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Trajectories for Professional Master's Education

by Judith Glazer-Raymo, Long Island University

Overview

The traditional pattern of one or two years of predoctoral study is now being replaced by a professionalized terminal credential to prepare candidates for participation in a skilled, competitive workforce. This trend is occurring not only in fields where the master's degree has long been advantageous, such as business, education, and social work, but also in the liberal arts and sciences where faculty and students have typically disdained the master's in their quest for doctorates. Although the federal taxonomy casts them as disciplinary degrees, evidence abounds of multidisciplinary, hybrid programs offered through centers, institutes, research laboratories, asynchronous networks, and across departmental and school boundaries within a university. In the sciences, the doctorate is still the gold standard, but even at that level graduate education is being restructured and, in the process, professionalized, as the boundaries recede between disciplines and subfields and between the university and society. Graduates seek credentials that will enable them to obtain entry-level positions as teachers, community college and clinical faculty or as corporate, non-profit, or governmental employees. These degrees may be basic or advanced, research or practitioner, intermediate or terminal, delivered online or in the workplace, and they may qualify the graduate for certification or licensure in a specialized field.

The parallel expansion of graduate schools of arts and science and professional schools throughout the 20th century has perpetuated a dualism of meaning and purpose in higher education, shaping competing visions of the goals and purposes of the academic experience. For faculty in medicine, law, and education, social accountability and public service have been traditional cornerstones of professional preparation. In recent years, however, as the meaning of accountability has shifted from public service to resource generation and the external environment has become more competitive and less hospitable, the quest for new identities and roles has resulted in a greater convergence of professional and graduate education.

The Committee on Science, Engineering, and Public Policy (COSEPUP) in its 1995 report identified a series of problems confronting graduate education: economic stasis affecting the demand for graduate scientists and engineers, the concomitant increase in postdoctorates and in careers in applied science and non-academic careers, and the influence of federal research grants rather than direct support of graduate students on the structure of graduate education and access to tenure-track positions.[i] Following dissemination of this report, several projects were launched to change the norms, values, and assumptions of graduate education. Most of these have focused attention on the Ph.D., the subject of continuous study and critique, rather than the master's degree which, until recently, has been largely overlooked in academic circles. In a recent study, Barbara Lovitts invites us to consider "the invisible problem" in graduate education, the 50 percent attrition rate of students from doctoral programs, referred to by William Bowen and Neil Rudenstine as the "noncompleters," a group they estimated at 35% of all first-year graduate students. Lovitts maintains that graduate attrition during the first year of study results from a relatively static organizational structure which resists substantive change.[ii] Tony Becher, a British sociologist of the professions refers to the "academic tribes and territories" that dot the university landscape, protecting their disciplinary prerogatives and sustaining the status quo.[iii] Whatever the reasons, if we focus on the first year or two of graduate school, it is evident that master's programs would more readily meet the needs of many students who do not view the university as their potential employer and would prefer a non-academic career. Here, too, in our research we should not overlook the myriads of graduate students enrolled in master's level universities, and the potential value of redirecting liberal arts programs to this population.

Leadership role of CGS

The Council of Graduate Schools has long sought to address the concerns being articulated by scholars of higher education as well as by their stakeholder -- graduate deans, faculty, and students. In 1973, concerned about the limitations of reputational rankings as practiced by the American Council on Education, CGS joined with the Graduate Record Examination Board to identify dimensions of quality in doctoral programs. The Dimensions in Quality project concluded that self-studies and multidimensional frameworks should be employed in measuring graduate program quality. In 1978, CGS established a Task Force on the Assessment of Master's Level Programs to explore the applicability of doctoral criteria for evaluating academic and professional master's degree programs and to adapt the Dimensions of Quality in Doctoral

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Education to the master's level.[iv] Its final report, released in 1979, raised issues about the knowledge base of incoming master's students, the contradictory objectives of master's programs, the lack of consensus on what constitutes professional education, the problematics of interschool and interdepartmental collaboration, and the potential for conflicts of interest among deans, trustees, and employers in determining reputational rankings of their own and colleagues' programs.

Also, in the seventies, state governing boards dipped their oars into these murky waters. New York State became the first state, in 1969, to propose standards of quality for master's education. Its Division of Academic Program Review examined curricula in 600 of the 2,100 master's programs in public and private universities and by 1972, the New York State Board of Regents adopted regulations for the registration of new master's and doctoral programs that mandated needs assessments, outcomes evidence, and periodic evaluation.

Student Characteristics

In reviewing current statistical data on student enrollments, the vigor of master's programs is evident. Of the 14.8 million students enrolled in higher education, 1.8 million are matriculated for graduate degrees. The majority of these, 1.44 million, are master's students. Their demographic profile shows them to be older with an average age of 32.6 years; the majority are married and more than a third have at least one dependent. They are more likely to be employed than their predecessors in the 1970s and 1980s, and apt to be changing careers or seeking credentials that promise improved mobility in a competitive labor market. Although attendance status varies by major, more than two-thirds are enrolled part-time (65.1%). The majority (54%) attend public institutions, 42% private, non-profit institutions, and 3.5% primarily private, for-profit institutions, the majority of these in MBA programs. By 2001, foreign students and resident aliens obtaining master's degrees accounted for 12% of the total.

Financial subsidies are less likely than in doctoral programs despite the fact that four-fifths of all graduate students are matriculated for the master's. In 1990, only 40 percent of master's students received some financial aid. By 2000, 58% received aid from grants (23%), loans (15%), grants and loans combined (8%), and other sources (12.4%). Students in education are also less likely to receive aid than those in MBA or other MA/MS programs. Overall, almost half (47%) of all master's students accrue some education-related debt by graduation, debt exacerbated by escalating tuition rates. The average percentage of master's students with assistantships is 15.7% (almost evenly distributed between teaching and research) compared to 47% for doctoral students and 11% for first-professional students. However, full-time, full-year master's students are twice as likely to obtain assistantships (30.4%) as part-timers. This is particularly the case in the life and physical sciences where three-fourths of all master's students obtain assistantships and in engineering, mathematics, and computer sciences where 55.4% of master's students and 81.6% of math and engineering majors obtain assistantships. Master's students are more likely to teach than doctoral students who work in research laboratories. This is somewhat ironic since, following graduation, it is the doctoral students who obtain the college teaching positions.

Degree Diversity

American colleges and universities award more than one and one-half million degrees each year. The majority of these, more than 1.2 million, are baccalaureates. However, by 2001, 468,476 master's degrees of all kinds -- intermediate, freestanding, or terminal -- were awarded. In the past decade, the percentage of master's degrees increased by 39 percent. To see how that compares with other degree levels, bachelor's and doctoral degrees each increased by 14 percent, first-professional degrees by 11 percent, and associate degrees by 20 percent. It is interesting to note that in its projections to 2011, NCES had estimated that master's degree production would not reach 468,000 until 2007! Offered by more than 1,500 colleges and universities, the master's degree is the fastest growing postsecondary credential. In 2001, NCES reported data on 32 disciplines and 426 subfields. The highest number of subfields is in education (56), the health professions (40), agriculture and natural resources (35), and business (31). In the humanities and sciences, the number ranges from 4 in mathematics and 9 in English to 22 in physical sciences and 25 in the life sciences. This proliferation of fields has led some critics to warn of the collapse of the disciplines. Others view it as an inevitable consequence of interdisciplinarity.

The National Research Council is responding to these shifts with a restructured taxonomy of academic fields and subfields for its 2004 assessment of the research doctorate. Its Panel on Taxonomy and Interdisciplinarity intends to disaggregate its data collection into 57 fields of study in four major areas: Life Sciences, Physical and Mathematical Sciences, Engineering, Social Sciences, and Humanities. Subsumed within these fields are 99 subfields ranging from bioinformatics to Indo-European linguistics and philology. This revised and expanded taxonomy acknowledges the reorganization of existing fields and the viability of emerging ones with the expectation that they will continue to grow in size and distinction. The ten emerging fields, each of which is gaining impetus at the master's level, include biotechnology, systems biology, nanoscience and nanotechnology, information science, science and technology studies, film studies, feminist, gender & sexuality studies, and race, ethnicity, and post-colonial studies.

Two points may be emphasized here: the rationalization of interdisciplinarity as a curricular model and the upward trajectory of graduate education. When I tracked the origins of these programs in the university, I found that several of them originated as undergraduate minors, demonstrating the incremental process through which disciplinary knowledge occurs as well as the dynamic mix of intellectual and structural conditions that influence its trajectory. Interdisciplinary studies have benefited from this growth pattern, gaining acceptability and recognition as they became institutionalized. If we trace the emergence of these programs, we often find that they were originally initiated as undergraduate majors and gradually gained enough momentum to be elevated to the master's and possibly, doctoral levels. Some examples that come to mind are gender studies, ethnic studies, and environmental studies, each of which originated thirty years ago as an interdisciplinary minor, and expanded across disciplinary boundaries.

The diversity of the master's degree has made it difficult for educators to define its meaning with any precision. In 1962, the American Council on Education addressed this issue through a Committee on Academic Degrees which proposed an arbitrary limit of 50 on the number of master's degree titles and the standardization of abbreviations, particularly in business, education, and engineering, to eliminate what it viewed as a potentially chaotic situation. Professional associations also expressed concern that the proliferation of degree titles would further stratify their professions, implying different levels of status and prestige. In 1985, *Peterson's Guides to Graduate Study* listed 50 professional doctorates, 667 master's degree titles, and 639 abbreviations. Today, that number has escalated to 89 professional doctorates, 893 master's degree titles, 130 distance learning master's, and 1,208 master's degree abbreviations. These include the well-known MA, MS, MSW, and MLS as

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Federal Relations Update

by John Yopp, Director of Federal Relations

A major issue that has engaged the recent attention of CGS is the significant decline in international student applications and admissions to U.S. colleges and universities. An October 2003 survey conducted by the Association of American Universities (AAU), NAFSA: Association of International Educators and the National Association of State Universities and Land Grant Colleges (NASULGC) of member colleges and universities reported increased numbers of international students missing class start dates, research projects being delayed, and difficulties in foreign scholar exchanges (survey results on the NAFSA web site at www.nafsa-org/press). Yet while almost half of the responding 331 institutions reported "a reduced presence of international students," most of the large research universities reported either no change or a small increase in this group of students.

The survey report included recommendations to Congress and the administration that addressed visa applicant screening and visa issuance processes as well as needed improvements in the Student and Exchange Visitor Information System (SEVIS).

Recent reports to CGS from its member institutions and data from the Educational Testing Service on major declines in GRE volumes for some countries indicate that the picture may be much different for the Fall 2004 international student enrollment. Similar indications of a significant decline in international student applications have come from other higher education associations in the past three months.

CGS and the higher education associations realize that the reduction in applications and presence of international students in U.S. higher institutional campuses are the consequences of a complex set of factors resulting from federal legislation and policies to address security needs following the events of September 11.

CGS and other national educational associations are working on behalf of their members and in close collaboration to identify the extent of the problem, understand its causal factors, and effect on federal legislation and policies in a way that preserves needed security and appropriately facilitates international student enrollment.

The following examples illustrate the nature and extent of this engagement.

On February 5, 2004, CGS sent to its member institutions the Survey of International Graduate Student Applications in which respondents were asked to provide the total number of international graduate student applications for Fall of 2003 and Fall of 2004 and, if available, the application trends by country and field of study. The deadline is February 27, 2004. In addition, on February 10, CGS notified its members that it was a participant in another international student application survey with NAFSA, AAU, NASULGC, and ACE. This survey requests information on undergraduate as well as graduate students, and the comparison of participation in ESL programs for 2003 and 2004. Additionally, it requests specific information on applications from China and the perceived factors affecting the decline, if it exists. The results of both surveys will be reported to CGS members.

On February 3, 2004, CGS President Debra Stewart commented in a letter to the Commissioner of Social Security, Jo Ann Barnhart, on the Proposed Rule Regarding Evidence Requirements for Assignment of Social Security Numbers to Foreign Academic Students in F-1 Status (Federal Register, December 16, 2003). The proposed rule would require all international students possessing a F-1 visa, but without an Employment Authorization Document issued by the U.S. Citizenship and Immigration Service of the Department of Homeland Security, to present proof of employment in order to apply for and receive a social security number (SSN). Several graduate deans had expressed serious concern about this proposed rule that goes beyond the Social Security Act, section 205c(2)(B)(i)(I) which requires only that the Commission issue to "aliens at the time of their lawful admission to the United States" SSNs to enable them to seek employment. If the rule takes effect, international graduate students not presenting proof of employment will not be issued SSNs, making it very difficult to obtain driver's licenses, obtain insurance coverage, acquire utility service, or open a bank account.

Debra wrote in her letter that "CGS respectfully requests that the proposed rule not be implemented until some type of alternative identification number acceptable to the IRS and all other government agencies be established for the graduate students in the financial categories described above." The period for comment to the SS Commission ended February 17, 2004. Her letter was sent to CGS member deans and was posted on the CGS website for the use of those wishing to send a letter with the background information and rationale for opposing the rule. CGS signed on a similar letter addressing all international students sent on behalf of AAU, NAFSA, CGS, NASULGC, and ACE.

There have already been positive responses from DHS and the SS Commission to suggestions from the Alliance for International Educational and Cultural Exchange on how to quickly mediate problems in acquiring a SSN. A program titled SAVE (Systematic Alien Verification for Entitlements) has been created that must contain the names of all SSN applicants. If an applicant for a SSN does not appear in SAVE, local Social Security offices will contact a designated DHS office in Los Angeles, CA for verification within a few working days. CGS is an active member of the Alliance, which represents all issues concerning international students in its federal relations activities.

On January 14, 2004, CGS joined

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Data Sources:

Part of the Community But Not Often Discussed Demographics and Trends in GMAT Test Taking

by Peter D. Syverson, Vice President for Research and Information Services

In the CGS taxonomy, the two largest fields in terms of graduate enrollment are business and education. The field of business is unique in that on a number of CGS campuses, the business school is administratively independent of the graduate school, and in addition there is a separate standardized admissions test for business, the Graduate Management Admissions Test or GMAT. While we have traditionally focused our attention on the GRE, in this article we take a look at the GMAT. What are the trends in GMAT test taking and how do the demographic characteristics of GMAT test takers compare with those taking the GRE?

Demographics

Table 1 presents statistics on the overall demographic composition of GMAT and GRE test takers as well as national figures from the CGS/GRE Survey of Graduate Enrollment . GMAT test volume was 236,994 in 2001-02, roughly one-half that of the number who took the GRE test in the same year. Although the number of women in business programs has been growing over the past decade, nearly two-thirds of GMAT test takers were men. In contrast, 56% of GRE test takers were women, exactly the percentage of women enrolled in graduate programs. The citizenship statistics reflect the international demand for U.S. graduate education -- nearly one-half (47%) of GMAT test takers were international students. This is in contrast with the 34% figure for GRE test takers and 17% for overall graduate enrollment. GMAT test takers are also somewhat older than GRE registrants, with median ages of between 28 and 30 for the GMAT and 24 for the GRE.

Table 1

Statistical profile of GRE and GMAT test administrations, 2001-02

	GMAT	GRE	Total grad enrollment
Total number	236,994	428,546	1,248,146
Men	62%	44%	44%
Women	38%	56%	56%
U.S citizens	53%	66%	83%
Non U.S.	47%	34%	17%
Ethnicity (U.S. citizens)			
African American	9%	9%	10%
American Indian	1%	1%	1%
Asian	10%	5%	6%
Hispanic	6%	6%	7%
White	75%	76%	76%
Other	–	3%	–

With a single exception, the ethnic distribution for the three groups is nearly identical. That exception is the high percentage of Asian Americans taking the GMAT. According to Table 1, 10% of GMAT test takers were Asian Americans, the highest percentage for any minority group taking either the GMAT or the GRE. With all the other percentages about equal, this large percentage of Asian Americans makes the GMAT test taking population more diverse than the other groups in Table 1.

Trends

As shown in Figure 1, GRE volume peaked in the early 1990s at 457,859 and has declined steadily since then. In the 1999-2002 time period, the number of test takers stood at 393,820, a decrease of 14% from the earlier peak. In contrast, total graduate enrollment has been growing steadily, increasing by 3-5% per year since 2000. GMAT test volume has been growing as well.

Figure 1

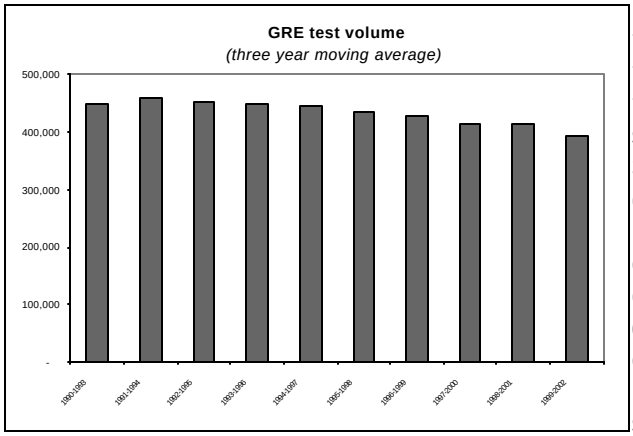
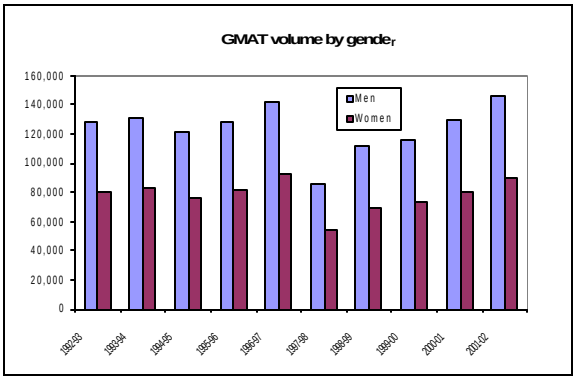


Figure 2 displays the trend in GMAT test taking by gender. Note that the GMAT transitioned to a computer-based test format in 1997, resulting in a one-time decrease in the number of test takers. Both the number of men and women taking the test grew in recent years, with men increasing by 41% and women by 39%. Similar increases are visible in Figure 3, (see page 7) which shows the test-taking trend by citizenship. International student test taking grew considerably faster than domestic test taking, with international students up by 51% and domestic by 36% since 1997-98.

Figure 2



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well as innovative additions in intellectual property, pest management, electro-optics, and clinical epidemiology. Combined degrees connect two or more fields of study, providing post-master's specializations for professionals in such areas as medicine, law, education, business, and the health professions.

New directions for master's education

The master's degree is evolving as an entrepreneurial credential with the potential to alter the direction of graduate education in the liberal arts and science. Beyond the arts and sciences, the predominance of professional master's degrees in specialized fields indicates not only a different mission for graduate education but also a new direction for the production of knowledge, one that is multidisciplinary, problem-oriented, and attuned to the marketplace. The ideology of professionalism that distinguished occupations by their location in a hierarchy of prestige, income, power, or control over production, elevating those with the same broad quantity of imputed skill, prestige, and education to professional status, no longer exists. In pharmacy, accounting, civil engineering, and physical therapy, the escalation of credentialism has meant that graduate degrees will now be entry level requirements for practitioners.

The Professional Science Master's (PSM) initiated by the Sloan Foundation in 1997 is unique among graduate projects in its focus on the master's degree in the natural sciences and mathematics. The most recent listing of PSM programs contains 41 universities offering 92 programs, a formidable achievement in only six years. This new degree has an explicitly professional component that may include business, law, regulatory affairs, computer science, and communications skills combined with a science core and electives in the student's disciplinary major and an off-campus internship. Programs are either single-track computational molecular biology/bioinformatics master's or multi-track programs in other bioscience specializations, mathematics (applied, financial, and industrial), physics, environmental sciences, technology, chemistry, and medical-related sciences. Here again, CGS continues to build its reputation as a leader in the advancement of innovative master's programs, guiding the planning and development of PSM programs in master's level universities. With support from the Ford Foundation, it is also expanding these initiatives to encompass master's degrees in the social sciences and the humanities.

As the pace and direction of innovation and change in graduate education accelerates in the 21st century, the convergence of academic and professional programs will increase. Policy makers seek mechanisms that will strengthen the relationship between the university, industry, and government for economic as well as social and political objectives. Thus, we hear university presidents express the need to maintain the competitive advantage of their corporate enterprise, for their institutions to be engines of economic growth, and for the central role of faculty and deans in program development. In his book, *The Work of the University*, Yale University President, Richard Levin, stresses the interconnectedness of the liberal arts and science with Yale's ten professional schools as contributing to the quality and strength of its academic mission.[v]

Many factors contribute to a more literal interpretation of "interconnectedness" as well as the rapid diversification of higher education systems. Among these are the rapid pace of technological change and advent of alternative modes of program delivery, now proliferating in a largely unregulated and global context. Jules LaPidus, former president of CGS, predicted that post-baccalaureate futures may include a turning away from degree programs to certificates offered through a variety of options.[vi] It is paradoxical, however, that hierarchical structures represented by our research universities persist in this competitive marketplace where profitability rather than reputational rankings are primary factors. The rise of corporate universities and online and distance education demonstrate that the next phase of restructuring may well occur through the de-institutionalization of the university.

This brings me to my final point, that quality control is a likely outcome of degree program proliferation now offered largely without regulation through traditional and non-traditional modes of delivery. The professionals, the professoriate, and the state have been among the main constituencies monitoring graduate education. They have also been responsible for its extraordinary growth and diversity. In the 1980s, there were 16 specialized accrediting agencies and 6 regional accreditation associations. The Council for Higher Education Accreditation now recognizes 8 regional associations and 58 specialized accreditors. The Association for Specialized and Professional Accreditation provides a clearinghouse for 49 accreditors of specialized programs and institutions. This exponential growth, especially in the for-profit and specialized sector, heightens their influence in program development. Accreditation also provides access to coveted federal funds such as student grants, loans, and other support, facilitates student transfer, and engenders employer confidence, with implications for the potential employment of their graduates. In states that monitor higher education, greater scrutiny by governing boards and regents as well as by accreditation agencies are inevitable. Given the worldwide massification of higher education in the past two decades, I predict that the growth of the master's degree will continue throughout this decade. As the professions themselves become more entrepreneurial, competitive, and socially accountable, the boundaries that formerly compartmentalized disciplines into isolated departments have become more permeable and indeterminate. Based on my research on programmatic innovations in graduate education, I propose that master's programs and the students who enroll in them are now perceived as pivotal to the economic well-being of their institutions, and that, by the end of this decade, the fully professionalized master's will be recognized as the degree of choice by graduate deans, prospective students, their employers, and the state.

[i] See Committee on Science, Engineering, and Public Policy. 1995. Reshaping the graduate education of scientists and engineers, Washington, DC: National Academy Press.

[ii] B. Lovitts. 2001. Leaving the ivory tower: The causes and consequences of departure from doctoral study; see also W. G. Bowen & N. L. Rudenstine. 1992. In pursuit of the Ph.D. Princeton, NJ: Princeton University Press.

[iii] Becher, T. & Trowler, P. R. 2001. Academic tribes and territories: Intellectual inquiry and the culture of disciplines. Second edition. Buckingham, UK: SRHE & Open University Press.

[iv] See J. S. Glazer. 1986. The Master's Degree: Tradition, Diversity, Innovation. ASHE-ERIC Report No. 6. Washington, DC: George Washington University for an account of the history and development of professional master's education.

[v] R. Levin, 2003, The Work of the University, New Haven: Yale University Press, contains a series of a collection of speeches and essays by the President of Yale University.

[vi] K. J. Kohl. & J. LaPidus, 2000. Postbaccalaureate futures: New markets, resources, credentials. Washington, DC: American Council on Education and Oryx Press.

This article is adapted from Dr. Glazer-Raymo's plenary address given at the CGS Annual Meeting in San Francisco, CA on December 6, 2003.

NRC Study Delays Data Collection for One Year

An Interview with Study Director Charlotte Kuh

The NRC recently made the decision to delay the data collection for the NRC study for a year. Tell us about the reasons behind that decision.

The simple practical reason is that it is taking us more time than we had expected to raise $5 million. We will be approaching as many as ten potential sponsors, both private and public, and it's a complex process. Each potential sponsor has its own interests and questions, and so each proposal has to be individualized. That takes time.

More relevant to the graduate community, however, is that the NRC is receiving many queries as institutions begin to prepare for the data collection effort. We also continue to receive suggestions about the taxonomy. It is apparent that we need to work very closely with the graduate community to be sure that the questionnaires are clear and as easy to answer as possible. This will take additional time, both now, as we hear your questions, and in the fall, when the committee hashes out the answers. But it will be time well spent.

How would you recommend graduate schools use the additional time allowed by the new schedule?

We would very much like each graduate school to work closely with its institutional research office and with everyone who will be involved in answering the program questionnaires to go over them carefully. Faculty should also be informed that this will be happening and that high response rates are critical to its success. Not only that, but every faculty member will be asked as part of the faculty questionnaire to rate programs in his or her field, not just selected raters as was the case last time around.

Are there particularly difficult data definition questions that you hope to have resolved by this extended time frame?

We need to hear from you what definitions are difficult, since the Committee and the pilot sites have already labored long and hard to make the questionnaires as straightforward as possible. One question that I have already heard repeatedly is: what do we do about shared space? This is question 7 on the Institutional Questionnaire. My preliminary answer is: if the space is available for use by students in a program, count it. This will mean that some space is double-counted, but that's better than an arbitrary allocation. We ask whether space is shared on the questionnaire.

How do you think graduate deans might best interact with other players on their campuses to prepare for data collection to begin July 2005?

I suspect that every dean has a unique way of interacting with "other players" on his or her campus. So, of course, that should be the guide. More specifically, you should be sure that your provost is alerted to the change in schedule and informed that the delay is a chance to prepare. Faculty should also be told about the change and that it provides more time for the NRC to hear and, if possible, to respond to issues that come up. Ideally, the graduate dean will be the conduit to the NRC for those issues. We are keeping a file for consideration by the committee once it is formed in the fall.

Finally, I should say that we know that the NRC assessment is going to be a BIG JOB for graduate deans. We need your advice about how to lighten the burden. On the other hand, we are convinced that the benefits in terms of a deeper understanding of doctoral programs and the availability of data for decision-making will far outweigh the costs.

Charlotte Kuh is Deputy Executive Director of the Policy and Global Affairs Division in the National Research Council and serves as Study Director for the Committee to Examine the Methodology of Assessing Research-Doctorate Programs. Before coming to the NRC in 1995, she was Executive Director of the Graduate Record Examinations Program. She was educated as an economist and received her Ph.D. from Yale University.

CGS Seeks Applicants for Award for Innovation in Promoting an Inclusive Graduate Community

CGS member institutions are invited to submit grant proposals for the CGS/Peterson's Award for Innovation in Promoting an Inclusive Graduate Community. The award of $10,000 over a two year period, beginning in January 2005, must be matched by the winning institution.

The proposal should describe strategies for incorporating diversity and inclusiveness through systemic changes in institutional processes and practices in graduate education. Areas that might be considered are recruitment, admissions, financial aid, retention, advising and mentoring, and faculty development, as well as program development participation in the academic and scholarly life of the institution. The objective must be the development and implementation of practices designed to promote inclusiveness, rather than programs targeted toward particular minority groups.

A brochure with full details has been sent to each institution. Additional information may also be found on the CGS website. Applications must be postmarked on or before September 7, 2004.

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fourteen other national higher education associations to share and discuss information and strategies regarding post-9/11 and homeland security related activities. The purpose of the conference was to achieve more effective coordination between the organizations to recommend to the government policy changes related to visa issues, biological agents, sensitive but unclassified information, openness and security, and research funding issues. The issue of significant declines in international student applications was added to the discussion. A "Science and Security Group" was formed as an outcome. CGS is a member. Specific meetings of the group are to be held to address each of the issues identified above. A participant in that conference, the National Academies of Science (NAS), has set up a questionnaire on its website (http://www7.nationalacademies.org.visas/) to obtain information on scientists experiencing delays of over 30 days in obtaining a visa. The information, with the respondent's permission, is forwarded to the Department of State, the FBI, and the White House Office of Science and Technology for their review and response. CGS encourages its members to participate in this effort.

A publication that provides background information on the federal legislation and policies created post 9/11 that has impacted international student applications and enrollment is *Academic Freedom and National Security in a Time of Crisis*, A Report of the AAUP's Special Committee. It is reprinted in *Academe*, volume 89, number 6, November -- December, 2003.

CGS continues to maintain good communication contacts with the departments and agencies of the government responsible for implementing the legislation and policies affecting the entry of international students into our member institutions.

Other significant events relevant to graduate education include the Senate's recent (January 22) passage of the Omnibus Appropriations Bill (HR 2673) that virtually assures that the Department of Education and the ten others will finally receive the funds appropriated by Congress for FY 2004. The Department of Education received the smallest increase in six years ($2.9 billion) with the majority of the increases going to Title I ($723 million) and special education ($1.3 billion). The Mathematics and Science Partnership Program had a 50 percent increase, giving it a funding level of $149 million. Graduate fellowship programs stayed at about the same funding levels.

The Committee for Education Funding (a coalition of 100 organizations) expressed disappointment at the funding levels in the areas most needed to assist America's most educationally disadvantaged students.

President Bush's Fiscal Year 2005 Budget Request was also not generous to higher education and only modestly generous to NIH (up 2.6%) and NSF (up 3%). The Department of Education's budget would increase by $1.7 billion (3 %). Most of the increases are for K-12 programs, including the No Child Left Behind Act. Eliminations to achieve a $1.4 billion savings encompass 38 education programs, including 5 in higher education. Two of these, Leveraging Education Assistance Partnership (LEAP) and Perkins Loan Capital Contributions, account for $239.2 million of the proposed savings.

The student aid programs would be funded at essentially the same level as last year. These include Graduate Assistance in Areas of National Need (GAANN), Javits Fellowships, the Thurgood Marshall Legal Educational Opportunity Program, Federal Work Study, TRIO, and Gear Up.

This election year is shaping up to be one of the most issue-oriented in some time. Education will certainly be in the fray with the reauthorization of the Higher Education Act being a possible battleground for the higher education community's recommendations. The current authorization expires September 30, 2004. We will have to wait and see whether the reauthorization will pass before the second session of this Congress ends or is taken up anew following the fall elections.

CGS will continue to represent the issues involving international student access to the agencies of the federal government and to solicit input and provide information to the members as this interesting year unfolds. After this cold, hard winter, we are ready for a thaw.

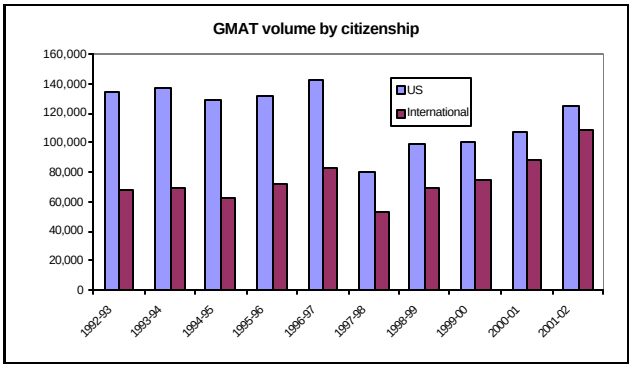
Data Sources continued from page 4

Summary

Based on this quick march through GMAT test taking data, we find that people interested in graduate education are a highly diverse and increasingly international group of test takers. They reflect the increasingly global nature of the modern business world that rewards preparation in the excellent graduate programs in business at U.S. universities.

Given the large fraction of international students taking the GMAT, test taking volume is likely to be affected by post-911 visa restrictions and the state of the U.S. and world economy. There is early evidence from GMAT that the recent upward trend in test taking has turned down, with a 13% decrease in test volume from 2002 to 2003. Clearly, GMAT test taking volume is a statistic well worth monitoring as it gives us an early indicator of change in one of the largest fields in graduate education.

Figure 3



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