

CGS Research in Brief: Trends in International First-time Graduate Enrollment

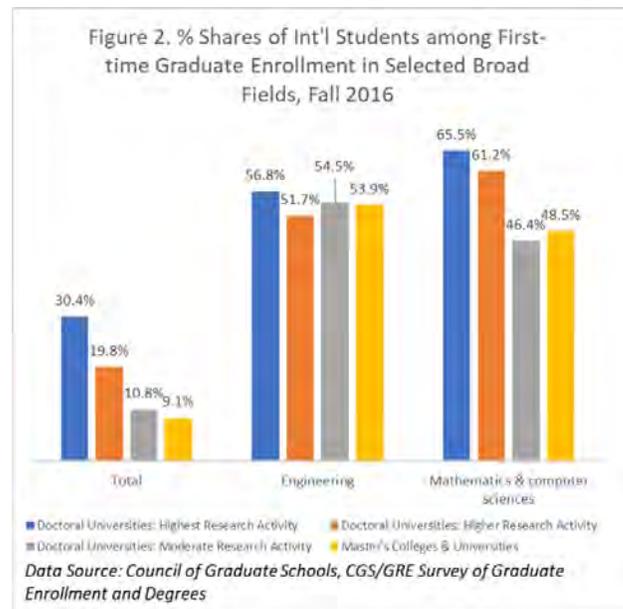
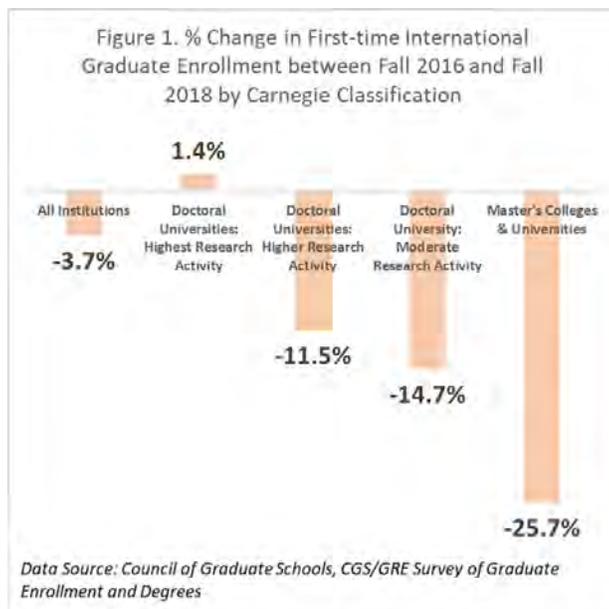
Hironao Okabana, Associate Vice President, Research & Policy Analysis & Enyu Zhou, Education Research Analyst, Council of Graduate Schools

According to the 2018 CGS/GRE Survey of Graduate Enrollment and Degrees (GE&D), first-time graduate enrollment of international students at participating institutions declined by 3.7% between Fall 2016 and Fall 2017. This brief highlights some additional analysis pertaining to international graduate enrollment trends.

Key Findings:

- ❖ Despite the 3.7% decrease overall, at Doctoral Universities: Highest Research Activity (R1), first-time international graduate enrollment increased by 1.4% between Fall 2016 and Fall 2017. At other types of institutions, however, first-time international graduate enrollment decreased by double digits. (Figure 1)

- ❖ Compared to R1 institutions, proportionally fewer international graduate students attend other types of institutions. However, in some fields of study, such as engineering and mathematics and computer sciences, a large number of incoming graduate students at non R1 institutions are also international. (Figure 2)



- ❖ At R2 and R3 institutions, domestic first-time enrollment also declined between Fall 2016 and Fall 2017, and overall first-time graduate enrollment decreased by 4.2% and 7.1%, respectively. While there are fields in which first-time enrollment has been declining for some years, there are others that saw a sudden decline between Fall 2016 and Fall 2017. (Table 1 – next page)

Table 1. Changes in First-time Enrollment by Citizenship Status and Broad Field of Study at R2 and R3 Institutions, Fall 2007 to Fall 2017

	% Change between Fall 2016 & Fall 2017			Annual Average % Change between Fall 2012 & Fall 2017			Annual Average % Change between Fall 2007 & Fall 2017		
	All Students	U.S. Domestic Students	Int'l Students	All Students	U.S. Domestic Students	Int'l Students	All Students	U.S. Domestic Students	Int'l Students
	Doctoral Universities: Moderate Research Activity (R2)								
Total	-4.2%	-2.0%	-11.5%	0.0%	-0.3%	1.7%	0.6%	0.5%	2.3%
Arts & Humanities	-0.9%	-1.0%	-2.4%	-1.9%	-2.7%	8.3%	-1.2%	-1.6%	5.4%
Biol. & Ag. Sciences	3.1%	3.2%	4.3%	0.7%	1.6%	-0.3%	0.9%	1.7%	-2.3%
Business	1.2%	3.9%	-11.9%	1.1%	3.1%	-5.6%	1.8%	2.8%	-0.6%
Education	-8.8%	-5.8%	-32.1%	-3.1%	-2.8%	-2.5%	-1.8%	-1.9%	3.5%
Engineering	-7.4%	-3.2%	-11.4%	1.0%	1.0%	2.1%	3.1%	4.7%	2.1%
Health Sciences	3.6%	3.5%	2.5%	4.7%	4.2%	21.2%	5.0%	5.3%	3.7%
Math. & Computer Sciences	-8.7%	8.2%	-18.0%	5.7%	1.9%	11.6%	4.6%	4.1%	5.5%
Physical & Earth Sciences	0.2%	0.8%	0.8%	-1.3%	-0.4%	-0.2%	-0.6%	-0.6%	0.8%
Public Admin. & Services	-0.3%	-0.2%	12.2%	1.3%	1.1%	6.0%	1.5%	1.4%	7.6%
Social & Behavioral Sciences	-9.5%	-7.3%	-21.3%	-0.7%	-0.3%	1.3%	-0.4%	0.0%	1.8%
Other Fields	-0.3%	3.0%	-13.5%	-3.8%	-3.7%	-0.4%	-2.8%	-3.1%	-0.4%
Doctoral Universities: Moderate Research Activity (R3)									
Total	-7.1%	-4.8%	-14.7%	-0.1%	0.2%	0.9%	0.6%	0.5%	3.1%
Arts & Humanities	0.9%	3.0%	-16.6%	-3.2%	-3.5%	2.8%	-2.9%	-3.3%	1.0%
Biol. & Ag. Sciences	-1.0%	-1.1%	0.8%	0.0%	-0.7%	1.7%	1.3%	0.7%	6.7%
Business	-7.6%	-1.5%	-11.4%	1.0%	2.7%	-5.3%	2.4%	2.3%	3.1%
Education	-10.6%	-10.0%	-24.5%	-3.7%	-3.5%	-4.9%	-3.0%	-3.1%	3.8%
Engineering	-6.2%	17.5%	-23.6%	6.4%	10.1%	5.1%	3.5%	6.5%	1.2%
Health Sciences	-2.6%	-3.8%	-16.6%	3.0%	2.2%	6.4%	14.1%	14.4%	2.0%
Math. & Computer Sciences	-6.6%	7.8%	-9.9%	7.3%	2.7%	15.9%	4.9%	2.4%	11.0%
Physical & Earth Sciences	-11.7%	-13.8%	5.8%	-5.4%	-5.6%	-4.5%	-2.4%	-1.3%	-0.7%
Public Admin. & Services	-2.5%	-0.4%	-7.7%	2.4%	2.6%	8.7%	7.9%	11.2%	4.1%
Social & Behavioral Sciences	-3.4%	-3.2%	-3.3%	-0.8%	-1.1%	2.6%	-1.7%	-2.0%	1.5%
Other Fields	0.7%	-2.4%	4.9%	2.7%	3.0%	1.7%	1.3%	0.6%	9.0%

Data Source: Council of Graduate Schools, CGS/GRE Survey of Graduate Enrollment and Degrees

Takeaway Points:

- ❖ A number of factors influence the global academic mobility of students; the Fall 2017 enrollment data suggest that the current U.S. visa policy and the uncertainties surrounding it may be, in part, impacting the flow of international graduate students coming into the United States.
- ❖ It appears that U.S. graduate education, broadly speaking, is still attractive to international talents, as is evident from first-time international graduate enrollment at R1 institutions. For other types of U.S. institutions, given the current political and policy climate, global competition for international graduate students may have increased.
- ❖ For R2 and R3 institutions, the decline of first-time international graduate enrollment comes in addition to stagnating, if not declining, first-time graduate enrollment of U.S. domestic students. If this decline becomes a pattern, it could pose a significant challenge to the health of graduate programs, particularly those programs with a large number of international students.

Conversation Starters: *What do these data points mean for your graduate school and your programs and their strategic directions?*

- ❖ How does your institution's international and domestic enrollment figures compare to the national numbers? How does your institution compare to your peer institutions and graduate programs regionally and nationally?
- ❖ How have international graduate recruitment strategies at your institution changed in recent years? Has your institution historically relied on specific countries and/or graduate programs for international recruitment? How do you continue to strategically position your graduate school/programs in an increasingly crowded international marketplace?
- ❖ How are your graduate school and your programs responding to changes in both domestic and international graduate student enrollment? Do your graduate school and programs proactively engage current and potential employers of graduate degree holders?

Additional Resource:

[CGS Strategic Consultations](#). The Council of Graduate Schools provides strategic consultations to member and nonmember institutions, boards, and state agencies as they make tactical decisions about the administration of graduate education. Our consultations draw upon extensive best practice and benchmarking research as well as the insights of experienced graduate deans from around the country. CGS also provides **Custom Data Reports** to help institutional leaders inform their strategic decision-making processes. Figures and tables in this brief and the full GE&D report can be customized to include institutions of your choice.

About the Data Source:

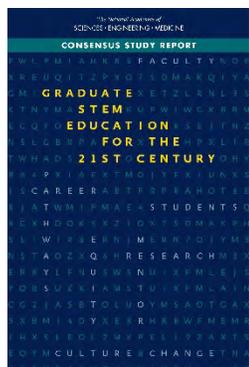
CGS/GRE Survey of Graduate Enrollment and Degrees is an annual survey of U.S. graduate schools,

co-sponsored by CGS and the Graduate Record Examinations (GRE) Board since 1986. It is the only annual national survey that collects data on graduate enrollment by all fields of study and is the only source of national data on graduate applications by broad field of study. The report includes responses from 619 institutions and presents statistics on graduate applications and enrollment for Fall 2017, degrees conferred in 2016-17, and trend data for one-, five- and ten-year periods.

The brief was prepared by Hironao Okahana and Enyu Zhou. Ryan Bradshaw and Katherine Hazelrigg also contributed. Any opinions, findings, and conclusions or recommendations expressed in this brief do not necessarily reflect the views of CGS.

Critical Steps toward Modernizing Graduate STEM Education

*Alan I. Leshner, CEO Emeritus, American Association for the Advancement of Science; and
Layne Scherer, Program Officer, National Academies of Sciences, Engineering, and Medicine*



There has been a great amount of discussion and substantial agreement about the need to modernize U.S. graduate education generally and science, technology, engineering, and mathematics (STEM) education in particular. As an example, there have been over 20 reports since the National Academies of

Sciences, Engineering and Medicine's major report in 1995¹ that highlighted how the US system was even then lagging behind trends in student interests and career plans and the ways STEM fields are evolving. Those reports and ensuing conversations have had significantly overlapping messages, and there has been some – but not much – progress made.

Cultural Change: Action Required at All Levels

The reasons for the apparent inertia are unclear, but it is likely that it results from the need for some

fundamental culture change in academia before any real transformation will occur. To be specific, graduate education must become much more student-centered and concerned more with meeting the needs and interests of students, rather than being focused so heavily on faculty research productivity in the form of papers published and grants received. This is not to say that research productivity should not still be very important, but, rather, that more focus must be given to the quality of teaching, mentoring, and advising. Moreover, since the majority of new Ph.D.'s will not pursue an academic research career, the stigma long associated with other career choices must be eliminated. Students need to be provided opportunities for broad career exploration as a part of their graduate training. Departments and their faculty should be evaluated on and rewarded for their contributions to student-centered education and the attention they pay to their students' career interests, as well as on the more usual research productivity measures.

¹ Institute of Medicine, National Academy of Sciences, and National Academy of Engineering (1995), *Reshaping the graduate education of scientists and engineers*. Washington, D.C.: National Academy Press.

Implementing culture and behavioral changes is extremely difficult and requires institutional leadership and coordinated action from all stakeholders in the

system, including university administrators, faculty, professional societies, leaders in industry and the non-profit sector, and the state and local government funders of research and education. We recently were centrally involved in a National Academies committee (CGS President Suzanne Ortega was a member as well) whose report on graduate STEM education² spelled out what an ideal, modern STEM graduate education would be. It also presented an action plan for how that ideal might be achieved, with concrete actions recommended for each stakeholder.

Core Competencies for STEM Graduate Students

Central to achieving the proposed ideal STEM graduate education is the concept of “core competencies” – the skills and knowledge base that are the essence of what it means to be a master’s or doctoral graduate, and the competencies that all students must achieve, no matter what their career goals or interests might be. These core competencies would be the main focus of graduate education, with other experiences and coursework supplementing them. At the master’s level, the National Academies’ committee depended heavily on the Council of Graduate Schools’ Alignment Framework for the Master’s Degree³, focusing on disciplinary and interdisciplinary knowledge, relevant professional competencies, foundational and transferrable skills, and research. Examples of core competencies at the doctoral level include, as one might expect, scientific and technological literacy and the ability to do original research. Doctoral level core competencies would also include a set of leadership, communication and professional skills, including an understanding of the norms and values of the STEM enterprise and the ability to communicate both to one’s peers and to the broader public community. Adopting the notion of core competencies would enable each program to consider what of its course requirements are actually essential and what might be relegated to optional or supplemental course status.

² National Academies of Sciences, Engineering and Medicine (2018). (A.I. Leshner & L. Scherer, Eds.). Washington, D.C.: National Academies Press. doi: <https://doi.org/10.17226/25038>.

³ Council of Graduate Schools. (n.d.). *The Alignment Framework for the Master’s Degree*. Retrieved September 20, 2018, from <http://cgsnet.org/alignment-framework-master’s-degree>

The Ideal STEM Graduate Education

The ideal graduate program would provide:

- Opportunities in the first year for students to sample a variety of laboratories and mentors before they make final choices about with whom to do their graduate work.
- Training for all prospective mentors and advisors, and periodic updates for current faculty, to ensure students have appropriate and consistent support.
- Opportunities like internships or special courses would be provided for students to become at least somewhat familiar with what it might be like to pursue a career in a non-academic setting—including business and industry, government, and the non-profit sector.
- Particular attention to the needs of students from diverse backgrounds, and they would be educated in inclusive and equitable environments that maximize the probability of their success.
- Increased availability of mental health services and similar supports for students and would provide faculty, administrators, and leadership with strategies to improve campus climates.
- Clear data about the outcomes and career paths for their alumni, so that prospective students can make more informed and relevant choices about where to go to graduate school. For instance, the Council of Graduate Schools recently launched the [Understanding PhD Career Pathways](#) project to gather information about the professional trajectories of their current students and alumni. The data collected will help institutions guide decisions to improve professional development offerings, career advising, and other support services.

Removing Barriers, Creating Incentives, and Seeking a Lasting Impact

What makes achieving all of this so difficult is that the incentive system that drives so much of academic culture and faculty behavior is currently misaligned with the goals of this action plan. Criteria for promotion and tenure typically are too heavily weighted toward research productivity in the form of publications in prestigious journals and research grants received from federal agencies, with way too little

emphasis given to the quality of graduate student teaching and mentoring. Our National Academies committee did not recommend any specific weighting but argued that the balance between research and education/mentorship must be readjusted. The additional emphasis on mentoring and advising would also signal the importance of these kinds of activities to the broad research community, since they are so central to developing the next generation of STEM leaders. It also would be a mechanism for more appropriately rewarding those faculty who have consistently dedicated significant attention to the development and growth of graduate students. This would be a radical change for many institutions, and it will only come about with clear commitment from every level of the university, including the president, provost, graduate dean and other administrative leaders, and including all levels of the faculty, particularly department heads and promotion and tenure committees.

To make it even harder, academic incentives are not solely under the control of academic institutions, since the state and federal agencies that fund academic research and training also often employ granting criteria that are biased against the goals of the ideal education, even for purported education and training grants, and these criteria significantly influence faculty behavior. To help modernize the system, funding agencies will need to realign their award criteria, particularly for training grants and those supporting graduate students in other ways, to give more emphasis to the quality of teaching and mentoring.

Q & A with CGS Advancement

An interview with Maureen McCarthy, Director, Best Practices & Advancement, Council of Graduate Schools



This spring CGS welcomed a new Associate Director of Corporate Relations, Adrienne Mosley Vincent. With this new ace in our corner, CGS has already initiated new

Advancement programs aimed at enhancing and broadening CGS's corporate relationships. *GradEdge* recently sat down with the Maureen McCarthy to learn more.

Doing so is in their interest since making these changes can only increase the probability of our having a vibrant future STEM workforce and ensuring that is within their missions as well as supporting high quality research projects.

Realigning the incentives alone, of course, will not solve all the problems with graduate education, even though it would help accelerate the processes of change. The National Academies report argues that academic faculties also need to review and modify curricula, thesis and dissertation requirements, and other capstone projects to ensure alignment with the ways relevant work is conducted today, such as working in teams and in increasingly interdisciplinary settings. Graduate deans and other academic leaders should verify that every graduate program they offer provides for the core competences discussed above and that their students have achieved them before receiving their degrees. Graduate schools and departments need to monitor and facilitate productive relationships between graduate students and their mentors. Departments should adopt and evaluate strategies to accelerate achieving diversity in their faculty and students and improving equity and inclusion.

The kinds of changes being recommended will not be easy, and they will incur some real costs, both financial and in terms of human resources. But, it's the right thing to do for the sake of the entire STEM enterprise and the nation and now is the right time to make these changes.

What does "Advancement" mean at CGS?

Advancement adds value to CGS membership through relationships with companies and nonprofit organizations. We work with the Advancement Advisory Committee to create programs to structure these relationships, which can take many forms. Organizations can join the [Sustaining Membership Network](#), for example, which provides certain benefits and opportunities for engagement with CGS members throughout the year. Others may choose to engage around the CGS Annual Meeting, so Advancement

helps connect companies with [sponsorship and exhibiting opportunities](#). We know that companies have access to information and solutions that are beneficial to our members, and we want to help make those connections. In addition, we continue to cultivate relationships with non-profit and corporate foundations who are appropriate funders for CGS research and best practices work.

Even though we do not endorse specific companies or products, we do work hard to ensure that we are partnering with companies and organizations with missions that align with CGS's, and whose expertise will be of value to our members.

What is new with CGS Advancement?

So much! We're excited to debut new **sponsored sessions at the Annual Meeting** this year. There will be two sponsored concurrent sessions (on Machine Learning in Graduate Education and The Graduate Student Life Cycle) and 2-3 "Lightning rounds," which will be 30-minute sessions designed to introduce a specific product or service. We hosted our first **sponsored [webinars](#)** (where corporate partners

provide the content) in 2018 and will continue to grow this program.

Bringing Adrienne on board has also enabled us to expand Advancement's focus to include employers of graduate degree holders. We're in the early stages of launching a **CGS Employer Roundtable**, which will bring together high-level executives from diverse sectors to advise the CGS president on workforce development.

How can I get involved?

CGS is currently accepting nominations for the [Advancement Advisory Committee](#) and self-nominations are welcome. This is the best way to help shape CGS's Advancement work. We also encourage you to attend upcoming sponsored webinars, the sponsored sessions at the CGS Annual Meeting, and to visit the Exhibit Hall at the Annual Meeting as well; we're always grateful for member feedback about these events. If you have any additional questions about our work, or if you'd like to nominate someone for the Employer Roundtable or Advancement Advisory Committee, please contact [Maureen McCarthy](#) or [Adrienne Vincent](#).

The Advocate Dean: Using Alumni Data to Make the Case for Graduate Education

Elizabeth Watkins, Dean of the Graduate Division and Vice Chancellor of Student Affairs, University of California, San Francisco



We live in challenging times, when government officials, business leaders, and members of the public question the value of higher education. As graduate deans, we know that society is well served by our master's and PhD graduates who have been trained to think critically, reason analytically, and solve complex problems. But how do we convey this message? I believe the answer lies in data – specifically, data about alumni career outcomes. Information about the sectors in which alumni are employed and the kinds of work they are doing can provide tangible evidence for the importance of graduate education.

How do you go about collecting this information? As part of its [PhD Career Pathways project](#), CGS has developed an alumni survey that can help you get started. The consortium of schools with NIH BEST

(Broadening Experiences in Scientific Training) grants has developed a taxonomy for categorizing the jobs of alumni in the life sciences; this taxonomy can easily be adapted for all disciplines. Reach out to graduate program directors and department heads; they may already be collecting this information for use in program reviews and training grant applications. Team up with your Alumni Relations office; they would be delighted to know more about where alumni are and what they are doing.

At UCSF, we have found that our alumni are using their graduate training in a wide variety of positions in academia, industry, government, and the non-profit sector. Aggregated data on these outcomes, combined with the "success stories" discussed in previous *GradEdge* columns, paint a portrait of the meaningful contributions made to the national, state, and local economies by graduate alums. With data in one hand

and compelling anecdotes in the other, you will be well-equipped to make the case for graduate education externally to legislators, philanthropists, foundations, and industry partners, and internally to your chancellor, provost, public relations managers, and development officers. Alumni can be great partners in these efforts, as they know best how their career pathways benefitted from the education they received at your institution.

Data on career outcomes can also be used to advocate for greater attention to graduate students in campus career services offices. One of our responsibilities as leaders in higher education is to ensure that our students are being readied for meaningful employment post-graduation. If we can provide information about

employment patterns and particular positions attained by graduate alumni, our colleagues in career counseling can develop graduate-level programming and materials for career exploration and the development of co-curricular skills to help students prepare for next steps after graduation.

As instructors, mentors, and researchers, graduate students play vital roles in the university ecosystem for the production and dissemination of knowledge. However, the contributions they make to society as alumni provide real-world examples and clear-cut justification that people outside the academy can appreciate. Let your alumni – through their individual stories and collective statistics – help you make the case for graduate education.

The April 15 Resolution

Jeffrey Engler, Vice President, Special Projects, Council of Graduate Schools

Many graduate programs are now preparing to recruit next year's class of new students. In this article, I review the April 15 Resolution and how it affects the ways in which graduate programs at your institution prepare and manage offers to the applicants that they want to recruit.

The expectations of the April 15 Resolution, in a nutshell:

The April 15 Resolution (<http://cgsnet.org/april-15-resolution>)

- Applies to both Master's and doctoral programs that offer financial support to their students as part of their offer of admission.
- "Students are under no obligation to respond to offers of financial support (graduate scholarship, fellowship, traineeship, or assistantship) prior to April 15."
- "Earlier deadlines for acceptance of such offers violate the intent of this Resolution."
- Applies only to offers made for Fall semester admission.
- Students who accept offers and then change their decision must obtain a release from their commitment, if they decide to accept another offer.
- Each Fall, CGS sends graduate deans a sample letter to distribute to graduate programs to remind them of the terms of the Resolution.
- More than 325 universities are signatories to the Resolution.



What is the [April 15 Resolution](#)?

The April 15 resolution is an agreement among the signatory graduate schools to provide applicants appropriate time to consider offers of admission that also includes financial support. This agreement allows applicants to evaluate their offers from graduate programs and to identify the educational opportunity that best aligns with their career goals and aspirations.

Financial support includes fellowships, scholarships, assistantships, and any other type of funding (such as a "signing bonus" for early acceptance of an offer). More than 325 institutions have agreed to adhere to the goals of the April 15 Resolution. Both master's and doctoral programs that offer financial assistance to applicants are included in the April 15 Resolution. The Resolution only applies to offers with financial support made for entry into graduate training during the Fall semester; it does not apply to entry into programs during Winter, Spring, or Summer academic terms.

What are the responsibilities of graduate deans and graduate programs regarding the April 15 Resolution?

Graduate deans should communicate the expectations of the April 15 resolution to all graduate programs, both those under their administrative oversight as well as those in other schools within their institution. To assist deans with this communication, CGS provides sample letters and an FAQ to graduate deans describing the Resolution to distribute to their graduate programs early each Fall semester. Graduate programs should include information about the April 15 Resolution in any offer of admission with financial support to an applicant, to affirm that they adhere to the understandings of the Resolution.

How does the April 15 Resolution affect offers of financial support made to student applicants?

Graduate deans are sometimes required to adjudicate conflicts that may arise from offers of financial support made to applicants.

- Some applicants may receive offers of financial support from programs at several institutions. It is a violation of the spirit of the Resolution to pressure applicants to accept before the April 15 deadline or to offer other inducements for an early decision.
- Some applicants who have accepted offers of admission with financial support before the April 15 deadline may receive additional offers from other institutions after the deadline. If an applicant chooses to accept one of these new offers, they must first be released from their prior acceptance made before April 15.
- Some programs may choose deadlines for acceptance earlier than April 15; if those offers include financial support, that earlier deadline is a violation of the Resolution. If the offer of acceptance into the program contains no offer of financial support, then a program can set any deadline they choose.
- Students may be accepted by graduate programs based in individual colleges or schools within a signatory institution but whose programs are outside of the oversight of the graduate dean. This situation happens most often with graduate programs in business or in health and medical professions. Applicants may believe that they have until April 15 to decide, but in fact the program may have set an earlier deadline date because they do not abide by the Resolution.

In the cases above, graduate deans should work with the graduate programs within their institution to resolve disputes that occur. For disputes that involve offers from programs at another institution, the best approach may be a collegial telephone call or email to the graduate dean at the institution where a violation of the Resolution may have occurred.

Reaffirming the April 15 Resolution

The current Resolution was last reaffirmed on October 1, 2014, for a term of 5 years. The CGS

Board is currently reviewing the Resolution, prior to its reaffirmation in October 2019.

As part of their review of the usefulness of the Resolution, CGS distributed a survey to all graduate deans in May 2018, to determine their level of satisfaction with the Resolution; 191 responses from institutions were received. The survey asked whether the Resolution remains an effective tool for managing offers of financial support. As can be seen in figure 1, most graduate deans (90%) find it useful.



The survey also asked graduate deans about the deadline date of April 15 for acceptance of offers of financial aid; 72% of deans responded to retain the April 15 decision deadline.



The CGS Board is considering the data from this survey during their reaffirmation process for the April 15 Resolution. CGS will provide updates to the graduate dean community as the CGS Board completes its deliberations to reaffirm the Resolution.

REGISTRATION IS OPEN!

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- **University of Texas Southwestern Medical Center**

CGS New Deans & Titles

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- **Shawny Anderson**, Special Assistant to the Provost for Academic Affairs, Saint Mary's College of California
- **Dedra Andrews**, Interim Assistant Vice President Enrollment Management and Title III Director, Savannah State University
- **Yuko Aoyama**, Associate Provost & Dean of Research & Graduate Studies, Clark University
- **Timothy Barth**, Interim Associate Provost for Research and Interim Dean, Graduate Studies & University Programs, Texas Christian University
- **Avram Bornstein**, Interim Dean of Graduate Studies, John Jay College of Criminal Justice
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*Deans at new CGS member institutions.



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Visit gradcas.org to learn why over 7,000 programs on 800 campuses rely on Liaison and how we can partner with you to transform your admissions outcomes.



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