The goal of the program is to educate graduate students for leadership roles in the non-profit service sector in the Milwaukee region, but students are not required to remain in the area following graduation.

A maximum of ten new full-time students are admitted each year for the program that spans 21 months of study and work. Currently, there are 18 students in the program and 29 have graduated since the program began in 2000. In addition to full-time study the students work 18 hours per week for a non-profit agency during the school year and 40 hours per week during one summer. The crucial importance of the integration of study with practical experience to produce transformative learning is informed by 450+ years of Ignatian (Jesuit) experience in higher education.

Students receive a full tuition scholarship plus a stipend of \$1565 per month. Each student pays \$1250 per semester for the right to participate in the program. Each placement agency pays Marquette a participation fee of \$1300 per month.

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Becoming a Trinity Fellow

To be eligible, a student must have a solid undergraduate record, a commitment to social justice issues and full-time service for at least one full year in an organization such as the Peace Corps, Jesuit Volunteer Corps, Lutheran Volunteer Corps or Americorps.

Fellows have their choice of the following master's programs:

- Business Administration
- Communication
- Civil & Environmental Engineering
- Economics
- English
- History
- Internal Affairs
- Applied Philosophy
- Political Science
- Public Service
- Theology

In addition to courses in their graduate program of choice, Fellows must take the following three courses: Nonprofit Management, Urban Policy and Social Justice/ Social Activism. All of the graduate programs listed above allow these three courses to count toward the credit hours required for the master's degree.

Student recruitment is ongoing, with concentration in the fall of the year. The application deadline is February 10 for fellowships beginning the following fall. Recruitment is conducted through the Trinity Fellows website, Peace Corps Fellows/USA website, and individual mailings to various service organizations and "life after service" meetings/conferences, service organization fairs, and service organization newsletters. In recent years we have received about 50 applications each year.

While most of the Fellows excel in their studies and agency placements, occasionally there are problems that are usually related to one or more of the following three factors:

- Too brief a time for adjustment between end of service and beginning of fellowship program, especially for Peace Corps volunteers
- Graduate program of choice is not a good fit with student's interests and talents
- Practical, service-minded students find themselves in graduate program in which public service career is not valued

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Agency Partners

When the program was in its planning stage the most troubling unknown was how many social service agencies would be interested in placing a student, given that participation would cost them \$1300 per month for 21 months. This has not turned out to be a problem. We have consistently had more applications from agencies than we have students. For example, for the class admitted for the fall of 2005 we have had 29 job descriptions submitted from 22 agencies.

Agency partners since 2000 are listed below:

- Adult Learning Center
- AIDS Resource Center of Wisconsin
- American Red Cross
- Badger Association of the Blind
- Benedict Center
- Big Brothers Big Sisters
- Catholic Charities
- Children's Service Society
- Core/el Centro
- Girl Scouts of Milwaukee
- Healing Center
- Hope House
- Horizons, Inc.
- Independence *First*
- Interfaith Older Adult Programs
- Jewish Family Services
- Journey House
- March of Dimes
- Meta House
- Milwaukee Center for Independence
- Milwaukee Christian Center
- Milwaukee Public Museum
- Rosalie Manor
- St. Aemilian – Lakeside
- St. Rose Youth and Family Center
- Sixteenth St. Community Health Center
- Trans Center for Youth
- United Community Center
- Village Adult Services
- YMCA
- YWCA

When evaluating applications we look for agencies that have the following qualities:

- Fiscally viable and well established
- Strong and stable leadership
- Good supervision and mentoring to a fellow
- Appropriate, professional job for the fellow

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A sample of roles performed by the Fellows include the following:

- Assist with board development
- Provide Communications and marketing such as newsletters, client biographies, annual/other reports, press releases, development of brochures, website development
- Engage in community outreach
- Execute event planning and coordination
- Participate in grant writing, fund development
- Participate in research
- Engage in program assessment
- Participate in program development
- Assist with public affairs and advocacy
- Engage in volunteer training and coordination

Role of Program Coordinator

The role of the program coordinator is full-time for ten months. The coordinator oversees all aspects of the program, from advertising and student selection to agency selection and working with students and agencies to make certain that placements are challenging and appropriate with regard to the development of leadership skills. Student and agency selection is completed each spring; in the fall, the coordinator recruits for the next fellowship period and monitors new placements. Agencies evaluate their students each semester and students also evaluate their agency placement and academic experiences each semester as facilitated by the coordinator.

During the fall, the coordinator typically addresses problems with agency placements of one or more new fellows. Placement problems have fallen into the following areas:

- Clear mismatch, in terms of agency mission, organizational culture, student goals;
- Agency is in transition or crisis (leadership change, loss of funding);
- Fellow's day-to-day job responsibilities are not clearly defined and supervisor is unavailable to provide guidance and clarification. This is resolved through formal review of student role and regular supervisor-student meetings.
- Fellow is not doing agreed-upon work (day-to-day work doesn't match the job description). This may be due to an unanticipated project delay, funding issue, staff shortage, or change in supervisor. This is resolved through formal review of student role; parties will negotiate revised job description or return to original job description.
- Not enough work - perhaps due to project funding delay, staff changes, or other unforeseen circumstances. This is resolved through formal discussion of student role; parties negotiate revised job description and timeline.

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- Too much work – student consistently works well beyond 18 hours/week during the academic year (while in graduate school full-time). This can occur due to unforeseen agency crisis, loss of staff, or if agency is chronically understaffed and struggling to cover the workload. It is not a problem if the fellow sometimes works overtime or consistently (and willingly) works a couple of extra hours per week. However, working well beyond 18 hours/week during the academic year can cause too much stress for the student, and can compromise the successful completion of the fellowship. This issue must be addressed without delay; parties work to clarify job responsibilities, revise work plan, and commit to work schedule limits.

Program Director

The Director of the Program is a tenured member of the faculty. His role is primarily to serve as a liaison with the Trinity Foundation and the donor and to work with and advise students and academic departments when academic issues arise.

Outcomes

The following evaluative statements can be made about the Trinity Fellows Program:

- The cooperative arrangement with non-profit agencies has worked well. We have more agencies seeking a Trinity Fellow than we can satisfy. We have had to remove a fellow from an agency only twice due to a mismatch between the fellow and the agency. Agency evaluations and exit interviews have been consistently positive with regard to student work performance and contribution of value to the agency.
- The decision to require fellows to have at least one year of service in order to be eligible for the program and the academic and service requirements of the program itself have produced a group that is very committed to justice issues and service careers. All but one of our graduates have taken leadership roles in service agencies, continued their studies in doctoral programs or enrolled in additional service programs.
- Judging from the comments made by applicants and enrollees, the Trinity Fellows program is the most attractive opportunity available for those who have been in a service program and want to continue their education in a graduate program that will lead to leadership roles in the service sector.
- Marquette University and the donor are very pleased with the program and have agreed to continue funding it indefinitely. The only small disappointment is that only about 50% of our graduates remain in the Milwaukee region after graduation.

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How Does Graduate Education Serve Distressed Urban Communities?

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Case Western Reserve University (Case) is located in Cleveland's University Circle which is home to more than forty cultural, medical, educational, religious, and social service institutions such as: Severance Hall (world famous Cleveland Orchestra), Cleveland Museum of Art, Cleveland Institute of Music, University Hospitals, and the Cleveland Museum of Natural History. The surrounding Cleveland community enjoys a number of premier educational, healthcare, financial and non-profit institutions that make Cleveland an attractive area for a number of professionals.

Case's vision is to strive to be the most powerful learning environment in the world. The university does this by seeking a transformational impact on all who teach, learn, discover and work here so they are prepared and engaged to serve humanity.

As it relates to the focus of this paper, a part of Case's mission is to be a service oriented institution dedicated to civic leadership in which:

- The university seeks to individually and collectively transform society by preparing our students to improve the human condition and by directing the benefits of discovery toward a better society.
- The university's uniquely transforming environment is not limited to the university's own classrooms, laboratories, libraries and athletic field's but includes partnerships with other great institutions in University Circle, Greater Cleveland, Northeast Ohio and beyond.

In 2003, on the occasion of the inauguration of President Edward M. Hundert, the university hosted a colloquium titled "Great Universities and Their Cities." The colloquium focused on the best practices among nine national universities and city leaders (Yale, John Hopkins, Virginia Commonwealth, Clark, Fisk, Washington University-St. Louis, University of Illinois-Chicago, University of Rochester and York University (Toronto)) in the areas of downtown revitalization, cultural and artistic development, human resource development, housing and

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healthy cities. As a result of the colloquium Case chose to strategically focus on these areas: technology transfer and regional economic development, health outreach, with an emphasis on school-based health programs, neighborhood revitalization and cultural and artistic developments. Some outcomes of this new focus were the creation of an Employer Assisted Housing Program, the Case for Community Day, and the hiring of a Vice President for Cleveland and Regional Affairs.

The strength of Cleveland not only exists in the area's premier educational, healthcare, financial and non-profit institutions, but also in the growth of emerging industries such as biosciences, advanced manufacturing and advanced materials. While Cleveland's strengths are numerous, it has experienced some of the ills that plague a number of large Midwestern cities. For example, Cleveland's population continues to decline dropping from a size of over 500,000 in 1990 to 478,403 in 2000. Thirty-three percent of Clevelanders do not have a high school diploma, sixty-five percent have no higher education and thirty-five percent are functionally illiterate. The percentage of the population that is at or below the poverty line continues to increase. Based on 2000 census data, Cleveland was named the most impoverished large city in the country.

While it takes a concerted effort by many facets of society to raise the economic profile of a city, Case continues to contribute to this vital effort in several ways. Case's Center for Community Partnerships, originally created as the Office of Community Service in 1993, serves the surrounding community by developing mutually beneficial community partnerships that support the university's vision of becoming the most powerful learning environment. Specific programs that have been administered through the Center for Community Partnerships are the Case for Community Day: this event provided opportunities for faculty, staff and students to work on projects together in the community. The Supplier Diversity Initiative: since its beginning in 2002, this program has awarded over \$40 million in business to minority and women owned businesses. The Case Community Card provides local residents access to Saturday College courses, lecture series, shuttle bus access, dining services and discounted tickets to local events.

Case's students serve in the community. Case ranks first in the nation in the amount of federal work study dollars used in the community with an equivalent of one hundred twenty-five person years of service provided in community agencies in Cleveland yearly. Service learning is woven throughout the curricular offerings in our eight schools. Some examples of service learning include the following:

- The College of Arts & Sciences' service learning initiative that includes a goal of training thirty faculty members to incorporate service learning into their courses
- The School of Dental Medicine's "Healthy Smiles" Sealant Program with the Cleveland public elementary schools
- The Mandel School of Applied Social Sciences initiative in which master's students completed over 130,000 hours of community service yearly

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- The School of Law's program that provides opportunities for third year law students to represent indigent clients in both criminal and civil cases
- These are just some of the many examples from our academic units where there is a clear connection to the university's mission to be a service oriented institution.

As a non-academic unit at the university, the School of Graduate Studies actively works to create an environment where graduate students desire to use their talents in the surrounding community. Programs such as Big Buddies bring together graduate and professional students to mentor local elementary school students. Our work with the executive officers of the Graduate Student Senate provides us with a venue to articulate the vision of the university and their role in contributing to it.

Recently, the School of Graduate Studies has actively sought funding sources that not only provide financial support but also create opportunities for teaching, research and service that can have a substantial impact on the community.

How does graduate education serve distressed urban communities? At Case Western Reserve University, graduate education serves its community with great citizenship initiatives that recognize the dependency that the university and community have on one another to move forward.

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How Graduate Education Serves Urban Communities: Examples from Wayne State University

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Introduction

Wayne State University is a national research university with an urban teaching and service mission. As with other urban institutions, Wayne State's urban mission is manifest in its history, location, and tradition. Its history dates to the 1868 founding of the Detroit Medical College, and includes the uniting of several local colleges and professional schools to become Wayne University in 1934. Its Old Main classroom building housed Wayne's predecessor, the College of the City of Detroit formed in 1923, and before that, Detroit Junior College, established in 1917. Both institutions served the local population, offering day classes for traditional students who could not afford residential universities, night classes for working adults, and adult education courses in enrichment and practical topics. Classes burgeoned in the 1920s with the influx of immigrants into the city, and the College of the City of Detroit was seen to provide "the opportunity to keep learning close to life in a great industrial city" (Hanawalt, 1968). The post-war era saw colleges flooded with veterans entering under the GI Bill, veterans who were older and more serious about their goals than typical students, and this group too needed to be accommodated and incorporated into the institution (Hanawalt, 1968). As Wayne became a state university in 1958, and grew into a major research institution in the 1980s, it built on this tradition, expanding graduate programs and gaining prominence through research activities aimed, at least in part, at solving problems relevant to urban communities.

This long tradition of serving the needs of the community is currently reflected in the University's mission statement and strategic plan that guide the graduate and undergraduate education that the University provides. As a national research university, Wayne State is committed to high standards in research and scholarship, and develops and maintains strong graduate and professional programs in many fields. As an urban teaching university, and because its graduates typically remain to live and work in the area throughout their lives, Wayne State seeks to serve residents of the greater Detroit metropolitan area, although students from across

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the nation and around the world also participate in the University's programs. The University fulfills its commitment to the Detroit metropolitan area by providing its knowledge to assist and strengthen the metropolitan area, by drawing on its urban setting for basic and applied research, by employing the locale as a teaching laboratory, and by incorporating metropolitan area materials into its curriculum. The University's strategic plan reflects this urban mission in each of its five objectives and specifically includes goals to expand experiential learning opportunities within the community for graduate and undergraduate students, increase research that makes use of the urban context, develop mutually beneficial partnerships within the metropolitan area, and enhance educational opportunities for the benefit of Michigan citizens.

Graduate and professional programs connected to the city are essential to fulfilling these commitments and making collaborations with the community possible. Indeed, as a Carnegie Doctoral Research Extensive University, Wayne State has a broad array of programs, serving nearly 13,000 graduate and professional students in 12 schools and colleges, making the University one of the largest graduate schools in the country. In 2003-2004, the University granted a total of 5760 degrees. Of these, 2844 were graduate degrees: 195 doctoral degrees, 2471 master's degrees, and 178 certificates. In 2003, research expenditures exceeded \$213 million, which represents a 132% increase from 1993 to 2003. Based on these expenditures Wayne State is ranked 41st among public universities.

Wayne State University also contributes directly to the local economy. According to a recent economic impact study (Anderson Economic Group, 2004), in just one year the University generates over \$1 billion in economic activity within a six-county area in southeast Michigan. This includes \$338 million in spending within the local economy by faculty and staff, \$386 million spent by students, and new tax revenues of \$140 million. From 2001 to 2004, \$650 million was spent on new campus construction, generating jobs and local purchasing. In 2004, the University opened TechTown, a research and technology park, designed to jumpstart Michigan's life science and other economic development initiatives. TechTown is projected to be a home to as many as 60 companies, provide up to 6000 jobs, and serve as an incubator for new high-tech businesses.

Yet there is no denying that the Detroit metropolitan area is challenged by many problems. In 2000, the US Census revealed that Detroit ranked 3rd in overall poverty, and 5th in children in poverty. In 2003, the National Right Start Report of maternal-infant well-being indicated that on 7 measures Detroit ranked in the bottom quarter of US cities, and worst in low birth weight and pre-term births. The Intercity Hardship Index developed by the Nelson A. Rockefeller Institute of Government (Montiel, Nathan, & Wright, 2004), composed of 6 factors reflecting poverty, income, unemployment, education, dependency (i.e., % of people under 18 and over 64), and crowded housing indicates that these problems are long-standing: Detroit has ranked in the top 10 for 3 decades. This is not surprising given that the factors associated with high hardship (i.e., static city boundaries,

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sprawl, residential segregation, old housing, and higher crime rates) are all complex and difficult to change.

To respond to the needs of the city, and consistent with the University's mission and strategic plan, there are hundreds of community-centered programs and partnerships in place across campus that involve both graduate and undergraduate students. All of the schools and colleges, along with the research institutes and centers, are involved in these collaborations with the community. This paper highlights five of them: (1) the Limited License to Instruct Program in the College of Education, (2) the Gerontology Certificate Capstone course offered through the Institute of Gerontology, (3) the Community-based Literacy program in the Department of English, and two cross-campus research initiatives, (4) the Children's Bridge and (5) INPHAASE. These five programs were selected first because all involve collaborative partnerships with the community and are organized around multidisciplinary activities, reflecting the changing face of graduate education. At the same time, each engages graduate students in a different way, either in a degree program or certificate capstone course, as a graduate teaching assistant, or as a researcher.

Limited License to Instruct Program

In response to teacher shortages faced by urban school districts and concerns related to barriers to teaching careers, the Michigan Department of Education (MDE) introduced a new credential, an alternative teaching certificate, the Limited License to Instruct. This credential is designed for those making mid-career changes, individuals with bachelor's degrees in fields other than education, and those with significant academic or occupational experience. The Wayne State University (WSU) Limited License to Instruct program is a 40 credit master's degree. Ten credits are earned online, 16 credits are earned in the schools, and 14 credits are earned in the classroom at WSU. Students work in their assigned schools and meet weekly in cohort groups of 25 for topical seminars and discussion. Each cohort begins study in the summer, is placed in the school by the fall, and is supported by a teacher-mentor from the school. The program leads to a Michigan Provisional teaching certificate. The Limited License to Instruct may be renewed annually at the discretion of the school district for up to 5 years before certification is achieved.

This program was begun in 2001 by Dean Paula Wood as part of a larger set of programs known as Alternative Routes to Certification. The program represents a partnership among WSU, the Detroit Public Schools, the Detroit Federation of Teachers, and the MDE, and was funded by the MDE and the Detroit Public Schools. Since its inception, 148 students have graduated and been certified: 118 in Elementary Education, 27 in Special Education, and 3 in Secondary Education.

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Graduate Certificate Program in Gerontology

The Institute of Gerontology at Wayne State University was established 35 years ago, and reflects one of most enduring state-level and university-level commitments to the study of aging in the United States. The mission of the Institute is to conduct training and disseminate research findings that increase knowledge about aging, improve the practice of gerontology and geriatrics, and influence the development and implementation of public policy. Consistent with this mission, the Graduate Certificate Program offered by the Institute is intended to prepare professionals to work in the field of aging in a variety of settings, depending on the student's professional discipline and career goals. The Graduate Certificate in Gerontology may be earned concurrently with a graduate degree or earned independently by holders of an advanced degree. Currently, approximately 30 students representing 11 fields of study are enrolled in the program. Nearly 500 students have completed the certificate or an earlier program, the Specialist Certificate in Aging.

The Certificate requires 9 credits distributed across three content categories that reflect psychological and developmental; social, political, and economic; or health, biological, and physiological aspects of aging. A 3-credit interdisciplinary capstone seminar, Intergenerational Service Learning, is then added. The seminar, developed by Dr. Elizabeth Chapleski, is intended to help students integrate theory and practice through service learning, learn about successful aging, and overcome stereotypes about aging. To achieve these objectives, students participate in a project that either involves life-history reviews with low-vision elders or grassroots organization and advocacy. The model for service learning adopted in this course is to move beyond doing for and caring for older adults to one of planning with and listening to older adults. Student response from the course has been very positive and enthusiastic: "I learned more from being in the field...because... (there) 'understanding' was achieved. Service learning...is the key to having the opportunity to use analytical thinking or reasoning skills." "I don't think I would have realized how the 'medical model of aging' continued to limit my thinking in subtle ways if I had not written journal entries considering other perspectives." "This experience was quite different than any other experience I have had thus far."

Community-Based Literacy

Within the Department of English, a community-based literacy program involving both graduate and undergraduate students was created to (1) develop service-learning opportunities in the community within undergraduate writing courses; (2) mentor graduate students to teach these courses in community settings; and (3) to assist graduate students in conducting teacher-research on their own and others' service-learning classes. This program has been supported by three Michigan Campus Compact grants, by an Indiana Campus Compact grant, and by a National Endowment for the Humanities grant awarded to Drs. Ruth Ray and Gwen Gorzelsky.

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The program is carried out in three primary service sites: two Detroit public middle-schools and a senior center located near the University. Over the last 5 years, over 350 undergraduates, along with an equal number of middle school children and older adults combined, have been reached by this program. Ten graduate teaching assistants have also been involved, with two having completed their dissertations and 5 currently in the process of writing them. Two who have completed their doctoral degrees are now full-time assistant professors teaching service learning courses in their new institutions.

In the middle schools, undergraduates work with the students to write journals, stories, and plays, with the objective of applying the skills and theoretical issues taught in their composition course in a real-world context. Often these activities are part of after-school programs that involve literacy instruction within recreational activities. In some courses, mentors and mentees have collaborated on web pages; in others they have explored hip hop as a genre and produced a hip-hop magazine; in yet others they have written fairy tales that they then scripted and performed as plays. In each case, the course's success hinged on the instructor's ability to motivate both middle-school students and their college mentors to undertake the projects.

In the senior citizens' center, students worked with older adults to conduct oral history projects. These projects were then published either in spiral-bound books or on websites. In one course, students completed histories of organizations and groups in which the seniors were deeply involved (e.g., African-American boy scout troops in Detroit). In another course, undergraduates collaborated with senior citizens to write and produce documentaries for radio that were webcast or broadcast over the University's public radio station. This past semester a doctoral student taught a radio play-writing class, and another doctoral student finished a year of fieldwork studying a writing group for a dissertation on community literacy and advocacy at the senior citizen center.

To provide training for the graduate teaching assistants to develop and oversee these projects, the faculty leaders meet with the TAs in informal summer seminars or as part of directed studies. In these contexts, students read material on service learning, and focus on service-learning scholarship in relation to composition and rhetoric. They also read materials on literacy research and theory to inform the design of many of the courses taught at the middle schools. They combine discussion and analysis of the issues raised by the texts with discussion of practical issues related to course design, as well as with sessions where the students' drafts of syllabi and assignments are reviewed. Periodically, students receive training related to literacy research. For example, one instructional component deals with the ethics involved in conducting research and the processes required for approval to carry out a research project.

In order to create the program in these sites, the faculty directors have developed long-term relationships with a small number of sites that will make a commitment to the program for several years. The service projects are jointly developed

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with the school or organization, and individuals from the community site are directly involved in helping to organize and facilitate the projects. Sometimes the community partners co-teach with the graduate students and faculty on site; however, all courses meet at the community site, at least for part of the semester, and students collaborate with community participants on various writing projects rather than go to the site, volunteer, and then return to the University to write about the experience. A core part of the program involves training in diversity issues and reflective practices to assist college students in developing more egalitarian relationships with community participants, so they are less likely to assume a privileged position of "providing a service" (R. Ray & G. Gorzelsky, personal communication, March 12, 2005). This same stance is adopted in training graduate students to think about, teach, research, and initiate service-learning programs elsewhere.

Research Enhancement Program

Beginning in 2002, Wayne State University president, Irvin D. Reid, earmarked \$1.8 million to enhance research to increase the number of successful faculty requests for funding, especially those entailing multidisciplinary research and scholarship that ultimately advances graduate programs and institutional reputation. This program was designed to strengthen the University's performance as a nationally recognized research university; to contribute toward developing research themes for the University consistent with an emphasis on the urban mission, a global presence, and technology; and to enhance multidisciplinary research training for graduate students. In each of the three years of the program, funding was dedicated to a different topic. In the first year, the focus was information technology and science; in the second, children's health, development, and education; and in the third, health disparities. Two other initiatives grew out of this university-wide program that are intended to provide long-term support for research in two of these areas, children's issues and population studies

Children's Bridge: www.wsuchildren.wayne.edu

The Children's Bridge is a coordinated effort to promote multi-disciplinary research among faculty across the university and community to address the many interrelated challenges facing urban children. With the Perinatology Research Branch, Children's Hospital of Michigan, Hutzel Women's Hospital, the Skillman Center for Children, the Merrill-Palmer Institute, and at least 16 other centers, institutes, and departments contributing to research, clinical services, and community outreach in children's issues, Wayne State University has an unparalleled opportunity to advance its visibility in this area and provide a better future for some of its neediest children. Indeed, over 170 WSU faculty in more than 60 units across the central and medical campuses have identified themselves as researchers dedicated to children's issues in over 100 different topic areas ranging from birth defects and disabilities; cognitive development and pediatric neuroscience; language and literacy to parent-child relationships; substance use; violence, trauma, and abuse; and work and families.

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To promote the Children's Bridge, national leaders, community partners, funding representatives, and Wayne State University faculty and students came together at a conference held on the WSU campus in April 2004 to better understand the problems of urban children and youth. The conference drew together nearly 600 attendees, over 400 on-site participants and an additional 187 on-line observers who viewed the opening session via webcasting through the Children's Bridge web site. Over the course of the first day, discussions of critical issues for urban children and their families revolved around work and back-to-work programs, the child welfare system, grandparenting, violence, prevention and intervention programs for adolescents, literacy and learning, brain development, and obesity. On the second day, groups were organized around particular topics and charged with identifying a small set of issues (1) that were significant to academics, community partners, and funding agencies; (2) would benefit from additional research and/or evaluation; and (3) would inform policy decisions and best practices. The Strategic Action Agenda resulted from these discussions and was developed to guide research activities at Wayne State and encourage partnerships with the larger local and national community. Five research emphases were identified: (1) child care and school readiness, (2) coping with at-risk children and adolescents, (3) health disparities and the role of medical technology, (4) premature births, low birth-weights and prenatal and perinatal care, and (5) violence, trauma, and abuse. Nine projects involving over 60 faculty and graduate students in 26 programs distributed over 9 schools and colleges were funded to study these five areas. Oversight of research progress and achievements will span two years and results, plans, and recommendations will be announced in 2006.

INPHAASE

A second cross-campus urban-based research initiative is INPHAASE, the Institutes for Population Studies, Health Assessment, Administration, Services, and Economics. INPHAASE is a coordinated research effort to bring together and integrate Wayne State University faculty and graduate students with the faculty of Henry Ford Health Systems to understand the biological and social bases for health disparities among populations of differing demographics, including ethnicity, economic status, and age; to test alternative strategies to overcoming the reason for these disparities; and to develop health and information management systems to provide outstanding healthcare in the most cost-effective ways. The core activities of INPHAASE are directed toward health promotion, disease prevention, and the problems of chronic disease prevention and management in large urban areas, such as metropolitan Detroit, and include programs to change individual and population behavior related to health status, as well as the behavior of health care systems. The areas of research activity included in this program are population studies, health promotion/ disease prevention, health risk assessment, environmental/urban health, health management and informatics research, health services research, health policy and economics.

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INPHAASE supports the third year of the Research Enhancement program, which is focused on health disparities. In the same way as the Children's Bridge functions, INPHAASE brings together faculty and students in multi-disciplinary teams to organize their efforts and compete effectively for Research Enhancement Program funds. These funds have recently been awarded and supported projects will continue for the next two years with outcome evaluation planned for 2007

Summary and Challenges for the Future

In both curricular and research activities, as well as in economic development, Wayne State University has demonstrated an ongoing commitment to its urban mission through graduate and professional programs. From the five programs profiled here, and the larger initiatives of the University, it is clear that Wayne State University students are trained in multi-disciplinary contexts to apply and develop knowledge that brings together theory and practice to address the needs of the metropolitan area of which it is an integral part. Some programs provide direct and immediate benefit by training professionals in many fields who are knowledgeable about urban needs, challenges, and solutions, and stay to work in the metropolitan area. Other activities, especially research, lead to new knowledge that will be instrumental in addressing problems critical to urban communities. Graduate programs within the University may be connected to the community in different ways; however, all reflect a deep and significant commitment to the metropolitan area.

The University's commitment to the urban mission, however, must also include a commitment to the students it trains. Work that is directed outward must serve community needs and, ideally, assist community members in ultimately meeting their own needs. Any problem needs to be understood from one critical perspective, that of the individual or group whose needs are trying to be assessed and addressed. That is, investigation of an issue must take a first-person perspective, not just the third-person view of the investigators, and be informed by the attitudes, beliefs, feelings, and needs of the individuals concerned. At the same time, student learning that results from a community-based curriculum or research program must also be consistent with the student's professional development. Outcomes used to assess the success of a community-based project must also include learning objectives of the students trained. How will knowledge gained from their work in the community help them master their disciplines? How will students use this knowledge in their careers? How will the experience prepare them to be competitive for their future positions? This obligation to students may ultimately require re-conceptualization and expansion of what is considered academic work. Or if community-based learning is not always seen as fully meeting academic goals then the academy may need to broaden the training provided students to include preparation for roles beyond the university that address larger social needs.

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Acknowledgements

The author would like to acknowledge the contributions of Krista L. English to this article.

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How Does Graduate Education Serve Urban Communities: The Example of Service Learning

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Abstract

In September of 2004, the US government released Overall Poverty and Children in Poverty rankings for our cities. As our nation struggles with how to address urban poverty, it is natural and appropriate for the public and state legislatures to ask what graduate schools in these cities are doing to serve the needs of the community. This paper, which was part of an overall panel discussion on this topic at the Annual Meeting of the Midwestern Association of Graduate Schools in Kansas City, uses service learning as one powerful example of how Cleveland State is attempting to address this issue. In this context, the paper discusses the larger issues of the difficulties associated with engaging a distressed urban community and presents a set of questions to challenge the reader on how to more actively extend the impact of an urban University.

This paper presents an overview of the role of graduate student service learning activities, from legal and health professional clinic experiences to engineering and professional service activities. In addition, the author will explain the close collaborations that Cleveland State University has developed with local government, school districts and the private sector and how this has led to active participation and impact on urban renewal projects.

Background

In September of 2004, the US government released Overall Poverty and Children in Poverty rankings for our cities. In this study, Cleveland, Ohio was ranked number 1 in Overall Poverty (31.3%) and number 1 in Children in Poverty (46.9%). Cleveland State University serves as the only public doctoral degree-granting university in Cleveland. As such, it bears a high responsibility to serve this struggling urban community.

Cleveland State's profile is not unlike most urban universities in America. The Institution was created out of a group of private institutions as part of the great expansion of public universities in the 1960s. Cleveland State was established in 1964 mainly from Fenn College, a private institution of 2,500 students that

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was founded in 1929. The University is also the home of the Cleveland-Marshall College of Law, which traces its origins to 1897 and became part of Cleveland State University in 1969. Today, CSU has 7 colleges and 117 major fields of study at the bachelor, master, doctoral, and law degree levels, as well as professional certificate and continuing education programs. Cleveland State's urban nature is reflected in its mission statement:

Our goal at Cleveland State University is to create a student-focused center of scholarly excellence. We expect to be known as a place of opportunity for those who wish to know the truth of things, who are willing to strive for it, and who seek a better life for themselves and their fellow citizens. Within this student-centered supportive environment, we are committed to developing the minds and talents of all who enroll in our courses. The university insists on creating an atmosphere that promotes intellectual growth and the creation of new knowledge.

A hallmark of an urban university is a diverse and more mature student body that is dedicated to the city and region. Cleveland State has approximately 16,000 students, over one-third of which are graduate students. This is the largest percentage of graduate students of any public university in Ohio. Fifty-six percent of CSU students are women and of the 16,000 students, about 27% are from underrepresented groups, and 18% are African American. The average age of a Cleveland State student is 25, and more than half are part-time students and transfer students. CSU's junior class is consistently larger than its freshman class.

How Does Graduate Education Serve an Urban Community?

The above profile outlines the situation and population of Cleveland State and many similar urban universities. However, the question remains, just how does graduate education **serve** this community? First and foremost, to serve the community an urban university must be involved in and be seen as a part of the community - much more so than other universities. Specifically to the topic of this paper, graduate education truly serves the urban community only when it truly and aggressively engages the community. To stress this concept and provide a framework for discussion, Cleveland State University will serve as an example.

At Cleveland State, an "Engaged Urban University" are not just words for the mission statement. Over the past four years, under the leadership of Michael Schwartz, Cleveland State has:

- Established over 100 new or expanded community partnerships to ensure our programs, research and service are "engaged";
- Conducted the first detailed study of the economic impact of Cleveland State's activities; and

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- Expanded and increased service learning across multiple disciplines.

The result of this engagement has been significant service and positive results for the community in four important categories:

- Direct economic impact from the expenditures of the university
- Economic development through research
- Access to career development and increased earning potential
- Service to the community

Direct Economic Impact: An important service, and a service that is all too often overlooked, is the direct economic impact the urban university provides as an employer, a purchaser of goods and services, and a magnet for visitors and students who buy services and pay taxes. In essence, this is the “business” of the university. Most importantly, unlike factories, corporate headquarters or other businesses, a public university is not going to move overseas. It is part and parcel of the fabric of the city it serves - and it has significant impact. In 2001, Cleveland State University’s President, Dr. Michael Schwartz commissioned an economic impact study for the University.¹ The study demonstrated that in fiscal year 2001, CSU produced direct expenditures of \$254 million and supported 3,000 jobs. ***Over the next decade, CSU is projected to generate more than \$2.5 billion for the region.***

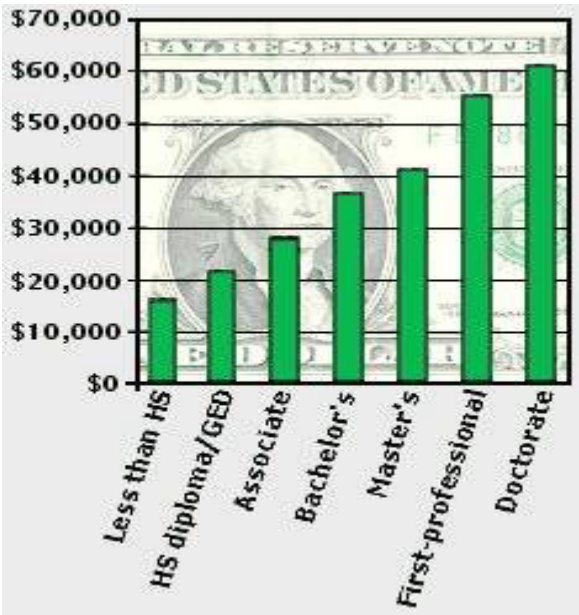
Economic Development through Research: In addition to the direct economic impact of a university, urban universities have important secondary impacts in terms of research and economic growth. Cleveland State also serves as an economic engine in that arena. With an annual research budget of over \$20 million, Cleveland State is in the top 230 research universities as ranked by the National Science Foundation. Cleveland State brings in over \$15 million in federal funding annually - money brought into the economy that would otherwise not be in the region. In addition, while the effort is modest, Cleveland State has an active technology transfer office with a portfolio of almost 30 patents and has spun-off two start-up companies.

Access to Career Development and Increased Earning Potential: There are numerous studies that demonstrate that a college degree provides higher earning potential for graduates. A study by the US Department of Commerce demonstrated that an individual who earns a professional graduate degree earns more than \$15,000 per year on average than a person with a bachelor’s degree. The increase is even higher for doctoral degrees. This translates into real improvements in the quality of life for our graduate students and the resources available to their families. And because our students are vested in the community, Cleveland State’s graduates tend to stay in the area (over 85% within 100 miles). Consequently, their increased earnings also represent increased revenue for the city and state. For example, because of increased

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earning potential generated by their degrees, the Cleveland State class of 2002 (undergraduates and graduates combined) will generate nearly \$1 million more for Ohio in taxes annually; \$39 million over their projected lifetimes.

Because urban universities serve large populations of groups traditionally underrepresented in more rural settings, they are also in a unique position to provide this opportunity to advance to socioeconomic groups who traditionally have been left out.

Average Annual Earnings
for 25-34-year-olds, by highest
educational degree attained*



* SOURCE: U.S. Department of Commerce, Bureau of the Census and Bureau of Labor Statistics, Current Population Survey, 1999.

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Cleveland State is an excellent example of this. All our programs are adjusted to allow for working, non-traditional students. Most graduate programs have evening or weekend courses, and even the College of Law has an ABA-accredited evening program. The result is increased minority participation and access to the better life higher education offers.

In the July 14, 2005 issue of Black Issues in Higher Education, Cleveland State ranked 43rd in master's degrees granted to African Americans in the "all disciplines combined" category. The only other Ohio institution in this category making the top 100 list was Ohio State, which ranked 87th. Specifically, Cleveland State was 43rd in master's degrees in psychology granted to African Americans, 31st in master's degrees in education granted to African Americans, 30th in Ph.D.s granted to minorities in social sciences and history, and 9th nationally in African American Ph.D.s in the same category. No other Ohio institution appeared on those lists.

Service to the Community: Service to the community comes in a wide variety of activities, however, for this paper, the focus is on the services and support provided to the community through service learning activities. This is an important and often unrecognized service that urban universities provide. It is also an area that could be greatly expanded, or at least more widely recognized. However, this requires an examination of not only the positive contributions of service learning, but the challenges of this mode of service as well.

Service Learning

Before exploring how urban universities serve their communities through "service learning" activities, it is first important that we ensure we have common definition. In collecting the information for this paper it was determined that no such common definition existed. There was variation from person to person and discipline to discipline, depending on (a) whether the student is paid or not, (b) whether course credits are earned or not, and (c) whether the activity is voluntary or required.

However, while these credits are critical in the academy, and indeed, have substantive and important consequences in the life of the students, the distinctions do NOT reflect on the basic question of how the activity serves the urban community. Focusing on the service provided and not the mode of delivery (e.g. paid, voluntary, for credit), allows us a fresh look at the ways faculty, staff and students, both graduate and undergraduate, are a critical and important resource to the community – especially traditionally underserved urban communities. It also is apparent from this approach that every university does this to some extent. Cleveland State has focused on this approach in several areas.

Professional Programs: Professional programs are most often the ones within a university that use service learning as a tool. And because urban universities are

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most often the professional training grounds for the communities they serve, this aspect of an urban university's contribution is doubly important. It is interesting to note; however, that in discussing this contribution, these professions do not tend to count their clinical, for-credit required courses. For example, a faculty member in nursing at Cleveland State, when asked about service learning, stated:

"We define service learning as those activities designed to meet the needs of the agency as well as the learning needs of our students. Therefore, our clinical placements where our students learn the nursing skills and learn to care for patients are not really 'service learning'."

However, real service is provided to the community through these courses. For example, students who are providing care to "learn nursing" (and therefore by nursing's definition not engaged in service learning) provide over 40,000 person-hours of free nursing care annually to highly underserved communities. In addition to this, nursing student also provide an additional 14,000 hours of service annually at the Health and Outreach Clinic at Trinity Cathedral (downtown Cleveland) and the Eliza Bryant Center (Wade Park neighborhood). These students provide health assessments and referrals; health classes (to both individual and groups) and staff health fairs with health screenings/referrals and education for urban elders.

Occupational Therapy and Physical Therapy are two other professional programs that traditionally use service learning. Cleveland State is the only university in Northeast Ohio to offer OT and PT degrees. OT/PT students provide over 3500 hours of care to the community annually. As with all service learning programs in the professions, the students gain just as much as the community, if not more, from the experience. One CSU faculty member in physical therapy made the following statement:

"These service-learning experiences have been intense experiences for the students and for us, the instructors. Messy, real-life issues in the lives of people living in the community surrounding CSU are raised with our students. The students learn about people whose lives are very different from their own. They learn confidence. They begin to look at policy, health, educational, and economic issues that affect the lives of the people in this community. They also expand their concept of occupational therapy to apply it to these populations. I find these experiences invaluable as an educational experience."

Education, like nursing, occupational therapy and physical therapy, does not include required "student teaching" in their tally of service learning contributions. This is service over and above student teaching (more than 12,000 hours annually). At Cleveland State, these students serve special needs children in some of the poorest neighborhoods, and are involved in activities focused on literacy. Students tutor and read to children in a range of environments, from schools to medical clinic waiting rooms.

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Law clinics are one of the most sought after experiences of Cleveland State Law students. In the 2004-2005 academic year, law students provided over 19,000 hours of service to the community. Through these clinics, people who cannot afford lawyers are provided quality legal assistance and advice on housing, employment or community advocacy. In addition, the Environmental Law Clinic serves non-profit entities as well as local citizen activists.

In an effort to demonstrate the impact of service learning in terms of the person-hours dedicated to the community. Table 1 provides a summary of the majority of activities at Cleveland State, regardless of whether the discipline itself considers the activity service learning or not. As can be seen, on average, Cleveland State provides almost 160,000 hours annually (almost 80 person-years) in professional services. If an annual salary of \$50,000 for a professional is used, this service represents the equivalent of almost \$4 million dollars of direct input to the community.

Program	Average Number of Students	Average Hours per Student per Week	Number of Weeks of Experience	Estimated Total Number Hours of Service
Nursing "service"	60	8	30	14400
Nursing Clinics	100	10	42	42000
Urban Affairs Internships	25	20	30	15000
Speech & Hearing Clinics	8	8	42	2688
Speech & Hearing "service"	8	12	12	1152
Community Advocacy Clinic	10	14	42	5880
Employment Law Clinic	10	14	42	5880
Environmental Law Clinic	6	10	15	900
Fair Housing Clinic	10	14	42	5880
Occupational Therapy "service"	25	4	18	1800
Occupational Therapy Clinic	25	40	25	25000
Health Education (ROR Program)	25	2	15	750
Education (Special Ed)	25	30	15	11250
Physical Therapy "service"	25	4	18	1800
Physical Therapy Clinic	25	40	25	25000
Total				159380

Other Programs: Service learning is not just the model established by the professions. To really "engage" and serve the community, urban universities extend the concept of "service learning" to embrace a host of activities at the faculty, staff and administrative services levels as well as at the student level. To truly meet their potential, urban universities need to seek out and find new ways to "learn

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through service.” Examples of this at Cleveland State include:

- Faculty and graduate students in the College of Engineering give a full semester of work to East Tech High, providing design services, materials and our machine shop to help them build a “robot” for the annual Ohio competition.
- The Office of the Vice Provost for Research offers free grant-writing workshops for local non-profits.
- Faculty from every college provide free lectures to K-12 classes around Cleveland.
- Recently, CSU, in partnership with the CMSD was selected by the Gates Foundation for an “Early College” high school, located on the CSU campus.

Conclusion

An urban university faces many unique challenges - typically a transient, commuter population, often an underserved population, and in today’s environment, ever decreasing state support. However, it is also in a unique position to make a critical difference in the community. The service needs in America’s cities, especially its poorest ones, are extremely high. Therefore, the responsibility of urban universities that serve these communities is also high.

While it is impossible for any university to meet all the needs of our poorest cities, by engaging with the community, each university can find partners who not only help the institution deliver limited resources effectively, but also leverage resources to maximize impact and reach. In urban universities, our graduate students are highly trained, talented, and deeply committed to their city. They are a resource that should not be overlooked when answering the question “How does graduate education serve urban communities?”

1 Austrian, Ziona and Robert Sadowski (2002); “Cleveland State University: An Economic Impact Study”, published by the Center for Economic Development, Maxine Goodman Levin College of Urban Affairs, Cleveland State University, September, 2001 (147 pp). Available on line at <http://urban.csuohio.edu/research/pubs/economicimpact.pdf>

2 In the category of master’s degrees in psychology granted to African Americans, the University of Dayton is 27th and Kent State University’s main campus is 49th.

Look Who's Coming to Graduate School and Why

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Abstract

Data collected from the University's data archives and surveys of exiting students was used to answer the questions posed in the title of the presentation. Analysis of the data revealed that education and business professionals in the region who attend graduate school part-time compose a majority of candidates seeking graduate degrees. They pursue Eastern's programs because they are accessible, because they receive financial incentives to advance their knowledge, and because they want the discipline content that is available in the programs.

Who is Coming to Graduate School at Eastern?

College Demographics for fiscal year 2004 indicated that 70% of Eastern's graduate candidates pursued programs of study in the colleges of education or business. The 2004 distribution of participation by college is summarized below:

- 47% in the College of Education and Professional Studies
- 23% in the College of Business and Applied Sciences
- 14% in the College of Sciences
- 8% in the College of Arts & Humanities
- 8% in non-degree study options

In comparison to 1996, education increased by 4%, business increased by 2%, science participation remained unchanged, arts and humanities participation decreased by 5% and non-degree participation decreased by 6%. The reduction in non-degree students and candidates in the arts & humanities is related to increased lack of funding support for students in these study options, while candidates in education and business programs are receiving additional financial incentives to pursue advanced degrees.

Program demographics within each of the colleges revealed that six graduate programs at Eastern enroll more than 60% of the graduate students. The largest enrollments in 2004 included the following:

- 25% Educational Administration
- 9% Counseling & Student Development
- 8% Non-degree Study
- 8% Business Administration

- 7% Technology Programs
- 5% Elementary Education

A comparison to 1996 data indicated that the same six programs enrolled more than 60% of the graduate students at that time; however enrollment order had shifted. In 1996 Counseling and Student Development programs enrolled the highest majority of students followed by Educational Administration, Non-degree Study, Business Administration, and Elementary Education. Reasons for enrollment shifts may be explained by the opportunities that large enrollment programs provide by offering multiple degree and certificate tracks and multiple concentrations or study options within the same program. In addition, large enrollment programs provide opportunities for degree programs at cohort sites distant from campus. These cohort programs increase access for local populations and allow programs to increase admission rates. Eastern also focused on reducing the number of students in non-degree study and the reduction from 1996 to 2004 was planned.

Full-time and part-time enrollment trends were analyzed to examine changes between 2004 and 1996. The largest programs at Eastern attract working professionals in the region who return to pursue master's and specialist's degrees as part-time candidates. In 2004 38% of the total graduate population at Eastern pursued full-time study while 62% were part-time students. The demographic shifts between 2004 and 1996 included increases in part-time study from 73% to 81% in education fields and increases in full-time study in business, arts, and science programs ranging from 3 to 11%. Increases in part-time study for educators are related to the availability of scholarships and tuition waivers that emerge from supervising student teachers or interns. Therefore, full-time teachers have incentives to keep working full time and most in the region pursue a graduate degree on a part-time basis to take advantage of their scholarships and tuition waivers. By contrast, most other areas of study reward shorter time-to-degree with scholarships and assistantships that have limitations. Students in these fields are choosing to select full-time study to take advantage of the forms of financial aid and scholarship support that are available to full-time graduate candidates.

Changes in the participation by women and men were also analyzed for candidates in 2004 and 1996. The 2004 data reveal that 62% of graduate students overall were women and this matches the percent of women who participated in 1996; however shifts for women and men were noted among the colleges. These trends included that 10% more women participated in graduate education in the sciences, 2% more women participated in graduate education in business, 10% more women participated in graduate education in art/humanities, and 4% more men participated in graduate education in education programs. Demographic shifts for participation among women and men are related to increased emphasis and scholarship to encourage participation in graduate education for women in the sciences and business and efforts to recruit more men into education fields.

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Seven percent of the graduate students at Eastern in 2004 represented domestic minority students with 6% participation by African-Americans and <1% participation by Native Americans, Asian Americans, and Hispanic students. Five percent of graduate students at Eastern in 2004 were international participants with major populations from India, China, and Nepal. Programs in the school of Business have achieved the greatest level of diversity at 24% with 12% representing domestic minority students and 12% represent international students. Programs in the sciences have achieved a 20% diversity level with 6% representing domestic minority groups and 14% representing international students.

Minority participation in business programs increased by 13% between 1996 and 2004. The 2004 profile for business included 12% distribution among domestic minorities and international students. In addition, minority participation in the sciences increased 8% with the largest gain in international students at a 6% increase. Also noted was no change in minority participation in education and arts & humanities; while education lost its international participation and saw a decrease in its domestic minority participation by 4%. One feature that limited interpretation of comparisons was the lack of an "unclassified" choice in 1996 so comparisons are compromised with the addition of this choice in 2004.

A participation-by-age profile for graduate students at Eastern revealed that 50% represent the 22-29 age range, 24% represent the 30-39 age range, and 25% represent the 40 or older age range. Arts and sciences attract the youngest participants with a majority in the 22-29 category. Education programs attract the broadest age group with almost 60% of the students in education programs in the 30 or over category. Business programs attract the next broadest age range with 45% of the students falling into the 30 or over category

The profile comparison to 1996 indicated these changes in graduate study at Eastern. The graduate population in the 22-29 category has increased from 47% in 1996 to 50% in 2004. The college of education continued to have the broadest range of participants retaining approximately 60% participation of students over 30. The college of business continued to have the second broadest range of participants with 48% participation of students over 30.

In response to the question "Who is coming to Graduate School at Eastern Illinois University?" the following profiles emerged:

- 47%, the majority, of Eastern's graduate students enroll in education programs. In this group 25% pursue programs in Educational Administration, 81% are enrolled part-time, 65% are women, 92% are non-minority, and 60% over the age of 30.
- 23%, the next majority, of Eastern's graduate students are business professionals. Of the business professionals, 8% are enrolled in the Master's in Business Administration, 58% are enrolled part-time, 55% are women, and 24% represent domestic minorities or international students, 45% over the age of 30.

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- 14% of Eastern's graduate students pursue study in the sciences. Science students in major areas are pursuing programs that prepare for the practice as a licensed professional with 3% pursuing School and Counseling Psychology and 3% pursuing Speech-Language Pathology. Of the science students, 81% study full-time, 65% are women, 22% represent minority participation, 14% represent international students, the largest representation, 80% are 22-29.
 - 8% of Eastern's graduate students pursue study in arts and humanities. In this group, 3% pursue programs in English, 67% are full-time, 46% are men, the largest are of participation by men at Eastern, 90% are non-minority, and 70% are 22-29.
 - 8% of Eastern's graduate students pursue non-degree study options with the largest study options in post baccalaureate teacher certification or alternative teacher certification. Of this group, 92% are part time, and 6% are domestic minority students. Eastern collects no other demographics on non-degree students.

Why are Graduate Students Coming to Eastern?

In response to the question "Why are they coming to Graduate School at Eastern Illinois University?" the following profiles emerged for Education and Business graduate candidates:

According to survey data collected by exiting graduate degree recipients, graduate students at Eastern who pursue education and business degrees do so to obtain and/or maintain certification/licensing credentials, to expand or add additional certification/licensing credentials or to meet continuing education requirements for existing credentials. In addition, some candidates pursue their degrees to advance financially, advance professionally, or to take advantage of tuition waivers earned for supervising student interns.

In response to the question "What are students in education and business seeking when they return to Eastern for graduate school?" the most important reason was access; students pursue graduate courses because they are available outside of the workday or offered in their communities or on-line. Other reasons included that they were seeking ways to implement the newest requirements in their disciplines or to manage new mandates related to federal and state guidelines or they were seeking discipline knowledge that will have direct application to their own professional, classroom, counseling, or administrative needs.

In response to the question "Why did they choose Eastern?" the most important reason that emerged was regional location. Other reasons included that Eastern offered the programs they were seeking and/or that they could afford the cost or they had financial assistance including waivers or scholarships that applied to the programs.

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Responses to these questions in the sciences and arts & humanities revealed different reasons. In response to "Why are sciences and arts & humanities students coming to Graduate School at Eastern Illinois University?", students noted that they expected that Eastern's faculty would provide the desired close personal mentoring they were seeking. They also noted that many of Eastern's programs have a specific career focus. Career areas include public relations, historical administration, or environmental management. Many students sought these career opportunities because they are specific to our region or state. Many candidates also selected Eastern because many of Eastern's programs focus on initiation of teaching careers at community colleges. Others noted the availability of the credentials to practice as an important goal for many of our programs. Still others noted a desire to pursue Eastern's graduate degree programs as preparation for Ph.D. study.

The most significant reason for choosing Eastern was related to cost and finances. The majority noted that they selected Eastern because they received an assistantship or scholarship to study here. Others noted that personal mentoring was a focus at Eastern Illinois University, that the university was the right size for their area of interest. Some noted that Eastern had many internship opportunities in the desired discipline and/or Eastern had specialized courses in this discipline. Finally students also noted that they selected Eastern because Eastern had faculty or a program that was well regarded in the desired discipline.

In response to the question "What are the arts/humanities and sciences seeking in return?" students in the sciences and arts & humanities had specific insights. Many noted that they wanted to be networked to professionals in their field of study to obtain a desired position. Others noted that they expected to have internships, presentation, and/or publication experiences that will provide leverage for a future position. Finally some candidates reported that they expected to remain in touch with mentors after completion of the degree.

International students reported that they selected Eastern's graduate programs because they received financial assistance, a personal response at the time of application or that Eastern was recommended from a trusted friend. Other reasons for selecting Eastern included that the University had the programs they were seeking or that they felt safe with the size and location of the school.

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Look Who's Coming to Graduate School and Why

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Abstract

The University of Illinois at Urbana-Champaign enrolls over 9,000 graduate students in over 90 programs and departments. Approximately 36% of the graduate students are international, 13% are from underrepresented groups, and 29% are domestic students from outside the state of Illinois. Applications for Fall 2005 are currently only slightly below last year's numbers. In rank order, the largest numbers of international applications come from China, Korea, and India. The departments with the largest number of international graduate students, in rank order, are Electrical and Computer Engineering, Computer Science, and Civil and Environmental Engineering. Electrical and Computer Engineering and Computer Science also have the highest total number of graduate students.

Introduction

Most of the data to be presented will be University of Illinois data, but it will be presented in relation to national trends. In defining whom the students are, data will be presented on where the current students come from, but the question of where the graduate students will come from in the future will also be addressed. The questions of why they apply, what they want to learn, and do they get what they come for, will also be addressed.

Who Are The Current Students?

Graduate enrollment has risen at the University of Illinois since the late 1990's and total enrollment for Fall 2004 was 9,636 students. While new student enrollment for international students decreased slightly, as was the case in many institutions across the country, enrollment of domestic students increased, resulting in the overall increase in total enrollment. International students accounted for 36% of the graduate student enrollment. Of the domestic student population, 36% were Illinois residents and 29% were out of state residents.

Further analysis of the Fall 2004 data shows that 45% of our graduate students are women. In terms of racial and ethnic self-identification, 5.7% were Asian

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American, 3.9% were African American, 3.1% were Hispanic/Latino, and 0.25% were American Indian. Asian American enrollment decreased slightly from the previous year, but all other groups, including White non-minority, showed increases. The increase in White non-minority students is notable given that it had decreased significantly in the mid- to late-1990s.

The Pipeline Question

Given the current uncertainty about future international student enrollments, it is appropriate to digress slightly from analyzing who the current students are to address the question of where the future domestic graduate students will come from.

It is estimated that high school graduation numbers will peak in 2008-2009 and will decrease for some years after that (Western Interstate Commission on Higher Education 2004). It is also well known that Hispanics will play an increasingly important role in providing human resources, including a source for our future students in the K-16 pipeline that leads to graduate programs. These same studies indicate that the number of Hispanic students graduating from high school will increase by 73% from 2002 to 2014. African Americans will increase by 6% and the number of White non-Hispanic students will decrease by 11%.

It is also well known that while the Hispanic population is very young, with a median age of about 24 years, it is also highly under-prepared educationally. U.S. Census data show that 43% of Hispanics who are 25 years old or older have attained less than a high school degree (U.S. Census 2004). By comparison, about 15% of the total population has less than a high school degree. This means that almost half of the working age Hispanic population is excluded from post-secondary education, let alone graduate education. It is frightening for such a large segment of our population to be so severely under-educated. These and other data do not bode well for our ability to draw significantly larger numbers of Hispanics into graduate education in the immediate future.

The point of this is that we must improve the education of our minority populations to increase the probability that they will participate in graduate education in significantly greater numbers. The consequences of failing to do this are many and profound, among them is the risk of being unable to maintain the level and vigor of our graduate programs.

Recent Trends

There are positive indications that underrepresented populations are making significant gains. The question that remains is, is it too little too late? Over the period of 1991 to 2001, Hispanic college enrollment increased 75%, African American enrollment increased 37%, Asian American enrollment increased 54%, and American Indian enrollment increased by 35% (American Council on Higher Education 2005). As expected from national demographic trends,

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college enrollment for White non-minorities decreased by 4.6 %. One has to be cautious in interpreting these data however. For one thing, the numbers include enrollment in community colleges, where Hispanic students enroll disproportionately, and the transfer of students from community colleges to four-year institutions is problematic.

There is also good news in the recent trend for doctoral degree awards. From 1991 to 2001, the number of doctoral degree awards to African Americans increased by 89%, for Hispanics the increase was 69% and for American Indians, the increase was 48%.

The pipeline for international students is also coming into question as never before in recent history. Graduate institutions in the United States, particularly the research extensive institutions, have never had to rely on aggressive recruiting to attract international students. These programs were seen as the best anywhere and the best and brightest international students naturally sought these programs. This has changed dramatically in the past few years. The number of applications to U.S. institutions from international students declined by 28% in Fall 2004 compared to the previous year. The decline for Fall 2005 is not expected to be as high but it is likely that applications will again fall by about 5%. This is attributable to a number of factors. The increased difficulty in obtaining student visas is certainly one factor but it is not the only one. Countries around the world have made a concerted effort to become more competitive on a global scale and the improvement and development of their educational programs have been central to these efforts. Numerous countries have developed programs, particularly in the STEM fields, that are increasingly competitive with those in the U.S. and are encouraging their citizens to obtain their advanced degrees at their own institutions.

At Illinois, international student enrollment has not declined, with the largest enrollments by country of origin being from China, Korea, India, and Turkey. It is likely that international applications will again be down for Fall 2005, but it remains to be seen what the impact on enrollment will be. Although the University receives many more applications than it can accept, as do most institutions, the underlying concern is that at some point, the quality of the applicant pool may be affected. This does not appear to be the case at this point at Illinois.

Why Do Students Apply?

A survey of college freshmen revealed that 18% planned on pursuing a doctoral degree and 41% planned on getting a master's degree (American Council on Education 2004). From the perspective of graduate schools, it is encouraging that more than half of the students begin their college careers with plans to pursue graduate degrees.

The reasons for pursuing graduate degrees by college seniors or those with

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bachelors degrees is not likely to be much different, for the most part, from the reasons given by college freshmen for going to college. The most common reason was to learn more about an area of interest, followed by preparation for a better job and to increase their earning capacity. The intent to learn more about an area of particular interest persists in those students who go on to graduate programs because it is the ultimate way to not only gain the fullest and latest understanding of a field, but to contribute to the basic knowledge of the field.

What Do Students Want to Learn?

One way to arrive at an idea of what students want to learn is to look at enrollment on our campus by department. Our largest departments, with over 500 graduate students each, are Electrical & Computer Engineering and Computer Science. Our program in Library and Information Science is only slightly smaller, followed by Civil & Environmental Engineering, School of Social Work, and Chemistry. The departments of Electrical & Computer Engineering, Computer Science, and Civil & Environmental Engineering are also the most popular departments for international students but we also have significant numbers in Economics, the MBA program, Mechanical & Industrial Engineering, Mathematics, and Physics.

Are Students Getting What They Came For?

There is a lack of systematic, comprehensive data on student satisfaction with our graduate programs. Individual departments will have some data but the nature of the data and the way they are generated are not consistent across the campus. The Graduate College does require an exit survey for all students who deposit a thesis or dissertation. This obviously misses all those students who obtain non-thesis masters degrees and, more significantly, those students who do not complete their program. It is not surprising that 97% of the students who participated in our survey stated they were satisfied with their graduate experience. It is interesting to note that the areas of dissatisfaction were frequently in non-academic areas such as housing.

The University of Illinois at Urbana-Champaign is currently participating in the Council of Graduate Schools Ph.D. Completion Project. This project specifically involves 15 departments on the campus and is a three-year commitment to look closely at factors that contribute to doctoral degree completion and student attrition. Other departments will be consulted as appropriate to get a more comprehensive picture and we hope that the project will lead to a better understanding of what makes graduate programs successful.

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Look Who's Coming To Graduate School and Why A Five-Year Profile of a Metropolitan Public University

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Abstract

Urban students challenge traditional notions of graduate education. Specifically, most graduate students at the University of Missouri-St. Louis state that they want advanced coursework for career advancement; those courses must be accessible and affordable. A five-year profile suggested that UM-St. Louis offers several appropriate programs. On the other hand, the University needed to address cumbersome admissions processes. To lower barriers to admission, the University permitted applicants to professional programs to enter programs after the normal deadline. Faculty also eliminated the GRE requirement and decreased the number of official transcripts in some master's (but not doctoral) degree programs. Several threats remain.

University and Student Profile

The development of urban public universities followed the population movement from rural to urban settings. Like many other universities in the Urban 13, the University of Missouri-St. Louis is young. It opened in 1963 on a golf course near the St. Louis airport.

The first graduate degree at UM-St. Louis was awarded in 1969, when 88 students completed the Master's of Education degree. In addition, we awarded 54 Graduate Certificates. By the Fall 2004, the university had 14 Doctoral, 33 Master's, and 24 Graduate Certificate Programs, and graduate students comprised 22% of the total on-campus enrollment. In fiscal year 2003-2004, 26% of all degrees conferred were masters and doctoral degrees.

Normally urban campuses are viewed as potential feeder schools to recruit graduate students of color. Unfortunately, as Table 1 summarizes, UM-St. Louis has not been able to recruit a graduate school population that mirrors the region, although that is the goal, and the undergraduate population is close to reaching that benchmark.

Table 1. Race/Ethnicity of Students Enrolled at UM-St. Louis Fall 2004

Race/Ethnicity	St. Louis County	Undergraduate	Graduate
African American	19%	16%	11%
White Non-Hispanic	76%	72%	64%
Other Minority	6%	5%	4%
Unknown		5%	14%
Non-Resident Alien		2%	8%

At UM-St. Louis, most apply to Graduate School with only a bachelor's degree. Over the last five years, 85% of all students who were admitted to a graduate program held only the bachelor's degree, while 12% held a master's degree. The denied students reflected the identical ratio. Unlike other urban universities, certificates have not led to significant recruitment into degree programs. Instead, most are earning their certificates as they work on master's degrees or on post-master's professional certificates.

UM-St. Louis' grade requirements for admission are quite flexible. Although the lowest acceptable GPA for full admission is 3.0, the policies permit students to enter conditionally with a GPA of at least 2.75 if they demonstrate potential for success through other means. However, the five-year average of incoming GPA in Table 2 suggests that faculty denied many students rather than admit them conditionally.

Table 2. Grade Point Averages by Group 2000-2004

Group	Average Prior GPA
Admitted Students	3.43
Denied Applicants	2.90

Applicants generally select a program related to their career. The most and least popular programs during the last five years are indicated in Table 3. It is not surprising that a large number are in the College of Education, since UM-St. Louis is the largest producer of teachers in the state. Even then it is an undercount because many of the social science and humanities programs also cater to educators. The programs that support advancement in business are also undercounted since the natural sciences recruit area scientists working in industries into those master's programs. The science programs allowed tracks similar to professional master's degrees before such a name existed, although students seeking a Ph.D. are in many of the same classes.

Table 3. Graduate Program Choice 2000-2004

Program	Percent of Admitted Students
*All Education	38.9%
*All Business	13.7%
*All Biology	5.1%
*Nursing	4.7%
English	3.7%
Public Policy Administration	3.4%
Social Work (MSW)	3.2%
Computer Science	3.1%
*Criminology & Criminal Justice	3.0%
History	2.8%
*Political Science	2.2%
*Psychology	2.2%
*Chemistry	2.0%
Philosophy	1.5%
Creative Writing (MFA)	1.5%
Economics	1.5%
*Mathematics	1.5%
Communication	1.2%
Music Education (MME)	0.9%
*Physics	0.9%
Sociology	0.7%
Nonprofit Org Mgt & Leadership	0.7%
Gerontology	0.6%
Museum Studies	0.4%
Women's And Gender Studies	0.2%
International Studies	0.1%
*Physiological Optics	0.1%

* Includes master's and doctoral students

Professionals in cities often apply to graduate school as the semester starts. At UM-St. Louis, Graduate Admissions sets the university's application deadlines to account for collecting materials, inputting data, and passing the completed folders to the Graduate Program Directors for their review and initial decision. In addition, highly selective programs set more restrictive deadlines. However, many applicants to graduate programs at UM-St. Louis miss the published application deadlines. They apply late and expect to start classes right away. Over the last five years, almost 71% of all applicants admitted to the Summer Session and 59% to the Spring Semester submitted application materials within one month of the first day of classes. Despite our non-traditional applicants, we maintain many traditional processes, including requiring departmental review and approval of all applications, even for non-degree and certificate programs. Late

..... applications, therefore, pose a challenge because faculty are less likely to be on campus in the weeks right before the semester.

Table 4. Late Applications and Admissions 2000-2004

Submissions	< 1 mo before semester
Total Applications	19.0%
Fall	9.0%
Summer	45.4%
Winter	31.9%
Total Admitted	32.7%
Fall	17.0%
Summer	70.6%
Winter	58.7%

Last-minute students tend to apply to programs in professional fields that have a mission of meeting the region's workforce needs. The most selective programs, on the other hand, resemble traditional graduate programs. Table 5 shows the percentage of all applications that were submitted and accepted in each program within one month of classes starting.

Table 5. Program Choice of Students Applying and Admitted Within 1 Month of the Start of Classes 2000-2004

Graduate Certificate		Master's		PhD/Master's	
Telecommunications Mgt	100%	Music Ed	52%	Business Admin	40%
Institutional Research	75%	Elementary Ed	51%	Physiological Optics	38%
School Psychology	60%	Special Ed	51%	Nursing Education (Ph.D./Ed.D.)	33%
Human Resource Mgt	46%	Ed Admin	49%	Physics	28%
Nonprofit Mgt & Leaders	44%	Secondary Ed	49%	Political Science	25%
International Studies	43%	Public Policy Admin	42%	Creative Writ (MFA)	21%
Mgt Information Systems	35%	English	40%	Biology	19%
Marketing Management	33%	Mathematics	39%	Chemistry	18%
Accounting	33%	Sociology	35%	Psychology	13%
Info Systems Development	27%	Economics	35%	Applied Mathematics	10%
Women's/Gender Studies	26%	Computer Science	32%	Criminology	3%
Tropical Bio & Conserv	25%	Communication	31%		
Electronic Commerce	24%	Counseling	28%		
Adult & Higher Education	24%	History	27%		
Info Resources Mgt	0%	Philosophy	27%		
Museum Studies	0%	Gerontology	27%		
		Biochemistry/ Biotechnology	20%		
		Social Work	8%		
		Biotechnology	0%		

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UM-St. Louis students are also local. As Table 6 documents, most of our successful applicants earned their last degree within the greater St. Louis region. Only our three most competitive doctoral programs, clinical psychology, criminology and criminal justice, and biology, draw a significant number of applicants from other states and countries. Of the students admitted during the last five years, almost one-quarter are our own alumni (80% of whom remain in the area after graduation). Another fifth are from public institutions in other states, mostly Illinois-- although there is no tuition reciprocity for graduate programs in Missouri. A significant proportion of the remaining new admits graduated from seven private universities and some seminaries and professional colleges in the St. Louis region. On the other hand, UM-St. Louis is the least likely to recruit alumni from the other urban campuses in the University of Missouri System, UM-Kansas City.

Table 6. Sending Undergraduate Institutions 2000-2004

Last Institution Attended	% of All Graduate Students Admitted
UM-St. Louis	23%
Publics in Other States	21%
MO Privates	17%
Other Publics in MO	14%
Privates in Other States	11%
UM-Columbia	7%
Foreign	6%
UM-Rolla	1%
UM-Kansas City	<1%

Summary of the Profile

Students tell faculty and the Graduate School staff that they are seeking affordable programs to advance their careers without having to go through an elaborate application process--and then graduate as quickly as possible. As documented in the profile tables above, their behavior confirms those goals. As at every graduate school, the challenge for the faculty is to meet students' needs without compromising program quality. The difference in urban settings is that students' pragmatic needs are paramount.

Response To Students

The programs that students have chosen over the last five years suggest that the university offers several that serve career needs in this region, and we will continue to develop programs as the needs arise. The traditional admissions process seemed to be the most urgent challenge facing the Graduate School. To lower admissions barriers we undertook the changes described in the following sections.

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Deadlines. To confront the reality of late applications, the dean polled the graduate program directors to determine which were willing to participate in a pilot program of facilitated admissions for master's degree students. Most were eager to participate and designed internal processes, including courses that late students were allowed to take. After the semester's application deadline, Graduate Admissions staff told applicants that their materials would be held for consideration during the next semester unless their target program was participating in the facilitated admissions pilot. For those participating in the pilot, Admissions staff sent applicants to the department to be advised before starting the application process. While advising them, the program director determined whether or not the applicant was admissible as a late non-degree student. The program staff notified Graduate Admissions staff, who processed an abbreviated form of the application and allowed students to register for the classes approved in the advising session. In this two-step process, students were admitted for one semester, but had to meet all of the application requirements to move to regular graduate status before registering again. As expected, most facilitated admissions occurred in the Colleges of Education and Business Administration.

Transcripts. UM-St. Louis recently changed the requirement of official transcripts from all institutions that applicants had attended. UM-St. Louis has a greater percentage of undergraduate transfer students than any of our comparators (>70%). In addition, undergraduates across the country are becoming increasingly more likely to take some courses at community colleges. Since undergraduate transcripts often include transfer courses, requiring only the official transcript with the baccalaureate degree posted seemed to make the process easier for master's degree applicants. The policy change pertained only to master's degrees, however. Also, it affected the minimum university requirement; several programs still require all official transcripts.

Graduate Record Examination. In response to the pragmatic approach our applicants take to graduate study, several master's degree programs have dropped the requirement for a standardized entrance examination. The History Department, whose master's students are almost all teachers, found that their applications increased without any drop in the quality of student work after eliminating the GRE requirement altogether. In programs that maintained the GRE, it often serves to provide additional information. For instance,

- Biology, a highly competitive program, does not require it but strongly recommends applicants take the GRE.
- Communication suggests applicants take the GRE when their GPAs are weak.
- Computer Science will accept GRE Subject Area test scores as evidence of computer proficiency not on the transcript.

All Ph.D. programs continue to require the GRE.

Threats To Graduate Study

With the goal of providing a quality graduate education that is accessible, UM-St. Louis faces many of the same threats as others, whether traditional or urban campuses. Some of these threats are described in the following sections.

Tuition. Tuition increases (Table 7) have slowed our recruitment efforts. Last year about 50% of newly admitted students who had not registered for classes cited costs when Graduate Program Directors called to learn why they did not enroll. The other major reason for not attending was “personal reasons,” often a euphemism for not being able to afford the tuition.

Table 7. Tuition Increases Over Five Years

	2000	2004	Difference
In-State	\$167.00	\$306.75	46%
Non-Resident	\$504.00	\$709.15	29%

Non-Traditional Universities. Increasing tuition may undermine one of our major selling points in the past, affordability. With our tuition approaching that of some of the private institutions, students may consider programs with even less barriers to admission and graduation. Table 8 shows the one-year change in the institution of choice among UM-St. Louis’ seniors that planned to enter graduate school immediately upon graduation.

Table 8. UM-St. Louis Graduates’ Choices of Graduate School 2003 and 2004

Institution	2004	2003	Difference
University Of Missouri-St. Louis	769	737	4.16%
Webster University	347	363	-4.61%
Lindenwood University	257	270	-5.06%
Saint Louis University	122	136	-11.48%
Washington University	120	112	6.67%
University Of Missouri-Columbia	67	60	10.45%
Missouri Baptist College	59	53	10.17%
University Of Phoenix	53	32	39.62%
Southwest Baptist University	49	57	-16.33%
Fontbonne University	48	38	20.83%
Maryville University	36	37	-2.78%
Southeast Missouri State University	33	28	15.15%
Southern Illinois University-Edwardsville	32	35	-9.38%
Central Missouri State University	14	16	-14.29%
Southwest Missouri State University	11	8	27.27%
University of Missouri-Kansas City	8	11	-37.50%
University of Missouri-Rolla	8	6	25.00%
Southern Illinois University-Carbondale	7	7	0.00%

Logan College Of Chiropractic-Graduate School	6	0	100.00%
University of Denver-Colorado	6	0	100.00%
University of Illinois-Champaign-Urbana	6	5	16.67%
Columbia College	5	0	100.00%
Nova Southeastern University	5	5	0.00%
Thomas M Cooley Law School	5	6	-20.00%
Truman State University	5	7	-40.00%
Walden University	5	0	100.00%

The institutions that our faculty consider non-traditional are highlighted in Table 9 because they showed an increase of 41% in one year. Although the real numbers are small, this may suggest that we need to pay more attention to institutions that we previously did not consider competitors.

Table 9. Non-traditional University Attendance

Institution	2004	2003	Difference
University of Phoenix	53	32	39.62%
Columbia College	5	0	100.00%
Nova Southeastern University	5	5	0.00%
Thomas M Cooley Law School	5	6	-20.00%
Walden University	5	0	100.00%
Total	73	43	41.10%

On the other hand, we must also hold in mind the decreases in our students' interest in graduate programs in some local independent/private universities. Losses at some of our major competitors in the past, namely Webster, Lindenwood, and St. Louis University, are almost offset by increases at Washington University, Missouri Baptist, and Fontbonne. Of all the regional institutions, only Washington University is highly selective. Although the number of those interested in continuing at UM-St. Louis increased (Table 8), Table 10 documents the growth in students' interest in more expensive regional alternatives.

Table 10. Seniors' Interest in Other Graduate Programs in the Region

Institution	2004	2003	Difference
Webster University	347	363	-4.61%
Lindenwood University	257	270	-5.06%
Saint Louis University	122	136	-11.48%
Washington University	120	112	6.67%
Missouri Baptist College	59	53	10.17%
Southwest Baptist University	49	57	-16.33%
Fontbonne University	48	38	20.83%
Maryville University	36	37	-2.78%
Total	1038	1066	-2.70%

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Student Satisfaction. Similar to traditional research institutions, UM-St. Louis has not paid much attention to students' satisfaction with their graduate program. In fact, it has been difficult to answer this question since Institutional Research does not collect these data. Given the pragmatic nature of our students, one indicator of student satisfaction should be the retention/graduation rate. We are now piloting a project informed by the design of Council of Graduate Schools' national study of Ph.D. attrition (<http://www.phdcompletion.org/>), but the results are not yet available.

The University of Missouri System's Office of Academic Affairs attempted to obtain some answers to this question three years ago. They piloted a graduate version of the National Survey of Student Engagement (NSSE; <http://www.indiana.edu/~nsse/>), which provides good feedback on undergraduate student satisfaction and program quality. The pilot produced fairly good information in general arenas, e.g., advising. However, with the great variety in our graduate programs, feedback specific to each program would be more useful. Unfortunately, the sample size was so small in some programs that we did not distribute specific findings to all departments. The System has agreed to let the St. Louis campus use the instrument. However, the lack of faculty agreement on what questions should be asked of all students has delayed the revision and implementation of the survey.

The Graduate School does require that graduating Ph.D. students complete the *Survey of Earned Doctorates* (<http://www.norc.uchicago.edu/issues/docdata.htm>), but we have not requested analyses at the university level. Only the College of Education has examined their specific findings in preparation for their specialized accreditation review.

Other Data That Could Enhance Program Quality for UM-St. Louis Programs:

- The University does not collect data on the date of the first or last degree. Having that would allow us to address the needs of students returning after a long delay in their schooling.
- The University has not conducted marketing surveys to learn about other existing or projected needs for graduate education in the region. University Curators and the state Coordinating Board now require such surveys with applications for new degree programs. However, those generally start with faculty interest and expertise, not necessarily a documented need, and are always limited to the target program.
- The University has an active International Studies Office that regularly recruits undergraduate international students. However, we know even less about international student interest in our graduate programs. Similar to other universities, we rely primarily on faculty connections to their home countries and student networks.
- The University does not know how to increase the numbers of graduate students from under-represented groups. Learning how and when

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to do early interventions among undergraduates could eliminate one obstruction in the pipeline to graduate study. For example, the Graduate School is actively participating in recent university-wide retention efforts to address the low graduation rate among all undergraduates.

Conclusions

Some of the greatest opportunities for graduate schools in urban settings appear as double-edged swords upon closer scrutiny. At times the apparent opportunities create dilemmas that traditional graduate schools may not have to face. Some of these include the following:

- Accessibility versus Duplication. The accessibility of graduate programs related to careers is clearly an advantage at public urban universities. The University benefits from being able to offer graduate study to a wide range of place-bound professionals. In fact, some outstanding students are so well prepared that they would not select UM-St. Louis if they could attend the graduate program of their choice. On the other hand, public higher education is under political scrutiny for adding any degree programs, especially when they duplicate offerings at other state universities. The reality is that few graduates of UM-St. Louis attend graduate programs outside of this region. In fact, if they don't continue at UM-St. Louis, the University's alumni find it cheaper to pay higher tuition to attend one of the many private universities in the region rather than moving or commuting to Columbia, Rolla, or Kansas City. If the political theme of program duplication trumps accessibility when the University's Board of Curators and the Coordinating Board of Higher Education review program proposals, then faculty will not be able to add programs in response to regional workforce needs. Stakeholders perceive such actions as the university's lack of interest in their needs, which in turn undermines the university's credibility and, ironically, political support.
- Accessibility versus Preparation. Urban public institutions draw local undergraduates, many from under-represented groups, because college is more affordable when they can live at home. UM-St. Louis students, especially those of color, with strong academic profiles make outstanding recruits for other universities. It's undoubtedly to these students' benefit to continue graduate or professional study elsewhere, and we mentor them to do so when they are able. Unfortunately, the normal profile of our working undergraduates, whether from underrepresented groups or not, is not that of a future graduate student. Working normally limits students' academic progress. In addition, many of our working students are also parents. A great number of talented students simply don't have the time to study as much as those that don't work or have families, and their grades reflect that reality. UM-St. Louis' general lack of selectivity in the graduate admissions process gives

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these students a chance to attend graduate school but also leads to a great variability in students' academic preparation. It also raises the question of whether faculty should address gaps in students' learning at the graduate level.

- Accessibility versus Tradition. In addition to focusing on non-traditional graduate education, urban graduate schools often have a few highly selective programs that are quite similar to those in traditional graduate schools. For example, *U.S. News* recently ranked our PhD in Criminology and Criminal Justice among the top five programs in the field. Such program diversity poses challenges in the administration of university-wide policies. We've attempted to loosen the central requirements by asking the Graduate Council to revise university policies to be the least restrictive. Departments can always institute more stringent program requirements when appropriate. Issues that appear related to quality, however, are emotionally charged. Traditionalist faculty protest changing traditional policies, while faculty in emergent programs consider such requirements outmoded or too restrictive.
- Growth versus Quality. Enrollment in our graduate programs is growing faster than the undergraduate enrollment because of the increasing educational demands in professional careers. This is an advantage to UM-St. Louis because Missouri allows public institutions to keep the tuition income. On the other hand, urban public universities generally are often the newest institutions in the state and even more under-funded than other publics. For example, UM-St. Louis receives less state funding per student than any other public institution in Missouri—including those without a research mission or graduate programs. The University could enhance its income by increasing tuition revenue but has little discretionary funding to invest in program development and marketing or in fellowships and assistantships. Additionally, it poses problems of quality if the University continues to increase the number of students at a time when new faculty lines are unlikely.

It's clear that urban public universities have many advantages, including the ability to recruit place-bound, diverse graduate students with access to convenient research sites. On the other hand, as the profile of UM-St. Louis demonstrates, urban graduate schools often face unique challenges beyond those that confront all universities. At times some wonder if UM-St. Louis has too much of a good thing.

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Overview of the Workshops

Workshop 1: Developing a Relationship with the Public and the Legislature

Organizer: Suzanne Ortega, University of Missouri-Columbia
Panelists: Diana Carlin, University of Kansas
Patty McAllister, Council of Graduate Schools
Suzanne Ortega, University of Missouri-Columbia

In an environment of tight budgets and a rapidly changing international milieu, graduate deans must communicate a consistently clear message about post-baccalaureate education to taxpayers, agency heads, and state and federal lawmakers. This workshop gave an overview of the new CGS federal relations initiative and provided concrete examples of how universities in two states were advocating more effectively for graduate education.

Workshop 2: Organizing the Graduate College

Organizers: Richard Wheeler, University of Illinois at Urbana-Champaign
Karen Carney, University of Illinois at Urbana-Champaign

Graduate schools' multiple obligations demand broad knowledge and diverse skills. Staff work is tied into nearly every aspect of the university. This interactive workshop addressed how to manage demands and ensure a shared understanding of the graduate college's tasks and obligations with limited budgets and staffs.

Workshop 3: Making a Difference in Student Learning: Assessment as a Core Strategy

Organizer: Mary Beadle, John Carroll University
Presenter: Lynn Priddy, Director, Education and Training, The Higher Learning Commission of the North Central Association

As the Higher Learning Commission of the NCA launched its new criteria, it has deepened its commitment to student learning assessment as a strategy for understanding, confirming, and improving curricular and co-curricular learning at all levels of the institution. This session explored the commission's heightened focus on student learning, the commission's new standards, and the impact changing expectations have on educational and institutional quality.

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Workshop 4: Inter-institutional Programs

Organizer: John Mayfield, Iowa State University
Panelists: Dawn Anderson, Kansas State University
James Guikema, Kansas State University
David Hilderbrand, South Dakota State University
Virginia Moxley, Kansas State University

The Great Plains Interactive Distance Education Alliance, a consortium of Midwestern universities, has developed a model for cooperatively offering graduate degrees over the Web. Master's degrees are offered by six to eight universities that have only one to three faculty in each discipline. Four degrees are currently offered with three more in the works. The session provided an overview of how this unique cooperation functions.

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Developing a Relationship with the Public and the Legislature

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Abstract

This paper reviews the Council of Graduate Schools (CGS) Government Relations strategic plan that guides the work of the CGS staff involved with government relations, public affairs and public policy.

CGS Strategic Plan Development

The strategic plan was developed following a series of interviews conducted by Steve Gunderson of the Greystone Group in Washington, DC. Mr. Gunderson interviewed key policymakers and Congressional staff to discuss their views of graduate education. The findings from these interviews included these points:

- Graduate education is not a focus of national education policy
- There is no organization recognized as the voice of graduate education today
- The only voices for graduate education today are voices for research
- There are no negative images of graduate education
- The concerns about graduate education are related to not serving the right students and not playing a role in workforce development
- There is strong interest in the concept of the professional masters programs
- Policymakers do not see the connection between traditional workforce investment and graduate education

The major conclusions resulting from the interviews were that 1) there is a disconnect regarding the role of the federal government in graduate education; 2) the gap needs to be remedied to avoid a negative impact on graduate education; 3) there is no consistent message or recognized voice for graduate education among the nation's policymakers and 4) there is a need for a strong government relations effort and a strong message in support of graduate education.

The CGS strategic plan for government relations was approved by the CGS Board in December 2004. This plan lays out the mission, main messages and model activities to guide the government relations work of CGS for the foreseeable future. Parts of the strategic plan have already been accomplished. These include the successful first annual legislative conference on "Graduate

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Education and American Competitiveness” that was held in Washington, DC in March, 2005, advocacy efforts in support of graduate education during the reauthorization of the Higher Education Act (HEA) and development of a CGS white paper titled “NDEA 21: A Renewed Commitment to Graduate Education.”

CGS will continue to pursue an enhanced voice in support of graduate education with policymakers and other key constituencies and encourages increased involvement of our regional affiliate organizations and graduate deans.

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Organizing the Graduate College

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Abstract

Graduate schools' multiple obligations demand broad knowledge and diverse skills. Staff work is tied into nearly every aspect of the university. This interactive workshop addresses how to manage demands and ensure a shared understanding of the graduate college's tasks and obligations with limited budgets and staffs.

Background

The workshop began with a brief discussion of typical graduate school activities. Participants were asked to consider graduate college activities related to graduate program content, students, faculty, data collection, research administration, external relations, etc. Speakers were also referred to the recent CGS publication, *Organization and Administration of Graduate Education* (CGS, 2004).

Next, participants were asked to form discussion groups and choose from a set of problem-solving scenarios (see below). Each group was given approximately 15 minutes to decide on a scenario and discuss it, and then each group shared highlights of its discussion with the rest of the groups.

Problem-Solving Scenarios

1. You are the dean of a graduate school at a large university that grants many doctorates in many disciplines. The provost of your university has only been on the job for a short while, and came from an institution with a very strong graduate school, amply staffed, that offered many services to graduate students. She told you she wants to meet to talk about what she can do to "strengthen the graduate school," which you believe may mean a significant infusion of additional resources if you can make the right case. What would you ask for, and why?

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2. You are the dean of the graduate school at a large university. You have just learned that the graduate school is facing a budget cut of 12% in the next year, and more cuts are projected down the line. You know you need to think seriously about what you can stop doing. What services need to be protected, and what can you stop doing?
 3. You are the dean of the graduate school at a university with a Carnegie classification of Master's I. Your institution has recently hired a new chief academic officer whose previous institution was classified as Doctoral/ Research–Extensive. He has told you that the graduate school needs to take a more visible role in graduate affairs, but your small staff is already stretched to the limit. How can you show him that you are taking on more of a leadership role, while also recognizing the limitations of your staff and budget?
 4. For many years, applications to the graduate programs at your institution have been processed by a campus office of admissions and records. As dean, you have long suspected that graduate applications don't receive as much attention as they should, thanks to the office's much larger number of undergraduate applications being processed at the same time. You are thinking of asking the provost to move the entire graduate admissions unit to the graduate school, but aren't sure what you're getting yourself into. What are the pros and cons of such a move?
 5. You are the Vice Chancellor for Research as well as the Dean of the Graduate School at your institution. You find that your research administration responsibilities leave you with virtually no time to think about your graduate school responsibilities, and you believe the two jobs need to be split. What can you do to make sure that the Graduate School side of the house does not lose out to the research side?
 6. Your university is often approached by international institutions eager to establish joint degree programs at the master's level. As dean of the graduate school, you believe that your institution needs to do more to encourage more of these programs, but feel that the graduate school should not be the one initiating such programs. At the same time, you don't believe that departments, left to their own devices, will ever put together these kinds of programs. What is the appropriate role of the graduate school when it comes to such programs?
 7. With the huge increase in interdisciplinary research happening on your campus, the chief academic officer at your institution wants to see more interdisciplinary graduate programs develop. This would mean establishing programs outside the traditional departmental structure, and there are real issues that present themselves once you step outside that structure—for example, where will faculty be housed, who gets the

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tuition dollars, who is responsible for admitting and monitoring students?
What is the role of the graduate school in developing such programs?

Discussion

Those in attendance indicated that their graduate schools had experienced or were currently facing situations that resembled one or more of these scenarios. Several found Scenario #1 somewhat laughable, since few schools find themselves facing unexpected infusions of resources. Many had, however, experienced the kind of budget cuts described in Scenario #2, and indicated their frustration at being expected to perform many of the same functions as they had previously, only this time with fewer staff and financial resources. Several workshop attendees commented that they had recently experienced the arrival on campus of a new chancellor or president (see Scenario #3), and shared ideas for orienting him or her to the activities of the graduate school. These included inviting campus executive officers to events that showcase the work of graduate students, or inviting the chancellor or president to meetings of the graduate school's faculty governing body. Graduate admissions, which was the subject of Scenario #4, was a popular topic. Many of those in attendance indicated that graduate admissions decisions needed the oversight of the graduate school; some departments were too willing to admit students with sub-par academic backgrounds, and the graduate school needed to play a strong role in ensuring quality and consistency across programs. Several participants commented on the difficulty and even futility of reconciling the role of the graduate dean with that of a vice chancellor for research (Scenario #5); at the same time, several others made observations about the positive synergy that can result from this combination of roles.

Several attendees indicated that their schools were "continually approached" by international institutions wanting to collaborate with them on joint programs, as in Scenario #6, but also observed that these programs were not generally widely supported by department faculty. Many of those participating in the discussion of Scenario #7 acknowledged that interdisciplinary programs were often problematic to establish; several suggested that this might actually be a good thing, since students admitted to interdisciplinary programs could be left without an academic home if the program folded, or if interdisciplinary faculty ended up leaving the institution.

Resources

Council of Graduate Schools. Organization and Administration of Graduate Education. Washington, DC: Council of Graduate Schools, 2004.

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Institutional Accreditation and Assessment: An Extended, Deepened, and More Fundamental Commitment to Student Learning

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Abstract

In 2005, the Higher Learning Commission implemented new Criteria for Accreditation that position student learning, including graduate student learning, central to demonstrating institutional quality. The purpose of this paper is to discuss (a) the national context for this increased focus on learning, (b) the Commission's extended and deepened commitment to student learning and to assessment as a strategy for improving learning, (c) five fundamental questions to be used as prompts for conversation about student learning and about evidence demonstrating assessment and improvement of student learning, and (d) the implications and possibilities for institutions striving to make assessment a matter of commitment versus compliance.

Introduction

Consider these questions:

- What learning matters most? While pursuing a program of study, what must students learn to be stewards of their professions or fields?
- What do faculty and administrators hope students bring to their field, specialization, or next degree as a result of their time spent pursuing a degree?
- What difference do faculty and administrators hope these students will make in their professions or fields?

Consider these additional questions:

- Do faculty members talk about learning in the program or degree? Do they talk from a learning focus?
- How does the graduate school create an environment that focuses on learning and on assessing to confirm and improve that learning?

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- How do the graduate schools and their affiliated graduate programs ensure learning appropriate to the degree?

For more than fifteen years, The Higher Learning Commission of the North Central Association has posited that student learning is central to determining educational and institutional quality and that assessment is central to understanding and improving what students learn. What has the Commission learned as a result of this focus on assessment? With its new Criteria for Accreditation, effective in January 2005, the Commission extends, deepens, and makes more fundamental than ever its long-standing commitment to student learning and to assessment as a means to understand, confirm, and improve that learning. As a result, student learning and assessment figure more prominently than ever in the accrediting relationship.

What is the national context for this extended and deepened commitment on the part of the Commission? How are the new Criteria a response to this context? What are the implications for institutions and more specifically graduate programs? What are the possibilities for making assessment a matter of commitment to learning versus compliance for accreditation? Context, response, and implications of a focus on learning: these frame the discussion that follows.

Context

That student learning is increasingly a focus of accrediting agencies should come as no surprise. Robert Mundhenk of the American Association of Higher Education recently stated, "Everyone in higher education feels the pressure; from accrediting agencies, from a federal government looking closely at accountability as it ponders reauthorization of the Higher Education Act, from students and parents concerned about the worth of their investment." In fact, consumers and lawmakers are asking several questions: What are students learning? Is it the right learning? Is it effective learning for its intended purposes and intended audience? What difference is the program of study making? What evidence is available to demonstrate that the program of study is worth the investment? These questions will continue as Washington reauthorizes the Higher Education Act, as local, state, and national legislators call for public accountability for higher education; as the implementation of No Child Left Behind continues; as demands for increased access to and efficiency in higher education mount; as international pressure for professional mobility heightens, and as the need to educate world citizens grows and the boundaries and contexts of teaching and learning continue to expand and shift.

Accrediting agencies have also felt the pressure by being asked to demonstrate how and whether accreditation assures and advances the quality of higher learning. From 2002-2003, the Pew Charitable Trusts funded a study on accreditation and student learning across all regional accrediting agencies. According to the principal investigator, Jon Wergin, the purpose of this study was four-fold:

- To enhance the capacity of institutions and accreditors to examine student learning, provide evidence of that learning, and to work together to make student learning central to the judgments of educational and institutional quality.
- To deepen accreditation's shared commitment to student learning.
- To help guide the work of all regional Commissions (regional accrediting agencies).
- To provide a basis for evaluating accreditation practices.

As a result, all six regional accrediting commissions have endorsed a set of principles of good practice on student learning, assessment, and accreditation. These principles lay out five expectations of institutions and five expectations of regional accreditors:

Expectations of an Institution

- The centrality of student learning in its missions and in determining educational quality.
- Documentation of student learning.
- Compilation and use of evidence of student learning.
- Stakeholder involvement in collecting, analyzing, and using student learning evidence.
- Capacity building for increased commitment to educational improvement based on evidence of student learning.

Expectations of Regional Accreditors

- The centrality of student learning in accreditation.
- Evidence of student learning for accreditation.
- Forms of appropriate evidence.
- Improvement of student learning through accreditation.
- Training of evaluation teams, commissioners, and staff for effective accreditation practice that reflects the principles.

Graduate programs have not escaped scrutiny, particularly if accredited by a specialized or professional agency. However, graduate schools will increasingly feel more pressure as the focus on learning of regional accreditors begins to ask questions about learning appropriate to degree and expands the focus intentionally to all offerings, graduate and undergraduate, and to co-curricular as well as curricular offerings. At the Midwestern Association of Graduate Schools meeting in 2004, George Walker, Senior Scholar of the Carnegie Foundation for the Advancement of Teaching, called for graduate education that is purposeful, assessable, and transparent. In that presentation, he raised familiar issues increasing the focus on graduate student learning and education: attrition rates, increased time to degree, lack of intellectual community of graduate students, mismatch between aspirations and job opportunities, and underachievement by disadvantaged populations, among others. To that list might be added loss of sense of degree, lack of support services for students, lack of a true graduate learning environment and culture, the proliferation of degrees, particularly the

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professional doctorate, and lack of differentiation in learning across levels of degrees.

Higher education will continue to operate in the context of accountability. Simply put, voices from every direction are calling for higher learning organizations to know and be accountable for what they claim their students learn and to be able to demonstrate learning appropriate to degrees and programs offered.

Response

In this context, it might be expected that regional accrediting commissions would intensify their scrutiny of assessment of student learning efforts. However, the calls for accountability are not about assessment practices, but rather learning results. As stated earlier, The Higher Learning Commission's new Criteria for Accreditation extend, deepen, and make more fundamental the commitment to student learning. Student learning is integral to all five Criteria, not just one or two. Institutions who have been attuned to accreditation will ask, "What happened to the focus on assessment?" In practice, the Commission's longstanding focus on assessment from 1989 up to the advent of these new Criteria resulted in a near obsession with assessment structures, processes, and practices versus with learning results. Thus, assessment efforts at institutions became the ends in themselves, the focus of evaluations, a compliance activity for external groups versus a useful and meaningful strategy for understanding and improving student learning.

With the new Criteria, the Commission intentionally repositions the focus, stating plainly that "Student learning is central to determining educational quality." Does this mean assessment is now a bygone educational fad? Absolutely the opposite; it is imperative to any institution serious about its students' learning. If student learning is central to determining educational quality, then assessment is central to improving student learning. The focus on learning redefines assessment from a set of externally mandated practices to an internal strategy for understanding, confirming, and improving student learning and educational quality--an internal strategy versus an accreditor's stick. Assessment is a matter of commitment (to your own students' learning) versus a matter of compliance (for external audiences).

Why has assessment become a strategy for improving student learning versus a stick used by accrediting agents for compliance? If institutions are serious about students learning, assessment becomes a meaningful and useful practice, a way of thinking and working together that accomplishes these goals:

- Provides information an institution needs to know what its students are learning.
- Engages the institution in analyzing and using this information to improve teaching and learning.
- Produces evidence that students learned what institutions intended for them to learn.
- Guides both educational and institutional improvements.

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Implications

What does this repositioned focus on learning and assessment as a strategy imply for the Commission, for institutions, for graduate programs? As a result of the new Criteria and an extended think-tank discussion on assessment, student learning, and accreditation, the Commission concluded that it needed to support institutional efforts to implement assessment as a means versus an ends, to shift from a focus on assessing to a focus on learning. To do so, meant to evolve the message, change Commission practice, and change evaluation team practice. How does one design accreditation to contribute to the improvement of and commitment to student learning versus create a compliance mentality?

Beginning this spring, the Commission will test the creation of conversations about learning in the accreditation process. To do so, the Commission, at the recommendation from its year-long Assessment of Student Learning Think Tank (institutional and peer reviewer representatives from diverse institutions) will embed five fundamental questions into the accrediting processes. Graduate and undergraduate programs will be asked to consider the following questions:

1. How are your stated student learning outcomes appropriate to your mission, programs, and degrees? (For graduate programs, this question implies: What are your outcomes beyond the course level? How are you differentiating your learning outcomes so that they are appropriate to different degree levels?)
2. What evidence do you have that students achieve your stated learning outcomes.
3. In what ways do you analyze and use evidence of student learning?
4. How do you ensure shared responsibility for assessment of student learning?
5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?

In use, according to the proposed text addition (2005) to the Commission's *Handbook of Accreditation*:

...these questions will serve as prompts for conversations about student learning and the role of assessment in affirming and improving that learning. In using these questions, an organization should ground its conversations in its distinct mission, context, commitments, goals and intended outcomes for student learning. In addition to informing ongoing improvement in student learning, these conversations will assist organizations and peer reviewers in discerning evidence for the Criteria and Core Components. The fundamental questions and the conversations they prompt are intended to support a strategy of inquiry into student learning. Further, the questions are intended to support this strategy of inquiry, built on principles of good practice, as a participative and iterative process...In other words, organizations assess student learning in meaningful, useful, and workable ways to evaluate how they are achieving their commitments and to act on the results in ways that

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advance student learning and improve educational quality. Effective assessment of student learning is a matter of commitment, not a matter of compliance.

The larger task for the Commission is to re-educate its peer reviewers to a focus on learning versus a focus on assessing. Evaluation teams will, like the institutions, use the five fundamental questions to engage conversation. The goal of the questions when used by the team is to surface evidence about learning versus evidence about assessment practices. Further, the questions are intended to ensure the team evaluates from within the mission, context, and outcomes defined by the institution. Finally, the use of questions is intended to model the iterative, systematic, participative action research cycle that characterizes effective assessment and places it in its role as a strategy versus an ends. As said earlier, effective assessment is a matter of commitment versus a matter of compliance.

Conclusion

In the Introduction, you were asked to consider a series of questions. In fact, this entire paper has held a clear penchant for questions that entice meaningful conversations...conversations that make a difference. So it seems fitting to also end with questions:

- What difference do faculty and administrators want to make in student learning?
- What difference do faculty and administrators want students to make as a result of having learned?
- How will faculty and administrators know if that difference has been made?

Students will create the future of the field of study. What a wonderful and wonderfully engaging thought.

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Inter-Institutional Programs MAGS 2005 Annual Meeting

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Abstract

The Great Plains Interactive Distance Education Alliance (Great Plains IDEA), a consortium initiated by the Colleges of Human Sciences at ten Midwestern universities, sponsors inter-institutional internet based graduate programs. Currently four masters degree programs are available through the consortium and more are under development. The purpose of the workshop was to share strategies for implementing sustainable inter-institutional Internet based graduate programs.

Focus of the Workshop

1. When is an inter-institutional graduate program appropriate?
2. What is the role of the graduate dean in inter-institutional graduate programs?
3. What is the role of graduate faculty members in inter-institutional graduate programs?
4. What are the attributes of the Great Plains Interactive Distance Education Alliance that contribute to its success?

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Inter-institutional programs are appropriate when program demand is large and urgent and support for the program cannot reasonably be underwritten by any one of the partner universities acting alone. Inter-institutional programs require support from many sectors of the partner universities—the faculty, academic and graduate program administrators, chief financial officers, and registrars. Lack of support from any one of these sectors can doom a university's participation in an inter-institutional program.

The Great Plains IDEA Model

The Great Plains IDEA was developed and continues to be led by a team of academic deans who laid the foundation of trust, generosity, and teamwork that sustains the inter-institutional programs and the faculty and students who participate in them. Graduate faculty members employed at partner institutions develop and deliver the online inter-institutional programs. Graduate administrators at the partner institutions oversee compliance with institutional policies, practices, and standards. Academic administrators at the partner institutions comprise the membership of the Board of Directors. The Board contracts with one partner institution to provide alliance management services.

Students in alliance sponsored programs are admitted to one of the partner universities, enroll in all courses at that university, and graduate from that university. They study under faculty from several alliance universities and with students enrolled at other universities. All students pay the same price for courses. Course income is distributed 75% to the teaching university, 12.5% to the admitting university, and 12.5% to the alliance to support core costs.

Program, Policy, and Practice Development and Implementation

From 2000 to 2003, graduate faculty members, academic administrators, graduate program administrators, registrars and chief financial officers from the ten Great Plains IDEA partner universities engaged in a U.S. Department of Education FIPSE sponsored project awarded to Kansas State University to develop models for inter-institutional collaboration. Model documents are available for review on the Great Plains IDEA website <http://www.gpidea.org> in the Collaboration Resource Center.

Graduate Deans in the Great Plains IDEA partner universities collaborated to implement inter-institutional programs while assuring that institutional standards and institutional cultures were retained. Individually, at the respective universities, each graduate dean led the revision of policies and practices to accommodate partnerships in graduate education while protecting the academic integrity of the programs. As a foundation for this work, the graduate deans made explicit these deceptively simple yet profoundly useful principles: 1) behave as equals, 2) share leadership, 3) respect and accommodate institutional differences; and 4) simplify student access. The full statement of principles is available at <http://www.gpidea.org/alliance/ResourceCenter/GradDeansPrinciples.pdf>.

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Inter-institutional graduate faculty teams developed the inter-institutional program and each of the courses within it, and set the standards and outcomes for student learning. The graduate faculty members at each partner university maintain admissions standards for students seeking to matriculate at the university, teach inter-institutional courses and advise students in the inter-institutional program. Planning for inter-institutional program implementation is rigorous—the plan must meet the standards for approval at all partner universities and conform to the program requirements of the Great Plains IDEA Board of Directors.

The faculty and administrators engaged in the work of the Great Plains IDEA have confronted the tough realities of collaboration and have found ways to manage them. Some of the realities and the Great Plains IDEA responses are identified below.

- 1) Partners that form alliances with each other remain competitors. The collaboration cannot sustain itself if it diminishes the competitive advantage of any partner—all must find advantages through collaboration that they do not experience without it. The Great Plains IDEA achieves this by sponsoring programs that no single university has the capacity to offer on its own.
- 2) The work of alliance building and maintenance is intellectually and emotionally intense. To manage this, the Great Plains IDEA leaders communicate frequently and openly about “heartburn” issues. The Great Plains IDEA participants have used inter-institutional benchmarking to identify best practices for institutional management of inter-institutional programs.
- 3) Without perceived urgency, momentum cannot be maintained. Without momentum, the alliance will stall and eventually fail. The leaders of the Great Plains IDEA are intentional about creating a sense of urgency to get work done and about developing policies and practices that promote administrative simplicity for joint endeavors.
- 4) Alliances function best when the playing field is level and when leadership is dispersed. Great Plains IDEA courses are offered at the same price at all partner universities. This price is renegotiated annually by chief financial officers. The Great Plains IDEA has a leadership succession plan designed to accommodate changes in institutional representatives to the Board and to assure that the work and the benefits of leadership are dispersed among the member universities.
- 5) Inter-institutional programs can only flourish when they have faculty and administrative support and when faculty undertake the academic work and administrators do the administrative work. The Great Plains IDEA program development processes assure that faculty who participate in inter-institutional programs, their department colleagues, and graduate and academic administrators all resolve issues within their areas of expertise and/or oversight.

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- 6) The transition to offering multi-institutional programs always requires some policy and practice changes related to graduate education.

About the Workshop Presenters

Graduate program administrators John Mayfield, James Guikema, and David Hilderbrand provided leadership to the development of graduate education policies and practices at their respective universities to support Great Plains IDEA programs (and now additional programs) and each oversaw the institutional program approval process for the inter-institutional graduate programs sponsored by the Great Plains IDEA. David Hilderbrand authored the *Statement of Principles* which provided a necessary foundation for program administration and oversight. John Mayfield is credited with enabling the graduate program administrators to agree to experiment with inter-institutional programming with his remark, "Well, are we going to be innovative, or aren't we?" James Guikema is credited with insisting that inter-institutional graduate programs not be managed by exception, but that they be managed by inventing appropriate institutional policy structures for inter-institutional programs. He is credited with the comment, "We don't want this to be held together by baling wire and duct tape, do we?"

Academic administrator Virginia Moxley is the immediate past chair of the Great Plains IDEA Board of Directors and co-director of the Kansas State University Institute for Academic Alliances. Dawn Anderson is a project administrator in the Institute for Academic Alliances which provides consultation to inter-institutional program alliances nation-wide.

Acknowledgements

The Panel acknowledges Virginia Moxley, Associate Dean, College of Human Ecology, Kansas State University, for serving as lead author on the article and John Mayfield, Iowa State University, for serving as the session organizer.

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Changes in the GRE

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Abstract

The GRE General Test is used by thousands of Graduate Programs to make admissions and funding decisions. The GRE Board and Program have been working on major revisions to the GRE General Test and these changes will affect applicants and institutions that use GRE General Test scores. This article describes the motivations for revising the GRE General Test and also some of the main aspects of these revisions. The article also describes the new testing network that ETS will use to deliver computer-based high stakes tests around the world.

Introduction

The GRE Board and Program have been working hard for the past several years on a number of initiatives that, when taken together, will offer tremendous advantages to students and graduate programs.

This article outlines these changes and also places them in an historical context that will be useful to graduate deans. The article also describes some of the recent changes that have been made in the GRE General Test and highlights the specific skills that are assessed in the GRE General Test. In addition, the article describes in some detail the changes that are planned for the GRE General Test, including the change in the computer testing network that will be used to deliver both the new GRE General Test and the new TOEFL internet Based Test TOEFL iBT.

The information in this article will be useful to members of the graduate community as they help prepare the faculty, staff and students on their campuses for the new GRE General Test that is scheduled to be introduced October 2006. The GRE Board and Program believe that the new GRE General Test will be a significant improvement over the current General Test and hopes that colleges and universities will be able to make good use of the information that will be provided when the new GRE General Test is launched.

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Skills Measured in the GRE General Test

For over 60 years the GRE General Test has been an essential tool in graduate admissions by providing reliable and valid measures of graduate applicants' cognitive (or "reasoning") abilities. Given the diverse population of individuals who apply to graduate schools each year, the GRE serves an important role in providing one set of measures that is common across all applicants, regardless of the applicant's citizenship, location, or type of undergraduate institution.

While the GRE General Test scores are an important source of information for graduate admissions committees, the GRE Board and Program have also noted that these scores need to be viewed in the context of all of the information contained in an applicant portfolio. Johnson and Payne (2004) discussed the Appropriate Score Use statement that was recently adopted by the GRE Board. This document is available at <http://www.gre.org/grescores.html>. The guidelines and recommendations for GRE Appropriate Score Use contained in that article will continue to be the recommendations of the GRE Board when the new GRE General Test is launched.

Before describing the New General Test it is important to review briefly the skills that are measured in the current General Test. While many graduate deans are very familiar with the GRE General Test, others may benefit from a brief overview. The information in this article should also be useful to all faculty and staff who serve on admissions committees or who serve in key decision making roles.

The GRE General Test is comprised of three sections, two involving multiple choice items (Verbal Reasoning and Quantitative Reasoning) and one (Analytical Writing) involving constructed responses. The General Test provides separate section scores on these three measures, with a 200 – 800 scale for the Verbal and Quantitative sections¹ and a 1-6 scale for the Analytical Writing measure², in half point increments.

The abilities measured in the three sections can best be understood by the high-level summaries of the specific skills tapped within each section. For the Verbal Reasoning measure these are the abilities to:

- Analyze and evaluate written material and synthesize information obtained from it
- Analyze relationships among component parts of sentences
- Recognize relationships between words and concepts

The Quantitative Reasoning section measures the ability to:

- Reason quantitatively
- Solve problems in a quantitative setting
- Understand basic concepts of arithmetic, algebra, etc.

The Analytical Writing section is the newest addition to the GRE General Test.

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The Analytical Writing section was introduced to the General Test in October 2002 in response to the expressed desire of faculty and graduate deans for a standardized assessment of critical thinking and writing ability. The Analytical Writing section measures examinees' abilities to:

- Articulate complex ideas clearly and effectively
- Examine claims and accompanying evidence
- Support ideas with relevant reasons and examples
- Sustain a well-focused, coherent discussion
- Control the elements of standard written English

Why Revise the GRE General Test?

The GRE Board and the GRE Program are responsible for continuously improving the GRE General Test, GRE Subject Tests and related products and services. One of the issues that has been of concern to the Board is the extent to which the current Verbal Reasoning measure reflects the verbal reasoning skills required for graduate school. Of specific concern is the extent to which the current test relies to a large extent upon vocabulary knowledge for some of the item types in the test for example antonyms and analogies. While a well-developed English vocabulary is certainly necessary for succeeding in graduate education when instruction, reading and writing assignments are given in English, a good vocabulary is not sufficient for succeeding in graduate school.

It is clear, then, that higher-level verbal reasoning skills than are currently measured in the General Test are required for success in graduate work. In light of this, several years ago the GRE Board directed the GRE Program to work with the ETS Research and Assessment units to create a Verbal Reasoning assessment that would be less prone to reflect simply knowledge of English vocabulary and more dependent upon critical reading and reasoning abilities. The overall desire is to create a test that assesses the verbal skills and abilities that underlie successful work in graduate education. The new General Test will still require that examinees have a large and flexible vocabulary, but it will be in the context of other material. Therefore, the examinees will be required to use that vocabulary in a variety of verbal reading, comprehension and problem solving-type tasks.

The Board and the graduate community have also called for changes in the Quantitative Reasoning section of the General Test. As with the Verbal Measure, there is a clear recognition in the graduate community that many graduate programs require students to reason in a quantitative domain. Given the diversity of quantitative techniques in use across all academic disciplines, any general skills test such as the GRE General Test has to balance the content and skill areas addressed. In addition, there needs to be a regular review of the areas assessed in the test to make certain that the content and skills are appropriate for the intended use of the test.

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In the case of the GRE General Test, faculty and graduate deans have argued in recent years that geometry is emphasized too much in the current test and that there is not adequate coverage of quantitative reasoning of the type required in many graduate programs such as interpreting quantitative data that is presented in a verbal or tabular mode. The GRE Board and Program have taken these concerns into account in the design of the new General Test.

Finally, there has also been some pressure to revise the Analytical Writing section of the General Test. Although the Analytical Writing section was added to the General Test only three years ago, the experience gained from the Analytical Writing measure in conjunction with feedback and preferences of the graduate community regarding this section, including the desire to have the essays distributed to designated institutions so that faculty could consider these essays when making admissions decisions, were used to revise this section. In addition, given the strong motivations for revising the Verbal and Quantitative sections, it was important to also consider the Analytical Writing measure in this revision. Although each of the three sections of the General Test is independent, the test must also be considered as a whole when it comes to issues such as length of the test. In summary, there were several motivations for revising the Analytical Writing section, including experience gained in the first several years of offering the Analytical Writing measure, timing concerns related to the desire to have the entire General Test be limited to approximately 4 hours, and the additional reasons as outlined above.

Overview of the New GRE General Test

All three sections of the General Test will be revised when the new test is launched. Although the precise details of the final configuration of the new General Test are still being developed as we continue our pilot testing and field test efforts, some key aspects of the new test are known at this time. For example, we know that the new General Test will be slightly over four hours and it will be a computer-based linear test³ administered on approximately 30 dates worldwide. We also know that the test will be delivered through a worldwide network of computer testing centers that will provide far greater access to the GRE General Test, as well as other ETS-owned computer-based tests such as TOEFL, PRAXIS, than is possible today.

In addition to these overall parameters there are a number of changes in the three sections of the test that are now likely. For the Verbal Reasoning Test there will be significant changes in the item types that are used for the General Test. The new test will not include antonyms and analogies, as these item types are heavily dependent upon vocabulary and they are the most vulnerable to the effects of memorization. There will be a greater emphasis on critical reading and higher-level verbal reasoning using a variety of new item types. An example of a new test item is a task that asks examinees to evaluate an incomplete argument and choose a statement that most logically completes that argument.

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For the Quantitative Reasoning section there will be a decrease in the proportion of geometry items. There will be an increase in the proportion of items that present quantitative information using a variety of formats such as tables, equations, and text passages. Examinees will be asked questions based on a careful analysis of the data. An example of this approach is the presentation of several statements in conjunction with tables or equations and requiring the examinee to determine if the statements must be true, false, or could be either true or false. Pilot testing with a wide range of new item types is being completed and some of these new item types may be introduced in the future after additional data is collected. Another significant change will be the inclusion of an on-screen, four-function calculator. This will allow examinees to focus on demonstrating reasoning skills rather than proficiency in calculations.

For both the verbal and quantitative measures new item types that take advantage of the computer as a test delivery medium are being considered. For example, there are item types that can be easily presented and scored by computer but these item types would be difficult to deliver and score in a paper and pencil test. Examples of such item types include a quantitative question that requires examinees to complete a data table by entering values into blank cells and an item that requires examinees to construct a response such as producing an equation.

For the Analytical Writing measure the new General Test will continue to require examinees to complete two essays, as is the case with the current Analytical Writing measure. One of these essays will require the examinee to critically evaluate an argument and the other will require the examinee to take a logical position regarding an issue.

One significant change in the new Analytical Writing measure will be that the topics, or prompts, that are used as the basis for generating the essays will be much more focused than is the case presently. Specifically, for each administration of the new General Test examinees will be given a short passage to read and then a prompt that asks them to evaluate a fairly specific aspect of the passage. The goal for this approach is to have topics that are general enough so that anyone with an undergraduate degree would be able to articulate a position on the topic. Such questions will not require knowledge in any specified discipline or topic. However, the passage will be precise enough so that it will be clear to readers that the essay was generated in response to the prompts, rather than reflecting vague, but well written sections of passages that an examinee may have memorized before the test.

Another aspect of the Analytical Writing measure that will change is that examinees will have 60 minutes to write two essays, rather than the 75 minutes currently allowed. Finally, the GRE Board and Program are planning to begin distributing essays to designated score recipients soon after the new General Test is launched. This will allow faculty and other decision makers to review the actual essays in addition to considering the scores for the Analytical Writing measure.

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ETS' New Internet-based Testing Network

As many members of the graduate community are aware, in September 2005 there will be a new TOEFL test introduced. This test, like the new GRE General Test, will be a linear test administered on fixed administration dates. There are many advantages to a fixed administration, linear test, and several of these pertain to both TOEFL and GRE. For example, in the new GRE General Test very limited, if any, reuse of items is planned. This approach greatly enhanced test security in terms of potential problems with examinees somehow gaining information about GRE items before their test. When the new GRE General Test is introduced, use of a single-use policy for the vast majority of items is planned. This procedure significantly reduces the value of any test items used on a given test date for subsequent examinees. The items will be used once and then retired to a pool of items that, while they may be used for other purposes, will not be used on future GRE General Tests.

While there are advantages to linear tests, there are also some other impacts that necessitate changes in the operation of the TOEFL and GRE testing programs. The largest difference from the perspective of examinees and colleges/universities involves the network of testing centers needed to meet the capacity demands of these very large, worldwide testing programs. At the present time, TOEFL and GRE General Tests are administered almost continually around the world. This means that the annual volume for these testing programs can be spread over a very large number of testing dates. When TOEFL and GRE move to a fixed linear testing format, this will mean that testing volume must be offered within the context of far fewer testing dates. As a consequence, the number of seats available for testing on any one administration date will be much larger than it is in the current, continuous testing mode.

The only cost-effective way to provide the seats needed to meet capacity demands in this linear testing paradigm is to have testing centers that can be used to administer TOEFL and/or GRE tests on specified dates, and then used for other purposes the remainder of the year. In other words, we need to create a testing network that will be able to greatly increase capacity on specified dates, and then revert back to a smaller capacity when there are not large numbers of people taking GRE or TOEFL tests.

ETS's solution to this problem of variable capacity is two-fold. First, ETS will continue to partner with Thomson-Prometric for computer-delivered tests worldwide. Prometric will both manage the testing network and also provide some fixed, dedicated "bricks and mortar" testing sites. In addition to these fixed centers, ETS will also have a parallel network of testing centers at colleges, universities and other organizations around the globe. These partners will utilize existing computer resources, such as computer laboratories or university testing centers that have internet access to deliver ETS tests on specified dates. These institutions will be compensated for their expenses and, importantly, they will also be able to provide access to tests such as the GRE and TOEFL iBT for

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their students and/or local residents. By creating a very large network of these centers we will be able to keep testing expenses as low as possible and create a testing network that greatly increases access for examinees around the world.

In summary, the ETS Certified Education Partner (ECEP) Program is a world wide internet-based testing network that involves ETS's traditional partners and stake holders that include colleges, universities, and overseas student-advising centers. The ETS Channel Expansion team is currently working to sign up institutions that are interested in becoming a part of this network. Institutions that are interested in learning more about the ECEP program and/or applying to be an ECEP Center can visit us online at www.ets.org/ecep. Alternatively, representatives of interested institutions can e-mail questions or inquiries to ETS at ecep@ets.org.

New Services for the GRE General Test

The new GRE General Test will represent a significant step forward that should help graduate programs make well-informed admissions and funding decisions. In order to make this transition to the new test as smooth as possible, and also to best serve students and graduate programs, the GRE Program is planning some important new products and services. Some of these products and services are designed to allow students to prepare well for the GRE General Test while other changes in services are intended to provide graduate programs with the best information possible.

One significant change will involve how scores are reported to academic institutions. The GRE Board has been very concerned about the manner in which GRE scores are used in decision making and the Board has directed the GRE Program to make changes in score reporting in an effort to address some of the problems associated with inappropriate score use. One of the frequent, and unfortunate, errors that is made in using GRE scores is the interpretation of small score differences. According to the GRE Board Appropriate Score Use Statement, "Decisions about applicants should not be based on small score differences, due to the inherent uncertainty in all forms of measurement."

To assist decision makers in using GRE General Test Scores, the GRE Program will continue to provide score recipients with the Conditional Standard Error of Measurement (CSEM) for each Verbal and Quantitative score⁴, but the information will be made more accessible by putting the CSEM on score reports.⁵ In any test there is some variability in scores due to random factors that are not associated with the underlying skill or knowledge being measured. As a result, if an examinee were to take the same test repeatedly, with no change in the person's familiarity with the test, preparation level or knowledge, it is possible that some of the resulting scores would be slightly higher or slightly lower than the score that precisely reflects the examinee's actual level of knowledge and ability or, the "true score". The standard error of measurement illustrates the average amount of error in a test score; the conditional standard error of measurement

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illustrates the amount of error for a score at a particular point on the score scale. Knowledge of the conditional standard error of measurement can help decision makers avoid decisions made on the basis of small score differences. For example, if two applicants had verbal scores of 590 and 600, respectively, the current conditional standard error of measurement for these scores would be 34. This would mean that the true scores for these individuals could be very similar and therefore, one would not want to make a decision based on the assumption that the person with the score of 600 had greater ability than the person with a 590.

The conditional standard error of measurement for the new GRE General Test will be reported as soon as there is a large enough sample of examinees to allow the GRE Program to compute a stable measure. This measure will then be reported along with the score and percentile for each verbal and quantitative measure. In addition, the score and percentile for each Analytical Writing measure will continue to be provided.

Summary

The GRE Board and Program are excited about the revisions being made to the General Test. The Board and Program believe that the new General Test will provide decision makers with improved measures of verbal, quantitative and analytical writing abilities that will aid in the evaluation of graduate applicants for admission and funding. The Board and Program are confident that the graduate community will find the data from the new General Test to be very useful and welcome comments and questions on the revision. Additional information will be available on the Educators section of the GRE Website (<http://www.gre.org/edindex.html>).

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(Footnotes)

¹ The GRE Board met June 16-18, 2005, and considered the possibility of revising the score scale for the verbal and quantitative measures. After reviewing the properties of the current scale, the changes in the new GRE General Test and the psychometric best practices for score scales, the Board agreed with the GRE Program recommendation to change the GRE score scale for the verbal and quantitative measures. Details of the new scale will be developed during the Fall/Winter 2005-2006.

² The Analytical Writing Scale of 1 – 6 reflects the fact that for constructed responses such as essays there are fewer scale points that can be reliably measured with only a small number of responses. Unlike the verbal and quantitative measures in which there are many questions in each section, in the Analytical Writing Measure

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each examinee writes only two essays. The other important difference between the measures that affect the appropriate score scale is the fact that whereas the verbal and quantitative measures have correct answers for each question, for constructed responses the raters (in this case, highly trained college faculty members) are making holistic ratings. Research has shown that a high degree of inter-rater reliability is possible with a 6 point scale; a much lower inter-rater reliability would be obtained if the essays were scored on a 1 – 100 scale.

³ The General Test verbal and quantitative measures are currently delivered as a computer adaptive test everywhere in the world except China, Hong Kong, Korea and Taiwan. For security reasons a paper and pencil version of the verbal and quantitative measures is delivered in these four regions. When the new test is launched, it will be in a traditional linear format worldwide. For examinees this will mean that within a section of the test they are free to answer questions in any order they wish, change answers up until the time allotted for the section has expired, etc.

⁴ In any testing situation a person's reported score is a combination of the person's true ability, knowledge, etc, and measurement error. In non-technical terms, the standard error of measurement indicates how certain the examinee's true score falls within a band around the reported score. Because measurement precision can vary across the score scale, the conditional standard error of measurement indicates the level of certainty for examinees at a given point on the score scale. Knowledge of the conditional standard error of measurement can help decision makers avoid making decisions on the basis of small score differences.

⁵ The CSEM for verbal and quantitative measures has always been available to score recipients. The CSEM data are published in the Guide to the Use of Scores. See, for example, Tables 6A and 6B in the 2004-2005 Guide. The Guide is available at www.gre.org/edupubs.html.

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MAGS Committee Reports

Auditing Committee Report

We reviewed the statements of assets, income and distribution, including the state of investments of the Midwest Association of Graduate Schools for the period covering April 1, 2004 to March 31, 2005. In our opinion, the financial statements present fairly, in all material respects, the financial position of the Midwest Association of Graduate Schools as of April 1, 2005.

Committee Members

Dennis L. Nunes, Chair, St. Cloud State University
Joseph Bast, University of Kansas Medical Center
Philip Pope, Purdue University
Piter Diffley, University of Notre Dame

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Distinguished Master's Thesis Award Committee Report

On behalf of the Distinguished Master's Thesis Award Committee, I am pleased to present the report of the 2005 committee selection process.

For the 2005 award, there were 56 nominated theses. The theses were sent to the eight members of the selection committee for review at their respective institutions; manuscripts received multiple reviews. The quality of the manuscripts nominated was excellent; many received very high reviewer scores with comments that indicated high-quality work on the part of the students nominated.

In March, 2005, committee members discussed the reviewers' scores and comments for the highest rated manuscripts and selected the following recipients for the 2005 UMI/MAGS Distinguished Thesis Award and for the ParamGun Sood Distinguished Thesis award:

MAGS /UMI Distinguished Master's Thesis Awards

Tracy DiMezzo, "Uptake Analysis of Fluorescently-Labeled Hydrophobic Organic Phosphate Substrates by Aquatic Hydrophobic Bacteria"
University of Illinois at Springfield
MS Biology, May 2004

Abstract. As with most freshwater planktonic organisms, growth is dependent on nutrient availability. Although uptake of inorganic phosphate (IP) by bacterioplankton has been characterized, growth on hydrophobic organic phosphates (HP) has received less attention. Given the rapid turnover of the bacterial community, a goal was to determine the significance of the lipid membranes P as a nutrient source using fluorescently-labeled substrates. Previous work showed that bacteria with hydrophobic cell surfaces grew faster on HP than IP while bacteria with hydrophilic surfaces could not readily use HP. The objectives of this study were to: 1) measure uptake of fluorescently-labeled phospholipids in bacteria and 2) determine the use of phospholipids for growth under limited phosphate conditions. The first set of experiments tested uptake of 1) labeled phosphatidylethanolamine (BODIPY-PE) (N-(4,4-difluoro-5,7-dimethyl-4-boara-3a,4a-diaza-s-indacene-3-propionyl)-1-2-dihexadecanoly-sn-glycero-3-phosphoethanolamine and 2) unlabeled PE, or 3) Na₂HPO₄. Cells were counted every 2h (DAPI method) for 14 h growth experiments using 24 h starved (i.e., no carbon or phosphate) *Pseudomonas aeruginosa* (hydrophobic) and *Enterobacter aerogenes* (hydrophilic) cultures (n=3; each). Hydrophobic bacteria grew equally well on BODIPY-PE as on PE (P=1.000). Next, pulse-chase experiments were

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completed with hydrophobic *P. aeruginosa* receiving a pulse of 0.2mM BODIPY-PE (final conc.) for 6 h and chased with 0.02mM unlabeled PE for 8 hours. Subsamples (2h intervals) were taken for cell counts and a second set was extracted with chloroform to measure BODIPY-PE in aqueous and non-aqueous fractions. BODIPY-PE seems to persist in the chloroform layer (i.e. lipid) for the first 6 h after which fluorescence was detected in the aqueous and chloroform layers. The significance of these results indicate: 1) rapid growth on HP as the result of P metabolism (as opposed to cell membrane intercalation) and 2) phospholipids may provide a sustainable source of P for bacteria with hydrophobic cell surfaces in freshwater systems.

Daniel R. Neises, "The State of the Liturgical Chant Tradition in the Late Seventeenth Century: A manuscript Study of a Hymnal from Paczków, Poland"

University of Cincinnati

MM Music History, December 2003

Abstract. The subject of this study is a manuscript of Gregorian chant dating from 1682 which comes from the parish church of St. John Evangelist in Paczków, Poland. It comprises primarily hymns and other chants of the Divine Office, but it lacks the antiphons and responsories that would be found in a typical antiphoner or breviary. It is best defined as a hymnal, but its unique format suggests a different function. Its late date also raises questions about its relationship with post-Tridentine breviaries. Through an examination of the history of chant and liturgical practices in Paczków and Poland, this study shows that this manuscript is evidence of a special liturgical tradition which used an abbreviated form of the Divine Office for devotional services to be observed by the lay congregation. Hymns constitute the bulk of the Paczków manuscript, and therefore are the focus of much of the detailed analysis in this study. A survey of pre- and post-Tridentine breviaries and liturgical calendars shows that this manuscript responds to post-Tridentine reforms, but not in any decisive way. The arrangement of hymns and feasts in the Paczków manuscript shows signs of both pre- and post-Tridentine liturgical configurations, and that its repertory was selected and ordered to suit the unique use of this hymnal. The hymn texts also reflect an eclecticism, and do not correspond directly with any single edition of the Roman Breviary. An examination of the hymn melodies in the Paczków hymnal also show evidence of a melodic tradition which may be related to the regional tradition from the Middle Ages. All hymn melodies in the Paczków hymnal are reproduced and included in a comparison with melodic types found in Bruno Stäblein's *Hymnen I*.

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ParamGun Sood Thesis Award

Michael David Nichols, "Malleable Māra: The Transformations of a Buddhist Symbol of Evil"

Miami University

MA, Comparative Religion, August 2004

Abstract. Despite its importance to the legend of the Buddha's enlightenment and numerous Buddhist texts, a longitudinal, diachronic analysis of the symbol of Māra has never been done. This thesis aims to fill that gap by tracing the Evil One's development in three spheres. Chapter one deals with Māra in the Nikāya texts, in which the deity is portrayed as a malign being diametrically opposed to the Buddha and his teachings. Chapter two discusses how that representation changes to ambivalence in certain Mahāyāna sūtras due to increased emphasis on the philosophical concepts of emptiness and non-duality. Finally, chapter three charts the results of a collision between the two differing representations of Māra in Southeast Asia. The thesis concludes that the figure of Māra is malleable and reflects changes in doctrinal and sociological situations.

These recipients have written impressive theses that are a credit to them and to their institutions. The committee was pleased to make the awards official at the 2005 Midwestern Association of Graduate Schools spring meeting in Kansas City, Missouri.

Respectfully submitted,
Maria Di Stefano, Chair
Dean of Graduate Studies
Truman State University

Committee Members

Maria Di Stefano, Chair, Truman State University
Mary Kite, Ball State University
Robin Bowen, Rockhurst University
Tom Bragg, University of Nebraska-Omaha
Eleanor Buczala, University of Cincinnati
Peggy Harrel, University of Southern Indiana
David Hilderbrand, South Dakota State University
John Karkheck, Marquette University
David Wilson, Southern Illinois University-Carbondale

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Membership Committee Report

The Membership Committee received inquiries for membership materials from three institutions this past year. A complete application was received from Indiana University-Purdue University Fort Wayne (IPFW) and was reviewed by the Membership Committee for approval. The Membership Committee recommended approval of the application and forwarded its recommendation on to the Executive Committee, which accepted the membership application by acclamation. Indiana University-Purdue University in Ft. Wayne is now a new member in MAGS.

The Membership Committee this year consisted of Dr. Edie Raleigh, Madonna University; Dr. Thomas Atkinson, Purdue University; Dr. Marilyn Vogler, Michigan Technological University; and Ms. Claire Rammel, Oakland University.

Respectfully submitted,

Dr. Patrick Melia
MAGS Treasurer
for
Dr. Edie Raleigh
MAGS Membership Committee Chair

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2005 MAGS Member Institutions

Illinois

Bradley University
Chicago State University
Concordia University
DePaul University
Eastern Illinois University
Illinois Institute of Technology
Illinois State University
Institute for Clinical Social Work
Keller Graduate School of Management
Loyola University of Chicago/Loyola Medical Center
National-Louis University
Northeastern Illinois University
Northern Illinois University
Northwestern University
Roosevelt University
Rush University
Southern Illinois University at Carbondale
Southern Illinois University at Edwardsville
The University of Chicago
University of Illinois at Chicago
University of Illinois at Springfield
University of Illinois at Urbana-Champaign
Western Illinois University

Indiana

Anderson University
Ball State University
Butler University
Indiana State University
Indiana University
Indiana University Purdue University Indianapolis
Indiana University Purdue University Fort Wayne
Oakland City University
Purdue University
Rose-Hulman Institute of Technology
University of Indianapolis
University of Notre Dame
University of Saint Francis
University of Southern Indiana

Iowa

Iowa State University
Maharishi University of Management
University of Iowa
University of Northern Iowa

Kansas

Baker University
Emporia State University
Fort Hays State University
Kansas State University
MidAmerica Nazarene University
Newman University
Pittsburg State University
University of Kansas
University of Kansas Medical Center
Wichita State University

Kentucky

Northern Kentucky University
Southern Baptist Theological Seminary
University of Kentucky

Michigan

Andrews University
Calvin College
Central Michigan University
Davenport University
Eastern Michigan University
Grand Valley State University
Kettering University
Madonna University
Michigan State University
Michigan Technological University
Northern Michigan University
Oakland University
University of Michigan
Wayne State University
Western Michigan University

Minnesota

Bemidji State University
College of St. Scholastica
Minnesota State University, Mankato
Mayo Graduate School
St. Cloud State University
Saint Mary's University
University of Minnesota Twin Cities
Walden University
Winona State University

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Mississippi

Mississippi State University

Missouri

Central Missouri State University
Drury University
Northwest Missouri State University
Rockhurst University
Saint Louis University
Southeast Missouri State University
Southwest Missouri State University
Truman State University
University of Missouri - Columbia
University of Missouri - Kansas City
University of Missouri - St. Louis
University of Missouri - Rolla
Washington University in St. Louis
Webster University

Nebraska

Chadron State College
Creighton University
Peru State College
University of Nebraska - Lincoln
University of Nebraska at Omaha
University of Nebraska Medical Center
University of Nebraska at Kearney

North Dakota

Minot State University
North Dakota State University
University of North Dakota

Ohio

Air Force Institute of Technology
Ashland University
Bowling Green State University
Case Western Reserve University
Cleveland State University
Hebrew Union College - Jewish Institute of Religion
John Carroll University
Kent State University
Medical College of Ohio
Miami University
Ohio University
Notre Dame College of Ohio
The Ohio State University

University of Akron
University of Cincinnati
University of Dayton
University of Toledo
Ursuline College
Wright State University
Xavier University
Youngstown State University

Oklahoma

Cameron University
Oklahoma State University
Southeastern Oklahoma State University
Southwestern Oklahoma State University
University of Central Oklahoma
University of Oklahoma
University of Oklahoma Health Sciences Center
University of Tulsa

South Dakota

Northern State University
South Dakota School of Mines
South Dakota State University
University of South Dakota

Texas

Texas Tech University

Wisconsin

Concordia University
Marquette University
Sacred Heart School of Theology
University of Wisconsin - Madison
University of Wisconsin - Eau Claire
University of Wisconsin - Green Bay
University of Wisconsin - La Crosse
University of Wisconsin - Milwaukee
University of Wisconsin - Oshkosh
University of Wisconsin - Platteville
University of Wisconsin - River Falls
University of Wisconsin - Stevens Point
University of Wisconsin - Stout
University of Wisconsin - Superior
University of Wisconsin - Whitewater

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Publication Committee Report

The primary charge of the Publication Committee is oversight of the preparation of the *Proceedings of the Midwestern Association of Graduate Schools*. Harry Berman served as committee chair. During the past year, manuscripts were received from presenters at the April 13 – 16, 2004 meeting; these manuscripts were reviewed and edited, and the *Proceedings of the 59th Annual Meeting* were assembled.

With help from the Program Chair, the Publications Committee has more firmly established expectations that presenters provide copies of their papers to the *Proceedings* editor for publication.

Deborah Berman edited each of the papers in the 2004 *Proceedings*. The *Proceedings* were printed by the University of Illinois at Springfield's Printing/Duplicating Services office as a cost of \$1978.00 for 275 copies (including shipping). The 2004 *Proceedings* volume was mailed to all attendees of the 2004 meeting as well as to the dean of each member institution. An archival copy was sent to the Council of Graduate Schools office in Washington, DC, and a number of copies were given out at the 2004 meeting in St. Louis. The Chair of the Publications Committee worked with the MAGS Secretary/Treasurer to refine the distribution list.

Respectfully submitted

Harry Berman, Chair

Associate Vice Chancellor for Graduate Education and Research
University of Illinois Springfield

Committee Members

Harry Berman, Chair University of Illinois-Springfield
Frank Einhellig, Southwest Missouri State University
George Green, University of Minnesota
Robert Augustine, Eastern Illinois University

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Treasurer's Report FY 2004-2005
Period Covered - 10/01/04 to 12/31/04

ASSETS

Checking Account (10-01-04)	18,914.85
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REVENUE

Late Dues for 2004	400.00
Dues for 2005	5,450.00
Dues for 2005	<u>5,225.00</u>
Subtotal Assets and Revenue	29,989.85

DISBURSEMENTS/EXPENSES

Reimburse Patrick Melia (Indianapolis 2007 Site Visit)	134.63
Adjustments to the Account (Errors in interest & check clearance)	112.49
Reimburse Patrick Melia (MAGS Breakfast CGS)	<u>172.63</u>
Subtotal	419.75

<u>CHECKING ACCOUNT BALANCE (12-22-04)</u>	29,570.10
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<u>INVESTMENT ACCOUNT BALANCES</u>	30,000.00
(\$10,000 CD @ 2.00% for 8 months)	
(\$20,000 Annuity @ 5.8% annuity interest)	

<u>TOTAL CURRENT ASSETS (12/31/04)</u>	59,919.12
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Patrick Melia
Secretary/Treasurer
December 31, 2004

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MAGS Treasurer's Report FY 2004-2005

Period Covered - 01/01/05 to 03/31/05

ASSETS

Checking Account (01-01-05)	29,570.10
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REVENUE

Dues for 2005	1,950.00
Contributions for reception	4,600.00
2005 Meeting registration & exhibitor fees	<u>18,590.00</u>
Subtotal Assets and Revenue	54,710.10

DISBURSEMENTS/EXPENSES

Iowa State University	231.00
(Payment for printing 2005 brochure)	
University of Illinois at Springfield	1,942.78
(Payment for 2004 <i>Proceedings</i> printing)	
Eastern Michigan University	<u>443.86</u>
(Mailing 2004 <i>Proceedings</i> & 2005 brochures and conference invitations)	
Subtotal	2,617.64

<u>CHECKING ACCOUNT BALANCE (03-24-05)</u>	52,092.46
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<u>INVESTMENT ACCOUNT BALANCES</u>	30,349.46
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<u>TOTAL CURRENT ASSETS (03-24-05)</u>	82,441.48
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Patrick Melia
Secretary/Treasurer
March 24, 2005

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Instructions to Contributors to the Proceedings of the Midwestern Association of Graduate Schools

Proceedings Editor

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Dean of the Graduate School
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Adherence to the submission schedule and instructions on how to submit your manuscript is essential to the timely publication and distribution of the *Proceedings of the Midwestern Association of Graduate Schools*. In addition, continuity in style and form are central to the appearance of any publication of articles. These guidelines have been developed to help achieve that goal of consistency and yet allow for freedom and presentation for the array of topics that constitutes the *Proceedings*.

The *Proceedings of the Midwestern Association of Graduate Schools* contains the text of presentations at the annual meeting, MAGS committee reports, summaries of small-group discussions, and other items of concern as appropriate to support the goals of the organization. Authors should be aware that the text of oral presentations may need some modifications for clear communication as a publication in the proceedings. They should revise the presentation to make it suitable for publication. The *Proceedings* does not act as a general publication outlet nor does it accept unsolicited manuscripts.

How to Submit Your Manuscript

Submission. Presenters, Workshop Facilitators, and Committee Chairs preparing annual reports should provide materials for publication to the member of the Publications Committee who requests the manuscript. Guidelines for panel facilitators are provided as the last section of these instructions to contributors.

Format. All manuscripts must be submitted electronically in Microsoft Word format (.doc) or rich text format (.rtf). PowerPoint or similar presentations are not acceptable.

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Review of the manuscripts. The Publications Committee assumes responsibility for editing *Proceedings* manuscripts.

Time Table. Publications Committee members will specify a deadline for manuscripts. Generally manuscripts and reports should be received by the Publications Committee member no later than **60 days** following the annual meeting.

Manuscript Preparation. Presenters, Workshop Facilitators, and Committee Chairs preparing annual reports are urged to review a recent edition of the *MAGS Proceedings* as a guide for preparing their manuscripts. Copies are mailed to all association members. The general guidelines are as follows:

Title	Use the title published in the meeting schedule, typically 10 or fewer words.
Authorship	Provide your name, title, institution, address, and email address.
Abstract	The first section should be an abstract of no more than 100 words.
Line spacing	Single space.
Paragraphs	Double space between paragraphs; do not indent.
Headings	Use of headings is encouraged, but should not exceed two levels. Left justify headings and bold.
References/ citations	<i>Chicago Manual of Style</i> documentation style. Your references must be complete; if not, you will be contacted to provide the missing information. The editor cannot complete your references or verify them for accuracy.
Length	Ten single-spaced pages is the maximum length anticipated.
Figures/ artwork	Graphs/figures developed using Microsoft Office are acceptable. Otherwise, provide clean, camera-ready copies that can be photocopied directly into the <i>Proceedings</i> .

Workshop Facilitators

The following guidelines apply to interactive meeting sections that are under the direction of a workshop facilitator, who is responsible for formulating key questions for discussion, moderating the discussion session, and providing a written summary for the *Proceedings*. After the title and authorship (facilitator), the manuscript presented to the *Proceedings* should start with a statement of the topic and a bulleted list of four to six questions that served as the focus of the discussion. These elements should be followed by a concise summary (250-500 words) inclusive of the salient points, comments, or questions that arose during the group discussion. If desired, references can be included in a standard reference list according to the format specified for other manuscripts in the *Proceedings*.

