

PN-AX-617

12-1-50954

REPORT OF THE SAMPLE SURVEY ON FEMALE FOREIGN STUDENTS  
AT SELECTED U.S. COLLEGES AND UNIVERSITIES

BY

THE OVERSEAS EDUCATION FUND OF  
THE LEAGUE OF WOMEN VOTERS

FOR

THE U.S. AGENCY FOR INTERNATIONAL  
DEVELOPMENT WOMEN IN DEVELOPMENT OFFICE

## TABLE OF CONTENTS

	<u>Page</u>
Introduction	1
Need For Survey and Report	2
Project Design	3
Survey Questionnaire	3
Survey Distribution	4
Results of Survey	4
Survey Questions and Responses	4-11
Total Number of Foreign Students	4
Female Students From Developing Countries	5
Distribution of Female Foreign Students By Fields of Study and Academic Levels	6
Predominate Fields of Study of Female Foreign Students by Geographic Regions of Origin	7
Sponsored Students from Developing Countries	8
AID-Sponsored Students	8
Percentages of Sponsored Female Undergraduate and Graduate Foreign Students Estimated to Return to Their Countries	8
Percentages of Unsponsored Female Undergraduate and Graduate Foreign Students	9
Marital Status of Female Foreign Students	9
Participation in Additional Learning Opportunities	10
Types of Community Experiences and Training Most Beneficial to Women Foreign Students	10
Nonacademic Learning Opportunities	12
Student Internships in Community Action Organizations	12
Women in Development Workshops	13

	<u>Page</u>
Additional Benefit of Survey	14
Recommendations For WID Office Consideration	14
Plan of Action for OEF to Develop a Program of Community Organization Participation and Specialized Development Workshops	15
Appendices	16-23
I    The Sample Survey Questionnaire	16-18
II   Institutions Surveyed	19-21
III  Responding Institutions	22-23

## TABLE OF TABLES

	<u>Page</u>
Table I - Comparison of Institutions Surveyed/Institutions Responding Based on Foreign Student Populations	5
Table II - Distribution of Female Foreign Students By Top Ten Fields of Study and Academic Levels	6
Table III - Predominate Fields of Study of Female Foreign Students By Geographic Regions of Origin	7
Table IV - Percentages of Female Foreign Students Estimated to Return to Their Countries Upon Completion of Their Studies	9
Table V - Recommended Activities and Subject Areas For Additional Learning Opportunities In Descending Rank of Importance to Foreign Students Based on Frequency of Listing By Responding Institutions	11

## INTRODUCTION

The Overseas Education Fund of the League of Women Voters (OEF) has long recognized that female students from developing countries represent a largely unrecognized and underutilized resource for women in development activities in their respective countries. Almost without exception, international assistance programs have left women, half the world's population, out of the development process. As a result, women are being denied a chance to reach their full potential as productive participants in the economic, social, and political development of their countries. Obviously, the effort to remedy this situation is enormous, but there is much that we can do to help women foreign students become more active in the development process.

In June of 1978, OEF began designing a project to provide female students from developing countries with additional learning opportunities, such as experiential community-based training and development workshops. The objectives of the project are to assist these women to become more active in development activities upon returning home; to develop informal and, if possible, formal networks of support among individuals who have been involved in these opportunities; and to create an awareness of a variety of local, national and international resources which could be of assistance in development projects.

Several factors led OEF into the project. The first factor is the need to integrate women into all development projects. The second factor is the current situation--having fewer female than male foreign students, and even fewer sponsored female students. OEF believes it is imperative to assist these women who, on their own initiative, have left their homes and countries to pursue higher education in the United States. OEF feels that women foreign students are a crucial resource for bringing about a change to involve greater numbers of women in development both as recipients and participants.

A recent Washington Post article on foreign students from developing countries highlighted an additional dilemma facing these students; with regard to the relevance of an American education and development activities in the different foreign countries, foreign students must choose either to isolate themselves from their country and remain associated with international development activities from abroad, or return to their respective countries and try to make practical use of their acquired knowledge and skills. Additional learning opportunities designed to provide skills related to development activities can make the transition less difficult, and enable the individual to make significant contributions to national development.

In developing the Women Foreign Students project, OEF established a voluntary Women Foreign Students Project Advisory Committee. The members of the Committee include Mary Ann Hood and Linda Reed, both members of the Task Force on Women International of the National Association

For Foreign Student Affairs (NAFSA); Bee Ean Gooi and Obura Nzegwu, two women foreign students; May Rihani, Director of the Secretariat for Women in Development of the New TransCentury Foundation; Dr. Nwanganga Shields of the World Bank; Katherine Donovan, one of the founders of NAFSA with extensive community service experience; and Gretchen Maynes, an OEF Trustee. There have been six Committee meetings since July, 1978.

OEF has worked closely with the National Association for Foreign Students Affairs (NAFSA) and the NAFSA Task Force on Women International. NAFSA was founded in 1948 to promote the interests of international educational exchange and to provide a professional organization for those who work with and for foreign students on college and university campuses across the country. Its goal is the most effective operation of international educational interchange in an effort to assure maximum benefits for individuals, institutions and societies. Today there are over 3,000 NAFSA members throughout the United States, representing over 1,000 academic institutions, business and educational organizations, local citizen groups active in foreign students affairs, and courtesy associates from foreign embassies and legations. With its expertise and extensive campus and regional networks, NAFSA has been extremely helpful in providing information on research and other programs pertaining to foreign students.

In observance of the International Women's Year in 1975 and in recognition of women's rights as a global issue, NAFSA created the Task Force on Women International. Among the many mandates, the Task Force has identified women foreign students and wives of foreign students as one of its major categories of concern.

In addition, OEF has consulted with individuals from such organizations as the World Bank, the Third World Foundation, OAS, Phelps Stokes Fund, the International Center for Research on Women, the University of Maryland, and women foreign students studying at universities in the D.C. area.

#### NEED FOR SURVEY AND REPORT -

From preliminary research, OEF learned that there is no collection of substantive information on female foreign students studying at U.S. colleges and universities. The Institute of International Education annually compiles the most extensive information on foreign students in the U.S. and publishes the Open Doors Report on International Educational Exchange. However, this document does not distinguish between male and female foreign students except in the case of total number. Therefore, it was necessary to develop a survey questionnaire to elicit information that would provide a profile of female foreign students, their academic disciplines and academic levels (graduate or undergraduate), academic disciplines by geographic regions of origin, and the number of AID-funded participants. The results of the survey would permit OEF to ascertain the need for a program to train women foreign students in the skills and knowledge necessary to pursue the integration of women in the economic and social development of their countries.

PROJECT DESIGN

The Women Foreign Students Project consists of several phases.

- Phase One -- Conduct a sample survey to obtain basic but essential information profiling the female foreign students from developing countries presently attending U.S. colleges and universities. This report on the survey findings is the completion of Phase One.
- Phase Two -- Begin designing several possible training models based on the information gathered.
- Phase Three -- Meet with women students from developing countries to assess whether the training models meet their needs, and if necessary, refine the model(s) based on the students' input.
- Phase Four -- Select a location(s), seek funding, and implement the training model(s).

The ultimate objective is to design models that can be replicated throughout the United States with the cooperation of institutions such as the Agency for International Development, private voluntary organizations, universities, various UN agencies, and foundations.

SURVEY QUESTIONNAIRE (Appendix I)

The questionnaire requested the following information:

- the number of female foreign students;
- the number of female foreign students from developing countries;
- the academic disciplines and academic level (graduate or undergraduate);
- the six predominate academic disciplines for female foreign students from Asia, Africa, Latin America, and the Middle East by region;
- the numbers of sponsored male foreign students, female foreign students, and female foreign students from developing countries;
- the number of AID-sponsored male and female foreign students;
- marital status of the female students;
- whether the training opportunities of the project should be limited to graduate or undergraduate students; and
- types of community experiences and training programs most beneficial to women students returning home.

## SURVEY DISTRIBUTION (Appendix II)

The questionnaire was distributed to NAFSA representatives and members of the Task Force on Women International, and to foreign student advisors, and college presidents at 79 U.S. institutions. The institutions sampled included the top twenty universities having the greatest numbers of foreign students (Open Doors Report), Title XII institutions, D.C. area universities, U.S. colleges and universities with Black heritage, and women's institutions.

## RESULTS OF SURVEY

### Level of Response (Appendix III)

Thirty-four of the seventy-nine institutions surveyed responded to the questionnaire--a 43 per cent response. All but two were able to complete most of the questions. The University of the Pacific stated that it was in the process of designing a new record keeping system and therefore unable to compile the data, while the University of Michigan indicated that the information exists in the data system but was not readily retrievable without substantial expenditures of time and money.

A telephone survey was taken of those institutions not responding several months after the survey distribution. The majority of responses from Foreign Student Advisors at these institutions was that either the information requested was not readily retrievable or that the workload or their offices was such that they did not have the time to complete the questionnaire. However, they all indicated the need for correlated data by sex, academic disciplines, academic levels and countries, and they felt the Women Foreign Students Project was indeed worthwhile.

Among the institutions surveyed, on the basis of the total numbers of foreign students, the institutions with 1,000 to 1,500 students had the lowest level of response, followed by the institutions with foreign student populations of 100 to 500 (Table 1).

## SURVEY QUESTIONS AND RESPONSES

### I. Total Number of Foreign Students Enrolled at the Responding Institutions.

This survey comprises 15,807 male foreign students and 5,066 female foreign students, for a combined total of 20,873. The distribution of foreign students by sex is 76 per cent male and 24 percent female, mirroring the national percentage distribution by sex of the foreign student population listed in the 1977-78 Open Doors Report.



**III. Distribution of Female Foreign Students By Fields of Study and Academic Levels (Table II)**

The information collected provides a profile of female foreign students by academic discipline and level. Because of the way the question was worded there is some uncertainty as to whether the responses referred to the total number of female foreign students in the sample, or to the number of female students from developing countries. However, since 78 per cent of the sample are female students from developing countries, it is likely that the figures are only slightly skewed if at all. As the Table below illustrates, the women students are concentrated in different disciplines at the undergraduate and graduate levels.

Business and Management, Health Professions, and Social Sciences are within the top five disciplines for both undergraduate and graduate female foreign students. Education ranks first among graduate students, while it is ninth among undergraduates. Engineering ranks third for undergraduates and seventh for graduates.

**TABLE II DISTRIBUTION OF FEMALE FOREIGN STUDENTS BY TOP TEN FIELDS OF STUDY AND ACADEMIC LEVELS**

<u>Undergraduates</u>		<u>Graduates</u>	
Business and Management	17%	Education	15.8%
Health Professions	10%	Business and Management	9%
Engineering	9%	Health Professions	7.1%
Social Sciences	8%	Physical Sciences	7%
Fine and Applied Arts	5.4%	Social Sciences	6.2%
Biological Sciences	5.2%	Agriculture and Natural Resources	5.26%
Interdisciplinary Studies	4.7%	Engineering	5.2%
Undeclared	4.1%	Home Economics	5.2%
Education	3.8%	Biological Sciences	5%
Computer and Information Sciences	3.7%	Psychology	4.9%
	<b>70.9%</b>		<b>70.6%</b>

IV. Predominate Fields of Study of Female Foreign Students by Geographic Regions of Origin (Table III)

The Table below lists the predominate fields of study for female foreign students by geographic regions, based on the frequency of listing.

TABLE III      PREDOMINATE FIELDS OF STUDY OF FEMALE  
FOREIGN STUDENTS BY GEOGRAPHIC REGIONS OF ORIGIN

ASIA		MIDDLE EAST	
1	Business and Management	1	Business and Management
2	Social Sciences		Social Sciences
3	Biological Sciences		Biological Sciences
	Computer and Information Sciences		Engineering
	Education	2	Computer and Information Sciences
4	Health Professions		Education
AFRICA		LATIN AMERICA	
1	Business and Management	1	Education
	Social Sciences	2	Biological Sciences
2	Home Economics	3	Buisness and Management
3	Education	4	Engineering
4	Biological Sciences	5	Communications
	Health Professions		Social Sciences

There are similarities in the fields of study for all four regions of the world. Business and Management, Social Sciences, Biological Sciences, and Education are common to all regions, although their rank order differs. Africa is unique with Home Economics as a field of study---the third most prevalent for African women, after Business and Management and Social Sciences. Latin America differs from the other geographic regions with Communications as a field of study. Both Middle

Eastern and Latin American women students are studying Engineering. In the Middle East it is the first among four fields, while for Latin America it is fourth.

#### V and VI. Sponsored Students From Developing Countries

Responses to the survey indicated that 1,816 male foreign students and 579 female foreign students are sponsored by their home governments, the U.S. government or by private foundations/organizations, a total of 2,395 sponsored students from developing countries. Seventy-six per cent of the sponsored students from developing countries are male; 24 percent are female. However, there is significant difference in the figures for sponsored female students from developing countries as compared to the total number of female students from those countries, only 15 per cent are sponsored and 85 per cent are not sponsored.

The survey requested a break-down of the number of sponsored female foreign students from developing countries into undergraduate and graduate levels. Not all of the responding institutions provided this information. Of the 579 sponsored female students, 122 are undergraduates, 214 are graduates, while the remaining 243 are unspecified as to undergraduate or graduate.

The majority of the male and female foreign students are not sponsored either by their respective countries or by U.S. public or private funds.

#### VII. AID-Sponsored Students

The institutions surveyed reported 210 AID-sponsored male foreign students and 29 AID-sponsored female foreign students. That is, 88 per cent of the AID-sponsored students are men, and the remaining 12 per cent are women. This percentage for AID-sponsored women is only one per cent lower than the official percentage of AID-sponsored women participants reported by the Agency for International Development Office of International Training in 1977\*. Of the total number of women students from developing countries, AID sponsors less than one per cent -- 0.7 per cent, to be exact.

#### VIII. Percentages of Sponsored Female Undergraduate and Graduate Foreign Students Estimated to Return to Their Countries Upon Completion of Their Studies (Table IV)

Less than half of the responding institutions completed this question. Many of those that did respond indicated that the figures they provided were reasonable estimates, without back up data. A few mentioned that an alumni associations had tried to provide this information, but that it was a time consuming task and not always updated. Many institutions stated they would like greater follow-up data.

---

\*Report on Women in Development AID/PPC/WID August 1978.

There was little difference between the estimated return rate of sponsored graduate and sponsored undergraduate female foreign students. A slightly larger percentage of institutions estimated that a greater number of sponsored female graduate students would return home.

IX. Percentages of Un-sponsored Female Undergraduate and Graduate Foreign Students (Table IV)

With respect to sponsored and non-sponsored status, considerably fewer non-sponsored female foreign students, both graduate and undergraduate, are estimated to return to their countries upon completion of their studies. Nevertheless, it is estimated that at least 50 per cent of all non-sponsored female graduate and undergraduate students will return home.

TABLE IV      PERCENTAGES OF FEMALE FOREIGN STUDENTS  
ESTIMATED TO RETURN TO THEIR COUNTRIES UPON COMPLETION  
OF THEIR STUDIES

	<u>Sponsored</u>		<u>Non-sponsored</u>	
	<u>Undergraduate</u>	<u>Graduate</u>	<u>Undergraduate</u>	<u>Graduate</u>
100% (all) will return	74%	74%	25%	7%
99 - 90% will return	20%	26%	12.5%	21%
89 - 80% will return	6%		6%	14%
79 - 70% will return			19%	28%
69 - 60% will return			12.5%	14%
59 - 50% will return			25%	14%

X. Marital Status of Female Foreign Students

Twenty-four of the thirty-four responding institutions provided this information. The marital status was unobtainable for approximately one-half of the total female foreign student population. Of the remaining 50 per cent, 646 students are married and 1,885 are single.

**XI. Participation in Additional Learning Opportunities**

The questionnaire asked whether participation in a program to provide additional learning opportunities for female foreign students should be restricted to graduate students only, or open to both graduate and undergraduate students.

There was near unanimity among respondents that the program should be open to both undergraduates and graduates. Two responded that only if funds were limited should the program be restricted to graduate students. Of two responses that unconditionally felt the program should be restricted to graduates, one specifically stated that the graduate students have clear career objectives and are seriously motivated, and therefore are better participants, both as performers and recipients.

**XII. Types of Community Experiences and Training Most Beneficial to Women Foreign Students (Table V)**

There was unanimity among the respondents on the need to provide additional learning opportunities outside the academic areas for female foreign students, with all but four institutions completing this question. Many also provided suggestions on additional activities and subjects to be included in the program. These suggestions were in addition to the activities/subjects of Consciousness Raising/Expanded Women's Roles, Community Organization Participation, Organizational Skills, Leadership Skills, Group Dynamics, Teaching Skills, listed in the questionnaire.

The following table lists the recommendations, in descending rank, of perceived importance to the foreign students by the responding institutions. In the survey, institutions listed activities and subject areas for additional learning opportunities.

This list in descending rank of importance reflects the respondents' priorities to the various learning experiences. It was felt important to maintain these priorities even though the list is a combination of activities and subject areas (including skills training).

TABLE V      RECOMMENDED ACTIVITIES AND SUBJECT AREAS  
FOR ADDITIONAL LEARNING OPPORTUNITIES IN  
DESCENDING RANK OF IMPORTANCE TO FOREIGN  
STUDENTS BASED ON THE FREQUENCY OF LISTING  
BY RESPONDING INSTITUTIONS

1. Participation in Community Organization Activities
2. { Development of Organizational Skills  
Leadership Training
3. { Participation in Group Dynamics Activities  
Consciousness Raising/Expanded Women's Roles
4. Teaching Experience (non-formal education techniques)
5. Re-Entry/Transition Workshops (to facilitate one's return to country of origin)
6. { Internships with both private voluntary and professional organizations  
Assertiveness Training  
Nutrition/Health Delivery Systems
7. Dynamics of Social Change
8. { Career Counseling  
Child/Family Care
9. Volunteerism and National Development
10. Training in Craft Cooperative Development/Small Business Management Techniques
11. { Building Research Skills  
Literacy Training

## NONACADEMIC LEARNING OPPORTUNITIES

Based on the information from this survey, OEF will begin to explore a program for providing additional learning opportunities for female students from developing countries. These opportunities will assist and encourage women students from developing countries to become more involved in development activities upon their return home; develop informal and, if possible, formal networks of support among individuals who have been involved in these opportunities; and create an awareness of a variety of local, national, and international resources which could be of assistance in undertaking development projects. OEF believes this mission can best be accomplished through internships with community action organizations and specialized development training workshops. This program will provide the students with the knowledge and skills necessary to work with existing community organizations, or, if necessary, to create them, as well as to work with AID missions and other development organizations in their respective countries.

Two model projects for female students from developing countries seem to follow naturally from the results of the needs as determined by this survey.

### I. Student Internships in Community Action Organizations

Such internships could be long or short-term. To establish such a project requires a university with a sizeable number of female foreign students, a community with strong action organizations, and a key person(s) in the university/community to catalyze and implement such a project. The community organizations must also be fully committed to the project. The students' activities need to be precisely defined and an integral part of the program. These activities should focus on providing practical experience in--

- participation skills;
- identifying needs in communities
- planning and implementing community projects
- techniques involved in mobilizing community resources
- ways to influence local agencies to respond to needs
- coordinating resources; and
- special advocacy skills training.

In the university, a person in the foreign student office, or elsewhere, who works closely with women foreign students must be designated in order to make the contacts, plan, and assist in carrying out the program. Student involvement must be realistically determined, i.e., the number of hours a student can devote to this type of experience. In addition, to encourage student participation, it might be possible to offer the interns an honorarium where it is the practice of the community, academic credit, and letters of commendation. As a result of participating in these opportunities, the women students would enjoy an increase in status on campus through greater visibility.

## II. Women in Development Workshops

Concerning the survey recommendations for subjects and skills training considered to be of most benefit for female foreign students, priority should be given to workshops that will provide organizational skills, leadership training, the techniques of group dynamics, consciousness raising, and an examination of expanded women's roles. Re-entry/Transition--discussing possible problems and solutions to facilitate one's return home--was another topic considered to be of great concern to female students from developing countries. Generally, these activities/skills are not part of the formal curriculum, but would be extremely helpful to women who wanted to pursue development activities.

There are many possibilities for workshop training models to incorporate the above activities/subjects. One possibility would be to focus on skills training in organizational development, leadership, and group dynamics. Another possibility would be to examine specific development projects in the context of organizational skills, leadership and the dynamics of group participation. Another would be to have a series of workshops to coincide with the internship experience, examining that experience in relation to problem solving, organization and management techniques, decision making, and advocacy within community organizations, coupled with how these factors relate to development activities.

From the list of recommendations, OEF realizes that it would be impossible for any organization to provide additional opportunities incorporating all of the suggestions. Particularly in the fields of health/nutrition, child and family care, craft cooperatives and small business development, workshops models could focus on any one of these areas or include them as components of a workshop.

### ADDITIONAL BENEFIT OF SURVEY

As a result of the survey, both OEF and the NAFSA Task Force on Women International recommended to IIE and the Joint Task Force on Data Collection that they consider obtaining and publishing in Open Doors correlated data on all foreign students by sex, academic discipline, academic level, country, and source of sponsorship. We also requested a list of the top thirty universities with the greatest numbers of female foreign students. In response to our request, we received a printout of 1,365 U.S. colleges and universities with the numbers of reported female foreign students attending these institutions.

### RECOMMENDATIONS FOR WID OFFICE CONSIDERATION

#### I. It Is Essential That a Greater Number of Female Students From Developing Countries Be Sponsored.

As the study indicated, there are fewer women students than male students. One out of every four foreign students is a woman. An even smaller percentage of women than men are sponsored by AID. The percentage of AID sponsored women is below the overall percentage distribution of sponsored female students as compared with

sponsored male students. If women foreign students are to be given the opportunity of a higher education, greater effort must be made to overcome the financial burden of a U.S. education. The WID Office could encourage AID to increase the number of long-term sponsored female students.

II. The WID Office Should Consider Sponsoring Programs of Community Organization Participation for Female Foreign Students.

In addition to academic training, the U.S. can offer unique experiences to the foreign student that would provide additional knowledge and skills beneficial to development activities. Community organizations, volunteerism, and self-help have been important factors in the development of the U.S. These experiences and required skills can be shared with others. The results of the survey overwhelmingly support the need for additional learning opportunities, to include community organization participation and skills training in organizational development, participatory skills, leadership, and group dynamics. Generally, these activities/skills are not part of the formal academic curriculum. Therefore, programs to provide additional training and beneficial experiences can have an important impact on the professional development of individuals who, as a result of these programs, will be better equipped to face the task of community and national development within the context of their own countries.

III. The WID Office Needs to Encourage the Involvement of Women Foreign Students Studying in the U.S.

The WID Office should not overlook the tremendous potential resource of female foreign students to be involved with organizations in the U.S. engaged in development activities overseas. The WID Office could take the initiative of encouraging organizations undertaking development projects to incorporate or involve female students in these activities, including internships with professional development organizations, businesses, or associations. Such an initiative would recognize and emphasize the role of foreign students both as immediate and future resources for global understanding and development.

IV. The WID Office Might Sponsor Women in Development Workshops for Women Foreign Students.

If women are to become more involved in development activities, it is imperative that they possess the necessary skills to apply their academic training to meet the realities of development in their respective countries. The development workshop format is one method of providing experiential skills training that will assist women foreign students to work more effectively in their own communities, with AID missions and other development organizations. Such workshops could also include components on current development activities sponsored by AID and other organizations and/or current methodology regarding project development, acceptance, implementation, and evaluation. The workshops would also be one way of involving women foreign students in the network of WID professionals.

PLAN FOR OEF TO DEVELOP A PROGRAM OF COMMUNITY ORGANIZATION PARTICIPATION AND SPECIALIZED DEVELOPMENT WORKSHOPS

In order to proceed with the development of a program to provide additional learning opportunities, OEF will need to seek additional funding. To design the program, OEF will continue to consult with women students from developing countries so that the models will address their needs.

OEF will begin to develop guidelines both for foreign student interns and for community organizations wishing to establish internship programs. The next step will be to select one or more areas in which to implement a program. OEF will select one or more institutions with a large number of female foreign students. A survey will then be made of community organizations, such as the Leagues of Women Voters and civic action organizations, in each of these localities and of individuals who could coordinate the internships.

As a result of disseminating information about this survey, many individuals from the universities--including foreign student advisors, other administrators, and faculty--have contacted us and are interested in assisting in the implementation of community organization participation and development workshop opportunities.

APPENDIX I

THE SAMPLE SURVEY QUESTIONNAIRE

A sampling of the female foreign student population attending U. S. colleges and universities.

1. How many foreign students are enrolled in your institution?

Male \_\_\_\_\_ Female \_\_\_\_\_

2. How many female foreign students are from developing countries? (Refer to listing by World Bank, attached.)

Undergraduate \_\_\_\_\_ Graduate \_\_\_\_\_

3. In what disciplines are these female foreign students studying? (The following subdivisions are based on the field of study taxonomy as published in *Open Doors, 1975/6-1976/7.*)  
 Please give number of students.

<u>Field</u>	<u>Undergraduate</u>	<u>Graduate</u>
Agriculture & Natural Resources		
Architecture & Environmental Design		
Area Studies		
Biological Sciences		
Business & Management		
Communications		
Computer & Information Sciences		
Education		
Engineering		
Fine & Applied Arts		
Foreign Languages		
Health Professions		
Home Economics		
Law		
Literature		
Library Science		
Mathematics		
Physical Sciences		
Psychology		
Public Affairs & Services		
Social Sciences		
Theology		
Interdisciplinary Studies		
Other _____		

4. In which six fields of study do the following regional groups predominate? (Female foreign students only)

Asia	_____	_____	_____	_____	_____	_____
Middle East	_____	_____	_____	_____	_____	_____
*Africa	_____	_____	_____	_____	_____	_____
**Latin America	_____	_____	_____	_____	_____	_____
*including North Africa	_____	_____	_____	_____	_____	_____
***Including Caribbean	_____	_____	_____	_____	_____	_____

5. How many of the foreign students from developing countries are sponsored? ("Sponsored" is defined as "supported by the home government, the U.S. government, or private U.S. foundations/organizations.")

Male \_\_\_\_\_ Female \_\_\_\_\_ Female Undergraduate \_\_\_\_\_  
 Female Graduate \_\_\_\_\_

6. How many are unsponsored?

Male \_\_\_\_\_

Female \_\_\_\_\_

Female Undergraduate \_\_\_\_\_  
Female Graduate \_\_\_\_\_

7. How many of the sponsored foreign students are AID funded participants?

Male \_\_\_\_\_

Female \_\_\_\_\_

8. How many sponsored female foreign students do you estimate will return to their countries?

Graduate \_\_\_\_\_

Undergraduate \_\_\_\_\_

9. How many of the unsponsored female foreign students do you estimate will return to their countries?

Graduate \_\_\_\_\_

Undergraduate \_\_\_\_\_

10. How many female foreign students are:

a) married \_\_\_\_\_

b) single \_\_\_\_\_

11. In your opinion, should participation in any OEF/NAFSA project be restricted to graduate students only, or open to both graduate and undergraduate students? Please explain.

12a. Considering the goals of the proposed OEF/NAFSA project, what types of community experiences and training programs do you think would be most beneficial to women foreign students returning home? Please explain.

12b. Among the subjects/activities which are being considered for inclusion are the following:

Activities

Consciousness Raising/Expanded Women's Roles

Community Organization Participation

Subjects

Organizational Skills

Leadership Skills

Group Dynamics

Teaching Skills

From your point of view, are these activities worth pursuing? Are there others which should be included? Please comment.

(Please use reverse sides for additional comments to any of the preceding questions.)

- 19 -

APPENDIX II

INSTITUTIONS SURVEYED

DISTRICT OF COLUMBIA

American University  
Catholic University  
District of Columbia, University of  
George Washington University  
Georgetown University  
Howard University  
Johns Hopkins University (DC)  
Montgomery College  
Mount Vernon University  
Northern Virginia Community College  
Southeastern University  
Strayer College  
Trinity College

NORTHEAST

Columbia University  
Cornell University  
Delaware, University of  
Harvard  
Maryland, University of  
MIT  
New York University  
Northern Illinois University  
Pennsylvania State University  
Pittsburgh, University of  
Rutgers State University  
SUNY - Buffalo University  
Tufts University  
Virginia Commonwealth University  
Virginia Polytechnic University

SOUTH & SOUTHWEST

Auburn University  
Belmont College Tennessee  
Bishop State Junior College  
Florida State University  
Florida, University of  
Georgia State University  
Georgia, University of  
Houston, University of  
Kentucky, University of  
Louisiana State University (Baton Rouge)  
Miami Dade College  
Miami University  
Mississippi State University  
North Carolina A & T State University  
North Carolina, University of  
North Carolina State University  
South Carolina, University of  
Saint Louis University  
Tennessee, University of  
Texas, University of (Austin)  
Vanderbelt University  
Virginia, University of

MIDWEST

Ball State University  
Bowling Green State University  
Case Western Reserve University  
College of Saint Catherine  
Indiana University  
Iowa State University  
Kansas University  
Macalester College  
Mankato State University  
Marquett University  
Miami University (Ohio)  
Michigan State University  
Michigan, University of (Ann Arbor)  
Minnesota, University of  
Nebraska, University of  
Northern Illinois, University of  
Ohio State University  
Western Michigan  
Wisconsin, University of

WEST

Arizona, University of  
California, University of (Los Angeles)  
California, University of (San Diego)  
California State University  
Colorado, University of  
Pacific, University of the  
San Francisco State University  
Southern California University  
Stanford University  
Washington, University of

ANALYSIS OF THE ABOVE INSTITUTIONS WITH REGARD TO THE TOTAL NUMBER OF FOREIGN STUDENTS

NUMBER OF STUDENTS

NUMBER OF UNIVERSITIES

0 - 99	7
100 - 499	27
500 - 999	16
1000 - 1499	15
1500 - 1999	9
2000 - 2499	3
2500 - 2999	0
3000 - 3500	2

22-

APPENDIX III

RESPONDING INSTITUTIONS

RESPONDING INSTITUTIONS

Arizona, University of  
Belmont College - Nashville  
Bowling Green University  
California State University  
College of Saint Catherine  
Cornell University  
Delaware University  
Florida University  
Georgia State  
Howard University  
Kansas University  
Kentucky, University of  
Mankato State University  
Miami University - Ohio  
Michigan, University of  
Michigan State University  
W. Michigan University  
Mills College  
Mills College (English Center)  
Nebraska, University of  
North Carolina, University of (Chapel Hill)  
North Carolina, University of (Charlotte)  
North Carolina State University (Raleigh)  
Pacific, University of the  
Shaw College  
Stanford  
Tennessee, University of  
Texas, University of  
Trinity College  
Tufts  
Vanderbilt University  
Virginia, University of  
Washington, University of  
Wells College