

PD-ABX-283

FINAL REPORT

INDEFINITE QUANTITY CONTRACT NO. OUT-FAO-I-803-96-00019-00, D.O. 803

USAID/SOUTH AFRICA STRATEGIC OBJECTIVE NO. 2

TERTIARY EDUCATION LINKAGES PROJECT

Sponsored Training under Global Training for Development Project

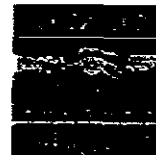
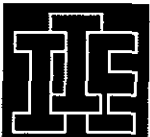
April 8, 1997 – August 18, 2002

Prepared for:

USAID/ SOUTH AFRICA

Prepared by:

**Institute of International Education
Global Training for Development
1400 K Street, N.W.
Washington, D.C. 20005**



Delivery Order Overview

This Final Report summarizes the training activities and support services provided by IIE to USAID/South Africa under Indefinite Quantity Contract No. OUT-FAO-I-803-96-00019-00, Delivery Order (D.O.) No. 803, Tertiary Education Linkages Project, over the life of the contract. The effective date of this contract was April 8, 1997, and the estimated completion date was November 30, 2002. However, the completion date of this contract was changed later to August 18, 2002, to coincide with the expiration date of the Basic GTD IQC under which this project was funded. The total ceiling price of this contract was \$2,890,945.32.

Scope of Work Under the Delivery Order

Long-Term Academic Training

The scope of work for long-term academic training under this Delivery Order entailed:

- Recruitment and selection of three Ph.D. and 27 Master's degree candidates from 12 Historically Disadvantaged Institutions in South Africa
- Preparing selected participants, via a pre-departure orientation, for their U.S. academic training
- Placement of candidates in their selected fields at U.S. higher educational institutions
- Administration, coordination, monitoring, and reporting of training program
- Evaluation of trainees' programs, including post-training assessments by the trainees
- Ensuring that all trainees return home immediately upon completion of their programs.

Short-Term Training

The scope of work under the subject Delivery Order, when issued in April 1997, called for only long-term academic training. However, during the later part of the year 2000, when 25 of the 27 participants had completed their programs and returned home and only two Ph.D. students remained, it became clear to IIE that there will be surplus funds amounting to about \$795,000.00 in the D.O. This surplus was possible to a large extent because IIE had successfully negotiated with U.S. universities to extend tuition waivers and other reductions in fees. Also, most of the participants completed their programs on time, some earlier than expected, and returned home. After some discussions and round of meetings with USAID/SA SO2 team regarding the use of expected surplus funds in the D.O., IIE requested the Mission for an amendment to the D.O. to permit IIE to select and program up to forty (40) short-term participants, in addition to the 27 long-term participants. The Mission approved IIE's request and issued a modification to the D.O. on August 31, 2001, to include short-term training for

about 40 personnel from the 17 Historically Disadvantaged Institutions supported by USAID/SA through the Tertiary Education Linkages Project.

TELP Project Accomplishments

Long-Term Academic Training

A total of 27 candidates from 12 Historically Disadvantaged Institutions in South Africa (HDI's), including 24 Masters and 3 Ph.D.'s, were selected (**Appendix A** shows the number of participant slots allocated by the Mission to each of the 12 HDI's, and the actual number of participants selected from each HDI for Masters and Ph.D. programs). Twenty-seven selected candidates were then placed in 13 universities across the U.S. (**Appendix B** provides a list showing the number of participants placed in each of the 13 U.S. universities and indicates whether the university was an HBCU). As can be seen from this list, 16 of the total 27 participants were placed in HBCU's, constituting almost 60 percent of the total placement of students. Through IIE's extensive network of university contacts, candidates were placed at a rapid rate, without sacrificing programmatic quality, ensuring that each candidate was matched with an institution that met his or her individual programmatic objectives.

IIE had also successfully negotiated with U.S. universities to extend tuition waivers and other reductions in fees, the total approximate value of which was \$124,857.00. Please see **Appendix C** for details.

Of 24 Master's degree candidates, 22 completed their programs within two years as scheduled; one of them graduated a year earlier and four, one semester earlier. Of the remaining two, one completed all requirements for the degree after three years but did not get the degree because of lower than required GPA, and one dropped out after a year and a half because of personal problems.

The three Ph.D. candidates were scheduled to complete their programs in four years. One of them, however, got his degree in a record time of two years; another, in four years as scheduled; and the third candidate who started the program in September 1998—one year later than the others—completed all the coursework and research for his dissertation and returned to South Africa to resume his work and continue working on his Ph.D. dissertation there. As of the end of this project, he had completed a major portion of his dissertation and was planning to complete and defend it by December 2002.

The degree completion success rate, that too within the USAID allotted, time was almost 90 percent. Six of the 27 participants (almost 22 percent), three of them females, had a GPA over 3.95. Eight fellows received awards as follows:

- | | | |
|----|----------------------|--|
| 1. | Ms. Nombeko Dwesini | Pi Alpha Honors Society Award for Excellence |
| 2. | Ms. Jennifer Masiza | Beta Gamma Sigma Membership |
| 3. | Ms. Motsei Modise | Awarded Degree with Distinction |
| 4. | Mr. Jabulani Sithole | Certificate of Excellence in Mathematics |

- | | | |
|----|-----------------------|--|
| 5. | Mr. Mzolisi Payi | The Most Outstanding Student in the 1998-99 MBA Program and Beta Gama Sigma Membership |
| 6. | Mr. Vabaza Xuza | Distinction in Mechanics and Stat. Mechanics |
| 7. | Mr. Gabaiphiwe Tabane | 1998 Case Analysis Competition Winning Team Award |
| 8. | Mr. Dayanarain Moona | Outstanding Graduate Student |

All the participants, except for two, returned to work for the institutions they came from. One of the two who did not, stated in her program evaluation that now that she has a U.S. degree and experience, she will have many career choices; another was likely to get an employment with Technikon Northern Gauteng.

Only seven (7) of the total 27 participants were females, that is, only about 24 percent against the D.O. stipulation of 40 percent to be programmed. This situation is understandable in that women being the prime care takers of their children and families it is very hard for them to be away in a foreign country for an extended period of time.

IIE was able to secure a 100 percent rate of returnees by continually stressing mandatory repatriation requirements.

A detailed list of participants including information on gender and name of participants, name of institutions they came from in South Africa, name and venue of U.S. universities in which they were placed, their degree and field of study, status of their program and their GPA score, dates of their training, and cost of their program, is attached in **Appendix D**.

On completion of their training programs, the fellows were required to complete and return to IIE the Debriefing Questionnaire which sought, among other information, the net assessment of their training experience, their levels of satisfaction with the academic and other aspects of their programs, and the applicability of their training. A summary of participants' responses to the Questionnaire is provided in **Appendix E**.

Short-Term Training

Pursuant to the Mission's issuance of a modification to the D.O. on August 31, 2001, to include short-term training in addition to long-term training for personnel from the 17 HDI's supported by USAID/SA through the Tertiary Education Linkages Project, 37 faculty and staff members from 11 HDI's were selected to participate in an eight-week training program in International Higher Education Administration and Management at Vanderbilt University, Nashville, Tennessee. This short-term training was consistent with the goals and objectives of TELP, which was designed primarily to provide long-term academic training, in that it also contributed to USAID/South Africa's Education Strategic Objective to support the development of new policies, systems, and capacities for the transformation of the South African education system. **Appendix F** includes, for ready reference, a copy of the report submitted to the Mission earlier on this short-term training.

Overall Training Objectives of Tertiary Education Linkages Project (TELP)

The primary objective of long-term degree training program of USAID/South Africa, which began in 1983 in AID/W, has been the training of disadvantaged South Africans who have traditionally been denied quality education by the system of apartheid and preparing them for positions of leadership in a post-apartheid South Africa by giving them skills required to effectively fill such positions. In 1995, the focus on long-term training needs was narrowed down to junior faculty at HDI's to support the overall objective of HDI's capacity building in key strategic areas, which resulted in the formulation of TELP.

Achieved Objectives

As a result of this training, 27 junior faculty from 12 HDI's have acquired new skills, knowledge, problem solving techniques, and work ethics (as stated in their program evaluation questionnaire) that will enable them to undertake leadership role and advance in their work. This will lead to improved capacity building in key areas at their HDI's. The improved faculty will also have a domino effect of improved student body. On personal level, they will serve as models and inspire their children, families and friends to promote education. Also, the increased skills and knowledge of the graduates will lead to increased incomes and better lives for themselves and their families.

Additionally, this training has inspired the participants to further education and research particularly to pursue a Ph.D. in their specific area of study such as computer science, operations research, industrial engineering, radiation or medical physics. Some of them have expressed desire to contribute to the development of their country by working with young people at schools and starting a mentoring association to prepare young people for opportunities. Others wished to help introduce research in computer science in their institutions. Others still are interested in getting involved in rural community development issues; in research and problem solving that will lead to advancement in industry, education, adult education, trial systems, health provision, disease management and treatment.

The linkages they have established with individuals, mentors and institutions in the U.S. will reinforce the skills they have acquired and keep them up to date in their areas of expertise. All of the 27 long-term and 37 short-term participants have left the U.S. with a better understanding of the U.S. higher education system and have expressed their commitment, via their program evaluations, to sharing their new perspectives and skills with their colleagues, families and friends.

The short-term training provided a unique opportunity for 37 participants to bond with their colleagues from the same institution as well as from other institutions and to know more about each other's institutions during the eight-week period they were together.

APPENDIX A

**NUMBER OF PARTICIPANT SLOTS ALLOCATED TO
EACH HDI AND THE ACTUAL NUMBER SELECTED FOR
MASTERS AND PH.D. PROGRAMS**

INSTITUTION IN SOUTH AFRICA	NO. OF PARTICIPANT SLOTS ALLOCATED TO EACH HHI		NO. OF PARTICIPANTS SELECTED BY EACH HHI	
	M.A.	PH.D.	M.A.	PH.D.
Eastern Cape Technikon	1	1	4	
Border Technikon	2		3	
Mangosuthu Technikon	2		1	
Peninsula Technikon	1			1
Technikon Northern Transvaal	3	1	4	
Medunsa	4		2	1
University of the North West	4		4	
University of the North	1		3	
University of Transkei	3		1	
Fort Hare University	2	1		1
University of Zululand	3		1	
University of Durban-Westville	1		1	
TOTAL	27	3	24	3

APPENDIX B

**A LIST SHOWING NUMBER OF PARTICIPANTS
PLACED IN EACH OF THE 13 U.S. UNIVERSITIES
&
WHETHER THE UNIVERSITY IS AN HBCU**

INSTITUTION AND VENUE IN U.S.A.	HBOUS	HOW MANY PARTICIPANTS ATTENDED SAME INSTITUTION
Jackson State University, Jackson, Mississippi	YES	6
Clark Atlanta University, Atlanta University	YES	5
Florida A&M University, Tallahassee, Florida	YES	5
University of Florida, Gainesville, Florida	NO	1
Mississippi State University, Starkville, Mississippi	NO	1
SUNY/Stony Brook, Stony Brook, New York	NO	2
Maryland Easter Shore, Maryland	NO	1
Tulane University, New Orleans, Louisiana	NO	1

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University of Kentucky, Lexington, Kentucky	NO	1
Oklahoma State University, Stillwater, Oklahoma	NO	1
Marquette University, Milwaukee, Wisconsin	NO	1
Northern Arizona University, Flagstaff, Arizona	NO	1
Lehigh University, Bethlehem, Pennsylvania	NO	1

APPENDIX C
AMOUNT OF TUITION WAIVERS GRANTED BY U.S. UNIVERSITIES TO
TELP FELLOWS

TUITION WAIVERS GRANTED TO TEP FELLOWS

<u>Participant's Name</u>	<u>University</u>	<u>Training Dates</u>	<u>Degree</u>	<u>Tuition Waiver</u>	
				<u>Per Year</u>	<u>Total Value</u>
Moffat Dyasi	University of Kentucky	8/97 - 8/99	Ph.D.	\$ 6,000.00	\$ 12,000.00
Vabaza Xuza	Lehigh University	8/98 - 8/02	Ph.D.	\$ 16,920.00	\$ 54,990.00
Bhelekazi Mhlauli	SUNY/Stony Brook New York University	8/97 - 1/99 2/99 - 5/00	M.A.	\$ 8,416.00	\$ 12,232.00
			Advanced Certificate	\$ 14,000.00	\$ 21,000.00
Mosimancostl Mohlake	SUNY/Stoney Brook	8/97 - 12/99	M.A.	\$ 8,416.00	\$ 12,232.00
Noluthando Matsiliza	Clark Atlanta University	8/97 - 7/99	M.A.	\$ 800.00	\$ 3,200.00
David Motloba	Jackson State Univeristy	8/98 - 12/98	M.A.	\$ 2,858.00	\$ 2,858.00
Dick Sono	Oklahoma State University	8/97 - 5/00	M.S.	\$ 2,115.00	\$ 6,345.00
APPROXIMATE GRAND TOTAL VALUE					\$ 124,857.00

APPENDIX D

A LIST OF LONG-TERM TELP PARTICIPANTS

s/n	SEX	PARTICIPANT NAME	INSTITUTION IN SOUTH AFRICA	UNIVERSITY & VENUE IN U.S.	DEGREE FIELD OF STUDY	STATUS /GPA	TRAINING DATES	TRAINING COST
1	F	Magavani Chetty	Univ. of Durban, Westville	Jackson State University, Jackson, Mississippi	M.A. Education	A 4.0	Aug. 1997 – Jan. 1999	\$34,667.65
2	F	Nombeko Dwesini	Border Technikon	Clark Atlanta University, Atlanta, Georgia	M.A. Public Administration	A 3.7	July 1997 – Aug. 1999	\$61,712.94
3	M	Mzolisi Payi	Border Technikon	Jackson State University, Jackson, Mississippi	M.B.A.	A 4.0	Aug. 1997 – May, 1999	\$36,837.23
4	F	Jennifer Masiza	Border Technikon	Jackson State University, Jackson, Mississippi	M.A. International Business Administration	A 3.9	Aug. 1997 - May, 1999	\$41,523.62
5	M	Theodore Haupt	Penninsula Technikon	Univ. Of Florida, Gainesville	Ph.D. Construction Management	A 3.0	Jan. 1998 – Dec. 2001	\$104,063.00

6	M	Mr. Raymond Jonas	Technikon of the Northern Transvaal	Florida A&M University, Tallahassee, Florida	M.A. Architectural Management	A 3.0	Aug. 1997 – May 1999	\$54,440.79
7	M	Mr. Leonard Koape	Technikon of the Northern Transvaal	Florida A&M University, Tallahassee, Florida	M.S. Chemistry	A 3.4	Aug. 1997 – May 1999	\$50,340.15
8	M	Mr. Ratebogo Legodi	Technikon of the Northern Transvaal	Jackson State University, Jackson, Mississippi	M.B.A. Finance	A 3.5	Aug. 1997 – May 1999	\$42,511.61
9	M	Mr. Matsobane Madubanya	Technikon of the Northern Transvaal	Jackson State University, Jackson, Mississippi	M.A. Computer Science	A 3.4	Aug. 1997 – May 1999	\$42,262.40
10	M	Mr. Michael Khanye	University of the North	Mississippi State University, Starkville	M.S. Chemistry	A 3.15	July 1997 – Aug. 1999	\$46,547.03
11	M	Mr. Mosimaneotsile Mohlake	University of the North	SUNY/Stony Brook, Stony Brook, New York	M.A. TESOL/Linguistics	A 3.29	Aug. 1997 – Dec. 1998	\$28,028.49
12	M	Mr. Stanley Mohlala	University of the North	Univ. of Maryland Easter Shore	M.A. Fishes Physiology	DO**	Aug. 1997 – Mar. 1999	\$34,227.52

13	M	Senzo Malinga	Mangosuthu Technikon	Florida A&M University, Tallahassee, Florida	M.A. Electrical Engineering	A 3.4	Aug. 1997 – May 1999	\$45,613.03
14	F	Noluthando Matsiliza	Eastern Cape Technikon	Clark Atlanta University, Atlanta, Georgia	M.A. Public Administration	A 3.4	Aug. 1997 – July 1999	\$58,267.64
15	M	Dayanarian Moona	Eastern Cape Technikon	Clark Atlanta University, Atlanta, Georgia	M.B.A. International Business	A 3.5	Aug. 1997 – June 2000	\$61,086.62
16	M	Mr. Trollip Ngewana	Eastern Cape Technikon	Florida A&M University, Tallahassee, Florida	M.A. Mechanical Engineering	A 3.33	Aug. 1997 – Dec/ 1998	\$39,538.11
17	M	Mr. Mbulelo Singata	Eastern Cape Technikon	Florida A&M University, Tallahassee, Florida	M.A. Civil Engineering	A*** 2.56	Aug. 1997 – May 2000	\$77,599.81
18	F	Ms. Bhelekazi Mhlauli	University of Transkei	SUNY/Stony Brook, Stony Brook, New York	M.A. TESOL Linguistics	A* 3.88	Aug. 1997 – May 2000	\$77,473.01

19	M	Mr. David Motloba	MEDUNSA	Jackson State University, Jackson, Mississippi	M.A. Public Health	A 3.7	Sep. 1998 – May 2000	\$58,443.18
20	M	Mr. Moffat Dyasi	MEDUNSA	University of Kentucky, Lexington, Kentucky	Ph.D. Education	A 3.94	Aug. 1997 – Aug. 1999	\$40,208.79
21	M	Mr. Donald Mazibuko	MEDUNSA	Tulane University, New Orleans, Louisiana	M.A. Public Health	A 3.202	Aug. 1997 – Dec. 1998	\$38,616.56
22	M	Mr. Dick Sono	University of North West	Oklahoma State University, Stillwater	M.S. Physics	A 3.3	Aug. 1997 – May 2000	\$51,564.87
23	M	Mr. Gabaiphiwe Tabane	University of North West	Clark Atlanta University, Atlanta, GA	M.B.A. Finance and Marketing	A 3.8	July 1997 – May 1999	\$59,318.30
24	F	Ms. Nkgethi Tlholoe	University of North West	Marquette University, Milwaukee, Wisconsin	M.A. Education and Leadership	A 3.96	Aug. 1997 – Dec. 1999	\$32,819.78
25	F	Ms. Motsei Modise	University of North West	Northern Arizona University, Flagstaff	M.A. Educational Leadership	A 4.0	July 1997 – May 1999	\$41,891.25

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26	M	Mr. Jabulani Sithole	University of Zululand	Clark Atlanta University, Atlanta, Georgia	M.A. Mathematical Sciences	A 3.67	Aug. 1998 – Aug. 2000	\$57,947.93
27	M	Mr. Vabaza Xuza	University of Fort Hare	Lehigh University, Bethlehem, Pennsylvania	Ph.D. Physics	A 3.5	Aug. 1998 – Aug. 2002	\$67,968.62

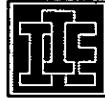
* *M.A. Degree + Advanced Certificate in TESOL*

** *Dropped Out*

*** *Completed all Requirements for the Degree, but was not Awarded the Degree because of Lower than Required GPA*

A *Alumnus*

APPENDIX E
A SUMMARY OF Telp PARTICIPANTS' RESPONSES
TO
PROGRAM DEBRIEFING QUESTIONNAIRE



A SUMMARY OF TELP LONG-TERM TRAINING PARTICIPANTS'
RESPONSES TO
DEBRIEFING QUESTIONNAIRE

I. Academic Information

- A. What is your net assessment of your educational experience in the United States? How will this experience prove valuable to you?

All the participants found their educational exchange experience enriching and positive. Many noted that they acquired good habits with regard to problem solving and work ethic, and an improved knowledge and expertise in their area of study.

- B. Educational Achievements, specifically GPA and academic awards or distinctions.

1.Ms. Nombeko Dwesini	Pi Alpha Honors Society Award for Excellence
2.Ms. Jennifer Masiza	Beta Gamma Sigma Membership
3.Ms. Motsei Modise	Awarded Degree with Distinction
4.Mr. Jabulani Sithole	Certificate of Excellence in Mathematics
5.Mr. Mzolisi Payi	The Most Outstanding Student in the 1998-99 MBA Program and Beta Gama Sigma Membership
6.Mr. Vabaza Xuza	Distinction in Mechanics and Stat. Mechanics
7.Mr. Gabaiphiwe Tabane	1998 Case Analysis Competition Winning Team Award
8.Mr. Dayanarain Moona	Outstanding Graduate Student

- C. Did you have any significant problems adjusting to the educational system at your university? If so, please describe your difficulties.

By far the most often cited difficulty encountered by participants was computer literacy. Other hard-to-adjust systems included test-taking styles in the U.S. (e.g. multiple choice exams), the amount of work that is required for each class.

- D. What were your weakest areas of preparation, prior to your arrival in the United States? How were you able to remedy them?

Again, participants named lack of typing and computer skills as the most underdeveloped area in need of attention. Some participants were able to remedy the issue by taking computer literacy/typing courses. Other difficulties encountered were cultural and societal adjustments by the South Africans to the "American way of life."

- E. Please describe your future educational plans, if any.

The desire to further education was almost unanimous among all participants, with many hoping to continue their study and research in the United States. The dominating degree objective among students was a Ph.D. in their specific area of study (including Computer Science, Operations Research, Industrial Engineering, Radiation or Medical Physics, etc).

II. Employment Prospects

- A. What is your current employment status in South Africa? Are you employed?

Of the 27 participants, 25 returned to work for the institutions they came from. One of the remaining two stated that now that she has U.S. degree and experience, she will have many career choices; another was likely to get an employment with Technikon Northern Gauteng.

- B. Did you have an internship/practicum as part of your degree program?

Almost 50 percent of the total participants answered that while in the United States they participated in some form of internship/practicum program, while the remaining half did not. (See attached table for more details)

C. What are your broad plans for contributing to the development of the new South Africa?

The answers to this question ranged depending on the students' area of interest. For example, some answered that they wish to contribute to the development of competitive industry through training technicians, or by working with young people at high schools and starting a mentoring association to prepare young people for opportunities. Others wished to help introduce research in computer science in specific institution such as Technikon Northern Gauteng. Others still, are interested in getting involved in community development issues affecting specific communities, and continuing to contribute in rural community development. Lastly, participating in other research and problem solving that will lead to advancement in industry, education, adult basic training, trial systems, health provision, disease management and treatment was also cited frequently.

III. Experiences in the United States

A. What were the "high" points of your time in the U.S.?

The participants had a range of "high" points while in the United States. These range from summer internships, to understanding U.S. culture, to experiencing American presidential campaigns first hand, the opportunity to travel and visit with host families.

B. Please describe any particular difficulties you had adjusting to life in this country.

As is to be expected, participants encountered some cultural adjustment problems including adjusting to food, finding suitable accommodations, and communicating effectively (both written and verbal). Some participants noted that communication with specific groups (including African Americans and insurance/medical companies) was also difficult.

C. What disappointments did you have about your stay?

Participants generally were very happy with the program and their stay in the United States. However some noted that they encountered a few disappointments including a feeling of not belonging, impoverished racial relations, and hate group

activities. On the academic side, some students expressed that the academic programs offered at the universities did not match their expectations exactly

- D. Have you been involved in non-academic activities at your university, community, or region? If so, please describe.

A good majority of the students participated in non-academic extracurricular activities. Among these, sports, volunteer community involvement (e.g. Feed the Hungry Drive at Spellman College, Red Cross clean-up efforts), and conference attendance (e.g. USA/Africa Transportation Conference) were cited most often. Some also noted social awareness programs sponsored by campus organizations.

- E. How have your views and opinions about the U.S. changed since your arrival?

Most participants responded that their views concerning the United States did change, while others maintained that they did not. Some quoted examples follow

- A lot. I can now see why Americans get a lot of work done - the work ethic here is incredible.
- Yes. America is problem-solving oriented, improvement of quality of life, real racial problems among blacks and whites
- Yes, more personal than what is depicted in the media

- F. How will you maintain the links, personal or professional, that you have made while in the U.S.?

The most often cited means by which participants hope to keep in contact with professors, colleagues, classmates, friends, academic societies, advisors, USAID personnel, and other individuals they may have met during their stay in the U.S., is email. Some respondents also mentioned professional societies and IIE as their communication mechanism of choice.

IV. Evaluation

- A. In your experience, were the IIE Regional Representatives and/or the SAP Washington, DC staff responsive to addressing your

problems and needs? Give examples, positive or negative.

Overwhelmingly, participants cited IIE staff as being responsive, responsible, and very helpful. Participants noted that staff at IIE helped in instances when there were problems with stipend checks, computers, etc. Additionally, IIE staff went beyond the "call of duty" and helped make arrangements for conference attendance, intervened when participants were experiencing difficulties, as well as checked on personal well being. Conversely, some of the concerns expressed by participants include IIE still owing money for research trip and having a hard time getting computer.

B. How could IIE improve the administration of SAP? Please be specific.

Suggestions for improving the administration of SAP include:

- (1) Organizing a conference for participants during Spring Break;
- (2) Organizing visits to other states during the summer;
- (3) Strengthening relationships between participants and IIE Regional Directors by organizing a visit to IIE offices;
- (4) Improving the supplying of computer needs and software;
- (5) Increasing stipend, especially for disabled students;
- (6) Coordinating more effectively with prospective participants on what their interests and areas of study are.

C. What advice would you give to future SAP participants?

The single most often suggested piece of advice is for future participants to learn typing and upgrade computer skills. Preparing for public speaking, knowing what to expect, being emotionally prepared to be away from family support, being competitive and observant, and practicing the GRE in order to score better were also points suggested by SAP alumni.

D. Looking back on your experiences with this program, what have been the benefits and costs of participation for you personally? Overall, are you glad that you participated in SAP?

All the participants stated that they are glad to have taken the time to participate in the SAP. Many elaborated, stating that the experience has "broadened their horizons" about their

specific area of study, helped them gain the qualifications and improve their competency, ultimately leading to job satisfaction and improved economic well being.

APPENDIX F

A COPY OF TELP SHORT-TERM TRAINING PROGRAM

**END OF PROGRAM SUMMARY/EVALUTION REPORT
GLOBAL TRAINING FOR DEVELOPMENT/SOUTH AFRICA
TERTIARY EDUCATION LINKAGES PROJECT – SHORT-TERM TRAINING**

Name of Program:

International Higher Education
Administration & Management

Country: U.S.

Date/Place of Exit Evaluation: 5/31/02
Nashville, TN

Training Provider:

Vanderbilt University
Peabody Center for Education Policy

Program Dates: April 8 – May 31, 2002

Number of Participants: 37

1. Program Location and Description:

USAID/South Africa sponsored 37 faculty and staff members from South Africa's Historically Disadvantaged Institutions for an eight-week training program in international higher education administration and management at Vanderbilt University, Nashville, Tennessee, under its Tertiary Education Linkages Project (TELP). This short-term training was consistent with the goals and objectives of TELP, which was designed primarily to provide long-term academic training, in that it also contributed to USAID/South Africa's Education Strategic Objective to support the development of new policies, systems, and capacities for the transformation of the South African education system.

The participants were drawn from 11 technikons and universities that serve South Africa's disadvantaged populations (Please see Appendix A). An initial review of participants' backgrounds and goals revealed that the participants had varied academic backgrounds and levels of experience, and requested training that was focused narrowly on their specific job related needs. Also, there was a wide divergence in their focus areas. It did not seem practical to develop extended training programs solely around such narrow objectives. Additionally, it would not have been cost effective to do so.

Proceeding from the premise that, if participants are preparing themselves for long-term service to higher education in South Africa, they should be exposed to knowledge and helped to develop skills that encompass and go beyond their current responsibilities, Vanderbilt developed and implemented a training program that exposed participants to various aspects of higher education and provided skills that are essential to leadership and management effectiveness in higher education, can prepare them to perform their current duties more effectively, and enable them to make decisions for their home organizations.

The training time of 40 days was divided into three modules: 1) site visits, 2) internships, and 3) formal classroom training.

Details of the training program are provided by Vanderbilt University in its Final Report, which is attached as "Appendix B."

2. Participants' Background Information:

There was a wide variance in participants' level of education, discipline, years of experience and professional position. Of total 37 participants, 15 had a Bachelor's degree, 8 had a Master's, 1 had a Ph.D, 3 had law degrees and 10 were just diploma holders. Three of these participants had previous training in the U.S., and 11 of them had some training outside South Africa.

3. Program Evaluation by Participants:

On the last day of the program, May 31, 2002, Surbhi Bhatt, IIE/GTD Senior Program Officer, met with the participants at Vanderbilt University to conduct program evaluation. A blank GTD Program Exit Questionnaire was given to each participant. Thirty-six participants completed and returned the program evaluation questionnaire. One participant left for South Africa a day earlier for personal reasons and did not submit the completed evaluation form.

Here are participants' responses to the Program Exit Questionnaire:

Training Program (Content and Administration)

A. How satisfied are you with the following aspects of training program. Please rate each feature on a scale of 1 (very dissatisfied) to 10 (extremely satisfied), or n/a (not applicable to training experience).

	# of Participants Responses										
	1	2	3	4	5	6	7	8	9	10	n/a
Technical level of training	1	1	1	4	3	6	3	7	3	4	3
Technical expertise of instructors					2	2	6	5	10	9	2
Instructors knowledge/experience					1		4	6	9	16	1
Background of other participants				3	7	2	7	4	6	4	3
Appropriateness of training to your situation	1			1	5	3	5	11	2	5	3
Practical training opportunities			3	2	2	3	8	10	4	5	3
Professional networking opportunities						2	5	10	6	12	
Flexibility of program to your training objectives	1	1		2	3	1	8	10	2	6	
Computer equipment and lab exercises				2	2	1	4	5	6	15	1
Overall training program				1	1	5	5	13	4	8	

3. Which of the following areas were emphasized in your training program?

	# of Participants Responses
Policy making skills-	29
Management skills -	36
Technical and Computer skills-	5
Research skills -	20
Instructional skills -	15
Other:	
Leadership -	1
US higher education system -	4
Policy and Development -	1
Grant, legislature, Alumni Coordination -	1
System and management -	1
Interactive skills -	1

4. Which of the instructional methods were included in your training?

Classroom Lectures -	34
Group discussions -	36
Case studies -	23
Site Visits: Observation -	35

of Participant Responses

Site Visits: Practicum/ workshops -	12
Conference or meetings -	18
Meetings with US counterparts -	32

D. Which of the above method(s) were the most appropriate and beneficial? Give examples.

Site visits (practicum) -	19
Site visits (observation) -	11
Meetings with US counterparts -	15
Classroom Lectures -	16
Group Discussions -	17
Case Studies - 3	
Management Skills/ research skills -	2
Conference or meetings -	4

E. What is your net assessment of your educational experience in the U.S. at your institution/university? How will this training prove valuable to you?

Valuable training -	32
Not valuable training -	3
Other -	1

F. Did you have any significant problems adjusting to the style of classroom instruction in the U.S.?

No -	29
Yes -	7

G. How did you prepare for this training program? (extra readings, research, computer or English classes)

Extra Reading -	29
Research -	12
Computer -	11
English Classes -	1

Other:	
In general -	1
Program coordinator's help -	1
No help from IIE/South Africa and TELP/Vista -	1
No preparation at all -	6

H. Weakest and Strongest areas of preparation, prior to participant arrival to the US.

Weakest	Strongest
A lot of free time first couple of weeks	Prepared for weather (1)
Wasn't sure what to expect from the program	Mental Preparation
Was prepared to learn about area of specialization	Adjusted well to students and weather
A little time to prepare, because came two weeks late	Knew about culture
Food	Strategic planning & management
IIE/RSA informed very late about training in US	Had to learn to be a student again
Internship wasn't of area specialization	Did research about Higher Education in US
Poor organization of whole trip by IIE/RSA	Worked independently
No clue how to establish the office	Positive attitude, accepted changes
Training was very broad	Stood up for the challenge

Didn't know contents of the program	
Received passport with visa and ticket very late	
Miscommunication with IIE/South Africa	
Wardrobe	
Far away from the family	

II. Other Aspects/Benefits of Training Experience in the US

A. What do you consider to be greatest benefit from your training experience? Please number in rank order, 1 to 7.

	# of Participant Responses						
	1	2	3	4	5	6	7
Enhanced professional capabilities	3	4	2	2	5	7	10
Increased leadership abilities	6	2	4	3	7	3	8
Professional contacts	3	1	2	2	7	8	13
Development of practical skills	2	3	4	5	8	6	9
Career advancement/promotion	1	1	2	6	5	9	11
Exposure to another culture	1	3	1	3	7	9	10
Personal enrichment	1	2	4	2	5	7	11

B. How satisfied participant with the following aspects of US training.

	# of Participant Responses									
	1	2	3	4	5	6	7	8	9	10
Housing	1		3	6	4	5	5	9		
Transportation	1	1	2	4	3	1	5	11	3	7
Allowances	2	1	4	3	6	6	7	7		
Medical Care/Insurance	1		1			4	3	6	8	11
Assistance from Training Institution staff	1		2	3	2	10	10			

C. What were the "high" points of time in the US?

	# of Participant Responses
Classroom lectures -	4
Internship -	6
Cultural -	9
CNN Building in Atlanta, GA -	1
Site visits to Institutions -	22
Workshops, seminars -	1
Meeting with Senator Dixon -	2
Chance to visit U.S.A. -	2
Shopping -	1

D. What disappointments did participants have about their stay?

Weather -	2
Social Activities -	2
No bank account -	1
Staying in hotel for two months/sharing room -	5
The Chancellor didn't meet them -	3
Transportation to Vanderbilt from the Hotel -	4
Food -	2
Failure of IIE to check them weekly -	1
Internship -	4

	# of Participant Responses
IIE officials in Pretoria –	2
Training not based on area of focus –	3
Groups were to large –	1
No disappointments –	12

E. How have your views and opinions about U.S. life and culture changed since your arrival?

High class society and materialistic –	3
Tennessee is a crime free state –	2
Americans are very patriotic –	1
People respect each other –	4
Views and opinions about U.S. life N/A. –	8
Democracy –	2
State institutions –	1
Disposes things –	2

F. How will you maintain the links, personal or professional, that you have made in the U.S.?

E-mails –	26
Exchange programs –	6
Telephone –	9
Business cards	2
U.S. universities –	1
Mail –	3

G. What advice would you give to future GTD participants coming to the U.S.?

Share S.A culture with U.S. –	4
Mental preparedness –	13
Expectation can disappoint –	4
Well prepared –	4
Communicate with program coordinator Mr. Tim Caboni –	2
Do research of field of study –	6
Clothes –	1
Bring enough money –	1
Learn as much as possible –	4

H. Have you attended any other educational courses in the U.S.? If so, who was your sponsor? How did this recent program compare with any previous training experiences in the U.S.?

35 participants did not attend any other educational programs in the U.S. Only one person attended educational program in 1999 sponsored by USAID .

I. How have your perspectives or attitudes about your professional/personal capabilities changed as a result of your training experience?

	# of Participant Responses
More self-confident –	27
More self-reliant –	22
More willing to take risks and try new things –	33
More receptive to different viewpoints –	29
More committed to changing work style –	33
N/A –	1

III. Re-entry plans

A. How will the ideas, concepts and/or techniques presented in this program be applicable to your work?

	# of Participant Responses
Reports and proposals -	1
Internship will be applicable -	2
Concept of privatization of Higher Education -	4
Alumni and fundraising -	3
Operational skills -	9
Student admission, student funding, student affairs -	2
Making forums and other meetings -	1
N/A -	1

B. How did you active your training objectives (i.e. acquire the skills and knowledge that you had expected)?

	# of Participant Responses
Administrative side of Higher Education -	1
Fundraising for supporting institution departments -	1
Acquired the skills -	4
Internship and classroom instruction -	7
Learning how institution of Higher Education operate -	5
Practical Exposures -	2
Reading -	2
N/A -	5

IV. General comments

	# of Participant Responses
Place class activities at the beginning of future programs	2
Educational system in the U.S. is very different from the rest of the world -	1
Thank you IIE for the opportunity to come -	11
38 people from the same institution was too much -	1
The program was very informative -	3
IIE/South Africa office was bad -	1
Better communication between the institutions and organizations -	1
Thank you Vanderbilt	6

APPENDIX A

S/N	SEX	PARTICIPANT NAME & INSTITUTION IN SOUTH AFRICA	TITLE OF TRAINING COURSE	UNIVERSITY & VENUE	TRAINING DATES	TRAINING COST
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VISTA UNIVERSITY

1	M	Mr. David Toyis Marketing and School Liaison	Management Administration Development	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,450.13
2	M	Mr. Kevin Frank Mearns Lecturer, Department of Geographical Science	School Education and Social	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$13,841.25
3	F	Ms. Hanrie Greebe Coordinator, Media, Liaison Information	Management Administration Development	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,106.03
4	M	Dr. Johannes Manyaka Lecturer, Post – Graduate Students, Runs department	Community Development	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,414.16
5	F	Ms. Thabitha Constance Mametja Lecturer and Subhead, Public Municipal Administration	Community Development	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,233.94
6	F	Ms. Ilze Grobbelaar-Du Plessis Lecturer, Law, Jurisprudence	Law Democracy Development	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,010.93
7	F	Ms. Catherine Sewela Ramatlo Administrative Officer,	Management Administration Development	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,059.88

		Departmental Administration				
8	M	Mr. Matsobane Lewatle Jerry Laka Sports & Culture Coordinator	Student Development	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,113.74
9	M	Mr. Tshatshara Lucas Mabusela Advocate, Lecturer, Supervise Dissertations	Law Democracy and development	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$13,787.20
10	M	Mr. Molebatsi Milton Nkoane Subhead, Lecturer	Community Development	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,417.87
11	M	Mr. Mishack Thiza Gumbo Lecturer, Lecturing Final Year Education Modules	Community Development	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$13,801.23
12	F	Ms. Grace Mothle Information Analyst, Retrieve, Analyze Data and Produce Information	Management Administrative Development	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$13,997.67

TECHNIKON NORTH
WEST

13	M	Mr..Mutshele Leonard Gopane Lecturer		Vanderbilt University, Nashville, Tennessee	April 16 – June 1, 2002	\$15,066.08
14	M	Mr. Moatlhodi Justice Dilotsotle Lecturer, Media Studies	Research Methods	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,367.74
15	F	Ms. Yvone K. Lushaba Lecturer, Research Methods		Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,801.18
16	M	Mr. Avashoni Michael	Marketing, Student and	Vanderbilt University,	April 5 – June	\$14,471.41

		Mushaathoni Deputy Regestar, Examinations & Registry	Alumni	Nashville Tennessee	1, 2002	
17	F	Ms. Nokuphiwa Glenrose Zungu Innopac Systems Coordinator	Library System Administration	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$13,981.61
18	F	Ms. Adeline Welhemina Huma PA to Vice Chancellor	Office Management	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,097.77
19	F	Ms. Bushy Violet Lerefolo Typist, Executive Secretary	Office Management	Vanderbilt University, Nashville Tennessee	April 5 – June 1, 2002	\$14,045.19
20	F	Ms. Maria Veronica Skosana	Marketing, Students & Alumni	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,370.75
21	M	Mr. Molefe Peter Moumakoe Deputy Registrar, Student Affairs	Marketing, Students & Alumni	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,478.41
22	M	Mr. Nkoka Slomon Legodi	Marketing, Students & Alumni	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,370.73
23	M	Mr. Pascal Tau Tauaotsoal Lecturer, Teaching Research Methods	Research Methods	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,041.70
24	M	Mr. Abner Rantsae Boikhutso Lecturer, Personnel Management	Quality Assurance	Vanderbilt University, Nashville Tennessee	April 5 – June 1, 2002	\$14,039.21
25	M	Mr. Thembeni Arlene Sedibe Lecture, Training in Quality Management	Quality Assurance	Vanderbilt University, Nashville Tennessee	April 5 – June 1, 2002	\$14,042.21

MEDICAL UNIVEWRSITY
OF SOUTH AFRICA

(MEDUNSA)

26	F	Ms. Rachel Mmamongalo Morake HOD-English, Undergraduate programs	Language, Education	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,040.17
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UNIVERSITY OF THE
WESTERN CAPE

27	F	Ms. Sadieka Najar Manager Restricted Funds	Management Administrative Development	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,424.83
28	F	Ms. Pamela Phumla Mhlaba Administrative Support, Operational Services	Administration	Vanderbilt University, Nashville Tennessee	April 5 – June 1, 2002	\$14,375.57

BORDER TECHNIKON

29	F	Ms. Asavela Tandiswa Ndabankulu TELP Manager	Management Administrative Development	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,750.89
30	M	Mr. Hopwell Khaya Maphinda Student Development Officer	Student Development	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,801.18

FORT HARE UNIVERSITY

31	M	Mr. Nikele Nickolas Ntsababa Head, Committee Section	Communications	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$15,132.38
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**TECHNIKON NORTHERN
GAUTENG**

32	M	Mr. Skara Thosago Accountant, Liason With Banks	Research, Management and Administration	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,071.79
33	F	Ms. Moleboheng Ntebo Ngoswana	Research, Management Administration	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,371.74

**MANGOSUTHU
TECHNIKON**

34	F	Ms. Faith Zandile Ngwenya Lecturer	Accounting and Law	Vanderbilt University, Nashville Tennessee	April 5 – June 1, 2002	\$14,655.57
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PENINSULA TECHNIKON

35	M	Mr. Johnny Ralph Bason Financing Accounting, Financial Administration of Donor Founds	Management	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,542.14
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**UNIVERSITY OF
TRANSKEI**

36	F	Ms. Zoleka Chrisellda Dotwana Acting Head, Guidance & Conselling Unit	Student Department	Vanderbilt University, Nashville, Tennessee	April 5 – June 1, 2002	\$14,437.96
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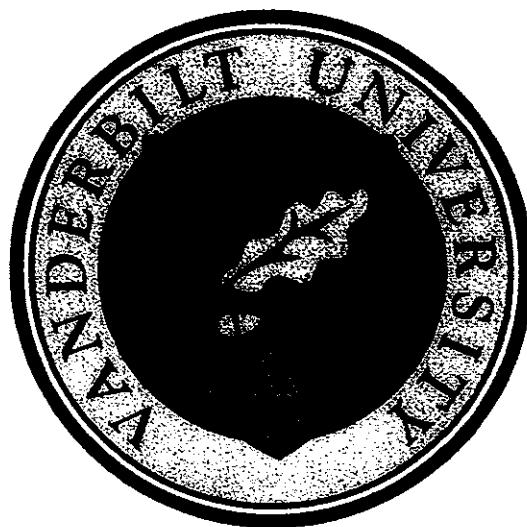
EASTERN CAPE
TECHNIKON

37	F	Ms. Tendai Farirai Institutional Planner	Management Administration development	Vanderbilt University Nashville, Tennessee	April 5 – June 1, 2002	\$14,837.68

APPENDIX B

**Peabody Center for Education Policy
International Higher Education Leadership Institute**

Final Report



**Submitted to IIE:
Tuesday, June 18, 2002**

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Appendix I: Media Coverage

Executive Summary

The International Higher Education Institute at Peabody College of Vanderbilt University began on April 6, 2002 and lasted until June 1, 2002 in Nashville, Tennessee.

During the course of the program, participants were engaged in three separate activities: site visits, internships and formal classroom training.

Over the two month training period, each trainee heard from nearly 100 faculty and administrators from various colleges and universities in Nashville and across the state of Tennessee.

Additionally, participants were engaged in intensive two-week internships in which they explored in detail a single aspect of the U.S. higher education system. In many instances, this experience mirrored the individual trainee's current responsibilities; in other instances trainees were given the opportunity to explore aspects of higher education administration in an area which was new to them.

Finally, while engaged in formal classroom training sessions, participants received lectures from institute faculty. In the program's two months, each individual engaged in nearly 350 hours of higher education training.

Program Description

The Peabody Center for Education Policy at Vanderbilt University and the Department of Leadership, Policy and Organizations conducted an eight week institute for a delegation of 38 staff and faculty members from approximately 13 south African technikons and universities.

The Higher Education Leadership Institute was designed to enable participants to make decisions for their home organizations grounded in theory and supported by data. The institute was grounded in the intellectual core of the Department of Leadership, Policy and Organizations. Specifically, the program took human learning as its central focus with connections to social, financial and political capital; organizational dynamics; leadership; instruction; curriculum; and decision analyses.

The program began on Monday, April 8 and ran through Friday, May 31. This provided for a total of 40 training days within the eight week period. The training time was divided into three modules: site visitations, internship placements and class lectures/presentations.

During the course of the institute, participants spent 17 days visiting institutions and organizations to learn first-hand about the operations of local education institutions. These visits took place in and around Nashville, as well as across the state of Tennessee. In addition to scheduled meetings with campus officials, participants had time to ask questions relating to their home institutions.

The internship comprised 9 of the institute's 40 days. This experience allowed each participant to explore more deeply a single aspect of the U.S. higher education system. Participants spent the final day of the institute making presentations on what they learned during the course of the program and what they took back to their home institutions. These presentations integrated lessons from each of the three modules.

Participants attended class for 12 of the institute's 40 days. On those days, participants were engaged in class sessions from 9 a.m. - 12 p.m. in the morning, and from 1 p.m. - 4 p.m. in the afternoon. Evenings were used to prepare assignments and readings for the following day, and for informal discussion of the day's events with other institute participants.

Detailed Schedule of Activities

Sunday, April 7

Orientation Meeting - Payne Hall

Monday, April 7

Cash Checks

Program introduction and expectations

Tuesday, April 9

Computer Training

Campus Tour

Shopping Trip to Wal-Mart

Wednesday, April 10

Peabody College Tour

Library system tour and information session

Thursday, March 14

The Federal Role in U.S. Higher Education

The State Role in Higher Education and the Tennessee Higher Education System

Organization of Higher Education Institutions and Functional Areas

Dean's Welcome Reception

Friday, April 12

Departmental Admissions

College Level Admissions

College Level Budgeting and ETOB

Athletic Department Tour

Baseball Game

Saturday, April 13

Shopping Trip – Green Hills Mall, Green Hills Kroger and Nashville

Farmer's Market

World Music Festival

Monday, April 15

Vanderbilt University Site Visit – Public Affairs

Vanderbilt News Service

Internal Communications – Vanderbilt Register

Web Based Communications

Licensing

Community Relations

Creative Services – Publications and Design

Tuesday, April 16

Site Visit - Vanderbilt University – Student Affairs

Student Activities

Student Health

International Student Scholar Services

Residence Life

Leadership Development

**Detailed Schedule
of Activities (Cont.)**

Wednesday, April 17

Site Visit - Vanderbilt University -- Institutional Advancement
Major Gift Fund Raising
Annual Gifts and Phonathon
College Level Fund Raising
Alumni Clubs and Travel Programs
Corporate and Foundation Fund Raising
International Fund Raising
Planned Giving

Thursday, April 18

Site Visit - Tennessee State University
Institutional Effectiveness and Research
International Business Programs
Career Planning & Placement
Africana Studies
Walking Tour of campus
Photo session with TSU President Hefner

Friday, April 19

Site Visit - Fisk University
Student Affairs
Institutional Advancement
Race Relations Institute
History of Fisk
Information Technology
Admissions
Business Affairs
Campus Tour

Saturday April 20

Opryland Hotel and Convention Center and Opry Mills Complex

Monday, April 22

Site Visit -- Belmont University
International Student Services
History and Religious Affiliation of Belmont
Admissions and Marketing
Academic Affairs
Student Affairs
Campus Tour

Tuesday, April 23

Site Visit -- Tennessee Higher Education Commission
Academic Affairs
Legal History of State Desegregation Order
Student Assistance Corporation
Foreign Languages Institute
Workforce Training and Education
Tennessee Independent Colleges and Universities Association

Detailed Schedule of Activities (Cont.)

Wednesday, April 24

Library Project Assigned – Research Day

Thursday, April 25

Site Visit – Middle Tennessee State University
Enrollment Services
Records
International Student Experience
Business and Finance
Campus Tour

Friday, April 26

Site Visit – Volunteer State Community College
Role of the Community College
Academic Programming
State Budget Crisis

Saturday, April 27

Gibson Bluegrass Showcase

Monday, April 29 – Thursday May 9

Internships – Various sites

Thursday, May 9

K.C. and the Sunshine Band Performance

Friday, May 10

Vanderbilt University Commencement Exercises

Monday, May 13

Travel Day to Johnson City Tennessee

Tuesday, May 14

Site Visit – East Tennessee State University
ETSU - The Significance of its Professional Schools
University School
Role of the School of Education
Role of the School of Business

Wednesday, May 15

Travel to Knoxville
Site Visit – University of Tennessee Knoxville
Library System
UT Stadium and Lunch
Campus Tour via Bus
Travel to Nashville

Thursday May 16

State Policy Innovation in U.S. Higher Education
The Finance of U.S. Higher Education
State Governance Reform of Higher Education: Patterns, Trends, and
Prospects for the Future

Detailed Schedule of Activities (Cont.)

Friday, May 17

University/K-12 Education Partnerships: Principals Leadership Academy of Tennessee
Perspectives on Retaining Students in Higher Education
Managing Campus Information Technology Systems
The Art and Practice of University Public Relations
Exhibit Opening: The History of the 14th Amendment

Monday, May 20

Administering Undergraduate Student Services
The Governance of American Colleges and Universities
Comparative Issues in Higher Education Policy Reforms: The Origin of Universities

Tuesday, May 21

Defining and Addressing Misconduct in College Teaching and Research
Managing the Investment Portfolios of Colleges and Universities
Comparative Issues in Higher Education Policy Reforms: Higher Education in Sub-Saharan Africa

Wednesday, May 22

Managing Intellectual Property Transfer in U.S. Higher
The Establishment of a Private University in Africa: 'Africa University'
Comparative Issues in Higher Education Policy Reforms: Higher Education in the Former Soviet Union

Thursday, May 23

The Academic Dean: Supporting and Stimulating Research in Colleges of Education
Promoting Strategic International Linkages Through Grant Activity
Comparative Issues in Higher Education Policy Reforms: Financial Diversification, Testing and Admissions

Friday May 24

Reinventing America's Colleges of Education
Financial Management of the University: Budgeting and Finance Processes
Comparative Issues in Higher Education Policy Reforms: Accountability and Governance Efficiency

Saturday, May 25

Party at the Home of Steve Heyneman

Monday, May 27

Memorial Day Activities

Tuesday, May 28

Undergraduate Student Admissions: Effective Principles and Practices
Developing and Enhancing Effective Teaching in Colleges and Universities
Comparative Issues in Higher Education Policy Reforms: Public Finance and Student Loans (Bruce Johnstone)

**Detailed Schedule
of Activities (Cont.)**

Wednesday, May 29

Constituency Relations: Developing a Program for External Audiences
Resource Development: Principles and Practices in U.S. Higher Education
Comparative Issues in Higher Education Policy Reforms: The Future of Higher Education

Thursday, May 30

The Administration of Student Financial Aid on College and University Campuses
Administrative Innovation in the 21st-Century Research University:
Integrating Institutional Advancement and Planning Functions
Final Presentations
Farewell Celebration and Awards Ceremony

Friday, May 31

Program Evaluation
Packing and Mailing of Materials

Saturday, June 1

Depart for South Africa

**List of Lecturers
and Titles****Amlri Al-Hadid**

Professor and Chair of the Department of Africana Studies, Tennessee State University

Skip Anderson

Editor-in-Chief, Vanderbilt University Register

Bert Bach

Provost and Academic Vice President, East Tennessee State University

Joan Baher

Dean of Student Affairs, Fisk University

Mark Bandas

Assistant Vice Chancellor for Student Affairs, Vanderbilt University

Kathryn Baugher

Director, Enrollment Management, Belmont University

Augustus Bankhead

Vice President for Academic Affairs, Tennessee State University

Leonard Bradley

Lecturer in Public Policy, Peabody College of Vanderbilt University

John Braxton

Professor, Peabody College of Vanderbilt University

Ellen Brier

Director, Undergraduate Student Services, Peabody College of Vanderbilt University

Mark Alan Bryant

Director of Convocation, Belmont University

Will Burns

Associate Executive Director for Legal and Regulatory Affairs, Tennessee Higher Education Commission

Timothy Caboni

Lecturer, Peabody College of Vanderbilt University

Steve Caldwell

Associate Vice Chancellor for Student Affairs, Vanderbilt University

Nimalan Chinniah

Assistant Vice Chancellor for Administration, Vanderbilt University

Martha Collins

Dean, College of Education, East Tennessee State University

Eileen Cunningham

Director of Alumni Outreach and Programs, Vanderbilt University

**List of Lecturers
and Titles (Cont.)****Marty Deschenes**

Executive Director, Tennessee Foreign Languages Institute

Alan Duesterhaus

Director of Research and Technology, Tennessee Independent Colleges
and Universities Association

Adrian Edsall

Student, Middle Tennessee State University

Joellen Edwards

Dean, College of Nursing, East Tennessee State University

Dale Eindner

Director, University School, East Tennessee State University

Tom Ekman

Director of Corporate and Foundation Relations, Vanderbilt University

Beth Fortune

Assistant Vice Chancellor for Public Affairs, Vanderbilt University

Linda Garceau

Dean, College of Business, East Tennessee State University

Ellen Goldring

Professor, Peabody College of Vanderbilt University

Paul Gherman

Director, University Libraries, Vanderbilt University

Mike Gower

Associate Vice President for Business and Finance, Middle Tennessee
State University

Dianna Greer

Financial Aid Program Specialist, Tennessee Student Assistance
Corporation

Lori Groves-White

Director of Leadership Development, Vanderbilt University Student Affairs

James W. Guthrie

Professor and Chairman, Department of Leadership, Policy, and
Organizations, Peabody College of Vanderbilt University

H. Clay Harkelroad

Vice President for Business and Finance, Tennessee State University

Margaret Harris

Marketing Coordinator, Vanderbilt University

Stephen Heyneman

Professor, Peabody College of Vanderbilt University

**List of Lecturers
and Titles (Cont.)****Cathy Hill**

Admissions Coordinator, Peabody College of Vanderbilt University

James Hogge

Associate Dean, Peabody College of Vanderbilt University

Jessica Howard

Editorial Assistant, Vanderbilt University Register

Jen Howe

Director of International Advancement, Vanderbilt University

Sherian Huddleston

Interim Vice Provost for Enrollment Services and Director of Records,
Middle Tennessee State University

Bruce Johnstone

Professor of Higher Education and Ex-Chancellor of the State University
of New York System

Howard Knight

Associate Dean, College of Education, East Tennessee State University

Marie Lang

Director of Human Resources, Fisk University

Adrienne Latham

Associate Dean of Student Life, Fisk University

Elizabeth Latt

Director, Vanderbilt University News Service

Charles Lea

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Director of Student Programs and Events, Vanderbilt University

Bob Lyon

Associate Vice Chancellor for University Development, Vanderbilt
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Thomas Martin

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**List of Lecturers
and Titles (Cont.)**

Connie McGahey
Admissions Coordinator, Leadership, Policy and Organizations, Peabody
College of Vanderbilt University

Christopher McKinney
Director of Technology Transfer, Vanderbilt University

Jim McLean
Quillen Chair of Excellence in Teaching and Learning, College of
Education, East Tennessee State University

Michael McLendon
Assistant Professor, Peabody College of Vanderbilt University

Glen Miller
Director of Information Technology, Vanderbilt University

Phil Miller
Chair, Department of Management and Marketing, East Tennessee State
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Sama Modeh
CFO and Vice President for Financial Affairs, Fisk University

David Mohning
Director of Student Financial Aid, Vanderbilt University

Tres Mullis
Director of Development, Peabody College of Vanderbilt University

Brian Noland
Director of Academic Affairs, Tennessee Higher Education Commission

Judy Orr
Director, Vanderbilt University Creative Services

Inman Otey
Director of Career Services, Tennessee State University

Jim Parker
Manager Online Services, Vanderbilt University

William Partridge
Associate Dean and Professor, Peabody College of Vanderbilt University

Emily Pearce
Assistant Director, Vanderbilt University News Service

Allison Pingree
Director, Center for Teaching, Vanderbilt University

Timothy Quain
Director of Institutional Research and Effectiveness, Tennessee State
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**List of Lecturers
and Titles (Cont.)****Phyllis Qualls-Brooks**

Director of Public Relations, Tennessee State University

Hal Ramer

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Kathy Skinner

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Joe Smith

Director of University Relations, Medical Center, East Tennessee State University

Penny Smith

Manager, Workforce Development Act, Tennessee Higher Education Commission

William Spitz

Vice Chancellor for Investments and Treasurer, Vanderbilt University

Tim Stewart

Assistant Director, International Student Services, Belmont University

Sunmudra Sungham

Director, Application Delivery, Fisk University

Sandy Stahl

Assistant Vice Chancellor for Student Affairs

Naomi Tutu

Program Coordinator, Race Relations Institute, Fisk University

Troy Wakefield

Dean, School of Agriculture and Home Economics, Tennessee State University

**List of Lecturers
and Titles (Cont.)**

Kent Weeks

Professor of the Practice, Peabody College of Vanderbilt University

Homer Wheaton

Interim Vice President for University Relations and Development,
Tennessee State University

Brock Williams

Assistant Vice Chancellor for Student Affairs, Vanderbilt University

David Williams, II

Vice Chancellor for Student Life and University Affairs, General Counsel,
& Secretary of the University, Vanderbilt University

F. Clark Williams

Director of Information Technology, Vanderbilt University Student Affairs

Gail Carr Williams

Director, Vanderbilt University Community and Government Relations

Rod Williamson

Director of Marketing and Communications, Vanderbilt University Athletics

Nicholas Zeppos

Vice Chancellor of Academic Affairs and Provost, Vanderbilt University

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Vanderbilt University

Dean's Office, Peabody College
Department of Government and Community Relations
Office of General Counsel

**"Experience
America"
Programming**

As part of the immersive experience, participants were exposed to a wide variety of cultural and sporting events. These included:

Gibson Bluegrass Showcase

Members of the delegation were taken to the Gibson Bluegrass Showcase, a local venue for country music stars. Additionally, a television program is taped there for country music television. Participants were provided with food, drinks and musical entertainment. (\$2,600)

Vanderbilt Commodores Baseball

Participants attended a Vanderbilt University Commodores baseball game on the same day they toured the university's athletic facilities. Vanderbilt lost to the University of South Carolina Gamecocks. (\$200)

World Music Festival

Our guests attended the second annual Nashville World Music Festival held on Music Row (the hub of the recording industry in Nashville). A variety of performers appeared representing over ten nations and styles of music. (No Charge)

Rites of Spring

The group also attended the annual university sponsored Rites of Spring celebration which featured local and national music groups performing over the course of three days on campus. (No Charge)

Marching Toward Freedom History of the 14th Amendment

Visitors were special guests at an invitation only opening of an exhibit celebrating the 14th amendment at the Nashville Downtown Library. (\$400)

Opryland Hotel and Convention Center and Opry Mills

Participants visited the Opryland Hotel, home to one of the world's largest indoor atriums. They also visited the Opry Mills entertainment and shopping complex. (\$600)

University Recreation and Sports Center

Our guests were purchased two month memberships at the Vanderbilt Recreation and Sports Center. This granted them full access to all facilities for the term of their visit. (\$3,800)

Total cost of "Experience America" program: \$7,600

Total cost subsidized by Vanderbilt: \$3,800

Total due from IIE: \$3,800

Self-Evaluation

The overall evaluation of the program done internally by staff and faculty suggests that it was a significant, perhaps unique event.

The participants were exposed to a wide variety of U.S. higher education institutions. Additionally, they heard from nearly 100 administrators and faculty about their areas of interest.

They received nearly 350 hours of training over the course of the eight week program.

They visited eight institutions and organizations other than Vanderbilt. Additionally, participants were exposed to each different Carnegie Classification in the U.S. higher education system.

The curriculum was designed to expose our visitors to as many different aspects of how higher education is administered in the U.S. as possible. It was also crafted so that they would each receive training on an area in which they were actively engaged.

We note in particular that the program was organized and executed efficiently with a minimum of preparation time.

We also suggest several areas which may be improved for future institutes. These improvements include:

- Increasing lead time for planning of the program
- Scheduling internships at a time which would be more convenient for participating institutions (not at the end of term, or near graduation)
- Explaining to participants more clearly at the beginning of the experience that their internship might reflect their current responsibilities or their future responsibilities as university administrators. Key to better planning the function of internships is to consider it an opportunity to learn about areas of higher education which would be useful to them in the future.
- Scheduling additional buses at the end of the experience so that visitors might transport their purchases to the airport more easily.

"A Few Final Words"

-Stephen Heyneman

You came from South Africa wondering what you find in Nashville and at Vanderbilt. We too were wondering: who you were, what would you want to learn; how could we help?

In cases where individuals come to America for the first time, it is common to expect a great deal. It is some times thought that Americans and American universities are very wealthy in terms of administrative expertise and support; it is sometimes thought that American universities are very experienced in entertaining international visitors. I assure you that these were not our assumptions.

As all of you now know, our department has few if any administrative support persons and that we must depend on the good graces of our faculty and graduate students. And as I am sure most of you are now aware, this is the first time in which our department has had the honor of entertaining international guests such as yourselves.

So what does one do when faced with such prospects: a large contingent of important visitors from two widely disparate parts of the world all of whom have high expectations against the reality of no experience and little administrative support.

Well we did one thing first of all, and that was to decide on a philosophy. In doing this we insisted on two principles.

First is how we think of ourselves.

Helping to coordinate these two higher education projects honors us at Vanderbilt, and we are very proud of our university. But we had to remind ourselves of our origins: Vanderbilt is a high quality university situated in the poorest region of the United States. It has not always been a high quality institution, and it continues to struggle with other institutions that are wealthier and better known.

Regardless of this struggle, this competition, Vanderbilt's mission, and its purpose, is inexorably linked with its environment, our community. We know, as do you, what it means to be 'on the periphery'. We know what it means to be on the outside, looking in. And as our task we take seriously the possibility of helping other institutions and other universities to improve themselves and to be competitive, not on a local scale but on a world scale. When we greet Vista University, Tech North West or other of your institutions, we do not see a small struggling institution. Instead we see ourselves. And we know we got to where we are not by welfare and not by charity. We got to where we are by virtue of good luck, careful planning and diligence.

One other thing. There is much about American higher education that distinguishes it from the rest of the world — its variety, responsiveness, flexibility, and openness to 'non-traditional' students for instance — and we are proud of that too.

But we knew that you were not coming here to copy Vanderbilt, or to import a mirror image of the U.S higher education systems.

"A Few Final Words" (Cont.)

From the very beginning we insisted that you see everything. Every type of higher education institution in the State of Tennessee, two-year colleges, public and private, large and small, historically black and historically white, all have been under your scrutiny. And you have discovered that all of them are important; that Vanderbilt is only one of many categories of institutions. And there are good examples of success in all of the categories.

More importantly, our own problems and dilemmas of higher education have been the topic of conversation wherever you were going. We knew that higher education in America and the State of Tennessee has many problems — in equity, finance, efficiency, race relations, quality, and governance — and these problems are very serious. Our principle has been that of simple honesty. We tried to tell you the truth. We tried to show you no more and no less of what was actually here.

What topics did we think might be relevant to you? South Africa is very different from the United States. But every system of higher education and every institution of higher education experiences three types of problems. Some are unique to that institution or system alone. Others they share their problems with a group or a category. And third are those problems which third are universal. These problems are experienced in every part of the world and in every institution.

We did not assume we knew in which category problem A or B lay. Instead we left this to be figured by you. We began not assuming that any problem is irrelevant or that any problem is necessarily universal. In this way we learned a little about our own system and its problems in our dialogues with you. And you have come away learning to distinguish the issues that are universally relevant from the others. In that sense the learning is mutual.

In the end if this project has been a success, it has been a success for everyone. It has been a success for our partners: TSU, UT, FISK and THEC. How could this project have worked without their full cooperation and generosity with their time and attention? On the other hand, if the project had been managed by say, TSU, would it have been as successful without the participation of Vanderbilt? I think not.

I think this was a successful because every side was necessary. Every institution, and every office.

Sometimes success is not attributable to any one institution or person. Sometimes, success just happens. Well it did in this case, and I think I can speak for everyone here who has participated that we have found it to be a great honor to have met you all and to have shared a small part of your lives and your professional struggles.

With my best wishes.

Stephen Heyneman

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Dignitaries from South African universities study Vanderbilt administration, structure

by Alex Burkett

Seven thousand four hundred miles and two weeks after they left their country, a delegation of 37 professors, lecturers and university staff members from South Africa are asking important questions of their Vanderbilt counterparts.

The answers they get, they said, could help them improve the higher-education system in their own country.

"We're here to see how the two [systems] differ, what the problems are in each and how to address those problems," said Lucas Mabusela, a lecturer at Vista University in Pretoria, South Africa. "We can find out what gaps we can fill between the [system] here and the one in South Africa."

Mabusela and 36 of his colleagues from historically disadvantaged universities within South Africa — many of them from Vista — are taking part in an intensive program sponsored by

Vanderbilt and the Institute of International Education designed to familiarize them with nearly every sector of Vanderbilt. While Vanderbilt is their "home base" during their seven-week visit, the entourage is also taking field trips to a number of higher-learning institutions across the state.

The idea, according to Timothy Caboni, a lecturer in Peabody's Department of Leadership and Organizations and a coordinator of the visit, is to foster a diversified sense of the American higher-learning system.

"Vanderbilt is a good example of a highly complex, broad higher-education institution," Caboni said. "And then we're going to go to examples of different types of institutions around Nashville and Tennessee."

Meanwhile, members of the entourage said they're already harvesting ideas they can use back home in

South Africa.

Joe Manyaka, a professor of African languages from Vista who serves as the university's acting dean for the Faculty of Arts, said he's impressed with the tenor of student affairs at Vanderbilt, and with the availability of learning resources such as libraries and computers to students and staff.

But Manyaka said there's one thing at Vanderbilt that he'd like to implement at Vista: an alumni relations office.

"We walked into the alumni building, and there was an entire room with phones and people calling alumni," he said. "It means a lot to alumni that the University still cares about them. That's very important."

South African schools' record of alumni relations is lagging, he said.

Other visitors — like Mishaack (Please see Dignitaries page 5)

related to the control of and prevention of Type II diabetes. Those who take the class are asked to spread the information they have learned throughout the community.

Keatts, a salesman and carrier for *Shopper Peddler Advantage*, a free newspaper in West Tennessee, said he started attending the lunch sessions a year ago, and was surprised to receive Rice Krispies Treats at one of the sessions.

"I thought it was a trick," he said. "I couldn't believe we could actually eat them. I remember the name of that session so well — 'You Can Have Your Cake and Eat it Too.'"

During the monthly sessions, the dietetic

Keatts said, attendance at the sessions has grown so much that it's difficult to find a seat.

"It's just fascinating what they've done," he said. "I've learned so much and I try to share what I've learned with others."

Dianne Killebrew, educational coordinator of the VUMC dietetic internship, said that Stewart County is a medically underserved area. About 30 percent of the population of Stewart County (population 12,370) are 55 or older, and the Stewart County Health Council has identified diabetes as the No. 2 health priority.

Killebrew and Dr. Thurman L. Pedigo, clinical professor of Family Medicine and

case."

Neblett said he learned a great deal about diabetes through his own preparation as well as from the dietetic interns, who provide vital information about specific nutritional and lifestyle strategies in fighting diabetes.

"I think that our participants in Stewart County will expand and reinforce both the knowledge base and their confidence," Neblett said. "I believe that these lay leaders are committed to serving their community and that they are developing a sense of being equipped to share what they learn with friends and co-workers." ☐

Dignitaries (continued from page 4)

Gumbo, a lecturer for final-year undergraduates in teaching-related disciplines at Vista — reported that they are encouraged by the amenable terms of the relationship between the student body and administrators.

"My impression is that students are really getting good support from [Vanderbilt] in terms of money, funding activities, and are given a lot of autonomy," Gumbo said. "At Vista we lose a lot of potential students because they are not given enough of a welcome attitude by the university, and we need to upgrade our support in that department."

Caboni said that objective evaluation should serve the group well once it returns to South Africa.

"It's really a chance for them to do some comparative work and figure out the things we do that would work in their system, and the things we do that would not," he said. "They can learn from some of the things

we've already been through."

The group's journey is scheduled to last through May 30, said Stephen Heyneman, professor of international education policy at the Peabody College and coordinator of the initiative.

Caboni said the idea for the program, a partnership between Vanderbilt and the IIE, emerged in February. The IIE, a subcontractor for relief organization USAID, contacted Heyneman with a proposal for a South African delegation to study U.S. higher-education through Vanderbilt.

Caboni added that the two have an eye on continuing Vanderbilt's participation in international faculty programming of the sort the South Africans are taking part in now.

And the programming is anything but light.

"Our schedule is full," Manyaka said. "We're really doing a lot."

Interspersed in the group's schedule are

various classroom programs and meetings with Vanderbilt faculty and staff.

"Then for two weeks, they'll take internships in areas that interest them," Caboni said. "That should give them a better understanding of what's going on here in U.S. higher education."

Manyaka said the group has already met with a handful of University administrators including David Williams, vice chancellor for student life and university affairs; Steve Caldwell, associate vice chancellor for student life; and Mark Bandas, associate vice chancellor for housing.

The entourage will also take field trips to area colleges and universities, including Tennessee State University, Belmont University, Middle Tennessee State University, Fisk University, East Tennessee State University and the University of Tennessee-Knoxville.

The group's experience has extended beyond academia. Caboni said trips to the Super Wal-Mart, the Farmers' Market and grocery stores have furthered the visitors' understanding of American culture.

"When you go out there in the world and meet people, you realize there's surely a lot that you've missed," Manyaka said. ☐

"It's really a chance for them to do some comparative work and figure out the things we do that would work in their system..."

— Timothy Caboni
Lecturer in Peabody's College

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South African educators take Midstate learning tour

By MICHAEL CASS
Staff Writer

Some of the ideas and practices are familiar, such as raising tuition when government funding falls short.

But others, like expecting alumni to give money to their alma maters, are mostly new.

For the 37 South African college professors and administrators visiting Nashville to study American higher education, the past seven weeks have been eye-openers.

"We've learned a lot from people, and they've learned a lot from us," said Joe Manyaka, acting dean of the arts at Vista University in Johannesburg.

Manyaka and his colleagues arrived at George Peabody College for Teachers of Vanderbilt University last month through a \$240,000 grant from the U.S. Agency for International Development. The participants fly home in just a few days. Vanderbilt officials hope the training will help them make better-informed decisions at their own universities.

Six professors and administrators from Kazakhstan in Central Asia joined the South Africans for part of the time. Several Peabody professors will go to Kazakhstan next month to work with



LISA NIPP / STAFF

Faith Ngwenya, a lecturer at Mangosuthu Technikon in Durban, South Africa, asks Vanderbilt University professor John Braxton a question during a lecture on faculty ethics. Ngwenya and 42 other college professors and administrators from South Africa and Kazakhstan have been visiting Nashville this spring to learn about American higher education. Looking on is Khaya Maphinda of the support services department at Border Technikon.

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universities there on strategic planning and to help them develop graduate programs in education administration.

The visitors have seen both the blemishes and the beauty of American higher education, and not just at Vanderbilt. Participants have traveled the state on a bus, visiting the University of Tennessee-Knoxville, Belmont, Fisk, Middle Tennessee State, Tennessee State and other universities, local community colleges; and the Tennessee Higher Education Commission and other agencies.

"We wanted to give them the full gamut of higher education and all its problems," said Stephen P. Heyneman, a professor of comparative education policy at Peabody after a long career as an education official with the World Bank.

"We told them, 'You can cherry-pick the ideas you think are interesting and useful from anywhere you want.'"

Observing government's effect

Group members who interned at THEC sat in on conversations about the state budget problem's impact on higher education and possible solutions. They also watched as THEC officials appeared before the House and Senate Education committees at sometimes tense budget hearings.

"That was a unique experience for me, listening to politicians and educators discussing issues," said Nikile Ntsababa, an administrator who works with the council, or board of trustees, and the faculty senate at the University of Fort Hare in South Africa.

At TSU, about a third of the South African group spent nine days working with administrators in their areas of interest, such as sponsored research, the library, student affairs and athletics.

Phyllis Qualls-Brooks, the university's public relations director and coordinator of the visit, said TSU already had a relationship with Technikon North West, one of South Africa's "historically disadvantaged" schools. A technikon is a school that focuses on technical disciplines such as engineering and, unlike most American technical institutes, offers graduate degrees.

The historically disadvantaged schools were for blacks only before the end of apartheid, the system of institutionalized segregation that dominated South African life until 1994. South Africa's government is talking about shutting down those 15 schools by merging them with the "historically advantaged" or formerly whites-only schools.

The debate echoes historically black TSU's own worries in the 1960s and 1970s

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about the inroads made locally by the former UT-Nashville, which was predominantly white. "The trails they're just getting to, we've blazed already," Qualls-Brooks said.

"It's a difficult time for them to be away," said Tim Caboni, a lecturer at Peabody.

"They may go home and have serious issues to deal with over the next few years."

Learning through asking

The group also has heard from faculty and administrators at Vanderbilt, TSU and other schools on a wide range of topics. William T. Spitz, Vanderbilt's vice chancellor for investments and treasurer, spoke Tuesday about managing the university's \$2.1 billion endowment. Participants asked him about the impact of Sept. 11 on rates of return (not much), Vanderbilt's losses from the Enron collapse (just \$400,000) and other issues.

Sidieka Najaar, who works in finance at the University of Western Cape in Cape Town, said she and the other participants will be better off when they return home.

Not only have they learned some new ways to do things from their Tennessee teachers, but most of them would not have met each other if they had not come to Nashville.

"It was quite good to network among ourselves," Najaar said. "It was actually two learning experiences for me: with our group and with the Americans."

*Michael Cass covers education for
The Tennessean. Contact him at mcass@tennessean.com or 259-8838.*

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