



Educational Advising Center Moldova
NEWSLETTER

No. 11-12 November - December /2009/

<http://www.eac.md>

The EAC Team wishes You Happy Winter Holidays!

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**EDUCATIONAL ADVISING CENTER
NETWORK SCHOLARSHIP PROGRAMS**

**OSI/FCO CHEVENING SCHOLARSHIPS 2010-2011
UNIVERSITY OF OXFORD & UNIVERSITY OF YORK**

The Educational Advising Center welcomes applications from citizens of **Moldova** for the OSI/FCO Chevening Scholarships 2010-2011, which are jointly funded by the Open Society Foundation, the UK Foreign and Commonwealth Office and the University of Oxford.

The scholarships are for postgraduate study for periods of up to one year. They cover all university and college fees, travel to and from the UK, and basic living expenses for a single person.

Within the Scholarship Scheme the following options are available:

Research Scholarships at the University of Oxford

- **Nine-month Research Scholarships** for postgraduate research contributing towards a doctoral degree in the candidate's home institution. These awards may be held for study in the Humanities, Social Sciences, or Environmental Sciences.

Master's Scholarships

- **At the University of Oxford.** Applicants may apply to any one-year Masters degree within the Humanities, Social Sciences, or Environmental Sciences (except for the courses listed under 'Management Studies').

- **At the University of York** to read for an MA in Political Philosophy (The Idea of Toleration).

Applicants must have excellent academic qualifications, a clear and precise proposal describing what they wish to study, and a fluent command of the English language.

Further details and application forms are available from: Educational Advising Center, Chisinau, Moldova, tel: 221172, 221167; eac@eac.md, www.eac.md

Completed application forms must be returned to this address not later than **12 January 2010**. It is expected that interviews of short-listed candidates will be held in Moldova in April 2010; precise dates to be announced nearer the time. Please note: only candidates who are available for interview will be considered.

UNIVERSITY COLLEGE OF LONDON 2010-2011

The Foreign and Commonwealth Office, the Open Society Foundation - London and University College of London - School of Slavonic and East European Studies are offering five scholarships for graduate study.

University College London (UCL) is renowned worldwide for its high quality research and teaching. Its School of Slavonic and East European Studies (SSEES) was given the highest rating '5' in the UK Research Assessment Exercise 2001 confirming its international excellence.

The five scholarships offered are open to nationals and residents of either Macedonia, **Moldova**, Russia (Nizhny Novgorod, Irkutsk, Samara, Vladivostok and Tomsk) or Serbia, who are accepted for one of the following one-year Master's degree programmes at UCL's School of Slavonic and East European Studies:

- MA Central and South-East European Studies
- MA History
- MA Identity, Culture and Power
- MA Institutions, Development and Globalisation
- MA Politics, Security and Integration



- MRes Politics and Economics of Eastern Europe

Each award covers tuition fees, travel, and a maintenance allowance.

APPLYING FOR A PLACE AND A SCHOLARSHIP: Applicants are strongly advised to apply to UCL for admission well before submitting a scholarship application.

UCL Graduate Admissions Application Forms and further information about graduate study at UCL are available from:

<http://www.ucl.ac.uk/prospective-students/graduate-study/>

OSI Scholarship Application Forms (3 copies along with a copy of the Graduate Admissions Application Form, including supporting documents) must be sent to the Soros Office/EAC in the candidates' home countries. Scholarship application forms and Graduate Admission Forms can be requested from the administering offices listed below:

Educational Advising Center
148, Stefan cel Mare Blvd., of. 22
Tel: + 373 22 221172, 221167
E-mail: eac@eac.md
Web: www.eac.md

Or can be downloaded from the UCL website: www.ucl.ac.uk/scholarships

For further information about this and other scholarships for study at UCL, please see: www.ucl.ac.uk/scholarships

or contact UCL Scholarships: tel: + 44 20 7679 2005/4167; E-mail: scholarships@ucl.ac.uk
Closing date for receipt of Scholarship Applications by local EAC Office: **18 February 2010**

UNIVERSITY OF WARWICK SCHOLARSHIPS 2010/11

The Educational Advising Center welcomes applications from citizens of **Moldova** for a one-year scholarship to undertake a Masters course at the University of Warwick.

The scholarships are funded by the Open Society Institute, the Foreign and Commonwealth Office and the University of Warwick. They cover tuition, travel and living costs (for one person only) for up to a maximum of 12 months.

A wide range of courses in the Faculties of Social Sciences are available.

Applicants will be both nationals of and resident in Moldova.

Applicants should have outstanding academic qualifications and good English. On completion of the scholarship, scholars are expected to return to their home country to resume their studies or work there.

Further information and application forms are available from the address below. Completed applications should be returned there by no later than **29 January 2010**.

CONTACTS:

Educational Advising Center
148, Stefan cel Mare Blvd., of. 22
Chisinau, MD 2012
tel: (373 22) 221172
eac@eac.md
www.eac.md

CENTRAL EUROPEAN UNIVERSITY (CEU)

Central European University is pleased to announce its Call for Applications for the academic year 2010/2011.

Central European University was founded in 1991 with the explicit aim of helping the process of transition from dictatorship to democracy in the countries of Central and Eastern Europe, and Central Asia. While the university remains committed to its original aims of nurturing respect for diverse cultures and opinions, human rights, and of promoting the values of the Open Society, we now cast our web wider to include other parts of the world in our social mission. CEU is dedicated to providing personal attention for every student. In addition to the highest academic standards, the university is further committed to a student-centered, in-depth learning experience placing personal growth and intellectual development high on its agenda. CEU's student to faculty ratio is 7:1.

PROGRAMS OFFERED: CEU offers Master's and Doctoral (PhD, SJD) programs in English in the following areas:

Economics, Environmental Sciences and Policy, Gender Studies, History, International Relations and European Studies, Legal Studies (including Human Rights), Mathematics and its Applications, Medieval Studies, Nationalism Studies, Philosophy, Political Science, Public Policy, Sociology and Social Anthropology, as well as several programs in Business and IT Management offered by the CEU Business School.

<http://www.ceu.hu/academics/degrees>;

<http://www.ceu.hu/academics/departments>

For programs for faculty and professionals, please see our *Special and Extension Programs*:

<http://www.ceu.hu/academics/specialprograms>

FINANCIAL AID AND TUITION: CEU has a comprehensive series of financial aid packages, ranging from the Full and Partial Fellowship awards to tuition waivers. We offer these packages, including assistance with medical insurance and accommodation, to the majority of our students.

For more information, see:

<http://www.ceu.hu/admissions/financialaid>

APPLICATION DEADLINES:

January 8, 2010: For applicants to be considered for an Erasmus Mundus scholarship. Complete application required, including language test scores.

January 25, 2010: For applicants to all degree programs (except Erasmus Mundus programs) wishing/required to take CEU-administered admissions examinations and/or requesting exemption from the English language proficiency requirement.

March 16, 2010: For applicants to all degree programs (except Erasmus Mundus programs) submitting applications complete with language test scores and other applicable test scores.

March 16, 2010: For CEU Master's students and graduates applying to doctoral programs.

APPLYING TO CEU: To apply, please use CEU's *on-line application form*. Instructions can be found at:

<http://www.ceu.hu/admissions/apply>

For more information please contact: Educational Advising Center, 148 Stefan cel Mare Blvd., of. 22, MD



2012, Chisinau, Moldova, tel: 22 11 72, eac@eac.md,
www.eac.md

CEU PROFESSORIAL & CEU VISITING RESEARCH FELLOWSHIPS 2010-2011

CEU Research Fellowship is a program for teachers and researchers holding Ph.D. or equivalent, working in Central and Eastern Europe (except EU), former Soviet Union, and Mongolia. Fellows are supported for a research period of one to six months, depending upon the type of research being undertaken.

The Fellowship program supports two types of Research Fellows: CEU Visiting Research Fellows and CEU Professorial Research Fellows (For academics holding a full professorship). Both types of Fellowship cover travel costs to/from Budapest, accommodation in CEU's Residence Center during the period of the Fellowship, insurance and a monthly stipend.

The deadline for application is: **January 5, 2010**

This program is publication-oriented and promotes original research. You can find the relevant fields of research, the application requirements and more information on the Special and Extension Programs Website:

<http://www.ceu.hu/sep/spo/fellowships.html>

CURRICULUM RESOURCE CENTER (CRC)

Announces one-week Spring 2010 Sessions at CEU, during which university teachers have the opportunity to revise the courses they teach and collect teaching materials in their subjects.

All costs related to transportation and accommodation during the sessions will be covered by the CRC.

1. Public Policy: Course Innovation Sessions

March 22 - 28, 2010 (deadline for applications: **5th February, 2010**)

2. History: Debatable Problems of Eastern European History from the Middle Ages to the 20th Century

February 8-14, 2010 (deadline for applications: **15th December, 2009**)

3. Medieval Studies: The Variety of Jewish-Christian Contacts in the Middle Ages

February 22-28, 2010 (deadline for applications: **10th January, 2010**)

4. Jewish Studies and Gender Studies: Testimonies and Teaching: New Sources and Methodologies for Jewish Studies

February 22-28, 2010 (deadline for applications: **10th January, 2010**)

5. Gender Studies: Sexuality and Queer Theory

March 1-7, 2010 (deadline for applications: **15th January, 2010**)

6. Environmental Sciences and Policy: Environmental Options at the Time of Economic Downturn: Crisis or a Window for Opportunities

March 8-14, 2010 (deadline for applications: **22nd January, 2010**)

7. Political Science: Narrating the Nation: Identities, Scholarship and Power

March 29 - April 4, 2010 (deadline for applications: **5th February, 2010**)

8. Topical Issues in Curriculum Development Sessions. OSA-Department of Sociology and Social Anthropology: Rethinking Cultural Geography: Critical Concepts, Political Landscapes and Cultural Identities

April 26-May 2, 2010 (deadline for applications: **15th March, 2010**)

9. Departmental Curriculum Development Session

One week agreed for mid-April-June, 2010 (deadline for application: **15th February, 2010**)

ELIGIBILITY: All CRC Applicants need to teach courses (at least part-time) at accredited higher education institutions, and have good command of English, both written and spoken, to actively participate in workshops, training sessions and roundtables, as well as to use resource materials available at CEU.

For more details contact the Educational Advising Center: 148 Stefan cel Mare Blvd., of.22, tel: 373 22 221172, 221167, eac@eac.md

Information is also available on: www.ceu.hu/crc

E-mail: crc@ceu.hu (for CRC sessions)

FIVE COLLEGE WOMEN'S STUDIES RESEARCH CENTER

A collaborative project of Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts, Amherst

The Center invites applications for its Research Associateships for 2010-2011 from scholars and teachers at all levels of the educational system, as well as from artists, community organizers and political activists, both local and international. Associates are provided with offices in our spacious facility, faculty library privileges, and the collegiality of a diverse community of feminists. Research Associate applications are accepted for either a semester or the academic year.

The Center supports projects in all disciplines so long as they focus centrally on women or gender. Research Associateships are non-stipendiary. We accept about 15-18 Research Associates per year.

Applicants should submit a project proposal (up to 4 pages), curriculum vitae, two letters of reference, and on-line application cover form.

Deadline is **February 8, 2010**.

Applications received by February 8 (including letters of recommendation) will receive full consideration. Submit all applications to:

Five College Women's Studies Research Center
Mount Holyoke College
50 College Street
South Hadley, MA 01075-6406

For further information, contact the Center at:

Tel.: 413.538.2275

Fax: 413.538.3121

Email: fcwsrc@fivecolleges.edu

Website: <http://www.fivecolleges.edu/sites/fcwsrc>

UC IRVINE SCHOOL OF LAW NEW HALF-TUITION SCHOLARSHIPS

University of California, Irvine School of Law will provide generous scholarships for its entire class of students



arriving in August 2010, which will help ensure the high caliber of its second class.

Funded by private donations, these scholarships will provide all new students with at least 50% of their annual tuition payments through each of their three years at the Law School.

The Law School's pledge of generous scholarships for the second class follows upon last year's grant of privately funded scholarships to the school's Inaugural Class, the Class of 2012, which received full-tuition scholarships for three years. That class of 60 students, which arrived in August 2009, was comparable to classes of top 20 law schools in terms of median grades and LSAT scores. UC Irvine School of Law accepted only 4 percent of applicants for its Inaugural Class, which was the lowest acceptance rate in the country.

"Privately funded scholarships for our second class of students, the Class of 2013, will help us maintain the high quality of our student body and keep us clearly in the realm of a top 20 law school in our second year of operation," said Dean Erwin Chemerinsky. "We are seeking and receiving generous support from the entire Southern California legal community for these scholarships."

Tuition - including professional fees and other campus fees - for the second class during the 2010-2011 school year is expected to be about \$40,000 for in-state students and about \$50,000 for those out of state. The Class of 2013 is expected to have approximately 80 students; the Law School will slowly expand to its ultimate goal of 200 students per class.

All students in the Class of 2013 are also guaranteed on-campus housing at UC Irvine, though they will be responsible for their own housing and living expenses. Other forms of financial aid, including guaranteed federal loans, will also be available to help cover tuition costs and other expenses.

Source: http://www.law.uci.edu/press_releases/12-21-09.html

**KATHRYN DAVIS FELLOWSHIPS
FOR PEACE
30 FULL-TUITION FELLOWSHIPS
TO STUDY CRITICAL LANGUAGES
SUMMER 2010**

DEADLINE: February 1, 2010

The Monterey Institute of International Studies is pleased to announce up to 30 full fellowships - including tuition, room, board and books to attend Middlebury Language Schools, June-August 2010. These fellowships link two affiliated institutions known internationally for language and international study: the Monterey Institute and Middlebury College. To be eligible for fellowships, candidates must be admitted to a degree program in international policy, international business, or teaching foreign language, for Fall 2010.

In the fourth year of this program, these fellowships are made possible by a \$1 million gift from Kathryn Davis to address today's critical need for more effective language proficiency. The award covers the cost of tuition, room and board to attend the Middlebury summer Language Schools. Fellowship recipients will study Arabic, Chinese, Japanese or Russian through the Language Schools' signature immersion model: "No English Spoken Here." This intense study, equivalent to a full year of college-level language learning, will allow

students to enhance language skills to meet enrollment prerequisites at the Monterey Institute for Fall 2010.

"Fellowships for Peace" recipients will be chosen on the basis of academic credentials, experience, and commitment to building a more peaceful world.

LANGUAGES OF STUDY AT MIDDLEBURY COLLEGE'S LANGUAGE SCHOOLS: Fellowships are offered only for the following languages and levels:

- Arabic – beginning or intermediate
- Chinese (Mandarin) – intermediate
- Japanese – intermediate
- Russian – intermediate

PROGRAMS AT THE MONTEREY INSTITUTE OF INTERNATIONAL STUDIES: Fellowships are offered only for students admitted to one of the following master's programs:

- International Business – MBA
- International Policy Studies
- International Environmental Policy
- Public Administration in International Management – MPA
- Teaching Foreign Language

QUALIFICATIONS: By the time of enrollment at the Monterey Institute in Fall 2010, students must demonstrate that they meet the language proficiency requirements for their program of study.

MBA, International Policy studies, International Environmental Policy and MPA students are required to be at the following levels by the time of enrollment at the Monterey Institute:

- Arabic: Ready to begin studies at the second or third-year college level.
- Chinese (Mandarin), Japanese, Russian: Ready to begin studies at the third-year college level.

Teaching Foreign Language students must be at the minimum fourth year college-level in their desired teaching language.

One summer of intensive immersion language at the Middlebury Language Schools is the equivalent of one full year of college language study during the regular academic year. Students who successfully complete their studies at Middlebury should meet the Monterey Institute entry requirements.

CONTACTS:

Monterey Institute of International Studies
Admissions Office
460 Pierce Street Monterey, CA 93940 USA
831-647-4123
800-824-7235 (toll-free from inside the US)
admit@miis.edu
www.miis.edu

**FEE INCREASES FOR USMLE
STEP 1, STEP 2 CLINICAL KNOWLEDGE (CK),
& STEP 2 CLINICAL SKILLS (CS)**

Effective January 1, 2010, the fees for those applying to ECFMG for USMLE Step 1, Step 2 Clinical Knowledge (CK), and Step 2 Clinical Skills (CS) will increase. The examination fees for USMLE Step 1 and Step 2 CK will increase from \$710 to \$740 for each exam registration.



The examination fee for Step 2 CS will increase from \$1,200 to \$1,295 for each exam registration. Additionally, it is expected that Prometric(tm) will increase the Step 1/Step 2 CK international test delivery surcharges, which apply to applicants who choose a testing region other than the United States/Canada. ECFMG will post additional information on the increases to the international test delivery surcharges to the ECFMG website as it becomes available. Both the new examination fees and the new test delivery surcharges will be assessed for all Step 1, Step 2 CK, and Step 2 CS applications submitted to ECFMG on or after January 1, 2010.

For more information on the fees and surcharges associated with applying for USMLE Step 1, Step 2 CK, and Step 2 CS, refer to Fees in the ECFMG Information Booklet, available on the ECFMG website at: www.ecfm.org

A NEW LOOK FOR GRADUATE ENTRANCE TEST
by TAMAR LEWIN
NYT, December 6, 2009

After two false starts, the Graduate Record Exam, the graduate school entrance test, will be revamped and slightly lengthened in 2011 and graded on a new scale of 130 to 170.

The Educational Testing Service, which administers the G.R.E., described its plans Friday at the annual meeting of the Council of Graduate Schools in San Francisco, calling the changes "the largest revisions" in the history of the test.

Although the exam will still include sections on verbal reasoning, quantitative reasoning and analytical writing, each section is being revised. The new verbal section, for example, will eliminate questions on antonyms and analogies. On the quantitative section, the biggest change will be the addition of an online calculator. The writing section will still have two parts, one asking for a logical analysis and the other seeking an expression of the student's own views.

"The biggest difference is that the prompts the students will receive will be more focused, meaning that our human raters will know unambiguously that the answer was written in response to the question, not memorized," said David G. Payne, who heads the G.R.E. program for the testing service.

For security reasons, he said, new content would be introduced and the sequence of questions scrambled every two hours. The new test will be three and a half hours.

The G.R.E., required for admission to a range of graduate programs, is a "computer adaptive" test, so that a correct answer to one question leads to a more difficult subsequent question, while a wrong answer leads to a simpler one. Another change is that the computer adaptivity will no longer be question by question but section by section, so that, within a section, students can skip a question and return to it.

"That's going to be a real boon to test takers because once you see a question wrong, it's almost impossible to unsee it, but if you skip and come back a few questions later, it's more likely that you'll get it right," said Neill Seltzer, who is in charge of G.R.E. for Princeton Review.

Generally, Mr. Seltzer said he saw the changes mostly as a marketing effort, to compete with the GMAT test, used for admission to business schools. The

Educational Testing Service lost the contract for administering the GMAT in 2006 to Pearson. Since then, E.T.S. has been increasingly successful marketing the G.R.E. to business schools as an alternative admissions test.

The current G.R.E. scoring scale runs from 200 to 800, with 10-point increments that may represent only one additional correct answer. The new scoring scale will have one-point increments.

"We know that some faculty saw a 20- or 30-point difference on the 200-800 scale as more significant than it really was, and we hope that the new scale will make things clearer," Dr. Payne said.

The service first announced in 2005 that it would revise the G.R.E. and lengthen it to four hours, to take effect in October 2006. In early 2006, it put off the changes until the fall of 2007 because of delays in setting up enough Internet-based test centers. Then in 2007, it canceled the planned changes.

More than 600,000 students take the G.R.E. each year. In areas of the world where Internet-based testing is easily available, the G.R.E. lasts three hours. A paper version of the test, lasting about 3 hours 45 minutes, is offered in other places.

GRE V. GMAT:
BATTLE OF THE B-SCHOOL GATEKEEPERS
by ALISON DAMAST
Business Week, July 26, 2009

With Harvard, Wharton, and other top schools planning to accept the GRE for admissions, cracks are beginning to show in the GMAT monopoly

The battle between two of the largest graduate school testing giants has been heating up recently as more business schools warm to the idea of providing students with an alternative to the Graduate Management Admissions Test (GMAT). Now another top-ranked business school is weighing in. The University of Pennsylvania's Wharton School(Wharton Full-Time MBA Profile) plans to allow MBA applicants to submit the Graduate Record Exam (GRE), for admission in the fall of 2010, says Admissions Director J.J. Cutler. It's part of a move by the school to attract a broader applicant pool, including dual-degree students, younger applicants, and international applicants from far-flung countries without GMAT access.

"We are trying to open up a little bit the different types of people that we want to apply to business school and we don't want to create additional hurdles for them to do so," Cutler says.

More B-Schools Embrace the GRE

Wharton is following closely on the heels of Harvard Business School (Harvard Full-Time MBA Profile), which made waves this spring when it announced that it would allow applicants to submit the GRE for admissions. The institutions are joining the ranks of a small but rapidly growing number of business schools that are embracing the GRE, a standardized exam that students use to apply to a wide variety of graduate schools. The movement comes at a time when younger applicants - fresh out of college or just a year or two after graduation - are showing an increased interest in business school. For these applicants, many of whom have already taken the GRE, business schools that accept the test allow them to transition into an MBA program without studying for and taking another exam.



There are now more than 250 MBA programs that allow students, some on a case-by-case basis, to submit GRE scores with their applications, including most recently the University of Virginia's Darden School of Business (Darden Full-Time MBA Profile), Queen's School of Business (Queen's Full-Time MBA Profile) and Tulane's Freeman School of Business (Tulane Full-Time MBA Profile). While most of the schools say they still prefer most applicants to use the GMAT, they say the GRE is becoming a valuable tool in attracting sought-after and unconventional business school candidates who might not otherwise apply.

"The GMAT is a very successful standard for business schools, but that is certainly not the only standard," says Bill Sandefer, director of graduate admissions at Tulane's Freeman School.

This type of attitude represents a seismic shift in business school admissions. For decades, the GMAT test, given by the Graduate Management Admission Council (GMAC), has been the undisputed king of the management education world. The exam has been used since 1954 by business school admissions officers to evaluate candidates on their math, verbal, and critical-thinking skills.

Opening the Door to Competition

Up until recently, the GMAT exam had a virtual monopoly over business school standardized exams. That all changed on Jan. 1, 2006, when GMAC cut its ties with the Educational Testing Service (ETS), with whom it had a decades-long partnership to develop and deliver the GMAT exam, moving instead to a new testing administrator, Pearson VUE. The severing of ties meant that ETS no longer had to abide by a noncompete clause with GMAC, giving it the green light to court business school admissions officers and promote the GRE as an alternative exam. Under the previous agreement between ETS and GMAC, this type of activity was forbidden.

"Once they ended the contract with us, we were able to move into this market," says David Payne, head of the GRE program for ETS.

To capitalize on the opportunity, ETS has been aggressively marketing the GRE to B-school admissions officers in recent months, placing advertising campaigns in key business publications, paying visits to business schools admissions teams, and developing new testing tools that it hopes will convince more schools to use the GRE, says Payne. ETS has also been promoting the exam as a more affordable option for students; it costs \$180 to take the GRE, versus \$250 for the GMAT.

Top Schools Sign Up for GRE

ETS made headway several years ago when the Stanford Graduate School of Business (Stanford Full-Time MBA Profile) and MIT's Sloan School of Management (MIT Sloan Full-Time MBA Profile) announced they'd allow students to submit the GRE instead of the GMAT. The testing group's most significant coup to date was convincing Harvard Business School this spring to accept the exam for its MBA, as well its 2+2 Program, which accepts students straight out of college on the condition that they get two years of work experience before enrolling. Payne hopes that will have a ripple effect in the business school community.

"Now that Harvard has accepted it, I anticipate over the summer and into the fall we're going to see a rapid

increase of other business schools accepting it," Payne says.

The University of Virginia's Darden School is one of the schools that have recently become more open-minded about accepting the GRE. For the first time this year, the school allowed joint degree candidates to submit the GRE in lieu of the GMAT, says Darden Admissions Director Sara Neher, who herself took the GRE exam this year to assess whether it would be an appropriate assessment for Darden applicants. "I wouldn't accept the GRE if I didn't understand what it was asking people to do," Neher says. "It's definitely not as complicated of a math test, but it still tests logic, general analytic ability, vocabulary, and reading comprehension in the same way the GMAT does," she says.

In addition, the school is willing, on a case-by-case basis, to allow younger business school applicants who might have taken the GRE in college to submit those test scores for admission. For example, Neher says she'd talk to an applicant who took the GRE in anticipation of pursuing a master's degree in English, but then had a change of heart. "I don't want a test to prevent someone from pursuing business education," she says.

Widening the Applicant Pool

That is also a mindset shared by Scott Carson, director of the MBA program at the Queen's School of Business, who allowed students to submit the GRE for admissions the first time this past school year. School officials recently decided to expand its class size from 75 to 110 or 120 students and felt they needed an alternative admissions exam to help attract unconventional students, such as dual-degree students from the school's law school, students with PhDs in other disciplines such as engineering, as well as more international students and women, he says. He expects only a handful of students to actually submit GRE scores - just one student submitted them this past school year - but says it is important to give students options.

"I think that business schools in general are looking further afield and trying to be more creative in ways that they source students," Carson says. "The acceptance of the GRE is probably just part of that overall trend."

At the moment, GMAC President Dave Wilson does not appear to be worried that some of the top MBA programs in the world are starting to embrace the GRE. His organization is busy working on expanding GMAC's reach in the business school world, he says. There are now 4,700 business schools around the world that use the GMAT test for admissions and the organization recently added 363 schools to its roster this year. That's a number far greater than the number of business schools ETS has signed on so far, he notes.

"I'm not going to let somebody else's game plan dictate my value system," Wilson says. "My job is to make sure that we continue to offer the best test and eventually the market will figure that all out."

Measuring Intangibles

One tool ETS hopes will be particularly effective in helping it make the case to business schools is a workbook it developed called the "GRE Comparison Tool and Table." The tool is based on the test scores of 525 students who took both the GRE and GMAT between January 2006 and July 2008. It allows an admissions officer to look at an applicant's combined verbal and quantitative scores to predict the score they



would have received on the GMAT. For example, a student with a verbal score of 490 and quantitative score of 680 on the GRE would have a predicted GMAT score of 570, according to the tool. This type of information is a "critical link" for b-school admissions officers, who up until recently were uncertain how to compare the results of the GRE to those of the GMAT, Payne says.

In addition, ETS also just released a new component to the GRE, the Personal Potential Index (PPI), a new evaluation system - offered at no additional charge to future test-takers - that it hopes will make the GRE more competitive in the graduate school testing market, especially in the business school sector. The index is a Web-based tool that debuted this month that allows recommenders to rank students based on six key personality traits: resilience, teamwork, planning and organization, knowledge and creativity, ethics, and communication skills. Students can elect to send the results of the 24-question standardized assessment to up to four schools, at no additional charge. ETS is billing the system as the first large-scale use of noncognitive measures, or soft skills, for admissions in higher education.

"Business schools have been telling us for years that they want to have this type of noncognitive information," Payne says. "The index allows students to document these attributes in a way that is standardized and reliable."

It remains to be seen just how valuable the tool will be to business schools and how much weight it will have in the admissions process. Many business schools say that their comprehensive application process already allows them to glean this type of personal information from candidates, whether through the detailed letters of recommendation or face-to-face meetings with promising applicants.

"I think that tool for us may be less useful than for a school that didn't have an interview option or a school that didn't have an opportunity to get a more 360-degree picture of a candidate," says Kathryn Bezella, associate director of MBA admissions at Wharton.

But some think that it could eventually catch on, as more students and admissions officers become familiar with the PPI evaluation system over the next few admissions cycles.

"I think that business schools will see the value of it," says James Wimbush, a dean at Indiana University's Graduate School and the past chair of the MBA program at the Kelley School of Business (Indiana Full-Time MBA Profile). "They won't do away with letters of recommendation, but I think this will be an additional tool to help them identify students likely to be very successful in MBA programs and thereafter."

GMAC doesn't have a similar assessment tool, though GMAC's Wilson says the organization has been searching for over a decade for a way to provide admissions officers with a reliable way of evaluating applicants' noncognitive skills. None of the more than 200 assessment tools that the organization has examined has so far met GMAC's stringent standards, Wilson says.

"If we can find something that will meet our criteria of being reliable, secure, consistent, and objective, than we will implement it, but to date we haven't been able to find it," he says. "If the [ETS] instrument works, than they have really improved the entire decision process."

GMAT Studies for a New Exam

That's not to say that GMAC is sitting on the sidelines while ETS makes inroads into the testing arena. The group is hard at work on developing a new-generation GMAT exam. GMAC recently asked 740 business school faculty around the world about how the exam could be enhanced and improved. The results of the redesign will be unveiled in 2013, Wilson says, and will result in a test that is "better tied to skills students need in this new era."

For now, it appears that the majority of business schools are still playing it safe, with most of GMAT's 1,700 member schools using the GMAT exclusively. But hundreds of business schools are watching carefully from the sidelines to see how the turf war between ETS and GMAC plays out.

Stuart Lipper, dean of Fordham University's Graduate School of Business (Fordham Full-Time MBA Profile) - which allows applicants to submit only the GMAT for admissions - is one of these spectators. For now, he says the school is taking a "wait-and-see attitude" about allowing students to submit the GRE.

"I think you have some of the leading schools that can afford to play around a little," Lipper says. "We can't afford to do that. At a school like ours, I think we feel we sort of have to play by the rules a little more."

USEFUL LINKS

A WORLD AWAITS YOU: JOURNAL FROM MOBILITY INTERNATIONAL USA

<http://www.miusa.org/ncde/away>

The National Clearinghouse on Disability and Exchange (NCDE) and the Bureau of Educational and Cultural Affairs (ECA) of the United States Department of State are pleased to announce the release of a special issue of *A World Awaits You (AWAY)*.

AWAY addresses frequently asked questions that arise for high school, college and university students and faculty, musicians, athletes, coaches and other professionals with disabilities when venturing on international exchanges. Readers will gain advice and insight into how to creatively manage access issues abroad and how to locate resources for a successful exchange experience. Readers will learn about scholarships offered through the U.S. Department of State - from the Fulbright programs to the Humphrey fellowships to youth exchanges to the International Visitor Leadership Program - and more - as well as resource books and websites on many topics of international exchange and disability.

"The United States has an enormous wealth of information and progress to share. The contacts and linkages I made will result in invaluable dialogue and networking across the Atlantic."

- *Rustim Ariefdien, an international visitor from South Africa who has cerebral palsy*

"The communication across cultures, languages, generations and different physical disabilities will always remain with me as an example of an important cultural dialogue."

- *Kenny Fries, a Fulbright Scholar to Japan who has a physical disability*

To read stories from this and previous issues of AWAY, visit: <http://www.miusa.org/ncde/away>

NACAC SURVEY

The NACAC survey includes a list of US institutions still accepting applications. Some students may still be on the lookout for additional schools and funding



opportunities, even at this late date. Be sure to check whether financial aid offered by a particular school applies to international students.

For the full list of colleges, visit:

www.nacacnet.org/PublicationsResources/Research/SpaceAvailabilitySurvey/Pages/SpaceSurveyResults.aspx

Background:

www.nacacnet.org/AboutNACAC/PressRoom/2009/Pages/space09.aspx

A NEW TOOL FOR STUDENTS!

www.myuface.com

A new and free tool for students interested in studying at a U.S. university: myUface.com. It is an innovative social-academic networking tool dedicated to placing international students into academic programs in the United States. Specifically, myUface provides:

- A “face” for students to present to universities, in the form of personalized student applications
- Online application assistance by staff with decades of experience placing international students in U.S. programs
- Personalized and automated placement services
- Forums for discussing academic and socialization issues

Best of all, students and universities can access all of myUface.com’s standard services at absolutely no charge.

NEW DATABASE FOR COLLEGE INFORMATION

<http://college-insight.org/>

The Institute for College Access and Success on Thursday unveiled a new Web site, College InSight, designed to provide a wide range of data about colleges - information on prices and financial aid, socioeconomic, racial and other diversity, and student outcomes. The site, a resource for parents as well as policy makers, allows users to build their own data sets based on the institutions and data elements of their choosing.

Great podcast on “INTERNATIONAL STUDENT INTERNSHIPS IN THE UNITED STATES”:

http://stream.state.gov/streamvol/libmedia/usinfo/4770/eng/ia_eng_032108_edu_interns.mp3
