



Graduate Admissions and Strategic Enrollment Management

Finnish Higher Education Experts
USA Study Tour 2015

Report





East Campus of Columbia University.

Benchmarking Graduate Admissions and Strategic Enrollment Management

A delegation of 13 higher education experts from Finnish research universities, the Ministry of Education and Culture, and Fulbright Finland spent one week on a study tour in the United States in October 2015. This was the 7th expert study tour organized by Fulbright Finland for Finnish higher education experts, and this time it took place in Washington, D.C., Maryland, Delaware, New Jersey, and New York. The group visited six public and private universities discussing graduate admissions and strategic enrollment management.

The theme for the tour was initiated by the Finnish higher education experts themselves in their search for ideas and benchmarking opportunities to help develop the strategic planning and practices of graduate enrollment at Finnish universities. The tour enabled the experts to compare their approaches, evaluate both established and emerging traditions, and benchmark best practices from selected U.S. institutions.

The Fulbright Center wishes to sincerely thank its partners in the United States for their cooperation in the organization of the tour. First

of all, we wish to thank to our insightful and welcoming colleagues on all six host campuses: University of Maryland, Johns Hopkins University, University of Delaware, Rutgers University, Columbia University, and The City University of New York (CUNY). The reception they arranged for us at all of these fine institutions was outstanding. We are deeply grateful.

We also wish to express our gratitude to the expert speakers from the specialist organizations and institutions participating in our opening seminar for providing a comprehensive overview of the current state and challenges in the field in the United States, and setting the scene for our comparative analysis during the campus visits. We also wish to thank our partner organizations, the Institute of International Education, the Embassy of Finland in Washington D.C., and the Consulate General of Finland in New York, as well as our Fulbright alumni in the United States for their significant contribution in making the program possible.

Finally, I wish to thank each and every member of the Finnish delegation for their comprehensive

and thoughtful input and participation during the planning stages of the study tour and throughout the program in the United States, as well as for their authorship of this publication.

A key component of this study tour initiative is to share the information and insights gained during the tour as broadly as possible with others in the field. For this purpose, after our return to Finland, the tour has already been followed by several institutional briefings and meetings. The full study tour program, presentations, background materials, and this final report have been made available on the Fulbright Center website at www.fulbright.fi/en/study-tours/graduate-admissions-and-strategic-enrollment-management. I hope this will help continue the discussion on this important topic and lead to concrete developments in the area of graduate admissions and strategic enrollment management.

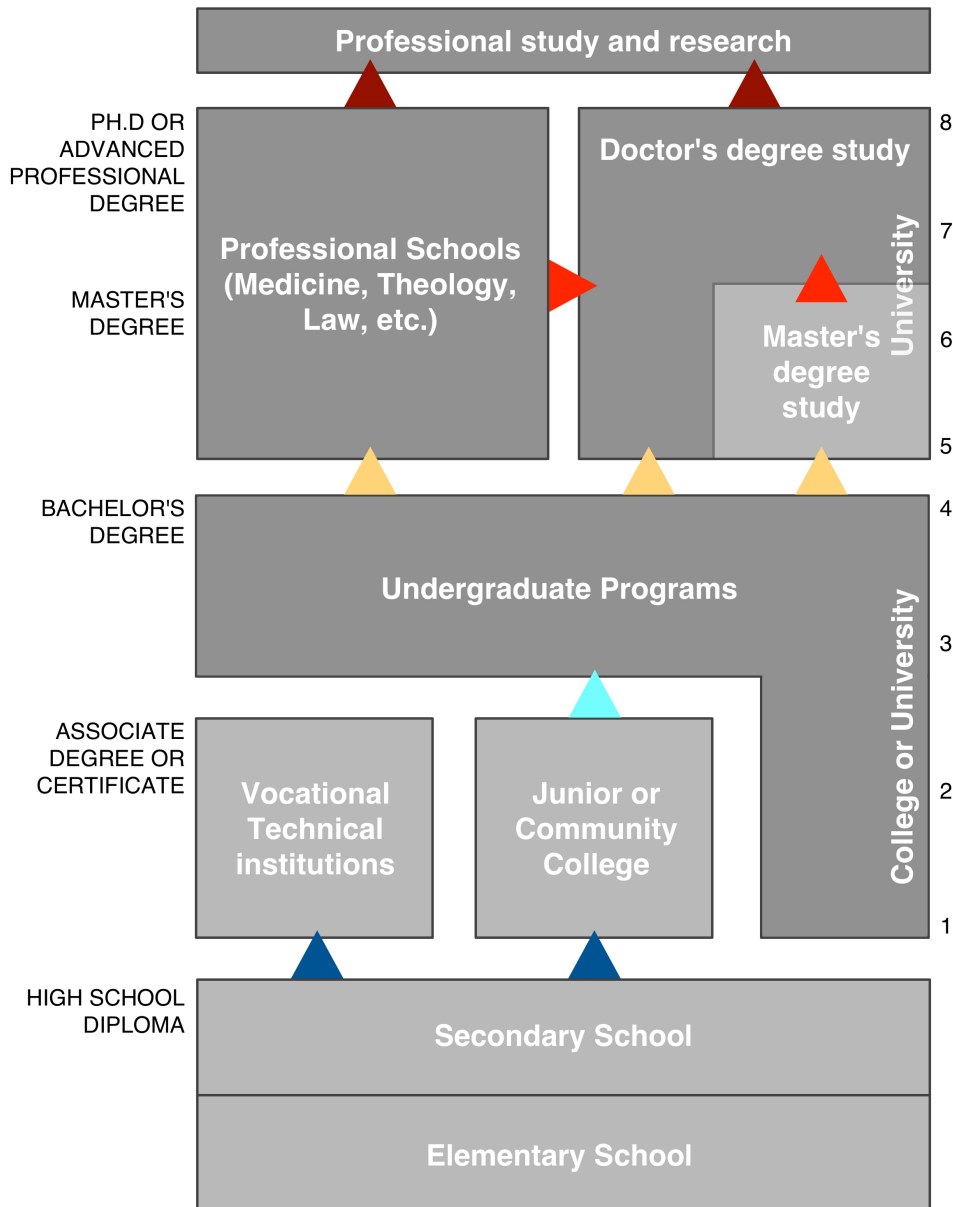
Helsinki, December 4, 2015

Terhi Mölsä

Executive Director
Fulbright Center, Finland



U.S. Higher Education System



Contents

- 3 Benchmarking Graduate Admissions and Strategic Enrollment Management
- 4 U.S. Higher Education System

- 6 Markkinatalouden lait ohjaavat korkeakouluihin hakeutumista ja korkeakoulujen vaikuttavuutta, – ei yhtä yhdysvaltalaisista korkeakoulumallia
- 10 Key Observations on Graduate Admissions in the U.S.
- 14 Doctoral Training Management: Selected Observations from the Study Tour

- 16 Study Tour Agenda
- 21 Participants
- 22 The Fulbright Center in a Nutshell
Developing Global Competencies and Promoting Cultural Awareness

Markkinatalouden lait ohjaavat korkeakouluihin hakeutumista ja korkeakoulujen vaikuttavuutta – ei yhtä yhdysvaltalaisista korkeakoulumallia

Korkeakoulut ja Carnegie-luokittelu

Yhdysvalloissa korkea-asteen koulutusta bachelor-, master- ja PhD-tasolla tarjoaa yli 4 000 collegea tai yliopistoa. Niissä opiskelee noin 17,5 miljoonaa opiskelijaa. Korkeakouluja on profiilensa mukaisesti luokiteltu 1970-luvulta lähtien ns. Carnegie-luokituksen mukaan. Korkeakoululuokituksessa on kuusi eri ryhmää sen mukaan millaisia korkeimpia tutkintoja ne pääsääntöisesti tuottavat: Associates Colleges, Baccalaureate Colleges, Masters Colleges and Universities, Doctoral-Granting Universities, universities with a special focus and tribal colleges. Luokitusta on päivitetty usein, viimeksi vuonna 2010. Carnegie-luokitus ei kuitenkaan perustu vain yhteen tapaan niputtaa korkeakouluja, sillä Carnegie-mallissa on kuusi erilaista tapaa jakaa korkeakouluopetusta antavia laitoksia niiden eri ulottuvuksien mukaan: Basic Classification, Undergraduate and Graduate Instructional Program classifications, Enrollment Profile and Undergraduate Profile classifications, ja Size & Setting classification.

Luokitteluihin on sisällytetty kaikki akreditoituneet colleget ja yliopistot. Tutustuimme vierailulla kahdeksan yliopiston maisterivaiheen ja tohtorivaiheen opiskelijavalintame-

nettelyihin. Tutustumiskohteet olivat suurimmalta osin tutkimusintensiivisiä tutkimusyliopistoja, joissa kuitenkin suurin tai merkittävä osa opiskelijoista oli undergraduate-opiskelijoita 4-vuotisissa ohjelmissa. Poikkeuksen tekivät Johns Hopkins University, sekä the City University of New Yorkin (CUNY) Graduate School and University Center, joissa suurin osa opiskelijoista oli graduate-opiskelijoita. Osa vierailukohteena olleista yliopistoista oli julkisia, osa yksityisiä, mutta voittoa tavoittelemattomia. Kaikissa opiskelijoita oli yli 20 000.

Akkreditointi ja laadunvarmistus

Akkreditointijärjestelmän tarkoituksena on taata korkeakoulutuksen laatua ja auttaa oppilaitoksia kehittymään. Akkreditointi voi olla myös edellytys valtiotason ja osavaltiotason rahoituksen myöntämiselle. Akkreditointi ei ole keskushallintovertoista, vaan sitä pyörittävät yksityiset palveluntarjoajat. Akkreditointeja tehdään sekä organisaatiotasolla (voimassa jopa 10 vuotta, väliarviointi) että ohjelmatasolla (voimassa 7–10 vuotta).

Vuonna 2010 Yhdysvalloissa toimi noin 80 akkreditoitua akkreditointiorganisaatiota. Akkreditointiorganisaatioissa on tiettyyn alaan

(esim. taidealat) tai uskonnolliseen suuntautumiseen liittyviä toimijoita. Osa akkreditointiorganisaatioista on alueellisesti toimivia organisaatioita, osa tekee pääasiassa ohjelmaston akkreditointeja. Organisaatiot ovat autonomisia, yksityisiä ja voittoa tuottamattomia, korkeakoulukentän tarpeista syntyneitä.

Korkeakoulut vastaavat laadunvarmistuksesta ja ne ovat rakentaneet sekä perustutkinto-ohjelmille että jatkotutkinto-ohjelmille akkreditointiin perustuvia sisäisiä laadunvarmistusmalleja. Vierailukohteemme kertoivat, että uuden ohjelman on melko pian perustamisen jälkeen läpikäytävä korkeakoulun sisäinen akkreditointi sekä läpäistävä ulkoinen akkreditointi. Korkeakoulujen edustajat pitivät akkreditointeja tärkeänä sekä laadunvarmistuksen että markkinoinnin näkökulmasta. Akkreditointi on tae laadusta, joka on tärkeä viesti tuleville opiskelijoille sekä rahoittajille.

Korkeakoulujen ohjaus ja rahoitus (huomioiden opintomatkan aiheet)

Yhdysvalloissa liittovaltion suora ohjaussuhde korkeakouluihin on olematon. Ohjauskeinot ovat korkeakoulutukseen, korkeakouluihin ja tutkimus- ja innovaatiojärjestelmään liittyviä linjauksia ja



The Finnish delegation traveled on the East Coast from D.C. to NYC visiting en route six public and private universities in Maryland, Delaware, New Jersey, and New York to discuss questions on graduate admissions and strategic enrollment management.

säännöksiä ja julkisen rahoituksen allokointia esimerkiksi kansallisille tutkimusrahoittajille kuten National Institutes of Health (NIH), National Science Foundation (NSF) ja American Chemical Society, (ACS). Kansalliset linjaukset tutkimuksesta tai muusta korkeakoulujen toimintaan liittyvistä aiheista näyttävät tuntevan tai otettavan huomioon vaihtelevasti korkeakoulujen toiminnossa. Osassa vierailukohteista laajemman kuvan huomiointi oli korkeintaan viitteellisestä.

Yhdysvalloissa korkeakoulujen oikeushenkilöiden muotoja on useita ja osa korkeakouluista on verrattavissa valtion virastoihin. Julkisen korkeakoulun (kaksi termiä: *public* ja *state-supported*, jotka käytännössä ovat sama asia, mutta sanojen käytöllä on retorinen merkitys itsenäisyyden asteen korostamisessa) itsenäisyys on vahvin, jos korkeakoulu on mainittu osavaltion perustuslaissa (kuten *University of California -järjestelmä*). Muissa laeissa tai

muulla säännöstasolla määriteltyjä julkisia korkeakouluja ohjataan perustuslaissa mainittuja korkeakouluja suuremmin. Ainakin joissain yliopistoissa myös kaupunki on rahoituksen ja ohjauksen osapuoli (kuten *City University of New York*, jossa *New Yorkin kaupunki hyväksyy esimerkiksi yksittäisten opiskelijoiden tohtoriopintosuunnitelman*). Yksityiset yliopistot eivät saa – eivätkä tarvitse – osavaltiorahoitusta.

Osavaltioiden rahoitus julkisille korkeakouluille on ollut laskusuuntainen 2000-luvulla (esimerkiksi *Pennsylvania State Universityn budjetista alle 7 % tulee osavaltiolta*). Korkeakoulujaan kokonaisuutena ohjaavissa osavaltioissa osavaltion rahoituksen pieneneminen näyttää kohdentuvan erityisesti vain 2-vuotisia ja vain 4-vuotisia tutkintoja tarjoaviin laitoksiin, vaikka myös korkeakoulujärjestelmien lippulaivojen rahoitus pienenee (esimerkiksi *26 korkeakoulun University of Wisconsin -järjestelmä, jossa myös UW Madiso-*

nin ja UW Milwaukeen rahoitukset laskevat).

Yksityisen rahoituksen hankkimiseen kohdistuvista paineista osa realisoituu kasvavina opiskelijan maksamina maksuina niin palveluissa (*tuition*) kuin muissa maksuissa. Muita yksityisen rahoituksen lähteitä korkeakouluille ovat esimerkiksi alumnit ja muut henkilölahjoittajat sekä yritykset. Yksittäisten lahjoittajien osuus korkeakoulun budjetista voi olla merkittävä (esimerkiksi *Columbian 3,8 miljardin dollarin vuosibudjetissa 400 miljoonaa dollaria ja State University of New Jersey, Rutgersin science exploratory bus, joka tekee tiedekasvatusta useamman miljoonan dollarin lahjoituksella*). Yliopistojen välillä oli eroja myös tutkintorakenteen sisällä: joissain yliopistoissa ensimmäisen syklin tutkinto tuotti voittoa (kuten *University of Maryland*) ja toisissa nimenomaan ensimmäisen syklin opiskelijoita tuettiin taloudellisesti (kuten *Columbia University*).



After a conversation with Graduate Admissions specialists in the first research university in the U.S., Johns Hopkins, the delegation was taken on a student-led campus tour that showed how the university markets itself to prospective students on similar tours.

Lukuvuoden hinta

Kaikilta Yhdysvalloissa opiskelevilta korkeakouluopiskelijoilta peritään lukukausimaksuja. Osa saa ns. waiverin, eli alennusta lukukausimaksusta, jopa 100 %:iin saakka, osa rahoittaa opintonsa lainoilla ja apurahoilla. Usea vierailukohteemme pyrki mitoittamaan graduate-koulutusta tarjolla olevien apurahojen mukaan. Graduate-vaiheessa korkeakoulun ulkopuolisilla rahoittajilla on tärkeä rooli koulutuskustannusten kattamisessa.

Lukuvuoden hinta tutustumiskohteissamme vaihteli riippuen siitä, millaisella statuksella opiskelija opiskelee (esim. kokoaikainen/osa-aikainen, osavaltiosta/osavaltion ulkopuolelta, osavaltion tukea saava, ulkomainen opiskelija). Alhaisimmillaan lukuvuoden hinta oli hieman alle USD 20 000 ja ylimmillään 97 000/lukuvuosi.

Jokaisella yliopistolla oli oma lähestymistapansa maksuihin. Esimerkiksi Rutgers University piti maiste-

riopiskelijoita maksavina asiakkaina, joille ei ohjata korkeakoulun puolesta rahoitusta. George Washington Universityn edustaja korosti, että bachelor-opiskelijat tuovat tulot, joilla rahoitetaan myös graduate-koulutusta. Usean yliopiston strategia oli rahoittaa graduate-opiskelijoiden opiskelu ulkopuolisilla apurahoilla ja tutkimushankerahoituksella, joten lukukausimaksutuottoja odotettiin nimenomaan bachelor-opiskelijoilta, joille myös valtion ja osavaltion apurahajärjestelmät on lähtökohtaisesti luotu.

Useimmat korkeakoulut perivät lukukausimaksujen lisäksi hakemuskasuja hakuvaiheessa. Maksut vaihtelivat USD 50 ja USD 150:n välillä.

Aloituspaiikat vai tutkintotavoitteet - vaiko ei oikein kummatkaan?

Yhdessäkään yliopistoista ei tullut esiin, että koulutusmääriin ja koulu-

tettavien populaatioon kohdistuvat tavoitteet olisi asetettu tutkintoina. Tutkintotavoitteisiin pohjautuvaa koulutuksen suunnittelua pidettiin jopa poliittisesti järjestömänä (*University of Wisconsin, Madison*). Aloituspaikkoja säätelivät muun muassa osavaltion asettamat rajat tutkintotasoille ja aloittajaryhmille (osavaltion asukkaat, muualta Yhdysvalloista tulevat, ulkomaalaiset jne.) sekä näiden kokonaisuus, korkeakoulun osavaltiolta tai kaupungilta saama rahoitus (yleensä opiskelijan taloudellisen tilanteen helpottamiseen), professorien tai muiden tutkimusta johtavien saama kilpailtu ulkopuolinen rahoitus sekä opiskelupaikkojen kysyntä. Näiden tekijöiden perusteella yliopistot ottavat opiskelijat tutkijankoulutukseen joko tutkijakoulun tai tohtoriohjelmien päätöksillä. Tutkimusta tekevien mielipiteet koulutettavien valinnassa ovat tärkeitä silloinkin, kun päätöksen opiskelijaksi ottamisesta tekee tutkijakoulu.

Aloittajamääristä undergraduate-tasolla keskusteltiin usein osavaltioiden kanssa. Esimerkiksi Wisconsinin yliopiston on sopinut osavaltion kanssa, että yliopiston 6 700 aloittajasta 3 600 on oman osavaltion asukkaita. Kilpailu opiskelijoista undergraduate ja erityisesti graduate-tasolla on kovaa. Parhaimmat opiskelijat hyväksytään todennäköisesti moneen paikkaan ja tästä syystä yliopistot pitävät graduate-opiskelijaksi haluamistaan hyvää huolta. Kovasta kilpailusta ja runsaasta tarjonnasta johtuen korkeakoulut joutuvat valitsemaan

koulutuksiinsa usein jopa puolet enemmän kuin aloittajataivoite on.

Muutama vuosi sitten yliopistoissa tarkasteltiin laajemmin tutkijankoulutuspopulaatioiden relevanttia kokoa (*rightsizing programs*) ohjelmittain. Tämän tyyppistä lähestymistapaa ei pidetty perusteltuna (*“too far down in the weed”*), sillä lähes joka yliopistossa tuli esiin, että opiskelijoita valitaan ohjelmaan (tiedekunnassa tehtävään tutkimukseen) sopivuuden perusteella ja että valintoja ei tässä mielessä tarkasteltu vuosikursseittain, vaan koko ohjelman kannalta. Joka tapauksessa opiskelijamäärät monissa ohjelmissa pienenevät, mutta syy ei kuuleman mukaan ollut rahan puute tai työelämän tarvitsemat tutkintomäärät, vaan esimerkiksi henkilökunnan ajankäyttö muihin tehtäviin (*esim. University of Maryland*).

Työllistyvyys ja työllistyminen koulutukseen vaikuttavina tekijöinä

Työelämän huomiointi tutkimusmäärien sääntelyssä tuli esiin, mutta sitä näytettiin pohditun vähiten vahvoissa tutkimusyliopistoissa (*kuten yksityinen Johns Hopkins University: “we train them to do what we do”*) ja enemmän julkisissa organisaatioissa (*kuten Rutgers ja City University of New York*). Joillain alueilla ja aloilla tutkimuslaitosyhteistyö tuo mahdollisuuksia työllistymiselle (*kuten pääkaupungin naapuriosavaltiot, joissa merkittävää yhteistyötä NIH:n ja armeijan tutkimuslaitosten kanssa*), mutta toisilla taas työllistyminen erityisesti yritysten tutkimus- ja tuotekehitysosastoille tai myynti- ja markkinointitehtäviin on tavanomaista.

Työelämän erilaisiin tarpeisiin oli vierailukohteissa tarjolla erilailla painotettuja ja erilaisille ryhmille suunnattuja tohtorin tutkintoja

Rakenteellinen kehittäminen tai sen tarve ei ole vierasta Pohjois-Amerikassakaan, esimerkkejä

- Koskee erityisesti 10 suurinta julkista tutkimusyliopistoa (*kuten University of Wisconsin, University of Michigan*).
- Marylandin osavaltion 14-organisaatioisessa University of Maryland -järjestelmässä erotettiin lääketieteellinen ja oikeustieteellinen tiedekunta erilliseksi yliopistoksi järjestelmää perustettaessa 1988, ja nyt on vaikeuksia tehdä monialaista yhteistyötä yli UM-järjestelmän organisaatorajojen, kun on erilaiset palkkaehdot, tietojärjestelmät jne. Toisaalta, joissain koulutusohjelmissa erityisesti ulkomaalaistaustaisten opiskelijoiden tutkimusvaihtoa yliopiston sisällä suosittiin.
- 250-vuotiaasta Rutgersista tuli valtionyliopisto 1956, ja 2012 siihen yhdistettiin osavaltion säännöstasolla 2 muuta instituutiota, jolloin yliopisto sai muun muassa lääketieteellisen tiedekunnan.
- University of Wisconsin -järjestelmän pienintä ja täysin erillään muista korkeakouluista sijaitsevaa yksikköä ei voida korkeista kustannuksista huolimatta sulkea, sillä siellä on Yhdysvaltojen korkein alkuperäiskansojen edustajien osuus.
- Kanadassa on laskeva opiskelijamäärä osassa ranskankielisiä yliopistoja (*kuten University of Montreal*), mutta kasvusuunta osassa englanninkielisiä yliopistoja.

(*PhD tiedepainotuksella, Doctorate in Arts ja EdD koulutustehtävissä toimiville ja muita ammatillisia tohtorintutkintoja sekä erilaisia Professional Science Master -konseptin alla kehitettyjä työelämävalmiuksia parantavia tutkintoja, kuten Rutgersin Master of Business and Science -ohjelma*). Työelämävalmiuksia pyrittiin kehittämään useissa ohjelmissa (*jopa Johns Hopkinsissa – saksan kielessä, jossa tohtoreille tarjottiin sivuaine vaihtoehtona elokuva- ja mediakoulutusta – graduate certificate program*). Osa yliopistoista ja ohjelmista halusi tutkijankoulutukseen hakeutuvien kuvaavan hakemuksessaan, millaista uraa he suunnittelevat opintojen jälkeen, ja käytti näitä tietoja opiskelijavalinnoissaan (*esimerkiksi University of Delaware, Newarkin kauppatieteiden tutkija-ohjelma*). Työelämätaidokoulutusta on tuotu mukaan tutkimuksen rinnalle, esimerkiksi vuorovaikutustai-

tojen kehittymistä (*kuten University of Delaware, Newark*).

Osa yliopistoista seuraa tarkasti valmistuneiden tohtoreiden työllistymistä ja käyttää tietoa markkinoinnissa (*esimerkiksi George Mason University ja University of Maryland*). Osa seuraa vain akateemiseen maailmaan työllistyneitä.

National Institute of Health (NIH) rahoittaa 17 yliopistoa kehittämään koulutusta niin, että eri uravaihtoehdot (julkinen hallinto, teknologiansiirto) akateemisen uran lisäksi tuodaan osaksi tutkijankoulutusta. Yliopistoissa oli vaihtelevia osuuksia akateemiselle uralle jääneitä tohtoreita (*esim. 20–25 % Rutgersin tohtoreista*). NIH ei ole uuden rahoitusmuodon esitelyään kuitenkaan vähentänyt tukeaan koulutukseen.

Vuokko Iinatti - vuokko.iinatti@oulu.fi
Mari Ikonen - mari.ikonen@jyu.fi
Esko Koponen - esko.koponen@helsinki.fi
Kimmo Kuortti - Kimmo.Kuortti@oulu.fi
Maikki Naarala - maikki.naarala@helsinki.fi
Rebekka Nylund - rebekka.nylund@helsinki.fi
Nea Särkikoski - nea.sarkikoski@utu.fi

Key Observations on Graduate Admissions in the U.S.

For the Reader

In the United States, master and doctoral education are connected (graduate education, programs and degrees) whereas in Finland bachelor and master education usually form an entity. In the U.S., undergraduate and graduate admissions are separate processes. There is very little connection between the two. None of the programs and universities presented use entrance examinations in their admissions. Admission is based on standardized tests, transcripts of previous studies, letters of recommendation, statement of purpose, and sometimes interviews. In addition, the applicant's broader experience, such as community service, volunteer work, and other merits are taken into consideration in the admissions.

It is important to bear in mind the following points when comparing the graduate education in the United States and Finland:

- At public universities, at the undergraduate level, the State Legislator defines the percentage of in-state students. In this context it is important to remember that the State Legislators are responsible to their constituents (voters) and to an extent this also informs their decisions concerning higher education institutions in the state system. This kind of steering *does not apply* to graduate level programs.
- State funding for universities which are part of the state system – state universities – is typically never more than ca 20 % of the university's operating budget. It can be even below 10 %.



The Study Tour week began with a full-day opening seminar introducing the delegation to the higher education system and graduate education in the United States.



Discussions with peers at Rutgers University. Rutgers has a decentralized enrollment strategy for graduate admissions in which each of the 70 degree-granting programs recruits independently.

Strategic Enrollment Management (SEM)

Extensive data collection and analysis are needed in order to be able to look at admissions more holistically than just at the program level.

The data must take into account the needs of society, the realities of the job market, the institution and, the individual units running, or having the potential to run, the programs.

Key points in SEM

- Clear goals for the number and types of programs to fulfill institutional mission. Key enrollment indicators: do you want to be smaller or bigger as a university, teach more or less contact lessons, increase the number of students of specific kind etc.
- Graduate programs are established to fill in the evidence-based gap between undergraduates' skills and the need of job markets/academia. The evaluating body is for example a Programs, Course and Curriculum Committee which also reviews the existing programs.
- 5–10 year plan and key targets but only 3–4 goals at time. More goals are impossible to accomplish fully. Management can define long term goals such as the number of students to be admitted every 5 years, communicates the target to the faculties and support services, with a break-down of how many national, international etc. students should be admitted. After setting key targets the organization must discuss whether they have enough infrastructure to reach the targets (who will do this, who will measure that, organizational level and tactical level etc.). Without infrastructure the organization is not able to reach the targets.
- Focusing down – you must also be able to say no to some ideas. Reasonable reason to improve enrollment (not just ok reason), otherwise it will easily be just too expensive.

Observations for Consideration in Finland

Based on the visits, presentations, and discussions during the Study Tour, the following observations are offered for consideration in the development of master and doctoral admissions in Finland:

1. Holistic Approach

The philosophy of holistic admission seems to be very strong in Graduate Admissions. No single aspect of the application determines the assessment outcome. Only threshold requirements are set for certain qualities and even they are negotiable in the application. Many of the programs deem the statement of purpose, writing sample (around 20 pages) and the letters of recommendation the most important parts of the application as they provide more information than standardized tests and Grade Point Average (GPA), including information on prior research activity.

Assessment may be seen as rather subjective: the right kind of skills, knowledge and personal traits that would fit both the program goals and the student cohort as a whole are sought after in the application. Campus fit of the applicant is also assessed. Perseverance, motivation and curiosity are sought after in the applications – not easy to assess and rank objectively.

A large number of staff is involved in the assessment of applicants: academic staff review applications, professors call prospective

applicants or those admitted, campus visits and/or interviews for prospective or admitted students are organized. Bad recruitment decisions are a burden and mean loss of resources. The Graduate School typically oversees the application and admittance and the students are admitted to the Graduate School, not to individual faculties. Right from the beginning of their studies students are seen as alumni, and also treated that way.

2. Recruitment Does Not End in the Placement Offer

In the U.S., it is common that students apply simultaneously to several universities and receive multiple offers of admission to select from. After the university has completed its admissions, it begins contacting the admitted candidates in order to influence their final decision on the university selection. This means that recruitment activities do not end in admitting the student to the program. The interest of those admitted is kept in several ways: ‘touchpoints’ vary from personal contact with the admitted student to inviting them to a campus visit, allowing

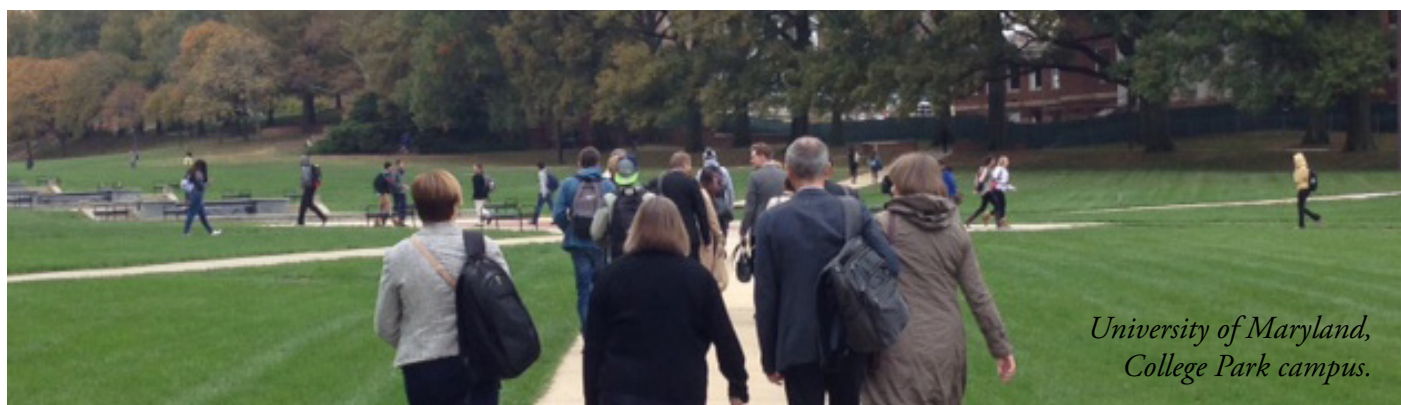
for contact with teachers and potential supervisors and fellow students, and providing the student with an authentic experience of the learning and research environment in which s/he will be immersed should s/he accept the offer. Faculty or alumni also arrange events in different cities (even abroad) for accepted students.

The yield rate in the programs was on average between 40 % and 60 %. The most cited reason for not accepting the offer was a better funding offer from another university. The size of program cohort was typically small, anything from 2 to 15.

Communication with rejected applicants is also important. An applicant who gets a rejection due to some technical reason (late application) or is very potential and close to admittance can be instructed to apply again or advised to acquire further skills/knowledge which will make their application stronger.

3. Recruitment to Master and Doctoral Programs Heavily Department/Program Driven

Academics are considered to be the best recruiters for their programs. The evaluation of applicants starts





At the University of Delaware, the delegation learned about the university's unique system for graduate student admissions, which allows applicants to self-manage their application documents.

with an academic evaluation. After this other formal requirements are checked and candidates who have not been selected for further consideration by the academics are rejected. The process saves time, since a large number of applications can be left unprocessed and the unsuccessful applicants can be informed early.

Two application systems (Apply Yourself and SLATE) were presented in some detail. Both systems are capable of managing a paperless process. Slate also offers a more advanced CRM interface and can link to the registrar's inscription system.

4. First Priority: Learning Outcomes

In order to define good admission criteria for a program, the following steps should be considered. First, the learning outcomes for the program must be defined. Then, the content of the program, the courses and other learning/teaching activities must be set. Only after this can the admission criteria be defined: what knowledge, skills and traits should the prospective student have in order to be able to reach the learning outcomes.

Program Curriculum Committees (PCC) or equivalent are permanent bodies which evaluate the viability of new program proposals. There is a constant conversation about academic content and class size and their relation to labor market. This is a complex issue and very difficult to measure. In this context the focus of the needed programs is discussed, i.e. whether there is a need for a professionally oriented or for a more research/academically oriented program.

Epilogue

The ethos and goals of higher education (HE) as an advancement of both an individual's development potential and creation of new knowledge through the process of research seems to be the shared ethos of higher education in both the Finnish and U.S. systems. However, there would appear to be some fundamental differences in the methods of achieving these goals. Especially at the undergraduate level (in Finland defined as comprising of both bachelor and master levels), the Finnish HE system is a national, largely publicly funded operation, which is regionally distributed and still offers HE mainly for domestic students. This is in contrast with the U.S. system, which offers a comprehensive undergraduate education with less discipline-based orientation aiming at providing a broad general education. At master and doctoral level majority of students in the U.S. are international.

Doctoral Training Management: Selected Observations from the Study Tour *

Based on the visits and discussions during the tour, there appears to be no universal model for enrollment at the doctoral level in the United States. Different universities have different ways of recruiting and funding PhD students. Many universities review the applicants in a selective process with a holistic view, targeting the best and most motivated PhD students, often including interviews. Important factors in admission to PhD programs are funding, applicant's individual fit in the research environment, match of research interests, and availability of positions. In the visited universities it generally takes 6 years to complete the PhD degree with an average age of 28–32 years depending on the discipline.

Online Application Management

Several commercially available database platforms are in use for online application. Apply Yourself (www.hobsons.com) is commonly in use. Johns Hopkins University has extended the use of Apply Yourself software with an in-house secure cloud component to allow online review of the applicants by the faculty. The system enables student lifecycle management to maintain student registry and progress follow-up. Although the system is not directly compatible with Finnish legislation it may provide good comparison for the development of the online application and follow-up procedures currently in use e.g. in the University of Helsinki.

Offers Close in April

An informal practice in U.S. universities is the universal deadline of

April 15th for the applicants to accept the offered positions in PhD and Masters Programs. Most if not all U.S. universities use this deadline for mutual benefit in recruitment. The date thus plays a remarkable role in the academic year and could be recognized in planning the admission schedules in Europe as well.

Rotate or Not to Rotate?

Some universities use the rotation system where students spend e.g. three periods of eight weeks in different research groups before they decide on their thesis supervisor and research project. In Rutgers University some life science PhD programs co-operate with an umbrella network where students take taught courses and short research rotations during the first year and select their specific program in the second year. In universities such as Wisconsin and Maryland, no real rotation

is coordinated but setting up the mentoring is considered a "mini-rotation". In these universities applicants having a prior agreement with a supervisor are more likely to get admitted although such an agreement is not formally required.

The quality of the research environment is taken into account in terms of available competitive funding. Admission volumes reflect the available positions that can be funded from the grants of the principal investigator obtained from e.g. NSF, NIH, NASA, and other federal or private sources.

Graduate Student Funding

Many different ways are used to support the graduate students in the U.S.. Highly research intensive universities generally focus on PhD programs and competitive funding is available. A PhD student is typically supported by a stipend from the research grant of the supervisor. In the graduate program in Cell, Molecular, Developmental Biology, and Biophysics (CMDDB) at Johns Hopkins, the students are guaranteed a 5-year funding that is based on funds from an NIH training grant, the university teaching assistant budget, and the research grants of their supervisors.

* This article has been made to explain the doctoral education in the U.S. in particular, but it is good to note that most of the points here are applicable also in master's level education in the U.S.

Forms of graduate student support in U.S. universities include:

- Teaching assistantships (TA) – generally appointed by chairs or faculty in the academic department
- Research assistantships (RA) – selected by principal investigator for the research grants (usually faculty)
- Residence/housing assistants – hired by the university office of residential life
- Administrative assistants – hired by office managers
- Fellowships – may be awarded at the department, school, or institutional level

Meeting the Needs of the Labor Market

A very common element in the U.S. graduate programs is having an advisory board with representatives from both the academia and the industry/labor market. This provides useful insight for planning both the volume and content of the degrees

as the needs of the labor market are difficult to predict.

Some universities limit the number of admissions at the level of available funding to support them. Other than that there seems to be no regulatory element involved in the volume planning of student intake. Feedback from the labor market may provide such control. At

the level of undergraduate training, a system is used to allow prospective students and their parents to estimate the career impact of training using the College Scorecard service (<https://collegescorecard.ed.gov>). However, no such service is available at the graduate level.

Strategic enrollment planning for doctoral student intake is challenging in an international setting where the pool of applicants does not reflect the feed from the local universities. Nor does the local labor market reflect the global trends in academic/industry job market for doctorates. However, tools for analyzing global trends are available such as Open Doors (www.iie.org/Research-and-Publications/Open-Doors), NAFSA (www.nafsa.org), and Council of graduate schools (<http://cgsgnet.org>).



Final campus visit took the delegation to the City University of New York to discuss with the directors of the university's Graduate Center.



The delegation members steered the discussions with their insightful questions posed for their U.S. peers.

Program Agenda

Graduate Admissions and Strategic Enrollment Management Finnish Higher Education Experts USA Study Tour 2015

October 25 – October 30, 2015

Washington, D.C., Maryland, Delaware,
New Jersey and New York

Purpose:

This delegation from Finnish research universities and the Ministry of Education and Culture will explore best practices and trends in graduate admissions and strategic enrollment management. Participants will visit institutions in Washington, D.C., Maryland, Delaware, New Jersey and New York, to discuss graduate student recruitment, the application process, student selection, strategic enrollment strategies and graduate programs. The group will learn about graduate admissions from expert speakers and through direct observation at private and public universities. The program will focus on comparing U.S. as well as current and emerging Finnish strategies in the area, and identifying possible applications of the American practice to the Finnish system. There are 13 members in the delegation.

Agenda:

The five-day program will consist of a day-long introductory seminar in Washington, D.C., six site visits to public and private universities in Washington, D.C., Maryland, Delaware, New Jersey, and New York, and two debriefing meetings.

DAY 1: SUNDAY, OCTOBER 25

Optional cultural activities; pre-seminar introductory meeting; and informal introductory dinner.

4:00 – 5:30pm

Introductory Meeting

- Terhi Mölsä, Executive Director, The Fulbright Center, Finland
- Karoliina Kokko, Senior Program Manager, The Fulbright Center, Finland
- Jeffrey Hopper, Director, Institute of International Education, Local logistics coordinator for the study tour delegation

6:00pm

Informal Dinner

DAY 2: MONDAY, OCTOBER 26

Full-day opening seminar. Tour of the Embassy building and opening dinner at the Embassy of Finland.

8:30 – 9:00am

Breakfast, Welcome and Participant Introductions

- Terhi Mölsä, Executive Director, The Fulbright Center, Finland
- María de los Ángeles Crummett, PhD, Executive Director, Council for International Exchange of Scholars, and Deputy Vice President, Institute of International Education

OPENING WORKSHOP

The opening day seminar will provide

an introduction to U.S. higher education, the graduate education system, and strategic enrollment management, including an overview of a state-wide public university systems and a panel presentation on strategic enrollment management.

9:00 – 10:30am

Introduction to U.S. Higher Education and U.S. Graduate Education System

Presenters will give an overview of the role and structure of higher education and graduate education in the United States. Further topics will include admissions strategies, graduation requirements, fees and scholarships, program monitoring and supervisor engagement. All three presenters come from George Mason University, which is the largest public research university in Virginia and with the largest number of students enrolled; it has strong programs in economics, law and business.

- Jan Arminio, PhD, Higher Education Program Director and Professor of Humanities and Social Sciences, George Mason University
- Svetlana Filiatreau, PhD, Manager of Global Learning Integration in the Office of Global Strategy, George Mason University
- Rodney Hopson, PhD, Professor in the College of Education and Human Development, George Mason University

10:30 – 11:45am

State University System Steering Overview and Case Studies

Panelists from state university systems will discuss how and when institutions collaborate within a state system, the decentralized nature of state systems, the role of the flagship institution, and the challenges of implementing system-wide strategies.

- Steve Hahn, Vice Provost for Enrollment Management, University of Wisconsin – Madison
- Charles Caramello, PhD, Associate Provost for Academic Affairs and Dean of the Graduate School, University of Maryland, College Park

11:45am – 12:45pm

Lunch with invited speakers

12:45 – 1:30pm

The Building Blocks of Strategic Enrollment Management (SEM) at the Graduate Level - American Association of Collegiate Registrars and Admissions (AACRAO)

AACRAO is a not-for-profit association that sets standards and innovations in enrollment services and related areas of campus management for the higher education community. AACRAO will discuss their best practices for building SEM competencies, aligning enrollment and financial outcomes, and setting clear enrollment goals.

- Tom Green, PhD, Associate Executive Director, Consulting and SEM, AACRAO
- Melanie Gottlieb, Deputy Director, AACRAO

1:30 – 2:30pm

Strategic Enrollment Management Overview and Institution Case Study: The George Washington University

Presenters will discuss strategic enrollment management at the graduate level at The George Washington University (GWU). GWU is a private, co-educational research university with three campuses. It is the largest institution of higher education in the District of Columbia.

Moderator:

- Tom Green, PhD, Associate Executive Director, Consulting and SEM, AACRAO

Panelists:

- Chris Storer, PhD, Executive Director, Graduate Programs and Admissions, The George Washington University
- Adina Lav, Assistant Provost for International Enrollment, The George Washington University

2:30 – 2:45pm

Coffee break

2:45 – 3:45pm

Graduate-Level SEM Goal Setting and Implementation: Digging Deeper into Higher Level SEM Management – AACRAO

Presenters will delve deeper into higher-level SEM strategies and focus in on any particular areas participants wish to address, such as financial planning or strategy implementation. Presenters will also address lingering questions from participants, subsequent to previous presentations.

- Tom Green, PhD, Associate Executive Director, Consulting and SEM, AACRAO
- Melanie Gottlieb, Deputy Director, AACRAO

5:15 – 7:30pm

Evening at the Finnish Embassy, Washington, DC

Tour of the Leadership in Energy and Environmental Design (LEED) certified Embassy building, dinner hosted by the Ambassador of Finland Kirsti Kauppi with invited guests

DAY 3: TUESDAY, OCTOBER 27

Morning site visit to the University of Maryland, College Park; afternoon site visit to Johns Hopkins University in Baltimore, Maryland. Overnight stay in Baltimore, Maryland. Free evening.

8:30 – 9:15am

Travel to College Park, MD

9:15 – 11:30pm

University of Maryland, College Park: Graduate Admissions at a Large Public Research Institution

The University of Maryland, College Park is a public research university, and one of 12 Maryland institutions of higher education in the University System of Maryland. As the flagship institution in the University System of Maryland, the University of Maryland will offer unique insights into admissions at a large state-wide public institution.

- Jeffrey Franke, Assistant Dean and Chief of Staff
- Saul Sosnowski, PhD, Senior Faculty Advisor, Office of International Initiatives
- Valerie Woolston, Executive Director of International Initiatives

11:30am – 12:30pm

Lunch at University of Maryland, College Park with presenters

12:30 – 1:00pm

Visit to Campus Bookstore: Branding of Universities

1:00 – 3:00 pm

Travel to Baltimore, MD

3:00 – 5:30pm

Johns Hopkins University: Department-Managed Graduate Admissions, SEM Comparison and Enrollment Technology

Johns Hopkins University is a private research institution and a founding member of the American Association of Universities. Johns Hopkins promotes a culture of mentorship and engagement within doctoral programs. As the first research university in the United States, Johns Hopkins will provide insight into its unique goals for its graduate students and how admissions criteria are centered around those goals.

3:00 – 3:15pm

Welcome Remarks and Introductions

- Matthew Roller, PhD, Vice Dean for Graduate Education and Centers & Programs

3:15 – 3:40pm

The Complex Technology of Graduate Admissions and Enrollment Software

- Rajen Shrestha, Interim Director of the Graduate Admissions and Enrollment

3:40 – 4:20pm

Panel Discussion on Department-Managed Graduate Admissions

- Vince Hilser, PhD, Professor and Chair, Department of Biology
- Elisabeth Strowick, PhD, Professor and Department Chair, Department of German and Romance Languages and Literatures; Co-Director, Max Kade Center for Modern German Thought

4:20 – 4:45pm

A Comparative Look at Strategic Enrollment Management: Graduate vs. Undergraduate Enrollment

- Ellen Kim, Director of Undergraduate Admissions

4:45 – 5:00pm

Additional time for questions

5:00 – 5:30pm

Student-led guided walking tour of campus

DAY 4: WEDNESDAY, OCTOBER 28

Morning site visit at the University of Delaware. Mid-program debrief en route to New York, NY. Free evening.

9:00 – 10:30am

Travel to Newark, DE

10:30 – 1:45pm

University of Delaware: The Graduate Application Process and Department-Managed Graduate Admissions

The University of Delaware is a private research university but receives public funding for being a land-grant, sea-grant, space-grant, and urban-grant state-supported research institution. The university has a unique system for graduate student admissions, which allows applicants to self-manage their applications documents.

10:30 – 10:45am

Overview of Graduate Admissions and Strategic Enrollment Management

- Ann Ardis, PhD, Interim Vice Provost for Graduate and Professional Programs

10:45 – 11:15am

Slate and University of Delaware Graduate Application Process

Designed and developed exclusively for higher education admissions, Slate is a solution that can handle the breadth and depth of modern admissions. Encompassing CRM, outreach, travel management, online applications, and online reading, Slate is trusted by more than 250 colleges and universities, including the University of Delaware.

- Michael Alexo, Director of Graduate Admissions

11:15am – 12:30pm

Panel Discussion: “The Decision Makers”, Graduate Department Coordinators

Moderator:

- Mary Martin, Associate Vice Provost, Graduate & Professional Education

Panel:

- Kenneth E. Barner, PhD, Professor and Chair, Department of Electrical Engineering
- Jennifer Gregan, PhD, Senior Academic Advisor and Associate Professor, International Business Studies
- Debra Hess-Norris, Chair and Professor Art Conservation and Photographic Conservator, Henry Francis DuPont Chair in Fine Arts
- Jeanne Warrington, Assistant to the Chair, Physical Therapy Department



Students at Johns Hopkins University.

12:45 – 1:45pm

Lunch at the University of Delaware with panelists and other experts from the University of Delaware

1:45 – 4:30pm

Travel to NYC: Midway Debriefing and Group Discussion en Route

Facilitator:

- Terhi Mölsä, Executive Director, The Fulbright Center, Finland

DAY 5: THURSDAY, OCTOBER 29

Visits to Rutgers University in New Brunswick, NJ and Columbia University in New York, NY followed by an evening reception with the Consul General of Finland.

8:45 – 10:00 am

Travel to New Brunswick, NJ

10:00am – 12:00pm

Rutgers University Graduate School: A Decentralized System for Recruitment and Student Selection

Rutgers University is a public research university and the eighth oldest college in the United States. The university has eighteen graduate degree-granting

units including three graduate schools and a number of graduate professional degree programs. Rutgers has a decentralized enrollment strategy for graduate admissions in which each of the 70 degree-granting programs recruits independently.

Welcome Remarks and Introduction:

- Harvey Waterman, PhD, Associate Dean of Academic Affairs, Graduate School
- Jerome J. Kukor, PhD, Professor and Dean, Graduate School

Panel Presentations:

- Urmi Otiv, Director, Center for Global Services
- Greg Costalas, Senior Program Coordinator, Center for Global Services
- Colin Jager, PhD, Professor of English, and Past Chair of Admissions for the Graduate Program in English Literature
- Matt Sills, PhD, Concentration Coordinator, Drug Discovery and Development, Professional Science Master's Program
- Gerben Zylstra, PhD, Director, Microbial Biology Graduate Program and Distinguished Professor, Department of Biochemistry and Microbiology
- Richard Padgett, PhD, Co-director, Molecular Biosciences Graduate Program and Professor of Molecular Biology & Biochemistry
- Linda Costa, Director of Graduate and Professional Admissions

12:00 – 1:00pm

Finnish Applicant and Student Perspective on U.S. Graduate Admissions

Lunch at Rutgers University with panelists and ASLA-Fulbright Graduate Grantee 2013–2014/Fulbright Center

Renewal Grantee 2014–2015, 2015–2016 Niina Vuolajärvi

1:00 – 2:30pm

Travel from New Brunswick to Columbia University

2:30 – 4:30pm

Panel Discussion: Columbia University: Managing a Highly Selective Acceptance Process and International Admissions

Columbia University is a private Ivy League research university and prides itself on its international programs and global presence. With a lower than 20% acceptance rate for graduate students, Columbia can speak to its strict admissions criteria and student selection practices.

- David B. Austell, PhD, Associate Provost and Director, International Students and Scholars Office
- Justin Pearlman, PhD, Chief of Staff, Office of the Provost
- Tiffany Simon, PhD, Associate Dean of Graduate Student Affairs, Fu Foundation School of Engineering and Applied Science

4:30 – 5:15pm

Finland-U.S. Comparative View on Graduate Admissions, discussion with Miikka Rokkanen, PhD

- Miikka Rokkanen, PhD, Assistant Professor, Member of the Graduate Admissions Committee 2014–2015, Department of Economics, Columbia University

6:00 – 8:00pm

Reception Hosted by the Consul General of Finland Jukka Pietikäinen

Consul General Residence, Fifth Avenue, New York City

Guests include U.S. higher education experts, Finnish and American grantees and alumni of the Fulbright Center and special guests.

DAY 6: FRIDAY, OCTOBER 30

Morning visit to the City University of New York and final debrief.

10:00am – 12:00pm

The City University of New York (CUNY), Graduate Center: Recruiting for Doctoral Programs in an Urban Setting

The City University of New York is a public university system of New York, NY and the largest urban university in the United States. The CUNY Graduate Center competes with many other universities in the New York area for quality students in a widely accessible system. They prioritize recruitment for doctoral programs and will highlight best practices for student selection.

- Les Gribben, Director of Admissions
- Marisa Panzani, Associate Director of Admissions
- Gerry Martini, Assistant Director of Admissions

12:15 – 2:15pm

Lunch with Final Debrief and Group Discussion, IIE

Facilitator:

- Terhi Mölsä, Executive Director, Fulbright Center, Finland

2:30pm

End of study tour

Transport to airport for those taking flights.



Participants

Ritva Dammert

Director of Development
University of Helsinki

Erja Heikkinen

Counsellor for Education
Ministry of Education and Culture

Vuokko Iinatti

Director of Studies
Oulu Business School
University of Oulu

Karoliina Kokko

Senior Program Manager
Fulbright Center

Esko Koponen

International Education Adviser
University of Helsinki

Kimmo Kuortti

Director of Recruitment, Admissions and International Services
University of Oulu

Maikki Naarala

Education Adviser
Rector's Office / Academic Affairs
University of Helsinki

Rebekka Nylund

Head of Admissions Services
University of Helsinki

Erkki Raulo

Scientific Coordinator
Integrative Life Science Doctoral Program, Institute of Biotechnology
University of Helsinki

Nea Särkikoski

Head of Student and Admission Services
University of Turku

Terhi Mölsä

Executive Director
Fulbright Center

Birgitta Vuorinen

Counsellor for Education
Ministry of Education and Culture

The Fulbright Center in a Nutshell

“The Fulbright Center mission is to expand Finnish-North American collaboration through exchanges of talent and knowledge.

The Center’s vision is to empower the minds that will find global solutions to tomorrow’s challenges by fostering academic and professional expertise and excellence in leadership.”

- Fulbright Center Board of Directors, June 2014

The Fulbright Center (the binational Fulbright Commission in Helsinki, Finland) is a service organization that specializes in academic, professional, and cultural exchange between Finland and North America. The Center administers grant programs and provides advising and training for students, researchers and working professionals. The largest of the grant programs, ASLA-Fulbright, was established in 1949, and the year 2015 marks the 65th anniversary of the first Finnish grantees going to the U.S.

The Fulbright Center is an independent, private, not-for-profit organization. It is funded by the Finnish Ministry of Education and Culture, the Finland-America Educational Trust Fund, U.S. and Canadian governments, private foundations, Finnish and U.S. higher education institutions, and by alumni of the Fulbright Center programs. Over 80 % of the Fulbright Center funding comes from Finland.

The Fulbright Center Board of Directors consists of eight members appointed by the Finnish Ministry of Education and the U.S. Embassy in Finland. The U.S. Ambassador to Finland serves as the Honorary Chair of the Board. The Fulbright Center has a staff of seven.

Grant Programs

The Fulbright Center annually awards USD 1,24 million in scholarships to Finnish and American students, researchers, and professionals.

During its 65 years of operation, Fulbright Finland has sent over 3,600 Finnish grantees in different fields of expertise to the U.S. Among these are many who have significantly influenced present-day social, cultural and economic life. Over 1,600 Americans have come to Finland on a Fulbright grant, including architect Daniel Libeskind, poet Robert Creeley, and Librarian of Congress James Billington.

During the academic year 2015–2016, the Fulbright Center programs will involve approximately 90 Finnish and American students, researchers, teachers and experts.

Consultation and Expertise

In addition to grant programs, the Fulbright Center provides advising and training for the Finnish audience on educational opportunities in the United States and Canada and, respectively, for the North American audience on opportunities in Finland. In addition, the Fulbright Center supports the internationalization of Finnish higher education institutions and helps Finnish and U.S. institutions create linkages. In 2015, the Fulbright Center had over 3,200 direct client contacts. Altogether 87 events were organized around Finland and were attended by 3,100 participants. The Fulbright Center website had 255,000 views and 90,300 users.

Fulbright Finland

Developing Global Competencies and Promoting Cultural Awareness



The Fulbright Center helps U.S. and Finnish institutions create linkages and develop long-term cooperation, and supports the internationalization of education and research in Finland in a variety of ways. In response to the demand from both the higher education institutions and the secondary education sector in Finland, the Center has developed a series of Internationalization Services.

Fulbright Center Internationalization Services

- Tailored **study tours** for Finnish expert delegations to the United States on specific themes
- Opportunities to invite American grantees to speak at schools and institutions through the **Fulbright Speaker Program**
- **Fulbright Dialogues** on timely topics selected in collaboration with local institutions, and spiced with expert introductions to themes
- **Fulbright Transatlantic Roundtables** bringing together experts across fields to address and devise concrete solutions to current challenges in transatlantic academic mobility and cooperation
- Two annual national **seminars** open to the public featuring U.S. Fulbright grantees: American Voices seminar and the Fulbright Forum.
- **Open lectures** with partner institutions on interesting international themes and innovative research subjects, as well as on studies, and conducting research in the U.S. and Canada.
- **Institutional advising** on how to utilize the Fulbright Center programs to advance the internationalization goals at your institution

Find out more at
www.fulbright.fi/en/internationalization-services

the **Fulbright**Center

www.fulbright.fi

2015