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**FINAL REPORT**

**EVALUATION STUDY OF EXPERIENCE ENHANCEMENT AND  
PROBLEM REVIEW SERVICES PROVIDED TO THE  
AID PARTICIPANT TRAINING PROGRAM**

**Submitted to:**

000175  
Office of International Training  
Agency for International Development  
Washington D.C.

Contract AID/otr-G-1387  
Work Order 6  
(VALFOS)

November, 1977

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## R E C O M M E N D A T I O N S

With regard to any future contract, we suggest:

1. That OIT develop a consensus position on what the underlying need and major goal of such a contract should be.
2. That OIT force on itself the discipline of completing a logical framework matrix as an important part of the design process. We believe this would clarify design issues, force consensus on indicators, make contractor performance and project management easier, and facilitate subsequent contract evaluation.
3. That vague terminology and glittering adjectives be avoided.
4. That the existing "spin-off", "filter-down", "indirect benefit" model be reversed so that the central focus becomes the AID Participant Training Program and its academic participants. Benefits can then "radiate outward" to other foreign students on campuses who may be interested in Third World development issues and activities. Thus, for example: if NAFSA funds any more campus projects, "relevance to economic and social development issues and skills" ought to be a primary selection and funding criterion.
5. That NAFSA appoint one of their members at each university with any AID participants as the official "AID Student Facilitator" and contact point. That a portion of that person's salary (for 4 - 40 hours per week depending on the number of AID participants there) be paid for out of the contract.
6. That, if the previous recommendation is not feasible, the contractor provide a touring social/cultural facilitator to introduce and draw AID participants into meaningful social/cultural activities and possibilities at the local campus to counteract the isolation felt by some participants.
7. That in order to satisfy the new Congressional mandate of benefiting the "poorest of the poor", NAFSA organize first hand orientation and familiarization experiences with US programs for our poorest citizens (e.g. Welfare, WIN, CETA, Food Stamps etc.).
8. That the Contractor, through newsletters and/or conference programs, inform its membership of demographic and professional differences existing between academic AID participants and other foreign students and explain ramifications of such differences for program planning.

9. That after seven or more years, it is too late to still be looking for "innovative" projects; that, instead, 2 or 3 viable existing activities be identified and their application in appropriate sites supported.
10. That Contractor accountability be increased by:
  - (1) Removing AID staff members from any decision-making functions under the contract, and
  - (2) Removing any performance obligation on the part of NAFSA members-at-large.
11. That if additional campus projects are to be funded, proposals be solicited only from universities having a meaningful number of AID participants registered.
12. That random samples of the 6 NAFSA sections be canvassed on a regular basis to identify any current problems with respect to AID participant trainees.
13. That provision be made for putting AID participants in one city or one campus, into contact with one another.
14. That since the term "AID Participant Trainee" has very little recognition or usage outside AID circles, new terminology which is in line with usage on campus, i.e. "AID Sponsored Student" should be used. This should apply to academic or degree oriented individuals only (whether "Contract" or "non-Contract"). That for shorter term, non-degree oriented individuals, the name "AID Sponsored Development Technicians" be used.

## I N T R O D U C T I O N

The intent of this Group Seven (G7) evaluation study was to be objective, thorough and balanced and to provide the Office of International Training with a useful set of recommendations.

In specifying an appropriate design and work plan for this evaluation, we had to recognize two serious constraints:

1. No logical framework matrix existed to identify precisely the inputs, the outputs, the purpose and the goal and (more importantly) the targetted indicators from which the degree of contract success could then have been guaged fairly easily.
2. No base-line or comparison data existed against which to compare project performance findings.

Our Scope of Work included both "looking at contract performance as well as examining the conceptual basis" for the contract. After preliminary discussions with IT staff, G7 decided to devote about 75% of our efforts to the first task and 25% to the second.

To set the evaluation of Contract GSD 3601 into proper perspective, several factors must be clear to the reader at the outset:

1. The life of the contract was from May, 1972 to December, 1977, or 5.6 years.
2. Total funding was \$502,000 (rounded); or \$90,000 per year. The yearly figures ranged from \$55,000 in year 1 to \$121,000 in year 5.
3. Since NAFSA's total yearly budget is about \$700,000, this contract furnished 13% of their budget.

For purposes of this evaluation, we first assembled the "final" Objectives and Statement of Work for the NAFSA Contract from the most recent relevant amendments. We present this material in the Appendix.

Following from the Statement of Work, our general approach was to determine the extent to which each of the tasks was accomplished and the level of quality in the performance. We sought answers to these questions:

- I. Through what means, to what audience and how adequately has the Contractor disseminated information about the ANLC and its objectives?
- II. How and how adequately has the Contractor informed its members of the general objectives of the AID Participant Training Program and the procedures through which these objectives are pursued?
- III. How diligently has the Contractor utilized its members to identify problem areas in AID participant or foreign student training generally?
- IV. How many and what type programs for AID participants and other foreign students did the contractor plan through the ANLC?
  - IVa. How many were implemented? Where? When?
  - IVb. How "innovative" were the projects?
  - IVc. How "enhancing and supportive" were the projects?
  - IVd. How relevant to AID participants were the projects?
- V. What guidelines have been prepared by the ANLC for developing projects, educational materials and special activities?
- VI. What guidelines and criteria for reviewing proposals were prepared by ANLC?
- VII. What special problem area proposals have been generated from within the Liaison Committee?
- VIII. How have institutional members been encouraged to utilize the resources in their institutions and communities to enhance the total educational experience of AID participants?

- IX. Has the Committee kept AID/SER/IT fully informed of progress verbally and in written form?
- X and XII. Has NAFSA provided the necessary administrative and technical support for the following COMSEC Committees: Development, Human Resources and Material Resources?
- XI. Have the nine members of the of the COMSEC Development Committee been appointed and is the Committee functioning?
- XII. See X
- XIII. Has the Development Committee met in 1976?
- XIV. Has the Development Committee conducted a three day session in training, to develop resource people for traveling workshops?
- XV. Has the Development Committee printed a brochure for community volunteers?
- XVI. Has an annual report on the Development Committee been submitted to the ANLC?
- XVII. Does the COMSEC report include a listing of activities, evaluations and expenditures?

The following questions were posed to examine the conceptual merits of the contract design and objectives:

- XVIII. What design problems exist with the NAFSA Contract?
- XIX. What is the primary need that this contract is intended to meet?
- XX. On what dimensions do AID participant trainees resemble and differ from other foreign students, and what are the ramifications of such differences?

And finally, the following questions were asked concerning the June, 1976 Project Review:

- XXI. What action was taken with regard to the June, 1976 project review paper?
- XXII. Are there any alternative organizations as channels into the academic community AID could utilize?
- XXIII. Has the Contract adequately financed travel, head-quarter facilities and newsletter publicity?

M E T H O D

The procedure we followed may be summarized thus:

1. Study NAFSA contract and 12 amendments to:
  - (a) Assemble the currently operative version of CSD 3601, and
  - (b) to develop an Evaluation Design and Work Plan.
2. Conduct preliminary interviews of IT and NAFSA staff.
3. Submit Evaluation Design and Work Plan to AID.
4. Develop interview guides for interviews of:  
Project Directors, NAFSA Central Staff, IT Staff, Liaison Committee members, NAFSA members-at-large and AID participant trainees. (See Appendix)
5. Develop observation guide for regional conference  
(See Appendix).
6. Develop rating task and instructions for the 40 projects funded by the Liaison Committee (See Appendix).
7. Conduct interviews with 47 people (Table 1).
8. Travel on three field trips (Table 2).
9. Analyze findings from:
  - (a) Interviews
  - (b) Documents and reports

(c) Ratings 1/

10. Formulate recommendations.
11. Write up report.

1/ The six raters were: 2 Foreign Student Advisors  
2 Foreign Student Admissions Officers  
1 Resident Services Director (at an  
international student residence)  
1 Director of International Hospitality  
Programs

Among them they had had a total of 34 years experience in the international student field.

TABLE 1:            INTERVIEWS CONDUCTED

<u>GROUP</u>	<u>Number of People</u>
AID - OIT Staff	7
NAFSA Central	3
ANLC Members (other than above)	3
ANLC Project Directors (other than above)	14
COMSEC (other than above)	4
NAFSA Members-at-large	9
AID Participant Trainees	<u>7</u>
Total	47

TABLE 2:            FIELD TRIPS

1. Philadelphia, PA., September 30-October 1, 1977; to interview some NAFSA members-at-large and some Aid Participant Trainees.
2. Ashville, N.C., October 18-21, 1977; to observe Alumni project and NAFSA Region Meeting.
3. Morgantown, W. VA., October 21-22, 1977; to interview some NAFSA members-at-large and some AID Participant Trainees.

R E S U L T S

- A. Performance Under Contract CSD-3601  
(Questions I through XVII)

I. Through what means, to what audience and how adequately has the Contractor disseminated information about the ANLC and its objectives?

<u>1. FINDINGS:</u>	<u>AUDIENCE</u>	<u>QUANTITY</u>	<u>HOW DISTRIBUTED</u>
a. Newsletters - National	NAFSA Members Only AID	2,500 50	Individually by Name
b. Model Project Sheets	NAFSA Members Only	2,500	Mass Mailing
c. Brochures-"Innovative Ideas" "RSVP"	Nat./Reg. Conference Attendees and Reg. Workshop Participants	10,000-11/73 5,000- 3/75	'73-by Mail/To membership at /Reg./Nat. Conf. '75-Reg./Nat. Conf.-by Request
d. NAFSA Funding Opportunity Sheets	Persons with Pro- ject Ideas	Reg. Conf. 300 Nat. Conf. 50	Sent Individually after interest shown
e. National/Regional Conferences - Presentations	Govt. Representatives Embassy, NAFSA Attendees	Nat. 900 Attendees Reg. 150 Attendees	Oral presentations by AID staff attending and materials by hand
f. Films-Publications List	Attendees Reg. Conf. and Workshops	Enough for 30-40 participants/25 times a year	By hand

2. Among our small informal interview sample of NAFSA members-at-large, of eight people who answered the question unequivocally, seven had heard of the Committee, one had not. When asked about ANLC's main objectives, four out of the seven knew them, three did not.

3. At the regional conference that G7 observed, ANLC activities were mentioned or discussed as part of the following workshops:

Training for Development Workshop

Alumni Study Project Workshop

Re-Entry Transition and HomeCountry Employment Workshop

COMSEC Workshop

At all of the above workshops it was pointed out that funding for projects had been available in the past few years through the ANLC. Materials of a published nature were on display as part of the NAFSA Table exhibit. The Model Program Sheets and blue sheets indicating NAFSA Funding Opportunities were part of that exhibit. During other workshops a previously funded ANLC publication was mentioned (A Guide for the Education of Foreign Students).

SOURCE: Interviews, Observation

COMMENTARY:

1. As the above chart indicates, there are a number of channels which NAFSA utilizes in publicizing and disseminating information about the ANLC and its objectives. NAFSA has indicated that they view dissemination through their Regional Conferences to be a MAJOR channel of communication not only for the opportunity of panel discussions involving AID/IT staff but as well because of the high turnover rate of the membership attending such conferences.

At the conference, members of NAFSA's six interest groups participated in some activities and not others; depending on whether they were new or old members. About 25 regional conferences and workshops are held each year, with a total attendance of about 1,200.

2. A reading of NAFSA newsletters has shown many articles that are related to AID although the titles of articles often do not highlight AID involvement. (see XXIII.) At the same time it should also be noted that a number of the above publications are of a mailing nature, but they are not mailed unless requested. Means not fully utilized for publication purposes include the NAFSA flyers on the organization itself, and the COMSEC mailing list. Awareness of ANLC projects among those serving on the ANLC was high. Among those having projects but not on the Committee, there was some awareness of similar projects. Among others, projects could not be named but directors had recalled seeing project model sheets although their memory on specifics was poor.

3. In general, our small field check seems to indicate that although the existence of The Committee itself is quite well known by the membership, its purpose is not as clear.

II. How and how adequately has the Contractor informed its members of the general objectives of the AID Participant Training Program and the procedures through which these objectives are pursued?

FINDINGS:

1. A rather good statement of the objective of the program is found in Training for Development (an AID publication):

"The United States Participant Training Program invests in the people of the developing countries. Designed to help carefully selected foreign nationals acquire needed skills not available in their own countries ..."

"Training in a wide variety of fields including industry and agriculture, education, health, family planning, public administration, public safety, labor organization and youth leadership."

"One of the finest features of the training program is the contact the trainees have with Americans, and vice versa. All of those trained, in one way or another, met the American people in their own communities. Much of this interchange is due to the services of private individuals and organizations. Without the generosity, the help and the care of the private sector, the Participant Training Program could not succeed."

2. When asked to state the basic objective in their own words, NAFSA Central staff and various project directors interviewed, demonstrated a rather clear understanding of the objective as described in AID/OIT printed materials. Some specific answers:

(a) To relate these people to the developmental process. Digest their U.S. learning to the needs of their own countries. It is a cultural synthesis goal as well. AID in a broad sense is concerned with the incidental learning as well.

(b) To develop harmonious relations. To assist in educational training of those who will be influential in their home land and have an awareness of our country.

(c) To prepare manpower for countries in which training is necessary.

(d) To provide specialized training relevant to particular problems when they return home.

- (e) To gain technical training applicable to their home country problems and personal professional development.
- (f) To provide pre-selected students selective training for specific jobs.
- (g) To assist developing countries to be self-sustaining. Filling in the gaps in their manpower needs.
- (h) Overall development objective to train human resources to return to their countries and work on an AID project with development oriented objectives. The extra-curricular activities are important as well.
- (i) To further the technological development in home countries.
- (j) To increase the prospects for positive development in a number of countries. There is a good deal of technical training.
- (k) I am not familiar with AID sponsored participant trainees.
- (l) The objective goes beyond university training. They want participation outside the university - to extend or expand what is learned in the classroom.
- (m) To train participants to fit AID/host country identified manpower needs. Sometimes the plans of the host country are explicit, some times not.
- (n) Academic-training in specialty area jointly identified in short supply. Train to agreed educational objective (to the highest degree possible).
- (o) Specialized training - he will be an engineer or a nutritionist specializing in a specific area.
- (p) They come here to be trained academically for specific reasons for a specific job when they go back. To develop as well, positive feeling about the U.S. The way we function and live. Also to have non-academic experiences on grassroots level and develop relationships. Informal learning is quite critical.

3. All seven members-at-large who answered indicated they had heard of the AID Participant Training Program; 5 of them were able to state the objective fairly accurately and 2 could not.
4. A review of printed materials - the latest NAFSA brochure, RSVP, does give a feel for the objectives of the AID Participant Training Program, although the program is not described under a specific heading with its objectives indicated. The brochure Innovative Ideas pertains principally to the ANLC and its objectives, not the objectives of the AID Participant Training Program. An examination of 1976-77 newsletters indicates a few articles that touch upon objectives, i.e. "Trends in AID Participant Training 3/77" and an 11/76 article on the efforts of the ANLC committee to implement new directions.
5. The procedures used in the AID Participant Training Program are complex and varied and do not appear to be well known.
6. At no time during the recent Region VII-VIII Conference, did we observe any explicit mention of the AID Participant Training Program, or its objectives or its procedures.
7. Observation at some of the workshops indicates a lack of familiarity with the terminology: "AID Participant Training Program" or, for that matter "AID Participant" or "Participant Trainee". At times one heard about a "student sponsored through a Government agency such as AID" or an "AID student" or an "AID-sponsored student", but never is he identified as part of the "AID Participant Training Program".

SOURCES: Publications, Interviews  
Observation.

COMMENTARY:

1. The Contractor has unquestionably publicized the AID Participant Training Program. Yet, to find printed descriptions of the objectives one must use AID publications, despite the fact that NAFSA is supposed to "inform its membership of the general objectives."
2. The central purpose of the AID Participant Training Program, like the function of the ANLC, does not appear to be as adequately communicated to members as the mere existence of the program.
3. The terminology "AID Participant Training Program" is not consonant with existing usage.

III. How diligently has the Contractor utilized its members to identify problem areas in AID participant or foreign student training generally?

FINDINGS:

1. The Contractor's annual report states that:

"The Committee has utilized two techniques in identifying problem areas in the AID participant training program and in foreign student training generally. First, in publicizing the availability of funds for pilot projects to AID participants and foreign students generally, it has received from the NAFSA membership numerous proposals which deal with problems as identified by the membership. In addition, the Committee has used committee meetings as a forum for identifying specific needs requiring committee action."

2. Some interview answers by NAFSA Central and AID/OIT staff to the specific question "What has been done to identify problem areas of the AID participants and foreign students in general?" :

- (a) The ANLC in reviewing proposals often talked in terms of problems which the projects were intended to relate to.
- (b) Identification of problems has occurred through the Committee in terms of the studies it has initiated. I do not believe we are doing anything else in this area.
- (c) Knowledgeable members and the leadership of the Association and Board identify problem areas.
- (d) Student participation is best made in terms of input at the campus and regional levels.
- (e) A problem that does come up is that the AID participants without their wives sometimes want to go back.
- (f) The undercurrent over AID participant involvement versus foreign student involvement generally is a constant problem. Submitting proposals to AID for final approval thus cuts back on the amount of liberty we have to pursue objectives.

3. Of seven NAFSA members-at-large, when asked if problems had been solicited from them by Central (either by questionnaire, telephone or newsletter), six answered in the negative, one positive.

4. Problem areas with respect to the foreign student population were brought up throughout the regional conference which G7 attended. Each section of NAFSA identified and discussed a number of problems. For example:

- (a) ADSEC admission problem - admitting from an institution you know nothing about.
- (b) TEFL - problem - understanding the non-verbal communications pattern of your students.
- (c) ADSEC - The interpretation of "domiciliary clause" - in the new legislation.
- (d) CAFSS - Problems that related to I-20's and other visa documentation.

With respect to AID participants, the point came up of where participants stood with respect to the interpretation of (c) above and whether a blanket waiver was being considered for those students caught here as a result of the Vietnam War.

SOURCES: 1974/75/76 NAFSA Annual Reports  
Final Project Reports  
Interviews  
Observation

COMMENTARY:

1. It is evident that the Committee has been a forum for identifying specific needs with respect to AID participants and foreign students generally. For example, the Committee has dealt with such matters as

insurance coverage for AID participants, maintenance rates for AID participants, research needs and discussion of the new directions in the participant training program. Committee-initiated activities of identification are viewed as a supplement or corollary approach for problem identification. With respect to proposals from membership being the primary means of problem identification, it must be noted that as of October, 1975 Committee-initiated proposals became the norm and, therefore, proposals from the field could no longer constitute the primary magnet for problems.

2. There appears to be no systematic concern among the NAFSA membership interest groupings (CAFSS, ADSEC, ATESL, SECUSSA, COMSEC and Student) to identify any problem areas that may be peculiar to AID participants.

IV. How many and what type programs for AID participants and other foreign students did the contractor plan through the ANLC?

FINDINGS:

1. There are forty projects that the ANLC funded, and thus by implication planned from 1972 through 1977. The following five categories are used in reporting on the projects:

- (a) Adjustment Problems of Students
- (b) Foreign Students as Resources
- (c) Student Enrichment and Exposure to the American Community
- (d) Re-entry Transition Problems
- (e) Tools for Professionals Working with Foreign Students

2. Other categorizations exist. Foremost are:

- (a) Student involvement projects (N=17)
- (b) Student non-involvement projects (N=23)

and,

- (a) External solicitation (N=30)
- (b) Internal solicitation (N=10)

3. The total reported cost of the 40 projects is about \$174,000, or an average of \$4,300 each, with large variation among projects.

4. The seventeen student involvement projects were funded for a total of about \$72,000, or an average of \$4,200 each. Twenty-three student non-involvement projects were funded for a total of about \$102,000, or an average of \$4,400 each.

5. The 30 projects funded in the external solicitation phase (i.e. before October, 1975) cost \$125,000, or an average of \$4,200 each; the 10 projects funded in the internal solicitation phase (i.e. after October, 1975) cost \$49,000, or an average of \$4,900 each.

6. The ANLC reviewed 121 proposed projects and chose to approve forty for funding and reject 81.

7. Of the 17 student involvement projects, 14 of them were identified as taking place at 12 universities (see center column in Table 3 ). Three of these universities are also among the top 12 universities in number of AID participants - Minnesota, Syracuse and Colorado. One of them (Minnesota) is also among the top 12 in total foreign student enrollment.

SOURCES: Project Sheet entitled "Projects funded by the ANLC" 1974-75 Annual Report Project Proposal Listing Open Doors, OIT Date Management Section

COMMENTARY:

1. Perusal of the 40 project titles and descriptions (see Appendix) clearly establishes that few, if any, were designed specifically for AID participants, insofar as they may differ in their needs and interests from "other foreign students". Indeed, two approved projects ("Pilot Project for Career Development Opportunities for U.S. Trained International Students", 1973, and "Pilot Project for the Development of a Home Country Employment Locator Program", 1975) run diametrically counter to the assumptions and objectives of the AID Participant Training Program.

2. In G7's view, the ANLC properly funded student involvement projects, 21% of which in number and 26% of which in funds, took place at universities with a sizeable incidence of AID participants. If anything, we would have wished these percentages to be even higher.

TABLE 3 ANALYSIS OF INSTITUTIONS WITH THE MOST AID PARTICIPANTS, MOST FOREIGN STUDENTS AND INSTITUTIONS AT WHICH ANLC PROJECTS TOOK PLACE

<u>UNIVERSITIES WITH HIGHEST ENROLLMENT OF AID PARTICIPANTS</u>	<u>No. of participants</u>	<u>UNIVERSITIES AT WHICH ANLC INVOLVEMENT PROJECTS TOOK PLACE</u>	<u>Total No. foreign students</u>	<u>Cost</u>	<u>UNIVERSITIES WITH HIGHEST ENROLLMENT OF FOREIGN STUDENTS</u>	
1. University of Wisconsin, Madison	97	1. University of Minnesota, Minneapolis	1679	\$11,800	1. University of Southern California	2,111
2. Michigan State University, East Lansing	70	2. Stanford University, Stanford, Cal.	1075	3,000	2. Howard University	2,066
3. Georgetown University, Washington, D.C.	57	3. University of Washington, Seattle	983	1,600	3. University of Wisconsin, Madison	1,869
4. University of Minnesota, Minneapolis	52	4. Syracuse University, New York	730	2,000	4. University of Minnesota Minneapolis & St. Paul	1,679
5. University of Florida, Gainesville	46	5. University of Pittsburgh, Pittsburgh	691	300	5. University of California, Berkeley	1,571
6. Harvard University, Cambridge	45	6. Iowa State University of Science & Technology, Ames (2)	631	( 2,500 13,400	6. University of Texas, Austin	1,533
7. University of Illinois, Champaign	44	7. University of Tennessee, Knoxville	514	1,800	7. Columbia University	1,487
8. University of Southern California, L.A.	43	8. University of Massachusetts, Amherst	423	3,700	8. Miami-Dade Community College	1,485
9. University of Colorado, Boulder	41	9. University of Colorado, Boulder	460	7,000	9. New York University	1,474
10. Louisiana State University, Baton Rouge	40	10. Southern Illinois University, Edwardsville	139	5,600	10. Harvard University	1,414
11. Syracuse University, Syracuse, N.Y.	40	11. Atlanta University, Atlanta	99	1,100	11. University of Houston	1,398
12. Colorado State University, Ft. Collins	39	12. Bucknell University, Lewisburg, Pa. (2)	26	(700 500	12. University of Michigan, Ann Arbor	1,390

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3. One can raise an efficiency question for a moment, i.e. what is the cost of these 14 projects per "student involvement"? Making certain simplifying assumptions, Table 3 yields the answer as follows:

Total cost: \$55,000/Total No. of foreign students: 7390 =  
 Cost per student involvement: \$7.44

Then, applying that figure to 5000 <sup>1/</sup> AID participants would result in a total cost of \$37,200. Application of that unit cost to 154,580 non-immigrant foreign students in the U.S. would amount to \$1,150,460.

Unfortunately, the benefit side of the equation is more difficult to specify and measure. It is clear, however, that:

- (1) Unit cost would drop with greater number of students involved, and
- (2) Benefit value would increase in terms of overall AID goals if the nature of the projects was more relevant to development issues and skills.

<sup>1/</sup> Estimated total AID participants (academic and non-academic) on board September, 1977

IVa. How many were implemented? Where? When?FINDINGS:

1. Of the forty projects approved for funding, 39 were implemented at the following locations and times:

	<u>Date funded</u>
1. Salt River Indian Reservation, Phoenix, Arizona	1/73
2. Community action programs in area of University of Mass., Amherst, Mass.	1/73
3. Villa International, Atlanta, Georgia	3/73
4. Student Community Services, Inc., Lewisburg, Pa.	3/73
5. A black elementary school, Syracuse University, Syracuse, N.Y.	7/73
6. East Harlem Community Action Project, Columbia University, N.Y.	7/73
7. Louisiana State University	10/73
8. University of California, Riverside, Calif.	10/73
9. University of Michigan, Ann Arbor, Michigan	7/74
10. Economics Institute, University of Colorado	3/74
11. Academic Affairs Conference of Midwestern Universities, Wisc.	7/74
12. Iowa State University	3/73
13. International Urban Service Corps, Dallas, Texas	3/73
14. University of Tennessee	10/73
15. Michigan State University	1/75
16. Southern Illinois University, Edwardsville	11/74
17. Cornell University, Ithaca, N.Y.	1/75
18. University of Minnesota	1/75
19. Michigan State University	1974
20. American Language Institute, Univ. of So. Calif.	1/75
21. University of Washington	3/75
22. Atlanta University	3/75
23. University of Minnesota	7/75
24. Stanford University, Stanford, Calif.	3/75
25. University of Minnesota	3/75
26. University of Georgia	3/75
27. Friends of Foreign Wives and the American Association of University Women, Ames, Iowa	7/76
28. University of Pittsburgh, Pittsburgh, Pa.	7/75
29. Michigan State University	10/75
30. Indiana University	10/75
31. San Diego, COMSEC, Calif.	2/76
32. Michigan State University	2/76
33. Michigan State University	10/75
34. Bucknell University	5/76
35. University of Minnesota	5/76
36. Michigan State University	10/76
37. Oregon State University	2/77
38. Iowa State University	2/77
39. University of North Carolina	5/77

SOURCE: NAFSA Listing entitled "Projects funded by the ANLC"

2. G7 Staff observed one project activity "in process", namely the Alumni Study Group.

The seven members present began by reviewing relevant literature on Alumni organization efforts. A Research Assistant for the Project Director summarized the literature and other people submitted materials they had brought along. Some summary survey results were distributed though not discussed. The members raised the following points for model building:

1. That consideration be given to the coordinating role of the Foreign Student Office in the model?
2. That they speak in terms of what is minimally possible?
3. That they consider who wants it - from a functional point of view?
4. That they consider the dollars needed for an adequate program?
5. That they take a benefit approach to the exercise (which they did)?
6. That they look at the question from the point of view of responsibilities and services?
7. That they decide whether they are developing an ideal model or a realistic model?

It was decided that an ideal model be developed. Discussion of a model proceeded, but when time seemed to be running short, the suggestion was made to split up the work. A draft model was to be submitted to NAFSA by November 15, with the hope that some sort of model sheet might be published and that possibly later activities would be possible with additional funding.

SOURCE: Alumni Study Group Meeting - October 18 and 19, 1977  
Asheville, North Carolina

COMMENTARY:

It appeared that material presented for review had been read extensively only by one individual. It was not apparent to the G7 observer what specific information was being sought from the readings. Secondly, the questionnaire summary which was prepared on the first forty replies from universities was not discussed with respect to its findings and how those findings related to the model being developed. For example, those data show that about three quarters of the responding universities indicate that they had alumni clubs established abroad, at one time, at least. Most of these are apparently no longer in existence. The possible significance of this finding for the ANLC Alumni "Model" was not discussed. Thirdly, the model being developed was not discussed extensively with respect to the critical questions raised as areas of concern listed above. Fourthly, no concrete discussion of the project from the point of view of AID (the funding agency on the ANLC) was mentioned with the exception of one comment to the effect that the committee member present did not know what AID expected to get from its funding of this project. Lastly, this was only the second time the group had met. Additional discussion revolved around what use they would want to make of the model and where it would be tested should more funding come through. In G7's view, this project activity was inadequate both in concept and in the execution portion which we observed.

IVb. How "innovative" were the projects?FINDINGS:

1. The judged innovativeness scores of the 40 projects are given in Table 4. The two most innovative projects (score: 2.5) were considered to be:

No. 16. International Students' Involvement in a Food Co-op Program for and with the Community Low Income Elderly, and

No. 17. Pilot Project for the Development of a Home Country Employment Locator Program

2. There was fairly good agreement among judges in rating a particular project's innovativeness (Median Standard Deviation = .5)

3. The average score for all the projects is 1.5, i.e. exactly in the center of the scale (see Table 5 ).

4. Interpretation of Fig. 1 establishes that no association exists between the innovativeness score and the cost of these projects ( $r = .14$  or virtually zero ).

5. There was no meaningful difference in judged innovativeness value of student involvement vs. non-involvement projects.

6. Projects solicited during the external solicitation phase were judged on the average to be slightly more innovative than projects solicited after October, 1975 (1.6 vs. 1.4).

7. A non-random sample of rejected proposals was judged to have an average innovativeness value of 2.2 (i.e. between "Somewhat" and "Extremely Innovative").

8. Some interview answers from Project Directors on where ideas originated:

-28-

Table 4 AID/NAFSA Liaison Committee Funded Projects:  
Selected Characteristics

Project No.	How Innovative?	How Enhancing?	How Relevant to AID participants?	Offering a Model?	Student Involvement?	Cost \$
1	1.8	1.7	0.5	Y	Y	1,800
2	1.3	2.0	2.5	Y	Y	3,700
3	0.7	1.8	1.5	N	Y	4,400
4	1.0	1.3	0	Y	Y	700
5	1.7	1.3	0.5	Y	Y	2,000
6	0.5	1.8	0	N	N	3,400
7	2.3	2.5	0	N	N	2,100
8	1.5	1.3	1.5	N	N	7,900
9	1.5	1.8	0.5	N	N	2,000
10	1.8	2.5	3.0	N	Y	7,000
11	1.3	2.3	0.5	N	N	7,500
12	1.0	2.0	3.0	Y	Y	13,400
13	2.3	2.7	2.5	N	Y	10,800
14	1.7	1.5	3.0	Y	Y	1,800
15	1.5	1.4	0	N	N	4,300
16	2.5	1.7	2.0	Y	Y	5,600
17	2.5	2.3	0	N	N	5,000
18	1.8	1.6	1.0	N	Y	11,800
19	1.3	2.2	1.0	N	N	3,000
20	1.7	1.2	0	N	N	5,000
21	1.8	1.6	0.5	N	N	1,100
22	0.5	1.8	1.0	Y	Y	1,600
23	1.8	1.2	1.0	N	Y	1,100
24	2.3	2.2	1.0	N	N	3,900
25	1.5	2.0	1.0	N	Y	3,000

Project No.	How Innovative?	How Enhancing?	How Relevant to AID participants?	Offering a Model	Student Involvement?	Cost \$
26	0.8	1.2	0.5	N	N	2,200
27	1.8	2.2	0.5	N	N	2,000
28	1.5	2.7	2.5	Y	Y	2,500
29	1.7	2.2	2.0	Y	Y	300
30	1.5	2.3	0.5	N	N	4,100
31	1.2	1.2	1.5	N	N	1,800
32	1.0	2.2	3.0	N	N	4,900
33	1.5	2.0	3.0	N	N	12,000
34	0.8	2.2	0	N	N	3,600
35	1.3	1.8	3.0	Y <sup>1/</sup>	Y	500
36	1.2	1.5	0	N	N	3,900
37	1.3	2.3	1.0	N	N	3,600
38	2.2	1.5	1.5	N	N	6,400
39	1.5	1.5	1.0	N	N	7,700
40	1.8	1.8	1.5	N	N	4,700

SCALE:

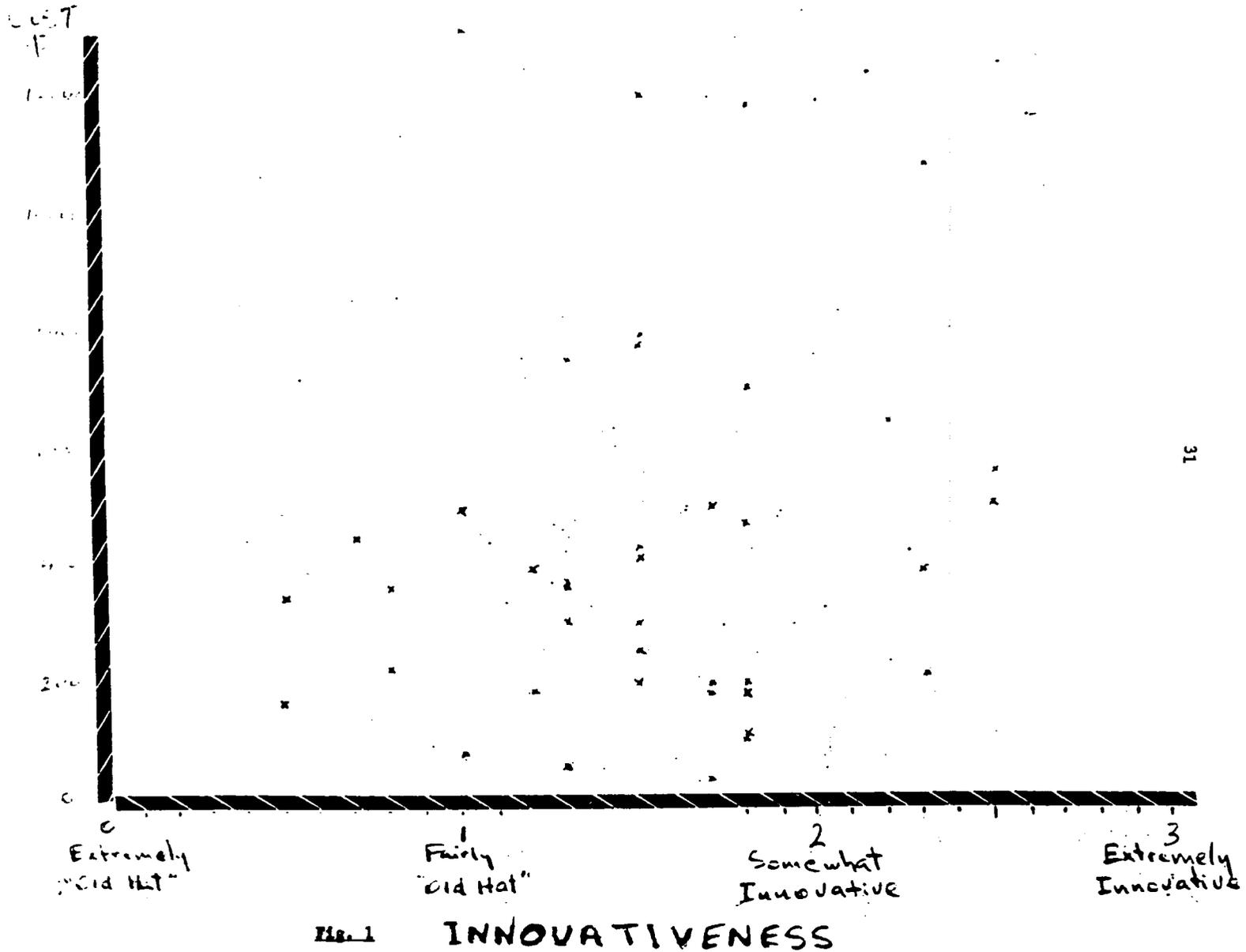
<u>Score</u>	<u>Innovativeness</u>	<u>Enhancement</u>	<u>AID Relevance</u>
3	Extremely Innovative	Extremely Enhancing	Extremely Relevant to AID Participants
2	Somewhat Innovative	Somewhat Enhancing	Somewhat Relevant to AID Participants
1	Fairly "Old Hat"	Fairly Useless for Enhancement	Somewhat Irrelevant
0	Extremely "Old Hat"	Extremely Useless for Enhancement	Extremely Irrelevant

<sup>1/</sup> In preparation

Table 5 Characteristics of the 40 ANLC Projects

	<u>Type of Project</u>		<u>Total</u>
	<u>Student Involvement</u>	<u>Student Non-Involvement</u>	
No. of Projects	17	23	40
Innovativeness			
Mean (scale: 0 to 3)	1.5	1.5	1.5
Std. Deviation	.5	.5	.5
Enhancement Value			
Mean (scale: 0 to 3)	1.9	1.9	1.9
Std. Deviation	.5	.4	.4
Relevance to AID Participants			
Mean (scale: 0 to 3)	1.8	.8	1.2
Std. Deviation	1.0	.9	1.0
Cost (Rounded)			
Total	\$72,000	\$102,000	\$174,000
Mean per project	4,200	4,400	4,300
Std. Deviation	4,000	2,500	3,200

**Best Available Document**



- (a) Our staff identified a student "need" for a project which would relate to their interests. This project reflects their interests.
- (b) We were doing nothing in our area for International Women's Year.
- (c) I have been involved with the country a long time and it formulated in my mind as a result of trips and work there.
- (d) I got it from some earlier similar projects I was working on.
- (e) A member of NAFSA at a meeting talked with me and it grew from that.
- (f) A friend in another organization and I were talking about some things and that is where it originated.
- (g) We identified the knowledge gap in terms of placing our foreign students and our need to help them better by determining their proficiency levels.
- (h) It developed as a result of my dealings with our state legislature and as a result of activities for our students and scholarship funding.
- (i) My awareness of similar parallel programs.
- (j) It grew out of the need to help people adjust to new experiences on the campus.
- (k) A friend of mine did a similar project, the school involved had utilized my services previously and called me, and our foreign students wanted something to get involved in.
- (l) A member of NAFSA committees had been staging similar things and I got the idea from his projects.
- (m) It originated in my office at the university and from the AID people I know at IT.

SOURCES: Ratings, Files, Interviews

COMMENTARY:

1. Although 6 of the 40 projects were judged to be more than "Somewhat Innovative", in general the contractor did not plan

particularly innovative programs, as is called for in their contract.

2. Since 10 rejected proposals could be found that were considerably more innovative than the 40 accepted ones (2.2. vs. 1.5) it appears that this was not a major criterion for the funding decisions.

3. The conceptual merit of the innovativeness criterion will be discussed elsewhere in this report.

IVc. How "enhancing and supportive" were the projects?

FINDINGS:

1. The judged enhancement value of the 40 funded projects is shown in Table 4 . The two most enhancing and supportive projects (score: 2.7) were:
  - No. 13 International Urban Service Corps in Dallas, Texas Area, and
  - No. 28 The International Family: Expanding Women's Role
2. There was low general agreement among judges as to how enhancing a particular project was (Median Standard Deviation = .8).
3. The average enhancement value of all forty funded projects was judged to be 1.9 on a scale from zero to three (i.e. just short of "Somewhat enhancing").
4. Fig. 2 shows no association between enhancement value and cost of a project ( $r = .17$  or virtually zero).
5. There was no meaningful difference in judged enhancement value of student involvement vs. non-involvement projects.
6. Projects solicited during the external solicitation phase were judged on the average to be equal or slightly more enhancing than projects solicited after October, 1975 (1.9 vs. 1.8).
7. The average enhancement value of ten promising but rejected proposals was judged to be 2.7 on a scale from 0 to 3 (i.e. more than two thirds of the scale distance between "Somewhat" and "Extremely Enhancing.")

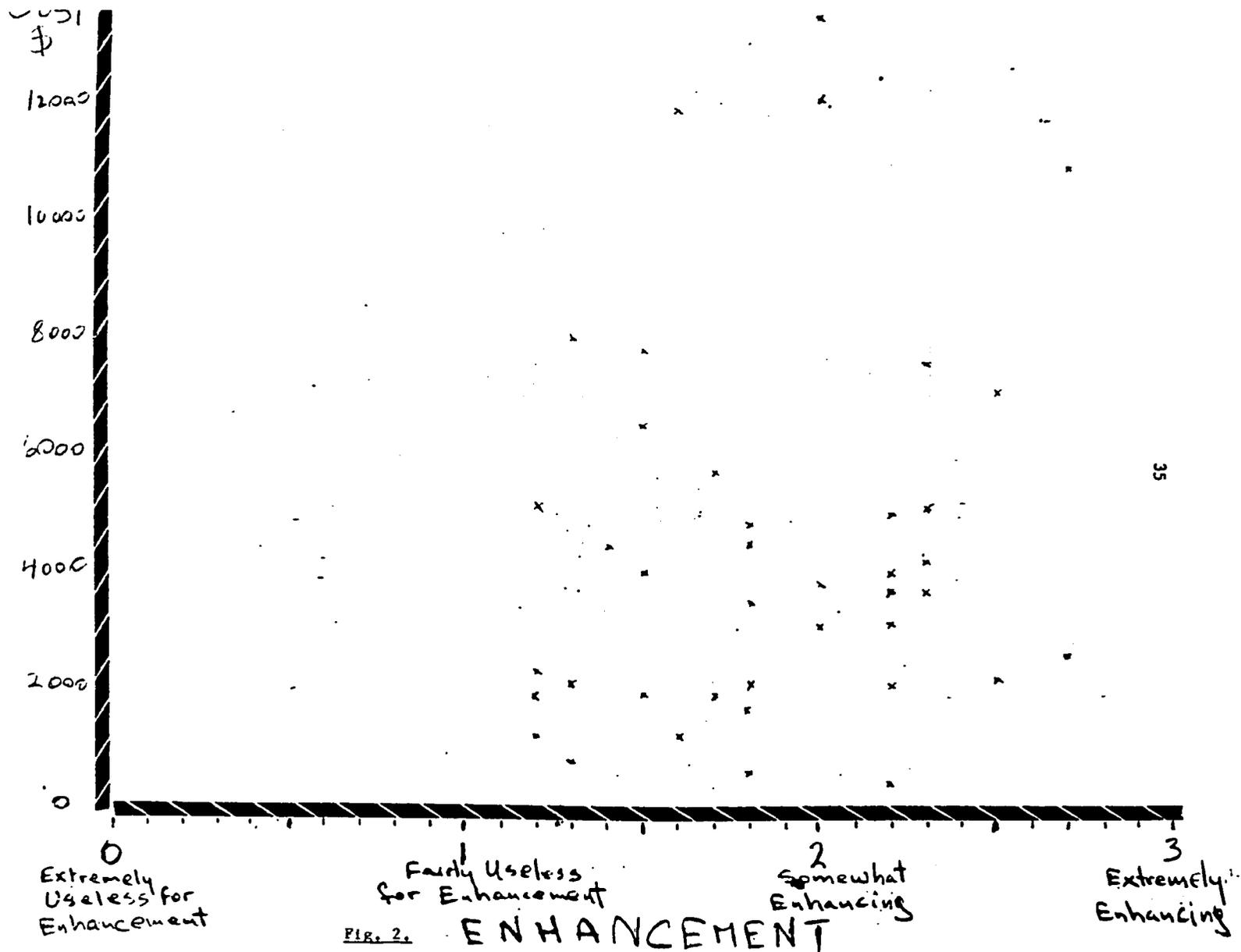


FIG. 2.

8. Some interview answers from Project Directors regarding benefits to participants (in involvement projects):

(a) They came in contact with black culture in America, which they were interested in doing. They taught us something about their countries. Six papers came out of it for course work. A film was made at the graduate level. They had a better idea of how our educational system worked.

(b) Their English was improved. They were better able to cope with day to day life in the U.S. They could explain about health concerns better to their children. They were able to socialize and adapt better to help their husbands.

(c) They got an awareness of the diversity of this country. They know what community and local involvement now means.

(d) The topic itself was educational for them. They socialized through this project and so there was the recreational benefit.

(e) They were in touch with Americans and American life styles. They learned about the ethical, moral and technical aspects in terms of population.

(f) The foreign students were brought out of their isolation and were better able to relate training to conditions at home.

(g) They gained skills in counseling. We hope they gained skills in the area of initiative. They gained an idea of what community volunteer efforts were all about.

SOURCES: Ratings, Files, Interviews

COMMENTARY:

1. 32 of the 40 approved projects fell on the positive half of the enhancing scale. Thus, the contractor has satisfied that aspect of his Statement of Work.

2. However, among rejected proposals, there were some that were rated more enhancing than the 40 approved ones (2.7 vs. 1.9).

3. Thus, this was not a preponderant selection criterion and/or the terms "enhance and support" are so vague and undefined that the ANLC's perceptions could well have been different from that of our panel of judges.

IVd. How relevant to AID participants were the projects?FINDINGS:

1. The relevance ratings <sup>1/</sup> for each of the 40 funded projects are shown in Table 4. The most relevant projects were judged to be:

No. 10 Annual Conference Workshop for Graduate Students in Economics and Related Fields

No. 12 Extended Civic Participation

No. 14 Workshop on Appalachia and the Lessons of Development

No. 32 COMSEC Proposal

No. 33 Programming Workshops

No. 35 Weekend Seminar on Social Change and the Transfer of Technology

2. The average "relevance to AID sponsored students" value of the forty funded projects was judged to be 1.2 on a scale from 0 to 3 (i.e. between "Somewhat Relevant" and "Somewhat Irrelevant").

3. In general, student involvement projects were judged a good deal more relevant than non-involvement projects (1.8 vs. 0.8).

4. Fig. 3 shows a slight positive association between a project's relevance score and its cost ( $r = .34$ ).

5. The 40 projects differ more among themselves on "relevance to AID" than they do on "innovativeness" or "enhancement".

SOURCES: Ratings, Files

COMMENTARY:

1. If "relevance to AID participants" had been a more explicit selection criterion to be applied to proposals, it would have been somewhat easier to choose than on criteria of "innovativeness"

<sup>1/</sup> Raters on the "relevancy to AID participants" scale were two experienced G7 staff members.

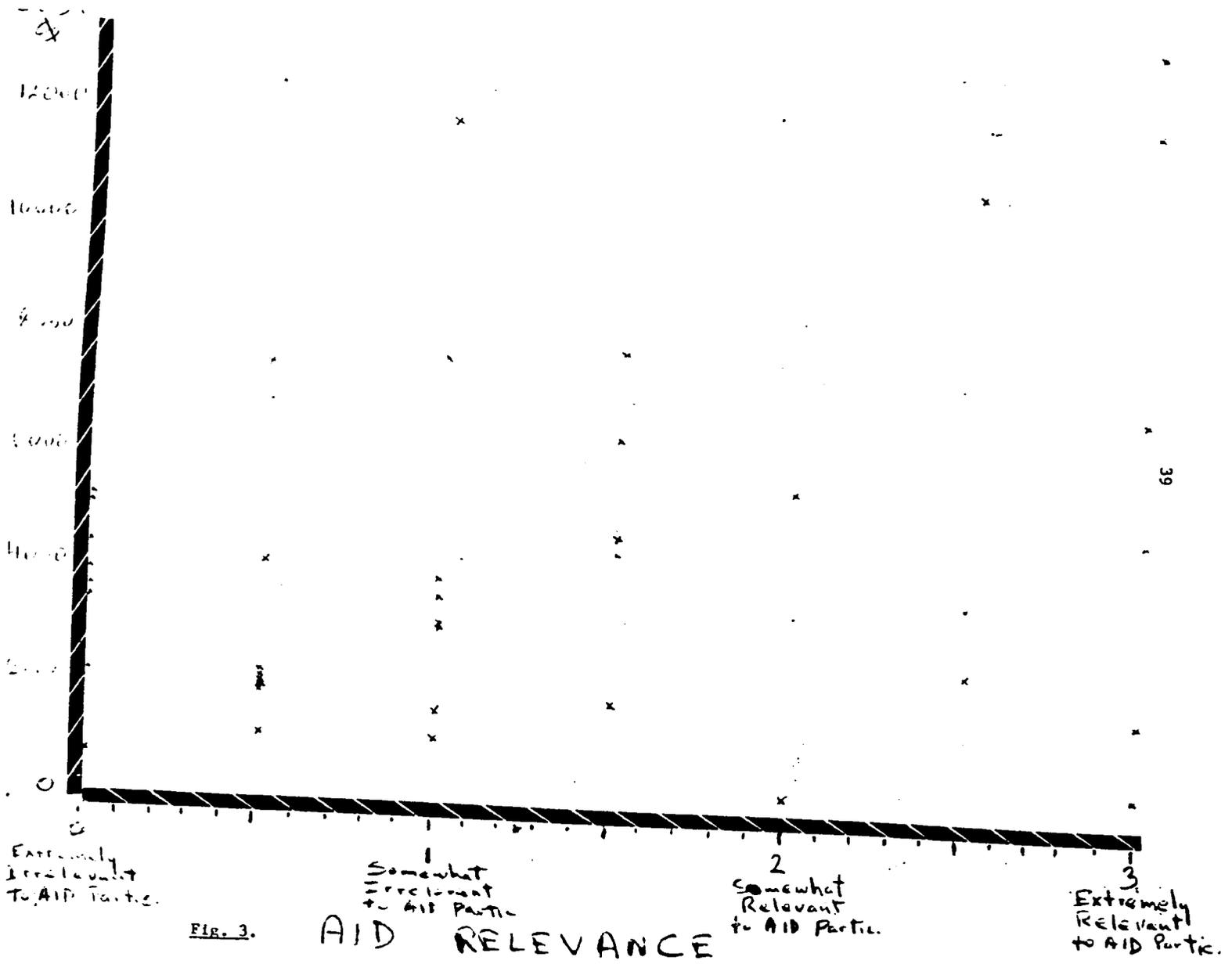


FIG. 3.

or "enhancement value".

2. How much direct benefit any of these projects yielded to how many AID participants was impossible to determine, either through interview or by consulting reports.

V. What guidelines have been prepared by the ANLC for developing projects, educational materials and special activities?

FINDINGS:

1. Formally, the Program Model Sheets were designed to assist those wishing to implement or adapt projects tried elsewhere. Each model sheet contains an explanation of that suggested project's purpose, a description of its activities, the methodology pursued and a section on its adaptability.
2. Informally, the annual reports indicate that projects were discussed after being funded during ANLC meetings. At such times, specifics for each project were addressed as progress reports were made. For example, a handbook, manual, film or need for specialized services (such as resource people requiring the payment of an honorium) might be discussed.
3. In February, 1976 the ANLC did adopt guidelines for the assessment of Projects to be utilized at the end of a project for evaluation purposes.

SOURCES:           Annual Reports 6/74, 1975-76  
                      NAFSA Program Model Sheets

COMMENTARY:

1. The Program Model Sheets, summary of project activities at ANLC meetings, and grant assessment forms were the guidelines prepared by the ANLC.
2. Of five NAFSA members-at-large who were shown the Program Model Sheets, three remembered having seen them, two did not.

3. None of the three persons who had seen them did anything about implementing or adapting the idea(s) at their institution(s).

4. Project Directors interviewed indicated awareness of other projects via the program model sheets and by word-of-mouth. However, possible replication of those projects was not often seriously considered. Rather, Project Directors were concerned with promoting the replication of their project and seeing it extended.

5. We found no evidence that the evaluation guidelines adopted in February, 1976 were applied to any other project beside the one the method was developed for.

VI. What guidelines and criteria for reviewing proposals were prepared by ANLC?

FINDINGS:

1. Criteria and guidelines were formally established by the ANLC at their January, 1975 meeting. Those criteria were expanded in October, 1975 (see Appendix). Prior to January, 1975 there appears to have been no formally stated criteria in existence.

2. A March, 1977 circular entitled NAFSA Funding Opportunities lists the criteria as follows:

1. Activities, studies, research considered.
2. Must be assurance that the program is unique/innovative.
3. Results must offer a model for use by other institutions.
4. Well defined and feasible goals.
5. Maximum one year funding.
6. Relevance to AID sponsored students.
7. Student involvement in planning and implementing project, one-fourth being AID participants.
8. Foreign student benefit from the program in preparation for role in developing nations.

SOURCES: Files, Publications.

COMMENTARY:

1. The requirement for criteria and guidelines became part of the contract in June, 1974 and six months later, the committee formulated said criteria and guidelines. It should, however, be noted that while 25 subsequent projects were thus subject to these guidelines and criteria, 15 earlier projects were funded during a period when no formally accepted

guidelines were in effect. G7 endorses the concept of explicit criteria and we are puzzled that ANLC did not formulate something earlier.

2. We do not view the above set of criteria as the most appropriate ones. For example, 3 years into the contract seems a little late to be looking for new ideas, as in criterion No. 2 above. Criterion No. 5 is of questionable validity in our opinion and was applied unevenly, in any case.

VII. What special problem area proposals have been generated from within the Liaison Committee?

FINDINGS:

1. The following proposals were funded from 10/75 on, which is the point the decision was made to concentrate on generating proposals from within the ANLC:

<u>FUNDED</u>	<u>PROJECT</u>
10/75	#34 1976 MSU Workshops
10/75	#30 National Transitional/Pre-Departure Training Session
10/75	#31 Utility of Study/Training Abroad
2/76	#32 COMSEC Proposal
2/76	#33 Programming Workshops
5/76	#35 Weekend Seminar on Social Change and the Transfer of Technology
5/76	#36 Supplements to Handbook
10/76	#37 1977 MSU Workshops
2/77	#38 EST Clearinghouse and Newsletter
2/77	#39 Development Skills Institutes
2/77	#40 Alumni Model Program

2. Average innovativeness, enhancement and AID relevance scores for before and after 10/75 are as follows:

	Before 10/75 (29 projects)	10/75 Forward (11 projects)
Innovativeness	1.5	1.4
Enhancement	1.9	1.8
AID Relevance	1.1	1.5

SOURCES: Files, Reports, Ratings

COMMENTARY:

It appears that the later projects were a bit less "innovative" and "enhancing", but more relevant to AID participants. We see this as a desirable trend for ANLC project funding policy.

VIII. How have institutional members been encouraged to utilize the resources in their institutions and communities to enhance the total educational experience of AID participants?

FINDINGS:

1. Page 29 of the Conclusions Section of the report:

"1. While no formal action has been taken to encourage institutional members to utilize their institutional and community resources to enhance the total educational experience of AID participants, all committee publicity materials and reports implicitly encourage such action. Further, the COMSEC Development Project is specifically related to improving the community resources and training for dealing with both participants and other foreign students and with encouraging institutions to tap such resources."

2. Of seven NAFSA members-at-large, who were designated as official institutional representatives, and were asked to recall specific instances of encouragement for utilizing enhancement resources, six could not do so.

SOURCES: Annual Report, 1974-1975, Interviews

COMMENTARY:

We concur with the Contractor's Annual Report that there has been no explicit performance on this element of the Statement of Work.

IX. Has the Committee kept AID/SER/IT fully informed of progress-verbally and in written form?

FINDINGS:

1. Communications have been especially good in the view of OIT staff. Daily contact is maintained and the Contractor has often called and offered materials and information before the monitor had to ask for it.
2. An overview of the files shows that AID has received reports called for in the contract

SOURCES: Interviews, AID and NAFSA Files

COMMENTARY:

1. The Contractor has satisfied this work task quite well.
2. The only thing that might be more helpful in the future in this regard would be more consistency: i.e. The annual reports do not all contain minutes from ANLC meetings, and some project reports contain appendices (necessary for a full understanding of the projects) while others do not.
3. Lastly, at moments it was confusing to filter out information on other grants administered by NAFSA (i.e. Field Services) but not funded by this contract. Such references would be better off omitted or placed in appendices.
4. In general, however, the informational and communications objectives of this contract appear to be the ones most successfully achieved.

X and XII. Has NAFSA provided the necessary administrative and technical support for the following COMSEC Committees: Development, Human Resources and Material Resources:

FINDINGS:

1. Support from the Central Office has been a consistent input into COMSEC activities. Comments indicated that those involved with COMSEC found the Central Office support with respect to disbursement of funds, administrative help, secretarial help, funds for travel and materials development to be more than adequate in most instances.
2. COMSEC personnel interviewed felt the three day workshop session in Phoenix to have been the main activity following the earlier development of the "Handbook for Leaders in Cross-Cultural Exchange Programs."
3. Likewise, the later development of brochures was mentioned as being supported by the Central Office staff and lastly, the indications were that the Central Office staff at moments also performed a prodding function.
4. NAFSA Central Office staff seems to have played a key role in the various phases of what became known as the COMSEC Development Project. The following are some of the functions performed by Central Office staff:
  - A. Supplying of needed resource people - reference service.
  - B. Mailing of materials - letters, brochures, invitations.
  - C. Review of proposals submitted for funded activities.
  - D. Adaptation of ANLC forms for use in COMSEC activities.
  - E. Idea seekers for the use of COMSEC funds.
  - F. Administrative coordinators for meetings around the country.
  - G. Drafting of materials needed such as the Resource Kit.
  - H. Preparing summary comments of meetings.
  - I. Helping COMSEC personnel on their budget submissions.
  - J. Disbursement of funds for COMSEC activities.

SOURCES: Interviews  
1974-75 COMSEC Final Report  
1975-76 ANLC Annual Report  
April, 1976 Final Report on Phoenix Workshop

COMMENTARY:

1. Funding for COMSEC-related activities should be seen in three phases:
  - (a) Phase I - Handbook Development
  - (b) Phase II - The Three Day Phoenix Workshop
  - (c) Phase III - Brochure Development
2. Discussion with the various COMSEC personnel indicates that the one area they felt they might have had more support in, was funds for travel. Some people seemed to feel the funds were adequate, others did not.
3. Some confusion seemed to be apparent in some COMSEC members minds of exactly what amounts of discretionary monies they had available. That is, confusion over funds administered through the Field Services Program overlapped with their understanding of funding through the AID contract.

XI. Have the nine members of the COMSEC Development Committee been appointed and is the Committee functioning?

FINDINGS:

The Development Committee was known as the Steering Committee in 1974-75. In 1975-76 it became known as the Development Committee. The Steering Committee was functioning in 1974-75 and met on four occasions. The Development Committee of 1975-76 was functioning and met on two occasions. The Development Committee, however, did not function in 1976-77. Rather, the COMSEC Executive Committee carried through on the remaining activity to be completed and one COMSEC meeting was held with attendees from the Development Committee, Human Resources Committee and Material Resources Committees. Membership listings for those three named Committees are attached. Members were appointed according to contract stipulations.

SOURCES: Appointment Listings  
1974-75 Steering Committee Meeting Minutes  
1975-76 ANLC Annual Report (COMSEC Section)

COMMENTARY:

Although the names of the Committee have changed over time, a number of people have served on more than one occasion, thus providing continuity. In talking with various NAFSA members, it has become apparent, particularly with respect to COMSEC, that the same individuals often serve in various capacities. While those involved with COMSEC activities tend to remain constant,

STEERING COMMITTEE MEMBERS 1974-75Meeting dates

Zelda Faigen, World Affairs Council	12.14.74
Mary Rogerson, Columbia Council for Internationals	
Burton Bard, American Cultural Exchange -Chairman	2.23.75
Hazel Boltwood, Wayne State University - ANLC Representative	
Charlotte Herman, NAFSA Staff	4.3.75
Hugh M. Jenkins, Observer, NAFSA Staff	
Kermit King, AID Representative	5.3.75
Mary Chance, NAFSA Staff	
Paul Dotson, Commercial Campus Center - Chairman COMSEC	

DEVELOPMENT COMMITTEE MEMBERS 1975

Burton E. Bard, Americans at Home Program, Seattle-King County Visitors and Convention Bureau, Member of Executive Committee	3.4.76 5.5.76
Jerry Colby, President, Spokane International Exchange Council, Co-Chairman, NAFSA Region 1, Member of Executive Committee and <u>VOLUNTEER</u>	
Faye McKay, Executive Director, Atlanta International Student Bureau of the Atlanta Council for International Visitors, <u>Member of the AID/NAFSA Liaison Committee</u>	
Mary Rogerson, Member of Board, Columbia Council for Inter- nationals, Chairman of NAFSA Community Section and <u>VOLUNTEER</u> , Member of Executive Committee	
Lee Thompson, Home Hospitality for Foreign Students (Boulder), Chairman Elect, NAFSA Community Section, Member of Executive Committee and <u>VOLUNTEER</u>	
Mary Thompson, Director, International Student Service (NYC), former president of NAFSA (72-73)	
Rosemary Walker, President, Student-Community Services (Lewisburg, PA.), COMSEC Representative, NAFSA Region IX and <u>VOLUNTEER</u> , Chairman	
Judson Bell, AID Representative	

COMSEC EXECUTIVE COMMITTEE (D.C.1977)

Lee Thompson	3.29.77
Elizabeth Moore	
Mary Rogerson	
Cynny Robinson	
Shirley Kingsbury	
Peggy Pusch	
Rosemary Walker	
Elizabeth McLaughlin - AID Representative	

there is decrease over time with respect to the number of meetings held. As a functioning entity, the Committee met four times in 1974-75, twice in 1976 and once in 1977.

According to NAFSA Central, the Development Committee has not been functioning of late because the primary purposes of the contract have been met and those remaining details were more easily handled by the Executive Committee. At the same time other NAFSA members have indicated that COMSEC committee members are in contact by phone or mail since COMSEC did not have funds to adequately cover administrative expenses.

XII. See X.

XIII. Has the Development Committee met in 1976?

FINDINGS:

The Development Committee met twice in 1976. The first meeting was held in Washington D.C. in March and the second in San Diego in May. Those present at the March meeting were particularly concerned with the preparations for the then imminent three day workshop to be held in Phoenix. Concerns at both meetings included a review on the status of the COMSEC brochure. During other times of the year, members maintained contact via phone.

SOURCES: 1975/76 Program Report  
Interviews

COMMENTARY:

The contract terms indicated the committee should meet once during 1976. The Committee went beyond that and met twice.

XIV. Has the Development Committee conducted a three day session in training, to develop resource people for traveling workshops?

FINDINGS:

1. A three day training session was held in Phoenix, Arizona from March 10 to March 13, 1976. A listing of those participating was submitted as part of the above reports. There were ten participants selected by the Human Resources Committee of COMSEC representing various NAFSA regions.
2. The conference was geared to teach participants certain conceptual material and to train the participants to transfer that information to those who would eventually be attending "traveling workshops."
3. The 1976 annual ANLC report states that twelve such training workshops have been held or scheduled in seven of NAFSA's twelve regions.

SOURCES: Annual Report 1975-76 Section V-B Training Session for Resource Persons

Report dated 4/76 on Phoenix 3 day session.

COMMENTARY:

1. Some of those who participated reported they felt stimulated by the material they were exposed to and mentioned their positive feelings about the "Handbook for Leaders in Cross-Cultural Exchange Programs" and the simulation games utilized. However, when asked about the workshops they in turn gave, the responses were mainly negative. One participant indicated that she had found the material she was exposed to helpful in her participation in other cross-cultural activities but that she had not conducted any subsequent workshops.

Another participant said that she found the material beneficial and enjoyed the sessions but that she had not necessarily wanted to be trained as a trainer.

2. The actual spin-off in this instance is questionable and the total impact difficult to measure without conducting a more thorough survey.

XV. Has the Development Committee printed a brochure for community volunteers?

FINDINGS:

An 8½ x 11 brochure was printed in August, 1977 in a quantity of 10,000. This brochure was developed collaboratively by members of the Development Committee and NAFSA Central staff. It was specifically prepared for the use of community volunteer organizations and emphasizes the importance of their efforts in their communities with respect to foreign students studying in the United States. It mentions the interest of AID and others in the training of foreign students in the United States and the importance of their receiving exposure in community involvement activities. (See Appendix) As far as G7 could determine, it was not available for distribution at the October, 1977 Region VII-VIII NAFSA Conference.

SOURCES: Interviews  
Inspection of brochure  
Regional Conference attendance

COMMENTARY:

This brochure was called for as part of the January, 1976 amendment to the contract. Since its printing in 8/77 it was to have been prepared for distribution at upcoming Regional Conferences with the hope that community groups will request it either through contact with those who were exposed to it at the conference or through the Newsletter which will be advertising it as available on a request basis.

XVI. Has an annual report on the Development Committee been submitted to the ANLC (as stipulated in IV-4 of contract) - in effect a report on the program?

FINDING:

Yes - See two reports on COMSEC activities:

COMSEC Final Report dated 10/75

COMSEC Report as part of 8/31/76 ANLC Annual Report

SOURCE: Annual Report on the Development Committee (known previously as the Steering Committee).

COMMENTARY:

No comment.

XVII. Does the COMSEC report include a listing of:

- a. Activities implemented under the Program?
- b. An evaluation of activities?
- c. An itemized account of expenditures?

FINDINGS:

1. The report submitted as the COMSEC Final Report (dated 10/75) contains:

(a) Activities:

(1) Regional Projects - "Arab Students and American Families: A Workshop to Enhance Communication and Understanding": Cost \$523.

"Meeting to Organize COMSEC State Representative System": Cost \$497.60

"Minneapolis International Center, Minneapolis, Minnesota": Cost \$242.

"International Weekend/Population Awareness Workshop": Cost \$318.

"Module of COMSEC Training & Teaching Workshop": Cost \$625.

"Brown University, Providence, Rhode Island": Cost \$500.

(2) National Project - "Handbook for Leaders in Cross-Cultural Exchange Programs" .

(b) Evaluation:

Evaluation is mentioned as part of the project description in the final report. Each project description contains a statement of what the goal should have been with respect to the project and a statement on what had been achieved, or the status of an evaluation if it was not completed.

(c) Itemized account of expenditures:

Appendix D to the report contains a Financial Statement and indications where vouchers are outstanding.

2. The report submitted part of the ANLC Annual Report (dated 8/31/76):

(a) Activities:

Training Session for Resource Persons

COMSEC Brochure

Survey of Community Services at Institutions Enrolling  
AID Participants.

(b) Evaluation:

Evaluation is contained as part of the narrative in each section and under a section "E" - Multiplier Effect from COMSEC Activities Funded during 1974-75.

(c) Itemized account of expenditures:

None in body or appendix.

COMMENTARY:

The reports do include a listing of the activities implemented, although often one must filter out items relating to the CU., State contract. The evaluations are most superficial and part of the description rather than a separate section.

SUMMARY STATEMENT OF PERFORMANCE FINDINGS

Of the preceding 21 tasks/questions based on the Contractor's Statement of Work, it is G7's judgment that the results

in 7 show full/good performance;

in 10 show partial performance;

in 4 show inadequate performance.

(See appendix for specifics).

- B. Considerations regarding the conceptual merits of the design and objectives of Contract CSD-3601

(Questions XVIII through XX)

XVIII. What design problems exist with the NAFSA Contract?

a. We can see that historically this contract has served an important communications function between AID and the campuses. Nevertheless, from our analysis we can identify several elements that need review in any future contract.

1. The means became the goal. The original objective in the 5/72 contract was to develop methods whereby problem areas within the AID participant training and foreign student programs could be reviewed and improved. That objective shifted in 6/74 to the establishment of a mechanism through which NAFSA services would be utilized to provide a generally enhanced experience for AID participants and foreign students. The Statement of Works likewise changed.

In G7's opinion, "establishment of a mechanism" may be perfectly appropriate as an immediate project output, or an intermediate purpose, but it is not useful to conceptualize it and set it in a contract as the central goal. The earlier statement of objectives was a little better in this regard.

The objective should have been stated as the end that this "mechanism" was to produce. Establishment of the mechanism might then have been relegated to become one of the tasks in The Statement of Work.

2. Open-loop logic. A basic difficulty is that the Contractor does not have administrative control over their institutional and individual members. Thus, the stated objective (Article I) in the contract

reads in part:

".... to establish a mechanism through which the ..... nationwide services of ..... members ..... may be utilized to provide:"

Not "will be utilized" but "may" to reflect the above mentioned fact, i.e. the contractor's ability to deliver the services from the membership must bridge the open gap. (Thus, for example, NAFSA staff will often refer to Foreign Student Advisors or faculty members or others involved with projects as "volunteers"). This factor makes responsibility for performance and indeed, contract management and evaluation somewhat difficult.

The same problem is reflected in Article II Statement of Work, Para. A. Of the ten tasks listed, the Contractor can perform on eight, i.e. he can "make known ....", "inform", "prepare guidelines", "develop criteria", "review proposals", "generate proposals", "encourage", and "keep IT informed". Contractor's ability to perform on one task is moot, i.e. to "utilize its membership in identifying problem areas." The Contractor must first solicit and then obtain the voluntary cooperation of the membership. One task (a major one) is clearly not fully within the ability of the Contractor to perform, i.e. to "plan, organize and implement innovative programs which enhance and support AID participant and other foreign student training programs." Such planning, organizing and implementing must be elicited from the "volunteer" membership. Logically and legally, this latter difficulty is covered in that the stem of Para. A reads:

"The Contractor, through the AID/NAFSA Liaison Committee, shall: etc. etc."

Thus, by implication, the projects funded by the Committee and carried out by the "volunteer" members constitute contractor performance.

In reflecting the above, NAFSA Central staff tend to see themselves as mediators between two differing interest groups, AID and academia, rather than as a contractor of the former. For example, the following comments were made to us which reflect the continuing "dilemma" caused by the issue of different basic interest groups:

- a. "the underlying issue at meetings creating a tension is the issue of foreign students generally versus AID participant needs. That issue is always under the surface."
- b. "we have to educate foreign students to the utmost that we are able to do so for their individual needs."
- c. "the commitment to the country or agency sometimes overshadows what they as people really want."
- d. "the university has an obligation to educate students to the maximum extent possible."

The dilemma is simply that NAFSA represents a membership whose interests are those of the universities which normally pertain to the foreign students generally while AID's interests must be specific with respect to one segment of the foreign student body.

3. Questionable assumptions. The major ones are:

- a. That the same sorts of activities will "enhance and support" general foreign student training as AID participant training (See XX),
- b. That project proposals should be received only from NAFSA members.
- c. That encouraging NAFSA programmatic capabilities is beneficial to the AID participant training program. Buzz

words like:

Multiplier effect  
Spin-off  
Filter-down  
Indirect benefit  
Long-term impact

have been too readily accepted without hard evidence.

4. Vague terminology. The worst semantic offenses are:

- a. "enhanced experiences" (See IV c.)
- b. "innovative programs" (See IV b.)
- c. "programs which enhance and support"

Although the AID project designers may have had very clear definitions of the terms above in mind when they were included in the contract, they become "glittering generalities" unless concretely defined.

d. "AID participants" apparently should read "academic AID participants" since 3601 is not aimed at non-academic trainees.

e. "Prepare guidelines for developing projects, etc." (Art II Statement of Work, Para. A. 5) is unclear as to whether the meaning is "prepare guidelines for developing proposals for projects, etc." or is it guidelines for project organization and logistics once a proposal is accepted?

5. Questionable legality. See XXI.

6. Moot accountability. The AID/NAFSA Liaison Committee is not an organ of the Contractor but rather a joint group in which AID members share responsibility for decisions. We have previously discussed

why NAFSA could not be held responsible for the performance or non-performance of NAFSA members at the implementation end. Now it must also be recognized that NAFSA cannot be held accountable at the policy and decision end because of the joint nature of the ANLC.

XIX. What is the primary need that this contract is intended to meet?

1. Better communication between AID and NAFSA?
2. Enhancement of U.S. study experience for AID participant trainees?
3. To reflect the needs of foreign student advisors?
4. To reflect other considerations?

We tried to deduce the primary need by investigating the perceived benefits that had been received by various people and groups.

The following groups have presumably received some benefit under this contract:

1. NAFSA Central Staff, for salaries.
2. Members of the ANLC for travel purposes.
3. Members of study projects for travel purposes.
4. The members of COMSEC for travel and COMSEC activity purposes.
5. Various universities for projects for the following kinds of parties:
  - (a) Students - foreign from developed nations.
  - (b) Students - foreign from developing nations.
  - (c) Students - American.
  - (d) Students - AID sponsored.
  - (e) Students - graduates of the universities.
  - (f) Wives - of students.
6. OIT for some visibility on campus and a communication channel.

An analysis of NAFSA views on benefits that accrue to NAFSA and benefits that accrue to AID reveal not only that the parties involved believe AID participants receive benefits simply because they are part of the foreign students generally; but, likewise, that AID has gained as one of its benefits a broadened view. (See benefits chart below) and the need for all host country people to

be viewed the same. A benefit for AID thus, is the acceptance of a NAFSA assumption.

NAFSA VIEW OF NAFSA BENEFITS

1. The AID contract on the associational level means developing a partnership. At the institutional level the opportunities through AID strengthen and enhance foreign student programs on campus.
2. AID view of its role has broadened in terms of its seeing itself in terms of infrastructure back home and other students from their own country.
3. Projects have been undertaken which would not have taken place without the funding through ANLC.
4. In the programming sense we are involved in preparing them for their roles in developing nations.

NAFSA VIEW OF AID BENEFITS

1. On American campuses training is done of foreign students. An improvement in their environment will affect AID participants. A benefit is that AID goals are identified and understood.
2. Publicity of the different kinds of projects.
3. Communication with FSA's has improved.
4. AID view of its role has broadened in terms of its seeing itself in terms of infrastructure back home and other students from their own countries.

With regard to question XIX posed above, we tentatively conclude that the primary need shifts from time to time. It may have started as an effort to raise "campus consciousness" vis-a-vis the AID Participant Training Program. It sometimes serves as a communication bridge between OIT staff and NAFSA leadership. At other times, it is supposed to be of prime benefit to "AID participants" and other foreign students.

In our opinion, the 3601 has run too long, with too many amendments, and without clearly conceptualized and/or explicitly stated inputs, outputs, purpose and goal.

XX. On what dimensions do AID participant trainees resemble and differ from other foreign students, and what are the ramifications of such differences?

FINDINGS:

1. Aid participants resemble other foreign students in that they: are predominantly male, may have some difficulty with American language, may have logistic problems such as housing, transportation, and proper clothing, must adapt to United States teaching and teaching methods, and must cope with United States social customs if they are not to be totally isolated.
2. There are important differences, too. The typical AID academic participant is a graduate student in education or agriculture, whereas foreign students as a whole tend to be predominantly undergraduates in engineering or humanities.
3. Moreover, the bulk of AID participants do not often come from the same countries as the bulk of foreign students generally. (See Table 6). Aid participants are probably older on the average, and include more married individuals. They are more goal oriented and their financial problems are fewer.
4. Some interview answers:
  - a. AID students are socially more assured and have a lot clearer idea of what they are doing here. They have a specific area in mind for which they are studying. They are sure of what tasks they are pursuing and settle down quickly to do it. That is a big difference.
  - b. I do not think there is any difference. We are told they are different by AID. Never been spelled out for us. We should study them to find out the real differences.
  - c. AID participants are more goal oriented, they are pre-selected for positions, they have better guidance and monitorship of their activities by the DTS's. They are similar in that they have the same needs outside of their academic programs.

d. They are different in that their money comes via a grant and they are better off financially. They go home at a certain time, and have a job to go to when they go home. They are similar in terms of their needs of cultural adjustment and orientation.

e. Most AID participants are doing work on graduate level. They are more mature and involved in a professional pursuit that is tied into a development project. They tend to be older.

f. AID students are pre-selected by sponsoring agencies, they thus have more clearly defined training objectives. They are able financially to have back-up support for such things as typing, etc.

5. A regional conference workshop entitled "The Pro's and Con's of the Sponsored vs Non-sponsored Applicant" also sheds some light on the perceptions of NAFSA members with respect to the two groups of students.

Sponsored students were  
said to be:

- a. screened at home
- b. possessing a commitment to an educational objective
- c. possessing completed credentials from their sponsor in English
- d. less likely to possess forged documents
- e. be sponsored by sponsors knowing the programs available at your institution
- f. be sponsored by sponsors who help in evaluating them

Non-sponsored students  
were said to be:

- a. in personal touch with the university
- b. helpful in providing insights on the education system within their country
- c. often in difficulty financially
- d. seeking to become permanent citizens

There was not total agreement on the above listings. That is, the point of the session was not to reach a consensus among the group on the exact nature of the differences between sponsored and non-sponsored. However, there seemed to be definite agreement that meaningful differences between the groups did exist.

SOURCES: Open Doors; OIT Data Management Section;  
Interviews; observation of Region VII-VIII  
Conference

COMMENTARY:

1. The area of existing similarities between academic AID participants and other foreign students justifies somewhat the thinking in Contract CSD-3601, which repeatedly mentions both groups as the intended beneficiaries.
2. G7 believes, however, that the demographic, academic, and vocational differences between AID sponsored and other foreign students, which should be seen as giving rise to different needs and interest patterns were insufficiently recognized in conceptualizing CSD-3601 and its amendments.
3. For example, the fact that many AID participants already have a professional identity and the possibility for enhanced social contacts this gives rise to, is not well reflected in the existing statement of work.
4. The mutually supportive function that one AID participant could serve for another (in location where there is not a large contract group) is not facilitated by 3601.
5. In 1972, at one of the early ANLC meetings it was suggested:  
"a study group be organized to inquire into the differences between traditional university philosophy that students should be educated for optimal individual development and AID's primary concern for educating their sponsored students to the level required by project needs. No action was taken."  
That observation in the minutes of 1972 summarized what appears to be a continuing issue (sometimes visible, sometimes beneath the surface) within AID/NAFSA relations.

TABLE 6

DEMOGRAPHIC AND ACADEMIC CHARACTERISTICS OF  
AID ACADEMIC PARTICIPANT TRAINEES AND FOREIGN  
STUDENTS IN GENERAL

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<u>Characteristic</u>	<u>AID Academic Participants <sup>1/</sup></u>	<u>Foreign Students in general <sup>2/</sup></u>
Sex	Male: About 90% Female: About 10%	Male: About 75% Female: About 25%
Top 5 Countries of origin	Indonesia ) Brazil ) Over 50% Afghanistan ) of total Tanzania ) Colombia )	Iran ) Hong Kong ) Repub. of ) 35% of China ) total India ) Canada )
Academic level	Undergrad: About 10% Grad: About 90%	Undergrad: About 55% Grad: About 45%
Age <sup>3/</sup>	Older	Younger
Marital Status <sup>4/</sup>	Greater incidence of married	Smaller incidence of married
Top 4 fields of study	Education ) Agriculture ) About 90% Public Admin. ) of total Health & Pop. )	Engineering ) Humanities ) About 65% Physical & ) of total Life Science ) Business Admin. )

Source: Data Management Section, OIT, AID  
 Source: Open Doors for 1973 and 1975  
<sup>1/</sup> Inferred from Academic Level  
<sup>2/</sup> Inferred from Academic Level and probable age

C. Questions Raised in June, 1976  
Project Review

(Questions XXI through XXIII)

XXI. What action was taken with regard to the June, 1976 project review paper?

So far as we could determine, no specific actions with respect to the issues raised therein were taken. The question with respect to the use of AID funds for other than AID sponsored foreign students is still moot. Administrative expenses were not reduced as stated in dollar amounts; IT staff was not trained as suggested although Development Training Specialists have been more involved in programming activities; and lastly, a Task Force has not been appointed for the development of complementary programs for AID participants, as far as G7 could determine.

XXII. Are there any alternative organizations as channels into the academic community AID could utilize?

There are other possible channels that AID could consider utilizing. Prominent among them are:

American College Personnel Association  
 American Personnel and Guidance Association  
 Council of Graduate Schools in the U.S.  
 Council on International Educational Exchange  
 National Council for Community Services to International  
 Visitors  
 Council of Student Personnel Associations in Higher Education  
 International Association for the Exchange of Students for  
 Technical Experience  
 International Student Service  
 National Association of Student Personnel Administrators  
 National Association for Woman Deans, Administrators, and  
 Counselors  
 Foreign Student Service Council

Alternatively, AID could choose to "short circuit" the system and sharpen its own contacts with relevant university staff.

Since the funding of the original workshops under the previous contract, it does not appear that the Development Training Specialists (known as DTS's) have met with university people on any consistent basis. In 1975 a meeting did take place between NAFSA Members and DTS's, but that meeting focused on those campuses that had no AID participants but were hopeful that developing contacts with the DTS's would lead to some enrollment of AID participants on their campuses.

The DTS's have been identified on a number of occasions as being the link between the universities and AID. Contact between DTS's and universities is usually done by telephone. Depending on what each individual situation calls for on behalf of the AID participant, there may be input into different offices on different campuses. That linkage is through approximately 12 DTS's and 14 Program Assistants. However, it is obvious that the focus has not been on the development of that linkage to the fullest extent possible.

XXIII. Has the Contract adequately financed travel, headquarter facilities, and newsletter publicity?

1. For travel, in general, yes. However, the government per diem of \$35. often is not enough to cover expenses, i.e. in a city such as New Orleans expenses ran higher. AID/IT staff mentioned the same problem with respect to travel. However, they indicated that a cost reimburseable policy above \$35. has been helpful to them with respect to expenses. Vouchers are presented at the end of the meetings and additional expenses above \$35. reimbursed.
2. The contract provides 25 to 60% of the salaries of four people at NAFSA. Overall, however, this contract constitutes only about 15% of the NAFSA annual budget. We have no information regarding facilities.
3. Newsletter references we found are given on the following page.

Should AID choose such an alternative, adequate funds would be required to finance travel expenses of DTS's and others.

In this connection, we believe the recommendations by Arthur Young & Company in their long term study are worth noting:

Improve communications between SER/ITS and key university officials;

Earmark copies of PIO/P to foreign student and academic advisors;

Channel all documents through a single university contact point;

Enforce the policy of providing credentials evaluations for each participant;

Update and disseminate more frequently listings of AID participants and DTS's.

Whether any of the above named organizations or more direct contact between DTS's and universities could serve AID objectives better than NAFSA and at comparable or lower cost, is an open question in our opinion. NAFSA clearly does have certain definite organizational strengths, most particularly in its topical but interdisciplinary structure.

## NAFSA Newsletter References to ANLC

"Specifically with reference to the newsletter the following references were extracted from newsletters and reflect on ANLC activities"

- 1/76- MSU-12 grants for FSAs through ANLC for seminars
- 2/76- Update AID/NAFSA Liaison Committee  
COMSEC funding announced-through AID
- 3/76- ANLC - meeting announcement
- 4/76- notice: maintenance rates for sponsored students  
(AID mentioned in body)
- 5/76- health/accident insurance for AID participants
- Summer
- 76- AID/NAFSA Liaison Committee
- 10/76- Cross-Cultural Counseling Research (AID mentioned)  
Black Studies Bibliography Available
- 11/76- Liaison committee implements new directions
- 12/76- None
- 1/77- MSU communication workshop: grants available  
ANLC - 10 grants for NAFSANS
- 2/77- None
- 3/77- Trends in APTP
- 4/77- health/accident insurance for AID participants  
New eligibility form for AID (DSP-66)
- 5/77- "The registry, it works!" - funded by ANLC

R E F E R E N C E S

1. ANLC ANNUAL REPORTS - 5.15.72 - 5.14.73  
7.1.73 - 8.31.74  
9.1.74. - 8.31.75  
9.1.75 - 8.31.76
2. COMSEC Final Report - 1.74. - 10.75.
3. Proposals submitted to ANLC - Master Listing
4. Project Reports on approved projects - 40.
5. Final Report - Training Conference - COMSEC Development Project, Phoenix, Arizona, 3.10 - 13.76.
6. AID Project Review Report dated 6.6.77.
7. A Study of the Agency for International Development Participant Training Program and the Office of International Training, Arthur Young & Co. - 3.1976.
  - (a) Final Report
  - (b) Appendix 1 - Options for providing AID participant Training.
  - (c) Appendix III - A limited survey of academic institutions.
  - (d) Appendix VI - Complementary and other non-technical training programs.
  - (e) Summary of findings and recommendations.

8. Profile Report - Participant Assessment of Factors Related to the Office of International Training, April, 1971, OIT.

9. NAFSA Materials:

- (a) The NAFSA Directory 1977
- (b) NAFSA Newsletters - 1976-1977
- (c) NAFSA Funding Opportunities Sheet
- (d) NAFSA Organizational Sheet
- (e) NAFSA Program Model Sheets
- (f) NAFSA Brochures - "Innovative Ideas", "RSVP", NAFSA, "A Guide to the Admission of Foreign Students"
- (g) Listing entitled - Projects Funded by the ANLC
- (h) Publications and film listing.

10. AID Materials:

- A. Publications
  - (1) AID "Training for Development: The Road to Self-Reliance."
  - (2) A Communication Workshop, organized by Michigan State University - Leaflet.
  - (3) Brochures: "Participant Training"  
"Mid-Winter Community Seminars"  
"English Language Training"  
"Counseling"  
"Volunteers"  
"A Good Beginning"  
"Education and Human Resources"  
"Food and Nutrition"
  - (4) AID - Project Implementation Order - participants
  - (5) Training for Development/in Partnership with the Private Sector
- B. Listings
  - (1) Academic Participants in Training and Summary Sheet

## (2) Participants on Board

11. OPEN DOORS 1975, REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE,  
Institute of International Education
12. OPEN DOORS 1973, REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE,  
Institute of International Education
13. Regional Conference - (Asheville, N.Carolina 10.19.21.)  
Regions VII-VIII
  - (a) "Cooperation: Diet for a Small Planet"
  - (b) Brochures: "International Student Ministry"  
"Host Family Ministry"  
"NAFSA - Home Country Employment Registry"  
"How to Get Started" - Worksheet
  - (c) NAFSA Region VII and VIII Conference Representatives  
pre-registration list
14. Grant Assessment Form, University of Michigan, International  
Center, by Dennis W. Tafoya dated 2.25.75.
15. Contract for: AID/NAFSA Programs, AID CSD 3601 and  
Amendments 1 to 12.

A P P E N D I X

Contract CSD - 3601

Interview Guide: NAFSA Members-at-Large

Interview Guide: ANLC Project Directors

Rating Instructions

Observation Guide: NAFSA Regional Conference  
Asheville, North Carolina  
October, 1977

Summary of Performance Findings

NAFSA Funding Opportunities

Projects funded by the AID/NAFSA Liaison Committee

COMSEC Brochure

Film Summaries

Film Usage Chart

AID/NAFSA CONTRACT NUMBER csd - 3601

For purposes of this evaluation, we assembled the "final" Objectives and Statement of Work for the NAFSA Contract from the most recent relevant amendments. We present this material below:

1. Article I OBJECTIVE (from Amendments 5 & 8)

The objective of this contract is to establish a mechanism through which the professional services of the staff of the NAFSA central office in Washington D.C., and the nationwide services of the Association's institutional and individual members on campuses and in other organizations may be utilized to provide:

(a) a generally enhanced experience for AID participants and other foreign students training in the U.S., and

(b) a clearing house whereby problem areas within the AID participant training programs may be reviewed and solutions for improvement provided.

A. To realize the objective, a committee entitled "AID/NAFSA Liaison Committee" shall be created. The Committee shall be comprised of:

1. Chairperson and five members. The Chairperson and three members plus alternates shall be appointed by the President of NAFSA Board of Directors.

2. Two members and alternates shall be appointed by the Director of the Office of International Training, AID.

3. The President of NAFSA and the Director, OIT, as ex-officio members; the AID SER/IT Project Officer as Observer.

B. The committee shall meet at least four times each year and not more than six times each year.

C. The committee shall be responsible for devising the means through which the objectives of the contract are implemented.

Article II STATEMENT OF WORK (from Amendments 6 & 9)

A. The Contractor, through the AID/NAFSA Liaison Committee, shall:

1. Make known the existence of the Committee and its objectives through NAFSA channels.
2. Inform its membership of the general objectives of the AID participant training program and the procedures through which these objectives are pursued.
3. Utilize its membership in identifying problem areas in AID participant training and in foreign student training generally.
4. Plan, organize and implement innovative programs which enhance and support AID participant and other foreign student training programs.
5. Prepare guidelines for developing projects, educational materials and special activities.
6. Develop guidelines and criteria for reviewing proposals submitted by NAFSA members.
7. Review proposals and decide on whether they meet the criteria for implementation.
8. Generate from within the Liaison Committee proposals for study groups for enquiries into special problem areas.
9. Encourage its institutional members to fully utilize the resources available within their educational institutions and surrounding Communities to enhance the total educational experience of the AID participants.
10. Keep AID/SER/IT fully informed of progress of the joint activity through reports, verbal and written, throughout the contract period.

**B. (from Amendment 9)**

The Community Section of NAFSA (COMSEC) shall carry out an intensive effort within the 12 regions of NAFSA, or at the national level, to strengthen and encourage organizations to initiate, improve and broaden community involvement opportunities for all foreign students, including AID participants.

1. The Contractor shall provide the necessary administrative and technical support for a Development Committee which shall administer the COMSEC program. The Committee shall be composed of nine (9) members:

Seven (7) members shall be appointed by the COMSEC Chairman, who shall designate one to serve as Chairman of the Development Committee;

one (1) member shall be a representative of the AID/NAFSA Liaison Committee, to be appointed by the Chairman of that Committee;

one (1) member shall be a representative of the Office of International Training, AID.

2. The Contractor shall also provide administrative and technical support for the Human Resources and Materials Resources Committees.

3. The Development Committee shall meet once in 1976.

4. Under the guidance of the Development Committee, the following activities will be undertaken and administrative support be provided:

a. A three-day training session to develop resource people for 'traveling workshops' will be conducted to train community groups directly in their concern and approach to international education with relation to cross cultural communication, programs and general education;

b. Development, printing and distribution of a three-fold, two color, 8½ x 11 brochure, both sides, for community volunteers.

5. An annual report on the Program shall be submitted in accordance with the requirements of Article IV-4 of the contract. The report shall include a detailed account of the activities implemented under the Program, including an evaluation of their effectiveness and an itemized account of expenditures.

INTERVIEW GUIDE: NAFSA MEMBERS AT LARGE

1. What is your position in the University?
2. Are you acquainted with the AID PT program?
3. If yes, what is its central objective?
4. What procedures are used to accomplish this?
5. How did you learn of this program?
6. Have you ever heard of the ANLC?
7. If yes, what is its main function?
8. What are the main problem areas you encounter in dealing with:
  - (a) F.S?
  - (b) AID participant training?
9. Has NAFSA ever solicited problem areas from you:
  - (a) Phone call?
  - (b) Questionnaire?
  - (c) Item in Newsletter?
10. Official Institutional Representative:

Since you are the/an official representative of \_\_\_\_\_  
to NAFSA, I would like to ask you to think back and see  
if you can recall any particular instances in which NAFSA  
encouraged \_\_\_\_\_ to fully utilize all resources  
available to enhance the experience of AID participants.

If yes, when and what form did this encouragement take?

11. Have you ever seen these program model sheets?
12. Did you do anything with them?

INTERVIEW GUIDE: ANLC PROJECT DIRECTORS

1. When did your AID-NAFSA Liaison Committee sponsored project begin and end?
2. Did it involve student participation?
3. If yes, how many FS involved?
4. If yes, of those, how many were AID sponsored PT's?
5. Where did you get the idea for this proposal?
6. As precisely as possible, how did participants benefit from participation in your project?
7. What indications are you using for this conclusion? (i.e. how do you know?)
8. Was this program repeated or extended beyond \_\_\_\_\_?
9. Do you know of anyone else who has tried this same thing after you?
10. Was this program written up and submitted for publication to any professional journal?
11. Was it accepted?
12. Did involvement with this project constitute thesis or dissertation material for anyone? If yes, who?
13. In your own words, how would you describe the central objective of this AID Participant Training Program?
14. Are you aware of any other projects funded by ANLC? Which are they?
15. Did you ever consider using or repeating any of them at your campus?  
If yes, which, when and with what results?  
If no, why not?

ent involvement project only.

### RATING INSTRUCTIONS

Here are some projects that have been done with or for foreign students in the United States. Each one is summarized on a separate card. Would you please read each one and then rate that project as to how much you think it might enhance and support the total educational and training experiences of AID sponsored, as well as other foreign students.

Do your rating by sorting the cards into one of these four categories:

Extremely enhancing

Somewhat enhancing

Fairly useless for enhancement

Extremely useless for enhancement

You need not use all four categories. All the cards may belong in one, two, or three categories depending on your judgement.

Would you rate them once more please? This time on how innovative or "old hat" you think the project is. The categories this time are:

Extremely innovative

Somewhat innovative

Fairly "old hat"

Extremely "old hat"

OBSERVATION GUIDE: NAFSA REGIONAL CONFERENCE  
Asheville, North Carolina  
October, 1977

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1. Are ANLC activities being publicized?
2. Are the objectives of the ANLC being communicated?
3. Is there an understanding of those objectives among those present, if not communicated orally?
4. Are the objectives of the APTP being communicated?
5. Is there an understanding of those objectives among those present, if not communicated orally?
6. Is there discussion of AID participants apart from the foreign student population generally?
7. Is there any awareness of how they differ from other foreign students?
8. Are project ideas being solicited?
9. Have NAFSA members found travel funds adequate (ask specifically)?
10. Is there any evidence that replication of Projects is being sought through making others aware of better projects?
11. Is there any exhibit set up?
12. What materials are handed out as part of their package?
13. AID spokesmen interaction?
14. Description of participants?
15. Description of program?
16. Sensitivity to non-Academic PT's who wind up on campus?
17. Difference between Contract and Non-Contract?

SUMMARY OF PERFORMANCE FINDINGS

Tasks on which full/good performance was provided:  
IVa, IX, X, XI, XIII, XV, XVI

Tasks on which partial performance was provided:  
I, II, IV, IVb, IVc, V, VII, XII, XIV, XVII

Tasks on which inadequate performance was provided:  
III, IVd, VI, VIII.

NAFSA FUNDING OPPORTUNITIES

More details about all grants and contracts are available from the NAFSA Central Office. Individuals planning to submit proposals should contact that office prior to preparation of a proposal.

<u>Funding Source</u>	FIELD SERVICE PROGRAM Grant from Bureau of Educational and Cultural Affairs	AID/NAFSA LIAISON COMMITTEE Contract with Agency for International Development	COOPERATIVE PROJECTS PROGRAM Grant from Bureau of Educational and Cultural Affairs
<u>Governing Body</u>	Officially, 5 Section Chairmen, President and President-elect, 1 State Department observer, and Chairman; 3-4 meetings per year, as needed	7 members (4 NAFSAs and 3 AID) 6 alternates (3 NAFSAs and 3 AID) 2 ex-Officio (1 NAFSA and 1 AID) 2 observers (1 NAFSA and 1 AID) Chaired by Presidential appointee (NAFSA) 4-6 meetings per year	'6 NAFSA members, 1 ex-Officio (NAFSA). Chaired by Presidential appointee (NAFSA) 1 representative of the Bureau of Educational and Cultural Affairs 2 meetings per year
<u>Purpose</u>	To improve services to foreign students at colleges and universities in the U.S. through professional opportunities to institutions, communities and individuals, regardless of membership in NAFSA.	To serve as a vehicle for discussion and exploration of issues of mutual concern to both AID and NAFSA; to initiate projects of importance to both organizations; and to consider innovative, pilot projects which would enrich the total educational experience of AID participants and other foreign students in the U.S. Emphasis on preparing students for role in developing nations	To <u>enhance</u> the experience of foreign students at colleges and universities in the U.S. through student-oriented activities.
<u>Criteria for Proposals</u>	1) Should have direct application to the professional development of personnel in the field or of services at institutions involved. Projects may result in instruments which enhance the professional status of the Association 2) One year units, probability for renewal.	1) Activities, studies, research considered 2) Must be assurance that the program is unique/innovative 3) Results <u>must</u> offer a model for use by other institutions 4) Well defined and feasible goals 5) Maximum one year funding 6) Relevance to AID sponsored students 7) Student involvement in planning and implementing project, one-fourth being AID participants 8) Foreign student benefit from the program in preparation for role in developing nations	1) Direct foreign student involvement in enrichment activities. Dissertation research publications and curriculum development <u>cannot</u> be considered. 2) Innovative in proposed setting 3) Possible applicability of project in other settings 4) Clearly defined and realistic objectives 5) One year units, possibility for renewal 6) Financial and administrative viability

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PROJECTS FUNDED BY  
THE AID/NAFSA LIAISON COMMITTEE

1. Phoenix Cross-Cultural Classroom, Funded in January, 1973, Submitted by Zelda Faigen, World Affairs Council, Phoenix, Arizona.
2. Summer Community Action Program for Foreign Students, Funded in January, 1973, Submitted by Barbara Burn, University of Massachusetts, Amherst.
3. Villa International/Atlanta, Funded in March, 1973, Submitted by Tom Biggs and Faye McKay, Villa International, Atlanta, Georgia.
4. Community Program for Foreign Students, Funded in March, 1973, Submitted by Rosemary Walker, Student Community Services, Inc. Lewisburg, Pennsylvania.
5. Cultural Exchange Teaching - Learning Experience, Funded in July, 1973, Submitted by Peggy Busch, Syracuse University.
6. Film Production of East Harlem Community Action Project, Funded in July, 1973, Submitted by Janice Bronson, Columbia University.
7. Pilot Project for Career Development Opportunities for U.S. Trained International Students, Funded in October, 1973, Submitted by Erin Schmidt, Louisiana State University.
8. COMSEC Study Group, Funded in October, 1973, Submitted by Ronald Heinrich, University of California, Riverside.
9. Development of a Simulation Game for Cross-Cultural Adjustment, Funded in January, 1974, Submitted by Jon Heise, University of Michigan, Ann Arbor.
10. Annual Conference Workshop for Graduate Students in Economics and Related Fields, Funded in March, 1974, Submitted by Wyn Owen, Economics Institute, University of Colorado.
11. A Conference on Transitional Experiences of International Students, Funded in July, 1974, Submitted by Harold Walker and Frank Sehnert, Academic Affairs Conference of Mid-western Universities.
12. Extended Civic Participation, Funded in March, 1973, Submitted by Eugene Clubine, Iowa State University.

13. International Urban Service Corps in Dallas, Texas Area, Funded in March, 1973, Submitted by Delmar Wedel, International Student Service.
14. Workshop on Appalachia and the Lessons of Development, Funded in October, 1973, Submitted by Dixon Johnson, University of Tennessee.
15. Model for "Human Resources Development - The Foreign Student on Campus", Funded in January, 1975, Submitted by Joseph Kovach, AID and August Benson, Michigan State University.
16. International Students' Involvement in a Food Co-op Program for and with the Community Low Income Elderly, Funded in November, 1974, Submitted by Judy Thatch and Menbere Surafiel, Southern Illinois University, Edwardsville.
17. Pilot Project for the Development of a Home Country Employment Locator Program, Funded in January, 1975, Submitted by David Williams, Cornell University.
18. A Program of Informal Learning with Foreign Students, Funded in January, 1975, Submitted by Josef Mestenhauser, University of Minnesota.
19. MSU Communications Workshops, Committee-originated project.
20. An Analysis of Learner Production of English Structures, Funded in January, 1975, Submitted by Jacquelyn Schachter and Beverly Hart, American Language Institute, University of Southern California.
21. See the World Through our Eyes, Funded in March, 1975, Submitted by Stephen Duffy, St. Louis University.
22. Three All-Day Host Family International Workshops, Funded in March, 1975, Submitted by Jim Leonard, University of Washington.
23. Pilot Project to Interpret the Black Experience in America to Foreign Students, Funded in March, 1975, Submitted by Casper L. Jordan, Atlanta University.
24. Proposal for a Study Group to Examine the Area of Cross-Cultural Psychiatric Counseling, Funded in July, 1975, Committee-originated project.
25. Foreign Students as Educators in Stanford's Work/Study Abroad Programs, Funded in March, 1975, Submitted by Clifford Clarke, Stanford University.

26. Study based on "A Correspondence Model of Cross-Cultural Adjustment", Funded in March, 1975, Submitted by Fanny Cheung and Robert Moran, University of Minnesota.
27. Study of a Four-Part Presentation to Promote the Integration of International Students into the Educational Process, Funded in March, 1975, Submitted by Richard Reiff, University of Georgia.
28. The International Family: Expanding Women's Role, Funded in July, 1975, Submitted by Mary Catherine Limbird and Mary Ann Fox, Ames, Iowa.
29. Going-Home Workshop, Funded in July, 1975, Submitted by Koki Okada, University of Pittsburgh.
30. National Transitional/Pre-Departure Training Session, Funded in October, 1975, Submitted by Homer Higbee, Michigan State University.
31. Utility of Study/Training Abroad, Funded in October, 1975, Submitted by Charles Aanenson, Indiana University.
32. COMSEC Proposal, Funded in February, 1976, Submitted by Mary Rogerson, Chairman of the NAFSA Community Section.
33. Programming Workshops, Committee-originated project, Funded in February, 1976.
34. 1976 MSU Workshops, Funded in October, 1975, Committee-originated project.
35. Weekend Seminar on Social Change and the Transfer of Technology, Funded in May, 1976, Submitted by Joseph Mammola, Bucknell University.
36. Supplements to Handbook, Funded in May, 1976, Submitted by Josef Mestenhauser, University of Minnesota.
37. 1977 MSU Workshops, Funded in October, 1976, Committee-originated project.
38. EST Clearinghouse and Newsletter, Funded in February, 1977, Submitted by Karl Drobnic, Oregon State University.
39. Development Skills Institutes, Funded in February, 1977, Submitted by Eugene Clubine, Iowa State University.
40. Alumni Study Project.

Published by  
**NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS**  
1560 - 19th Street, N.W., Washington, D.C. 20039

NAFSA was founded in 1948 to promote the interests of the foreign student and provide a professional organization for those educators, with and for the students, on college and university campuses and in communities across the country.

Over 100 institutions of higher education are members of the five sections which represent the professional interests and activities of NAFSA members:

- Association of Teachers of English as a Second Language (ATESL)
- Association of Teachers of English as a Second Language (ATESL)
- Community Section (COMSEC)
- Council of Advisors to Foreign Students and Scholars (CAFSS)
- Section on U.S. Students Abroad (SECUSSA)

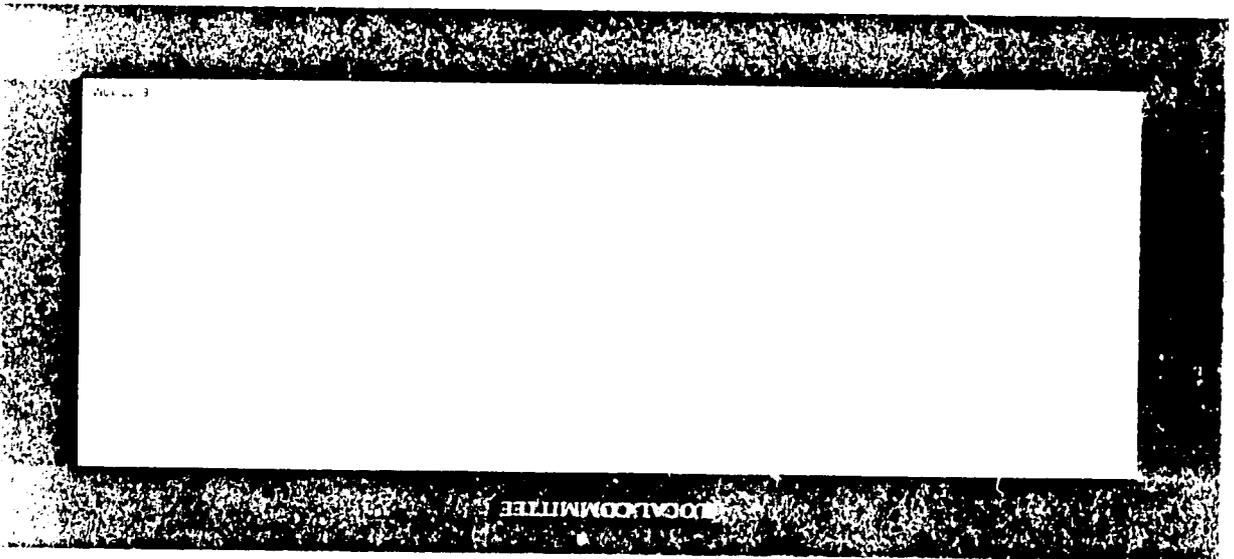
NAFSA writes and publishes materials, sponsors workshops, seminars, and conferences, provides

campus consultants and visits, grants training and travel funds, sponsors and funds projects for growth and development in the area of international educational interchange.

The Community Section (COMSEC) seeks to:

- Further relationships between campus, community, and student.
- Promote effective services for students by the community.
- Develop programs of mutual benefit for student and community.
- Provide services and programs that raise the level of competency of community workers.

Membership in COMSEC is open to all individuals and organizations engaged in international student work.



You are invited to participate in

- membership under training
- membership under training
- membership

For more information, contact the National Association for Foreign Student Affairs, 1560 19th Street, N.W., Washington, D.C. 20039

National Association for Foreign Student Affairs

**Best Available Document**

## THE WORLD AT YOUR DOORSTEP

Do you realize that your community can be an international center for the exchange of ideas, people, and cultures?

You and your organization have a unique opportunity to participate in many stimulating activities by interacting with the foreign students who attend universities and colleges in your local community. During their sojourn in the United States, you can learn about their countries, backgrounds, and their perspectives.

At the same time you or your organization can invest in the future by helping make their visit and experiences more meaningful and more memorable by your willingness to share with them what it means to be an American. These students can learn a great deal from you because American life is new and different from any previous experiences in their home countries. You, in turn, can learn from them.

Some of your friends and neighbors may have already met foreign students who were visitors in their homes, customers in their businesses, or volunteers in local group projects. These students bring such resources as educational information, various skills and talents, and dollars into our communities. While here students make a substantial contribution to the economy of your local community. In addition, their presence brings to the campus and community an international viewpoint which benefits all students and local residents. The universities also benefit from foreign student revenues in the form of tuition and fees.

## REASONS FOR STUDYING IN THE U.S.

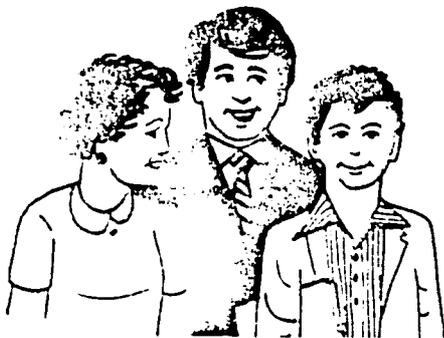
These foreign students have chosen to study at the university in your community because they believe their exposure to U.S. education will greatly assist them upon their return to their country. A special opportunity exists for them to receive not only an education, but also to benefit from professional contacts in their selected areas of study.

More than half of the over 200,000 foreign students currently enrolled in U.S. universities are totally self supporting. They have made significant sacrifices to study here, committing personal savings and leaving their families and homes for periods of time to achieve this experience.

The U.S. government, through the Agency for International Development (AID), and other agencies, foreign governments, and private foundations have long recognized the value of this particular training. They have assisted thousands of students from over 135 countries to study here in the past several years.

## BACK HOME

Upon completing their studies, most foreign students return home where they contribute to the development of their countries, often through positions in education.



Many work in areas of agriculture, health, business, engineering, and government. Some have assumed positions of leadership ranging from Minister of Health, agricultural manager, ambassador, corporation president, and university president to theological leader and national theater director. Regardless of their field of endeavor, all students return to their countries with an increased awareness of the U.S.

## IMPORTANCE OF COMMUNITY STUDENT INVOLVEMENT

Your community has unique attributes to share with foreign students. Unlimited numbers of personal activities may be shared with these foreign students for the enrichment and understanding of their American experience. For example, you or your organization can invite students to participate in activities which are as diverse as a baseball game or an evening at the theater. You may choose to invite them for occasional visits to your home either as house guests during school vacations or for informal meals with your family, friends or neighbors. Your organization might sponsor a bus tour to local scenic areas, weekend retreats to state parks, or a day-long cultural workshop. You can help students meet professionals in their fields and introduce them to local public officials who will give them a perspective on government.

You and your organization will benefit from your involvement with these foreign students just as much as they benefit from you. They will share their experiences, customs, and philosophies with you. They will become your international friends and add an international dimension to your life.

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## WHAT STUDENTS SAY

*"Many of our incoming [students] were able to meet with some very hospitable American families on a very informal basis, and many of these meetings have developed into very rewarding relationships for all the parties concerned. We create such occasions as excellent opportunities to cherish international fellowship, and I am certain many of our hosts will feel the same way."*

*"You are the first American family I've ever known, and I'll never forget your kindness to me."*

*"We found a home away from home through your gentle empathy and concern."*

*"I... noted with great appreciation that there was a family that is willing to spend part of its precious time to gain information and insights into American customs and ways of living. To me, this will be a first-class, practical part of my education."*

*"Perhaps I should also point out that such a free exchange of ideas is the best possible way of international understanding among the mankind races. It is also hoped that the creation of cooperation and happiness among races can only succeed through something like your organization."*

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## REACH OUT

Add an exciting, stimulating, vital new dimension to your living by this kind of growth and experience. For information on activities conducted in your local community, contact the Foreign Student Adviser at the college or university near you, or contact the person named on the back cover.

R.S.V.P.

## FILM SUMMARIES

FINDINGS: Film "AROUND THE BLOCK" - Developed as a result of funding through project No. 6 - the East Harlem CAP. Two prints have been made of the film. It depicts two architect students (one from Switzerland, one from Taiwan) who become involved in a community in East Harlem in order to get a needed playground built. The film depicts the involvement of the community in the design of the playground and its building.

COMMENTARY: Funding is mentioned twice in the film. First, verbally and on film as part of ANLC activities funded. Secondly, as part of a NAFSA grant. The film is intended for use as an example of how foreign students can contribute to U.S. community life and vice-versa. It has been viewed at a number of universities, at NAFSA Regional Conferences and by such organizations as The World Affairs Council.

FINDINGS: Film "PERSONALIZING THE EDUCATIONAL EXPERIENCE" - Developed as a result of funding through Project No. 27 - Study of a Four - Part Presentation to Promote the Integration of International Students into the Educational Process. Four prints have been made

of the film. It depicts the benefits to be had from the utilization of foreign students as educational resources. For example, a student from Ghana is shown discussing his country and customs with an American history class. It also focuses attention on the role of host families as cross-cultural communication hopefully takes place.

COMMENTARY:

Funding of the film through the auspices of NAFSA and AID is seen at the end of the film. As with the earlier mentioned film, the viewing audience was principally on university campus.

FINDINGS:

Slide Presentation "ECHOES OF THEIR MIND" -  
Developed as a result of funding through Project No. 27 mentioned above. Six prints have been made of the film. The slide show is accompanied by a taped dialogue depicting foreign students as they proceed into a new culture. It speaks in terms of the reactions of the students at different points in time and then goes on to share cultural problems he/she contends with each day.

SUMMARY COMMENTARY

No reference during the film or slide presentation was made with respect to sponsored v. non-sponsored students or AID participant trainees.

FILM USAGE CHART  
LIAISON COMM. FILMS  
September 1, 1975 - August 31, 1976

<u>USER</u>	<u>LOCATION</u>	<u>DATE OF PROGRAM</u>	<u>NUMBER OF VIEWERS</u>	<u>PURPOSE OF PROGRAM OR ACTIVITIES</u>
<b>"Around the Block"</b>				
Jeanne Pahorski	Lincoln College	10/16/75		
Ann Morgan	Texas Tech. Univ. Lubbock, TX	11/11/75		
Martin McLaughlin	Overseas Development Council Washington, D.C.	March/76		
<b>"Echoes of Their Minds"</b>				
Ann Morgan	Texas Tech. Univ. Lubbock, TX			
Jerry Benson	Michigan State Univ. East Lansing, MI	4/1 - 2/76		NAFSA Conference
Jane Russell	University of Georgia Athens, GA	3/17/75	45 students	Slide show was shown at the University & Staff memb. of Toledo. Audience included members of student affairs staff and students involved in their orientation program.
Staff	del Coronado Hotel San Diego, CA	5/4 - 7/76	NAFSA members	National NAFSA Conference
Dorothy Firth Hoskin	English Language Ctr. Univ. of South Carolina Columbia, SC	5/26/76		used in ELC as a demonstration of how foreign students can be significant resources to the university community.
Meg Little	World Affairs Council Boston, MA	8/18/76		to preview for use at her team meeting

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<u>USER</u>	<u>LOCATION</u>	<u>DATE OF PROGRAM</u>	<u>NUMBER OF VIEWERS</u>	<u>PURPOSE OF PROGRAM OR ACTIVITIES</u>
<b>"Personalizing the Educational Process"</b>				
Staff	del Coronado Hotel San Diego, CA	5/4/76		National NAFSA Conference
Paula Switzer	Northern MO. State University Kirksville, MO	8/16 - 22/76		Film was shown to resident assistants as part of in-service training program. Topic: foreign students and adjustments they must make in adapting to college life.

C. Staff: An Assistant Director in the NAFSA Central Office provides staff support to the Liaison Committee, she is assisted by a secretary. Both the Assistant Director and the secretary give two-thirds of their time to the activities of the Liaison Committee. During 1973-1974, the following people provided staff services to the Liaison Committee.

1. Assistant Director  
July, 1973 - January, 1974 Linda R. Curran  
February, 1974 Charlotte E. Hermann
2. Secretary  
Janice L. Fichte  
Sandra Smuckler

D. Projects funded by AID/NAFSA Liaison Committee: Nine project proposals were funded during the period covered by this report, with combined budget requests of \$34,000.

1. Individual Project Summaries

a.) Film Production of East Harlem Community Action Project, Columbia University, funded July 10, 1973 at a level of \$2,015. A budget amendment of \$882 was granted April 2, 1974. "Around the Block," produced by two foreign students at Columbia University's Graduate School of Architecture, records their experiences while helping to build a play lot in an East Harlem neighborhood. Francois Confino and Ping-Tze Too originally designed a play lot as a class assignment and became interested in implementing that design on 101<sup>st</sup> Street. The film focuses on how they were able to gain acceptance into the community where U.S. students had been unwelcome; how they worked with the community to design specifics of the play lot; and how they helped the community to organize and to build it. Special attention is given to the question of foreign student involvement in U.S. community life while studying here, and specifically to their involvement in U.S. ghettos and ethnic communities.

The film effectively shows that there are parts of every community where the foreign student can become involved and make a real contribution. Many foreign students now studying in this country have professional skills and talents that they can offer to the U.S. community. The community not only benefits from their skills, but also becomes familiar with different cultures and backgrounds.

b.) Cultural Exchange Teaching-Learning Experience, Peggy Pusch, Syracuse University, funded July 10, 1973 at a level of \$1,879. The project involved the use of foreign students (many AID participants) from Syracuse University as resources in the classrooms of a local elementary school which is predominantly black. It involved an initial one-day training session for teachers and students, evaluation sessions throughout, various program plans to facilitate interrelationships and learning experiences between the foreign students and the elementary school children.

The Liaison Committee requested Ms. Pusch to investigate the possibility of producing a 15 minute film on the project. Ms. Pusch reported to the Committee

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SAGE OF "AROUND THE BLOCK"

World Affairs Council  
 Colorado State University  
 University of Pennsylvania  
 AFSA Region VII Conference  
 Brown University  
 San Fernando Valley State College  
 University of Colorado  
 University of California at Los Angeles  
 Great Neck Junior High School  
 Department of Health, Education and Welfare  
 Lincoln College  
 University of Tennessee  
 University of California at Riverside  
 University of Nebraska  
 University of Minnesota  
 AFSA National Conference

Boston, Massachusetts  
 Fort Collins, Colorado  
 Philadelphia, Pennsylvania  
 Atlanta, Georgia  
 Providence, Rhode Island  
 San Fernando, California  
 Greeley, Colorado  
 Los Angeles, California  
 Great Neck, New York  
 Washington, D.C.  
 Lincoln, Illinois (shown twice)  
 Knoxville, Tennessee  
 Riverside, California  
 Lincoln, Nebraska  
 Minneapolis, Minnesota  
 Albuquerque, New Mexico

SAGE OF INTERNATIONAL URBAN SERVICE CORPS FILM

AFSA Region I Conference  
 Colorado State University  
 AFSA Region VII Conference  
 AFSA Region IX Conference

Corvallis, Oregon  
 Fort Collins, Colorado  
 Atlanta, Georgia  
 Philadelphia, Pennsylvania