ECU plans dental school at Davidson County Community College

The Business Journal by Catherine Carlock

Date: Thursday, May 17, 2012, 2:55pm EDT

Mary Rittling, president of Davidson County Community College, said the partnership with ECU will allow the community college to create a dental assistance and dental hygienist program.

East Carolina University’s School of Dental Medicine is partnering with Davidson County Community College to build a $3 million, 8,000-square-foot dental center on the community college’s Lexington campus.

The facility will be one of 10 such dental centers statewide, which were established in part to address the shortage of dentists in rural, underserved communities. The first center opens in Ahoskie on June 28. Other locations named to date include Elizabeth City, Lillington, Spruce Pine and Sylva, with a tentative location in Pembroke, according to Mary Schulken, the executive director of communication, public affairs and marketing at ECU.

The program will be funded by state appropriations to ECU. Specifics on when construction would start on the Lexington center or when it would open were not available.

As a result of the program, Davidson County Community College will be able to establish a dental assistance and dental hygienist program, Mary Rittling, the college’s president, said Thursday at The Business Journal's State of Davidson panel discussion. The community college would not be able to establish such a program without the support of the state and ECU, she said.

Full-time dental faculty from the ECU School of Dental Medicine will be on staff at the Lexington dental center as well as a business manager, five to six dental assistants, two to three dental hygienists and two general dentistry residents.

Part of the ECU dental curriculum is to expose students to small practices in rural environments, which has been identified as a critical need across the state. As such,
as many as five fourth-year dental students will also be on nine-week rotations at the Lexington center and other locations.

The center will accept Medicaid and sliding-scale patients for general, preventative and emergency dental care. Patients will also be able to receive crowns, root canals and bridges.

North Carolina averages about four dentists per 10,000 people, which ranks it below the national average of 5.8 dentists per 10,000 population, according to data from the federal Institute of Medicine.

Davidson County is among the 42 counties in the state with the worst dentist-to-population ratio, and has an average of 0.47 to 2.59 dentists per 10,000 people, according to 2010 data from the Cecil G. Sheps Center for Health Services Research at UNC-Chapel Hill.

The county currently has 28 dentists and 80 dental hygienists to cover its population of about 160,000 people, according to the Sheps Center.

The dental school at ECU is a newer venture and admitted its first 52 dental students in August 2011, with plans to admit about 50 students each year.

Catherine Carlock reports and writes for special reports and special publications. Contact her at (336) 370-2918.
Old Dominion Officially Joining Conference USA Football In 2015

The demise of the insta-conference CAA continues, with the Old Dominion Monarchs announcing they'll ship their non-football sports to Conference USA beginning in 2013, with football joining in 2015. With Charlotte also coming on several years down the road, CUSA will soon have itself a fine collection of promising, if brand new, football programs. CUSA will have a wide assortment of football programs on board for the time being, having added four others for 2013 already.

(This also means at least three conference realignment moves -- including Navy to the Big East -- aren't set to happen until after next season, meaning conference realignment is going to be with us for a very long time.)

The official release on the matter:

IRVING, Texas - Conference USA has entered into a membership agreement with Old Dominion University beginning in July 2013, Commissioner Britton Banowsky announced today.

"We are extremely pleased to add Old Dominion to Conference USA," Banowsky said. "They are a tremendous university with, not only a great tradition in athletics, but an extremely bright future. Their leadership team has a bold vision for the University, which fits well with our plan for the future of the Conference."

Located in Norfolk, Va., Old Dominion features an enrollment of 24,753 students and sponsors 16 NCAA Division I sports. ODU will join Conference USA for all sports in 2013-14, with the exception of football, which will move up to the Football Bowl Series (FBS) level for conference competition in the 2015 season. The Old Dominion football program has sold out every game since the program was reinstated in 2009. The school is located in the No. 43 media market in the country.

Earlier this month, University of North Carolina at Charlotte (Charlotte), Florida International University (FIU), Louisiana Tech University, University of North Texas and University of Texas at San Antonio (UTSA) finalized comprehensive membership agreements to begin competition in Conference USA for 2013 as well. Current C-USA members that will remain in the league in 2013-14 include East Carolina University, Marshall University, Rice University, University of Southern Mississippi, Tulane University, The University of Tulsa, University of Alabama at Birmingham (UAB) and University of Texas El Paso (UTEP). The metro area population of these 14 schools is nearly 19 million.
"Our new 14-member model will significantly expand the Conference's market penetration and enable us to continue to stage our championship game," Banowsky added. "Moreover, we will be able to compete in two divisions that are geographically balanced, fan-friendly and sensitive to the needs of our student-athletes."

"The Presidents and Chancellors of Conference USA universities are pleased to include Old Dominion in our future plans," said Dr. Scott Cowen, Tulane University president and Chair of Conference USA's Board of Directors. "They possess all the attributes of a tremendous University and will make a great addition to our Conference. With the six new members in place, we are stable and poised for great things in the future."
George Washington University
Shay Hayes Named Assistant Women's Basketball Coach at George Washington

Former East Carolina Standout Spent Last Two Seasons at her Alma Mater

May 17, 2012

Shay Hayes is the second assistant coach to join Jonathan Tsipis' staff

WASHINGTON - George Washington head women's basketball coach Jonathan Tsipis announced today that Denitra "Shay" Hayes will join the Colonials' staff as an assistant coach after spending the last two seasons on the sidelines at her alma mater, East Carolina University.

"We are excited to welcome Shay Hayes to the GW women's basketball family," Tsipis said. "Her experiences as a player as well as a championship-level coach match the expectations we have for our student-athletes at the George Washington University. She is a rising star in the collegiate coaching ranks with her strong work ethic and connections in the DMV and North Carolina. Shay's background in teaching will serve her well in relating and motivating our student-athletes."

Hayes' primary responsibilities with the Colonials will include working with the post players, as well as recruiting, player development and on-floor coaching.

"The opportunity ahead of me at George Washington is very exciting, as Coach Tsipis has this program primed for success," Hayes said. "I'm honored and privileged to have the chance to join GW Athletics at a time when the entire department is already accomplishing great things, with the best yet to come."

Hayes helped guide the Pirates to a 28-34 record in her two seasons at ECU, including back-to-back appearances in the Conference USA Championship quarterfinals. While in Greenville, Hayes served as the Pirates' recruiting coordinator and was also responsible for monitoring student-athlete academic progress and coordinating alumni involvement.

Prior to returning to her alma mater, Hayes spent 12 seasons as a high school varsity girls' basketball coach in North Carolina. While at Holly Springs High School from 2006-10, Hayes was instrumental in developing and implementing the athletic program for the new school, serving as assistant athletic director, health department chair and a health and physical education teacher, as well as the head coach for girls' track and field, boys' and girls' cross country and girls' volleyball.
In her time at Farmville Central High School from 1998-2006, Hayes was an assistant athletic director for her last two years, as well as a health and physical education teacher. As the Jaguars' head girls' basketball coach, she led her team to the North Carolina 2A state title in 2006 and regional titles and state championship game appearances in 2003 and 2004. Farmville Central was also the regional runner-up in 2005. Additionally, Hayes led the volleyball team to a regional title and state championship game appearance in 2005.

Hayes was named the 2006 North Carolina 2A Coach of the Year, as well as the Daily Reflector Pitt County Coach of the Year from 2003-06.

Hayes enjoyed a successful playing career at ECU, earning four letters from 1994-98 and leading the team in steals during the 1997-98 campaign, and she helped the Pirates reach the Colonial Athletic Association Tournament title game in 1997. Hayes earned her bachelor's degree in exercise sports science from East Carolina in 1998 and her master's degree in athletic administration and Teacher's Certification 'M' license from ECU in 2002.
NCSU scientists aid turtle discovery

By Jay Price

RALEIGH - A team of paleontologists including scientists from N.C. State University has discovered the fossil remains of a new species of dining table-size freshwater turtle that apparently lived side-by-side with the 50-foot snakes and super-size crocodiles that they had found earlier in the same Colombian coal mine.

Carbonemys cofrinii, or “coal turtle,” was well over six feet long from nose to tail. It represents a rapid increase in size from the largest known to have lived just before it, which were about two feet long. That makes it an intriguing piece of the evolutionary puzzle.
In part, said the scientists, that growth spurt may have been a Darwinian strategy to fight off the giant crocs by making the turtle simply too big for dinner.

“It was so large that it may actually have been chomping on some of the smaller crocodiles itself,” said Dan Ksepka, an NCSU paleontologist and a research associate at the N.C. Museum of Natural Sciences. “Once it grew to its full size, nothing much was going to be able to eat it.”

The shell of the turtle they found had bite marks from a couple of crocodile attacks, but none that came close to piercing the thick carapace. The head was equipped with surprisingly large and powerful jaws.

Ksepka and NCSU doctoral student Edwin Cadena were among the authors of a research paper on the turtle published Thursday in the Journal of Systematic Paleontology.

Cadena was scouting for fossils in 2007 in the Cerrejón mine in northern Colombia when he spied part of the turtle’s shell protruding from clay-based rock about 120 feet down in the pit.

It took six days of painstaking labor with a hand broom and a screwdriver to uncover the full remains of the shell.

“It was only when I was finished do I see that it was something different than we had found before,” he said.

The two NCSU scientists have a facility for discovering outsize species. Ksepka was part of a team that found the remains of giant penguins in New Zealand.

Cadena, meanwhile, had discovered bones from the giant snake in 2005 in the same coal mine, though he initially believed it was a crocodile fossil. The snake – Titanoboa cerrejonensis – a water-dwelling constrictor, weighed an estimated 2,500 pounds and was more than a yard in diameter.

The open-pit mine is among the world’s largest, at 30 miles long by five miles wide. The turtle, snake and two large species of crocodiles found there lived about 60 million years ago, in the late Paleocene period.

The team of scientists, which includes representatives from the Smithsonian Tropical Research Institute in Panama and the Florida Museum of Natural History, is interested in the flora and fauna that lived there during that time not just because of their size, but because they are part of an explosion of species in the tropics.

“Maybe we can understand more about why the tropics are so diverse now if we can build a good record to help us understand what happened then,” Cadena said.
It was an interesting time. The dinosaurs had just died off, and global temperatures rose to about 11 degrees warmer than today. The warmer temperature, Cadena said, almost certainly helped make the size of the turtle possible.

Scientists have all kinds of questions about the plants and animals of that time and place, but paleontology can be difficult in the region because so much is covered by jungle. That makes the outsize coal mine an extraordinary window into the tropical past: It offers both a deep look under the soil of the region and a broad one, too.

“You can look at kilometers and kilometers of the same time layer,” Cadena said.

The information that they hope to glean from the turtle and other species found there could help understanding not only of the evolution of that time and place, but also how different species react to changes in global temperature.

That could be crucial in helping develop practical plans for dealing with the effects of global warming, he said, by helping understand which species are most likely to be affected.

Only one freshwater turtle species is known to have grown larger, by a couple of feet. An example of that one was found in Venezuela; it lived just 5 million to 6 million years ago.

The two are related, and Cadena said paleontologists are looking for others that lived in the tens of millions of years between them. That would close a massive gap in the understanding of turtle evolution and yield perhaps more information on how the turtles evolved as the climate cooled.

The scientists also expect to find more examples of the species they’ve already discovered.

“Probably,” said Cadena, “there are bigger ones waiting for us.”
Saunders: Only those closest to Tillis seem to reap his largesse

By Barry Saunders

Too bad House Speaker Thom Tillis’ tenderheartedness toward his top aide doesn’t trickle down to all state workers. (Try saying that three times really fast.)

Even more difficult than saying that, though, is trying to feed your family as a state employee without a raise for the past four years. Of course, if you’re close enough to Tillis to touch the hem of his garment, prying loose a raise isn’t a problem – even after you no longer work for him.

As reported in Thursday’s N&O, Tillis sliced off a hunk of taxpayer cheese to lay on his former top aide, Charles C. Thomas. Citing an obscure bill from – get this – the United Kingdom, Tillis paid his former chief of staff $12,500 “in lieu of notice” after Thomas resigned in lieu of his affair with a married lobbyist being made public.

Fret not, though. Proving that he is not sexist, Tillis also bestowed a lovely, parting, taxpayer-funded gift upon a second employee, policy adviser Amy Hobbs. She received $6,833.33 after she resigned upon disclosing an inappropriate relationship with a lobbyist.

As Tillis told The N&O, the pay in lieu of notice was to soften the devastating blow suffered by Hobbs and Thomas after losing their jobs.

Yes, but they lost them because of their own actions, so why do taxpayers have to help soften their landing?

Using taxpayer money

As observers of the biblical entreaty to “let he who is without sin – pick up some,” we shouldn’t judge the morality of Thomas, Hobbs or any other employees who may have engaged in inappropriate relationships.

As taxpayers, though, we have every right to question the justification for Tillis using our dough to bid the dallying duo adieu.

Had Tillis taken the money from his personal checking account, he’d be hailed as a swell fellow who didn’t turn his back on two former employees in distress. Had that been the case, we could actually applaud his desire to help a former employee of whom he was quite fond. Remember that 25 percent raise Tillis gave Thomas,
from $120,000 a year to $150,000, even as he was vowing to cut taxes and his staff payroll?

The money for Thomas and Hobbs didn’t come from his personal account, though. It came from us. State employees who’ve forgotten how to spell “pay raise” certainly aren’t applauding, because while Thom the Tenderhearted seems to have an affinity for his employees, Thom the Terrible seems to show no such goodwill toward state employees.

Dana Cope, head of the State Employees Association of North Carolina, said Tillis is simply following an old legislative tradition in giving them the back of his – er, hand. “We’re the redheaded stepchildren of the state,” Cope said. “It’s not right, but Tillis is doing what Easley and Black did, taking care of their political appointees” and ignoring state workers. Or declaring war on them.

Remarks about teachers

Who can forget the open-mike night a year ago when Tillis vowed to “give them a little taste of what’s to come” after introducing a bill to prevent the teachers union from collecting dues through payroll deductions?

He also has said teachers don’t care about kids, but only about their pensions. It’s hard imagining a worse thing one could say about members of a profession that teaches and shapes young minds, often at personal sacrifice.

You know that lucre Tillis is so fond of spreading to his employees and former employees?

Wouldn’t it be nice if he spread some of their way?

Cope agrees. “I hope (Tillis) treats other state employees the way he treats his political appointees,” he said.

Not unless they’re close enough to touch the hem of his garment, he won’t.
Designing Business Education for a Custom Fit

TOKYO — When a South African mining company faced a difficult problem — how to get more black managers into leadership roles — it called on an unexpected source for help, a nonprofit group affiliated with a U.S. business school.

Duke Corporate Education, which spun off from Duke University’s Business School in 1999 to become a boutique school with customized programs, sent 22 faculty members to work with about 1,000 of the company’s employees.

“We had to design the program specifically for them,” said Gordon Armstrong, director of marketing communication and competitive intelligence at Duke Corporate Education. “It was leadership and management in the context of a South African mining company in the vestiges of apartheid.”

More executives are being trained through specialized programs at business schools. Revenue from customized programs for individual companies picked up significantly in 2011, a reversal from the down years of 2009 and 2010.

“We had a record year in revenue over all and record year for custom revenue,” for the fiscal year 2011, said John Ryan, president of the Center for Creative Leadership, a nonprofit organization that provides executive education programs for corporations.

“They don’t have the confidence to hire lots of new people but they are willing to invest in men and women they have,” he said.

At Duke Corporate Education, revenue fell 22 percent in fiscal 2009 and 32 percent in 2010, before growing 28 percent in 2011. Revenues are predicted to grow 26 percent this year, Mr. Armstrong said.

Schools like Insead, which is based in France and has branches in Asia and the Middle East, have also seen a turnaround in interest.

“Custom program revenues recovered strongly in 2011 and are still growing so far this year,” said Jorge Choy, the regional director of executive education in Asia for Insead. “Revenue levels have returned to the peak levels achieved prior to the 2008 financial crisis.”

Nondegree programs for midlevel and senior managers have been growing for decades. More recently, customized courses are growing faster than open enrollment programs, which have a general curriculum and students from a variety of companies.
At IMD in Lausanne, Switzerland, customized programs account for 45 percent of the business school’s revenues while open enrollment classes represent 40 percent, according to Michael Stanford, the executive director for partnership programs at IMD. Degree programs like M.B.A.’s make up the balance.

Corporations, which want to see visible returns on their investment, are seeking programs that address specific needs and goals, school officials say.

“We are noticing that companies are making a larger investment in their senior executive ranks, and there is increasing demand for programs that are closely aligned with company strategy while addressing specific business challenges,” said Sandhya Karpe, managing director of custom programs at the Wharton School of the University of Pennsylvania. “This has meant an increase in the complexity of program designs that often extend over several months, geographies and involve various methodologies like action learning.”

Some business schools draw on resources from their affiliated universities to create customized programs. The Sloan School of Management at the Massachusetts Institute of Technology works with the engineering department to help engineering and technology firms, whose managers may not put much stock in teachings based solely on management techniques.

“Having an engineer in the classroom makes them comfortable,” said Rochelle Weichman, associate dean of executive education at the Sloan School.

For example, the Sloan School brought in experts on architecture and urban planning for a program created for China Development Bank, which funds urban planning projects. Other clients have included the British oil company BP and the Brazilian mining company Vale.

Yuan Wang, the chief economist at China Development Bank, coordinated the training sessions for the bank’s senior management. Ms. Wang said the Sloan School fit the bank’s training needs because the university had resources and expertise in technology and engineering in addition to management. The two-week sessions at the Sloan School’s campus in Cambridge, Massachusetts, covered topics like strategy and infrastructure, China and globalization, and urban development and planning.

“Each country tends to look at issues from their own prospect, which may cause misunderstanding in the process,” Ms. Wang said. “China used to be a highly centralized economy. The reform and the opening up took place 30 years ago. So we are still new to the game of globalization.

“We need to put ourselves in the shoes of other countries, policy makers and implementation institutions,” she said. “How do they look at the same issue from the
different prospects? That is why we also have a lot of training activities in the U.K., Hong Kong, Germany and Finland as well.”

Customized classes range widely. Programs produced by business schools at major U.S. universities like Harvard and M.I.T. are described as more research-oriented and can benefit from the school’s larger resources.

Free-standing business schools often have fewer full time-faculty and rely heavily on adjuncts who are often hired, paradoxically, from top research-oriented schools.

Institutions that focus on executive training, however — like Duke Corporate Education, the Center for Creative Learning and IMD — are likely to go to greater lengths to meet the precise training needs of client companies. In this respect, they provide a service similar to that of some consulting firms, and sometimes they compete for the same work.

Consulting firms like Oliver Wyman and McKinsey also provide management and leadership training tailored to specific companies. They often argue that their academic competitors do not have what it takes to train corporate executives in a truly customized fashion.

Gregory LeStage, a partner at Oliver Wyman who heads the leadership development practice, is one such skeptic.

“What you find typically with the business schools is that they don’t do customization the way firms like ours do, because professors have their core content based on their research that isn’t meant to be adjusted in any significant way for a specific client as directed by clients’ needs,” he said.

“Often customization for them means tailoring where they might edit and replace different terminology rather than design a different learning experience or literally create an entirely new case study,” he said.

While customized education may be lucrative, business schools say they are not diverting resources from their normal programs. School officials said that classes include participants from many countries, cultures and professions.

“Custom is marginally the biggest revenue generator but we pay as much attention to open enrollment,” said Mr. Stanford of IMD. “In fact, most of our marketing muscle is around the open enrollment program.”
Why college tuitions are rising: A contrarian view

By Valerie Strauss

This was written by Gary C. Fethke, professor and former dean of the Henry B. Tippie College of Business at the University of Iowa, and Andrew J. Policano, dean of the Paul Merage School of Business at the University of California, Irvine. Their new book, “Public No More: A New Path to Excellence for America’s Public Universities,” will be published this month by Stanford University Press.

By Gary C. Fethke and Andrew J. Policano

The “Path to Prosperity” report issued by House Budget Committee Chairman Rep. Paul Ryan calls for limiting the growth of financial aid to college students. The report claims that “increases in Pell Grants appear to be matched nearly one for one by increases in tuition at private universities.” The assertion that increased aid increases tuition, the “Bennett Hypothesis,” has been endorsed by President Obama (in a speech made last January at the University of Michigan). Also, Mark Zandi, chief economist at Moody’s Analytics, argues that government loans and subsidies are not cost-effective for taxpayers because “universities and college just raise their tuition.”

The Ryan Report refers to a 2007 paper in the Economics of Education Review, in which the authors (Larry Singell and Joe Stone) in fact conclude: “Based on a panel of 71 universities from 1983 to 1996, we find little evidence of the Bennett hypothesis among either public or lower-ranked private universities.” Their study does find an effect on the tuition of non-targeted students at top-ranked private universities.

Our conjecture for this result is that Pell Grants, by raising demand for some, put upward pressure on all costs in these institutions. Specifically, if elite private universities are capacity constrained, an increase in demand will elicit a rise in tuition. Since over 80 percent of all college students attend public and for-profit universities, where there is no general evidence of the Bennett hypothesis, should public policy be directed by a result attributed to a small percentage of the college population?

Published tuitions depend on demand, cost, and state-subsidy conditions. Net tuition is lower than published tuition by federal grants and loans, and private scholarship support. For 2011, the College Board reported that published tuition and fees for public four-year institutions averaged $8,240, while net tuition and fees averaged
$2,490; so tuition discounting is important. Enrollment decisions are based on net tuition.

Does the Bennett Hypothesis make conceptual sense? Actually, it doesn’t.

No apparent tuition-setting approach leads to the conclusion that net tuition should be higher for the targeted group in response to a higher Pell Grant; in fact, net tuition should be lower if the intent is to increase net revenue. Indeed, when public universities face a policy-imposed break-even constraint, changes in net tuition should be matched one-for-one by offsetting changes in the per student Pell grant.

Why, then, are tuitions rising? The Path to Prosperity report also raises concerns about the cost of higher education, stating that “College costs have risen at twice the rate of inflation for about thirty years, but this year fees soared 8.3 percent -- more than double the inflation rate -- as federal subsidies have increased at a historic pace.” President Obama asserts repeatedly: “We can’t just keep subsidizing skyrocketing tuition.”

There appear to be at least two misperceptions. The first may involve confusion between the cost of education and tuition, and the second concerns the actual trend in total government support per student. Net tuition is the price students actually, which is declining on average, and cost is the expenditure incurred by universities. For each enrolled student, a university receives the sum of the subsidy (state and federal) and net tuition. These revenue sources allow the non-profit university to cover its expenditures. Costs per student are not increasing at extraordinary rates. The College Board reports that real instruction cost per student increased at slightly over one percent annually over the past decade.

The second misconception confuses totals with averages. With enrollment expanding, an increase in overall government support can still be associated with declining support per student. For well over a decade, especially following the Great Recession, the average of federal and state subsidies per student has decreased. Indeed, in many states, the total subsidy has decreased. Tuition revenue has become a more important revenue contributor, with students in the aggregate paying more and taxpayers paying less. What has been driving higher published tuitions is not higher per student cost of higher education, but rather who pays for it.

Somewhat paradoxically, as appropriations are cut, many legislators call for increased accountability and transparency. They assert that public universities are squandering taxpayer’s funds, for example, by spending egregious amounts on administrative and coaching salaries; they recommend that universities reduce expenditures and “eliminate waste” to stop tuition from increasing.

We agree there is the need for universities to improve operating efficiency and to examine all possible compensation excesses. However, there is also the need to
recognize that demand patterns for public higher education have changed permanently. State legislators reveal by their budgetary decisions that public demand for higher education is permanently lower. This permanent decline in the level of public demand at the state level is the driving force behind the large increases in published tuition. The choice between supporting Medicaid or higher education seems to favor the former. Universities and legislators should accept this funding reality, tone down the blame game, and turn their attention to allocating resources to better align new demand patterns with rationalized program expenditures.

The major changes that need to take place are for public universities to become more: entrepreneurial, efficient in setting tuition, attentive to student preferences, and less dependent on taxpayer subsidies. Continued allocation of new tuition revenue to finance traditionally-subsidized programs that feature a limited willingness to pay by students, taxpayers and donors is unsustainable.

Nobody seeks to defer all judgment to market forces, but, rather, it is important to become focused on what programs are essential to providing a high-quality university education. As difficult as some adjustments will be, competing for better-informed and prepared students, respecting the social benefits of education, and providing responsive stewardship for declining levels of taxpayer support are good things to do.

Those public universities that follow the path toward becoming “public-no-more” can succeed. Those that do not change will face intense competitive pressure and may ultimately decline.
SAN ANTONIO — When Gene Powell first arrived at the University of Texas at Austin in 1964, it was on a scholarship to play offensive guard and defensive linebacker for the revered coach Darrell K Royal.

“I was a very average to mediocre football player, and that’s probably being generous,” Mr. Powell, a real estate developer and South Texas native, recalled during an interview at his San Antonio office this week.

More than four decades later, Mr. Powell was asked to return to Austin — this time by Gov. Rick Perry, who needed an ally and strong leader to support his reforms on the University of Texas System’s board of regents.

While Mr. Powell’s battles have moved from the field to the boardroom, his tenure as board chairman promises to be far more memorable than the time he spent on the gridiron.

Since he assumed his role in February 2011, the board has become ground zero for a fierce clash between competing visions for higher education in Texas, including two of Mr. Perry’s pet issues: how much degrees should cost, and how university faculty members should balance teaching and academic research.

The latest commotion came last week, when a Texas Monthly blog post suggested that Mr. Powell had asked Francisco Cigarroa, the chancellor of the University of Texas System, to recommend the firing of the president of the University of Texas at Austin, Bill Powers. Though both Mr. Powell and Mr. Cigarroa deny the story, it triggered outrage among students, faculty members and alumni.

“Do I like everything that’s said about me — or what’s been said about my board — and all the things that have been written? Of course not,” Mr. Powell said. “If you are going to run a large institution, and you are going to do things and change the way things have been done for a really long time, you are going to have some people really like it and some people who really don’t like it.”

Mr. Powell, who holds a master’s degree in finance from U.T.-Austin, said his guiding principle was to promote an affordable education for Texas’ growing and diverse student population. It is an endeavor the governor is proud of, said Catherine Frazier, a spokeswoman for Mr. Perry.
“Quality and affordability can go hand in hand, and Gov. Perry trusts our higher education leaders to strike the right balance,” Ms. Frazier said in a statement. “The U.T. Board of Regents, under Powell’s leadership, has proven they understand this.”

But from the get-go, Mr. Powell has had trouble advancing his nontraditional approach without rousing opposition.

A few weeks after his fellow board members elected him chairman, Mr. Powell praised Mr. Perry’s call for universities to create bachelor’s degrees that cost only $10,000, saying there was nothing wrong with getting a Chevrolet Bel Air-quality education as opposed to a Cadillac-quality one.

The car analogy was not well received, and Mr. Powell later said that he had “sworn off metaphors in my house.”

Around the same time, he hired Rick O’Donnell, the former executive director of the Colorado Department of Higher Education, to serve as special adviser to the board. Mr. O’Donnell questioned the value of academic research in higher education, a move that exacerbated fears that Mr. Powell’s leadership might — as one concerned alumnus, the Fort Worth lawyer Gordon Appleman, put it in a widely distributed letter — lead to “long-term, perhaps irreversible degradation in academic stature” of the state’s premier research university. Mr. O’Donnell was terminated after less than two months.

Then last May, an internal board memo was leaked. It indicated Mr. Powell supported raising enrollment at U.T.-Austin by 10 percent every year for four years, while simultaneously cutting tuition in half systemwide. Mr. Powell said the ideas in the memo were merely intended to start a conversation. “People during that time would hear about one discussion or another discussion and become very concerned that particular thing was going to get done,” he said.

Some prominent Texans, including former regents, chancellors and university presidents, were so concerned that they formed the Coalition for Excellence in Higher Education, a group dedicated to defending U.T. institutions from what it viewed as misguided reforms.

This month’s Texas Monthly post followed Mr. Powers’s public expression of disappointment with the regents’ decision — which was backed by Mr. Perry — to freeze tuition at the flagship campus. The article led to an outpouring of support for Mr. Powers and sharp denunciations of Mr. Powell, whom opponents accused of carrying water for Mr. Perry, a graduate of Texas A&M University.

When Mr. Powell was asked this week what he thought of Mr. Powers’s tenure, he said that while the two men had a “cordial relationship,” it is the chancellor’s job to evaluate the president, not his.
A common criticism of the chairman is that he is an unwavering disciple of the governor, installed to hobble the university system, and U.T.-Austin in particular.

Peter T. Flawn, a past president of U.T.-Austin, said that over the years he has “known liberal regents and conservative regents and that they have all had one thing in common: notwithstanding political persuasion, they were dedicated to the advancement of the university.” But he said that has changed, the result of the board’s being so closely aligned with a governor he believes emphasizes access and cost over quality.

“When you cut tuition and increase enrollment and de-emphasize research, you start heading toward a big junior college instead of a top graduate research university,” he said.

Ms. Frazier said Mr. Perry believes saving costs and creating more affordable degree options are duties that university leaders owe students. “Those who throw in the towel before even trying subscribe to the same spendthrift mentality as Washington, D.C.,” she said.

Mr. Powell, meanwhile, rejects the notion that Mr. Perry is pulling the strings.

“The governor is a conservative Republican, I’m a conservative Republican, so you would assume our thoughts on things are very similar,” he said, adding that he thinks the notion that the governor — who appoints all the regents — gives specific directives to them is “a little ludicrous.”

And while the majority of the pushback Mr. Powell faces is from the flagship campus, he said he had to take the broader view, not the “very U.T.-Austin-centric” one, as he considers his future as chairman. “I’ve got to be worried about what’s going on in Brownsville,” he said. “I’ve got to be worried about what’s going on in Edinburg and El Paso and Tyler and Permian Basin.”

Mr. Powell said he is a consensus builder, despite the perception that the board he leads is divided. With the support of the Coalition for Excellence in Higher Education, the regents voted unanimously in August to approve a framework for the system’s future, one fashioned by Mr. Cigarroa with significant input from task forces, created by Mr. Powell, on productivity and online learning. Mr. Powell said that framework — not any leaked memos — represents the system’s vision for the future.

Mr. Cigarroa said that although his working relationship with Mr. Powell had not started off smoothly, the two are now very much aligned.

“I had to get used to a much faster pace, a greater sense of urgency, a sense of not accepting the status quo and being as innovative as you can,” Mr. Cigarroa said of Mr. Powell. “I think he’s doing a great job.”
THE HAGUE — Using Mount Kilimanjaro as a metaphor for business, 15 business students set out to climb Africa’s highest peak last September as part of an elective course at the Rotterdam School of Management.

Students from a women-only M.B.A. leadership exercise at the Rotterdam School of Management on their way up Mount Kilimanjaro in Tanzania.

One of the aims of the difficult nine-day trek was to force participants to work together to overcome physical and mental barriers, according to Dianne Bevelander, an associate dean of the school and the chief organizer of the trek.

All students participating in the exercise were women, and that, according to Ms. Bevelander, is the point.

The Kilimanjaro M.B.A. leadership course was designed to bring female business leaders — often accustomed to being outnumbered by male colleagues — to learn to trust and rely on other women.

“It was the first time for many of them working together with other women, relying on other women, pushing themselves beyond their comfort zone,” Ms. Bevelander said.

Women are still underrepresented in many M.B.A. programs. But business schools are responding to demands by more companies for more women in upper management.

Experts, however, warn of the difficulty of getting more women into business school classrooms.

“Just because more women are needed in business and more women are wanted in classrooms, does not mean that more women will go for these spots,” said Dawn Bourmand, who runs the Women in Leadership seminar at a global M.B.A. fair organized by QS, a private education networking organization.

Recognizing the hurdles that many women face — both when considering an advanced business degree and in the male-dominated world of corporate leadership — has helped some schools attract more female students.
Besides actual or impending quotas of women on executive boards in some countries, many businesses are looking to highly educated women to lead their businesses.

“There is an increased sensitivity on this topic,” said Sandrine Devillard, a director at McKinsey and an author of a series of studies on women in corporate leadership, titled Women Matter.

“Women are different leaders, and what brings the value is the diversity of leadership,” said Ms. Devillard.

Sometimes a deliberate change in desired management style within the leadership can see more women hired for top positions, Ms. Devillard explained.

Business schools are accepting that they are part of the pipeline that produces these female leaders, Ms. Devillard said.

While the Rotterdam School of Management’s Kilimanjaro elective may be an extreme example, an increasing number of schools are focusing on building women-to-women networks.

“More and more schools are using women networks,” Ms. Bournand said.

Francis Petit, associate dean at the Fordham Graduate School of Business in New York, tries to informally pair female applicants with female students in similar life situations. Applicants who follow students for a day of classes can better anticipate some of the challenges of balancing work, school and private life.

Fordham’s business school does exceptionally well in maintaining a gender balance in its classrooms. According to Mr. Petit, women made up 51 percent of the 2010 executive M.B.A. class.

“Women do not seem to have enough access to inspiring female role models who manage to do it all,” said Tanja Levine, an executive director at the Hult International Business School, which has campuses in Boston, Dubai, London, San Francisco and Shanghai.

According to Ms. Levine, Hult tries to overcome this barrier by connecting female applicants with both female students and alumni and by “actively encouraging” women to apply for M.B.A. programs. In its executive M.B.A. course, 42 percent of the students are women; 38 percent of the students in the full-time M.B.A. class are women.

Like some other business schools, Hult provides networking communities for female students specifically. The Global Society of Women in Business, for example, provides links to corporations, personal development and a service for women for mentoring partnerships.
Since most many of these programs often require extensive work experience, many women who chose to enroll must balance their family life with graduate school and in many cases a corporate career. “Some of our main barriers are about juggling commitments,” said Ms. Levine.

Though many men also have families when they enter business school, experts say that women tend to still fill the role of main caregiver.

“You have three balls in the air rather than just two,” Ms. Bournard said.

Business schools that are popular with women often also ensure that courses are flexible to facilitate a busy schedule.

Ms. Levine says that Hult puts special emphasis on individual modules that can be repeated if missed and course times that can be extended without penalty.

The Graduate Management Admission Council, the educational organization that conducts the GMAT entrance test, estimates that in 2011, 34 percent of global applicants for a one-year, full-time M.B.A. were women. In the same year, women represented 40 percent of those applying for “flexible” M.B.A.’s, programs that can be extended over several years and taken part-time.

The same study found that only 27 percent of women taking the GMAT were applying to executive M.B.A. courses.

Financial considerations tend also to be more important among female applicants, Ms. Bournand said.

To help overcome that barrier, many schools provide scholarships for women. A trend toward allowing payment by installment is also helping women decide to invest in advanced business education, Ms. Bournard said.

Ms. Bevelander of the Rotterdam School of Management is organizing another Kilimanjaro trip for female executive M.B.A. students. For the next trip, scheduled for September, she is hoping to find female corporate leaders to share the experience with the students.

When asked whether she herself would be part of the trip, she demurred.

“It is definitely a very long climb up,” she said.
GMAT Adds New Thinking Cap

By D.D. GUTTENPLAN

LONDON — Starting next month, prospective business school applicants who sit down to take the Graduate Management Admissions Test, or GMAT, may notice something different: Instead of a three-part exam testing verbal and mathematical skills and analytic writing ability, there will be a four-part exam with a new section devoted to integrated reasoning.

The new section is designed to test the ability to evaluate and synthesize data from various sources presented in a number of different formats, and to predict plausible and probable outcomes. It is also partly there for security purposes, as reports of cheating have risen.

Admissions officers evaluating the latest crop of applicants can expect the continuation of a trend that began about five years ago: a sharply rising proportion of applicants from mainland China. In 2007, just over 7,600 Chinese citizens or residents, or roughly 3 percent of the total, took the exam. In 2009, the number jumped to over 16,000, and it is expected to reach 45,000 next year, accounting for about 16 percent of the 280,000 applicants expected to take the test. That is in addition to thousands of test-takers from Hong Kong and Taiwan.

According to Alex Chisholm, director of statistical analysis for the Graduate Management Admission Council, or GMAC, the nonprofit consortium of business schools that develops and administers the GMAT, the growth in the numbers of Chinese applicants is a phenomenon that goes well beyond business schools.

“Schools around the world are seeing this coming into their pipelines,” he said.

Nor has the impact of globalization on business school admissions been confined to China.

India had more than 13,000 applicants in 2007, but “a rapid depreciation in the value of the rupee in 2009” meant that numbers remained relatively flat, Mr. Chisholm said, explaining that he was referring to “test years,” which run from June to June. “However, in the first 10 months of the 2012 test year, applications from India are up 16 percent.”

Students from the Asia-Pacific region are expected to make up 61 percent of the international applicants for full-time M.B.A. programs in United States, Mr.
Chisholm said. He added that the new integrated reasoning section was intended partly in order to help assess the new, more global, candidate pool.

Ashok Sarathy, GMAC’s vice president in charge of the testing program, said the exam had undergone “a continuous evolution” since it was introduced in February 1954 by a group of nine business schools in the United States.

They included those at Harvard, Columbia, the University of Pennsylvania and Northwestern.

“In 1961, we added a section on data sufficiency to the quantitative reasoning section, asking candidates to decide whether the sample of data presented was sufficient to answer certain questions,” Mr. Sarathy said. “In 1976, we dropped a section on antonyms and analogies from the verbal reasoning section, and added a section on reading comprehension. In 1994, we added a component testing analytical writing ability.”

Today, the GMAT, which costs $250 regardless of location, is offered in 110 countries and accepted by 5,400 programs, including business schools and graduate programs in accounting, business, finance and management. In the United States, its most prominent competitor is the Graduate Record Examination, or G.R.E., which costs $160 in the United States and $190 overseas.

But “we have competitors in all markets,” Mr. Sarathy said.

Unlike the G.R.E., which is offered in electronic and paper-based versions, the GMAT is a computer-adaptive test, meaning that questions answered correctly are followed by more difficult questions, while mistaken answers are followed by easier questions. Also, unlike the G.R.E. or other standardized tests like that SAT, the GMAT does not allow skipping questions or modifying previous answers.

The final score is given on a scale of 200 to 800 derived solely from the mathematical and verbal portions of the test. In 2010, the mean score was 544, while 720 was the median score for students admitted to Harvard and the Wharton School, which is part of the University of Pennsylvania. The new section, which will be graded on a scale of one to eight, joins the analytical writing section, graded on a scale of zero to six, as “a separate data point” outside the composite score.

In part, the new section on integrative reasoning was a response to demand from business schools “asking for a way to evaluate a new set of skills,” Mr. Sarathy said.

“We did a survey of more than 740 faculty from schools all over the world,” he said. “As a result, we developed a set of questions aimed at testing the ability to synthesize information from multiple sources in order to solve complex problems. They also wanted candidates to be able to indicate what information was relevant, and not relevant, and to be able to evaluate which among a set of possible outcomes were the most likely.”
“In a globally competitive world, the ability to analyze data presented in different formats — for example, in tabular or graphical form, or in written summary — and to then identify where you might find a competitive advantage becomes increasingly important,” Mr. Sarathy added. He cited the recent movie “Moneyball” as an example of a spreading awareness of “the importance of Big Data — the ability to really understand the numbers, and to know what’s important and to discard what’s not important.”

Sample questions for the new section ask students to use a table of Brazilian agricultural exports to answer questions about world commodity production, select data from a Venn diagram on population data, and to answer a question about fuel economy based on a set of equations. All the questions require a reasonable degree of proficiency in reading English. Mr. Sarathy said, however, that “in this section, we’re not measuring English language skills.”

“Instead,” he said, “we’re using English as a medium to measure higher order reasoning and analytical skills.”

The new section, which will take 30 minutes to complete, replaces the essay writing component of the analytical writing portion. The total test time is unchanged at three and a half hours, or four hours including breaks.

“One factor that went into the design of the integrative reasoning questions was the need to enhance security,” Mr. Sarathy said.

The rise in applications to U.S. schools from overseas students has been accompanied by a reported rise in fraudulent credentials.

“We take very seriously our responsibility to design a test that is fair to all applicants which produces a score that is a true measure of their abilities,” Mr. Sarathy said.

All applicants are required to show proof of identity, but in some countries, passports are required.

“China isn’t the only country where there are security concerns,” Mr. Sarathy said. “But we do now send passport readers to some countries, including China, to verify the passports. We also require applicants to submit to a palm vein scan before the test scores are released in order to make sure candidates haven’t previously taken the test under a different name.”

In 2008, a Web site gained access to actual test questions on the GMAT and sold them. By providing the integrated reasoning data in a variety of formats, and using pull-down menus and tabs, “we can minimize the ability of candidates to memorize questions and reproduce them on Web sites,” Mr. Sarathy said.