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Improving the Graduate Admissions Process: How Deans Can Influence Program Decision Making

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In graduate education, there are few items that lead to as much controversy as graduate admissions, especially when the admissions decisions are to highly competitive programs. The importance or perceived importance of attending a high status or well-located school of one's choice can be an extremely serious concern for students. Additionally, rare is the dean who has not received phone calls or letters emphasizing the importance of making a particular acceptance, for example, from politicians, colleagues, senior administrators, neighbors and others. Responses to such queries can be simplified if a dean has data to support decisions. Moreover, while faculty members may be international experts in their disciplines, a dean can help inform them about the admissions process. This paper intends to demonstrate how a dean might be able to encourage graduate programs to strengthen their admissions processes and to engage in useful program-specific validation research.

Many deans attempt to improve procedures that faculty members use by wisely providing non-technical educational materials to their departmental admissions coordinators or chairs. The topic of admissions is an excellent discussion, for graduate councils as well, as some departments may learn from others, especially those, for example, in the quantitative or social sciences who have knowledge of the techniques used to evaluate the usefulness of the information that is used in making decisions. Materials provided by the Graduate Record Examination (GRE) program (e.g., Briel, O'Neill, & Scheuneman, 1993) or at regional and national meetings of graduate deans help keep deans current.

Factors influencing admissions decisions

It is also helpful for deans to assist their faculty to recognize that admissions decisions may differ in varying contexts within the same graduate school. Some key factors influencing the nature of graduate admissions decisions are:

- the level of degree awarded
- the nature of the discipline and the program
- the maximum size of the program
- the funding for the program

Each factor is described briefly below.

The research-oriented nature of doctoral programs normally dictates differences between such programs and master's-level programs, although one must be careful not to consider all programs providing the same degree as equivalent. Many graduate schools have had explosions of interest for certificate programs as well, yielding still more differences.

The nature of the program also impacts the size of the program. If the program, at least in part, calls for working with one of a small number of distinguished researchers in laboratory or similar settings, for example, the number of students accepted obviously must be quite small and admissions decisions are likely to be highly competitive. A "hot" discipline is also likely to lead to highly competitive decisions. Different disciplines also utilize different profiles of developed abilities in their students (e.g., some are more quantitative).

Many universities, especially regional universities, as part of their service to their locale, accept virtually all students into graduate programs, such as in education; otherwise, the local districts will find another institutional partner. Such circumstances require that they nevertheless accept students who meet minimal requirements, have the ability to succeed in their graduate education, and will serve the local community once graduated. Regardless of the level of the program, one must limit the numbers of students based upon a plethora of factors: placement settings, lab space, funding, and so on. A variety of instructional and organizational variables may also limit the size of the first-year class, including the maximum enrollment in certain classes, and the numbers of advisors, offices, and other similar factors. Obviously, the number of students able to be accepted greatly influences admissions decision making.

Some graduate programs only attract students of the ability they desire or require if those students receive competitive funding. In such instances, the financial support for the students also greatly influences the maximal size of the entering class, and hence, admissions.

Paradigms for validating admissions requirements

A variety of models exist for validating the kinds of information used by admissions committees. In general, validation means that one documents the

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usefulness of the inferences that committee members make about candidates during the admissions process. The most typical paradigm is correlational. Researchers use a statistical technique by correlating admissions variables such as the GRE scores or college grade-point average with criteria of graduate school success, to be discussed below. The GRE Board strongly urges local validation studies (GRE Board, 2004).

It is also possible to compare groups of successful students with those who are less successful -- for example, those who pass comprehensives from those who do not, those who complete requirements in a timely fashion from those who do not, those who publish in a given period of time versus those who do not, or those who meet some professional criterion in a timely fashion against those who do not. Such analyses can be statistical comparisons of means when the variables are continuous or they can simply be comparisons of percentages when they are nominal variables (t-tests and Chi-square tests, respectively). Admissions committees rarely consider only one piece of information in an application alone, consistent with the GRE Board's strong recommendation that test scores not be used alone in making decisions (GRE Board, 2004). Statistical procedures such as multiple regressions, where several admissions variables can be combined to predict a single criterion, can model such complex admissions decision-making.

While researchers at Educational Testing Service and other national researchers provide general evidence about the usefulness of admissions variables in the entire selection process, there continues to be need for local validation. Sometimes this need exists because the faculty do not believe national research is relevant to their particular situation. A program may be unique in its nature, its requirements, or how it assesses success. Local validation research can help inform the process. Validation research is easiest and most likely to yield results where the numbers of students selected are large enough to produce reliable statistics. Large clinical psychology programs, for example, are excellent places where such research can be performed, and Educational Testing Service (Powers, 2001) has recently performed several studies of veterinary school admissions procedures.

Initial questions to ask

There are several clarifying questions that a graduate dean should ask those in charge of programs. These questions include: How many students does the program want or need to have in each given cohort? How many applications does the program receive? Is it possible to change either of the above, should one wish to do so?

Clearly, institutional mission, budgetary concerns, benchmarking, faculty and other resources, interest on the part of applicants and faculty input should influence the ultimate size of a program. Other factors also may be relevant. This author once engaged in an accreditation visit to a doctoral program with only one student in a particular cohort. The program had made an intentional decision to keep the program small due to financial considerations but even the program considered this number too small. Other schools, especially independent, highly tuition dependent universities, are likely to wish to accept more students so that they can hire more faculty members and otherwise provide additional resources to strengthen the program.

The biggest limitation on program size, of course, is the size of the applicant pool. Deans can help influence the size of this pool, given adequate interest in the program, through recruitment and financial aid.

The nature of the graduate admissions decisions: The critical questions

Deans should be prepared to ask questions related to success in graduate programs to individuals critically important in running programs and in selecting students for those programs. Seven general questions are listed below.

A. Are developed academic abilities important for success in the program? Developed abilities, some of which are noted below, are measured on graduate admissions measures such as the GRE. Those responsible for a program should be able to articulate whether such skills are rele- continued on page 5

Data Sources: Rough Waters Ahead?

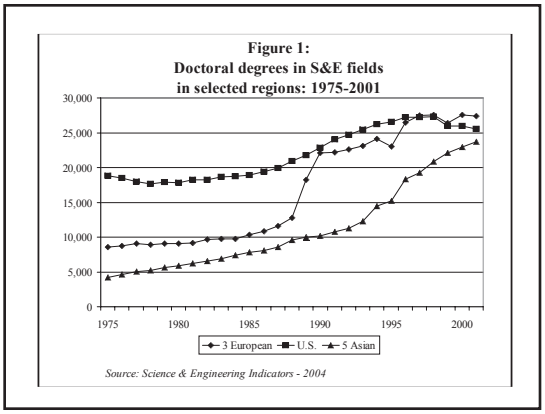
New Data from NSF and CGS Reveal a Sea Change in International Student Applications, Enrollment, and Demographics

by Heath Brown, Director of Research and Policy Analysis and
Peter D. Syverson, Vice President for Research and Information Services

The National Science Foundation recently released the latest edition of Science and Engineering Indicators -- 2004.[1] The Science and Engineering Indicators series provides one of the broadest views of the role of graduate education and research in U.S. scientific exploration. This publication provides ample evidence of a rapidly changing international environment for graduate students, particularly in science and engineering. Taken together with the CGS Survey of International Graduate Applications, this suggests that the future market for international graduate students is likely to be considerably more competitive than in the past.

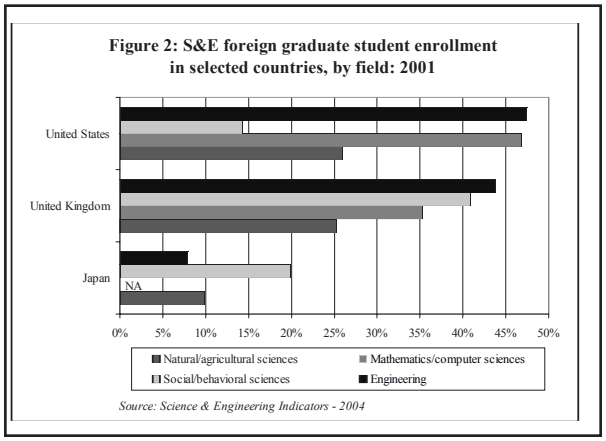
International Comparisons

Worldwide the number of graduate degrees earned annually has increased substantially over the last 30 years. The U.S., Asia, and Europe share a pattern of a rapid increase in doctoral degrees in science and engineering since the 1970s. The NSF report groups three European countries (the U.K., France, and Germany) and five Asian countries (China, Japan, Korea, Taiwan, and India) to make a striking comparison over time (see Figure 1). In the 1970s, the U.S. conferred more than twice as many doctoral degrees in science and engineering than the three European countries and nearly four times as many as the five Asian countries. By the 1980s, Asian countries had increased doctoral production substantially, but the U.S. was still producing around twice as many doctoral degrees as both regions. Today, the U.S. produces dramatically more doctoral degrees per year than in the 1970s -- around 50 percent more per year -- but now the other regions of the world are in relative parity. The NSF reports that in 2000 the European countries had more than doubled their doctoral production, while the Asian countries quadrupled their doctoral output. A similar pattern holds for doctoral degrees in natural sciences, agriculture, math/computer sciences, and engineering.



International Student Enrollment

For decades, international graduate students have played a large role in U.S. graduate schools, particularly in the sciences and engineering. Nearly 50 percent of graduate enrollment in engineering and mathematics/computers is from international students, with around 25 percent in natural/agricultural sciences and 15 percent in social/behavioral sciences (See Figure 2).



The NSF study sheds new light on the participation of international graduate students in other countries. One of the most active countries in terms of international graduate student enrollment is the United Kingdom. In the U.K., roughly 42 percent of students enrolled in engineering are international students, 40 percent in social/behavior sciences, 35 percent in mathematics/computer sciences, and 25 percent in natural/agricultural sciences, with the exception of social/behavioral sciences (international students make up only 15 percent of enrollment in social/behavior sciences). These patterns parallel the international participation in U.S. graduate schools.

The pattern in Japanese graduate schools is somewhat different. International graduate students make up less than 10 percent of enrollment in engineering and natural/agricultural sciences, but 20 percent in social/behavioral sciences.

International Student Degrees

According to Science and Engineering Indicators, the U.S. still has the highest percentage of international students earning graduate degrees, but other countries have entered this market as well. In the field of engineering, for example, 50 percent of doctoral degrees are awarded to international graduate students in the U.K., more than 20 percent in France, 15 percent in Japan, and more than 10 percent in Germany. Similar patterns hold across the other fields.

CGS Survey of International Graduate Student Applications

Taken alone, the Science and Engineering Indicators report suggests some long-term trends in graduate education. However, if the report is considered along with the results of the recent CGS Survey of International Graduate Student Applications, the findings become much more striking.

Motivated by the rising awareness of potential problems in new visa policies, CGS fielded a survey in February concerning applications from foreign students. Anecdotal evidence and research by the General Accounting Office suggested that international visitors, particularly graduate students and scholars, were experiencing delays in visa processing after September 11th. CGS sought to examine this issue empirically with a survey of one potential outcome of these delays: decreased international graduate application.

The survey results supported this hypothesis in a dramatic fashion. Of the 130 institutions that responded to the survey, nearly 90 percent

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Federal Relations Update

by John Yopp, Director of Federal Relations

CGS member institutions may experience a new set of challenges in their efforts to attract international graduate students to their campuses in this post 9/11 era. The last Federal Relations update in the CGS *Communicator* described the Statement and Recommendations on Visa Problems Harming America's Scientific, Economic, and Security Interests signed by CGS and twenty-four other national educational associations representing the U.S. higher educational community. The statement and recommendations, extensively reported by the press, came as a result of the consensus efforts of these associations convened by the American Association for the Advancement of Science (AAAS) to address problems stemming from the post 9/11 policies established by Congress and the federal agencies to enhance national security. The associations signing the statement acknowledged strong support for these efforts, but stated the belief that "some of the procedures and policies along with a lack of sufficient resources" have "led to a number of unintended consequences detrimental to science, higher education, and the nation."

The new set of challenges may, if not appropriately addressed, have similar consequences. These arise from recommendations by the Inspectors General (IG) of the Departments of Commerce (DOC), State, Defense, Energy, and Homeland Security (DHS), in consultation with the Directors of the CIA and FBI, to improve efforts to prevent the acquisition of sensitive U.S. technology and technical information by countries of concern through exposure to foreign nationals in the U.S. (FNUS).

The President is required by Public Law 106-65, "National Defense Authorization Act for FY 2000" (NDAA, section 1402) to submit a report to Congress each year through 2007 on the effectiveness of federal policies and procedures in preventing the export of controlled technology to "countries and entities of concern." The annual review of each IG forms the basis of the report. This fifth year set of reviews included an interagency report on the release of export-controlled technology to FNUS (e.g., international students) relative to the required compliance with the licensing guidelines in the DOC's Export Administration Regulations (EAR) and the International Traffic in Arms Regulations (ITAR). DHS joined the other departments this year in accordance with its new authority over exports.

Any release of technology or software subject to EAR or ITAR regulations (e.g., computers, semiconductors, integrated circuits, lasers, or sensors) to a FNUS "is deemed to be an export to the home country" of the student. Hence, the term "deemed exports" is the title of the most comprehensive of the IG reports, "Deemed Export Controls May Not Stop the Transfer of Sensitive Technology to Foreign Nationals in the U.S." (DOC Report No. IPE-16176) This report and the interagency report, "Interagency Review of Foreign National Access to Export-Controlled Technology in the United States" (Report No. D-2004-062) were released March 31 and April 16, 2004 respectively, and may be found on the departments' websites.

This year's review included visits to nine major research universities (all CGS member institutions). The purpose of the visits was "to access their knowledge of the deemed export exemptions and obtain their feedback regarding the EAR's fundamental research exemption. This latter point is central to currently common practice of allowing FNUS to use advanced technology in university research and laboratory course instruction. The exemption is enabled by National Security Decision Directive 189 (NSDD 189) issued in 1985. It states that:

Fundamental research means basic and applied research in science and engineering, the results of which ordinarily are published and shared broadly within the scientific community, as distinguished from proprietary research and from industrial development, design, production, and product utilization, the results of which ordinarily are restricted for proprietary or national security reasons.

The directive further states that:

It is the policy of this Administration that, to the maximum extent possible, the products of fundamental research remain unrestricted. It is also the policy of this Administration that, where the national security requires control, the mechanism for control of information generated during federally funded fundamental research in science, technology, and engineering at colleges, universities and laboratories is classification. Each federal government agency is responsible for: a) determining whether classification is appropriate prior to the award of a research grant, contract, or cooperative agreement, and, if so, controlling the research results through standard classification procedures; b) periodically reviewing all research grants, contracts or cooperative agreements for potential classification. No restriction may be placed upon the conduct or reporting of federally funded fundamental research that has not received national security classifications, except as provided in applicable U.S. statutes.

It is noteworthy that this directive was reaffirmed in a letter from the current National Security Advisor, Dr. Condoleezza Rice to Dr. Harold Brown of November 21, 2001.

While universities have successfully used this language in negotiating its federal grants for unclassified fundamental research, by 2001 universities began reporting to the Council on Governmental Relations (COGR) and the Association of American Universities (AAU) increasing numbers of research awards with restrictive clauses. At the request of the Office of Science and Technology Policy (OSTP), COGR and AAU solicited input from their member institutions on this increase, their nature, and their consistency with NSDD-199. They have subsequently formed a task force to track this troublesome issue.

It is in this environment, certainly heightened after 9/11, that the reports of the DOC and the other federal agencies have increased the concern of CGS and other national education associations. CGS has pointed out to its fellow members on the Science and Security Subgroup, charged with preparing a statement and recommendation to the AAAS committee of the whole, that the concern is broader than the issue of fundamental research. The referenced reports on FNUS access to export-controlled technology not only question the definitions of fundamental research and the use of it as the basis of exemptions, but also expand potential restrictions into graduate-level instruction as well.

The DOC report (IPE-16176) noted that "many of the academic and Federal officials we spoke with had not contemplated the transfer of technology associated with the 'use' of controlled equipment and deemed exports" and that "the technology for the 'use' of controlled equipment-regardless of how it is defined-is subject to the deemed export provisions regardless of whether the research being conducted with the equipment is fundamental or not." Further, the report notes that "The term 'technology' itself is broadly defined in the EAR to include instruction, skills training, working knowledge…" Likewise, in the interagency report (D-2004-062) it is stated that: "It should be noted,

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vant to success in the program, that is, is the program typical of other graduate programs. If such skills are not relevant, testing is unlikely to be useful.

B. What developed academic abilities are critical for success (e.g., writing, critical reading, reasoning, quantitative skills, prior knowledge of the discipline, research and computer skills of various types, personal or interpersonal skills)? Individuals responsible for a program should be able to identify which academic knowledge, skills and abilities are essential or critical for success. This approach is not one that faculty members commonly employ, unless, for example, they are industrial or educational psychologists (who may make good campus consultants for these processes). One way that a dean can help faculty members consider this problem thoughtfully is to ask them to describe students who have not succeeded in the program and to ask them to identify the academic weaknesses that they saw in these students, especially as the students were entering the program. It also might be useful to analyze important "hurdles" in the program, such as masters' comprehensives, language or statistics courses, and so on, to see how many students are thwarted by such hurdles and then to analyze those barriers to attempt to analyze why they seem to be causing some difficulty.

C. Do applicants have the requisite skills and abilities to succeed? Once a program has identified the abilities and skills that they believe most critical for success in the program, then it needs to begin assessing whether applicants have the knowledge, skills and developed abilities to the extent that they appear likely to succeed in the program. These assessments are appraisals of whether given applicants have those developed abilities noted in B. above in sufficient quantity to complete the program, or perhaps to complete the program in a distinguished fashion. Such appraisal requires that the program develop indices deemed appropriate as part of the application process and that it can hypothesize the scores needed on those indices that parallel appropriate levels of skill. A few institutions use self-made measures to assess specific knowledge, skills and abilities that it may not believe are present on standardized measures, at least in the manner that the program faculty perceive as most critical. This discernment of appropriate levels of ability is a critical one. Ethically, students who are unlikely to succeed in the program simply should not be accepted, no matter how badly they desire admission or how badly the school might wish to have another student in the program. Students accepted in a higher risk category should be informed of their status prior to matriculation and they should be provided needed academic supports, if possible.

D. How does an applicant compare to those who have succeeded in the past in the program and those who have not? The kinds of initial validation research that have been discussed heretofore may prove extremely useful, especially in making the assessment of whether a student has requisite skill levels to succeed. When an applicant presents a profile of developed academic abilities that is similar to students who have not succeeded in the past, a strong rationale is needed in terms of either why this applicant will succeed (e.g., some evidence in his or her past suggesting a difference from the others) or why he or she should be accepted (e.g., to help diversify the program in needed ways). It should be noted that these same procedures can be employed regardless of whether the program accepts 2-3 students per year or a much higher number.

E. How do the applicants compare with others with whom they are competing? As noted previously, some programs will generally accept all students who are able to succeed, at least within numerical reason. Others wish to take only a limited number of students.

F. To what extent are external standards imposed on the program important? Many graduate programs, especially those leading to work in applied or professional settings, have external accreditating bodies with specific demands for resources and program delivery. Some of these concerns must be factored into the size, nature, and quality of the program's student body.

G. How does the program define success in graduate study? This question is a critical one to ask, yet extremely difficult to answer (Hartnett & Willingham, 1979). There are a variety of methods for determining what is important in different programs, and these differ by the level of the program (certificate, master's, doctorate), the nature of the program, and other variables. Indications of quality are extremely important and are generally used as the criterion of success in empirical validation studies. The quality of the student's coursework is generally important for most programs, but I have heard of doctoral students whose course work actually does not meet minimal grade-point standards for graduation, although their research is outstanding and the grade-point requirement is therefore waived. Among other measures that can be effectively employed are performance on general master's examinations and specific doctoral level examinations, especially if these measures have an important impact on the program, the quality of the student's research and scholarship, and whether a student completes the program.

The Importance of Local Research

Local research is critical because the skills and abilities involved in varying disciplines differ (that is, graduate study in physics requires differing abilities than graduate study in philosophy). In addition, different institutions may offer programs with the same name (purportedly with the same discipline and content) that vary enough that different abilities may be required. Discussions with program faculty, review of a program's instructional approaches, consideration of the abilities and skills, as well as the profiles of abilities and skills of students who are both successful and unsuccessful in the program all provide initial guidance in terms of the abilities that are most likely to be needed for success in a given program at a given school. Empirical research can confirm such professional hypotheses.

An empirical approach looks at different kinds of developed academic abilities to determine which are most likely to yield successful students in the program. The GRE in its recent history involved different kinds of ability (e.g., Verbal, Quantitative, Analytic) and presently has replaced the Analytic with a measure of analytic writing. Verbal abilities include critical reading, vocabulary, writing, and editorial skills, for example. Consideration of abilities in the context of an applicant's background and experience is critical, and interpretations should consider the possible capacity to compensate for weaknesses in some abilities with strengths in others. The statistical technique of multiple regression is most often used to see how different patterns of abilities work together to predict success in the program. When a program requires or appears to require skills and abilities that are not on commonly available tests such as the GRE or the Miller Analogies Test, they may consider requesting samples of student work, reviewing portfolios, building their own admissions measure, interviewing students, or using other techniques to assess the abilities of their candidates in this regard.

It is also often important to look at patterns of past behavior. The most commonly used past behavior to be considered is the history of academic achievement (most typically considered as GPA, or GPA within a discipline). Outside of class behavior may also be important for some institutions and programs, especial- continued on page 7

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reported declines in international graduate applications. On average, applications from international students had decreased by 32 percent. Importantly, similar declines were reported by all categories of institutions, almost every country-of-origin and major academic field.

Eighty-five percent of responding institutions reported decreases in applications from China, 69 percent reported declines from India, and 58 percent reported declines from Korea. The survey also produced important information about declines across major academic fields. Nearly 82 percent of graduate schools reported decreases in applications for graduate engineering programs and 64 percent reported declines in the physical sciences (See Table 1).

Table 1:
International applications by country-of-origin
(% represents percentage of responding institutions)

85% reported a decline from China
69% reported a decline from India
58% reported a decline from Korea
45% reported a decline from Taiwan
40% reported a decline from Western Europe
46% reported a decline from the Middle East
52% reported a decline from other countries

Source: CGS Survey of International Student Applications

While an important indicator of interest in U.S. graduate education, applications may not translate directly into admits and enrollment because many institutions receive multiple international applications for each opening. Thus, a 32 percent decline in applications is unlikely to result in a 32 percent decline in international enrollment. Therefore, CGS will be fielding two additional surveys over the next several months to answer other important questions about the admissions process for international graduate students. This three-part survey will lead to a final report that will include an empirical analysis of the issue and a series of research-based policy positions that CGS will use to guide its government relations activities (See Table 2).

Table 2:
International applications by academic field
(% represents percentage of responding institutions)

55% reported a decline in agriculture
58% reported a decline in biological sciences
56% reported a decline in business
68% reported a decline in earth science
44% reported a decline in education
82% reported a decline in engineering
50% reported a decline in humanities
64% reported a decline in physical sciences
52% reported a decline in social sciences

Source: CGS Survey of International Student Applications

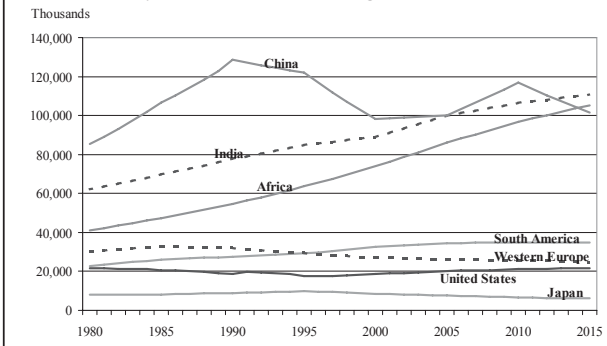
Discussion

Overall, global capacity for graduate education is on the rise. Several countries, notably China, have expanded tier systems of graduate education and several countries, specifically Australia and New Zealand, have become highly active in international graduate education.[2] Foreign governments are making aggressive and conscious decisions to expand graduate access and opportunities, both for domestic and international students. Further, the participation of scientists educated abroad in U.S. research is also increasing. Research shows that more than 10 percent of the U.S. scientific labor force received their Ph.D. from non-U.S. universities.

At the same time, the supply of young adult populations is very high and in some regions growing rapidly. As shown in Figure 3, India and China each have approximately 90 million 20-24-year-olds in their population. This compares to approximately 20 million in the United States and 30 million in Western Europe. Thus, China and India will continue to be the chief source countries for international students for the foreseeable future. Population growth in Africa is simply astounding -- by 2015, Africa will be on a par with China and India in graduate school age population.

U.S. graduate schools can respond in several ways to these trends. One response would be to maintain and expand the recruitment of international graduate students. In light of the recent visa delays and immigration problems, this option may become more difficult in the coming years. A second response would be to tap into domestic sources of talent more aggressively. An earlier article in the *Communicator* summarized U.S. Census figures on the changing demographics in the U.S. If U.S. graduate schools want to maintain the quality and quantity of graduate enrollment, underrepresented minority groups are a potentially viable source of talent. More aggressive recruitment of these students is another strategy to address an increasingly competitive international market for graduate education.

Figure 3: Trends in population of 20-to 24-year-olds, by selected countries and regions: 1980-2015



Source: Science & Engineering Indicators - 2004

[1] *The report Science and Engineering Indicators—2004 is available from the National Science Foundation at http://www.nsf.gov/sbe/srs/seind04/start.htm. Additional information was drawn from a workshop presentation ("Education and Employment in Science and Engineering: A Global Perspective", May 24, 2004) by Jean Johnson, senior analyst, NSF.*

[2] *Philip Altbach, "The Tipping Point" in International Education: How American is Losing the Race", 2004 [http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/ihe_pdf/ihe35.pdf]*

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however, that scientists, engineers, or students working in a laboratory may be required to use EAR-controlled equipment to perform their work. As such, while the actual research performed may be exempt from the EAR, the use of controlled equipment is not." The interagency report also makes the point that:

"The Student and Exchange Visitor Information System (SEVIS) does not explicitly screen prospective foreign students and exchange program participants using requirements related to the release of export-controlled technology to FNUS as exclusionary criteria. Further, regulatory restrictions on course enrollment or program participation at academic institutions apply only to F-1, M-1, or J-1 visa holders from Libya. The potential effect is that non-Libyan foreign students or exchange visitors may gain access to controlled technology as a result of their participation in coursework at U.S. academic or vocational institutions, or in post-graduate training programs."

Based upon this finding, the IG of the DHS recommended that the Under Secretary for Border and Transportation Security expand beyond Libya the list of countries of concern, to consider the need to expand the list of restricted disciplines of study for FNUS, and to modify SEVIS accordingly. It should be noted that the DOC report listed China, India, and Russia among the countries of concern for deemed export license applications. The first two are the two largest sending countries for international students to U.S. graduate schools.

Among the recommendation of the DOC's IG is its report to the department's implementation body, the Bureau of Industry and Security (BIS) are to:

1) modify the definition of "use" in the EAR in order to help licensing and enforcement officials better implement and enforce deemed export controls associated with the technology for the use of controlled equipment.

This could mean, the report notes, that many of the academic and federal laboratories might need "to seek deemed export licenses for some foreign nationals working with controlled equipment or otherwise restrict their access to such equipment."

2) Amend BIS' current policy to require U.S. entities to apply for a deemed export license when a foreign national employee or visitor was born in a country where the tech nology transfer in question is EAR-controlled.

This recommendation would mean, if implemented, that the current licensing policy that recognizes the foreign national's citizenship in a country would be replaced by decisions based upon the foreign national's country of birth. The BIS has responded in a generally favorable manner to the recommendations noting that the legality of modification of procedures would have to be ascertained.

It is uncertain as to how the reports and recommendations of each IG will be received by Congress. The Science and Security subgroup will continue to engage in proactive dialogue on this issue with the OSTP, representatives of the federal agencies responsible for export control, and staff and members of Congress of the relevant committees.

CGS and other associations in the higher education community continue to express support for the reasonable and appropriate efforts by the federal agencies to maintain the nation's security through export control of sensitive technology to countries of concern. As in the case of certain problems with current visa procedures, CGS and the other associations will assist the federal policymakers in assuring that both security and viable research and instruction in our graduate schools are balanced and maintained.

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ly those, for example, where successful work with people is likely to help a student succeed. Some church-related institutions may wish to consider the importance of past behavior in such contexts. Among the ways in which schools evaluate such information is through letters of reference and personal statements, which hopefully can be confirmed. Past behavior can include the academic work-related, and personal realms.

Conclusion

Graduate deans can influence and improve program-level admissions. One of the best ways is to ask relevant questions. Another is to foster local validation. Both steps should lead to improved admissions decision-making, that is, more students graduating and being academically successful.

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CGS Welcomes New Dean in Residence

Paul Tate has been named the 2004/2005 CGS Dean in Residence. This month he begins his year at CGS where he will direct a program on responsible conduct of research.

Dr. Tate joined the faculty of Idaho State University in 1976 after receiving his Ph.D. in Philosophy from Yale University. He became Dean of Graduate Studies in 1997. Prior to becoming dean, he served as Director of the Philosophy Program, Chair of the Faculty Senate, and Assistant Dean of Graduate Studies and Research. He is currently President of the Western Association of Graduate Schools.

Dr. Tate lectures regularly in his community on professional ethics and is a founding member of the Pocatello Hospital Ethics Committee. He has studied, taught, and traveled widely in South Asia during the past four decades, beginning as a Fulbright student in India in 1967. In 1990-91 he was a Fulbright Scholar in Sri Lanka, where he lectured on both medical ethics and twentieth century European philosophy and literature. In addition to scholarly articles, he has published one novel and several short pieces of fiction.

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