

# Graduate and Professional Education: An Ever-Changing Environment



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## Committing to Inclusiveness Is Essential in Our Ever-Changing Environment

Graduate programs that build a truly inclusive culture make the greatest contributions to society, which needs diverse perspectives to tackle today's issues. In our fast-changing environment, we're facing challenges in demographics, skills and culture — not to mention the influence of emerging technologies, career specialties and even new vocabulary. Clearly we need faculty and students with a diversity of talents, skills and backgrounds to help us make sense of the changes and their broader implications, and to address the new types of challenges we face that simply didn't exist just a few years ago.

ETS is committed to helping programs create inclusive cultures. And as a nonprofit organization ingrained in the graduate community, and whose mission is to help advance quality and equity in education, we are in a position to help by convening thought leaders, curating and sharing examples from peer institutions, making resources available, and tapping into our collective research expertise and experiences. While ETS has long been involved in helping graduate and professional programs achieve their missions, different times call for new ways of doing things. We're embracing the call to broaden our role, and are doing so with support, suggestions and insights from deans, faculty and admissions professionals who may be reading this letter right now.

Did you know that 18 graduate school deans and leaders make up the GRE® Board, and that many more deans and faculty serve on the Board's Research, Services, and Diversity, Equity and Inclusion committees? The GRE Board is independent from ETS but affiliated with the Council of Graduate Schools (CGS) and the Association of Graduate Schools (AGS), and perhaps it's this separation in interests that allows for a free-flowing, honest dialogue at our Board meetings. In recent meetings, members have been especially active in helping us think through how we can better meet the needs of the higher education community, and in the development of resources and services that can support institutions and programs as they strive to create diverse and inclusive communities. We understand that there is no one right way to do that, so we've developed a number of tools that serve different purposes and curated examples from programs that seem to be doing it well. These are all freely available to you at our newly expanded site, [holisticadmissions.org](https://holisticadmissions.org).

Resources available on the site are informed not only by the opinions of GRE Board members and ETS researchers, but by an extensive literature review, as well as what we learned during 71 in-depth interviews with faculty and staff who are involved in admissions at 58 graduate programs across a variety of disciplines. The interviews were part of an effort to learn more about admissions practices, how schools that are doing holistic admissions have changed their processes, and the challenges they face. During our in-person conversations, we heard that the questions we posed were causing our interviewees to consider their own process in ways they hadn't before, and could be helpful to other programs looking to start their own conversations. This led us to formalize the discussion guide, which covers areas such as how to prepare effectively for the admissions process, key factors and their relative importance in making final selections, and evaluating the effectiveness of your process overall. While we all know that increasing student diversity requires an approach that is much broader than just what happens during the admissions process, we hope the guide helps as a conversation starter.

An ever-changing world in which diverse, talented graduates lend their innovative thoughts, expertise and enthusiasm to solving complex problems requires a diverse and inclusive graduate student and faculty ecosystem. ETS and the GRE Program look forward to continued collaboration with the graduate community to help you achieve your diversity and inclusion goals.

A handwritten signature in black ink that reads "David G. Payne".

**David G. Payne, Ph.D.**

Vice President & COO, Global Education  
Educational Testing Service

Please visit [holisticadmissions.org](https://holisticadmissions.org) for the discussion guide, promising practices and other resources.

# Introduction

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Graduate education continues to be a crucial part of higher education. For many universities, graduate and professional programs define their missions. For those who care about the future of the professoriate and the professions, these programs are crucial.

Yet considerable debate surrounds graduate and professional education, over efforts to recruit and evaluate applicants, the ways programs distinguish themselves, and the career success of graduates. Many programs are also experimenting with new economic and pedagogical models.

All of these challenges take place amid growing political and legal debates over affirmative action and the ability of colleges and universities to use holistic admissions.

The articles in this compilation reflect these and other issues, not only in master's and doctoral programs, but also in business, law and medical schools. *Inside Higher Ed* will continue to track these issues. We welcome your comments on this booklet and your ideas for future coverage.

**--The Editors**

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# The Graduate Training Trade-Off 'Myth'

New study says "tension" between graduate training in research and teaching is false and that teaching training may actually build research confidence and output.

By Colleen Flaherty // June 27, 2018



SOURCE: GETTY IMAGES

Graduate school takes long enough already. That's one of the reasons, among others, why Ph.D. programs tend to focus on research over teaching. A [new study](#) challenges assumptions that building teaching expertise has to come at the expense of research preparation, however.

Looking at a national sample of life sciences Ph.D. students, the study's authors considered how increased training in evidence-based teaching practices impacted students' confidence in their preparation for research careers, their ability to communicate about their research, and their publication counts.

In a challenge to conventional but previously untested wisdom, the authors found that the research confidence and output of Ph.D. students who "invested" time in learning evidence-based teaching, or EBT, practices did not suffer. In fact, data revealed what the authors called a "slight synergy" between investing in evidence-based teaching and research savvy. That

is, learning about teaching actually appeared to benefit students' research skills.

The long-standing "tension" between developing research and teaching skills "may not be salient for today's graduate students," reads "The Trade-Off Between Graduate Student Research and Teaching: A Myth?" The study was published this week in PLOS ONE. "This work is proof of concept that institutions can incorporate training in EBT into graduate programs without reducing students' preparedness for a research career."

Although some institutions already bake pedagogical training into their programs, the authors note, "increasing these programs at scale, and including training in EBT methods could create a new avenue for accelerating the spread of evidence-based teaching and improved teaching across higher education."

The paper's message isn't necessarily new. Many academics and some professional associations have previously said that round-

ing out graduate training to build skills beyond research better prepares students for a variety of jobs inside and outside academe. But now here are data to back up that argument, the authors say. (And of course there's a [major push for evidence-based teaching practices in science at the undergraduate level](#), in part to encourage diversity in the field.)

## Cutting Through the 'Tension'

"The tension between research and teaching has been investigated for decades for faculty, but we were interested in if there is data to support the trade-off between investing in research and in modern evidence-based teaching for graduate students," co-author Erin E. Shortlidge, an assistant professor of biology at [Portland State University](#), said Tuesday. "I hope that this is only the beginning of research on the topic."

Shortlidge and her co-author, Sarah L. Eddy, an assistant professor of biology at [Florida International University](#), developed their own survey instrument for gaug-

# The Graduate Training Trade-Off 'Myth'

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ing students' self-reported awareness of, training in and use of different evidenced-based teaching methods. To do so, they borrowed heavily from two published surveys of faculty and postdoctoral researcher awareness of such practices and shaped them based on various feedback. The survey instrument also asked students to rate their confidence and training in research, teaching and communication, and about how many papers they'd published.

The survey's ultimate set of evidence-based teaching practices was presented with written definitions, to include case studies, clickers, concept maps, discussion-based instruction or Socratic method, flipped classroom, problem-based learning and/or inquiry-based learning, process-oriented guided inquiry learning, and think-pair-share.

Student participants were recruited through professional scientific society Listservs, departmental Listservs and snowball sampling, or chain referrals. The final sample, which did not include first-year Ph.D. students who hadn't been studying long enough for their answers to be relevant, for example, was 338 students. They

represented 19 subfields in what the authors call "traditional" life sciences (not biology education or philosophy of science, etc.).

## Results

In an advanced analysis, increased training in evidence-based practices did not reduce students' confidence as researchers, but rather had a slightly positive effect. Training in EBTs also increased students' confidence in communicating their research.

Interestingly, teaching experience alone, as opposed to direct instruction in best practices, did not increase research communication confidence.

Controlling for whether students had earned a master's degree and year in their Ph.D. program, the analysis also found no negative relationship between number of papers published and investment in evidence-based teaching practices.

To the contrary, the paper says, "the trend actually hints at the potential for the opposite pattern: for each unit increase in a student's average training in EBT practices, they were 1.04 times more likely to have at least one additional paper." For example, students with the mean EBT training index

had a 47 percent chance of having zero publications and students in the third quartile of the EBT training index were slightly less likely to have zero publications, or a 43 percent chance.

Shortlidge and Eddy wrote that, based on other research, many graduate students report having to seek out voluntary evidence-based teaching training and that training of one semester or longer is most effective in building lasting skills. They note that their study is based on self-reported data from self-selected students, and so may not be applicable across the life science graduate student population.

Still, Shortlidge told *Inside Higher Ed* that in her own experience, based on a forthcoming study, "graduate students perceive that their institutions generally only give lip service to professional development and teacher training -- that such training is not a real priority."

So maybe the new data will help convince institutions that investing in evidence-based teaching training won't negatively impact students' research, and even "render them more prepared for their future academic positions," she said. ■

<https://www.insidehighered.com/news/2018/06/27/study-says-tension-between-graduate-training-research-and-teaching-false-and>



# Push for Big Change in Graduate STEM EDUCATION

National Academies report urges program data transparency and a focus on core competencies.

By Colleen Flaherty // May 30, 2018



Mary Sue Coleman of AAU

U.S. graduate education in science, technology, engineering and math is, in many ways, the “gold standard” for the world. But it can and must better prepare graduates for a changing science landscape and multiple careers. It should also be more transparent in terms of where graduates end up working.

So says a major new [report](#) on the future of graduate STEM education from the National Academies of Sciences, Engineering and Medicine. The report was drafted by the Committee on Revitalizing Graduate STEM Education for the 21st Century, chaired by Alan Leshner, chief executive officer emeritus of the American Association for the Advancement of Science.

“We believe that students have a right to know what the outcomes have been for students who went before them,” Leshner said during a news conference on the report Tuesday in Washington. Moreover, he said, programs should use out-

comes data they gather to shape the graduate experience for current and future students.

The Association of American Universities in September [called on all member institutions](#) to offer current and prospective graduate students information about student demographics, average time to finish a degree, financial support and career paths and outcomes both inside and outside academe. A small minority of institutions already make such information accessible, but AAU said it wanted a broader -- if still voluntary -- commitment to transparency.

AAU’s president, Mary Sue Coleman, served on the National Academies’ report committee. She said Tuesday that now is the right time to push forward with those expectations. The report also suggests that federal and state funding agencies act as enforcers by requiring the institutions they support to collect and make such data easily available.

As for adopting the report’s recommendations over all, committee member Keith Yamamoto, vice chancellor for science policy and strategy at the University of California, San Francisco, said that “cultural change is difficult.” But all it takes is a few institutions around the country to decide that “this is an important thing to be doing” for others to feel the “need to respond in some way,” he said. In other words, peer pressure.

## Student Focused and Action Oriented

The National Academies last charged the committee with examining graduate STEM education in 1995. This time, the committee worked for 18 months to examine data and hold focus groups and discussions with everyone from students to policy makers. The resultant report is exceptionally action oriented and student focused -- it urges programs to place a greater emphasis on mental health support for graduate students, for

## Push for Big Change in Graduate STEM Ed

example. Perhaps most crucially, the report proposes core competencies that should be at the center of any graduate degree program in STEM.

The report recommends more attention to master's degree training, not just doctoral training, and discusses core competencies at both levels. But Yamamoto described common competencies as relatively simple. The idea, he said, is that scientific fields are merging. So students need to develop "deep, specialized expertise, coupled with transdisciplinary literacy" -- at least enough to know other disciplinary approaches and where to find help if they need it.

Students need to be able to identify "important problems" and shape "rigorous research strategies," breaking down the problems down into experiments, Yamamoto said -- and know how to "select which results to pursue and which to leave by the wayside."

Beyond data transparency and developing core competencies, the report says that in an ideal graduate STEM education system, students would have multiple opportunities to understand and learn about ethical issues associated with their work and its implications for society.

The report also emphasizes diversity and inclusion, arguing that scientific excellence depends on them. Ideally, the report says, students from all backgrounds "would

fully participate and achieve their greatest potential during their educational experience through transparent institutional action to enhance diversity and promote inclusive and equitable learning environments." The committee adopts a broad definition of diversity, but also urges continued efforts at supporting underrepresented minorities.

Students would encounter a variety of perspectives about what science is, and about the relationships between science, engineering and society, the report says. They'd have multiple, varied opportunities to "communicate the results of their work and understand the broader impacts of their research." And they'd be encouraged to create their own project-based learning opportunities, especially as a member of a team, to develop "transferable skills," such as communication, collaboration, management and entrepreneurship.

"Experiences where students 'learn by doing,' rather than simply learn by lecturing and coursework, would be the norm," the report says. In addition, rather than getting one-size-fits-all career preparation, students who wish to become professors should be given the time and resources to teach across a variety of contexts, including at community colleges. Those who wish to end up in industry or government, meanwhile, should be allowed to train or intern

there -- and businesses should be encouraged to subsidize this training in some way, such as by paying a Ph.D. student intern's stipend.

According to the report, "Faculty advisers would encourage students to explore career options broadly and would not stigmatize those who favor nonacademic careers." Committee member Suzanne Ortega, president of the Council of Graduate Schools, underscored that point during the news conference, saying that institutions that wish to adopt the report's recommendations can start by not making students who don't want or find tenure-track faculty jobs feel "guilty."

Kenneth Gibbs Jr., another committee member who is a program director for the National Institute of General Medical Sciences, said he's proof that scientists don't have to be professors to be fulfilled.

"We exist. We're happy. This can work," he said.

Ortega, and the report itself, emphasized that these changes can only come about with changes to academe's incentive system. If a scholar's value is only or primarily determined by numbers of peer-reviewed publications, Ortega said, there's little hope for change. Realigning incentives would involve rewarding effective teaching, mentoring and advising, along with scholarship that results in some kind of tangible change, she said. ■

<https://www.insidehighered.com/news/2018/05/30/report-urges-program-data-transparency-and-focus-core-competencies-graduate-stem>

# Ivy League Degree for the Nontraditional Student

Coursera expands its online degree push for working adults, this time going Ivy League, with a new master's in computer and information technology from the University of Pennsylvania.

By Paul Fain // July 25, 2018



Coursera is expanding [its push](#) into online degree partnerships with traditional universities, this time with the MOOC provider's first Ivy League degree.

The new master's degree in computer and information technology [from the University of Pennsylvania's](#) School of Engineering and Applied Science will be the engineering school's first fully online degree. The program is aimed at working adults who are unable or unwilling to enroll in Penn's established, on-campus version of the master's, and who want to work in software development or high-demand fields like bioinformatics, medicine, finance and telecommunications.

"This is a meaningful expansion of what we can do," said Wendell Pritchett, the university's provost. He said the new online degree is designed to appeal to nontraditional students "who are talented but can't get to us on campus."

The new master's degree's total tuition and fees will be \$26,300, which is about one-third of the

campus version's price tag of roughly \$75,000. Officials at Penn said the degree's relative affordability is due to the online delivery method with Coursera.

The company got plenty of buzz after its founding six years ago. But the MOOC craze faded in subsequent years, as predictions about free online courses replacing degrees fizzled quickly while Coursera and Udacity scrambled to find business models that worked.

The two companies and edX, the nonprofit MOOC provider founded by [Harvard University](#) and the [Massachusetts Institute of Technology](#), experimented with their offerings, including more of a focus on corporate training.

A major development came in 2013, when Udacity teamed up with the [Georgia Institute of Technology](#) to create a fully online master's degree in computer science. Thanks in part to a \$2 million donation from AT&T, total tuition for the degree is roughly \$7,000. The program is widely viewed as a [success](#). It enrolled 6,365 students last

spring, making the degree program the largest computer science master's in the country and, likely, the world.

A next iteration for MOOC providers, largely led by edX, was the launch of bundled courses as short-term credentials that can lead to credits from university partners. The so-called MicroMasters from edX [are expanding](#), while Udacity and Coursera created similar offerings -- dubbed nanodegrees and specializations, respectively.

Coursera and edX also now offer degrees with their university partners, serving as a form of online program management (OPM) provider, albeit charging a smaller cut of tuition revenue than the 60 percent or more some OPMs take in. (Coursera has not provided revenue-share numbers.) The company's platform now features 10 master's degrees and one bachelor's from the University of Illinois, [University of Michigan](#), [Arizona State University](#) and others. Georgia Tech and edX offer a master's



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in analytics, with a dozen or so other degree programs from edX in the works -- although not necessarily with Georgia Tech.

Penn was an early partner with and investor in Coursera. Its Wharton School of Business features several Coursera specialization course bundles. And while the university currently offers three online degrees, including a master's in health-care innovation, Pritchett predicted that the new computer science degree will become Penn's largest online program.

Some faculty members and others at the university were skeptical about online education during the early MOOC days, Pritchett acknowledged. But those doubts have faded. "There's excitement about online education," he said, calling the shift on campus a "sea change."

## On-Ramp for Nontraditional Students

Penn's partnership with Coursera is an important part of how the university hopes to reach more working adults who can't afford to come to Philadelphia to earn a master's.

The new online degree, like its campus-based counterpart, includes no computer science prerequisites. That allows students from a broad range of academic backgrounds to pursue a career in technology. A spokesperson for Coursera said the master's degree is "specifically designed for people who are making a career pivot."

At the same time, Penn said the curriculum of six courses and four electives would be as rigorous as the campus-based version, and also feature highly selective admissions. After graduating, online students will be official Penn alums, with access to career services and networking opportunities.

While they're enrolled, however, the university said online students will benefit from flexibility that is built into the Coursera platform.

The online degree will include elements of self-pacing, such as allowing students to access lectures at night or on mobile devices. The

of what we do, and us to get a better sense of their skills," said Pritchett.

Illinois offers three master's degrees through the Coursera platform. Its master's of computer science and business administration have the largest enrollments of any graduate program at the university.



This degree represents the democratization of computer science. It brings a world-class, Ivy League degree within reach of people of all backgrounds, from anywhere in the world.



platform also allows professors to create programming assignments that combine automated and peer grading, as well as grading by on-campus teaching assistants and faculty members. But students will be able to participate in regular live video office hours with professors who teach on campus.

"This degree represents the democratization of computer science," Jeff Maggioncalda, Coursera's CEO, said in a written statement. "It brings a world-class, Ivy League degree within reach of people of all backgrounds, from anywhere in the world."

A big part of Coursera's allure is the marketing boost the platform and its 34 million users can give to a degree program. The company's MOOCs and specializations give potential students a low-stakes introduction to the type of course work they would need to pursue a degree. The university also can benefit from those first impressions.

"That allows them to get a sense

Potential students can take two open online courses on Coursera as an introduction to the degree programs, said John C. Hart, a professor of computer science at Illinois and director of online and professional programs in computer science.

"They're teaching the same material at the same level," Hart said.

If the MOOC students successfully complete those courses and are admitted to the master's program, they can resubmit material from the two courses while also taking a final to earn four credits toward the degree.

The total price of tuition and fees for the Illinois master's of computer science is \$21,000, less than half of what on-campus students pay at the university. Students have the flexibility to move through the degree program quickly or by taking one course per semester. And if they take a semester off, online students do not have to pay tuition or fees.

"Being a full-time student is a

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privilege,” said Hart. “Many of our students don’t have that privilege.”

More than half of potential students who apply to degree programs on Coursera first enroll in open MOOCs, the company said. That helps partner degree programs charge less, because they mine for students from the MOOCs, which can cut into expensive marketing and student acquisition costs.

Both Hart and Pritchett said their universities were committed

to preserving rigor and selectivity while opening up access to more nontraditional students.

“People come to this degree for the Illinois brand,” Hart said. “We’re making sure this meets campus standards.”

Officials at Penn predicted that the online version of the computer information and technology master’s might attract a higher percentage of domestic students than the on-campus counterpart, in part because it will appeal to people

with full-time jobs. Students will be eligible for institutional grant aid, according to the university.

And Pritchett said he was confident that the online degree will be valuable in the job market. For example, he said graduates should appeal to local employers in telecom and Penn’s own health system -- one of the biggest employers in the region.

“I’m not sure there’s an area where these skills aren’t needed,” he said. ■

<https://www.insidehighered.com/digital-learning/article/2018/07/25/penn-announces-online-masters-degree-coursera-platform>

# Justice Department Backs Suit on Harvard Admissions

U.S. formally joins litigation that says university discriminates against Asian American applicants, raising the stakes in an already contentious legal battle. University maintains it is practicing holistic admissions, consistent with the law.

By Scott Jaschik // September 4, 2018



The U.S. Justice Department on Thursday filed [a brief](#) to formally back a lawsuit that charges [Harvard University](#) with discriminating against Asian American applicants.

In a brief filed with the federal district court hearing the case, the Justice Department says that evidence in the case “shows that Harvard provides no meaningful criteria to cabin its use of race; uses a vague ‘personal rating’ that harms Asian-American applicants’ chances for admission and may be infected with racial bias; engages in unlawful racial balancing; and has never seriously considered race-neutral alternatives in its more than 45 years of using race to make admissions decisions.”

The brief cites existing Supreme Court rulings, which permit colleges to consider race in admissions, and says that Harvard is going beyond the limits established in those rulings. Many legal observers have believed that the department ultimately hopes to use the case to challenge those Supreme Court rulings. And with the retirement of

Justice Anthony Kennedy from the Supreme Court, many legal experts [doubt that a majority of justices in the future will back affirmative action in college admissions](#).

The outcome of the case could be significant far beyond Cambridge. Many elite colleges have admissions systems similar to that of Harvard, and so a defeat for Harvard could impact them as well. Many other colleges, far less competitive than Harvard is on admissions, consider race in awarding scholarships or in various academic enrichment programs. So they could also be affected.

The Justice Department has already backed the plaintiffs in the case on some preliminary issues. But today's filing formally seeks to join the case.

Attorney General Jeff Sessions issued this statement on why the Justice Department was joining the case: “No American should be denied admission to school because of their race. As a recipient of taxpayer dollars, Harvard has a responsibility to conduct its ad-

missions policy without racial discrimination by using meaningful admissions criteria that meet lawful requirements. The Department of Justice has the responsibility to protect the civil rights of the American people. This case is significant because the admissions policies at our colleges and universities are important and must be conducted lawfully.”

While Harvard admits that it considers race and ethnicity in admissions (and defends the practice as consistent with the Supreme Court rulings), the brief asserts some things that Harvard denies. For example, the brief says that Harvard engages in “constant monitoring and manipulation of the racial makeup of its formulating class. The result is remarkably stable racial demographics in Harvard’s admitted classes from year to year.”

The brief also says Harvard has failed to consider (as required by the Supreme Court) whether there are race-neutral alternatives to its current policies. “Harvard has been using race to make admissions

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decisions for more than 45 years -- but substantial record evidence demonstrates that, even now, it has never engaged in 'serious, good faith consideration of workable race-neutral alternatives,'" the brief says. "Harvard thus has stacked the deck to reject race-neutral alternatives."

The filing comes at a time when various groups are weighing in with the court -- on both sides -- over the issues in the case.

Shortly after the brief was filed, Harvard issued a statement in response.

"We are deeply disappointed that the Department of Justice has taken the side of Edward Blum and Students for Fair Admissions [the plaintiffs in the case], recycling the same misleading and hollow arguments that prove nothing more than the emptiness of the case against Harvard. This decision is not surprising given the highly irregular investigation the DOJ has engaged in thus far, and its recent action to repeal Obama-era guidelines on the consideration of race in admissions," the statement said. "Harvard does not discriminate against applicants from any group, and will continue to vigorously defend the legal right of every college and university to consider race as one factor among many in college admissions, which the Supreme Court has consistently upheld for more than 40 years. Colleges and universities must have the freedom and flexibility to create the diverse communities that are vital to the learning experience of every student, and Harvard is proud to stand with the many organizations and individuals who are filing briefs in

support of this position today."

Also today, 531 scholars of race, ethnicity, Asian American studies and education filed a brief backing Harvard's position.

The brief argues that it is the plaintiffs, and not Harvard admissions officials, who are guilty of using stereotypes.

"High achieving Asian American applicants benefit from Harvard's individualized whole person review because it treats each applicant as an individual and inhibits the influence of racial biases and assumptions," the brief says.

It adds: "Plaintiff's arguments to the contrary are largely premised on racial stereotypes of Asian Americans as a monolithic group with uniformly high test scores and high school [grade point averages] -- and on related negative stereotypes about African American and Latino students' academic abilities. Asian Americans comprise an incredibly diverse population, with a variety of national origins, economic circumstances, and educational opportunities. But, ironically, Plaintiff treats Asian Americans as a homogenous population, never pausing to acknowledge the immense diversity within that group. Harvard, in contrast, treats each Asian American applicant (like applicants of every other race) as an individual person whose achievements along multiple axes reflect the individual's personal context and life experience."

The American Civil Liberties Union also filed a brief Friday backing Harvard. The ACLU argued that the suit was seeking to undermine Harvard's right to, within legal limits, determine its own admissions standards.

"Plaintiff's request that this court require Harvard to ignore the role that race plays in contributing to campus diversity is unmoored to the claims on which they seek summary judgment; even if they were to prevail on any of those claims, the requested remedy would be unjustified," the ACLU brief says. "To impose such a straitjacket on the admissions process where not required by equal protection would violate the university's First Amendment-protected academic freedom. And because a diverse student body furthers equality beyond the university's walls, integration within, and the dignity of each student, barring the limited consideration of race that Harvard -- like virtually all other universities -- deems necessary to achieve diversity would have widespread deleterious effects."

Here are some recent articles on the case and related issues:

- A look at how the U.S. Education Department in 1990 [found that Harvard's policies gave a major edge in admissions to athletes and alumni children \(largely favoring white applicants\)](#), but that these policies were legal.

- Documents released by plaintiffs in the case [raise new questions for Harvard](#).

- Trump administration [rescinds Obama administration guidance](#) on how colleges can legally consider race and ethnicity in admissions.

- New York City [debates use of a standardized test for admission to elite public high schools](#) amid complaints from some that the test results in large Asian American majorities in enrollment at the high schools. ■

# More Evidence of a Drop in International Grad School Enrollment

Council of Graduate Schools finds 1 percent decline in new international students and 3 percent decline in international applications. The dips were concentrated in master's programs and at less research-intensive universities.

By Elizabeth Redden // January 30, 2018



The number of first-time international students enrolling in American graduate programs declined by 1 percent from fall 2016 to fall 2017, according to new survey results from the Council of Graduate Schools.

Applications to American graduate schools from international students also fell by 3 percent, making this only the second time since CGS started surveying graduate programs in 2004 that there was a year-to-year decline in both international applications and first-time enrollments.

The CGS survey follows a recent report from the National Science Foundation that found [a higher decline of 5.5 percent in overall international graduate enrollment](#) at U.S. universities from fall 2016 to fall 2017. The NSF report was based on comprehensive student visa data held by the Department of Homeland Security, while CGS's report is based on a voluntary survey of members of the association and its affiliate groups. A total of 175 universities provided data to CGS for both the fall 2016 and fall 2017 ad-

mission cycles.

[CGS's survey](#) found that the declines in new international enrollments and applications were concentrated in master's and certificate programs and at less research-intensive universities. International applications and new international enrollments fell by 4.8 and 2.8 percent, respectively, at the master's and certificate level, whereas international applications to doctoral programs dropped by just 0.4 percent and first-time international enrollment at the doctoral level actually grew by 1.8 percent.

At less research-intensive institutions -- institutions other than those classified as R-1 under [the Carnegie Classification of Institutions of](#)

[Higher Education](#) -- international applications fell by 11.3 percent and first-time international graduate enrollment dropped by 7 percent. By contrast, international applications fell by a modest 0.9 percent and first-time graduate international enrollment increased by 1.4 percent at the R-1 universities.

International students are highly important to U.S. graduate programs and account for about a quarter (24 percent) of all new graduate enrollment at the universities participating in the CGS survey. The results of this year's CGS survey come at a time when many in higher education are concerned that changes to immigration policy -- including [the Trump administration's](#)



The results show that international students play a critical role in U.S. graduate education and research.





# More Evidence of a Drop in International Grad School Enrollment

[various travel bans](#) restricting entry for nationals of certain mostly Muslim-majority countries and its moves to increase the vetting of visa applicants -- might deter prospective international students.

"The results show that international students play a critical role in U.S. graduate education and research," Hironao Okahana, CGS's assistant vice president for research and policy analysis, said in an interview. "We saw some declines this year and that is a little bit concerning, but the good news is that application, acceptance rates and yield rates are comparable to last year, suggesting that prospective international graduate students remain highly likely to accept admissions offers to U.S. graduate schools."

Indeed, acceptance and yield rates -- the latter being the percentage of applicants who accept a university's admission offer and enroll -- stayed relatively stable from fall 2016 to fall 2017 at the institutions that responded to CGS's survey, as shown in the table to the right.

Breaking down enrollment trends by country of origin, the number of first-time graduate students from China, the No. 1-sending country, grew by 5 percent, but institutions participating in the survey reported a 13 percent drop in new students from the No. 2 country, India. This is the second straight year that American graduate programs reported a drop in the number of new Indian students, but even with those declines, the CGS survey notes that institutions still report roughly 60 percent more first-time Indian students in fall 2017 compared to fall 2012, when they [began experiencing a surge of Indian students](#).

The number of new students from the Middle East and North Africa also declined for the second

	Fall 2016	Fall 2017
<b>Master's and Certificate Programs</b>		
Aggregated International Application Acceptance Rate	37%	39%
Aggregated International Yield Rate	34%	34%
<b>Doctorate Programs</b>		
Aggregated International Application Acceptance Rate	16%	17%
Aggregated International Yield Rate	46%	46%

straight year -- by 5 percent from fall 2016 to fall 2017, on top of an 11 percent decline the year before that. There was a particularly large drop -- 16 percent -- in the number of new students from Iran, one of the countries directly affected by the Trump administration's various travel bans. The exact terms of the bans have morphed at various points, but [the latest version](#), currently in effect, allows Iranians to

come to the U.S. on student visas subject "to enhanced screening and vetting requirements."

First-time graduate enrollments also declined from South Korea (-12 percent) and the U.S.'s neighboring countries, Canada (-7 percent) and Mexico (-10 percent), while they increased by double-digit percentages for sub-Saharan Africa (27 percent), Brazil (18 percent) and Taiwan (10 percent).

	Fall 2012-Fall 2013	Fall 2013-Fall 2014	Fall 2014-Fall 2015	Fall 2015-Fall 2016	Fall 2016-Fall 2017
<b>World Total</b>	10%	8%	5%	5%	-15%
<b>Asia</b>	--	--	7%	8%	-2%
China	34%	34%	12%	0%	5%
India	40%	27%	12%	-7%	-13%
Japan	--	--	--	--	3%
South Korea	-12%	-7%	5%	10%	-12%
Taiwan	-8%	-8%	2%	14%	10%
<b>Europe</b>	3%	1%	-4%	8%	1%
<b>Latin America and Caribbean</b>	--	--	-6%	5%	-10%
Brazil	17%	91%	-30%	-9%	18%
Mexico	-2%	8%	6%	12%	-10%
Middle East and North Africa	--	--	1%	-11%	-5%
Iran	--	--	--	--	-16%
Saudi Arabia	--	--	5%	-13%	-2%
<b>North America (Canada only)</b>	3%	-1%	1%	-3%	-2%
<b>Oceania</b>	--	--	-9%	7%	-6%
<b>Sub-Saharan Africa</b>	--	--	9%	3%	27%

**Annual Percentage Change in First-Time Graduate Enrollment by Region and Country of Origin**

## More Evidence of a Drop in International Grad School Enrollment

Also of note, the survey found 18 percent growth in the number of graduate applications from Europe, but the number of first-time students from the continent grew by just 1 percent. The missing values on the chart below reflect the fact that CGS has not collected data for all regions and countries for all five years represented.

Breaking down the data by discipline, the fields of study reporting the greatest percentage declines in new international graduate students this year were education (-16 percent), arts and humanities (-12 percent), business (-11 percent) and engineering (-10 percent). Programs in health sciences, mathematics and computer sciences, and public administration and services all reported modest growth. ■

	Fall 2012-Fall 2013	Fall 2013-Fall 2014	Fall 2014-Fall 2015	Fall 2015-Fall 2016	Fall 2016-Fall 2017
<b>Total</b>	<b>10%</b>	<b>8%</b>	<b>5%</b>	<b>5%</b>	<b>-1%</b>
Arts and Humanities	9%	3%	5%	6%	-12%
Biological and Agricultural Sciences	--	--	1%	2%	-1%
Business	6%	2%	2%	7%	-11%
Education	3%	-1%	0%	7%	-16%
Engineering	17%	11%	1%	3%	-10%
Health Sciences	--	--	-5%	-14%	3%
Mathematics and Computer Sciences	--	--	11%	4%	2%
Physical and Earth Sciences	--	--	6%	-3%	-1%
Public Administration and Services	--	--	4%	7%	4%
Social and Behavioral Sciences	--	--	1%	9%	0%
Other Fields	7%	2%	7%	11%	4%

**Annual Percentage Change in First-Time International Enrollment by Field of Study**

<https://www.insidehighered.com/news/2018/01/30/council-graduate-schools-survey-finds-declines-international-applications-new>



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# The Ph.D. Skill Mismatch

Analysis of a year's worth of MLA job postings -- most of them for teaching positions -- finds strong emphasis on alt-ac skills. Are doctoral programs providing the right training?

By Scott Jaschik // January 5, 2018



SOURCE: GETTY IMAGES

Senior faculty members frequently tell doctoral students in English and foreign languages to “just do research all the time” and to “view everything else as a distraction,” said the author of a study being presented today at the annual meeting of the Modern Language Association.

That's a big problem for Ph.D. students and the institutions that may hire them, according to the author. The study analyzes the 1,658 job postings that the MLA listed in 2015-16 to look at the skills being sought by hiring departments. About three-quarters of the job listings listed at least one skill associated with what are called alternative-academic jobs -- skills like public outreach, assessment, administration and curriculum development. In fact, some of these skills were significantly more likely to be listed than were traditional skills such as advanced knowledge of British or

American literature.

Because the overwhelming majority of the jobs listed were for positions for which teaching and research are the stated priorities, the data challenge the idea that those coming on the market today are going to find traditional academic jobs and can best prepare with more and more research, says Beth Seltzer, the study's author.

Seltzer should know. She earned her Ph.D. in Victorian literature. But her job at Bryn Mawr College (in which she's very happy) is as an educational technology specialist.

Seltzer said that she did the analysis because she hopes it will prompt discussion about the nature of doctoral training. Many new Ph.D.s in the humanities and other disciplines are exploring alt-ac careers in parts of academe beyond the faculty. But what her findings show, Seltzer said, is that those seeking teaching positions also need alt-ac skills. And Seltzer said she doubted many were picking them up from those faculty advisers who are focused on traditional faculty jobs at research universities.



Seltzer, like many graduate students, reports that the substance of most doctoral education is still focused on the traditional careers -- even as the job market has indicated interest in skills beyond traditional research.



# The Ph.D. Skill Mismatch

	English Jobs	Foreign Language Jobs
Advising	24%	22%
Administration	23%	25%
Curriculum development	23%	22%
Working with diverse populations	20%	16%
Public engagement	17%	12%
Digital writing/media	15%	5%
Digital scholarship	14%	6%
Professional/technical writing	14%	6%
Technology/online teaching	12%	16%
Assessment	8%	7%
English as foreign language	8%	5%
Grant writing/fund-raising	7%	7%
K-12 connections	5%	3%
Editing/directing journal	5%	1%
Writing center work	5%	0%
Event organizing	2%	2%

**Percentage of  
MLA Job Listings  
Seeking Alt-Ac  
Skills, 2015-16**

Above are Seltzer's findings.

By way of comparison, Seltzer found that only 2 percent of jobs (in English and foreign languages) listed comparative literature as a

key skill, only 13 percent of English jobs listed American literature as a key skill, and only 12 percent listed British literature.

The research comes at [a time of an ever-tightening job market](#) for

new English and foreign language Ph.D.s.

MLA leaders have strongly encouraged Ph.D.s to consider non-traditional careers and have spoken of the importance of reforming doctoral education. Paula Krebs, the new executive director of the MLA, has been involved in efforts [to get research university leaders in the same room](#) with those (generally not those at research universities) who are hiring new Ph.D.s. And other scholarly organizations [have moved in the same direction](#), saying that graduate programs and graduate students need to think broadly about career possibilities and training for those options.

But Seltzer, like many graduate students, reports that the substance of most doctoral education is still focused on the traditional careers -- even as the job market has indicated interest in skills beyond traditional research. ■

<https://www.insidehighered.com/news/2018/01/05/study-shows-academic-job-searches-languages-value-alt-ac-skills>



# Withering Humanities Jobs

Full-time jobs in English and languages continue to decline, reaching a new low, says preliminary annual jobs report from the Modern Language Association.

By Colleen Flaherty // November 21, 2017

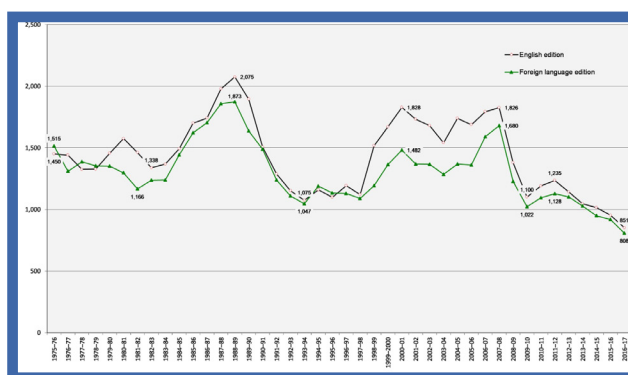


Job ads published with the Modern Language Association declined for a fifth straight year in 2016-17, reaching another new low, according to a [preliminary report](#) from the MLA.

The association's Job Information List -- a proxy for the tenure-track (or otherwise full-time) job market in English and foreign languages -- included 851 jobs last year in English, 11 percent (102 jobs) fewer than the year before. The foreign language edition list included 808 jobs, or 12 percent (110 jobs) fewer than the year before.

The declines of the past five years bring the number of total jobs advertised to another new low, according to MLA, on right the dip seen between 2007-08 and 2009-10.

MLA notes that the share of all job ads in English that are tenure-line has fallen to under 65 percent, from about 75 percent in 2008-09.



**Number of Jobs Advertised in the JIL, 1975-76 to 2016-17**  
Source: Modern Language Association

TENURE STATUS AND RANK	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Tenure-track assistant professor</b>										
Number of ads	879	645	469	541	541	513	470	448	402	320
Percentage of ads	53.3	52.2	48.7	51.9	49.8	50.6	50.6	50.7	48.8	44.1
<b>Tenure-track assistant professor and another rank</b>										
Number of ads	192	151	78	92	109	98	73	75	63	72
Percentage of ads	11.7	12.3	8.1	8.8	10.0	9.7	7.9	8.5	7.7	9.9
<b>Other tenure-track positions</b>										
Number of ads	175	129	81	96	107	102	74	70	87	68
Percentage of ads	10.6	10.5	8.4	9.2	9.8	10.1	8.0	7.9	10.6	9.4
<b>Non-tenure-track positions</b>										
Number of ads	353	255	304	278	293	277	272	278	261	247
Percentage of ads	21.4	20.8	31.5	26.7	27.0	27.3	29.3	31.4	31.7	34.1
<b>Tenure status not relevant or not specified</b>										
Number of ads	49	48	32	35	57	24	39	13	10	18
Percentage of ads	3.0	3.9	3.3	3.4	3.4	2.4	4.2	1.5	1.2	2.5

**Table 1. Number and Percentage of Ads Indexed for Tenure and Rank in the English JIL, 2007-08 to 2016-17**

# Withering Humanities Jobs

In foreign languages, the share of all jobs ads that are tenure-line has fallen from about 60 percent to just over 45 percent over the same period.

A more detailed report from the MLA is expected later this year. In the interim, the association shared a breakdown of jobs ads for positions in languages other than English. The number of ads for jobs in Arabic, Chinese, French, Germanic and Scandinavian languages, Italian, Portuguese and Spanish continued their multiyear declines.

Available positions in Russian and Slavic languages increased year over year, from 31 in 2015-16 to 40 in 2016-17.

Robert Townsend, director of the Washington office of the American Academy of Arts and Sciences, said MLA's data seem "quite consistent" with other data on jobs in the humanities, such as a recent, sobering jobs report from the American Historical Association and a jobs snapshot from the academy.

The academy report, for example, says that the number of jobs advertised with disciplinary associations in the humanities linger "substantially below pre-recession levels."

As to precisely what's driving the continued decline of available full-time positions, Townsend said he thought it was still "an open question." Possible factors include changes in the ways jobs are advertised, a decline in faculty retirements, a drop in enrollments or a shift toward more adjunct instructors.

"Unfortunately, we lack the data we need to really tease out the underlying variables at work here," he said. "There is still more work to be done there."

TENURE STATUS AND RANK	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Tenure-track assistant professor</b>										
Number of ads	635	518	322	384	405	393	371	327	320	251
Percentage of ads	41.7	45.7	35.3	39.0	39.4	38.3	39.3	37.1	38.2	33.5
<b>Tenure-track assistant professor and another rank</b>										
Number of ads	140	97	56	70	74	69	65	50	59	45
Percentage of ads	9.2	8.6	6.1	7.1	7.2	6.7	6.9	5.7	7.0	6.0
<b>Other tenure-track positions</b>										
Number of ads	131	80	69	80	89	79	60	65	66	51
Percentage of ads	8.6	7.1	7.6	8.1	8.7	7.7	6.3	7.4	7.9	6.8
<b>Non-tenure-track positions</b>										
Number of ads	576	394	437	420	430	453	420	424	384	388
Percentage of ads	37.8	34.7	47.9	42.6	41.9	44.2	44.4	48.1	45.9	51.7
<b>Tenure status not relevant or not specified</b>										
Number of ads	40	45	29	31	29	31	29	15	8	15
Percentage of ads	2.6	4.0	3.2	3.1	2.8	3.0	3.1	1.7	1.0	2.0

**Table 2. Number and Percentage of Ads Indexed for Tenure Status and Rank In the Foreign Language JIL, 2007-08 to 2016-17**

	2013-14	2014-15	2015-16	2016-17
<b>Arabic</b>				
Number of ads	46	52	28	34
Column percentage	4.9	5.9	3.3	4.5
<b>Chinese</b>				
Number of ads	73	62	60	49
Column percentage	7.7	7.0	7.2	6.5
<b>Classical</b>				
Number of ads	15	6	12	13
Column percentage	1.6	0.7	1.4	1.7
<b>French and Francophone</b>				
Number of ads	204	202	149	127
Column percentage	21.6	22.9	17.8	16.9
<b>Germanic and Scandinavian</b>				
Number of ads	137	147	105	96
Column percentage	14.5	16.7	12.5	12.8
<b>Hebrew</b>				
Number of ads	14	19	20	18
Column percentage	1.5	2.2	2.4	2.4
<b>Italian</b>				
Number of ads	55	48	48	39
Column percentage	5.8	5.4	5.7	5.2
<b>Japanese</b>				
Number of ads	39	48	48	39
Column percentage	4.1	5.0	4.5	5.1
<b>Korean</b>				
Number of ads	9	10	11	10
Column percentage	1.0	1.1	1.3	1.3
<b>Portuguese</b>				
Number of ads	32	37	30	22
Column percentage	3.4	4.2	3.6	2.9
<b>Russian and Slavic</b>				
Number of ads	38	39	31	40
Column percentage	4.0	4.4	3.7	5.3
<b>Spanish and Latin American</b>				
Number of ads	354	328	280	256
Column percentage	37.5	37.2	33.5	34.1
<b>Other language</b>				
Number of ads	23	21	21	17
Column percentage	2.4	2.4	2.5	2.3
<b>No language specified</b>				
Number of ads	112	131	151	122
Column percentage	11.9	14.9	18.0	16/3
<b>Total number of ads (basis for percentages)</b>	<b>945</b>	<b>881</b>	<b>837</b>	<b>750</b>

**Number and Percentage of Ads Tagged with Language Field Category Terms  
MLA Job Information List. Foreign Language Edition. 2013-14 to 2016-17**

<https://www.insidehighered.com/news/2017/11/21/full-time-jobs-english-and-languages-reach-new-low-mla-report-finds>

## To Be in Person, or Not to Be?

That's the question disciplinary associations and academics are facing on conference interviews, which many departments are replacing with video.

By Colleen Flaherty // January 18, 2018



SOURCE: ISTOCK

Each year, graduate students and recent Ph.D.s brave crowds, weather, nerves and their bank accounts to travel to academic conferences for interviews. The experience is valuable in some respects -- especially if it leads to a job. But it's also been described as a dehumanizing cattle call. At the very least, conference interviews are costly and potentially awkward. Do they have to be this way?

Departments increasingly are saying no. First-round interviews via Skype, Zoom or other video-conferencing services have been on the rise for some time, but they've become especially popular within the past several years. And they may have gotten an assist this month, with meetings of major disciplinary associations happening during the near-national deep freeze and accompanying

storms.

Paula Krebs, executive director of the Modern Language Association, said she's not sure exactly how many candidates or search committees didn't make it to the MLA's convention in New York during the first week of January. But the "[bomb cyclone](#)" could perhaps be what convinces search teams that it's better to conduct video interviews from campus and then to go to the MLA meeting to participate in sessions, "instead of shutting themselves in a hotel suite with two or three of their colleagues and a succession of job candidates," she said.

MLA is one the largest disciplinary associations, representing fields with some of the most competitive tenure-track job markets. As for graduate students, Krebs said the association would

love to see them look forward to the annual meeting "as a place to hone their skills and hear the latest research in their field instead of a place to collect horror stories about the job-search process."

### Skype, Zoom and More

The American Historical Association also held its annual meeting this month in Washington. James Grossman, AHA's director, said more departments are conducting preliminary interviews via video conference, with or without weather concerns. The last decade has seen two major drops in these interviews: between 2013, when there were 154 search committees at AHA, and 2014, when there were 95. The number dropped again between 2015 and 2016, from 89 to 52, respectively. There were 47 committees interviewing this year.

## To Be in Person, or Not to Be?

Edward Liebow, executive director of the American Anthropological Association, said his organization doesn't have hard evidence of a trend one way or the other, but demand for on-site conference interviews at its annual meeting around Thanksgiving actually increased in 2017 over the year before. At the same time, he said, some academic screening interviews are conducted by videoconference -- something that's been the norm for nonacademic employers for a while.

[Lego Grad Student](#), an anonymous recent social sciences Ph.D. in California's Bay Area who expresses the highs and lows of academic life in quirky Lego tableaux, said he's only done one Skype interview, so far -- as a follow-up to a physical interview. In general, in his field, however, it's become "slightly more common to also do preliminary interviews by Skype before narrowing down which people to fly out for a formal interview," he said.

"I see no issues with that," he added, "since it helps reduce costs and gives more applicants a chance to have more face-to-face time, even if remotely, with a committee."

Karen Kelsky, a former tenured professor and now an academic career coach at [The Professor Is In](#), said she's noticed departments holding more first-round interviews via video conference, across fields. Faculty members are simply more aware of the "ethical issues behind requiring candidates to pay \$1,000 plus just to have a preliminary interview," she said.

This year in particular, Kelsky said she was asked on Twitter what to do about a missed interview due to weather on the East

Coast. Kelsky encouraged the candidate to follow up with the search committee about a proposed redo via Skype later, "so as not to fall off their radar."

Beyond scheduling concerns, do graduate students who interview in person have a leg up on the remote competition? Kelsky said that some job seekers and even faculty members still tend to believe that's the case. But that notion is increasingly in flux, she said, "with the technology becoming more and more accepted and normative."

As of 2018, "I see the in-person and the Skype option as roughly equivalent both in numbers" and

But Grossman said it's discussing changing its relevant policy [document](#) to include guidelines on these interviews, "since they clearly are becoming more widespread."

Krebs, of MLA, said that first-round interviews at MLA evolved to fill a need: leveling the playing field in what was still an "old boys' network" in terms of hiring through the late 1960s. Now, she said, "technology has changed the landscape of the job search process, and it can offer ways to create yet more equitable conditions for candidates, as well as for the institutions doing the interviewing."



It helps reduce costs and gives more applicants a chance to have more face-to-face time, even if remotely, with a committee.



perceived "legitimacy," she added. "And that's an excellent thing."

The MLA has formally and informally encouraged departments to embrace videoconferencing, including via its "[Guidelines for Search Committees and Job Seekers on Entry-Level Faculty Recruitment and Hiring](#)." The document says, in part, that "all candidates for a position should have the same conditions for the screening interview" and those who "interview remotely must not be held at a disadvantage."

The AHA doesn't endorse or discourage video interview formats.

If all institutions eventually opt to conduct every first-round interview via video, she said, "candidates who can afford to make the trip to the convention would no longer have an advantage" over those can't.

### **The Academic Conference: Beyond Interviews**

One byproduct of the decline of conference interviews is rebranding: If academic meetings aren't all about interviews, what are they for?

Grossman said that AHA has had to reconsider "both the meeting and the marketing of it," since

## To Be in Person, or Not to Be?

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it can “no longer depend on attendance driven by interviews.” In some ways, he said, it’s an opportunity to save a generation of scholars from negatively associating the meeting with pre-interview jitters.

Beyond that, Grossman said AHA has revamped the annual gathering as something more than a “research conference.” While research is still central to the experience, the meeting is equally concerned with teaching and such professional issues as employment landscapes, career paths and ethics.

AHA also has worked to attract more graduate students who attend out of “interest rather than a job search,” Grossman said, via

a career fair and special events. Some 100 undergraduates also attended this year, with some participating in an undergraduate poster session.

“A decade ago some observers were predicting that digital communication would undermine academic conferences,” Grossman said. “We’re finding that this is not necessarily the case.”

Liebow, of the anthropological association, said [changes to U.S. visa policies](#) led the association to experiment with remote presentations and distance participation on a limited scale. (He also noted that two of the association’s larger sections, the Society of Cultural Anthropology and the Society for Visual Anthropology, will stage a

virtual meeting in April, with registration thus far proceeding at a rate comparable to face-to-face meetings.)

Krebs said MLA will continue to offer travel grants for graduate students to attend the convention, “as we think it’s a crucial opportunity for professional development of many kinds.” This year offered sessions on everything from the job market to working at teaching-intensive institutions to writing book proposals to seeking professional jobs off campus.

Quoting a 2014 [column](#) by former MLA executive director Rosemary Feal, Krebs said the MLA convention was long seen as synonymous with the job market, but it’s “time for that to change.” ■

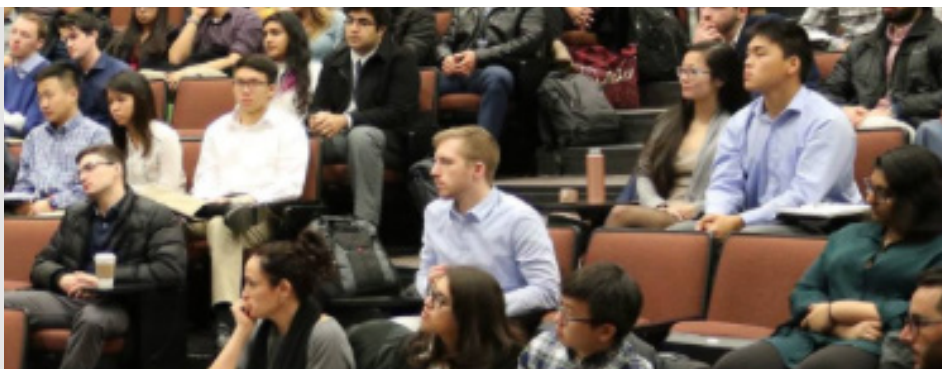
<https://www.insidehighered.com/news/2018/01/18/first-round-faculty-job-interviews-which-once-took-place-disciplinary-meetings-are>



# What Do Women Want... in a B-School?

New rankings by FT raise questions about how female applicants view M.B.A. programs.

By Scott Jaschik // March 12, 2018



A business school class at Rutgers

Even as women have become the majority in undergraduate student bodies and at many professional schools, their numbers have been much smaller as a share of the total enrollment in M.B.A. programs.

Many experts say this is a failing of business schools. Last week, *FT* (formerly *Financial Times*) -- which is influential in rankings of business schools -- issued its first list of [top M.B.A. programs for women](#). Many experts on business school admissions said that they hoped *FT*'s attention would encourage business schools to think not just about their overall performance, but how they are seen on issues that tend to matter to women.

But what do women seeking an M.B.A. want? Of those looking at the methodology, some have said that it places too much emphasis on salaries -- and ignores factors that may be important to many women.

*FT*'s focus in its methodology is alumni salaries, which count for 45 percent of the total formula, with one-third of that total for each of

average salary of female alumni three years out of the program, increases from pre-M.B.A. salary, and the smallest gaps in average salaries of male and female alumni.

The rest of the formula covers many areas, including percentage of female faculty members, percentage of female students, percentage of women on advisory boards, and women's responses to questions on their career progress, the effectiveness of career centers and other factors. The rankings methodology in many ways mirrors that for *FT*'s main rankings (except for looking at data about and from women). *FT* did not respond to a request to discuss its methodology.

Using this system, *FT* finds that three of the top 10 institutions globally are from China and another is from Singapore. The publication attributes this success to encouragement in China and Asia for women in the business world to advance in their careers, with less wage discrimination against women in their jobs.

The top American institution is

Stanford University, followed by the University of California, Berkeley; Washington University in St. Louis; Harvard University; Dartmouth College and the University of Pennsylvania.

The website [Poets & Quants](#) noted that it was possible to make the list (if not the top 10) while having very few female faculty members -- the top 50 programs included 10 where women do not make up more than 20 percent of the faculty.

M.B.A. programs in the United States, in which male students have long been in the majority, are making progress in enrolling greater numbers of women, according to [a report](#) last year by the Forté Foundation, which works with business schools to promote gender equity. The foundation found that its members have reached an average of 37.4 percent female enrollment in M.B.A. programs, up from 33.4 percent five years ago. Five years ago, the foundation had only two members that had reached 40 percent female enrollment. Today 17 business schools have enrollments

## What Do Women Want... in a B-School?

that are at least 40 percent female.

But a review by "Admissions Insider" of the gender breakdowns in the American M.B.A. programs that made the top 10 list found none with gender parity.

Dartmouth and Penn have the highest share of women (44 percent), while Washington University has the lowest figure (39 percent). These are all above national averages, but not close to parity.

Institutions that have (slim) majorities of female M.B.A. students, such as Rutgers University, don't appear on the FT list. Rutgers first achieved gender parity in M.B.A. enrollment in 2014.

Such data have many people wondering about the value of the rankings -- and the difficulty of quantifying measures that are important to many women seeking an M.B.A.

Noah Teitelbaum, Kaplan Test Prep's executive director of pre-business programs, said that postgraduation salaries are indeed important to many applicants, regardless of gender. But he said many prospective female students are asking about other issues.

"Do professors treat female students with respect? Did female students attain leadership positions in student clubs and group projects? Do the female alums feel that their school prepared them to succeed?" Teitelbaum asked. "While salary might be a decent proxy for a measurement of success, there are other questions that it doesn't necessarily answer. Do women have a place at the table when key decisions are made? Are they in leadership positions?"

### What Do Women Want?

Sharon Lydon, executive director of the M.B.A. program at Rutgers, said that when she considers the

popularity of the Rutgers program with women (and many men), she considers factors that go beyond traditional B-school ranking methodologies.

Lydon described a scene she saw last week: two students (both men) who were getting ready for interviews the next day with the same company, knowing only one of them could get the position. "They were sharing information and helping one another," she said. The environment is intellectually demanding, she said, but collaborative at the same time, in a way that many business schools are not known for. "Many other environments are

can take women in the wrong direction.

At the same time, she agreed that the first job a woman gets after business school can have a major impact -- and so tracking career success makes perfect sense.

The problem, she said, is that some companies aren't offering women salaries that are appropriate, and others may be but are then not valuing women's contributions at work. Good business schools need to coach women about companies so that they "are not walking into a culture that is against them from day one."

In some cases, she said, women



Do professors treat female students  
with respect? Did female students attain leadership  
positions in student clubs and group projects?  
Do the female alums feel that their school  
prepared them to succeed?



more cutthroat," she said.

Lydon also noted the impact of having women in leadership roles, such as her dean, Lei Lei, and ensuring that women are well represented on the faculty.

Bentley University, a business-focused institution where women make up 46 percent of the M.B.A. program, has a woman, Gloria Larson, as president. (And while Larson is stepping down this year, she will be succeeded by Alison Davis-Blake, former business school dean at the University of Michigan and the University of Minnesota.)

Susan Adams, chair of management at Bentley, said that an emphasis on salary averages alone

may be better off not taking jobs with companies that are the most well-known (or best paying), but that have reputations for failing to appreciate female talent. A savvy career office may point women to companies "a tier down," but at which women rise through the ranks, potentially setting themselves up to earn more money and find more career success over time.

The Graduate Management Admission Council released a report last year as part of its efforts to attract more women to business schools. The report, "[What Women Want: A Blueprint for Change in Business Education](#)," notes that some women want the very same

## What Do Women Want... in a B-School?

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things male business students want, and that there are dangers in stereotyping based on gender.

But Betty Su, vice president of the council, said that surveys the group conducted found notable differences linked to gender in how women evaluated M.B.A. programs. One was cost. Thirty percent of female applicants said that they saw cost as a major obstacle, compared to only 9 percent of men. This may relate to the way society treats women generally, Su said. If women can expect to earn less than their male counterparts -- still the case at many companies -- it shouldn't be

surprising that financing business school is a big issue for women, who may be appropriately worried about taking on too much debt.

Even if women and men are paid equally, she noted, their work-life balance is likely to be different. In a survey the council did of M.B.A. alumni, 41 percent of women and only 12 percent of men reported leaving the work force at some time to take care of children. "The idea of ROI is more complicated" than pure salary averages, she said, when one considers the lives of many women.

Su said that, on a variety of ques-

tions, women surveyed by the council were "a lot more pragmatic" than were men on a wide range of issues, not just salaries. Women were more likely to value the flexibility of part-time, hybrid and online programs, as well as other factors, Su said.

Issues of flexibility came up constantly in interviews with women, she said. So business schools wanting to attract more women may need to be thinking of a range of policies, she said, and some B-schools that do well by traditional measures may not find that women's enrollments follow. ■

<https://www.insidehighered.com/admissions/article/2018/03/12/new-ranking-ft-raises-question-how-women-can-judge-business-school>

# It's Time for an Honest Conversation about Graduate Admissions

By David G. Payne

It's time to have a critically important conversation about graduate school admissions. This conversation will require honest introspection and candid dialogue in the higher education community. Let's start here: We are all united in the goal of improving diversity in and increasing access to graduate programs, and we should collectively seek to employ research-driven and thoughtful solutions to get there. The current debate over higher education institutions moving to test-optional admissions is necessary and healthy. But we caution faculty members and admissions committees against moving forward with any solution before addressing the hard work of analysis and self-reflection.

Many advocates for holistic file review would encourage admissions committees to consider a broad set of academic and nonacademic information, inclusive of GRE® test scores and the critical information they provide about a student's readiness for graduate-level work. Programs that have dropped the GRE test as a requirement are opting to make admissions decisions based on less information and practices that are susceptible to greater bias. The challenge of improving diversity and adopting a holistic admissions process is more complex than one simple solution, such as changing a test requirement. Diversifying student bodies and objectively identifying academically prepared students who can succeed in graduate education requires careful consideration of all sources of information. Many programs consider GRE scores an important part of their holistic admissions practices, and use scores successfully to achieve their diversity goals. Eliminating bias in the graduate admissions process is challenging. Because the GRE test is standardized and is the only application component that is research based and adheres to

fairness standards and reviews, it stands as the one objective measure to directly compare students from different backgrounds. Be wary of shortcuts and silver bullets.

ETS and the GRE program have always supported holistic admissions practices, advocating that a GRE score be only one piece of evidence used in admissions decisions. By dropping a GRE score requirement, committees are left to consider only measures that are subjective. This heightens the role that implicit bias plays in the review and selection process. Faculty members on admissions committees, being human, see the undergraduate institution on a transcript and their biases can come into play. They see a last name of an applicant and their biases can come into play. They see the author of a recommendation letter and their biases can come into play.

Further, if faculty members are left to evaluate applicants based on nonstandardized measures, they are left with GPAs that are not comparable across all candidates, and letters of recommendation or writing samples written at different levels or eloquence of vocabulary. If GRE scores are removed from the admissions process, what's left is not objective or comparable. In addition, dropping a GRE score requirement risks admitting students who are not academically prepared, which could lead to retention issues that have serious implications for the student and the program.

If we as a graduate community want to champion holistic file review as the equitable path forward, it must truly be holistic, no shortcuts. Dropping the GRE score requirement would be a mistake. Carefully considering how the GRE score requirement is used is essential. In fact, this careful analysis should apply to all components of the admissions process and not simply the quantitative measures.

The notion that meeting diversity and completion goals can be done with less information is flawed. It is misguided to think that equipping faculty for holistic, equity-minded graduate admissions can come about by simply removing the one objective measure that has served students and the graduate community well for nearly 70 years.

It's time for admissions committees to have these discussions, but we argue that GRE scores are only one part of that talk. Admissions officers will have to come to terms with their own human biases, which is a more difficult discussion and will take more introspection, time and work. It is the talk we hope to lead and champion with our colleagues in the graduate community.

We've been having this talk with the GRE Board, an independent board affiliated with the Association of Graduate Schools (AGS) and the Council of Graduate Schools (CGS), which oversees GRE tests, services and research. "We too believe that the talk that should be happening on campuses nationwide must address how our own biases impact admissions decisions and how we can improve diversity with greater awareness of how we view admissions materials. The graduate community is ripe for this deep and challenging conversation and together, with you and ETS, we hope to move it forward," said Janet Rutledge, GRE Board Chair, speaking on behalf of the executive committee.

We know, from the thousands of institutions the GRE program serves, that in many ways this conversation has already begun, and we'd like to add some considerations.

- The GRE test can provide tremendous value in helping institutions and programs achieve their enrollment goals, but to do so, programs need to require GRE scores from all applicants. The objective, comparative data that scores yield is especially helpful when comparisons are difficult to make, such as when evaluating applicants from unfamiliar undergraduate institutions or from countries with different educational and grading systems. ETS encourages programs to weight GRE scores more or less highly, versus other components of applicants' files, based upon their institutional and program enrollment goals, rather than making the test optional and disposing of the valuable data it provides.
- The GRE Program has consistently discouraged graduate programs from using GRE scores as the sole factor for making any decision. Doing so lessens the importance of other components of a candidate's application such as desirable attributes like grit and conscientiousness, resulting in a less diverse student body.



- What other measure does an institution plan to use that is common and objective, that undergoes a rigorous fairness review process and that yields comparative data? Why throw out another piece of information about your applicants? Isn't it better to evaluate how scores are currently being used and consider weighting them differently than to rely solely upon measures that can introduce a greater level of bias to the application review and selection process? For applicants who may be adversely affected by programs that drop the GRE test, the answer is yes.

In its early years, the GRE test served as a common, objective measure to fairly evaluate a large number of diverse applicants — from often-unknown undergraduate programs — who were interested in pursuing graduate education after World War II. The need for a fair way to evaluate candidates is just as important today, and we will continue to advocate for research-proven solutions that support our collective efforts to improve diversity, equity and access.

For resources to begin an honest conversation at your institution, visit [holisticadmissions.org](https://holisticadmissions.org).

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*David G. Payne is Vice President and COO of ETS's Global Education division.*

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# The Stunning Rankings Scandal at Temple

Dean is ousted; incorrect data submitted for years on several criteria; state attorney general among those investigating.

By Scott Jaschik // July 16, 2018



The reports of falsehoods started in January, when *U.S. News & World Report* said that [Temple University's](#) online M.B.A. program [was being stripped of its rankings](#) because it had reported that 100 percent of its online M.B.A. students had submitted standardized test scores, when in reality only 20 percent had done so. Score averages count for less in the *U.S. News* methodology when fewer than 75 percent of students have taken standardized tests.

Then the website *Poets & Quants* [noted that Temple had claimed 100 percent test taking for its online students for four years](#) -- and been the top-rated online M.B.A. program in each of those years. Because Temple's online M.B.A. does not require standardized tests of applicants, the 100 percent figure seemed unlikely to many. Temple promised an outside investigation and hired a prominent law firm, Jones Day, to conduct one.

Among [the findings](#) released last week:

- For ranking years 2015 through

2018 (typically with data coming from the prior year's new students), Temple's reports that all admitted applicants had taken the Graduate Management Admission Test were wrong. The actual number was "significantly lower" than the 100 percent figure given. *U.S. News* asks business schools to report both GMAT and Graduate Record Exam scores (as some business school applicants take the GRE). Temple just converted GRE scores (which were supposed to be provided with breakdowns on various parts of the exam) into GMAT scores, and said that no applicants took the GRE. The Jones Day report indicated that, at one point, *U.S. News* raised questions about the 100 percent test-taking applicants, but did not pursue the issue when Temple provided more false information.

- For ranking years 2015 through 2018, undergraduate grade point averages were "inflated through use of various methods." One of those methods was to take GPAs listed as a 1/100 value and im-

proving them to the "next highest" 1/10 value. As an example, the Jones Day report said that this would mean reporting 3.22 as 3.3. *U.S. News* asked business schools to report mean GPAs, but Temple sometimes gave the mean and sometimes the median (using the inflated statistics either way).

- For ranking years 2017 and 2018, Temple underreported the number of admissions offers, implying that the program was more selective than was the case.

- For ranking years 2016 through 2018, Temple provided false information about debt. *U.S. News* asks business schools for the average debt among graduates who borrow. Temple reported instead the average for all graduates, thus lowering the average debt level.

- For ranking years 2016 through 2018, Temple counted both faculty members and "academic coaches" in a formula to determine student-faculty ratio.

Much of the blame in the report goes to an unidentified employee charged with preparing rankings

# The Stunning Rankings Scandal at Temple

material. That employee, the Jones Day report said, “knowingly misrepresented data” and “allegedly did so at the dean’s direction in the presence of another employee. The dean and the other employee deny that such direction was given.”

## Other Rankings Errors

U.S. News regularly announces updates to its rankings when it receives reports -- many times from colleges themselves -- that they have submitted inaccurate information. Many times, colleges blame human error. The Temple situation would appear to be the largest scandal in recent years involving rankings of various types.

Here are some of the other notable cases.

- In 2011, the American Bar Association imposed public censure on the law school of Villanova University over its past practice of reporting inaccurate grades and Law School Admission Test scores of incoming students in an apparent bid to improve its standing in the rankings.

- In 2013, Tulane University admitted to sending U.S. News inaccurate information about the number of applicants and test scores of applicants to its business school.

- In 2012, Claremont McKenna College admitted that it had been submitting inaccurate class ranks and SAT scores on its students to U.S. News. The motive wasn’t purely about rankings. Officials disagreed with a college strategy to focus on rankings by admitting only students with top scores and grades. To admit a broader range of students, the admissions office submitted incorrect data so that it could meet the college’s goals while also admitting students without perfect grades and test scores.

- In 2013, Bucknell University ad-

mitted that it had misrepresented SAT averages from 2006 through 2012, and ACT averages during some of those years.

Porat, the now former Temple dean, did not respond to an email request for comment from *Inside Higher Ed*.

A Temple spokesman said that Porat, as a tenured faculty member, has the right to return to teaching at the business school. Porat had been dean since 1996. In 2001, the Academy of International Business selected him as the 2001 International Dean of the Year.

## A Culture Focused on Rankings

Regardless of whether Porat authorized the fabrications, Temple and the Jones Day report hold him responsible for what happened.

“It was the dean’s initiative to disband a longstanding committee charged with ensuring the accuracy of rankings data,” said [a campuswide email](#) sent by Richard M. Englert, Temple’s president. “This absence of checks and balances, together with an undue focus on rankings, enabled such misreporting. While we are committed to determining the nature and extent of possible incorrect data reporting regarding other academic programs at Fox, one thing is clear: This is contrary to the fundamental value of integrity that is at the heart of our academic mission.”

Beyond the removal of the checks and balances, the Jones Day report also described an environment of ratings focus at the Fox School of Business, which offers both undergraduate and M.B.A. programs. The rankings falsehoods were found in the on-line M.B.A. program.

“The investigation revealed that (i) the dean and other Fox personnel made clear that improving or

maintaining Fox’s position in rankings was a key priority; (ii) Fox had in place a concerted, rankings-focused strategy including detailed analyses of U.S. News’s rankings methodology and strategies tied to specific U.S. News data metrics, which strategy was promoted internally by the dean and other Fox personnel; and (iii) the environment fostered by the school’s emphasis on rankings contributed to the reporting of inaccurate information to U.S. News,” the report said. “Moreover, the dean’s focus on rankings, coupled with his personal management style, caused Fox personnel who interacted with the dean on ranking-related matters to feel pressure to perform in this regard.”

“For example, Fox touted the [online M.B.A.] program’s fourth straight #1 U.S. News ranking in an email on January 22, 2018, notwithstanding that its leadership had learned more than ten days before that the survey response included inaccurate data,” the report said. “Praise for such achievements was also given at the individual employee level. Most significantly, in annual performance reviews and otherwise, the employee principally responsible for rankings surveys received very favorable assessments of the employee’s rankings-related work, and was even given credit not just for compiling and organizing information for submission to rankings agencies, but also for improvements in Fox’s rankings positions.”

## Investigations by Attorney General and Others

On Friday, Pennsylvania’s attorney general, Josh Shapiro, [announced](#) that he was launching an investigation into what Temple had done. He said he was sending

# The Stunning Rankings Scandal at Temple

a series of questions to Temple.

"My job is to ensure students and their families receive the benefit of the bargain when they make significant expenditures to advance their education," a statement from Shapiro said. "It is especially troubling to learn that an institution entrusted with significant Commonwealth funding to educate our citizens is alleged to have so flagrantly violated the trust of students, families and taxpayers alike."

Shapiro isn't the only one asking questions.

In releasing the details of the falsehoods last week, Temple tried to reassure current and prospective students with [an FAQ](#). Here is one question and one answer: "Does this affect the Fox School's accreditation? The Fox School remains accredited by AACSB, the Association to Advance Collegiate Schools of Business, a distinction held by fewer than 5 percent of the world's business schools and one that the Fox School has maintained continuously since 1934."

The statement is correct that AACSB accreditation stands, and it is rare for accreditors to revoke recognition. But AACSB is "actively investigating" Temple's business school and its compliance with requirements, according to a statement from Stephanie Bryant, AACSB's executive vice president and chief accreditation officer.

Bryant said that [several criteria for accreditation](#) would appear relevant to what was going on at Temple. One requirement is that a business school "must encourage

and support ethical behavior by students, faculty, administrators, and professional staff." In part this is judged by whether "the school has appropriate systems, policies and procedures that reflect the school's support for and importance of ethical behavior for students, faculty, administrators, and professional staff in their professional and personal actions." One problem identified at Temple was that the now former dean disbanded a faculty review panel that had previously assured the accuracy of data submitted for rankings.

[Another standard](#) that Bryant said may be relevant is a requirement that accredited business schools "represent degree and nondegree programs accurately, realistically and with integrity in all communications."

Business schools under investigation maintain accreditation during the inquiries, she said. Those found in violation face "sanctions range from consulting with the school to accelerating a peer-review visit (i.e., earlier than the normal five-year timetable) to revoking accreditation."

Brian Kirschner, director for communications and public relations of the Middle States Commission on Higher Education, which is Temple's primary institutional accreditor, said that Middle States "continues to monitor" the situation at Temple with regard to its business school. Middle States asked for (and received) a report in February, after the word of irregularities first came out. Middle States is now ex-

pecting further updates, he said.

Kirschner said that Temple's reported conduct raised questions about its compliance with [two of the accreditor's standards](#). One of those standards, on ethical conduct, states that "ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully." Another standard requires that accredited colleges and universities provide "accurate" information about a range of topics, including student debt.

After receiving the first reports in February, Middle States asked that it be kept informed of the situation so it could consider various issues.

A spokesman for Temple said that the university would be cooperating with all inquiries from accreditors.

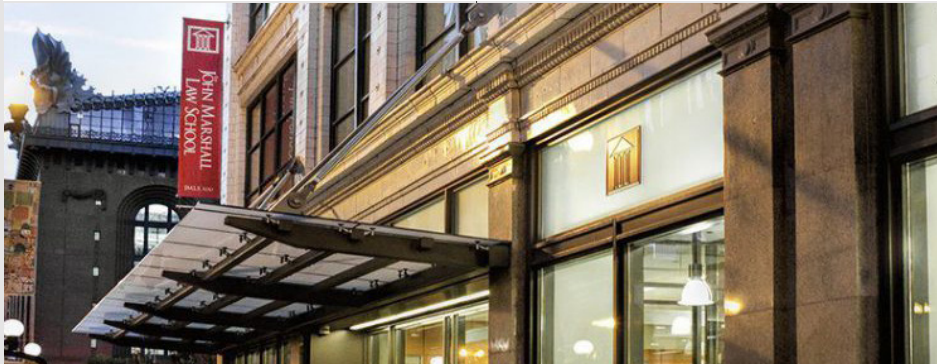
U.S. News is also asking for more information from Temple. [A letter](#) sent to the university Tuesday noted that one line in the outside report prepared on the data falsehoods said the review found evidence that the problems may have extended beyond the online M.B.A. program. As a result U.S. News is asking Temple to verify the accuracy of data submitted for the magazine's rankings of undergraduate colleges and universities and graduate programs in business, education, engineering, law, medicine and nursing. ■

<https://www.insidehighered.com/admissions/article/2018/07/16/investigation-reveals-extent-lying-temple-about-admissions-data>

# Good Time to Add a Law School? One University Says Yes

University of Illinois at Chicago moves to acquire nearby private law school while, to the west, the University of Iowa closes a branch campus it was given in 2015.

By Rick Seltzer // July 20, 2018



The University of Illinois at Chicago is poised to acquire the John Marshall Law School.

SOURCE:  
UNIVERSITY OF ILLINOIS SYSTEM

The University of Illinois at Chicago is poised to acquire the nearby John Marshall Law School after the University of Illinois Board of Trustees approved a plan Thursday that puts the transaction on track to close by next fall.

University leaders supported the deal, which was first revealed when it was in the discussion phase [in November](#), as creating the only public law school in Chicago. The John Marshall Law School, founded in 1899, is currently a private nonprofit law school. Officials added that it will fill a hole at the [University of Illinois at Chicago](#), arguing the institution was among a relatively small number of top-tier research universities without their own law schools.

More widely, the acquisition represents a burst of optimism at a time when public higher education in Illinois has been under intense budget pressure -- and when law schools have been struggling mightily to enroll students. It can be read as a reminder that complex merger-and-acquisition activity is

possible in higher education even in suboptimal conditions.

But it also comes on the heels of an example showing that acquisitions don't always work out as expected. Just last week, the University of Iowa announced it will close a branch campus it opened in Des Moines after receiving the campus three years ago as a gift from a closing business school.

Acquiring a working law school is very different from being given a closed campus, of course. Still, it's noteworthy that two research universities in neighboring states are moving in opposite directions on M&A.

## Adding a Chicago Law School

Skeptics could find reason to be wary of adding a law school at this particular moment in time. The number of law students nationally has dropped in recent years, schools have slimmed down and the American Bar Association has [been more active](#) publicly as an accreditor. The John Marshall Law School -- which is a distinct institution from several other similarly

named law schools in the country -- is no different.

The private Chicago law school enrolled more than 1,466 students in 2012-13, according to American Bar Association [reports](#). Enrollment fell to 938 in 2016-17. Applications dropped from 2,518 to 1,681 over the same period.

Leaders at Illinois Chicago, which has more than 30,000 students, were concerned about the state of law schools generally, said Susan Poser, a former law dean at the University of Nebraska who is UIC's provost and vice chancellor for academic affairs. UIC administrators completed extensive due diligence, taking two years before proceedings reached the point of board approval Thursday.

"What we discovered was the John Marshall Law School was hit by this downturn, as just about everybody was," she said. But, she added, the law school leaders were "very smart in how they downsized."

The law school is operating at a surplus on a budget of about \$40



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million. It has cash on hand, Poser said. It owns attractive facilities -- four buildings in Chicago's south Loop that have recently been renovated.

Officials don't expect UIC, the University of Illinois System or the state to have to reallocate financial resources toward the law school. It's expected to produce enough revenue from tuition to support its operations. That's notable, because the state of Illinois has gone through [significant budget battles](#) in recent years that delayed funding for higher education. The budget is "back on track" now, according to Poser, but negotiations had to continue through the uncertainty.

Plus, the institutions' academics line up, their campuses are only about 10 minutes away from each other and leaders think the combination will boost student access, affordability and joint- and dual-degree programs.

"We have tremendous enthusiasm from our faculty, not only about the opportunity this is creating for students, but also the opportunities it creates for them in research," Poser said. "On the health side, we do a lot with population health and public health, social work, so we have all kinds of opportunities to create programs and collaborative research."

Leaders also hope for crossover in fields like engineering and public affairs. About 40 full-time law school faculty would become University of Illinois at Chicago faculty members.

Under the terms of the deal, much of the law school's cash and endowment assets will transfer to UIC. The law school's legal entities will then wind down over five years or less, close, and any remaining assets will be transferred to the

university.

The University of Illinois Foundation will use the endowment assets to benefit the law school. Leaders didn't share financial details Thursday, with Poser saying only that the endowment to be transferred was in the "tens of millions."

The deal is still subject to accreditor and regulatory approval. Leaders expect it to close by next July, and they anticipate enrolling the first new class after the law school transitions to a public institution in the fall of 2019. The institution will be named the UIC John Marshall Law School.



They understood that this transaction was one that would allow everything good about the institution to continue well into the future without worrying about market fluctuations and other challenges that independents have at different levels than law schools in universities.



Tuition rates for the public law school haven't yet been set but will be commensurate with other professional schools in the University of Illinois System, including in-state rates, according to Darby Dickerson, dean of the John Marshall Law School.

Dickerson, who previously held deanships at both the public Texas Tech University School of Law and the private Stetson University College of Law, took over as John Marshall dean at the beginning of 2017. Talks between the law school and UIC were already under way when she was interviewing, she said.

UIC approached the law school, but its board was not forced into a

merger, Dickerson said.

"They understood that this transaction was one that would allow everything good about the institution to continue well into the future without worrying about market fluctuations and other challenges that independents have at different levels than law schools in universities," Dickerson said.

At Thursday's board meeting, UIC president Michael D. Amiridis recounted several past acquisitions through which the university traces its roots to pharmacy, medical and dentistry schools. The last was the dentistry school, in 1913.

"We took a break for 105 years, but here we are again today," he said. "After pharmacy, medicine and dentistry, it's law. And we are confident we can follow the same tradition."

### **Dropping a Campus in Des Moines**

But in the next state to the west, a recent decision by the University of Iowa stands as a reminder that growth through mergers and acquisitions doesn't always pan out.

The [University of Iowa](#) accepted a gift of the AIB College of Business's campus in 2015. AIB leaders had chosen to shut down rather than take steps to remain open that would still have left the college at



## Good Time to Add a Law School? One University Says Yes

risk of closure -- steps like steeply increasing tuition and adding debt. They offered the AIB campus, a 17-acre, seven-building complex located just outside downtown Des Moines, to the University of Iowa.

The university's main campus is roughly two hours away in Iowa City. Its leaders said taking on the donated campus would allow them to tap into a growing Des Moines area.

"We're pretty excited about it," said the university's then provost, Barry Butler, [at the time](#). "It's a great opportunity for us to respond to the needs of the community, but also to be part of a thriving community."

The university did not take on AIB's operations. Instead, it renamed the AIB campus the Iowa Center for Higher Education and started offering four undergraduate majors there: political science, sport and recreation management, enterprise leadership, and social work. The social work major had been previously been available in Des Moines at a downtown university educational center. The new campus also started hosting a graduate degree in social work that had also held classes downtown.

But the added majors failed to attract an influx of additional students to the branch campus. In the fall of 2016, the campus's total enrollment was 119 students, including 106 in social work. By the spring of 2018, enrollment had inched up to just 140 students, counting 112 in social work.

The university also opened the campus for other uses, including a nonprofit office space, athletic events and apartments for college students interning in the Des Moines area. Leaders hoped to use some of the nonacademic facilities to generate revenue.

It ultimately wasn't enough. Last week the university [announced](#) plans to sell the campus, along with other cost-cutting moves that included closing several centers and furloughing more than 30 employees. The changes, estimated to save \$2.1 million, were necessary after back-to-back budget cuts from the state Legislature, according to the university.

The university expects to receive \$214 million in state appropriations in the 2019 fiscal year. That's \$9 million less than it received in 1998, even without adjusting for inflation. At the same time, enrollment has grown from about 28,000 to more

The campus proved to be costly to maintain, so closing it will save money that can be directed back into student programming, Rice said. The university estimates that it will save about \$535,632 by closing the campus.

Rice still sees unmet demand for higher education in the Des Moines area. He stressed that the University of Iowa is not leaving the region. Academic programs at the branch campus will be relocated to a nearby University of Iowa building in Des Moines.

Operations will continue at the campus through the fall, but the university plans to sell the campus.



It's a great opportunity for us to respond to the needs of the community, but also to be part of a thriving community.



than 33,000.

If state funding had kept pace with inflation, the university would be receiving another \$100 million in annual state appropriations, officials estimate. They worry state funding will continue to fall, *The Des Moines Register* [reported](#).

University leaders plan to sell the branch campus, which was a "lovely gift" but too big of a footprint for this moment in time, said Tom Rice, its director.

"We knew we had some challenges going in," he said. "It became clear the campus wasn't the set of buildings we needed to run our academic programs. It was way more than we needed."

Under the terms of the original gift, money made from selling the property will go to scholarships for University of Iowa students from the Des Moines area. It's not clear how much the campus could fetch, but the county government assessed its value at \$20.2 million.

Given the current state funding situation, it was difficult to justify the resources it would take to build a large branch campus to full strength, Rice said.

"The idea of asking colleges and departments to come up with the resources to come to Des Moines was more than we could do right now," Rice said. "In a different funding era, I think the university

## Good Time to Add a Law School? One University Says Yes

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may have been able to move more quickly to resolve the academic side, and therefore may have been more willing to continue to fund a campus that might lose some money in the short term."

Asked if Iowa could have jump-started a branch campus in Des Moines by absorbing AIB several years ago instead of just accepting its campus, Rice said the idea didn't receive serious consideration. Too many barriers stood in the way, like differing admissions requirements, faculty credentialing and degree overlap.

That won't necessarily resolve the question of how to enroll thousands of students Rice thinks could be enrolled in Des Moines when the state's three public universities, Iowa State, Northern Iowa and the University of Iowa, are 35 miles away in Ames, 105 miles away in

Cedar Falls and 112 miles away in Iowa City, respectively.

"You're principally serving non-traditional students," Rice said. "They're married and might have a kid. They can't pick up and go ... to Iowa City."

Such issues aren't confined to the Midwest. Changing economies, changing state budgets and tax codes that haven't kept up are causing challenges for many states and the public colleges and universities they support, said David Tandberg, vice president of policy research and strategic initiatives at the State Higher Education Executive Officers association. So are changes in the number of high school students and shifts in where prospective students are living.

Leaders at institutions facing such challenges often take risks in an attempt to innovate or find a

solution that can pay off, Tandberg said. Today, those risks are often taking the form of mergers, acquisitions and closures.

Ironically, mergers or acquisitions can be hard to complete successfully for cash-strapped public institutions that might be most likely to consider them as a way to bolt on programs or expand into new areas with underserved students.

Tandberg suggested leaders ask whether the state will help support mergers or acquisitions when they are considering the transactions.

"We've got these public colleges and universities that are facing not just constrained resources but changing demographics and changing markets," Tandberg said. "A confluence of both has put a lot of institutions in very difficult positions." ■

<https://www.insidehighered.com/news/2018/07/20/illinois-chicago-will-acquire-law-school-despite-trends-legal-education>

## Antidote to Medical School Debt

Thanks to fund-raising prowess, NYU takes an ax to medical school tuition where others have used a scalpel. But medical school costs are clearly under the microscope.

By Rick Seltzer // August 17, 2018



NYU School of Medicine leaders announced tuition-free education at a White Coat ceremony Thursday.

PHOTO CREDIT:  
NYU LANGONE HEALTH

As worries persist about high medical education costs and new doctors shouldering staggering debt loads, leaders of the [New York University](#) School of Medicine on Thursday announced new full-tuition scholarships for current and future students.

The scholarships cover M.D. students at the NYU School of Medicine, where the sticker price is \$55,018. About 440 students across all classes will be covered at a total cost of \$24 million annually.

NYU has for years been working to raise hundreds of millions of dollars in endowed funds necessary to pay for the scholarships. It is not the first prominent institution to announce a medical school affordability initiative in recent memory, but its new program stands out for its high level of funding, its scope and because it has been in the works for quite some time.

"We were planning this for 11 years," said Dr. Rafael Rivera, associate dean for admissions and financial aid at the NYU School

of Medicine. "This is not an issue that's solely NYU's problem. We hope medical schools across the country will figure out additional ways of addressing it."

Several other medical schools have taken significant steps to cover medical school costs in recent decades. [In 2008](#), the young Cleveland Clinic Lerner College of Medicine at [Case Western Reserve University](#) said it would pay tuition for its 32 entering students. Today, the college -- which remains much smaller than NYU -- [provides full scholarships](#) covering tuition and fees for all students.

The [University of California, Los Angeles](#), [in 2012 announced](#) a [merit-based scholarship](#) that covers the full cost of attendance for in- or out-of-state students. That scholarship covers almost 20 percent of entering medical students every year.

NYU's uptown rival, [Columbia University](#), [announced in April](#) the launch of a new scholarship program for students at its college of physicians and surgeons. That pro-

gram, for students who qualify for financial aid, replaces loans with scholarships. About 20 percent of students were expected to demonstrate enough need to receive full scholarships under that program. Columbia reported launching its program ahead of schedule after donors quickly built upon a \$150 million scholarship fund endowment gift announced in December.

The NYU scholarship is expected to cover more students than those efforts.

"This effort is unique, and it's big," said Julie Fresne, senior director of student financial services and debt management strategies at the Association of American Medical Colleges. "How this particular offering from NYU is different from other ones is this offers a tuition scholarship for every single student, regardless of whether or not they're the top two academically in the class or the top two who have the most financial aid."

NYU will need about \$600 million in endowed funds in order to support its full-tuition scholarships

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into the future. The university has raised about \$450 million toward that goal, and leaders are confident in continued progress after they were able to raise \$240 million in the last nine months alone.

"We've been pretty deliberate and focused on making sure that we could do this," said Dr. Robert I. Grossman, dean of the NYU School of Medicine and CEO of NYU Langone Health. "We've had amazing donors, philanthropists, et cetera, who actually believe this is a very significant issue and problem. Through their generosity, we are solving that problem."

The already steep cost of a medical education has continued to rise in the United States in recent years. Tuition, fees and health insurance increased for most students by about 3 percent in the 2017-18 academic year, [according to statistics](#) compiled by the medical colleges' association. Charges at private institutions averaged \$57,000 for residents and \$59,000 for nonresidents. Charges at public institutions averaged about \$36,000 for residents and \$60,000 for nonresidents.

High costs have for years stoked concerns about how debt affects aspiring doctors. Leaders worry some of the best and the brightest students, particularly those from poor and immigrant communities, are dissuaded from attending medical school at all. Others fear that the need to pay for medical school dissuades many of the students who do attend from pursuing practices in fields where they are most needed, like primary care or pediatrics, and from locating in poor regions where doctors are scarce. Instead, they worry, the current economics of medical school effectively encourage stu-

dents to enter high-paying specialties and set up practices in wealthy regions.

[AAMC statistics](#) make clear just how heavy the debt burden is on doctors: three-quarters of the class of 2017 had debt. Among those who had borrowed, median indebtedness rose 1 percent, to \$192,000. About half of students, 48 percent, borrowed \$200,000 or more -- and 46 percent planned to enter a loan forgiveness or repayment program.

Those who attended private institutions owed more than the class as a whole, although a slightly lower percentage, 72 percent,

that none will have to worry about tuition.

It will be worth watching how the already highly rated NYU School of Medicine's admissions metrics change under the scholarship. The medical school has no plans to expand its class sizes beyond current levels. So it could very well become an even more sought-after seat for price-conscious students.

Medical education is difficult and has in many cases shifted away from an inpatient setting, making extremely large classes unrealistic, Grossman said. NYU's goal is to "produce the best medical education we can for our students."



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borrowed. Those who had borrowed to attend private institutions posted a median debt of \$202,000. More than half, 57 percent, owed \$200,000 or more. About a fifth, 21 percent, owed \$300,000 or more.

NYU's new scholarship will not cover costs besides tuition -- like living expenses, fees and health insurance. The university [still expects](#) first-year students to have costs totaling about \$27,000.

But leaders say about 10 percent of each class will receive merit scholarships covering the full cost of attendance. While many students will still have to pay costs associated with their medical education, leaders say it is important

While many hope lower costs will lead to more general practitioners, covering the cost of tuition isn't necessarily an attempt to encourage any particular student to choose any specialty, according to NYU leaders.

"What we're doing is providing freedom of choice," Grossman said. "The freedom of choice enables students who, by and large, are committed and altruistic to go with their passion. If they want to do primary care, they're not going to be burdened by debt."

NYU touts other efforts designed to make medical school more affordable, like an accelerated three-year curriculum, which it decided

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in 2013 to offer. The idea is that doctors can begin practicing earlier with less debt.

"We talked about two ways of reducing debt," Rivera said. "One is decreasing the cost of attendance for any given year, like we've done with the tuition-free initiative. The other is to shorten medical school."

It's possible that NYU's new scholarship and some of the other recent scholarships announced at other medical schools are the start of a renewed effort to cover medical school costs. But it's not that simple. It will remain expensive for institutions to educate future doctors, and not every medical school has the fund-raising expertise, history or deep donor pool needed to raise hundreds of millions of dol-

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lars in endowed funds for comprehensive scholarships.

"I would like to hope that there's an ongoing momentum," said Fresne, of the AAMC. "I think most schools would love to be in this position. Perhaps they will look to NYU as a model of how to make

something like this happen. But, again, it takes a lot of pieces coming together to be able to make something like this happen. Some schools have larger endowments than other schools that may be newer and not have as far of a pool of alumni to call upon." ■

<https://www.insidehighered.com/news/2018/08/17/nyu-scholarships-cover-medical-school-tuition-doctors-debt-continues-raise-concern>



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