

PD-ABL-969

EN 96739

**PARTNERS FOR INTERNATIONAL
EDUCATION AND TRAINING**

Contract # FAO 0000-Z-00-3075

7th QUARTER PROGRESS REPORT

4/01/95 - 6/30/95

PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING

Contract # FAO 0000-Z-00-3075

QUARTERLY PROGRESS REPORT

3/31/95 - 6/30/95

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

I. MANAGEMENT ACTIVITY

Accomplishments

1- HCD/FSTA and PIET have spent considerable time in the past few months reviewing ways of simplifying and focusing contract communications and reporting. This collaborative effort resulted in agreements codified in a contract amendment.

During this quarter, management activity focused primarily on implementing the revised reporting requirements designed to provide essential information in a more accessible format for contract monitoring and status purposes. This was accomplished by combining overlapping reports, eliminating others, reducing the frequency and number of computer generated statistical reports and rosters and focusing on the Quarterly Progress Report as the central contract communication vehicle.

2- Great attention was also given to restructuring communications channels with Missions. Originally, the contract called for all communications to be routed through official government channels - State Department cables. While HCD/FSTA has approved faxes for more emergency communications, this was never reflected in contract language. As new technologies were introduced, a decision was taken to permit and encourage direct e-mail communications. PIET has begun official testing of these channels before HCD/FSTA makes an announcement to all Missions that this will supplant cables in the near future. PIET developed internal procedures that insure proper review internally, as well as HCD/FSTA clearance or information on all policy questions, serious program or procedural issues.

3- Another area of re-engineering which was implemented and refined during the quarter was reassigning responsibility for approval of certain Allowance Committee requests to PIET. With diminished resources within HCD/FSTA, it was decided that under strict review and within defined parameters, PIET would set up an internal review of certain categories of ACRs. This was tested during the quarter and deemed successful. Now, HCD/FSTA is looking for ways of expanding the parameters to reduce even further those that must be sent to the Committee. PIET has provided HCD/FSTA with logs and some analysis of the nature of the various requests to assist in their decision making.

4- The WID/MIA buyin was concluded at the end of this quarter. Regrettably, the funding to

continue these services to HCD/FSTA was not available and activity was terminated when monies were expended. A final report for the buyin is appended.

5- During the quarter, an extension to the PARTS buyin was negotiated and funded.

6- The first option year of the subject contract was exercised, extending the termination date to September 28, 1996. Any buyins already in place can be extended through that same date.

Issues

There are no outstanding issues remaining this quarter.

II. FINANCIAL/CONTRACT ACTIVITY

Accomplishments

OBLIGATIONS

The following amendments were processed during the quarter

CORE -

\$4.1 million to complete administrative funding for the base years

\$14.3 million for participant budgets written through December

BUYINS -

PARTS - \$148 thousand

The contract actions for the quarter brought the total obligations to \$75,517,283

FINANCIAL REPOR.

see attached submission of Quarterly Financial Statement for period ending 6/30/95 as submitted to the Office of Financial Management

Issues

There are no outstanding issues remaining this quarter.

3

III. PROGRAM ACTIVITY

Accomplishments

Participant Case Load 10/01/93 to 6/30/95

	IN TRAINING	NEW STARTS	PLACEMENT PENDING
CORE			
AFRICA	1,078 (59 EI)	853 (57 EI)	172
MENA	1,246 (06 EI)	966 (06 EI)	168
ASIA	792 (02 EI)	523 (02 EI)	4
LAC	723 (0 EI)	459 (0 EI)	36
NIS/CEE	180 (0 EI)	174 (0 EI)	0
CORE SUBTOTAL	4,019 (67 EI)	2,975 (65 EI)	380
BUYINS			
PTPE/CEE	1,065	1,021	372
EMED	378	378	129
PARTS	17	16	9
BARBADOS	50	24	0
NET PROJECT	78	21	0
HAITI PROJECT	17	0	0
PSIP	255	255	5
PANAMA PROJECT	45	45	0
BUY IN SUBTOTAL	1,905	1,715	515
TOTAL	5,924 (67 EI)	4,690 (65 EI)	895

HBCU STATISTICAL SUMMARY

For the contract period of October 1, 1993 to June 30, 1995, participant training included enrollment in 32 Historically Black Colleges and Universities (HBCU). The following chart demonstrates the number of participants at HBCUs, excluding cancelled and unplaced participants.

	Total in Training	Total in HBCUs	Percent in HBCUs
Academic	944	145	15 %
Technical*	3,717	290	8 %
TOTAL	4,661	435	9 %

Excludes multi-site observations and study programs

CAMPUS VISITS -

See attachment for Campus Visit Site Reports completed by Program Staff.

PROGRAM ANECDOTES - previously submitted

IV. RESOURCE CENTER

1. A WIDE TRAINING ANNOUNCEMENTS

During this quarter, PIET announced 70 training programs for 1995 to the USAID Missions and Offices worldwide. Of this number, 47 courses were announced for the first time.

The total number of 1995 courses announced as of June 30, 1995 is 1,285. Of that total number, 545 courses were announced for the first time and 48 are being held at HBCUs. PIET will announce several more courses for 1995 during the coming months and anticipates that the total number of courses announced in 1995 will exceed 1300.

2. DATABASES OF SHORT TERM TRAINING

During this quarter Center staff tested a new on-line resource created for PIET program staff. Through this tailored database in Folioviews software, program staff will be able to access many types of narrative information currently maintained in cross-referenced binders. The new on-line format allows quicker and more thorough searches to be conducted from the staff member's desk. PIET is pleased to develop and make available this research tool which is set up to grow with new programming resources.

3. NEW/UPGRADED RESOURCES AND SERVICES

Through the Resource Center, PIET continued working to locate and acquire the Mission Strategic Objectives prepared through the Prism Project. We met with some disappointment to learn that the Strategic Objective packets presented to FSTA and contractors in a January 1995 meeting do not exist as such but were specially prepared for that occasion. PIET is in contact with Prism staff to cooperate in accessing their information so that we may create these packets for all countries with which we work. We anticipate having them in place for use in programming and conducting participant orientations by next quarter.

The Resource Center Staff updated and published the annual PIET MBA Guide. This guide highlights MBA programs that PIET uses frequently for placement of participants. The Guide includes a grid of MBA programs with the required or average GMAT and TOEFL scores. This grid also indicates MBA programs with an international focus, flexible application deadlines, and HBCU MBA offerings. In addition to the factual information, the PIET MBA Guide captures our institutional memory of subjective input from staff about working with the various programs.

Resource Center staff collaborated with MIS staff to successfully install two USAID CD-ROMs on the LAN/WAN system for all staff access. These CD-ROMs provide program staff helpful resources, the most useful being access to Handbook X policy from individual computer work stations.

To be more responsive to the Entrepreneurs International programming needs, Center staff

completed a re-classification of several years worth of trade show and professional conference materials. Under the new classification, the information is divided into 156 categories and is separate from other Field of Study information.

The Resource Center cultivated the services of seven new consultants to provide EI participants with Executive Business Briefings. This was accomplished by reviewing written materials, explaining the business briefing program, screening the consultants and solidifying fiscal and logistical arrangements. All information on Business Briefers is compiled into a standard format, classified in a database and the services they provide to EI participants is monitored.

Staff created two new information systems for the Resource Center at the 1990 M St. office. These systems mirror information already in use at the 2000 M St. Center. The first is organized geographically, providing access to lodging, transportation and programming information by city and state. The second system organizes institutions generally involved in international development, particularly those focusing on Central and Eastern Europe.

4. VISITOR MEETINGS

On April 7 staff met with Maria Balgassi of the Institute of Public Service International (IPSI) at the University of Connecticut. IPSI offers short-term training courses in a variety of fields including computers in management, democratization and governance, human resource management and public financial management.

On April 11 staff met with Lisa Moore, Veronica Priddy and Sandra Colbert of the Office of International Cooperation and Development (OICD) at the United States Department of Agriculture. OICD offers short-term training in natural resource policy, agriculture policy and plant health systems. They can design study tours and internships for individuals and offer tailored training courses for groups.

On April 24 staff met with Jane Burke, the Director of the International Institute at the USDA Grad School and Rand Christy, a Training Specialist there. They presented their many off-the-shelf programs and their new ability to organize tailored training programs for individuals or groups of participants.

On April 26 staff met with Linda Barrett of the International Thanksgiving Fellowship, the Paris, Illinois Council for International Visitors affiliate. They have training resources for designing observational study tours in the fields of agriculture, food processing, banking, small business development and volunteerism.

On May 9 staff met with Lisa Pearson of Training Resources Group (TRG), located in Alexandria, Virginia. TRG offers short-term training courses in the fields of management and training of trainers.

On May 9 Mark Drajem met with Allen Harthorn of the Agribusiness Institute at California State University-Chico. The Agribusiness Institute has resources to design tailored training

for individuals or groups in the fields of water management, cooperatives management, wild lands restoration and irrigation.

On May 11 staff met with Stuart Kerr and six other representatives from the International Law Institute (ILI). Located in Washington, D.C., ILI offers short-term training courses in fields including trade, international arbitration, administration of justice, environmental regulation, project finance and national budgeting.

On May 16 Barbara Kearney and Kris Aulenbach met with Susan Bowser of SCORE, Service Corps of Retired Executives, to discuss business training opportunities for Entrepreneurs International participants.

On June 6 Barbara Kearney and Diana Hromockyj met with representatives of SERCO Education Limited, Delaware Technical Community College, and Community Colleges for International Development regarding adult retraining and vocational training.

On June 6 staff met with Nancy Gilboy and Heidi Faller of the International Visitors Council of Philadelphia, a member of the National Council for International Visitors (NCIV) network. They have resources for providing training in entrepreneurship, law, finance, banking, environment, public administration, small business development and non-profit management.

On June 7 staff met with Susan Urroz-Korori of the Economics Institute. Located in Boulder, Colorado, the Economics Institute offers short-term training courses in banking and finance. They can design tailored training in a number of fields including accounting, law, financial management, public finance, taxation and labor analysis. The Economics Institute also offers English language training.

On June 14 Mark Drajem and Clair Mason met with Bill Gaskill, Director of the American Language Institute at San Diego State University. The American Language Institute offers a teacher training course for teachers of English as a second language, a business seminar for international executives and many English as a second language courses.

On June 16 Clair Mason met with Tim Williams of MATRACE, located in Atlanta, Georgia. MATRACE offers short-term training courses in French in fields such as democratization, management and women in leadership.

On June 16 Clair Mason met with Jack Azzarretto, Dean of University Extension and Summer Services, at the University of California, Riverside. UC-Riverside offers 13 short-term training courses each year in fields such as non-profit management, international banking and finance, environmental pollution and human resource management.

On June 21 staff met with representatives from two Council for International Visitor (CIV) affiliates, Burke Beall of the El Paso, Texas CIV and Bianca Walker of the Austin, Texas CIV. El Paso has training resources in trade, economic development, textiles and environmental clean-up. Austin has resources for programming in public administration, environmental policy and education administration.

8

On June 27 Clair Mason met with J.B. Cole of Green River Community College, located in Auburn, Washington. Green River can design short-term training for groups and individuals and groups in waste water management, port planning, computer science, transportation and entrepreneurship.

On June 27 Clair Mason met with Don Pickering of the American Institute of Baking (AIB), located in Manhattan, Kansas. AIB offers training for groups and individuals in food science, food processing, packaging and warehousing.

On June 28 staff with Amir Abbassi, Rollie Schafer and Rebecca Smith of the University of North Texas (UNT), located in Denton, Texas. UNT offers academic degrees and can design tailored training. PIET recently worked with UNT for short-term training for two participants in the field of emergency management. Other training capabilities include land use management and environmental science.

On June 28 Clair Mason met with Nancy Rostowsky, the Director of International Student Programs at Rockford College, located in Rockford, Illinois. Rockford College has an MBA program, and they are interested in designing some short-term training courses in the field of business administration.

On June 29 staff met with Kathleen Barros of the International Relations Council of Riverside, California, an NCIV affiliate. They have training resources in fields such as agribusiness, environment, public administration, trade and privatization.

5. HBCU's

In April the Resource Center staff received information about the training capabilities at Langston University, an HBCU in Langston, Oklahoma. This capability statement was presented at PIET's April 18 Program Meeting, and a copy was distributed to each Regional Program Manager. Prepared by Langston University's Center for International Development, the capability statement describes their short-term training capabilities in fields such as natural resources, human resource development, health and human services, small business development and women in leadership.

On May 18 Brenda Thomas of the United Negro College Fund's Partnership for International Development Programs visited PIET for an informal brown bag lunch. Brenda discussed how HBCUs have become involved with international development and how they have worked with USAID. As a result of this meeting, PIET submitted a notice to the May 31, 1995 "Opportunities Alert Bulletin" published by the United Negro College Fund. The notice mentioned key areas of training of interest to USAID contractors and asked that HBCUs interested in USAID participant training submit a capability statement to the Resource Center at PIET.

6. PARTICIPANT EVALUATION (Evaluations for participants in the PTPE and EI programs are handled under a separate mechanism)

Evaluations are either conducted on-site where a formal report is prepared or individual participants complete the written questionnaire. In either case, evaluation reports are shared with the Mission, USAID/HCD/FSTA, and the training provider. Individually completed evaluation forms are shared with the Mission.

During this quarter, PIET staff conducted on-site evaluations of 21 training programs in which a total of 256 participants were enrolled. We also received individually completed evaluation forms for 96 short term technical participants and 66 academic participants.

June 20 Chris Bramwell from the Resource Center conducted an interactive presentation at two program meetings on interesting revelations from participant evaluations of the last year and a half.

June 22 Chris Bramwell assisted Anita Blevins in conducting an in-house training for PTPE staff on how to conduct training site visits and evaluations for participants funded through that buy-in.

VI. MIS Activity

Accomplishments

During this quarter, MIS continued to reprogram reports to break down information by PIO/P funded participants versus PIO/T funded participants. The most significant reports were the Program Officer Monitoring Roster, which includes all pertinent data on participants sorted by Program Officer, and the Data Verification Report, which shows all problems which must be corrected in the system.

At AID's request, the PDF electronic transmission was changed to allow greater consistency in the data AID must process for the PTIS. We continued efforts to track all data sent to the PTIS to ascertain that the participant information in both systems is the same and accurate. The Small Business Report was computerized, making this quarterly requirement significantly easier to produce.

Additional checks and balances were programmed into the Participant Accounts Payable system to make quarterly reconciliation fast and accurate.

Some cables that are emailed from USAID Missions must be decoded. The software was obtained and loaded so that most incoming cables can be translated in-house.

Issues

PIET is working with Centech staff to determine what records are not yet in AID's system, and why they have been rejected. This effort may include electronic or roster comparison of records and information. This is of some concern since the number may be significant and we cannot be assured this will not happen again.

VII. BUYIN REPORTS

WID/MIA LIAISON REPORT

See attached for the final Executive Summary from the WID/MIA Liaison and the Program Officer for this project.

PSIP PROJECT REPORT

In accordance with the buy-in to the Global Bureau's contract with PIET, the purpose of the Private Sector Initiatives Project (PSIP) is to provide training to participants from three of the Central Asian Republics, Kazakhstan, Kyrgyzstan, and Uzbekistan. Training for this project focuses on two areas of development identified in USAID CAR's Second Annual Training Plan: economic restructuring and strengthening the social sector.

PIET's role is to identify training providers for fourteen courses and appropriate follow-on

11-

training for the participants after they return to their home countries. At this point, eight training programs have concluded, four are in progress and the remaining two courses will be held by the end of September. During the quarter of April through June, 238 participants were in training or beginning their training. These programs focus on crucial areas of development, such as the management of pensions systems, commercial law, external debt management and tax policy reform. Courses last from three to five weeks, and are planned for senior level government officials. PSIP participants will be instrumental in implementing changes in the infrastructure in their home countries. PIET staff have worked with a broad range of training providers, including the Harvard Institute of International Development, the Cooperative Housing Foundation and the Economics Institute.

The in-country follow-on components which complement the U.S. training are being designed. The first four programs will take place in September: Labor Market Analysis (Economics Institute); Tax Policy Reform I (Harvard University); External Debt Management (International Law Institute); and Management of Pensions (Cornell University). At the request of the USAID mission, PIET is seeking a six-month, no-cost extension to this buy-in contract to allow sufficient time for all of the follow-on training to take place and to conduct two additional courses. Approximately 290 participants will be trained under this project by the scheduled completion date of September 1995.

PARTS PROJECT REPORT

During this quarter, eight of 14 nominated PARTS Project Fellowship Phase III participants are pursuing their respective training programs at various U.S. institutions with funding from the AID Bureau for Africa. This number includes two female participants. The four week to three month programs are focussing on natural resources management and other agriculture-related research areas.

BARBADOS PROJECT REPORT

Follow On activities for Group IV of the Dominica Teacher Training Project were conducted in Dominica by New Mexico State University staff between June 4 - 10, 1995. Evaluation and impact assessment activities were also conducted. NMSU's trip concluded with a graduation ceremony in which the participants were presented with diplomas and honored for their efforts.

PANAMA PROJECT REPORT

On May 20, 1995, 45 Panamanian participants arrived in Tucson to participate in an 8 week training program entitled "Environmentally Sound Waste Management," at The Santa Cruz Institute.

The project was designed to provide participants with the skills and knowledge necessary to create businesses based on re-use of waste, such as recycling, composting, etc.

So far, the participants have experienced a wide range of training activities, including

numerous site visits to recycling centers, landfills, and other waste management organizations; sessions on proposal writing and small business accounting principles; activities for creating posters, brochures and learning how to deliver workshops. Experience America activities are varied with trips to surrounding Native American communities, a visit to the Grand Canyon and other social activities with Americans.

ENTREPRENEURS INTERNATIONAL PROJECT REPORT

Since the newly approved contract language no longer requires submission of monthly EI rosters to FSTA, EI/ROW activity is now included in the Quarterly Report.

A number of the nominations which had been expected for the Entrepreneurs International Program arrived this Quarter: 30 from Cape Verde and 11 from Belize, along with the names of 12 additional entrepreneurs to be nominated from Tanzania for FY 95.

The Cape Verde Mission has requested English Language Training for almost one-half of the nominees to precede their on-the-job training, believing that acquiring English language skills will be an important aspect of their business training. The majority of the Cape Verdean entrepreneurs' businesses focus on agribusiness, food processing, trade and the construction industry.

The entrepreneurs from Belize are all from the hotel management and tourism industry.

As of June 30, the status of EI participants under the current contract was as follows: 2 currently in training; 59 programs completed; 57 participants pending; and 7 nominated but withdrawn by the Mission, for a total of 125.

The breakdown by country:

Cameroon 2	The Gambia 2
Cape Verde 30	Tunisia 4
Ghana 16	Zimbabwe 9
Ivory Coast 1	Jordan 2
Madagascar 1	Morocco 1
Belize 11	Mauritius 1
Panama 1	Tanzania 44

Having left an EI Program Officer and Program Assistant position go unfilled after earlier staff departures due to the low EI caseload, EI is now seeking to hire a Program Officer to assume responsibility for a portion of these new nominations.

PIET has continued its efforts to make the availability and benefits of the EI program known to USAID Missions. For example, the June issue of the HRDA publication "Directions" contained an article about the EI program written by Vivian Awumey, Senior EI Program Officer. The program of Mr. Isaac Chidavaenzi, managing director of Development and Training Associates, A Zimbabwean management training and consulting firm was featured

along with a summary of recent EI programming provided for USAID Cameroon. Future EI contributions to "Directions" are planned.

VIII. TRAVEL, MEETINGS, CONFERENCES, ETC

See attached Site Visit Reports for trips conducted by Anita Blevins, Senior Program Officer for the Participant Training Project for Europe. Countries visited included Hungary, Albania, and Slovakia

NCIV Biregional Conference, April 5 - 8, 1995

Rachel Waldstein, Laura Lee Ketcham and Mark Drajem attended the Biregional Conference of the National Council for International Visitors, in San Diego, California from April 5 - 8. The conference provided an opportunity to meet local programs from CIVs (Centers for International Visitors) from the Northeast and Southwest regions. About 255 people attended. Staff talked to people individually about PIET programs, and made a presentation on differences between USIA International Visitor and USAID participant training programs.

NAFSA National Conference, May 30 to June 2, 1995.

Eleven staff members of PIET travelled to New Orleans, Louisiana, to attend the National Conference of the Association of International Educators. Aside from attending various sessions, PIET staff also took part in planning, leading, or participating: Colin Davies moderated a session entitled "Trimming Your Sail to Catch the Winds of Change"; Deb Mix participated on a panel for a session entitled "Dueling Federal Agency Directives, Regulatory Dilemmas and the Sponsored Student"; Lisa Posner and Jonathan Loew presented a Poster Session entitled "Dialogue and Cooperation Between Agencies and Training Providers". The theme of the Conference was Realities and Responses: Navigating Change in International Education.

IX. PIET STAFF

See attached list for current personnel.

**PARTNERS FOR INTERNATIONAL
EDUCATION AND TRAINING**

Contract # FAO 0000-Z-00-3075

7th QUARTER PROGRESS REPORT

4/01/95 - 6/30/95

ATTACHMENT I

WID/MIA FINAL REPORTS

Executive Summary:

WID/MIA Buy-in Project
by
Patricia Bekele, Special Interest Advisor

June 30, 1995

Submitted to Partners for International Education and Training

Purpose of Buy-in Project

This buy-in, the third in its series, was designed to establish technical leadership within the Center for Human Capacity Development (HCD) for institutionalizing the processes and procedures in participant training for implementing the US Agency for International Development's Gray Amendment and WID Policies. The project concludes on June 30, 1995, due to lack of funding necessary for contract extension.

Responsibilities Under Buy-in

This project is linked to the HCD objective of increasing access of the disadvantaged into the economy and increasing citizen participation in the democratic process. Hence, mainstreaming gender policy into the participant training process is integral. This project has provided ongoing technical assistance concerning gender considerations to HCD and to its clients. Technical support for the institutionalization of placing participants in Historically Black Colleges and Universities and other minority serving institutions also underscores project design.

The Special Interest Advisor (SIA) serves as an expert on all aspects of the participant training program (replacing the former Contractor Liaison function of the former OIT, in part), and on the Agency's WID policy. SIA provides guidance and assistance on program policies, procedures and requirements; incorporates the OIT Gender Strategy into strengthening activities of the Center for Human Capacity Development, and implements same in support of efforts to mainstream the Agency's WID policy. SIA also assists in placing special emphasis on implementing the Agency's HBCU-MSI placement policy. This policy is fundamentally linked to the participant training objective of significantly increasing participant placements at minority serving institutions.

The Program Officer provides logistical support to the work of the Special Interest Advisor. She also manages duties relating directly to the implementation of the Agency's placement policy on use of Historically Black Colleges and Universities (HBCU) and other minority institutions. Where mainstreaming gender policy into this aspect of the participant training placement process is called for, the Special Interest Advisor enhances the technical assistance otherwise provided by the Program Officer.

Project Outcomes

The Special Interest Advisor (formerly WID Advisor under previous buy-ins) has achieved significant progress for HCD through this buy-in arrangement. This technical support resulted in the formulation and establishment of the Gender Strategy for the former Office of International Training. The Gender Strategy was then integrated into the rewrite of Handbook 10. Further, recommendations for monitoring placement activities of female participants as well as identifying innovative methods for increasing the participation of women in training, program design and evaluation, and in follow on activities has placed HCD at the lead in the Agency in institutionalizing these practices.

There remains the need to provide ongoing technical support to contractors, training providers, and field missions. Collaborative efforts under this buy-in have been pursued with other areas of the Agency. They have not yet resulted in a level of full understanding of and attention to these issues as they relate to participant training, nor, more broadly, of participant training in general.

Establishment of an institutional measure for monitoring, reporting and evaluation of Agency programs and projects is still outstanding. In the context of participant training programs, this action is well-established, for example, in monitoring of placements at minority serving institutions. Done on a semi-annual basis, placement performance is reported to USAID Mission Directors. However, the same action has not yet been established for monitoring based on gender. The Special Interest Advisor has drafted standard correspondence, and has worked with the database managers to develop this function as a part of institutionalizing attention to gender. There does not appear to be a clear way, however, to complete this process in the absence of this technical support, nor to maintain the already-established process for reporting on placements at minority serving institutions.

Institutional Strengthening Activities: Women's Trade Fair

The principal focus of the Special Interest Advisor during this buy-in period was directing attention to institutional strengthening activities. Additionally, SIA continued to respond to routine inquiries from external and Agency-wide sources concerning participant training issues as well as gender issues and information.

The institutional strengthening activities were multifaceted. Building on contacts established under previous WID/MIA buy-ins, and on previous recommendations for action, the overarching goal for technical support was to assist in furthering within HCD and, more broadly across the Agency, those development goals consistent with HCD's strategic objectives. This office conducted follow on activities, referred to here as "second generation" training assistance, with returned participants, and with others within the socioeconomic structures of their respective countries.

Specifically, the Special Interest Advisor provided leadership for a support activity to the private sector utilizing an innovative approach to follow on which is in keeping with the stated direction of USAID/Ghana's development focus. The activity, development of a women's trade fair, aimed to provide an interactive forum for women entrepreneurs, many of whom have previously benefitted from USAID-sponsored programs, from 40 African countries, the US and Canadian business communities. SIA formed an interagency and pvo-private sector based committee to support the Ghana-led initiative. She coordinated nationwide work toward an international women's trade fair, and realized international involvement of foreign donor agencies and others.

The Advisor provided guidance to this unique committee, and used private funds to effectively mobilize the US business community through an initial mailing of 7,000 flyers to trade associations and business concerns throughout the US; to form regional committees to sustain ongoing efforts in key regions of the US; to initiate solicitations for corporate sponsorship of a landmark event; conducted meetings with key US and Government of Ghana officials, including soliciting the involvement of First Lady Rawlings (Ghana); identified prominent speakers in the government and business communities; and designed training components, which were an integral part of the proposed First All African and North American Women's Trade Fair and Exhibition. USAID/Ghana provided some technical support through the International Executive Service Corps (IESC) and earmarked financial support to the Ghana Association of Women Entrepreneurs (GAWE), which initiated planning for a women's trade fair. A successful model, we hoped, would be replicable elsewhere.

Unfortunately, postponement of this activity became advisable when it became clear that the local organization which has primary responsibility for the success of this event currently lacks the capacity to manage such an undertaking. Lack of organization, leadership inexperienced with such management requisites, and lack of outside funding

have severely impeded adequate planning both in Africa and in the US and Canada.

Recommendation: It is highly advisable, based on lessons learned, that further institutional strengthening of such local organizations be provided through USAID assistance to empower such groups to meet their goals. On-the-ground advisers working directly with local groups from inception to completion are necessary before such groups in similar endeavors can stand alone, which was the intent of USAID/Ghana in this case.

Other Activities

Aside from this major responsibility, the Special Interest Advisor contributed to team building for Field Support and Technical Assistance (FSTA) in both formal and informal settings. The Advisor also assisted in the promotion of the Center for Human Capacity Development, its strategic direction and "new image" across her working constituency -- other federal agencies, USAID personnel in Washington and in the field, private and public sector entities, training providers, and contractors, and represented HCD at conferences, presentations and at the International Conference at Central State University (Ohio).

Recommendations

Based on SIA research, observations and experience in addressing gender issues within the Center for Human Capacity Development over the course of this and the previous buy-ins, the following set of recommendations remain outstanding, and are an essential element to improved participant training programs. In implementing these recommendations, HCD, it is believed, can maintain its established leadership on gender within the Agency, and in concert with the Office of Women in Development.

General Recommendations

1. Continue to encourage institutional linkages between USAID's Center for Human Capacity Development, AID/W, contractors, field missions, training providers and others.
2. Intensify contact and discussions with regional Bureau representatives. The purpose of this activity is three-fold: (a) fostering of collaborative efforts to improve attention to gender-related training issues irrespective of sector; (b) encouraging greater usage of the existing PTIS database for Bureau-based gender analyses; (c) encouraging better data reporting into PTIS from the regions.
3. Evaluate performance standards of missions, contractors, and other key contacts in increasing the training opportunities of women.

Executive Summary
Page Five of Six

4. Encourage regional Bureaus to increase their level of reporting on women in training.
5. Encourage Bureaus to direct Missions and training contractors to provide gender specific data.
6. Include targets for participation of women in all project designs with training components.
7. Strengthen collaboration with the Office of Women in Development (WID) in implementing select initiatives.
8. Encourage HCD's statistical unit to communicate with CDIE about database management issues. HCD can have an influential role in an Agency-wide gender-disaggregated database system while at the same time broadening its own scope of services to the Agency.
9. Increase FTA assistance in incorporating gender considerations in project design and in development of country training plans.
10. Include women in leadership positions on project evaluation and training needs design teams.
11. Provide a gender issues training component as a mandatory part of all training programs.
12. Improve pre-departure and follow on orientations to enhance the preparation of both male and female participants to pursue both short-and long-term training, and to apply skills acquired. Also, include a reporting mechanism in follow on design for success rates of this type of support service for both men and women.
13. Help to foster professional support networks especially for returned women participants.
14. Encourage women's participation in training programs with management, leadership and communications as a focus of components.
15. Encourage participation of returned women in recruitment.
16. Increase direct communications with Mission WID Officers, Training Officers, and Project Officers, and their training in gender, for greater participation in the design of training programs. Where possible, also encourage provision of gender training for host country officials.

17. Solicit greater input from host country officials for project direction, gender issues (country specific) and definition of realistic gender targets.
18. Insinuate ourselves into the employer nomination process with the goal of increasing the number of women nominated.
19. Encourage and support more basic education for girls.
20. Identify specific training needs and focus on building a critical mass of women in these fields.

Recommendations: Outstanding Issues and Action Plan

The principal recommendation made under the initial one in this series of buy-ins, referenced earlier in this report, is to institutionalize the monitoring-reporting-evaluation procedure to send, on a regular basis, to Missions letters reporting on progress in meeting WID training goals. The added incentive to act on implementing this process is the potential research which can be conducted as a part of this action, and the significant contribution it may make for Agency-wide programs.

Specifically, HCD is in a position to conduct an assessment of women in training. Using as the foundation of such a study the issue of what prevents women from being enrolled, HCD can draw on data readily available through PTIS to serve as the nucleus. Enhanced by other data gathering easily done by Center personnel, HCD could identify culturally similar countries, for example, and analyze the training enrollment patterns. By comparing enrollment statistics -- short and long term, disciplines, age, educational background, marital status, children, percent of women in training versus total numbers from the particular country, HCD could go back to those missions showing a higher percent of enrollments and try to find out why and how they are able to identify women for training. After determining what stands in the way of women's participation in training, HCD could then make rational decisions about what its programs can control and/or influence.

The CLASP program is an excellent starting point in understanding how to proceed. "The Gender Factor in the Caribbean and Latin American Scholarship Program" represents this approach. Based on lessons learned in this particular program, HCD could extrapolate the methodology for use elsewhere. That is, if those countries with low female participation had general scholarship programs like CLASP, could one expect 40% female participation? Would it be worth testing the theory in a Moslem country, for example?

A serious examination of the data, and lessons learned for application in various sectors, could be beneficial, most importantly, for development assistance programs of the Agency, and, secondarily, to the ongoing leadership role which the Center for Human Capacity Development can play within USAID.

EXECUTIVE SUMMARY

PROGRAM OFFICER MIA/WID

PURPOSE

The MIA/WID positions purpose was to provide technical support to women in development and minority serving institutions issues and concerns to contractors, missions, and other interested and qualified institutions.

OBJECTIVE

The primary objective of the PROGRAM OFFICER position at G/HCD/FSTA was to provide support to the work of the SPECIAL INTEREST ADVISOR; with emphasis on the implementation of the Agency's Historically Black Colleges and Universities and other minority institutions placement policy which is fundamentally linked to the participant training objective of significantly increasing participant placements at minority serving institutions.

The second objective of the PROGRAM OFFICER in connection with the 'Historically Black Colleges and Universities' (HBCU) was:

1. To serve as an information liaison for the selected HBCUs by adequate academic information.
2. To assist HBCUs to maintain basic information about AID and the Participant Training Program.
3. To identify areas of strength and curriculum at specific HBCUs.

NOTE: Although the PROGRAM OFFICER position in connection with HBCUs at G/HCD/FSTA is going to be discontinued effective June 30, 1995, these services will be provided by the Minority Serving Institutions Coordinator, HCD/PP Outreach division.

RECOMMENDATION

Since most of the services provided to contractors, missions, and training providers were conducted by telephone and letters, there was not quite a standard of operations set for the day to services provided to our clients. Questions were regularly answered instantly or some times gathered from different sources and HBCUs or related institutions. Therefore, I have left instructions, books, other materials labeled and documented in the office.

For HBCU information, resource, and communication purposes the USAID Liaison Officers list is used and should be used as a tool for recommendations and referrals. Any of the personnel listed on this list are interested in promoting and marketing the

capabilities and resources of their institution. In addition, Valerie Smith, minority institutions coordinator will be a good resource to provide assistance. She has shown interest and willingness to have a working relationship with our office in the past. She can be reached at 703-875-4502 for any pressing matters.

In addition to providing technical support activities to our clients, we provide guidance to the special universities with specializations such as:

1. Providing connection with HBCUs who provide training in management, social welfare, rural development, urban development, education, science, agricultural extension, and technology.
2. Provide information and assistance about institutions with specific objectives in agriculture, health, environmental science and energy.

Also within a given calendar year, two major activities in connection with HBCUs have to be met in a timely and consistent manner. These major and important activities are:

- a. Letters to all Mission Directors on their status of placements: minority serving institutions.
- b. Contribution to the Annual Report on White House Initiatives: HBCUs and amount of monies contributed to these activities.

Since items a and b above are a way of measuring the results or the success of the activities of the PURPOSE and OBJECTIVES of the position, the following process should be maintained and implemented.

- The Statistical Unit (Sentech) should be made aware of the objectives and necessities of statistical reports for proposed track keeping, documentation, and interpretation of the program in progress.
- A statistical report should be requested in writing on an ongoing basis to assure accuracy and to maintain a status report for participant training statistical count with indications on HBCU participation.
- One needs to note on how to read and interpret the statistical reading.
- In early December of each year a request for the yearly participant count should be submitted and checked regularly.
- All the current mission directories should be maintained from the person responsible for updating mission directories.

- A form letter should be drafted to the G/HCD/FSTA director for approval.
- The number of achievement should be included in these letters to indicate the statistics.
- A copy of these statistics should be included with each letter to demonstrate accuracy and meaning
- On a final note make sure all letters are signed and dated.

On HBCU funding for Annual Report, a format^{U4} used in the past is only an approximate estimation. We have been trying to come up with a better way to obtain a more accurate estimation for the amount of monies spent on training and HBCUs.

FORMULA FOR CALCULATING HBCU FUNDING LEVELS

1. LONG TERM

Rates per school as stated in Peterson's Guide which can be in our office.

Allowance per location of HBCU

The above two items times 12 times

2. SHORT TERM Apply the same formula as the above but multiply 6 months instead of 12

The best results can be obtained from the calculations prepared for tax purposes. In the future I recommend the tax information be used and applied to calculate the annual expenditure per school and participant.

**PARTNERS FOR INTERNATIONAL
EDUCATION AND TRAINING**

Contract # FAO 0000-Z-00-3075

7th QUARTER PROGRESS REPORT

4/01/95 - 6/30/95

ATTACHMENT II

QUARTERLY FINANCIAL STATEMENT

25

THE AFRICAN-AMERICAN INSTITUTE
CONSOLIDATED REPORT CONTRACT NO. FAO-0000-Z-00-3075
CONTRACT PERIOD: September 29, 1993 - September 28, 1995
FINANCIAL REPORT: April 1, 1995 - June 30, 1995

26

EXPENDITURES

	Approved Contract										
	Consolidated Budget	10/01/93-12/31/93	01/01/94-03/31/94	04/01/94-06/30/94	07/01/94-09/30/94	10/01/93-09/30/94	10/01/94-12/31/94	01/01/95-03/31/95	04/01/95-06/30/95	10/01/94-06/30/95	Budget Balance Remaining at 06/30/95
	10/01/93-09/30/95	12/31/93	03/31/94	06/30/94	09/30/94	09/30/94	12/31/94	03/31/95	06/30/95	06/30/95	
Participant Costs-FIOP Funded Core		\$2,289,852	\$5,165,268	\$7,881,485	\$7,626,925	\$22,963,530	\$7,069,944	\$4,300,011	\$5,431,423	\$16,801,378	
Participant Costs-FIOP Funded Buy-ins		273,753	574,555	1,136,371	2,341,968	4,326,647	1,959,115	1,072,973	3,976,558	7,008,646	
TOTAL PARTICIPANT COSTS	\$65,000,000	2,563,605	5,739,823	9,017,856	9,968,893	27,290,177	9,029,059	5,372,984	9,407,981	23,810,024	\$13,899,799
CORE ADMINISTRATIVE COSTS:											
SALARIES	3,180,995	661,428	570,429	(51,052)	368,870	1,549,675	326,761	297,298	354,583	978,642	652,678
FRINGE BENEFITS	879,979	101,379	136,061	113,159	60,998	411,597	91,036	83,957	100,976	275,969	192,413
SUBCONTRACT/CONSULTANT/TEMPORARY	1,076,310	16,512	11,145	342,824	116,234	486,715	116,548	140,878	138,775	396,201	193,394
EXPENDABLE SUPPLIES	138,173	13,883	27,970	(14,846)	102,505	129,512	8,542	20,472	13,112	42,126	(33,465)
NONEXPENDABLE EQUIPMENT	100,000	750	91,854	36,449	(14,230)	114,823	0	29,048	(24,735)	4,313	(19,135)
TRAVEL AND PER DIEM	297,079	20,213	25,641	646	(8,172)	38,328	14,062	(11,704)	30,956	33,314	225,437
OTHER DIRECT COSTS	1,062,356	138,737	186,907	192,102	(25,492)	492,254	145,526	98,439	135,941	379,906	190,196
INDIRECT COSTS	1,293,944	496,388	170,523	990	(33,705)	634,196	119,654	144,936	128,901	393,491	266,257
GRA	378,424	0	0	213,377	34,553	247,930	39,971	34,126	49,256	123,353	7,141
TOTAL CORE ADMINISTRATIVE COSTS	8,407,260	1,449,290	1,220,530	833,649	601,561	4,105,030	862,100	837,450	927,765	2,627,315	1,674,915
DELIVERY ORDER ADMINISTRATIVE COSTS	25,294,150	347,529	550,291	544,357	932,486	2,374,663	889,645	1,207,439	1,489,766	3,516,841	19,402,646
TOTAL ADMINISTRATIVE COSTS	33,701,410	1,796,819	1,770,821	1,378,006	1,534,047	6,479,693	1,751,745	2,044,889	2,417,531	6,144,156	21,077,561
TOTAL CONTRACT COSTS	\$98,701,410	\$4,360,424	\$7,510,644	\$10,395,862	\$11,502,940	\$33,769,870	\$10,780,804	\$7,417,873	\$11,825,512	\$29,954,180	\$34,977,360

THE AFRICAN-AMERICAN INSTITUTE
CONSOLIDATED REPORT CONTRACT NO. FAO-0000-Z-00-3075
CONTRACT PERIOD: September 29, 1993 - September 28, 1995
FINANCIAL REPORT: April 1, 1995 - June 30, 1995

12

EXPENDITURES

OBLIGATIONS										Budget Balance	
	10/01/93- 12/31/93	01/01/94- 03/31/94	04/01/94- 06/30/94	07/01/94- 09/30/94	10/01/93- 09/30/94	10/01/94- 12/31/94	01/01/95 03/31/95	04/01/95 06/30/95	10/01/93- 09/30/95	Remaining 06/30/95	
ADMINISTRATIVE:											
PROJ NO. 388883	\$787,500	\$787,500	\$0	\$0	\$0	\$787,500	\$0	\$0		\$787,500	\$0
PROJ NO. 388885-1	857,836	661,790	196,046	0	0	857,836	0	0		857,836	0
PROJ NO. 928-8971-3897828	34,358	0	34,358	0	0	34,358	0	0		34,358	0
PROJ NO. 488882	2,619,572	0	960,126	833,648	601,561	2,425,336	862,100	837,450		4,124,886	(1,505,314)
PROJ NO. 888882	4,107,954								927,765	927,765	3,180,189
Total Administrative Obligations	8,407,220	1,449,290	1,220,530	833,648	601,561	4,105,030	862,100	837,450	927,765	6,732,345	1,674,875
PARTICIPANT:											
PROJ NO. 388883	97,500	97,500	0	0	0	97,500	0	0	0	97,500	0
PROJ NO. 488881	13,095,804	2,192,352	5,165,266	5,738,164	0	13,095,804	0	0	0	13,095,804	0
PROJ NO. 888881	12,966,778	0	0	2,143,301	7,626,925	9,770,226	7,069,944	4,300,011	0	21,140,181	(8,153,403)
PROJ NO. 888881-01	14,338,626								5,431,423	5,431,423	8,907,203
Total Participant Obligations	40,518,708	2,289,852	5,165,266	7,881,465	7,626,925	22,963,530	7,069,944	4,300,011	5,431,423	39,764,906	753,800
Total Obligations Expended	\$48,925,928	\$3,739,142	\$6,385,796	\$8,715,134	\$8,228,486	\$27,068,560	\$7,932,044	\$5,137,461	\$6,359,188	\$46,497,253	\$2,428,675

The African American Institute
Contract No. FAO-0000-Z-00-3075-00
Buy-in Report
Report Period: April 1, 1995 - June 30, 1995

Project Name: EMED

Expense Category	Budget	Fiscal Year '94		Expenses This Period 04/01/95-06/30/95	Fiscal Year '95		Project To Date 10/01/93-06/30/95	Remaining Balance As of 06/30/95
		Expenses 10/01/93-03/31/94	Expenses 10/01/94-03/31/95		Expenses 10/01/94-06/30/95	Expenses 10/01/94-06/30/95		
Salaries	\$843,862	\$188,284	\$202,974	\$141,765	\$344,739	\$533,023	\$310,839	
Fringe Benefits	333,105	59,043	67,505	48,190	115,695	174,738	158,367	
Subcontracts/Consultants/Temporaries	79,053	9,247	5,839	18,480	24,319	33,566	45,487	
Travel, Transportation, and Per Diem	135,149	11,595	23,260	8,076	31,336	42,931	92,218	
Expendable Supplies	59,054	29,190	12,095	2,371	14,466	43,656	15,398	
Non-Expendable Supplies	72,079	10,287	3,286	24,054	27,340	37,627	34,452	
Other Direct Costs	520,332	79,231	71,362	94,826	166,188	245,419	274,913	
Indirect Costs	331,803	72,290	84,034	48,405	132,439	204,729	127,074	
G&A	94,802	12,100	14,938	17,811	32,749	44,849	49,953	
Total Administrative Expense	2,469,239	471,267	485,293	403,978	889,271	1,360,538	1,108,701	
Total Pass Through Expense	4,054,052	811,274	716,556	807,813	1,524,389	2,335,643	1,718,409	
Total Expenses	\$6,523,291	\$1,282,541	\$1,201,849	\$1,211,791	\$2,413,640	\$3,696,181	\$2,827,110	

PIOTs	Funded	Expended	Remaining
180-0047-3-362-2504	\$1,301,728	\$1,301,728	\$0
180-0047-3-362-2504-1	105	105	0
180-0047-3-362-2911	500,000	500,000	0
180-0047-3-462-2638	2,650,000	1,894,348	755,652
180-0047-3-462-2679	582,697	0	582,697
	<u>\$5,034,530</u>	<u>\$3,696,181</u>	<u>\$1,338,349</u>

The African American Institute
 Contract No. FAO-8888-Z-88-3875-00
 Buy-in Report
 Report Period: April 1, 1995 - June 30, 1995

Project Name: PTPE

Expense Category	Budget	Fiscal Year '94			Fiscal Year '95		Project To Date 10/01/93-06/30/95	Remaining Balance As of 06/30/95
		Expenses 10/01/93-09/30/94	Expenses 10/01/94-03/31/95	Expenses This Period 04/01/95-06/30/95	Expenses	Expenses		
Salaries	\$1,861,010	\$688,548	\$524,885	\$302,408	\$827,293	\$1,515,839	\$345,171	
Fringe Benefits	605,484	173,404	123,658	70,942	194,588	368,002	237,482	
Subcontracts/Consultants/Temporaries	289,104	48,900	3,870	64,375	68,245	117,145	171,959	
Travel, Transportation, and Per Diem	347,480	78,659	88,745	28,645	117,390	194,049	153,431	
Expendable Supplies	160,668	74,049	65,115	(15,561)	49,554	123,603	37,065	
Non-Expendable Supplies	209,409	49,793	20,939	76,403	97,342	147,135	62,274	
Other Direct Costs	1,267,359	342,741	347,323	138,481	485,819	828,560	438,799	
Indirect Costs	1,035,937	354,749	298,348	157,954	456,300	811,049	224,888	
G&A	21,921	9,586	6,267	2,707	8,974	18,540	3,381	
Total Administrative Expense	5,798,372	1,818,407	1,479,148	828,354	2,305,515	4,123,922	1,674,450	
Total Pass Through Expense	9,570,980	3,132,170	2,143,996	1,390,873	3,534,889	6,667,039	2,903,941	
Total Expenses	\$15,369,352	\$4,950,577	\$3,623,142	\$2,217,227	\$5,840,384	\$10,790,961	\$4,578,391	

PIO/Ts	Funded	Expended	Remaining
Detail on next page	<u>\$15,306,506</u>	<u>\$10,790,961</u>	<u>\$4,515,545</u>

28

The African American Institute
Contract No. FAO-0000-Z-00-3075-00
Buy-in Report

Report Period: April 1, 1995 - June 30, 1995

Project Name: PTPE-Participant Training Project for Europe

PIOT's	<u>Funded</u>	<u>Expended</u>	<u>Remaining</u>
180-0045-3-362-2745	\$10,000	\$10,000	\$0
180-0045-3-362-2745-1	318,920	318,920	0
180-0045-3-362-2749	1,001,089	1,001,089	0
180-0045-3-462-3452	2,022,399	2,022,399	0
180-0045-3-462-3451	2,995,111	2,995,111	0
180-0045-3-462-3463	613,780	613,780	0
180-0045-3-462-3516	841,220	841,220	0
180-0045-3-462-3463-1	395,050	395,050	0
180-0045-3-562-3493	430,937	430,937	0
180-0045.82-3-562-3451	395,000	395,000	0
180-0045.83-3-562-3455	746,000	746,000	0
180-0045.68-3-562-3458	348,000	348,000	0
180-0045.60-3-562-3460	746,000	673,455	72,545
180-0045.92-3-562-3463	1,067,000		1,067,000
180-0045.85-3-562-3469	696,000		696,000
180-0045.62-3-562-3472	159,000		159,000
180-0045.63-3-562-3474	298,000		298,000
180-0045.65-3-562-3476	249,000		249,000
180-0045.81-3-562-3478	895,000		895,000
180-0045.86-3-562-3482	398,000		398,000
180-0045.93-3-562-3466	597,000		597,000
180-0045.66-3-562-3485	84,000		84,000
TOTAL	\$15,306,506	\$10,790,961	\$4,515,545

The African American Institute
 Contract No. FAO-9999-Z-99-3075-00
 Buy-in Report
 Report Period: April 1, 1995 - June 30, 1995

Project Name: WID-MIA

Expense Category	Budget	Fiscal Year '94		Expenses	Fiscal Year '95		Project To Date	Remaining Balance
		Expenses	Expenses	This Period	Expenses	Expenses		
		10/01/93-09/30/94	10/01/94-03/31/95	04/01/95-06/30/95	10/01/94-06/30/95	10/01/93-06/30/95	As of 06/30/95	
Salaries	\$128,821	\$33,821	\$23,155	\$18,779	\$41,934	\$75,555	\$53,068	
Fringe Benefits	37,808	13,190	11,072	10,135	21,207	34,397	3,411	
Subcontracts/Consultants/Temporaries	0	0	0	0	0	0	0	
Travel, Transportation, and Per Diem	24,051	14	907	1,324	2,231	2,245	21,808	
Expendable Supplies	0	0	0	0	0	0	0	
Non-Expendable Supplies	0	0	0	0	0	0	0	
Other Direct Costs	1,175	0	0	0	0	0	1,175	
Indirect Costs	35,890	8,010	5,428	4,673	10,099	18,109	17,781	
G&A	11,415	5,457	4,593	3,614	8,207	13,664	(2,249)	
Total Administrative Expense	238,980	60,292	45,153	38,525	83,678	143,970	94,990	
Total Pass Through Expense	0	0	0	0	0	0	0	
Total Expenses	\$238,980	\$60,292	\$45,153	\$38,525	\$83,678	\$143,970	\$94,990	

PIOTs	Funded	Expended	Remaining
926-0071-4697002	\$34,314	\$34,314	\$0
926-0071-4697002-1	48,158	48,158	0
926-0071-4697002-2	65,000	61,500	3,500
	\$147,470	\$143,970	\$3,500

The African American Institute
Contract No. FAO-0808-Z-88-3875-00
Buy-in Report
Report Period: April 1, 1995 - June 30, 1995

Project Name: BARBADOS

Expense Category	Budget	Fiscal Year '94		Expenses This Period 04/01/95-06/30/95	Fiscal Year '95		Project To Date 10/01/93-06/30/95	Remaining Balance As of 06/30/95
		Expenses 10/01/93-09/30/94	Expenses 10/01/94-03/31/95		Expenses 10/01/94-06/30/95	Expenses 10/01/93-06/30/95		
Salaries	\$17,154	\$6,703	\$4,616	\$881	\$5,477	\$12,180	\$4,974	
Fringe Benefits	21,291	1,201	802	154	956	2,157	19,134	
Subcontracts/Consultants/Temporaries	1,906	0	0	0	0	0	1,906	
Travel, Transportation, and Per Diem	5,513	169	0	0	0	169	5,344	
Expendable Supplies	3,372	0	0	747	747	747	2,625	
Non-Expendable Supplies	0	0	0	0	0	0	0	
Other Direct Costs	11,884	0	0	5,214	5,214	5,214	6,670	
Indirect Costs	9,658	3,774	2,599	484	3,083	6,857	2,801	
G&A	0	0	0	0	0	0	0	
Total Administrative Expense	70,778	11,847	8,017	7,460	15,477	27,324	43,454	
Total Pass Through Expense	581,369	319,678	139,173	11,378	150,551	470,229	111,140	
Total Expenses	\$652,147	\$331,525	\$147,190	\$18,838	\$166,028	\$497,553	\$154,594	

PIOTs	Funded	Expended	Remaining
532-173-3-20023-5	\$652,147	\$497,553	\$154,594

The African American Institute
 Contract No. FAO-8809-Z-88-3875-88
 Buy-in Report
 Report Period: April 1, 1995 - June 30, 1995

Project Name: AFR/ARTS/FARA

Expense Category	Budget	Fiscal Year '94		Expenses This Period 04/01/95-06/30/95	Fiscal Year '95		Project To Date 10/01/93-06/30/95	Remaining Balance As of 06/30/95
		Expenses 10/01/93-09/30/94	Expenses 10/01/94-03/31/95		Expenses 10/01/94-09/30/95	Expenses 10/01/94-06/30/95		
Salaries	\$17,598	\$6,108	\$2,980	\$1,175	\$4,135	\$10,241	\$7,355	
Fringe Benefits	5,102	1,880	867	332	1,199	3,079	2,023	
Subcontracts/Consultants/Temporaries	600	0	0	0	0	0	600	
Travel, Transportation, and Per Diem	1,625	0	0	256	256	256	1,369	
Expendable Supplies	0	0	0	0	0	0	0	
Non-Expendable Supplies	0	0	0	0	0	0	0	
Other Direct Costs	5,177	0	0	2,964	2,964	2,964	2,213	
Indirect Costs	14,017	4,864	2,382	912	3,294	8,158	5,859	
G&A	0	0	0	0	0	0	0	
Total Administrative Expense	44,117	12,850	6,209	5,639	11,848	24,698	19,419	
Total Pass Through Expense	254,500	63,525	32,363	36,706	69,069	132,594	121,906	
Total Expenses	\$298,617	\$76,375	\$38,572	\$42,345	\$80,917	\$167,292	\$141,325	

PIOTs	Funded	Expended	Remaining
698-0478-3-4613003	\$149,958	\$114,947	\$35,011
698-0478-3-5613209	148,659	42,345	106,314
	<u>\$298,617</u>	<u>\$157,292</u>	<u>\$141,325</u>

34

The African American Institute
 Contract No. FAO-0000-Z-00-3075-00
 Buy-in Report
 Report Period: April 1, 1995 - June 30, 1995

Project Name: PSIP

Expense Category	Budget	Fiscal Year '94		Expenses This Period 04/01/95-06/30/95	Fiscal Year '95		Project To Date 10/01/93-06/30/95	Remaining Balance As of 06/20/95
		Expenses 10/01/93-09/30/94	Expenses 10/01/94-03/31/95		Expenses 10/01/94-06/30/95	Expenses		
Salaries	\$145,080	\$0	\$27,888	\$47,360	\$75,248	\$75,248	\$69,832	
Fringe Benefits	42,575	0	7,730	14,775	22,505	22,505	20,070	
Subcontracts/Consultants/Temporaries	0	0	0	0	0	0	0	
Travel, Transportation, and Per Diem	48,163	0	7,024	10,354	17,378	17,378	30,785	
Expendable Supplies	14,217	0	1,753	1,428	3,179	3,179	11,038	
Non-Expendable Supplies	25,400	0	16,543	0	16,543	16,543	8,857	
Other Direct Costs	35,145	0	1,406	18,750	20,156	20,156	14,989	
Indirect Costs	50,051	0	2,621	10,878	13,497	13,497	36,554	
G&A	13,229	0	8,301	6,976	15,277	15,277	(2,048)	
Total Administrative Expense	373,860	0	73,266	110,517	183,783	183,783	190,077	
Total Pass Through Expense	3,611,225	0	0	1,423,436	1,423,436	1,423,436	2,187,789	
Total Expenses	\$3,985,085	\$0	\$73,266	\$1,533,953	\$1,307,219	\$1,607,219	\$2,377,866	

PIO/TS 110-0005-3-5626109	Funded	Expended	Remaining
		\$3,985,085	\$1,607,219

The African American Institute
 Contract No. FAO-0008-Z-00-3075-00
 Buy-in Report
 Report Period: April 1, 1995 - June 30, 1995

Project Name: PANAMA

Expense Category	Budget	Fiscal Year '94		Expenses This Period 04/01/95-06/30/95	Fiscal Year '95		Project To Date 10/01/93-06/30/95	Remaining Balance As of 06/30/95
		Expenses 10/01/93-09/30/94	Expenses 10/01/94-03/31/95		Expenses 10/01/94-09/30/95	Expenses		
Salaries	\$31,744	\$0	\$0	\$8,714	\$8,714	\$8,714	\$23,030	
Fringe Benefits	7,301	0	0	1,201	1,201	1,201	6,100	
Subcontracts/Consultants/Temporaries	0	0	0	0	0	0	0	
Travel, Transportation, and Per Diem	28,590	0	0	6,053	6,053	6,053	22,537	
Expendable Supplies	2,035	0	0	496	496	496	1,539	
Non-Expendable Supplies	3,400	0	0	1,414	1,414	1,414	1,986	
Other Direct Costs	8,280	0	0	4,485	4,485	4,485	3,795	
Indirect Costs	17,872	0	0	4,906	4,906	4,906	12,966	
G&A	0	0	0	0	0	0	0	
Total Administrative Expense	99,222	0	0	27,269	27,269	27,269	71,953	
Total Pass Through Expense	1,311,500	0	0	306,352	306,352	306,352	1,005,148	
Total Expenses	\$1,410,722	\$0	\$0	\$333,621	\$333,621	\$333,621	\$1,077,101	

PIOTs	Funded	Expended	Remaining
525-1001-3-40008	<u>\$1,267,000</u>	<u>\$333,621</u>	<u>\$933,379</u>

**PARTNERS FOR INTERNATIONAL
EDUCATION AND TRAINING**

Contract # FAO 0000-Z-00-3075

7th QUARTER PROGRESS REPORT

4/01/95 - 6/30/95

ATTACHMENT III

CAMPUS VISIT REPORTS

CAMPUS VISIT REPORTS

Included here are the Campus Visit Reports for site visits conducted by staff during the quarter. These reports are organized by region.

Africa Region

Dawn Gayle

Clark Atlanta University
Fort Valley State College
Jackson State University

Randy Blandin

University of Missouri, Columbia
University of Southern Illinois, Carbondale
St. Louis University

Debra Egan

Ashland University, Ohio
Ohio State University, Columbus
Case Western University, Cleveland
Cleveland State University
The University of Toledo, Ohio

AMIDEAST Region

Bruce Gaston

University of Wyoming
Colorado State
Colorado School of Mines

Chris Kagy

University of Cincinnati
University of Louisville
University of Kentucky
Ohio University
Eastern Kentucky University, Richmond

Sabrina Faber

University of Texas at Dallas
Texas A&M
University of Arizona
Arizona State University

Renee Deubner

Emporia State University
University of Nebraska, Lincoln
Kansas State University
Creighton University

Shubhda Soni

**Oregon State University
Portland State University
Oregon Institute of Technology**

LAC Region

Victoria Holmes

**University of Moscow, Idaho
Utah State University, Logan**

Veronica Altschul

**Murray State University
South Dakota State
University of Northern Iowa
Iowa State University**

Jennifer Ewald

**University Illinois, Chicago
Ferris State University
University of Wisconsin, Milwaukee**

TAF Region

Matt McMahon

**University of Illinois, Urbana-Champaign
Ball State University**

**Meeja Yu
Reports not submitted.**

**University of New Haven
Brandeis
MIT
Harvard
Boston University
Williams**

Laurie Treleven

**Carnegie Mellon University
University of Pittsburgh
Indiana University of Pennsylvania
Youngstown State University
Duquesne University, Pittsburgh**



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

April 1995
Campus Visit Report/Dawn M. Gayle
Fort Valley State College (HBCU)

Introduction: According to its latest catalog, Fort Valley State College (FVSC) is a public, comprehensive, 1890 land grant institution serving Georgia and the nation. FVSC is located approximately 120 miles from Atlanta, GA. Founded in 1895 as an institution to serve primarily the needs of African-American students, the college now accepts as its mission the provision of instruction, research, extension and other public service programs for all segments of the population to achieve their personal, educational and professional goals. FVSC is also committed to enhancing the economic, social and cultural development of the regional community, the State, and the nation, as well as the institutional community. Following both the liberal arts and the land-grant traditions, FVSC provides diversified and challenging programs to meet educational needs resulting from societal changes.

The grounds of FVSC includes approximately 1,375 acres of cleared, wooded and developed land, of which about eighty acres are used for the main portion of the campus. The majority of the remainder of the acreage provides for agricultural research and future expansion.

FVSC is a part of the University System of Georgia, including 34 public colleges and universities. All colleges are accredited and offer quality courses. Freshman and sophomore credits towards bachelor's degrees which are earned with satisfactory grades at any of these colleges are accepted by all other University System institutions. The 34 include 15 junior colleges; 14 senior colleges; and 5 universities.

Undergraduate programs: FVSC offers undergraduate degree programs in the following areas: AA in Applied Sciences, including agricultural technology, electronic engineering technology; ornamental horticulture design; criminal justice; economics; English, mass communications; Bachelor of Business, including accounting, general business, management, marketing; Bachelor of Science with majors in agricultural engineering technology, chemistry, computer information system, computer science, mathematics, office administration, veterinary technology, zoology; Bachelor of Science in Agriculture with majors in agricultural economics, agricultural education, animal science, ornamental horticulture, plant science; Bachelor of Science in Education with majors in early childhood education, mathematics education, secondary education, teaching field-French; Bachelor of Science in Electronic Engineering Technology with major in agricultural engineering technology; Bachelor of Science in Home Economics with majors in food & nutrition, home economics education; infant and child care development; and Bachelor of Social Work.

Graduate Programs: The School of Education and Special Academic Programs offers the Master of Science degree in each of the following areas: Early childhood education (k-4); middle grades (4 - 8), guidance and counselling (k-12) concentrations in K-8 is also available; mental health counselling and rehabilitation.

General Admissions-undergraduate: Three documents are required, including official application form; official transcripts; scholastic aptitude test. A final transcript is required, before admission becomes final. Application deadline is 10 days before the beginning of the quarter in which the applicant wishes to enroll. Applications should be addressed to the Director of Admissions, Office of Admissions, 1005 State College Drive, Fort Valley, GA 31030, tel. 912/825-6307.

Library facilities: FVSC has a three-story structured library, which has a seating capacity of 625, open stacks, a collection of 195,000 subscriptions to 1,168 periodicals and 50 newspapers. The facilities offers a number of services, including computerized literature searches through PEACHNUT and DIALOG Informational Retrieval System, for identifying subject materials; InfoTrac CD-ROM academic magazine, newspaper Index Service; Inter-Library Loan OCLC Sub-system Service for obtaining resources from other libraries; joint borrowers cards for faculty and graduate students from the University System of Georgia; library tours and bibliographic instruction to individuals, groups and classes. On-line cataloguing is also available through the SOLINET regional network. Library hours are Mon-Thur: 8:00am - 10:00pm; Fri: 8:00 am - 5:00 pm; Sat: 9:00am - 1:00pm; and Sun: 3:00 - 1:00pm; Summer and holiday hours are posted. There is also a curriculum guides, text books, non-print material. FVSC also has a Curriculum Material Center library, which is a model collection to support teacher education. The Hunt Memorial Library also houses the Testing Center and Computer Assisted Instruction Laboratory for the college.

Accommodations/Housing: FVSC has 35 main buildings, six of which provide comfortable residential accommodations for students, including 982 living spaces. A room reservation deposit of \$50 is required. This deposit is non-refundable and non-transferrable and applied to expenses only for the quarter in which the student is admitted and is refundable, only if no space is available. Those who live in the residential halls are expected to participate in a meal plan. There is no special housing for international students. They are housed with the general population. Students generally stay one semester on campus then move off campus to apartments within walking distance of the campus. Houses normally rent for \$300 - 600/quarter/furnished; 150 - 500/quarter unfurnished; \$600/quarter/including everything, except linens.

Transportation: Students with transportation live in nearby Macom, which is 30 miles north of FVSC or Perry, which is 12 miles south of FVSC. There is no shuttle in place. Dr. Huff, Dean of Student Development said some arrangements would be made. The majority of

students use the greyhound or metro bus. The greyhound is located directly across from the college. Students usually rent or own cars or rely on each other. Taxi service is also available from a former FVSC student from Nigeria.

University Counsellor/Foreign Student Advisor: The former Director of International Students retired in 1991, according to Ms. Kutz-Palms, who has been serving unofficially the Foreign Student Advisor role since 1992. The general student population is 2700 of which 35 are international students, including five (5) sponsored students. The international students come from Africa and the Caribbean. Peer counselling occurs among these students, as they gladly help new students become acclimated to the lifestyle at FVSC and its surroundings. The seniors and juniors normally introduce the freshmen to the counsellor, which is the present way of tracking the enrollment of international students. Ms. Kutz has tried to obtain the list of general enrollments from the Dean of Enrollment and the Registrar, but has been unsuccessful. The admission's office presently does everything, including issuing I-20's and helping with visa issues. Ms. Kutz-Palms said that she has tried to get involved with all of the issues related to international students, but this has been a slow process. She mentioned one experience where an international student went to Canada and was not permitted back into the U.S.

We discussed ways for Ms. Kutz-Palms to have a fully operational Foreign Student Office such as her attending NAFSA conferences and other workshops geared to foreign students and their advisors. Current activities for international students include annual international week, with a national dress day and displays in the College Center. For the future, she would like to develop a packet for international students, including affidavit of support.

PIET Programmer's Comments: The purpose of my visit to FVSC was to meet with three USAID/PIET sponsored participants from the Gambia and their advisors. Overall, the students are very satisfied with their bachelors degree programs in Agriculture at FVSC. All three participant reported having very good relationships with their professors and advisors. In addition to pursuing their coursework, each participant is involved in at least one campus organization.



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

April 1995

Campus Visit Report/Dawn M. Gayle
Jackson State University

This campus visit report supplements the previous ones submitted: April 1994, Tamara L. Kribs; March 1993, Isabel Dillener; April 1991, Dawn Kepets-Hull; April 1991, Kristine Aulenbach.

Jackson State University (JSU) is an HBCU located in Jackson, Mississippi. PIET's good relationship with this school is strongly linked to Dr. Ally Mack, who continues to be the Executive Director of the Mississippi Consortium for International Development (MCID) and has recently been made the Director of International Admissions and Programs.

Admissions Update: Dr. Mack and her small staff work diligently to smooth the admission's process for international students at JSU. During my visit she advised that Kathy Sims, who has been processing applications for both international graduate and undergraduate students, will be moving from the Administration Building to her office. This move, in Dr. Mack's view, will provide the International Students Office with more leverage in meeting the requirements for admissions.

While literally evading a tornado, I met with Kathy Sims who explained that as soon as an application is received, it is immediately entered into the computer system, then the documents are reviewed to ascertain if all requirements are met. Undergraduate applicants are still required to submit record of either the ACT or SAT. Normally, applicants seeking regular admission are between the ages of 18 - 21. Those 21 and older are admitted as special students.

Transfers: Undergraduate applicants completing 24 hours or less are asked to apply as new freshmen. Before admission is granted at a higher level than this, JSU requires that applicants transcripts be evaluated by either World Education Services in New York or by the Milwaukee Education Credential Evaluator. Ms. Sims explained that evaluation from either one of these institutions makes the admission at any level concrete.

Following my meeting with Sims, I met with Dr. A.C. Foster, Associate Dean of the Graduate School. Dr. Foster advised that JSU follows a centralized admission process. The admission's office enforces the policy that applications are not forwarded to the respective departments, until all documents are received. Once all information is available, the admission's office completes a transmittal form, which is forwarded to the department for admission consideration then to the dean of the school. There are normally three classifications for an application: outright admission; conditional admission; and denied. Dr. Foster explained that the State of Mississippi is a very stringent about admission's

standards, which are set and upheld by the State College Board comprising of 12 members, which govern all eight colleges and universities.

Meeting with Professor John Holmes: Mr. Holmes currently serves as chief advisor for the undergraduate Business Department at Jackson State University. According to Mr. Holmes, undergraduate students are counselled alphabetically by their last name. He further explained that between freshman and sophomore years, all undergraduate students take the same (general) courses. However, at the end of the second year, students are able to declare their majors and specialize in the subjects of their interest.

I met with seven USAID/PIET participants and their respective advisors: Salome Mollé/MPPA; Auda Sengingo/MBA; Morheb Al-Assad, Ph.D. Public Administration; Ahmed Al Khabouri, Ph.D. Public Administration; Fides Nkuzimana, BA Business Administration; Gratta Nimbeshaho, BA Business Administration; Regine Reguma, BA Business Administration.

Student Feedback: All seven participants mentioned safety as a major problem they have with JSU. Five of them, who are female participants and live within walking distance from the campus, reported hearing gun shots quite frequently in their neighborhood. They all live in a constant state of fear. The two male participants live in the North Jackson area and have their own transportation, while the female participants use local transportation to get to the store, except on Sunday when the bus does not run.

Using the library facilities after dark poses a challenge for the participants, because they are afraid of being mugged or raped. Class hours and library schedules are related issues. Four of them have evening classes, while three have classes up to 4:00pm. The library is open during weekdays until 6:00pm; on Saturdays from 3:00 to 6:00pm; and Sundays from 5:00 - 11:00pm.

Recommendation to Program Officers: Concurrent with placing additional participants at JSU is the issue of safety, which must be raised with the school, since lack of this seems to be a serious concern, especially for female participants. For instance, JSU should be requested to advise us on security services presently in place, including number of security guards/patrol, etc. Aside from this issue, JSU offers solid programs for both undergraduate and graduate participants and should continue to be used to place both long term and short term participants.



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

April 1995
Campus Visit Report/Dawn M. Gayle
Clark Atlanta University

The following campus visit report supplements ones done: November 1991, Dawn Kepetus-Hull; October 1990, unknown

School of Business Administration: Effective June 30, 1995, the School of Business will lose one of its giants to retirement, Ms. Phyllis Riley, Director of Student Affairs. Ms. Riley will be duly missed by all of the international students, who endears her because of the academic and motherly advice she provides to them. According to Brent Johnson, MBA Coordinator and Assistant Dean of the Business School, a successor has not yet been identified. In the meantime, applications to the School of Business should be addressed to Brent Johnson.

I visited four international students, all in the MBA program, including Agnes Siame and Siyakjanika Simuzingili from Zambia; Alfred Nicayenzi and Thadee Ndaripfane from Burundi. All four students will complete their programs by July 1995 and will repatriate by the end of August 1995.

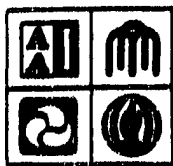
Office of International Training: Dr. Earl Picard continues to be the Director of the Office of International Training, CAU, which offers short-term training programs both in the U.S. and in several countries. During summer 1995, two of the aforementioned participants will pursue practical training at this facility.

Siyajanika Simuzingili will work with Dr. Picard to develop strategies to carry out the Zambian Information, Education and Communication Project, which is being administered by CAU. His research will focus on the stock market in the U.S. and the applicability to Zambia. The other Zambian participant, Agnes Siame, was also planning to contribute to the production of a video for this same activity, prior to her departure from the U.S.

Thadee Ndaripfane will work as a training specialist, assisting the Director of Programs, Clement Lufuluabo with curriculum design/development.

Student Feedback: Overall the four participants would recommend that future ones be placed in the MBA program at Clark Atlanta University without any reservations.

Recommendation to Program Officers: CAU's MBA program is AACSB accredited, which makes it as competitive as any other programs. The Dean of the School of Business is a Harvard graduate. I personally recommend that future placements be sought in this, as well as in other programs at CAU.



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

CAMPUS VISIT REPORT

Randy Blandin, Senior Program Assistant
May 8, 1995
University of Missouri, Columbia
Campus Visit Report

INTRODUCTION

The University of Missouri, Columbia, established in 1839, is the oldest state university west of the Mississippi River. It is the largest of four campuses of the University of Missouri system. The university serves over 20,000 students, including more than 4,800 graduate students and over 2,000 international students.

INTERNATIONAL STUDENTS AND SCHOLARS OFFICE

Dr. Robert Burke, Director, The Office of International Student and Scholar Services (ISO) heads a staff of three full time foreign student advisors, two full-time support staff, and three work-study students who serve a diverse international student body of 1,800. Students at University of Missouri, Columbia come from every geographic region of the U.S. and from over 100 different nations.

ISO offers a number of different programs for foreign students:

- Afternoon meetings on various topics of interest to international students
- Various social activities: teas, picnics, other organized activities
- Special workshops on immigration issues, preparing for departure from the U.S. and related topics
- A newsletter called "Columns" that is distributed to the international student population

Dr. Burke indicated that the biggest problem faced by the ISO was getting students to attend the various events hosted by the office. The greatest success of the ISO was the high turnout and positive response of international students to "nuts and bolts" workshops put on by ISO staff. These workshops are practical in nature and deal with topics like immigration questions and how to ship belongings back to students' home countries. Another strength of the office is their close working relationship with numerous

international student groups on campus.

DEPARTMENT OF RESIDENCE LIFE

Mizzou has a number of residence halls that can accommodate over 8,000 students. Most rooms on campus can accommodate two people; eight triple occupancy rooms are available in one of the halls. Some single rooms are available. Double rooms are equipped with two single beds, dresser-desk combination chests, desk chairs, and closets. In addition to the residence halls, housing is available through fraternities/sororities, and apartments for married students.

INTENSIVE ENGLISH PROGRAM

Mr. Larry P. Francis directs the Intensive English Program (IEP). This program is designed to provide students with the English language skills necessary to successfully pursue a degree at a college or university in the U.S. Students are placed in classes according to individual abilities as determined by placement tests administered at the beginning of each semester. Students receive a minimum of 25 hours of classroom work per week. The curriculum includes instruction in grammar, composition, reading, vocabulary, conversation, reading, vocabulary, conversation, pronunciation, listening composition and study skills. Each class meets with five teachers who specialize in teaching a particular language skill. Class size is 12 students on average. Students enrolled in the program cannot take academic coursework due to the rigorous demands of the IEP. IEP students receive progress reports on their language skills. At the end of the term, all students take the institutional TOEFL.

DEPARTMENT OF GEOLOGY

The Department of Geological Sciences requires 120 credit hours for a BS Degree. 37-38 credit hours of core geology courses are required. 29-31 credit hours of collateral science and math courses and 22 credit hours in general education are required. Students are to take 6-8 credit hours of an upper level elective as part of the 37-38 hours of the geological sciences core curriculum. These upper level courses have pre-requisites. In addition, students in the department are required to do field course work in Wyoming.

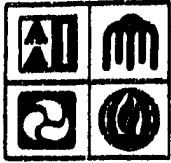
The Geology Department at the University of Missouri, Columbia is fairly small but has varied in size from a high of 120 students to a low of 18, 60 being ideal. Dr. Englen, Professor, Geological Sciences Department, indicated that enrollment increases when oil prices rise, as oil companies start hiring and there is a greater demand for geologists who work as consultants on oil drilling projects. Foreign students are poorly represented in the undergraduate program. Foreign student representation at the graduate level is much higher; about 1/3 are foreign students.

OFFICE OF ADMISSIONS

The Office of Admissions at the University of Missouri, Columbia is directed by Ms. Becky

Brandt and is consolidated in one place, for undergraduate and graduate admissions, domestic and international students. The Admissions Office will make a decision regarding all foreign applicants and is lenient on requirements for foreign students. In some cases, they will offer conditional admission pending a 550 TOEFL and admit a student with incomplete credentials if some records are not attainable.

Trends in international admissions, according to the office, have been fairly consistent with little variation in the numbers of international applicants applied or admitted. The office did note, however, that due to increases in domestic applications for admission at the graduate and undergraduate level, admission to the university is become more difficult; the university is becoming more and more selective in its admissions standards.



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

CAMPUS VISIT REPORT

Randy Blandin, Senior Program Assistant
May 25, 1995
University of Southern Illinois - Carbondale
Campus Visit Report

INTRODUCTION

The University of Southern Illinois, Carbondale is located in Carbondale, a rural town located in Southern Illinois. The campus is large with a lot of greenery, due in part to a beautiful and large parcel of land that was deeded to the school under the strict stipulation that it not be developed, forested, or managed in any way.

Carbondale was established in 1846 as a Presbyterian institution and evolved into the Southern Illinois Normal University in 1869. Carbondale is the "trade, tourism, and educational center of Southern Illinois" according to the school's literature.

INTERNATIONAL PROGRAMS AND SERVICES OFFICE, IPSO

Carbondale has a large international student population, the 11th largest in the United States with over 20,000 undergraduate and 3,700 graduate students. The IPSO staff have a number of different programs that serve the large and diverse international student body. Dr. James Quisenberry, Director, and Ms. Carla Coppi, Assistant Director, elucidated the different programs offered by IPSO:

- ▶ **Regular workshops on: housing; immigration information; registering for classes; cross-cultural adjustment; and other topics.**
- ▶ **Pre-departure workshop: In addition to the above, IPSO offers a pre-departure workshop for graduating students entitled "Graduating? Are you ready to return home? Get ready for the real world!" that could be particularly useful for AID sponsored students.**
- ▶ **Numerous programs and activities that allow foreign students to interact with IPSO staff, American students, and the local community.**

The IPSO staff seemed very responsive to students needs and I was impressed with their knowledge of and involvement with the PIET student I visited at Carbondale.

OFFICE OF GRADUATE ADMISSIONS

The Office of Graduate Admissions receives all application for foreign students. The Office works with the various graduate departments and coordinates the admissions process. In general, graduate students must have a 550 TOEFL in order to be accepted, though some departments require a higher score -- Linguistics and Engineering, for example. Foreign students will be admitted conditionally pending a 550 TOEFL. In addition, if students attend the English program at the university's Center for English as a Second Language (CESL) and pass CESL's English exam, the TOEFL score requirement will be waived. The Center tests students initially and places them according to their results in one of four different levels of English training depending on the students' level of proficiency. A student who takes the CESL exam and places into the 4th level, for example, and completes will not have to take the TOEFL. A student who places into the 1-3 level will enroll in the language program and retake the test until they achieve a result that would place them into the fourth level.

Most departments do not require the GRE for foreign students, but various schools have their own admissions requirements. The Business school requires all students to take the GMAT.

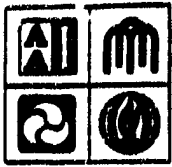
DEPARTMENT OF AGRIBUSINESS ECONOMICS

On April 27, 1995 Randy Blandin, Senior Program Assistant, African Studies, met with Dr. Steven E. Kraft, Chairman, Department of Agribusiness Economics, and Dr. Jeff Beaulieu, Professor, Agribusiness Economics, University of Southern Illinois, Carbondale.

The Department of Agribusiness Economics is small, averaging approximately 30 students. Students in the Department take a series of courses, between nine to twelve credit hours per semester. Students typically take courses in agriculture, agriculture policy, agricultural development, statistics, agribusiness, agribusiness research and research methodology, micro and macro economics, and other related courses.

In addition, all students are required to write and defend a thesis paper in order to complete the requirements for the degree. Southern Illinois University does not offer a non-thesis option.

The Agribusiness Economics staff seem very supportive of their students, knowledgeable about the students' particular situations, and seem to take an interest in the students' lives outside of the classroom.



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

CAMPUS VISIT REPORT

Randy Blandin, Senior Program Assistant
May 8, 1995
St. Louis University
Campus Visit Report

INTRODUCTION

St. Louis University, located in the heart of downtown St. Louis, is a Jesuit university founded in 1818. There are currently about 20,900 students at the university, 8,100 undergraduate and 12,800 graduate. In addition to the main downtown campus, there is Medical Center located about 1 mile south, a campus located in Madrid, Spain, and Parks College campus (School of Aeronautics) located in Chaokia, IL. This school was the 1st federally approved aviation school. This campus will be closing and relocating to the main campus in downtown St. Louis.

INTERNATIONAL PROGRAMS

The International Programs Office, directed by Dr. Kim, is located on the main campus. IPO staff consists of one director, four foreign student advisors, and three work-study students. Their office serves approximately 1,000 foreign students. The International Program Office boasts:

- A peer program that pairs up American and foreign students and engages them in cross-cultural dialogue
- A bi-monthly newsletter that is distributed to students
- A host family program that places foreign students in American homes during holidays
- Numerous social activities for foreign students

In addition to regular flyers and publications that the office puts out on issues relevant to foreign students, the office also hosts various meetings and seminars to address these issues. They are currently looking at re-entry as a possible topic.

GRADUATE DEPARTMENT OF EDUCATION

The Department of Education curriculum consists courses in neurology, medical implications, a survey seminar, courses that deal with all aspects of special education, and a series of specialty courses that allow students to specialize in a particular area of interest.

In addition, the program requires 150 hours of field work that is relevant to the students specialization. Half the courses that graduate students take have to be at the 500 level or higher.

The Special Education program is small with only a handful of students. The undergraduate education program is slightly larger, with approximately 130 students, 20 of whom have an emphasis in special education. The field of special education encompasses handicapped students, learning disabled students, adult education, remedial education, and other related areas of interest.

Foreign students make up 2 - 3% of the total student population in this program. Minority students comprise 5 - 15% of the student population in the program. Both the foreign and minority student populations are higher in other programs on campus, particularly the MBA program.

ADMISSIONS

Admissions applications are sent to the respective departments, whether for graduate or undergraduate admissions. There is a Graduate Admissions Office, an Undergraduate Admissions Office, and department admissions offices for some fields. There is a separate admissions office for the School of Business and Administration. Each department has its own criteria for admissions and would likely be rated very differently in terms of selectivity.

HOUSING, COMPUTER FACILITIES

Residence halls are available to students. Foreign students are usually paired with an American roommate. Housing is available for married students. Graduate students usually live off campus. Recently, SLU has purchased buildings and property in the surrounding area as part of a project to reinvent the campus. As part of this, the school recently purchased nearby apartment buildings that are now used as dormitories.

A great deal of renovation has been done on campus and some greenery added. This has made the campus feel less urban. The surrounding area is very urban and generally safe, though students are cautioned to avoid walking off campus at night alone.

Computer facilities on campus seem adequate. Students have access to computer through the university computer center, through the library, or through some departments on campus. The computer has several labs: one lab each for Macintosh and IBM compatible computers; and an advanced computer lab that has more specialized hardware and can be used to train students to use software that requires a lot of memory. There are approximately 50 computers available for students at the computer center.



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

April 1995

Ashland University, Ashland, Ohio
Campus Visit Report, Debra Egan

Introduction: Ashland University is located on a 98 acre campus in Ashland, Ohio, a small and friendly, rural, Midwest community of 22,000. Founded in 1878 as Ashland College by the Brethren Church, its name was changed to Ashland University in 1989. Located halfway between Cleveland and Columbus, it is just over an hour's drive to either of Ohio's largest cities.

Of the 2,400 regular students currently enrolled, 1,800 are undergraduates and 600 are pursuing graduate studies. International students are the only full time graduate students, as the local students attend part time evenings and weekends. There are approximately 40 international graduate students, another 40 undergraduates and 30 in intensive English training.

At the graduate level, a generalist MBA and an M. Ed. are offered. A number of undergraduate programs are offered in the five schools as follows:

Arts and Humanities - Art, English, Foreign Language,
Communication Arts, Music, Philosophy, Religion
Business - Business Administration, Economics
Education - Human Services-Home Economics, Sports Science,
Teacher Education
Sciences - Biology, Chemistry/Geology, History/Political Science,
Mathematics/Physics/Computer Science, Psychology, Social Work
Nursing - Nursing

My purpose in visiting was to meet with two MBA candidates from Indonesia, as well as to update our information on the university.

Master of Business Administration: I met with Mr. Stephen Krispinsky, Executive Director MBA/BBSA and Extension Programs. Since the last PIET campus visit ten years ago, the graduate business program has expanded. According to the Director, the MBA program, which began in 1978, is totally for the non-traditional student. It is accredited by the ACBSP (The Association of Collegiate Business Schools and Programs).

The MBA program has its own International Student application form. A 550 TOEFL or successful completion of the Ashland University Center for English Studies (ACCESS) program are required. Advanced level ACCESS students can take academic courses for credit on a part time basis. The GMAT is required for students living in countries where English is the language of instruction. For other students, the GMAT is required if the undergraduate GPA is below 2.75 out of 4.00. Two years of work experience is needed, though the experience does not have to be in business and can include military service.

Students with a non-business academic background and international students holding degrees from schools outside the U.S. are required to complete the MBA Foundations coursework or to pass a proficiency exam in order for any of the seven foundation courses to be waived - Business Organization, Economics, Finance, Management, Accounting, U.S. Business and Economic History, Marketing and Quantitative and Statistical Methods. Each proficiency exam is \$100 or a CLEP test score can be accepted. All foundation courses are scheduled in the evenings or on Saturdays on the Ashland campus. Students earn graduate credit for each Foundations course, but the credits do not apply toward the 36 semester hours for the MBA. Foundation course may be taken concurrently with MBA core courses, as long as the subjects are unrelated and core prerequisites are met. A student should be able to complete both the MBA Foundations and MBA program in a two year period. Courses are offered in the summer.

The 36 credit MBA allows students to complete 12 courses of the 13 offered OR ten courses plus an independent research project OR 11 courses and three one-hour business seminars. It is a generalist program, which does not have multiple courses to allow for specializations, for ex. in Finance. The courses offered are:

Phase I

The Total Quality Organization
Operations Management
Marketing Management

Business Statistics
Business and Society

Phase II

Managerial Economics
Financial Management
Business Cycles and Forecasting
Management Info. Systems

Int'l Business Management
Organizational Behavior
Managerial Accounting

Phase III (capstone)

Strategic Planning and Policy Analysis

The two features of the program I found most interesting were the one hour business seminars and the other campuses where MBA courses are offered. Both of the Indonesian students I visited had taken business seminars such as Legal Issues in Management; Hiring, Firing and Harrassment Management Techniques; Total Quality Management; or Starting Your Own Business. The one hour courses are held 8:00 a.m. - 5:00 p.m. on a Friday with an hour for lunch and are completed 8:00 a.m. - noon the next day. Students have one month to turn in a paper, project or take home exam. The seminars serve to bring special topics and contemporary issues into the degree program.

The two day seminars and the regular semester courses are offered in Ashland as well as six other Ohio locations - Elyria, Medina, Marion, Canton/Massillon, Lima/Bluffton and Columbus. Both features cater to the non-traditional student who is working full

time, but the international students I met also signed up for courses off the main campus and carpoled with other students to class.

International Student Services: The "Information for the International Student" brochure features a photo and the following quote from one of the AID/PIET Indonesian students, "Ashland seems to me to be an almost perfect environment to study because it has a beautiful, peaceful campus, and the city is a safe and friendly place." I met with Thomas Koop, the Director of International Student Services. Also in his office was a half time International Student Advisor. By summer, 1995, there was to be a full time Advisor. Mr. Koop handles all international graduate applications, and undergraduate applications should be directed to him as well. He has found married students most comfortable with the quiet environment which is near Amish country, where students can have goat or sheep slaughtered according to Muslim law. The two students with whom I met were Muslim. They shopped in Cleveland and Columbus for halal groceries. Both lived in homes of local residents who rent rooms to students. They felt very safe in the area.

The intensive English Program (ACCESS) offers year round ELT with seven week terms, four levels of instruction, up to 20 hours/week of classroom instruction and up to 10 hours/week of individual time in the language lab.

PIET Programmer Comments: Though not for the young student who thrives on the action and pace of a big city, Ashland offers a supportive environment of interaction with faculty in small size classes (average size 21 students), an easily walkable, traditional red-brick main campus, available, affordable housing and innovative additions to the MBA program.

Contacts:

Stephen W. Krispinsky
Executive Director, MBA/BBSA
Extension Programs
Ashland University
218 Miller Hall
Ashland, OH 44805
(419) 289-5236 (p)
(419) 289-5910 (f)

Thomas J. Koop
Director,
International Student Services
Ashland University
218 Andrews
Ashland, OH 44805
(419) 289-5068 (p)
(419) 289-5989 (f)
e-mail tkoop@ashland.edu



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

April 1995

Ohio State University, Columbus, Ohio
Campus Visit Report, Debra Egan

Introductions: Ohio State University is visited regularly by PIET staff. This report will serve as an addendum to two campus visit reports from 1994. In her report, Anita Blevins covered Admissions, Foreign Student Advising and the M.A. in Foreign and Second Language Acquisition. Lee Gillette met with students and advisors in various programs at the agriculture campus. My purpose was to meet with university staff and five PIET students, one pursuing graduate studies in curriculum development, one doctoral student in economics and three undergraduates in pre-nursing. Information follows on degree requirements for the nursing program as well as a brief mention of what was gathered in meetings for the other two academic areas. As with Anita, my appointments were coordinated by the Office of International Education, which I found to be organized, professional and caring toward the needs of the large and diverse international student body at this mammoth campus.

Curriculum Development - The advisor for the M.A. in curriculum development, Professor Elizabeth Bernhardt, is the same advisor as was mentioned in Anita's report for the graduate Foreign and Second Language Acquisition program. She was out of town at a conference and thus unable to meet with me. The student I visited was doing excellent work academically. Having completed an undergraduate degree in the U.S. at a semester system school earlier, she said the shorter 10 week quarters at Ohio State created a challenging pace to read and grasp material. One of nine Omani students who had recently studied education programs at Ohio State, she was enthusiastic about the opportunity to make positive changes in the secondary school syllabus for learning English upon return.

Economics - The Director of Graduate Studies in the Department of Economics, and advisor to our doctoral student, Dr. Stephen Cosslett, was not interested in development economics. He did almost nothing in my view to support the student, who transferred from Northwestern U. Fall '92 and wished to pursue research in financial markets and infrastructure development. The professor stated in our meeting he did not currently have faculty in that particular area of development finance and that during the 1994 academic year the department instituted a change in the Trade and International Development field. It was reorganized to place International Economics in the Department of Economics and Development Economics in the Department of Agricultural Economics. However, the university made no effort to communicate with PIET regarding either its changes or the status of the student, who was having serious academic difficulties. Nor was the student moved to Agricultural Economics, where he might have been better served.

55

For future placements, The Department of Economics is not recommended as appropriate, even for a training request in "international economics" or "finance", because the program is not directed to developing countries. Instead, one might explore placement with the Agricultural Economics Department.

College of Nursing: I met with Kathy Meeks, a pre-nursing advisor, who explained the schedule for the four year Bachelors of Science in Nursing. During the first year, students take nursing prerequisites and General Education Courses (GECs). Mid-spring of the first year, students submit an application to the nursing program, which is very competitive. To be eligible in good standing, a student must have a C minus or better in each course and a GPA over 2.00. However, of the 150 students accepted last year, the average GPA was 3.3. Another 30 students are placed on a waitlist. Decisions are made in early June, so by the end of that month, students receive notification of their status from the College of Nursing. Meanwhile, they can register for GEC courses during the summer.

The next three years of the program are lockstep. This means even if a student has taken GECs and other required courses for Nursing, such as Microbiology, that can be completed prior to enrollment in the College of Nursing, the degree will still take three years to complete because of course sequencing and prerequisites. A sample curriculum is attached.

It was unlikely that any of the three Omani students I visited would be admitted to Nursing due to low GPAs. Ms. Meeks advised other options available, such as applying to one of the private schools offering Nursing in the nearby area, re-applying to Ohio State Nursing the following year and taking GECs in the meantime, or applying to another program at Ohio State, such as Medical Dietetics, which has similar prerequisites but accepts students with a lower GPA.

Ohio State University

SAMPLE CURRICULUM

B.S. Nursing

7/95 5

	Autumn Quarter	Winter Quarter	Spring Quarter	Summer Quarter
Year 1	Math 116, 130, or 148 4-5 *English 110 5 *UVC 100 1 GEC <u>5</u> 15-16	*Biology 101 5 *Chemistry 101 5 *Psychology 100 <u>5</u> 15	*Chemistry 102 5 *Sociology 101 5 *Anatomy 199 <u>5</u> 15	
Year 2	Nursing 335(Human Development) 3 †Zoology 232(Physiology) 5 †Statistics 5 †GEC <u>5</u> 18	Nursing 336(Human Dev) 3 †Human Nutrition 310 5 †Microbiology 509 <u>5</u> 13	Nursing 300(Foundational) 5 Nursing 380(Pathophysiology) 5 Pharmacy 470 <u>4</u> 14	Nursing 355(Assessment) 5 Nursing 362(Clinical Foundational) <u>8</u> 13
Year 3	Nursing 430.01 (OB/GYN) 4 Nursing 430.02 4 Nursing 390(Research) 3 †GEC <u>5</u> 16	Nursing 432.01 (Med/Surg I) 4 Nursing 432.02 4 †Ethics (Philosophy) 5 †GEC <u>5</u> 18	Nursing 434.01 (Mental Health) 4 Nursing 434.02 4 Nursing 440 (Transcultural) 3 †GEC <u>5</u> 16	
Year 4	Nursing 522.01 (Community) 4 Nursing 522.02 4 †GEC <u>5</u> 13	Nursing 524.01 (Pediatrics) 4 Nursing 524.02 4 Capstone <u>5</u> 13	Nursing 526.01 (Med/Surg II) 4 Nursing 526.02 6 Nursing 530 (Contemp Issues) 3 Electives <u>3-4</u> 13	

*indicates Nursing prerequisites.

†indicates courses that are required for Nursing,

that can be completed prior to enrollment in the College of Nursing.



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

April 1995

Case Western Reserve University, Cleveland, Ohio
Campus Visit Report, Debra Egan

Introduction: Case Institute of Technology and Western Reserve College joined in 1967 to become Case Western Reserve University. One of the country's foremost independent research universities, it is located on the eastern edge of Cleveland in University Circle. This area combines renowned museums, schools, the home of the Cleveland Orchestra, hospitals and paradoxically, rather poor residents, making it a rough part of town, something for students to consider when out after dark. I met with a graduate student from Morocco in the M.S. Computer Science program, her advisor and the Chair of the Department of Biomedical Engineering.

International Student Services: This office arranged my appointments. The Director, Laurie Zelman, and Assistant Director, Edith Berger, have many years experience working together. Ten years ago, they welcomed the last PIET campus visit reporter to the school. I was unable to gather much new information here however, as Ms. Zelman had been out all week unexpectedly and Ms. Berger was keeping everything going in the office, including answering phones, meeting students and handling crises while I was there. She did explain that of the 8,400 students, approximately 1,000 were from other countries, two thirds of them in graduate studies and one third undergraduates. Many of the foreign graduate students are funded by the departments. The office is beginning to see students from Central and Eastern Europe and the former Soviet Union, concentrating in the Law School and the School of Social Work. Other international students can be found in the engineering and MBA programs.

Biomedical Engineering: Professor Gerald Saidel, Chairman of the Department of Biomedical Engineering, enthusiastically discussed the programs of his department, which was established in 1967 as one of the pioneer programs in the world. It has been a leader in the field and ranks as one of the largest and most prestigious. Biomedical engineering (BME) integrates engineering, physical and mathematical sciences, technology, biomedical sciences and clinical applications. Biomedical engineers develop devices and procedures for diagnosis and therapy, conduct research that quantifies biomedical systems and process and manage medical technology. At Case, the B.S., M.S., Ph.D., and M.D./Ph.D. in Biomedical Engineering and the M.S. in Clinical Engineering are offered.

For admissions consideration in the graduate program, an undergraduate background in Engineering (not necessarily biomedical) with a minimum B- average is sought. For international students, a TOEFL of 600 and a GRE quantitative score in the 80th percentile or higher is expected. Of the 117

graduate students, half are international. The program has its own international student application, which can be directed to the Admissions Coordinator, Ms. Cheryl Dugard, in the department.

40 to 50 students a year complete the undergraduate program, about 5% of whom are international. The B.S. is fully accredited by the Accreditation Board of Engineering and Technology. It prepares students for work in industry or in medical centers. A speciality sequence of courses is selected in the sophomore year from among: biomaterials (metals and ceramics or polymers), biomechanics, biomedical - prosthetic systems, computing and imaging, instrumentation (devices or sensors), systems (analysis and control) - or clinical engineering.

In addition to their coursework, graduate students are expected to work independently on biomedical research for a thesis or a design project. They regularly make presentations in research groups to prepare themselves to make presentations at national and international conferences. Research areas include: applied neural control/rehabilitation engineering, biomaterials (metals and polymers), biomedical image processing and analysis, biomedical sensors and cardio-electric phenomena.

All undergraduate and graduate students have faculty advisors right away, and Dr. Saidel convenes a meeting with them each semester to review the status of each student. He also maintains a computer database on the progress of students in the program. Students are monitored carefully, in this small, challenging atmosphere.

PIET Programmer's Comments: In my short time on the campus, I felt the competitive nature of the programs, the high expectations for student performance and the selective standards set for students in technical fields. I recommend placing extremely capable and independent students here, who will benefit from the facilities and be challenged academically by the faculty.

Contacts:

Ms. Laurie Zelman, Director
Ms. Edith Berger, Assistant Director
International Student Services
Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-7038
(216) 368-2517 (p)
(216) 368-4889 (f)
e-mail eeb2@po.cwru.edu

Gerald M. Saidel, Ph.D.
Professor and Chairman
Department of Biomedical
Engineering
Case School of Engineering
& School of Medicine
Case Western Reserve U.
Wickenden Building 504
Cleveland, Ohio 44106-7207
(216) 268-4066 (p)
(216) 368-4969 (f)
e-mail gms3@po.cwru.edu



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

April 1995
Cleveland State University, Cleveland, Ohio
Campus Visit Report, Debra Egan

Introduction: Since Cleveland State University was also visited by Lee Gillette, PIET, October 1994, this report serves as an addendum to his. In addition to the International Student Office, which facilitated both of our visits, I met with faculty and a Ph.D. candidate from Yemen in Clinical Chemistry. The student had just transferred from Northeastern University in January, 1995.

International Student Services: The energetic George Burke, Associate Dean of Graduate Students and International Student Advisor, heads an office responsible for all student affairs and all international student activities on this urban, quarter system campus. As an update to the prior report, George indicated that the university's new Provost has a new plan for international student services, to merge with admissions and academic area studies. International admissions will officially report to George's office. Applications will continue to be sent to Barbara Turner, who can be contacted for expeditious handling. The office arranges temporary housing on the visitor's floor of a residence hall and airport pick up for newly arriving international students. An off campus housing office assists students locate longer term accommodations, which are readily available in nearby suburbs serviced by city bus or RTA subway trains.

Clinical Chemistry: Cleveland State has three clinical chemistry faculty within the chemistry department, Dr. Peter Kostka, Dr. Robert Wei and Dr. David Anderson. I met with Dr. Anderson, the general advisor to our student, and Dr. Kostka, his dissertation advisor. In addition, there are four adjunct professors from MetroHealth Medical Center and the Cleveland Clinic Foundation who teach and direct graduate research. The Cleveland area is recognized as one of the top centers for medicine in the country, so the program is proud of its interaction with the local clinics. It is one of five Ph.D. programs accredited by the Commission on Accreditation in Clinical Chemistry and is the largest in terms of number of doctoral degrees awarded.

Since clinical chemistry involves the study of the origins and diagnosis of disease through analytical methodology, a lab and lab equipment are important. Research is conducted in the chemistry department lab and clinical labs in the area are utilized for internships. The required analytical courses include: Internship in Clinical Chemistry Laboratory, Special Instrumentation in Clinical Chemistry Laboratory, Analytical Toxicology and Biostatistics. Clinical courses include four core clinical chemistry courses and six special topics courses.

The four core courses cover renal, liver and pancreas, cardiovascular and endocrine disorders. The use of the laboratory in disease diagnosis of one organ system is covered per course, with extensive instruction in anatomy, physiology and the biochemical basis of diseases. Special topics courses cover subjects such as cancer, hematology, therapeutic drug monitoring, and enzymology. Other required courses are physiological chemistry and immunology. In addition, students attend pathology seminars and medical rounds at The Cleveland Clinic and MetroHealth.

In addition to the coursework, in the first year, students sit for four proficiency exams in the various areas of chemistry - biochemistry, organic, analytical and physical. These are national, standardized, 50 question tests on which the usual pass is 20 or 21. If a student performs poorly s/he may be recommended to audit an undergraduate chemistry course before taking the graduate level course. The following year, students have to pass comprehensive exams to be officially admitted to the Ph.D., then they prepare and defend an original proposal.

PIET Programmer Comments: Though the student felt more lab instrumentation and longer clinical internships at hospitals should have been at his disposal, I was impressed with the graduate clinical chemistry program and would recommend future placements there. The proximity to renowned medical clinics allows the department and its students to tap into their expertise and facilities. Also, the department seems to support its students and monitor their progress. The department purchases the instrumentation and specimens needed by the student for approved research.

Contact:

Dr. David Anderson
Associate Professor
Director of Clinical Chemistry
Department of Chemistry
Cleveland State University
Cleveland, OH 44115
(216) 687-2453 (p)
(216) 687-9298 (f)



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

April 1995

The University of Toledo
Campus Visit Report, Debra Egan

Introduction: A growing part of the state university system of Ohio, The University of Toledo has two campuses on 400 acres of land. Undergraduate and graduate programs are offered on the main campus. At the Community and Technical College campus one-and-a-half miles from main campus, associate degree and certificate programs are available. I visited one Yemeni student in the undergraduate Pharmacy program, his advisor and the International Services staff. This report updates the last PIET visit of 12/91 to UT, as the university is known.

Office of International Services: Deborah Pierce has enthusiastically directed this office for a number of years. A leader in NAFSA, Association of International Educators, she keeps PIET informed about UT's offering via an annual trip to DC which includes a meeting with staff in our office. She took me on a "hard hat" tour of a new International House Residence Hall currently under construction. David Evers, who will be the Resident Director, proudly showed us the special features being built, including living facilities for students with disabilities, a ritual wash room, space for Muslim students to pray, a cafeteria, kitchens for student cooking, and computer rooms. The building is to be open for fall '95 students and will be a significant enhancement to the campus for the international and American students who will live there.

Undergraduate applications should be directed to Helena Martiyan, Director of International Admissions Services. Also in Deborah's office is Peggy Colombo, an International Admissions Counselor who handles credential evaluation. In addition, the Office of International Services includes the American Language Institute, ALI, headed by Barbara Sayers. There are four levels of full time English offered. Once a student has passed level three, s/he can take one academic class. For undergraduates, when they complete the ALI program or have a 500 TOEFL, they may take a full time academic caseload. For graduate students, a 550 TOEFL is required.

B.S. Pharmacy: I met with Dr. William Mies, Associate Dean for Student Affairs in the College of Pharmacy. He serves as advisor to the AID/PIET participant who will complete the program Fall '95. The College is accredited by the American Council on Pharmaceutical Education. The five year undergraduate program is divided into a two year "pre-professional" and a three year "professional" division for a total of 254 quarter hours of work. Though currently on a quarter system, the program will be semester based in about 3 years. A new sciences building is being built, where the College of Pharmacy will be on two floors.

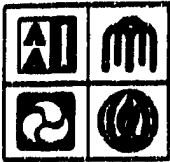
At this time, students generally apply to the professional program in the 5th quarter. The process is very competitive, with 174 applications for 95 spaces last year. The top 75 students are provisionally admitted. The next 30 candidates are interviewed. Of these, 20 are admitted and 10 are waitlisted. 3.1 was the average grade point average for students admitted. Prior to entering the professional program, a student must have completed 34 quarter hours. Dr. Amir Jihad is the academic advisor for all first and second year students. Group advising sessions for 25 students are arranged via sign up the first week of the quarter.

PIET Programmer Comments: According to the student interviewed, UT is a good place to study. The B.S. Pharmacy program focuses on dispensing, patient education and counseling. Some interesting features of the program are educational tours to pharmaceutical and biological companies arranged in the fourth year and practical experience in the final year. The fifth year of the program includes a 16 credit externship in a pharmacy or hospital and a 16 credit clerkship in a hospital. I would recommend future placements here and would hope students could advantage of the International House accommodations.

Contacts:

Dr. Deborah Pierce
Associate Dean of International Services
Ms. Helena Martiyan
Director of International Admissions Services
Ms. Peggy Colombo
International Admissions Counselor
University of Toledo
Toledo, OH 43605-3390
(419) 530-1200 (p)
(419) 530-1234 (f)
e-mail intlsvs@UTnet. UToledo.edu

William P. Mies, R.Ph., Ph.D.
Associate Dean for Student Affairs
College of Pharmacy
4500 University Hall
Toledo, Ohio 43606-390
(419) 537-2019(p)
(419) 537-7770 (f)
e-mail FAC0125@UOFT01.BITNET



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

April 1995
Campus Visit Report/Bruce Gaston
University of Wyoming

The University of Wyoming is located in the small town of Laramie and is easily accessible off of Interstate 80. The university population is 12,500 with 3000 being graduate students. Currently, 400 international students attend Wyoming with the vast majority being graduate and coming from Mainland China and India.

International Programs Office: While there is a foreign student office on campus, sponsored students are handled through the International Programs Office. This office represents the few sponsored students enrolled at Wyoming as well as the tailored training functions. Dr. Edward Bradley is the Associate Director and Ms. Emmanuelle Vital is the Program Coordinator. Dr. Bradley is also on the faculty of the School of Environment and Natural Resources.

I was quite impressed with the services this office provides, given the few sponsored students attending Wyoming. All my appointments were arranged and Emmanuelle accompanied me on my visits with the two Indonesian students and their academic advisors. It was evident that this office exerts its clout whether the academic department approves of it or not.

All requests for degree and nondegree training should be sent to Emmanuelle. She will process the academic applications and she and Dr. Bradley will work on the proposals for nondegree training. Wyoming has conducted a number of training programs for AID and foreign-sponsored contractors. Programs have been done in business and law, water resources, health and education services, natural resources, and environmental pollution.

Participants arriving to Wyoming can fly to Denver International and take a ground transportation shuttle to the campus. It is approximately 150 miles to Laramie from DIA. Otherwise, a connecting commuter flight can be arranged.

Degree Programs: The academic programs the university promotes are the fields of natural resource management, petroleum engineering, agricultural economics, wildlife management, geology and atmospheric science.

The programs in natural resources and in environment were recently upgraded from a department to a school at Wyoming with the formation of the School of Environment and Natural Resources. The university is also in the process of developing an interdisciplinary curriculum for a graduate program in environment engineering.

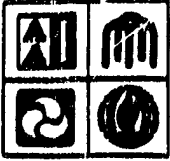
Wyoming seeks a 550 TOEFL for entrance to graduate programs but this is not absolute as some departments will grant admissions with lower test scores.

Comments: I would encourage more placement of students at this university. The International Programs Office provides hands-on service to sponsored students and the university offers strong programs in natural resources and petroleum engineering. The two Indonesian students I met with had nothing but praise for the university. Also, tailored training requests should be pursued since it appears a lot of support service attention would be provided as a result.

Contacts:

Ms. Emmanuelle Vital and Dr. Edward Bradley
International Programs
University of Wyoming
P.O. Box 3707
Laramie, WY 82071-3707
phone: 307-766-2618 or 3019
fax: 307-766-2871

65



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

April 1998
Campus Visit Report/Bruce Gaston
Colorado State University

Fort Collins may not be Boulder but the town is quickly changing into a Boulder-style community. Since my last visit to CSU in 1991, Fort Collins is beginning to take on a gentrified look with the construction of new housing and more business investment in the downtown area. CSU is located in the heart of Fort Collins between the downtown and the vast numerous strip malls. About 25,000 students attend the university with 1000 being international. A large number attend programs in engineering.

Office of International Student Services: Ms. Lynne Warner is the Coordinator for Sponsored Degree Programs at CSU. Currently, 11 PIET students attend CSU and Ms. Warner knows quite a bit about our participants and USAID participant training. Ms. Warner has access to the upper levels of administration at the university and is involved in the day-to-day functions of participant programming. The office has an open door policy and all students I met with had nothing but praise for Ms. Warner and the services this office provides. All applications should be submitted to Ms. Warner to expedite the admissions process.

Civil Engineering Degree Program: Civil engineering is one of the largest degree programs within the College of Engineering with 350 undergraduates and 300 graduate students enrolled. At the graduate level, specializations offered within the department are environmental, fluid mechanics and wind, geotechnical, groundwater, hydraulic, hydrologic science, solar, space, structural/solid mechanics, transportation, and water resources planning/management.

The environmental concentration in civil engineering requires completion of 30 credits with thesis or 32 credits without thesis. The non-thesis option requires completion of a technical paper. A core of 23 credits is required in this curriculum. This concentration is popular with graduate students at CSU, particularly among international students, and there is discussion to eventually create a separate degree program in environmental engineering.

A 550 TOEFL is required for an unconditional admission to the program. Otherwise, students may be admitted with a higher TOEFL score required upon retaking the test or completing courses in the University's Intensive English Program. Student may enroll for academic courses while concurrently enrolled in English language training.

Accept in rare cases, the GRE is required for admission to the program. The department generally seeks a combined score of 1200 from the verbal and quantitative sections. An admission may be granted without a GRE on the contingency it will be taken after enrollment

in the program. This acceptance would be granted only to students with strong academic backgrounds. Students with an undergraduate GPA below 3.00 are required to submit a GRE with their application.

Contacts:

Ms. Lynne Warner
Coordinator, Sponsored Degree Programs
Office of International Student Services
315 Aylesworth Hall NE
Colorado State University
Fort Collins, CO 80523
phone: 303-491-7892
fax: 303-491-5501
email: lwarner@vines.colostate.edu

Dr. Neil Grigg
Chair, Department of Civil Engineering
204 Engineering
Colorado State University
Fort Collins, CO 80523
phone: 303-491-5048 (o)
303-491-5844 (dept)
fax: 303-491-7727



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

April 1995
Campus Visit Report/Bruce Gaston
Colorado School of Mines
Golden, Colorado

Located 15 miles west of Denver, the Colorado School of Mines (CSM) is in the small town of Golden with the Coors Brewery and CSM being the two main employers. CSM is on hilly terrain as it is situated at the foothills of the Colorado Rocky Mountains. The university enrolls 2400 undergraduates and 800 graduates with an international student population of 400. There is a large representation of students from Malaysia, Venezuela and the Persian Gulf.

International Student Office: Leslie Olsen continues to serve as the Director of the International Student Office. Since my last visit, the office has moved from a classroom building into a residence hall. This office is a two person operation with work-study students assisting. Leslie handles most functions except the immigration paper processing.

Leslie requests that all undergraduate applications be sent directly to her and all graduate applications be sent to the Graduate School.

All international students are expected, but not required, to attend the orientation program at the start of their first semester. If informed ahead of time, arrangements can be made for airport reception.

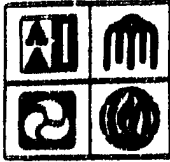
Address: Ms. Leslie Olsen, International Student Office, Bradford Hall, CSM, Golden, CO 80401, phone 303-273-3210.

Graduate Program in Geophysics: CSM is noted for the numerous degree programs offered in the engineering discipline as well as in mineral economics and environmental science.

The graduate program in geophysics enrolls 60 students with 15 faculty. The program is aligned with CSM's Institute for Resource and Environmental Geoscience allowing for an interdisciplinary approach for research. Faculty research interests are in the areas of hydrocarbon exploration, seismology, artificial intelligence, gravity, groundwater, waste management, and electric geophysics. GRE and TOEFL are required for admission.

Graduate School: All applications for graduates should be sent to Linda Powell, Office of Graduate Studies, Guggenheim Hall, CSM, Golden, CO 80401, phone 303-273-3247. The TOEFL and GRE are required with a 550 sought on the TOEFL. For the GRE, most departments are looking for a minimum 55 percentile in each section.

Housing: There is no established dorm for graduate students. Most single students prefer to live off-campus and affordable housing can be located within walking distance. There is a complex for married student housing; however, a wait list of six to twelve months is not uncommon.



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

The University of Cincinnati
April, 1995
Christopher C. Kagy

The city of Cincinnati is on a rolling terrain bordered on the south by the Ohio River. The university is situated in the northeast quadrant of the city, minutes from downtown by public or private transportation. The university is in the throes of a massive renovation project and, despite best efforts by students and staff in the International Office, interpretation of the outdated campus maps was a fruitless endeavor.

There are approximately 35,000 students enrolled in this primarily graduate university. Of the graduate population, 40% are international students. Ron Kushing is the director of the International Student Service Office. He and an administrative assistant staff the office. Their largest responsibility is the processing of visas, but they also conduct an orientation once a year and are available to guide students when necessary. When submitting applications, they should be sent directly to Ron and he will forward them to the necessary schools. Normally the university does not accept certified true copies of dossiers but in cases where PIET can only obtain copies, they will be sufficient if accompanied by a memo explaining the circumstances. Ron plays no part in the admissions process otherwise. There is a university minimum TOEFL of 520, but individual schools set their own limits. The school of business, for instance, has a minimum requirement of 600 - their average is 602 and even so many international students have a difficult time. There is no GRE minimum and so it is left up to the schools to set their own limits.

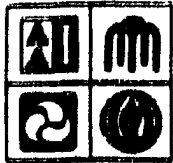
In addition to Ron, I met with Dr. Samuel V. Noe, Professor of Urban Planning in the School of Planning, College of Design, Architecture, Art and Planning to discuss the Master of Community Planning program. This degree offers specialization in Urban Design, Physical Planning, Economic Development/International Development Planning, and Environmental Planning. Students can also earn a certificate in Historic Preservation to fulfill the planning specialization requirement. The curriculum requires completion of 9 core courses, a summer internship with a bona fide planning organization, study of a planning specialty, elective courses to satisfy the total 100 graduate credit hours, and a level of academic and work performance satisfying the faculty that the student has reached a level of professional maturity to practice within the field of planning. Dr. Noe provided a sample plan of study demonstrating how this curriculum can be completed in 24 months.

This program seeks applicants whose toefl exceeds 550 and is preferably close to 600. GRE scores should be approximately 1400. Dr. Noe indicated that there is a certain amount of flexibility that can be exercised and that the school will often give chances to marginal students who otherwise would not be admissible. In these cases I was given the impression that an

interview or well written personal statement can work wonders. Dr. Noe obviously loves his chosen career and was willing to spend time explaining the breadth and width of the planning profession. At the time of our meeting, he placed himself at our disposal for any questions.

Contact Information:

**Dr. Samuel V. Noe
Professor of Urban Planning and Design
School of Planning, College of Design, Architecture, Art and Planning
University of Cincinnati
Cincinnati, OH 45221-0073
513/556-0205**



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

University of Louisville
Christopher Kagy
April 1995

The University of Louisville is situated in south-central part of the city of Louisville, KY. Louisville is on a bend in the Ohio River just south of Indiana. Humana Hospital and UPS are just two of the industries that are headquartered in this city. With the expansion of the airport nearly completed, United Airlines is in the midst of moving its maintenance hub to Louisville. The University is acutely aware of the businesses in town and the clientele they provide. Louisville is also home to a CIV which has a history of effective work with PIET programs.

The university was founded in 1837 and has a Law School, School of Business, School of Social Work, and a Medical School which, according to the international office, may be approachable for tailored training.

The buildings on campus are red brick, Georgian style, and, though they are set rather close together (you can cross campus on foot in 10 minutes), the landscaping helps provide a feeling of comfort. When I visited the cherry trees were in bloom. Access to the campus is very easy. The Interstate is 3 blocks away; downtown is a 10 minute drive; the airport can be reached in 20 minutes. The campus feels very comfortable.

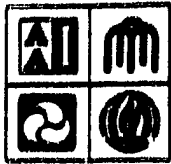
Michele Bulatovic, the international student coordinator used to work for the USDA Graduate School in the International Education Division. She arrived at UOL in May of 1994. She said that the university has about 600 international students (grad + undergrad) and an additional 100 independently sponsored J-1 students. Most of these, Michele said, are affiliated with the medical school and are here for a minimum of 1 year of training. The international office runs an orientation for new students but the PIET student currently there arrived late and consequently missed the orientation. Michele said that she generally does not hear about sponsored students from the admission office because she is not required to issue visa papers. In the future, PIET should specifically notify the international student office of a student's admission. Michele, despite being new, offered to be a point of contact for tailored training requests. Admission requirements vary between schools of the University and they vary from year to year at that. TOEFL scores of 550 are requested, but I was advised that U of L's average is, in fact, higher than this.

Dr. Beth Stroble is currently advising PIET's Ed.D. student in the School of Education, Doctor of Education program. Dr. Stroble is a curriculum specialist, but as she has just finished assisting PIET's student in finalizing her program of study we spoke at length about the Supervision specialty. There is quite a lot of flexibility in the Ed.D. program, which totals 90

hours. Fifteen hours of Urban Studies are required, of which 2 courses are specified. There is a 30 hour Professional Subspecialty component and an 18-21 hour Elective component. In these two components no courses are dictated; it is up to the student and the advisor to specify appropriate courses based on the background and the goals of the student. There is, finally, a 24 hour Knowledge Development and Utilization component in which the student is able to choose one course. A comprehensive exam is required as is a dissertation and final oral examination (defense of the dissertation). All programs at the University contain an urban studies component, as this is specifically mentioned in the school's mission.

Michele Bulatovic
Int'l Student Coordinator
International Center
University of Louisville
Louisville, KY 40292
502/852-6602
502/852-7216 (fax)
m0bula01@ulkyvm.louisville.edu

Elizabeth J. Stroble
Associate Professor
Department of Secondary Education
University of Louisville
Louisville, KY 40292
502/852-0600
502/852-0726 (fax)
ejstro01@ulkyvm.louisville.edu



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

University of Kentucky
April, 1995
Christopher C. Kagy

The University of Kentucky is situated near the downtown area of Lexington, KY. The University is primarily a graduate institution but does have a significant undergraduate population as well. Virtually any subject can be studied at the University. PIET currently has students seeking degrees in Computer Science, Soil Science, Biology, and Biochemistry.

Nina Rotter is the sponsored student coordinator. For a yearly fee of \$600 she will provide "services" to sponsored students—collection and distribution of AETRs and grades, use of a fax machine and other such "necessities." Were it not for the role that she plays in the admission process this fee would be unjustified. She is the only person from whom the admissions departments will accept certified true copies of dossiers. The admissions office does not have the time, nor the desire, to authenticate applications and determine the legitimacy of sponsors. After submission of applications, Nina does follow up and check on status and missing documents, etc, basically performing the function of an on-site program officer. Nina is given a little leeway in submitting late applications. It helps, though, if a late application is complete when it arrives on Nina's desk. The University also has an Foreign Student Advisor, Ms. Carolyn Holmes, who runs orientations, provides airport pickups and processes visas. All sponsored students have access to the same services as non-sponsored students. Ms. Holmes seemed quite content to defer to Nina during much of our conversation. It was not clear to me, at all, what benefit our students (and our programs) receive, other than assistance with admissions, from the involvement of Nina. The additional cost to a program of the \$600/year fee for her services is non-trivial and should be taken into account when placement at the University of Kentucky is considered.

The campus itself is a striking dichotomy. The older part of campus consists of red brick buildings and some rather old trees that provide ample shade. The newer sections are largely concrete structures that do little to evoke a feeling of "campus," but seem rather like office buildings. Parking is quite difficult. Students and visitors park in off-campus lots and take shuttles to campus. There are three "parking structures" in the heart of campus to which access is strictly limited. The bus system that runs appeared to get significant use by the students. Though my appointments were scattered around the campus, everything is close enough that I was able to walk from one to the next in under 15 minutes.

With regards to admission standards and application procedures, little has changed since Kim Wedekind's visit of April 1993. Admissions will now only accept unofficial documents from Nina Rotter. The TOEFL score limits have not been adjusted either up or down.

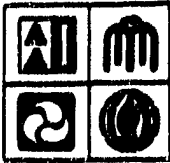
In the Department of Biology I had the good fortune to meet Dr. John Just. He is very passionate about his field and the success of his students seems to be his primary measure of his own success. At the time of this writing, PIET has a Ph.D. student studying under Dr. Just. He has been able to strike a balance between the intensive requirements of the degree and the time limits imposed by the PIO/P and is making sure that this student will get her degree with only a minimal extension. In the process, he is making her use laboratory techniques that will be directly transportable to the facilities in her home institution—no fancy DNA sequencers or tunneling electron microscopes here, just good solid laboratory practices that, despite their low tech nature, are providing real results. Dr. Just would be a good advocate in the admissions process for any potential PIET student.

Contact Information:

Nina Rotter
Sponsored Student Coordinator
204 Bradley Hall
University of Kentucky
Lexington, KY 40506-0058
(606)257-3782 phone
(606)323-1026 fax

Carolyn Holmes
Foreign Student Advisor
Office of International Affairs
Bradley Hall
University of Kentucky
Lexington, KY 40506-0058
(606)257-2755 phone
(606)277-3004 fax

Dr. John Just
School of Biological Sciences
University of Kentucky
Lexington, KY 40506
(606)257-8786



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

Campus Visit Report
Ohio University
April 1995
Christopher C. Kagy

Athens, Ohio, the home of Ohio University, is approximately 60 minutes drive south of Columbus. The college is the town and the two have existed symbiotically for quite some time. Ohio University (OU) is, in fact, the oldest college in the state. I travelled to Athens to meet with two students and their advisors, which of course I did, but while there I was treated with hospitality not found in other schools I've visited.

Columbus has the closest large airport, and the university is good about meeting students and providing transportation to Athens. The town of Athens is rather small, but it does have shops and fast food and even one or two good restaurants. I was surprised to find a number of vendors selling coffees and ethnic food from carts on street corners. The influence of internationals on Athens is indisputable. This small midwestern town sports a mosque that is, I am told, rather well attended and very well thought of in the community. The students I met indicated that they experienced little difficulty in their adaptation to the town (adapting to the American academic system is another story). The middle eastern students were excited to find that when shopping for food they could purchase almost all of their traditional ingredients.

Alan Boyd is the Director of International Student and Faculty Services. We met briefly to discuss his office and how we can continue to work together to the maximal benefit of our students. Alan informed me that Ohio University continues to maintain high TOEFL standards with individual schools imposing their own GRE and/or GMAT requirements. Currently, the university-wide TOEFL requirement is 550, but again, individual schools are free to raise that requirement.

In addition to Mr. Boyd, I met with Dr. R. G. Mitias, academic advisor to a PIET Ph.D. student in the School of Curriculum & Instruction (C&I). I was totally unprepared to meet with the enthusiasm and curiosity displayed by Dr. Mitias. Our conversation, the last of my day, took much longer than it should have, because Dr. Mitias was equally as curious about PIET and our role as I was about the progress of our student. Out of deference to my business trip we dispensed with my questions regarding my participant and his program. Dr. Mitias chairs a Ph.D. program in C&I that is multidisciplinary in its approach. Students not only complete a rigorous regimen of C&I courses, but they also must complete substantial course work in their minor field. Our particular student is pursuing a Ph.D. in Math Education: He takes all the education courses and also all the courses that would be required of a math Ph.D. This student's dissertation committee will be made up of representatives of the schools of Curriculum & Instruction, Math

and rotating members from another school. This multidisciplinary committee, with expertise in all facets of the student's program, evaluates the dissertation and passes judgement. Intense it is, but the graduates are truly experts in the subject they study.

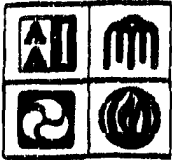
Dr. Mitias' description of some of the activities of the students lead me to believe that they are given a good exposure to American life and the education system by getting out into the community. Leadership skills are also fostered in the curriculum development programs. In these respects, many of AID's ancillary goals of "Experience America" and "Change Agents" are inherently addressed in this program.

The relative isolation of Athens is a negative point. This is somewhat counterbalanced by the international population of the school and the fact that many of the towns people are quite educated. Still, to escape the "bar scene" a trip to Columbus is required. The congeniality of the population makes Ohio University a comfortable school for continued placements.

Contact Information:

Alan Boyd
Director
International Student & Faculty Services
176 Scott Quad
Ohio University
Athens, OH 45701

Dr. R.G. Mitias
Chairman
School of Curriculum & Instruction
College of Education
Ohio University
Athens, OH 45701



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

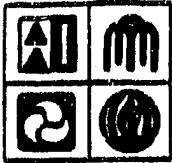
Eastern Kentucky University
April, 1995
Christopher C. Kagy

Richmond, KY is home to Eastern Kentucky University (EKU). The school, which primarily serves an undergraduate population, has strong departments of Allied Health, Law Enforcement, Loss Prevention, and Fire Control. The last three of these departments have and continue to do tailored training in English and other languages (including Arabic), but the school of Allied Health has, as of yet, not been involved in specially designed training program. Within allied health, the primary strength is occupational therapy.

Neil H. Wright is the International Director. He advises what seems to be very enthusiastic group of students. Mr. Wright has an affinity for, and would like to see, more students from Africa and Latin America. He feels that EKU can provide these students in particular with the knowledge that can see them make a contribution. I inquired about this to learn his reasoning. He stated that in Africa and Latin America, people are not as concerned about accreditation as are people from the Middle East. EKU is regionally accredited in many disciplines. When the accreditation is not the question, the students are able to apply what they have learned and the benefits of their program are evident much sooner. Whether or not his reasoning is sound, the conclusion he draws certainly is.

Mr. Wright's office plays no part in the admission process. He is notified by the appropriate office to send information to international students. Dossiers should not be sent to him, but directed as ordered in the application material. Mr. Wright would, however, like to be kept abreast of any tailored training being conducted on campus. Requests for tailored training can be sent to his office and he indicated that he would be happy to be our point person for distribution of training requests.

The office of Graduate Admissions is very simply arranged. There is no person who specializes in international applications. Applications are handled by 1 of 3 officers depending on the last name of the student. The international office is not involved in the evaluation of credentials, however there is a specialist on campus who provides a rudimentary CAW on request. The most consistent error seen in international applications is an incomplete statement of financial support. I explained that our students' dossiers will contain a letter of financial certification; this seemed sufficient. General requirements for admission to the graduate school are a TOEFL of 550 and a combined GRE score of 1000. The more competitive schools in the university can and do set higher levels. This year, EKU has for the first time an application deadline of August 2. Again, the more competitive schools (Allied Health, Law Enforcement, and Business) set earlier dates. They are, unfortunately, inflexible.



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

Campus Visit Report
The University of Texas at Dallas
April 25, 1995
Prepared by Sabrina Faber

The University of Texas at Dallas (UTD) has a small, but friendly modern campus. UTD is currently trying to escape from its "commuter" image, but the university has a long way to go. UTD is actually located in Richardson, Texas, a suburb of Dallas, and the university is surrounded by an expansive housing division. Most of the homes in these subdivisions do not appear to be within the spending range of most students.

Also, the student population, which numbers over 8,000, is comprised of predominantly commuting, graduate students. UTD has recently built an on-campus apartment building, known as Waterview Park, to encourage full-time students. The population at Waterview Park is mixed between undergraduate and graduate students, but I was assured that the university makes every effort to keep peers together. According to the Admissions office, available apartments has not yet been a problem. I could understand why, for when I toured the campus late Tuesday morning most of the parking lots were half-empty and there seemed to be very few students on campus. I was told that seventy-five per cent of the students are graduate students, and of this seventy-five per cent, "many" were professionals who work during the day. Aside from the fact that most classes are held in the evening to meet the needs of the student population, transportation to the university is fairly limited. Most students own their own cars.

It should also be noted that UTD is a separate institution from the University of Texas at Austin (UT Austin). The two institutions do not share the same Board of Regents, nor do they have the same President. I had the impression that UTD is the "up-and-coming" but struggling cousin of UT Austin, and UT Austin still has the stronger reputation in the state of Texas.

International Admissions

A nice feature at UTD is the separate office for international admissions; this office is located in the Student Services Offices, which in turn are located conveniently in the basement of UTD's McDermott Library. The Director of International Admissions, Ms. Samantha Spence, encourages international applicants to submit all applications directly to her. According to Ms. Spence, the university will not consider an application for a student that has less than a 550 TOEFL as UTD does not have an English language institute. Ms. Spence did note that there are "help" courses in EL for international students, but these are not designed as part of a formal institute curriculum.

The university also seeks an overall GRE score of 1000 or better, although this score is flexible. Ms. Spence added that the computer science and engineering departments are more competitive

and generally seek a combined score of 1100 on the GRE. With regards to the MBA program, Ms. Spence advised that the school requires a 500 GMAT score along with at least a 3.0 undergraduate GPA.

Ms. Spence's office is small but one staffer solely evaluates foreign credentials. Ms. Spence monitors the progress of all international student applications. After a student is accepted, Ms. Spence's office is only involved in keeping immigration forms in order; therefore a J-1 visa holder would have little reason to visit her. Ms. Spence also serves as a guest speaker on immigration issues during the international student orientation.

International Student Services

Ms. Spence referred me to Ms. Virginia ("Ginny") Salazar-LeBlanc, Multicultural Adviser, for more information regarding international student life. Ms. LeBlanc's office is located in the Student Union Building and is part of the Student Activities Office. Ms. LeBlanc is in charge of all international student activities. According to Ms. LeBlanc, there are approximately 500 international students on campus and these students represent 67 different nationalities. Ms. LeBlanc noted that there are only 10 to 15 sponsored students at any one time at UTD, but she thinks that UTD has a good mix of international students.

Ms. LeBlanc's office is essentially a "one-person show" with two undergraduate college work study assistants. Ms. LeBlanc puts together a monthly newsletter that focuses on the latest immigration news and other newsworthy items. Ms. LeBlanc also hosts at least one activity a month, as she has strong ties with a host family organization in Dallas. From what I could see, Ms. LeBlanc has tapped into local organizations and volunteers. Ms. LeBlanc also coordinates international week and the international student orientation.

Before registration for each semester, an international student orientation is held. Ms. LeBlanc stresses two components of the orientation: information about university services for students and a cultural adjustment program. She then offers on-going counseling through a joint program with the Counseling Center for students experiencing cultural shock. Ms. LeBlanc stresses the need for all students to visit her office before registration. In response to my query about how her office maintains contact with students throughout their programs, Ms. LeBlanc advised that UTD provides a mass mailing list. Ms. LeBlanc was curious whether or not PIET and other sponsoring agencies offer re-entry workshop. She explained that beginning this year her office will host re-entry seminars.

Short-Term Training

Both Ms. Spence and Ms. LeBlanc agreed that the university does not have a full-fledged international office. Duties are split between the two offices and there is no international programs office. Ms. Spence advises me that if PIET has contacts within a department, that then perhaps short-term training may be a possibility. Ms. Spence would not be involved in placement contacts, but she would like to be informed of the presence of an additional J-1 on campus if a placement would be finalized at UTD.

Physics Department

UTD has one important quality--its small size lends itself to a "caring" faculty. In the Physics

department, it is my understanding that a faculty member will typically advise no more than four graduate students. Unlike what occurs in many institutions, the faculty spend a lot of time with the students, and in this case of the participant that I visited, I think this willingness to work closely with graduate students and to encourage self-submitted publications has contributed to the participant's success, and ultimately to increasing the reputation of the department.

**Texas A&M University
Campus Visit Report
April 24, 1995
Sabrina Faber**

Over the years, Texas A&M University has been visited a number of times by PIET staff. The last campus visit to A&M was conducted in March 1993, and since the last trip, few things have changed. The institution has had a long relationship with AID and hosts one of the premier international student offices, a test case for other institutions that hope to compete with "the big guys" like A&M. And the university is BIG, much like the state of Texas itself. As far as some international students are concerned its largeness may be one major, negative quality.

Setting

Texas A&M has one of the largest university campuses in the U.S., over 5,200 acres; there are over 43,000 undergraduate and graduate students, of which approximately 2,600 are international students representing over 100 nations. From the international student population, 300 are sponsored students.

A sprawling, golf course welcomes visitors at one end of campus, and most of the buildings are large and modern. One focal point of the campus (both literally and figuratively) is the Albritton clock tower. Texas A&M University also touts itself as one of the few, combined land-grant, sea-grant, and space-grant institutions in the U.S. The town of College Station is the university.

Housing

On-campus housing for all students is a major problem at Texas A&M. The international office advises that all students are required to wait two years before they can get on campus. This wait can, of course, create problems if a student is enrolled in only a two-year degree program. During the next few years, the university does not envision building any additional on-campus housing due to local zoning laws. However, the town is experiencing a housing boom, and new developments are springing up throughout the College Station and Bryan, Texas area. I was advised, however, by both students and professors that housing costs are also increasing because owners and developers are aware of the "housing crunch" on campus.

Transportation

Similar to many institutions, transportation is also a major on-campus issue at Texas A&M. The easiest way to get around campus and the town of College Station is via the university shuttle bus. According to the international office, AID Representative Jennie Hassus visited A&M last year, and after driving around the university, approved charging all international students a shuttle bus user fee.

College Station was recently described as one of the most bike-friendly areas in the U.S. I believe, however, that the automobile reigns as the primary mode of transportation if a student lives off-campus. Certain major roads that access the university are designated as motor vehicle-only approved roads. If a student lives on-campus, one nice feature at A&M is that all campus roads are marked with bike lanes on both sides. Some of the streets are, however, do become a little narrow in areas. For off-campus students, there are several large parking areas and one

enormous parking garage.

To arrive at the university, the nearest suggested airport is Houston International Airport (located thirty minutes outside of the city of Houston). It is about a two-hour drive from the airport to College Station. There is also an airport at College Station for those that enjoy small plane rides. A&M is about 100 miles from Austin and 200 miles from Dallas.

International Student Services

The international office is directed and run almost exclusively by Dr. Violetta "Vi" Burke Cook. Recently her office moved to Bizzell Hall East and now occupies the entire first floor of the building. Vi described the move as a nice change as now the students can walk right into the first floor without getting lost like they would when the office was located on the second and third floors of Bizzell Hall West.

The international student services staff is quite large with sponsored student advisers, immigration advisers, international events coordinators, etc. The office provides a packet of information to all international visitors outlining life at the university, in College Station and in the U.S. Despite the wonderful services that the office offers, students that I met felt lost in the sheer size of the international office which reflects the size of the university itself.

Vi indicated that A&M likes qualified international students; several departments at A&M are in a position to be selective. No matter how hard the international office tries, it will not be able to convince departments to accept students with lower than a 550 TOEFL. Several university departments have contracts with AID in African countries, and these folks like to see degree-seeking students from those countries. The university also appreciates international students from any oil-producing country because many of the university endowments stem from a close connection with the Texas oil industry. For example, the international office is touting a new degree program through the Department of Petroleum Engineering entitled the Master of Science in International Petroleum Management and Economics; this program is geared towards oil-producing countries who want to train management. The program is "better than an MBA" because it focuses on issues for individuals working directly with the oil industry.

Short-Term Training

Vi asked that all short-term training requests be routed through her office. She likes to know what J-1 visa holders are on campus in order to assist the department involved. Vi also has contacts with many departments as she works part-time as a political science professor at A&M. Vi listed (not-too-surprisingly) agriculture and engineering as A&M's strong fields of study.

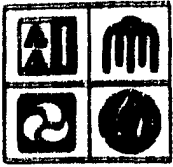
When I spoke with a few professors in the Agriculture school, I learned that they are not too interested in short-term training. The Agriculture school has a number of in-country projects in Mali and in Niger. The professors with whom I spoke seemed biased because of their experiences in those two countries and recommended a full degree program over short-term training for developing countries. The professors felt that short-term training is not plausible with agricultural fields. Also the department likes students in order to keep up its funding level. The Agriculture professors did mention that they would like to work with post-docs who have worked with their in-country projects and have degrees from American institutions.

Final Comments

Texas A&M is into big research business, and it ranks in the top ten-percent in research expenditures for American institutions. The professors all seem eager for students but not trainees. I had the impression that departments take good care of their graduate students but ultimately departments want good ones with whom they can publish results for future grants. I believe that the university has strong programs but I would be careful in placing international students there, as housing and transportation are serious problems.

Contact

Dr. Violetta Burke Cook
Coordinator, Sponsored Student Programs
International Student Services
Bizzell Hall East, Room 107
Texas A&M University
College Station, TX 77843-1226
phone: 409/845-2550
fax: 409/845-4633
vbc@iss.tamu.edu



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

**University of Arizona
Campus Visit Report
April 27, 1995
Sabrina Faber, MENA**

The University of Arizona (UA) has been visited by PIET representatives in 1991, 1992 and 1993; basic information presented in those reports has not changed significantly. One important change is that the university now require a 550 TOEFL (up from the 500 minimum), and the score is a firm university requirement, unless a department is willing to submit paperwork to appeal to the Graduate School to accept a lower TOEFL score on behalf of an exceptional student. Admission deadlines are also firm (April 1 for the Fall semester), but late applications for international, sponsored students can be sent directly to Mrs. Sharon Jensen, Sponsored Programs Coordinator, and she will contact departments to see if a review of the dossier can still occur.

Setting

The university is located in urban Tucson, Arizona, yet both the university and the city of Tucson have a small town feel, maybe because the pace of life is slower in Tucson than in Washington, DC. After the warm, dusty drive from Phoenix to Tucson, the university landscaping looks refreshingly green and the mountains in the background provide a scenic setting.

According to the students that I visited, my time of arrival was well-planned. Temperatures reached about 90 but humidity was low. From my understanding, students like the weather until about the month of May; from then and throughout the summer and early fall, the students that I met describe the weather as miserably hot.

The university seems very popular with students from the Middle East and Latin America, and the international office includes a member who has worked in several Gulf countries and a receptionist who speaks Spanish fluently. Tucson also has three mosques; one has an ideal location near the international office and it has a day care center for students with children.

International Services

Currently, the university supports about 2,200 international students, primarily through the Center for International Students and Scholars. One major change since the last campus visit is the international student office. I believe that the office has improved its services and expanded its staff. I am not sure what all of the staff members do but I gathered that a number are involved in preparing grants for overseas projects. The Sponsored Student Coordinator, Sharon Jensen, still works part-time (in the morning only).

The international office is located in a one-story, converted-house at the very edge of the university campus, near a large, brand-spanking new parking garage and a pay-parking lot. I was surprised to find large hanging file slots containing documents from NAFSA about every possible immigration issue for J visa holders in the office; of all the campuses that I visited on this trip, UA made immigration information most accessible to students. However, the students with whom I met seemed familiar enough with the international office, but confessed that they rarely visited it.

The international office has other services than immigration counseling. Sharon Jensen's pet projects since she first started at UA's international office thirteen years ago are community outreach programs. One program involves host family dinners throughout the year. She also involves students in attending luncheons for local groups and organizations for public speaking and cultural experiences. Sharon also hosts field trips that may involve academic (related to several students' field of study) or social activities. Sponsored students are also encouraged to attend a one-week orientation and a special sponsored student luncheon before classes begin. The international student orientation includes a city and campus tour.

The international office does not assist students in locating housing, but will arrange host family connections that may assist in providing temporary housing arrangements. Sharon also maintains contacts with cultural and national organizations on campus; these groups will sometimes assist in locating housing.

Short-Term Training

Sharon has a long history working with the International Programs office, and is very interested in short-term training at UA because of her Agricultural Development background. Her main concern is how competitive the university can be. She could not quote to me the university indirect cost rate but she believes it is under 50%.

Sharon provided me with brochures for off-the-shelf programs and for departments and institutes interested in short-term training. The university likes to stress fields of study in environment, water resources, arid lands agriculture, and range management. Also, UA is the only institution in Arizona that has a medical center.

Housing

Most international students live off-campus, and the university does not require undergraduates to live on-campus. According to the international office, most sponsored students feel more comfortable off-campus because of the maturity level factor. The university does provide married student housing known as Christopher City, but it is located six miles off campus. Although the one graduate student that I visited stated the housing was nice, I was informed by the international office that certain units are dilapidated and the university is considering razing the 400 unit complex. The graduate student that I visited felt that Christopher City offers a community atmosphere, and since most of the students are graduate students the complex is a relatively safe environment for dependent children.

Apartments in the area are still relatively inexpensive, but I was cautioned that Tucson is growing and in a few years housing costs may rival those of Phoenix.

Transportation

The university has a bus system that provides students with transportation through and around the university. I understand from one student that each trip costs on average about \$.75.

Since there are apartments near campus, most students walk, or ride bicycles. On-campus parking has been limited, although a new parking garage was opened during the week of my visit. Parking on-campus can be expensive for a student because the lots are managed by private companies. Like with most university campuses, parking is a big point of contention among the university administrators, staff, faculty and students.

Graduate Admissions

Ms. Rachel Hopkins still handles graduate applications. Unfortunately, I did not meet with her because of scheduling conflicts.

For graduate submission, I suggest contacting the departments in advance if an application is to be submitted well after the application deadline because Sharon will simply find out if a file can still be reviewed by a committee. A call to the department chair or graduate adviser should provide a program office with this information far more quickly than sending out a full dossier.

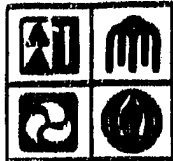
Once Sharon receives the file and evaluates the information, she sends the information within one day to the admissions office via a work-study student (not through campus mail!). In turn, the admissions office sends the completed file to the department for review.

Final Comments

Overall, I think that UA has a lot of services to provide international students. Housing is not too difficult to find and is relatively inexpensive. The students that I met seemed satisfied with their allowances for the area. Also, the international office seems staffed with personnel who are interested in increasing the international population at the university. Admissions has become a more difficult process at UA although the university does have conditional admissions for international students through certain (not all) departments.

Contact:

Mrs. Sharon Jensen
Sponsored Programs Coordinator
Center for International Students
and Scholars
University of Arizona
915 North Tyndall Avenue
Tucson, Arizona 85721
Tel: 602/621-4627
Fax: 602/621-4069
email: SJENSEN@ccit.arizona.edu



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

Arizona State University
Campus Visit Report
April 28, 1998
Conducted by Sabrina Faber/MENA

Arizona State University (ASU) has been visited by PIET representatives at least one time a year since 1991; the frequency of these visits illustrates the popularity of ASU's programs with PIET staff. Ms. Suzanne Steadman is still Director of International Student Services, and a primary PIET contact.

Setting

ASU is located in urban Tempe, one of the vast sprawling suburbs of Phoenix, Arizona. It is about a half hour drive from Scottsdale, Arizona, an upscale retirement and tourist town that is integrated with Phoenix. I was warned, however, that Scottsdale is not Phoenix.

The university has the best of all worlds as far as location--shopping, restaurants, and housing are all nearby. Downtown Phoenix also has an arena for the popular Phoenix Suns basketball team. Outside of Phoenix are hiking areas in South Mountain and a large Indian reservation.

The university is also located within fifteen minute drive from the Phoenix Sky Harbor International Airport. Given its central location, there are a number of hotels that border the southern part of the campus. There are over 40,000 students at ASU, and while the school population is large, the modern, university buildings are concentrated. It is possible to walk the length of the university in about twenty minutes.

Admissions

Admissions for international students are not handled by the international office. Suzanne Steadman referred me to Graduate Admission, as I noted that many AID-sponsored students will be pursuing either masters or doctoral degrees. Unfortunately, due to scheduling conflicts, I was unable to visit with Graduate Admissions. Suzanne Steadman did advise me that the university admissions office has reasonably flexible application deadlines for international, sponsored students.

International Student Services

The international office is located in the large modern brick Student Services building. The office shares the second floor with other student service offices and has access to several large conference rooms.

The international staff is small and a work-study student usually serves as a receptionist. Suzanne Steadman runs the international office and serves over 2,400 students from over 115

different countries. She insists upon the role of the sponsor in explaining more information about the university before a student arrives. Suzanne's major concern is that sponsors are not forwarding the material that her staff prepares before the students arrive at ASU.

International office activities revolve upon a mandatory international student orientation that is offered at the beginning of each semester and provides an introduction to ASU services and resources. Other events include workshops on "survival strategies," report writing, computer resources, money matters, and health issues. The international office will also provide tours of the campus and library facilities, contacts with American families, and an annual scenic bus tour.

Aside from visa administration duties, the international office will assist international students in locating housing, through a number of student groups on campus, such as the Muslim Student Association. Suzanne Steadman, however, is very interested in writing grant proposals for a variety of cultural programs on campus, including cultural adjustment and re-entry workshops. She talked about a proposal accepted by NAFSA in 1992 for the Thomas Jefferson program, where international students could meet local representatives and participate in the election process as "informed observers." One student that I met was able to sit at campaign offices for the most recent Presidential election.

Transportation

There is a university shuttle bus, but I understand that few students opt to take the bus. Most students drive to the large parking garage.

Alternative forms of transportation are the ubiquitous bike (there are bike stores on almost all major intersections in Phoenix), rollerblades, and skateboards. Not only do people bike on-campus on the established bike ways, but there are people of all ages that bike around Tempe.

Housing

Students are not required to live on-campus and from what I understand on-campus housing is not that desirable. There is neither graduate student or married student housing; dormitories tend to be mixed. Only one of the students that I met lived on campus in Cholla Apartments, which is located across from the main campus and off of a busy road.

There are many apartment buildings located within walking or biking distance from the campus. Suzanne Steadman advises that international students should plan to arrive at least one or two weeks before classes start to find suitable housing. A furnished single apartment averages about \$350/month, while larger apartments cost between \$450 to \$600 month.

Temporary guest housing is available on-campus at the beginning of each semester. Cost of this housing varies, but it is relatively inexpensive compared to nearby hotels. Howard Johnson and the Holiday Inn are located within walking distance of the university but tend to be expensive. Reservations for temporary guest housing are made through the Office of Residence Life, telephone number, 602/965-1531.

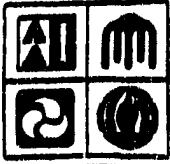
Final Comments

Overall the students that I met at ASU enjoyed the school. They liked the convenient location

of the university to the airport, shopping, housing and recreational activities; they also enjoyed the weather in Phoenix until Summer. One thing the students that I met did not like at ASU was the size and focus of the university. One student commented that the university is "a big research business," and certainly research is stressed among the academic departments at ASU. Another student commented that a professor told him that faculty members are hired at ASU to bring in research dollars not to teach students. When I visited the School of Planning and Landscape Architecture and two schools of Engineering, I also had the impression that the professors did not spend too much time with students. Yet, despite this shortcoming, the university provides excellent resources and reputable academic programs (especially in the sciences). ASU also has a supportive international student office staff.

Contact:

**Ms. Suzanne Steadman
Director, International
Student Programs
Student Life
Arizona State University
Tempe, AZ 85287-0512
tel: 602/965-7451
fax: 602/965-9608
istshs@asuvm.inre.asu.edu**



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

Emporia State University
Emporia, Kansas
Campus Visit, Spring 1995
Renee Deubner

Emporia State University, established in 1863 as the Kansas State Normal School, has had a long history of education in the state of Kansas. Today over 6,000 students from more than 40 states and 50 different countries attend Emporia State. There are approximately 4,000 undergraduate and 1,500 graduate students enrolled. Unlike the larger state schools in Kansas, ESU's specialty is personal attention. The average class size is 23 students and the student to faculty ratio is 19 to 1. ESU's strongest academic programs are education, business, library science, and performing arts. The minimum TOEFL score for international students is 550.

While on campus, I visited Dr. James Harter, Director of the Office of International Student Affairs, and Dr. Don Miller, Director of the MBA program. Both strongly emphasized to me the ESU's selling point of personal attention for their students. The Office of International Student Affairs recently moved from a smaller office to a newly remodel suite. Formerly a large room in a residence hall, the office has a spacious reading area, computer access for students, office space, and cooking facilities. Dr. Harter specified to the university that he wanted the international office to be a gathering place. A 27-year veteran at Emporia State, he has built up the Office of International Programs to what it is today.

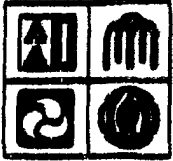
During my appointment with Dr. Harter, I wanted to specifically find out in what ways, beyond international admissions, they are involved with international students. Three hundred international students are enrolled at ESU. At first glance, one might think that there is absolutely nothing to do in Emporia, KS. On the contrary, Dr. Harter explained he has planned so many activities for international students that "there is too much to do." Some of the activities include field trips to Kansas City over spring break and upcoming summer trip to a local rodeo and buffalo ranch. Much to my surprise, the community has also gotten very involved with the Office of International Student Affairs. The Friends of International Students of Emporia was established by the Emporia community to develop cross-cultural and personal understanding between themselves and international students. Friends recently donated an old home to ESU International Student Affairs. Four international students live there very inexpensively throughout the academic year, on the condition that it will be kept clean for activities and guests. ESU is also one of the only universities in the country that funds 2 student delegates to attend the annual NAFSA conference.

The School of Business at ESU consists of 3 departments: Management, Marketing, Finance, and Economics; Accounting and Computer Information Systems; Business Education and General

Business. The school is a member of the American Assembly of Collegiate Schools of Business (AACSB) and the MBA program is in the process of receiving AACSB accreditation. In the past 5 years, 200 students have received an MBA degree from Emporia State. There are currently 125 students enrolled in the program. Dr. Miller, the Director of the program, seemed very enthusiastic about having international students in his MBA program and "picked my brain" at length about how to attract more PIET participants to Emporia State. As far as sponsored-student support is concerned, Dr. Miller gave the impression that he would do anything for international students, because he seemed to understand that they have special needs. Dr. Miller works very closely with Dr. James Harter of International Programs. Dr. Harter said Dr. Miller will often respond to international student applications in the same day they are received. ESU does not have a set minimum GMAT score. Students are required to achieve an acceptable score for unconditional admission to the MBA program. The key word here is "flexible!"

In regards to the MBA program, Dr. Miller explained that quality is the most important factor. The School of Business, under the guidance of Dr. Miller, wants to ensure international students receive a high quality education from Emporia State with information that can be taken back to their home countries and utilized. As mentioned above, personal attention was also one of Dr. Miller's selling points for the MBA program, and I did get the impression that he was trying to "sell" me the program. I was more convinced of the quality of the program when Dr. Miller said ESU's MBA program must be competitive with 2 other good state universities: Kansas State University and University of Kansas. I was also very impressed that a university, with a total student population of 6,000, could offer such an excellent computer facility in the School of Business. The computer lab, donated by a Koch Industries, is large and up-to-date. Students have access to 386s, 486s, and Pentium computers.

Compared to the campus of Kansas State University, Emporia State University is significantly smaller. The facilities I saw around campus were pretty good considering ESU's size, especially the student union and business school computer lab. However, the library seemed a bit outdated. Luckily, students at ESU can easily check out books through interlibrary loan or travel 1 hour to Kansas State and University of Kansas.



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

University of Nebraska, Lincoln
Lincoln, NE
Campus visit - Spring 1995
Renee Deubner

University of Nebraska, Lincoln has been visited by PIET 3 times in the past 8 years and many of the contact people have remained the same. One advantage is University of Nebraska "knows" PIET and our sponsored students. While at UNL, I visited students in the Schools of Education, Horticulture, Agricultural Engineering and Agronomy, as well as the Office of International Affairs, Office of Graduate Admissions, and College of Business Administration.

As mentioned in the 1992 report, University of Nebraska, Lincoln has 2 campuses. The East Campus, where the agricultural departments are located, is a few miles from the main campus. The Main Campus is in the heart of downtown Lincoln. The offices of Admissions and International Affairs are located on the main campus. University of Nebraska, Lincoln has an enrollment of approximately 24,500 students which include 4,500 graduate students and 1,450 international students from 90 countries. UNL offers graduate programs in the areas of agricultural sciences, natural resources, architecture, arts and science, business administration, education, engineering, human resources, law, and communication.

In the Office of International Affairs, I met with Judy Wendorf, a 15 year veteran of international programs at UNL. With such a large, intimidating campus, it was reassuring to know that Judy is very familiar with international students' special needs. Many of the programs mentioned in the previous campus visit report are still in place today. International student orientation begins 10 days prior to the start of classes. This year, classes begin the 3rd week in August. Orientation is coordinated by International Affairs staffer, Yen Bo. Students are prepped with information about the university system socially and academically. English testing will also be administered during the orientation.

Some other programs offered to international students are Peer Advising and a new student welcome team. International and American students currently enrolled at the university volunteer to become peer advisors. They are paired up with new international students and "show them the ropes" of university life during those critical first 6 weeks on campus. The Welcome Team is involved with meeting students at the airport and assisting with the search for housing. Welcome Team members will even find new students a temporary place while searching for something long term. According to Judy, there is always a student's house available for those in need of a place to stay.

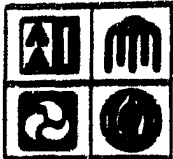
Students can remain involved through the International Student Organization. The ISO has grown

so strong in the past few years that they are now taking over such events as the international bazaar, olympics, and leadership seminar and coordinating them completely themselves. Much of the funding for these and other international programs comes from NAFSA grants.

On the day I visited the Office of Graduate Admissions, Helen Dawson, another longtime Friend of PIET, was out of the office attending an AACRAO conference. I met with John Russell, who is involved with international student admissions. UNL's strongest graduate programs are Psychology, Education Psychology, Solid Agriculture, Agricultural Economics, Biochemistry, and Biology. The psychology programs are some of the best in the country and admissions is highly competitive. Minimum TOEFL for the university is 550. The GRE exam and letters of recommendation are departmental requirements. In the previous campus report, all PIET applications were sent to Helen Dawson's attention in Graduate Admissions.

With the MBA Placement Guide in mind, I made a stop at the College of Business Administration. For the program, a total of 48 credit hours of graduate courses are to be taken. Up to 12 credit hours can be waived for students with an undergraduate business degree if course work has been at a "sufficiently demanding" level. Admissions requirements seem fairly flexible. UNL will consider a minimum 450 GMAT score. Another bonus is the program is AACSB accredited.

For those planning a future visit to University of Nebraska, Lincoln, there are a few logistical things to remember. Visitor parking is somewhat difficult to find. A metered visitor lot is located 1 block from the international student office. Also, when scheduling appointments, allow plenty of time to travel between campuses and find parking. At UNL, plan to do a lot of walking! If travelling on to Omaha, NE by car, the drive from Lincoln is about 1 hour.



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

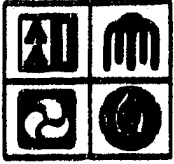
Kansas State University
Manhattan, KS
Campus Visit, Spring 1995
Renee Deubner

Kansas State University has been visited by a PIET representative 4 times in the past 8 years and, like University of Nebraska-Lincoln, many of the names and faces in administration remain the same. KSU is a large land grant university located in a rural area approximately 2 1/2 hours from Kansas City by car. After visiting Emporia, the size of Manhattan came as a surprise. The mid-sized city is a well-developed, picturesque college town. As described in the 1991 campus report, the KSU campus is a combination of old and new architecture. KSU has an enrollment of approximately 21,000 students, 1,200 of which are international students from 100 countries. While on campus, I visited 5 students pursuing programs in the Departments of Computer, Architectural, Industrial and Agricultural Engineering, in addition to the Foreign Student Office, Graduate Admissions Office, and the College of Business Administration.

The International Student Center, a spacious, modern facility, houses the Foreign Student Office. The center is an ideal gathering place for students to study, hold events, or just hang out. Donna Davis, a longtime PIET contact, is the current office director. I did not have the opportunity to meet her in person, as she was on maternity leave. Motaz Hourani, Program Coordinator and 2nd in command, agreed to meet with me. The Foreign Student Office has a staff of 4 and are rapidly out-growing their old space. They are most involved in addressing visa and immigration issues, advising, and coordinating orientations for international students. Unfortunately, the staff does not have the capacity or the resources to coordinate many activities for their students. Motaz said they do encourage students to seek university funding and charter their own clubs. As part of the new student orientation, the Foreign Student Office will rent a van and meet international students at the airport. Ideally, they will send a current KSU student from the same country.

PIET applications are still handled by Richard Elkins, better known in the last report as a "NAFSA guru" and Director of Admissions. Mr. Elkins was attending the AACRAO conference the week of my visit. KSU's strongest programs are found in the schools of engineering and agriculture.

The College of Business Administration, accredited by AACSB, offers masters programs in Business Administration and Accountancy. Within the MBA program, students can specialize in finance, international business, management, marketing, and agribusiness. Admissions requirements for the MBA program seem negotiable. Minimum required TOEFL is 590 and GMAT is 500.



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

Creighton University
Omaha, NE
Campus Visit, Spring 1995
Renee Deubner

Creighton University, a private Jesuit University, has an attractive campus in the center of downtown Omaha. Unlike other sprawling urban campuses, Creighton University maintains a close-knit feeling. Also unlike other urban universities, the facilities and grounds seemed clean and well maintained. My first impression of Creighton was that it was very foreign-student friendly. Personal attention for students is available in abundance. From my meetings on campus, academic advisors and international program staff seemed willing to give students a great deal of their time, which is not always possible at the larger state schools. In addition to meeting my undergraduate pharmacy student and his advisor, I met with the Dean of Students in the School of Pharmacy and the Assistant Director of International Programs.

Creighton University has an enrollment of 6,500 students, 245 of which are international from 60 different countries. The ratio of graduate to undergraduate is 50/50. Creighton University's strongest undergraduate programs are in the fields of science. Best graduate programs include MBA, computer science management, nursing, dentistry, and medicine. Two major medical facilities in Omaha host Creighton University students for internships. Housing on or around campus is inexpensive and plentiful. All undergraduates are required to live on campus their first year at Creighton. Graduate and married student housing is available, but a bit more difficult to acquire.

The Office of International Programs gives the impression of being very involved with students. International Programs, directed by Susie Rachouh, offers academic counseling, visa administration, and new student orientations. With years of experience and a masters degree from SIT, Susie is another person in the field who "knows" international students. She is very dynamic and has helped to maintain student cohesion with interesting activities.

Undergraduate and Graduate applications are handled through Dr. David Higginson, the Director of International Admissions at the Office of International Programs. Although the professional schools on campus, like pharmacy, conduct their own admissions process, it would be wise to keep David in the loop. Minimum TOEFL for undergraduates is 500 and for graduates is 550.

For PIET staff looking for a good MBA placement, I would recommend trying the School of Business at Creighton University. Mr. Vasant Raval, the MBA Director, has experience working with international students and will give their applications more than a second glance. With Mr. Raval as our "ally," admissions requirements are more lenient. Creighton will consider a

minimum 450 GMAT score.

Overall, I was very impressed with the facilities and programs Creighton had to offer and, if the mission approves the high tuition, would recommend this university be considered for future student placement. International students would receive a quality education in competitive fields, such as business, and the support services they need.

Oregon State University
Campus Visit Report
Shubhda Soni
May 1995

Oregon State University is located in Corvallis, Oregon which is in the northeastern part of the state and three hours south of Portland, Oregon. The 400-acre main campus provides lots of foliage and is nicely landscaped providing a welcome atmosphere for student joggers, bicyclist and strollers. The international student population at OSU comprises 6% of graduate students (approximately 831) students and 3.5% of undergraduate students (approximately 515).

Office of International Education (OIE): The OIE at OSU acts as a liaison between the international students and the sponsoring agencies. Our contacts at OIE are Bill Smart and Mary Beth Rowan, who both share the caseload for sponsored students. OSU charges a sponsored student fee each term. The current fee for sponsored students is \$325. In return, OIE provides sponsored students with an orientation program upon their arrival in the U.S., an international student newsletter, assistance on immigration matters, referral to other campus and community services and updates on workshops on academic and practical training.

In our discussion about PIET sponsored students, Ms. Rowan and Mr. Smart pointed out difficulties they have encountered in the past with sponsored students in general. Most of these difficulties have occurred with graduate students who need extensions. When these extensions are not approved, Mr. Smart pointed out that the advisors in the graduate departments are often very frustrated since they have invested so much time in the participant's research that the academic advisors feel as though sponsored students are a bad investment. Therefore the advisors are skeptical about accepting them in the future.

Admission's Office: I met with Cheryl Hansen who is the admission's officer for all graduate and international students. Ms. Hansen works closely with Ms Rowan on international student applications and also prefers that PIET contact Ms. Rowan for all international student applicants. The deadline for admissions is June 15 for the Fall term and September 15 for the Winter term. Ms. Hansen adds that the MBA program at OSU is very strict about this deadline and will not make any exceptions. The application fee is \$50. This fee will keep the file active up to one year.

The minimum TOEFL requirement is 550 but this can vary for each department. As Ms. Hansen points out, the MBA program requires a minimum TOEFL score of at least 575.

Office of International Research and Development (OIRD): Lisa Gaines, of OIRD, is the contact for short term training requests.

She spoke enthusiastically about programs especially in the areas of Women in Development, Small Business Development, Environmental Impact Assessment and Reforestation Training. Lisa says her department can usually offer either off-the-shelf programs in these areas in the spring or summer and tailored programs in these fields in the winter and fall. Ms. Gaines prefers at least four weeks lead time for each tailored training request, however, she realizes that this is not always possible and is willing to work with PIET even with short lead time. Ms. Gaines also points that OIRD has had experience with large groups of participants and has tailored programs in Spanish, French and Russian. OIRD is always willing to explore training in other languages as well.

Housing: OSU's housing office provides two options for on-campus housing: residence halls, including West International House and cooperatives houses. The residence halls offer single and double rooms are co-educational with floors or wings designated male or female. West International House is a residence hall for international and U.S. students. The cooperative houses are student-managed houses where students are responsible for most of the daily operations such as food service, housecleaning and bills. This significantly reduces the room and board charges. All OSU housing except West International House is officially closed on vacation periods which are: for one month after the Fall term, and for 10 days after the Winter and Spring terms. Student family housing is very limited at OSU. At present, there is a waiting list of four to five years before an apartment becomes available.

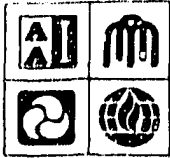
The PIET students I met with preferred either the West International House or off-campus housing. None had any complaints about their housing arrangements.

Contacts:

Cheryl Hansen, Office of Admissions; (503) 737-4411 or 1-800-291-4192
Internet: hansench@ccmail.orst.edu

Bill Smart & Mary Beth Rowan, Office of International Education; (503) 737-8477
Internet: smarbt/rowanm@ccmail.orst.edu

Lisa Gaines, Office of International Research & Development; (503) 737-8433
Internet: gainesi@ccmail.orst.edu



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

Campus Visit Report
Portland State University
May 1995, Shubhda Soni

Portland State University (PSU) is an urban campus located in the heart of downtown Portland. PSU has future plans to form a University District which will blend the surrounding neighborhoods, transportation, business and retail developments to coordinate with PSU's campus. The international student population at PSU is comprised 3.5% of undergraduates (363 students) and 8.3% of graduates (350 students).

International Student & Faculty Services (ISFS): Dawn White, former director of PSU's International Exchange Programs, began her new position as Director of ISFS in January 1995. She is currently in the process of restructuring PSU's orientations for international students which are offered each Fall. She is also enthusiastic about arranging home stays for international students as one of their housing options and encourages the Portland community to get involved with the international student population. ISFS also offers international students an English conversation program (English in Action) which promotes both conversation and cross-cultural understanding between students from diverse cultural backgrounds. Dawn pointed out that although PSU's health insurance is mandatory for all international students, PSU will accept AID's HAC coverage for PIET sponsored students.

Admission Requirements: The director of admissions was unable to keep our appointment during my visit, however, Dawn White of ISFS, outlined the highlights for international students. The minimum TOEFL requirement for graduate students at PSU is 550 and the undergraduate requirement is 525. The deadline for all applications is six months prior to the term the participant is interested for enrollment. International student applications are channeled through the admissions office.

School of Extended Studies (SES): This department is responsible for all tailored and off-the-shelf courses at PSU. I met with Judith Van Dyck who is the contact person and program specialist for international program development at SES. Currently, she has her hands full with the ESL program for international students who have not fulfilled their English language requirement at PSU. She is also in charge of the Professional Development Center which offers certificate programs in Business, Computers, and Finance. Most of PSU's off-the-shelf programs are offered in the summer. Judith has not had much experience with tailored programs but would

be interested in working with PIET in areas such as ESL, Business and Management.

Housing: International Student and Faculty Services will assist international students with on campus housing at PSU's residence halls. However, all the graduate students I met with opted to live off-campus in apartments after their first term at PSU since almost everything is within walking distance near campus and transportation is easily accessible. On-campus housing options are very limited for participant with families.

PSU Contacts:

**Dawn L. White, Director
International Student & Faculty Services
P.O. Box 751
Portland, Oregon 97207
Phone: (503) 725-5075
E-Mail: whited@pdx.edu**

**Judith Van Dyck, Program Specialist
International Program Development
School of Extended Studies
P.O. Box 751
Portland, Oregon 97207
Phone: (503) 725-4878
Fax (503) 725-4840**

Campus Visit Report
Oregon Institute of Technology
May 1995, Shubhda Soni

Oregon Institute of Technology's (OIT) main campus is located in Klamith Falls, Oregon in the southern part of the state and near the California border. OIT also has a metro campus branch in Portland. OIT's main campus has approximately 2500 students and the metro campus has 250 students. Less than 1% of OIT's student population is international.

OIT is a state-supported college and provides bachelor's and associate's degrees in engineering, health and business technologies. As OIT is a technical college, students either have already completed their lower division requirements at another university or community college or have the option of concurrently taking courses at a nearby university. There are no courses offered at OIT in the summer.

Admissions: I met with Mike Hartman, who is the Associate Director of Admissions as well as the Academic Advisor for our PIET sponsored participant. He informed me that the International Student Office was located in Klamith Falls and is coordinated by Chris Musick. Participants applying at OIT must have at least 14 units of Freshman requirements in English (4 units), Mathmatics (3 units), Science (3 units), Science (2 units), Social Studies (3 units), and Electives (2 units). The deadline for admissions is June 1 for fall admissions. The fee for applications is \$50 and international students must have a minimum TOEFL score of 520.

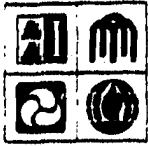
Housing: OIT's Klamith Falls campus provides housing in residence halls and is equipped for 500 students. Mr. Musick from the International Student Office will assist in making all the arrangements for the main campus. OIT's metro campus is a commuter campus and does not provide housing arrangements or assistance for students.

Program Officer Comments: Our PIET sponsored student was from the Sultanate of Oman and sought a bachelor's degree in engineering at OIT. He had attended Portland Community College prior to receiving an AID scholarship. Under PIET sponsorship, he attended OIT's Klamith Falls branch for two terms and then transferred to OIT's main campus for 4 terms. He had numerous difficulties adjusting to the homogenous Klamith Falls community and did not feel socially accepted. After transferring to OIT's metro campus, our participant had difficulty meeting with professors to discuss his course work, since most taught in the evenings and left OIT immediately after the class ended and did not have office hours at OIT.

Contacts:

Mike Hartman (Main Campus)
Associate Director of Admissions
(503) 725-3066

Chris Musick (Main Campus)
International Student Advisor
(503) 885-1389



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

April 1995
Campus Visit Report Victoria Holmes
University of Moscow/Idaho

The University of Idaho at Moscow is part of Idaho's state university system. It is located about 90 minutes from Spokane, Washington. It was described by one professor as, "the perfect place where forest meets farmland".

International Student Office:

Principal contact in the international student office is the Director, Dr. Mike Whiteman, 216 Morrill Hall, University of Idaho, Moscow, ID 83843, TEL: 208/885-8984.

There are approximately 475 international students on campus and various international student organizations. The office primarily assists with immigration issues, cross cultural issues and counseling. The office has created a friendship family program where international students are matched with local families. All applications for admission for international sponsored students should be sent to Dr. Whiteman's attention.

Idaho's American Language and Culture Program offers international students classes in ESL as well as cultural assimilation. Principal contact in the ALCP is Dr. Dan Raffalovich, 216 Morrill Hall, TEL: 208/885-5508.

College of Agriculture:

International Agricultural advisor is Dr. Cynthia Lenhart, College of Agriculture, TEL: 208/885-5784. Dr. Lenhart cited the following as strengths within the College of Agriculture: gene jockeying, microbiology, food science, toxicology, bio-remediation, integrated pest management, post harvest, embryo transfer (sheep and goats), brambles and berries, hops and bearded barley. University of Idaho has a Post Harvest Institute. Tailored training requests for agriculture programs may be sent to Dr. Lenhart and Dr. Whiteman in the international student office should be copied.

College of Forestry:

International Forestry advisor is Ms. Leslie Hay-Smith. The College of Forestry believes it's strengths to be protected areas, range science and parks management. The required TOEFL score for admission into both graduate and undergraduate forestry programs is 525. Tailored training requests for forestry programs can be sent directly to Ms. Hay-Smith and Dr. Whiteman should be copied.

PIET Programmer Comments:

Moscow is a small town where much is within walking distance. There is also bus service in around the campus. While in Moscow, I met with a Rwandan student in an

MS in Range Science program who was very happy with his program. He states that the international office has been very helpful and his professors have been instrumental to him in facilitating research opportunities. I also met with a Belizean student participating in a special nine month program designed for him in park management. He has had a lot of exposure to methods of interpretation in national parks and is pleased with the knowledge he has gained about that subject. He is a bit more homesick than the Rwandan so it was difficult to accurately ascertain his cultural adjustment.



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

April 1995
Campus Visit Report/Victoria Holmes
Utah State University

Utah State University, located in Logan about an hour and a half north of Salt Lake City, is part of the state of Utah's university system. One must traverse a canyon to get there.

International Student Office:

Principal contact in the international student office is Mrs. Lucy Thompson, Military Science Bldg., Room 216, Utah State University, Logan, UT 84322, TEL: 801/797-1841. This office serves an international student population of approximately 1200 students. Applications for sponsored students should go to the attention of Mrs. Thompson and she will see that they reach the appropriate department. TOEFL requirement is 500 for undergraduate candidates and 550 for graduate candidates. GRE varies from department to department; contact Mrs. Thompson for specific departmental requirements.

Mrs. Thompson cited the following as some of USU's strongest programs: irrigation, forestry and related fields, agricultural economics, and business administration.

College of Natural Resources:

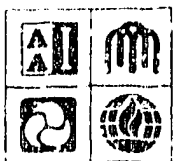
Both students that were visited by PIET are in programs in the College of Natural Resources. All three professors that were met with indicated that their forest management and watershed science units are very strong. The Watershed Science Unit has been instrumental in assisting one of the students with doing a GIS mapping of the deforestation in Honduras.

PIET Programmer Comments:

Both participants visited had extensive English language training at another university prior to their enrollment in their degree programs at USU. Both students commented that they would have preferred to have their ELT at USU so that they could have had the opportunity to get to know their prospective departments and perhaps engage in more concurrent enrollment than they were able to.

Many students told PIET that although the campus is large, the community is friendly and they have felt welcomed there. Both students like the quarter system, with classes shorter but more intense. PIET Programmer recommends future placements at Utah State University.

104



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

Murray State University
Campus Visit June 21, 1995
Veronica Altschul

Murray State University, founded in 1922, is located in Calloway County in West Kentucky's lake country. The University is comprised of six colleges: Business and Public Affairs, Education, Fine Arts and Communication, Humanistic Studies, Industry and Technology and Science. Currently, the student population is approximately 8,000 students, the majority of whom are pursuing undergraduate degrees. The international student population is comprised of approximately 260 individuals; 50% of them are pursuing undergraduate degrees and 50% graduate degrees. The international student population has doubled in the past five years! This is due to strong recruitment efforts from the university, a new English Language Program and a number of short term training programs. Increasing international education is included in the mission statement of the university!

The Office of International Programs (OIP) is innovative, comprehensive and a great resource to all its students. OIP has a very knowledgeable and committed staff who are in touch with all international students and who have consistently been empathic and effective towards their particular needs and situations. OIP houses all of the University's International Programs: International Student Services, Sponsored Student Services, Study Abroad, Short term training, Faculty exchanges and the English Language Program. Given the small size of the university and the strong sense of community at Murray, students from different programs have many opportunities to interact with one another as well as ample opportunities to meet people from the community as well as the American students at Murray.

Murray State guarantees on-campus housing to all its students. Students have a choice between single or shared rooms. Murray also has an international dorm as well as designated quiet floors in certain residence halls. Almost all the residence halls remain open during vacation periods. Apartment style halls are first available to married students then to graduate students then to all international students and then to undergraduates. Given the ample choice of on-campus housing, more than half of the international students choose to live on campus.

Public transportation is not available in Murray. There is a community sponsored van which essentially works like a taxi, but is not reliable for every day needs. This is also one of the main reasons why students choose to live on campus. The town of Murray is also within walking distance to the campus; therefore, students don't have a problem walking to the grocery store, pharmacy etc.

None of the students felt isolated at Murray. They all stated that it was a good place to study and that there was always an activity or a program planned for the weekends including various sports events and international films every Thursday and Friday.

OIP organizes many activities and programs for international students. There are weekly trips to Paducah, KY - a larger city about one hour away from Murray. OIP also organizes trips to St. Louis, Memphis and Nashville every semester.

OIP also administers an "orientation class" which all international students must take during their first semester. The class is three hours a week for five weeks and its aim is to study topics such as culture shock, academic life in the U.S., health issues etc. in a deeper way than just what is covered during the three days of orientation before classes begin each semester.

OIP also has a tutor in its staff. This person is available free of charge to all international students for any tutoring need. The University also has a tutoring center and free tutoring is also available through most departments. Other OIP programs include re-entry workshops and co-sponsorship of a number of programs presented with the Career Services Office and the Office of Student Life.

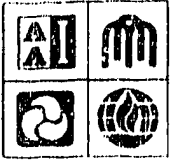
The strongest programs at Murray State are all Business programs, the Biological Sciences, Chemistry, Nursing, Special Education, Journalism and the Geography Information Systems Department. This Department is home to the Mid-America Remote Sensing Center (MARC) which is the official transfer agent for NASA satellite remote sensing technology. This department offers excellent academic programs as well as short term training programs.

Murray State prides itself on the fact that its staff is able to look at the individual and how that person's needs can be individually addressed. All the staff at OIP and the faculty members that I met, seemed genuinely interested in the welfare of each of the international students.

Marcie Johnson, Office of International Programs, 502-762-4152

Thomas Kind, MARC, 502-762-2148

Dr. Davis, Agronomy, 502-762-4100



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

Campus Visit Report
South Dakota State University
April 14, 1995

South Dakota State University (SDSU) located in Brookings, is a land grant institution. There are currently 8,500 students; 80% of them are undergraduate students and 20% are graduate. The international student population is currently 235, mostly graduate students. SDSU's strongest programs are in Electric Engineering, Agronomy, Biology and Pharmacy. SDSU is also home to the Visiting International Scientist Program (VISP) at the Remote Sensing Institute. This institute sponsors a number of international visitors who come to SDSU for short term technical programs in Geography.

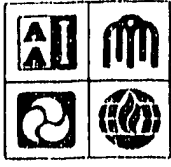
Margot Jenkins is the international student office at SDSU. She works with all the international students. Besides the yearly orientation, the office doesn't sponsor any educational, social or cultural activities for international students. All the students I met with were incredibly dissatisfied with Ms. Jenkins. They stated that she was not very open or accessible to the students and that essentially they never saw a need to see her. They relied on other students and their academic departments for help.

SDSU offers on-campus housing; however, the majority of the students live off-campus. The students say that this is because on-campus housing is comprised of traditional residence halls. It only has apartments for married students and their families. SDSU requires that all students who are under 20 years of age live on-campus. There is no public transportation in Brookings; however, because the town is so small, this isn't a problem.

Brookings is a very small, safe community. US Friends, is a community organization in Brookings which sponsors a number of events throughout the year for the international population in Brookings. It seemed that Ms. Jenkins, relied on this organization to offer all supplemental activities for the students. US Friends has an office on campus and they organize many social events and an international speaker's bureau, where international students visit local schools and make presentations on their countries. Most of the students I visited, reported not feeling comfortable in Brookings. They felt Brookings and SDSU did not offer much to international students; they stated that SDSU is not very flexible and therefore is unable to meet many of their needs. Essentially, Brookings and SDSU aren't the ideal place for international students.

Contacts: Margot Jenkins, International Student Office, 605-688-5951
Housing Office, 605-688-5916
VISP Office, Mrs. Gritzner, 605-688-4511

Prepared by Veronica Altschul



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

Campus Visit Report
University of Northern Iowa
April 13, 1995

The University of Northern Iowa (UNI) is located in Cedar Falls, a community of about 35,000 people. UNI was founded in 1876 and is the smallest of the three state universities in Iowa. The university was founded as a teacher's college. Today, its focus and strength is on undergraduate liberal arts programs with complementary graduate programs. The university's strongest programs are Environmental Studies, the TESOL program, Science Education and Industrial Technology. There are currently 13,000 students at UNI, 250 of them are international.

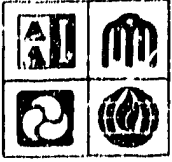
Germana Nijim is the international student office at UNI. Although she works closely with the staff of the English Language Program, she is the only one who works with all the international students. Ms. Nijim explained that currently the only program her office puts together is the new student orientation. Throughout the year, she is only able to offer basic immigration related services. However, she is accessible to the students and they all reported feeling comfortable with her.

UNI guarantees on-campus housing to all international students. The majority of the students happily choose to live on-campus. Most of the residence halls offer private bathrooms and private kitchens. The university also has apartments; these are first available to families, graduate students and then undergraduate students. There is limited public transportation in Cedar Falls. However, since the city is so small this isn't a problem; most students walk or bike as needed.

Cedar Falls is quite a small town; however, all the students seemed very happy at UNI. They all said that UNI was a wonderful place to study and that the people in Cedar Falls were very open and friendly to international students.

Contact: Ms. Germana Nijim, International Student Office, 319-277-2230

Prepared by Veronica Altschul



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

Campus Visit Report
Iowa State University
April 11-12, 1995

Iowa State University's (ISU) official name is Iowa State University of Science and Technology. ISU in Ames, IA was established in 1858 as one of the first land-grant colleges. There are currently 25,000 students at ISU; 9,000 of them are graduate students and 2,500 or 10% are international students. In recent years, ISU has seen an increasing in out of state enrollment. Faculty and staff at the university are certain that this trend will continue. All Science and Technology programs at Iowa State University are very strong particularly the Food & Science, Engineering and Agriculture programs.

The international student office has 40 staff members! Deb Vance is the Foreign Student Advisor for sponsored students. The office organizes a one week orientation for incoming students. During this week, the students register and sign up for housing. This is advantageous to international students as they are able to sign up before the American students arrive on campus. The international student office organizes a number of events and services for international student throughout the year including free tutoring services, an English Conversational Program, and re-entry workshops. The office is able to arrange one-on-one tutoring in any field for any international student. The Conversational English Program is useful for students who want to sharpen their English skills and for spouses of international students.

Deb Vance is familiar with all the sponsored students and she is the one who bills PIET directly. The students mentioned that they often receive bills from the university asking them to pay housing, etc. These bills are often accompanied by threatening letters telling the students that if they don't pay they will be kicked out of housing or that their meal plan will be terminated. At times, they will be unable to register until their bill is cleared. Deb states that this is not PIET's fault, it's the fault of the university's computer system. Deb has communicated this to the students a number of times; however, their frustration is understandable as this seems to occur every semester.

Many of the students I visited were undergraduate Panamanians who live on campus. They all complained about the noise and the food. Deb Vance mentioned that there is a quiet house on campus. Anyone who is over the age of 23 is free to move into that dorm. She said that most students who live there are international students. Deb also mentioned that many students live off-campus but that Ames housing is not inexpensive. It's also important to note, that ISU only has one dorm opened during the Summer. All the students who live on campus move into that dorm for the Summer months.

Although Ames is not a big city, it has an extensive public transportation system. The buses run all day and all night throughout the university and the city. The students I met with all mentioned that they felt Ames was a quiet, isolated, small city; however, they also said that it was a wonderful place to study and go to school. ISU's active campus offers endless opportunities for all students. It seems that the isolation of the school isn't a factor for most students whereas the weather is. Iowa's Winters are long and many students mentioned feeling depressed by the weather. Still, all the students mentioned that they were very proud to go to school at Iowa State University.

Contacts: Deb Vance, International Student Office, 515-294-1120
Admissions Office, 515-394-5836
Memorial Union Hotel, 515-292-1111

Prepared by Veronica Altschul



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

CAMPUS VISIT REPORT
at
THE UNIVERSITY OF ILLINOIS AT CHICAGO
MAY 3, 1995
by
JENNIFER L. EWALD

BACKGROUND

Founded in 1965, the University of Illinois at Chicago is a four year public university offering bachelors, masters, and doctorate degrees in a broad range of academic fields. Extensive public transportation offers students easy access to the University and it's facilities. The University's location in the center of Chicago also provides students with easy access to a variety of cultural and recreational events.

UIC offers extensive support services to it's student population including career counseling, employment services, health services, on-campus day care, personal counseling, women's services, and international student services. UIC also provides the full spectrum of recreational and student organizations.

DEPARTMENTS

While at UIC PIET visited with the Office of Admissions, the Office of Continuing Education, and the Office of Special Programs.

The Office of Admissions is well prepared to facilitate PIET participants. The office is able to be flexible with application deadlines, and will consider certified true copies of international transcripts. The large volume of applications processed through the Office of Admissions includes a significant percentage of international applicants. Although the number of international applicants varies somewhat from Fall to Spring term, UIC is committed to providing the best possible service to these applicants.

Principle contacts for the Office of Admissions are Ms. Fabiene Whittier, Associate Director, and Ms. Virginia Dulas, International Admissions, their office phone 312-996-4350.

The Office of Continuing Education was very interested in establishing a cooperative relationship with PIET for participants needing specialized training within a degree field or assistance in adapting a degree to fit a consolidated time frame. The advantage of the Continuing Education department is that they specialize in students with uncommon needs, relevant non-academic experience,

career field changes, or exceptional circumstances. As such the department is in a unique position to "tailor" an academic program to meet the needs of the student and the requirements of the university.

Principle contact for the Office of Continuing Education is Ms. Jane Whitener, Director, office phone 312-996-8025.

The Office of Special Programs is primarily involved in University directed programs overseas. The most prominent of these programs in the China Executive Development Office. This office would be a valuable resource for third country training and expressed interest in working with PIET in this area.

Principle contacts for the Office of Special Programs are Dr. Judy Curry, Assistant Vice Chancellor, and Hong Chen, Director, U.S.-China Executive Dev., their office phone 312-996-7000.

Additional Contacts:

Mr. Candelario Zapata
Director
Office of International Services
312-996-3121



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

CAMPUS VISIT REPORT
at
FERRIS STATE UNIVERSITY
MAY 1, 1995
by
JENNIFER L. EWALD

BACKGROUND

Ferris State University, located in Bid Rapids MI, was established in 1884 as an industrial school for retraining unemployed lumberjacks. Ferris State joined the state's higher education system in 1950 but has maintained it's curriculum as an applied polytechnic institution with a focus on technical skills and practical application.

Ferris State offers a full spectrum of degrees in the following colleges: Allied Health Sciences; Arts & Sciences; Business; Education; Optometry; Pharmacy; and Technology. Unlike most universities, Ferris offers the Associate level degree as well as Bachelors and Masters.

Ferris State also offer a wide variety of support services for students including Career Planning & Placement Services; Counseling Services; Child Care Services; extensive Student Health Services; Recreational and Student Organizations.

DEPARTMENTS

While at Ferris State PIET visited with the departments of computer information, marketing, and television production.

The department of Computer Information Systems encourages students to focus on both the practical business skills of computer programming and systems analyst as well as management theory. Students in this department may pursue a bachelors degree in CIS in combination with accounting, management or marketing. Students must complete a minimum of 127 credits for a B.S. in CIS. The program also offers the options of certification in computer science teaching, and office administration.

Principle contact for CIS department is Mr. Robert Fortune, office phone 616-592-2444

The Marketing department offers specialized programs in a variety of fields including marketing, sales, retailing, advertising, public relations, hospitality, professional golf management and professional tennis management. Students are encouraged to participate in the cooperative education program in order to gain

on-the-job experience relevant to their field of study. The program is based on a foundation of general studies and business with electives in the students specialization. A minimum of 126 credits are required for a B.S. in Marketing.

Principle contact for Marketing department is Mr. Walter Short, office phone 616-592-2000.

The department of Television Production prepares students for careers as producers or directors in industry, education, or government. Students obtain skills in photography, film making, audio & video production, and graphics. Graduates of this program are qualified to plan, script, direct and produce television programs. A minimum of 130 credits are required for a B.S. in Television Production.

Principle contact for the Television Production department is Mr. Clayton Rye, office phone 616-592-2716.

Additional Contacts:

Sally Nicolai
Director
International Programs
616-592-3923

Steve Cunningham
International Student Advisor
616-592-3923

Penny Wheeler
Coordinator
Center for International Education
616-592-3923



PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING

under contract to the

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT PARTICIPANT TRAINING PROGRAM

CAMPUS VISIT REPORT

at

UNIVERSITY OF WISCONSIN MILWAUKEE

MAY 2, 1995

by

JENNIFER L. EWALD

BACKGROUND

Founded in 1956, the University of Wisconsin Milwaukee is a four year public university offering bachelors, masters, and doctorate degrees in a broad range of academic fields. The university's location in the heart of Milwaukee affords students ease of access through public transportation and ample housing accommodations within walking distance of the campus. Parking and on-campus housing are in limited supply given that the residential and business districts surrounding the campus have imposed severe growth limitations on the facility.

UWM offers extensive support services to it's student population including career counseling, health services, personal counseling, women's services, and international student services. The university's prime location near the city center also provides students with easy access to a variety of cultural and recreational events.

DEPARTMENTS

While at UMW PIET visited with the Office of International Studies and Programs, and the Office of Library & Information Science.

The Office of International Studies and Programs includes international admissions, student activities, international students services and foreign student advising. The office is very enthusiastic about increasing international student enrollment at UMW as well as providing them with the best support services possible during their sojourn.

The first appointment was with the Dean of the Graduate School & Research and the Associate Dean of the Graduate School to explain the nature of PIET and the types of sponsored students we manage. The focus of this meeting was to inform the Graduate School of the difference between U.S. based training for international development and host/third country training. The department was encouraged at the prospect of providing tailored training and/or off-the-shelf training at UWM based on the department's experience and expertise in training and development projects conducted overseas.

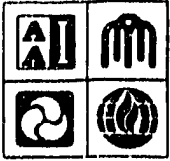
15

The second appointment was with the staff of the Office of International Studies and Programs. OISP offers a tremendous range of services and support to international students and is willing to accommodate special interests and unusual circumstances. OISP is able to be flexible with application deadlines, TOEFL scores dependent upon the department, and certified true copies of required admission documents.

Principle contacts for the Office of International Studies and Programs are Lawrence Bell, Director, and Judy Brodd, Assistant Director, office phone 414-229-5346. Rosanne Roraback, International Student Advisor, office phone 414-229-6901.

The Office of Library and Information Science provides both academic and specialized training in this subject area. The department has the unique capacity to provide this training in a number of languages and utilizes state of the art technology in it's training. The department recently provided specialized training to a group of arabic speaking participants and is very interested in exploring additional short term training opportunities. The department has extensive facilities and resources.

Principle contact for the Office of Library and Information Science is Wilfred W. Fong, Assistant Dean, office phone 414-229-5421.



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

Campus Visit Report
University of Illinois - Urbana/Champaign (UIUC)
April 12-14, 1995

This is a big school, a very big school. Total enrollment at UIUC for Fall 1994 was over 36,000 students. International students comprise 9% of the total or about 3,200 students. The Urbana/Champaign community is not Chicago and that is pleasing to most international students. While some would prefer a more cosmopolitan environment, the majority of participants with whom I met felt the area was conducive to the task of gaining a graduate degree.

While on campus, I met with two Nepali participants in the MSBA program, three participants from Paraguay, one Cameroonian participant studying for a Ph.D. in Maize Pathology, two Ph.D. participants in Economics from Zaire and each of their academic advisors. In addition, I met with Celia Bergman, Assistant Director, of the Office of International Student Affairs (OISA) and Carolyn Pribble, Director of International Programs at the Executive Development Center (EDC) in the College of Commerce and Business Administration. Conversations with participants and their academic advisors focused on academic performance, social adjustment, estimated completion time, and on the participants' eventual return to their home countries and their jobs.

Office of International Student Affairs (OISA)

New international students receive information on what to expect at UIUC before they ever arrive. Orientation is optional but well attended according to Celia Bergman. Classes always begin on a Thursday and orientation begins the previous Friday and goes for a few hours each day. There is even a separate session for sponsored students. New students also receive a folder filled with health, legal, social, and transportation information. OISA sets up a housing information station in the fall with a phone for students to locate apartments.

OISA invites new international students to schedule one on one interviews after the first month to discuss the adjustment to campus life. About 50% come in for such interviews. OISA also offers exit interviews in the students' last semester although an even smaller percentage participates. In general, participants with whom I met said they visited the OISA office 1-2 times per semester as needed.

Executive Development Center (EDC)

Carolyn Pribble is the Director of International Programs at the EDC. She is well familiar with PIET and happy to work with our academic participants. Carolyn also is interested in meeting our short term training needs in the areas of finance, accounting, management and marketing. She recommends that PIET staff outline particular training objectives and she and EDC staff will assess their capability to meet our needs. The College of Commerce and Business Administration, of which the EDC is a component, also awards one- and two-semester certificate programs in various business specializations. Again, Carolyn Pribble should be the initial contact for all such information.

Master of Science in Business Administration (MSBA)

Composed of virtually all sponsored students, this program is geared toward the international student. Total program size is small, about thirty per incoming class, so students receive personal attention. Designed like an executive MBA program, all students bring extensive professional experience to the classroom. The MSBA is a 14-month program with a final project. While most of the courses are designed specifically for the MSBA students, they are free to take other courses where they interact with the mainly American MBA students.

The project topic is selected half way through the program and usually relates to their profession in their home country. After all projects are turned in toward the end of the program, about ten are selected for presentation at a weekend retreat where all program participants have a chance to relax and summarize their experiences before returning to their home countries.

In the past, MSBA participants who had performed well were allowed to transfer to the MBA program if they wished. Carolyn Pribble has indicated that this will no longer be permitted. It is, therefore, important that all participants realize they will be awarded the MSBA degree and not the MBA. All application materials and credentials should be sent to the EDC for review. They require a 550 TOEFL for direct admission. For TOEFL scores between 520-550, they will consider admission with strong credentials but Carolyn stresses that they may require intensive English language courses.

Recommendations for Program Officers

Celia Bergman of OISA is the contact for all non-financial sponsored student issues. When scheduling a campus visit, Celia is happy to assist in scheduling meetings with participants and will provide space for that purpose. Interviews with academic advisors and others should be scheduled directly with those parties.

Although the nightly rate exceeds the CONUS allowance by a few dollars, I recommend lodging in the Illini Union Guest Rooms. The rooms are clean and the location is perfect. All appointments

should be within fairly short walking distance and shops, restaurants and a movie theater are also right there. For reservations, call 217/ 333-1241.

Contact

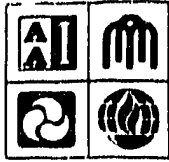
International Student Issues:

Celia Bergman, Assistant Director
OISA
UIL-Urbana/Champaign
510 E. Daniel Street
Champaign, IL 61820
217/333-1303
FAX 217/244-0530

Business Programs:

Carolyn Pribble, Director of International Programs
Executive Development Center
College of Commerce and Business Administration
205 David Kinley Hall
1407 West Gregory Drive
Urbana, IL 61801
217/333-2571
FAX 217/244-8537

Prepared by Matt McMahon,
Program Officer/Asia



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

Campus Visit Report
Ball State University
April 10-12, 1995

Total enrollment at Ball State for Fall 1994 was about 20,000 students, mainly undergraduates. International student enrollment is less than four hundred. Muncie is a typical middle-American community and that is pleasing to most international students. The majority of participants with whom I met felt the area was conducive to the task of gaining an academic degree.

While on campus, I met with five Indonesians working toward the M.S. degree in Biology, one Masters in Public Administration (MPA) candidate from Yemen, one participant from Guinea-Bissau studying for a B.S. degree in Computer Science and each of their academic advisors. In addition, I met with Kirk Robey, Assistant Director, of the Center for International Programs. Conversations with participants and their academic advisors focused on academic performance, social adjustment, estimated completion time, and on the participants' eventual return to their home countries and their jobs.

Center for International Programs

Each of the participants with whom I met indicated that staff at the Center were helpful but admitted that they visited infrequently. Orientation is optional for international students and takes place over several consecutive days before the start of the fall and spring terms. Kirk is familiar with most of the international students and tries to stay involved with their progress.

Kirk should be contacted directly concerning all international admissions issues. A TOEFL of 550 is required although Kirk may be able to grant some flexibility depending on the program. As total student enrollment is down, Kirk indicated that BSU will look increasingly at international students to maintain current student numbers.

Recommendations for Program Officers

Kirk Robey is the contact for all non-financial sponsored student issues. When scheduling a campus visit, Kirk can assist in scheduling meetings with participants and will provide space for that purpose. It is advised that you contact each of the participants directly just before the visit to confirm times, etc.,

as you might not receive an itinerary from the Center prior to arrival. Interviews with academic advisors and others should be scheduled directly with those parties.

I recommend lodging in the Pittenger Hotel located in the Student Center. The rooms are clean and the location is perfect. All appointments should be within fairly short walking distance and shops and restaurants are also right there. For reservations, call 317/285-1555.

Although this happens to be David Letterman's alma mater, I found no trace of his past attendance there. I must admit some disappointment after travelling to Muncie and departing without any memorabilia.

Contact

Kirk Robey, Assistant Director
Center for International Programs
BSU
708 N. Calvert
Muncie, IN
317/285-5422

Prepared by Matt McMahon,
Program Officer
Asia Region



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

Campus Visit Report
Carnegie-Mellon University
Pittsburgh, PA

PIET, along with many other USAID contractors, has always had many participants enrolled in the Master's program in Public Management (MPM) at the Heinz School of Management. There are several reasons for this. First, the liberal admissions policy allows participants whose English language capabilities and quantitative skills are not measured favorably by the TOEFL and GMAT tests to be admitted. Secondly, the flexibility of the program and the areas of concentration within the MPM degree are appropriate for international students.

Thirdly, Dr. Harry Faulk, the Dean of the Heinz School, becomes a mentor for every international student and takes a personal interest in the student's program. Dr. Faulk meets every new graduate student at the airport, ensures that he finds suitable housing, and helps him to plan a program that is tailored to his training objectives. Every student interviewed on this visit praised Dr. Faulk for his support and credited him for helping international students overcome cultural adjustment problems and become acclimated to the U.S. educational system. Dr. Faulk is usually available for students to consult on a walk-on basis and enjoys working with them. Dr. Faulk can be contacted at 412-268-2194.

Most of the graduate students in the MPM program work full-time and take classes in the evenings. Courses are geared toward mid-career adults in management and business. A new concentration in non-profit management has just been added to the curriculum; there is also a concentration in urban planning and development. The MPM requires the completion of 144 units and this can usually be accomplished in one year. Although the tuition is expensive, approximately \$28,800 per year, since students can finish the degree in 12 months, it is ideal for sponsored students.

The international student advisor, Linda Melville, (412-268-3520) said that there are about 1400 international students on campus. Her role is to verify their financial support, process their visas, and conduct a comprehensive orientation program each fall. Undergraduate admissions are centralized but at the graduate level each department assesses their own candidates. The strong programs at CMU are business, computer science, industrial administration, engineering, robotics, and computational linguistics.

Carnegie-Mellon is a private university in the Oakland section of Pittsburgh adjacent to the University of Pittsburgh. Both colleges share facilities and there is a reciprocal tuition agreement between them. The residential area around the two campuses has many apartments available for students. CMU has about 8,000 students and the majority of international students are in the fields of business and management.

Laurie Treleven
5/15/95



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

Campus Visit Report
University of Pittsburgh
Pittsburgh, PA

The University of Pittsburgh is a large, urban campus adjacent to the Carnegie-Mellon University. There are 13 schools at this university and each of them has its own admissions standards and applications. Most of the participants PIET has sent to U Pitt have attended the School of Public and International Affairs (GSPIA) and The Katz Graduate School of Business.

The International Student Office, located in the William Pitt Student Union Building, handles more than 1500 international students and the visiting scholars as well. Timothy Thompson is the Director of Admissions (412-624-7129); international students are required to send a supplemental application to this office as well as to their appropriate school. Tim processes graduate applications, evaluates international credentials and then makes a recommendation to each department.

Linda Gentile (412-624-7120) is the International Student Advisor who monitors the sponsored students. Primarily, Linda deals with immigration issues and arranges the week-long international student orientation programs for new students. It is mandatory for undergraduates but many graduate students attend as well. Both of the Indonesians currently at U Pitt participated in the orientation and found it useful.

Last Fall, an intern coordinated a re-entry workshop for international students completing their degrees. Linda said that it was well-received even though not many students were able to attend. They would like to repeat the workshop in 1995 but funding is limited and it will depend upon whether they can get another intern for the fall term.

The Graduate School of Public and International Affairs (GSPIA) has an acting Dean, Martin Staniland, who described the program as combining the fields of public policy, public administration, and international affairs. This department now requires a TOEFL score of 600. Both the graduate and doctoral programs are very rigorous and require that the candidates pass comprehensive exams in at least 4 fields before beginning their thesis or dissertation. GSPIA is hiring faculty from some of the Ivy League schools and this has enhanced the reputation of an already well-respected program. The school offers the MPA, the MPIA, and the DPIA degrees. (Dean's office: 412-648-7605)

The Katz School of Business also has an outstanding faculty and a large number of international students, particularly from Asian countries. The program is competitive at both the master's and doctoral levels. In addition to the MBA program, graduate students can seek dual degrees such as: MBA/MHA (health administration); MBA/MIS (management information systems); MBA/JD (law); MBA/GSPIA (international affairs); and MBA/MIB (international business). From 1000 applicants each fall, only 300 students are admitted. A minimum TOEFL of 600 is required. Tuition is \$22,734 annually but may rise in mid-July. The contact is Kathleen R. Valentine (412-648-1700).



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

Campus Visit Report
Indiana University of Pennsylvania
Indiana, Pennsylvania

Indiana University of Pennsylvania is a state university with approximately 14,000 students; 300 are international students from 49 different countries. The international students are predominantly from Japan, China, and Thailand. IUP is about 75 minutes from Pittsburgh. The nearest airport is in Johnstown, about 45 minutes away.

Indiana is a small community and the campus is located in the heart of town. Due to the large number of part-time students, parking is scarce. After 2 p.m., parking spaces are restricted for students who attend evening classes. There is an university shuttle to the shopping area downtown but a car is a necessity for students who live any distance from campus. Since there is no on-campus housing for graduate students, they are required to live in town.

The international student office runs a large Study Abroad program to Jordan, several European countries, Egypt, Mexico, and Japan; they are trying to arrange a program this summer in The Slovak Republic. However, they have had little experience with sponsored students and were not familiar with USAID's J-1 visa regulations or scholarship requirements. Since they have a small staff, they are not able to be very proactive in counseling students. Dr. Patrick Carone, the Director of the International Student Office, is also their resident visa expert. The ISO does offer an orientation program, usually 4 - 5 days in duration and hosts a "diversity" day at which the international organizations can present cultural exhibits from their home countries. Ms. Laila Dahan, (412-357-2295), the international student advisor, said that IUP is developing a re-entry package for students who are graduating and returning home. It may be available in December 1995.

The strongest programs at this university are the graduate programs in Linguistics and Rhetoric, (one of PIET's participants is enrolled in this program), the doctorate in Criminology, the MBA and international studies programs, and any degree offered by the School of Education. The TOEFL requirement is 500 for most programs but 550 is the minimum for the political science and English departments.

I would recommend this school for graduate students who are independent and can become acclimated to university life in a small town. IUP is considered the "safest campus in the Northeast" but it lacks sophisticated research facilities for students pursuing advanced degrees. However, because the faculty is very attentive, IUP could be an appropriate university to select for graduate students in the above fields of study.

Laurie Treleven
5/15/95



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

Campus Visit Report
Youngstown State University
Youngstown, Ohio

Youngstown State is a medium-sized state school located mid-way between Pittsburgh and Cleveland with about 15,000 students. Almost half of these students are part-time, working professionals who take courses in the evenings and on weekends. YSU is a commuter campus and does not have the services available for full-time, international, sponsored students.

Presently there are 130 internationals, mostly from Thailand and China, but the Provost would like to raise this number to 1,500 by the end of 1996. To this end, YSU is expanding the international student office and planning to utilize their new Center for International Business to attract new students to this campus. The Center has just received a million dollar endowment to upgrade their curriculum and instruction.

The international student advisor, Susan Khawaja, (216-742-3006) is excited about these plans but emphasized that an infrastructure needs to be built to support the needs of international students. The English language program needs to be developed and connected to the new international center; more housing should be allocated for visiting scholars and graduate students; and the university needs to broaden its ties to the community.

To this end, Susan has been active in trying to establish a World Affairs Council through the American Friends Committee since Youngstown is not large enough to support a Council for International Visitors program. Youngstown has many immigrants from Romania, Hungary, Ukraine, and Poland, and is enjoying an economic recovery after having lost jobs and population during the last decade. This could make YSU an ideal location for short-term training programs in economic re-structuring for participants from the Newly Independent States or Central and Eastern Europe. Until there are some resources for international students, however, graduate students at YSU are likely to feel isolated unless they are very independent or bring their families with them.

YSU has graduate programs Economics, English, History, Business Administration, the Sciences, Education, and Engineering; they also have a doctoral program in Educational Leadership. This school is well-endowed, the facilities are good, the faculty are attentive, and the tuition is \$122 per credit. The graduate programs are small (the master's program in Economics has 12 students) so there may be some difficulty in course sequencing. YSU has great potential which needs to be realized.

Laurie Treleven
5/22/95



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

Campus Visit Report
Duquesne University
Pittsburgh, PA

Duquesne University is a small, private, Catholic, school in downtown Pittsburgh with approximately 8,700 students enrolled in the nine schools on this urban campus. There are about 500 internationals on campus; about half of them are graduate students. Asian and Middle Eastern students are well-represented at Duquesne. The international student office provides excellent services including airport reception, a comprehensive orientation program, an introduction to the students' academic advisors, host family arrangements, and, most recently, a pre-departure program for students completing their degrees and returning to their home countries.

Dr. Thomas Hassett is the Coordinator of International Programs (412-395-6578). Ms. Valentina de Silva is the contact for sponsored students (412-396-6578). She has been very helpful in providing support and counseling for some of the PIET participants who have had difficulty in adjusting to life in the U.S. Valentina will intercede with the appropriate faculty if a student needs help in approaching his or her advisor or requests additional English language training. The staff are very receptive to the international students and welcome them to visit on a walk-in basis.

Many internationals take English concurrently with their academic courses, particularly those who were admitted provisionally. To complete the English requirement, students have to pass several tests and write a research paper before they are allowed to take academic classes on a full-time basis.

Duquesne has strong programs in the sciences, particularly biology, chemistry and the health sciences, and business administration. They also have a self-designed graduate program in education which is flexible and has a non-thesis option. Prospective teachers take 21 credits in their subject area along with 9 credits in teaching methodology to complete the master's degree in a year. MBA programs take longer to complete since they require 64 and 68 credits. Dual degrees are offered by the Graduate School of Business Administration in environmental management and liberal studies.

Housing is available on campus for both graduates and undergraduates although the rent is higher than for apartments located off-campus. Duquesne does not offer a shuttle service but public transportation to downtown and to the University of Pittsburgh and Carnegie-Mellon is reliable and inexpensive. I would recommend this school for a graduate student who has solid academic credentials but may need extra support or encouragement to realize his or her full potential. Tuition is expensive, \$19,800 per year for most fields and \$21,600 for the health sciences, but internationals receive individual attention and the research facilities are excellent.

Laurie Treleven
5/22/95

**PARTNERS FOR INTERNATIONAL
EDUCATION AND TRAINING**

Contract # FAO 0000-Z-00-3075

7th QUARTER PROGRESS REPORT

4/01/95 - 6/30/95

ATTACHMENT IV

**TRIP REPORTS FOR THE
PARTICIPANT TRAINING PROJECT
FOR EUROPE**



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

To: Colin Davies, PIET/W
cc: Jerry Martin, PIET/Poland
Lisa Posner, PIET/W
Kris Aulenbach, PIET/W
From: Anita Blevins, PIET/W
Subj: Site Visit Report, Slovakia, May 2-3, 1995
Date: May 8, 1995

My visit to the PIET/Slovakia office coincided with the office's relocation to the Old City of Bratislava. The advantage to the new office location is its proximity to the U.S. Embassy and USAID which are now only a few blocks away. This should greatly enhance efficient delivery of documents to and from PIET during the upcoming busy season for processing outbound participants. Although the office move had just taken place one business day prior to my visit, everything in the office was unpacked and normal office activities had resumed. All office equipment had been installed although a few problems with the phone lines still needed to be resolved.

Meeting with USAID: Mari Novak, Anna Cermakova and I met with Hana Mociarikova, USAID Project Officer, on the morning of May 2. A broad range of topics was discussed including USAID/Slovakia funding for PTPE in FY96. The plan is for \$700,000 and a minimum of 50 slots for next year. These figures are pending approval of Pat Lerner, USAID Rep, who was still in the U.S. during my visit.

Since 1992, USAID/Slovakia has emphasized the banking sector in its PTPE programs, however there will be new areas of emphasis for FY96. According to their PTPE Strategy for FY96 (attached), USAID/Slovakia would like to retain 33% of its slots for Economic Restructuring while providing 34% for Democracy Building (especially media programs) and 33% for Social Sector Restructuring. These new areas of programming reflect USAID's perception that the banking sector has been saturated with training.

Both USAID/Slovakia and PIET/KNO/Slovakia favor the continued allocation of training slots rather than dollars as they would rather work with a fixed number of trainees than be required to track the funds carefully and program participants at the last minute. Both offices strongly support quarterly nomination deadlines as PIET/Washington has proposed in order to have a more even work flow through the year.

USAID/Slovakia has a concern regarding HIV testing for participants. They would like to know if it is required since the process is expensive and time-consuming. As I was not aware of such a requirement, I promised to check upon return to Washington and provide a response.

128

The other major issue of USAID's concern was interpreters and the possibility of obtaining B-1 visas for interpreters hired from Slovakia. A meeting was arranged by Mari for me to discuss the issue with the Consular, Sharon Hurley, the following day (see below).

Other topics covered in the meeting with USAID included their support of selecting women candidates and of HBCU placements and the importance of obtaining impact stories for USAID/Washington.

Meeting with Consular: Before I left on May 3, Anna Cermakova, Ingrid Vajsablova and I met with Sharon Hurley, First Secretary/Consular at the U.S. Embassy. I asked Ms. Hurley if the Visa Section would be willing to issue B visas for interpreters who satisfy our conditions of engagement. After consulting with Loren Shultz at USAID, Ms. Hurley extended her full cooperation to PIET in approving the necessary B visas. The Visa Section will be relocating to new quarters next door to their present location which should provide more space for the large numbers of Slovak applicants. Ms. Hurley offered to help PIET to expedite our regular J-1 visa applications during the upcoming busy season. She complimented PIET/Slovakia for its thoroughness and accuracy in completing IAP-66As. As of November 1995, machine-readable visas will be introduced to Slovakia along with a \$20 application fee. Mari plans to follow-up with Ms. Hurley to request her assistance in convincing the Visa Section in the Czech Republic to issue B visas as well.

Meetings with PIET/KNO: I had several meetings with the PTPE team including Program Manager Anna Cermakova, Program Assistant Ingrid Vajsablova and Training Coordinator Mari Novak as well as one-on-one discussions with Mari. The staff seemed extremely dedicated and serious about their work and asked many questions during our meetings. I was also able to observe two pre-departure orientations in which thorough discussions of program logistics took place.

Among the PIET office's urgent needs is a list of USAID contractors operating in Slovakia which USAID/Slovakia does not have. A large volume of turnkey training services are performed by PIET/Slovakia and contractors often contact them at the last minute demanding service although they do not have necessary PIO/P documentation. I strongly recommended that PIET/KNO enforce the PIO/P requirement to prevent the situation from getting out of hand.

In elaborating on the quarterly nomination plan as mentioned above, Mari predicted that a September/October selection committee could be arranged to select about 15% of overall FY96 participants; another selection could take place in early December for another cut equaling 25%-35%; a third selection could be held in February and the last one could take place in late spring. These dates represent preliminary targets and are flexible depending on PIET/Washington's decision to standardize the dates throughout the region.

We discussed training options and decision-making in the field. Currently, USAID is not involved in deciding on the options offered by PIET/W unless there is a high-profile program in which they have been closely involved. PIET/KNO is willing to involve USAID whenever there are HBCU options, however, in order to place some

of the responsibility on USAID for HBCU placements. There were a few other comments made by PIET/KNO about programming based on feedback from participants such as programming fewer training sites for lengthier time periods rather than planning too much travel. In addition, it would help the field office in their frequent communications with participants to receive an approximate call forward date from Washington as soon as possible so they will have a general idea of when the training can take place. Several participants who have received photo albums from training providers as mementos have expressed their appreciation and KNO recommends that this type of "extra" be worked into training budgets when feasible.

KNO/Slovakia requests that medical exam reimbursements are done in Washington from now on as these small banking transactions are rather problematic in the field. From now on, KNO will calculate the exchange rate and provide the dollar amount of the medical exam reimbursement (\$30-\$60) to be made from Washington when they send the TIP/medcert confirmation.

PIET/KNO was not aware whether or not AWIDES had started arriving at USAID/Slovakia. In discussing these training resources, the PIET office thought that it would make more sense for them to manage the organization of the AWIDE course brochures rather than USAID, and Mari will check with USAID to see if they agree.

In discussing follow-up with participants to gather success stories, KNO expressed that time constraints in contacting returned pax presented an obstacle. While brainstorming on this issue, Mari mentioned that some follow-up work would be possible through recruiting and the alumni network, but they are also interested in using interns from one of the local universities. I explained how this was currently being implemented in Bulgaria, and Mari said she had already been approached by potential bi-lingual interns interested in working for PIET. We discussed how interns could be reimbursed for travel costs but would not be paid a salary, and Mari would like to develop a small budget for this activity. As a follow-up to this discussion, Mari recommended on May 15 that \$1000 per country would be sufficient to reimburse interns for travel expenses.

Communication issues in our meetings centered around staff exchanges and an electronic newsletter. PIET/KNO would very much like to provide opportunities for local staff to work in the Washington office or attend short seminars at SIT. They are also open to hosting PIET/W staff to help them benefit from seeing the field operations in person. We talked about a regional PIET newsletter which Mari supports as a way for the field to share experiences and difficulties encountered.

PTMS experiences have been different in the Czech Republic and in Slovakia. While the Slovakia office would have no problem in downloading and printing PTMS data for Aguirre if they were given specific fields to scan, there are problems in downloading PTMS in the Czech Republic office. If PIET decides to arrange for a field staffperson to receive additional PTMS training and take on a troubleshooting role for the region, Mari would recommend one of the Slovakia staff members as several of them are highly proficient on PTMS.

Regarding regional exchanges and dialogue activity, Mari noted that USAID/Slovakia is somewhat interested in sending Slovaks to other countries in the region (although Poland may or may not be of interest) and in arranging training in Slovakia for regional trainees.

Issues for future consideration: Soon Mari will be submitting a workplan to the USAID Rep as she has done in years past and will provide PIET/W with a copy. She is also quite concerned with the revaluation of local currency in the Czech Republic (date of convertibility is set for July) and has been tracking this development in hopes that a retroactive adjustment can be made to the FY95 KNO subcontract when FY96 subcontract negotiations take place. Mari is excited about organizing the PTPE conference in Prague next fall but quite understandably she is concerned about being responsible for logistics for the EMED conference in Bratislava in the same general time period.

MEMORANDUM

DATE: April 11, 1995

TO: USAID Representative: Patricia J. Lerner

FROM: Participant Training Project Advisor: Hana Močiariková

Hana Močiariková

SUBJECT: PTPE STRATEGY FOR FY'96

Based on the input of AID staff members and on that of PTPE selection committees, I suggest we define the PTPE strategy for FY'96 on the principle of complementarity to the updated USAID Strategy for Slovakia and its three major objectives.

Furthermore, it is necessary to take into consideration the fact that during the previous four fiscal years (1992-95), we trained 113 nominees mostly from the banking and financial sector. In FY'94 we broadened the targeted area. Henceforth, we trained participants from the area of capital markets, municipal finance, NGO finance, health care finance, taxation policy and two groups with interpreters: Ministry of Finance - taxation policy, and SMEs.

Training in other sectors is well covered, e.g: agriculture Cochran Fellowship and the VOCA project; management training - the Pittsburgh University grant; environment - ETP; development of small and medium enterprises - EMED.

For FY'96 funds for approximately 50 openings were allocated. For FY'96 needs were identified in the following priority sectors:

Economic Restructuring (33% of openings)

- financial sector
 - banking supervision
 - treasury and taxation
- housing and governance → *specific*
- environmental economics
- telecommunications

We should significantly reduce the number of commercial bank employees and expand the number of high ranking officials from the Ministry of Finance, the National Bank, senior banking sector, municipal finance, and infrastructure finance. Commercial banking at the lower level is approaching saturation and the Institute for Banking Institution should pick up a larger proportion for training.

Democracy Building (34 % of openings)

- media
- regional/local newspapers, local TV and radios →
administered
- judiciary
judges and court administrators *private → state? civil → profession*
- local government
locally elected officials, city managers, municipal office employees
free under threat
- democratic NGO development

Social Sector Restructuring (33% of openings)

- health care management → *hospitals? Ministry? Agency: Association*
- social care providers
- social services providers for pensioners, disabled providers of social and health care for drug addicts
→ village?
- environmental health *Center*

NCC → preparatory of Central inst' of services → (Hollis) → Hun + NGO

.....
Approval: USAID Rep to Slovakia Date: 7/13/95

.....
Disapproval: USAID Rep to Slovakia Date:

Union contracts



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

To: Colin Davies, PIET/W
cc: Jerry Martin, PIET/Poland
Lisa Posner, PIET/W
Kris Aulenbach, PIET/W
From: Anita Blevins, PIET/W
Subj: Site Visit Report, Hungary, May 4-5, 1995
Date: May 17, 1995

I visited PIET/Hungary for two days and also had several opportunities to consult with USAID/Hungary during my trip. The main purpose of my visit was to establish an effective working relationship with Training Coordinator David Lange who had been in the position for approximately three weeks upon my arrival. Additionally, meetings with other PTPE and EMED staff provided opportunities to clarify several policy and procedural matters.

Meetings with USAID: PIET/Hungary's primary point of contact at USAID is now John Packer, Deputy Program Officer. In preparation for the USAID Assistance Committee Meeting on May 5, John met with PTPE and EMED staff on May 4 to plan his presentation on the two projects. John was asked by USAID Representative David Cowles to give a five minute overview of the projects to include the numbers of participants, criteria for selection and selection process, and follow-up. In the event that other USAID contractors inquired about PIET's turnkey training services, John asked PIET to be prepared to discuss these services during the meeting (see below).

John expressed his satisfaction with PIET's recruiting. The Review Committee structures for both PTPE and EMED have recently been modified to include the PIET Training Coordinator, either the PTPE Program Manager or EMED Advisor, John Packer, and an appropriate USAID Project Officer. Each person on the committee has one vote. As of May 5, PTPE had 12 slots left to fill for FY95 and EMED had 21.

As for FY96, the Health and Public Administration Sectors may be emphasized to a higher degree in PTPE than they were this year. The new USAID Representative, Tom Cornell, is not expected to assume his duties until September, however, and so final plans for the next fiscal year will most likely be delayed until after his arrival. David Cowles is due to leave his post in June. USAID/Hungary would like to continue current funding for PTPE and EMED for next year however the reality of budget cuts may necessitate a decrease for all programs. The number of contractors' participants processed by PIET/Hungary is also likely to continue its leveling off due to funding cuts that have already been enforced this year. USAID/Hungary may wish to take advantage of regional exchanges and dialogue in Poland but would like to review the types of programs available before making any firm commitments.

134

Assistance Committee Meeting: On Friday morning, May 5, the monthly USAID Assistance Committee met in the U.S. Embassy. The meeting was chaired by USAID Representative David Cowles and was also attended by DCM James Gadsden. During the first part of the meeting, each of the approximately 40 attendees introduced themselves to the group. Most of the attendees work out of offices in Budapest but a few were from Debrecen and a few from Washington. After a brief break, the second half of the meeting, which normally features a specific topic of interest to the Committee, a presentation on Training was given by John Packer which included a sectoral breakdown of PTPE training for Hungary. USAID and their Contractors asked many questions of John and of PIET regarding all phases of PIET's management of the participant training cycle. In a debriefing session with David Lange and myself, John thanked PIET for assisting him in his presentation which was received positively by the group and by David Cowles.

Meetings with PIET Staff: As a continuation of the training that David received at PIET/Washington and with Jerry Martin in Hungary, David and I had ongoing discussions regarding operational and programming procedures. The staff at PIET/Hungary seem to be making a smooth transition to David's leadership style, and David's positive attitude towards learning as much as possible from the staff contributes to their good working relationships. One of David's major accomplishments during his tenure so far has been installation of a new e-mail program which is simplifying communications between Washington and Budapest. While budget limitations do not allow for each staff person to have access to e-mail at their desks, messages are downloaded from the main terminal on a regular basis and distributed to staff.

There are plans for a PTPE and EMED Awards Ceremony in June. This topic led naturally to a discussion of participant follow-up which the staff feel they can effectively manage on their own without student interns who would need to be trained first. [The suggestion of interns to assist in the collection of "success stories" was introduced as a model for consideration but may not be appropriate for each office.] PIET/Hungary renewed its commitment to send at least one success story per monthly report. In our discussion with USAID, John Packer also requested that PIET/Hungary directly provide him with one story per month for his records.

In talking about training options and TIP review I learned that USAID/Hungary does not routinely review options sent from Washington, nor do they systematically review PTPE TIPs prior to call forward. [If we are tracking money and not slots next year, then John Packer said he will definitely want to review the estimated budgets sent with TIPs]. We discussed the importance of engaging USAID in the HBCU placement process, and while PIET/Hungary acknowledges the responsibility that needs to be placed on USAID for these decisions, an understanding needs to be reached about how involved we wish USAID to be in reviewing every training option. I gathered that a certain comfort level has been achieved in terms of PIET discussing options with participants and their employers however this will need to change to reach our HBCU placement goals.

Staff at PIET/Hungary expressed the need for PTMS training and would very much like to streamline their databases. Presently, they track each candidate's and

participant's status on Excel but feel that much of the information is duplicated in PTMS from which they have problems printing reports. Their attempts to access assistance on PTMS through HERNS/InfoStructure have met with limited success due to the lack of a formal support mechanism. This is an issue that warrants serious consideration in our budgeting for FY96.

Unfortunately, I was unable to meet with Finance Assistant Krisztina Kantor who was out ill. Field services questions from staff included ALIGU/CEPA and the versions currently available to the field office; and frequency of submitting used ALIGU tests and IAP usage reports. I followed up on these questions upon my return to Washington.



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

To: Colin Davies, PIET/W
cc: Jerry Martin, PIET/Poland
Lisa Posner, PIET/W
Kris Aulenbach, PIET/W
From: Anita Blevins, PIET/W
Subj: Site Visit Report, Albania, May 8-9, 1995
Date: May 22, 1995

Due to cancellation of my trip to Croatia, I flew instead to Tirana, Albania on May 7 to consult with Training Coordinator Stan Nowakowski and to meet key staff at USAID/Albania. Despite the last minute nature of my trip to Albania, USAID was quite receptive to my visit and I was able to receive the Embassy rate at the brand new Tirana International Hotel, overlooking Skanderberg Square.

Meetings with USAID: Stan is still working part of the time from the USAID office since the new PIET office is not yet equipped with a telephone, fax, or photocopier. On Monday morning, Stan and I met with Cameron Pippett, Project Development Officer, to discuss the status of PTPE and EMED training in Albania. USAID/Albania is hoping to slightly increase the current level of funding for PTPE in FY96 and may introduce some Democratization programs, particularly in elections, which are due to be held in March 1996. I emphasized PIET's experience in programming local government officials which USAID was glad to hear. While most of the high-demand agricultural training in Albania is done through other projects, PTPE has this year addressed training needs in diplomacy, the environment, agribusiness, and forestry. USAID/Albania is also interested in increasing funding for EMED for next year, and recruitment is currently underway for approximately 10 EMED trainees during FY95.

We discussed opportunities for regional exchanges and dialogue, and USAID/Albania may wish to take advantage of these programs, depending on the specific types of exchanges that are being developed. For instance, housing may be an area of interest. They believe that there may be significant advantages to exposing Albanians to appropriate European models although airfare from Albania to other European destinations is still not cheap.

USAID is aware of the importance of programming at HBCUs when possible, however most of the Albanian training is either in off-the-shelf courses or is tailored for individuals. The most effective avenue for HBCU placements for them is probably through tailored add-on programs, and USAID is likely to support this approach.

Women trainees who speak English are not too difficult to recruit from the health and education sectors in Albania, and approximately 33% of PTPE trainees from

Albania have been women according to USAID. There are not as many women in the finance and banking sectors, however.

Cam made a case for bringing interpreters from Albania when possible, and they do not believe that obtaining B-1 visas from the Consular Section will be a problem. Obtaining health insurance for interpreters may be more of a problem, but it is possible that it can be secured in Albania less expensively than in the U.S. If interpreters need to be recruited in the U.S., there are some pockets of native Albanian speakers in various cities that Cam is aware of.

Finally, the status of the Diplomatic Training program was discussed. The Foreign Ministry is reluctant to do the selection since this is such a high profile, political program and demand will be high. USAID and PIET will therefore try to put the wheels in motion by English testing about 30 candidates to try to find 15 qualified trainees. In July, about 20 to 25 trainees will receive PTPE-funded training in Albania and 15 will be sent to the U.S. in September for training.

I also met briefly with USAID Representative Deedee Blane, who reiterated USAID's excellent working relationship with Stan. She approved Stan's two-week leave in June to fill in at PIET/Romania as long as he is able to complete as much of his work in Albania as possible in advance of the trip.

Meetings with PIET: Regarding personnel matters, Training Assistant Donald Balla has left PIET to work for Phillip Morris. Luckily, his fiance Denada Likaj has been hired as his replacement, and she was busy getting up to speed by reading Handbook 10, etc. while I was there.

The new office is coming along, and I was impressed with the facilities for English testing [individual desks, plenty of space]. Stan's efforts to get a phone will probably pay off quite soon although setting an appointment with the necessary official has been a time-consuming process. A deposit of \$2,500 will be required for phone service, and monthly charges will be deducted from this balance until the funds are expended. Monthly billing will then begin. Stan has confirmed that this is standard practice for commercial phones in Tirana. The equipment bids for a laptop, photocopier, and fax machine are still pending approval by USAID/Washington, although in the interim Stan has found an inexpensive fax machine which costs under \$500 so he will be able to purchase it without waiting for approval.

Stan will also investigate local requirements for registering the office and for opening a bank account in World Learning's name now that the program in Albania has grown and more funds will need to be wired.

I offered to facilitate stocking the office with additional resource materials, but Stan only requests a sample orientation packet from PIET/DC and some city and metro maps on a case-by-case basis, depending on training sites selected.

PTPE recruiting has almost been completed as 35 of 40 slots have been filled. Remaining slots will be held for "political" selections that are likely to be referred to USAID. In fact, one such request was made the week after my return when the State

Control Service requested USAID funding for an employee to attend the GAO International Auditors Fellowship Program in June. For next year, quarterly recruiting deadlines will work for Stan. EMED recruiting has also yielded three nominations which have already been submitted to PIET/DC, and an additional 5 to 6 candidates are nearly selected. Stan would like to access EMED administrative funds soon to visit EMED participants outside of Tirana, so as soon as the new EMED PIO/T has been approved, we will be asking for a new chart of accounts from World Learning for EMED/Albania.

Several of the upcoming PTPE groups will be coming with interpreters, and we discussed screening procedures for the interpreters and the fact that if two interpreters are needed for the Forestry program, one may come with the group and one may need to be hired in the U.S. The other major program issue pertains to overnighing in Zurich which is now necessary due to a flight cancellation that previously enabled participants to reach the U.S. in one day. Stan will probably provide participants needing to overnight with more than \$150 so they will be able to pay for their hotel, and he will communicate with PIET/DC in each case to make sure the proper deduction is taken from per diem checks.

Stan is concerned that many of the follow-up Aguirre evaluations are not reaching participants due to the poor postal service in Albania. Therefore, Aguirre should not expect a high rate of return to their follow-up questionnaires sent to Albania. Stan will provide Field Services with receipts of Aguirre postal expenses so that reimbursement can be made.

Overall, I was extremely impressed with the positive working relationship that Stan has with USAID and with other contractors, and there exists a solid foundation for the growth of the PTPE and EMED programs in Albania. Thanks to the support from Colin, Jerry and PIET/Hungary staff, this unexpected visit was made possible on quite short notice.

Other individuals I met in Tirana:

Linda Poteat, Regional Director, AIHA/Croatia

Mari Clark, Senior Evaluation Advisor, USAID/WID/W

**PARTNERS FOR INTERNATIONAL
EDUCATION AND TRAINING**

Contract # FAO 0000-Z-00-3075

7th QUARTER PROGRESS REPORT

4/01/95 - 6/30/95

ATTACHMENT V

CURRENT STAFF LISTING

PIET TELEPHONE EXTENSIONS
2000 M STREET, N.W., SUITE 650
WASHINGTON, D.C. 20036-3307
(202) 429-0810 (MAIN NO#) 1202 429-8764 (FAX NO#)
1-800-223-7438

<i>Abramson, Ruth</i>	<i>327</i>	<i>Litterer, Juliet</i>	<i>382</i>
<i>Altschul, Veronica</i>	<i>340</i>	<i>Logan, Catriona</i>	<i>354</i>
<i>Atwell, Amy</i>	<i>317</i>	<i>Lynch, Chauncey</i>	<i>376</i>
<i>Blandin, Randy</i>	<i>323</i>	<i>Mason, Clair</i>	<i>351</i>
<i>Bouldin, Susan</i>	<i>380</i>	<i>Matsui, Andrea</i>	<i>364</i>
<i>Bramwell, Chris</i>	<i>350</i>	<i>McCloud, Pamela</i>	<i>310</i>
<i>Burducea, Radu</i>	<i>371</i>	<i>McDougal, Brad</i>	<i>373</i>
<i>Burrell, Beatrice(Bobbie)</i>	<i>370</i>	<i>McMahon, Matthew</i>	<i>362</i>
<i>Crowl, Teri</i>	<i>372</i>	<i>Medina-Russell, Zoraida</i>	<i>300</i>
<i>Dade, Greg</i>	<i>315</i>	<i>Mercer, Derinda</i>	<i>306</i>
<i>Deubner, Renee</i>	<i>331</i>	<i>Miller, Brooks</i>	<i>328</i>
<i>Ebeid, Claudine</i>	<i>383</i>	<i>Midcap, Natalia</i>	<i>374</i>
<i>Egan, Debra</i>	<i>320</i>	<i>Mitchell, Michelle</i>	<i>338</i>
<i>Ewald, Jennifer</i>	<i>341</i>	<i>Mix, Deb</i>	<i>381</i>
<i>Faber, Sabrina</i>	<i>335</i>	<i>Morrow, Janice</i>	<i>306</i>
<i>Gaston, Bruce</i>	<i>330</i>	<i>Needham, Carey</i>	<i>356</i>
<i>Gayle, Dawn</i>	<i>322</i>	<i>Nekrasas, Cindy</i>	<i>353</i>
<i>Gillette, Lee</i>	<i>321</i>	<i>Parker, Vanessa</i>	<i>305</i>
<i>Hollister, James</i>	<i>375</i>	<i>Parks, Rena</i>	<i>378</i>
<i>Holmes, Victoria</i>	<i>342</i>	<i>Phillips, Scott</i>	<i>312</i>
<i>Jacobson, Juliet</i>	<i>357</i>	<i>Rocha, Carolyn</i>	<i>347</i>
<i>Kagy, Chris</i>	<i>333</i>	<i>Sigrist, Mark</i>	<i>336</i>
<i>Kavanagh, Andy</i>	<i>316</i>	<i>Sivilay, Vanna</i>	<i>377</i>
<i>Konte, Mouhamadou</i>	<i>326</i>	<i>Sock, Madjiguene</i>	<i>324</i>
<i>Kuhn, Christine</i>	<i>365</i>	<i>Soni, Shubda</i>	<i>332</i>
<i>Levine, Deborah</i>	<i>325</i>	<i>Taha, Ezz</i>	<i>339</i>
<i>Lira, Connie</i>	<i>345</i>	<i>Tangalos, Sofia</i>	<i>343</i>
		<i>Urban, Julie</i>	<i>346</i>

ROOMS/CENTER		EXTENSIONS	
<i>Small Conference Room</i>	<i>304</i>	<i>Resource Center</i>	<i>309</i>
<i>General Services Room</i>	<i>307</i>	<i>Computer Room</i>	<i>314</i>

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

REV. 8/8/99

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>	<i>334</i>	<i>Hochbrueckner, Matthew</i>	<i>324</i>
<i>Asef-Sargent, Nadine</i>	<i>346</i>	<i>Hoover, Mark</i>	<i>342</i>
<i>Aulenbach, Kristine</i>	<i>312</i>	<i>Hromockyj, Diana</i>	<i>353</i>
<i>Awumey, Vivian</i>	<i>348</i>	<i>Kearney, Barbara</i>	<i>354</i>
<i>Batee, Margaret</i>	<i>336</i>	<i>Ketcham, Laura Lee</i>	<i>309</i>
<i>Beatty, Samuel</i>	<i>322</i>	<i>Loew, Jonathan</i>	<i>328</i>
<i>Bertelli, Michele</i>	<i>320</i>	<i>Luca, John</i>	<i>305</i>
<i>Blake, Margaret</i>	<i>339</i>	<i>Lyons, Jonathan</i>	<i>344</i>
<i>Blevins, Anita</i>	<i>310</i>	<i>Mateescu, Halina</i>	<i>321</i>
<i>Cain, Susan</i>	<i>318</i>	<i>Michaud, Marcella</i>	<i>343</i>
<i>Campbell, Allison</i>	<i>316</i>	<i>Posner-Olococo, Lisa</i>	<i>311</i>
<i>Carpenter, Kira</i>	<i>345</i>	<i>Owen, Erin</i>	<i>313</i>
<i>Coffey, Samantha</i>	<i>326</i>	<i>Pyle, Doug</i>	<i>323</i>
<i>Coffman, Karen</i>	<i>351</i>	<i>Rieckhoff, Barbara</i>	<i>329</i>
<i>Dade, Greg</i>	<i>340</i>	<i>Sherer, Rebecca</i>	<i>319</i>
<i>Davies, Collin</i>	<i>335</i>	<i>Thongchua, Nalinee</i>	<i>341</i>
<i>Deusch, Isaac</i>	<i>337</i>	<i>Urch, Craig</i>	<i>317</i>
<i>Doherty, Raymond</i>	<i>307</i>	<i>Wajszczuk, Waldemar</i>	<i>315</i>
<i>Dubois, Deborah</i>	<i>349</i>	<i>Waldstein, Rachel</i>	<i>308</i>
<i>Fitzgerald, Megan</i>	<i>327</i>	<i>Wilson-McElroy, Cheryl</i>	<i>306</i>
<i>Gordon, Tiffany</i>	<i>300</i>	<i>Wishart, Jennifer</i>	<i>347</i>
<i>Gotschling, Beth</i>	<i>350</i>		

ROOMS/CENTER EXTENSIONS

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

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		

142