

PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING

Contract # FAO 0000-Z-00-3075

**5th QUARTER PROGRESS REPORT
9/30/94 - 12/31/94**

PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING

Contract # FAO 0000-Z-00-3075

QUARTERLY PROGRESS REPORT

10/01/94 - 12/31/94

This report covers contract activity for the fifth quarter of the contract period. Required reporting for PTPE and EMED are submitted separately on the same quarterly basis. Other buyin reports are included.

I. MANAGEMENT ACTIVITY

Accomplishments

The second year of contract activity saw PIET moving in several significant ways.

- As noted in other sections, at the suggestion of PIET, NCIV developed a number of seminars for academic participants focusing on exploring change agent themes.. The activity was significant as PIET believes this may be a model for ongoing seminars for all academic participants as part of the FSTA's efforts to broaden the training experience and ultimate impact of a participants program. While a final report is forthcoming, preliminary assessments indicate that the seminars were successful in many ways. PIET proposes to discuss this report with FSTA and make recommendations for continuing this activity.
- PIET participated in a number of HCD activities related to broadening contractor/Mission thinking on the participant training experience. PIET chaired a panel and participated in other sessions on Change Agent strategies which were particularly helpful in defining the issue and suggesting areas of implementation. PIET has begun a series of in-house sessions that seek to integrate even further these strategies into our programming.
- PIET and FSTA held one COTR meeting during the reporting period which focused on a number of outstanding contract issues. These continue to be addressed through ongoing memos and discussions. Of particular concern to PIET is the issue of communication with Missions, approval of contract documents and relationships with HCD. At the suggestion of the COTR, PIET is undertaking a two-month test of in-house Allowance Committee approvals to place more responsibility for these decisions on the contractor. This is one part of FSTA - PIET review of contract responsibilities and relationships in an attempt to streamline processes and reporting.
- PIET participated in a series of HCD meetings on achievements of the participant training programs and documents of these results. This is intended to yield concrete examples of how participant training supports overall Mission strategic objectives.
- Significant meetings were held in Budapest to assess progress and make recommendations for fine tuning activities under the PTPE. In addition to excellent sessions on nuts and bolts, the group explored strengthening the link between training and USAID strategic objectives. Other

discussions were held on budget and staffing and ways that shift of management responsibility from the ENI Bureau to individual country offices would be accomplished.

Issues

Issues are still under discussion or need attention:

- funding and definition of WID/MIA services
- communications issues - primarily e-mail and fax - with USAIDs. A concern that is not only focused on contract compliance issues but the reality of Missions demanding faster and more responsive communication channels. These issues are under discussion but are not lending themselves to easy and quick resolution.
- recognition of need to be more precise on what is technical direction and what requires contract modification. PIET feels that from time to time it receives direction which is more modification and requires written approval and ultimate amendments. PIET will continue to work with FSTA to refine these definitions and processes.
- PIET feels that the distinction in buyins of the role of buyin liaison versus COTR needs further exploration and definition. There is a very different perception on the part of different buyin sponsors and it would be useful to have this fleshed out for all parties.
- need for approval of Contract Implementation Plan, two Annual Plans and Operations Manual submitted in previous quarters

II. FINANCIAL/CONTRACT ACTIVITY

Accomplishments

OBLIGATIONS

- \$1,850,050 extension of the PTPPE buyin for activity in Central and Eastern Europe was signed and funded. This activity provided continued funding for PIET field training offices in the region and for the processing of 137 participants.

- \$3,232,697 obligation for second-year funding of EMED buyin for EI services in Central and Eastern Europe to train 305 participants and to support field recruitment, processing and follow-on activities as well as directory preparation and business briefing in U.S.

- \$3,985,085 negotiated and funded for training of 275+ participants from the Central Asian Republics under the Private Sector Initiatives Program (PSIP)

- \$12,986,778 obligation of participant funds from approved Budget Change Consolidation Report

The contract actions for the quarter brought the total obligations to \$48,646,107.

FINANCIAL REPORT

see attached submission of Quarterly Financial Statement for period ending 9/30/95 as submitted to the Office of Financial Management

REQUEST FOR FUNDS

PIET requested \$14,299,897 in participant budgets for budgets written between April 1 and September 30, 1994. The request was being reviewed by FM pending submission of several revised budgets from PIET.

Issues - None.

III. PROGRAM ACTIVITY

Accomplishments

PARTICIPANT CASELOAD -

The PIET proposal was based on an estimated annual caseload of 2,300 participants - excluding buyins - of which 80 would be under the Entrepreneurs International Program. These assumptions from information provided by the RFP formed the basis of the PIET staffing and cost proposal. Preliminary figures through 12/31/94, indicate PIET had managed the programs of 4,731 participants excluding canceled trainees. Of these 3,221 were new starts. Placements pending arrival at the end of the third quarter were 443. The breakdown between Buyins and Core follow:

Participant Case Load 10/01/93 TO 12/31/94

	IN TRAINING	NEW STARTS	PLACEMENT PENDING
CORE			
AFRICA	910 (63 EI)	631 (40 EI)	48
MENA	1,107 (10 EI)	697 (6 EI)	122
ASIA	697 (2 EI)	416 (2 EI)	7
LAC	618 (1 EI)	314 (0 EI)	8
NIS / CEE	184 (1 EI)	197 (0 EI)	2
CORE SUBTOTAL	3,516 (77 EI)	2,255 (48 EI)	187
BUYINS			
PTPE PROJECT	808	630	180
EMED	265	194	74
PARTS	10	10	2
BARBADOS PROJECT	36	36	0

HAITI PROJECT	17	17	0
NET PROJECT	79	79	0
PSIP PROJECT	0	0	0
BUY IN SUBTOTAL	1,215	966	256
TOTAL	4,731	3,221	443

HBCU STATISTICAL SUMMARY

For the period of October 1, 1993 to December 31, 1994, participant training included the use of thirty HBCUs. The following chart demonstrates the percentage of participants enrolled in HBCUs. These numbers exclude canceled or unplaced participants.

	Total in Training	Total in HBCUs	Percent in HBCUs
Academic	903	132	15 %
Technical*	2,904	198	7 %
TOTAL	3,807	330	9%

*Excludes multi-site observations and study programs

CAMPUS VISITS - see Attached

PROGRAM ANECDOTES - previously submitted

Issues - None

IV. RESOURCE CENTER ACTIVITIES

Accomplishments

AWIDE TRAINING ANNOUNCEMENTS

PIET completed the 1994 training course announcements to the Missions worldwide and is proud to report the following final figures. The total number of 1994 courses announced is 1,177. Of that number 349 were announced by PIET for the first time and 42 were courses offered at HBCUs.

During this reporting period, PIET announced 714 training programs for calendar year 1995. Of that total, 347 are first time announced and 18 will be held at HBCUs.

The total numbers of 1995 courses announced to date are 903. Of that total number, 415 of those are first time announced and 42 will be held at HBCUs.

MISSION AND USAID/WASHINGTON RESEARCH ASSISTANCE

On November 16 PIET received a fax from New Delhi for brochures on courses offered by INTRADOS/International Management Group and by the U.S. Telecommunications Training Institute. On that same day PIET pouched the requested materials to the Mission with an explanatory memorandum.

On December 2, Rita Evans at HCD/FSTA passed on an e-mail request from the training office of Banjul, Gambia for any courses at HBCUs on NGO management training. On December 6 the Resource Center staff provided her with a list of all the courses and even tailored training options at HBCUs in this area.

On December 19, Lisa Posner, Regional Program Manager for Central and Eastern Europe at PIET, received a fax request for courses in water power management from Linda Rae Gregory from the USAID office in Skopje, Macedonia. An immediate response was sent informing USAID/Skopje a response would be sent the first week of January. On January 4, PIET responded with a list of institutions which could arrange tailored training in this field.

NEW/UPGRADED RESOURCES AND SERVICES

-- During this quarter, the Resource Center staff began publishing an in-house monthly newsletter. The PietPaper calls staff's attention to new tailored training resources, short-courses announced to Missions worldwide, and special activities such as the Mid-Winter Community Seminars and the PTPE Conference In Budapest. It also allows for program staff to share good training resources they've developed in their work. The primary goal of this publication is to share within the program staff helpful training resources and further acquaint staff with PIET activities and programs.

-- During this quarter, Resource Center made a significant change to improve staff access to training resource files known as Field of Study files. Center staff divided the Field of Study files between the two Resource Center locations. With this widely supported division, program staff are now assured access to PIET's full and complete resource base.

-- During this reporting period, Center staff instituted a series of in-house training sessions on utilizing the National Council for International Visitors network for assistance in programming. NCIV is a network of community based organizations across the U.S. which hosts USIA and USAID participants. In one hour sessions, Center staff presented a historical perspective of NCIV, reviewed PIET's history with NCIV, and recommended approaches to the network for the most successful programming. To date, program staff in all but one region have been through this training.

VISITOR MEETINGS

During this reporting period, Resource Center staff arranged formal visits with 15 training institutions, one of which represents 13 other training institutions. Those meetings are reported on here. Important to note is that in many instances, PIET program staff made placements directly following these meetings. Information from Visitor Meetings is captured and documented in the Resource Center to meet future programming needs.

On October 6, PIET Resource Center staff hosted a meeting for three different universities in Washington, D.C. This allowed program staff in the course of one hour to learn about the degree and non-degree programs of: Colorado State University, Oklahoma State University and Kansas State University. From Colorado State, Lynn Warner, the Sponsored Student Coordinator, presented their strong academic programs. From Oklahoma State, Christie Millis from the International Programs Office presented their academic programs and sponsored student services. Last, from Kansas State, Janice Swanson from the International Meat and Livestock program presented their non-degree programs in animal science, food science, food safety, veterinary medicine and silage systems.

On October 12, program staff met with Barbara Bancel from the International Hospitality Center of Hawaii. Barbara arranges appointments in a variety of business or local government fields.

On October 17 Carol Munshower from California State University at Fresno met with Mark Drajem and Clair Mason to present their short-term training capabilities in public administration, business and irrigation management. Additionally, they offer many graduate degree programs appropriate for international participants.

On October 19, Karen Sarbeck from the World Forum of Silicon Valley met with PIET program staff. The World Forum is a member of the National Council for International Visitors. Karen presented the many excellent resources of the Silicon Valley, which include (not surprisingly) software manufacture, civic entrepreneurship, and women in business.

On October 19 Mark Drajem met with Samir Banoob from the University of South Florida. Dr. Banoob, president of the international health section of the American Public Health Association, hosted one PIET participant from Eastern Europe. In this meeting Dr. Banoob presented his short-term tailored training capabilities in all fields of public health.

On October 27, Glenn Shive from the Council of International Programs (CIP), a network of NCIV-esque community organizations that can arrange internships and longer term (one to two week long) on-the-job training for international participants, met with program staff. This meeting set the stage for PIET to tap into the resources of the thirteen local affiliates of CIP. As a direct result of this meeting, program staff contacted the CIP affiliate in Philadelphia, which has since arranged several excellent programs.

On October 27, Rich Davis from the University of Tennessee met with PIET program staff. Rich coordinates two off-the-shelf programs that PIET has used with much success in 1993-94: "Management for Sustainable Natural Resource Development and Environmental Protection," and "Environmental Education and Communication." Rich had been thinking about developing a management course in conjunction with the University of Tennessee Business School.

On October 29, program staff met with Marsha Ginn and Maguerite Dennis from Suffolk University in Boston, Massachusetts. Suffolk was founded in 1906 as a law school for working adults who could not attend Harvard. It still maintains that emphasis on non-traditional students and continuing education. Law, banking and democracy were the programs mentioned by them for short-term tailored training. As a result of this meeting, a PIET programmer from the Central and Eastern Europe region placed a banker in a week long program there.

On November 2, Mark Drajem and Clair Mason met with Susan Boni from Simmons College, a woman's college in Boston, Massachusetts. Simmons offers two and three week long executive management courses just for women that are announced by PIET to the USAID missions worldwide.

On November 21, program staff met with Sudhakar Jamkhandi from Bluefield State University, a HBCU located in West Virginia. Bluefield has arranged several excellent tailored training programs for CEE staff in banking and small business development as a result of a meeting last year between Mr. Jamkhandi and Mark Drajem.

On November 22, program staff met with Kay Henry from the Harvard Institute for International Development (HIID). In this meeting Ms. Henry explained the six different courses HIID offers and provided the contact person's name and telephone number for each course.

On December 1 program staff met with Robert Frost from St. Louis Community College. SLCC has a few PIET-programmed two year degree students and has arranged tailored training for PIET. As a result of past work with PIET in providing tailored training in banking, and in response to PIET staff calls for open enrollment courses in banking, SLCC developed a course to

be first time offered in 1995. This new course was announced to the USAID Missions worldwide.

On December 28 program staff met with Robert Keller from the TransAction Group, a Kansas City based training organization that can tailor programs in banking, privatization, energy and finance.

OTHER ACTIVITY

Mid-winter Community Seminars

Mid-Winter Community Seminars (MWCS) are ten day programs held simultaneously during the winter holiday season for USAID academic students. The National Council for International Visitors traditionally administers the MWCS but due to USAID budget cuts, was unable to provide the full activity for 1994. Although this larger funding was unavailable, many PIET-administered students were already budgeted for the MWCS. To preserve this activity, if only for a fraction of the students normally served, PIET proposed that NCIV run the MWCS on a much smaller scale. PIET further proposed that the CIVs all address the same theme, training for Agents of Change.

PIET worked with NCIV staff to solicit and review letters of intent and the eventual proposals. Due to the cooperation between the two organizations, approximately 55 USAID-sponsored students attended Mid-Winter seminars at three sites: Des Moines, Iowa; Worcester, Massachusetts; and Milwaukee, Wisconsin. In each case the CIV's focused their seminar training on individuals in their communities and the skills they utilize to effect change.

Members of the PIET staff attended a portion of each seminar (Debra Egan, Africa Region, Worcester; Victoria Holmes, LAC Region, Des Moines; and Chris Bramwell, Resource and Evaluation, Milwaukee) where they each made a presentation, observed activities and later spearheaded an evaluation which is forthcoming.

Based on the evaluation results, PIET will cooperate with USAID and NCIV to consider how we might further involve the NCIV network to train students and participants in change agent skills.

Issues

During this period a USAID contractor asked USAID about accessibility to the Resource Center. To review the issue: PIET's contract with USAID provides for Resource Center staffing that supports PIET programming and provides information to Missions for PIO/P funded training, primarily through the very extensive AWIDE training program announcement process. Further, the contract states that information requests to access the Resource Center must be approved in writing from the COTR, a mechanism which allows the COTR to determine whether the request is appropriate given staffing and sensitivity of information.

Because the Resource Center is not a public center, it cannot sustain regular requests for

information and access. Nor would access be appropriate when an outside contractor seeks training resources on PIET-developed expertise. Particularly when the contractor requires the assistance for their own contract compliance or if the outside entity may stand to gain financially from that access. These are the primary issues involved when the COTR considers a request for Resource Center access.

V. EVALUATION ACTIVITIES

Accomplishments

Participant program evaluations are broken down into three categories: formal, informal, and academic. We conduct on-site formal evaluations for groups of participants and our sub-contractor for evaluations, Creative Associates International, Inc. (CAII) prepares a formal report. Informal evaluations are completed individually by participants as are academic evaluations. No formal reports are prepared but the data is captured on-line by CAII.

During this quarter 238 participants filled out training program evaluation questionnaires with the following breakdown:

Formal: 1 group of 8 participants
 1 group of 6 participants
 1 group of 20 participants
 1 group of 3 participants

Informal: 141 short-term technical participants

Academics: 60

Formal evaluation reports are shared with the Mission training office, with the COTR at FSTA, and with the training provider. Individually completed questionnaires are provided to the COTR at FSTA and to the Mission training office. Copies of all evaluation questionnaires are kept in the participants' files.

Issues - None

VI. MIS Activity

Accomplishments

USAID's statistical unit informed PIET that their move to new space required a new means of transmitting participant data electronically into the PTIS. Instead of directly transmitting information from the data base in New York to the PTIS, we must now upload the information into our DC network from the New York data base, and then transmit it electronically to the AID where it will be uploaded into the PTIS. The reprogramming was accomplished for this change in December and transmissions continued without problem or delay.

Many of PIET's quarterly statistical reports were reprogrammed to break out numbers of core participants and buyin participants during this quarter. Reports are also available by individual buyin.

Issues - None

VII. BUYIN REPORTS

WID/MIA LIAISON REPORT

Activity Report of Patricia Bekele and Edie Tewelde. See attached.

PSIP PROJECT REPORT

The Private Sector Initiatives Project began in mid-November when the buy-in was signed by PIET and HCD/FSTA. PSIP will train participants from three Central Asia Republics: Kazakhstan, Kyrgyzstan, and Uzbekistan. Between April and September 1995, it is estimated that PIET will train approximately 280 participants under this project. All training will be tailor-made for groups of 20 and the language of instruction will be Russian.

In early December, two PIET staff members, Laurie Treleven, Regional Program Manager for Asia, and Carey Needham, Senior Program Officer, traveled to Almaty, Kazakhstan, to meet with AID representatives. The purpose of the visit was to meet with the project development officer and discuss the Scope of Work and AID's expectations for how PIET will implement this project. Training for PSIP targets three crucial areas of development: economic re-structuring, strengthening the social sector, and the development of democratic institutions.

PARTS PROJECT REPORT

3 of the 8 1994 PARTS participants attended training the fourth quarter. They were based at the World Wildlife Fund, and the University of Missouri.

BARBADOS PROJECT REPORT

The fourth and final group of teachers from Dominica Teacher Training Project completed their training at New Mexico State University in December.

Follow-on activities were conducted in Dominica by NMSU staff for Groups I & II.

Resolution of the re-obligation of previous buy-in funds is still pending.

VIII. TRAVEL, MEETINGS, CONFERENCES, ETC

- PTPE Conference in Budapest - 12/94 to meet with ENI Bureau, USAID staff and PIET regional staff for midterm review - report submitted
- EMED Conference - 11/94 to meet with ENI Bureau personnel, PIET EMED staff and other USAID staff for midterm review, establish follow-on activities - report submitted

-NAFSA/HBCU CONFERENCE

Sixth National HBCU Conference, October 28 and 29, 1994
Greensboro, North Carolina.

Attended by:

Meeja Yu, Program Officer for The Asia Foundation
Victoria Holmes, Program Officer for World Learning, Inc.

The major topic of the conference was "How to win U.S.AID contracts." Panel members and participants held extensive discussions on how to cooperate and share resources among HBCUs. As one of the panel members, Victoria talked about PIET's policy of providing not less than 10% of contracts to HBCUs. Both Program Officers combined campus visits and the conference.

- NAFSA Regional Conferences

NAFSA Region VI Conference, October 23 - 25, 1994
Cleveland, Ohio

Attended by:

Lee Gillette, Program Officer for The African American Institute

The topic for this conference was NAFSA to NAFTA and Beyond. Lee did not speak or present, but did attend the following lectures/workshops: NAFSA Newcomers' Workshop, "ABC" on "J" (J-1 Visa), Assessing Our I.Q. (Internationalization Quotient), Cutting Across the Borders of Cultural Difference, If Not TOEFL, What?, The Twisted Vines of Language and Culture, and The Cross-Cultural Adaptability Inventory. This conference was attended in conjunction with campus visits in the area. Since Lee had never been to a NAFSA Conference, this experience contributed to professional development, plus PIET's desire to stay in touch with the issues being addressed by International Educators.

1994 NAFSA Region III Conference, November 2-4, 1994
Fayetteville, AR

Attended by:
Matt McMahon, Program Officer for The Asia Foundation

The theme of this regional NAFSA conference was "Communicating to Make a Quilt of Understanding." Issues/Sessions included Basic Immigration, The Withdrawal Dilemma: In Status or Out of Status, Crisis Management Strategies, and Communicating with Students to Learn their Needs. Matt did not present but simply attended various sessions.

NAFSA Region VII Conference, November 6 - 8, 1994.
Huntsville, AL

Attended by:
Veronica Altschul, Program Officer for World Learning, Inc.

Veronica attended sessions on the following topics: Immigration and J-1 visas; why some students get their Visas and some don't; Critical Incidents to Cross-Cultural Counseling; and Relational Issues on adjusting to the American way of life. Only 70 -80 people attended, so it was very easy to meet people and interact with them. Veronica was able to introduce many people to PIET and to discuss issues at sessions from PIET's point of view.

NAFSA Region VIII Conference
Philadelphia, PA
November 17 - 19, 1994

Attended by:
Julie Urban, Program Assistant for World Learning
Randy Blandin, Program Assistant for AAI
Colin Davies, Project Director for PTPE
Jonathan Loew, Program Officer for PTPE
Matt Hochbrueckner, Program Assistant for PTPE
Chris Kagy, Program Officer for AMIDEAST
Nelanie Thongchua, Program Assistant for TAF
Rachel Waldstein, Program Officer for PTPE
Doug Pyle, Program Assistant for EMED

The theme for this regional conference was "Global Health Issues for International Educators." Colin Davies presented at the conference on the topic of Public Speaking Skills for Professional Development.

- **Central State University's Fourth Annual Conference,**

Wilberforce, Ohio

October 26 - 28, 1994

Attended by:

Mouhamadou Lamine Konte, Program Officer for The African -American Institute

The conference focussed on positive achievements in post-colonial Africa. The conference offered not only opportunities to shed a light on numerous realizations on the African continent, but also a chance to interact with many members of the Education and Business international communities. PIET was also represented by Vivian Awumey, Program Officer for EI. Both attendees had the chance to participate in workshops which lent good exposure to new trends in international education. They were also able to introduce PIET and its working relationship with colleges, universities and businesses, to various conference participants.

IX. PIET STAFF

STAFF LIST - see attached

LEVEL OF EFFORT - see attached

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**5th QUARTER PROGRESS REPORT
9/30/94 - 12/31/94**

ATTACHMENT I

QUARTERLY FINANCIAL STATEMENT

The African-American Institute
 CONSOLIDATED REPORT CONTRACT No. FAO-0000-2-00-3075
 Contract Period: September 29, 1993 - September 28, 1995
 Financial Report: July 1, 1994 - September 30, 1994

Line Item	Approved Contract Consolidated Budget 10/1/93 - 9/30/95	Expenditures 10/1/93 - 12/31/93	Expenditures 1/1/94 - 3/31/94	Expenditures 4/1/94 - 6/30/94	Expenditures 7/1/94-9/30/94	Total Expenditures 10/1/93 - 9/30/94	Budget Balance Remaining at 9/30/94
Participant's Costs / PIO/P Funded Core		\$2,289,852	\$5,165,268	\$7,881,485	\$7,539,595	\$22,876,200	
Participant's Costs / PIO/T Funded Buy-Ins		\$273,753	\$574,555	\$1,138,371	\$2,160,641	\$4,145,320	
Total Participant Costs	\$83,000,000	\$2,563,605	\$5,739,823	\$9,019,856	\$9,700,236	\$27,621,520	\$37,978,480
Core Administrative Costs:							
Salaries	\$3,180,995	\$661,428	\$570,429	(\$51,052)	\$382,467	\$1,543,272	\$1,637,723
Fringe Benefits	\$879,979	\$101,379	\$138,061	\$113,159	\$69,737	\$420,336	\$459,643
Subcontract Consultant	\$1,078,310	\$18,512	\$11,145	\$342,824	\$317,453	\$887,934	\$388,376
Expendable Supplies	\$138,173	\$13,883	\$27,970	(\$14,846)	\$8,957	\$33,964	\$104,209
Nonexpendable Equipment	\$100,000	\$750	\$91,854	\$38,449	\$19,854	\$149,007	(\$49,007)
Travel and Per Diem	\$297,079	\$20,213	\$25,641	\$646	\$1,068	\$47,568	\$249,511
Other Direct Costs	\$1,062,358	\$138,737	\$188,907	\$182,102	\$138,915	\$854,661	\$407,695
Indirect Costs	\$1,293,944	\$498,388	\$170,523	\$990	(\$30,718)	\$837,183	\$656,761
G & A	\$376,424	\$0	\$0	\$213,377	\$34,553	\$247,930	\$130,494
Core Administrative Costs	\$8,407,280	\$1,449,291	\$1,220,530	\$833,649	\$918,388	\$4,421,858	\$3,985,404
Delivery Order Administrative Costs	\$25,294,150	\$347,529	\$550,291	\$544,357	\$897,062	\$2,339,239	\$22,954,911
Total Administrative Costs	\$33,701,410	\$1,796,820	\$1,770,821	\$1,378,006	\$1,815,448	\$6,761,095	\$26,940,315
TOTAL CONTRACT COSTS	\$88,701,410	\$4,360,424	\$7,510,644	\$10,395,862	\$11,515,684	\$33,782,615	\$64,918,795

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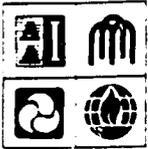
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**ATTACHMENT II
CAMPUS VISIT REPORTS**

CAMPUS VISITS

OCTOBER 1 TO DECEMBER 31, 1994

Attended by	University
Mouhamadou Konte	Auburn University, Alabama Central State University, Ohio Tuskegee University, Alabama University of Georgia, Athens Tulane School of Public Health and Tropical Medicine
Lee Gillette	Ohio State University, Columbus Vanderbilt University, Nashville, Tennessee Michigan State University Cleveland State University, Ohio
Veronica Altschul	Southern University, Louisiana Louisiana State University, Baton Rouge Alabama A&M University, Huntsville
Jennifer Ewald	University of Central Arkansas, Conway
Christopher Kagy	Duquesne University, Pittsburgh
Meeja Yu	North Carolina Agricultural and Technical State University, Greensboro
Matt McMahon	Oklahoma State University,



PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING

under contract to the

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT PARTICIPANT TRAINING PROGRAM

Auburn University/Alabama
Campus Visit Report/Mouhamadou Lamine Konte
Date of visit: October 1994

This is an addendum to Janet Hulnick Travella (ETA), July 1993 (attached).

Overview.

Auburn University is located 60 miles northeast of Montgomery, and 125 miles southwest of Atlanta, and covers the entire southwest quadrant of the city of Auburn. The University has undergone significant changes since Ms. Travella's visit. The number of minority students has increased twofold, and along with it the number of international students. Graduate enrolment has increased over the past ten years to exceed 3,000. All applicants except those in Management, MBA, or M.Ac. programs must submit satisfactory scores on the GRE. Management, MBA, and M.Ac. must submit satisfactory scores on the GMAT. All international applicants must score at least 550 on the TOEFL.

Resources.

Auburn University has developed a state of the art Library system, used not only by its students, but also by students coming from Tuskegee University and other schools in the area. To access its 2.5 million volumes, the library offers the Library User Information System, (LUIS), an on-line public access catalog which list almost all volumes in the Library. In addition to the Library, Auburn University faculty's diverse expertise allows the school to provide other schools in the area with courses they cannot offer on their own campus. Tuskegee University is among those taking advantage of these opportunities.

International Students.

Auburn University's Faculty expressed their willingness to host more international students. Indeed the number remains relatively low. The students I visited however are satisfied with their programs.

Recommendation.

It may still be relevant that USAID/PIET considers graduate students for Auburn University enrolment since they are more mature as per attached report.

[Handwritten signature]

DT: July 23, 1989

RE: Group Visit

Auburn University, The School of Fisheries and the
International Center for Aquaculture

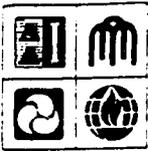
FR: Janet Hulnick Tavella, ETA

Auburn University is known for its programs in the field of agriculture. The campus is located in a small agricultural community. Beautiful farmlands surround the campus in this rural setting. During my visit to Auburn my objectives were to visit and meet with twelve Guatemalan junior year abroad students and to familiarize myself with the faculty at the International Center for Aquaculture.

I travelled to Auburn from Tuscaloosa with Ms. Cecile Mistovich, from the University of Alabama. Upon arriving at Auburn we met with Dr. John Grover, Coordinator for the International Center for Aquaculture, and Mr. Jorge Mario Bucaro Morales, Director of San Carlos University Center for Fisheries and Aquaculture in Guatemala. Mr. Bucaro was in Auburn visiting the Guatemalan students whose academic programs he is responsible for in Guatemala. We visited the University fish ponds where the students are growing Catfish. The students explained the necessary steps in growing fish. We were given a tour of all the Aquaculture projects. The students appeared to be very enthusiastic about their program - they all agreed that they were obtaining very useful and valuable skills necessary for their academic programs in Guatemala. The Fisheries faculty I met with stated that they were very impressed with the Guatemalan students dedication and commitment to their studies.

The Guatemalan students are living off campus with other students from the Aquaculture program. Auburn has arranged daily transportation services for the students to the fish ponds and around the town for routine errands. Many of the students have their own bicycles. The fisheries students are given more responsibility and independence than the junior year abroad group in Tuscaloosa.

Based on my conversations with the students, I was given the impression that they are very pleased with their program. However, I feel the students are receiving limited support services. Dr. Grover appears to be very involved with many different projects and may not have enough time to devote to the personal needs of the students. I would recommend future placements at Auburn given that the students are older and more mature, preferably graduate students.



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Central State University/Ohio
Campus Visit Report/Mouhamadou Lamine Konte
Date of visit: October 1994

For background information, see attached visitor meeting notes of January 12, 1993

Note.

Along with the campus visit at Central State, I attended the University's Fourth Annual Conference focusing on positive achievements in post-colonial Africa. The conference offered not only opportunities to shed a light on the numerous realizations on the African continent, but also a chance to interact with many members of the Education and Business international communities. PIET was represented by Vivian Awumey, Program Officer for EI and myself. Both of us had the chance to participate in workshops gave us a good exposure to the new trends in international education and to introduce PIET and its working relationship with Colleges and Universities as well as Business, to various conference participants.

International Students.

One particularity of Central State University in comparison with other institutions I visited is that all USAID-sponsored students currently enrolled are at the undergraduate level. The participants live on campus and are on the University's meal plan. All of them expressed their satisfaction with the quality of their program, and the strong support they receive from the faculty, from the President to the advisors. They are also involved in all aspects of campus life and play an active role in many activities. The requirement for all our participants to make the "honors list" by their academic advisor helps them achieve high GPA, and depicts the strong commitment to help students strive for excellence.

Campus.

The Central State University campus offers good accommodation for the students who seem to be a bit bothered by its isolation. However, the campus offers an ideal setting for studies, especially at the undergraduate level. Because of the extended time I spent on campus, I had the opportunity to visit the dorms and share some meals with participants at the cafeteria and was pleased by their quality.

Recommendations.

I would strongly suggest the enrolment of USAID/PIET sponsored undergraduate students at Central State University particularly in Engineering and Water Resources Management. CSU's program turn out to be cost-effective for the sponsors with the numerous tuition waivers that are presently offered and which the International Students Office is committed to offer to USAID/PIET. Furthermore the instruction provided is of high quality, as they offer students the opportunity to experience professional life with required internships for at least the freshman and sophomore years.

V I S I T O R M E E T I N G N O T E S

VISITORS: DR. JAMES SANGSTER, EXECUTIVE DIRECTOR
 FOR THE INSTITUTE OF INTERNATIONAL
 AFFAIRS
 513/376-6312 or 6180

 CLARK FULLER, ASSOCIATE DIRECTOR
 DEVELOPING NATIGNS PRODUCT CENTER
 513/376-6312

 LAXLEY RODNEY, ASSISTANT PROFESSOR
 513/376-6630

INSTITUTION: CENTRAL STATE UNIVERSITY
 WILBERFORCE, OH 45384

MEETING DATE: JANUARY 12, 1993

Central State University (CSU), an HBCU, is 105 years old. We know them for their renowned International Center for Water Resources Management but our visitors gave us some good information on placing students there for degree programs.

Semester or Quarters?

•CSU is on the quarter basis and applications are generally 90 days prior to class start date. Deadlines are flexible.

•Send grad and undergrad applications to Robert Johnson, Director of Admissions. His number is 513/376-6348.

•If you have any problems, contact either of our visitors James Sangster or Clark Fuller.

Environment and Student Body

•The campus is rural; buses connect the campus with local cities. Most students have cars and the international students are able to get around.

•There are 3,286 total students with gender split down the middle. Ninety percent of the student body is African-American. 301 of the students are international representing 25 countries (mostly from Africa and the Caribbean) and of those, 7 are Thomas Jefferson Fellows. CSU wants more TJFs.

•Class sizes vary from 10 to 25 and the student/faculty ratio is 1:14.

25

Graduate Programs

•Currently CSU offers the MA in Education. The student can specialize in secondary or elementary education. Or you can go for a focus on computer technology, urban literacy, or urban school management.

Tuition Waivers (Money Talks)

•The University President (recently selected by the State Department to go to Asia to speak on Black History Month) is committed to increasing the international influence on campus. Not only will the school negotiate tuition for undergrads, the President is willing to waive tuition to get more TJFs at CSU.

•There are in place tuition waivers for Jamaican students.

Short Term Training

•While we didn't go into great detail on this, CSU offers off-the-shelf courses through its International Center for Water Resources Management. They also tailor programs.

•They have many ties with Africa in the way of projects and training. They receive SBA small business grants for training activities. And they hold international conferences in the U.S. and abroad in business and other areas and have done so with AAI and OPIC support.

•There is a great commitment to expand their short term training offerings with a goal in place to offer training in all 24 academic departments by Fall of 1994.

•Any short term training question can be directed to James Sangster.

INSTITUTION: International Center for Water Resources Management at Central State University
Wilberforce, Ohio 45384

VISITOR: Dr. Victor Okereke/Director
Linda Gunn-Smith/Course Administrator
(513) 376-6212

DATE: September 22, 1993

The legislative mandate of the International Center for Water Resources Management directs them to provide training and research for Ohio and developing countries. Despite the fact that Ohio has three hazardous waste treatment plants, and most other states only have one plant, Chris Kagy assures us that it is "Ohio and developing countries," not "Ohio, a developing country." I'm not so sure.

The three programs of ICWRM:

The International Center for Water Resources Management was established by the Ohio legislature seven years ago. It provides three distinct functions:

1. It is a degree granting institution for an undergraduate degree in water resources. They are the only undergrad degree program in the U.S. in this field.
2. Conduct research in Ohio and overseas. Fields of research include wetlands, droughts (Dr. Okereke's specialty) and appropriate technology in water technology.
3. Provide short term training as off-the-shelf programs (which we announce AWIDE), tailored training and as straight study tours. PIET has worked with Central State, an HBCU, many times.

Their off-the-shelf schedule for 1994 is:

- Water Quality and Environmental Impact Assessment - June 1-28
- Groundwater Hydrology - July 5-August 26
- Design of Earth Dams and Reservoir Hydrology - June 27-August 19
- Hydrometry - June 13-24
- *Drought Water Management - November 1-December 10, 1993
- *The Economics of Water Systems Rehabilitation - December 1-17, 1993

Please note that the starred courses(*) have 1993 dates.



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Tuskegee University/Alabama
Campus Visit Report/Mouhamadou Lamine Konte
Date of visit: October 1994

This is an addendum to Janet Hulnick Travella's report, May 1991 (attached).

International Students.

The number of international students enrolled at Tuskegee University increases yearly. This seems to be due to the quality of support they receive from the faculty (a ratio of 1 professor to 11 students) and the many international projects with which the institution is involved. Tuskegee University also takes pride in the high achievements of international students, particularly USAID sponsored students. The recommendation from Ms. Janet Hulnick to enrol participants at Tuskegee University still holds. The diversity of the University's faculty adds to its capacity to be sensitive to differences in assigning advisors to international students.

Campus.

One major addition to the Tuskegee University campus is the Kellog Center, a facility which can hold conferences of significant size and provide a wide range of services, from meeting rooms to restaurants. In addition the Kellog Center's location allows access to almost all areas of the campus by foot.

Resources.

Tuskegee University provides students with a well furnished library. However, participants have also mentioned having to resort to the Auburn University library in some instances. They have also mentioned having to take some required classes at Auburn University. However, in most instances Professors are willing, depending on their schedule to offer individual classes if necessary.

Recommendations.

USAID/PIET may wish to consider fields of studies that allow participants to study at Tuskegee University without having to rely too much on taking classes at Auburn University, because this may not only delay program completion but also poses the problem of transportation. USAID-sponsored students who are not allowed to own a vehicle while under sponsorship may encounter transportation problems when it comes to consulting the library or taking a course.

CAMPUS VISIT REPORT

INSTITUTION: Tuskegee University
DATE: May 24, 1990
VISITED BY: Janet Hulnick Tavella, ETA/EIL

Founded by Booker T. Washington in 1881, Tuskegee University is known for its work in applied agricultural research. Booker T. Washington's philosophy was to educate the student in both general and practical education. Written on the Booker T. Washington monument on campus is "Booker T. Washington 1856-1915, he lifted the veil of ignorance from his people and pointed the way to progress through education and industry". Tuskegee was the first black college to be designated as a Registered National landmark (April 2, 1966), and the first black college to be a designated a National Historic Site (October 26, 1974). Situated on the campus is the George Washington Carver Museum. Dr. Carver was a distinguished scientist who directed the Agriculture department at Tuskegee for 47 years. I found the museum fascinating it contains the tools and handiworks of Dr. Carver. Dr. Carver was instrumental in the discovery of how to preserve southern vegetables and fruits as well as the discovery of agriculture products made from vegetable specimens and peanuts.

Tuskegee University is located in Tuskegee Alabama, a rural agriculture community, approximately a forty minute drive from Montgomery, Alabama. Tuskegee is a small, somewhat remote town. The Jamaican students stated that the town has limited services. On a brief tour of the center of the community I noted that many of the businesses were closed down.

Tuskegee University is known for its work in agriculture and the applied sciences as well as engineering and veterinary medicine. In Spring 1990 approximately 3500 students were enrolled at Tuskegee. Presently, there are 214 international students from 28 different countries enrolled at the college - about 6% of the total student body. The largest population of international students come from Caribbean countries such as Jamaica and the Bahamas.

Housing and Cafeteria Services: The University provides satisfactory dormitory facilities. The dormitories are co-educational. I had the opportunity to share a meal with the students in the cafeteria. The cafeteria was dirty and the food was almost inedible.

The Office of International Programs: The University has one International Student Advisor - and a Department Director. All international students are provided with support from the Foreign Student Advisor as well as their personal Academic Advisor.

Recommendation: I would recommend future placements at Tuskegee. All four of the students mentioned that they were very satisfied and intellectually stimulated by their academic programs. Tuskegee is, however, a small and somewhat remote town; international students may feel isolated and lonely at times in such surroundings.

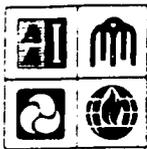
While at Tuskegee my objectives were to introduce myself and PIET to four students from Jamaica, to discuss mutual responsibilities, to outline with students their plans of study and to provide general support to the students.

Two of the Jamaican students arrived in August, 1988. These two are scheduled to leave in August, 1990; however, one, Moira Edwards completed a semester early in May 1990. The other August, 1990 completion student, Errol Walters is having difficulty completing his program by August, 1990 due to a cancelation of a required course this summer. I am investigating the possibility of a one semester extension for Mr. Walters. The other two students arrived in January, 1990. They both are scheduled to complete their programs in December, 1991. The degree objectives for the four students are: Bachelors of Science in Business Agriculture, Bachelors of Science in Agriculture specializing in Farming, Bachelors of Science in Home Economics and a Bachelors of Science in Animal Science.

Upon arrival at Tuskegee I met with Ms. Patricia Burns, the Assistant Director of International Programs. We discussed the International Students Program at Tuskegee and the general academic programs of each of the four students. Ms. Burns gave me a campus tour and instructed me in the resources available for international students. Later that same day I met with the academic advisors for each of the students. We reviewed the degree objectives and progress of each of the four PIET sponsored students. All four of these students are excelling academically.

In the afternoon I met individually with each of the students. We discussed their program objectives and their impressions of Tuskegee. Overall, the students were very enthusiastic about the education they were obtaining at Tuskegee. However, the students mentioned that there were insufficient support services available to international students. All of the students complained terribly about the housing and cafeteria services available. Since then the

USAID Mission has given all four students permission move off campus.



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University of Georgia/Athens
Campus Visit Report/Mouhamadou Lamine Konte
Date of visit: November 1994

This is an addendum to Dawn Kepets-Hull's report, November 1991 (attached).

International Student Services.

The International Students Services offer substantial and adequate support to USAID/PIET sponsored students, and renewed their wish to see more of them enrolled in future years. An equal amount of support was provided to Programmer during visit. Future visitors may want to consider scheduling appointments half an hour apart due to the widespread nature of the campus.

Resources.

University of Georgia's Agricultural Department recently improved its computer lab, enabling students to analyze research data with the latest software in the field.

Admissions.

The international Students Services strongly recommends that applications for international students be submitted early enough but no more than on year in advance because of the time it takes to process such applications. In addition, all new students at Georgia University are required to show proof of immunization for measles, mumps, and rubella. As of 1994, students also have the option of taking computerized TOEFL/GRE to speed up score processing. However, these tests are not offered on campus, and require students to travel to Atlanta, GA for a day.

Course load.

A full-time course load is 10 hours per quarter during the academic year and 8 hours during the summer. A formal request for permission may be submitted to exceed the maxima of 10 and 8 hours, and according to Admission's Office, such requests are seldom approved. To be eligible for graduation, graduates students should maintain a grade point average of 3.0 on all graduate courses taken and on all course mentioned in program of study.

Recommendation.

The agricultural programs may be added to the strengths of the University of Georgia, mentioned in the attached report



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University of Georgia/Athens
Campus Visit Report/Dawn Kepets-Hull
November 1991

The University of Georgia/Athens (UGA) has a student population of approximately 27,000. The Graduate School is comprised of 13 schools and colleges with about 5500 graduate students and nearly 2,000 faculty members. The University is located in a pleasant, small town approximately 65 miles northeast of Atlanta. The campus itself is massive. Covering 3,500 acres, it stretches two miles from the main entrance to the most distant building. There is an efficient bus system to transport students/faculty/visitors from one area to another. On campus parking is very difficult to find, but the University does have some pay parking lots. Visitor parking violations will be taken care of by the International Student Office if all else fails.

Of the 1,300 international students on the UGA campus, 75% are graduate students. UGA currently has 370 exchange visitors of which 100 are sponsored students. The international student population comes from over 100 countries. Each year, 135 international students may qualify for a waiver of the out-of-state fee, sponsored students included.

International Student Services: International student administration is very decentralized with some sponsored students being handled through the International Student Office and others being handled through the Office of International Development. Daryl Snyder is the Director of the Office of International Development while Richard Reiff directs the Department of International Services and Programs.

The Department of International Services and Programs assists international students with their orientation, adjustment etc. Dr. Reiff stressed the importance of sponsored student attendance at the New Student Orientation as they have frequently not received all of the written information usually mailed in advance to new international students. Dr. Reiff also mentioned that he would appreciate receiving a list of PIET sponsored students and the names of their ETAs along with arrival information. Dr. Reiff had not fully understood the relationship between PIET Central and the four Partners prior to our meeting.

The UGA Orientation for international students includes a dinner and an opportunity to meet students from the same country/region who assist with the adjustment process. Each Friday, the office organizes a two-hour get-together. According to Dr. Reiff, the attendance usually includes approximately 300 students, one-quarter

of which are Americans. Faculty also attend this function. faculty.

Community Outreach: The Department of International Services and Programs coordinates an International Speakers Bureau which is composed of international students interested in sharing their culture with members of local civic, religious, educational, and social organizations. The Community Friend Program brings international students together with host families/individuals in local and surrounding communities for "cross-cultural learning and friendship." The Athens International Council (AIC) is committed to furthering cultural exchange, international understanding and goodwill between Americans and people from other parts of the world. The AIC assists members of the international community with their initial adjustment to community life and helps them to learn more about American life and culture.

The Visiting Teacher Program, also coordinated by the Department of International Services, works closely with the Clarke County School District to identify and select an international visitor to teach in the Visiting Teaching Program, a model program in the U.S. The purpose of this program is to expose Clarke County elementary students to other cultures.

Graduate Admissions: Mary Ann Keller is responsible for graduate admissions. Between sixteen and seventeen percent of the graduate student population is international. This past year (1991), approximately 40% of the applications (2,524 out of 7,021) were from international applicants. Of this figure, 338 were accepted and 223 registered.

The minimum combined GRE score is 850 but, may be higher depending on the department. An acceptable TOEFL score is 550. Ms. Keller stressed that it is always best to contact the Graduate Coordinator of a department directly to verify admissions requirements. Both the MBA and MACC (Accounting) programs require the GMAT. The Economics Department requires the GRE. All other Business departments will accept either the GRE or the GMAT and other departments require the GRE.

Regarding transfer students, the Graduate School will accept either 10 quarter hours or 5 semester hours towards the Master's Degree. No credit will transfer for PhD programs. General admissions deadlines are as follows: June 15 for Fall, October 15 for Winter, January 1 for Spring, and March 15 for Summer (Some Departments may have earlier deadlines).

For the MBA program, graduate students may begin in the summer quarter if they have a degree from an AACSB accredited program. Their degree program will then take one year. If they have graduated from a non-accredited AACSB program, they must begin in the Fall quarter and their degree program will take 2 years.

Strengths: According to Ms. Keller, UGA's strongest programs include the PhD in Psychology (especially Clinical Psych.), MBA,

Political Science and Public Administration. These programs are all competitive and may have admissions standards that are above the minimums set by the Graduate School.



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Tulane School of Public Health and Tropical Medicine
Campus Visit Report/Mouhamadou Lamine Konte
Date of visit: November 1994

This is an addendum to Kris Aulenbach's report, April 1992 (attached).

International Students Services.

The International Students Services strongly stresses its relationship with USAID/PIET sponsored students who are able to benefit from a commonly well-traveled and well experienced staff, i.e. former Peace Corps volunteers, International faculty conducting research and/or supervising several overseas projects, etc...which closely monitors the work of international students.

Campus.

The location of the school is very convenient in relation to housing facilities. And although the campus is divided into two physically distinct parts, a system of free bus transportation allows students to readily have access to any of them. Visitors can stay at the Clarion Hotel, which entrance faces the School's gate.

Academics.

As research is an integral part of any program at the Tulane School of Public Health, a recent addition to the MPH program has been the Capstone (see attached). Ms. Jane Bertrand has been appointed new Chair of International Health and Development. As part of the effort to match a growing body of students, a "track system" has been set up to ensure an appropriate match between students and academic advisors, based on the student's particular interests and/or program. Last but not least, Tulane's Center for International Resource Development is a subcontractor to the Academy for Educational Development in the "Health and Human Resources Analysis for Africa", a funded USAID activity. All participants expressed their satisfaction in their academic training as well as the support from the School's faculty. The school is currently handling short term requests.

Recommendation.

USAID/PIET may want to consider reviewing funding period for Tulane participants due to the implementation of the Capstone Project which may extend the time for degree completion to an average of 18 months instead of the 12 months that are usually allotted.



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INSTITUTION REPORT

TULANE SCHOOL OF PUBLIC HEALTH AND TROPICAL MEDICINE

APRIL 1992

KRIS AULENBACH

As Tulane has been well-visited by PIET this year, I won't repeat the information provided in the campus visit reports written by EIL (Janet Tavella) and AAI from October 1991. Please refer to them for information on housing, transportation, and English language training.

I visited three Moroccan and two Egyptian fellows in the International Health Program. The Director of the program is Dr. Nancy Mock (514-588-5352). There are about 100 students in the International Health Program and about 60% are international. The School of Public Health has a total enrollment of about 400 students. About 1/3 are international.

The IHP offers tracks in: epidemiology, population, management and health economics, health communication/education, tropical medicine, environmental health, and maternal and child health/nutrition. Tracks can be combined; for example, one of our fellows had combined maternal and child health with health communication/education.

Tulane emphasizes personal attention and flexibility in this program. Ms. Penny Jessop is the International Student Advisor (504-588-5387) and she knows PIET and our fellows well. She says that Tulane would also welcome short-term requests and could arrange internships, especially in cardiovascular health-related areas, as Tulane has just taken over a cardiology project formerly run by LSU and consequently can provide many research opportunities.

Our fellows were generally pleased with their programs, especially those who had successfully worked out practical training opportunities with the help of Tulane. The single students liked the convenience of living in Hawthorne Hall near their classes, although one student was sub-letting in the French Quarter and one lived with his family in Metairie and commuted.

One criticism from one of our fellows was that he wished there were more courses with an international focus in the program. Dr. Mock told me that the University was strengthening this area by adding faculty with international experience and more course options to the core MPH. International students will be able to replace courses such as "History of U.S. Health Systems" with comparative health systems, which will be more relevant to their interests. Two international management courses are also being added to the curriculum.



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Ohio State University
Campus Visit Report
October 1994

Addendum to Anita Blevins' campus visit report of April 1994.

This campus visit took place on the agriculture campus outside of Columbus and was coordinated through Jennifer Wakefield, Program Assistant for the Ohio International Agricultural Intern Program. Her office is also referred to as the Office of International Agriculture Programs. Jennifer is new to the field of international education, but she would like to serve as a contact for any potential placements of international participants into OSU's agriculture programs so that she can learn more about international education, PIET, and how to attract more international participants. Michael O'Keeffe, International Studies Advisor and Staff Assistant works in the same office and, realizing OSU's potential training capability in short term training programs in agriculture, wishes to learn more about the process of setting up training programs to attract more international participants. Basically, this is an international agriculture office at a huge university that is eager to get involved in satisfying the demands and needs of participant training.

Students are generally pleased with the social life in Columbus as it is a sizeable city, relatively easy to get around, and has a surprisingly diverse population.

There were meetings with 7 participants and their advisors from the following academic departments:

Department of Agricultural Education

Degrees offered: Master's and Ph.D., and there are a very small number of undergraduates. Approximately 45% of graduates are international. None of them is supported by the department because it gives preference to U.S. students due to the high level of literature review in those positions. The majority of international students is funded through public/government sources. Graduate admission requirements: GRE scores are required by the university, TOEFL score of 550. There is a non-thesis option for the master's degree, but a dissertation is required for the Ph.D. Student review: This student was originally in the entomology program, but he was so impressed with this department that he switched to agricultural education.

Department of Veterinary Science

Degrees offered: B.S., M.S., Ph.D. Out of the 30-40 graduate students in the department, 40% are foreign. Admissions requirements: GRE scores, 550 TOEFL, undergraduate degree (veterinary science degree preferred). M.S. completion requirements: 45 credit hours including research; there is no non-thesis option. Ph.D. requirements: 135 credit hours, half of which are research; dissertation. Computer availability for students is not a problem; the whole department is even switching over to 486s. Student reviews showed great satisfaction with the graduate curriculum, professors and technicians.

Department of Plant Pathology

Degrees offered: B.S., M.S., Ph.D. with no specializations, but there is a non-thesis option. There are 20 faculty members and 26 graduate students, 18 of whom are foreign. Graduate admission requirements: GRE score around 1600, 3.2 GPA, TOEFL 500. There are no hard and fast rules for completion of the M.S. and Ph.D. degrees. The M.S. generally takes 2 years, the Ph.D. 5 years maximum. There are a number of computers available for student use. Student review: Undergraduate program in Plant Pathology very good because "it's not too challenging". One problem this department has centers around faculty: some students cannot do research while taking courses because their professors, and very likely their advisor, have obligations at OSU's campus in Wooster, where half the department's faculty members are based, about 2 hours away. This limits a student's choice of academic advisor or supervisor because only 4 or 5 professors remain in Columbus year round. Another problem for the student interviewed is his advisor having 6 Ph.D. students under his supervision.

Department of Veterinary Physiology

The English level of the student interviewed in this department was ten times greater than that of his academic advisor upon whom I had counted to provide some department specific information. Graduate admission requirements: GRE score of 1500, TOEFL score of 550, 3.0 GPA. Ph.D. degree completion requires 145 credit hours, general exam and a dissertation. Computer access for international students is not a problem. Student review: extremely happy with his academic advisor and the level of interaction with other professors. This student's specialty was reproductive endocrinology, and he feels OSU's laboratory facilities are "the best I've seen...make sure other students come here."

Department of Environmental Science

Degrees offered: B.S., M.S., Ph.D. with specializations in fisheries, wildlife management, forestry, natural resources development, environmental education and urban forestry. There are about 45 faculty members. There are 125 graduates and over 500 undergraduates. Computer availability for student use is no problem. Student review: good, quality program because the professors are very accessible. One student said when he chose a

specialty separate from his advisor's, other professors stepped in to aid in his research.

Michael O'Keefe, International Studies Advisor and Staff Assistant
Jennifer Wakefield, Program Assistant
Ohio International Agricultural Intern Program
Room 113 Agricultural Administration Building
2120 Fyffe Road
Columbus, OH 43210-1067
tel. 614/292-7720
fax 614/292-1757

Lee Gillette



Partners for International Education and Training
United States Agency for International Development
Participant Training Program

Campus Visit Report
Vanderbilt University
October 1994

Due to the short duration of the visit, please consider this report along with those visits of Jennifer Ewald and Isabel Dillener in 1992, particularly for the International Services Office contact names.

Vanderbilt University is located in Nashville, Tennessee, a sprawling yet attractive city of 500,000 people with a wide array of cultural offerings. It is a beautiful campus consisting of 9,000 students and 1,100 faculty members.

I was only able to visit Vanderbilt University for a few hours, but the faculty of the Economic Development Graduate Program, which is home to both of PIET's sponsored participants, made quite an impression. The Director of the Program, which was created within the Department of Economics and Business Administration in 1956, is Dr. Kathryn Anderson. She and her staff, spearheaded by Program Coordinator Mouzon Siddiqi who was my contact during this visit, have made all of the 51 international students (which is double the 1993 number) in the department feel right at home. There is a family atmosphere here and an international social hour every Friday. Watching the faculty interact with the students, witnessing the department's social calendar for international students, and seeing the happiness and gratitude with which PIET's participants talk about this program all indicate that this department is a fine environment in which international students can work and live.

The department offers M.A. and Ph.D. degrees designed primarily for government officials and university professors of economics from the developing countries. Graduate admission: undergraduate degree, 3.0 GPA, TOEFL 550, GRE. Applications are submitted to the graduate school which then sends them to the department where the decision to accept/reject is made. Use the International Services Office and Economic Development Department to help in the monitoring of international applications. Participants must take 8 courses in economic theory and statistics, a two-semester research seminar, maintain a 3.0 GPA, and submit an acceptable thesis to obtain the M.A. degree. All students must also take a short course in the use of computers. Most participants take 18 months to complete the program.

Both students visited spoke highly of their department, the professors and particularly Dr. Anderson and her staff. They monitor the students' academic progress closely, helping assign tutors when necessary. They brought attention to Vanderbilt's

library as a great asset to their education. Housing and transportation are not a problem for them: the university housing office helps to find off-campus housing and the university has a shuttle that circulates the campus from 7:00am to 3:00pm weekdays and 6:00pm to 2:00am weekends.

Mouzon Siddiqi, Program Coordinator
Graduate Program in Economic Development
Vanderbilt University
P.O. Box 1828, Station B
Nashville, Tennessee 37235
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Lee Gillette



Partners for International Education and Training
United States Agency for International Development
Participant Training Program

Campus Visit Report
Michigan State University
October 1994

Michigan State is a huge university of 41,000 students, about 5% of whom are international. The campus, however, looks and walks like it could support even more than that. PIET's main contact in international education at MSU over the past year has been Rebecca Noteboom, Coordinator for the International Sponsored Student Program in the Office of International Students and Scholars, located in the Center for International Programs. The Study Abroad Office and English Language Center are also located in the International Programs building.

Rebecca is very interested in international education as it relates to international development. Rebecca and her colleagues have a good working relationship with the departmental faculty and are friendly and supportive in their interactions with students. Rebecca will help PIET monitor international undergraduate and graduate admissions applications. Rebecca monitors student progress closely and is quick to contact program officers whenever problems arise.

International graduate students are generally content with their housing in Spartan Village where the facilities enable them to prepare their own meals and live with their families. A shuttle runs from the Village to the farthest reaches of the campus. The Village has become somewhat of a cohesive international community, particularly when arranging soccer tournaments, and this contributes to the social life of an international graduate student. Undergraduates live in the vast residence hall system, although older undergraduates may choose to live in graduate halls.

MSU switched from quarters to semesters in 1993. According to previous reports, some effects of this change were negative due to some courses not being offered as often. Participants mentioned little about this change and seem to be adjusted to it.

While at MSU, I met with 9 students, all of whom were pleased with the quality of their education and the accessibility/help of their advisors and professors. I met with 7 academic advisors representing the following 4 departments:

Department of Agricultural Economics

The department offers B.S., M.S., and Ph.D. degrees, as well as an Agricultural Technology 2 year associate degree. The department has 34 faculty members, 200 undergraduates, 95 graduates (60% are

Ph.D. students), and 57 associate degree students, almost all of whom are from Michigan. Admission requirements for graduates: 4-year undergraduate degree, GRE, 550 TOEFL score, basic economics and statistics coursework.

Department of Computer Science

B.S., M.S., and Ph.D. degrees offered. Faculty: 24 full-time, 30 part-time. There are 86 master's (43 international) and 67 Ph.D. (37 international) students in 1994. Graduate admission: 3.5 undergraduate GPA, 85% GRE, 50% Subject GRE. The Director of Graduate Students who's also an associate computer science professor says computer time is never a problem with over 300 computer work stations. Students receive highly individualized attention compared to other large schools.

Department of Food Science

B.S., M.S. and Ph.D. degrees offered in Food Science, Nutrition, Dietetics, Food Technology Management. There is also an interdisciplinary dual degree Ph.D. in Environmental Toxicology and Food Science. Faculty: 30 members. There are 360 undergraduates and 100 graduates. Foreign students make up about 65% of the departmental student body. Graduate admissions: GRE over 1000 (verbal/quantitative combined), 3.0 GPA, 550 TOEFL. Computer time is never a problem.

Department of Business Administration

This was the one department where some questions were left unanswered because the one faculty member available was brand new to the university. MBA and Ph.D. offered, with specializations in finance, marketing, production, and accounting. 11 faculty members. There are about 150 MBA students. Computer time is a real problem in this department: one student reported there are only 9 computer available for use from the department.

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Lee Gillette



PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING

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UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT PARTICIPANT TRAINING PROGRAM

Campus Visit Report
Cleveland State University
October 1994

Cleveland State University is an urban university located in downtown Cleveland. The Cleveland Orchestra, the Indians' Jacob's Field, the Browns' Municipal Stadium, the Cavs' Gund Arena, BP America's North American corporate headquarters, and the Rock and Roll Hall of Fame are all within walking distance of campus. It's a school of 17,000 students, 800 of whom are international (up from 475 in 1990).

The majority of international students are from Asia, but with the efforts of Dr. George Burke, Associate Dean of Graduate Students and International Student Advisor and active proponent of international education in Ohio, CSU would like to attract more non-Asian students as well. Dr. Burke was the contact for this campus visit and a very busy man at the time as he was the main coordinator of the Region VI NAFSA Conference being held in Cleveland. Dr. Burke is in the Office of Student Life which works in tandem with the International Student Office.

Barbara Turner is the contact in the International Admission Office and the person to whom undergraduate and graduate applications should be addressed. Requirements for international admissions are: TOEFL score of 525, college transcripts, diplomas earned, 2.75 undergraduate GPA.

Located in the heart of campus, Viking Hall is the main student residence. It can house up to 550 students and offers large, spacious rooms, an in-house computer lab, 24-hour security coverage, laundry and dining facilities. All residents participate in a food service plan that has many options.

Since crime is a problem in Cleveland, many programs exist to prevent it.

PIET had two participants at CSU doing their MBAs at the time of this campus visit. What's interesting about the James J. Nance College of Business Administration, other than it being rated second in the state, is the college's creation of its own English course in business writing and communication for international students. It deals with the business related English terminology prevalent in all of the college's programs. The course is used for any student who scores below 40% on the verbal part of the GMAT. The college has about 95 faculty members and 3,000 students, two-thirds of whom are graduates. The prevalence of Asians at CSU also holds true for this college with 80% of its internationals being

Asian. More are beginning to come from Latin America. Students can use CSU computers by paying a "technology fee" of \$1/hour of computer time (or \$4/class). The revenue from this fee is used to refurbish the computer labs. Some other state schools have instituted the same system.

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Barbara Turner
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Bruce M. Gottschalk, MPA, MBA
Administrative Assistant to the Dean
Graduate Business Programs
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Campus Visit Report

Southern University
Fall 1994

Southern University in Baton Rouge, Louisiana is a Historically Black University. Approximately 10,000 students attend Southern, 1,000 are graduate students and 300 are international students. Students come from 49 states and 44 countries. About one third of them live on campus.

Most of the student activities are sponsored by the Student Activities Office. Southern is also very active in collegiate sports. Mr. Jackson is the Foreign Student Advisor for all international students at Southern - sponsored and non-sponsored. The international student office mostly exists to process immigration procedures. The office also sponsors monthly international dinners.

There is no international student orientation. Mr. Jackson says that the orientation occurs one on one as the students arrive. Mr. Jackson tries to hook up the students with other international students and faculty from similar regions of the world. The students seemed to like Mr. Jackson and had no complaints about the way the services are run.

A small minority, 4 out of 300, of international students live on campus. Both of the PIET sponsored students at Southern lived quite far from the university. They said the area around Southern is not very safe. They use public buses or ride with roommates to get to campus.

Southern University has a very active Office of International Programs. The office works directly with USAID to sponsor short term training programs.

Prepared by Veronica Altschul



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UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT PARTICIPANT TRAINING PROGRAM

Campus Visit Report

Louisiana State University
Fall 1994

Louisiana State University (LSU) is a beautiful university located on more than 2,000 acres of land in the southern part of Baton Rouge, bordered by the Mississippi River. LSU is a land-grant institution and a sea-grant institution. LSU has also been designated a Research University I, the top category of the Carnegie Foundation's ranking of research institutions. LSU's current enrollment is more than 26,000 students, including more than 1,500 international students and about 4,600 graduate students.

The international student office is very comprehensive and has established a number of successful programs for the international student population at LSU. Mr. Erin Schmidt is the Director of the office and he is also the one in charge of all sponsored students.

LSU has on campus housing for both graduate and undergraduate students. LSU also has on campus housing for families. On-campus housing is in high demand therefore most students seem to live off-campus in comfortable, affordable apartments that are in close proximity to the university. LSU has an extensive free shuttle bus service that reaches many of the off-campus areas where most students live.

All the students were incredibly impressed with the services provided by the International Student Office (ISO). Upon arrival to LSU, all students are met at the airport. The ISO has a very extensive 3 day orientation in August and January. The university also runs an International Cultural Center which provides a number of services and daily programs for international students at LSU. The Center also has meeting rooms, an overseas satellite dish and temporary housing capabilities for those students who do not have housing upon arrival to LSU.

Through the ISO, there is a very active International Student Committee which organizes a number of programs for the students. The staff at the ISO feel that the international student community is very active on campus.

There is also a very strong community program in Baton Rouge that works with international students called the International Hospitality Foundation. This organization constantly holds "welcome" dinners for international students. At these dinners they try to match the students with host families in the area. Two of the PIET students had made contact with local families and have enjoyed this relationship tremendously. They said it has added to their experience in the United States. This organization also has a "loan closet" program: At the beginning of each semester, international students are welcome to borrow items such as alarm clocks, lamps, linens etc.

Like many institutions of higher education, LSU is suffering from budget cuts. Consequently, not all classes are being offered on a regular basis. This forces many of the students to alter their plan of study and take different courses than those they had originally planned to take. Nevertheless, the students claimed they were still able to take interesting and applicable courses.

Prepared by Veronica Altschul



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Campus Visit Report

Alabama A&M University
Fall 1994

Alabama A&M University is a land-grant institution located in a suburban area of Huntsville. Approximately 70% of the students are from Alabama; about 80% are black. International students come from 35 countries. During my visit, I met with two students from Indonesia, one student from Togo, one student from Jamaica and one student from Belize. Three of the students were in the Plant Science Department studying Plant Science, Biology and Agronomy. One was in the Psychology Department and one was in the Agriculture Department. I also met with all their respective academic advisors and with the Director of the Office of International Programs (OIP).

All the students seemed to have adjusted well to the university and to Huntsville. However, they all complained that they had received very little help and support from the OIP. This lack of support seemed to be especially crucial when the students first arrived. They all depended on random people and friends they met to help them secure housing, register etc. Essentially, they were all satisfied with their particular academic programs but incredibly dissatisfied with other university offices.

They all stressed that transportation was a huge problem. There is very limited public transportation in Huntsville: There is one bus with one route which stops running at 6:00 p.m. Most students have classes in the evenings; therefore, they always need to rely on others for rides.

One student also stated that the library did not have updated resources - often times he had to rely on friends attending other universities to send him the necessary materials.

The students also expressed frustration with registration. They claimed that the procedure was very disorganized. Their biggest complaint was that they never knew until the first week of classes whether they would be able to take a course or not. If only two or three people register for a course, the course will, at the last minute, be cancelled. This seems to happen quite often. Alabama A&M University is part of a consortium with the University of Alabama at Huntsville. Many students have taken advantage of this and end up taking a number of classes at U of AH.

The students did not hesitate to express their frustration with the Office of International Programs (OIP). This office is in charge of providing services for all sponsored students. The office has one professional staff member, Dr. Okezie, who has been at the University for over fifteen years. The students said that he has made no effort to get to know them and that the OIP never sponsored any programs or activities for the students. It seemed that most of the extra curricular

activities that they were involved in, were activities sponsored by their academic departments.

This year, the Office of International Programs is responsible for 21 sponsored students. Of the five students that PIET sponsors, Dr. Okezie was only familiar with two. Dr. Okezie says that the office sponsors an "International Day" in the Spring and various other programs such as a food fair, talent shows etc. However, from speaking to the students it was clear that these activities were sponsored by the Office of International Students which works with non-sponsored students. The International Student Association is also sponsored through this office. The students stated that they were not active in the Association because the majority of the students involved were undergraduate students with different interests and needs.

The OIP does not have an orientation. Dr. Okezie said that the orientation was done on a one on one basis; however, the students said that that never happened and again that little support was given.

The University does not have on campus graduate housing. Dr. Okezie says that most students are able to find affordable housing walking distance to the university. It seems that plans are underway to build graduate housing in the university but it isn't certain when this will be available.

Essentially, it seemed the students received most of the support and help through each other and through their academic departments. Dr. Okezie is much more concerned with grant seeking and research for the university than providing services for the students.

Prepared by Veronica Altschul



Partners for International Education and Training
United States Agency for International Development
Participant Training Program

CAMPUS VISIT REPORT
AT
UNIVERSITY OF CENTRAL ARKANSAS
OCTOBER 11, 1994
BY
JENNIFER L. EWALD

BACKGROUND

The University of Central Arkansas [UCA], established in 1907, is located in Conway AR about 45 miles from the State Capitol of Little Rock. An accredited four year institution, UCA offers 85 undergraduate and 32 graduate programs as well as a select number of Associate degrees. Academic programs at UCA include The College of Arts & Letters; The College of Business Administration; The College of Education; The College of Health & Applied Sciences; and The College of Natural Sciences & Mathematics.

The Center for International Programs [CIP] at UCA serves as the coordinating agency in international student affairs for the university and acts as a liaison between international students, administrative & department offices of the university, agencies of the U.S. government, and private organizations. CIP staff provide international students with advisory services regarding financial, personal, educational, and social affairs as well as the rules and regulations of the U.S. Immigration Service. Other student services available at UCA include Career & Placement Counseling; Personal Counseling; Disabled Student Services; Minority Affairs; and University Health Services.

STUDENT REPORTS

Jessica Arauz: Jessica enrolled at UCA in Fall 1992. She is pursuing a B.A. degree in Finance. Jessica is performing very well in her program and receives high praises from her academic advisor and her instructors. Jessica's advisor states that she is a well disciplined student, works well with class projects and is outspoken in classroom discussions.

Jessica is pleased with her academic program and feels that she receives strong support from the faculty and staff in her department. Now that Jessica has begun the upper division levels of her coursework she is finding the curriculum challenging. Both Jessica and her advisor feel confident that she will continue to perform well during the Fall and Spring terms but are concerned about her carrying 12 credit hours in the Summer '95 term.

Eduardo Mendoza: Eduardo entered UCA in Fall 1992 to pursue a BA degree in Business Administration with a focus on International

Trade. Eduardo has been making adequate progress in his program but is struggling to maintain a satisfactory performance due to enrollment in an excessive number of credit hours per academic term. Eduardo's POS reflects enrollment in 12 credit hours per Summer term and 16 to 18 credit hours for Spring and Fall terms. Full time enrollment at UCA is 6 credit hours for Summer terms and 12 credit hours for Fall and Spring terms.

Eduardo received grades of "D" in three of his four Summer courses and a grade of "C" for the fourth course. Since Eduardo's GPA remains at 2.0 it is not presently necessary for him to repeat the courses in which he received a "D" grade. However, Eduardo is also experiencing difficulties in his courses during the Fall term as evidenced by failing grades on two of his mid-term exams. Should his declining performance result in a GPA below 2.0, he will be required to repeat required courses for which he has received a letter grade of "D" or lower.

Eduardo's current funding term date is August 1996. Although Eduardo has attempted to comply with Mission request to accelerate his program from the 48 months provided in his PIO/P to 40 months, it is no longer realistic to anticipate successful completion of his program by December 1995. PIET has advised Eduardo to drop 3 of the 18 credit hours he is enrolled in for the Fall '94 term and concentrate on performing well in the remaining 15 credits. Based on Eduardo's academic difficulties over the past two terms it is the opinion of his academic advisor and PIET that Eduardo continue to restrict his academic enrollment to not more than 15 credit hours per Fall or Spring terms and not more than 6 credit hours per Summer term. Anticipated program completion date must therefore be changed to May 1996 for a total of 45 months.

Eduardo is very enthusiastic about his program at UCA and remains committed to the successful completion of the same. His advisor and professor's report that Eduardo is a serious student, participates fully in his academic program, and continues to demonstrate his potential for being a successful B.A. candidate. Eduardo reports that he does not have the time for involvement in extra-curricular activities but that he is comfortable in Conway and has made friends there.

Ana Pitti: Ana enrolled at UCA for the Physical Therapy Assistant program in Fall of 1993 with a conditional admit. Ana was scheduled to complete 27 credit hours of pre-requisite coursework during the Fall term of '93 and the Spring and Summer terms of '94. It was anticipated that Ana would begin the 38 credit hours of the core courses of her PTA program with the Fall '94 term and complete in the Summer of '95.

Like all PTA programs in the U.S., UCA's is highly competitive and only a select number of students are admitted into the program. Enrollment in the core program at most institutions is almost exclusively in the Fall term of each year. As such, a student who does not meet admission requirements for the Fall term of a given

year must wait until the following Fall term for another enrollment opportunity. The average number of participants allowed into a PTA program is 16.

Students at UCA who wish to be accepted in the PTA program must meet the following requirements: A minimum Cumulative GPA of 2.5 and a grade of "C" or better in all of the required pre-requisite sciences courses. The average GPA for students admitted into the PTA program is 3.6. Qualified candidates are then requested to sit for an admissions interview. Highly qualified candidates are frequently rejected for admission into the program on the basis of limited space.

Ana had achieved a cumulative GPA of 2.75 at the end of the Summer '94 term. Unfortunately, she had also received a final grade of "D" in the required Biology 2405 course. The department agreed to allow her to sit for the admissions interview in an attempt to give her every chance for admission into the Fall '94 core program.

As stated on Ana's most recent AETR, Ana was not successful in her petition for a Fall '94 admit. Since it was necessary for Summer grades to be posted before a final decision could be made on Ana's admission into the PTA program, Ana and PIET were not notified of the rejection until 2 days before Fall '94 registration.

In an attempt to secure the timely completion of Ana's program PIET appealed her case to the Head of the Physical Therapy Department, the Director of International Student programs, and the President of the University. PIET also scheduled a site visit in an effort to secure permission for interim enrollment in the Spring '95 term. PIET was unsuccessful in its appeal.

At this time the Head of the Physical Therapy Department has agreed to secure a position for Ana in the program for the Fall '95 term on the condition that she presents with a cumulative GPA of 3.2, a grade of "B" or higher in Biology 2405, and a satisfactory interview. This would require an extension of Ana's program through August 1996.

PIET is currently seeking admission for Ana in PTA programs offering open enrollment for the Spring '95 term with a target completion date of December 1995. Although January enrollments are limited, Ana remains a qualified candidate. PIET will keep mission informed of admission efforts.



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Campus Visit Report
Duquesne University
Christopher C. Kagy, 11/7/94

Duquesne University is located "on the bluff," adjacent to and slightly East of downtown Pittsburgh, Pennsylvania. There are approximately 8,600 students enrolled in nine schools of study which offer courses leading to all degree levels, except the associate degree. The city of Pittsburgh is itself located at the nexus of the Allegheny, Monongahela and Ohio Rivers. This convergence, along with the rolling terrain, shape much of the character of the city.

The city of Pittsburgh is an unlikely combination of Midwestern "blue collar" and Eastern "culture." The city is, of course, renowned for the steel mills that covered its hills until recently. There is still heavy industry there, but a dramatic shift in the economic base is taking place with healthcare and high tech firms leading the way. The city has something of a parochial feeling to it; shops generally close on Sunday. The geography of the area is very rolling, and this has resulted in neighborhoods being very sharply defined geologically. The population is very at ease and pleasantries are often exchanged on the sidewalk.

In sharp contrast with the remaining steel production facilities are such cultural institutions as the Andrew Carnegie Museum and the world renowned Pittsburgh Symphony Orchestra, both of which rival similar institutions in Washington, DC and New York. American football, baseball and hockey teams are also located in the city and have a very close following in the population.

Duquesne University is a small campus with buildings of many architectural styles. The university was founded by a Catholic order and so some of the older buildings demonstrate architecture similar to western churches. There is no shortage of modern influence in other buildings. Though the campus is small, it does not feel at all cramped and is, in fact, quite comfortable. There are a variety of places to eat both on and off campus, but non-American food was difficult to find. On and off campus housing is available for all students.

If a student has an adequate academic background but is lacking in English skills, Duquesne can admit the student provisionally with the stipulation that a certain number of ESL courses be completed before beginning full time academic training. Students can, and often do, take academic courses concurrently with ESL training. In this case, a mid-term assessment is made by the ESL coordination and sent to the student's academic advisor, updating the advisor on progress and alerting them to the projected number of academic credits for which the student will be cleared for enrollment in the next semester. A final end of term assessment will also be issued which overrides the midterm assessment where academic clearance is concerned. Advisors are welcome to contact ESL instructors for feedback at any time.

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The Office of International Education is located in the Student Union building at the center of campus. Valentina DeSilva (desilva@duq2.cc.duq.edu) is the point of contact for PIET students. Recently, Thomas Hassett (hassett@duq2.cc.duq.edu) has been hired as the Coordinator of International Programming in the office. This office, as on other campuses, provides counseling and testing, as well as a learning skills center to help students adjust to the American style of education. Other services they offer are: Pre-arrival information, airport reception services with the International Students Organization, initial liaison with academic advisors, INS compliance information, host family arrangements in conjunction with the Pittsburgh CIV, and others. They do not process applications; these should be directed as per instructions on the application form.

The MBA program at the Graduate School of Business is undergoing a curriculum revision that will take place as of January 1995. Mary Kay Cunningham (cunningham@duq2.duq.edu), the graduate advisor, explained that the curriculum is divided into four core areas that cover Skills, Common Body of Business Knowledge, Business Knowledge Application Sequence and electives. Students must complete a total of 56 credits to earn the degree. Electives allow students exposure to Finance, Human Resources, International Business, Management, MIS, Marketing and Taxation. Additionally, the Graduate School of Business offers two joint degree programs in which students earn a MS in Environmental Science and Management or a Masters of Arts in Liberal Studies as well as an MBA. These are 64 and 68 credit programs respectively. Ms. Cunningham is intimately involved in the admissions process and has requested that applications be directed to her. She will also look at a prospective student's dossier to give an assessment of their capabilities before an application is submitted.

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PARTICIPANT TRAINING PROGRAM

October 1994

Campus Visit Report
October 1994

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY
Greensboro, North Carolina

Foreign Student Advisor: Sharon Martin, Office of International Affairs, (919)334-7551

North Carolina A&T State University (NCA&T), a state supported land grant college, was founded in 1891 to provide technical assistance in the field of agriculture to the State of North Carolina. NCA&T is located in Greensboro, North Carolina, in the Research Triangle Park area and works in cooperation with two other North Carolina Universities, Duke and the University of North Carolina/Chapel Hill.

NCA&T is a Historically Black College and University (HBCU), which enrolls both undergraduates and graduates and offers programs in agriculture, the arts, nursing, business, education and engineering. Total enrollment is estimated at approximately 13,000 students, among which a sizeable number are international participants.

International Student Office

The international student office is active and offers a variety of services including counseling, registrational procedures, housing hunting and others. During the homecoming week, the office organizes a "Miss International Students Association Coronation" which invites participation of many international students and their family members. Ms. Sharon Martin, Foreign Student Advisor, and her staff seem to know international students by name and maintain fairly extensive contacts with the international student body.

Admissions

Admissions for undergraduate students are done through the regular admissions office. Applications for graduate admissions are done through the Dean of the Graduate School and the specific departments. The required TOEFL score is 550 and provisional admission is often difficult to get. If the student does not have the required score, NCA&T has an intensive English program through neighboring Guilford College. The student can reapply for admission to NCA&T once he/she has taken the required English course and raises his/her TOEFL score. NCA&T requires that all graduate students must pass the English Qualifying Exam, which is

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offered once a semester, in order to graduate. If students fail, even if they completed all requirements for their programs, they would have to enroll in one more semester just to retake the exam. The exam consists of writing a professional essay relevant to a student's field of study. According to academic advisors, many international students fail the exam and particular attention should be paid to the training in English writing.

Research Facilities

As a general rule, graduate students are required to submit a thesis in order to graduate in the Master's degree program. However, students, especially in the School of Agriculture, are given the thesis or non-thesis option if they do not have the strong academic background to take courses and perform research concurrently. In some cases, students have to take the non-thesis option due to inadequate research equipment, supplies and facilities. Students often have to travel to libraries in neighboring universities in order to search for literature and references they need for their thesis.

Housing

Although on-campus housing is available, most of the graduate students prefer to live off-campus. NCA&T is very close to downtown Greensboro and the public transportation is readily accessible. However, the city bus system is not extensive and the schedule of buses irregular. Most of the students drive to the university or get rides from classmates. PIET sponsored students expressed that owning a car is essential. Both the International Student Office and the Housing Office assist international students in finding affordable housing off-campus.

Overall, PIET sponsored students that I met with at NCA&T seem to be content with their programs, the faculty and the university environment. There are advantages and disadvantages to attending a small university. Although the students seem to enjoy the individual attention they receive from the faculty and the staff, they wish they had more extensive research facilities and resources.

Meeja Yu
Program Officer
Asia Region



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PARTICIPANT TRAINING PROGRAM**

October 1994
Campus Visit Report
Tariq Mahmood, PIO/P 391-0492-1-90282
North Carolina A&T State University
Food Science

USAID disapproved Tariq's request for research funds in the amount of \$2,000 due to its funding constraints. Furthermore, the decision was made based on an assumption that a non-thesis option would be less time consuming than a thesis-option.

Dr. Seo confirmed that the revised program of study with the non-thesis option ensured Tariq's completion of his program by December 94. Tariq passed the comprehensive exam and is registered for the last 9 credit hours during the Fall 94 semester. He is on track to finish by December 94. However, Dr. Seo was just informed by the Office of Graduate School that Tariq failed the English qualifying exam offered during the Summer 94. The next one will be offered in January 95. Dr. Seo asserted that the Graduate School is very strict about making exceptions in offering exams that are not scheduled. I had to contact the Dean of Graduate School to request that the university offer another exam in December for the U.S. AID sponsored Pakistani students. The Dean of Graduate School agreed to offer another exam. PIET was recently notified that Tariq successfully passed the exam and fulfilled all the requirements to graduate.

Tariq expressed his concerns about the English qualifying exam and claimed that he would not leave the university until he gets his degree. I assured him that the Graduate School would most likely offer another exam for the Pakistani students.

Although Tariq has enjoyed his two years at NCA&T, he wishes that he were in a large university with more extensive research facilities and resources.

Meeja Yu
Program Officer
Asia Region

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October 1994
Campus Visit Report
Syed Shahid Ali Shah, PIO/P 391-0492-1-90276
North Carolina A&T State University
Food Science

USAID disapproved Syed's request for research funds in the amount of \$2,300 due to its funding constraints. Furthermore, the decision was made based on an assumption that a non-thesis option would be less time consuming than a thesis-option.

Dr. Seo informed that Syed is working on a different thesis which is a joint project between the Food Science department and the Agriculture Engineering Department. The Engineering department provides the equipment and the Food Science department the chemicals. He passed the comprehensive exam and will be defending his thesis in a week; thus, he is definitely on track to complete by December 94. However, Dr. Seo was just informed by the Office of Graduate School that Tariq failed the English qualifying exam offered during the Summer 94. The next one will be offered in January 95. Dr. Seo asserted that the Graduate School is very strict about making exceptions in offering exams that are not scheduled. I had to contact the Dean of Graduate School to request that the university offer another exam in December for the U.S. AID sponsored Pakistani students.

Syed expressed his concerns about the English qualifying exam and claimed that he would not leave the University until he gets his degree. I assured him that the Graduate School would most likely offer another exam for the Pakistani students.

He is starting his PhD program in January, which will be sponsored by Winrock International. He would like to return to Pakistan in December to spend some time with his family before he starts his PhD program in January 1995.

Syed expressed his dissatisfaction with the university's lack of research resources, equipment and facilities.

Meeja Yu
Program Officer
Asia Region



PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING

under contract to the

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT PARTICIPANT TRAINING PROGRAM

October 1994

Campus Visit Report

Mohammad Sadiq, PIO/P 391-0492-1-90278

North Carolina A&T State University

Agriculture Education and Extension

Mohammad self-placed at NCA&T in the Plant and Soil Science department; however, he has not been successful at NCA&T. He was dismissed from the Department of Plant and Social Science and was admitted into the Agriculture Education and Extension program in November 1993. Dr. Walson, his new advisor, submitted a new program of study, which includes a non-thesis option, with a completion date of December 1994. The Mission approved Mohammad's enrollment in the Agriculture Education and Extension program based on Dr. Walson's confidence that Muhammad had improved his progress and would be able to complete by December 1994.

Prior to the campus visit, Mohammad informed PIET that he will not be able to finish by December 94 and requested an extension. PIET notified Mohammad that he must return to Pakistan by December 94.

Dr. Walson was not aware that Mohammad requested additional time beyond December 94. According to Dr. Walson, Mohammad is registered for 15 credits while he is required to take only 6 credits to complete his program. Furthermore, Mohammad has not taken the comprehensive exam and failed the English qualifying exam. Dr. Walson is frustrated with Mohammad for he would not follow Dr. Walson's guidance or the program of study. Mohammad had not come to see Dr. Walson in last three months. Dr. Walson suspects that Mohammad is taking the courses that are not required by his program of study in order to apply for a PhD program.

Dr. Walson is aware that the extension beyond December 94 is not possible; therefore, I advised him to terminate Mohammad effective January 1, 1995 if Mohammad does not complete on time. Furthermore, I recommended Dr. Walson to administer the comprehensive exam as soon as possible. The next English qualifying exam will be offered in January 95; thus, Dr. Walson recommended that PIET contact the Dean of the Graduate School to offer another exam in December for those Pakistanis that failed the previous English qualifying exam offered in June 94. I contacted the Graduate Office to request that they administer another exam just for the USAID sponsored Pakistanis. The Dean of the Graduate School agreed to offer another exam to U.S.AID sponsored Pakistanis students.

Mohammad is taking 15 credits because he would like to have the technical courses on his transcript when he applies for a PhD program. He will definitely not be able to complete by

December 94 because he is not prepared to take either the comprehensive exam or the English Qualifying Exam by December. Furthermore, he has two projects that would require at least 40 pages of writing. However, he refused to drop the courses that are not requirements in completing the master of arts program. I emphasized the consequences of not returning to Pakistan by December 94.

I requested that Mohammad follow Dr. Walson's guidance by seeing him once a week to ensure that he is on the right track. However, Mohammad is dissatisfied with Dr. Walson and refuses to see Dr. Walson for his guidance.

I emphasized that his scholarship will be terminated if he does not finish by December 94. The plane tickets for return trip to Pakistan will be issued for December 28, 1994.

I clearly explained to Mohammad that if he remains in the U.S. PIET will seek the U.S.AID Mission's concurrence to report him to the Department of Immigration and Naturalization Services as a non-returnee.

Meeja Yu
Program Officer
Asia Region



PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING
under contract to the
UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT
PARTICIPANT TRAINING PROGRAM

October 1994
Campus Visit Report
Ashfaq Ahmed, PIO/P 391-0492-1-70552
North Carolina A&T State University
Agriculture Economics

Ashfaq has completed all his course requirements, passed the English qualifying exam and the comprehensive exam. He has been concentrating on his thesis since May 1994. Prior to the campus visit, Ashfaq informed PIET that he would not be able to finish by December 94 because he had no access to computer facilities to finish his thesis as scheduled.

According to Ashfaq's advisor, Dr. Thompson, Ashfaq has defended his proposal and needs to write about 25 more pages of analysis. Dr. Thompson is willing to arrange for Ashfaq to use the department's computers at night for him to finish the thesis on time. Ms. Sharon Martin, the foreign student advisor, also has provided a list of computer facilities on campus for Ashfaq to utilize. Although Ashfaq has difficulty writing in English, Dr. Thompson is certain that Ashfaq could complete his thesis by December 94. When Ashfaq is 95% done with his thesis, Dr. Thompson would arrange for Ashfaq to defend his thesis so Ashfaq could return to Pakistan by December 94. If necessary, Ashfaq could mail-in his revisions from Pakistan for Dr. Thompson to correct and submit to the Graduate school.

After listening to Dr. Thompson's proposal which allows him to use the department computer at night and to submit the revisions by mail from Pakistan, Ashfaq revealed the real reason behind his desire to stay beyond December 94. His children are graduating from high school in May 96. If they went back to Pakistan with him, they would lose two years because Pakistan has a different education system. Ashfaq claims that he had been a civil servant in Pakistan for 33 years; therefore, he would like to return to Pakistan to resume his position. Thus, he has no intention of staying in the U.S. According to Ashfaq, he would only need to stay here through May 96 for his children to finish school.

I told him that his children's visas expire in December 94 as well; therefore, he and his entire family must return to Pakistan by December 94. Otherwise, PIET is obligated to report him and his family members to the Department of Immigration and Naturalization Service as non-returnees.

He is scheduled to leave the U.S. on December 28, 1994.

Meeja Yu
Program Officer
Asia Region



PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING

under contract to the

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT PARTICIPANT TRAINING PROGRAM

October 1994
Campus Visit Report
Albert Pasaribu, PIO/P 497-0358-1-20075
North Carolina A&T State University
Dept. of Chemistry

The Master of Arts program in Chemistry at the North Carolina A & T State University requires 30 credit hours for degree completion with the following: 23 credit hours of chemistry courses, 5 credit hours of research, 2 credit hours of chemistry instruction seminar. The chemistry department also requires that students write thesis and pass the written English qualifying exam, the comprehensive exam and the proficiency examination in a foreign language.

As of the Spring 94 semester, Albert has completed 20 credit hours of chemistry courses required toward his degree program. For the Spring 1994 terms, Albert is enrolled for the chemistry instruction seminar, thesis research. In addition, he audits two French language courses to prepare himself for the proficiency examination in foreign language on November 16, 1994. His advisor, Dr. Williamson, recently notified PIET that Albert successfully passed the proficiency examination. During the Fall 94 semester, he will register for the Thermodynamics course and will continue to work on his research. He plans to take the English qualifying exam and the comprehensive exam and finish writing his thesis during the Summer 95 semester.

Albert is very aware of his program requirements and knows exactly what courses remain to be completed. Albert has a new advisor, Dr. Williamson, who replaced Dr. Hicks. Although, Albert appreciates Dr. Williamson's close attention to his performance, he is somewhat frustrated with conflicting guidance he has received from the two advisors. For instance, Albert had not know until recently that he was required to take the foreign language exam and to work as a teaching assistant. Albert claims that he has to spend a significant amount of time studying for the French language exam and preparing to teach as a teaching assistant. Nevertheless, he feels that the teaching experience will enhance his skills as an instructor when he returns to Indonesia.

According to Dr. Williamson, Albert is a bright and diligent student who has adjusted very well into the program and who will have no difficulty completing his program by his PIO/P end date, September 4, 1995. Dr. Williamson has only one concern about Albert's case. Albert's chemical research requires approximately \$1000 to purchase necessary chemicals. Dr. Williamson will write a letter to PIET regarding the research funds.

Since August 94 when Bangbang Hermanto left, he has been the only Indonesian at the university. He lives alone and often feels lonely; however, he attempts to reach out to make friends. According to his foreign advisor, Ms. Sharon Martin, Albert is a "regular" at the Office of International Students where he socializes and tries to build a support group. Albert feels that

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NCA&T, as a small southern Historically Black University, provides a sense of community. He feels as if he belongs to the community.

Only one concern he has about the university is its lack of research equipment and facilities. However, in general, he is content and feels fortunate to have the opportunity to be at NCA&T especially when NCA&T is trying to develop extensive international ties with Indonesia.

Meeja Yu
Program Officer
Asia Region



PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING

under contract to the

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT PARTICIPANT TRAINING PROGRAM

October 1994

Campus Visit Report

Mohammad Akber Kakar, PIO/P 391-0492-1-90291

North Carolina A&T State University

Agricultural Engineering

Mohammad arrived in January of 1993 for a MS degree in Plant Science at NCA&T. He completed 5 courses during his first year with 3 "C"s and was almost terminated by the department. Mohammad claims that it was a transitional period in which he had initial adjustments problem with his courses especially since he had been out of school for 10 years. Furthermore, it was especially difficult because he was placed in the plant science department despite his background in agricultural engineering.

After the first semester, he applied for the program in agricultural engineering which was just being created by Dr. Reyes, his current academic advisor. He and Maqsood Ahmad are the first students to study in the field of agricultural engineering at NCA&T.

Dr. Reyes has modified Mohammad's program of study to enable Mohammad to finish by December 94. According to Dr. Reyes, since Mohammad had 10 credit hours of "C"s during his first year, he has to receive 10 credit hours of "A"s to counteract and to graduate. He had 6 credit hours of "C"s during the Summer 1994 semester. He is currently registered for 9 credit hours from which he will definitely get at least 4 credit hours of "A"s to complete his program. As a part of the revised of program of study, Muhammad is taking a non-thesis option which would ensure completion of his program by December 94.

Muhammad took the two-part comprehensive exam, of which he passed one component. When he has the "B" average at the end of the semester, Dr. Reyes will make a final decision on whether to pass the second part of the comprehensive exam.

Muhammad is very satisfied with Dr. Reyes and his revised program of study. Dr. Reyes and other professors have invited him to their family and church functions. He feels cared for and enjoys the personal attentions he receives from the university staff and his professors.

However, he feels that the agricultural engineering program at NC A&T lacks the adequate resources and facilities that are required for a graduate program.

He is scheduled to return to Pakistan on December 27, 1994.

Meeja Yu
Program Officer
Asia Region



Partners for International Education and Training
United States Agency for International Development
Participant Training Program

Campus Visit Report
Oklahoma State University
Stillwater, OK
November 7-8, 1994

For more specific information on the university and our sponsored student contact, Christie Millis, see the Visitor Meeting Notes of October 14, 1994 and the April 1994 campus visit report by Bruce Gaston in the OSU file in the Resource Room. My visit focused on the programming of long-term academic participants and thus, the following may be of little value to short-term technical programmers.

Student Issues

While at the university, I met individually with three of my participants (M. Hussain, K. Mahmood, W. Rasyid), their academic advisors, as well as two Costa Rican students (O. Acuna and E. Vargas), one Omani (H. al Jamali), and their academic advisors. The lack of easy transportation is the only complaint these participants have about Stillwater. Such a community, for good and bad, provides few distractions from academic responsibilities. Academic advisors were thrilled overall to work with international students but quality of work varied among those students with whom I visited.

Recommendations for Program Officers

Christie Millis and the entire staff of the Office of International Students are great to work with. You name it and they will try to accommodate you. Christie insisted on putting me in her own office while meeting with participants! Christie is happy to assist us any way she can.. When scheduling a campus visit, she will make all the necessary arrangements if given advance notice. The Student Union Hotel was a perfect place to stay. The room is a little smaller than the standard hotel but certainly adequate and the location is right in the middle of campus.

Contact

Christie Millis is the one name you need to know at OSU:

Christie Millis
Office of International Programs
OSU
307 CITD
Stillwater, OK 74078-0437
405/744-6535
FAX 405-744-7529

Prepared by Matt McMahon, Program Officer/Asia

PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING

Contract # FAO 0000-Z-00-3075

**5th QUARTER PROGRESS REPORT
9/30/94 - 12/31/94**

**ATTACHMENT III
QUARTERLY ACTIVITY REPORT
WID / MIA**

**PATRICIA BEKELE, SPECIAL INTEREST ADVISOR
EDIE TWELDE, PROGRAM OFFICER**

November 30, 1994

MEMORANDUM

TO: Pamela McCloud, Executive Director
Partners for International Education and Training (PIET)

FROM: Patricia Bekele, Information Liaison/WID Advisor 

SUBJECT: Activity Report: October 1 - November 30, 1994

Itemized below are activities, beyond standard office procedures, which I engaged in during this reporting period.

Meeting with USAID/General Counsel and representatives of Association des Jeunes Avocats (AJA) and ENI Bureau

Presentation at Central State University's Fourth Annual International Conference (report attached)

Consultation with Nile Graphics

Consultation with Conference Management Associates

Consultation with ELovelett (Howard University)

Provision of technical support services to Global Conflict Management, Inc.

Participation in an African-American Institute luncheon with Her Excellency Mrs. Rawlings (Ghana)

Provision of technical support to Ghana Desk Officer and Administrator Atwood in preparing for Administrator's visit with First Lady of Ghana

Meeting with National Council of Negro Women (NCNW)

Teleconferences with trade associations in gathering information for trade fair planning

Active contribution to Center for Human Capacity Development's "Change Agent" seminar

Consultation with Africa Exchange Forum

Provision of technical support to Harlem Third World Trade Institute and Ghana

Association of Women Entrepreneurs

Meeting with representative from Checci and Company

Meeting with The Asia Foundation/Washington Office

Meeting with African Development Foundation

Meeting with Pan American Health Organization

Consultations with AT&T Regional Manager for Africa

Consultation with Constituency for Africa

Meeting with First Secretary, Embassy of Ghana

Meeting with Director, Office of Public Relations, SBA

Meeting with Department of State, Bureau for African Affairs, Economic Policy Staff

Participation in meeting of African Women Leaders in Agriculture project, Winrock International

Meeting with USAID/Dakar consultant for USAID project

Meeting with Maryland Division of Economic Development

Meeting with staff of Congressman Donald Payne

Participation in meetings of the Congressional Black Caucus

Meeting with Maryland International Division

Consultation with NMogosi (SAfrica)

Consultation with BEvans (Philadelphia)

Participation in HBCU Day, Department of State

Meeting at Embassy of Ghana

Consultation with Conference Management Associates (Atlanta)

Technical assistance to African-American Institute/NY for Nigerian visitors

Meeting with USAID/General Counsel and representative of Association des
Jeunes Avocats (AIJA) and ENI Bureau

NY/NJ TDY (report attached)

January 30, 1995

MEMORANDUM

TO: Pamela McCloud, Executive Director
Partners for International Education and Training (PIET)

FROM: Patricia Bekele, Information Liaison/WID Advisor 

SUBJECT: Activity Report: December 1, 1994 - January 30, 1995

Itemized below are activities, beyond standard office procedures, which I engaged in during this reporting period.

Consultations with Nile Graphics

Consultations with Conference Management Associates

Meeting with NGoodlet (Howard University)

Consultation with EGilbert (Assurety Inc.)

Consultation with KDiagne

Consultation with Development Concepts International

Provision of technical support services to Encounters International

Meeting with National Council of Negro Women (NCNW)

Teleconference with group of women entrepreneurs in Philadelphia

Technical assistance to African Development Foundation

Consultation with Constituency for Africa

Participation in debriefing on USAID/Ghana's Trade and Investment Program (TIP) and its compliance with gender variables

Participation in presentation by Canada Development Agency on their Structural Adjustment and Gender in Africa (SAGA) project

Contribution to a meeting of USAID's FGM (female genital mutilation) Working Group

Consultation with NMogosi (SAfrica)

Presentation to francophone unit of African Ambassadors' Wives Association

Assistance to Program Officer in preparing HBCU data for report to White House Office on HBCU Initiatives

Coordination of mass mailing for women's trade fair

Participation in meeting with African Bureau RSSA staff, MChatman, and FSTA staff to discuss Entrepreneurs International

Provision of technical assistance to Department of State Ghana Desk Officer

Facilitation of four meetings of the US National Planning Committee for women's trade fair

Participation in several team meetings to assist in defining and compiling a draft procedures manual for the FSTA team

Participation in FSTA staff retreat

Preparation of summary notes of FSTA staff retreat

Preparation of draft proposal for fundraising

Consultation with City of East Orange

Communication with Canada International Development Agency, WID Office

Meeting with DC Office of International Business

Communication with International Foundation for Education and Self Help

Gather information and arrange travel/appointments for trade fair planning

Technical assistance to HCD/FSTA in preparation of pipeline reports for deadline

Meeting with Center for Economic Growth, Trade and Investment Program

Consultation with World Bank

Meeting with JWashington, Africa Bureau, Special Projects

Provided technical assistance to Program Officer in work plan review, and information gathering on Hispanic-serving institutions

Participation in meeting of HCD/FSTA technical staff with John Jessup and MSI

Coordinator

Telcons/arrangements for mobilizing business delegations from Minnesota, Cincinnati, Chicago, Detroit

Participation in roundtable luncheon with South African parliamentarians

Preparations for briefing on Niger programs

Provision of technical support to PIET Program Officer and HRDA/ATLAS Program Officer

PROGRAM OFFICER ACTIVITY REPORT

1. Overall activity during these past few months initially concentrated in getting the new office set up and organized.
2. Assisted a great deal in mass mailing and faxing information about GAWE (GHANA) 1995 for the Special Interest Advisor.
3. Was selected as a team leader for HCD/FSTA for Health Project to work with the Office of Population and Health. As a result, collected information for HCD on Health and Population projects. This is on hold at this time due to other priorities at HCD.
4. Updated the International Liaison Officers HBCU list.
5. Currently engaged in mailing letters from HCD to mission directors on their 1994 HBCU participation percentage rates.
6. Attend a regular HCD meeting.
7. Assisted Diane Miller in updating the Mission Directors listing.
8. Represented HCD at Africare reception held for South African Parliamentarians.
9. Performed a telephone survey with all African Embassies regarding the upcoming GAWE conference and their interest and possible participation in this "All African and North American Women Trade Fair."
10. Regularly attended and participated in the HCD Strategic Planning.
11. Worked with Diane Miller, Mel Chatman, and Kathy Rose in preparation for the "Change Agent" Workshop of November 1994.
12. Gave a presentation in January 1995 for some of HCD staff and a group that came with the MSI Coordinator on tuition costs and how one can arrive at an approximate estimate of tuition costs. This was done only for HBCUs.
13. Currently involved in researching and gathering information Hispanic Institutions and or courses offered in Spanish in the United States.
14. Provided some change in the HBCU directory for the Mission Director (Harare).

PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING

Contract # FAO 0000-Z-00-3075

**5th QUARTER PROGRESS REPORT
9/30/94 - 12/31/94**

**ATTACHMENT IV
CURRENT STAFF DIRECTORY**

PIET TELEPHONE EXTENSIONS
2000 M STREET, N.W., SUITE 650
WASHINGTON, D.C. 20036-3307
(202) 429-0810 (MAIN NO#)/202 429-8764 (FAX NO#)
1-800-223-7438

		<i>LIRA, CONNIE</i>	<i>345</i>
Asef-Sargent, Nadine	358	Kuhn, Christin	365
Alischul, Veronica	340	Logan, Catriona	354
Blake, Margaret	382	Mason, Clair	352
Blandin, Randy	323	Matsui, Andrea	364
Bouldin, Susan	380	McCloud, Pamela	310
Bramwell, Chris	350	McDougal, Brad	373
Brettner, Debbie	355	McMahon, Matthew	362
Burducea, Radu	371	Medina-Russell, Zoraida	300
Burrell, Beatrice-Bobbie	370	Melone, Sandra	325
Crowl, Teri	372	Mercer, Derinda	306
Deubner, Renee	331	Mitchell, Michelle	338
Diby, Michiko	361	Mix, Deb	381
Drajem, Mark	351	Needham, Carey	356
Egam, Debra	320	Nekrasas, Cindy	353
Ewald, Jennifer	341	Parker, Vanessa	305
Faber, Sabrina	335	Parks, Rena	378
Fanning, Lisa	334	Phillips, Scott	312
Gaston, Bruce	330	Rocha, Carolyn	383
Gayle, Dawn	322	Sigrist, Mark	336 <i>336</i>
Gillette, Lee	321	Sivilay, Vanna	377
Griffin, Ray Sheila-Temp	317	Soni, Shubda	332
Hollister, James	375	Taha, Ezz	339
Holmes, Victoria	342	Tangelos, Sofia	343
Jacobson, Juliet	357	Teachey, Michael	315
Kagy, Chris	333	Thongchua, Nalinee	366
Kavanagh, Andy	315	Treleven, Laurie	360
Kibirige, Edward	324	Urban, Julie	346
Konte, Mouhamadou	326	Yu, Meeja	363
<i>DEHEZA, ALBERTO</i>	<i>371</i>		

ROOMS/CENTER EXTENSIONS

Small Computer Room	304	Resource Center	309
General Services Room	307	Computer Room	314

MAILBOX DISTRIBUTION EXTENSIONS

AAI Employees	224	MANAGEMENT Team	626
ADMIN. Services	236	MENA Region	636
AFRICA Region	237	MIS Group	647
AMIDEAST Employees	264	PSIP	774
ASIA Region	274	PROGRAM Assistants	776
EXECUTIVE Group	292	STUDENT Finance	788
FINANCE, Admin.	346	TAF Employees	823
LAC Region	552	WLD LRNG Employees	967

PIET TELEPHONE EXTENSIONS
1990 M STREET, N.W., SUITE 310
WASHINGTON, D.C. 20036-3426
(202) 223-4291 (MAIN NO#) / (202) 223-4289 (FAX NO#)
1-800-252-7883

<i>Asandului, Milena</i>	334	<i>Hoover, Mark</i>	342
<i>Aulenbach, Kristine</i>	312	<i>Hromockyj, Diana</i>	353
<i>Awumey, Vivian</i>	348	<i>Johnson, Amy</i>	309
<i>Bartee, Margaret</i>	336	<i>Kaplan, Ellen</i>	351
<i>Beatty, Samuel</i>	322	<i>Kearney, Barbara</i>	354
<i>Bertelli, Michele</i>	320	<i>Ketcham, Laura Lee</i>	316
<i>Blevins, Anita</i>	310	<i>Loew, Jonathan</i>	328
<i>Campbell, Allison</i>	346	<i>Lyons, Jonathan</i>	344
<i>Carpenter, Kira</i>	345	<i>Mateescu, Halina</i>	321
<i>Coffey, Samantha</i>	326	<i>Maylone, Jennifer</i>	341
<i>Coffman, Karen</i>	306	<i>Michaud, Marcella</i>	343
<i>Dade, Greg</i>	340	<i>Posner-Olocco, Lisa</i>	311
<i>Davies, Colin</i>	335	<i>Owen, Erin</i>	347
<i>Deutsch, Isaac</i>	337	<i>Pyle, Doug</i>	323
<i>Doherty, Raymond</i>	307	<i>Rleckhoff, Barbara</i>	329
<i>Dubois, Deborah</i>	352	<i>Sherer, Rebecca</i>	319
<i>Fitzgerald, Megan</i>	327	<i>Urch, Craig</i>	317
<i>Gordon, Tiffany</i>	300	<i>Wajszczuk, Waldemar</i>	315
<i>Gottschling, Beth</i>	350	<i>Waldstein, Rachel</i>	308
<i>Hochbrueckner, Matthew</i>	324	<i>Wilson, Cheryl</i>	305
		<i>Wishart, Jennifer</i>	313

ROOMS/CENTER EXTENSIONS

<i>Resource Center</i>	354
<i>General Services</i>	325
<i>Computer Desk</i>	355

MAILBOX DISTRIBUTION EXTENSIONS

ALL STAFF	900	MANAGEMENT TEAM	907
AAI EMPLOYEES	901	MIS STAFF	908
ADMINISTRATIVE STAFF	902	PTPE STAFF	909
AMIDEAST EMPLOYEES	903	RESOURCES	910
CEE STAFF	904	TAF EMPLOYEES	911
ENTREPRENEURS INT'L	905	WL EMPLOYEES	912
EMED STAFF	906		

PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING

Contract # FAO 0000-Z-00-3075

**5th QUARTER PROGRESS REPORT
9/30/94 - 12/31/94**

**ATTACHMENT V
LEVEL OF EFFORT REPORT**

LEVEL OF EFFORT REPORT

Created 03/08/95
By: Radu S. Burduc

Period: July 1, 1994 to December 31, 1994

		Period of July 1, 1994 to September 30, 1994					Period of October 1, 1994 to December 31, 1994					TOTAL PERIOD			
		AMIDEAST	TAF	AAI	WLI	Subtotal # of Hours	Person Month	AMIDEAST	TAF	AAI	WLI	Subtotal # of Hours	Person Month	Total # of Hours	Person Month
CORE															
	Short Term	3,163.00	1,852.71	676.57	876.02	6,568.30	43.31	1,945.58	2,385.42	757.75	924.55	6,013.31	39.65	12,581.60	82.95
	Long Term	1,221.50	3,007.91	548.43	2,338.49	7,116.33	46.92	2,460.67	3,797.58	986.30	4,094.70	11,339.25	74.76	18,455.58	121.68
	EI	2,174.95	111.88	0.00	0.00	2,286.82	15.08	2,215.49	0.00	9.00	0.00	2,224.49	14.67	4,511.32	29.74
	Subtotal	6,559.45	4,972.50	1,225.00	3,214.50	15,971.45	105.30	6,621.75	6,183.00	1,753.05	5,019.25	19,577.05	129.08	35,548.50	234.38
BUY-INS															
	EMED	753.55	1,876.00	704.00	427.50	3,761.05	24.80	1,194.75	2,345.00	906.00	455.00	4,900.75	32.31	8,661.80	57.11
	PTPE	490.00		441.00	6,599.50	7,530.50	49.65	398.00	322.00	546.00	7,852.00	9,118.00	60.12	16,648.50	109.77
	WID/MIA	462.00	425.00			887.00	5.85	329.00	350.00			679.00	4.48	1,566.00	10.33
	Barbados				94.00	94.00	0.62				199.75	199.75	1.32	293.75	1.94
	Parts			30.50		30.50	0.20			162.50		162.50	1.07	193.00	1.27
	Panama					0.00	0.00					0.00	0.00	0.00	0.00
	NIS/PSIP					0.00	0.00	189.00				189.00	1.25	189.00	1.25
	Subtotal	1,705.55	2,301.00	1,175.50	7,121.00	12,303.05	81.12	2,110.75	3,017.00	1,614.50	8,506.75	15,249.00	100.54	27,552.05	181.66
Subcontractors															
	Creative Associates					304.50	2.01					433.50	2.86	738.00	4.87
	Walcoff & Associates					21.00	0.14					0.00	0.00	21.00	0.14
	AAI														
	Short					2,283.18	15.05					2,058.71	13.57	4,341.89	28.63
	Long					1,850.82	12.20					2,679.72	17.67	4,530.55	29.87
	Subtotal	0.00	0.00	0.00	0.00	4,459.50	29.40	0.00	0.00	0.00	0.00	5,171.93	34.10	9,631.43	63.50
TOTAL		8,265.00	7,273.50	2,400.50	10,335.50	32,734.00	215.82	8,732.50	9,200.00	3,367.55	13,526.00	39,997.98	263.72	72,731.98	479.54

Person Month Calculation based on the following formula

52 Weeks x 35 Work Hours per week = 1820 Hours

1820 Hours / by 12 months = 151.67 Hours/ Month

Total Project Hours for Period / by 151.67 = Level of Effort Person Month