

Resolution #69-04

**The Graduate and Professional Student Association (GPSA)
The Pennsylvania State University**



of the 69th Assembly
October 30, 2019

Be it decided by the Assembly of Elected Delegates,

**Statement on Holistic Review in Graduate Admissions and
the GRE Requirement**

**In support of the use of holistic review practices in graduate admissions and abolishing the
GRE as a requirement for admittance to the Graduate School, selecting University
Graduate Fellows (UGFs), and Administering Financial Aid**

(Decided: [Y / N / A])

1 **Nature of the Situation:**

2

3 *Summary statement*

4

5 The Graduate and Professional Student Association supports the removal of GRE (Graduate
6 Record Examination) scores in the admissions process, selection of university graduate fellows,
7 and the administering of financial aid across all colleges and departments. The GRE has been
8 shown to be prohibitively expensive and inherently discriminatory towards underrepresented
9 groups. Additionally, departments at Penn State and other top-ranked universities are moving
10 towards the elimination of the GRE as an admissions requirement. At Penn State, GRE
11 requirements are not uniform across the university, and colleges and departments are given
12 discretion in determining whether to require GRE scores in the admissions, fellowships, and
13 financial aid processes. This patchwork system is particularly unfair because the decision making
14 processes for university fellowships and financial aid depend on GRE scores as a determinant for
15 funding, a requirement dropped by the National Science Foundation's Graduate Research
16 Fellowship Program (GRFP) in 2010 and by the National Institute of Health's individual

1 fellowships and institutional training grants in 2015. Given this precedent and the move being
2 made by other universities away from the GRE, we urge the Graduate School to forgo the use of
3 this test and find more appropriate, alternative methods of assessment.

4
5 *GRE as a prohibitive expense lacking in equal accessibility to students*
6

7 The GRE is prohibitively expensive for some students and thus discourages applicants from
8 applying to certain schools that require GRE scores for admittance or financial aid. As of July
9 2019, the GRE General Test costs \$205 to take in the United States. This cost does not include
10 additional expenses that can be accrued while preparing for the GRE, such as a rescheduling fee
11 (\$50), a fee for changing the testing center (\$50), costs for study materials, or costs for travel to
12 the exam location. Additional costs can be accrued with sending GRE scores to the universities
13 that a student is applying to, which costs \$27 per school after the first four free recipients. The
14 average student, according to Career Services at the University of California - Santa Barbara,
15 applies to three to eight programs, making the cost of taking the GRE and sending out scores
16 prohibitive for many potential students (“About US,” N.D.). The costs associated with the GRE
17 may be especially burdensome to students who are already disadvantaged and underrepresented in
18 higher education, such as first-generation college students and students of color.

19
20 The problems with the cost of the GRE become even greater when we consider students who live
21 outside the United States. For individuals outside of the United States, it can cost up to \$255 to
22 take the GRE (“GRE General Test Fees,” N.D.). In addition to being costly, oftentimes the GRE
23 is offered in limited locations, meaning that some people must travel long distances, sometimes to
24 another country, to take the exam. This creates an additional burden to potential students, as these
25 individuals must pay for travel and lodging in addition to the cost of the exam. This obstacle with
26 the GRE should be of particular concern to Penn State because, according to its own statistics,
27 international graduate students make up 22 percent of the graduate student population on campus
28 as of Fall 2018 (“Statistics on Graduate Study at Penn State,” Fall 2018) and the rate of enrollment
29 by international graduate students is decreasing. Many international students incur additional costs
30 related to graduate school, such as taking the Test of English as a Foreign Language (TOEFL)
31 exam, which can cost over \$200 (“TOEFL IBT Test Fees,” N.D.), as well as expenses associated
32 with their arrival at Penn State. Given that taking this exam places unnecessary financial burdens
33 on both domestic and international students, eliminating the GRE requirement at Penn State would
34 have a positive effect by increasing the number of underrepresented groups who apply to and
35 accept offers from the university.

36
37 *GRE is not a predictor of success in graduate school*
38

39 Beyond the issue of cost, there is no clear or consistent evidence that GRE scores predict graduate
40 student success. For example, a study of graduate student success in a top-ranked psychology
41 graduate program, found that other measures of success, including “professors’ ratings of students’
42 analytical, creative, practical, research, and teaching abilities,” were far more predictive of success
43 than GRE scores (Sternberg & Williams, 1997). Another study investigating the effectiveness of
44 typical admissions criteria in identifying students’ ability to complete a doctorate in physics found
45 that GRE scores are a better predictor of the gender and race of students accepted into programs
46 than of Ph.D. completion, grants secured, the number of conference presentations, or publications

1 (Miller et al., 2019). These studies are among a mounting body of research showing little
2 correlation between GRE scores and success in graduate school. This growing evidence has
3 resulted in the recent “GRExit” by a growing number of top-ranked U.S. research universities
4 (Langin, 2019), a movement that we strongly urge Penn State to consider at the institutional level.
5 Furthermore, we consider that GRE scores cannot predict a key part of graduate school success;
6 completing a Master’s or Ph.D. program requires individual characteristics such as determination,
7 perseverance, and creativity that are not captured well through GRE scores. For this reason,
8 admissions requirements for graduate school programs and fellowships commonly require a
9 holistic review of application materials, including undergraduate GPA, letter(s) of
10 recommendation, a curriculum vitae, and statement(s) of purpose. Together, these measures of an
11 applicant’s character, drive, and ability are not only more meaningful predictors of graduate
12 success but are more financially accessible to individuals underrepresented across higher education
13 (Posselt 2016; Kuncel & Hezlett, 2007).

14
15 *The GRE disadvantages underrepresented communities*

16
17 “Only by attending to structural issues present in the process of selecting who gets to do the science
18 of the future can we make sustainable progress toward broadening the participation of groups
19 historically underrepresented in STEM” (Miller et al., 2019). Though this quotation is referencing
20 physics and other STEM students, the sentiment can be applied to other fields with respect to
21 graduate school.

22
23 Kimberlé Crenshaw, Professor of Law at Columbia University, provides us with the concept of
24 intersectionality, a useful legal theory that highlights the blind spots of policy and law that focus
25 on single elements of individuals’ identities (1990). Thus, rather than compartmentalizing single
26 identities, we must consider how combinations of different identities factor into students’
27 experiences of graduate school, including their socioeconomic status, gender, race, ethnicity, and
28 national origin. However, we recognize that the affected groups of students extend further to
29 include older or non-traditional students and students with disabilities, among others.

30
31 Low socioeconomic status, for instance, is correlated with GRE test performance, where low
32 socioeconomic status correlates to lower GRE scores. The Educational Testing Service (ETS), the
33 company that administers the GRE, states that there is a clear relationship where students whose
34 parents completed college score higher than those whose parents did not. ETS goes on to state the
35 possible reasons for this correlation: parents who completed college push their children more, have
36 higher standards of living and can afford to send their children to better schools, have their children
37 focus on school rather than the need to work, and can provide extra resources to the students
38 (“Factors that can Influence Performance,” 2008). Additionally, research has shown that when
39 students are made aware of their socioeconomic status, they perform more poorly on the GRE than
40 students who are not made aware of their socioeconomic status. This is particularly troubling since
41 ETS has requested and collected data at the time of students’ testing on parental income and
42 education, therefore making them aware of their socioeconomic status (Spencer & Castano, 2007).
43 Not all potential graduate students have access to the resources that ETS identifies as beneficial or
44 the social capital that comes with those socioeconomic advantages, necessitating the removal of
45 the GRE requirement in order to truly implement a more just admissions process.

1 The social and cultural capital that works for those with a higher socioeconomic status also creates
2 barriers for underrepresented students when it comes to accessing graduate education. Social
3 capital refers to the relationships, resources, and knowledge available to assist students and their
4 families with applying for college or graduate admission. This includes entrance exams such as
5 the GRE. Given these limitations, the lack of social capital tends to hinder underrepresented
6 students from applying and gaining entrance to graduate school. This is illustrated by ETS's own
7 data correlating low socioeconomic status and test scores.

8
9 In addition to the test's classism, the GRE functions as a barrier to women and underrepresented
10 groups applying to graduate schools. As Miller and Stassun said, "If the correlation between GRE
11 scores and gender and ethnicity is not accounted for... cut-offs adversely [affect] women and
12 minority applicants. For example, in the physical sciences, only 26% of women, compared with
13 73% of men, score above 700 on the GRE Quantitative measure. For minorities, this falls to 5.2%,
14 compared with 82% for white and Asian people" (Miller & Stassun, 2014). Cut-offs vary by
15 department and university, and are often used in the admissions process as a first step in narrowing
16 the applicant pool. Knowledge about these barriers is not new. In 1996, an article in the American
17 Physical Society concluded "The gender gap [when it comes to standardized testing] that favors
18 boys persists across all other demographic characteristics, including family income, parental
19 education, grade point average, course work, and class rank" ("Fighting the Gender Gap, 1996).
20 The GRE as a standardized test is no different; gender and racial identities and their intersections
21 with other identity markers, such as class, should no longer be ignored. Research over the last 20
22 years has consistently shown that GRE scores underpredict the success of women and
23 underrepresented groups (Clayton, 2016). As even ETS reports, African Americans and Hispanics
24 score on average 200 points below their white counterparts (Miller, 2014).

25
26 The institutional disenfranchisement of racialized underrepresented groups spans across academic
27 spaces and has gone on since the beginning of the United States' educational establishment.
28 Standardized test scores, including but not limited to the GRE, provide direct evidence of the
29 institutionalized racism found in our higher education system, with underrepresented students
30 performing poorly due to access and quality of education which are dictated by resource allocation
31 and controlled by the elite (Noguera, 2017). Eliminating the GRE requirement entirely will help
32 foster diversity, equity, and inclusion efforts. Penn State has the opportunity to set an example and
33 become an institution that truly fosters and serves its diverse community; one that will afford all
34 prospective graduate students the same equal opportunity for admission regardless of past
35 systematic educational inequities.

36 37 *Precedent for removing the GRE as a Graduate School admissions requirement*

38
39 Penn State would not be alone in instituting a "GRExit." A number of comparable and aspirant
40 institutions have already recognized that the GRE is a flawed predictor of graduate student success
41 and have removed the exam as an admissions requirement from numerous graduate departments
42 across the country, including at elite institutions and for almost 50 percent of life sciences
43 departments (Langin, 2019). Earlier this year, Cornell and Harvard stopped requiring the test for
44 admission into their English Ph.D. programs (Jaschik, 2019) and within the past month, Princeton
45 University (Aronson, 2019) and Brown University ("Brown Eliminates GRE," 2019) have ceased
46 requiring the exam for 14 and 24 doctoral programs, respectively.

1
2 Some schools have decided to make the GRE and other standardized tests optional for admission
3 (ex. NYU and Ohio State University, see *Benchmarking Appendix*). However, this does not make
4 the admissions process accessible for underrepresented students in terms of recruitment. Students
5 may see the “option” of sending GRE scores as not an option at all and may feel their application
6 will be incomplete without the test scores, regardless of whether they are used in the admissions
7 process by entrance committees. Those that do submit scores are likely to have higher ones,
8 creating a misleading hierarchy using a metric that is a weak predictor of success (Clayton, 2016).
9

10 Even at our own institution, a number of departments have moved away from requiring the GRE
11 for admissions entirely, including Philosophy and Anthropology. While others, such as the Physics
12 Department, have made the GRE optional. However, even if a department does not require the
13 GRE for admittance, departments like Agricultural and Biological Engineering use the GRE as a
14 factor to determine financial assistance (“Admission Requirements,” N.D.). Additionally,
15 university fellowships like the Bunton Waller (“Bunton-Waller-Nomination Form,” N.D.) and the
16 College of Education (“University Graduate Fellowship Program Nomination Form,” N.D.)
17 require the GRE to be submitted as part of an application. This further disenfranchises
18 underrepresented groups, even after being admitted to Penn State.
19

20 Penn State is already beginning to distance itself from the GRE. Removing the GRE test as an
21 admission and/or fellowship requirement for all graduate programs at the university is the logical
22 next step. Not only would such a move demonstrate the university’s commitment to genuinely
23 fostering a diverse, equitable, and inclusive graduate population (part of the Strategic Plan 2016-
24 2020), but it would also provide consistency across departments. While individual departments
25 removing the GRE requirement is a step in the right direction, there will not be genuine change
26 until the requirement is eliminated from all departments for both admission and fellowship
27 consideration. By taking this step, Penn State can move toward fulfilling its mission and join other
28 prestigious institutions that are working to make graduate school more equitable and accessible to
29 all.
30

31 **Recommended Course of Action:**

32

33 We consider that including the GRE as a requirement for admissions goes against the diversity
34 statement of the Graduate School. The Graduate School defines diversity as “a climate which
35 encourages **representation of faculty, staff, and students from typically underrepresented**
36 **entities, including those from racial/ethnic minority groups, various countries and cultures,**
37 **genders, persons with disabilities, and those from a mixture of religions and sexual**
38 **orientations**” (“Diversity in the Graduate School”, N.D.). By including the GRE as a requirement
39 in some departments and for university fellowships and financial aid, the Graduate School is
40 inherently selecting out quality applicants and is, therefore, undercutting its own diversity
41 statement and efforts to promote equity, diversity, and inclusion across the university.
42

43 By adopting this resolution, GPSA formally recommends that the Graduate School adopt the
44 following or comparable policy changes:

- 45 1. Standardize department admissions criteria by abolishing the GRE as a required or
46 optional factor for admittance across *all* colleges and departments.

- 1 2. Abolish the use of GRE scores and utilize other criteria, including, but not limited to,
2 *curriculum vitae*, personal essays, and extracurricular activities, as factors in selecting
3 university fellowships, including the Distinguished Graduate Fellowship. These
4 noncognitive variables, as defined by the Council of Graduate Schools’ report on
5 Holistic Review (Kent, 2016), have “been shown to be better predictors of success for
6 underrepresented minority students” even when used independently of the GRE
7 (Sedlacek, 2004; Sedlacek, 2010).
8 3. Abolish the use of GRE scores and utilize other criteria, including, but not limited to,
9 *curriculum vitae*, personal essays, and extracurricular activities, as factors in
10 determining financial assistance.
11 4. Require program admissions committees to receive formal training in holistic review
12 through their college Associate Dean for Graduate Education and/or Multicultural
13 Leader. This training could be largely based on the Council of Graduate Schools’
14 document titled “Holistic Review in Graduate Admissions” which outlines first
15 principles as well as best practices (Kent, 2016).

16 By following these recommendations, the Graduate School can ensure a more equitable and
17 accessible admissions process aimed at enhancing the diversity of the Penn State Graduate School.

18
19 Respectfully submitted,

Amanda Burton

Delegate, College of Agricultural Sciences

Santina Cruz

Delegate, Eberly College of Science

Litzy Galarza

Delegate, Donald P. Bellisario College of Communications

Adilson E. González Morales

At-Large Delegate

Diego Hernandez

Delegate, College of Liberal Arts

Chloe McGuire

Delegate, College of Liberal Arts

Catherine Okafor

Graduate Council Student Caucus Member

Katie Warczak

Graduate Council Student Caucus Member

President _____

Affirm

Veto

The Graduate and Professional Student Association

Benchmarking Appendix of Selected Schools/Programs

School	Department or Program	Reason for not using GRE (if given)
Ivy League Schools		
Brown University ¹	American Studies Biotechnology Biomedical Engineering Chemistry Comparative Literature Computational Biology Computer Science Earth, Environmental and Planetary Sciences Ecology and Evolutionary Biology English French Studies German Studies Hispanic Studies Italian Studies Mathematics Modern Culture and Media Molecular Biology, Cell Biology, and Biochemistry Molecular Pharmacology and Physiology Neuroscience Pathobiology Portuguese and Brazilian Studies Religious Studies Slavic Studies Theatre and Performance Studies	“In enabling Ph.D. program leaders to drop the requirement to submit test scores, the Graduate School looks to attract talented, high-achieving students from an increasingly diverse pool of candidates.”

Columbia University	Architecture ² Graduate School of Arts & Sciences ³ •Biochemistry, Molecular Biophysics & Structural •Biology •Cell Biology & Stem Cell Sciences •Cellular and Molecular Physiology & Biophysics •Genetics & Development •Microbiology & Immunology •Neurobiology & Behavior •Nutritional & Metabolic Biology •Pathobiology & Mechanisms of Disease •Systems Biology Ecology, Evolution, and Environmental Biology ⁴ History ⁵ Latin American & Iberian Cultures ⁶ School of Journalism ⁷	
Cornell University	English ⁸	“GRE scores are not good predictors of success or failure in a Ph.D. program in English, and the uncertain predictive value of the GRE exam is far outweighed by the toll it takes on student diversity.”
Dartmouth College	Psychological and Brain Sciences ⁹	
Harvard University	English ¹⁰	
Princeton University ¹¹	Art and Archaeology Classics Comparative Literature Ecology and Evolutionary Biology English French and Italian Geosciences Molecular Biology Music Composition Neuroscience Psychology Religion Slavic Languages and Literatures Spanish and Portuguese	“Renita Miller, associate dean for access, diversity, and inclusion for the Graduate School, said Princeton wants to make it easier for students from all backgrounds to apply for graduate study.” ‘We believe that demographic and intellectual diversity drives innovative research and discovery, it expands our capacity for teaching and learning, and it equips us for lives of leadership in an increasingly pluralistic society,’ Miller said. “To achieve our academic mission requires Princeton to identify, attract

		and develop the most promising individuals from as many segments of society as possible.”
University of Pennsylvania	Immunology ¹² Philosophy ¹³	GRE scores are not required and will not be considered even if they are sent.
Yale University	History ¹⁴	Cost: “Disadvantage low-income applicants, women, and people of color” Restrict access to graduate study Distorts the admissions process
Other Academic Institutions		
Michigan State University	Education ¹⁵	
MIT	Electrical Engineering and Computer Science ¹⁶ Linguistic ¹⁷ Media Arts & Science ¹⁸	Not required
NYU	Business ¹⁹ Social Work ²⁰ Clinical Nutrition ²¹ Food and Nutrition ²² Engineering ²³ •Integrated Digital Media	Optional or not-required
Ohio State University	The Graduate School ²⁴	Section 2.1 of the Graduate School Handbook: “GRE and GMAT are optional and are not required for admission to the Graduate School.” Individual departments may still require such tests.
Purdue	Computer Science ²⁵ Educational Studies (not Ph.D.) ²⁶ Chemistry ²⁷ Biological Sciences ²⁸	

Rutgers	Molecular Biosciences ²⁹ <ul style="list-style-type: none"> •Biochemistry •Cell and Developmental Biology •Cellular and Molecular Pharmacology •Microbiology and Molecular Genetics •Physiology and Integrative Biology Neurosciences ³⁰	
Stanford University ³¹	Anthropology ³² Education ³³	April 2018 – Faculty senate at Stanford revised admission policy to decentralize the decision on whether to require GRE scores. “Deans will be able to either establish a blanket policy for their respective schools or allow individual departments and programs within their schools to decide whether to require the GRE General Test”
University of Chicago	Biological Sciences ³⁴	Encourage female and minority applicants
University of Illinois	Computer Science ³⁵	
University of Indiana	Biology ³⁶ Kelley School of Business ³⁷	
University of Michigan	History ³⁸ Programs in Biomedical Sciences ³⁹ <ul style="list-style-type: none"> •Bioinformatics •Biological Chemistry •Biophysics •Cancer Biology •Cell & Developmental Biology •Cellular & Molecular Biology •Human Genetics •Immunology •Microbiology & Immunology •Molecular, Cellular & Developmental Biology •Molecular & Cellular Pathology •Molecular & Integrative Physiology •Neuroscience •Pharmacology School of Social Work ⁴⁰	

References

- About Us | UCSB Career Services. (n.d.). Retrieved October 13, 2019, from <https://career.sa.ucsb.edu/about>
- Admission Requirements (Graduate Programs). (n.d.). Retrieved October 13, 2019, from Graduate Programs (Penn State Department of Agricultural and Biological Engineering) website: <https://abe.psu.edu/graduateprograms/admissions/admission-requirements>
- Aronson, E. (2019). Princeton eliminates GRE test requirement for 14 graduate programs. Office of Communications. Princeton University. Retrieved October 13, 2019, from Princeton University website: <https://www.princeton.edu/news/2019/09/17/princeton-eliminates-gre-test-requirement-14-graduate-programs>
- Brown eliminates GRE test requirement for 24 doctoral programs. (2019). Retrieved October 13, 2019, from Brown University website: <https://www.brown.edu/news/2019-10-03/gre>
- Bunton-Waller Graduate Awards Program for IGDPs. (n.d.). Retrieved from <http://gradschool.psu.edu/faculty-and-staff/graduate-school-allocation-administration/igdp/igdp-bunton-waller/bunton-waller-nominationformpdf/>
- Clayton, V. (2016, March 1). Is the GRE Even Worth Students' Time? Retrieved October 13, 2019, from The Atlantic website: <https://www.theatlantic.com/education/archive/2016/03/the-problem-with-the-gre/471633/>
- Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stan. L. Rev.*, 43, 1241.
- Diversity in the Graduate School: The Office of Graduate Educational Equity Programs—Default. (n.d.). Retrieved October 13, 2019, from <http://gradschool.psu.edu/diversity/?mobileFormat=false>
- Factors that can influence performance on the GRE general test 2006-2007*. (2008). Educational Testing Service. Princeton, NJ. Retrieved October 13, 2019 from https://www.ets.org/Media/Tests/GRE/pdf/gre_0809_factors_2006-07.pdf
- Fighting the Gender Gap: Standardized Tests Are Poor Indicators of Ability in Physics. (1996). American Physical Society. APS News. Retrieved October 13, 2019, from <https://www.aps.org/publications/apsnews/199607/gender.cfm>
- GRE General Test Fees (For Test Takers). (n.d.). Retrieved October 13, 2019, from https://www.ets.org/gre/revised_general/about/fees/
- House, J. D., & Johnson, J. J. (1993). Graduate Record Examination Scores and Academic Background Variables as Predictors of Graduate Degree Completion. *Educational and Psychological Measurement*, 53(2), 551–556. <https://doi.org/10.1177/0013164493053002025>
- Jaschik, S. (2019, March 18). Cornell, Harvard Drop GRE for English Ph.D. Retrieved October 13, 2019, from InsideHigherEd website: <http://www.insidehighered.com/admissions/article/2019/03/18/cornell-and-harvard-english-departments-drop-gre-requirement>
- Kent, J.D. & McCarthy, M.T. (2016). Holistic Review in Graduate Admissions: A Report from the Council of Graduate Schools. Washington, DC: Council of Graduate Schools. https://cgsnet.org/ckfinder/userfiles/files/CGS_HolisticReview_final_web.pdf
- Kuncel, N. R., & Hezlett, S. A. (2007). ASSESSMENT: Standardized Tests Predict Graduate Students' Success. *Science*, 315(5815), 1080–1081. <https://doi.org/10.1126/science.1136618>

- Langin, K. (2019). A wave of graduate programs drops the GRE application requirement. Retrieved October 13, 2019, from Science | AAAS website: <https://www.sciencemag.org/careers/2019/05/wave-graduate-programs-drop-gre-application-requirement>
- Miller, C., & Stassun, K. (2014). A test that fails. *Nature*, 510(7504), 303–304. <https://doi.org/10.1038/nj7504-3>
- Miller, C. W., Zwickl, B. M., Posselt, J. R., Silvestrini, R. T., & Hodapp, T. (2019). Typical physics Ph.D. admissions criteria limit access to underrepresented groups but fail to predict doctoral completion. *Science Advances*, 5(1), eaat7550. <https://doi.org/10.1126/sciadv.aat7550>
- Noguera, P. A. (2017, April). Introduction to “racial inequality and education: Patterns and prospects for the future”. In *The Educational Forum* (Vol. 81, No. 2, pp. 129-135). Routledge.
- Posselt, J. R. (2016). *Inside graduate admissions: Merit, diversity, and faculty gatekeeping*. Cambridge, Massachusetts: Harvard University Press.
- Sedlacek, W. E. (2004). Why we should use noncognitive variables with graduate and professional students. *The Advisor: The Journal of the National Association of Advisors for the Health Professions*, 24(2), 32-39.
- [Sedlacek, W. E. \(2010\). Noncognitive measures for higher education admissions. In B. McGaw, E. Baker, & P. L. Peterson \(Eds.\). International Encyclopedia of Education, Third Edition. Amsterdam, The Netherlands: Elsevier. Retrieved from https://lincs.ed.gov/sites/default/files/lincs/discussions/list_docs/Noncognitive-Measures.doc](#)
- Spencer, B., & Castano, E. (2007). Social Class is Dead. Long Live Social Class! Stereotype Threat among Low Socioeconomic Status Individuals. *Social Justice Research*, 20(4), 418–432. <https://doi.org/10.1007/s11211-007-0047-7>
- Statistics on Graduate Study at Penn State—Default. (n.d.). Retrieved October 13, 2019, from <http://gradschool.psu.edu/prospective-students/statistics/?mobileFormat=false>
- Sternberg, R. J., & Williams, W. M. (1997). Does the graduate record examination predict meaningful success in the graduate training of psychology? A case study. *American Psychologist*, 52(6), 630-641. doi:<http://dx.doi.org/10.1037/0003-066X.52.6.630>
- TOEFL iBT: Fees. (n.d.). Educational Testing Service. Retrieved October 13, 2019, from <https://www.ets.org/toefl/ibt/about/fees/>
- University Graduate Fellowship Program Nomination Form (n.d.). College of Education. Retrieved from Penn State University Website: <https://ed.psu.edu/internal/grad-recruit/ugf-nomination-form>

Notes - Benchmarking

1. <https://www.brown.edu/news/2019-10-03/gre>
2. <https://gsas.columbia.edu/degree-programs/phd-programs/architecture>
3. <https://www.gsas.cuimc.columbia.edu/applying>
4. <https://gsas.columbia.edu/degree-programs/phd-programs/ecology-evolution-and-environmental-biology>
5. <https://gsas.columbia.edu/degree-programs/phd-programs/history>
6. <https://gsas.columbia.edu/degree-programs/phd-programs/latin-american-and-iberian-cultures>

7. <https://journalism.columbia.edu/deadlines-and-application-requirements>
8. <https://english.cornell.edu/english-department-faculty-resolve-remove-gre-test-requirement-graduate-admissions>
9. <https://pbs.dartmouth.edu/graduate/graduate-admissions>
10. <https://english.fas.harvard.edu/guidelines-admissions>
11. <https://www.princeton.edu/news/2019/09/17/princeton-eliminates-gre-test-requirement-14-graduate-programs>
12. <https://www.med.upenn.edu/immun/admission.html>
13. <https://philosophy.sas.upenn.edu/graduate/prospective-students>
14. <https://history.yale.edu/news/note-removing-gre-graduate-admissions>
15. <http://education.msu.edu/maed/apply/>
16. <http://www.eecs.mit.edu/academics-admissions/graduate-program/faqs#15>
17. <http://linguistics.mit.edu/graduate/admissions/application/>
18. <https://www.media.mit.edu/graduate-program/apply/>
19. <https://www.stern.nyu.edu/programs-admissions/executive-mba-nyc/admissions/faqs#5>
20. <http://socialwork.nyu.edu/admissions/msw/msw-admissions-faqs.html>
21. <https://steinhardt.nyu.edu/degree/ms-nutrition-and-dietetics-40-credit-clinical-nutrition/how-apply>
22. <https://steinhardt.nyu.edu/degree/ms-nutrition-and-dietetics-foods-and-nutrition/how-apply>
23. <https://engineering.nyu.edu/admissions/graduate/apply/requirements/gre-gmat>
24. <https://gradsch.osu.edu/handbook/2-1-admission-application>
25. <https://www.purdue.edu/gradschool/prospective/gradrequirements/westlafayette/cs.html>
26. <https://www.purdue.edu/gradschool/prospective/gradrequirements/westlafayette/edst.html>
27. <https://www.chem.purdue.edu/faq/index.php#gre>
28. https://www.bio.purdue.edu/Academic/graduate/graduate_faq.html
29. <https://molbiosci.rutgers.edu/>
30. <https://grad.admissions.rutgers.edu/GraduateProgram/Detail.aspx?code=16710°ree=PHD>
31. <https://news.stanford.edu/2018/04/13/faculty-senate-graduate-education>
32. <https://anthropology.stanford.edu/graduate-program/admission/graduate-degree-programs-ma-and-phd>
33. <https://ed.stanford.edu/step/admission/requirements>
34. <http://blogs.nature.com/naturejobs/2018/07/13/university-drops-test-scores-from-graduate-admissions-criteria/>
35. <http://cs.illinois.edu/admissions/graduate/applications-process-requirements>
36. <https://biology.indiana.edu/news-events/news/2018/no-gre.html>
37. <https://kelley.iu.edu/programs/ms-accounting/admissions/index.cshtml>
38. <https://lsa.umich.edu/history/news-events/all-news/graduateneeds/u-m-history-eliminates-gre-requirement-for-phd-program.html>
39. <https://www.sciencemag.org/careers/2017/08/updated-biomedical-phd-program-major-research-university-drops-gre-requirement>
40. <https://ssw.umich.edu/faq/question/7327-is-the-gre-required-for-application-to-the-msw-program>