



Communicator

Council of Graduate Schools

www.cgsnet.org

Volume 42, Number 8 • October 2009

The Graduate International Collaborations Project: A North American Perspective on Joint and Dual Degree Programs

The internationalization of higher education is a fast growing phenomenon. Evidence of this growth abounds: over the past decade, the number of students studying outside their home countries has been growing dramatically, as has global competition for those students; across Europe, massive reforms such as the Bologna Process have promoted greater comparability among European higher educational systems and greater mobility of talent; and universities from around the world are now moving quickly to develop new international collaborative degree programs and exchanges at the graduate and undergraduate levels. Such rapid changes bring opportunities as well as challenges for university leaders and researchers in the US who strive to make strategic choices for current and prospective students.

With funding from NSF (#0841399), CGS began the Graduate International Collaborations Project to generate a clearer understanding of what is currently known and valued in graduate collaborations by US institutions and what areas call for enhanced clarification. Project activities include a targeted survey; focus group research to understand the perspective and experience of graduate deans who are responsible for oversight of formal institutional collaborations at the graduate level as well as of principal investigators of NSF-projects with international components; and the development of a monograph reporting on the common challenges institutions face, common institutional strategies for overcoming those challenges, and the graduate community's needs for the future.

This article reports on one part of this project: findings on joint and dual degree collaborations from a survey of CGS member universities conducted from February to March, 2009. Joint and dual degrees programs have been an area of particularly significant growth. While strict comparisons are not possible due to evolving definitions across two prior CGS surveys, two-year survey data from 2007 and 2008 suggest that the dual degree is the degree structure growing most quickly. Over half of the institutions (51%) in the largest 50 with respect to international graduate student enrollment reported existing dual degree programs with international partner institutions, up from 41% in 2007. For all institutions, growth in dual degrees is up from 14% to 21% for all institutions during that same period (CGS 2007, 2008).

Survey Findings on Graduate International Joint and Dual Degrees

One of the main goals of the 2009 survey was to gain a deeper understanding of the motivations, challenges, requirements and structural characteristics of joint and dual degree collaborations. CGS sent the survey to 84 universities, 47 that had reported in 2007 or 2008 having existing programs and 37 that had reported plans to develop such programs within the next two years. The findings below reflect valid survey responses from 43 institutions¹ that reported on 168 programs overall, including 40 programs in engineering (17 joint degrees, 23 dual degrees), 44 research degrees in other fields combined (20 joint, 24 dual), and 35 programs in business (16 joint, 19 dual); the remainder were in non-research fields. Among the research degrees represented in the survey findings, 37 are reported as joint degrees and 47 are reported as dual degrees, representing greater balance between the two degree types than was reflected in prior (2007 and 2008) CGS surveys.

In answering the survey questions, respondents were asked to consider the following common definitions, which are similar to those used in the largest most recent European study (FUB-IIE 2009)²:

Dual (or double) degree program: Students study at two or more institutions and upon completion of the program receive a separate diploma from each of the participating institutions.

Joint degree program: Students study at two or more institutions and upon completion of the program receive a single diploma representing work completed at two or more institutions. (This diploma may be "double-sealed" or "double-badged," containing names and official seals of all institutions in the international collaborative arrangement, or may be issued

continued on next page

INSIDE

Alabama Deans Share Data to Highlight the Economic Impact of Graduate Education5

continued from front page

The Graduate International Collaborations Project

by the home institution, with that institution's seal only and accompanied by a transcript, certificate, or other document indicating the student's participation in the international collaborative program.)

These definitions are not intended to be prescriptive for universities but are rather necessary for cross-institutional comparisons and highlight some of the key issues with which graduate deans and graduate schools have struggled. As one dean joked on the CGS listserv, "If I have five different programs, they go by six different names" (paraphrase).

Partner Selection

Some international joint and dual degree partnerships build upon successful faculty collaborations, while others are initiated by institutional leaders who are trying to enhance their university's global standing. To gain a better understanding of how institutional leaders perceived the primary agents and forces behind such programs, we asked: *How are Partner Institutions typically chosen in your joint or dual degree programs?* The majority (58.1%) answered: "Known contacts among faculty/existing faculty partnerships," followed by "Existing partner through an already established program" (23.3%); and "Strategic decision to pick a new partner" (16.3%). At the graduate level, formal degree collaborations in research fields typically emerged from existing faculty ties based on successful research collaboration. Notably, at a time when some US institutions are receiving multiple requests for formal collaboration from institutions abroad, only one institution indicated that its degree collaboration was initiated by a foreign institution.

Motivations

Although very few institutions reported the strategic decision to pick a new partner as the primary way in which partners were selected, strategic institutional decisions and motivations come into play at all levels while building on existing faculty collaborations or programs. We asked: *What are the primary motivations for your institution to partner with an international institution on joint and dual degree programs?* The most frequently cited motivations in order of frequency were:

- Attract International Students (36)
- Faculty Interest (35)
- Strengthen Academic Research Quality (33)
- Administrative Interest in Internationalizing the Institution (33)
- Increase Prestige (22)
- Increase Revenue (19)
- Employer/Industry Demand (15)
- Other (7)
 - o Provide International Experience for Students (2)
 - o International Relations/Outreach (2)

Responses reflect a broad range of motivations and the multiple institutional missions supported by graduate schools.

Only about half of respondents reported revenue generation as a motivation. While the primary contacts on the CGS survey were graduate deans or their equivalents and may reflect some bias in favor of institutional considerations (such as administrative interest and prestige), the primary motivations reflect the convergent interests of research faculty, students, and strategic leaders. Responses suggest that faculty research and strategic institutional interests typically go hand in hand as institutional drivers. One of the focus groups for the project, which included graduate deans whose institutions had existing or planned joint and dual degree programs, supported this view. A number of participants reported that effective collaborations support the research interests of all groups of stakeholders: they provide international training for graduate students, who will need to know how to conduct research in an increasingly international research enterprise; they increase global networking opportunities for faculty; and they enable the institution to "pool" institutional resources, equipment, and expertise.

Accreditation and Approval

One of the most frequently cited challenges identified in the focus group was accreditation. In the focus group, as in prior CGS member discussions in Summer Workshop and Annual Meeting sessions, participants indicated that joint degrees were subject to much greater scrutiny than dual degrees in these processes. In the survey, we asked: *Who has been involved in accreditation or external approval?* Results are shown in table 1 below.

Table 1. Accreditation and Approval Required by Degree Type

	Joint Degrees	Dual Degrees
Regional accreditors	25.6%	25.6%
State board(s)	9.3%	14%
International accrediting bodies	7%	2.3%
Professional accrediting bodies	18.6%	11.6%
Other	9.3%	4.7%
None (N/A)	9.3%	32.6%

While the same percentage of respondents indicated that regional accreditation review was needed for dual degrees as for joint degrees, and that state board approval was more often required for dual degrees, nearly a third of respondents indicated that dual degree collaborations did not require special accreditation review or approval as opposed to only 9% who indicated that this was the case for joint degrees.

Sources of Funding

Among the greatest challenges in developing and sustaining international degree collaborations identified in the focus group

and survey (see *Challenges* below) is funding. We asked respondents to: *Describe the source of funding for joint and/or dual degree programs currently in place or being planned.* Averages for the primary sources of funding for these programs, overall, in order of frequency were:

- Retention of student fees generated by the program (67.4%)
- Internal university budget (60.5%)
- International sources (partner's institution or government) (60.5%)
- State or US federal government (e.g., FIPSE) (18.6%)
- Employer industry funding (9.3%)
- Private funding (e.g., foundation) (9.3%)
- Other (9.3%)

Taken together, the majority of funding for all these programs comes from student fees, internal university budgets, or international sources. Very few international graduate degree programs benefit from state or US federal government investment in international programs. Indeed, some states prohibit the use of state funds to fund programs that do not directly benefit in-state students. The focus group on joint and dual degrees provided additional data on this latter point. Even though universities, and especially state institutions, experience pressure to serve domestic or in-state students, and may confront the assumption that international collaborations drain away resources from the home institution, the focus group participants reported that efforts to “go global” may support institutional and regional goals. A number of graduate deans explained that they have been successful in supporting collaborative degree programs that strengthen or build upon their priorities at home, such as the development of certain resources and fields, institutional efforts to develop strong ties with a particular region, or the ability to meet new student demands for international experience.

Student and Faculty Mobility

The challenges of student mobility in graduate international programs are well documented. Domestic students tend to travel less in such collaborations than international students, resulting in asymmetries that can sometimes frustrate program champions from both partnering institutions. This asymmetry was confirmed by responses to the question: *Which of the following best describes overall student mobility in your programs?* While 64.1% reported that “More international students travel to our US institution than vice versa,” only 10.3% reported “More US students travel to international partner institution than vice versa” and an equal percentage (10.3) reported that “Domestic & international student travel in program is about even.” (15.4% reported that the mobility trends were not yet discernable as the program was still in development.)

In the survey, we were curious to learn about the prevalence of faculty travel for collaboration-related research purposes, particularly as some of the challenges in collaborative degree programs would include student supervision. We asked: *Do your faculty travel between institutions for the purpose of teaching and/or research?* About half (51.2%) of the respondents reported that faculty did typically travel for teaching or research purposes, and 39% reported that faculty traveled to the partner institution “occasionally or in some programs;” 9.8% reported

that faculty did not travel to partner institutions for reasons other than administrative purposes.

Challenges and Concerns

The biggest challenges in establishing and maintaining both joint and dual degrees with international partners were:

1. Ensuring sustainability
2. Securing adequate funding
3. Deciding fee structure

The challenge that was most frequently cited as unique to dual degrees was recruiting students, while the two challenges most often cited as unique to joint degrees were getting the program accredited and mentoring and advising. Additional challenges cited with reference to joint degrees, specifically, included: securing faculty buy-in, negotiating an MOU, and determining degree durations in each country. Respondents reported a significantly greater number of administrative challenges with joint degrees, while dual degrees typically offered more flexibility and fewer hurdles.

One of the more significant challenges that may account for the prevalence of joint degrees reflected in this survey is the concern that dual degrees may potentially reward students with double credit for a single body of work. We asked: *Were concerns about students receiving “double credit” for a single body of work (e.g., thesis or coursework) an issue in the implementation of your international collaborative degree programs?* Responses were almost equally divided: 51% said that this was a concern, and 49% reported that this was not a concern. Explanations and solutions ranged widely, including (paraphrased):

“We have decided not to explore dual degrees” and “will only use single-diploma model.”

“We are considering the added value of the resulting thesis; for coursework, a transfer credit policy solves the issue.”

“We asked students to sign a form that they are receiving dual degrees for a single curriculum and dissertation.”

The double credit debate is one area where graduate deans often play an important leadership role, helping the institution to navigate administrative questions with reference to fundamental issues of value in graduate research and education. They can sometimes raise important questions like “What is a thesis?” in ways that encourage flexibility and creative thinking in an international collaboration. But they also describe themselves as challenging flexible solutions when they believe that institutional quality is being compromised. A better understanding of the role of the graduate dean in handling such issues is one of the key findings of this project so far.

The Role of the Graduate Dean and Graduate School in Overcoming Challenges

Graduate deans and graduate schools describe themselves as playing a wide variety of roles. On the one hand, they provide essential administrative assistance: “technical support,” “follow up,” and institutional “good will.” As one response put it, “So many times some of these proposals could have been derailed by a well-meaning office on campus and the graduate dean would have to call directly and resolve the issue so that the

continued on page 4

continued from page 3

The Graduate International Collaborations Project

faculty could move forward.” Graduate deans describe themselves as providing templates, administrative resources, and sustainability strategies. On the other hand, graduate deans also report that they ask questions about issues of the added value of these collaborations and institutional mission at times when administrative logistics may overwhelm important questions about strategic direction. When asked how universities had overcome some of the main challenges they faced, several open-ended responses indicated that faculty-directed efforts have developed into more strategic institutional partnerships in which graduate deans and faculty work together. The latter model has helped to address some of the sustainability, funding, and administrative start-up issues. One response captures this changing role of the graduate school well:

Initially, it was a matter of identifying faculty linkages with colleagues overseas and then matching curricula for the degree program. These partnerships were initially based on personalism. We have worked to involve new faculty in the process through orientation, information at the opening convocation and by bringing highly qualified students from abroad to study on our campus. Exposure to exceptional students in graduate courses does a lot to convince faculty of their potential as researchers and industry leaders. Faculty begin to gravitate toward and encourage the international exchange programs.

Conclusion

Almost all international collaborations involving graduate students require the cooperation of senior administrators who must make strategic decisions about what is appropriate for advancing faculty research, the graduate student experience, and the institution's reputation. Without the involvement of graduate school leadership, proposed international collaborations can flounder, face unnecessary obstructions and delays, or dissolve. While there is no single approach to creating and implementing international collaborative degree programs, and approaches may need to be tailored to the specific needs of universities, graduate deans generally expressed a need for greater coordination among graduate institutions in the US and Canada and guidelines provided by “best practice” research.

The consequences of not keeping pace in the internationalization of graduate education may potentially be experienced in the loss of “market share” of many of the world's best talent to other universities and the inability of US domestic graduate students to compete for employment in a global research job market. It may also result in comparative declines in research productivity, since institutions with global networks may provide greater opportunities for collaborative research resulting in published findings. Current trends suggest that the question for many institutions is not whether to internationalize graduate education, but how to do so in a way that is strategic, proactive, and efficient. Different US institutions may answer these questions in different ways,

depending on their educational and research missions and the roles they play in servicing a regional, national, or global knowledge workforce (see Carnevale in CGS 2009).

Several indicators suggest, however, that formal degree collaborations with international partner institutions will play an even larger role in the future of US graduate education. The CGS electronic discussion list has hosted a large number of inquiries on the topic of joint and dual degrees in recent years, and attendance at CGS Annual Meeting and Summer Workshop sessions on the topic has been growing. CGS will continue to depend upon its members to contribute to our national understanding of the practices that foster or inhibit their success. More research is needed, however, to provide empirical evidence to demonstrate that the benefits of these programs correspond to the motivations for engaging in them.

Contacts: Daniel Denecke, Director, Best Practices and Julia Kent, Program Manager, Best Practices

Footnotes

¹The monograph due for publication in January 2010 will include findings from all questions and items.

²For other recent European studies, see EUA 2002, 2004 and DAAD-HRK 2006.

References

Carnevale, Anthony (2009). “Graduate Education and the Knowledge Economy,” in *Graduate Education in 2020*, CGS.

Council of Graduate Schools (2007). *2007 Graduate Admissions Survey II: Final Applications and Initial Offers of Admissions*.

Council of Graduate Schools (2008). *2008 Graduate Admissions Survey II: Final Applications and Initial Offers of Admissions*.

DAAD-HRK (2006). *Results of the Survey on Study Programmes Awarding Double, Multiple, or Joint Degrees*. Report prepared by Friedhelm Maiworm.

European University Association (EUA) (2002). *Survey on Master's Degrees and Joint Degrees in Europe*. Report prepared by Christian Tauch and Andrejs Rauhvargers.

European University Association (EUA) (2004). *Developing Joint Master's Programmes for Europe: Results of the EUA Joint Masters Project*.

IIE-FUB (2009). *Joint and Double Degree Programs in the Transatlantic Context*. Report prepared by Matthias Kuder and Daniel Obst.

Alabama Deans Share Data to Highlight the Economic Impact of Graduate Education

As college costs increase, deans across the country face questions from stakeholders about the outcomes that our educational programs produce: How many graduates do we have? What contributions do they make to society? Do they find good jobs after graduation? These are all ways to ask the more fundamental question: “What are we getting for our money?” The fifteen member institutions that make up the Alabama Council of Graduate Deans (ACGD) have tried a number of approaches to demonstrate how investments in graduate education can contribute to the economic development of the state and the nation.

Initially, we were like the six blind men in the old Indian legend: each of us observed a very large “elephant” from a limited perspective, without piecing together the entire picture. Today, thanks to an innovative data sharing effort, we see the collective impact that graduate education has on our state. And it’s impressive! First, each year’s class of master’s and doctoral degree recipients will generate *an additional \$4 billion in lifetime career earnings*, by virtue of their enhanced educational status and performance. Secondly, Alabama educational institutions outpace other higher-profile states in our region in important productivity measures, such as research and development expenditures per capita. A description of how we created a much more powerful story oriented towards business and political leaders follows.

Responding to a Changing Economic Environment

In 2007, faced with signs of a looming recession and the possibility for future budget cuts, the ACGD decided to reinvigorate an effort we began in 1998–2002 to measure the impact of graduate education on the Alabama economy. Previously we had collected basic data about the number of degrees awarded plus profiles of selected graduates. This time, we decided on a more strategic, data-driven approach. A subcommittee of deans representing both research intensive and master’s institutions collected data about the graduate students being trained, their roles in the Alabama economy, and the impact of the research done by these students. Our target audience expanded beyond presidents and provosts to the business community, potential student applicants, and the general public. Our strategy was to identify specific contributions by graduate degree holders to the Alabama economy without competing with other messages that our respective institutions were using to gain public support.

There were several key partnerships that aided this effort. First was the help and advice of the Economic Development Partnership of Alabama (EDPA). Angela Wier, Vice-President of the EDPA, was a key advisor who assisted us in identifying the questions that would be important to business leaders who rely on graduate schools to train the state’s highly skilled workforce and build the intellectual infrastructure.

A second critical partnership was with Dr. Samuel Addy and Mr. Ahmad Ijaz of the Center for Business and Economic

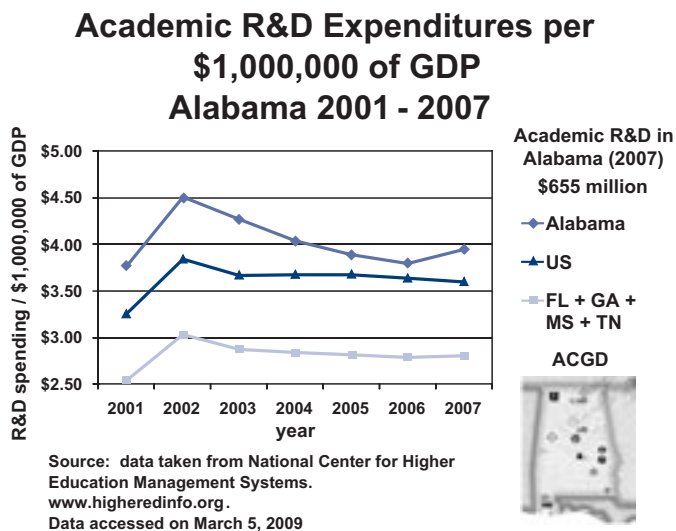
Research at the University of Alabama. Their center is a state-wide resource for understanding economic data and forecasting trends. Their expertise helped us frame the questions that we needed to answer and identify those resources and databases that might help us answer those questions.

What did we learn?

Using data from the National Center for Higher Education Management, we learned that Alabama leads our neighboring states in academic Research & Development spending per million dollars of the state’s gross domestic product (figure 1). In 2007, academic R&D spending totaled \$655 million, about 20% of the total Alabama state R&D spending. Obtaining these R&D dollars depends to a significant extent on the efforts of talented graduate students and researchers in our universities. By studying data from the Alabama Commission on Higher Education, we also learned that more than half of our graduates remain in Alabama after graduation. We estimated that the nearly 8,700 master’s and doctoral students who graduated from Alabama colleges and universities in 2007 will generate an additional \$4 billion dollars in taxable income over their lifetimes, more than half of it spent in Alabama.

continued on page 6

Figure 1



Legend to Figure 1: Economic impact of Alabama universities compared to neighboring states, as measured by academic research and development expenditures per million dollars of the state’s gross domestic product. The information shown for neighboring states was calculated by adding the R&D data and the GDP data for those four states (Florida, Georgia, Mississippi and Tennessee) for each year shown and dividing the resulting sums to obtain the numbers plotted in the graph.

continued from page 5

Alabama Deans Share Data

Economic Impact Website at the University of Alabama at Birmingham (UAB)

Using the economic impact data, UAB Graduate Dean Bryan Noe created an interactive website (<http://www.uab.edu/graduate/gradedu/Frameset6.html>). Modeled after the web presentation that was designed by Dean Tim Mack (then at Georgia Southern University), this website consists of 10 slides with accompanying narration to tell the story of UAB's contribution toward economic development within Alabama and to highlight examples of important contributions of graduate alumni. Dean Noe comments that "Most of us who were involved in this project were quite surprised and impressed after the data on potential economic impact of our higher education graduates had been developed. The lifetime earnings impact of more than \$2 billion for each yearly class of master's and doctoral degree recipients who remain in the state to live and work is a remarkable statistic. And that is only one type of impact. Perhaps even more beneficial is the work product of these individuals who inevitably become productive members of, and societal leaders within, their local and regional communities."

The Graduate School leadership is working with the UAB Media Relations and Creative Marketing staff to develop a video that will target the higher education economic impact message toward specific constituencies, including the local business

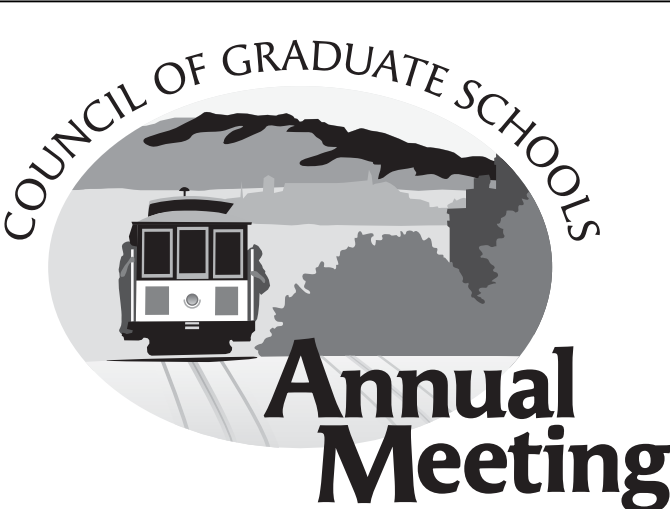
community, the state legislature, prospective students, and UAB alumni. The UAB video will be ready for distribution in early January 2010.

Economic Impact Video at the University of Alabama

UA Graduate Dean David Francko wanted to develop an online video, emphasizing UA's own economic impact as well as the quality of life enhancements made available to cities and towns as a result of a university's presence in the community. Dean Francko worked with Rick Dowling and Reata Strickland, members of UA Faculty Resource Center (FRC), to create such a video, with Dean Francko providing narrative segments to put the information in context. The resulting video has been a resounding success, with more than 700 "hits" in its first month on the UA website (<http://graduate.ua.edu/publications/econimpact.wmv> (Windows Media Player) or <http://graduate.ua.edu/publications/econimpact.mov> (QuickTime)). It has also been posted on iTunes and YouTube. Dean Francko has seen increased interest among students, faculty, and alumni in UA's contributions to the Alabama economy. "The reaction that I'm getting to the video is 'I never knew that,'" according to Dr. Francko. "We're using the video to reinforce the message that our graduate students have marketable skills and are doing great things for the state and the nation."

There has been enthusiastic support among the University of Alabama leadership for the effort. A

continued on page 8




COUNCIL OF GRADUATE SCHOOLS

Annual Meeting

DECEMBER 2-5, 2009

Join CGS for the 49th Annual Meeting at the Westin St. Francis in San Francisco. For full meeting information, visit the CGS website: www.cgsnet.org.



ETS **TOEFL** *Quality Beyond Measure.*

All English-language tests are not the same

It's **how a test is scored** that makes a difference in the quality of your candidates.

- Human judgment combined with automated scoring
- Multiple, rigorously trained raters
- Rating that is continuously monitored by ETS
- Separation of the rating and the test administration process

Find out more at www.ets.org/toefl/trust.

ETS — *Listening. Learning. Leading.*

Copyright © 2009 by Educational Testing Service. All rights reserved. ETS, the ETS logo, LISTENING, LEARNING, LEADING, and TOEFL are registered trademarks of Educational Testing Service (ETS) in the United States and other countries. 12383

Dean, Graduate School of Biomedical Sciences

The University of Texas Health Science Center at San Antonio is searching for a dynamic leader who will assume the position of Dean of the Graduate School of Biomedical Sciences, one of the five Schools at the UT Health Science Center. The UT Health Science Center is in the top 2% of all research universities in the nation receiving federal funding and is the largest research intensive university in South Texas. The School serves as the chief catalyst for the \$16.3 billion biosciences and healthcare industry in San Antonio. This individual will have responsibility for resources and direction of the Graduate School, which includes seven departments with 147 tenure track faculty and 354 MS and PhD students. The position reports to the President of the University. This individual will control resources and take primary responsibility for planning the future direction and expansion of the Graduate School, which has current extramural funding in excess of \$40 million. Total extramural funding at the UT Health Science Center is now \$202 million. A dramatic increase in research space of more than 225,000 square feet and significant funding increases make this a unique opportunity for a visionary leader.

The successful candidate will hold a PhD, MD/PhD or DDS/PhD and be an outstanding scientist and scholar with an international reputation. He/she should have a strong record of accomplishment in research, education and administration. In addition, this individual should have a track record of success in recruiting high caliber individuals and developing collaborative faculty interactions.

This outstanding leader will have responsibilities to advance the quality of graduate education and research endeavors in the biomedical sciences and foster interdisciplinary graduate education and collaboration between the Graduate School of Biomedical Sciences and other partners. The successful candidate will also provide strong administrative leadership of graduate degree programs, admissions, student support programs, and postdoctoral scholars. He/she will have responsibility to review programs currently in place and be a bridge builder who understands and embraces accountability and stewardship of graduate school resources. He/she will work with the leadership of four other professional schools (Medical, Dental, Nursing, Health Professions) in creating and successfully implementing programs to enhance graduate student and postdoctoral scholar life and improve academic enrichment and translational science programs. In addition, the successful candidate will oversee a variety of outreach and diversity programs aimed to increase the participation of a diverse group in the graduate health sciences.

Nominations and CVs may be sent to the Health Science Center's search consultant, Marvene Eastham, at UTBioMed@witkieffer.com. Items that cannot be emailed may be sent to 10375 Richmond Avenue, Suite 1625, Houston, TX 77042. We may be reached confidentially at 713-266-6779 (p) or 713-266-8133 (f). The UT Health Science Center is an Equal Employment Opportunity/ Affirmative Action Employer. All faculty and Executive Committee appointments are designated as security sensitive positions.

WITT / KIEFFER



PhD-Connect.com
 STRESS-FREE SEARCH & APPLY

What if... you could offer prospective students the opportunity to find information on every one of your graduate programs and individual faculty while utilizing a centralized application system - and for less than you're paying now?

At PhD-Connect.com® we ask you: **(Why not?)**

Get in front of more US and international applicants, for less money.

Deliver superior search results - down to the professor and keyword level.

Streamline your process by getting applications, recommendations & unofficial transcripts at once, in one file.

877.PhD.0011

You'll see results. Ask about our performance guarantee!

continued from page 6

Alabama Deans Share Data

DVD of the video has been distributed to all the deans and department chairs at UA. A brochure summarizing the points of the UA video has been prepared by the FRC. The brochures have been sent to over 2,800 faculty and administrative staff at UA. Provost Judy Bonner is using these brochures as part of a campaign targeted toward business leaders and legislators to show the role of the university in promoting economic development within the state of Alabama. The video is also being featured in emails sent to Graduate School alumni and will be incorporated into the annual giving request to alumni.

How Other Universities are using the information

University of Alabama at Huntsville (UAH): Huntsville in Northern Alabama is an internationally known center for technology and engineering development. UAH has played a substantial role in these developments and the Office of University Advancement has recently prepared a video about UAH and its role in the Huntsville economy. Graduate Dean Debra Moriarity at UAH will build on these efforts with a specific focus on the contributions of graduate education. “Especially here, with so many technology businesses and Federal agencies, we can use this economic impact information to demonstrate the importance of UAH and higher education to the Huntsville community. UAH can help train the highly skilled MS and PhD workers needed in our local economy, as well as enhance the training of existing employees.”

University of South Alabama (USA): Graduate Dean Keith Harrison has developed his own version of the ACGD brochure which, among other benefits, “is making faculty aware of their major impact on the economy of the region.” The Office of Public Relations at USA will be contacted to develop a plan to distribute this information to leaders in the community and others with a potential interest. Dean Harrison also points out that this data can help bolster the case for continuing state funding for 40 graduate fellowships through Alabama’s NSF-funded EPSCOR program and will influence the development of a technology roadmap for the state.

What did we learn from this effort?

1. By working together with partners throughout the state, we were able to pool data to provide as much factual information as possible.
2. No single graduate dean could be effective at making this case. It took a variety of data sources and resources to assemble the information we needed.
3. It built a consensus, making the most persuasive case statewide, yet allowing each dean to use that data in a way that would be most effective on their own campus.

Today, when we tell people in Alabama that graduate education is a great investment, we’ve got the data to prove it.

*By Jeffrey A. Engler, Associate Dean for Academic Affairs,
Graduate School, University of Alabama at Birmingham*

Communicator

Council of Graduate Schools
One Dupont Circle NW, Suite 230
Washington, DC 20036-1173