



## From Teacher to Graduate Dean: An Unexpected Journey

*Karen P. DePaauw, Ph.D., Vice President and Dean for Graduate Education, Virginia Tech*

Stories—narratives—are powerful. They convey their message differently than academic essays and articles. What I share below is the story of my journey as a Graduate Dean and my reflections on that journey. It is a professional journey and at times personal. It has been a wonderful, enriching and of course sometimes challenging journey, and I hope sharing it will allow readers to find inspiration as they serve the graduate education community and aspire to make a difference.

I grew up in a family of teachers, though I didn't think I would become one. Although I didn't follow a traditional path to teaching, I ultimately became a teacher of neuro-development and adapted physical activity for individuals with disabilities (ages 3-21) in the public schools in Los Angeles, California. After several years of teaching, exciting professional opportunities with the United States Olympic Committee (USOC) and a temporary teaching position at California State University Los Angeles were presented to me; I accepted them, and relished the new opportunities.

Early on I learned to be open to the twists and turns of the journey, to allow the path that was unfolding without knowing ahead of time where it would lead, to not to be afraid to open doors and take opportunities that were presented along the way. I haven't followed a linear trajectory and enjoyed the excitement that comes with knowing that I could make a difference, even if I didn't always know how and in what ways.

One such example was when the door opened to a leadership opportunity in graduate education at Washington State University (WSU) and I walked "across the bridge" from the main Pullman campus to the administration building. After becoming a member of the graduate faculty at Washington State University, I became affiliated with the Graduate School six years later when I accepted a .50 position as a research associate. This experience ultimately led to an appointment as .50 associate dean, then an opportunity to serve as Interim Dean, and then Dean of the Graduate School at WSU. I truly enjoyed being a faculty member and mostly considered myself a faculty member on temporary assignment in administration; I continued to teach and publish. As a faculty member, I had established a pattern of attending professional meetings, presenting and serving in leadership positions within my academic associations, and I continued to do so even after becoming active in the national graduate education community.

During my employment at WSU, a Washington graduate deans group was initiated. I attended and presented at the Western Association of Graduate Schools (WAGS) conferences, and began my long-time association with the Council of Graduate Schools (CGS) through attendance at its annual meetings. Jules LaPidus was President of CGS during this time, and I remember distinctly his belief that graduate school had two primary purposes: quality control and quality assurance. He set the tone for policy and procedures to guide and improve graduate education; he also focused on an increased recognition for outstanding work completed by graduate students. These were evident in the policies and programs established by CGS. At WSU, we followed these leads and also developed early programs in interdisciplinary graduate education; diversity and recruitment efforts; and, future faculty programs.

In 2002, I was recruited to and accepted the position of Vice Provost for Graduate Education and Dean of the Graduate School at Virginia Tech. Debra W. Stewart had recently become President of CGS and our paths intersected through CGS and we continued to work together throughout the next decade. During her tenure, Debra led, as the leadership grant in her name reflects, “groundbreaking initiatives in the area of research, public policy, institutional benchmarking and global graduate education,” including research integrity; graduate education as public good; preparing graduates for the 21<sup>st</sup> century economy and workforce; and, the global strategic leaders’ summit. These would guide the development of programs and initiatives at colleges/universities around the U.S.

At Virginia Tech, I was encouraged to rebuild graduate education, and I created the innovative Transformative Graduate Education initiative, under which I developed and oversaw the implementation of several programs, including Preparing the Future Professoriate (PFP); the Citizen Scholar program; interdisciplinary graduate education (IGEPs, IPhD – individual interdisciplinary PhD); inclusion and

diversity initiatives; ethics and scholarly integrity requirements; the Academy for GTA excellence; the future career professionals program; communicating science; and, the global perspectives programs (GPP). Enhanced technologies and social media became an integral part of the Graduate School operations. The establishment of the Graduate Life Center (GLC) would embody and embrace the effort to sustain an inclusive and diverse graduate community and came to represent a unique space and place for a vibrant national and international graduate community.

It was the existence of a strong sense of community that helped us come together in support of each other as we endured the tragic loss of graduate students, undergraduates and faculty at Virginia Tech on April 16, 2007. This challenged the community broadly and me personally and professionally. It is difficult to describe the emotions that come with the loss of students and faculty colleagues. I discovered an internal strength that I didn’t know I had, and turned my grief into a caring and concerned leadership role with a calm and decisive focus, one intent on sustaining our conviction to heal and strengthen the graduate community.

Following my experiences in the northwest, several of us joined forces to form the group of Virginia Deans which would ultimately become the Virginia Council of Graduate Schools (VCGS). Our philosophy was centered on collaboration, not competition, and on better serving the graduate education constituencies in the Commonwealth of Virginia. The Conference of Southern Graduate Schools (CSGS) was our regional association and I became an active participant. The CGS annual meetings and summer workshops were an important part of my journey in the graduate education community. I attended and presented, but more important, I listened and learned. The graduate community was an integral part of my professional life and ultimately, I would assume leadership roles: CSGS President and Chair of the CGS Board. These

opportunities would open more doors to other leadership roles, including serving as Chair of the GRE Board.

There are many events that have had an impact upon my journey as a graduate dean but I will mention only two here that significantly helped to shape my thinking and actions. First, the circumstances surrounding my hire at Virginia Tech in 2002 provided me with firsthand experience of discrimination on the basis of one's identity, the importance of equity and social justice in all we do, and how the power of collective community action can defeat the hate and homophobia of a powerfully positioned few. The hateful and homophobic email that was sent to me when I accepted the position as VP and Dean at Virginia Tech and the cancellation of my partner's faculty contract was a personal and professional attack. It was the support of the larger Virginia Tech community and our national organizations that allowed us to defeat the homophobic fear of a handful of members of the VT Board of Visitors. We both gained a stronger understanding of and an increased commitment to social justice, and expanded our drive to work for equity for all in higher education. This situation and things that would follow positively influenced the direction of my journey as a graduate dean. During that time, Derrick Bell's book, *Ethical Ambition; Living a Life of Meaning and Worth*, was published. Among his reflections, he wrote of the 'power of passion,' of the need for 'courage and risk-taking,' and 'ethical inspiration.' I worked to embrace his message as I settled in to my work at Virginia Tech. The support and encouragement of Debra Stewart and others in the graduate community like Kate Stimpson allowed me to persist and continue with my vision and my journey as it would unfold.

Second, I specifically remember the presentation given by Daniel Pink at the 2005 annual CGS meeting when he shared his insights and musings about the Conceptual Age articulated in his book, *A Whole New Mind*. As an example of how preconceived

assumptions prevent us from using our "whole mind" to see things differently, Pink tells the story of his son's identification of the "arrow" on the side of the FedEx truck. Like Daniel Pink, I had never seen the arrow before and the take-home message for me was to look for and to learn to see the 'unobvious.' In academia, we are so trained to see FedEx as a brand (words) that we sometimes forget to see the visual of the "arrow" between the "E" and the "x." (  ) Pink and his writings have encouraged me to continue to think differently about the conceptual age and its importance in transforming graduate education and to seek that which might be 'unobvious' at first glance.

In closing, here are a few reflections that I'd like to share with all of you:

1. Many years ago, I brought 'futurisktic' into my vocabulary; that is, it is a word I coined as a way to remind me that being futuristic often requires taking risks; the unconventional spelling of the word conveys the risk of challenging norms. It has guided me throughout my career in graduate education. I learned not to be afraid to move forward without first having a finished product, and that allows the process to unfold. Engaging colleagues (graduate students, faculty) in the process creates a better outcome in the long run, but sometimes has a few bumps along the way. Creating a community of trust and respect make the process easier and the outcome better.
2. The tools in my 'toolkit' expanded as my experiences grew. I tested ways of facilitating and leading and the skills evolved. I focused on collaboration, facilitation, being a constructive critic as needed, an observer, a leader, and more. Of great importance is learning to listen and becoming an active listener. This also requires that we are present and engaged with the issues.

3. Be actively involved with graduate students. Teach classes; hold dialogue sessions and ‘GuacTalk (guacamole)’ sessions; participate in student governance; keep an open door and build trust among the graduate students. Since assuming the Dean’s position I have taught at least one course every semester and sometimes two.
4. Keep active in professional activities, especially in the graduate education community, but also one’s academic home(s). Hold to the notion that you are a faculty member on assignment in administration.
5. Adopt a ‘can do’ attitude, rather than focus on what can’t be done.
6. Decision-making should rely on knowing what the principle is that informs policy. It is important to identify and understand the underlying principle; if it still holds, adhere to policy. If not, change the policy.
7. Pay attention to higher education trends and issues as well as trends around the world. We must keep on top of the trends in order to continuously provide opportunities through which graduate students can prepare themselves as global citizens in an ever-evolving workplace.
8. Encourage and support international experiences and advance understanding of higher education as a public good in a global context.
9. Advocate for graduate education and graduate students.
10. Be passionate about the work of the Graduate School.
11. Understand the university as a social institution with social responsibility. Ensure that our graduate students are engaged with society and can communicate *with* (as well as to) the public.
12. Encourage and support inter- and trans-disciplinary research and foster interdisciplinary thinking.
13. Model the highest ethical standards and keep integrity at the core of the work of a graduate school.
14. Graduate schools naturally have a broader view of the university and we must work collaboratively. We can convene (metaphorically and literally) and can utilize this power to effect change.
15. Champion inclusion and diversity (inclusion requires diversity) and social justice.
16. Share what you have learned with colleagues for the enhancement of graduate education.
17. Be open to change and be willing to change. And, inspired by Gandhi, as graduate deans let’s be the change we wish to see in the world.

It has been a delight to serve as a graduate dean and be a part of the change that I wanted to ‘see in the world.’ I am honored to have been awarded the inaugural Debra W. Stewart Outstanding Leadership award in December 2016. As I tried to say in my acceptance speech at the CGS Annual Meeting, graduate deans can make a difference and must.

### *References*

- Bell, D. (2002). *Ethical Ambition: Living a Life of Meaning and Worth*. New York: Bloomsbury.
- Pink, D. (2005). *A Whole New Mind: Moving from the Information Age to the Conceptual Age*. New York: Riverhead Books.

## What Is a Doctorate?

### *Perspectives from the 2016 Global Summit on Graduate Education*

*Katherine C. Hazelrigg, Communications Manager, Council of Graduate Schools*

Over the last decade, a number of global trends affecting the definition and delivery of doctoral education have emerged. Seeking to standardize and clarify various degree types, many countries, regions, and organizations have advanced degree outcomes frameworks that more clearly articulate the desired outcomes of doctoral degrees. Meanwhile, significant growth in the number and types of professional doctorates has led to new questions about the difference between PhDs and professional doctorates. Finally, and perhaps most importantly, disciplinary societies, funding agencies, graduate

institutions, and students have begun to put serious effort into understanding and diversifying the careers of PhD alumni. In light of these changes, CGS and the University of São Paulo (USP), an international member, invited representatives from 11 countries to explore the question, “What is a Doctorate?” at the Tenth Annual Global Summit on Graduate Education in São Paulo, Brazil. With generous support from the Education Testing Service (ETS), we convened graduate deans and leaders with comparable roles for a two-day summit from November 15-17, 2016. Panel topics included:



- Trends Reshaping the Doctorate
- Evolving definitions of the PhD
- Doctoral admissions: assessing readiness to pursue doctoral study
- Growth in Professional Doctorates
- Doctoral-level competencies, outcomes and skills
- Innovations in doctoral curricula and training
- Broadening career options for PhDs
- Changes in the format of dissertations and other doctoral-level capstone projects

### **Broadening the Purpose and Definition of the Doctorate**

Summit discussions highlighted a shift in many countries toward broadening the training of doctoral students to include preparation for careers beyond academia. According to panelist and steering committee member, Hans-Joachim Bungartz of the Technical University of Munich, technical universities in Europe are focused on professional development for doctoral recipients who plan to work both inside and outside of academia. “We are developing innovative approaches to doctoral training that combine [...] sound research

competencies with interdisciplinary and transferable skills training to enable doctoral candidates to become independent thinkers, responsible researchers, and leaders in their future profession – inside or outside academia.” Reflecting a similar philosophy, Mark J.T. Smith from Purdue University observed that doctorates should prepare degree holders to learn and use knowledge in different contexts: “Those holding advanced degrees should be trained to be self-learners, equipped with the ability to transition from one area of expertise to another, and doctoral education should include adaptive learning skills.”

Broader professional training for doctoral students has also emerged in Australia. Denise Cuthbert at Royal Melbourne Institute of Technology University (RMIT) observed a move towards what she described as an “external facing PhD,” where training prepares students to work inside and outside academia and to work collaboratively with international partners.

How is this new need for professional development assessed and delivered? Texas A&M University’s Karen Butler-Purry described a series of surveys implemented by her university. These include graduate student climate surveys, graduating student surveys, and professional development participant surveys. Butler-Purry noted that many graduate students were unaware of all the professional development opportunities available to them. As a result, the Office of Graduate and Professional Studies created an online portal to aggregate existing resources at the departmental, college, and university level.

Representing York University, Barbara Crow raised the need for “an institutional commitment to integrate and update professional skills training through the graduate curriculum.” She also introduced the online tool, [MyGradSkills](#), “a resource for graduate students and postdoctoral fellows to enhance professional skills so that they can succeed during their studies and research, and in a range of career paths.” A shared understanding of standardized knowledge and expectations regarding professional skill sets would benefit the larger graduate education community, Crow observed.

### **Doctoral Admissions and Recruitment: Assessing Readiness to Pursue Doctoral Study**

Assessing readiness of prospective doctoral students has become an increasingly important strategy for improving doctoral student retention and success. Current application requirements and holistic review (also known as whole-file review) were important topics of conversation during this year’s Summit.

The overall admissions process and the rising topic of holistic review were addressed by David Payne from Educational Testing Service (ETS). “As part of an effective holistic admissions process, proper use of test scores can help institutions select a diverse and talented pool of graduate applicants and enrolled students,” Payne noted. He added that while some factors are subjective, standardized test scores are “common criteria” that add an important element to the admissions process.

A number of summit participants advocated for a flexible approach that includes qualitative and quantitative analysis of graduate applicants. Kate Wright from the University of Western Australia noted an increase in applications from candidates with “non-standard backgrounds,” which can make assessments with a static set of criteria difficult. According to Walsh, “Taking a metrics based approach provides comfort to assessors, particularly those from the science and engineering disciplines, but less so to those in the arts and humanities. However, too heavy a reliance on university rankings and other metrics based indicators may blind us to the ability of the student and their potential to undertake independent research.” Walsh advocates for face-to-face interviews when making final decisions.

One of the recommendations to emerge from the Global Summit was that universities should use evidence-based admissions processes that promote broader inclusion and diversity and maximize probability of student educational and career success. Currently, no validated model for implementing holistic review in graduate admission exists, and questions remain about what constitutes a minimum threshold for holistic admissions. (See [CGS’s report on Holistic Review for more information](#).) The Global Summit highlighted the fact that universities are open to considering new models for evaluating candidates for admission, and gathering data that links admission criteria to student success.

## **Doctoral Mentoring & Supervision**

Mentors and supervisors play an important role in the definitions and delivery of doctoral education. Outcomes frameworks and training are at the top of the agenda as institutes of higher education consider how mentoring is measured and valued. Vahan Agopyan from the University of São Paulo argued that universities often operate under the assumption that good researchers automatically make good supervisors, but he pushed back against this idea, encouraging leaders of graduate programs to develop programs to provide systematic training for supervisors.

The University of Hong Kong's Mee-Len Chye outlined a number of strategies employed by HKU, which included mandatory supervisor training workshops and responsible conduct of research workshops to be completed within 12 months of arrival. Faculty may not take on supervisor roles until these requirements are met.

Discussion among summit participants led to a number of recommendations that were included in the final summit statement. Institutions seeking to improve the quality of faculty mentoring should ensure that supervision is adequately recognized in the supervisor's work load and performance assessment, and include mentor training and doctoral student professional development approaches in training for junior faculty.

## **Doctoral Dissertations and Capstones**

Conceptions of dissertation and doctoral-level capstone formats have evolved in recent years. Two issues—the skill sets demonstrated by the completion of a dissertation demonstrates, and alternative formats for the dissertation—were a focus of discussion at the summit. These issues are of particular interest to the Canadian Association of Graduate Schools, which formed a working group in 2016 to address questions surrounding the dissertation. Marie Audette of Laval University

presented on several findings and announced a formal release of the conclusions and recommendations in 2017. An overarching theme is the need for flexibility – in form, format, and presentation – to accommodate the changing landscape of transferable skillsets.

Alastair McEwan from University of Queensland pointed to the current trend in STEM disciplines of producing a “thesis with publications” that allows for easy modification for submission to peer-reviewed publications. However, he says this is not sustainable, since “increasingly candidates refuse to make changes suggested by examiners on the grounds that their work has already been peer reviewed for publication and there is a varying degree of compliance with the requirement to provide a connecting narrative.” McEwan argues the solution is to move to mandatory oral examinations that better measure the quality of the candidate, and the University of Queensland will institute this process over the next few years.

The notion that the dissertation needs innovation was supported by Christopher Sindt at Saint Mary's College of California. He argued that since the professional workplace increasingly values collaboration, teamwork, and interdisciplinary teams, doctoral education must rethink the dissertation, and “move the doctoral student experience toward open systems that incorporate multiple communities...and help students learn how their work is connected to the public good.” This is consistent with CGS' work with the National Endowment for the Humanities to establish the [Next Generation Humanities PhD Consortium](#), which seeks to emphasize the public value of the humanities and to strengthen the career preparation of humanities PhD students.

## **How Do Doctoral Assessment & Career Tracking Improve the Quality of Doctoral Education?**

The final panel focused on trends in the long-term career pathways of PhD alumni and the processes

institutions use to collect data useful for program improvement and assessment of doctoral curricula. A number of participants shared strategies for using outcomes to assess doctoral programs. Philippe-Edwin Bélanger from the Université du Québec advocated for a better understanding of the skillsets acquired in graduate study, which can improve the transition of graduates to the workforce and highlight the contributions of doctoral students to society.

Luke Georghiou of University of Manchester underscored these ideas, particularly better tracking of the career paths and skills sets needed for doctoral recipients who leave academia. Georghiou stressed the importance of both qualitative and quantitative skills for doctoral degree holders, “including a capacity for critical and original thoughts, management of uncertainty and an openness to evidence-based solutions.”

Cornell University regularly collects information from their doctoral alumni, including their career paths, satisfaction with their preparation, and suggestions for improvement. According to Cornell’s Barbara Knuth, “while it is interesting to consider these data in aggregate for the university overall, or at the level of discipline, the real utility of many of these data lies at the level of the degree program, where faculty directors of graduate studies can work with

their graduate faculty to consider the data for their program, compare to similar, peer programs at Cornell, and compare to their aggregated discipline at Cornell.” The key takeaway from the session was that data help us make the case for resources and ongoing needs for improving students’ career preparation.

### **Next Steps**

At the Summit’s conclusion, participants developed a set of [Practical Actions](#) to better understand the definitions and delivery of doctoral education. These recommended actions are intended as a menu of options for graduate institutions seeking to better prepare themselves and their students for the evolving doctorate. In the [full document](#), additional actions are listed by panel theme.

As in past years, CGS ensures that the insights developed at the Global Summit are shared broadly with the entire CGS membership. The online proceedings of the event are available on the [CGS website](#), including the brief papers presented by summit participants. These papers include summaries of current issues experienced by universities around the world and describe resources developed by CGS member institutions. We hope you will access these electronic proceedings and share them with colleagues on campus.

## **Data Sources: Highlights from the 2017 CGS Pressing Issues Survey**

*By Hironao Okabana, Assistant Vice President, Research & Policy Analysis*

The CGS Pressing Issues Survey is an important vehicle for the Council of Graduate Schools (CGS) to stay apprised of the key priorities for our member deans. The 2017 survey was administered to all 485 graduate deans or equivalent at CGS member institutions based in the U.S. and Canada via email between February 1 and February 17, 2017. The response rate was 42%, with 205 institutions recording their survey responses. The survey asked a range of questions regarding priorities for graduate

deans, graduate schools, and their home institutions for the upcoming twelve months, as well as observations of graduate application trends. This article provides insights into three key areas: graduate application trends, advocacy, and diversity.

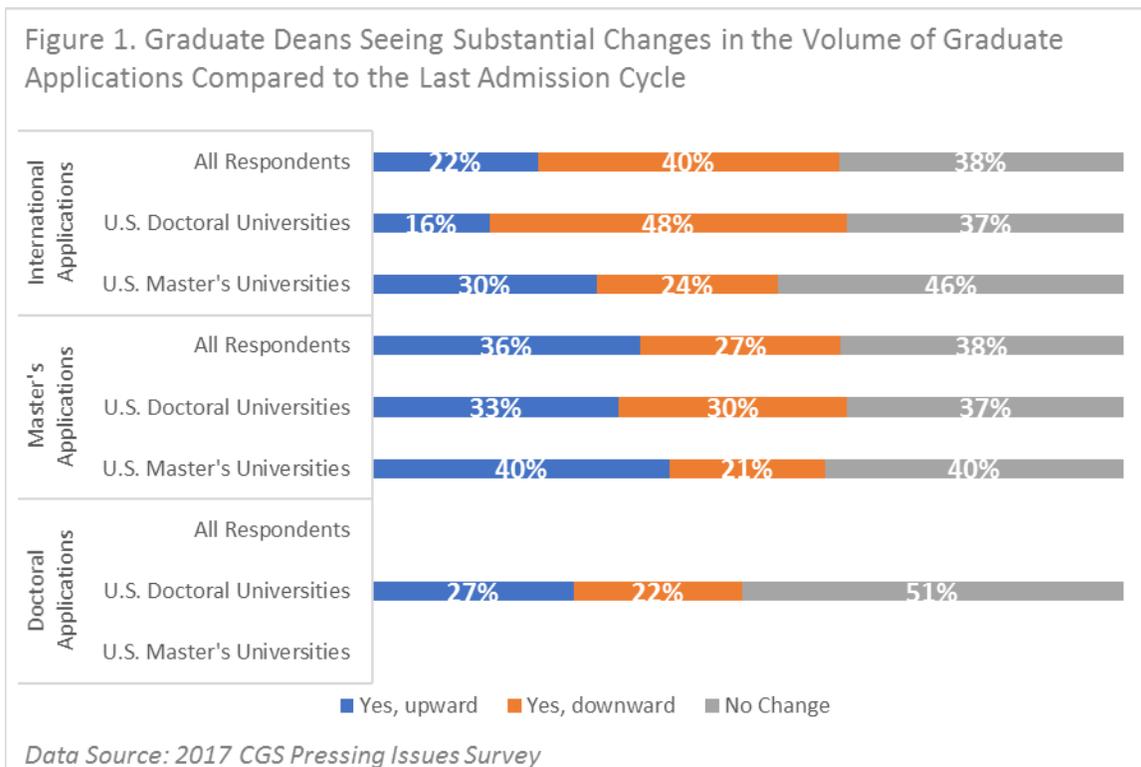
### **Graduate Application Trends**

#### *International Application Trends*

Nearly one half of graduate deans at U.S. doctoral universities (48%) indicated they are seeing

downward changes in international graduate applications this year, compared to the last application cycle. A little over one-third (37%) indicated they are seeing no substantial change. In contrast, only one quarter of U.S. master’s colleges and university graduate deans observed substantial downward changes in international graduate applications. Of those graduate deans who indicated downward changes in international graduate applications, the majority (53%) attributed the shifts to “Other Factors.” Many wrote in concerns related to the current political climate and immigration policies. Though only seven Canadian institutions responded to this survey, all seven graduate deans at these institutions indicated upward changes in international graduate applications with some attributing the increase to recent U.S. policies.

However, at this point, it may be premature to attribute the downward trend of international applications entirely to the recent immigration executive orders. CGS previously [reported](#) a 1% growth in international graduate applications between Fall 2015 and Fall 2016 and attributed some of this decline to economic factors. Also, while some may link this to the November election results, the recent immigration executive orders were not issued until the Fall 2017 application cycle was well underway. Much uncertainty remains with pending court cases, and a clearer understanding of the impact on international graduate admissions will be seen in admission yield rates, visa issuance statistics, and matriculation rates for the upcoming Fall semester and beyond. Nevertheless, a [chilling effect has been felt across the graduate education community](#), and CGS remains [concerned regarding the potential adverse impact of these policies](#).



*Doctoral & Master’s Application Trends*

Overall, the vast majority of graduate deans observed no change (38%) or upward change (36%) in

master’s applications. A little over one-fourth of graduate deans (27%) reported a downward change in master’s applications compared to the last

application cycle. Though graduate deans at U.S. doctoral universities were more likely to report downward changes in master's applications (30%) than their counterparts at U.S. master's colleges and universities (21%). The majority of U.S. doctoral university graduate deans (51%) observed no substantial changes in doctoral applications compared to the last application cycle.

More than three out of four graduate deans (77%) at U.S. master's colleges and universities indicated they will very likely be providing leadership in graduate enrollment management in the next twelve months. In contrast, only 57% of graduate deans at U.S. doctoral universities plan the same, and nearly one out of ten (9%) indicated they are not likely to provide leadership in this area. The number of graduate program offerings seem to remain on a growth trajectory. More than eight out of ten graduate deans reported their institutions will very likely (57%) or likely (25%) create one or more graduate degree program in the next twelve months. Nearly two out of five (38%) graduate deans indicated their institutions are not likely to eliminate one or more graduate degree program in the next twelve months.

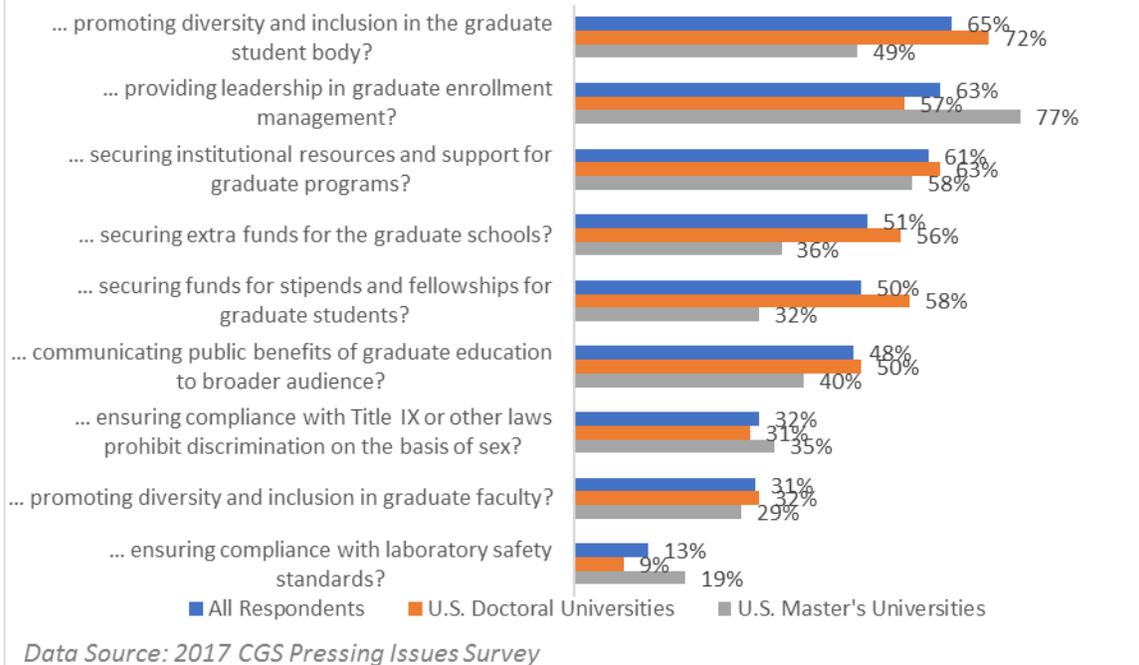
### **Advocacy and Public Affairs**

Compared to other key priorities, such as resource acquisitions and graduate enrollment management, communicating the public benefit of graduate education to broader audiences did not emerge as a top issue for graduate deans. Less than one half of graduate deans surveyed (47%) indicated they are very likely to communicate the public benefits of graduate education to broader audiences, although 35% said they are likely to do so. However, a more striking finding is that over one third of graduate deans at U.S. doctoral universities (35%) and U.S. master's colleges and universities (34%) reported that their offices are not likely to proactively reach out to their Congressional representatives. This response may be, in part, a result of organizational structures

at CGS member institutions. Many, particularly large institutions, have separate external relations/government affairs offices that serve as designated points of contact with policymakers and other external audiences.

However, given the current political climate toward federal funding support for graduate education, [humanities](#), and science, this is a critical time for our community to organize and make its voice heard. If not able to directly engage legislative representatives, graduate deans can still provide resources on the importance of graduate education to their university officers, who subsequently can use those materials with external stakeholders and policymakers. CGS offers many [resources graduate deans can use to engage in advocacy efforts, including examples of advocacy materials developed by their peers](#). We encourage graduate deans to engage both on-campus and external stakeholders of graduate education. In addition, CGS invites member institutions to share stories about innovative and exceptional graduate students and alumni via [#GradImpact](#). This project provides our community with an opportunity to demonstrate that graduate education matters not only to degree holders, but also to the communities where they live and work.

Figure 2. Areas in which Graduate Deans Are Very Likely to Devote Substantial Amount of Time in the Next 12 Months



## Diversity and Inclusiveness

Diversity and inclusiveness for graduate students remain one of the top priorities for graduate deans. Nearly two-thirds of graduate deans (65%) indicated they will very likely promote diversity and inclusion in the graduate student body in the next twelve months. Also, eight out of ten indicated that their institutions will very likely (44%) or likely (36%) adopt new student recruitment strategies to enhance diversity and inclusiveness. The sentiment was particularly strong at U.S. doctoral universities, as 72% of graduate deans reported they will very likely promote graduate student diversity in the coming year.

In contrast, less than one third of graduate deans (31%) indicated they will promote diversity and inclusiveness in graduate faculty in the next twelve months, with 18% of them noting they are not likely to do so. This, perhaps, is in part because few graduate deans have direct involvement in faculty recruitment and hiring decisions, as those functions are primarily handled by other units (e.g., individual departments, faculty affairs offices, etc.). However, there are opportunities for graduate deans to actively influence faculty recruitment and hiring practices.

Moreover, efforts to facilitate diversity and inclusiveness in the professoriate go hand in hand with our efforts to increase diversity in the graduate student body. For example, with funding support from the National Science Foundation’s (NSF) Alliances for Graduate Education and Professoriate (AGEP), the Big Ten Academic Alliance, which includes several CGS member graduate deans, has developed [case-studies and facilitation guides](#) on unconscious bias during the hiring process. At the upcoming [CGS Summer Workshop](#), there will also be a session on strategies for improving diversity in the STEM professoriate, which will feature some key takeaways from the recent [CGS AGEP National Forum](#).

The full results from the 2017 CGS Pressing Issues Survey will be made available later in the spring. In addition, findings were discussed in a CGS Webinar, “*Top Issues and Priorities for Graduate Deans*,” on Tuesday, April 4, 2017, and the webinar recording will be available [here](#). We encourage member deans to continue to examine key priorities on their campuses and how they align with those identified by the larger community. We hope that you will let us know how CGS can remain a go-to resource as you seek to address the pressing issues graduate deans face.

## CGS New Members

### *Regular Members:*

- **Adams State University** (Colorado) – returning member
- **Kettering University** (Michigan)

## CGS New Deans and Titles

- **David Andrews** is the President at National University.
- **David Butler** is the Vice Provost for Research and Dean of the College of Graduate Studies at Middle Tennessee State University.
- **Kelly Chaney** is the Associate Vice President for Academic Affairs at Marian University.
- **Mike Dishman** is the Interim Dean, Graduate College at Kennesaw State University.
- **LaKeisha Harris** is the Interim Dean, School of Graduate Studies at the University of Maryland, Eastern Shore.
- **Bruce Jones** is the Vice Provost, Academic Programs and Interim Dean, Graduate School at the University of Houston.
- **Kit Pogliano** is the Dean of the Graduate Division at the University of California, San Diego.
- **Scott Reeve** is the Dean, Graduate School and Research at Kettering University.
- **Penny Sanders** is the Assistant Vice President for Graduate Studies, Research, and Sponsored Programs at Adams State University.
- **Alanye Thorpe** is the Dean of Distance Education and Dean of Graduate Studies at Andrews University.
- **Mary Toale** is the Interim Dean of Graduate Studies at State University of New York at Oswego.
- **Allan Weatherwax** is the Provost and Senior Vice President for Academic Affairs at Merrimack College.
- **Craig Wheeland** is the Vice Provost for Academics at Villanova University.

## REGISTER NOW!

### 2017 CGS SUMMER WORKSHOP & NEW DEANS INSTITUTE

New Deans Institute: July 8, 2017

Summer Workshop: July 9-12, 2017

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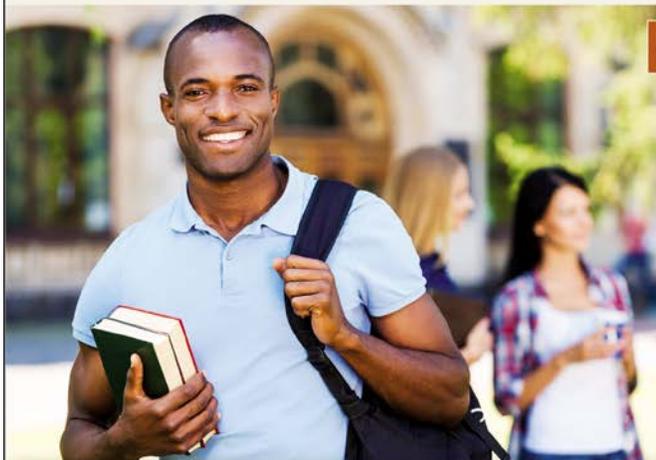
Registration is open for the 2017 Summer Workshop & New Deans Institute. More information about registration, accommodations, and a preliminary program are available on the [CGS website](#).

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