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EDUCATION FOR INTERNATIONAL DEVELOPMENT PROGRAM
ANNUAL REPORT
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I. Background and Objectives

The Office of International Training (S&T/IT), of the U.S. Agency for International Development, and the National Association for Foreign Student Affairs (NAFSA) have cooperated since 1972 to improve and enrich the experiences of students from developing nations gaining education and training in the United States. In 1984-85, S&T/IT and NAFSA entered into the first year of a five-year Cooperative Agreement, to be administered by the Steering Committee and staff of the NAFSA Education for International Development (EID) Program. Since 1972, the primary objectives of the liaison between S&T/IT and NAFSA have been: (1) to increase the awareness of campus-based administrators and faculty of the need for relevant academic programs for AID participants and other students from developing countries studying in the United States; and (2) to provide increased access for the student participants themselves to extra-curricular professional and community programs which will assist either directly or indirectly in preparing them for their roles in their home countries' development.

Activities to further these goals have included: research and analysis of students' academic and professional needs; encouragement of projects designed to involve foreign students more fully in U.S. campus and community life; production of materials to assist faculty and administrators in better meeting the students' needs; and fostering liaison among academic and professional associations to improve the quality of the U.S. educational and training environment.

The success of these efforts is in large part due to NAFSA's established role as facilitator in the field of international education and exchange. NAFSA works to improve the experiences of foreign students in the United States by providing materials and services to two groups: the students and the professionals who work with them. Direct enrichment activities have reached thousands of students in hundreds of campus and community settings across the country. Publications and audiovisual materials have helped foreign and U.S. students better prepare for and enjoy their experiences in their chosen host countries. Lastly, NAFSA's role as a referral service ensures that the association can, directly or indirectly, assist students and educators needing advice or information about international travel, education, and employment.

Professionals in the field of international education and exchange gain more directly from NAFSA's activities and resources; professional development is a fundamental and longstanding associational priority. By ensuring that individuals working with foreign students have access to accurate information, up-to-date resources, and seminars and workshops designed to help them improve their knowledge and skills, NAFSA believes it is making a significant contribution to the training of those in the field of international education in the United States and abroad.

As this report will show, the Education for International Development Program reflects these NAFSA priorities, focusing on students from developing nations. The activities funded through the Agency for International Development have changed over the years, as S&T/IT's emphases have changed. For example, during the 1970's, the NAFSA/AID Liaison Committee focused much of its attention on supporting direct enrichment activities for foreign students. Another AID-funded activity, the Global Issues Project, disseminated information to promote awareness of hunger and population issues in the mid-1970s. The present administrative configuration of the AID-NAFSA relationship allows some aspects of these activities to continue and, in addition, provides the flexibility necessary to address changing priorities.

II. Period of Agreement

This annual report describes the activities of the Education for International Development Program carried out between July 1, 1984 and June 30, 1985. This was the first year of a five-year Cooperative Agreement, No. NEB-0071-A-00-4081-00.

The successful negotiation of a long-term agreement between NAFSA and AID has positively affected the activities of the program in at least two ways:

1. The time spent in re-negotiating annual contract amendments with the staff of S&T/IT has been greatly reduced as a result of the five-year duration of the current agreement. The Manager of the EID Program is therefore able to attend more closely to formulating policy and direction for the program and to see that EID activities are carried out on schedule and within budget.

2. The EID Committee members are better able to commit EID resources to projects spanning longer periods of time than was previously possible. This allows for more follow-up activities to be planned, more meaningful data to be collected, and more substantial results to be obtained.

Under the cooperative arrangement, the objectives of the program can be more effectively met.

III. Administrative Structure

A. EID Program Steering Committee

The Committee is composed of four members, serving three-year terms, and a chairman, serving a two-year term and one year as past chair (Appendix A). These individuals are appointed by NAFSA's president. The Executive Vice President and the President of the association are also Committee members ex officio. The Committee plans, oversees, and promotes all EID activities in cooperation with NAFSA and S&T/IT staff members. Committee members review and select proposals for competitive grants, design meetings and seminars, and produce publications on topics in education for international development. The EID Committee met four times in 1984-85, with S&T/IT staff members present at two of these meetings. A brief summary of the four meetings follows:

October 1984: Washington, D.C.

- Review and selection of preliminary proposals for EID grants and research awards
- Outline of projects to be conducted in 1984-85, including 1985 conference sessions
- Discussion of projects begun in 1983-84; planning for their continuation and completion
- Discussion with S&T/IT staff

January 1985: Miami, FL

- Restructuring of criteria and procedures for the competitive grant process; formulation of policies to take effect in 1985-86
- Planning for April Washington Seminar and May conference sessions
- Review of ongoing projects

April 1985: Washington, D.C.

- Review of seminar just held, planning for follow-up activities
- Discussion, with S&T/IT staff members, of proposed 1985-86 budget and activities
- Final planning for 1985 Annual Conference workshop and sessions
- Reports on ongoing projects

May 1985: Baltimore, MD

- Review of conference sessions just held
- Reports on continuing projects
- Further planning for 1985-86 program year

All meetings were minuted and copies of the minutes were submitted to S&T/IT upon completion.

B. EID Program Staff

The NAFSA Central Office provides administrative, programmatic, and support services for the activities under the Cooperative Agreement. For the first three months of the 1984-85 program year, this work was carried out by a Program Director (100%) and Program Assistant (100%). NAFSA's Administrative Director provided assistance in program development and planning, at 25% of her time. During the remaining nine months, a new staff structure was in place, with a Program Coordinator (100%) and Secretary/Assistant (100%) and with increased supervisory responsibilities assigned to the Administrative Director (25%) and NAFSA's Director of Special Projects (25%). Guidance was also provided throughout the year by NAFSA's Executive Vice President, and other senior level staff members were involved in various aspects of programmatic activity.

Job descriptions for the staff members directly involved in developing and administering projects under the Cooperative Agreement appear in Appendix B.

IV. PROJECT REPORTS

A. AID Participant Enrichment Activities

Activities that directly involved and benefitted AID participants and other students from developing nations continued to constitute an important investment for the EID Program in 1984-85. These projects have been included in agreements between AID and NAFSA since 1973. Successful activities have: (1) encouraged fuller participation by foreign students and trainees in local U.S. communities during their term of study or training; (2) offered opportunities for AID participants to become involved with professional peers in the United States, with the potential for long-term, substantial cooperation; and (3) promoted/increased understanding on the part of U.S. citizens and the university community of the particular strengths and needs of the students and professionals from developing nations.

1. Oregon Model Evaluation Budget: \$5,000 Actual: \$5,000

Through an innovative program in Oregon entitled "Intercultural Dimensions in Educational Activities (IDEA)," foreign students made presentations to school and community groups and received a partial tuition waiver in exchange for this service. The program, begun in 1983, had the support of the Oregon State System of Higher Education and was administered by the Office of International Education of Oregon State University, with the cooperation of the University of Oregon, Southern Oregon State College, Portland State College, and Western Oregon State College. Twenty-two "exceptional and meritorius" foreign students participated during the 1983-84 school year, making over 2,500 visits to schools and other organizations. In 1984-85, 75 students were selected to provide 6000 hours of service, or visits. More than 2130 Oregon citizens benefitted from these presentations, and repeat visits brought this number to over 3500.

The EID grant of \$5,000 supported a substantial evaluation of the IDEA Project, building upon data in the evaluation forms that had been collected from teachers since the program's inception. Funding was also provided for an April 1985 workshop held to inform interested educators and administrators throughout the United States of the results of this research and to foster additional interest in IDEA and similar activities. The workshop participants discussed the philosophical, practical, and financial aspects of such programs. The agenda and summary of this one-day session appear in Appendix C. The conclusions reached by workshop participants were as follows:

- The IDEA program provides sufficient funding for talented students who would not otherwise be able to remain or enroll in Oregon universities;
- Many and varying segments of Oregon communities take advantage of the program;
- Oregon elementary and secondary school students develop a more positive attitude about other peoples and cultures as a result of the foreign student visits; and
- Future funding possibilities seem limited because IDEA does not fit readily into traditional educational classifications.

As the materials in Appendix C describing the evaluation of IDEA illustrate, the students involved in the IDEA Project were seen as being well prepared, easy to understand, and at ease during presentations. In addition, 93% of the agencies and schools that had requested the students' services indicated that they would do so again.

The evaluation supported AID's and NAFSA's long-held belief that foreign students can provide a real service to their U.S. host communities by acting as educational and cultural resources. The students benefit as well: not only do they pay in-state rather than out-of-state tuition fees, but they also gain a greater understanding of U.S. culture from their increased interaction with U.S. citizens.

2. Competitive Grants Budget: \$13,000 Actual: \$19,511.93

Since 1971, funding has been provided under the agreement between NAFSA and AID to support campus- and community-based projects intended to complement and enrich the experience of students from developing nations during their term of study in the United States. In 1984-85, nine proposals were chosen from forty applications, and the total commitment to these grantees equaled \$12,020. (The EID Committee, in consultation with the AID Project Director, agreed to increase the budget for this activity based on the number of promising proposals submitted.) The criteria developed by the EID Committee for use in 1984-85 were as follows.

A proposal was judged on the extent to which it:

- Complemented the educational experience of the student;
- Addressed a need or provided a service outside of what would generally be considered the educational institution's responsibility to its foreign students;
- Involved the local community;
- Provided a helpful model to other institutions;
- Focused on developing world issues;
- Involved AID participants;
- Utilized existing campus/community resources; and
- Proved innovative.

The Committee also took into consideration whether the preliminary proposal clearly stated its goals and objectives and the means to meet them; the objectives could realistically be accomplished; support was provided from other sources; and the project was financially viable.

Following is a status report on the projects funded in 1984-85.

Approximately 65 AID-sponsored participants, and many other students from developing nations were actively involved. Additional funding and in-kind support of the projects totaled over \$62,000, provided by volunteers, project coordinators, and educational institutions. The EID Committee and S&T/IT

staff members encouraged this cost-sharing wherever appropriate, to increase the effectiveness of the small EID grants and to lay a foundation for continued institutional support of the projects, once the EID grant period had ended. The term of the grants was January 1-December 31, 1985, and final reports were due within 30 days of project completion. Detailed information and final reports received to date appear in Appendix D.

a. Colorado State University: "Professional Integration Workbook"

Project Coordinator: Martha Denney

Budget: \$2,000

This workbook, entitled, Going Home: A Guide to Professional Integration, will complement the 1983 EID publication which discussed the professional aspects of the reentry process for students preparing to return home and continue their careers in their native countries. The workbook will enable the students to collect and organize information relevant to their own professional situations, within the theoretical framework provided by the Guide, and to determine what steps they can take in the United States that will ease their transition from the role of student or trainee to that of professional. (An outline of the publication appears in Appendix D.) The first draft of the workbook, which was developed and tested by an advisory board including foreign students (15-21 sponsored by AID), was completed in December 1985.

The EID Committee plans to make full use of the workbook by including it in a packet of resource materials on professional integration. See section A. 3, "Professional Integration Projects," below, for further details.

b. Indiana University: "INDEX Program."

Project Coordinator: Kenneth Rogers

Budget: \$1,250.

An extension has been granted by the EID Committee to the coordinators of the INDEX Program, which provides opportunities for foreign students

to serve as resources in the Indiana business community while gaining practical professional experience to complement their academic training. An outline of the objectives and activities of INDEX appears in Appendix D.2. The extension was requested to ensure continuity in the program. It had been necessary to appoint a new Coordinator of the program, Mrs. Carol Nelson, and to relocate the INDEX Program to its new Indianapolis location. Mrs. Nelson will continue to develop working relationships with Indiana businesses and universities and will work to increase the number of student site visits and short-term training experiences carried out under the aegis of the INDEX Program. It is expected that 25 AID-sponsored students will take part.

NAFSA has requested that an interim report on these activities be submitted by April 30, 1986, and that the final programmatic and financial reports be available by November 30, 1986. Copies of these reports will be provided to S&T/IT staff members.

c. Michigan State University: "Development Advisory Team Training Workshop; MSU-DAT I."

Project Coordinator: Dr. David Horner

Budget: \$2,500.

The Development Advisory Team (DAT) Training Workshop, held in June 1985 at Michigan State University, was designed to develop the capacities of multinational, cross-disciplinary development advisory teams to conduct project designs, implementation and evaluation assignments efficiently and effectively. Thirty-one workshop participants discussed the policies and procedures of major international donor agencies, including the U.S. Agency for International Development, as they relate to development project design and evaluation. In addition, the cultural dimensions of effective communication and management skills were explored, with the assistance of fourteen graduate students from developing nations who served as resource persons. This experience was intended to assist the students in preparing for productive professional work in development efforts in their home countries.

Evaluation of the DAT workshop showed that all participants found the program valuable in increasing their understanding of the concepts and processes involved in development assistance and the importance of the team approach to project planning and implementation. The students who served as consultants reported that they gained considerable insight into the issues involved in working with expatriate advisers on development projects. Five of these students were AID participants. The workshop participants gave the program an overall rating of 7.8 on a 10-point scale. This workshop was adapted from the DAT workshops which have taken place at Iowa State University since 1980. (The EID Program provided major funding for the workshop held in January 1984 and for a replication of the model at the University of Kentucky in January 1983. In addition, EID sponsored an evaluation of the Iowa State workshop held in January 1983. Please see the EID Annual Reports, 1982-83 and 1983-84, for further information.)

The MSU workshop included several alterations of the Iowa State model; for example, greater attention was paid to the environmental impact of the community development projects which had been designed and written up by the international graduate students. Also, the workshop schedule allowed for serious attention to the process of cultural transition and reentry, through the screenings of the "Going International" films produced by Copeland-Griggs, Inc.

The final report of this project appears in Appendix D and provides detailed information regarding the objectives, procedures, and results of the first MSU DAT Workshop. Although the S&T/IT staff has indicated that AID will no longer be able to fund DAT replication activities, it is anticipated that Michigan State will be able to offer a second DAT session within the context of an overall MSU orientation plan for international work.

- d. University of Michigan: "Third World Women at the University of Michigan: Personal and Professional Issues."

Program Coordinator: Kay T.C. Clifford

Budget: \$1,500

This seminar program provided a forum for thirteen women, pursuing a variety of academic interests, to discuss their experiences in undertaking programs of study in the United States and to prepare for their return to professional positions in their home countries. The final report on the project appears in Appendix D.4 and is available to NAFSA members and others interested in setting up a similar program in other educational settings. The stated objectives of the project were:

- To design a model workshop for female foreign graduate students from the Third World;
- To identify the critical life-tasks involved in the professional development of Third World women students;
- To enable Third World women students to articulate their own perceptions, experiences, and needs in terms of their personal and professional development, using a cross-cultural perspective;
- To enhance the ability of Third World women students to use effectively the academic and professional resources available to them in the United States; and
- To increase faculty awareness of the separate issues faced by Third World women students as they undertake graduate study in the United States.

As evaluations of the seminar series illustrate, these objectives were all met, and any necessary adjustments will be made in the 1986-87 program (to be funded by the CEW).

International women graduate students at the University of Michigan found the seminar helpful and instructive regarding their experiences as graduate students and their acculturation to the United States. One of these students was sponsored by AID. The majority of participants felt that their understanding had deepened regarding the academic adviser's role at The University of Michigan and their role as advisees. Students were divided in opinion as to whether they had a more complete understanding of The University of Michigan academic administrative system. A majority of participants felt that they had learned more about alternatives for solving problems, campus resources, the graduate student

experience, American student attitudes, and varying departmental attitudes towards international students. Many students did not feel that they had learned any more about the relevancy of their U.S. education for employment in their home countries, or about their choices after the degree. Most participants felt that they achieved and increased understanding of the acculturation process on arrival in this country and about the reacclturation and reintegration process which they will experience upon their return home.

The Center for Continuing Education for women staff and staff from other University units expressed an increased understanding of difficulties facing graduate women students from other countries. Other university units are looking into ways to overcome some of these difficulties and to enhance the personal and professional development of this population through unit activities. The University of Michigan has, therefore, through individual units, begun to address some of the concerns of its foreign female graduate students.

The community has benefitted through increased participation by female foreign graduate student participation in community activities, school visits, talks to prospective University of Michigan students and participation in seminars and professional societies. (See Appendix D.4 for additional evaluative comments.) This is one event in an ongoing "Professional Development Program for International Women" sponsored by the Center for Continuing Education of Women at the University. In addition, it is one of many activities pertaining to the professional aspects of the reentry process that the EID Committee is overseeing. These ongoing programs are critical if the numerous issues involved in the reentry process are to be addressed effectively.

- e. North Carolina Extension Homemakers: "Adopt-A-Student Project"
Project Coordinator: Julia P. Seibert
Budget: \$420.

In May 1985, seventeen foreign students, 3-5 of whom were AID participants took part in a program initiated by the North Carolina Extension Homemakers in 1981 to encourage interaction between the students and members of rural communities in seven North Carolina counties and on one Cherokee Indian Reservation. Participants chose from among four week-long programs, each designed for a specific group: plan A, for students of agriculture; B, for women; C, for sociology students; and D, for advanced students of home economics. Plans A and D involved a week-long visit to the U.S. community; all plans included professional experiences in the students' area of expertise, culture-sharing activities, homestays, and recreational programs. Over 1800 North Carolina residents took part in this program in 1985, and the "Adopt-A-Student Project" has now been assured of a place in the North Carolina Extension Homemakers State Budget, in large part due to the added publicity and broader community and student involvement made possible by the EID grant. The final report of this project appears as Appendix D.5.

f. Northeastern University: "Practicality of Ladder-level Programs for Health Professional in the Middle East and Africa"

Project Coordinators: Britta Karlsson, Associate Professor, Medical Laboratory Science

Solveig Turner, Director, Center for International Higher Education Documentation

Budget: \$1,000

This project is designed to evaluate whether, and to what extent, a curriculum which provides training at the associate, bachelor's, master's, and doctoral levels can increase the relevance of the U.S. educational program to a health professional's role in his or her home country. Two benefits of this flexible curriculum are expected: (1) the strengthening of the professional's ties to the home country, and (2) the establishment of a career path for the student at an appropriate level, while the health profession matures in his or her home country.

Through interviews and questionnaires, the project coordinators will gather information from past and current students, educators, administrators, and observers in the health professions. An effort will be made to involve all AID-sponsored participants enrolled in health programs at Northeastern. The project was begun in March 1985 and is scheduled to end in March 1987. (See Appendix D.6)

The EID Committee feels that this information will assist professionals in U.S. colleges and universities to provide academic training at levels appropriate to the needs of students from developing nations. The examination of the concept of "recurrent education," a program through which the student returns to a professional role in the developing home country during the period of education in the United States, will be an interesting component of the data and discussion.

The results of the research project will be available to educators and administrators in health fields and, more broadly, in other areas which professionals from developing nations study in substantial numbers in the United States.

Ohio University: "Women Across Cultures"

Project Coordinators: Mary Anne Flournoy, Assistant Director, Center for International Studies

Budget: \$1,300

This project provided the forum for interaction and exchange of information between 24 international graduate students, most from developing countries, and the communities around the five regional campuses of Ohio University. One student was an AID-sponsored participant. The program fostered increase communication and understanding between the U.S. and foreign participants and provided a way for women of diverse backgrounds to identify with one another and learn about different cultural values and norms.

Stated objectives of the project were:

1. To increase the knowledge and understanding of women's roles in developing nations among high school and university students, faculty and community members in the six Southeast Ohio locations in which Ohio University has campuses;
2. To broaden the experience of 24 international women graduate students at Ohio University by providing opportunities to interact with American students and faculty and community members with whom they would not normally come in contact; and
3. To implement the 1985-86 thematic programming focus of the Center for International Studies, Women in Development, in Ohio University's regional campus communities.

Six public panel presentations on "Women Across Cultures" were held in Athens, Chillicothe, Ironton, Lancaster, Portsmouth, and Zanesville during the spring of 1985. Four international women spent the day in each of the regional campus communities meeting with high school students and/or university classes for informal discussion of women's economic, social, and political roles in other nations. Approximately 650 high school students participated in these sessions, as did 250 university students and faculty members.

Four radio shows were aired in Athens and Lancaster. Local newspapers in each of the communities covered the programs. At the Belmont County campus, a special course on "Women Across Cultures" was offered, using the international women as resource persons. Approximately 150 community members participated in program offerings, and the radio shows reached many hundreds more.

There continue to be spin-offs of the program. A panel on women's roles in developing nations was presented at the Women Studies Association regional meeting, organized by a faculty member at one of the Ohio University regional campuses. The Center for International Studies continues a thematic emphasis on the topic of women in development and

is seeking funding for continued activities of this sort. Finally, many of the international student participants have sought other avenues for community involvement.

The project director felt that the stipends made available to students through the EID grant enhanced the women's sense of commitment to the program and greatly facilitated the recruitment process. The final report on this project appears as Appendix D.7.

h. Pittsburg State University: "Program Development for Area Internships"

Project Coordinator: Dr. Tom S. Duangploy

Budget: \$800.

Awarded: \$270.

Due to difficulties with staff turnover and unforeseen delays, this project was not completed during the 1984-85 program year. The EID Committee, staff members, and AID officers decided not to grant an extension to the project coordinators.

The objectives of this project were to:

- Begin development of area contacts which will subsequently provide internship experiences for international students;
- Heighten awareness of Host Families, P.S.U. alumni, and business leaders to the need for internship and practical training opportunities for international students;
- Enhance classroom learning by providing an introduction and orientation to area industries and commerce for international students;
- Involve Host Family members and international students in a significant learning project; and
- Make the institution's commitment to international education visible.

These goals were to be reached through a survey of local businesses and industry, on-site visits for students and advisers, and increased communication between university personnel and local business

representatives. The EID Committee members have supported other programs of this type, to assist foreign students in enhancing their U.S. academic experiences and to increase the participation of the U.S. private sector in the international education and training process.

A report appears in Appendix D.8, describing the obstacles Dr. Duangploy and other staff members encountered in beginning the Pittsburg project. This information will be used to assist other international educators who are interested in setting up internships for foreign students in local business and industry settings, and will provide the EID Committee with further insight into the potential difficulties inherent in implementing internship programs.

Purdue University: "African Food Crisis Seminar Series"

Project Coordinator: Dr. James Collom, Associate Director, International Programs in Agriculture

Ann Oyer, Participant Training Coordinator, International Programs in Agriculture

Budget: \$1,200 Awarded: 0.

The coordinators of this project experienced difficulties with staff turnover and delays during the grant period. A report is due shortly describing these difficulties and outlining the project as developed thus far; if a formal extension is requested in that report the EID Committee and AID officers will review the available information to determine whether an extension is warranted.

The general objective of this seminar series was to enhance the training experience of AID-sponsored students at Purdue University. Specific objectives were:

1. To enhance students' understanding of the relationship between agricultural developments in Africa and U.S. response to those developments;

2. To enhance students' opportunity to interact with Purdue faculty members and a wide range of Indiana citizens;
3. To provide the community members with information regarding the African food crisis; and
4. To provide a forum for discussion of the food crisis and the U.S. response to it.

Six seminars were to take place throughout Indiana between April and December 1985. Additional activities were designated to supplement the seminars, such as visits to U.S. homes by the foreign students and orientation sessions to inform the students about the communities in which the seminars were held. There exists substantial interest in this project on the part of students, faculty members, and community members who have been contacted and involved thus far. The need for such a program is also acknowledged. Whether or not an extension is requested from the EID Program, the coordinators of this project plan to carry out their activities with funding from other sources (as yet undetermined).

As with the Pittsburg State University project, the difficulties that arose during the Indiana grant period are of interest to the EID Committee and other international educators with an interest in providing enrichment activities for foreign students and AID-sponsored participants. With this information the EID Program staff will be better able to advise future grantees of potential obstacles in the implementation of similar projects.

- j. **Northeastern University: "Towards More Relevance for Health Professionals Returning Home"**
Project Coordinators: Sally Heym, Director, International Student Office
Britta Karlsson, Associate Professor, College of Pharmacy and Allied Health Professions
Budget: \$2,500

This project, funded in 1983-84, took place between March 1984 and September 1985 and had the following objectives: (1) to provide extra-

curricular activities to enhance the academic experience of foreign students in the health sciences and (2) to develop resource materials to assist faculty members in their work with these students. Funding was made available to 23 foreign students, allowing them to join professional associations and subscribe to journals in their fields of expertise. This enhanced the students' abilities to prepare for their future professional roles in their home countries. In addition, U.S. students who participated in program events (e.g., lectures) gained information about medicine and the health professions in developing nations.

Materials developed for faculty members and advisers included: references on the development of health care systems in other nations, a listing on international pharmaceutical and medical supply companies, and guidelines for students preparing to work in developing countries. These materials will be available to all faculty and students in the College, through the Office of the Dean of Student Affairs, the Graduate Office, and various related academic departments. (See Appedix D.9)

The coordinators of this project found that students and faculty members in the College of Pharmacy and Allied Health Professions were generally unaware of, and unconcerned about, the issues involved in professional integration for foreign students. This is precisely the situation that EID Committee and staff members are working to improve through model programs such as this one, where the increased communication between academic departments, and the greater understanding of the foreign students' professional needs, are expected to lead to added attention to these concerns within Northeastern University.

As the above descriptions indicate, the EID Program is supporting activities designed to broaden and enhance the academic experience of AID participants and other students from developing nations. Each year the EID committee and staff members clarify the grant criteria and revise the application forms so that EID's stated goals are reflected in each of the campus- and community-based projects funded. In addition,

the procedures for committee review of proposals and publicity of funded projects have been made more consistent and efficient each year. It is hoped that difficulties regarding staff turnover and delays faced by project coordinators will be alleviated in future grant cycles, due to these changes, and it is assumed that the quality of proposals submitted to EID will improve accordingly.

A report completed in 1985-86 will assist the EID Committee in approving its tracking, evaluation, and follow-up procedures. Copies of this report have been submitted to S&T/IT. The grant program continues to advance the goals of the Cooperative Agreement substantially, giving S&T/IT much positive exposure across the United States and affecting many thousands of individuals, foreign students and U.S. citizens alike.

3. Professional Integration Projects

In 1984-85, the EID Program supported two new activities focusing on the professional aspects of the foreign student's return to the home country. These activities were: (1) preliminary funding for production of a videotape entitled "Professional Integration: For A Smooth Passage Home"; and (2) a grant to the Office of International Programs of Colorado State University for development of a student workbook (see Section IV A.2, above). These initiatives were designed to present, in new formats, the issues discussed in Professional Integration: A Guide for Students From the Developing World, published with S&T/IT funding in 1983.

The importance of assisting foreign students in gaining adequate preparation for their return to professional positions at home has become increasingly evident to individuals involved in all aspects of the training process: representatives of U.S. and other national governments, sponsors, program agency representatives, faculty members, foreign student advisers, and, above all, foreign students themselves.

The videotape, which is now available on loan to NAFSA members and other professionals in the field of international education, presents in dramatic

form the experience of one foreign student as he prepares to return to an established career in his home country after study and training in the United States. It discusses steps that foreign students can take to ease this transition, such as:

- Maintaining relationships with peers and colleagues in the United States;
- Maintaining contact with the U.S. educational or training institution;
- Staying informed of developments in their fields of expertise, by subscribing to journals and joining international professional associations;
- Contributing to the transfer of skills and knowledge through research and publication;
- Considering how best to approach colleagues and supervisors in the home country so as to ensure acceptance of the knowledge and skills gained in the United States; and
- Keeping in mind the need to develop their own professional competence through additional education or training.

The script was developed through close collaboration among EID staff and committee members, U.S. AID officers, the filmmaker, and selected consultants with an interest and expertise in the topic of professional integration. These reviewers, whose names appear in Appendix E, ensured that the topics first discussed in the 1983 Guide were presented clearly in an educational and interesting manner (See Appendix E for a copy of the script).

Funding for the videotape totaled \$8,000 in 1984-85, with an additional \$25,000 subsequently committed in 1985-86. The NAFSA Cooperative Grants Program (COOP) also contributed \$5,000, made possible through COOP's agreement with the Student Support Services Division, Bureau of Educational and Cultural Affairs, U.S. Information Agency. In 1986-87, additional funds will be requested so that the production may be transferred into 3/4", Beta, and VHS formats, as well as into a 16mm format for presentation to larger audiences. Further information regarding publicity and distribution of the videotape will be relayed to U.S. AID as it is developed; the EID Committee

is anticipating great interest in the presentation on the part of practitioners in international education and training.

In 1985-86 and 1986-87, the EID Committee and staff members will begin developing a model workshop to utilize the Guide, videotape, and student workbook in a comprehensive fashion. This "Professional Integration Package" will be a valuable tool for campus-based professionals, representatives of sponsoring agencies, and other individuals offering workshops on reentry and the professional aspects of the student's return home. Leader's materials will also be provided. NAFSA members will assist EID in designing this package, which will then be widely publicized and distributed to NAFSAs and other international educators in the United States and abroad.

A description of a successful series of programs on professional integration, held at Iowa State University, appears in Appendix E. It is this sort of project that the EID Committee will work to publicize and support in the next several years. (Also see Section IV. A.2, "Grants," above; the seminar series at the University of Michigan also provided a forum for women from developing nations to discuss their professional concerns.)

4. Brochure on the Role of the International Students Office
Budget: \$3,000

The EID Committee and staff members have worked over the past several years to produce a brochure outlining the services and resources available through the International Students Office on a U.S. college or university campus. Several drafts have been produced -- from mid-1984 to mid-1985 -- but it was felt that they did not adequately meet the objectives set out by S&T/IT in the original request. The most recent draft appears in Appendix F, with the working title of "A Resource on Campus: the International Students Office." The purpose of the brochure is to provide AID participants and other foreign students with basic information regarding the facilities that will be available to them through the International Students Office during

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their term of study or training in the United States. Optimally, the brochure will be distributed to the students before their departure from home; for this reason, the publication will be written in simple, clear English and will be produced in a lightweight format. Members of the EID Committee will investigate the possibility of translating the brochure into Spanish to enhance its effectiveness. Funding for this translation, if feasible, will be requested in EID's 1986-87 proposal to S&T/IT.

Presently, EID staff members are simplifying the English level of the current draft. They will then consult the AID project director to determine what changes should be made in the content of the brochure. When the reviewers are satisfied, EID staff will work with the NAFSA information Services staff members to have the publication produced.

B. Academic and Institutional Support

Professionals in U.S. college and university settings, committed to educating and training students from developing nations, must continually examine the relationship between the U.S. educational experience and the anticipated professional role of the returned student in his or her home country. NAFSA is in an excellent position to provide information and support to these individuals, as a result of its active nationwide network of educational institutions of all kinds.

Two EID projects designed to provide this support were initiated in 1983-84, and 1984-85 saw their continuation and development. These projects were: (1) A handbook to assist academic advisers in working with graduate students from developing countries, and (2) formal principles to improve the coordination and interaction among sponsors, program agencies, academic and training institutions, and sponsored students. In addition, a research award was made to a Ph.D. candidate investigating a topic in international education relevant to the work of NAFSA and AID, and the EID Committee pursued collaboration with the NAFSA Field Service on a manual for foreign student advisers concerning health care for foreign students.

1. Manual for Academic Advisers of Graduate Students from the Developing World

Budget: \$4,000

In conjunction with the American Association for the Advancement of Science (AAAS), NAFSA produced an academic advisers' manual for science faculty in 1982-83. The booklet proved successful and was well received by university faculty, prompting AAAS to send an extensive publicity mailing to its membership in 1984-85, well after the original distribution effort was completed. This collaboration enabled NAFSA and AID to reach an audience of vital importance to the work of the EID Program: the faculty members in the best position to increase the curricular relevance of the students' academic programs. The EID Program is one of the very few NAFSA bodies with the capability to reach faculty members and work directly with them to improve the academic experience of graduate students from developing nations.

The success of the science manual encouraged the Committee to consider publishing a series of curriculum-specific manuals. The first of these was produced in the 1983-84 contract: Academic Advising in Agriculture for Graduate Students from Developing Countries. NAFSA had originally proposed that an additional handbook be produced for engineering advisers. After receiving comments from S&T/IT and reviewers of the agricultural handbook, however, it was determined that a generic handbook, applicable to academic advisers in any discipline, would be a more economical use of limited time and resources. The agricultural handbook was used as the basis for the general publication, and additional material was gathered and reviewed by EID Committee and staff members during the 1984-85 program year. The publication, entitled Academic Advising for Graduate Students from Developing Nations, is scheduled to be completed during summer 1986, at which time it will be publicized through the NAFSA membership network as well as other professional associations serving faculty members and advisers on U.S. college and university campuses. The final draft of the publication appears as Appendix G.

2. Principles for the Administration of Sponsored Student Programs

Budget: \$4,000

At the 1982 NAFSA/AID Washington Seminar entitled "Responsibilities of Sponsoring Agencies and U.S. Higher Educational Institutions to the Sponsored Foreign Student," a specific recommendation was made to produce a document which would set forth a series of principles for the administration of sponsored student programs.

The Principles examine a number of issues affecting sponsored students from the perspective of (1) the sponsoring organization and (2) the training institution. Issues discussed include: (1) program definition - the philosophy behind sponsored programs, e.g. the development goals of the country; (2) admissions - accountability on both the sending and the receiving ends; (3) English language training; and (4) program monitoring, personal counseling, financial and billing procedures, academic reporting.

The Principles publication was produced by the NAFSA Advisory Group on Sponsored Students and monitored by the EID Steering Committee. The advisory group met twice in 1983-84 to plan and write the Principles, which were broadly distributed in draft form during 1984-85. Comments were invited from those who read the publication, and it was revised accordingly.

The final publication of the Principles was delayed until the EID Workshop on Students Sponsored by Agencies, held in Baltimore in May 1985, immediately preceding the NAFSA National Conference. At this workshop there was major discussion of the Principles by 80 representatives of major program agencies, foreign embassies, U.S. government agencies, and educational institutions. This meeting brought the EID Program considerable exposure and appreciation, because many NAFSA members are seeking ways in which to strengthen their relationship with the sponsoring and program agencies with which they work.

The workshop participants made valuable suggestions regarding the Principles, and the revised publication was completed in March 1986 (see Appendix H). Wide distribution, begun immediately, will continue through the 1986-87 program year, during which the EID Committee proposes to conduct two or more training sessions to assist campus-based administrators and advisers in conducting programs for sponsored students, according to the Principles. The participants in these sessions will be drawn from institutions hosting substantial members of AID-sponsored students.

3. Research Award

In addition to the Competitive Grants awarded by the EID Committee (see "Participant Enrichment," above), one research award of \$350 was made to Diana Digna Gonzalez, College of Education, Pennsylvania State University, to assist her in the final stages of her Ph.D. dissertation on "The Venezuelan National Scholarship Program: Examining the Implementation of a Social-Education Policy." (An abstract appears in Appendix I.) The dissertation is due to be completed in July 1986.

Although modest in size, the assistance reinforced the importance of and need for research in international education as it relates to the developing world student. The researcher was requested to acknowledge the EID award (and AID) and to provide NAFSA with two copies of her paper. As in previous years, the availability of these papers is being publicized, and they will be lent on request to any interested individual.

In future program years, the EID Committee plans to award more substantial research grants, which will increase the number and quality of proposals received. This change will, in turn, produce a greater volume of research on topics of central interest to NAFSA and AID. As was the case with its involvement with faculty members, EID's support of research efforts is recognized as one of its strengths within NAFSA. It is a critically important contribution to the field of education for international development.

4. Health Care Manual

Budget: \$3,000

In 1984-85 NAFSA's Field Service Steering Committee, under a grant from the United States Information Agency, Bureau of Educational and Cultural Affairs, planned to oversee two projects regarding health care issues for foreign students: (1) a seminar in Washington, D.C., designed to stimulate discussion of the issue, and (2) a manual for foreign student advisers to assist them in becoming more aware of, and sensitive to, the health concerns of the students with whom they work. The EID Committee agreed to provide partial funding for this manual; a draft outline appears in Appendix J.

The seminar, which took place in July 1985, proved extremely successful in focusing attention on this important topic. The meeting resulted in recommendations for action as well as the formation of a task force including representatives of NAFSA and of the American College Health Association (ACHA). This group plans to meet twice in 1986.

The plans for the manual changed as a result of the seminar; it was decided that the book could serve campus health care providers as well as foreign student advisers, and should include, in addition to the information appearing in Appendix J, the following:

1. Epidemiological and cultural information on a number of countries sending large numbers of students to the United States;
2. A summary of research that has been conducted into the topic of health care for foreign students;
3. Descriptions of model programs to improve the delivery of health care services to foreign students; and
4. A bibliography.

While the EID Committee agreed that these additions would strengthen the publication, it was felt that a new proposal, including a revised budget and timeline, was needed from the Field Service Steering Committee before funding for the manual could be guaranteed. With the approval of the S&T/IT Project Director, in October 1985 the EID Committee withdrew its financial support of this project until an updated proposal is received. At

that time, the EID Committee will determine the level of support it will request from S&T/IT.

Regardless of the level of funding finally determined, the EID Committee members are eager to cooperate with the Field Service Steering Committee on a topic of such interest and relevance to S&T/IT and international educators throughout the United States.

C. Liaison with Academic and Professional Associations

A significant aspect of the NAFSA-AID relationship has been the communication established between faculty members, professional associations, government representations, business and industry interests, university consortia, and NAFSA's own constituency. The value of these liaison activities is underscored by the increasing interest and participation of academicians and other professionals in EID Program activities. The training experiences of AID participants can be greatly enhanced through communication of their needs to the various academic and professional groups that are integral to the U.S. training experience. EID interprets and publicizes the goals of the Office of International Training in these relationships and in most instances, such as the Washington Seminars, the Office of International Training is directly involved in the process. These activities are very much focused on AID policy and programs and on strengthening the academic community's effective cooperation with AID objectives.

The EID Program continued to build these important connections in 1984-85 by participating in an orientation session for AID Mission Training Officers, conducting a Washington Seminar, and engaging in interorganizational liaison activities described below.

1. Washington Seminar Budget: \$14,000 Actual: \$10,920.33

In 1984-85 the EID Committee conducted another in a four-year series of seminars held in Washington, D.C. to focus attention on topics in education

for international development and to increase dialogue among professionals in various sectors of U.S. society. In April 1985 the seminar participants discussed "Strategies for Professional Integration: Strengthening Foreign Student/Private Sector Interaction." The full report of the meeting, including suggestions for increasing opportunities for this interaction appears as Appendix K.

This topic, of growing importance to AID as well as other organizations promoting and conducting international education activities, provided seminar participants with the opportunity to discuss successful programs linking foreign students and professionals in U.S. business and industry. It also brought the activities and priorities of NAFSA and S&T/IT to the attention of an audience committed to expanding and improving these programs.

EID attention to the involvement of the U.S. private sector in international education and training will continue in later program years as one of the program's central priorities.

2. Orientation Session for AID Mission Officers

In late May 1985, S&T/IT conducted an extensive orientation session for 24 AID officers representing 22 African countries, Indonesia, and Yemen. A representative of the Indian government also participated. Most of these officers had primary responsibility for overseeing the selection and preparation of individuals from their countries planning to undertake educational and/or training programs in the United States.

The EID Committee, through the Program Coordinator, was very pleased to have the opportunity to provide the AID officers with information and materials describing the work of NAFSA and the EID Program. Because the orientation session immediately preceded the NAFSA Annual Conference in Baltimore, MD (see section IV.D, below), it also served to facilitate the officers' participation in that conference.

EID Committee and staff members look forward to working with S&T/IT in this capacity whenever the opportunity arises. The Mission Training Officers are the first people to have extensive contact with AID-sponsored student and professionals, and if the officers are able to address questions of cultural transition, curricular relevance, involvement in the U.S. community, practical training, and professional integration, the AID participants will begin their stay in the United States better prepared for the experience.

3. Interorganizational Liaison Budget: \$1,360 Actual: \$730.11

In 1984-85, liaison with other organizations and professional associations was carried out primarily by the EID Program Coordinator, with the dual purposes of: (1) publicizing the goals of S&T/IT and the activities of the EID Program to others involved in international education and development; and (2) building relationships which may lead to collaboration between NAFSA and groups with similar objectives and priorities.

EID Program staff members were involved in meetings and other activities sponsored by: Meridian House International, the Society for International Development (SID), the National Committee for World Food Day, the American Association of University Professors (AAUP), Food Day, AMIDEAST, the Biennial International Development Council, and the American Association of Collegiate Registrars and Admissions Officers (AACRAO). In addition, publicity mailings were carried out in cooperation with the American Association for the Advancement of Science (AAAS), the American Association of State Colleges and Universities (AASCU), and the National Association of State Universities and Land Grant Colleges (NASULGC).

D. EID Participation in NAFSA Activities

The activities of the EID Program reach thousands of international educators through NAFSA publications, meetings, and conferences. The extensive contribution made by approximately 500 volunteers on NAFSA committees, task

forces, and in other leadership roles ensures that the objectives of S&T/IT, as realized in EID publications, seminars, and other activities, are communicated to administrators, faculty members, and foreign students at colleges and universities throughout the United States. The EID Program has long worked to strengthen this network, through support of the following activities.

1. Fall Leadership Meeting Budget: \$5,750 Actual: \$5,750

Since 1980, the NAFSA-AID contract has provided partial funding to support the Annual Fall Leadership Meeting of the Association. The purposes of this meeting are: (1) to convene the Association's leadership, including national interest sections, commissions, regional leadership and the Board of Directors; (2) to evaluate the progress of programs conducted with USIA and AID funding and other activities; (3) to determine how effectively the NAFSA membership is meeting the needs of international students; and (4) to plan for future activities. The Fall Leadership Meeting, held in the Washington, DC area, is a convenient vehicle for a very efficient and high-level dissemination of S&T/IT and EID program objectives.

In October 1984, the Fall Leadership Meeting coincided with a meeting of the EID Committee, which enabled Committee members, S&T/IT officers, and NAFSA leaders to discuss common objectives and coordinate planning for the 1984-85 program year. The Committee plans to hold its fall meeting in conjunction with the Fall Leadership Meeting in the future, to encourage this communication.

100 individuals participated in the 1984 meeting. The United States Information Agency contributed \$6,500 to the costs of their travel and per diem expenses, while other financial support totaled \$24,825. In-kind contributions of time and honoraria totaled \$38,100.

The schedule for the October 1984 leadership meeting and a list of the 1984-85 NAFSA Governance groups appear in Appendix L.

2. Regional Council Training Budget: \$1,000 Actual: \$1,000

Each year NAFSA convenes the elected regional and sectional leaders in Washington, DC to acquaint them with national issues and priorities in international educational exchange and to discuss their responsibilities as leaders of the twelve NAFSA regions during the coming year. These issues are then transmitted to the membership for discussion and action within the twelve regions and five professional sections. This assures appropriate understanding of, and attention to, EID and AID programs and policies in regional conferences and workshops during the program year.

The Regional Council training held on March 20-22, 1985, involved 34 participants. Dona Wolf, Director of the Office of International Training, addressed the group on issues related to AID participant training.

The United States Information Agency contributed \$1,000 toward the cost of the training session. Other financial support totaled \$13,263, and in-kind support from participants, institutions, and resource people totaled \$9,960. The agenda of the training session and list of participants appear in Attachment M.

3. Annual Conference Budget: NAFSA

The 1985 NAFSA Annual Conference, addressing "International Educational Exchanges: Policy and Process," was held in Baltimore, Maryland and involved a greater number of participants, approximately 2,100, than any previous national conference. This development was due in part to the location, which enabled many government representatives and foreign dignitaries based in Washington, DC to attend all or part of the meeting. In addition, NAFSA leaders have worked for several years to improve the scope and quality of conference program sessions, while addressing varying professional needs of newcomers to the field of international educational exchange, experts with a long-term commitment to these activities, and the many educators whose experience lies between those two extremes. The

conference program and daily bulletins, which appear in Appendix N, attest to the diversity of the conference sessions.

S&T/IT officers enjoyed an active role in Baltimore, participating formally in eleven sessions and informally in many more. In addition, fourteen Training Officers from African USAID Missions took part in an EID-sponsored workshop and other sessions of professional personal interest during the four-day conference. M. Peter McPherson, Administrator of AID, addressed a plenary meeting of NAFSA members and dignitaries from other nations at the Foreign Visitors Luncheon.

The EID Committee welcomed this opportunity to publicize the work conducted under the NAFSA-AID contract and to discuss with NAFSA members ways in which the EID Program could better address their concerns regarding the education and training of students from developing nations.

4. Information Services Budget: NAFSA

Through use of the NAFSA Newsletter, regional and national conferences, and publicity mailings, the Information Services staff assisted the EID Committee and staff members in informing NAFSA members and other international educators of the information and materials available through the EID Program. This information included: descriptions of upcoming EID activities; the announcement of grant criteria and application deadlines; release of new publications; publicity regarding EID audiovisual materials; and descriptions of successful model programs and research funded by the NAFSA-AID contract. Selected Newsletter articles appear in Appendix O.

In addition, the EID Program benefitted from the publication of a brochure entitled Funding Opportunities from the National Association for Foreign Student Affairs, which describes each of the four funding bodies within the association (EID, COOP, Field Service, and K-12), their varying criteria, and application procedures. The distribution of this brochure has improved the quality of proposals submitted to all of these groups and has assisted the

prospective applicant in determining which funding body would be the most likely to review, discuss, and ultimately fund his or her proposal for student-involvement programming or research.

This brochure was published, without EID funding, in May 1985. A copy appears in Appendix O. Funding for a second printing of the publication in 1986 has been allocated from the 1985-86 EID budget, along with appropriate contributions from all NAFSA grant budgets.

V. Recommendations

The EID Program serves the needs of foreign students and professionals in international education in ways which complement but do not duplicate the efforts of other NAFSA programs. In addition, no other national organization offers the nationwide network of professionals committed to improving the U.S. experience of students from other nations. The objectives of the NAFSA-AID Cooperative Agreement, as well as the projects designed to fulfill those goals, illustrate the valuable contribution made by the program to the field of international education and training.

It is recommended that the opportunity afforded by the five-year agreement for greater programmatic depth and continuity be fully utilized. The five areas in which the EID Program continues to make substantial contributions are:

1. Professional Integration
2. Technology Transfer through International Education
3. Private Sector Involvement in International Education
4. Administration of Sponsored Student Programs
5. The Foreign Student as a Resource.

The EID Committee and staff members recommend that projects focusing on these topics be continued and strengthened. The following activities addressing these issues are scheduled to take place during 1985-86 and 1986-87:

A. Professional Integration:

1. Completion and broad distribution of the videotape; evaluation of its use and usefulness
2. Completion, publication, and distribution of the student workbook
3. Reprinting of the Professional Integration Guide
4. Development of workshop leader's materials
5. Training for professionals with responsibility for conducting reentry workshops
6. Call for proposals in programming and/or research related to reentry
7. NAFSA Conference sessions

B. Technology Transfer:

1. Call for proposals in programming and/or research
2. Continued distribution of publications and other materials addressing the relevance of U.S. education and/or training to students from developing nations

C. Private Sector Involvement:

1. NAFSA Conference sessions
2. Call for proposals in programming and/or research
3. Continued distribution of 1985 workshop report
4. Inclusion of business/industry representatives in future EID seminars

D. Administration of Sponsored Student Programs

1. Broad distribution of the Principles
2. Training sessions to assist administrators and educators in implementing the guidelines
3. NAFSA conference sessions
4. Roundtable sessions for sponsors and programming agencies in the Washington, DC area

E. The Foreign Student as a Resource

1. Call for proposals in programming and/or research
2. NAFSA conference sessions

3. Publicity about successful projects to the NAFSA membership
4. Development of model program descriptions
5. Brochure on the contribution of foreign students as resources

The full support of S&T/IT in the strengthening of EID's efforts in these areas has been essential and its future support will enable the program to continue to build on these successful activities.

Finally, it is recommended that EID approve increased funding for substantial research into topics related to the education and/or training of students and professionals from developing nations. This research is critical to the improvement of the services offered and to the adjustment and success of the students themselves. Involvement in, and support of, research activities provides one of S&T/IT's strongest links to faculty members on U.S. campuses: an audience whose work is central to the academic success of AID-sponsored participants and other students.

VI. Conclusion

The membership of the National Association for Foreign Student Affairs, now including over 5300 campus- and community-based professionals and volunteers, has become more committed to addressing important policy and programmatic issues in the education of students from other nations. These issues have ranged from the reform of U.S. immigration regulations to the improvement of the visibility of international activities on U.S. campuses, from implementing the new Central American initiatives to increasing the opportunities for foreign students to become involved in U.S. community activities. The association plays an important role in supporting these members, by providing training sessions, seminars, materials and publications, and liaison with governmental agencies and private organizations across the country. Approximately 90% of all foreign students in the United States are on a college or university campus which is represented in the NAFSA membership, and therefore these services have the potential for significant positive influence on their U.S. experience.

The Education for International Development Program sponsors activities which dovetail well with those sponsored by other associational bodies, while also bringing attention to important issues not addressed elsewhere. For example, NAFSA's Self Study Program has encouraged institutional representatives to conduct examination and evaluation of the international educational services available on their campuses. The EID Program will coordinate the use of its Principles for the Administration of Sponsored Student Programs, described above, with these self-study efforts already underway. This process will broaden NAFSA's effective reach by including in its activities sponsors, program agencies, and campus offices administering sponsored student programs, and S&T/IT's objectives will be served more effectively by including this dimension as well.

Publications and seminars sponsored by the EID Program continue to earn attention and respect within the NAFSA membership and in the broader field of international education, and the goals of the NAFSA-AID agreement are recognized as important to the improvement of the U.S. experience of students from developing nations. The program utilizes the NAFSA regional and sectional networks fully, ensuring that a diverse constituency takes part in discussions of issues such as technology transfer, practical training, community involvement, and professional reentry challenges faced by these students, and professionals.

The EID Committee and staff members are looking forward to continuing EID's work in these and other areas of concern to AID and NAFSA. It is strongly felt that the activities made possible by the Cooperative Agreement constitute a real and valuable contribution to the field of international education.

VII. EID Program Budget Summary

Cooperative Agreement No. NEB-0071-A-00-4081-00

July 1, 1984 - June 30, 1985*

A. PROGRAM EXPENSES	1984-85	1983-84
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1. <u>Oregon Model Evaluation</u>	5,000	-0-
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This evaluation project reviewed the effects of an innovative program, the IDEA Project, conducted by Oregon institutions of higher education to grant partial tuition waivers to selected foreign students who provided educational services to Oregon citizens in schools, communities, and businesses.

EID funding supported surveys of those in the community who had used the service, collection of data, publication of a report, including narrative and graphic information, and a workshop designed to inform educators in other states positive effects of the program.

2. <u>Competitive Grants & Research</u>	13,000	13,500
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EID administered a competitive grant program for campus- and community-based activities for the purpose of providing non-formal educational experiences for students from the developing world. Each proposal was weighed according to cost effectiveness, educational value, the degree to which the project complemented educational objectives, the level of involvement of the local community, innovation, and the number of AID participants included in the activity. Grants were given in the amounts of \$500 to \$2,000.

*Same as on itemized budget

Also, in recognition of the need for continued research in international education, EID offered awards of \$500 for new research in issues affecting the training of students from the developing world. The awards were made on a competitive basis to individuals working on Masters' or Ph.D. degrees in appropriate subject areas. Each recipient was required to acknowledge the award in the paper and to provide EID with two copies of the work. The availability of the research is publicized in the NAFSA Newsletter and copies of the reports are distributed on request.

3. Professional Integration

13,000

Funding was provided for the pre-production costs of the videotape of professional integration. These included extensive research into the topic; several script revisions; and consultation with S&T/IT officers, EID Committee members, an advisory panel, and NAFSA staff. A second year of funding will cover production and post-production expenses.

In addition, funding has been allocated for a reprinting of the 1983 publication, Professional Integration: A Guide for Students from the Developing World, which has been received very well by educators. The EID Committee members will focus on publicizing and distributing the guide widely upon completion of the videotape, which complements the text.

1984-85 1983-84

4. Health Manual

3,000

The EID Committee has requested that a new proposal be submitted by the NAFSA Field Service Steering Committee, which plans to publish a manual for foreign student advisers and campus health care providers. EID has agreed in June 1984 to assist in this project, but several additions have been proposed since that time. The manual will discuss cross-cultural issues facing foreign students in need of health care, epidemiological profiles of selected countries sending large numbers of foreign students to the United States, bibliographic references. The publication will be in a looseleaf, three-ring format. Upon receipt of an updated proposal, the EID Committee will discuss with S&T/IT the possibility of providing partial funding for this project in 1986-87.

5. Washington Seminar

14,000 22,039

This program is an on-going series of seminars established to provide substantive interaction between university faculty and administrators, professional organizations, and S&T/IT. The seminars focus on issues and concerns affecting students from the developing world. In 1984-85 the Seminar on "Strategies for Professional Integration: Strengthening Private Sector Involvement" produced a working paper which gives guidance to those making decisions and implementing programs in this particular area of concern. Expenses included transportation and

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	1984-85	1983-84
8. <u>Regional Council Training,</u>	1,000	1,000
National Association for Foreign Student Affairs		
Partial support was used to bring together incoming regional chairs-elect, sectional chairs-elect and NAFSA officers for training activities, substantive programming and interaction leading to better planning and communication with regard to all of NAFSA's contracts and grants, including EID, for the coming year's activities. The greatest portion of the costs of the briefing were borne by the Field Service Program, with support from the NAFSA general budget and the Cooperative Grants Program. Expenses included transportation and per diem expenses of participants.		
B. ADMINISTRATIVE EXPENSES	70,650	96,687

The NAFSA office provides support services for the EID Program, including preparation for committee meetings, development of materials and publicity, submission of EID proposals and reports, etc. In addition, the staff is directly responsible for the administration and development of program activities. In 1984-85, expenses included: salaries benefits for 2.25 full time staff members: Administrative Director (25%), Director of Special Projects (25%), Program Coordinator (100%), and Program Secretary (75%); part-time clerical and editorial assistance,

	1984-85	1983-84
printing, copying, postage, telephone, film distribution, supplies, and equipment rental.		
C. SUBTOTAL	126,760	197,976
D. OVERHEAD at 42% (31% in 1983-84)	53,240	58,643
E. TOTAL	180,000	256,619

ITEMIZED BUDGET SUMMARY
Cooperative Agreement No. NEB-0071-A-00-4031-00
July 1, 1984 - June 30, 1985*

	1984-85	1983-84	1984-85	1983-84
I. ADMINISTRATIVE COSTS			70,650	96,687
A. Salaries & Wages	48,500	56,875		
1. Administrative Director (25%)				
2. Director of Special Projects (25%)				
3. Program Coordinator (100%)				
4. Secretary (75%)				
5. Part-time clerical and editorial assistance				
B. Benefits at 17% (15% in 1983-84)	7,275	8,531		
C. Equipment & Materials	3,025	4,656		
1. Postage Meter				
2. Word Processor				
3. NAFSA Newsletter: 10 subscriptions for S&T/IT staff				
D. Other Direct Costs	6,350	11,625		
1. Postage 2,000				
2. Telephone 2,500				
3. Xeroxing 1,700				
4. Films & 650				
Miscellaneous Costs				
E. Travel for EID Committee members, NAFSA officers, and staff members	5,000	15,000**		
II. PROGRAM COSTS			56,110	101,289
A. EID Program Activities	49,360	94,539		
1. Oregon Model Evaluation 5,000				

	1984-85	1983-84	1984-85	1983-84
2. Competitive Grants & Research	13,000			
3. Professional Integration	13,000			
4. Health Manual	3,000			
5. Washington Seminar	14,000			
6. Interorganizational Liaison	1,360			
B. NAFSA General Activities	6,750	6,750		
1. NAFSA Leadership Meeting	5,750			
2. NAFSA Regional Council Training	1,000			
III. SUBTOTAL			126,760	197,976
Overhead at 42% (31% in 1983-84)			53,240	58,643
IV. TOTAL			180,000	256,619

*1983-84 activities were carried out under contract NC. AID/SOD/PDC - C - 0021, for the period April 1, 1983 - June 30, 1984 (includes a 3-month extension). These figures reflect budgeted, not actual, amounts. A financial report will be submitted to S&T/IT and to the AID Contract Management Office under separate cover.

**In 1983-84, this budget covered expenses for promotional mailings, publication of a descriptive brochure, and travel of staff and committee members to NAFSA regional conferences where EID-sponsored sessions took place.

NAFSA EDUCATION FOR INTERNATIONAL DEVELOPMENT PROGRAM

COMMITTEE MEMBERS

1984 - 1985

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Archer Brown
Administrative Director

Linda Reed
Director of Special Projects

Linda Catling-Johnson
Secretary
EID/Administrative Services

TITLE: NAFSA Administrative Director (25%)

PURPOSE: To oversee the administration and program development of the NAFSA agreement with the Office of International Training, U.S. Agency for International Development.

RESPONSIBILITIES

- I. Support and assist the Coordinator of the Education for International Development (EID) Program in:
 - A. Contract negotiations
 - B. Development of projects
 - C. Development of budget
 - D. Preparation of reports
 - E. Coordination with other NAFSA contract and grant activities
- II. Integrate the EID Program with the NAFSA Membership
 - A. Consult on the selection of Committee members
 - B. Involvement of NAFSA members in EID projects
 - C. Liaison with the NAFSA Committees, Commissions, and Board of Directors
 - D. General liaison with organizations outside of NAFSA
- III. Report to the Executive Vice President on EID activities

TITLE: Director of Special Projects

In 1984-85, the Director of Special Projects provided supervisory support for the activities of the Education for International Development Program at 25% of her time. She assisted the Program Coordinator in communication with S&T/IT staff members, production of the brochure on the role of the international students office, arrangements for the 1985 Washington Seminar, and other EID projects.

The Director's primary responsibility is to oversee the activities of NAFSA's 40th Anniversary Fund, the K-12 Program, and the U.S.-China Education Clearinghouse. The latter two projects are funded by the United States Information Agency.

NAFSA JOB DESCRIPTION

TITLE: Coordinator, Education for International Development (EID) Program (100% time)

PURPOSE: To coordinate the activities of the NAFSA Cooperative Agreement with the Office of International Training (OIT) of the U.S. Agency for International Development (AID). The coordinator serves as primary point of contact for EID Committee members, the staff of OIT/AID, NAFSA members and NAFSA staff concerning EID issues and activities.

RESPONSIBILITIES:

- I. Preparation and submission of reports to AID in cooperation with EID Program Committee members and NAFSA's Administrative Director:
 - A. Annual proposal, outlining new projects and budgets
 - B. Occasional interim reports on the progress of EID activities
 - C. Annual program reports upon completion of projects
- II. Administration of approved grant projects
 - A. Oversee the progress of funded projects through regular contact with project directors
 - B. Provide administrative guidelines and program assistance as necessary
 - C. Supervise project budgets
- III. Administration of Cooperative Agreement budget
 - A. Supervise overall costs, with NAFSA's Administrative Director (direct and indirect costs, salaries, printing, etc.)
 - B. Prepare and submit financial reports to AID, in consultation with NAFSA's Finance Director
- IV. Regular contact with Project Manager, OIT/AID
- V. Communication with EID Committee members
 - A. Report regularly on the status of EID projects
 - B. Schedule Committee meetings and formulate agenda, in consultation with Committee Chairman
- VI. Development of publicity materials
 - A. Update annual descriptive brochure
 - B. Write and submit articles for the NAFSA Newsletter
 - C. Supervise and coordinate distribution of all publications

and reports resulting from EID activities

- VII. Representation and liaison with other agencies involved in related program areas (Society for International Development, World Food Day, sponsoring agencies, etc.)
- VIII. Supervision of Secretary/Assistant
- IX. Regular consultation with NAFSA Administrative Director
- X. Dissemination of information on topics and resources related to international development and global issues to NAFSA membership and others
- XI. General staff responsibilities
 - A. Respond to inquiries about NAFSA and the EID Program
 - B. Participate in regional and national NAFSA conferences

TITLE: Secretary, Education for International Development (EID) Program (75%)

PURPOSE: To support the Coordinator of the EID Program

RESPONSIBILITIES

I. Direct support to the EID Coordinator

- A. Produce correspondence, reports, and drafts of EID publications
- B. Process requests for information about EID activities
- C. Oversee requests for EID audiovisual materials
- D. Assist in distribution of newly released publications
- E. Assist in assembling materials for meetings and seminars
- F. Oversee logistical arrangements for meetings
- G. Maintain files of resources concerning international development issues
- H. Maintain chronological correspondence files

II. Additional projects

- A. Conduct research into past activities of the EID Program
- B. Oversee other projects, as assigned by the Coordinator

Oregon Model Program Evaluation Workshop

The Oregon State System of Higher Education has initiated a program whereby selected foreign students pay in-state tuition in exchange for providing 80 hours of approved educational/cultural service to the state. Oregon universities have been collecting data and evaluating the program's impact on the schools, foreign students, and the community. We invite you to attend this workshop to share our information. ask questions and learn how to take advantage of such a program.

WHEN: APRIL 26 and 27, 1985

WHERE: Oregon State University, Corvallis, Oregon

GOALS: Provide evaluative information concerning the effectiveness of using foreign students as a resource in primary, secondary, community college, and university classes.

Discuss the effectiveness of the Oregon program with participants.

Analyze evaluation data that have been collected.

Examine ways and means of applying the Oregon Program in other institutional settings.

Discuss funding problems and opportunities related to similar programs.

Discuss the potential of a nationwide program using AID students in a similar program.

Discuss the impact of such a program on participating students.

Discuss the financial impact on the participating institutions.

Discuss the real and potential impact on the community at large.

COST: NO COST—This workshop is funded by the National Association for Foreign Student Affairs, Education for International Development Committee, in cooperation with the Agency for International Development. Local room and board arrangements will be available at reasonable rates. Please pass this announcement on to interested colleagues.

PRELIMINARY REGISTRATION FORM

The Oregon Model Program Evaluation Workshop

NAME _____ PHONE _____

INSTITUTIONAL AFFILIATION _____

ADDRESS _____

I will attend the following sessions:

FRIDAY: _____ social hour _____ dinner

SATURDAY: _____ morning sessions _____ lunch _____ afternoon sessions

I have a special interest in learning more about _____

OFFICE OF INTERNATIONAL EDUCATION, OREGON STATE UNIVERSITY, Corvallis, Oregon 97331

OREGON STATE UNIVERSITY
AGENDA OF OREGON MODEL EVALUATION WORKSHOP
April 27

SATURDAY:

- 9:00 Opening Session, Memorial Union
Judy Sult, Jack Van de Water
Background of the Oregon Model including history, needs assessment, networking, and guidelines.
- 10:00 Break
- 10:15 Evaluation Summary
Judy Sult, Peter Briggs
Summary of evaluative data including program evaluations from agencies and foreign students.
- 11:15 Education Panel
Moderator; Judy Sult. Panel Members; Jan Deardorff, Vera Harding, Patsy Jones
Panel members will discuss the impact of the presentations on children in the classroom, how foreign student visits enhance existing curricula, and innovative techniques for using foreign students as a resource.
- 12:15 Lunch
- 1:30 Higher Education Panel
Moderator; Jack Van de Water. Panel Members; Peter Briggs, Raouf Cherif, Claudia Valencia, and Judy Sult
Panel members will discuss the impact of the program on recruitment and retention of qualified foreign students, the benefits to the state institutions, and the administrative impact for the sponsoring office.
- 2:30 Variations on the Model
Moderator; Judy Sult. Panel Members; Karim Handy, Peter Briggs, Yukiko Tomidokoro, and Jack Van de Water.
Panel members will discuss current legislation, AID Proposal, programs in other states, and business involvement.
- 3:30 Small Group Sessions
Peter Briggs; Patti Cassidy; Judy Sult
Oregon State University will present a centralized program administered from the Office of International Education. The University of Oregon will discuss joint administration with the International Office and the local school districts. Patti Cassidy from Reed College will discuss private institutional programming. Each will present the nuts and bolts of the program.
- 4:30 - Summary Session and Workshop Evaluation
- 5:00 - Reception



International Education
May, 1985

Corvallis, Oregon 97331 USA

(503) 754-9008

OREGON MODEL WORKSHOP SUMMARY

The Oregon Model Evaluation Workshop was held April 26 and 27, 1985 at Oregon State University. The purpose of the workshop was to evaluate the effectiveness of using university foreign students as a resource for the Oregon residents in exchange for students receiving in-state rather than out-of-state tuition.

The workshop reached the following conclusions:

1. The program provides sufficient funding for students who would otherwise not be able to remain or enroll in Oregon universities.
2. Many segments of the community take advantage of the program.
3. Oregon students develop a more positive attitude about other people in the world as a result of the foreign student visits.
4. Adequate administrative support is imperative for a successful program.
5. Funding possibilities are limited because the program does not fit into traditional classifications.

IMPACT ON STUDENTS

The tuition reduction has provided the opportunity for students who have encountered unexpected financial difficulties to continue their studies in Oregon. Students have come to Oregon from their home countries because of the tuition reduction. In addition to the financial impact, students testified that they have gained greater appreciation of their own cultures through their experiences in the classrooms. They also gained insight into the American educational system and enjoyed the opportunity to meet people outside the university setting.

AID students who volunteered to participate in the Oregon State program reported that they enjoyed the experience, but it was difficult to allocate sufficient time for their education while making presentations.

Students expressed concern that if AID institutes a selection policy based on a program such as the Oregon Model, the selection process might become politicized. Students otherwise qualified for AID sponsorship could be denied access to the program.

These students recommended compensation for AID students who do participate in an educational service program. For example, tuition money saved by AID might be used for the participating AID students' research fund and/or for providing a more comprehensive orientation program that would help them prepare for their educational service.

COMMUNITY IMPACT

Community members were in wholehearted agreement that the foreign student visits benefit Oregon residents. A teacher from a rural area had the strongest argument for the program. When she began teaching there six years ago the students would call each other disparaging names. The teacher said the racist name-calling has been greatly reduced since the foreign student presentations to the school and community. At this particular school the IDEA students make presentations in the afternoon, go home with a student, and return in the evening for a potluck, then make presentations to the parents and community members. The teacher feels the entire community has benefitted from the program.

Another program with widespread implications is the media review project. IDEA students review material from their country or region which is used in the classroom. They fill out a questionnaire addressing the accuracy of the material; changes which have occurred relevant to the material presented; identifying the strong points of the material. When a teacher requests the media material the completed questionnaire is included with the packet. Teachers limited to outdated or stereotypical material have the completed questionnaire as a supplement.

A community college representative uses IDEA students once a week in her Spanish conversation classes. She has found the students useful because they talk to small groups of students; they explain their own culture and current issues; and they are reliable. This teacher has been participating in the IDEA program since its inception and finds the program invaluable. The teacher pointed out that it is important for the classroom teacher to use other class sessions to prepare her own students before the IDEA student comes. Preparation would include introducing vocabulary relevant to the topic, and presenting background material. (see attached questionnaire)

STATISTICAL OVERVIEW

Statistics from the Oregon State IDEA program show that while about 50% of the requests were made by k-12 schools, requests were also made by a variety of other organizations. Civic organizations, higher educational institutions, and special projects accounted for the remaining requests. The statistics also indicate that once an agency has a foreign student presentation, that agency is more likely to make a repeated request. The number of repeat requests, as well as the evaluations, indicate a high level of satisfaction for the program by the community.

Special projects have been developed to reach many sectors of community. Services are provided to such community agencies as the hospitals, law enforcement agencies, and social service agencies. Services include translations of material, emergency translations, and multi-cultural awareness workshops. Students also provide input in cultural awareness programs sponsored by Crossroads International, a community service group.

Both the University of Oregon and Oregon State University have made inroads in the business community. The students have helped with translations, provided travel information and reviewed promotion materials.

ADMINISTRATIVE SUPPORT

The workshop devoted considerable time to the question of administration. The programs at both Oregon State University and University of Oregon demand a considerable investment of time to coordinate student hours. The U of O estimates that initiating a program for 36 students has required about 10 -15 hours per week of a foreign student advisors time; 15 hours a week of a GTF position; and 20 - 25 hours a week of the Educational Service District placement person.

Similar conclusions have been reached at OSU. Thirty students have required about 30 hours per week of the IDEA coordinator; 20 hours per week of clerical support; 9 hours per week of IDEA student support.

Although the required FTE initially seems proportionately large in comparison to the number of students on the program, the proportion of FTE to Oregonians who receive cultural enrichment is small. Assuming 20 Oregonians were present the first time each of the 72 agencies made a request, over 2130 Oregonians gained from the program. Most agencies requested between 2 and 5 visits and some requested between 6 and 15. If an average of 4 visits were made to the 72 agencies, at least 8520 Oregonians have been recipients of cultural services. The visits have improved community relations with the university as well as community exposure to foreign students. (see evaluation summary)

Surprisingly, most teachers and organizational leaders are not eager to make use of the foreign student resource. It is a new concept which requires educating the public which is being served. Requests for students will not be forthcoming without the time invested to inform the public that the program is available and how it can be utilized.

The following elements are considered crucial to develop a successful program at both institutions:

Coordination - The most time consuming aspect of the program is coordinating the 80 hours and monitoring the students. Initially it requires about one and one-half hours per agency contact. In some instances the students have standing projects which only require initial contact with the user organization. More commonly, students make presentations to different classrooms or organizations each time they go out. There must be a method to ensure prompt contact between schools and foreign students. (see agency application)

Students are monitored to ensure they are providing sufficient program hours; their presentations are well prepared; they are maintaining adequate progress toward their degree. (see evaluations)

Participant Training - Participating students are instructed in effective methods for making media presentations; speaking in front of groups; making the most effective use of artifacts; having realistic expectation of American classrooms; meeting the commitments of the program. (see participant handbook)

Teacher Training - Foreign students can enhance and broaden almost any curriculum. However, teachers are hesitant to invite a stranger into their classroom and teachers are often reluctant to study an unfamiliar region or country. The purposes of the training sessions are to introduce teachers to the concept of using foreign students to add a new dimension to the curriculum; to introduce some of the foreign students in order for the teacher to evaluate their ability to communicate in English; and to see a sample presentation. (see teacher handbook)

Outreach - The public has to be convinced that foreign students are a valuable resource. There is a tendency for community organizations,

businesses and civic groups to shy away from inviting foreign students. The coordinator makes presentations and mailings about using foreign students as a resource. (see brochure)

Developing Materials - The program requires material for application; training; and evaluation. Much of the material has been developed and can be adapted for future use.

VARIATIONS ON THE MODEL

The OSU Project Coordinator deals in all phases of the IDEA program. The coordinator works with a committee to select students; develops participant and teacher training workshops; makes contacts with businesses, local community agencies, service organizations, and churches; develops handout material; and coordinates contact between the IDEA students and the user agencies.

The U of O differs from OSU in that the Education Service District (the ESD is similar to a district resource center in other states) handles all school placement. The foreign student advisor oversees the program and makes student participation selection. The U of O program has generally been limited to the k-12 sector and some businesses.

Funding

There is a funding dilemma for administrative expenses for the IDEA program. Foreign students receive the tuition from the program through the State System of Higher Education. The recipients of the the cultural service are the community members, especially the k-12 sector. Unfortunately, most funding agencies fund programs exclusively at the community, the k-12 or the university sector. Public financial support for educational programs is equally restrictive. The workshop came to no conclusions about future funding for the administration of the program.

SUMMARY

Initial evaluations of the workshop indicate that it was informative and stimulating. The program benefits foreign students, the community and the university. The success of the program requires sufficient administrative funding which is difficult to obtain.

Judy Sult
IDEA Project Coordinator



EVALUATION SUMMARY

The purposes of the following charts are to demonstrate the nature of the agencies which requested IDEA visits (Chart 1); the distribution of IDEA (Chart 2); to summarize the effectiveness of the program as portrayed by the student and project coordinator evaluations (Chart 3); and to summarize how the IDEA students evaluated agency participation in the program.

The information was gathered between January and December, 1984 through the Oregon State University IDEA program. The number of students each term varied from between 26 and 30.

CHART # 1

Chart #1 indicates the type of agency which requested an IDEA student from January to December 1984. The information was compiled from the "Agency Request Forms" which agencies submitted when requesting an IDEA presentation. Each elementary, middle and high school was counted as one agency; each department at the community college was counted as one agency; each department or college at OSU was counted as one agency; community organizations were all counted individually, as were special projects.

Although the major thrust of the IDEA program was directed toward the K-12 sector, 51% of the user agencies were outside the school arena. These agencies include community colleges, Oregon State University, community organizations, businesses, and churches. Agencies requesting IDEA students more than doubled between 1983 and 1984.

In the k-12 sector the elementary school requests outnumbered the middle and high school requests by three times. However, there are significantly more elementary than middle or high schools. Within approximately a 30 mile radius there are 28 elementary schools, 7 middle schools, and 6 high schools. (There are also combination elementary - middle, and elementary - secondary schools. For our purpose combination schools were categorized according to the level of the largest student population.)

Community organizations include service organizations such as Rotary, Scouting groups, and religious organizations. IDEA presentations vary from making luncheon presentations of a few minutes to day long cultural workshops.

Special projects are usually projects for which the student is expected to provide an on-going service. These projects do not require a presentation per se, but they do require the expertise of the IDEA student. For example, IDEA students review and update media material; students have gathered international recipes to publish a cookbook to raise funds for cultural kits; students have been called upon to counsel high school and elementary students from their region who have had trouble adjusting to life in the United States; businesses have asked for translators; and community agencies such as the hospital, have requested cultural workshops and emergency translators

AGENCIES USING IDEA STUDENTS

JANUARY - DECEMBER 1984

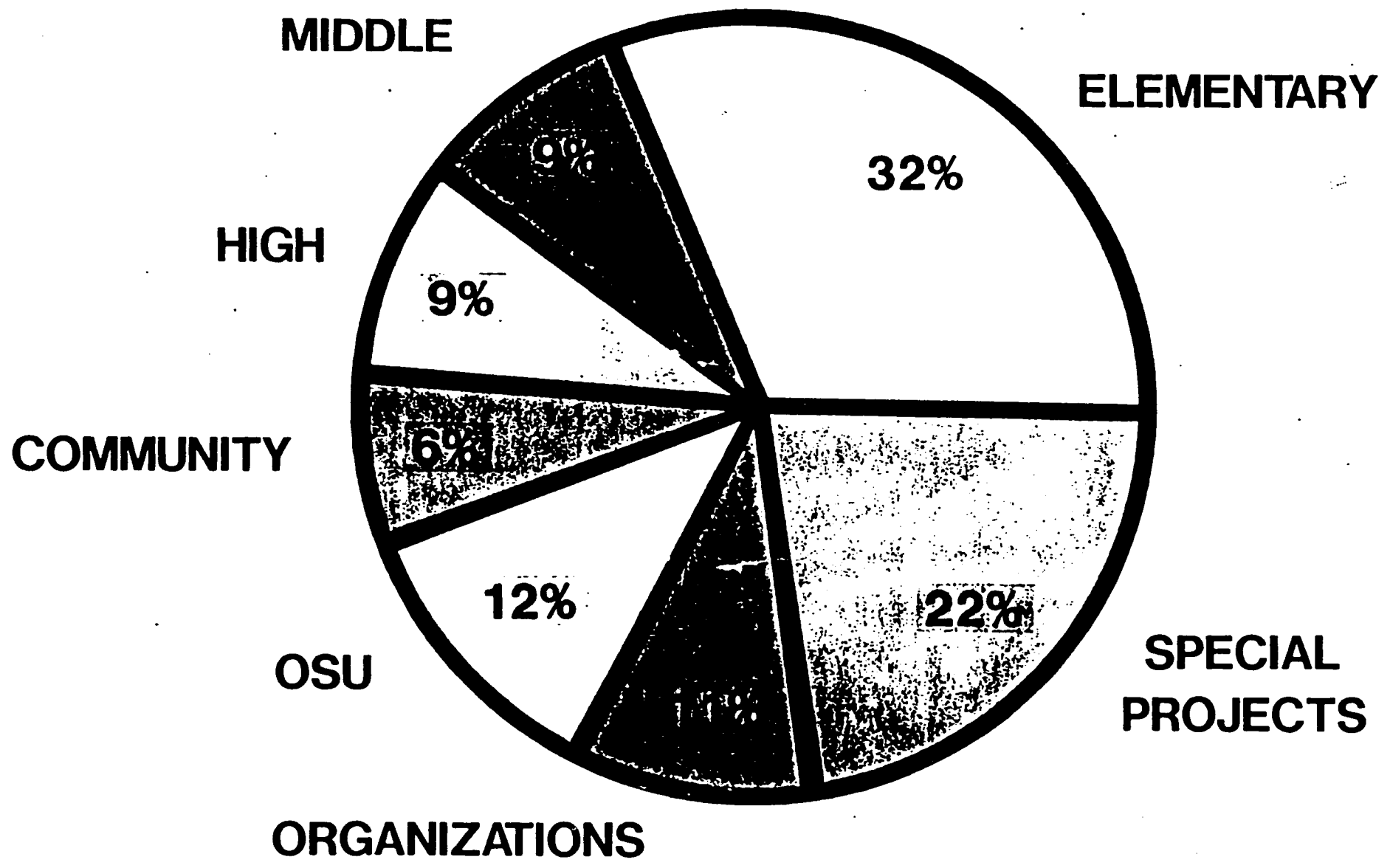


CHART # 2

Chart #2 denotes the distribution of the IDEA visits, that is, the number of times an agency requested a presentation. For example, of the 30 elementary schools, 7 requested only one visit, 14 requested two to five visits, and 9 requested six to nine visits.

The evidence supports the hypothesis that once an agency has had an IDEA visit that agency is likely to request another visit. Seventy-eight percent of the agencies requested more than one visit. Thirty-five per cent of the agencies requested between 6 and 15 visits.

These numbers represent the number of presentations (or student visits) requested by the agency. The actual presentation may have lasted from 1 hour to a full day depending on the agency request. In many cases the students were required to make presentations to more than one group per agency visit. For example, a high school visit may include several class visits giving the same presentation. One rural district has IDEA students come to the school to give 3 presentations to different classes during the day, visit homes of the school children, then return in the evening for a potluck and make a presentation for the community.

IDEA presentations are geared for 45 minute class sessions. Most requests refer to the description distributed to schools and agencies at the beginning of each term. Presentations include specific activities the IDEA student submitted from the IDEA application. Those projects include discussions about economic or political conditions; specific cultural traditions; artwork; cooking; or music. Each of the students is also prepared to discuss challenges to traditions; a general cultural/historical background of the country; the role of the family; and the educational system.

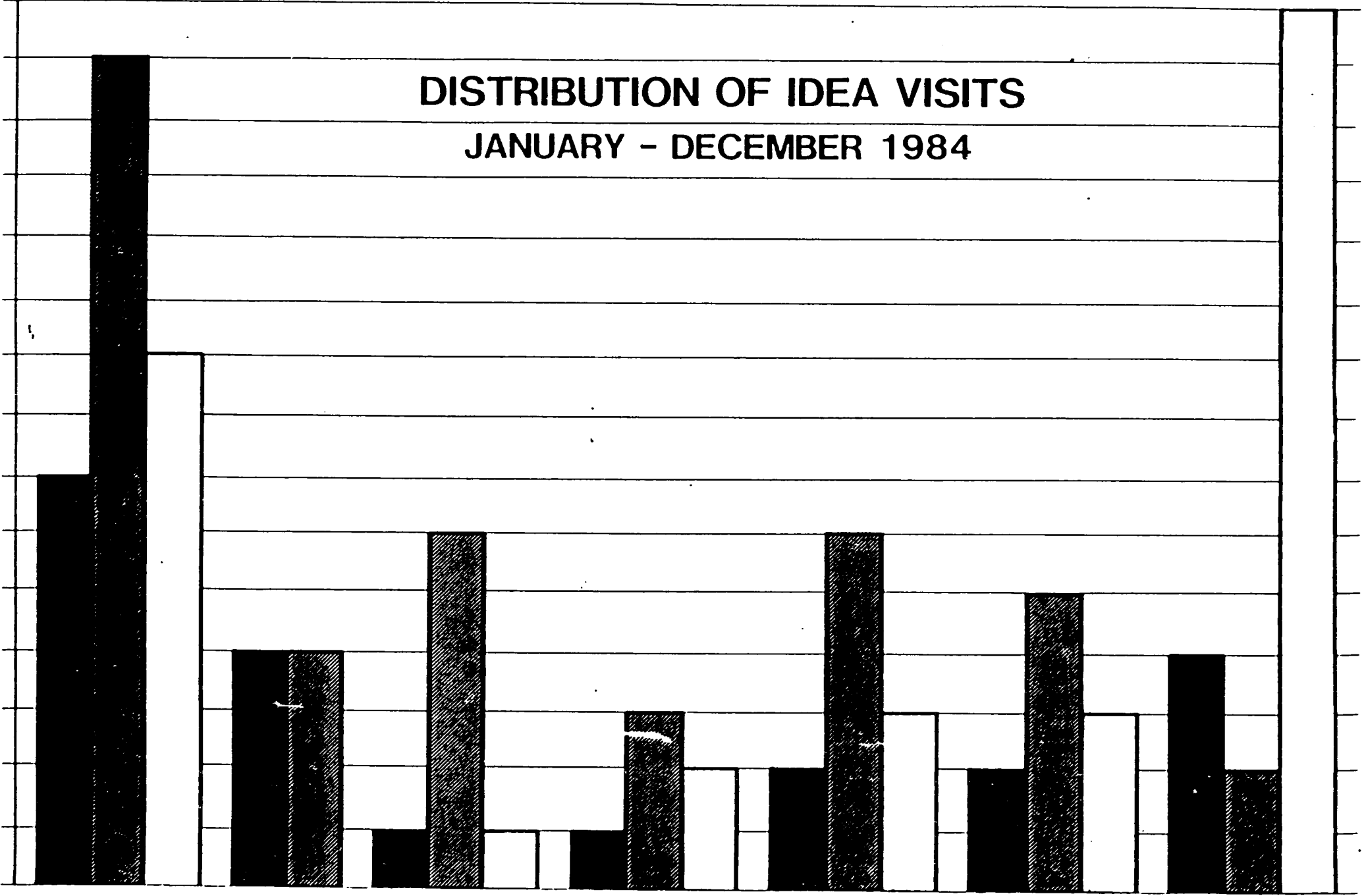
Y1
only 1 request

Y2
2-5 requests

Y3
more than 6 requests

5

DISTRIBUTION OF IDEA VISITS JANUARY - DECEMBER 1984



CSA

ELEMENTARY MIDDLE HIGH COMMUNITY OSU GROUPS SPECIAL

Chart #3 indicates how well the IDEA person and the project coordinator were evaluated by the agency. Each time a student makes a presentation s/he gives the agency person an evaluation form. It is up to the agency to fill in the form and send it to the Office of International Education.

Teachers helped to develop the evaluation form in order to be able to let the IDEA students know which areas were important for their presentation to be considered a success.

These performance evaluations are based on the actual presentation. The high scores in every area suggests the agencies were highly satisfied with the quality of the student presentations. These figures are consistent with the chart #2 which shows the distribution of IDEA presentations. Not only did the agencies indicate they would recommend the student for a similar program, the agencies also used the students or the program repeatedly.

The high evaluations for the project coordinator suggest the importance for having someone who is familiar with the students and who can be easily reached by the agencies.

Chart #4 measures how well the agency was evaluated by the IDEA student. This option provides the IDEA student an opportunity to give feedback to the project coordinator about the experience. In evaluations in which the student was rated 3 or less for "was well prepared", the agency was frequently rated low for "clear objectives". These figures suggest that students will be better able to prepare if teachers are clear in stating their objectives.

During debriefing sessions students express frustration when teachers are vague. Although teachers may think they are helping the student by not making specific requests it difficult for the IDEA students to know what the teacher has in mind without specific guidelines.

In general, the agency evaluations were also high and reflect satisfaction from the IDEA students' perspectives in making presentations.

CHART #3

**IDEA STUDENT &
PROJECT COORDINATOR EVALUATION
SCALE OF 1 (LOW) - 5 (HIGH)**

STUDENT	1	2	3	4	5
WAS WELL PREPARED	1	2	5	32	153
WAS AT EASE	1	1	12	32	147
WAS EASILY UNDERSTOOD		5	10	38	136
WOULD BE RECOMMENDED AGAIN	1	1	7	20	121
PROJECT COORDINATOR					
WAS EASY TO REACH			5	13	105
FOUND AN APPROPRIATE STUDENT	1	1	7	15	100

CHART #4

**AGENCY EVALUATION FORM
SCALE OF 1 (LOW) - 5 (HIGH)**

TOTAL OF 127 RESPONSES	1	2	3	4	5	N/A
TRANSPORTATION PROVIDED AS ARRANGED	1		3	6	114	3
CLEAR OBJECTIVE	1	5	9	19	92	1
AUDIENCE WAS PREPARED	1		9	31	83	3
AUDIENCE WAS POLITE			8	26	91	2
RECOMMEND OTHER VISITS			2	20	96	9

**IDEA LIST
WINTER 1985**

The following IDEA students from OSU are prepared to visit classes and civic organizations beginning January 8, 1985. There have already been many requests to have student visits during winter term so make your requests as soon as possible. You may request a student by completing the enclosed agency request form or by calling Judy Sult or Valerie Palmer-Rosenberg at 754-3006.

YUMI FURUKAWA JAPAN

Yumi performs the traditional Japanese tea ceremony and a traditional Japanese dance. Yumi also shares her knowledge about her country by tutoring others in the Japanese language.

MOHAMMAD SHABBIER BANGLADESH

Shabbir has slides and artifacts from Bangladesh he shares. He talks about the recent history and revolution of his country in reference to the past events of the Indo-Bangladesh sub-continent. He also covers the geography, natural resources, government, and economy of Bangladesh. He supplements his slide show with discussions about Bangladeshi life, culture and food. (slides)

HYUN SOOK (REGINA) KIM KOREA

Regina demonstrates her knowledge about "Madup" the traditional ornamental knot. (A craft similar to Macrame). She also tells Korean folkstories and demonstrates Korean cooking.

STALE SOLBERG NORWAY

Stale presents information on Norwegian nature with special emphasis on the west coast (fjords, mountains and the ocean). He also talks about the respect Norwegians have for their environment. Stale discusses the obligatory Norwegian military service using military recruiting information and slides from his own experience. (slides)

JACQUELINE YAP SINGAPORE

Jackie talks about the culture of Singapore using a slide show format. During her talk, she focuses on the primary and secondary educational system. She also has batik prints and a national costume to share.

RAMIN ABOUTORABI IRAN

Ramin talks about the similarities and differences between Arab and Persian cultures. He also shows slides and presents hand-made artifacts from Iran. (slides)

WEN YIK (KEN) HOW MALAYSIA

Ken gives a travel guide introduction to the geography of Southeast Asian countries (ASEAN) and the distinctions of ASEAN members. He focuses on the people, economies, and political life.

Ken is developing a presentation about Malaysian primitive cultures focusing on their way of life through hunting, marriage and other traditions. He also discusses Chinese cultures in Malaysia.

JEAN LEE SINGAPORE

Jean talks about the multi-racial background of Singapore; the problems of different races and cultures living together. She teaches how to make different types of national food dishes brought about by its diverse background. (slides)

ROOT CHUMDERMPAETSUK THAILAND

Root talks about culture in Thailand focusing on the Royal Family, martial arts, elephants and the lives of people from differing socio-economic backgrounds. Root also demonstrates traditional Thai games and dances. (slides)

ALIREZA MOGHADDAMPOUR IRAN

Alireza demonstrates Iranian games and talks about dances and holidays celebrated in Iran. He also discusses daily life in Iran.

RAOUF CHERIF TUNISIA

Raouf discusses the history and problems of modern Tunisia in North Africa. He has slides depicting tourist areas, historic sites, and ethnic groups. (slides)

ISABELLE CHAUVOT FRANCE

Isabelle talks about the history of France from the Roman to present days. She emphasizes the significance of Jeanne of Arc and her home town of Orleans. She can also help with language classes. (slides)

EMAD ALSAIDI JORDAN

Emad grew up as a Palestinian refugee in Jordan. He discusses the history and importance of Palestine from pre-Christian times to the present. He also has an excellent knowledge of the Moslem religion and the Koran. (slides)

SAMINA ZAFAR PAKISTAN

Samina discusses the role of women and the challenges presented to the traditional woman when she comes to the west. She can describe cultural aspects of life including religion and various customs prevalent in Pakistan. Samina has artifacts, recipes, and stories to share.

GARY CHAN HONG KONG

Gary talks about problems of living and family life in densely populated Hong Kong. He also addresses concerns of Hong Kong's return to Mainland China. Gary teaches origami and demonstrates Chinese writing. (video tape 13 minutes).

CLAUDIA VALENCIA **COLOMBIA**

Claudia addresses the changing roles of women and the challenges to traditions in Colombia. Claudia can share her experiences as a student in Italy and compare the cultures of Latin America, Italy, and the United States. She speaks fluent Italian as well as English and Spanish. (slides - Colombia and Italy)

SATYA WIDIYARATNE **SRI LANKA**

Satya teaches batik to one class each term. The class time required is 5 - 8 hours, with a total cost of approximately \$20. He will be available to visit other classes to share his batiks and discuss the importance of batiks to the Sri Lankan culture. He explains the changes in Sri Lanka which have come about due to foreign and technological influences.

TINO VILLAMAYOR **PHILIPPINES**

Tino discusses about the problems of development, the changing roles of women, agriculture in the Philippines, and the unique relationship between the Philippines and the United States. Tino is also prepared to do cooking, and his wife can accompany him to demonstrate her national dress. (slides)

MARGRET REYINSDOTTIR **ICELAND**

Margret has slides and cultural objects to share. She shows many of the natural wonders of Iceland including the glaciers, volcanos, and geysers. She has traveled in many parts of Europe and is fluent in German. Margret is studying food science and can compare food and nutrition between Iceland and the United States.

YOUNGKYU RYU **KOREA**

Ryu discusses the economic and business life in Korea. He can work with Model United Nation programs and classes discussing international trades and general Korean culture.

RONLY LI **HONG KONG/CHINA**

Ronly has a very varied background. She was raised for many years in mainland China and several years in Hong Kong. She has a vast knowledge of drama in Chinese theater and describes the meaning of costumes and facial makeup and traditional music and art. Ronly also discusses the different religions in China. She has samples of Chinese painting and other cultural items.

FERNANDO MUÑOZ **CHILE**

Fernando discusses agricultural production in Chile and the policies of development and land reform. He has a large selection of slides which show various parts of Chile. (slides and video).

THELMA ARISTELA-MCKINNON **PANAMA**

Thelma gives the historic background of the Panama area from pre-Spanish to present day. She discusses the Panama Canal, and the current activities in Panama. She can show many of the folkarts, dances, and music of her culture. She also has recipes to share.

PAULINA RUIZ

CHILE

Paulina discusses the history and georgraphy of Chile including the Indian civilization, colonial period, the relationship between the Indians and the Spaniards, and the civil wars. (slides)

ONG-IN SHIN

KOREA

Ong-In has a very good understanding of the weaknesses and strengths of Korea. He also talks about the history, Korean alphabet and the Korean War. He uses transparencies, artifacts, clothing, and pictures to help describe his culture.

JUAN GOMEZ

COLOMBIA

Juan points out that Colombia is a diverse country with more than drugs to export. He describes each of the seven distinct regions characterized by the music, ethnic conformation, slang, mannerisms and topography.

BISI AMOO

NIGERIA

Bisi discusses the tribal marks, customs, and family life of the Yorubu tribe. She has been a home economics teacher in Nigeria and can teach many of the Nigerian homemaking skills including cooking, sewing and "African Women Hair care". She is prepared to give information on Nigeria's economy and various life styles. She has slides, photographs, post cards, and articles from Nigeria.

AIKO SHIMADA

JAPAN

Aiko plays the Japanese instrument called a Koto. She also talks about the Japanese culture and the changes in traditions.

RUBEN TORO

COLOMBIA

Ruben has recordings of Colombian music. He discusses development and education in Colombia. His major is aquaculture and he can discuss research and uses of aquaculture. Ruben has several Colombian recipes of dishes he is prepared to teach students to prepare.



INTERNATIONAL CULTURAL SERVICE PROGRAM

BENEFITS FOR FOREIGN STUDENTS AND APPLICATION PROCEDURES

Foreign students who are admissible to the State System colleges or universities indicated below are eligible to apply for an exception to the Oregon residency requirement which will allow them to pay the same amount of tuition as do Oregon students. These exceptions are very limited in number and are made on the basis of financial need and ability to perform cultural service. Students accepted into the program pay resident tuition of approximately \$1300 per year as an undergraduate and \$2000 as a graduate. This amounts to a savings of approximately \$2600 for undergraduate students and \$1200 for graduate students each academic year they are in the program. In return, students who receive this privilege must provide a minimum of 80 hours of cultural service in the State of Oregon during each academic year they are in the program (an academic year is nine months).

BACKGROUND. The program was started in the belief that we must strive to understand better the other peoples with whom we share this world. Students from other lands who attend Oregon colleges are a valuable source of knowledge about other cultures and other customs. This program provides an enriching experience for Oregon students and citizens while assisting a limited number of students from other lands who may not otherwise be able to attend public colleges and universities in Oregon.

CULTURAL SERVICE. Listed below are examples of cultural service that can be performed to meet the 80 hours service requirements:

- speaking or giving demonstrations about his or her culture, government, and heritage to students in Oregon schools or citizens in various organizations
- tutoring students studying his or her language
- assisting teachers in Oregon schools with programs about or involving his or her country
- translating educational materials from one language to another

SELECTION. The program strives to maintain a broad cultural and national representation. Selection is based on financial need and a student's ability to provide cultural service. Applicants must have an excellent command of spoken English. This is a small program with only a limited number of students accepted each year. Residency exceptions are for one year, but can be continued for additional years if the eligibility requirements outlined below are maintained. Residency exceptions can be made to help students obtain *one* degree only.

ELIGIBILITY AND RENEWAL.

1. Applicants must be admitted or admissible to their choice of the colleges and universities as listed.
2. Applicants must not be U.S. citizens or permanent residents in the United States nor be eligible to receive U.S. federal financial assistance.
3. Participants must complete a full course of studies each term. Undergraduates must carry a minimum of 12 credit hours each term, and graduate students must carry at least 9 credit hours.
4. Participants must maintain satisfactory progress toward a degree.
5. Students *each term* must maintain a 2.5 grade point average for undergraduates, 3.0 for graduate students.
6. Participants must complete their cultural service commitments each quarter. This normally requires 27 hours of service per quarter, or about 3 hours a week.

APPLICATION. Interested students should send completed application and have two letters of recommendation (written in English) testifying to the applicant's spoken English skills and ability to perform the required service sent to the school of their choice as listed below.

Foreign Student Adviser
Office of International Education
Oregon State University
Corvallis, OR 97331

Director
Office of International
Student Services
Portland State University
Portland, OR 97207

Foreign Student Adviser
Foreign Student Office
Southern Oregon State College
Ashland, OR 97520

Foreign Student Adviser
Office of International Services
University of Oregon
Eugene, OR 97403

Foreign Student Adviser
Dean of Students Office
Western Oregon State College
Monmouth, OR 97361

*Not currently in this
program but for other
information write:*

Foreign Student Adviser
Office of Admissions
Eastern Oregon State College
La Grande, OR 97850

International Student Services
Oregon Institute of Technology
Klamath Falls, OR 97601

Newsletter

Published by the National Association for Foreign Student Affairs, Washington, D.C.

Financial aid for foreign students: the Oregon model

by Jack Van de Water

These are difficult days for those of us interested in assisting financially needy students, maintaining a culturally diverse student body, and promoting programs for Americans to learn about other countries and cultures. Our budgets are shrinking, non-resident tuition rates are increasing, and more and more signs of parochial attitudes are evident in many aspects of society. At a time when it is clear to us that Americans need more opportunities to learn about other countries and cultures we are often frustrated by our inability to provide these opportunities. We are frequently involved in counseling foreign students who can no longer afford our colleges and universities. We lament the changing composition of our foreign student population that results from economic barriers and wish we had a greater ability to respond to the academically qualified but financially needy students from other countries. At the same time, we need to encourage our colleagues to utilize our foreign students as an educational resource; and to use them effectively at all levels to give Americans a better understanding of international matters.

The Oregon State System of Higher Education (OSSHE) has been receptive to enrolling foreign students. It developed a Foreign Student Scholarship program to encourage financially needy students from other countries. In 1978-79, this scholarship program provided over one million dollars of tuition assistance to foreign students. Since that high point, however, the poor financial health of the state has produced a 335 percent decline in tuition assistance and a 54 percent increase in non-resident tuition rates.¹ Clearly, a better idea was needed

if the OSSHE was to strengthen its ability to attract high quality students from around the world and maintain its reputation as a state supportive of international education. Proponents of international programs and services in Oregon were as committed as ever, but, in a declining budget situation, legislators and budget analysts gave a higher priority to domestic students and programs than to "giving away scarce resources to foreigners." A scholarship program for foreign students is not competitive in the struggle for declining resources. In the political arena, there is no pay-off. No voting constituency is served. It is from this negative framework that we developed a new concept. A pro-

posal was drafted that addressed the biggest problems we were facing. The new proposal assists foreign students dependent upon financial aid; it assures interaction with Americans needing to know more about other countries and cultures; it provides for accountability to the taxpayers; it creates a new educational resource in the process.

The proposal is based upon a very simple but radically different premise: the State of Oregon will enroll foreign students at *in-state* tuition if those students demonstrate financial need and the ability to provide an educational service to the state. This proposal has been debated, refined, and is now approved.

(Continued on page 106)

NAFSA announces publication of the 1983 Directory

The 1983 NAFSA Directory of Institutions and Individuals in International Educational Exchange, published in February, has just been distributed to NAFSA's current 4,500 members. The Directory is a comprehensive resource listing over 7,000 institutions and individuals involved in the administration of international educational exchange, including most private sector organizations working in the international exchanges field, leaders of community efforts on behalf of students, embassy cultural affairs officers, and many overseas organizations. The Directory is an invaluable resource linking the international education community

The publication contains names, titles, addresses, a cross reference telephone

and alphabetic index, professional sectional affiliations, and foreign student enrollment statistics compiled from up-to-date information supplied by members of NAFSA on their 1982/83 data collection forms, as well as from other very current supplemental resources. The publication also includes, for easy reference, a government agency page, a NAFSA Central Staff list, the text of the NAFSA Constitution, an international education acronym page, and a regional map.

Copies of the 1983 NAFSA Directory are available through the Publications Desk at the NAFSA Central Office. NAFSA members may purchase additional copies of the Directory at the reduced rate of \$15.00; the regular price to nonmembers of the association is \$20.00 (plus postage and handling).

¹In 1982-83, resident undergraduate students are charged \$1,356.00 for instruction and non-resident undergraduates are charged \$3,981.00. The percentage figures given are based on undergraduate students. Graduate rates are slightly lower.

IDEA program taps cultural resources

By RICHARD BROWNING
of the Barometer

Their tongues curled from the corners of their mouths in concentration as the seventh and eighth graders of Alpine Elementary School traced a traditional Sri Lankan swan design onto a piece of white cloth.

Their guest teacher, Satyajit Widiyartne, 20, an OSU freshman in pre-civil engineering, moved from desk to desk helping the children with their artwork and fielding questions about his homeland of Sri Lanka.

What religion do they have? "Sixty-seven percent of the population are Buddhists," Satya (Sah-tiah) answered.

Satya will instruct children at Alpine school, located near Monroe, in the art of batik (waxing and dying of cloth) and the customs and culture of Sri Lanka. His teaching is part of the Intercultural Dimensions in Educational Activities (IDEA) project at OSU, which is in its first term of operation. Yesterday he made the first of his three three-hour visits to Alpine scheduled for this term.

He began his hour and one-half with the older children teaching them the traditional Sri Lankan greeting — later in the afternoon he taught third and fourth graders.

"Ayubowan (Ah you bow one)," he said. "Can you say that?" The class repeated the greeting, placing their hands, palms together, in front of their chest as Satya did. It means "may you live long," he explained.

"This (the IDEA program) is a great opportunity for me to introduce Sri Lanka to Americans," Satya had said earlier.

The program is designed to tap the intercultural resources of foreign students at OSU by arranging for them to teach such classes as art, cooking, language, music and social studies to kindergarten through 12th graders in the Willamette Valley.

After evaluating applications and screening students, Judy Sult, from the OSU Office of International Education and IDEA project coordinator, has more than a dozen foreign students available this term.

To be eligible for the program, foreign students must be proficient in English. Additionally, the program requires the foreign student to possess the skill and desire to clearly present some aspect of their native culture to school children.

Students who want to apply for a tuition waiver for their services must be full-time OSU students and maintain a 2.5 g.p.a. (3.0 for graduate students) while contributing 27 hours per term for one school year to the program. They must also show financial need. Most of the foreign students are volunteers, Sult said.

Local schools have expressed tremendous interest in the program, Sult said. She is pleased with the response.

"Mr. (Rob) Folker (principal at Alpine) told me they would change their entire schedule to accommodate this student," Sult



Photo by Vern Uyetake

Satyajit Widiyartne, an OSU freshman from Sri Lanka, shows Alpine school principal Rob Folker a traditional Batik from his country while the class of seventh and eighth graders work on Batiks of their own.

said.

Folker was elated to have Satya at the school.

"This is one of the best things they could do," Folker said, "to expose young kids to different cultures."

Many of the children have no idea what people from other cultures are like, he added. "They (the children) think everybody is just like them."

"You can tell them and tell them about (other cultures), but until they meet someone from that culture they really can't understand it," Folker said. The children do get some idea from television, he added, but that isn't always a good representation.

"How big is 'Siree Lana,'" one of the children asked, mispronouncing the name of the country.

"Sri Lanka is a beautiful island country about the size of Virginia" Satya said with a smile, and "its culture is 2,500 years old," he added.

Sri Lanka, formerly Ceylon, is an island republic in the Indian Ocean, 20 miles off the tip of India. It has an area of 25,332 sq. mi. and a population over 14 million.

Satya then displayed some intricate batik wall hangings and a batik shirt and dress.

"No two batiks with the same elephant and rider scene are alike," he said. "And I will prove it to you," he added.

Satya said he wants to teach more than batik and a few customs. "I want to teach the children that Sri Lankans are very friendly, open minded people."

WHO'S AFRAID OF FOREIGN STUDENTS?

by
JUDY SULT

Using foreign students in the classroom is a natural way to internationalize the curriculum, yet educators who make such a suggestion are often met with a barrier of resistance. Educators must recognize (and admit) that some teachers are resistant because they are afraid to invite the foreign student into the classroom. Then educators must address and alleviate those fears.

Drawing on my experience as coordinator of an Oregon program utilizing university foreign students as K-12 resources, I will outline some of the fears expressed by teachers and how we overcame them. The International Cultural Service Program (formerly called the IDEA program) grants in-state tuition, rather than out- of-state tuition to foreign students who can provide 80 hours of cultural/ educational service to the state of Oregon. As coordinator of this program at Oregon State University I have arranged over 2,500 student visits in the last two years. We now have 30 students in the program at OSU and about 100 students statewide.

What then are the fears that teachers have expressed? The first major fear -- fear of the unknown --is twofold. The teacher may not be well versed in the country or region of the world from which the student comes. And teachers are frequently afraid to admit that this is a weak area in their training. The other part of this fear deals with interactions between the foreign student, American students, and the teacher. Many teachers have little or no experience interacting with foreigners. Typical questions posed by teachers include: Will the foreign student be understood? How will my students respond to a foreigner? How do I talk to a foreign student? Can I count on the student to be on time and to be prepared? Does the visiting student know how to address the age groups in my class?

The second major fear deals with the teacher's perception of what the job of teaching entails. Typical questions that arise here include: How much preparation time is required of me? Will the time with the visitor be "lost"? Is it necessary to develop a new unit or curriculum for the visit to have "meaning"?

MECHANICS OF THE OREGON PROGRAM (DEALING WITH THE FEARS)

First of all, teachers must realize that it is not necessary for the teacher to be an expert on the subject the foreign student addresses. The foreign student is a resource for both the students and teachers. However, the teachers must be specific about what is expected in the presentation so the foreign student is able to prepare. The teacher should also know how to ask questions of the foreign student.

To deal with the fears about interacting, teachers must be convinced they are working with a quality program. At OSU we invest considerable time and effort informing teachers about the program through mailings, brochures, phone calls and teacher training workshops. Because teachers have opportunities to interact with the students at the workshops, they realize that the students are easy to understand and well prepared to make presentations. When teachers know what to expect they gain confidence in the program and request students. Of the

teachers who made requests in 1983-84, 78% requested additional visits with other foreign students.

Our program emphasizes that foreign students can be used to enhance existing curricula. Teachers are encouraged to invite foreign students to offer a new perspective on any subject, but we also make specific suggestions.

SPECIFIC SUGGESTIONS

Several themes and concepts woven throughout the primary and secondary curricula lend themselves to presentations by foreign students. Below are suggestions for utilizing foreign students which have proven successful in Oregon.

Themes and concepts such as population, equality, hunger, interdependence, the impact of technology, colonialism, and multi-cultural awareness seem too abstract for many intermediate or high school students. Yet, a foreign student who has grown up in Singapore with four official languages and a multi-ethnic society can open the students' eyes to the meaning of multi-cultural awareness. A student from the Philippines can give a unique view of colonialism, as can students from newly independent countries in Africa. Listening to a perspective on equality from a student from a Moslem country helps students realize that there are no absolutes in the real world. Questions about population and hunger are viewed differently by the son of subsistence farmers than by theoretical textbook authors.

A creative way of holding the students' attention (especially in junior high) when discussing other regions of the world is to discuss rites of passage, dating -- or the lack of dating-- and marriage.

Many teachers have had foreign students come in to discuss current events. The foreign students usually comment on recent uprisings, an assassination, invasion, or other event. A less conventional, and sometimes more effective, use of foreign students is to ask them to discuss how they think the U.S. media presents events occurring in their country or region of the world. Another useful exercise is to discuss how other countries report those events.

Comparing perceptions of historical events is valuable for teachers and students. Discovering how students in different parts of the world define and learn about colonialism, World War II, The Moslem invasion of Europe, and other historical events can provide new insights.

SUMMARY

The examples given here have concentrated on a well organized program using university foreign students as a resource. Many of these examples can apply to high school exchange students, refugees, or other foreign nationals in your community. Educators can become the impetus for international understanding and interaction. Our students learn from us. If we are afraid to talk to a foreigner, or if we have little regard for their opinions and perceptions, we will pass our attitudes along to our youth. By encouraging communication and interaction between peoples of the world we begin to break down the barriers of resistance and prejudice.

TEACHER HANDBOOK

USING UNIVERSITY FOREIGN STUDENTS AS A RESOURCE

Bring the world into your classroom through Inter-cultural Dimensions in Educational Activities (IDEA)*, a cost effective, field tested, imaginative program. The IDEA program provides selected foreign students as resources to enhance existing curricula. After these students are screened for their ability to communicate in English, they make a variety of cultural-educational presentations. Evaluations by teachers have consistently reflected well prepared, high quality presentations. In the 1983-84 academic year these university foreign students made over 2,000 presentations in Oregon K-12 classes. Because they are obligated to provide 80 hours of cultural/education service per academic year, the IDEA students are a reliable resource.

This handbook has been developed to answer your questions and provide guidelines for integrating an IDEA student into your curriculum plans.



*The IDEA program is available through the Office of International Education at Oregon State University, University of Oregon, Southern Oregon State College, Portland State University, and Western Oregon State College. The program is also known as the International Community Services Program.

Developed by Judy Sult, IDEA Coordinator, Oregon State University
Printed and Distributed by the Oregon Department of Education

HOW CAN THE FOREIGN STUDENT HELP ME?

The IDEA program:

>is cost effective - there is no cost to the school district to include the foreign students as a resource.

>supplements existing curriculum - IDEA students broaden the existing curriculum by adding international dimensions.

>breaks down stereotypes and ethnocentric views - foreign students bring a human element often missing from other curriculum materials.

>screens the university foreign student - students are screened for their reliability, diverse regional representation, ability to communicate in English, and cultural experiences representation.

>coordinates your requests - a match is made between your request and students who are available to make presentations.

HOW CAN I FIND TIME FOR AN IDEA VISIT?

The IDEA program has been designed to fit into your existing curricula. You do not need to be studying a foreign country to take advantage of the program. Nor do you need a broad knowledge about the student's native country. The IDEA visit adds new perspectives for you and your students.

IDEA students usually prepare a 50 minute program including time for questions. For most students a 50 minute time slot is the minimum amount of time needed to begin to explore an aspect of their culture. Try to imagine if you were in a foreign country trying to explain an aspect of American culture. You may decide you want the student to return for additional presentations if your curriculum is designed to accommodate more than one visit. Students may also come as a group for panel discussions.

HOW DO I USE A FOREIGN STUDENT AS A RESOURCE?

Recent studies have indicated that students gain a greater appreciation of their own culture when they are exposed to other cultures. IDEA students have developed presentations which demonstrate a particular area of their culture, for example, cooking, ecology, handcrafts, art, music, or politics. In addition, each student is expected to be able to address areas such as family life, the roles of women, changing traditions, and the general history of their country. IDEA students are prepared to direct these general discussions to the appropriate age level. They have also helped evaluate curriculum materials about their country and made translations of materials.

HOW HAVE TEACHERS UTILIZED THE IDEA STUDENTS IN THE PAST?

ELEMENTARY presentations have included:

comparing community services, family life, games children play, music, handcrafts, stories from other lands, a day in the life of a child of the same age, and languages.



MIDDLE AND SECONDARY presentations have included:

In **SOCIAL STUDIES** classes IDEA students discuss current events and talk about their history of their changing traditions.

In **READING** classes myths, legends, and folk tales are compared. IDEA students share their written and oral traditions.

In **SCIENCE** classes IDEA students show how other countries allocate resources and provide energy sources.

Foreign and English **LANGUAGE** classes use IDEA students as tutors and have them explain their culture.

In **GLOBAL EDUCATION** classes topics such as energy, hunger, population, the Third World are enriched by hearing the IDEA student's perspective.

In **HOME ECONOMICS** classes the IDEA students may prepare food and share knowledge of customs revolving around food. They also discuss how nutritional requirements are met in their region of the world.

FAMILY LIVING courses are an opportunity for students to talk about courtship, marriage customs, family relationships, and the roles of women in their country.

WHAT KINDS OF QUESTIONS ASKED OF IDEA STUDENTS?

GENERAL QUESTIONS:

What are the roles of women and are they changing?

Are there minority groups in your country and what are the programs and problems related to minorities in the country?

What are the roles of each of the family members? How are extended family members involved with the nuclear family? Are the roles of family members changing?

How does the educational system compare to the U.S. educational system? What would students in your country study at the same age as the class hearing the presentation?

How does your country meet the nutritional needs of the people?

How are the social needs such as medical care, unemployment, and poverty met in your country?

What are the predominate art forms? Is art supported by the government?

SOCIAL STUDIES CLASSES

What are your views in relation to these social concerns: population, the roles of women, changing traditions, education possibilities, problems of technological development, health and social cares?

How does your country view the same historical events as those being studied by the class?

What are your country's major agricultural and industrial products? What are the major imports and exports? Who makes decisions about production? Does your country import products from the U.S. (or from Oregon)? Does the U.S. import products from your country?

How are current issues covered by the media in your country? What is the role of the press?

How does religion influence your culture?

What is your country's historic experience with colonialism?

LANGUAGE CLASSES

How does English compare to your native language?

What is the most difficult aspect of learning English?

How many languages are spoken in your country?

How do people know which language to speak in multi-lingual countries?

What are some traditional stories?

How are traditional stories passed from one generation to another: oral traditions, plays, poetry, other forms?

What are examples of myths and legends?

Who are some major authors from your country and what are their books?

WHAT DO I DO BEFORE THE FOREIGN STUDENT VISITS?

Tell the IDEA students the specific topic you want discussed. Specifying family life, environment, religion, political systems, education, and so forth provides a focus for the students' preparation.

Have necessary audio visual equipment available and a display table where students can show artifacts and cultural items.

Be sure that transportation has been arranged for the students. If the students provide their own transportation arrange for them to be met at the office. Arrange for students to set up a display without interruptions.

The foreign students are not teachers and should not be expected to make more than three presentations per day. Be considerate of the student and do not plan more than two classes in a row.

Plan to stay in the room so you can discipline disruptive and inattentive students.

HOW DO I PREPARE MY STUDENTS FOR AN IDEA VISIT?

Since the IDEA students spend a great deal of time preparing for the presentation for your class it is important for your students to have some preparation before the visit. The following guidelines will enhance the visit for both your students and the IDEA students. The preparation may take a little as 15 minutes or as much as a class period depending on the objectives of the visit.

Explain to your students that a guest from another country will discuss the subject you are teaching. Remind the students to treat the visitor with the respect accorded other guests.

Show the location of the foreign country in relation to the United States.

Have students discuss how surrounding countries may influence the trade, language, economics or political system of the country.

Identify the purpose of the visit.

Have your students prepare questions for the visiting student.



DEBRIEFING YOUR CLASS

Debriefing your class will help you to assess the impact the visit has had on your students. After several visits by foreign students you may note a change in attitude and an increased awareness on the part of your students.

Your students may respond to the following suggested questions in small groups, individually on paper, or as a class. It is important that your students have a chance to share their responses with others in the class. These exercises may take as little as 15 minutes or as long as a class period.

What did you learn that was different from what you expected?

Was the foreign student different from what you expected: How?

Did the visit make the material you are studying more interesting? Why or why not?

Did the visit from the foreign student introduce you to a new way of looking at things - even if you do not share those views?

Do you think you would feel more comfortable meeting other people from this country now than you would have before the visit?



HOW DO I ARRANGE FOR A FOREIGN STUDENT VISIT?

Phone the Office of International Education at any of the following universities:

Oregon State University
Portland State University
Southern Oregon State University

University of Oregon
Western Oregon State University

Provide the following information to the contact person:

The grade and academic level of your students.

Your particular needs and objectives for the visit.

What topics will most interest your students.

How much background information your students will have.

How long the formal presentation should be.

How long the question and answer period should be.

What audio-visual equipment may be needed.

The date and time you want the visitor.

How many students will attend the presentation and the number of presentations requested.

Transportation details: Most participating universities require the requesting school to provide the transportation. Teachers frequently call upon parents as well as principals and student chers to drive the student to and from the university.

SUMMARY CHECKLIST

- Determine when you want an IDEA student visit
- Call the institution to arrange a visit.
- Arrange transportation
- Prepare your class
- Enjoy the IDEA visit
- Debrief your class
- Send a thank you to the student



HANDBOOK FOR IDEA STUDENTS



Oregon State University
Office of International Education
AdS A100
Corvallis, Oregon 97331

WELCOME TO THE IDEA PROGRAM

Welcome to Intercultural Dimensions in Educational Activities (IDEA)! You each have a unique contribution to make toward the education of Oregonians about other peoples and cultures. The Office of International Education (OIE) appreciates the time and energy you have expended to develop a project to bring better understanding about your country and region of the world.

Your experiences with the IDEA program should be positive ones. If for any reason you encounter difficulties please come to discuss the matter with the IDEA coordinator.

You will be interested to note that the IDEA project is a model project for other institutions in other parts of the United States. You will be the pioneers for inter-cultural communication using the concept of the IDEA program. In the course of your visits it will be important for you to be evaluated by the person who has requested your visit. Your evaluations will probably reinforce the decision to have you on the program. If your evaluations are low the IDEA coordinator will discuss ways to improve your presentation. The evaluations will be used to promote the program and give evidence that it is indeed a worthwhile venture for both the IDEA students and the students in the classroom.

Each student is an ambassador who represents all foreign students as well as the home country and the IDEA program. As you explain cultural aspects of your country you may discover a greater pride and sense of belonging. You may also discover you want to add new projects and expand upon the ones you have already developed. We hope you will use this opportunity to grow both as an individual and as a member of the IDEA program. We wish you luck and pleasant experiences.

TERMS OF AGREEMENT

As an IDEA student you must agree to the following terms to be accepted on the IDEA program. Be sure you understand each of the terms before you accept the waiver.

- Undergraduates must complete 12 units per term with both a term and OSU cumulative grade point average of 2.5. Graduates are responsible for 9 units with a cumulative and term Grade Point Average (GPA) of 3.0.
- You must arrange to have a 3 hour block of time between 8 am and 3 pm one day a week available to make presentations. (You may block out 3 hours on a schedule request form from the Registrar's office before you register.
- Good evaluations are an important factor for continued student participation on the program. You are responsible for taking evaluations to the presentation for the contact person to fill out. (You may bring them back or ask the teacher to send them). You receive a copy of each completed evaluation from the agency. You must also fill out an evaluation after each presentation. The evaluation forms are used to help improve the presentations.
- You are required to check the calendar and your mailbox in the office for messages at least 3 times per week. The calendar will show you when you are scheduled to go on a presentation. You must initial the date and time of your presentation on the calendar. The initial lets us know you are aware of the scheduled presentation. There will be a copy of the agency request in the your mailbox with the details of your scheduled visit. After the presentation you will find completed evaluations from the school in your mailbox. General notices will be posted for you to read.
- Finding transportation is the major problem for agencies so it is essential for you to be on time for the presentations. Students are picked up in front of the administration building. Try to be 5-10 minutes early.

RENEWABILITY

Awards are made term by term, but they can be continued for the completion of one degree if all the requirements are maintained. You will be asked to sign an intent to renew at the end of each term. If there are new program requirements they will be included in the intent letter.

REMOVAL

The IDEA program is a team effort which requires you to interact and cooperate with the Office of International Education and with other IDEA students. Students accepted to participate in the program are expected to be highly motivated, and well disciplined. In addition to the time and grade commitment the students are responsible for having a positive attitude and helping the program run efficiently. You must be sure to read notices, find out when you are going on a presentation, help in the office to get information out to the agencies and help on special projects.

Failure to meet or maintain any of the above term of agreement is grounds for dismissal. Problems can be alleviated if you discuss poor evaluations, low midterm grades, or other concerns with the IDEA coordinator as they come up.



THE MECHANICS OF THE PROGRAM

- Submit a detailed outline of your presentation with the number of slides you will use, the major points you will make and the method of presentation.
- Submit your class schedule to the office with all hours for classes and labs clearly marked out.
- Come to the office 3 times a week and check the calendar to find out when you are scheduled to go out for a visit.
- Initial the calendar so we know you have seen your scheduled visit.
- Check your mailbox for a copy of the agency request or other information. (see appendix).
- Take two evaluation forms; one for the agency contact person to fill out (1) and one for you to fill out (2). (See appendix)
- Make the presentation and give the evaluation form (1) to the agency contact person.
- Fill out and submit your evaluation form.(2)

WHAT YOU CAN EXPECT ON YOUR VISIT

A major consideration in your selection for the program was the project outline you submitted. In addition to "your" project, you will be expected to discuss an overview of the history of your country, family life, changes in traditions, and general cultural information. You will not be asked to talk about anything about which you are uncomfortable. If there is an area you feel is difficult for you to discuss, you should talk it over with the IDEA coordinator.

You will be asked to make presentations to elementary and secondary schools; community college and university classes; civic organizations; businesses; and church groups. Below is an overview of what these organizations might expect. You will know before you make your presentation the kind of group you will be addressing.



SCHOOLS

Schools are usually less formal in the United States than in many countries. Students may come and go in and out of the classroom during your presentation. This is not meant as disrespect toward you by the student or the teacher. The student may have a special class which requires he/she leave during your visit. Elementary students ask many questions and some of them may seem quite silly. It is a good idea to ask the students to wait until you have finished your presentation before you accept questions. (More about the presentation is in another section.)

CIVIC ORGANIZATIONS

Many times community organizations will invite you to their meetings. Sometimes you will be requested to make a presentation. At other times you will just be a guest. Examples of community organizations are business or service clubs for adults, or organizations for young people such as a scout group. The time you will have for your presentation will vary from a few minutes to an hour or more. Be sure that you understand the time expectations before you arrive at the meeting place.

CHURCH GROUPS

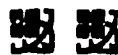
Many church groups are interested in other cultures and religions. They often ask you to make a cultural presentation in the evening or on the weekends. Sometimes they invite you to a dinner and do not expect any kind of presentation from you. The church leaders should not try to convert you to their way of thinking or to their religion. If they do try to convert you or if they are less than polite about your views please let the IDEA coordinator know. If you do not want to make presentations at churches please tell the IDEA coordinator at the beginning of the term.



HELPFUL HINTS

BEFORE THE PRESENTATION DAY

Borrow a tape recorder and practice your presentation before you go out. It will help you to find out how long your presentation will actually take and it will help you to hear if you are speaking clearly. After you feel comfortable about making your presentation, practice it with a friend using your slides and artifacts just as you would for a class. Limit the sample presentation to 45 minutes.



ON THE DAY OF THE PRESENTATION

- You may leave your books and backpacks in the OIE until after your presentation.
- Have a 3 x 5 card with the major points you want to make.
- Have your slides arranged in a carousel before you leave for your presentation.
- Be five minutes early to meet your transportation.
- Introduce yourself when you approach the car.
- Return the map and slide equipment as soon as you are done using them.

GENERAL PRESENTATIONS

The following are suggestions from experienced IDEA students. Read them carefully and use what suggestions fit into your presentation. You may want to change your presentation as you become more skilled. Let us know what works for you so we can pass along suggestions to other IDEA students.



BEGINNING YOUR PRESENTATION

Start by saying hello in your language. Younger children will be anxious to imitate what you are saying. Include traditional customs such as bowing. Asking students if they know where your country is located and similar questions will allow students to feel actively involved in your presentation.

A brief introduction of yourself is helpful. Include something about your field of study and a little bit about your own personal background such as how old you are and how many there are in your family. Write your name on the blackboard in your own language as students are very curious about language differences.



DURING THE PRESENTATION

Remember to SMILE!!!!

Voice—Be Enthusiastic! Avoid extremes when you talk. If you are too excited or nervous you will be difficult to understand. If you speak in a monotone students will find it difficult to keep alert. Ask your audience if they can understand you after you have talked for a few minutes. (You will not have to ask this once you have given several presentations).

Hand Gestures—Use hand gestures and move around a little bit. It is easier for your audience to maintain interest if you look and act interested!

Eye Contact—Look directly at your audience and try to make eye contact with people in all parts of the room. Most people tend to look in just one area, so be alert to everyone. If your audience begins to look bored or restless ask them questions. Be careful not to go into too much detail.

Comparison—It is often easier for students to visualize what you are talking about if you give them concrete examples that compare something of your country with an aspect of theirs. For example, if you are talking about the size of your country, compare the area with the size of Oregon or the United States. Drawing on the blackboard to show relative size, or some other visual representation is helpful. Comparing traditions and rituals is also effective - for example, holiday, marriage, and birthday celebrations.

Sharing—Money, national dress, handcrafts and art objects are of interest to your audience. If they are delicate protect them by putting them in plastic before you pass them around. If you have pictures mount them on Poster board (available in the OSU bookstore) and cover them with plastic. It is sometimes difficult to hold the younger students' concentration and these visual items will help keep their interest and stimulate more questions.

Projects—When you are teaching a class how to make a craft, walk around the classroom to see if everyone understands the instructions and is able to follow them. Sometimes, students will not understand but they may be too shy to ask questions.

Questions—If you have a highly organized presentation explain to the audience that you will answer questions at the end—especially with younger children or they will never let you finish. If you are talking about many different topics, you may chose to have the audience ask questions after each section so they do not forget the questions they had about a particular topic.



CONCLUSION OF PRESENTATION

- Review the major points you want the audience to remember.
- As your allotted time draws to a close tell the audience you will only be able to take two or three more questions.
- Thank the audience for their attention.

SPECIAL PROJECTS



POLITICAL/SOCIAL ISSUES

You will make your point only if your audience listens to you. Inflammatory language may well isolate your audience. The audience may be confused about present situations because they do not understand the historical background to an issue. In this case, give them a brief introduction on the history, but try to be as objective as possible. Be aware of the difference between fact and opinion in your presentation. Sometimes people will ask you for your opinion and you do have the right to give your opinion but you must let people know it is your opinion. It is good to explain how you arrived at your conclusion and who are some others who share your opinion. **If possible give the other side of the controversy—this may very well strengthen your own side.**



COOKING

BEFORE THE VISIT

Try your recipe exactly as you submit it to the IDEA coordinator before it is sent to the teachers. When trying your recipe at home ask someone to write down exactly what you are doing so you will be assured of including each step on the written paper you send the IDEA coordinator.

Even though you may be demonstrating a recipe in a class of 30 people plan the recipe for between 4—8 servings or enough so that everyone has an opportunity to taste it.

It should not take more than about 30 minutes to complete the recipe. Make a note if the teacher is to prepare certain items ahead of time, such as cooking rice or slicing ingredients.

Have a copy of the recipe on file in the office so it can be sent to the teacher. He/she will purchase ingredients. List local stores where you have found specialty items and the approximate cost of the recipe for the number of servings you will prepare.

Write the cooking method on a small piece of cardboard for you to read during the demonstration. Fold it in half so you can set it up in front of you while preparing for the class.

DURING THE DEMONSTRATION

Tell the students about the food you will prepare. Explain if it is an everyday item or eaten on special occasions. Explain if it is typical of the general population or if it is only eaten by certain groups or in specific regions of the country. Demonstrate or explain how the food would be served and eaten in your country. If there are taboos relating to the food explain what those taboos are. Include the economic, religious or social importance of the food in your country.

Explain each step of the recipe preparation as you do them.

Wash your hands in front of the class and wear an apron during your demonstration.

Ask the instructor if there are special rules for you to observe in the kitchen. If you are not sure about the use of certain equipment or gadgets, ask for help.

Let everyone see what you are doing. Sometimes it is difficult for the students to see the ingredients so show them the packages and boxes of ingredients as well as portions of the dish as you make it. It is sometimes helpful to turn the pot or pan a little bit towards the audience so that they can see how the recipe looks. Tell them the names of the ingredients as you add them.

Taste the food using a teaspoon and wash it as often as it is used.

Ask the teacher to assign a student to help clean up as you go along so you can leave the kitchen clean and organized.



Remember, you want to finish the recipe so everyone has a chance to try it.

SLIDE PRESENTATIONS



Make a blank slide for the beginning and end of the slide presentation. Make the blank by inserting a thin piece of cardboard in an empty frame. This will avoid the bright white screen which can ruin the mood you have been trying to project.

Consider softly playing a music tape for background—be sure to let me know ahead of time if you will need a tape recorder at the presentation.

Organize your slides by geographic area, historic perspective, or subject, but let your audience know so they will know what to look for and what to expect.

Sunsets in the middle of a slide show often give the feeling the presentation is over and your audience may begin to lose interest. However, a sunset can be effective if it indicates you are moving from one region to another or the historic time is coming to an end and you are moving to a more modern time.

When using a sequence of slides on the same subject arrange them with a distant shot followed by a closer shot.

It is not necessary to make a comment on every slide—for example, if you show a series of slides about a city tell the audience "the next several slides show scenes from ---." This allows the audience to make observations and the program will flow more smoothly.

After securing the slides in the tray (which should be done before you leave for your presentation), run your slides to make sure they are put in the tray in the correct manner. An upside down slide, or even a wrong side of a slide will distract your audience and create a state of chaos while attempting to fix the problem. Slide trays can be checked out from the OIE.

Familiarize yourself with the machine you are working with and be able to react quickly in case of an emergency. Even a slide stuck in the viewing compartment can be easily removed if you know how! You may check out the projector from the OIE for home pre-viewing.

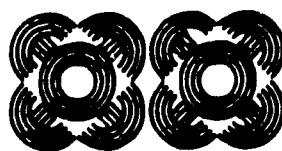
Never assume that everything is taken care of for you. You need to be responsible for making your own arrangements in regard to slide carousels and placement of slides.

If you use the same slide program put them in the order you want then run a felt tip pen from the left hand corner to the right hand corner so you know if the slides are in sequence and in the correct direction.



SUMMARY

The IDEA program is only as good as the participants. You are members of a multi-cultural team with a unique opportunity to help educate Oregonians about the world beyond the local borders. If you have any questions feel free to call upon the IDEA coordinator and other members of the team.



GOOD LUCK AND ENJOY!

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National Association for Foreign Student Affairs
Education for International Development Program
Proposal for Competitive Grant

TITLE: Workbook to accompany Professional Integration: A Guide for Students from the Developing World.

SUMMARY DESCRIPTION:

This project would support the development of a companion workbook for the NAFSA publication Professional Integration: A Guide for Students from the Developing World. It would be used by students individually or, ideally, in conjunction with one or more predeparture seminars on reentry and professional integration.

PROJECT COORDINATOR:

Martha Denney, Coordinator of International Training Programs
Office of International Training Programs
314 Aylesworth Hall, NE
Colorado State University
Fort Collins, Colorado 80523

INSTITUTION: Colorado State University, Fort Collins, Colorado 80523

ADDRESS: (See above)

TELEPHONE: (303) 491-7892

TOTAL STUDENT POPULATION: 18,094

FOREIGN STUDENT POPULATION: 703 (including researchers, nondegree technical trainees)

A.I.D. PARTICIPANT POPULATION: 114

PROPOSED BEGINNING DATE FOR THE PROJECT: March 1, 1985

PROPOSED CONCLUDING DATE FOR PROJECT: April 30, 1986

NUMBER OF FOREIGN STUDENTS TO BE INVOLVED: 15-20 USAID/USDS sponsored students for initial pilot testing. Additional students later on.

NUMBER OF OTHERS TO BE INVOLVED: Approximately 20 from C.S.U., community of Fort Collins and other campuses for development phase of the project.

They will be faculty, staff, community people and administrators from C.S.U. and other campuses.

NEEDS AND OBJECTIVES:

Needs: The need for the successful professional integration of students from the developing countries has been recognized and emphasized by the U.S. Agency for International Development (USAID) as evidenced by the support it offered the National Association for Foreign Student Affairs (NAFSA) Education for International Development Committee for the development and publication of the book entitled Professional Integration: A Guide for Students from the Developing World (1983, Hood and Schieffer, Editors).

While the book Professional Integration provides an intellectual framework to assist students as they begin the process of reentry into their home cultures, it seems doubtful that many will actually find the time to take the initiative to begin collecting and organizing the information and resources needed prior to their return home.

Objectives: The objective of this proposal is to support the development of a workbook for students to complement the book Professional Integration. It would be appropriate for use by individual students, or in conjunction with a seminar or series of seminars on reentry and professional integration.

Uniqueness: A workbook of the sort to be developed has not been done before and it would provide the focal point for the design and implementation of a predeparture orientation program heretofore not done on the Colorado State University (CSU) campus.

Student Participation: (Addressed in Project Activity and Procedure section.)

Benefits: The benefits of the development and use of the workbook on professional integration are potentially numerous. They would, among other things:

1. Promote an orderly transition process to help students bridge the gap between a U.S. education and the anticipated home country experience.
2. Strengthen C.S.U.'s capability to offer appropriate programs for students from developing countries by institutionalizing a predeparture orientation program.
3. Enhance the student's U.S. educational experience by offering a framework through which they can consider the process of knowledge transfer upon return home.
4. Encourage the students to explore their campus and community for potential resources prior to their departure.
5. Increase the satisfaction a student feels with his/her education at C.S.U. and thus promote further educational exchange between the university and his/her home country.

Institutional Support: The Director of International Programs at Colorado State University has recently given the Office of International Training Programs the responsibility to meet the special needs of sponsored foreign students, both degree and nondegree...including those sponsored by U.S.A.I.D. The Director of International Training Programs (OITP), recognizing the need for reentry and professional integration orientation, has lent his support to the development of the workbook and will serve on the campus advisory board.

PROJECT ACTIVITY AND PROCEDURES:

Procedures and Techniques: The workbook will be based on the book edited by Hood and Schieffer, however an advisory board, including students, will be formed to assist in the development of the materials.

Activities: A tentative outline of the workbook follows:

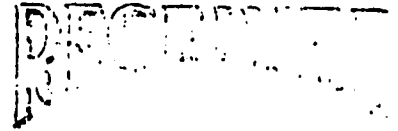
- Chapter: 1. Introduction: Reentry and Professional Integration
What are they?
Dimensions
2. Alumni: Who are they and how can they help?
Resources on campus
Resources in your home country
Your responsibilities as an alumni
3. The Scientist or Scholar Interacts: Communication and Interpersonal Relations in the Developing Countries
Isolation
Communication
Duality of Linkages
Mechanisms of Interaction
Creating Opportunities for Professional Interaction
Your responsibilities to make it happen
4. The Professional Integration of Women
Special Problems
The Professional Environment
Tokenism, Marginality and Individual Advancement
Professional Roles
5. Research and Publication
The need for research in developing countries
Research- the process
Publication-the product
Resource List
6. Developing a Resource Library
Why it is important
Library Information Resources
Your role in collecting materials
7. Continuing Education for the Returned Professional
Lifelong Learning- Exploring Attitudes
Models
Practical Suggestions and Resources
8. Reentry
Personal and Social Readjustment
Professional Integration
9. Conclusion and Personal Notes



INDIANA UNIVERSITY

INTERNATIONAL PROGRAMS

OFFICE OF INTERNATIONAL SERVICES
Student Services 306
Bloomington, Indiana 47405
(812) 335-9086
Telex No. 272279
Cable Address: INDVERS



DEC -5 1985

27 November 1985

Ms. Peggy A. Willens
Coordinator, Education for
International Development Program
NAFSA
1860 19th St., N.W.
Washington, D.C. 20009

Dear Peggy:

In the twelve months since receiving notification from the COOP Committee that our request for partial funding for administration of the INDEX Program in 1985 had been turned down, repeated efforts have been made both to secure the needed funding from alternative sources and to devise a viable alternative to employing a half-time INDEX Coordinator, which was the original modus operandi for the Program.. It now appears that it should be possible to operate the Program satisfactorily in the year(s) ahead without incurring the high cost of employing an additional staff person to coordinate INDEX. Following is a proposal as to how, with your approval or that of the EID Committee, we would like to proceed for the remainder of the 1984-85 grant cycle and beyond.

But first, some pertinent background for your consideration:

- (1) The INDEX resource-locator mechanism, though almost totally inactive over the past 10 months since the Program's Coordinator had to be let go for lack of salary money, remains intact. In other words, the decision of the COOP Committee not to provide the funding requested to support of the Coordinator position in 1985 and our subsequent lack of success in securing replacement funds from other sources necessitated temporary suspension of student site-visits and most of the promotional activity that had been contemplated for the first six months of 1985. A "caretaker" administrative arrangement was put in place with the Coordinator of the International Center on the IU Bloomington Campus, Carol King, assuming Program management responsibilities pending the outcome of negotiations/solicitations for a better administrative arrangement (with the necessary funding) on the University's Indianapolis Campus. (The venue/location of IUPUI had been considered optimal for INDEX since the Program's inception).
- (2) Data collection to enhance the Program's capacity to respond to requests or inquiries from businesses, public agencies, etc. continued in the Spring of 1985, with 16 Indiana institutions completing questionnaires and furnishing student resource rosters to Carol King as INDEX Coordinator ad interim. Efforts to secure financial support (from local Rotary Clubs as well as from various business groups) went forward during the same period and, in April, a second application for a COOP grant was submitted. In


addition, informal discussions looking to the relocation of the INDEX Program to IUPUI took place in the context of Campus International Affairs Committee deliberations relative both to the augmentation of institutional services to foreign students and scholars, and to the expansion of campus/community outreach activities in the international programs area.

- (3) The advent of summer brought good news and bad news for INDEX. The bad news was that the COOP Committee again declined to fund the Program. The good news was that preliminary approval had in the meantime been given by the IUPUI Administration to the addition of a full-time professional staff position to the Campus Office of International Student Services (OISS) and that OISS would be provided more spacious quarters in FY 1985-86. Clearance to fill the new staff position, which carries with it student programming and counseling responsibilities, was obtained in August, and the search/screening process was initiated in early September. At the invitation of the Associate Dean who directs the Office, Dr. Burdellis Carter, I participated in the interviewing of five of the over forty applicants for the position in late September. Mrs. Carol Nelson of Indianapolis was shortly thereafter offered the position, accepted, and came on board in mid-October. An extraordinarily versatile individual with significant international experience and a host of potentially valuable contacts in the Greater Indianapolis area, we think Mrs. Nelson is ideally-equipped to coordinate the INDEX Program as part of a larger OISS endeavor to provide off-campus enrichment/practical training experiences for the over 300 foreign students currently attending IUPUI.
- (4) Given the circumstances described in (1), (2), and (3) above, we have refrained from expending the greater part of the \$1200 EID grant for 1984-85. Our primary reason for withholding the EID funds for the time being has been the expectation that it would be possible to relocate and reactivate INDEX at IUPUI sometime later this year. That time has finally come.

What we would now like to do, if you and/or the EID Committee approve, is request an extension of the EID grant administration period until December 31, 1986 so that the remaining (unexpended) funds can be utilized to partially cover certain Program administration expenses over the next 12 months. This office would thus relinquish responsibility for the day-to-day operation of the program to Mrs. Nelson, who would carry it out under the supervision of Dean Carter. I would continue to serve as an adviser to the Program as well as an ex-officio member of the INDEX Steering Committee. Dr. Thomas Sargent, Executive Director of ICIP would continue to Chair that Committee and to ensure that the Consortium, as the "holding company" for the Program, meets its responsibilities in terms of receiving and overseeing the expenditure of grant funds in accordance with the grantor's requirements as well as its own accounting rules.

Please let me know whether the grant administration period can be extended and, if so, for how long. It would also be helpful to know if we need to furnish you a plan and/or addition justification to support our request for an extension of the EID grant.

Sincerely,


Kenneth A. Rogers
Associate Dean & Director

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NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS

Education for International Development Program

Proposal for Competitive Grant

Please complete the following cover sheet to your final proposal. Use the attached questions as the format for describing your project, repeating each question as the heading for your response. Proposals should be typed and no longer than six (6) pages. The Proposed Budget Form should be completed carefully and attached to your proposal.

TITLE OF PROJECT: INDEX (Indiana Business/Public Administration International Student Exchange)

SUMMARY DESCRIPTION: (50 words or less) INDEX facilitates interaction between foreign students attending Indiana institutions and professions in business and public service establishments throughout the State, providing the former with educational enrichment/practical training experiences and the latter with information about, insights into, and contacts in countries with which they wish to develop trade relationships or from which they seek to attract investment.

PROJECT COORDINATOR: Indiana Consortium for International Programs

INSTITUTION OR ORGANIZATION*: ICIP
ADDRESS: North Quadrangle 112, Ball State University
Muncie, Indiana 47306

TELEPHONE: (317) 285-1042

TOTAL STUDENT POPULATION AT THE INSTITUTION: 32,715

FOREIGN STUDENT POPULATION: 2,231 (6,862 total number of foreign students in Indiana)

A.I.D. PARTICIPANT POPULATION: 50

PROPOSED BEGINNING DATE FOR PROJECT: January 1, 1985

PROPOSED CONCLUDING DATE FOR PROJECT: December 31, 1985

NUMBER OF FOREIGN STUDENTS TO BE INVOLVED: To date nearly 200 are involved
--Students sponsored by A.I.D.: 25 at I.U. Bloomington

NUMBER OF OTHERS TO BE INVOLVED:
(Please indicate whether they are U.S. students, faculty, community members, etc.)
14 member steering committee: U.S. faculty and business people

* Please attach descriptive material on the institution or organization applying for the grant. Please specify the relationship between that office and the International Student Office on campus, if applicable.

INDEX PROPOSAL

OBJECTIVES AND NEEDS

- (1) The objectives of the INDEX Program are: (a) increase the international outlook and awareness of firms and public agencies in Indiana; (b) help bring the academic and business communities into mutually productive collaboration; (c) promote utilization of the specific knowledge, experience, language and cultural insights of foreign students in the operation of local establishments; and (d) further international education exchange through positive interaction between foreign students and Americans, especially those working in business, government, and the professions.
- (2) The need for the Program was established through a questionnaire survey of 2,000 businesses and service organizations in Indiana that are involved in aspects of international trade. The response not only clearly confirmed the need for a program such as INDEX, but also indicated certain specific interest areas.
- (3) INDEX is innovative in that it attempts to draw upon the presence of foreign students on the scene to create tangible benefits for interested individual students, as well as for the companies, and public agencies involved. It is a Program with long term objectives, based on the premise that professional contacts made here and now will be nurtured to fruition in the future when students return home to become important buyers, governmental officials, etc. Contacts established by INDEX between students and companies have the potential at taking on a life of their own--to the benefit of both.
- (4) The Project is completing its first year of operation. To date it has been based at and has served primarily students of IU Bloomington. The project differs from others in that it is to become a statewide activity involving students from all ICIP member institutions as soon as possible. Efforts to extend the program beyond IUB began in earnest in August 1984.
- (5) INDEX is appropriately based at Indiana University since approximately 40% of all foreign students in the State of Indiana study at IU. Almost 20% of the University's foreign enrollment is in the School of Business.
- (6) All foreign students attending I.U. have been sent a letter stating the purpose of the INDEX Program. This letter was accompanied by an application form inviting student participation in the Program. Also a questionnaire was disseminated to gauge student interest. The 8% return rate was positive from all, including AID-sponsored students.

ANTICIPATED BENEFITS RESULTING FROM INDEX:

- (7) Students participating to date have benefited by making contact with organizations in their specific area of career interest and acquiring more refined knowledge of the operations of particular enterprises or

establishments. Their sense of worth has been heightened in being able to answer questions as well as offer cultural insights, advice and information to U.S. managers. Some students have also served as translators and interpreters--gaining additional, useful practical experience.

The institution benefits in that its foreign students are provided opportunities for personal contact with leaders and practitioners in business, government, and the professions. This is directly beneficial to the institution since the Program meets needs that are seldom met in the classroom (formal study) situation. In complementing the academic curriculum, the INDEX maximizes the benefits of study in a U.S. institution.

The community benefits directly since its contact with the students through representatives of local businesses etc., enables it to become more aware of the business and cultural climate and opportunities of the students' home countries.

- (8) Evidence of organizational support is apparent. The Indiana District Export Council and the International Trade Administration of the U.S. Department of Commerce have actively supported and facilitated Program activities. For example, the D.E.C. mailed INDEX questionnaires to 2,000 companies, and its President is an INDEX Steering Committee member. Rotary International is seeking ways to be of assistance to INDEX at the local Club level. A senior staff member of Kiwanis International is aiding the Steering Committee in developing strategies for obtaining additional financial support, etc.

PROJECT ACTIVITY AND PROCEDURES

- (9) The procedures used to implement the project: Contact by letter and phone has resulted in a large pool of company and student profiles. From this list a projected calendar is created. The Coordinator establishes a visit date, advertises the visit to students and arranges transportation, and briefs students prior to visits to familiarize them with the company or public agency. Faculty with expertise can be used to acclimatize the students of the specific area of company or agency involvement.
- (10) Activities planned for the project are primarily group visits to companies and public service organizations.
- (11) See attachment
- (12) Materials developed include a business brochure, a student information sheet/resume form, and an information package created for cooperating campuses.

PERSONNEL AND ADMINISTRATION

- (13) See attached outline of OIS Responsibilities. INDEX is administered through our International Center, which is the venue for programming designed to facilitate foreign students' orientation/adjustment to the U.S. campus/community environment, educational enrichment, etc.

(14) Apart from the information on the Coordinator's resume, Mr. Harman is involved in international affairs and communication.

(15) See attached list of Steering Committee Members.

State selection process for committee.

Will meet quarterly in 1985.

(16) Criteria for selection of participants:

All foreign and American students interested in international affairs.

Criteria: Interest on the part of student in making contact with Indiana business, good communication skills in English, academic record and recommendations from faculty. Visits are coordinated to complement needs of businesses and interests of students.

EVALUATION AND ADAPTATION

(17) To evaluate the value of INDEX, questionnaires are completed by students after visit. Recently, in order to evaluate the success of INDEX to date, questionnaires have been sent to all students and organizations. The final report will be prepared by the Coordinator with the assistance of the Steering Committee.

(18) Publicity for the INDEX Program has been an ongoing process. Considerable assistance has been given by the Vice President for University Relations at Indiana University through Ms. Nancy Greene, Director of Communications/IU News Bureau. Apart from numerous local and statewide newspaper articles on INDEX, several radio spots have been prepared and broadcast throughout the state. Contact is made with the local newspaper of the visit site. In this way we attempt to promote each visit to the community being visited.

(19) INDEX can serve as a working model by virtue of the lessons learned in implementing it during the pilot year. The necessity of discovering company or agency needs. How those needs can best be met by INDEX and the foreign students. The need for informing companies about INDEX activities.

CONTINUATION

(20) We are hopeful that further funding will be made available to INDEX by local and state sources:

(21) See memorandum from Dr. Alan McNabb, (Director, Career & Placement Support Services) dated November 14, 1984.

BUDGET

(22) Budget is completed.

(23) The INDEX Program has been established on a smaller than originally projected budget of grant funds, which led to the contribution of considerably more institutional support than had been earlier contemplated. On the basis of almost 10 months of operational experience, we can now project Program costs with more precision. We have indicated fundraising for the second year of operation beyond NAFSA Coop and EID funding at \$17,845. Our plan is to submit a strategy paper to our Steering Committee with a request that they play a major role in the fundraising effort. Several of the committee members are Indiana business leaders, some are professors, and nearly all are well-acquainted with various companies in the business sector of the state. As you will see from the budget summary, we anticipate the EID funding would cover most of the telephone expenses of the second year. IU in-kind support will cover most of the secretarial costs and some supplies and expenses, as well as the professional staff time of the Director and Assistant Director of International Services (four hours from each for each month of operation). The Coordinator of the International Center also supports the INDEX Program with her time somewhat more sporadically. Beyond the figures provided in the budget summary, and above, we would add only that outside funding will be most critical in supporting the travel expenses of the Coordinator and the student groups who make visits. Staff time is provided free by other international service offices of participating schools in Indiana. Occasionally, too, they are able to provide some transportation; however, if this were to be a requirement of the program, we believe it would negatively effect participation from other Indiana campus students.

NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS

Education for International Development Program

Proposal for Competitive Grant

BUDGET SUMMARY

Funds requested from:	<u>NAFSA EID Program</u>	<u>Other Sources (amount/source)</u>
I. Administrative Expenses:		
Postage	0	\$ 250
Telephone	\$1,250	\$ 250
Secretarial	0	\$3,750
Material and Supplies (list on separate sheet)	0	\$2,400
TOTAL Administrative Expenses:	<u>\$1,250</u>	<u>\$6,650</u>
II. Participant Expenses: (Please specify their nature and cost per participant)		
Steering Committee	0	\$ 600
Student transportation	0	\$3,000
Coordinator travel	0	\$ 755
lunches, overnight	0	\$1,500
TOTAL Participant Expenses:	<u>0</u>	<u>\$5,855</u>
III. Evaluation & Follow-up Expenses: (Please specify nature and amount)		
_____	0	\$ 225
_____	0	_____
_____	0	_____
_____	0	_____
TOTAL Evaluation & Follow-up Expenses:	<u>0</u>	<u>\$ 225</u>
IV. OTHER: (Please specify nature and amount)		
General brochure	0	\$ 500
Student brochure	0	\$1,000
Coordinator salary	0	\$17,845
TOTAL Other Expenses:	<u>0</u>	<u>\$19,345</u>
TOTAL AMOUNT REQUESTED	<u> \$1,250</u>	<u>\$32,075</u>

FINAL REPORT
MICHIGAN STATE UNIVERSITY
DEVELOPMENT ADVISORY TEAM TRAINING WORKSHOP
MSU-DAT

Kellogg Biological Station
Gull Lake, Michigan
JUNE 11-15, 1985

Prepared by MSU-DAT Project Coordinators

Dr. Vincent Bralts, Assistant Professor, Agriculture Engineering

Dr. Tom Carroll, Coordinator, Center for the Advanced Study of
International Development

Dr. David Horner, Director, Office for International Students
and Scholars

Ms. Melba Lacey, Administrative Assistant, Zimbabwe Project

Mr. Segbedzi Norgbey, Graduate Student

For the Sponsors:

Center for the Advanced Study of International Development

Institute for International Agriculture

International Studies and Programs

Kellogg Biological Station

National Association for Foreign Student Affairs

September, 1985

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FINAL NARRATIVE REPORT

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NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS
EDUCATION FOR INTERNATIONAL DEVELOPMENT PROGRAM

Final Report for Competitive Grant

TITLE OF PROJECT: Michigan State University Development Advisory
Team Training Workshop (MSU-DAT I)

SUMMARY DESCRIPTION:

The workshop was designed to develop the capacities of multinational, cross-disciplinary development advisory teams to conduct project designs, implementation and evaluation assignments in an efficient and effective manner. It was also designed to provide a greater understanding of the policies and procedures of major international donor agencies as they relate to development project design and evaluation. Cultural dimensions of effective communications and management skills transference were explored. To facilitate the latter, graduate students from developing countries were included in the workshop to serve as resource persons.

PROJECT COORDINATORS:

Dr. David Horner, Director, Office of International Students and Scholars;

Dr. Vincent Bralts, Assistant Professor, Agricultural Engineering;

Dr. Tom Carroll, Coordinator, Center for Advanced Study of International Development;

Ms. Melba Lacey, Administrative Assistant, Zimbabwe Project;

Mr. Segbedzi Mergbey, Graduate Student.

INSTITUTION OR ORGANIZATION: Michigan State University

ADDRESS: 109 Center for International Programs, Michigan State University, East Lansing, MI. 48824

TELEPHONE: (517) 353-1720

TOTAL STUDENT POPULATION AT THE INSTITUTION: 40,000

FOREIGN STUDENT POPULATION: 1,900

A.I.D. PARTICIPANT POPULATION: 100

A.I.D. PARTICIPANT POPULATION: 100

BEGINNING DATE FOR PROJECT: January 1, 1985

CONCLUDING DATE FOR PROJECT: June 15, 1985

NUMBER OF FOREIGN STUDENTS INVOLVED: 14 total including 5 students sponsored by A.I.D.

NUMBER OF OTHERS INVOLVED: 16 MSU faculty
6 U.S. graduate students
3 MSU staff
4 North Carolina A & T University
1 Faculty Notre Dame University
1 private individual

45 TOTAL

OBJECTIVES AND NEEDS:

1. What were the objectives of the project?

A. To develop the capacity of multinational, cross-disciplinary development advisory teams to conduct project design, implementation and evaluation assignments in an efficient and effective manner.

B. To review the policies and procedures of major international donor agencies (including USAID) as they relate to development project design, implementation and evaluation.

C. To develop the capacity of participants to appreciate the cultural dimension of effective communication and management skills transference.

D. To assist developing world students participating in DAT to prepare for productive professional work in development efforts in their home countries.

2. What evidence was there of the need for such a project?

The academic and research programs in Michigan State University have a strong international focus. Historically, a number of University faculty, staff and students have been involved to varying extents in international development projects and programs.

However, given the numbers of faculty members with international experience who have either retired in recent years or expect to retire in the near future, MSU will need to motivate and train new faculty to the cross-cultural and

cross-disciplinary nature of international development work in order to maintain a high level of participation in international development projects. Exposure to these issues before commencement of overseas assignments would, to a large extent, place the international development assignments in a more realistic perspective, reduce frustration among consultants, and facilitate the development processes.

3. How was this project innovative?

Michigan State University made some adaptations to the innovative format developed at Iowa State University for DAT workshops. First, the DAT workshop was held off-campus at the Kellogg Biological Station near Battle Creek, Michigan, about 75 miles from East Lansing. This setting facilitated greater immersion in the topics and processes of the workshop at meals and sessions throughout the day. This worked out well, though it was more costly than meeting on campus.

Second, the workshop was compressed into four days running from Tuesday afternoon to Saturday noon in order to maximize participation by reducing time away from the regular work needs of faculty, staff and graduate students. Some participants felt, however, that the workshop was too intensive and that the allotted time should be expanded.

Third, like ISU, MSU selected international graduate students with extensive work experience in their home countries to serve as host country professionals and resource persons at the workshop. These selected students prepared written scenarios which were included in the manual and used by the country teams in designing specific community development projects. The written format greatly facilitated the teams getting quickly into the design of the project.

Fourth, following the presentations on environmental impact assessment, each team also prepared an EIA for their community development project.

Fifth, the Going International films series added considerable content and material for discussion on how to cope with culture shock.

4. Had the proposed project been conducted on your campus previously or in other locations? If so, what major differences distinguished this project from others?

MSU-DAT was modeled after Iowa State University's DAT program with the modifications listed above in #3. The basic objective, content, and group processes used at ISU were retained.

5. How was this project appropriate in your institutional setting?

See the response to question #2 above.

6. What steps were taken to determine foreign student interest in the project and to assure AID-sponsored student participation?

To facilitate foreign students interest in the project, a number of steps were taken including:

A. The DAT workshop was widely publicized through the bulletins of the Center for Advanced Studies of International Development and the Office of International Students and Scholars Newsletter.

B. Brochures were widely circulated to departments on campus.

C. AID and other sponsored students were specifically invited to attend information sessions through letters (appendix A) and telephone calls. Modest stipends were awarded to students who developed case studies for the event.

7. What were the benefits resulting from this project -- to the foreign student participant, the institution, and the community?

The few very well qualified students who were selected to attend MSU-DAT I found the workshop (from the evaluation reports) intellectually stimulating and rewarding. They also had the opportunity to meet personnel from the World Bank and AID. The foreign student participants also reported that they gained considerable insight into some of the issues involved in working with expatriate consultants in the development process.

MSU faculty and their departments benefited through their exposure to an integrated approach to training for international development work. Units interested in training faculty for international work can now evaluate the appropriateness of the DAT format for MSU's future needs.

8. What institutional and/or organizational support was there for the project?

Financial and administrative support for the workshop came from the College of Agriculture and Natural Resources and The Institute for International Agriculture, the Dean of International Studies and Programs, the Center for Advanced Study of International Development and the Kellogg Biological Station. The financial contributions of these institutions within the entire expenditure budget can be found in the budget report (appendix B). Participants also paid \$100.00

registration fee. The registration fee was waived for selected foreign graduate students.

PROJECT ACTIVITY AND PROCEDURES:

9. What procedures and techniques were used to implement the project?

The project was implemented in a workshop format involving six teams of five or six participants including at least two international students on each team. Each team assumed the name of the nation represented by the host country national on the team: India, Senegal, Indonesia, Kenya, Nepal, and Jamaica.

Educational techniques utilized during the workshop included presentations by faculty and staff, films, video tapes, and slide-tapes, team-building exercise discussions and individual diagnostic instruments.

10. What activities were carried out during the project?
Please be as specific as possible.

Tuesday, June 11

The workshop started with a reception and introductory program sessions at the Crossroads Cafeteria at the International Center. This event was open to interested faculty, staff, administrators, and graduate students to pique their interest in future opportunities for participation in a DAT workshop.

The early sessions of the workshop focused on "The Overseas Assignment" and were moderated by Dr. David Horner, Office of International Students and Scholars. Part I of the Going International film series was shown followed by a presentation on "Communicating Across Language Barriers" by Professor Scotton of the Department of Linguistics and Languages. Participants were then transported by vans to Kellogg Biological Station. Part II of the Going International film series was shown during the evening session.

Wednesday, June 12

The morning session was devoted to presentations on the policies and project programming processes of USAID and the World Bank by Dr. Dale Harpstead of BIFAD, Ms. Siegrid Blobel of the World Bank, and Dr. Kim Wilson of MSU.

The order of the remainder of the day was changed from the program. Part III of the Going International film series was shown, followed by team discussions of the films. The remaining afternoon session and the evening session included

presentations, films, and team exercises focusing on "Development Advisory Teams: Group Dynamics and Productivity," led by Professor Tom Carroll, Center for Advanced Study of International Development.

Thursday, June 13

There were four sessions involving lectures and team discussions during the morning and afternoon: "Communication and Community Development" by Mr. Kwadwo Anckwa, Lecturer, Dept. of Journalism, University of Ghana, and MSU graduate student; "Farming Systems Research/Extension (FSR/E) by Dr. Mary Andrews, International Extension Office, CES; "Women and the Development Process" by Dr. Rita Gallin of the WID Office; and "Intercultural Communication" by Dr. Larry Sarbaugh, Professor Emeritus, Department of Communication. Dr. Ev Everson, Department of Crop and Soil Sciences, gave a luncheon talk on "Consulting for International Development Agencies". During the evening each team designed a community development project based on the scenario prepared by its host country national.

Friday, June 14

In the first session each team reported on the design of its community development project. The remainder of the morning session was devoted to environmental and social impact assessment with presentations by Professor Vincent Bralts, Department of Agricultural Engineering, Professor Daniel Bronstein and Mr. Segbedzi Norgbey of the Department of Resource Development, and Professor William Derman, Department of Anthropology. Dr. Herbert Whittier, former project director of an MSU/USAID institution-building project in Nepal gave a luncheon presentation on the "Real World of Project Implementation". He was joined in the discussion that followed by two other MSU faculty member and a graduate student from Nepal who had been involved in the project.

At the the beginning of the afternoon session, Dr. Ron Rossmiller, Department of Civil Engineering at Iowa State University, introduced the rules and process for the "Rural Road Construction Exercise". Team planning occupied the balance of the afternoon session and completing the ten time periods filled the evening session and much of the session the following morning.

Saturday, June 15

Three of the six teams completed the 30-kilometer, laterite road within the ten time periods allotted for play. Dr. Rossmiller led a session on the game debriefing, and Professor Jay Artis of the Department of Sociology led a session on evaluating the DAT workshop. Following lunch, participants returned to MSU in vans.

11. Please include the project calendar, including dates and places of all major events.

A detailed program of the workshop events which took place June 11-15, 1985, is included in Appendix C. Meetings with sponsors of the workshop took place in November 1984; regular planning meetings started in January 1985. A final meeting with the sponsors concerning the evaluation of MSU DAT I and the feasibility and desirability of holding future DAT workshops took place in September 1985.

12. Were any materials or products developed for use in the project? If so, please describe.

An extensive reference manual of approximately 500 pages derived from the ISU DAT VI manual and containing numerous articles and materials on the various topics of the workshop was produced for use by the participants. The table of contents for the manual is included as Appendix D.

Three video tapes in 3/4" U-matic format were produced: "Criteria for Success of International Development Projects" by Professor George Axinn, Department of Resource Development (24 minutes); "Environmental Impact Assessment" by Professor Daniel Bronstein, Department of Resource Development (30 minutes); and "Interdisciplinary Research (and Technical Assistance)" by Professor Glenn Johnson, Department of Agricultural Economics (12 minutes).

13. How was the project publicized: while in progress and upon completion, at the project site, regionally and nationally?

A copy of the brochure used to advertise the workshop primarily on campus is included as Appendix E. However, brochures were mailed to the Midwest Universities Consortium for International Activities (MUCIA) institutions and the event was widely publicized via the "CASID Current". A special invitation was extended to North Carolina A & T (MSU's Memorandum of Understanding partner institution) and a four person team participated in the event. If future MSU-DAT workshops are presented they will likely be more heavily publicized beyond MSU, particularly among the MUCIA institutions.

PERSONNEL AND ADMINISTRATION:

14. Please describe the operations of your international student office (including objectives, staff, etc.) and how this project fits into the general priorities of the office.

The Office of International Students and Scholars serves the approximately 1400 graduate and 500 undergraduate foreign students enrolled at MSU. The professional counseling staff of 4.5 FTE provide quality support service to students, faculty and university administration. A major effort of the office is the sponsored student program which provides services to sponsors of foreign students. The director was involved in promoting, planning and implementing DAT.

DAT was important in meeting the office's objectives of encouraging and providing educational opportunities for students. The process of recruiting foreign students as resources for the workshop provided opportunities to discuss the principles and issues behind DAT with a large number of students.

15. Please identify the names and positions of project coordinator(s) and assistants, listing specific qualifications of each as relevant to this project.

The workshop was coordinated jointly by Dr. Tom Carroll, Coordinator of the Center for Advanced Study of International Development; Dr. David Horner, Director of the Office of International Students and Scholars and Dr. Vince Bralts, Assistant Professor of Agricultural Engineering. Melba Lacey of The Institute of International Agriculture and Segbedzi Norgbey, a graduate student served as administrative support staff and graduate assistant respectively on the planning committee. Drs. Carroll, Horner, and Bralts attended DAT VI at Iowa State University in January, 1984. Mr. Norgbey conducted DAT workshops in Ghana, where the concept was first implemented, for three years.

All five members of the planning committee have had previous experience planning and coordinating workshops in their respective work situations. The planning committee met for about 1 1/2 hours every week from January 1985. Other meetings were scheduled as necessary.

16. What advisory group(s) governed this project? What was its composition and how was it selected? How often did it meet?

A specific advisory group was not identified for this project. However, consultations with the Director and Assistant Director of The Institute of International Agriculture were held in developing program and identifying resource people. Members of the coordinating group met with DAT organizers at Iowa State University. MSU faculty members were consulted and used to present concepts and develop exercises related to their academic disciplines.

17. What were the criteria for selection of participants and who made the selection? How were participants recruited and

selected?

Participants were recruited on a campus-wide basis through announcements in newsletters, the brochure, Deans' meeting, and individual contacts.

Workshop participants were selected by the coordinating committee based upon the applicant's interest and potential for involvement in an international development project. A balance between faculty, administrators, and graduate students was maintained. Participants from North Carolina Agricultural and Technical University, MSU's partner university under Title XII, were recruited and participated.

EVALUATION & ADAPTATION:

18. What evaluation procedures were used? How were students involved? Who participated in the evaluation process? Attach sample student evaluation form.

The DAT workshop was evaluated at the last session using the "nominal group technique." Each participant was asked to fill out an individual questionnaire. The individual questionnaire and the listing of the responses for each question by the 34 respondents are included as Appendices F and G respectively.

The responses on the individual questionnaires were unanimous in concluding that the workshop had been a valuable experience. The cross-cultural content and team exercises were most often mentioned as highlights of the workshop. There was also unanimous agreement that the manual and audio-visual materials were very helpful in increasing the participants' understanding of the concepts presented. Respondents felt that both the sessions, particularly the team exercises, and the supporting materials helped to achieve the four objectives of the workshop. Although most respondents did not mention any hindrances, several mentioned that the workshop time constraints may have somewhat hindered achieving workshop objectives.

With respect to making recommendations about changes in the format of the future workshops, about half of the respondents made suggestions best summarized in the comment "more group activities, more time for processing group interaction, less lectures--let the content rise from the process". There was much less consensus about which specific topics should be given more or less attention. There was strong consensus that the project planning exercise (supplied by Human Synergistics, Inc.), the community development project design exercise, and the rural road construction exercise all contributed effectively in fostering the team approach to planning.

Although there were a few specific comments about the

lighting in the main conference room, most respondents felt that the facilities of the Kellogg Biological Station provided an excellent setting for the workshop. In the general comments section, many noted that it was a well-organized workshop, though perhaps a bit too intensive in that respondents needed a little more time to relax, reflect, read the manual, and enjoy the scenery.

The team evaluations reflected the individual responses. The average team score for the overall evaluation of the workshop was 7.8 on 10-point scale. Four teams cited the rural road construction exercise and the community development design project as the two best sessions of the workshop. A summary of the responses to the team questionnaire is included as Appendix H. {Note: Students were involved in the evaluation process both as individual respondents and as members of the teams preparing team responses.}

19. One of the purposes of the Education for International Development Competitive Grants is to provide models for adaptations in other areas; please indicate how this project will serve as such a model.

The DAT workshop format that was first developed at Iowa State University has now been replicated at the University of Kentucky and Michigan State University, each with its own focus and special adaptations, while relying on the use of international graduate students as important resources for the workshop. The experience and format of MSU DAT I is available for use in planning future DAT workshops at MSU and at other universities.

CONTINUATION:

20. What indication exists that the project will be continued, now that the Education for International Development grant period has ended?

The consensus of a meeting with the MSU sponsoring units (Institute for International Agriculture, International Studies and Programs, Kellogg Biological Station) was that a second session probably would be offered within the context of an overall orientation plan for international work at MSU.

BUDGET:

A complete financial statement with sources of funds and an expenditure breakdown can be found in appendix B.

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN • 48824-1035
International Studies and Programs

Telephone (517) 353-1720

Telex 310 251 0737
MSU INT PRO ELSG

Office of International Students and Scholars
 109 Center for International Programs

April 1, 1985

Dear International Student/Scholar:

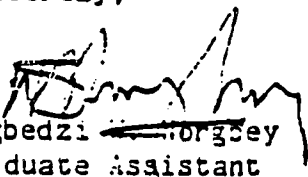
We are pleased to announce the first Development Advisory Team (DAT) Workshop at Michigan State University to be held at the Kellogg Biological Station near Battle Creek from June 11-15, 1985. Participants will include MSU faculty and staff who are interested in international development. The main objectives of the workshop are spelled out in the brochure enclosed for your perusal.

To provide a "reality factor" in testing team decisions against developing country preferences, traditions, and values, the workshop has been designed to include international students & scholars from developing countries. These people will serve in the role of host country professionals to provide a realistic perspective on the issues which will constitute the subject matter of deliberations at the 4-day workshop. To facilitate this role, we encourage those of you who have had considerable work experience in your respective home countries to apply to participate in the workshop. If selected the \$100.00 registration fee will be waived and a modest stipend may be available.


Application forms are available from the Office of International Students and Scholars, 109 International Center. Completed applications should be returned by Monday, April 29.

For more information on the workshop, you are invited to an informational session scheduled for Monday, April 8, 1985 in Room 204, International Center at 3:30 p.m. We believe that participating in the DAT Workshop will be a rewarding experience for you.

Sincerely,



Segbedzi Georgey
 Graduate Assistant



David D. Horner
 Director

DDH:mjc
 Enclosure

Appendix B

MICHIGAN STATE UNIVERSITY
DEVELOPMENT ADVISORY TEAM WORKSHOP

Expenditure Report August 30, 1985

<u>INCOME SOURCE</u>	<u>PROJECTED</u>	<u>REC'D TO DATE</u>
Registration fees*	\$4,000.00	\$3,200.00
NAFSA Grant**	2,500.00	2,500.00
MSU Agricultural Experiment Station (KBS)	5,000.00	5,000.00
MSU Center for Advanced Study of International Development	1,000.00	1,402.58
MSU International Studies & Programs	1,000.00	1,000.00
MSU Institute of International Agriculture	1,000.00	1,195.98
TOTALS	\$14,500.00	\$14,298.56

<u>EXPENDITURES</u>	<u>PROJECTED</u>	<u>EXPENDED TO DATE</u>
Room and Board	\$7,340.00	\$7,200.00
Iowa Consultant	1,000.00	897.58
Additional Consultants	0.00	1,337.95
Graduate Assistant	2,200.00	2,200.00
Host Country Nationals	300.00	300.00
Supplies and Materials	2,000.00	1,787.83
Transportation	800.00	241.20
Reception	500.00	334.00
TOTALS	\$14,140.00	\$14,298.56

*Additional registration fees forthcoming from two sponsoring agencies

**Second half of NAFSA funding forthcoming

MSU DAT I SCHEDULE

	TUESDAY June 11	WEDNESDAY June 12	THURSDAY June 13	FRIDAY June 14	SATURDAY June 15
7:15 - 10:00		7:15-Breakfast 8:30-International Development Agencies Dale Harpstead Siegrid Blobel	7:15-Breakfast 8:30-Communication and Community Dev. Kwadwo Anokwa	7:15-Breakfast 8:30-Teams report on community dev. proj.	7:15-Breakfast 8:30-RRCE play resumes
10:00 - 10:30		COFFEE/TEA BREAK			
10:30 - Noon		10:30-The AID Programming Process Kim A. Wilson 11:30-Discussion	10:30-Session continued 11:00-Farming Systems Research/Extension Mary Andrews	10:30-Session continued 11:15-Social Impact Assessment Bill Derman	11:00-RRCE Conclusion
Noon - 1:30			LUNCH BREAK		
1:30 - 3:00		1:30-Index of Project Seriousness (video) George Axinn 1:50-Development Advisory Teams: Group Dynamics Jay Artis Tom Carroll	1:30-Role of Women in the Development Process Rita Gallin	1:00-Rural Road Construction Exercise (RRCE) Ron Rossmiller 1:30-RRCE Team Planning	12:45-Depart KBS
3:00 - 3:30		TEA AND PUNCH BREAK			
3:30 - 5:00	3:00-Opening Reception 3:30-Introduction to DAT I 3:45-Going International: <i>Bridging the Cultural Gap</i> 4:15-Communicating across Language Barriers Carol Myers Scotton	3:30-Session continued	3:30-Intercultural Communication Larry Sarbaugh	4:30-RRCE Team Plan Submitted	
	5:00-Depart MSU	5:00-Wine/Cheese Social	5:00-Social Hour (cash bar)		
6:00 - 8:00	7:00-Dinner	6:00-Dinner	6:00-Dinner	6:00-Dinner	
Evening	8:00-Introduction to DAT 8:30-Going International: <i>Managing the Overseas Assignment</i>	8:00-Going International: <i>Beyond Culture Shock Welcome Home, Stranger</i>	7:30-Team Exercise	7:00-RRCE play resumes	

DEVELOPMENT ADVISORY TEAM

TRAINING WORKSHOP

MSU DAT I

Michigan State University
Kellogg Biological Station

June 11-15, 1985

PROGRAM

Tuesday, June 11

- 3:00 . Opening Reception, Spartan Room, 117C Crossroads Cafeteria
- 3:30 Introduction to DAT I
- The Overseas Assignment [Horner] [2.1]
- 3:45 Videotape: Going International (Part I): Bridging the Cultural Gap [2.3]
 Challenges of interacting with people from different cultures
 Need for cross-cultural skills to become more effective in
 foreign situations
- 4:15 Communicating across Language Barriers [2.7]
 Prof. Carol M. Scotton, Department of Linguistics and Languages
- 5:00 Depart by vans for Kellogg Biological Station (KBS)
- 6:30 Arrive KBS
- 7:00 Dinner
- 8:00 Introduction to DAT Participants, Program, and Logistics
- 8:30 Videotape: Going International (Part II): Managing the Overseas Assignment [2.4]
 Specific problems Americans might have doing business in such
 countries as Japan, Saudi Arabia, England, India, and Mexico
 Cultural taboos and accepted standards of business behavior are
 explained by foreign nationals of the host countries
 Strategies for improving personal performance in foreign
 situations
- 9:00 Discussion
- Later Social Hour (cash bar)

Wednesday, June 12

7:15 Breakfast

8:30 International Development Agencies

USAID Development Strategy [3.1]
Prof. Dale Harpstead, Department of Crop and Soil Sciences (on leave
with BIFAD, Washington, D.C.)

Basic needs strategy
Allocation of U.S. foreign aid by type, country, and sector
Private sector initiative
Special mission of BIFAD
Bilateral vs. multilateral assistance
Opportunities for faculty involvement with AID projects

World Bank Development Strategy [3.2]
Ms. Siegrid Blobel, World Bank, Washington, D.C.

Role in development assistance
Lending for food security, health, education, and infrastructure
development
Relation to IMF
Opportunities for faculty involvement with World Bank projects

10:00 Break (coffee and tea)

10:30 The AID Project Programming Process [3.3]
Prof. Kim Wilson, Department of Animal Science and the Institute of
International Agriculture

Spectrum and cycle of principal stages in project programming
Development strategy
Assessment (constraint analysis)
Project design
Contractor procurement
Implementation
Evaluation
Role of universities
Why are we involved?
Expectations of AID and host country officials

11:30 Discussion

12:00 Lunch

1:30 Index of Project Seriousness (videotape) [3.7]
Prof. George Axinn, Department of Resource Development (on leave)

Project seriousness
Personnel seriousness
International supporting (foreign) agency seriousness

Wednesday (continued)

- 1:50 Development Advisory Teams: Group Dynamics and Productivity [4.1]
Prof. Jay Artis, Department of Sociology
Prof. Tom Carroll, CASID
Mr. Segbedzi Norgbey, Department of Resource Development
- Team exercise: "The Project Planning Situation" [4.2]
Synergistic Decision Making
The Interpersonal Skills [4.3]
Film: The Grid Approach to Conflict Resolution
[Blake and Mouton]
The Task Skills
Videotape: Interdisciplinary Research [Johnson]
The Rational Skills [4.4]
- 3:00 Break (tea and punch)
- 3:30 Session continued
- 5:00 Wine-and-Cheese. Social Hour
- 6:00 Dinner
- 7:30 Videotape: Going International (Part III): Beyond Culture Shock [2.5]
Experts explain the psychological phases of the process of
adjustment for families or individuals moving abroad
Expatriate families discuss their experiences in overcoming
culture shock
Needs of spouses and children in the foreign setting
- 8:00 Film: Going International (Part IV): Welcome Home, Stranger [2.6]
Unexpected problems encountered after returning home
Families share how they overcame the difficulties of "reentry"
into both the workplace and the community
- 8:15 Discussion
- Later Social Hour (cash bar)

Thursday, June 13

- 7:15 Breakfast
- 8:30 Communication and Community Development: Some Conceptual and Methodological Considerations [5.1]
Mr. Kwadwo Anokwa, Department of Journalism, University of Ghana, and Department of Telecommunication, MSU
- Introduction to communication and community development
Case studies
Strategies for planned change
- 10:00 Break (coffee and tea)
- 10:30 Session continued
- 11:00 Farming Systems Research/Extension (FSR/E) [6.1]
Dr. Mary Andrews, International Extension Office, Cooperative Extension Service
- FSR/E as an alternative approach to agricultural development
Philosophical rationale
Practical implementation issues
Outlook and future applications
- 12:00 Lunch (followed by luncheon speaker to be announced)
- 1:30 Women and the Development Process [6.4]
Prof. Rita Gallin, College of Nursing and WID Office
- AID policy on women in development
Rationale
Policy issues for different sectors
Project design with a WID perspective
- 3:00 Break (tea and punch)
- 3:30 Intercultural Communication [2.11]
Dr. Larry Sarbaugh, Professor Emeritus, Department of Communication
- Cultural perspectives
Code systems
World view
Normative patterns
Perceived relation and intent
- 5:00 Social Hour (cash bar)
- 6:00 Dinner
- 7:30 Team Exercise: Design a Community Development Project [7.2]
- Later Social Hour (cash bar)

Friday, June 14

- 7:15 Breakfast
- 8:30 Teams report on design of community development projects
- 9:10 Environmental Impact Assessment (EIA) [8.1]
Introduction to EIA
Prof. Vincent Bralts, Department of Agricultural Engineering
- Overview of EIA (videotape)
Prof. Daniel Bronstein, Department of Resource Development
- Developing-country Perspective on EIA
Mr. Segbedzi Norgbey, Department of Resource Development
- 10:00 Break (coffee and tea)
- 10:30 Session continued
Team exercise: EIA for rural development project in Sudan [8.3]
- 11:15 Social Impact Assessment (SIA) [8.6]
Prof. Bill Derman, Department of Anthropology
Access to resources and opportunities
Employment
Rural displacement, migration, and urbanization
Changes in power and participation
Case study: Gambia River Basin Project in The Gambia, Senegal,
and Guinea
- 12:00 Lunch
- 1:00 Rural Road Construction Exercise (RRCE) [9.1]
Prof. Ron Rossmiller, Department of Civil Engineering, Iowa State
University
Briefing on game rules
- 1:30 RRCE Team Planning
- 3:00 Tea and punch available
- 4:30 RRCE Team Plan Submitted; Play Begins
RRCE play recesses at approximately 5:30
- 6:00 Dinner

Friday (continued)

7:00 RRCE play resumes

RRCE play recesses at approximately 9:30

9:30 Social Hour (cash bar)

Saturday, June 15

7:15 Breakfast

8:30 RRCE play resumes

10:00 Coffee and tea available

11:00 RRCE Conclusion and Debriefing
Prof. Ron Rossmiller

11:30 DAT Evaluation
Prof. Jay Artis, Department of Sociology

[10.1]

12:00 Lunch

12:45 Depart by vans from KBS

2:15 Arrive back at MSU

DEVELOPMENT ADVISORY TEAM

TRAINING WORKSHOP

MSU DAT I

Michigan State University
Kellogg Biological Station

June 11-15, 1985

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Evaluation Questions for DAT 1

- i. Was this workshop a valuable experience for you? Why or why not?

2. Were the materials of use in understanding the concepts presented?

3. The workshop had four overall objectives (you can refer to these in your workshop manual). Which workshop activities were most useful in achieving these objectives? Why were they especially useful?

What workshop activities, if any, were a hindrance in achieving the above objective? Why were they a hindrance?

4. If you were in charge of designing the next DAT workshop, what changes would make, if any, in the order of the topics? in adding or subtracting topics? in the use of materials? in the presentations? in any other aspects of the workshop?

Evaluation questions for DAT 1, page 2

5. What workshop activities were most effective in fostering the team approach? What made them particularly effective?

6. Any comments on the adequacy of the arrangements for conducting the workshop [announcements, meeting facilities, equipment, housing, and so on]?

7. Any general comments?

Question 1. Was this workshop a valuable experience for you? Why or why not?

Responses:

1. Yes. It provided both a refresher plus an update on new methods of promoting an understanding of the major objectives. It provided an opportunity to more closely observe procedures for running workshops. It provided a feeling of reintegration with the academic community.
2. Yes. Learning and making professional connections.
3. Yes. Considerable amount of new material and ideas to retain.
4. Yes. Contributed to exposure to international development work. Group dynamics, team work. Also broaden experience in annual areas of international concerns and studies and cross-cultural differences.
5. Made me aware and appreciate another country's culture. Work with teams and got the feel of team dynamics in planning and implementing.
6. Yes, never done anything like it. I gained some confidence and learned about some of my own shortcomings in a pretty painless way.
7. Yes. I believe this workshop was that effective in establishment of confidence in my judgement in answering questions of possible employment alternatives and in a chance to meet other influential people.
8. Yes. It elaborated on several concepts I was intersted in, with regard to international development.
9. This workshop was a very valuable experience. We got a lot of information that we didn't know before either in this country or overseas, and we met people with their own behavior and attitude.
10. Yes. I could learn some new material and the opportunity to know people.
11. This workshop has been very valuable in a way I had the opportunity to learn concepts in team building and what attitude should one has in working in teams.
12. Yes. It provided me with a greater insight into my own strenchs/weaknesses as a person, increased my awareness of group dynamics/interaction and enhanced my appreciation for people from other cultures and improved my cross-cultural communication and understanding ability.
13. Yes. The workshop provided some valuable information on cross-disciplinary and cross-culture. It also provided an opportunity for interaction with other individuals from the US and other countries.
14. I found the workshop a valuable experience. It was culturally and intellectually rewarding.
15. The workshop was a very useful experience. The presentātions were rather practical, the films and slides were very educational. I got into discussions with individuals with experience and I learned alot from them.
16. Definitely, in some ways it was a good review and integration of material. In other ways, it brought new insights and skills.
17. Yes. Good opportunity to interact with people, find out what people were doing. Team building exercises were very useful, some of the concepts presented in the lectures were familiar.
18. It helped me strengthen my ability to organize and participate effectively in projecct planning.
19. Yes. Meeting and communicating with persons in development situations. Better understanding agencies involved in development, ie USAID, World Bank. Better understanding project organizational procedures.
20. Yes. Learned to plan and work together, especially the Read-Building game.
21. Yes. Experience of working as a team was most helpful. Def:iefing the experience was also a learning process.
22. Definitely! Some observation made about my own experiences were reinforced and better understood.
23. Yes. Taught group interaction--how to work together--what involved in overseas development projects useful for uninitiated.
24. The workshop was a valuable experience because it employed the uniqueness of team work.

. Question 1.

25. Yes, the content was good as well as the group experience, although to a lesser extent than the content.
26. Yes, it was a valuable experience. In group planning, program assessment, human relation, extension and education.
27. Yes the workshop has been valuable experience for me. This because, this was the first time I ever had such an experience in team work.
28. Yes Familiarity with MSU professionals and knowledge of USAID consultant's role.
29. Yes! It was an appropriate workshop for me to attend to as I have interest in working with people in groups in any country or international assignments.
30. This conference was an excellent opportunity to gain experience in group process! It was very encouraging to see the improvements in planning and increased clarity of reasoning coming from the group as a whole.
31. Yes. It provided an excellent opportunity to spend concentrated time thinking, learning and interacting with colleagues about developing priorities, especially planning.
32. Yes. Established concept that had dispersed in my international development thinking. Provided new insight in development work. Gave me a foundation in the AID Project development process.
33. It provided an opportunity to see how 'Development Set' works, and to appreciate the problems and reasons of their style of working when they are overseas. It also provided an opportunity to interact with different country backgrounds.
34. Yes. These workshops gave me a wide idea about planification, organization, execution and control of rural development project, and permit me to know about the different situations in social and economic affairs especially in third world.

Question 2 - Were the materials of use in understanding the concepts presented?

1. Materials were generally quite good, but there wasn't much time to carefully read all the materials during the workshop.
2. Yes.
3. For the most part, yes.
4. Yes, especially films.
5. Yes, but could be more elaborate and realistic.
6. Yes.
7. Yes, very much so.
8. Yes.
9. Yes, they were.
10. Yes. However I couldn't read all the material before the planning activity for time problems.
11. Project design. Team building process and management.
12. Some of the films were useful although not specifically appropriate to the context, ie International Businesses Abroad. I would like to have participated in many more group exercises, especially simulation-type situation as I feel they are most beneficial to promote self-awareness and cross-cultural communication and understanding.
13. The materials provided different concepts which will be of value to individuals who are considering accepting an overseas assignment. The case studies on the different countries provided valuable information.
14. The readings and related materials were instructive and informative.
15. Yes, very useful. E.g. the films, overheads, e.g. the intercultural communication overheads and the FSR slide show.
16. Yes, it would have been good to spend some time reading and using the handouts to elaborate discussion.
17. Yes.
18. Yes.
19. Though I haven't had an opportunity to read most of them yet, it appears as if they correspond well with the workshop topics, and are varied in their opinion and scope.
20. Yes.
21. Yes. Materials not referenced in the workshop may or may not get read though.
22. The going international video was quite insightful as was the road building, overall quite good. The reading are more for reference I assume.
23. Yes, need more time to digest. Not enough time for all materials presented.
24. Yes.
25. Yes.
26. The material were of emmense use in understanding the concepts presented.
27. The most important materials were the handouts and the films and video tapes. These were very helpful in understanding all the concepts presented during the workshop.
28. Yes. The materials will be used beyond the finish of the course.
29. Very well presented.
30. The materials included appear to be useful--however, due to the very condensed format, including each evening, there was very little opportunity to read or digest the additional readings.
31. Yes.
32. The materials were of course overwhelming but excellent and complementary to understanding concepts.
33. Reasonably well designed.
34. As spanish speaker I didn't have problems with the concepts. But I didn't understand the game very well.

Question 3. The workshop had four overall objectives (you can refer to these in your workshop manual). Which workshop activities were most useful in achieving these objectives? Why were they especially useful?

1. The films were good in getting general principles across, but would have been better if they had used more "development" or academic type situations instead of business.
2. Films, lectures, and readings were all useful.
3. The team building exercises, increasing team interaction as the workshop proceeded. Achieving consensus and relative success on the outcome is an important reinforcement of team interaction/dynamics.
4. a. Team activities - Project design and games - The experience gotten from directly working and interacting is more than lectures. Presentations and films. (no comment?)
5. To develop the capacity of participants to appreciate cultural dimension of communication. To review policies and procedures of donor agencies.
6. AID stuff boring.
7. The lectures presented by those USAID and World Bank experts was very effective in answering objectives. The game and the two minor group activities also greatly built awareness or group productivity and efficiency.
8. One and two - working with people from different cultures and disciplines was useful. Three and four - team building exercises were useful.
9. Communicating and community development, international development agencies, and impact assessment were most useful in achieving these objectives. Rural road construction is especially useful.
10. The planning activity because in that moment we pulled in practice everything we learned during the workshop.
11. The four overall objectives: (awareness of understanding in cross cultural relations, project design, team building, and project implementation) have been achieved in fact through the combination of project design and team building process.
12. Workshop Objective: Related to community development projects and rural road construction exercise - extremely useful. AID policies - partially effective, lack of critical analysis re: AID objectives/policies, too much acceptance of AID impact as +. Community development and rural road construction exercise extremely useful in development project design/implementation /evaluation - hope to participate in workshop to further develop these areas of expertise.
13. Objectives one and three were very useful, because they provided the necessary information which will broaden an individual insight in international assignment.
14. The lectures on communication and development, AID, Road Construction Project--These segments were very well organized and presented. The subject matter examined was relevant to my academic and professional interests.
15. 1. Presentations for objects one and two. The gave the necessary information on the subject. 2. Films - for object three. 3. Exercises and presentations for objective four.
16. The team building exercises were excellent but other than the road building, lacked sufficient time for the complexity that could have been addressed. Needed more development as exercises.
17. All sessions that encloued team activities, discussion. The rural road exercise would have been especially useful if we had had more time to process it as a group. To focus on team interaction and cross cultural interaction. We were too rushed!

18. Rural road development. Case studies - selected projects. The encompassed a wide range of skills that are necessary in project planning and analysis.
19. No comment
20. The films were very useful for "cultural shock" problems. There was not enough on AID to do project design nor implementation. Objective four had only very limited applications and/or sessions.
21. Objective one - Working as a team on project planning, design, implementation and evaluation was the focus of the team experiences. Our team processed the experience a lot and this was helpful. Objective two - the informational sessions were helpful.
22. Objective one - was probably met most completely. Objective two, in regards AID somewhat less so for World Bank. Objective three was very interesting because of the films.
23. Learning experience of working together. What involved in development teams activities. Policies and proceedings of the donors probably not fully appreciated. Too little time for interaction.
24. I especially enjoyed the team activity. This workshop in my opinion cut acrossed each of the four objectives.
25. Videos and films were very good for objective three. They related to my experience.
26. Group dynamics, communication and community development. Farming system research, impact assessment and team exercise - road building.
27. Two most important activities: the video tapes and the road exercise. The first one was useful because one could easily see what happens in practice. The second one was useful because it was more practical.
28. 1. Multi and cross disciplinary is a key to the seminar. 2. USAID funding is key/presentation could be more professional. 3. Yes. 4. Yes, keep including interantional students in DATs.
29. The first objective was of most interest, although I enfited from all the objectives being stated.
30. The most useful activities were the first group exercise ranking the 20 items plus the Road Building wsas superb drawing on group skills, concepts learned in the session, and project planning emphasis.
31. Setting up teams early. Team interaction in various settings - learing to work together. Many speakers remained for most or all of the workshop - allowed for good interaction. The road building game - application and "stretching" of team concept. Films on cross culture were good.
32. The group interaction sessions because they permitted participants to share viewpoints. Help me to rethink assumption and share others insights.
33. Naration of experiences of experienced people gave a good understanding of real life. Specially the films and videos. Participants of AID and World Bank representatives was also helpful.
34. The four objectives were achieved and they were useful because right now I can apply that knowledge in my country.

Question 3a: What workshop activities, if any, were a hindrance in achieving the above objective? Why were they a hindrance?

1. A possible hindrance might be information overload, not enough free time to discuss important points made during a session-- i.e. the WID talk was good, and important, but like real life, sort of ignored after it was completed--a discussion group with DAT participants sharing experiences could have enhanced this area.
2. Time pressure! We got tired out.
3. Objective one - the constraints of time prevented going into depth on preparing for and being able to plan and design projects.
4. None.
5. No comment.
6. No comment.
7. I don't think the project had any hindrances.
8. No comment.
9. None.
10. No comment.
11. No comment.
12. AID/World Bank speakers didn't really reflect reality of ag's impact on LDC's as they represent non-objective view of these organizations' activities.
13. No comment.
14. The discussions/activities on Segments 6, 7 and 8 were hurriedly presented--they are important issues and should have received more attention and better treatment.
15. OK.
16. The AID model dev. was too abstract--should have followed the Nepal project as an example--you had the resources!
17. Sessions that had "lectures only" didn't give people an opportunity to practice skills, apply concepts.
18. No comment.
19. No comment.
20. No comment.
21. Change in format was a minor inconvenience.
22. Session 5.1 Anokwa- was not organized well enough, his lecture left me wondering what had gone on--needed an overhead or handout. The WID interview was not followed up with a group analysis.
23. None.
24. None.
25. Most team activities were too constrained by time.
26. None.
27. No comment.
28. 1. Lectures were too numerous at the beginning of the seminar. Many team and group processes were explained in handouts. Time could better be spent in doing exercises than in listening to lectures. People can read on their own time. Seminar time should capitalize on group interaction.
29. None.
30. The only hindrance--relatively major--was the need to hurry through the readings leaving little opportunity to incorporate them in the knowledge gained during the workshop. They will however be read soon after.
31. None.
32. None, all were relevant.
33. I do not think there was much of a problem.
34. No comment.

Question 4: If you were in charge of designing the next DAT workshop, what changes would you make, if any, in the order of the topics? in adding or subtracting topics? in the use of materials? in the presentations? in any other aspects of the workshop?

1. See #3 above. Plus allow greater free time or even a couple of hours off one afternoon for people to walk about and decompress.
2. Add more time to relax.
3. Sequence is fine. My major change would be to have a session that would provide everyone with a methodology (eg. GANNT, CPM, PERT) that could be used in planning or implementation of RRCT. Exposure to three possible methods would allow selection. In general, one or more sessions that provide a "tool" to be used later, is/are needed eg. creative problem solving, etc.
4. Have more actual team work and less presentations. This would be best achieved with at least one more day.
5. No comment.
6. Get rid of the AID stuff.
7. I would emphasize less the inter-cultural relations sessions but only if a section must be cut.
8. Give more time flexibility to accommodate questions, discussions after sessions.
9. Impact assessment.
10. I could observe during some experts' lectures that some people were sleeping. The cause may be the place is not totally adequate or maybe a better motivation techniques. Also is necessary to give time for reading the material.
11. Economic analysis of project. Case studies.
12. More group dynamics at beginning to better acquaint participants.
13. Provide for more interaction between the participants. More leisure time after 6 p.m.
14. We must cut down some of the topics--need for sharper form and substance.
15. 1. Add: the teams would have an exercise on writing a 10-15 page project proposal. This would be an assignment outside formal meeting periods.
2. Avoid too much theory in presentations but rather emphasis on experiences, general formats or principles and visual aids.
16. Add group process early and continuously. Actually design or critique project using social and environmental impact assessment, WID, cross-cultural management insights etc. The films were good--glad you brought them in.
17. More group activities, more time for processing group interaction, less lectures--let the content arise from the process. The order was fine, it was good to intersperse the cross cultural activities throughout the workshop. More free time! People need time to relax, enjoy. No luncheon speakers with this tight a schedule.
18. Give some of the guests some more time to answer questions. Increase length of workshop by two more days to enable participants to be adequately prepared for all sessions.
19. No comment.
20. Less on group dynamics, more on AID and donor countries project design.
21. More free time to develop the personal relationships, eliminate some of the cross-cultural information as separate events and incorporate the concepts in the team building experiences.
22. More social impact discussion. The designing a project was good.
23. Order of topics ok - working together emphasis in multi-national group of greatest value. Objective of preparing teams and do PP, Project Design, implementation and evaluation probably less realized. Too few more senior US professionals for this.

24. The schedule was packed with workshop activities. As an out of state person, I would have appreciated an opportunity to see some of MSU and the state.
25. 1. MORE TIME! 2. spend some time discussing project design and planning instead of jumping right into it with team exercises.
26. Increase time allotment for each program except the rural road team work. Provide important recommended books for sale.
27. I would add more team work challenging exercises--which will involve effectively each member of the workshop.
28. 1. Fewer topics actually attempted to cover in sessions (still ok to give handouts and provide resources). 2. More attention to international participant involvement in presentations. 3. Do not show video tapes of "Talking Heads"! That is an insult to human intelligence. Utilize live interaction in groups only. 4. More professional presentations. Refined use of overhead and audio-visual materials.
29. Possibly make little longer and little more relaxing time.
30. There must be one extra day to permit a less hurried pace, not forcing activities to be cut too short to permit adequate group feedback and allowing for reading in the evenings during the week.
31. Drop or update management grid film - outdated as possibly "too Americanized." Expand on "index of seriousness" concept - there was no application of it to real world. An example would help.
32. More time for discussions which for me were the highlight of the workshop. Perhaps in one or two places could have been spent in group sports a good way to build team spirit.
33. I feel some input from developing country participant on how they and general public like farmers or rural people expect and have their observations.
34. More films.

Question 5: What workshop activities were most effective in fostering the team approach? what made them particularly effective?

1. The road building exercise was excellent for it summarized and allowed practice at principles of workshop. Also the other exercise team/individual approaches to program design.
2. The lectures on teamwork and management style, and the road construction exercise.
3. Planning, design exercises.
4. The road construction exercise. The project design.
5. The road construction game gave us an understanding of what can happen overseas as well as getting us to work harmoniously as a team.
6. Obviously, the RRCE was extremely important. But the previous night's work--on the individual DC was excellent as well, oddly enough, for our team, the Project Planning exercise was a little more stressful for the group than the RRCE.
7. Road building game. Planning project situation.
8. Team building exercises and group assignments. The nature of difference exercises.
9. Rural road construction project and design a community develop project were most effective in fostering the team approach. Especially we are as an individual and as a team.
10. Activities like to make decisions together and social time relationship.
11. Road building exercises--in a way it did make people in the team too apply their knowledge in team building, team dynamics.
12. Project/group activities involved in planning and participating in an exercise. Group cooperation and interaction necessary to fulfill objective.
13. Road bulding project.
14. The road construction project and the discussion on individual CD projects.
15. The simulation exercise. The exercise where teams had to make a presentation to the general group.
16. Road building - the involvement - enough detail to create enthusiasm and investment.
17. Team project planning exercise (4.2), rural road and community development exercise (a more specific project would have been helpful). All needed more time to process the group dynamics that occurred in the team.
18. Project appraisals, issue discussions, rural roads. Involved everyone. Provided a good forum for exchange of ideas.
19. Seeing the film on conflict resolution prior to RRCE.
20. The road building game was most effective. We felt some competitive spirit with other teams and tried to work together to "win."
21. Team exercises and "later."
22. Road building.
23. Building the bridge--being put under time pressure in competitive atmosphere.
24. The group projects.
25. Team approach was best facilitated by the presentations people brought to the exercises, i.e. most people are committed to cooperation.
26. Group dynamics and productivity, team exercise; design a community development project, and plan and manage a rural road construction project.
27. Teamwork exercises. They were particularly effective because it was more practical.

Question 5: (cont)

28. The group exercises. Ranking and road building actually experienced instead of just hearing. 2. Accumulation of reference materials-- excellent.
29. Team building and team work in developing rural road was one of the most involving activities that we participated and it was of great importance in terms of learning group dynamics and being able to be part of it.
30. The 20 step activity and the road building as previously mentioned.
31. See #3.
32. See response to Question #3.
33. The road building exercise.
34. No comment.

Question 6: Any comments on the adequacy of the arrangements for conducting the workshop (announcements, meeting facilities, equipment, housing, and so on)?

1. Excellent. More soap in bathrooms in accommodatins. Lights over beds for reading.
2. All very good. Perhaps more expensive than necessary. People who are really interested in DAT would come if the workshop was held at KBS or Shaw Hall at MSU.
3. Very good except group johns, small towels and soap are chintzy.
4. Quite good. Good mix of disciplines and countries (international component).
5. No comment.
6. MORE BEERS
7. I was very pleased with all arrangements.
8. Arrangements were good.
9. Excellent organized.
10. In this sense everything was okay. With exceptions of the room conferences is not mainly adequate.
11. No comment.
12. Should noc allow roommates to choose each other. House people to live with others representing different cultures. What happened was two North Americans together in a room and two from 3rd World together. Instead, switch!
13. None.
14. Must make provision for some relaxation after meals. Breaks.
15. Fine.
16. Great facilities, good food!
17. Excellent facilities.
18. No comment.
19. Excellent--especially considering the intensity of the program.
20. Would have liked one free evening to relax.
21. Good facility--a shame we didn't get to make greater use of the grounds.
22. No comment.
23. Infrastructure good.
24. A telephone in the dorm room would have been nice. By the way, does MSU plan to place TV sets in the dorm rooms?
25. The lecture hall is too isolated from the external envifonment. The place needs windows.
26. There was adequate arrangements for conducting the workshop in all the above.
27. I think there is a need of having more time for the workshop, in order for the participants to have more time to go through all the materials provided during the workshop.
28. 1. Less structured session time--more informal sessions. 2. Planned group recreation (volleyball, etc.) 3. Better lighting in auditorium.
29. Yes.
30. Facilities were a pleasure except (sorry) the overhead lighting in the conference room is TERRIBLE. ALL GLARE, and shadow, no light.
31. Excellent arrangements, service, good preparation and continuity on part of the planning committee.
32. Everything was excellent.
33. Very good.
34. No comment.

Question 7: Any general comments?

1. Excellent!
2. It was fun to meet so many people with common interests. Workshop was too rushed! For all the time I had to enjoy being at KBS, you might as well have held it at the MSU union building. I hardly noticed the scenery, and that's sad. Can you arrange a van or two to leave later to go back?
3. No comment.
4. The workshop was very intensive--a little more time could have resulted in more input in areas such as group reports.
5. Possible extension of workshop days so that work could be done during regular day hours rather than late night hours, since the project assigned where interested and therefore tend to have you going at it as long as possible (nights).
6. A little too hectic throughout - pace was ok for one or two days, but a bit on the high side for a constant 4-day period.
7. I would suggest that another workshop be scheduled each year with a complementary theme.
8. No comment.
9. No comment.
10. Congratulations for the workshop, really gave me a new thing to learn. I learned from each people of the team.
11. No comment.
12. Group sports activities would have been compatible with goals ie volleyball, baseball?
13. The workshop provided valuable information, for any individual considering a short or long term assignment.
14. Overall, a well-organized workshop. A brilliant team of organizers--respectful of the views of participants. Congrats!
15. It was a job well done. OK
16. Good planning and preparation for the workshop. Everything was ready on time!
17. Great workshop. Structure more oportunitites for international students to give their perspective on the team interactions and group processes. We could learn a lot from their observations.
18. No comment.
19. At first I thought that a little more free time to peruse the readings would have been nice, but in the final analysis keeping things at a rapid pace maintained a high degree of "full" involvement and perpetual interest in the activities. I am pleased and impressed with the planning and operation of the workshop.
20. Overall, the conference was well planned, well organized but a bit lengthy (constant overruns by speakers). The conference was well worth attending.
21. No comment.
22. No comment.
23. Worth doing again--look at format and objectives more closely. More focus need to accomplish more specific objectives.
24. None--an exciting experience!!
25. Time pressure and the attitude of leaders about team exercises generally led us to take the whole business too seriously. A more relaxed attitude would be conducive to learning. People will upon leaving be under time pressure at home, too, and so they will not be able to absorb the uncovered material in the notebook!
26. I hope there will be some means of according recognition to participants in the DAT programs because it is an intense academically and practical experience.

Question 7: (cont)

27. The workshop in general is really valuable, especially because it involved different people--ie students, faculty, international organizations stuff (eg AID & WB), international and local students.
28. I feel very fortunate to have participated. Please plan for more people in the future.
29. Good job!
30. The organizers and speakers did a very very good job and I would recommend DAT to others.
31. Allowing faculty/students/international specialists participation was a KEY factor.
32. I suggest that MSU have DAT on an annual basis at the same level of participants. Forty participants is a critical max.
33. No comment.
34. The film shows "the American cultural shock" it would be better if that film is oriented in a general way: undevelopment third world student cultural shock.

Appendix H

Date: 10th July, 1985
To: DAT 1 Planning Committee
From: Jay Artis
Subject: Preliminary Report on the Team Evaluations of the DAT 1 Workshop

Attached is a summary of the DAT 1 team's (Senegal, India, Indonesia, etc.) responses to the DAT 1 Team Evaluation Questionnaire.

DAT 1 team evaluation

1. We would like to have the team's evaluation of the overall quality of the workshop. If 10 equals the ideal quality workshop and 1 equals the lowest quality workshop, what number would you assign to this workshop?

Ave. = 7.83

Team workshop quality evaluation_____

2. Now we would like to have the team's evaluation of each of the sections of the workshop as compared to the team's overall evaluation of the of the workshop, again on a scale of 1 to 10.

	<u>Average</u>
The Overseas Assignment_____	7.5
International Development Agencies_____	6.0
Development Advisory Teams_____	6.8
Community Development Projects_____	8.2
Capital Development Projects_____	8.8

3. Now assume that your team is going to be responsible for organizing and presenting a DAT training workshop, what changes, if any would you make? Feel free to make any suggestions that you can agree upon as a team.

- Provide an opportunity for intercultural roomates**
- More simulation models**
- Films on agriculture and rural development**
- More time for reading and discussion**
- More opportunity to review and discuss workshop topics within the team**
- More project planning and design activities**
- More opportunity to discuss group dynamics**

Assume that the time allocated to the workshop you are planning is the same as that allocated to this workshop. To which sessions would you allocate more time? which less time?

DAT 1 team evaluation, page 2

More time:

- Road building exercise - three teams**
- Community development project - two teams**
- Social impact analysis - two teams**
- All exercises**
- More time for interaction, especially with the international participants**
- Substitute an agricultural project for the road building project**
- Social soundness analysis**
- AID stuff**
- Sleep!**
- Leisure, e.g., for a walk by the lake**
- Information about non-U. S. international development agencies**
- Presentations, e.g., women in development**
- Integrating community development with agriculture**
- Evaluation**

Less time:

- Movies and discussion of movies - two teams**
- Women in development**
- Farming systems**
- Communication networks**
- Some of the speakers [no names given]**
- International development agencies**
- Managerial grid**

5. In your team's opinion, what were the two best sessions in the workshop?
Why were they the best?

- Two best sessions: _____
- Road building - four teams**
 - Community development project - four teams**
- _____
- Twenty point management exercise**
 - Farming systems**
 - Environmental impact analysis**

Reasons:

MSU DAT I PERSONNEL:
PARTICIPANTS, PRESENTERS, AND COORDINATING COMMITTEE

PARTICIPANTS

NAME	DEPARTMENT	RANK
Andrews, Mary	Coop. Extension	Faculty
Artis, Jay	Sociology	Faculty
Bittenbender, H.C.	Horticulture	Faculty
Fienup, Darrell	Ag Economics	Faculty
Fischer, James	Ag Exp Station	Faculty
Gayle, Godfrey	NCA&T	Faculty
Gold, Michael	Forestry	Faculty
Isleib, Donald R.	Inst Intl Ag	Faculty
Lyons, Daniel	NCA&T	Faculty
Mather, Edward	Lg Anml Clinic Sci	Faculty
Mpanya, Mutombo	Univ of Notre Dame	Faculty
Purcell, Arthur	NCA&T	Faculty
Robbins, Richard	NCA&T	Faculty
Sargent, Steve	Ag Engineering/Hort	Faculty
Schillhorn Van Veen, T.	Vet Med/Lg Anml Clin	Faculty
Steele, Roger	Ag & Ext Education	Faculty
Whittier, Herb	Family Practice	Faculty
Wilson, Kim A.	IIA/Animal Sci	Faculty
Barrett, Robert	Horticulture	Graduate Student
Colley, Barry	Ag & Ext Education	Graduate Student
Hall, Douglas	Animal Science	Graduate Student
Nikkel, Steven	Ag Economics	Graduate Student
Radtke, Nancy	Coop Extension	Graduate Student
Wallace, Sally	Ag Engineering	Graduate Student
Akor, Alex	Ag & Ext Education	Intl Grad Student
Anokwa, Kwadzo	Journalism	Intl Grad Student
Castillo, Floridalma	Ag Economics	Intl Grad Student
Chiruvolu, Padmaja	Telecommunications	Intl Grad Student
Chota, Evelyne	Ag Economics	Intl Grad Student
Diop, Mamadou	Animal Science	Intl Grad Student
Dunkley, Dorothy	Res Development	Intl Grad Student
Husaini, Syed	Res Development	Intl Grad Student
Joshi, Nanda	Animal Science	Intl Grad Student
Latino, Maria	Ag Economics	Intl Grad Student
Lumangkun, Augustine	Forestry	Intl Grad Student
Mwangi, Albert	Forestry	Intl Grad Student
Ngategize, Peter	Ag Economics	Intl Grad Student
Bielstein, Janet	Non-MSU	Private Consulting
Lacey, Melba	IIA	Staff
Roberts, H. Paul	IIA	Staff

PRESENTERS

Blobel, Siegrid	World Bank	Staff
Harpstead, Dale	BIFAD	Staff
Rossmiller, Ron	Iowa State	Faculty
Andrews, Mary*	Coop. Extension	Faculty
Artis, Jay*	Sociology	Faculty
Derman, William	Anthropology	Faculty
Everson, Everett	Crop & Soil Science	Faculty
Gallin, Rita	Nursing/Women in Dev.	Faculty
Sarbaugh, Larry	Communications	Faculty Emeritus
Scotton, Carol M.	Linguistics/Languages	Faculty
Whittier, Herb*	Family Practice	Faculty
Wilson, Kim A.*	IIA/Animal Sci	Faculty
Anokwa, Kwadzo*	Journalism	Intl Grad Student
Axinn, George**	Resource Development	Faculty
Johnson, Glenn**	Ag Economics	Faculty
Bronstein, Daniel**	Resource Development	Faculty

*Full time participants as well as presenters

**videotaped presentation

COORDINATING COMMITTEE

Bralts, Vincent	Ag Engineering	Faculty
Carroll, Tom W.	Social Sci/CASID	Faculty
Norgbey, Segbedzi	Res Development	Intl Grad Student
Horner, David	ISSO	Staff
Lacey, Melba	IIA	Staff

THE UNIVERSITY OF MICHIGAN

CENTER FOR CONTINUING EDUCATION OF WOMEN

350 SOUTH TILVER ST.
ANN ARBOR, MI 48104-1608

TELEPHONE: AREA 313
764-7080

January 31, 1986

Ms. Peggy A. Willens
Coordinator
Education for International Development Program

FEB 10 1986

Dear Ms. Willens,

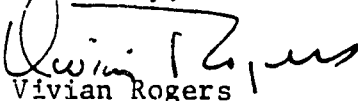
We enclose the final report for the project, "Third World Women at the University of Michigan: Personal and Professional Issues". The ten session seminar over the fall term, 1985, was considered a success, beneficial, and informative by participants, discussion leaders and observers.

CEW intends to offer a more specifically focused seminar next year (fall 1986). Taking into consideration participants comments regarding program content and speakers the topic outline will be modified to reflect students' stated priorities. Participants felt that the forum atmosphere contributed greatly to their discussion comfort and should be replicated at other colleges and universities with a large foreign women student population.

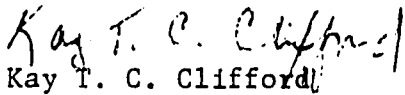
If you should have any questions, or require any further information regarding the project, please contact Kay Clifford, Project Coordinator, CEW.

We look forward to hearing from you regarding the program and welcome any suggestions you may have.

Sincerely,



Vivian Rogers
Director,
Center for Continuing Education of Women



Kay T. C. Clifford
Project Coordinator
Professional Development Program for International Women

enc.

VR/kcc

THIRD WORLD WOMEN
AT THE UNIVERSITY OF MICHIGAN:
PERSONAL AND PROFESSIONAL ISSUES

REPORT ON THE
PILOT PROJECT

KAY T.C. CLIFFORD
JANUARY 31, 1986

PAVING THE WAY: A FORUM/SEMINAR FOR
INTERNATIONAL WOMEN GRADUATE STUDENTS
FROM THE THIRD WORLD

Center for Continuing Education of Women
The University of Michigan
350 S. Thayer St.
Ann Arbor, MI 48104-1608

Pilot Project funded through a grant from the Education for
International Development Program of the National
Association for Foreign Student Affairs.
(NAFSA)

THIRD WORLD WOMEN AT THE UNIVERSITY OF MICHIGAN

PERSONAL AND PROFESSIONAL ISSUES

REPORT ON PILOT PROJECT

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Female Foreign Student Interest	4.
Benefits	4.
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NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS

EDUCATION FOR INTERNATIONAL DEVELOPMENT PROGRAM

Final Report for Competitive Grant

Please complete the following cover sheet to your final report. Use the attached questions as the format for describing your project, repeating each question as the heading for your response. The Budget Summary should be completed carefully and attached to your report. This report is due in the NAFSA Office by January 31, 1986.

TITLE OF PROJECT: Third World Women at The University of Michigan: Personal and Professional Issues.

SUMMARY DESCRIPTION: (50 words or less)

PROJECT COORDINATOR: Kay T. C. Clifford

INSTITUTION OR ORGANIZATION: Center for Continuing Education
of Women
The University of Michigan

ADDRESS: 350 S. Thayer, Ann Arbor, MI 48104-1608

TELEPHONE: (313) 763-7080

TOTAL STUDENT POPULATION AT THE INSTITUTION: 1984 figures

FOREIGN STUDENT POPULATION: 2,366, female population 501

A.I.D. PARTICIPANT POPULATION: 1

BEGINNING DATE FOR PROJECT: January, 1985

CONCLUDING DATE FOR PROJECT: January, 1986

NUMBER OF FOREIGN STUDENTS INVOLVED: 12
--Students sponsored by A.I.D.: $\frac{1}{13}$

U-M FACULTY 3
DIRECT INVOLVEMENT U-M STAFF 3
COMMUNITY MEMBERS $\frac{1}{7}$

NUMBER OF OTHERS INVOLVED:
(Please indicate whether they are U.S. students, faculty,
community members, etc)

- | | |
|--------------------|-----------------------------|
| 1. Jon Heise | 5. Prof. Hemalata Dandekar |
| 2. Sandy Gregerman | 6. Prof. Stuart Y. McDongal |
| 3. Ann Larimore | 7. Ann Munster |
| 4. Vivian Rogers | |

SUMMARY DESCRIPTION:

"Paving The Way" a 10 week seminar/forum for International Women Graduate Students from The Third World was designed to address personal and professional issues relevant to their experience at The University of Michigan and to their goals as students and future professionals in their home countries.

EDUCATION FOR INTERNATIONAL DEVELOPMENT PROGRAM

FINANCIAL STATEMENT

Funds requested from: NAFSA EID Program Other Sources of Cash and In-Kind Support (amount/source)

I. Administrative Expenses:

Postage	<u>79.16</u>	<u> </u>
Telephone	<u>15.00</u>	<u> </u>
Secretarial	<u> </u>	<u>175.00 CEW</u>
Material and Supplies	<u>113.05</u>	<u> </u>

TOTAL ADMINISTRATIVE EXPENSES: \$207.21 \$175.00

II. Participant Expenses:

(Please specify their nature and cost per participant)

<u>books</u>	<u>32.50</u>	<u> </u>
<u>coursepacks</u>	<u>188.40</u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>

TOTAL PARTICIPANT EXPENSES: \$220.90

III. Evaluation & Follow-up

Expenses: (Please Specify nature and amount)

<u>final report</u>	<u>\$100.00</u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>

TOTAL EVALUATION & FOLLOW-UP EXPENSES: \$100.00

IV. OTHER

(Please specify nature
and amount)

<u>coordinator's salary</u>	<u>\$1000</u>	<u>363.79</u>
_____	_____	_____
_____	_____	_____
TOTAL OTHER EXPENSES:	<u>\$1000.00</u>	<u>\$363.79</u>
TOTAL AMOUNT REQUESTED	<u>\$1528.11</u>	<u>\$538.79</u>

NOTE: The Education for International Development Program is unable to provide funds for institutional overhead expenses, refreshments (e.g. coffee breaks), entertainment, international travel, and nonexpendable items such as furniture or office equipment.

Project Purpose

1.

To provide international women graduate students from the Third World at the University of Michigan with a seminar/forum designed to explore issues of personal and professional interest in their roles as students at the University of Michigan and as professionals when they return to their home countries.

PROJECT SUMMARY

The project provided 12 women graduate students from the Third World with a ten session seminar/forum using readings, resource people, and discussion to arrive at issues affecting their personal and academic acculturation in this country and issues regarding the reintegration process upon their return to their home countries, and to develop appropriate coping skills.

PROJECT OBJECTIVES

- A. To design a model workshop for female foreign graduate students from the Third World;
- B. To identify the critical life-tasks involved in the professional development of Third World women students;
- C. To enable Third World women students to articulate their own perceptions, experiences and needs in terms of their personal and professional development, using a cross-cultural perspective;
- D. To enhance the ability of Third World women students to use effectively the academic and professional resources available to them in the United States;
- E. To increase faculty awareness of the separate issues faced by Third World women students as they undertake graduate study in the United States.

EVIDENCE OF PROJECT NEED

2.

The 1980 Wellesley College Conference on International Women Students was premised on the realization that the adjustment tasks of male and female foreign students differ.

It is generally known that the needs of international women differ from those of their male counterparts. International women, especially Third World women, face dramatically different problems and opportunities. It is felt that few professionals in the field of international education possess an understanding of the role these women play in their countries' development. This understanding is essential in assisting women to receive counseling in this country.

International Women Students:
Perspectives for the 80s. Ed. by
Leslie Row and Steve Sjoberg;
Boston. 1981: p. 1.

Similarly the NAFSA book Professional Integration: A Guide for Students from the Developing World (1984) acknowledges the "significant differences between women's professional environments and those of their male counterparts that can be traced to gender" (p. 47).

A group of foreign women students at The University of Michigan expressed a need for a forum to explore their personal and professional needs as students and as future professionals in their home countries. Areas of special interest included academic and personal counseling, general administrative and academic structures, rights of foreign students, personal and academic acculturation and reintegration upon return to the home country.

Most services offered to foreign students on American campuses are oriented towards the male majority. The tasks involved in cross-cultural adjustment differ by gender in the same way that the developmental life-tasks of women and men differ across societies and within a society. Most research on foreign students does not take into account the different adjustment tasks of men and women.

Third World women, acculturated into their own societies' sets of roles and expectations for women, encounter a rapidly changing world for women when they come to the United States. Changes have been particularly rapid at universities, and new family and professional patterns have emerged for well-educated American women. All this may bewilder and tantalize the foreign woman.

In order to fully utilize her time in the United States and to deal effectively with her own culture when she returns home, the foreign woman must learn to integrate several sets of roles and behaviors. The forum/seminar offers the support, guidance, and validation necessary for Third World women to undertake this task.

INNOVATIVE ASPECTS OF PROJECT

3.

This project was innovative in that issues germane to Third World women graduate students at American universities would be identified and addressed. Through discussion, participants attempted to isolate issues relevant to their sojourn here as students and to those they would face on their return home. In order to do this, it was necessary to separate out issues specific to foreign students and those common also for American women students. It was also innovative in that foreign women themselves would have an opportunity to express their opinions and to choose issues directly relevant to their own experiences.

SIMILAR PROJECTS

4.

The 1980 International Women Students Conference, co-sponsored by the New England Region of NAFSA and Wellesley College, outlined the major issues facing female foreign students. NAFSA's Taskforce on Women International has

continued to address the issues of both international women students and women professionals in the field of international education. In addition, the NAFSA funded projects "Women in Development: A Workshop for International Women Students," American University, Mary Ann Hood, addressed roles of U.S. educated women in the development processes of their home countries and the "Adjustment Workshop for International Women," Northern Illinois University, Sandra Basgall and Sharon Howard, was a project designed to assist international women in their initial acculturation. However, there have been few projects focusing on the specific needs of Third World Women graduate students. In addition, and more importantly, the series of life tasks involved in the home-leaving, acculturation integration as student, then re-entry and reintegration, have not been addressed in their entirety as developmental stages. This seminar presented a broad perspective encompassing all the stages.

APPROPRIATENESS OF SETTING

5.

The development and implementation of a seminar for female foreign students fits directly into the mission of the Center for Continuing Education of Women (CEW). The goals of the Center are four-fold:

- a. To help women enter and stay in the mainstream of higher education and professional preparation, to help them make use of their education through personal and professional development.
- b. To help the University institutional barriers to equity in education and employment; to make issues of equity for women clear and of higher institutional priority.
- c. To monitor changing issues for women in education and employment and to do research and disseminate findings on these issues.
- d. To train students and professionals in areas relevant to the Center mission and expertise.

The seminar for foreign graduate women from the Third World addresses issues directly applicable to goals a, b, and c, of the Center mission.

Since its founding in 1964, the Center has offered its services to women both at the university and in the community. In 1983, 1,017 women received counseling at CEW for the first time on issues related to education and professional development, in 1984 1,049 first-time participants received this type of counseling (CEW 1964-84: A Report) (Participant Data--1984).

In January 1984 CEW began a special program for wives of foreign students with the help of a Cooperative Projects Grant from NAFSA. This program has been continued with funding from a local donor. In January 1985 the name of the program was changed to the Professional Development Program for International Women to reflect the addition of the seminar for international women graduate students from the Third World. The Professional Development Program for International Women includes short-term workshops, information counseling, the internship program and the graduate women seminar for Third World Women. The Program and the half-time coordinator are funded through June 1987, by which time it is hoped additional funding will be secured.

FEMALE FOREIGN STUDENT INTEREST

6.

Foreign student interest in the project was substantiated by meeting with five groups of women students to determine level of interest and priorities. One group had already been meeting on their own for some time; another group was foreign female graduate students awarded Barbour Scholarships, which is University of Michigan Financial Grant for "Oriental Women" based on departmental recommendation. Three groups were women in the same housing areas. The major issues raised by these groups were those of academic counseling and the academic culture and expectations; acculturation, both personal and academic; and reentry/reintegration.

All female foreign students from the Third World were sent a letter describing the program and inviting participation. A computer search was required for the mailing and labels were obtained from this search. To ensure all AID funded students were invited, the Central AID office was asked to provide names which were against The University of Michigan computer printout. Each applicant was interviewed, and each applicant provided a curriculum vita.

BENEFITS RESULTING FROM PROJECT

7.

The female foreign student participation benefited from the seminar in enhanced ability to fully utilize academic, personal, and professional resources both on and off the University of Michigan campus. She also acquired an increased understanding of administrative and academic systems, of expectations from students and of students at the University of Michigan, and of ways to assert individual personal and professional goals. Many participants also expressed an increased understanding of each others' cultures and world views and of possible avenues to enhance reentry and reintegration into their home cultures.

Center for Continuing Education for Women staff and staff from other University units expressed an increased understanding of difficulties facing graduate women students from other countries. Other university units are looking into ways to overcome some of these difficulties and to enhance the personal and professional development of this population through unit activities. The University of Michigan has, therefore, through individual units, begun to address some of the concerns of its foreign female graduate students.

The community has benefited through increased participation by female foreign graduate student participation in community activities, school visits, talks to prospective University of Michigan students and participation in seminars and professional societies.

*checked

INSTITUTIONAL SUPPORT FOR THE PROJECT

8.

CEW has funding commitments for the salary of a half-time coordinator through June 1987. CEW is now searching to secure future finding.

CEW supplies secretarial assistance to the program (in-kind support), and consultation with other members of staff and the Director of the Women in Science Program. Other units such as the International Center offer staff time for consultation, publicity, and information resources. Two volunteer organizations International Neighbors, and Volunteers for International Hospitality Programs, provide expertise, publicity, information, and advice for the program.

PROJECT ACTIVITIES AND PROCEDURES

PROCEDURES AND TECHNIQUES USED TO IMPLEMENT THE PROJECT

9.

PROCEDURES AND TECHNIQUES

The project involved the design, development, implementation, and evaluation of a model seminar for female foreign graduate students from the Third World. The seminar was ten sessions long, each session lasting for an hour and a half to two hours. The main issues covered were social and academic acculturation, advisers' and students' roles and relationships, the general experience of graduate students, graduate students' roles in the development of their home countries and reentry and reintegration.

10.

ACTIVITIES

The main intention of the seminar was to promote lively and open discussion of issues. There were three invited speakers, an American woman graduate student who had written an article about the graduate student experience, the faculty Director of the Program in Comparative Literature, who is an advisor to foreign students, and a faculty member from the College of Architecture and Urban Planning who teaches a course on Third World Women and Development. Participants provided information on comparative resources from their own countries and feedback regarding priority issues for discussion and opinions on readings.

11.

PROJECT CALENDAR

- | | |
|---|-------------------|
| A. Design and Development of Workshop | January to August |
| 1. Design syllabus | January to May |
| 2. Finalize selection of readings
and produce coursepack | June to August |

- | | |
|---|-----------------------|
| 3. Arrange for speakers | June to August |
| B. Outreach to Third World Women Students | January to May |
| 1. Mailing to 244 women | March |
| 2. Selection of participants | May |
| 3. Interviews | April |
| 4. Renotification mailing | August |
| C. Implementation of seminar | September to November |
| D. Evaluation of seminar | November and December |

12.

MATERIALS DEVELOPED

A session outline and calendar giving topics, readings and speakers was produced along with coursepacks. A bibliography of related readings and research is underway. However, little relevant research is available. An ERIC search revealed no citations and an ISS search revealed only one, a dissertation. Search is ongoing. Readings were based on general issues in many instances due to the dearth of material.

13.

PUBLICITY

The project was publicized through regular CEW, University of Michigan, and Ann Arbor Community channels. Articles are now being developed for U-M, CEW newsletter and national publication.

PERSONNEL AND ADMINISTRATION

14.

RELATIONSHIP BETWEEN CEW AND THE INTERNATIONAL STUDENT OFFICE:

Although CEW has no information institutional relationship with the International Student Office, the Director of the International Center is a member of the Advisory Committee for the Professional Development Program for International Women and a close relationship now exists between the Program Coordinator and the foreign student advisers at the International Center. CEW supports International Center programs for spouses and women students with some financial support and some in kind support, for example, publicity. Currently, advisers at the International Center and the Program Coordinator at CEW are working jointly on several programs.

15.

PROJECT COORDINATOR

The current coordinator for the Professional Development Program for International Women has been coordinating the program since January 1985. Her thirteen years of experience living and working in South East Asia and East and West Africa were invaluable for promoting free discussion of many sensitive issues covered in seminar sessions. Her familiarity with the University of Michigan was also helpful when discussing administrative and academic procedures and the graduate experience.

16.
ADVISORY COMMITTEE

The Advisory Committee for the Professional Development for International Women assumed overall advisory responsibility for this project. Members of the advisory committee represent CEW, the U-M faculty, the International Center, International Neighbors, Volunteers for International Hospitality programs, women foreign students, and the business community. The advisory committee meets four times a year to discuss and approve the overall direction of the Program.

17.
CRITERIA FOR SELECTION OF THE PARTICIPANTS:

- A. Female
- B. Enrolled in graduate or professional program
- C. F or J visa holder
- D. From the Third World (all regions of the world except Canada, Europe, Australia, and New Zealand)
- E. Already in the United States for at least six months.

All Third World Women in graduate and professional programs received an initial mailing which included a description of the program and an invitation to participate. Interested students were interviewed and were requested to bring curriculum vitae or a brief autobiography. Participants were eventually self-selected on the basis of commitment to the program and time availability.

EVALUATION AND ADAPTATION

18.
EVALUATION PROCEDURE

All participants were asked to fill out and return evaluation forms. Eight participants returned the completed forms. Sample evaluation forms are attached. For a summary of the evaluation comments see Appendix A. For a complete print out of evaluation comments see Appendix B.

In addition, at the beginning of each session, participants were given time to discuss the previous session. Comments from these discussions have been incorporated into the Coordinator's notes.

19.
MODEL FOR ADAPTATION IN OTHER AREAS

The revised syllabus and coursepack will be available to other universities on request. The major organizational requirement would be institutional endorsement of student involvement and the availability of a qualified workshop leader. Some of the more basic areas of the syllabus, for example, acculturation, both academic and social, reentry, and networking, are sufficiently general to be used for male foreign students and for mixed groups.

CONTINUATION

The seminar will be offered next year as an integral part of CEW's Professional Development Program for International Women.

21.

OTHER COMMENTS

Although students felt pressed for time, loyalty and commitment were high and attendance was regular. Participants felt the seminar was valuable and should be offered regularly. Changes in priority issues topics are discussed in the Coordinator's comments in the summary section of Appendix A.

22.
BUDGET

FINANCIAL REPORT

1. Project Coordinator's Salary		\$1,000.00
2. Office Supplies		113.05
3. Mailing Labels		61.00
4. Mailings	Initial bulk mailing 244	14.64
	Reminder Letters	3.52
5. Production of Coursepacks	20 packs	188.40
6. Books		32.50
7. Telephone		15.00
8. Production of Final Report		<u>100.00</u>
	Total:	\$1,528.11

In-Kind Contributions

1. Clerical Assistance (25 hours x \$7.00/hr.)	\$ 175.00
2. Consultation with CEW staff (25 hours x \$12.00/hr.)	300.00
3. Consultation with CEW director (10 hours x \$18.00/hr.)	180.00
4. Space (12 months x \$50.00/mo.)	600.00
5. U-M payment of salary benefits	<u>363.79</u>
	Total: \$1,618.79

Volunteer Time

1. Advisory Committee (6 members x 4 hours each)	24 hours
2. Student Volunteer Advice (3 members x 5 hours each)	<u>15 hours</u>
	Total: 39 hours

THE UNIVERSITY OF MICHIGAN
CENTER FOR CONTINUING EDUCATION OF WOMEN

50 SOUTH TOWER
48104-1608

PAVING THE WAY SESSION OUTLINE

TELEPHONE AREA 313
764-6555 or 763-1353

DATE	PROGRAM	READINGS
I. Sept. 6	<u>Introduction</u>	<u>International Activities at the University of Michigan</u> , pub. International Center, U-M 1985. "Dynamics of Cross-Cultural Adjustment: from pre-arrival to re-entry" from <u>Learning Across Cultures</u> , NAFSA 1981.
II. Sept. 13	<u>Graduate School</u> , Speaker, Ann Munster, graduate student and author, "The Graduate Experience", Rackham Reports Spring, 1985.	"The Graduate Experience" Rackham Reports, Spring 1985, pp. 1 and 8 <u>The Role of the Foreign Student in the Process of Development</u> , PP. 1, 25 and 29- 35, NAFSA 1983.
III. Sept. 20	<u>Graduate Advisors</u> , Speaker, Prof. Stuart Y. McDougal, Assoc. Prof. English Lang. and Lit., Director, Prog. in Comp. Lit., LSA.	"Communication and Problem-Solving Across Cultures" Felipe Korzeny, <u>Learning Across Cultures</u> pp. 104-115. "Cross-cultural counseling", Horn Vandersluis et al., <u>Learning Across Cultures</u> , pp. 30-50. NAFSA 1981
IV. Sept. 27	<u>Acculturation, Social and Academic.</u>	"The Classroom Climate: A Chilly One for Women?" Project on the Status and Education of Women, Assoc. of Amer. Colleges, 1818 Street, N. W. Washington, D.C. 20009 pp. 1-22. <u>Needs of Foreign Students from Developing Nations at U. S. Colleges and Universities</u> , NAFSA 1981, pp. 6-2 and pp. 131-133.
V. Oct. 4	<u>International Graduate Women Students in Development.</u>	<u>The Relevance of U.S. Education to Students from Developing Countries</u> NAFSA 1980, pp. 7 - 34. "The Professional Integration of Women" pp. 47- 69 <u>Professional Integration: A Guide for Students: The Developing World</u> , NAFSA 1983
VI. Oct. 11	<u>The Double Burden Dilemma of Educated Women in Developing Countries</u> . Speaker, Professor Hemalata Dandekar, Asst. Prof. Urban Planning, Coll. of Arch. and Urban Plan., and Adjunct Asst. Research Scientist, Center for Research on Economic Development, College of LSA.	
VII. Oct. 18	<u>Reentry/Reintegration/Reacculturation</u> Career Entry levels, networking,	"Alumni Networking" pp. 5-24 and "Continuing Education for the 1980s"

- I. Oct. 25 Long Term Goals and Role Modeling (Mentoring)
"Old Girl" Networks
Women's Professional Assoc.
and Groups.

- X. Nov. 1 End of the Decade of International Women: A Report.

- X. Nov. 8 Final Session:
Points of Consensus,
Recommendations.

Returned Professional" pp. 124-
Professional Integration: A Guide
for Students from the Developing
World, NAFSA 1983.

"The Scientist or Scholar Interact
pp. 25-46 Professional Integratio
A Guide for Students from the
Developing World. NAFSA 1983.

"The Need for Female Role Models
Education" Toni Antonucci, Syracuse
University. Unpub. Paper.

"Intercultural Reentry: Conceptual
ization and Directions for Future
Research." Judith N. Martin, Inter-
national Journal of Intercultural
Relations, Vol. 8, pp. 115-134, 1

THE UNIVERSITY OF MICHIGAN

CENTER FOR CONTINUING EDUCATION OF WOMEN

300 SOUTH THAYER
ANN ARBOR 48104-1608

"PAVING THE WAY" INTERNATIONAL GRADUATE WOMEN
STUDENT SEMINAR.

TELEPHONE: AREA 313
764-6555 or 763-1353

PARTICIPANT LIST:

OCTOBER, 1985

NAME	ADDRESS	TELEPHONE	COUNTRY OF ORIGIN
1. Mercedes Nino-Murcia (Romance Linguistics)	P.O. BOX 4312 A2 06	662-2327	Columbia
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6. Lin, Yun-Yun (Population Planning)	403 Church St. A2 04	663-8416	Taiwan, R.O.C.
7. Kalpana Misra (Political Science)	2364 Bishop St. #15 A2 05	761-6202	India
8. Lu, Zxy-Yanu (Nursing)	606 Catherine St. A2 04	769-8576	Taiwan, R.O.C.
9. Haekyoung Lee (Theatre and Drama)	1704 McIntrye Dr. A2 05	996-0244	Korea
10. Mariama A. Deen (Population Planning)	1675 University Terrace #1227	663-4890	Sierra Leone
11. Lola P. Murillo (Architecture)	323 East William Suite 59 A2 48104	662-9386	Ecuador
12. Heong Dug Park (Near Eastern Studies)	208 Chapin St. A2 04	665-5702	S. Korea
13. Araba K. Intisiful (Chemical Engineering, Industrial Technology)	1795 David Court A2 05	665-3184	Ghana

OBSERVERS

Sandy Gregerman, Student Services Associate, Foreign Student Adviser, School of Natural Resources.

Ann Munster, Graduate Student.

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APPENDIX A

) THIRD WORLD WOMEN AT THE UNIVERSITY OF MICHIGAN: PERSONAL AND PROFESSIONAL
SUMMARY OF EVALUATIONS

International women graduate students at The University of Michigan found the seminar helpful and instructive regarding their experiences as graduate students and their acculturation to the United States. The majority of participants felt that their understanding had deepened regarding the academic adviser's role at The University of Michigan and their role as advisee. Students were divided in opinion as to whether they had a more complete understanding of The University of Michigan academic administrative system. A majority of participants felt that they had learned more about alternatives to pursue to solve problems, campus resources, the graduate student experience, American student attitudes, and varying departmental attitudes towards international students. Many students did not feel that they had learned any more about relevancy issues of a U.S. Education for employment in their home countries, or about their choices after the degree. Most participants felt that they achieved an increased understanding of the acculturation process on arrival in this country and about the reacclturation and reintegration process which they will experience upon their return home.

The speaker most students found especially helpful was Professor Hemalata Dandekar's talk on "The Double Burden Dilemma of Educated Women in Developing Countries." Students appreciate the broad perspective on issues concerning professional/educated women. Other particularly helpful sessions were those on Alumni Networking, the Graduate Experience, International Women Graduate Students in Development, and Graduate Advisers. Important readings were "The Classroom Climate: A Chilly One for Women" and "The Professional Integration of Women."

There were some issues and concerns that students felt were either not adequately covered or that they would like to have discussed in more detail. The "reentry" problem was felt to be of major importance and students expressed a need for more airing of anxieties and more coping strategies. They expressed a desire to seek solutions to the many problems aired during discussions. Students expressed an interest in hearing about international students' "legal rights" in terms of having time off (for example, maternity leave, extended sick leave) what academic status rights they have, working rights and so on.

Participants on the whole enjoyed the group discussions finding them: "therapeutic," "informative," "immensely helpful," "important," "very interesting and supportive," as part of the seminar experience. However, almost all students felt that digressions should be severely curtailed, personal experiences should be kept to a minimum, and more detailed structure for each discussion should be set up in advance of each session.

The speakers were, on the whole, rated quite highly.

EVALUATION SUMMARIES

READINGS

Readings receiving the highest ratings were: (3.5 and above)

1. "Dynamics and Cross-Cultural Adjustment: from pre-arrival to re-entry" from Learning Across Cultures published by NAFSA.
2. "The Graduate Experience" by Anne Munster, from Rackham Reports, Spring 1985, pp. 1 and 8.
3. "Cross-Cultural Counseling" from Learning Across Cultures pp. 30-50 NAFSA.
4. "The Classroom Climate: A Chilly One for Women?" from Project on the Status and Education of Women. pp. 1-22.
5. "The Professional Integration of Women" pp. 47-69 from Professional Integration: A Guide for Students from the Developing World. NAFSA
6. "Alumni Networking" pp. 5-24 from Professional Integration: A Guide for Students from the Developing World. NAFSA
7. "Continuing Education for the Returned Professional" pp. 124-134 from Professional Integration: A Guide for Students from the Developing World. NAFSA
8. "Intercultural Reentry: Conceptualization and Directions for Future Research." From International Journal of Intercultural Relations, Vol. 8, pp. 115-134.

Readings receiving moderate ratings were: (2.5 to 3.5)

1. International Activities at The University of Michigan pub. by the International Center, University of Michigan 1985.
2. "Communication and Problem-Solving Across Cultures," from Learning Across Cultures pp. 30-50 NAFSA 1981.
3. Needs of Foreign Students from Developing Nations at U.S. Colleges and Universities. pp. 6-20 and 131-133. NAFSA 1981.
4. Relevance of U.S. Education to Students from Developing Countries. pp. 7-34 NAFSA 1980.
5. "The Scientist or Scholar Interacts" pp. 25-46 from Professional Integration: A Guide for Students from the Developing World, pp. 25-46 NAFSA.

Reading receiving a low rating was: (1 to 2.5)

1. The Role of the Foreign Student in the Process of Development, pp. 12-25 and 29-35. NAFSA 1983.

EVALUATION SUMMARY

SEMINAR CONTENT

Opinion of the seminar content was mixed.

One person felt there should be more readings and a speaker to discuss the administrative system at The University of Michigan. One participant

expressed a desire to discuss reintegration issues in more detail. Another student wanted more attention paid to students in the Humanities and Social Sciences in the session on International Graduate Women in Development. Two participants felt that the readings were just about right. Two participants felt that there were too many readings for the amount of time they could spend for the seminar. Two people thought that several of the readings were far too academic in style and desired summaries instead.

OVERALL

All students expressed some degree of satisfaction with the seminar. Most respondents to the evaluation expressed a desire to learn more about university systems, both administrative and academic, and how they function. In addition, most students sought understanding of the academic career ladders and the tenure system as many plan to become academics themselves and wish to use this information to compare U.S. systems with those in their own countries.

Other areas of general consensus included the desire for a more detailed syllabus of discussion issues, more structured sessions, and less description of personal experiences. All participants felt that they had benefited from the seminar especially as regards the sharing of experiences.

EVALUATION SUMMARY

COORDINATOR'S COMMENTS*

The most valuable outcomes of the seminar were the satisfaction with the group experience and the issues raised, and the priorities given to those issues. It will now be possible to focus the next seminar on issues that international women graduate students themselves feel to be of greatest importance. Some of the issues raised may be problematic to explore as data may not be available, for example, the foreign student graduate experience, and other issues will be problematic because of scope, for example university and academic administrative structures, but these may be discussed in general outline. For the next seminar, participants will be asked to describe their graduate student experience on paper.

Another valuable outcome was the identification of issues specific to foreign women graduate students. As has been stated before, little is known about this population except that their numbers are steadily growing. In 1954/55 women foreign students constituted 23.2% of all foreign students; in 1983/84, 29.6% (Open Doors 1983/84). Little is known about what fields they choose; how many complete their degree programs; what proportion are married; or how many return to their home countries. For this group four were married, two with children, and one pregnant. One woman was divorced with one child. The rest were single. Married women and single women had different views of their graduate experiences. In many ways, this particular group were pioneering and unique. Two of the married women's husbands had followed them over here. One woman was repeating all her Ph.D. course work as her work from her country and

*based on evaluations, discussions, and individual talks with participants.

had not been accepted. One of the women had left her good position of ten years standing in a bank in her home country to pursue her degree. Most of the women were in the sciences; but some were pioneering in other fields. One Korean student was working on the history of Korean Theatre. I note these details to show how life stages affect the issues discussed.

For example, married students were most concerned about their rights as students under certain circumstances. If a foreign woman graduate student is pregnant and is due to take her preliminaries sometime near the end of her pregnancy, what options are available to her? What are the regulations regarding extended sick leave after a major operation? For example, if the student is also a research assistant or teaching assistant, will her place be kept for her? Foreign female graduate students with children who were also research assistants were concerned about their relationships with their peers and their sponsors as they were unable to spend the long hours (often overtime) that their peers could spend at the research. Many students, married and single, felt that their dissertation committees were not as interested or as committed to their sponsors as they were unable to spend the long hours (often overtime) that their peers could spend at the research. Many students, married and single, felt that their dissertation committees were not as interested or as committed to their studies as they were to American students because the foreign women graduate students were leaving the

country. Many students expressed anxiety that their course work was not of equal standard to that of American students and felt that they had no basis of comparison. Many women felt they were "second class" citizens "as students and that they were ignored by mentors and not included in the often all male "after hours" get together where ideas were tossed about and contacts and relationships were formed. Many students felt that they were isolated and that they had few coping strategies for the internal politics of particular departments. Students felt that they were discriminated against by male foreign students, especially by those from their own countries. Finally, all the international women graduate students felt that there was little or no funding available to foreign women students to study in this country. In future seminars, these issues will be discussed and coping strategies will, hopefully, be formed.

11/11

SEMINAR/FORUM EVALUATION.

8 responses

1. HAS THIS SEMINAR BEEN HELPFUL TO YOU IN THINKING ABOUT YOUR EXPERIENCE AS A GRADUATE STUDENT AND YOUR ACCULTURATION UPON ARRIVAL IN THE UNITED STATES; ELABORATE IF YOU CARE TO DO SO.

VERY 4 SOMEWHAT 4 NOT AT ALL 0 NONE OF THE ABOVE 0

It came rather late as I will finish soon but I think it will be of benefit for others in the future.

Since most of the members in the group have been in the U.S.A. for some time, I do not value acculturation to be a very important topic. However, the seminar well covered reacclturation and reintegration. I think those topics were very helpful, and the preparation in this area is going to make a difference for me.

2. WAS THERE ANY ONE SESSION, OR READING, OR SPEAKER, THAT SEEMED PARTICULARLY HELPFUL TO YOU?

a. I found Professor Dandekar's talk quite helpful in the sense that it helped me to see areas in which compromises might have to be made by as woman as she furthers her education and career. It makes a lot of difference to know the kind of problems that one can face and knowing what she really wants, how to go about it with a knowledge of the odds against her.

b. Yes. Professor Hemalata Dandekar's talk on Oct. 11. Also "Alumni Networking" seems like a very good idea.

c. There were three such sessions 1) the graduate experience, 2) the double burden dilemma of educated women in developing countries, and 3) alumni networking.

d. Reading of "The Classroom Climate: A Chilly One for Women?" and "The Professional Integration of Women."

e. International Graduate Women Students in Development" and "Graduate Advisors".

f. I liked Hemalata Dandekar's presentation because of the broad perspective it gives to issues concerning professional/educated women. Anne Munster's study was interesting because of the information it provided about what's going on in other fields in the university. The Graduate Advisor was interesting as a curiosity, but has nothing to do with my experience.

g. In terms of acculturation sections, I believe it should be more organized in order to come up with some themes and suggestions for newcomers. If there is just a focus on past experience, there are endless things to discuss.

3. WERE THERE ISSUES OR CONCERNS IMPORTANT TO YOU IN THIS PROCESS THAT WERE NOT DISCUSSED WHICH YOU FEEL WOULD HAVE BEEN

HELPFUL? PLEASE ELABORATE.

- a. I think almost everything was covered.
- b. I think we should have devoted more time to the "re-entry" problem. This is an issue where there is a lot of anxiety on our part. A crucial issue. We need time to air those anxieties and learn from each other how to cope with them. Maybe we should have a speaker who went through the experience.
- c. No.
- d. I think we basically touched most of the issues that foreign women graduate students are concerned about.
- e. We talked alot about "Problems". It will be nice to discuss the solutions to the problems.
- f. I think that the issue of legal rights of students would be interesting to discuss. It came up in one of the talks and I think it would be very interesting. At least in scientific research that we depend so much on our advisors, I would like to know what sort of rights we have: can we take some time off (for having a baby for example) without pay and do they have to take us back after it? Can they kick us out for working only the hours we're getting paid for and not the hours they expect us to work? . . .etc.

4. IN GENERAL, I FELT THE GROUP EXPERIENCE WAS. . .

- a. Good. The mixture of people who have almost completed their courses and people who are starting was very helpful. The views of people acquired through personal experiences with their advisors and through their education and professional advancement were informative. The group has a good representation of the different parts of the world and the sharing of every individual experience was learning in itself.
- b. Very good. The Alumni networking has already begun with this group. In future, discussion should be channelled more to general issues than to personal experiences. There was this tendency in most of the discussions.
- c. Therapeutic! It is very hard to deal with "the graduate experience" in a foreign country: all by oneself. It is lonely and it is very difficult to find constructive solutions. Being part of a group like this was really therapeutic. It made me realize I am not alone in this quest. But, most of all, it made me aware of the varieties of experiences we've had. Some good, some bad. I've learned from all of them as each of us shared them around the table...
- d. Immensely helpful in that it helped solidify, reinforce or clarify my own experiences since I am at the point of finishing up my program and just beginning to think about entering the job

market back home. Terms like alumni networking, reentry, etc., are beginning to take on a very relevant and important connotation for me. This seminar is most well timed for me because in the past few months as my peers in political science (who are at the same stage as me) are becoming more and more concerned about placement etc. I have realised that from now on our orientation begins to diverge. They can talk to each other and their professors about their hopes and expectations for the next few years and everybody else being in the same boat can understand. My situation is very different and aside from making a few polite and sympathetic noises they cannot really make any suggestions or offer any advice. In this context I had started to feel very isolated and this seminar has made me realise that my position is not so unique after all and that knowledge itself gives me some strength and support.

e. Important. It helped me to find that I am not the only person that has some problems. I feel more self-confident. And I am glad to share the different experiences.

f. Very interesting and supportive. Even if it didn't solve any particular problem, the simple fact of sharing experiences and understanding the similar problems we've had in adapting ourselves to a new culture has been very helpful.

SPEAKER EVALUATIONS

Speaker One: Anne Munster, author of "The Graduate Experience".

a. She did not cover much of what happens to students from the less developed countries. The presentation was, however, relevant.

b. Very productive session.

c. I am glad we had her as a speaker, because I found her article was not saying much about foreign students.

d. Is there any survey to show the difference of "the Graduate Experience" that were expressed before and after graduation?

e. The study was interesting and it provided us an opportunity of getting a more global idea of what is going on at the university.

Speaker Two: Professor Stuart Y. McDougal, Director, Program in Comparative Literature.

a. Good - An example of an adviser that all of us would like to have. Unfortunately not all advisers, I'm sure, are like him in their outlook and what they actually do. He gave a good idea of what is expected of an adviser and somehow what advisers expect from students.

It would be interesting to talk to someone else who is rated as a poor adviser to see what he/she will say and compare.

b. He was very diplomatic and tended to be very careful as to what he said without committing himself.

c. It was interesting to hear his point of view, although not very representative of the "real world".

d. I didn't get too much out of his presentation. It merely reinforced what I knew already about the 'ideal' characteristics of an adviser. It would be more helpful I think to get an administrator who is in charge of assigning advisers, to students, because when we communicate over grievances to him he should be in a position to do something about it. (It may only be a general directive to the faculty telling them what are the general concerns of foreign students as distinct from American students.)

e. I don't think he was in a position where he could talk candidly about advising.

f. It's a good chance to let everybody speak out their problems. What's the most serious problem in the 'whole' advising system? What's the problem that American students face? If the problems are similar to those of the foreign students, the "whole system" will be the target for solution.

g. Interesting, but I don't think he represented the majority of the professors around here who act as advisers.

Speaker Three: Professor Hemalata Dandekar, "The Double Burden Dilemma of Educated Women in Developing Countries".

a. Good. - Knows her subject and even though the talk was mainly on Indian Women it showed that the problems were basically the same throughout the world.

b. I was very impressed with her presentation. I was, however, disappointed to find out that she would not continue lecturing about women in development at her school.

c. I did not agree with all the issues she presented. But it was a unique opportunity to hear about her work. This is a woman who has devoted a lot of time and thought to the dilemma of educated women in developing countries.

d. Interesting and informative.

e. She dealt with the subject matters that we all can easily identify with. She organized her time well. I think she can be a good role model for professional women.

f. It's an interesting topic. But I am looking for the possible

solutions to the dilemma, if we could have more discussions about the alternatives to solving the dilemma it would be nicer.

g. I think she brought up very interesting problems. Although she centered on the situation in India, some things apply to other countries. Besides, one of the important points stressed with this is that the situation in each country will be very different depending on its recent situation, history, culture, etc. But the talk had the attraction of highlighting some points that are interesting to focus on and to think about, knowing that the results and analyses will be different. I also think that her "advice" to realize where you stand and what you want is very important. In order to realize something it's important to set our goals and know our limitations. I missed some more discussion on how having a family affects your life and work.

EVALUATION OF READINGS: 1(poor) 2(adequate) 3(fair) 4(good) 5(excellent)

Session 1:

1A. International Activities at the University of Michigan published by the International Center, U-M 1985.

Rating: 6 responses. Total score 18 out of a possible 30.
Average 3 fair.

Comments:

- a. It is a good publication which should be made available at the International Center.
- b. The title of the brochure is totally unrelated to its content.
- c. It has interesting information, but it's very general and it does not tell where to extend the information you want.

1B. Dynamics of Cross-Cultural Adjustment: from pre-arrival to re-entry. from Learning Across Cultures published by NAFSA.

Rating: 6 responses. Total score 23 out of a possible 30.
Average 3.8 good

Comments:

- a. Very useful in identifying the problems, so helps to think about what is going on. As happens with other lectures, they're like 'recipe books'. They're useful but whether or not they're effectively helpful depends on the "human atmosphere" that you find either here or on the return to help you turn all this analysis into reality.

Session II.

1 to 9

2A. "The Graduate Experience" by Anne Munster, from Rackham Reports, Spring 1985, pp. 1 and 8.

Rating: 7 responses. Total score 27 out of a possible 35.
Average 3.8 good

Comments:

- a. There should be more focus on foreign students from other less developed countries.
- b. The only thing it lacked was any reference to the problems of foreign students. However, Ann did explain that the reason for that was that the ones she asked were not forthcoming.
- c. Meeting with Ann Munster was much more helpful and interesting than reading the article. She was candid and the discussion was focused upon foreign graduate students unlike the article.
- d. It was a very complete study dealing with many different aspects of graduate life. Supportive, although it only represented the side of the "winner" the ones that have already or almost "made it".
- e. Add more comments or information about international students

2B. The Role of the Foreign Student in the Process of Development pp. 12-25 and 29-35.

Rating 5 responses. Total score 11 out of a possible 25.
Average 2.2 adequate.

Comments:

- a. The recommendations are unbelievable! But, let's not laugh.
- b. Patronizing approach.
- c. I found it contradictory and too patronizing. I don't completely agree with the idea that the U. S. is the guide for the developing world. It can help, but it is definitely not the only model possible. Actually, it depends on what you define as development. In my opinion, the U. S. is an underdeveloped country in many aspects. It is not a 'terrible' article. In some points it does consider that feedback from foreign students could help the U. S.

Session 3.

3A. "Communication and Problem-Solving Across Cultures", from Learning Across Cultures.

Rating 6 responses. Total score of 20 out of a possible 30.
Average 3.3 fair.

Comments:

- a. It gives overall description of problems to be faced from learning across cultures and good suggestions on how to go about solving them.
- b. Didn't understand it very well.
- c. Similar comments to 1B.

3B. "Cross-Cultural Counseling" from Learning Across Cultures, pp. 30-50.

Rating 4 responses. Total score of 15 out of a possible 20.
Average 3.7 good.

Comments:

- a. Very Helpful.
- b. Superficial.
- c. Similar comments to 1B.

Session 4.

4A. "The Classroom Climate: A Chilly One for Women?"
from Project on the Status and Education of Women. pp. 1-22.

Rating 6 responses. Total score of 26 out of a possible 30.
Average 4.3 good.

Comments:

- a. Contains good recommendations to help change the atmosphere for women in the classroom. Good on the whole I think for people who have experienced it to learn how to handle it and for those who have not to note it not be upset when they are faced with those situations.
- b. It was surprising that the actual classroom climate is not so much different in America as other developing countries. The article made me realize insidious inequalities some of which I have taken for granted.
- c. Excellent! Very useful in identifying what is going on and feeling that you're not alone.

4B. Needs of Foreign Students from Developing Nations at U. S. Colleges and Universities.

Rating 4 responses. Total score of 12 out of a possible 20.
Average 3 fair.

Comments:

a. The way it is written, reporting the results of such and such studies does not make it very interesting. It has useful information, but quoting so many studies instead of summarizing them and making more general points is not too convenient. It is interesting but I don't think it provided me with any exciting information.

Session 5.

5A. The Relevance of U. S. Education to Students from Developing Countries. pp. 7 - 34.

Rating 7 responses. Total score of 20 out of a possible 30.
Average 2.85 adequate to fair.

Comments:

a. It was not very objective in its analysis.

b. I thought it was very contradictory. Some points are good, some are very "patronizing". I think it does not state clearly the contradiction that we commented on once in the group - U. S. role in helping other countries but at the same time wanting to dominate.

5B. "The Professional Integration of Women" pp. 47-69 from Professional Integration: A Guide for Students from the Developing World.

Rating 8 responses. Total score of 34.5 out of a possible 40.
Average 4.3 good.

Comments:

a. It clearly outlines the situations in which most foreign professional women will be.

b. I found it very interesting and pointing out the important aspects one needs to be aware of.

Session 6: no readings.

Session 7.

7A. "Alumni Networking" pp. 5-24 from Professional Integration:

A Guide for Students from the Developing World.

Rating 6 responses. Total score of 26 out of a possible 30.
Average 4.3 good.

Comments:

- a. It is an excellent reading and is strongly recommended.
- b. I found good advice.

7B. "Continuing Education for the Returned Professional" pp. 124-134 from Professional Integration: A Guide for Students from the Developing World.

Rating 7 responses. Total score of 27 out of a possible 35.
Average 3.8 good.

Comments:

- a. This article is also recommended because it helps students to be aware of the strategies of how to become members of professional associations to network with after they leave.
- b. I only read it briefly but I have the impression that it does bring out good points.

Session 8.

8A. "The Scientist or Scholar Interacts" pp. 25-46 from Professional Integration: A Guide for Students from the Developing World.

Rating 2 responses. Total score of 6 out of a possible 10.
Average 3 adequate.

Comments:

- a. It brings out interesting points about scientific research. It is like a strategic manual of things you should do outside your field to be successful. It touched some interesting points.

8B. "The Need for Female Role Models in Education" Toni Antonucci, Syracuse University. Unpublished paper.

Rating 7 responses. Total score of 28 out of a possible 35.
Average 4 good.

Comments:

- a. From what you read in class I found it interesting and good to start discussion of individual personal experience. I'm sure that everybody's experience and search for models is somewhat

different.

Session 9. No readings.

Session 10.

10A. "Intercultural Reentry: Conceptualization and Directions for Future Research." from International Journal of Intercultural Relations, Vol. 8, pp. 115-134.

Rating 4 responses. Total score of 16 out of a possible 20.
Average 4 good.

Comments:

a. Very good article. We should have read a few more on this topic.

b. A nice study. Although I'm not thinking about my return, this article brings some interesting points to keep in mind.

WHAT IS YOUR OPINION OF THE SEMINAR CONTENT: For example, were the readings about right, too little, too much? Were the topics chosen relevant? Were there topics unaddressed that you would care to explore?

a. The content of the seminar was good on the average. I feel there should be more materials and at least a speaker to explain the administrative system here.

b. The content is interesting. It would be nice to discuss more detail about what self-expectation that women have to face in their current societies.

c. The amount of reading materials were right even though those articles by NAFSA did not seem to be realistic.

d. The seminar was very rewarding on the whole because I became aware of the fact that the experiences I have had so far are shared by other women like me. I think the readings were a bit too much even though most of them were quite interesting - but there was not enough time to read all because of other responsibilities in our programs. The topics were quite relevant but there was a tendency for digression most of the time from the topics to personal experiences. The topics discussed on Oct. 4 and Oct. 11 could be intensified.

e. I liked the content of the seminar. The readings were just about right and the topics well chosen. With regard to the session on International Graduate Women Students in Development I felt the reading focused almost exclusively on the relevance of U. S. education to students who are in the sciences, engineering, etc. I realise that this is the more important aspect of

development as far as the Third World is concerned, however, in addition to that I would like a more general reading which would address the needs of women in the humanities and social sciences.

f. The readings were about right, maybe a little too many for the amount of time I could put in the course. The content of the readings was interesting, but in general they were very academic studies and I think that their real value for us was to trigger discussion on what our own experiences had been in the different aspects treated. That's what I appreciated more about the course. Not so much the results of such and such, but how each one of us has in practice dealt with all that and how we have faced and solved our problems. That was much more realistic and supportive than the readings that are just rational analyses of a human situation.

One thing I would have liked to know from the beginning when I first arrived, is how the University is organized. Starting from the very basics: what departments there are, what general facilities, what is tenure, what is an assistant professor, how professors get money for their research, etc. In science it is very important to know about the status of the professor you're interested in working with, for example, and universities in other countries can be very different from this in their professors [in terms of] categories and funding sources, for example. It is easy to get some general information from the beginning (where things are located, organizations on campus), but it's not until you find a friendly professor that you find out more about the "power" structure of the University, the decision-making groups (what are the regents, how are they elected, who and how decides about tenure)? Answers to that type of questions I think would have helped me in the beginning to feel more comfortable in such a big university as this one. At least to understand what's going on around us. Besides, aspects as the tenure status of a professor can be very important to know before you decide to work with someone. If he/she does not have tenure you might find that he/she is leaving before you finish your project! The other interest in knowing more detail how Universities work here is that many of us I'm sure are going to go back to work at Universities [in our home countries], so we would like to know as much as possible about the details of how Universities here are run. I think this would be an interesting point to talk about: How universities work in other parts of the world. I'm sure all of us could talk a little bit at least about how the universities are organized in our countries.

g. Most of the readings I skimmed through. I thought they were very good and relevant. I wish I had more time to read them carefully.

PRESENTER On a scale of 1 to 5 rate the presenter. 5-excellent, 4-very good, 3-good, 2-adequate, 1-poor.

ORGANIZATION OF MATERIAL 3.8 **DISCUSSION MODERATOR** 4

CHOICE OF SPEAKERS 3.7 **MATERIAL CLEARLY PRESENTED** 3.3

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Other comments:

a. Taking into consideration that this is the first time this seminar has been organized, the readings were adequate. It would have been very helpful to have had the readings clearly organized and have pointed out well in advance what was to be discussed. Sometimes, apart when there were speakers, it was not easy to know beforehand exactly what was to be discussed. Fortunately most of us had experiences to share.

b. Generally you have been doing excellent job, Kay. But there were some times when we were carried away by irrelevant issues. If you make the list of things to be discussed in one session and let the group know about it at the beginning, then we can cover basic issues for each session in a more organized way.

c. The sessions were frank and lively. The atmosphere was comfortable enough to make even the most shy among us speak up. the seminar had just the right blend of academic seriousness and informality which allowed us to relax while we discussed issues which are/were of predominant concern for all of us. Just once in a while some of the comments would begin to get a trifle repetitive - problems of "accents" and "dates". I would prefer having them brought up on one session (like we did at the first or second one) and then moving on to other things otherwise the arguments just seem to be getting circular.

d. Kay Clifford did an excellent job in this workshop. In organizing it she was aware of each and every issue faced by women of developing countries who come to the U. S. in search of new experiences and learning opportunities. She drew from her own experience, as a woman, as a student, as a foreigner herself (in Africa and Malaysia), as a mother. Her contributions were very enriching.

e. I think you did a wonderful job in leading the discussions and making everybody feel comfortable in the group.

PERSONAL EVALUATION Do you feel you have benefited in any way from this seminar? If so, please elaborate; if not, also please elaborate.

a. Yes. It's helpful to share different experiences.

b. Yes. I feel I have benefited in that I now know some of the problems that I might have as a student here and how to go about solving them. It has given me an idea of the resources available, even if they may not all be readily available and finally it has shown me what to expect back home and not be too overwhelmed or disappointed by problems that will come my way in the process of reacclturation and reintegration.

c. I believe I have benefited from this seminar in a sense that

I could elaborate my feelings and unsaid thoughts as a foreign woman student. I also have benefited from hearing other people's opinions and feelings, which made me realize that I am not alone. It was nice chance for me to prepare myself for the future.

d. Yes. I benefited from the seminar because there were a lot of things that were revealed from discussions that I could not have known about, had I not attended the seminar.

e. I do think I have benefited from this seminar. It has made me analyse my own experiences as a foreign graduate student and put them in a general and broader perspective. It has helped me professionally because I will be advising undergrad and grad students in a year or two and after this seminar, I feel I have a fairly good sense of the different needs and perspectives of students and consequently I believe I'll do a better job of it than I would have done otherwise.

f. I have benefited from this seminar in many ways:

a.) I met a group of women who are going through the same "adventure".- the same pitfalls. The same dreams and expectations.

b.) I met a group of intelligent and articulate women who showed me the world is big but it is small. From all over the world we came, with different languages and backgrounds, but all carrying on our shoulders the responsibilities and perils of being women.

g. I feel that I have benefited from the seminar. Although some people complained that it was too personal, I think, as I have said above, that that was exactly what I most appreciated, at least for a course of this length. If we were to continue, I would definitely think about changing its character. I also feel that we didn't talk enough about the return to our countries.

h. Yes. Emotional support from group discussion. Sharing experience through group discussion. Identifying the issues related to female professionals.

If your understanding of any of the following areas has deepened please circle yes, if it has not please circle no.

The U-M academic administration system yes 4 no 4

The adviser's role yes 6 no 1

Your role as student with the adviser yes 6 no 2

Do you feel you are aware of alternatives to pursue if you have a problem? yes 6 no 2

Do you feel you have an increased yes 7 no 1

understanding of campus resources should
you need help or support in some way?

Do you have an increased under- standing of	acculturation	yes 6	no 2
	reacculturation	yes 6	no 2
	reintegration	yes 7	no 1
Relevancy issues regarding your education in this country		yes 3	no 4
Role modeling		yes 6	no 2
The graduate student experience		yes 7	no 0
American student attitudes		yes 5	no 3
Varying departmental attitudes		yes 6	no 1
Your choices after the degree		yes 3	no 5

BIOGRAPHICAL SUGGESTIONS;

Please write down subject, author or title, or all three if
you know them, of books, articles, magazines, or other reference
material you think would be valuable for this seminar.

a. Am still thinking and looking will promptly forward my
suggestions as soon as I come up with something,

SUMMARY OF EVALUATIONS

LETTERS, EVALUATIONS, OTHER MATERIALS
USED IN 1985 SEMINAR



The University of Michigan
Center for Continuing Education of Women

350 South Thayer, Ann Arbor, MI 48104-1608 Area 313; 764-6555

Professional Development Program for International Women

Dear Graduate Student,

April, 1985

As part of the Professional Development Program for International Women, the Center for Continuing Education of Women is offering a seminar for graduate women students from the Third World. The seminar will meet for ten sessions beginning September 6 and ending November 8, this fall. The seminar will provide a forum for personal and professional issues affecting international women graduate students and will produce material to allow a more complete understanding of the developmental stages experienced by this population coming to the U-M to study.

Space is limited to 12 students and the enrollment period ends May 30, 1985. If you are interested in being a participant in this seminar, please complete the short form on the bottom of this letter and return it to CEW and you will then receive an application form.

The seminar will meet weekly on Fridays from 11:30 to 1:00 pm. The topics will include: influences and experiences directing an individual to graduate school abroad, the expectations an individual has before arrival and the comparison with the reality after settling in, acculturation, changes in self-image, expectations of employment upon return to the home country, exploration of the status of women with graduate level degrees in the home country, a discussion of networking as a job hunting strategy both here and in the home country, role models and mentoring in the home country and a final session.

An anthology, which will be a collection of writings of individual experiences, will be compiled and two copies will be given to each student. Some reading is required for each session. In addition, a bibliography of sources used will also be compiled and distributed.

This noncredit seminar is free. For further information please contact me between 10:00 and 12:00 am, Monday through Friday.

Sincerely,

Kay Clifford

Kay Clifford
Program Associate

NAME _____	FIELD OF STUDY _____
ADDRESS _____	TELEPHONE _____
COUNTRY OF ORIGIN _____	DEGREE EXPECTED WHEN _____
LENGTH OF TIME AT U-M _____	VISA STATUS _____

4/17/85

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Center for Continuing Education of Women

350 South Thayer, Ann Arbor 48109 Area 313: 764-6555

July 9, 1985

Dear

Thank you for your interest in "Paving the Way", a workshop/seminar for graduate women students from the Third World.

In lieu of an application form, I would appreciate your sending me a one page autobiography; if hand written, two pages would be sufficient.

I would also like to meet with you for half an hour before the workshop begins. Appointments can be made with the reception desk during the month of August.

Please send the brief autobiography before August 23.

All meetings will be in the Center's Conference Room and will take place on Fridays from 12 noon until 1:30 pm. The first class will be Friday, September 6, 1985, and the last class will be Friday, November 8, 1985. If this meeting time is impossible for you, please notify me as soon as possible.

You may include whatever you think most important in your brief autobiography. The following ideas might be worth thinking about. The influences, experiences and information leading you to graduate school at an American University; the process of decision making leading you to your choice of field; your expectations of type of employment (if any) upon completion of the degree.

I am on vacation the last week in the month of July, however, messages may be left with reception and I will answer upon my return.

I hope you are having an enjoyable summer. I look forward to receiving your brief autobiographies and to seeing you in August for an half an hour interview.

Yours sincerely,

Kay T. C. Clifford
Kay T. C. Clifford

KC/kt



The University of Michigan
Center for Continuing Education of Women

350 South Thayer, Ann Arbor 48109 Area 313; 764-6555

Perspective:

The developmental life-tasks of women and men differ both within a society and across societies. The tasks involved, therefore, in cross-cultural adjustment differ, too, by gender. Most services offered to foreign students on American campuses are oriented towards the male majority, and the separate needs of the female minority become invisible in the process.

International women, especially Third World women, face dramatically different problems and opportunities. It is felt that few professionals in the field of international education possess an understanding of the role these women play in their countries' development. This understanding is essential in assisting women to receive appropriate educational guidance and counseling in this country.

International Women Students:
Perspectives for the 80s.

Third World women arrive in the U.S. with a thoroughly acculturated set of roles, behaviors and expectations. To enter American society and to function within the culture in the U.S. and at the U-M, new roles, behaviours, and expectations must be learned.

To work effectively within one's own culture, and to fully utilize the experience gained here in the U.S., women must integrate both sets of roles, behaviors, and expectations.

I WOULD APPRECIATE YOUR HELP IN IDENTIFYING THE SEPARATE SETS OF ROLES, BEHAVIORS, AND EXPECTATIONS.

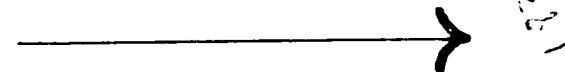
1. What are the critical life tasks involved in the professional development of Third World Women students?
2. What perceptions, experiences and needs should be articulated to help integrate the two cultures in terms of women's issues?
3. What information would be valuable to help women students make the most of their experience here at the U-M?
4. What information would be useful to faculty working with international women students; and what information would women graduate students like faculty to have?
5. A list of needs of Third World women graduate students' by priority.


THANK YOU VERY MUCH. I HOPE THIS LIST ISN'T TOO DAUNTING. I LOOK FORWARD TO MEETING WITH YOU IN THE FUTURE. KAY CLIFFORD CEW 764-6555

2/26/85

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THE LIFE JOURNEY OF PROFESSIONAL DEVELOPMENT



Past	Present	Future
Home Country	U-M Ann Arbor, MI United States	Home Country
Elementary, Secondary, University training, beginning of career employment	Graduate Studies  Higher Degree	Future Employment
Home Country cultural values	Own values incorporated with perceived American values	Merged own values reevaluated with home country values based on American experience.
Women's Issues in Home Country	Women's Issues in U. S.	Comparison of emphasis and status and progress
Expectations/Accomplishments	Expectations/Accomplishments	Expectations/Reality
World View/Perspective	Enlarged World View/Perspective :	Reevaluated World View/Perspectiv
Friends, Family, Ties	Isolation, new friends, independence, Professional growth and development, coping and surviving.	Friends, Family, Ties, dependence Job search, different vision, coping and surviving.
Focus: Education and Employment	Focus: Graduate Studies, acculturating, Upgrade qualifications for return to Home Country.	Focus: Using what you have learned reaculturating, employment, role model for young women, achieving perceived status, what else?
Focus: Women in My Country	Focus: Women in the U. S. and Women in my country.	Focus; What is worth bringing back to support Women in my country?



The University of Michigan
Center for Continuing Education of Women

350 South Thayer, Ann Arbor 48109 Area 313: 764-6555

PROFESSIONAL DEVELOPMENT PROGRAM FOR INTERNATIONAL WOMEN 1985

"PAVING THE WAY"

A 1985 Workshop/Seminar for graduate women students from the Third World.

OBJECTIVE: The Workshop/Seminar is to provide a forum for personal and professional issues affecting women graduate students from the Third World.

OUTCOMES: A more complete understanding of the developmental stages experienced by women graduate students from developing nations who come to the United States to study. Little research has been done on issues affecting these individuals.

An anthology containing each student's interpretation of her own personal development for use by incoming students, student advisers, faculty members, academic advisers, other U-M staff and community groups.

Increased understanding of these particular issues by U-M faculty and staff.

A bibliography of sources used during the seminar.

Time Frame September, 4 sessions, October, 4 sessions, November 2 sessions.

- A. Autobiography. A description of the influences, experiences and information leading the individual to graduate school at the U-M;
- B. Vision. A discussion of the process of decision making leading to this graduate school in this country and future expectations.
- C. Arrival, expectations, reality. A summary of the individual's expectations regarding course work, living conditions, behavior of Americans, etc, before arrival and conclusions arrived at after living here for a period of time.
- D. 6 months survival, adjustment, new view. Most individuals acculturate in 6 months, an attempt to identify steps in this acculturation process will be made.
- E. Acculturation, the insidious process, how have I changed, how am I different? A description of the realization that the individual has changed attitudes and behaviours.
- F. Women in my country, how many with graduate degrees? Status, job expectations, where do I fit in? General discussion.
- G. My development and my country's development process.
- H. Career ladders and networks for women in my country. Comparison with U.S. Can the U. S. model be used. U-M alumni networks abroad.
- I. Role Model or no. How can I be most effective? How can I achieve my long term goals?

2

J. Final Session. Summing up. Bibliography compilation. Anthology editing.

Each session will be of 1 1/2 hours duration.

THE UNIVERSITY OF MICHIGAN
CENTER FOR CONTINUING EDUCATION OF WOMEN

SOUTH THAYER
ANN ARBOR 48104-1608

TELEPHONE: AREA 313
764-6555 or 763-1353

PAVING THE WAY: SESSION I INTRODUCTIONS

INFORMATION TO HELP YOU INTRODUCE YOUR COLLEAGUE:

NAME	FIELD	ASPIRATIONS
MARITAL STATUS	CHILDREN	COUNTRY OF ORIGIN
AREA INTEREST	FREE TIME?	SUMMER OCCUPATION OR FIELD WORK
MOTIVATION FOR FIELD CHOICE	WHERE IN DEGREE AGENDA	WHAT LIKE BEST ABOUT U-M, A2
WHAT WOULD LIKE TO DO MOST	FAMILY BACKGROUND	WHAT LIKE LEAST ABOUT U-M, A2

4 LITTLE KNOWN FACTS ABOUT COLLEAGUE

THE UNIVERSITY OF MICHIGAN
CENTER FOR CONTINUING EDUCATION OF WOMEN
WOMEN IN SCIENCE PROGRAM

350 SOUTH THAYER
ANN ARBOR, MI 48109
located at the corner of N University and S Thayer

TELEPHONE AREA 313
764-2382

"PAVING THE WAY"

SPEAKER EVALUATIONS OCTOBER, 1985

Speaker One: Anne Munster, author of "The Graduate Experience".

Speaker Two: Professor Stuart Y. McDougal, Director, Program in Comparative Literature.

Speaker Three: Professor Hemalata Dandekar, "The Double Burden Dilemma of Educated Women in Developing Countries".

Please use other side or additional paper as needed.

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THE UNIVERSITY OF MICHIGAN
CENTER FOR CONTINUING EDUCATION OF WOMEN

SCOTT THAYER
ANN ARBOR 48104-1608

PAVING THE WAY: SESSION III: THE ACADEMIC ADVISER

TELEPHONE: AREA 313
764-6555 or 763-1353

QUESTIONS FOR PROFESSOR STUART Y. MCDUGAL:

1. How are academic advisers chosen at the U-M, or do they volunteer?
2. If it is different for each department, how are advisers chosen for your department?
3. Do advisers have any training sessions for advising?
4. What exactly is the adviser's role?
5. What does the adviser expect of students?
6. What do you think students expect of advisers?
7. In your opinion, do you think advisers have more difficulty communicating with foreign students? foreign women students? than American students?
8. Do you think advising foreign students is more time-consuming than advising Americans?
9. Are advisers allocated work time for advising purposes?
10. How much time would you say you spent each week for advising?
11. What is one of your greatest gripes about advising?
12. In order for maximum potential for the advising session for both adviser and student, what recommendations would you make for the student to follow?
13. If a student wanted to change advisers, what is the procedure and how easy/difficult is it?
14. If a National Association of Foreign Student Affairs Adviser were to come to the U-M for a training session, would you come? Do you think your colleagues would be interested?
15. What referrals do you do if the problems that arise during the course of an interview are out of the scope of your role as adviser? Examples: personal problems, financial problems, etc.?

THE UNIVERSITY OF MICHIGAN
CENTER FOR CONTINUING EDUCATION OF WOMEN

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Ass. Dir. 18104-1608

"PAVING THE WAY"

OCTOBER, 1985

Telephone Area 313
764-6555 or 764-1353

SEMINAR/FORUM EVALUATION AT HALFWAY POINT.

1. HAS THIS SEMINAR BEEN HELPFUL TO YOU IN THINKING ABOUT YOUR EXPERIENCE AS A GRADUATE STUDENT AND YOUR ACCULTURATION UPON ARRIVAL IN THE UNITED STATES: ELABORATE IF YOU CARE TO DO SO.

_____ VERY _____ SOMEWHAT _____ NOT AT ALL _____ NONE OF THE ABOVE

2. WAS THERE ANY ONE SESSION, OR READING, OR SPEAKER, THAT SEEMED PARTICULARLY HELPFUL TO YOU?

3. WERE THERE ISSUES OR CONCERNS IMPORTANT TO YOU IN THIS PROCESS THAT WERE NOT DISCUSSED WHICH YOU FEEL WOULD HAVE BEEN HELPFUL? PLEASE ELABORATE.

4. IN GENERAL, I FELT THE GROUP EXPERIENCE WAS... _____

THE UNIVERSITY OF MICHIGAN

CENTER FOR CONTINUING EDUCATION OF WOMEN

WOMEN IN SCIENCE PROGRAM

350 SOUTH TOWER

ANN ARBOR MI 48109

located at the corner of N. University and S. Thayer

TELEPHONE AREA 313

764-2382

"PAVING THE WAY"

SPEAKER EVALUATIONS OCTOBER, 1985

Speaker One: Anne Munster, author of "The Graduate Experience".

Speaker Two: Professor Stuart Y. McDougal, Director, Program in Comparative Literature.

Speaker Three: Professor Hemalata Dandekar, "The Double Burden Dilemma of Educated Women in Developing Countries".

THE UNIVERSITY OF MICHIGAN

CENTER FOR CONTINUING EDUCATION OF WOMEN

350 SOUTH DAWSON ST
ANN ARBOR, MI 48104-1008

EDUCATIONAL AREA 513
7-3-7080

"PAVING THE WAY"

OCTOBER, 1985

HALFWAY POINT EVALUATION

Evaluation of Readings 1 (poor) 2 (adequate) 3 (fair) 4 (good) 5 (excellent)

Session I

1A. International Activities at the University of Michigan. pub. International Center, 19

Rating _____ Comments:

1B. "Dynamics of Cross-Cultural Adjustment: from pre-arrival to re-entry." from Learning Across Cultures.

2A. "The Graduate Experience" from Rackham Reports, Spring 1985, pp1 1 and 8

Rating _____ Comments:

2B. The Role of the Foreign Student in the Process of Development, pp. 12-25 and 29-35.

Rating _____ Comments:

3A. "Communication and Problem-Solving Across Cultures" from Learning Across Cultures.

Rating _____ Comments:

3B. "Cross-cultural counseling", from Learning Across Cultures, pp.30-50.

Rating _____ Comments:

4A. "The Classroom Climate: A Chilly One for Women?" from Project on the Status and Education of Women. pp 1-22.

Rating_____ Comments:

4B. Needs of Foreign Students from Developing Nations at U.S. Colleges and Universities

Rating_____ Comments:

5A. The Relevance of U.S. Education to Students from Developing Countries. pp. 7-34.

Rating_____ Comments:

5B. "The Professional Intergration of Women" pp. 47-69 from Professional Intergration: A Guide for Students from The Developing World.

Rating_____ Comments:

7A. "Alumni Networking" pp. 5-24

Rating_____ Comments:

7B. "Continuing Education for the Returned Professional" pp 124-134. from Professional Intergration: A Guide for Students from the Developing World.

Rating_____ Comments:

8A. " The Scientist or Scholar Interacts" pp. 25-46.

Rating_____ Comments:

8B. "The Need for Female Role Models in Education" Toni Antonucci, Syracuse University.
Unpublished Paper.

Rating_____ Comments:

10A. "Intercultural Reentry: Conceptualization and Directions for Future Research." from
International Journal of Intercultural Relations, Vol. 8, pp 115-134.

Rating_____ Comments:



The University of Michigan
Center for Continuing Education of Women

350 South Thayer, Ann Arbor, MI 48104-1608 Area 313-763-7080

PROFESSIONAL DEVELOPMENT PROGRAM FOR INTERNATIONAL WOMEN: PAVING THE WAY

FINAL EVALUATION:

WHAT IS YOUR OPINION OF THE SEMINAR CONTENT? For example, were the readings about right, too little, too much. Were the topics chosen relevant? Were there topics unaddressed that you would care to explore?

PRESENTER: On a scale of 1 to 5 rate the presenter. 5-excellent 4-very good
3-good 2-adequate 1-poor

ORGANIZATION OF MATERIAL _____

DISCUSSION MODERATOR _____

CHOICE OF SPEAKERS _____

MATERIAL CLEARLY PRESENTED _____

Other Comments:

PERSONAL EVALUATION

Do you feel you have benefitted in any way from this seminar?
If so, please elaborate; if not, also please elaborate.

If your understanding of any of the following areas has deepened please circle yes, if it has not please circle no.

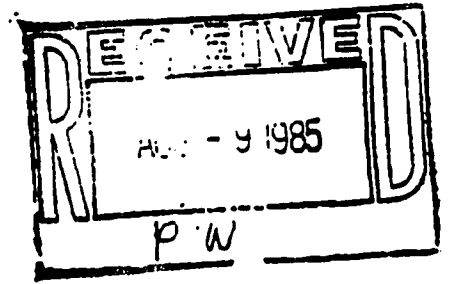
The U-M academic administration system	yes	no
The adviser's role	yes	no
Your role as student with the adviser	yes	no
Do you feel you are aware of alternatives to pursue if you have a problem?	yes	no
Do you feel you have an increased understanding of campus resources should you need help or support in some way?	yes	no
Do you have an increased understanding of acculturation	yes	no
reacculturation	yes	no
reintegration	yes	no
relevancy issues regarding your education on this country	yes	no
role modeling	yes	no
the graduate student experience	yes	no
American student attitudes	yes	no
varying departmental attitudes	yes	no
Your choices after the degree	yes	no

BIBLIOGRAPHICAL SUGGESTIONS:

Please write down subject, author or title, or all three if you know them, of books, articles, magazines, or other reference material you think would be valuable for this seminar.

629 B Daniels St.
Raleigh, N.C. 27605
Aug. 5, 1985

Ms. Peggy A. Willens
Coordinator E.I.D. Program
Education for International Development
NAFSA
1860 19th St. N.W.
Washington, D. C. 20009



Dear Ms. Willens:

Enclosed is the official report on the N.C.E.H. Adopt-a-Student project, bills to justify expenses reported, and the first report which I wrote before getting the official questions. In the first report I had included all the problems we had encountered from the first program to date. Some of these are a result of attitudes persisting in our locality and might not be relevant outside the conservative South; others were a result of trying to bridge cultures and sometimes a lack of awareness of the way the other fellow feels, for example a Moslem's reaction to an interminable rural grace before meals. I included the first report behind the bills in case the project does inspire someone else to adapt, our mistakes might be helpful. I have also included in Addenda Support Material the following: students' evaluations of the program, county project coordinators' evaluations, the agenda for each county giving events planned, newspaper articles, and pertinent correspondence all of which either clarifies the variety among the programs or supports the evaluation as "the best year yet". I have segregated each part so that an individual interested only in the official report can ignore the rest or one interested in referring to any one part for clarification, for example the agenda for each county to see how programs differ, can easily find what he wants.

I handled the budget report as you suggested with parallel accounting of amounts requested and actual expenses and added a note at the end that I had consulted you on what to do.

I truly appreciate the grant and NAFSAS' interest in what we are trying to accomplish. Also the grant interest gave us much wider publicity than we could have accomplished within our own organization.

Sincerely,

Julia P. Seibert

(Mrs.) Julia P. Seibert
N.C.E.H. Coordinator for the Adopt-a-Student
Project

(1) observing farming or their major interest, (2) being cultural "ambassadors", and (3) enjoying tourist or recreational activities.

NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS
EDUCATION FOR INTERNATIONAL DEVELOPMENT PROGRAM

Final Report for Competitive Grant

Please complete the following cover sheet to your final report. Use the attached questions as the format for describing your project, repeating each question as the heading for your response. The Budget Summary should be completed carefully and attached to your report. This report is due in the NAFSA Office by January 31, 1986.

TITLE OF PROJECT: The Adopt-a-Student Project of the North Carolina Extension Homemakers

SUMMARY DESCRIPTION: (50 words or less) International students of agriculture, women interested in Extension type home economics education, and graduate students of sociology spend eight days in rural counties

PROJECT COORDINATOR: (cont. above.)
Mrs. Julia P. Seibert, Coordinator for the N.C.E.H. Adopt-a-Project

INSTITUTION OR ORGANIZATION:
The North Carolina Extension Homemakers

ADDRESS:
(new one of Julia Seibert) 629 B Daniels St., Raleigh, N.C. 27605

TELEPHONE:
(919) 821-3609

TOTAL STUDENT POPULATION AT THE INSTITUTION: (of N.C. State, the major supplier of students : 23,602 of whom 3433 are in agriculture)
Eleven other institutions participate in publicizing the program.

FOREIGN STUDENT POPULATION: at N.C. State : 842 of whom 192 are in agriculture

A.I.D. PARTICIPANT POPULATION: 20 in agriculture at N.C. State

BEGINNING DATE FOR PROJECT: May 12, 1985

CONCLUDING DATE FOR PROJECT: May 20, 1985

NUMBER OF FOREIGN STUDENTS INVOLVED: 21 applied and accepted; 17 carried through—Students sponsored by A.I.D.: Of the 17, 8 were AID, FAO, or Fullbright recipients. The 4 Nigerians were sponsored by their own government, I think.

NUMBER OF OTHERS INVOLVED:

(Please indicate whether they are U.S. students, faculty, community members, etc.) A total of 1861 rural people including 678 Extension Homemakers and 1183 others including Extension personnel, Public Health personnel, public education officials, school children, farmers, and the general public who came to culture sharing events. 12 International Student Advisors, two graduate advisors, and SERVAS helped

OBJECTIVES AND NEEDS

1. What were the objectives of the project?
 - (a) To provide an opportunity for rural communities whose lifestyle inhibits travel to meet people from all parts of the world so that community members will become less afraid of "others", eventually recognize the essential oneness of the human family, and not be as easily manipulated as in the past by politicians who use the fear of other cultures as a vote-getting device.
 - (b) To provide an opportunity for international students of agriculture (Plan A), women in any major interested in the home economics type education provided by Extension (Plan B), graduate students of sociology (Plan C), and professional home economics educators (Plan D) to experience eight days in a rural environment observing agriculture, home economics education or administration, or rural institutions from a sociological point of view; participating in rural family and community life; and being ambassadors of their culture. (Two new plans, C and D which differs from B in its intensive professional orientation, were successfully added in 1985.)
 - (c) To help international students to realize the strengths of family oriented rural America, a culture much closer to their own, as compared with urban academic America or the distortion of American domestic life seen on television.

2. What evidence was there of the need for such a project?
 - (a) The fear of "others who will undermine our values" is reflected in the voting and filibustering record of the senators sent to Washington by predominantly rural North Carolinians. Meeting attractive articulate representatives of other cultures helps to lessen this near paranoia in voters.
 - (b) Of the students who have taken part in our program over half had never been invited into an American home with the exception of that of their graduate adviser.

3. How was this project innovative?
 - (a) It opens the rural community to international students.
 - (b) It provides an opportunity to observe farming as locally practiced, or Extension type home economics education, or rural institutions from a sociologists point of view, or the functioning of Extension and Public Health from a professional point of view of those returning to their countries to institute programs to raise the quality of life of rural women.
 - (c) The use of highly verbal mature cultural "ambassadors" reaches out to the rural adult population; so many cross-cultural programs target youth.

4. Had the proposed project been conducted on your campus previously or in other locations?

Within the Extension Homemakers nationally, North Carolina originated the program. The idea for the program grew out of the Coordinator's experiences as a SERVAS host and traveller. It differs from SERVAS in that it reaches out to those with limited international experience and raises the international maturity level by slow steps. A community gets no more "difference" than it is able to cope with: for example, I would not send a Moslem into a community unwilling to respect his religious dietary restrictions or who might try "to save" him.

5. How was this project appropriate in your institutional setting?

In the Extension Homemakers there are nine areas of interest each of which has a program. The objective of the International Committee is "to create a better understanding, good will, and friendship between women of this country and people of other countries of the world."

What steps were taken to determine foreign student interest in the project and to insure AID sponsored student participation? In 1981 when I was faced with the problem of how to interest students in spending time in rural areas, I consulted Don Roberts, the International Student Adviser at N.C.State University, the land grant university affiliated with Agricultural Extension, to get his ideas on how to solve the problem. He suggested that the target group be students of agriculture since most of them had rural backgrounds. He asked a panel of graduate students of agriculture to suggest a program that would be of interest to them. Out of the suggestions grew the three part program : one third professional experiences in their area of specialization; one third their part as cultural "ambassadors"; and one third homestays and recreational activities. As new professional plans (sociology and professional home economics) were added, the students who applied were asked to suggest what would be of professional interest to them. The three candidates for Plan D, professional home economics, without consulting each other requested three areas of concern : teaching nutrition and food preservation, home sanitation, and population control . The latter necessitated involving Public Health also. The sociology program may involve any institution in the community depending on the student's area of specialization. Now that twelve institutions are recruiting, the amount of exposure the program gets in each depends on the institution. In 1985 in two institutions academic graduate advisors recommended plans A and D as a week long field trip unavailable any other way. Some international student advisers seek out students and encourage them; some send a letter to the target population; some simply post the information on the bulletin board. Because of their maturity and interest in projecting their culture, students who have competed for fellowships or grants such as AID are becoming more frequent applicants; they are highly motivated to become involved in promoting international understanding. We interview and brief all who apply and try to find a place for any who are really interested often placing a less mature less verbally able student in a county with a more mature grant student, many of whom have had previous experience in speaking before an audience.

What were the benefits resulting from this project -- to the foreign student participant, the institution, and the community? The foreign students get a broader understanding of American life and often feel more comfortable in the United States. (See student evaluations and the letter to the newspaper written by James Ellis (of the Black community of South Africa. These are included in the Addenda Support Material.) The Extension Homemakers gain the attention of a broader spectrum of the community than is attracted by their usual home economics emphasis. The community members through direct contact and idea exchange with representatives of other cultures hopefully grow in acceptance of "others" as "real people too," with varying but valid approaches to life.

What institutional and/or organizational support was there for the project?

Although only eight counties participated in 1985, between 1982 and 1985 thirty-one of the one hundred counties in North Carolina have participated; some strongly isolationist counties probably never will participate because they consider the program an approach to "race mixing," an argument against the program openly voiced during its struggle to be accepted in 1982. The project is now considered and reported to the National Extension Homemakers Council as a major state project. Finally, enough Homemaker leaders in the state have been involved in the project to vote organizational funding for 1986, a trend which will probably continue from one year to the next. Other institutions besides Extension have become actively involved; the major ones are Public Health professionals involved in implementing Plans C and D, the Public Schools department, Rotary, Lions, and other private groups. Also after I spoke about the program at the N.C. NAFSA Conference in February, six universities other than those already active became interested in publicizing the program to their students. We are now assured of an adequate supply of students. N.C. SERVAS voted to provide housing for the interview.

PROJECT ACTIVITY AND PROCEDURES

9. What procedures and techniques were used to implement the project? International student advisers and a few faculty members who see the professional relevance of the programs publicize the programs, recruit students, and provide a place for interviewing and briefing when the Coordinator comes. The Agricultural Extension Chairman of each county participating in Plan A completes an agricultural analysis of the county. The Home Economics Agent and the County International Chairman provide the analysis appropriate to the three other plans if the county is involved in one or more of these; some counties ask for Plan D but will accept Plan B if no applicants are available for the more professional approach to home economics. The Homemaker leaders also supply other information on the county: recreational and social activities, any tourist sites, and Chamber of Commerce brochures where possible to attract students to their county. The professional and social analyses are duplicated by the program Coordinator and placed in booklets to be sent to participating international student advisers to be studied by their students. Each adviser gets in his analysis booklet only those programs appropriate to his target population; for example, N.C. State gets agriculture; UNC-Chapel Hill gets sociology and Plan B for women, and ECU gets Plans B and D. Some counties want both agriculture and women in either B or D; during the professional part the students go separate ways but during culture sharing and recreation they are together. During the period that students are examining county analyses in terms of their professional interests, the Extension Homemakers hold county meetings on entertaining internationals for all who will have direct contact with students. A smaller hard-working International Committee under the guidance of the Home Economics Extension Agent recruits homestay families and makes general plans for the culture-sharing events, all meals, transportation, and recreational activities. In early April the Project Coordinator travels to each university, talks with students about their professional and other interests to help the county tailor their activities to the specific student guests, briefs the students on rural differences which they may encounter such as the saying of a very long grace before meals which is upsetting to some non-Christians, and prepares the

students for their culture-sharing programs by clarifying the audience interests. Students who still are interested fill out an application form which clarifies the interest of each and is a commitment to their part of the program. Students list their first and second choice of counties. This gives the Coordinator leeway in case a first choice county is unwilling to honor religious dietary restrictions or similar lack of international sensitivity or a student in a field, such as food science which necessitates a county having food processing plants, applies at a later date. When all students have been interviewed, the Coordinator assigns each a county. If she has any fear that a first choice county might not be willing to totally accept a student, she phones the Home Economics Extension Agent and sounds her out. Occasionally it is necessary to give a student his second choice because he would not have been comfortable in his first choice one. Student placement is the most critical part for the success of the program. In May the students take part in the program. After the students return to their respective colleges, the students, the County Project Coordinator, and the homestay host families evaluate the experiences each from his own point of view. After all evaluations have been returned, the Coordinator compiles this feed back into a report.

10. What activities were carried out during the project? Please be as specific as possible.
Each county's program falls within the equation : one third professional, one third culture sharing, and one third recreational or tourist type activities and homestays which provide for in depth idea and value exchange. One reason that the program has been rated "excellent" by most students is that each county tries to tailor each program to the interests of the students. In the Addenda Support Material are copies of all county programs sent to me. These illustrate how each program is tailored to the interests of the student guests.
11. Please include the project calendar, including dates and places of all major events.
The dates were May 12 to 20. The counties involved were Brunswick and Columbus in the Southeast; Martin in the Northeast; Cabarrus, Catawba, and Richmond in the Southwest; and Buncombe and the Cherokee Indian Reservation in the West. For specific places and events within each county, see each county's program in the Addenda Support Material.
12. Were any materials or products developed for use in the project? If so, please describe.
The materials developed are practical ones to implement the program: a Prospectus for each Plan A, B, C, and D, each of which spells out objectives and what is expected of all involved in the program; a County Agricultural Analysis form for Plan A for students of agriculture, a one page invitation for each plan to be given to international student target groups to interest them in studying the county analysis booklets; application forms for each program both for students and for participating counties; steps in implementing the program for participating counties; tips on entertaining international guests; a booklet of international vegetarian main dishes to be used by any county entertaining a Hindu or other religious vegetarian; and evaluation forms for international students, for the County Project Coordinator, and for the homestay families.

13. How was the project publicized : while in progress and upon completion, at the project site, regionally, and nationally? Each county had articles in the local newspapers before the students arrived inviting the public to the culture sharing events. During the program, newspapers covered the culture sharing programs; some also covered the professional part of the program . Samples of newspaper articles are included in the Addenda Support Material. Also two counties in which the County Extension Chairman has a regular weekly radio program gave up part of his time to a discussion of the Adopt-a-Student Program and to interviews of the student participants. Regionally the program is discussed at the training meeting for the County International Chairmen and many counties report on their program to the Extension Homemakers state newspaper. The invitation for the Coordinator to speak at the N.C. NAFSA Conference publicized the program before all the student international advisers in the state. On the national level of the Extension Homemakers, the state E.H. president reports on the project at the National Extension Homemakers Council as one of the state's major projects. In 1984 Ms. Nancy Leidenfrost, the Adviser to the National International Chairman of the Extension Homemakers, heard of the program from the state report and asked the Coordinator to explain the program in steps that could be followed by other states; this analysis was included in the packet of ideas for suggested international programs given to each state international chairman. Ms. Leidenfrost is in the U.S. Department of Agriculture in Washington. D.C. My applying for this grant was a chance for national awareness among international student advisers.

PERSONNEL AND ADMINISTRATION

14. Please describe the operation of your international student office.. This question is not applicable since the Extension Homemakers originated and did most of the coordination of the project.
5. Please identify the names and positions of project coordinators and assistants, listing specific qualifications of each relevant to this project.
- (a) Mrs. Julia P. Seibert, Coordinator for the N.C.E.H. Adopt-a-Student Project
- Qualifications: A former Chairman of the English Department of a small woman's college in Boston, Massachusetts, I served as the individual who met with international students for orientation to a new culture and who was available when they needed to think through problems or adjustments; the official document part was handled by the Dean of Students. In retirement I chose to work with the Extension Homemakers on their international committee because I feel that promoting international understanding is very important in today's world. Having been a faculty member and administrator and also an Extension Homemaker, I became a bridge between groups who do not always speak the same language. For nine years in Massachusetts (summer moonlighting) I was an active member on all levels of planning of European Language Institute, a now defunct international exchange program for high school youth. For the past twelve years I have been a SERVAS host and traveler; I was N.C. Area Representative for eight years, and served on the SERVAS National Board for four years (the maximum period. It was SERVAS that gave me the idea for the program.

- (b) Don Roberts, International Student Adviser at N.C.State University, in spite of a heavy paper load and an ever-growing international student population, recognized the value of the program and helped shape it to meet the needs of his student population. Don also promotes the program in his university and at state meetings of international student advisers : it was his idea that I speak at the 1985 N.C. NAFSA Conference to publicize the program statewide.
- (c) The international student advisers of other institutions just recruit students, provide a place for interviewing, and provide feedback on student reactions to the program.
- (d) County program coordinators come to the program with little qualifications beyond the desire to promote international understanding; they are, however, very willing to reach out to any source that will help them to grow in international understanding. They are provided with Brigham Young University "Culturegrams" and the U.S. State Department "Background Notes" for each culture that they will entertain. They are also given "Tips on Entertaining International Guests" which explains generally what to do and what not to do so that the guest will feel comfortable. The Coordinator gives practical education and emotional support throughout their participation. A few Extension Agents have served in the Peace Corps with its intensive training in cross cultural endeavors; they help immensely in preparing a county for its experience.

16.

What advisory group(s) governed this project? What was its composition and how was it selected? How often did it meet? In the planning stage we sought input from international graduate students who had served earlier on a group seeking ways of making the NCSU agricultural program more useful to internationals; one of their suggestions was that they would like to observe American agriculture as practiced locally and would like to meet and exchange ideas with American farmers. It was implementing this suggestion that shaped the professional part of Plan A. We also sought input from the Brunswick County Extension Advisory Board and a panel of interested Extension Agents to get their feedback on practical implementation of the professional part of the program. Because of distance, these groups never met together. The input was coordinated by Julia Seibert and Don Roberts, International Student Adviser at N.C.S.U. and the ideas were incorporated into a Prospectus . The Prospectus was reviewed by the N.C.E.H. Consultant for the International Program, Mrs. Elmer Lagg. After her approval and enthusiastic support of the Prospectus it was submitted to the State Board of Agricultural Extension in North Carolina (the four top Extension people in the state in 1981 when Dr. Blalock was State Extension Chairman.) After their approval conditional on a few minor changes, the Coordinator, then State International Chairman, had to defend the program before the North Carolina Extension Homemakers State Board to be considered as the state international project for 1982; it faced conservative protest but passed by a few votes and was granted funding. Since the program was instituted in 1982, it has been reinstated annually by the North Carolina Extension Homemakers State Board as a valuable project; in 1986 in large part because of NAFSA funding for 1985, it has been assured of a place in the Extension Homemakers' State Budget. Don Roberts and I meet at least twice a year to discuss innovations. The student's evaluations annually act as a review of the project, also.

17.

What were the criteria for selection of participants and who made the selection? How were participants recruited and selected?

The criteria for selecting student participants are (1) interest in some part of the professional program, and (2) willingness and verbal ability in English to share culture before both large and small groups. The latter becomes evident in the interview and briefing period. The project Coordinator makes the selection. International student advisers also contribute to the selection process by encouraging students, whom they feel will make good ambassadors, to apply; mature students, often grant recipients, are so targeted. At least two university graduate academic advisors have decided that if possible (We are not able to accommodate families with children, and many Ph.D. candidates have their children with them.) their Ph.D. candidates should have this experience as a professor field trip; their students are preparing for Extension type administration or education in their own countries. Again these students are mature highly verbal people. The nature of the program contributes to the selection process; people who are afraid of the public speaking commitment drop out on their own during the briefing and commitment process. Occasionally one who is very interested professionally but feels insecure about public speaking in English can be accepted if he can be placed in a county with a superior ambassador; the less verbal can bring slides, music by tape or record, or artifacts and remain relatively quiet.

The recruiting process differs from ^{to another} institution. Some international student advisers, like Don Roberts and Sharon Richards, go out of their way to locate likely applicants and to encourage them to apply. Some mail out the invitation supplied by the Coordinator to all in the target population with the added note, "If this program interests you, come to the office for more information." Some simply post the invitation on the bulletin board. Word of mouth recommendation by students from previous years is one of the best methods. It was one of last year's students who convinced his graduate advisor of the professional value of the agricultural program; this year that advisor recruited. Word of mouth also helps in the screening process since students who have been "ambassadors" make it very clear that if one does not like speaking before groups, the program is not the place for that one. The natural selection process is turning up very good ambassadors who plan their programs and supplement them with visual and auditory aids.

EVALUATION AND ADAPTATION

1.

What evaluation procedures were used? How were students involved? Who participated in the evaluation process?

Attach sample student evaluation forms.

Students, each county project coordinator, and homestay families complete evaluation forms, each from his own point of view. The student evaluations and county coordinator evaluations are in the Addenda Support Material assembled according to Plan. The evaluations are summarized into a project report; each international student adviser who supplied students, the N.C.E.H. State Consultant for International, the N.C.E.H. State President as Board representative, and the State International Chairman receive a copy of the report.

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- 19 One of the purposes of the Education for International Development Competitive Grants is to provide models for adaptation in other areas; please indicate how this project will serve as a model.
- There is no question about the need for programs which spread international understanding among rural adults; there are many exchange programs for youth, but these have little effect on the majority of adults in the community. Most intercultural exchange programs for adults, like Friendship Force, necessitate travel money and do not reach out to the total community. A packet of all forms developed for Adopt-a-Student and the process analysis developed for the United States Department of Agriculture requested by Ms. Leidenfrost will be supplied to any state or even a county requesting a packet. The initiative must have the full support of someone in Extension willing to launch the program because the bulk of the program is handled by Extension. It might be possible for an international student adviser to push a similar program if he "sells" the idea to his state's Extension Service.

CONTINUATION

20. What indication exists that the project will be continued, now that the Education for International Development grant period has ended?
- Counties on their evaluations demanded that the program be continued. Enough Homemaker state leaders have been exposed to the program between 1982 and 1985 that the NCEH Board voted to include funding for the program in the 1986 budget based on the 1985 budget. Best of all, a county coordinator of the program for three years volunteered to coordinate the program while the Coordinator for the past four years is out of the country at two international conferences in 1986 : the International SERVAS Conference and the Associated Country Women of the World. This means that the program is no longer dependent on one senior citizen.
21. Other Comments :
- The program is extremely cost effective. The student in traveling by bus from his campus to the host county and back spends no more than \$45.00 for an eight day cross cultural experience. His housing, food, local transportation, and recreation are provided by Extension Homemakers who feel more than compensated for any effort and expense involved by the opportunity to have indepth contact with one or more individuals from other cultures. The international student advisers who do cooperate feel that making this opportunity available to their students is part of their professional service. The Extension Agents also feel that sharing their professional expertise is part of their job; most feel that the experience is professionally stimulating. Also graduate students who understand the potential of service to their countries as cultural "ambassadors" are a wonderful resource for international understanding : one that has been neglected.
- In one letter Ms. Peggy Willens asked that the final report include any problems encountered. Before receiving the form, I had written a report including the problems we encountered during the four years of the program and the ways we worked around these problems. For anyone considering adapting the program to his area, I have included this first report following the bills which support the budget requested. This might help someone else to to profit from our mistakes.

EDUCATION FOR INTERNATIONAL DEVELOPMENT PROGRAM

FINANCIAL STATEMENT

Funds requested from:

NAFSA EID Program

Other Sources of Cash and
In-Kind Support (amount/source)

I. Administrative Expenses:	Proposed in advance	Actual in 1985
Postage	<u>80.00</u>	<u>28.76</u>
Telephone	<u>70.00</u>	<u>215.91</u>
Secretarial	_____	_____
Material and Supplies (name)	_____	<u>15.85</u>

*Each County pays own postage.
Each County pays own phone exp.
E.H. volunteers do all secretarial
Brunswick Co. Extension Office
did bulk Xerox (over 300 p.)*

Proposed: 15200 Actual

TOTAL ADMINISTRATIVE EXPENSES: 260.50

II. Participant Expenses:

(Please specify their nature and cost per participant)

<u>Included above in</u>	_____	_____
<u>Administrative</u>	_____	_____
<u>Expenses</u>	_____	_____
_____	_____	_____

TOTAL PARTICIPANT EXPENSES:

I. Evaluation & Follow-up

Expenses: (Please Specify nature and amount)

<u>Bus fare to location</u>	_____	<u>4520 maximum (student)</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

TOTAL EVALUATION & FOLLOW-UP EXPENSES:

\$ 4520 maximum
per student

IV. OTHER:

(Please specify nature and amount)

	proposed	actual	
<i>Hosted at cost when</i> <u>Travel to recruit</u>	200	97.12	<u>ONE way ride by Extension agent</u>
<u>Meals (1 night)</u>	120	37.62	<u>7 nights hosted by U.S. SERVAS + one lunch</u>
<u>7 meals (5 main + dinner + breakfast)</u>		24.90	<u>other meals by U.S. SERVAS</u>
TOTAL OTHER EXPENSES:	<i>proposed</i> 320	<i>actual</i> <u>159.64</u>	
TOTAL AMOUNT REQUESTED	<i>proposed</i> \$ 770.00	<i>actual</i> <u>1420.14</u>	

NOTE: The Education for International Development Program is unable to provide funds for institutional overhead expenses, refreshments (e.g. coffee breaks), entertainment, international travel, and nonexpendable items such as furniture or office equipment.

I spoke by phone with Ms. Peggy Willens, Coordinator for E.I.D. Prog. What to do about the discrepancy between the proposed and the actual expense. Since I came in below cost or amount allotted, she suggested that I fill out the form as above. The difference in ^{the phone bill} was a result of the increase in participation of more international student advisers. The reduction in other expenses came from the participation of U.S. SERVAS in housing and feeding the Coordinator on her resulting trip.

Julian P. Seibert

Report on and Evaluation of NAESA EID Competitive Grant Project :

The Adopt-a-Student Project of the North Carolina Extension Homemakers

Submitted by : Mrs. Julia P. Seibert, NCEH State Coordinator for the

Project

New address: 629 B Daniels St., Raleigh, N.C. 27605

The 1985 North Carolina Extension Homemakers' Adopt-a-Student project took place May 12-20 during the academic break between spring semester and summer school. This was its fourth year. The purposes of the project have been to provide an opportunity for rural counties to grow in international interest and understanding by hosting mature highly verbal international students and for the students, who will become leaders in their own countries, to gain greater insight into the values, attitudes, and lifestyles of rural Americans than is possible during academic life and to have hands-on experience in the practical application of some aspect of their academic specialization. The initial project in 1982, Plan A, was for graduate students of agriculture or agricultural extension education. In this plan students spent one third of their visit with Extension agents and farmers seeing how American Extension helps farmers in the student's area of specialization, one third being cultural "ambassadors", and one third experiencing homestays and recreational or tourist-type activities. As time has passed, we have been getting more graduate students being trained for Agricultural Extension administration or college level training of local agents. Most have been Extension agents on the county or district level for several years ; they find the opportunity to work with and exchange ideas with their American counterparts a week-long field trip. They make excellent "ambassadors" since they are accustomed to speaking before groups and to adapting their material to different audiences. In 1983 Plan B for international women students was added. The only criteria for selection were that the student be willing and verbally able to be a cultural "ambassador" of her country and that she be interested in some aspect of the homemaker-type education provided for rural women by home economics Extension agents; the student might be in any major and be an undergraduate or a graduate student. We learned that graduate women were more able ambassadors; for this reason we place a more mature international student in the same county with a very enthusiastic but less able "ambassador."

In 1984 at the request of one university's graduate sociology department we tried to launch Plan C for graduate students of sociology; since there were only six international students in the department and

each had his own plans for the academic break, Plan C had no applicants then. In Plan C the student in his interview explains what institutions he would like to visit. Extension sets up appointments with professionals in these institutions so that the student has the chance to find out from the professionals what the institution's specific aims are, how it carries out these aims, and what problems face the institution. He then has a chance to observe the institution in action. For example, family planning education in the student's country might have the aim of population control whereas in North Carolina the aim might be spacing of children for healthier mothers and children. The student also experiences rural family life in different ethnic backgrounds and on different economic levels. He, in addition, has the opportunity to become a part of a rural community which is a society normally closed to "outsiders" - even "city folk" in the same state. Because of the interest of UNC-Chapel Hill in promoting the program among individual graduate students of sociology in 1985, Plan C was launched very satisfactorily for a Ph.D. candidate from South Africa, a member of the Black community. In Addenda Support Material see the following : the program evaluation by James Ellis, his letter to the paper thanking Cabarrus County, and the cover letter and project evaluation of Doris Rogers, Cabarrus County Home Economics Extension Agent. Through the Adopt-a-Student program, changes take place in rural attitudes : counties grow in the ability to see people as human-beings, forgetting a difference of race, religion, or political or economic beliefs. James dispersed local psychological "apartheid" which had existed. As one homestay host wrote on the evaluation, "After James had been with us a few minutes, I was unaware that he wasn't white."

Also in 1985 a new program, Plan D for professional home economics educators, was added because of the applications of three students who had applied for Plan B but who were studying home economics professionally to return to their third world countries to educate paraprofessionals to work in rural areas providing training in nutrition, basic family sanitation (even boiling water to kill parasites), and population control. Since we try to tailor our professional experiences to the student's needs, a quick phone conference with two dedicated home economics Extension agents resulted in an upgrading of Plan B, which is mostly skill sharing, to the professional ^{level} attained in Plan A for graduate students of agriculture. The shift was for emphasis on a more professional approach to programs and means of changing people from less satisfactory behavior. Since in the United States two of the students' areas of interest, sanitation education and population control education, are handled primarily by the Public Health Department, Extension met with

interested Public Health professionals to plan time for the students to exchange ideas with professionals and time to observe the professionals in action trying to change unwise practices such as having children too close together for the health of mother and child. Both the student's and professionals involved felt that Plan D has solid educational value.

Plans B, C, and D have the same general format as Plan A : one third professional experiences, one third homestays and tourist or recreational activities, and one third the student's commitment as cultural "ambassadors."

1985 showed strong growth in the number of institutions interested in promoting the program. Some gave only bulletin board space; however, a student who would study bulletin boards for such an opportunity had the chance to learn about the program. Two new universities became very actively involved in seeking out students who would profit from the program. Adopt-a-Student began with one affiliated university, N.C.State, which is the institution most closely associated with Extension in North Carolina. In 1985 twelve institutions promoted the program distributed as follows : two state universities with many graduate students of agriculture (N.C. State in Raleigh and N.C.A.&T in Greensboro); two state universities with strong departments in professional home economics - the source of the state's home economics agents (UNC-G in Greensboro and ECU in Greenville) ; two universities interested in the program for students of sociology (UNC-Chapel Hill and Appalachian State University in Boone); five private colleges with large female enrollments for Plan B (Guilford in Greensboro, Meredith in Raleigh, Saint Mary's in Raleigh, Salem College in Winston-Salem, and Queens College in Charlotte); and Charlotte International House which reaches out to the over 2000 internationals in the city. The reasons for the increased interest among international student advisers in promoting the program were that the program originator, who is now serving as state coordinator for the program, because of the national NAFSA grant was invited to speak briefly about the program at the N.C. NAFSA Conference in Raleigh in February. Also two NAFSA leaders, Don Roberts of N.C. State and Lucy Wright of ECU, whose students had been involved in earlier programs, openly endorsed the program. Giving endorsement to the program by the grant may have been the most important result of the NAFSA national grant. The program is now known statewide by those able to bring it to the attention of international students.

Word of mouth endorsement by students who had participated earlier is providing a very high quality cultural "ambassador." Students from developing countries, especially ones who have competed for grant funding,

recognize the program as a means of helping people to understand the reality of life in their country. Many African students have run into the misconception that the majority of their countrymen are running around in loin cloths. They counter that with their earlier ideas of Americans derived from western movies. (See newspaper article on the culture-sharing in Brunswick County.) In the Addenda Support Material, note the high evaluation of this year's students given by Extension agents. The consensus was that 1985 was the best year so far. We have gone from the brave student willing to try out a new program to those who really want to communicate culture and who plan their programs with slides or pictures, local clothing, artifacts, tapes of music, and sometimes food demonstrations (very popular with the Homemaker audience.)

Eight counties hosted seventeen students from the following countries: China (Mainland) - 2, Ghana - 1, France - 1, Indonesia - 1, Jamaica - 1, Japan - 2, Nepal - 2, Nigeria - 4, Peru - 1, South Africa (Black) - 1, and Tanzania - 1. Twenty-one students applied, were briefed, chose a county, and committed themselves. In the last week three dropped out. Getting the students to understand the importance of keeping a commitment is one of the problems we have faced each year. Usually it is the young undergraduate women who have applied for Plan B who lose their nerve about going to live in strangers' homes. This year three graduate males did not meet their commitment. Having a student not appear after a county has gone to a great deal of effort to make plans specifically for him undermines much of the positive international feeling that the program is trying to promote. We lose participating counties through negative experience.

The students who did arrive were distributed among programs as follows: Plan A for students of agriculture - 7, Plan B for international women - 6, Plan C for graduate students of sociology - 1, Plan D for professional home economics educators - 3.

Although only eight counties were involved, the students gave programs before or interacted on a social or professional level with 1861 rural North Carolinians : 678 Extension Homemakers and 1183 others, either professionally active in the program or general community members. Although the Extension Homemakers organize and promote the program, it has become a county-wide activity with other forms of community outreach like Public Health, the county schools, and organizations like Rotary, interested in cooperating. If the State Project Coordinator is going to do a thorough job in preparing rural counties for their specific guests, eight counties are about all she can manage in one season. Ten at one time would be maximum unless briefed counties could

brief others. This is a bottleneck that we have to face. Each county needs a lot of briefing and repeated encouragement. So far thirty-one of the one hundred counties in North Carolina have been involved. In 1985 the outreach emphasis was on involving more educational institutions to be able to meet the number of students requested. In 1986 the outreach will be to seek means of interesting some of the sixty-nine counties who have shown no interest or even fear of "foreigners". In rural North Carolina there is a strong fear of "difference" which the program is trying to counteract. One idea for outreach in 1986 is to ask all participating counties to invite neighboring county home economics agents and county international chairmen to the main culture-sharing event so that these ladies may become interested. Enthusiasm of the host county is contagious. Meeting the student guests may lessen any fear. The biggest barrier to the spread of the program in the state is in relation to the homestay part. Many a Homemaker would enjoy hosting an international but fears what the neighbors would think if the guest was non-white or non-Christian. County coordinators any first year have trouble recruiting homestay families.

Besides the problems of a few students failing to meet their commitment by pulling out at the last minute and the rural fear of "difference", we have had a few other problems during the four years. One is the occasional unwillingness to honor the dietary restrictions of religions other than Christian; some seem to have an inability to walk in another's shoes. Counties are thoroughly briefed on international hosting in general, any courtesies due the specific guests, and the courtesy any host should show to a guest. Since Baptists, the major denomination, in rural N.C., have strong church induced feelings against drinking alcohol, we approach the matter of religious dietary restrictions by pointing out that a hostess of another denomination without such feelings would not serve wine with a meal if any guest had religious feelings against alcohol. The retort is, "He is coming to see how we live. Why should we change?" Once we had to reassign a student from the county most professionally useful to him because that attitude prevailed. Now we ask a student to make two choices of county. Then before his placement is finalized, the coordinator calls the county of first choice to sound out attitudes toward the placement. If the coordinator senses any hesitation, she switches the student to his second choice if that county is enthusiastic about hosting him. Perhaps the most important element in the success of the program is extreme care in placement on the part of the coordinator.

Another problem which we did not realize the first year is that

many students need a web of security or they may become fearful -- even older male Ph.D. candidates. We have taken several steps to lessen this fear. After all placements are finalized, the student receives a mailing giving him the county of placement; the name, address and phone number of his county contact; travel instructions by bus or car depending on means of transportation he has chosen; a nametag bearing the project logo with the information that whoever meets him will be wearing a similar name tag; and the State Coordinator's name, address, and phone number in case there^{are} questions that he has thought of after the interview. Also the host county coordinator writes a letter of welcome and mentions who will meet him when he arrives. When young women are expected, the first homestay hostess phones each to give the student the security that she already knows someone. We also try to place two students from the same university in a county so that they can travel together and be psychologically supportive of each other.

Every year a few students fail to fill in their evaluations even though they have committed themselves to do so; these evaluations are very important since they are feedback on the county as host. Occasionally a county may need extra help in sensitivity. It is probably the hectic pace of summer school that causes the student to put off or forget the evaluation. In the few cases the State Coordinator asks the International Student Adviser if he has received negative feedback; each adviser makes it a point of asking how the program went. Most students return enthusiastic. Negative comments we have we have received are that the pace was so hectic that the student returned to college exhausted. The coordinator then suggests to the county to be alert to signs of fatigue and reduce activity if the student seems tired.. We have found that students vary greatly in their ability to absorb many new experiences; what would fatigue one would exhilarate another.

One of the problems that accounts for only thirty-one of one hundred counties is that Plan A takes not only commitment but also enthusiasm on the part of both agricultural and home economics agents, of the county international chairman, and of a large group of Extension Homemakers who are willing to expend considerable effort to make the intercultural exchange a success. If only one of these feels negative, the county can not participate. We have had agricultural agents with Peace Corps experience who have tried "to sell" the program to their counties but who have run into apathy or even resentment on the part of the Homemakers : "You are asking us to open our homes to foreigners !

On the other hand we have had agricultural agents with negative experiences during military service overseas who have flatly refused to participate. We found a way around that problem. When the home economics agents, the county international chairman, and many Homemakers are easier to participate, such a county may elect Plan B, C, or D no one of which needs involvement of the agricultural agents. Cabarrus County which helped pilot Plan B in 1983 and Plan C in 1985 is such a county.

How to get the program to spread beyond North Carolina is a major problem. There have been several abortive attempts of other states. A dedicated driving coordinator who can work around problems is needed to keep a pilot program going. The International Student Adviser at the University of South Carolina, having read about North Carolina's program in 1984, wanted to launch a similar program in South Carolina. His institution is primarily liberal arts; had he been from Clemson, their main agricultural university, where he would have had campus access to South Carolina Extension, he might have been able to get cooperation. He asked North Carolina's help. At the 1984 national convention of the Extension Homemakers the N.C. Coordinator for the project met with the South Carolina delegation "to sell" the program and to link state Extension Homemaker leaders with the eager International Student Adviser, their source for internationals. Even with the promise of a packet of all the material worked out for the project and encouragement they were not willing to try-- not even one small pilot project. In 1983 because our state won a national Homemakers award for the program in 1982 I was asked to present the project as a model to all state international chairmen at their training session at the Extension Homemakers National Convention. Most of the incoming chairmen felt that the program, even with the supportive material which I supplied in packets, was more than they felt able to handle. Two state international chairmen, Nebraska and Wisconsin, asked for additional briefing. I met with them and they left enthusiastic. That is the last I have heard. The program is sound; most of the "bugs" have been worked out of it; and it benefits students and rural adults who need to be involved in international interaction. There is an International Farm Youth Exchange; however, this has little effect on the majority of the community members. My dream is that some day the program will spread as AFS has spread. For the immediate future we will keep plugging away at uninvolved North Carolinians.

I feel strongly that Adopt-a-Student 1985 has been the best program

2.15

so far for the following reasons : We have doubled universities involved in recruiting students. Student applicants have been of very high quality and have made an effort, sometimes by borrowing from fellow nationals, to enrich their culture-sharing programs by visual and auditory materials. Seventeen students had experience that enriched their understanding of American life in a way that no academic program could do. These students spoke before or interacted with 678 Homemakers and 1183 others for a total of 1861 rural people who gained insight into other cultures and who extended a welcome to internationals who often feel the absence of family keenly on holidays. Other institutions, like Public Health, have joined Extension in implementing the program. State Extension Homemaker leaders have agreed to include postage, phone expenses, and recruiting travel funding for the program in the 1986 budget. Best of all, since the coordinator from the beginning of the program has to be out of the United States on other international leadership during the critical period for the 1986 program, a Homemaker leader who has been active in the program for three years volunteered to coordinate in 1986; this means that the program has come of age with a life of its own and is not dependent on a single individual.

To support my evaluation I have included in the Addenda Support Material the following: the students' evaluations and the county coordinators' evaluations. These, I feel, are the most important ones for an over all view of the program. There are over a hundred host family evaluations, but they have limited perception and are rather monotonous. The major use for them is to provide for the state coordinator insight into attitudes toward international guests of the Homemakers at large in a specific county. Also included are the agenda which I received; not all counties honored my request that I be sent a copy of their agenda. The Cherokee Indians, I know, don't have a written agenda; they play each day by evaluation of immediate circumstances. The agendas included show how each county's program is tailored to the interests of the student participants. Some correspondence, especially from Extension Agents, contributes information and attitudes not found elsewhere. Newspaper articles throw light on the program. The heartfelt letter to the June 10 issue of The Concord Tribune, in which James Ellis of South Africa thanks the citizens of Cabarrus County, communicates the value and quality of the Adopt-a-Student program better than anything else that has been written about it.

Report submitted by Mrs. Julia P. Seibert, Coordinator for the NCEH

Adopt-a-Student project

Signature: _____

Julia P. Seibert

Northeastern University

360 Huntington Avenue, Boston, Massachusetts 02115



College of Pharmacy and Allied Health Professions
Medical Laboratory Science Program
617-437-3664

RECEIVED

NOV 20 1984

November 19, 1984

Coordinator

Attention: Peggy A. Willens

Education for International Development

National Association for Foreign Student Affairs

1860 19th Street, N.W.

Washington, DC 02009

Dear Ms. Willens:

Thank you for your letter of October 18 relative to our proposal with the now revised Grant "Practicality of Ladder Level Programs for Health Professionals in the Middle East and Africa."

Enclosed you will find the copy of the grant proposal with a revised budget of \$1,000.00, the amount which you indicated that the committee would consider funding.

Thank you for your consideration.

Sincerely,

Britta L. Karlsson
MS, M.T. (ASCP), CLS (NCA)
Associate Professor
Medical Laboratory Science

Solveig Turner, M.A.
Director
Center for International Higher
Education Documentation

Richard McNeil, Jr.
Associate Director
Office of Sponsored Programs

cc: Vice President Weiss
Dean Schumacher
Dr. Davis

NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS

Education for International Development Program

Proposal for Competitive Grant

Please complete the following cover sheet to your final proposal. Use the attached questions as the format for describing your project, repeating each question as the heading for your response. Proposals should be typed and no longer than six (6) pages. The Proposed Budget Form should be completed carefully and attached to your proposal.

TITLE OF PROJECT: Practicality of Ladder Level Programs for Health Professionals in the Middle East and Africa

SUMMARY DESCRIPTION: (50 words or less) To evaluate how a ladder curriculum, which incorporates associate, baccalaureate, master's and doctoral programs can serve as a model for providing relevant education for internationals planning to return home. Such an approach would allow the individual to strengthen his ties with the home country and to establish a career ladder.

PROJECT COORDINATOR: Britta Karlsson, Associate Professor, Medical Laboratory Science and Solveig Turner, Director, CIHED

INSTITUTION OR ORGANIZATION*: Northeastern University

ADDRESS: 360 Huntington Avenue, Boston, MA 02115

TELEPHONE: (617) 437-3664 or 437-2770

TOTAL STUDENT POPULATION AT THE INSTITUTION: 39,691 degree candidates (Fall 1983)

FOREIGN STUDENT POPULATION: 1,867 (Fall 1983)

A.I.D. PARTICIPANT POPULATION: (Estimate) 12)

PROPOSED BEGINNING DATE FOR PROJECT: March 1985

PROPOSED CONCLUDING DATE FOR PROJECT: March 1987

NUMBER OF FOREIGN STUDENTS TO BE INVOLVED: See below

--Students sponsored by A.I.D.:

Attempt to involve all A.I.D. sponsored students

NUMBER OF OTHERS TO BE INVOLVED:

(Please indicate whether they are U.S. students, faculty, community members, etc.)

All NU international health professions majors; all international educators and health professionals from target areas visiting the Boston area under the auspices of the National Council for International Visitors as well as individual university visitors; American faculty and students at Northeastern with relevant work experience in target countries.

* Please attach descriptive material on the institution or organization applying for the grant. Please specify the relationship between that office and the International Student Office on campus, if applicable.

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Of the enrolled international students 23 are at varying educational levels of the Medical Laboratory Science Programs.

6. WHAT STEPS HAVE BEEN TAKEN, OR WILL BE TAKEN, TO DETERMINE FOREIGN STUDENT INTEREST IN THE PROJECT AND TO ASSURE A.I.D.-SPONSORED STUDENT PARTICIPATION?

At this time, the International Student Office is in the process of identifying all A.I.D. sponsored students at Northeastern University.

Through on-going programs, organized in cooperation with the ISO, the topic of return and reentry has become one of great interest among currently enrolled internationals. It is hoped that this survey will be able to build on some of this interest.

7. WHAT ARE THE ANTICIPATED BENEFITS RESULTING FROM SUCH A PROJECT -- TO THE STUDENT PARTICIPANT, THE INSTITUTION AND THE COMMUNITY?

It is hoped that an evaluation of the benefits of the ladder concept would benefit: (a) the foreign student by showing that it is in his own interest to maintain close contact with the job market and professional developments at home, if possible, by recurrent education, i.e. completion of one degree, followed by job experience at home before embarking on a higher degree, thus growing professionally with the development of his profession in the home country; (b) the university by enabling faculty to assess their roles in the development of their profession in other countries and thus sensitize them to the needs of different cultures; (c) sponsoring organisations or agencies by alerting them to the possibility of averting brain drain by applying the concept of ladder programs.

8. WHAT EVIDENCE IS THERE OF INSTITUTIONAL OR ORGANISATIONAL SUPPORT OR THE PROJECT?

The College of Pharmacy and Allied Health Professions and the Office of the Provost responsible for research have given verbal encouragement to embark on these investigations. The investigators will be using already allocated research time for this project. The Provost's Office has stressed the importance of the study and recommended that the investigators seek outside funding. The research time for the study is within the professional research time available to the faculty member and the project also is within the overall responsibilities of the Director of CIHED. The International Student Office is supporting the project by identifying students and advertising the study.

PROJECT ACTIVITY AND PROCEDURES

1-10. WHAT PROCEDURES AND TECHNIQUES WILL BE USED TO IMPLEMENT THE PROJECT?

Over a two-year period we would prepare to meet with international foreign educators and students from the Middle East and Africa to explore the concept of recurrent education, which allows the professional to return

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the United States and to prepare the student for returning home. The activities of the ISO staff focus primarily on orientation, immigration advising, personal counseling and providing a variety of social and cultural activities for students.

The ISO office has assisted in the preparation of this proposal by providing information about the number of international students and will aid in the identification of students in the major fields concerned.

14. NAMES AND POSITIONS OF PROJECT COORDINATOR(S)

Britta Karlsson, Associate Professor of Medical Laboratory Science has 25 years of experience in Medical Laboratory Science education in the U.S. Her research and professional activities have lately included methods of evaluating and comparing professional credentials, comparisons of Medical Laboratory Science Programs in some 25 or more foreign countries, and re-entry issues.

Solveig Turner, Director and Foreign Credentials Evaluator, Center for International Higher Education Documentation. As Director of CIHED she is continually concerned with the relevance and the applicability of education in one country to that of another.

15. WHAT ADVISORY GROUP WILL GOVERN THIS PROJECT?

Representatives from the International Student Office, International Coop, Health Professions Faculty and the Provost's Office.

16. WHAT ARE THE CRITERIA FOR SELECTION OF PARTICIPANTS?

Interview all educators and administrators and allied health personnel from target areas referred to us by the National Council for International Visitors in response to our request. Student participants will be those international students enrolled in the health professions at Northeastern University with special emphasis placed on receiving the cooperation of AID students.

EVALUATION AND ADAPTION

17. WHAT EVALUATION PROCEDURES ARE PLANNED?

Our questionnaires and final report will be commented on by professional education and appropriate health professions personnel.

18. WHAT ARE THE PLANS FOR PUBLICITY?

The project will be announced by mailings to Ministries of Health and to the National Office of the National Council for International Visitors and the local Boston office of the NCIV. It will also be announced in the Newsletter of the International Student Office and individual students will be contacted by mail to participate in the study.

The completed report will be distributed to all national ministries and/or Medical Laboratory Science Associations in the target areas. It will also be included in the CIHED Newsletter which reaches ministries of education and documentation centers worldwide and will be presented at NAFSA conferences.

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NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS

Education for International Development Program

Proposal for Competitive Grant

BUDGET SUMMARY

Funds requested from:	<u>NAFSA EID Program</u>	<u>Other Sources (amount/source)</u>
I. Administrative Expenses:		
Postage	150.00	_____
Telephone	<u>100.00</u>	_____
Secretarial	<u>300.00</u>	_____
Material and Supplies	<u>150.00</u>	_____
(list on separate sheet) *		
* i.e. printing costs, envelopes, etc.	\$ 700.00	
TOTAL Administrative Expenses:	<u>700.00</u>	_____
II. Participant Expenses:		
(Please specify their nature and cost per participant)		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
TOTAL Participant Expenses:	<u>None</u>	<u>None</u>
III. Evaluation & Follow-up Expenses:		
(Please specify nature and amount)		
Consulting fees		
_____	_____	_____
for evaluation of questionnaires	_____	_____
_____	_____	_____
_____	_____	_____
TOTAL Evaluation & Follow-up Expenses:	<u>200.00</u>	_____
IV. OTHER:		
(Please specify nature and amount)		
Computer time	<u>100.00</u>	_____
, Researchers time **		<u>\$5215.00</u>
Fringe benefits for researchers @ 14%		<u>730.10</u>
Overhead for Total Contributions @ 50.9%		<u>3585.96</u>
TOTAL Other Expenses:	<u>100.00</u>	_____
*TOTAL AMOUNT REQUESTED	<u>\$ 1000.00</u>	<u>10,531.06</u>

** Equivalent of 3 weeks time for each.

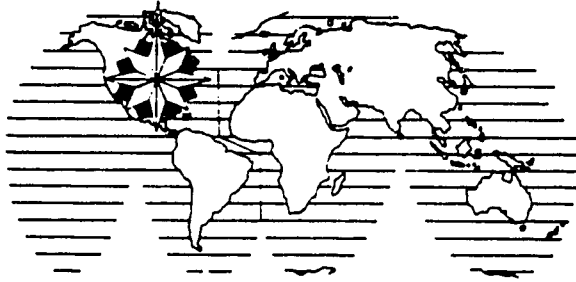
221

ESTIMATED MAILING COSTS

	<u>TOTALS</u>
	\$
Initial Mailing of Questionnaire to Ministries of Health in Sixty- Five Countries in Africa and the Middle East @ \$1.20	78.00
Mailing of an Abstract or Summary of the Report to These Same Sixty- Five Countries @ \$0.40	26.00
Miscellaneous Correspondence	46.00
	<hr/>
Sum Total	\$150.00

**OHIO VALLEY INTERNATIONAL COUNCIL
MARY ANNE FLOURNOY, DIRECTOR**

Ohio University
Center for International Studies
Athens, Ohio 45701-2979
(614) 594-6098



November 7, 1985

Peggy A. Willens, Coordinator
Education for International Development Program
NAFSA
1860 19th St., N.W.
Washington, D.C. 20009

RECEIVED

NOV 12 1985

Dear Ms. Willens:

Enclosed please find the final report for the Women Across Cultures Program. We were extremely pleased with the results and are planning to do another series of programs this spring in the regional campus communities using a similar format.

We are grateful to the NAFSA Education for International Development Program for their support. We plan to highlight the program at a presentation on "Internationalizing Rural/Small Communities at the NAFSA annual meeting in San Antonio.

Sincerely,

Handwritten signature of Mary Anne Flournoy

Mary Anne Flournoy,
Assistant Director
Center for International Studies

NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS
EDUCATION FOR INTERNATIONAL DEVELOPMENT PROGRAM

Final Report for Competitive Grant

Please complete the following cover sheet to your final report. Use the attached questions as the format for describing your project, repeating each question as the heading for your response. The Budget Summary should be completed carefully and attached to your report. This report is due in the NAFSA Office by **January 31, 1986.**

TITLE OF PROJECT: Women Across Cultures

SUMMARY DESCRIPTION: (50 words or less) Women Across Cultures provided a forum in which Third World women studying at Ohio University discussed economic, social and political roles of women in their respective countries with high school and university
PROJECT COORDINATOR: students, faculty and community members in six locations in Southeast Ohio in which Ohio University has campuses.

Mary Anne Flournoy

INSTITUTION OR ORGANIZATION: Ohio University

ADDRESS: Center for International Studies
Ohio University
Athens, Ohio 45701

TELEPHONE: (614) 594-6098

TOTAL STUDENT POPULATION AT THE INSTITUTION: 13,432

FOREIGN STUDENT POPULATION: 1394

A.I.D. PARTICIPANT POPULATION: 12

BEGINNING DATE FOR PROJECT: 1/15/85

CONCLUDING DATE FOR PROJECT: 7/31/85

NUMBER OF FOREIGN STUDENTS INVOLVED: 23
--Students sponsored by A.I.D.: 1

NUMBER OF OTHERS INVOLVED:

(Please indicate whether they are U.S. students, faculty, community members, etc.) International student advisors - 3

Advisory Committees, Ohio Valley International Council - 25

High School students (U.S.) - approx. 650

Community members - 150

U.S. students and faculty at O.U. regional campuses - 250 Graduate assistants - 2

WOMEN ACROSS CULTURES

A Grant to Ohio University from National Association for
Foreign Student Affairs
Education for International Development
Final Report, July 30, 1985

The Women Across Cultures Program, a competitive grant to Ohio University from NAFSA, under the Education for International Development Program, completed its activities on July 31, 1985. The program consisted of day-long programs in six Southeastern Ohio communities and one luncheon program in Athens. These programs focused on the role of Third World women in the family, the economic sphere, education and politics. Teams of four women traveled to the communities in which Ohio University operates regional campuses. They engaged in a variety of activities, including visiting local high schools, talking to regional campus classes and radio interviews. Each program except one included a panel discussion for interested community members. In each area special efforts were made to include various women's groups such as League of Women Voters, American Association of University Women, Business and Professional Women. In one case the program was co-sponsored by the local Arts Council and included an art exhibit about and by local women. Local arrangements were facilitated by the Ohio Valley International Council (OVIC) Advisory Committees. OVIC, the community outreach arm of the Center for International Studies at Ohio University, functions through a series of advisory committees in each of the regional campus communities. Its purpose is to increase the knowledge and understanding of world cultures and global issues throughout Southeast Ohio. Director of the Women Across Cultures and Director of the Ohio Valley International Council is Mary Anne Flournoy.

OBJECTIVES AND NEEDS

1. What were the objectives of the project?

a. To increase the knowledge and understanding of women's roles in the "Third World" among high school and university students, faculty and community members in the six Southeast Ohio locations in which Ohio University has campuses.

b. To broaden the experience of 24 international women graduate students at Ohio University by providing opportunities to interact with American students and faculty and community members with whom they would not normally come in contact.

c. To implement the 1985-86 thematic programming focus of the Center for International Studies, Women in Development, in Ohio University's regional campus communities.

2. What evidence was there of the need for such a project?

Lack of knowledge about other cultures, especially those in the so-called developing or Third world is particularly acute in the isolated rural/small town communities of Southeast Ohio. Ohio University/Athens provides a unique international resource within the region with its population of 1400 international students from more than 80 countries. However, only rarely do these students interact with persons beyond the Athens campus. The international students return to their countries having limited exposure to American life and the residents of Southeast Ohio miss an incomparable opportunity to learn from their international visitors.

In addition, the past decade has seen increased attention to women's issues throughout the world as a result of the designation by the United Nations of 1975-85 as the Decade of Women. It seemed particularly appropriate to assess women's roles in a global perspective in the culminating year of the Decade.

3. How is the project innovative?

As far as we know there is no other current project focusing on women's roles across cultures using international students as resources. The project connected foreign students to groups normally untouched by their presence such as business and professional women's groups, regional campus classes, regional high school classes. The project took place in a largely rural area which covers a wide geographic span. Because the presence of the international students in the communities was a unique occurrence, the program attracted local media attention.

4. Had the proposed project been conducted on your campus previously or in other locations?

During Women's History week in February, 1984, a panel of international women spoke to a small audience of Ohio University students. In October, 1984, Phi Delta Kappa education honorary sponsored a panel on "The Impact of Education on Women" for members and guests.

If so, what major differences distinguished the project from others?

The Women Across Cultures program was widely advertised in the six communities and local community groups such as the League of Women Voters, American Association of University Women, Ironton Arts Council and Hurting's Department Store co-sponsored the public panel discussion with the Ohio Valley International Council. The women foreign students spent a day in each community interacting both formally and informally with high school students, regional campus students, older women returning to school, regional campus faculty and other interested community members. All the programs took place outside the Ohio University/Athens campus.

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5. How was the proposed project appropriate in your institutional setting?

Ohio University, through the Ohio Valley International Council, is committed to assist in the development of an informed public by sharing its resources and experiences throughout its service region stretching from Belmont County to Ironton. This project helped to make groups throughout the region more aware of the university as a resource for international understanding. Because of its regional campus system with campuses in five communities plus the main campus in Athens, the University serves a wide geographical region.

In addition, the thematic focus for programming for 1984-86 in the Center for International Studies is Women in Development. The Women Across Cultures programs were the centerpiece of the 1985 programs. There is a newly formed network of persons interested in Women in Development and an active women's Studies program as well as an African women's Union. The Ohio Valley International Council is coordinating Women in Development programming for the Center.

6. What steps were taken to determine foreign student interest in the project and to assure AID-sponsored student participation?

Laurie Freedman, International Studies graduate assistant assigned to work with the Ohio Valley International Council on the Women in Development programming, approached the African Women's Union and numerous individual foreign women students. Their response was universally enthusiastic. The Office of International Student and Faculty Services also solicited feedback from a number of students. The one AID-sponsored woman student from Botswana agreed to be a participant in the program. All the women contacted initially seemed eager to be heard.

7. What were the benefits resulting from this project--to the foreign student participant, the institution, and the community?

a. Foreign student participants had wider exposure to the region and increased their interaction with Americans. The women explored issues of concern to themselves with American women and men. They learned about each other's cultures as well as more about American culture. The sessions helped the women students think through and better deal with issues they will face when going home as western-educated women. In addition, friendships were formed which continued beyond the program. In several instances there has been an exchange of visits back and forth. The students were also happy to earn \$50.00 for their participation.

b. The institution served its international education mission within the region. Media coverage and word of mouth feedback provided positive PR for the University. The University was able to provide a positive educational experience for some of its international students and regional campus students and faculty.

c. The community gained an insight into women's roles from a cross cultural perspective. They had an opportunity for personal interaction with international students from the university.

8. What institutional and/or organizational support was there for the project?

The Center for International Studies provided secretarial assistance and administrative support for the project through the time of Mary Ann Flourney as Director and two half-time graduate assistants. The Office of International Student and Faculty Services provided assistance in choosing participants. The Advisory Committees of the Ohio Valley International Council organized the sessions in each of their communities, provided meals and hospitality for the visitors and arranged for publicity. Regional campuses of Ohio University provided facilities and aided in the publicity. The Vice President for Regional Higher Education provided money to cover the costs of transportation for the project. Various campus professors were cooperative in releasing their students for the day of the program.

PROJECT ACTIVITY AND PROCEDURES

9. What procedures and techniques were used to implement the project?

The Ohio Valley International Council has advisory committees in each of the six communities in which Ohio University has a campus. These committees met with the project director during winter, 1985, to plan activities in their individual settings. The advisory committees made contact with local organizations such as Rotary, Kiwanis, business and Professional Women's Organization, League of Women Voters and American Association of University Women to co-sponsor the Women Across Cultures program. In one community the local Arts Council assumed a primary co-sponsoring role, in another a local department store. In each the Ohio University regional campus itself played a major role.

The advisory committee members scheduled visits to appropriate university classes and to local high schools. Media personnel on the committees arranged publicity. The local committees also secured a site for the panel discussion, arranged local hospitality and a local moderator.

Laurie Freedman, graduate assistant, coordinated recruitment of foreign women students with the assistance of the Office of International Student and Faculty Services and area studies faculty at Ohio University. Dilruba Hashim, graduate assistant to OVIC during spring quarter, 1985, coordinated transportation logistics and maintained communication with participants and collated evaluations.

10. Activities

a. Six panel presentations on Women Across Cultures were held in Chillicothe, Ironton, Lancaster, Portsmouth and Zanesville during the spring of 1985. International women graduate students at Ohio University discussed social, political and economic roles of women in their countries. Either the Project Director or a local moderator facilitated the discussions.

b. Four women spent the day in each of the regional campus communities meeting with high school students and/or university classes for informal discussions of women's issues.

c. Four radio shows were aired in Athens and Lancaster. Local newspapers published articles about the events.

d. At Belmont County a special course on women Across Cultures was offered. (syllaous attached) The international students acted as resource persons for the course and visited the campus one by one rather than in a group. Students from Japan, Colombia and Bangladesh provided insights on women's roles in their particular countries.

e. Time was set aside in each community for the international visitors to see and learn something about the area they were visiting.

11. Project calendar

December 14, 1984 - Planning with OVIC Advisory Committee, Belmont County.

January 30, 1985 - Planning with OVIC Advisory Committee, Ironton.

February 6, 1985 - Letters sent to prospective international student participants. Interviews then took place through the last week in February.

February 8, 1985 - Planning with OVIC Advisory Committee, Zanesville.

February 28, 1985 - First planning meeting with international student participants.

March 4, 1985 - Planning with OVIC Advisory Committee, Lancaster.

March 8, 1985 - Planning with OVIC Advisory Committee, Chillicothe.

March 18, 1985 - radio show in Athens.

March 25, 1985 - radio show in Athens.

April 3, 1985 - second planning meeting with international participants.

April 4, 1985 - planning meeting with Athens women's Network.

April 7, 1985 - Bangladesh student to Belmont County.

April 18, 1985 - Women Across Cultures, Zanesville.

Panel presentation by students from Sweden, Nigeria, Argentina and Indonesia to OU-Zanesville faculty, students and two high school classes. Tour of Zanesville and dinner with student leaders and university administration. Reception co-hosted by Zanesville Rotary Club and OUZ Student Association with small group interaction between international students and guests.

April 23, 1985 - Women Across Cultures, Lancaster.

Presentations to high school Emerging Nations, Asian Nations and world History classes. Presentations to OU-Lancaster classes on Arab-Israeli Dispute, U.S. in World Affairs and Women in Politics. Tour of Lancaster and dinner at the farm of OUL Advisory Committee member. Panel discussion with students from Botswana, People's Republic of China, Indonesia and West Bank.

Colombian student to women Across Cultures class in Belmont County.

May 1, 1985 - Women Across Cultures, Portsmouth. Presentations to talented and gifted students at two high schools. Noon panel discussion by students from Brazil, Philippines, Rwanda and Nigeria sponsored by Marting's Department Store for working women. Afternoon panel discussion for students and faculty from Ohio University and Shawnee State Community College.

May 7, 1985 - Women Across Cultures, Ironton. Lunch and presentations to four World History classes at Ironton High School. Tour of Ironton. Potluck supper hosted by American Association of University Women. Panel presentation with students from People's Republic of China, Colombia, and Indonesia at Lawrence County Library. Art exhibit by and about local women organized by Ironton Arts Council.

May 8, 1985 - Women Across Cultures panel discussion by students from Kenya, Rwanda and Argentina for the Athens Women's Network, a group of business and professional women.

May 14, 1985 - Japanese student to women Across Cultures class in Belmont County.

May 16, 1985 - Chillicothe Women Across Cultures. Presentations to World History classes at Chillicothe High School, lunch and classes at the vocational school, World Cultures classes at the middle school and an elementary school. Tour of Chillicothe Indian Mounds, dinner with Cultural Affairs Committee of Ohio University - Chillicothe, consisting of faculty and students. Panel discussion with students from Brazil, Poland, Nigeria, Australia and Indonesia.

June 4, 1985 - Participant evaluation.

June - July, 1985 - Evaluation by Advisory Committees, writing of report, writing of article for OHIO VALLEY INTERNATIONAL, newsletter of Center for International Studies.

12. No materials were developed for this project.

13. Publicity

Flyers were designed and sent to community members in each locale, inviting them to participate in the program. Posters were displayed on each one of the regional campuses. Radio spot announcements and four programs (two in Athens and two in Lancaster) reached a wide audience. Articles appeared in local newspapers in the community following the panel discussions and in one case beforehand. The Project Director will give a presentation at NAFSA Region VI on innovative ways of involving foreign students with the community, at which the Women Across Cultures program will be highlighted. She has submitted a similar proposal for the 1986 NAFSA Annual Meeting. She is preparing an article for the NAFSA Newsletter.

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PERSONNEL AND ADMINISTRATION

14. Operations of international student office

The Office of International Student and Faculty Services provides support services for international students and faculty at Ohio University. It provides programming for international students and spouses, support for international student organizations and the Athens Friends of International Students, a community group providing hospitality for international students. The office supports programs to increase the knowledge and understanding of other cultures on campus and in the community in order to provide a receptive atmosphere for the foreign student at Ohio University. The Office is directed by Dr. Alan Boyd who is assisted by two advisers, two clerical staff and various student employees. Dr. Boyd is on the Advisory Committee of the Ohio Valley International Council.

International Student and Faculty Services is supportive of programming in the regional campuses which involves foreign students but it is not a high priority for them. However, one of the prime missions of the Ohio Valley International Council is to provide resources for international programming in the region - especially the regional campus communities. There is an extremely cordial working relationship between the Center for International Studies and the Office of International Student and Faculty Services. International Student and Faculty Services provided help in recruiting students for the Women Across Cultures program.

15. Project coordinator and assistants.

MARY ANNE FLOURNOY, Project Director, is Director of the Ohio Valley International Council and Assistant Director of the Center for International Studies. For the past five years she has been engaged in designing and implementing programs for public schools, community and university groups which draw upon foreign students as educational resources. OVIC has received national recognition for its work in this area. Ms. Flournoy has made presentations at Region VI and national NAFSA meetings, the Global Education Assembly, and the National Council for Social Studies. A paper on the Cultural Awareness Project in the elementary schools of the region was presented at the Latin American Studies Association meeting in Mexico City in 1985 and has now been published in TEACHING ABOUT LATIN AMERICA; Curriculum Projects for Grades 6-12, under the auspices of the Consortium of Latin American Studies Programs at Tulane University. She has also recently published "Omar, You Have Changed My world" in GLOBAL EDUCATION AND INTERNATIONAL EXCHANGE, Intercom 106 published by Global Perspectives in Education, Inc., 1985, with support of the United States Information Agency. She currently coordinates the Women in Development programming for the Center for International Studies.

LAURIE FREEDMAN, graduate assistant in International Affairs, assisted the director in fall and winter. Ms. Freedman coordinated recruiting. She collected materials related to Women in Development for the Center for International Studies as well as making local arrangements and publicizing several programs on this theme.

DILRUBA HASHIM, graduate assistant in International Affairs, assisted the director in the spring. She coordinated transportation and scheduling. She also participated in the program as a resource person for the women Across Cultures class in Belmont County.

16. Advisory groups

The Advisory Committees for the Ohio Valley International Council coordinated local arrangements and publicity for the Women Across Cultures programs. They were assisted by the offices of the respective deans of the regional campuses. The OVIC Advisory Committees were appointed by the regional campus deans of Ohio University and the Associate Provost for International Programs. Each committee includes a community member with international interests, a media representative and a faculty member on the campus. The six committees met individually with the Project Director in winter, 1985, to plan their community's participation. They provided evaluation of the programs at their conclusion as well as soliciting feedback from the local high schools. The groups met individually within their communities several times to carry out the necessary tasks related to the project.

17. Criteria for selection of participants

Criteria for selection of the women participants included interest in participating, ease with English, articulateness on the topic of women's roles in their country and balanced geographic distribution between Asia, Africa, Latin America and the Middle East. There were specific requests from two of the communities for someone from Sweden and Japan. Although the emphasis was on the role of women in the Third World, we found that adding one woman from the so-called Developed World provided a livelier discussion in which sharper contrasts could be drawn. A list of foreign student participants is appended.

Recruitment was done through the area studies programs at Ohio University, international student organizations and the Office of International Student and Faculty Services. Selection was made via interviews with the project director and her assistant. 24 persons were selected. Two of these did not participate because of illness and an intervening class project. Therefore, the two alternates were able to participate. More than 90 students were contacted by letter in February, 1985. About 40 of those indicated an interest in participating.

Some could not adjust their schedules to meet the demands of the program, others upon further inquiry decided that they did not wish to give up the necessary time. The 23 who did participate were excellent representatives of their countries and articulate spokeswomen for women's roles. The woman power in the room when the group met was electric.

EVALUATION AND ADAPTATION

18. Evaluation procedures

Each program was evaluated by the student participants, faculty members whose classes they visited and the advisory committees of the Ohio Valley International Council. Foreign students met with the Project Director immediately following each program to give oral evaluation and each one filled out the attached evaluation form. A final evaluation session with all participants was held on June 4, 1985.

In addition the Advisory Committees solicited feedback from teachers of classes visited by the international students and evaluated the panel discussions as well as the total program.

The project received no negative feedback from any source. The students universally agreed that they had benefitted from the experience as a unique opportunity to exchange ideas with women of other communities. They thought that interaction with women and men and/or girls/boys and exchange of information about their culture was the most beneficial part of the program. Assessment of the most responsive group varied, depending on locale. All agreed, however, that contact with a number of different groups, although tiring, was very stimulating. The one exception was the Chillicothe program which included too many activities, despite the Project Director's firm insistence on a reasonable schedule.

The only problems encountered had to do with scheduling. The Zanesville program had too few activities and should have involved the students going to the high school instead of relying on students to come into the campus after school. The Chillicothe program included four schools. The women were exhausted by the time of the panel discussion. Although each local committee met with the Project Director and agreed upon a plan, the group sometimes found a different program when they arrived on site. Another series of similar programs will not encounter these difficulties. Each Advisory Committee was aware of how they might improve the next time around.

Suggestions for topics for future programs came from both student participants and community members. They included social and political issues, art and literature, basic geography, international foods. Some suggested that a concerted effort should have been made to get the men to attend. Another proposed a series of programs on lives of children.

All participants were eager to participate in further programs of this nature and indicated a preference for ones that were relatively informal and allowed for a maximum of interaction.

Teachers in the high schools were overwhelmingly enthusiastic and OVIC has already received requests for similar programs in the coming year. Several regional campus classes have requested international visitors.

19. Adaptation in other areas

The project is easily duplicated in an area with sufficient female foreign student population. The key is preplanning with the international students at ease with what is expected of them. The project can also serve as a model for involving groups outside the university with foreign students. By choosing a theme with wide appeal and contacting any community group which might be interested in the topic, we reached a wide audience. The idea of a day-long series of activities provided for maximum use of resources and efficiency of transportation. In a rural area this is crucial.

The topic of women's roles seems especially pertinent. We drew women from every walk of life: university professors, teachers, high school students, women returning to school after a long absence from the classroom and/or job market, senior citizens. There was a warmth in the exchange and a true curiosity. Most of the groups were reluctant to let their visitors leave and begin the long drive home. It is a topic that provides easy identification, not just academic curiosity. That is the best basis for this kind of exchange.

CONTINUATION

20. The Center for International Studies continues its emphasis on Women in Development through 1986 and is currently involved in a fund raising effort to ensure a permanent base for such efforts. The Ohio Valley International Council maintains a resource bank of international students willing to interact with schools and community groups on a variety of topics. This program will continue indefinitely. The Advisory Committees of OVIC will continue to plan international programs for their areas. In addition, OVIC and the Office of International Student and Faculty Services is submitting a NAFSA Coop proposal to involve regional campus students and international students in a program on International Terrorism.

The Project Director, one of the OVIC Advisory Committee members, one of the Women Across Cultures participants, and three other international women will present a panel on women's roles at the Midwest meeting of the Women's Studies Association in October. This panel is a direct outgrowth of the Women Across Cultures program.

21. The program was a success by any measure. Having a stipend to offer the international students for their participation was crucial. They felt a real sense of commitment and a justification for giving up a day of study or classes. Recruitment was a much easier task than it would have been otherwise.

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PARTICIPANTS IN THE WOMEN ACROSS CULTURES PROGRAM

Maura Afonso - Brazil
Patricia Ardila - Columbia
Eva Axelsson - Sweden
Joy Chin - Australia
Martha Dambe - Botswana (AID - sponsored)
Susanna Darmstater - Indonesia
Rosemary Effiong - Nigeria
Yarnelly Gani - Indonesia
Comfort de Gosnie - Nigeria
Esperanza Granados - Colombia
Guadalupe Guerrero - Argentina
Dilruba Hasnim - Bangladesh
Corry Hendrowarsito - Indonesia
Comfort Kalu - Nigeria
Zongfang Li - People's Republic of China
Chisato Morohashi - Japan
Pelagie Mutarabayife - Rwanda
Ari Mwachofi - Kenya
Nuri Soeseno - Indonesia
Ewa Stawecka - Poland
Evelyn Yu - Philippines
Mei-Wa Zhai - People's Republic of China
Munira Zurub - west Bank, Palestine

EDUCATION FOR INTERNATIONAL DEVELOPMENT PROGRAM

FINANCIAL STATEMENT

Funds requested from: NAFSA EID Program Other Sources of Cash and
In-Kind Support (amount/source)

I. Administrative Expenses:

Postage	<u>90.96</u>	100.00 (Ohio University)
Telephone	_____	25.00 (Ohio University)
Secretarial	_____	220.00 (40 hrs. @ 5.50/hr.)
Material and Supplies	_____	75.00 (Ohio University)
Graduate Assistant (1/2 time, Winter & Spring)		375.00
Time of Coordinator (1/8, Winter & Spring)		1290.00
TOTAL ADMINISTRATIVE EXPENSES:	<u>90.96</u>	<u>2085.00</u>

II. Participant Expenses:

(Please specify their
nature and cost per
participant)

Honoraria for 2 extra programs (6 x @25/ea)	_____	_____	150.00 (time donated by for students)
Honoraria for foreign students (24 students x \$50/student)	1200.00	_____	_____
Panel moderators (6 @ \$50/ea)		_____	300.00 (Community time donated)
Meals and travel		_____	1042.00 (Ohio U. + Commu Community)
TOTAL PARTICIPANT EXPENSES:	<u>1200.00</u>		<u>1492.00</u>

II. Evaluation & Follow-up

Expenses: (Please Specify
nature and amount)

_____	_____	_____
_____	_____	_____
_____	_____	_____

**TOTAL EVALUATION & FOLLOW-UP
EXPENSES:**

<u>0</u>	<u>0</u>
----------	----------

IV. OTHER:

(Please specify nature
and amount)

TOTAL OTHER EXPENSES:

0

0

TOTAL AMOUNT REQUESTED

\$1290.96

3577.00

NOTE: The Education for International Development Program is unable to provide funds for institutional overhead expenses, refreshments (e.g. coffee breaks), entertainment, international travel, and nonexpendable items such as furniture or office equipment.



Office of the Treasurer and Controller, Scott Quadrangle, Ohio University, Athens, Ohio 45701

National Association for Foreign
Student Affairs
1860 19th Street, N.W.
Washington, D.C. 20009

November 4, 1985
223-072-4110-1
Final Invoice

"Women Across Cultures" - Financial Report

	<u>Budget</u>	<u>Expenditures</u>
Honoraria	\$1,200.00	\$1,200.00
Postage	100.00	90.96
	-----	-----
Total	\$1,300.00	\$1,290.96
Advance Received - Ck. 10515		650.00

Total Due Ohio University		\$ 640.96

Copies of detailed expenditures are attached for your information.

Details of Expenditures

Date	Description	Reference	Amount
04/30/85	Metered Mail Charge	J 04300	\$ 41.80
05/14/85	Dilruba Hishia	Ck. 823572	50.00
05/14/85	Patricia Ardila	Ck. 823573	50.00
05/14/85	Eva Axelsson	Ck. 823574	50.00
05/14/85	Guadalupe Guerrero	Ck. 823575	50.00
05/14/85	Nuri Soeseno	Ck. 823576	50.00
05/14/85	Rosemary Effiong	Ck. 823577	50.00
05/14/85	Munira Zurub	Ck. 823578	50.00
05/14/85	Martha Damba	Ck. 823579	50.00
05/14/85	Yannelly Gani	Ck. 823580	50.00
05/14/85	Zong Fang Li	Ck. 823581	50.00
05/14/85	Evelyn Yu	Ck. 825092	50.00
05/14/85	Comfort De Goshie	Ck. 823093	50.00
05/14/85	Pedagie Mutarabayir	Ck. 823094	50.00
05/14/85	Maura Afonso	Ck. 825095	50.00
05/14/85	Esperanza Granados	Ck. 824096	50.00
05/31/85	Payroll		100.00
05/31/85	Payroll		.50
05/31/85	Metered Mail Charge	J 05300	37.35
06/30/85	Metered Mail Charge	J 06300	8.61
07/31/85	Metered Mail Charge	J 07300	2.98
08/31/85	Metered Mail Charge	J 08300	.22
09/09/85	Remove W/C FY 84/85	J 09573	(.50)
10/31/85	Corr Req. 14205		350.00

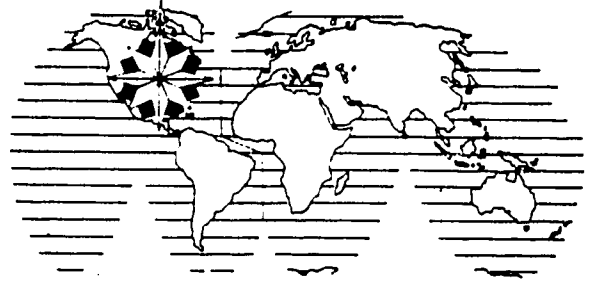
			\$1,290.96

APPENDICES

i	letter of invitation for participants
ii	information form
iii	questions for panel discussion
iv	course prospectus - Concerns of International Women
v	publicity
vi	community reactions

**OHIO VALLEY INTERNATIONAL COUNCIL
MARY ANNE FLOURNOY, DIRECTOR**

*Ohio University
Center for International Studies
Athens, Ohio 45701-2979
(614) 594-6098*



Dear

Your name has been suggested to participate in a program entitled Women Across Cultures sponsored by the Ohio Valley International Council in Ohio University's regional campus communities in spring, 1985. Groups of four international women will spend one day in each community meeting with high school students and participating in a panel discussion about women's roles in their respective countries. By means of a grant from the National Association for Foreign Student Affairs participants will be paid \$50.00 per day. Transportation to and from the regional campuses will be provided.

If you are interested in participating in the Women Across Cultures Program, please contact Mary Anne Flourney or Laurie Friedman at the Center for International Studies (Burson House, 202) or phone 594-6098. We look forward to hearing from you.

Sincerely,

Mary Anne Flourney, Director
Ohio Valley International Council

MAF/pls

Women Across Cultures

Information Form

Name _____

Telephone _____

Address _____

Social Security # _____

Native Country _____

Week days available for speaking on a panel _____

Which subject(s) are you studying?

What was your educational and/or professional background before coming to Ohio University

WOMEN ACROSS CULTURES

1. In your country what role do women play in the family?
2. What economic activities do women participate in?
3. What educational opportunities are available to women? What impact will your education in the United States have on your status when your return to your country?
4. Are there any limits to women's political participation?
5. Is there a feminist movement?
6. What adaptations have you had to make to American culture?

OHIO UNIVERSITY BELMONT

SPRING QUARTER, 1985

HISTORY 498C - CONCERNS OF INTERNATIONAL WOMEN
2 Credit Hours

There will be speakers from four different countries. Dates and speakers are as follows:

- April 9th From Bangladesh, whose capital is Dacca, will be Diloruba Hashim
- April 23 From Colombia, whose capital is Bogota, will be Patricia Ardila
- May 8 From Kenya, whose capital is Nairobi, will be Ari Mwachofi.
- May 14 From Japan, whose capital is Tokyo, will be Chisato Morohashi.

Class will meet Tuesdays. There will be two sessions to choose from each day. You may attend whichever one is more convenient for you. One will meet from 3:00-5:00 p.m. and the other will meet in the evening from 7:30-9:30 p.m.

The program is being sponsored in conjunction with the International Students Program at Ohio University and assistance is being given in permitting the students to participate in the program with one of the staff members from the Ohio Valley Council, Mary Anne Flournoy, in conjunction with a NAFSA grant. The program is designed to offer an experience for those women involved in the return to academic programs at the Belmont Campus, especially those who are in the classification of the non-traditional student, individuals who by and large are not the traditional age high school student but have re-entered the college program after marriage, after employment, or after a number of years delay in enrolling college programs. The course is designed to be informative where we will explain the culture of the various countries involved. We will be especially emphasizing the role of women in those countries; and their difficulties, their particular circumstances that they themselves have had to overcome in acquiring a college education, and in most instances, traveling from one country to another, specifically the United States, and in particular Ohio University in Athens to procure advanced degrees. They will indicate a number of the taboos that have been placed in front of them; difficulties of religion, economics, and in some instances social class standing, where women are looked at with particular disdain for having returned to the educational program.

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The assignment that will be required of students enrolled is to complete a paper from three to five pages in length, describing the host country involved, some of its cultural ramifications, and in particular emphasizing the differences that apparently are easily recognized after having heard the various speakers describe their host country. Several resource texts will be available for you to use in describing these kinds of differences and problems. I am hoping that it will be an experience that will enlighten those who are in attendance and offer those four women who are coming from both Africa, Asia, and Latin America an opportunity to interact with other adult women of the United States in a non-threatening situation, where it is an academic operation, but the program is itself designed to be in part a social setting as well.

You do not have to attend both sessions but only one or the other. The papers will be due by the end of the quarter. A format for the papers will be passed out at the first class session and further explanation of your responsibilities in performing will be given upon request. By and large I would like the reports typewritten and written along a format that would explain a number of points that will be brought up in the discussions during the various speakers' engagements. For interested parties who would like further details about the program please contact Michael McTeague, or Phyllis Wells at Ohio University 614/695-1720.

The fee for the course is the normal academic rate, and that would be \$48 per credit hour, or a total of \$96 for the two-hour course. For those of you who are taking 11-20 hours, the course can be taken as part of your comprehensive fee.

Once again, anyone interested in further information should contact the individuals above.

YOU ARE INVITED TO:

"Women Across Cultures"

LAWRENCE COUNTY BRIGGS LIBRARY-IRONTON, OHIO

MAY 7, 1985 7:00 P.M.

MEI-WA ZHAI, PEOPLE'S REPUBLIC OF CHINA; ESPERANZA GRANADOS, COLUMBIA; EVELINE LANG, AUSTRALIA; AND CORRY HENDROWARSITO, INDONESIA; WILL COMMENT ON THE ROLE OF WOMEN IN THEIR RESPECTIVE CULTURES AND THEIR EXPERIENCES AS WOMEN IN A FOREIGN CULTURE (U.S.). THE WOMEN ARE GRADUATE STUDENTS AT OHIO UNIVERSITY, ATHENS.

ALSO: LOCAL ART - **"Woman On The Mezzanine"**

ON DISPLAY AT THE LIBRARY MAY 6-13, 1985

SPONSORED BY: IRONTON CHAPTER OF THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN; IRONTON COUNCIL FOR THE ARTS; & IRONTON CHAPTER OF THE OHIO VALLEY INTERNATIONAL COUNCIL.

WITH SUPPORT FROM: THE NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS (NAFSA).

"BRING A FRIEND!"





OHIO UNIVERSITY - LANCASTER
1570 GRANVILLE PIKE
LANCASTER, OHIO 43130-1097

April 10, 1988

Dear Ohio University - Lancaster Friend:

On Tuesday, April 23, at 7:30 p.m. four international scholars from the Athens campus will be speaking on "Women Across Cultures." These scholars come from the People's Republic of China, Indonesia, the West Bank, and Botswana. We hope you will be able to attend to hear their interesting comments on cultural similarities and differences.

Grants from the Agency for International Development and the National Association for Foreign Student Affairs made this program possible. Mary Anne Flourney, Director of the Ohio Valley International Council, is coordinating the program. The students will be speaking at area high schools and Ohio University - Lancaster classes during the afternoon and early evening. The general public is invited to hear their presentation at 7:30 p.m. in the art gallery on the top floor of Brasee Hall.

There is no charge for the program. We hope you will join us.



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RECEIVED
MAY 6 1985
Center for International Studies

Forum At OUZ Today

The Ohio Valley International Council at Ohio University-Zanesville will host four international adult students from Ohio University-Athens today. They will speak on the role of women in developing countries in an open forum from 12:45 to 2 p.m. in Room 134 of Elson Hall.

The students are Eva Axelsson of Sweden, Rosemary Effiong of Nigeria, Guadalupe Guerrero of Argentina and Nuri Seoseno of Indonesia.

The open forum will provide the public an opportunity to encounter multi-cultural perspectives on current issues.

After a tour of the campus and Zanesville, the students will be honored at an evening reception.

The OUZ student senate assisted the Ohio Valley International Council at OUZ in organizing the program.



OHIO UNIVERSITY SOUTHERN CAMPUS
1701 SOUTH SEVENTH STREET
IRONTON, OHIO 45638
May 2, 1985

RECEIVED

MAY 3 1985

Center for International Studies

Ms. Mary Anne Flournoy, Director
Ohio Valley International Council
Center for International Studies
Ohio University
Athens, Ohio 45701-2979

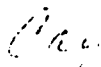
Dear Mary Anne:

The Women across Cultures visit to Portsmouth yesterday was a great success from start to finish, and it was certainly my pleasure to escort the panel you sent. Comfort de Goshie, Pelagie Mutarabayire, Evelyn Yu, and Maria Afonso are all very interesting women. They acquitted themselves beautifully in three very different settings.

They spoke to about 40 high school honor students from Portsmouth and East High Schools in the morning, and then spoke at an open luncheon at Marting's attended by working women. The day ended with a presentation at Shawnee State Community College to Shawnee State and Ohio University students--at least 60 attended.

I tried to ensure that they saw some of the town and learned a bit about its history. I hope they enjoyed their day as much as everyone in Portsmouth enjoyed having them visit.

Sincerely,


Catherine H. Horr, Ph.D.
Director of Continuing Education

Dear Mary Anne,

Please thank 'Mauna, Ewa, Joy, Comfort and Suzanna for sharing their time and experiences with us for an entire day. The public school students, community members, OUC students and faculty seemed to really enjoy a taste of other cultures.

I personally benefited from spending the day with the women and thank you for arranging their visit to OUC.

Cordially,

Susie Phillips

World's women often share same roles

By JAN GRIFFEY
Tribune staff writer

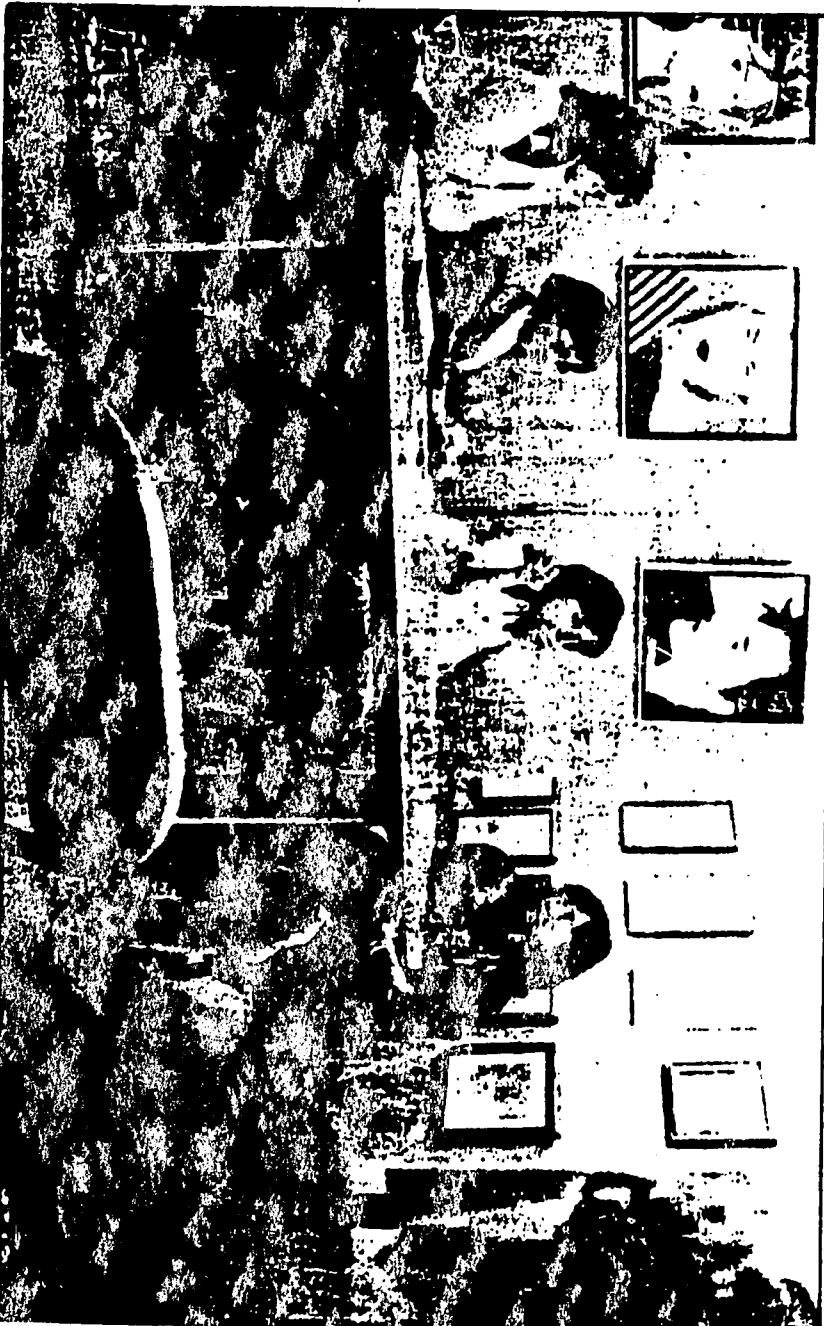
Ironton residents had the opportunity to learn more about the role of women in other countries Tuesday night.

Three international graduate students from Ohio University in Athens spoke to a group of about 30 on the mezzanine in Briggs Lawrence County Public Library. The program, Women Across Cultures, was sponsored by the Ironton Chapter of the American Association of University Women, the Ironton Council for the Arts and the Ironton Chapter of the Ohio Valley International Council.

The women are traveling through the state, speaking on the differences and similarities of the lives of women in their native countries.

Mei-hua Zhai, a master's degree candidate at OU and a native of the People's Republic of China, said the lives of women in China is dependent upon the area of the

(See WORLD, Page 2)



International women speak here

Tribune photo by Jan Griffey

World

(Continued from Page 2)

country a woman lives.

"Confucius said that a daughter should wake up early and wait on her family. When the daughter gets a husband, she should wait on him. And, when the husband dies, the widow should wait on her son," Zhai said. "That reflects the idea that women should always be listening to men.

"Things are beginning to change in China, but not completely. In the cities, if a man and a wife who both work, the man would cook and do the dishes and the wife would take care of the children and help them with their assignments from school. But, in the country, a woman's role is still to wait on men and her parents-in-law," Zhai said.

Mrs. Zhai said standards for a wife and husband, though the sharing of household chores and responsibilities are becoming more equitable, are not changing as rapidly in the eyes of Chinese men.

"If a husband and a wife both work, I think it's only fair for them to share in the work of the home, but that's not always looked upon as good.

"If a man has a wife who works hard and does a lot of the housework, other men tell him he's lucky to have such a good wife. But, if the man helps and does the housework, his friends tell him he is henpecked," she said.

Both China and Indonesia, the women said, have strict family planning laws.

In China, where the nation is struggling to control the population which is now at more than 2 billion people, couples are allowed to have one child.

Shawnee

Star

RECEIVED

MAY 15 1985

See p. 3

Center for International Studies

The student voice at Shawnee State

Portsmouth, Ohio

Volume 1, Issue 20

April 29, 1985

April 29, 1985

Women's roles to be discussed

Women's roles in other countries will be the topic of a free panel presentation by four international women graduate students on Wednesday, May 1, Massie Hall Auditorium at 2 p.m. Shawnee State and Ohio U. students, faculty, and staff are invited to hear Comfort de Goshie of Nigeria, Pelagie Mutarabayire of Rwanda, Suzanna Darmstater of Indonesia, and Beatriz Cordoba of Argentina.

All four women study at Ohio University in Athens. Their visit to Portsmouth, part of the Women Across Cultures program, is funded by a grant from the Office of International Training, Agency for International Development, to the National Association for Foreign Student Affairs. Their visit to Portsmouth is cosponsored by the Ohio Valley International Council (Ohio U. Athens), Ohio University Portsmouth, Shawnee State Community College, and Marting's.

The international women's panel will also speak at a noon luncheon at Marting's. Reservations for the \$2.50 luncheon may be made by calling Jane Leslie by April 29: 354-4511.

Women's Role In Cultures Aired May 7

IRONTON--Women from China, Colombia, Austria and Indonesia will be speakers here 7 p.m. May 7 during the presentation of "Women Across Cultures" at the Lawrence County Briggs Library.

The four graduate students at Ohio University will discuss the role of women in their respective cultures and their experiences as foreign women in the United States.

Their appearance here is sponsored by Ironton Chapter of the American Association of University Women. Ironton Council of Arts and

Continued On Page 2

Women's

Continued from Page 1

Ironton Chapter of the Ohio Valley International Council, said Susan Keeney, coordinator for the sponsors.

The speakers are: Mei-Wa Zhai, People's Republic of China, a former teacher of English at Sichuan Foreign Language Institute, recently a teacher of Chinese language at OU, and presently completing her doctorate in Educational Administration; Esperanza Granadados, former school teacher in Colombia, now pursuing a Master's degree in English and American literature; Eveline Lang, formerly a translator-interpreter in Vienna, Austria and now pursuing a Ph.D. in Interpersonal Communications and Philosophy; Corry Hendrowarsito, Indonesia, a Ph.D. candidate in Chemical Engineering.

Also, in conjunction with the theme on women, local art, "Woman On The Mezzanine," is on display at the library May 6-13.

The funds for the Women Across Cultures Program are made possible through a grant from the Office of International Training Agency for International Development to the National Association for Foreign Student Affairs.

HAVE YOU HUGGED YOUR KID TODAY

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WHOK Incorporated

1660 COLUMBUS-LANCASTER ROAD, N.W., LANCASTER, OHIO 43130 (614) 653-4373 (614) 837-9561

May 3, 1985

Ms. Mary Ann Flourney
Ohio Valley International Council
Ohio University
Center for International Studies
Athens, Ohio 45701-2979

Dear Mary Ann:

Just a quick note to let you know how much I enjoyed the recent visit by the International students. The four ladies provided fascinating information about their homes.

The interviews I did with Esther and Minerva were very interesting. I plan to air them on Sunday, May 26th. If you would like a copy of the tape, please let me know.

Please, thank them again for me.

Sincerely,

Cathy Fitzpatrick
Cathy Fitzpatrick
News Director

CF:kjs

RECEIVED

MAY 6 1985

COMMUNICATIONS



K95 FM
Ohio's Stereo Country



Office of International Student Advisor • 134 Russ Hall • Pittsburg, Kansas 66762
316/231-7000. Ext. 4260

March 24, 1986

Ms. Peggy A. Willens, Coordinator
Education for International Development Program
NAFSA
1860 19th Street N.W.
Washington, D.C. 20009

Dear Ms. Willens:

On behalf of Pittsburg State University and the International Student Office, I would like to thank you for the financial support and information that the Education for International Development Program provided us during the past year. Even though, the project was not completed as planned, we felt that the students participating in the program experienced some real life of the industries and new technology during the tour of targeted industries in Kansas and Missouri.

It is worth mentioning that the only part that we did not do is the survey which is a very time consuming project. The project should have been completed as planned if I had 12 months rather than 5 months to run the project. This is due to the fact that I was transferred to work in the president's office during the early part of the project and did not resume the duty as the project coordinator until August 20, 1985. By that time, there were only 5 months left to do the project which made it impossible to get everything done as originally planned.

It would be greatly appreciated if you could reimburse us \$142.53 as indicated on the last part of the financial statement.

Sincerely,

A handwritten signature in cursive script that reads 'Tom S. Duangploy'.

Tom S. Duangploy, Coordinator
International Student Advisement

TD:md

Enclosure: Final report including a summary of financial report
Financial report prepared by PSU Business Office
Brochure

NOTE: No further funding was awarded, in accordance with a February 1986
discussion between Dr. Duangploy and the EID Program Manager.

P. Willens

NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS
EDUCATION FOR INTERNATIONAL DEVELOPMENT PROGRAM

Final Report for Competitive Grant

Please complete the following cover sheet to your final report. Use the attached questions as the format for describing your project, repeating each question as the heading for your response. The Budget Summary should be completed carefully and attached to your report. This report is due in the NAFSA Office by **January 31, 1986.**

TITLE OF PROJECT: Program Development for Area Internships

SUMMARY DESCRIPTION: (50 words or less)Pittsburg State University's international students have put internship opportunities number one in a list of priority program requests. The university is located in close proximity to significant

PROJECT COORDINATOR: internship possibilities that this expressed need will be part of the international student program planning.

Dr. Tom S. Duangploy, Coordinator of International Student Advisement

INSTITUTION OR ORGANIZATION:
Pittsburg State University

ADDRESS:
1701 South Broadway, Pittsburg, Kansas 66762

TELEPHONE:
(316) 231-7000, ext. 4263

TOTAL STUDENT POPULATION AT THE INSTITUTION: 5139

FOREIGN STUDENT POPULATION: 182

A.I.D. PARTICIPANT POPULATION: 15

BEGINNING DATE FOR PROJECT: January 1, 1985

CONCLUDING DATE FOR PROJECT: January 31, 1986

NUMBER OF FOREIGN STUDENTS INVOLVED: 28
--Students sponsored by A.I.D.: 6

NUMBER OF OTHERS INVOLVED:
(Please indicate whether they are U.S. students, faculty, community members, etc.) two COMSEC members, two faculty members, one graduate student assistant

OBJECTIVES AND NEEDS

1. What were the objectives of the project?
 - a. Began development of area contacts which would subsequently provide internship experiences for international students.
 - b. Heightened awareness of Host Families, P.S.U. alumni, and business leaders to the need for internship and practical training opportunities for international students.
 - c. Enhanced classroom learning by providing an introduction and orientation to area industries and commerce for international students.
 - d. Involved Host Family members and international students in a significant learning project.
 - e. Made the institutional commitment to international education visible.

2. What evidence was there of the need for such a project?

The Pittsburg State University international students from developing countries had identified and expressed a special need that would be addressed by this project. To simply enroll those students, have them attend classes, and eventually award degrees was not a well-rounded education sufficient for those individuals to take back to their country. The missing element was for them to have an internship during or at the conclusion of their degree program that would permit them some practical experience in their selected career. This practical experience via an internship in a selected business or industry would strengthen considerably the student's total educational experience and would subsequently assure that the students, upon their return home, would make a greater contribution to the development of their home countries.

3. How was this project innovative?

This project was innovative because it not only identified practical training sites but also because it involved alumni and host families in the program.

4. Had the proposed project been conducted on your campus previously or in other locations? If so, what major differences distinguished this project from others?

No, we have not done it on our campus.

5. How was this project appropriate in your institutional setting?

Pittsburg State University is located in a small town: job availability is very limited because most of the employers are not willing to hire anyone on a short term basis. It is even more difficult for international students to compete with American students in a free job market.

6. What steps were taken to determine foreign student interest in the project and to assure AID-sponsored student participation?

International students expressed the need for practical training and Chinese students helped to develop this proposal.

7. What were the benefits resulting from this project--to the foreign student participant, the institution, and the community?

International students will get practical training experience that they need. Pittsburg State University will fulfill its commitment of high quality and diverse education. Participating firms and industries will have the opportunity to learn about international students, explore international trade possibility and information needed for that purpose.

8. What institutional and/or organizational support was there for the project?

Pittsburg State University has always been interested in international students and international education. International students, faculty and administrators have been involved in the development of the project. The University President is committed to improve educational experience for international students.

PROJECT ACTIVITY AND PROCEDURES

9. What procedures and techniques were used to implement the project?

1) Student involvement - an advisory committee of students in technology and business area majors to advise and select participants with International Student Advisor.

2) Survey: A) modification of Limbird survey for potential area sites, B) evaluation survey of participants and businesses.

3) On-site visits for students and advisor.

4) Developing brochures.

10. What activities were carried out during the project? Please be as specific as possible.

Student involvement
On-site visits
Developing brochures

11. Please include the project calendar, including dates and places of all major events.

Project calendar:

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September 10, 1985	Student participants were selected.
November 20, 1985	Brochures were developed
January 22, 1986	A tour of targeted industries was conducted in Coffeyville, KS; Joplin and Carthage, Missouri

12. Were any materials or products developed for use in the project? If so, please describe.

Materials: Brochures

13. How was the project publicized: while in progress and upon completion, at the project site, regionally and nationally?

The plans for publicity included the faculty newsletter, the international student newsletter and appropriate local media releases at the time of the development of the survey and prior to the tour.

PERSONNEL AND ADMINISTRATION

14. Please describe the operations of your international student office (including objectives, staff, etc.) and how this project fit into the general priorities of the office.

The Office of International Student Advisor is the unit responsible for organizing and directing services to enable foreign students to function successfully at Pittsburg State University. These services include advisory and counseling services and the mandated and technical functions to comply with U.S. Immigration and other government regulations. The staff this year is composed of a full-time International Student Advisor, and part-time clerical help. The unit is housed in the P.S.U. Counseling Center and office space and meeting rooms space is available for small group work. The advisor, and the institution as a whole, is a NAFSA member. The office has the responsibility for issuing I-20's for all segments of the university; the office performs an intermediary role for both the institution and the students and serves as a channel of communication for students and outside agencies. The International Student Advisor provides leadership in planning, coordinating and implementing programs initiated by COMSEC, the International Club and other programs for foreign students, such as the orientation programs at the beginning of each semester, registration in the academic program, and routine checking of all credentials. The Office of International Student Advisor takes initiative in establishing relationships with the community, explaining the needs of foreign students to identify resources represented by the students, exploring and making use of the willingness of the community to benefit from the students' cultures.

15. Please identify the names and positions of project coordinator(s) and assistants, listing specific qualifications of each as relevant to this project.

The name of the project coordinator will be Dr. Tom Duangploy, Coordinator of International Student Advisement.

16. What advisory group(s) governed this project? What was its composition and how was it selected? How often did it meet?

An advisory group consisting of the President, Vice President, the past President of the International Student group, representatives of the international student organizations, the International Student Advisor, and a representative of the School of Technology will govern this project. It is selected by position, not person. The group will meet weekly during the term of the project.

17. What were the criteria for selection of participants and who made the selection? How were participants recruited and selected?

The criteria for the selection of participants will be decided by the advisory group and the advisory group will make the selection. The participants, all international students, will be advised of an opportunity to compete for places in the tour group, a preference will be given to those students in technology or business who are most nearly ready for placement.

EVALUATION AND ADAPTION

18. What evaluation procedures were used? How were students involved? Who participated in the evaluation process? Attached sample student evaluation form.

This project was not complete due to the fact that we had the problem of personnel turnover in the International Student Office and Dr. Tom S. Duangploy did not resume the duty as the project coordinator until August 20, 1985 which had about five months left to do the project.

Since this project was neither carried out according to the original schedule nor complete, the evaluation and adaptation could not be done as planned. However, we felt that student participants had the opportunity to be exposed to the real industrial life and new technology during the tour of targeted industries in Kansas and Missouri on January 22, 1986.

19. One of the purposes of the Education for International Development Competitive Grants is to provide models for adaptation in other areas; please indicate how this project will serve as such a model.

It is the belief of the Office of International Student Advisor at Pittsburg State University that the work release program is a cooperative educational experience that will give international students valuable experience, not only in industry and business within this country, but a much closer introduction to the culture and values of the country. It will help them prepare and gain experience from employment in technical, managerial and supervisory positions, and it will help them

see the real world of work, to develop an appreciation for the importance of their theory and knowledge. While the on-campus international student is generally involved only with people in academic fields, a work program provides students an opportunity to broaden their human relations experience in this country by meeting a variety of people in conjunction with their training. Thus, they have an opportunity to discuss problems and experiences with experienced personnel in their career area and the students gain not only an appreciation of the business and industry, but their perceptions are valuable to those persons in our country as an aid to helping them gain appreciation to other cultures.

CONTINUATION

20. What indication exists that the project will be continued, now that the Education for International Development grant period has ended?

Pittsburg State University hopes that this project can be continued after the first year by making telephone contacts with other possible employers and by using development funds to fund the tour.

21. Other Comments.

BUDGET

22. Complete the financial statement sheet on the next page, including a detailed budget breakdown of funds received from NAFSA and indicating in as much detail as possible the amounts and sources of other funding received.

Program Development Facts For Area Internships

Although a degree is essential, functional skills are more important than mastery of any specific academic discipline. Merely to enroll students, have them attend classes and eventually award degrees does not provide the type of comprehensive educational experience international students would like to take back to their countries.

Major additional experiences are needed through internships at the conclusion of their degree programs that will provide hands on practical experience in their selected career fields. These practical internship experiences in selected businesses or industries strengthen considerably the students' total educational experiences and will help them make greater contributions to the future development of their home countries.

Benefits To Sponsor/Employer

An internship for an international student provides benefits and opportunities for the employer or sponsor, as well as the student. For the employer, providing an internship:

- Opens doors to new international contacts and resources.
- Allows employers to discuss potential world markets in their own offices.
- Provides new market insights and perspectives or export opportunities that are best obtained from a knowledgeable international student intern.
- Offers the opportunity for direct contact with another culture and for learning the methods of doing business that are unique to specific countries.

- Allows employers and co-workers to gain perspectives that may differ from their own, often stimulating ideas and creative thinking.
- Provides opportunities to know a prospective employee or a trade ambassador from the country where you may have operations in the future.
- Gives employers the chance to meet students who will one day become future leaders in government, industry, education or private enterprise who may be in the position to be influential in buying products or services.

Benefits To Student Interns

International students come to this country to absorb and learn as much as possible during their brief stay. Most are quite eager to participate in internships because they:

- Give the intern exposure to practical, technical and managerial experiences.
- Increase the students' chances for professional advancement later in their home countries.
- Offer opportunities to learn how to apply theories and techniques learned during their studies.
- Give the students the chance to see new equipment and technology in use.
- Offer the chance to identify prospective business partners.

How To Sponsor A Student Intern

Complete an internship "offer" form, specifying the qualifications for the job and the job description. Indicate your preference of the country or region which your student intern comes from, and specify how long and when you would like to employ the student. The U.S. Immigration and Naturalization Service (INS) authorizes students to work in internships for periods of 6 to 12 months following graduation.

Cost To The Sponsor

Costs of internships are entirely up to the individual sponsor. It is expected, however, that the sponsor would provide a stipend comparable to others undergoing similar training, or funding minimum maintenance for the students.

Facts About Pittsburg State

Pittsburg State University is a multi-purpose state university with undergraduate and graduate programs in Arts and Sciences, Business and Economics, Technology and Applied Science, and Education. The University academic and activity programs are designed to enrich and improve students, the region and the state. Pittsburg State also emphasizes the national and international cultural heritage of the United States to encourage the development of important "world community" perspectives for all of its students.

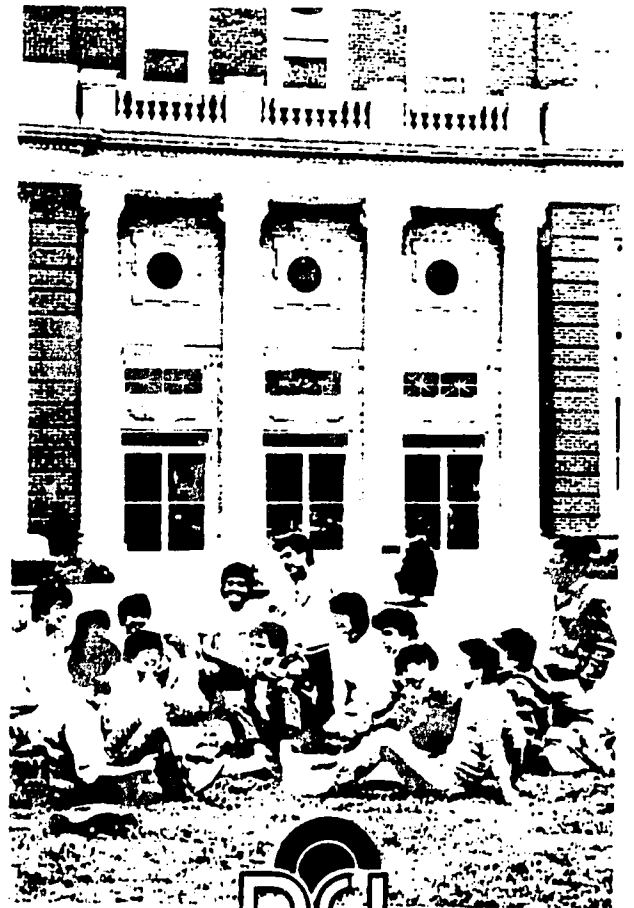
Because our nation is moving from a national to a world economy, and increased political and economic interdependence is experienced among nations, Pittsburg State considers its international program to be an important part of its overall mission. The University is dedicated to the cooperative search for new knowledge and new methods for dealing with complex world problems and to advance the quality of life for the benefit of all.

Our international students come from many parts of the world, including Europe, Asia, Africa, the Middle East, Latin America and South America.



Program Development For Area Internships

International Student Office



EDUCATION FOR INTERNATIONAL DEVELOPMENT PROGRAM

FINANCIAL STATEMENT

Funds requested from: **NAFSA EID Program** **Other Sources of Cash and In-Kind Support (amount/source)**

I. Administrative Expenses:

Postage	_____	_____
Telephone	_____	_____
Secretarial	_____	_____
Material and Supplies	_____	_____

TOTAL ADMINISTRATIVE EXPENSES: -0- -0-

II. Participant Expenses:

(Please specify their nature and cost per participant)

Participant meals on trip	_____	_____
	75.10	_____
University Car Pool-Vans for Trip	_____	_____
	137.43	_____

TOTAL PARTICIPANT EXPENSES: 212.53 _____

III. Evaluation & Follow-up

Expenses: (Please Specify nature and amount)

_____	-0-	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

TOTAL EVALUATION & FOLLOW-UP EXPENSES: -0- -0-

IV. OTHER:

(Please specify nature
and amount)

<u>Brochure Printing</u>	<u>200.00</u>	<u>135.00</u>
<u>Project Administrator</u>		<u>1304.03</u>
TOTAL OTHER EXPENSES:	<u>200.00</u>	<u>1439.03</u>
TOTAL AMOUNT REQUESTED	<u>412.53</u>	<u>1439.03</u>

NOTE: The Education for International Development Program is unable to provide funds for institutional overhead expenses, refreshments (e.g. coffee breaks), entertainment, international travel, and nonexpendable items such as furniture or office equipment.

NOTE: \$270 was advanced by NAFSA. \$412.53 was expended, leaving \$142.53 unreimbursed at this time. Request reimbursement for that amount.

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TOWARDS MORE RELEVANCE FOR HEALTH PROFESSIONALS RETURNING HOME

**A report for the
National Association for Foreign Student Affairs
Education for International Development Program**

Northeastern University, Boston, Ma. 1986

**TOWARDS MORE RELEVANCE FOR HEALTH PROFESSIONS
RETURNING HOME**

**A Report for the
National Association for Foreign Student Affairs
Education for International Development Program**

**Sally M Heym
Director
International Student Office**

**Britta L. Karlsson
Associate Professor
College of Pharmacy and Allied Health Professions**

Northeastern University, Boston, Massachusetts, 1986

**TOWARDS MORE RELEVANCE FOR HEALTH PROFESSIONALS
RETURNING HOME**

**A Report for the National Association
for Foreign Student Affairs
Education for International Development Program**

SUMMARY DESCRIPTION: This project was designed to improve the documentation available regarding resources useful to prepare international health professionals educated in the United States for their respective roles in their home countries. Students in the College of Pharmacy and Allied Health Professions had funding for opportunities to participate in activities related to their needs and where known to the needs of their countries.

PROJECT COORDINATORS: Sally M. Heym, Director of the International Student Office and Britta Karlsson, Associate Professor, College of Pharmacy and Allied Health Professions.

INSTITUTION: Northeastern University
360 Huntington Avenue
Boston, Ma. 02115

TELEPHONE: Dean Heym (617) 437-2318
Professor Karlsson (617) 437-3664

TOTAL STUDENT POPULATION FALL 1984: 41,729

Foreign Student Population: 1870
AID participant population: 10-20

BEGINNING DATE FOR PROJECT: March 1984

CONCLUDING DATE FOR PROJECT: September 1985

NUMBER OF FOREIGN STUDENTS INVOLVED: 41

Students sponsored by AID: unknown

NUMBER OF OTHERS INVOLVED: 60 estimate

1. The entire faculty and staff of the College of Pharmacy and Allied Health were asked to complete a questionnaire and invited to attend receptions and special lectures. The 1984 faculty and staff totaled 129. Eleven (11) of these answered a questionnaire.

Two faculty presented lectures on "Herbal Medicines" and "Health Record Administration in a Developing Nation." In

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addition, four faculty were involved as advisors to student professional organizations.

2. Several representatives from the International Student Office, the International Placement Office, and the Center for Cooperative Education attended receptions or programs discussing re-entry issues. The number involved here is about 10. Including support staff may bring the number to 20.

3. U.S. students within and international students outside the College who attended special orientations or lectures such as "Herbal Medicines," "Experiences of a Medical Technologist Working in Nepal," and "Priorities for Health Professionals in Health Care in Developing Nations." Total number about 20.

4. A government official from Indonesia, a former Assistant Manager of Inter-Med Dooley Foundation in Nepal and a supervisor of a laboratory at a local health clinic. Total number 3.

OBJECTIVES AND NEEDS

1. What were the objectives of the project?

The objectives of the project were twofold. The first was to provide relevant extra-curricular experiences that would better prepare a health professional for returning to the home country than can be provided in the usual professional education in the United States. The second objective was to develop a list of needs and resources that would enable the faculty in the College of Pharmacy and Allied Health to better advise the students in their preparations to work in their home countries.

2. What evidence was there of the need for such a project?

There are differences in technology in the health professions in the U.S. and developing countries and the role of the practicing health professional in developing countries is generally broader. Having international students recognize the differences and providing them the opportunity to learn applicable skills should be of assistance in bridging the gap in practice that they will experience upon returning home. In the duration of the grant, it was also learned that educational requirements for licensing or certification differ considerably from those in the U.S., i.e., a medical laboratorian in Portugal and the Ivory Coast needs a background in Pharmacy as well as the Medical Technology training.

3. How was this project innovative?

This was the first attempt to formalize an activity that has been done on an AD HOC basis in the past. It was hoped that we would provide a list of country specific needs in the specific health professions. Though we were unable to provide definitive listings for each discipline, we did prepare the following resource lists which we anticipate to be of value to faculty as they guide and counsel internationals:

- a. Report on professional development needs as perceived by foreign students, faculty and staff (see Appendix A)
- b. Selected culture and education related references (1985) (see Appendix B)
- c. Selected references for international health care development (1985) (see Appendix C)
- d. International company literature (see Appendix D)
- e. Selected references on herbal medicines (see Appendix E)
- f. A resource list for visits, special projects and speakers (see Appendix F)
- g. Suggested guidelines for electives for international students in the health professions (see Appendix G)

Other innovative factors were involving faculty in the solicitation of information for students across the college. Crossing departmental lines is not an easy feat in our institution, but in this case some Medical Technology professors got acquainted with students and their needs in Pharmacy and vice versa.

4. Had the proposed project been conducted on your campus previously or in other locations? If so, what major differences distinguished this project from others?

This had been done for a much smaller number of students on an informal basis. Faculty really had to struggle to get funding from limited departmental budgets or from end-of-the-year funds held by senior administrators.

5. How was this project appropriate to your institutional setting?

The College administers five undergraduate and six graduate programs in the health professions and Boston is a major medical center. It was thus appropriate to explore professional development opportunities for international students at this college.

6. What steps were taken to determine foreign student interest in the project and to assure AID-sponsored student participation?

All students were mailed questionnaires and invitations to participate in the grant and attend special activities arranged to discuss issues related to practice in developing countries. Faculty were asked to make announcements regarding the special activities of the grant. Three graduate assistants made personal telephone calls to students in an attempt to encourage student participation.

The effort necessary to assure moderate participation by international students in general was so overwhelming, that the specific AID involvement was lost. The coordinators perceive a strong lack of awareness among internationals to address the issue of returning home.

7. What were the benefits resulting from this project - to the foreign student participant, the institution, and the community?

Twenty-three students obtained some financial assistance from the grant. An additional 18 international students participated in some other activities of the grant e.g., completed a questionnaire or attended a lecture. Of the 25 who answered the questionnaire only 6 had made some inquiry into practice at home. Three others, however, expected to inquire about practice in their country during a planned visit home. It is hoped that the questionnaire and the activities stimulated other students to do the same.

We did see an increase of interest among internationals in joining professional societies. Since these organizations provide journals, and updated scientific knowledge in the field, it is hoped that graduates will see the value of becoming corresponding members when returning to their home countries and continuing to obtain journals. These could provide an opportunity to remain current in the field, as well as maintaining contact with colleagues in the U. S.

Faculty have lists of workshops and programs available for future groups of foreign students. They also have lists of books on health care, herbal medicines, related professional organizations, and articles on cross-cultural learning. Hopefully, faculty will continue using these items in the classroom with their foreign students.

International Students were encouraged to join professional societies, attend professional meetings and visit manufacturing plants or health-care clinics. These kind of activities allow interaction with U.S. health professionals at the community level. One government official from Indonesia met with a group of students which had a good

representation of U.S. as well as international students. This was one instance where a government official was acquainted with the effort of U. S. educators to assist students with the issues of returning home. At the same time U.S. students were made aware of the needs of developing countries.

8. What institutional and/or organizational support was there for the project?

The Dean and faculty of the College of Pharmacy and Allied Health Professions and the staff of the International Student Office were supportive of the concept and primarily involved in the implementation of the grant. The Office of Sponsored Programs was very cooperative in setting up of a budget and assisting the ISO with the distribution of the funds. The Dean of the College paid for refreshments at receptions and meetings from the College budget! He also allowed correspondence to be sent to students under his name.

The ISO assisted in the preparation of the proposal for the grant and the final report. It also assisted in identifying students, publicizing the program, and the overwhelming task of maintaining the bookkeeping. The ISO was fortunate to have employed a full-time Programs Coordinator in the Fall 1984 who was able to assist in facilitating programming related to the grant and to promote it as well. Both the Programs Coordinator and the Director of the ISO served on the advisory board for the duration of the grant. ISO also provided considerable secretarial services. The ISO prepared a questionnaire for evoking the initial student responses on issues of re-entry. (Appendix H)

PROJECT ACTIVITY AND PROCEDURES.

9-11. What procedures and techniques were used to implement the project? What activities were carried out during the project? Please include the project calendar, including dates and places of all major events.

In an attempt to develop student and faculty awareness about the issue of relevance and the availability of funds for the grant, the following activities were planned:

2/23/84 At a reception for new international students in the College of Pharmacy and Allied Health Programs, the availability of the funds was made known. A list of resource persons was made and distributed. (Appendix I)

Spring 1984 - Students were asked to complete questionnaire. (appendix J)

Summer 1984 - A graduate student worked to identify names of foreign alumni, visitors, and faculty. She also reviewed NAFSA publications for appropriateness for distribution to students and faculty. She contacted students and faculty regarding the surveys which had been mailed to them. (see Appendices J and K)

9/14/84 At the Fall meeting of the College Faculty, a graduate student and a faculty member spoke about the grant, announced the 10/9/84 meeting and distributed questionnaires (Appendix K) and two NAFSA Publications: "Professional Integration: A guide for Students from the Developing World" and "Graduate Students from Developing Countries in U.S. Science Departments"

Fall 1984 - A Graduate student assisted with the distribution and collection of questionnaires at registration; arrangement of program activities which were designed based on the responses to the questionnaires; and communication regarding the grant availability and the activities related to stimulating interest.

10/9/84 At the Dean's reception for International Students (Appendix L) an announcement of the grant was made. A request for completion of student/staff questionnaire (Appendices J and K) was made. Announcement was also made of 11/9 activity. Only 4 students and 12 staff attended.

11/9/85 "Will you fit when you go back Home?" Video was not shown due to technical difficulties. (see Appendix M) A lively discussion around the subject and stimulated by the attached questionnaire. (see Appendix H) There was no attempt to show the video as it was felt the subject matter had been adequately covered and the video was perhaps more appropriate to stimulate faculty and staff discussion. It had been shown at a regular staff and faculty meeting organized for interested parties by the ISO. The two re-entry books were distributed as well as items in Appendix I and J.

12/4/85 A mailing went out to likely candidates (MSL and Pharmacy students) regarding parasitology workshops. Only one student could attend because it was exam period. A 158 page workshop notebook was made available to interested students. (see Appendix N)

2/20/85 The Dean's letter was sent to the international students regarding the grant opportunity including an application to apply for funds and announcement of the 3/4/85 meeting. (See Appendix O)

3/4/85 "Experiences of a Medical Technologist in Nepal" lecture (8 attended)

3/21/85 A second letter was sent by the Dean again inviting students to apply for grants. This mailing also included a list of suggested electives for internationals and an invitation to attend a series of three lectures on (Appendices P and Q).

4/8/85 "Priorities for Health Professionals in Health Care in Developing Nations" (30 people attended)

4/25/85 "Traditional Medicines in Developing Countries" (4 people attended)

5/2/85 "Basic Health Records for Health Care Professionals" (6 students attended)

4/20/85 Visit to Brookside Health Clinic (only two students attended)

Winter, Spring, and Summer 1985 - The graduate student assisted in the preparation for and notification of activities. An extensive telephone campaign was embarked on to stimulate students to avail themselves of the grant.

12. Were any materials or products developed for use in the project? If so, please describe. (see question 3 and Appendices A and G)

13. How was the project publicized: while in progress and upon completion, at the project site, regionally and nationally?

- The initial publicity to the university community from the Office of Sponsored Programs which oversees all grants stated that the EID grant was for \$185,000 instead of \$2500. Both the International Student Office and the College of Pharmacy received a lot of requests for funding from foreign students as a result of this error.
- 1984 and 1985 NAFSA Regional Conference sessions.
- Flyers, campus newspapers, mailings to students, and workshops were used to promote information about the grant.
- Also publicized in the ISO annual report distributed to top administrators.

PERSONNEL AND ADMINISTRATION

14. Please describe the operations of your international student office (including objectives, staff, etc.) and how this project fit into the general priorities of the office.

The objectives of the Northeastern University International Student Office are to assist the foreign student in his

arrival, adjustment, and stay in the U.S. and to prepare the student for returning home. The primary activities of the ISO staff are legal and paralegal advising, orientation and other social and cultural programs, and counseling and advising on financial, personal, and academic related matters. This project fitted very well with the objectives, activities and capabilities of the ISO.

15. Please identify the names and positions of project coordinator(s) and assistants, listing specific qualifications of each as relevant to this project.

COORDINATORS: Sally M. Heym, Assistant Dean and Director of the International Student Office.

Britta L. Karlsson, M.S., M.T. (ASCP), C.L.S., Associate Professor Medical Laboratory Science Program and Coordinator of International Activities in the College of Pharmacy and Allied Health Professionals.

Glenn P. Gabbard, International Programs Coordinator in the International Student Office.

GRADUATE ASSISTANTS: Maria Olivera, Azores - MLS/B.S. and now a graduate student in Business Administration

Humberto Viera, Venezuela - Graduate Student in Medical Laboratory Science.

Walid Awad-Khouri, Lebanon - Graduate Student in Medical Laboratory Science.

16. What advisory group(s) governed this project? What was its composition and how was it selected? How often did it meet?

The advisory group consisted of the project coordinators, one additional representative from the ISO and one from the Office of the Dean of Student Affairs in the College of Pharmacy and Allied Health Programs. The appointments were made by the Director of the ISO and the Dean of the College.

- Glenn P. Gabbard, International Programs Coordinator in the International Student Office.
- Ellen R. Gorman, Advisor to Sponsored students and Graduate Students in the International Student Office.
- Steve Tierney, Advisor in the Student Affairs Office in the College of Pharmacy and Allied Health.

The group met on a monthly basis.

17. What were the criteria for selection of participants and who made the selection? How were participants recruited and selected?

Full-time enrolled nonimmigrant students were eligible to apply for and receive financial benefits from the grant. Other students including Americans attended lectures, orientation sessions, and re-entry workshops. Participants were recruited with a great amount of effort through mailings, questionnaires, flyers, special program presentations and extensive telephone efforts.

EVALUATION AND ADAPTATION

18. What evaluation procedures were used? How were students involved? Who participated in the evaluation process? Attach sample student evaluation form.

Although it was part of the initial proposal, there has been no formal evaluation of this project. The coordinators were pleased with the information developed (see Appendices A-G). They are also confident that students who received grants and joined professional organizations will profit in small and large ways. The exposure that the grant gave the individual offices and students involved is certainly beneficial to some degree in creating awareness of professional needs of foreign students, etc., and the university's efforts to meet those needs. On the negative side, the coordinators learned that the bookkeeping and recording procedures, necessary to document and keep track of the students were extremely detail oriented and time consuming. They would not undertake such a task again without considerable funding to permit hiring additional staff to monitor the project.

19. One of the purposes of the Education for International Development Competitive Grants is to provide models for adaptation in other community or campus settings. Please indicate how this project will serve as such as model.

There is no reason why this project cannot be easily duplicated in other urban settings similar to metropolitan Boston and it would also work well in a smaller college town where there were hospitals and clinics. The resource materials developed as a result of this grant are available and adaptable for these professionals in other settings.

CONTINUATION

20. What indication exists that the project will be continued, now that the Education for International Development grant period has ended?

Duplicate copies of the summary of the surveys and resource lists will be made available to the directors of each program; one for a permanent file and one for loan. Each faculty and staff member will receive a notice as to the availability of these documents and will have the opportunity to borrow and copy them. All current students in the college will receive a letter indicating that pertinent resource materials are available at the Office of the Dean of Student Affairs for undergraduate students and the Graduate Office for graduate students.

Copies of the "Graduate Students from Developing Countries in U.S. Science Department", "Professional Integration: A Guide for Students from the Developing World" and "Tissue and Blood Parasite Manual" not used during grant period will be distributed to appropriate students. One of each will be kept in a library for ready reference for international students.

Some form of yearly activity relating to health professions in developing countries is recommended and is likely to occur during World Health Week or in conjunction with an orientation session.

21. Other Comments

A. Communication Difficulties

A tremendous amount of energy was expended to inform all international students in the College via mail, class announcements and telephone calls about activities and the availability of the grant. In spite of the effort to reach students, the response was limited. Only 43 of the 86-100+ students participated in any activity related to the grant (Eighty-six (86) is the number of international students identified as enrolled in the College about mid-point of the grant period.) Only twenty-three (23) students requested funds from the grant.

Communication via mail or telephone was a real problem as current, accurate addresses are difficult to come by at any particular time. Undeliverable mail based on the mailings from updated lists was on the order of 12-18%.

B. Student Unawareness of Re-Entry Issues

Previous experience by the Coordinator has been that students

are not concerned about re-entry issues in general. This may in part be due to a feeling of "I know my culture" and "I will know my profession when I graduate so I should therefore have no problems in integrating into professional life at home." The limited survey in conjunction with the grant indicates that few students think about obtaining information about the profession at home. Of particular importance to students in the health professions fields is the fact that professional requirements for practice in the U.S. and the home country differ. Having obtained appropriate credentials in the U.S. does not guarantee an opportunity for practice at home. We uncovered two such situations i.e. for a Medical Laboratory Science major in Portugal and Pharmacy major in Japan. In the health fields it thus becomes important for an individual to investigate early on in the educational process how the U.S. education would apply in the home country. Awareness of this problem by both students and faculty would be of great importance.

The most effective person to articulate the problems involved in re-entry, we believe, are persons who have experienced re-entry since they can stimulate other students and relate incidences. A questionnaire used by counselors trained in re-entry issues can also be valuable as stimulation for discussion and to heighten awareness among internationals.

C. Faculty and Staff Unawareness of Re-Entry Issues

Based on our experience with attempting to obtain suggestions for this project, there was limited awareness. Only eight faculty and 5 staff answered the questionnaire. Nonetheless, two faculty indicated that they currently incorporate comparative studies of health care systems in courses. A counselor in the Office of the Dean for Student Affairs indicated that he specifically addresses the issue of professional requirements at home when counseling students. On individual basis, students did consult with some faculty about ideas for participation in the grant and they did receive some responses. Because of limited faculty response to the questionnaire we feel that building faculty awareness should be a high priority.

Since both students and faculty are very busy, the right place for professional development issues for the international students can perhaps best be done by integrating these into courses i.e. by stimulating comparative studies or special topics studies on re-entry issues, or by stimulating students to attend lectures relating to world health issues. Some faculty are already incorporating comparative studies of health care systems or cross-cultural aspects of health care or requiring students to select continuing education seminars which include world health issues.

We have also learned recently that one faculty member, Robert F. Raffauf, has just completed a book: Plant Screening, a Field Test Manual, which he expects to be published by the Institute of Ecotechnics. The manual will be useful for pharmacists in developing nations who wish to screen local plants for medicinal purposes.

Other faculty are also involved with work exchanges and even clinical experiences for both U.S. and internationals abroad.

A side benefit from having faculty involved is the potential for stimulating American students to look at world issues. We saw this when the U.S. audience outnumbered internationals at the lecture on "Priorities for Health Professionals in Health Care in a Developing Nation." Most of the American students were there to obtain information for a report. The result was several excellent reports and we believe an awareness that we (Americans and Internationals) can learn from one another.

D. Conclusion

If the process of re-entry is eased by the theory of students being "forewarned is forearmed" it would appear that much more needs to be done. This grant, we trust, however, did make a contribution to that end in the College of Pharmacy and Allied Health at Northeastern University.

EDUCATION FOR INTERNATIONAL DEVELOPMENT PROGRAM

FINANCIAL STATEMENT

Funds obtained from: NAFSA EID Program Other Sources of Cash and In-Kind Support (amount/source)

I. **Administrative Expenses:**

Postage	\$ 58.42	_____
Telephone	----	_____
Secretarial	726.33	_____
Material and Supplies	400.30	_____

TOTAL ADMINISTRATIVE EXPENSES: \$1,185.05 _____

II. **Participant Expenses: (AWARDS)**

(Please specify their nature and cost per participant)

_____	\$1,311.41	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

TOTAL PARTICIPANT EXPENSES: \$1,311.41 _____

III. **Evaluation & Follow-up**

Expenses: (Please Specify nature and amount)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

TOTAL EVALUATION & FOLLOW-UP EXPENSES: _____ _____

IV. OTHER:

(Please specify nature
and amount)

_____	_____	_____
_____	_____	_____
_____	_____	_____

TOTAL OTHER EXPENSES:

TOTAL AMOUNT EXPENDED

\$2,496.46

NOTE: The Education for International Development Program is unable to provide funds for institutional overhead expenses, refreshments (e.g. coffee breaks), entertainment, international travel, and nonexpendable items such as furniture or office equipment.

NAME/DEGREE/MAJOR	COUNTRY/VISA	AWARDS	FOR	TOTAL
Khalife, Walid B.S. - Med. Lab. Science	Lebanon F-1	\$ 27.00	ASMT* Tissue and Blood Parasite Manual (\$13)	\$ 27.00
Kompancaril, Mathew PhD. - Biomedical Science	India F-1	55.00 27.00	Amer. Assoc. for Clinical Chemistry ASMT*	82.00
Kouyate, Tenin M.S. - Med. Lab. Science	Ivory Coast F-1	27.00	ASMT* Tissue and Blood Parasite Manual (\$13)	27.00
Krstic, Ivana Pharmacy	W. Germany F-1	25.00 22.50	Mass Society of Hospital Pharmacist Amer. Pharmaceutical Assoc.	47.50
Mohammed, Enayah M.S. - Med. Lab. Science	Syria F-1	27.00 15.00	ASMT* MAMT meeting attendance	42.00
Nikkhoury-Toussi, Hamid PhD. - Pharmacy	Iran F-1	30.00	N.E. Journal of Medicine subscription	30.00
Pourshadi, Majid PhD. - Biomedical Science	Iran F-1	30.00	Immunology Today subscription	30.00
Romero, Blanca A.S. Lab. Science	Venezuela F-1	80.00	ASMT* corresponding membership Tissue and Blood Parasite Manual (\$13)	80.00
Smith, Leonard B.S. Lab. Science	Bermuda F-1	27.00	ASMT* Tissue and Blood Parasite Manual (\$13)	27.00
Swaen, Ivi M. B.S. - Health Record Admin.	Aruba F-1	60.00	4-year membership to Amer. Medical Record Assoc.	60.00
Leung, Mun-Fai B.S. - Med. Lab. Science	Hong Kong F-1	60.00	ASMT Registration	60.00
TOTAL				<u><u>\$1,311.41</u></u>

NAME/DEGREE/MAJOR	COUNTRY/VISA	AWARDS	FOR	TOTAL
Abdel-Ghaffar, Abdou PhD. - Biomedical Science	Egypt F-1	\$ 27.00 63.00	ASMT student membership Amer. Society for Microbiology Membership	\$ 90.00
Al-Achi, Antoine PhD. - Biomedical Science	Syria F-1	105.60	Academy of pharmaceutical Science meeting attendance	105.60
Al-Kedon, Riad M.S. - Med. Lab. Science	Syria F-1	27.00	ASMT* Tissue and Blood Parasite Manual (\$13)	27.00
Awad Khouri, Walid M.S. - Med. Lab. Science	Lebanon F-1	27.00 16.00 24.95	ASMT* Annual Meeting attendance Book "Hematology Beyond the Microscope" Tissue and Blood Parasite Manual (\$13)	67.95
Baba, Shettima B.S. - Med. Lab. Science	Nigeria F-1	27.00	ASMT* Tissue and Blood Parasite Manual (\$13)	27.00
Bdiwi, Zaher M.S. - Med. Lab. Science	Saudi Arabia	80.00 79.55	ASMT* corresponding membership Professional Publication	159.55
Coelho, Maria A.S. - Medical Technology	Portugal F-1	27.00	ASMT* Tissue and Blood Parasite Manual (\$13)	27.00
El-Charif, Amal B.S. - Health Records Admin.	Lebanon	40.00 12.00	Professional Publications New England Record Conference attendance	52.00
Ham, Rosa M.S. - Hospital Pharmacy	Honduras	80.00	Amer. Journal of Hospital Pharmacy	80.00
Haraharan, Shankar PhD. - Biomedical Science	India F-1	55.81	Society of Nuclear Science membership	55.81
Keung, Chi Fung B.S. - Pharmacy	Hong Kong F-1	80.00	Professional Conference attendance	80.00
Khalife, Ghada B.S. - Medical Technology	Lebanon F-1	27.00	ASMT* Tissue and Blood Parasite Manual (\$13)	27.00

APPENDIX A

NORTHEASTERN UNIVERSITY
BOSTON, MASSACHUSETTS

REPORT ON PROFESSIONAL DEVELOPMENT NEEDS AS PERCEIVED BY FOREIGN STUDENTS, FACULTY AND STAFF

B. Karlsson and S. Heym
1986

REPORT ON SURVEYS

A. Student Survey

Twenty-five (25) internationals* responded to the attached questionnaire (Appendix J) constituting approximately 29% of the total international student enrollment in the College of Pharmacy and Allied Health Professions at Northeastern University at mid-point of the grant. These students represent fourteen (14) countries from Africa, Asia, Europe, and South America. Of the twenty-five (25) students answering the questionnaire, fourteen (14) were medical laboratory science majors, ten (10) pharmacy majors and one (1) a health records administration major. Nine (9) were graduate students and sixteen (16) were undergraduate students.

Of the total twenty-five (25) students only six (6) had contacted the Ministry of Health or Education or a health professional at home or otherwise inquired about practice in their home country. All six (6) had well defined goals. Three (3) others planned to investigate opportunities and requirements for practice when returning home for a visit in the near future.

Eighteen (18) individuals indicated in at least a general way what their professional goals were. Among these eighteen (18), eight (8) were quite specific indicating their professional goals of teaching at a university, holding a management position in a clinic or hospital, owning and operating a pharmacy or laboratory or entering the manufacture of medicines. It is noteworthy that the one person indicated that she planned to become a manager of a clinic or hospital had volunteered in a hospital laboratory during her summer vacation after the freshman year, and later

*Includes two students who recently became permanent residents.

made contact with an international organization planning a kidney dialysis service in her home country. She is currently completing a Master's in Business Administration in preparation for a position as an administrator in a clinic or hospital.

Of the three (3) graduate students with goals of teaching at a university level two have been teaching assistants. Two of the three presented research papers at national meetings (reprint costs in the case of one and registration fees in the case of the other were funded by this grant). Another student of these three (3) was responsible for conducting a parasitology workshop and preparing the "Blood and Tissue Parasite" reference distributed by this grant.

Of the twenty-five (25) students only eight (8) indicated that they had talked to a faculty member about their plans for further study or practice back home. Seven (7) of these eight (8) were among the eighteen (18) who indicated what their goals were.

Nine (9) of the twenty-five (25) internationals indicated suggestions for extracurricular activities or other aids in preparation for returning home. The suggestions were:

1. obtaining books or journals,
2. preparing slides for teaching purposes,
3. broader exposure to other health care fields,
4. participation in seminars on problems of developing nations,
5. lectures on current developments in medical fields,
6. more extensive work in parasitology (stressing the study of parasites common in developing nations),
7. learning how to prepare media for bacteriological analysis,
8. becoming aware of resources for the differing names of medications in the home country,
9. more exposure to the manufacture of medicines,
10. taking EMT or CPR courses (one student had done this),
11. shadowing a manager at a health clinic,
12. attending professional meetings and exhibits i.e. to obtain information on new instrumentation and vendors selling supplies,
13. guidance regarding further studies i.e. medical school and graduate school (Medical Laboratory Science regularly does this during an orientation course. Other students were invited and came.)
14. more flexibility in adjusting to specific needs

- of foreign students,
15. more need for work oriented experience since practice with instruments is very important (This request was by a graduate student who had completed clinical requirements as an undergraduate at another institution in the U.S., had worked at home and saw the need for more practical experience.). Another person indicated that the co-op* work experience, an integral part of the undergraduate health professions programs at Northeastern University, is a very beneficial experience for internationals as they obtain a realistic view of the practice of the profession.

B. Faculty and Staff Survey

The faculty and staff response was not large. Only fourteen responded to the questionnaire designed for this group. Nine were faculty in the college, five held administrative positions within and outside the college. (See Appendix K). One must add that several faculty were helpful in communicating to students information about the grant and ideas for projects and activities.

Of those persons responding, two were administrators outside the College and both of them were already very involved with international issues. One is the director of the Center for Cooperative Education and is thus responsible for placement of all students for the alternating periods of work that are a part of the Northeastern University undergraduate programs. The other is assistant director of the International Placement Service. Both offered valuable advice. Of particular note is a list of international or multinational companies and agencies that employ health professionals. (Appendix D). It will be of particular value to graduates from the college.

Three of the nine faculty indicated that they already incorporate comparative aspects of specific relevance to students from other countries. Only three of those answering the questionnaire indicated international contacts in four countries in professions relating to the students major. We know that this is only a fraction of the countries that faculty contacts abroad represents.

*Co-op, or cooperative education is a system of education which integrates periods of work for pay in a field of study with periods of study at the University.

1-85

Recommendations and comments made by the respondents from the faculty and staff group in addition to those mentioned by the students included:

1. Updating of alumni contact list
2. Setting up a peer support system
3. Developing specific orientation programs
4. Offering counseling resources
5. Offering professional contacts in Boston area
6. Preparing a list of international companies (was done)
7. Assisting with job placement
8. Developing a course on international health
9. Grant too small to allow students to go home (the ideal way to learn more of what is expected when returning home)

C. "Discussion Stimulator" for Re-entry Issues

A questionnaire (Appendix H) was used at the 11/9/84 meeting on "Returning Home." Four students completed the form. Obviously this low number has no statistical significance, but we feel the following anecdotes have some value.

Two students had been in the U.S. two months and one year respectively and had not returned home in that period of time. Both of them did have some work experience at home and did, therefore, have ideas of useful activities that would prepare them for work at home.

The other two students had visited home; one only on vacations, and the other for 13 months after obtaining an associate degree. He worked as a medical laboratory technician during the year he was at home. His career goals were specific and his list of suggestions of how to prepare for going home included:

1. learning more about instruments used here,
2. learning to do independent research,
3. getting to know professionals in Computer Science, Medical Laboratory Science, research who will become contacts when returning home.

If one can draw any conclusions from such limited data, one might say:

1. Work experience at home clarifies career goals and identifies specific needs for the students.
2. Returning internationals experience multitudes of changes on personal, community, national and professional levels

SELECTED CULTURE AND EDUCATION RELATED REFERENCES (1985)

THE FUTURE AS AN ACADEMIC DISCIPLINE

Elsevier Scientific Publishing Company
Excerpta Medica

North Holland Publishing Co.
P.O. Box 211
Amsterdam

NEEDS OF FOREIGN STUDENTS FROM DEVELOPING
NATIONS AT U.S. COLLEGES AND UNIVERSITIES

Motoko Y. Lee Nat'l Assoc. for Foreign Student Affairs
Mokhtar Abd-Ella Washington, D.C.
Linda A. Burks April 1981

NAFSA
1860 19th St., NW
Washington, D.C.
20009

Edited by Dunnett, S.C.

GRADUATE STUDENTS FROM DEVELOPING
COUNTRIES IN U.S. SCIENCE DEPARTMENTS

Nat'l Assoc. for Foreign Student
Affairs and the American Assoc.
for the Advancement of Science
Washington, D.C.
1983

LEARNING ACROSS CULTURES
Intercultural Communication and
International Educational Exchange

Nat'l Assoc. for Foreign Student
Affairs
Washington, D.C.
1981

HIGHER EDUCATION IN ASIA AND THE UNITED STATES
A Cross-Cultural Dialogue
Council on Higher Education for Asia and
United States, NYC, 1972

Institute on Higher Education for
809 United Nations Plaza
New York, NY 10017

OCCASIONAL PAPERS IN INTERCULTURAL LEARNING NO.1
Improving Intercultural Learning Through the
Orientation of Sojourners
Grove, C.L.
AFS International/Intercultural Programs, Inc.
NYC, June 1982

AFS International/Intercultural
Programs, Inc.
313 E. 43rd St.
New York, NY 10017

OCCASIONAL PAPERS IN INTERCULTURAL LEARNING NO. 2
Two Doctoral Dissertations Concerning the
International Exchange of Secondary Students:
Review and Critiques
Grove, C.L.
Hansel, B.
AFS International/Intercultural Programs, Inc.
NYC, Nov. 1982

OCCASIONAL PAPERS IN INTERCULTURAL LEARNING NO. 3
An Assessment of Organized Youth Mobility in Europe
Ruffino, R.
AFS International/Intercultural Programs, Inc.
NYC, March 1983

OCCASIONAL PAPERS IN INTERCULTURAL LEARNING NO. 4
Using a Western Learning Model in Asia: A Case Study
Smart, R.
AFS International/Intercultural Programs, Inc.
NYC, June 1983

OCCASIONAL PAPERS IN INTERCULTURAL LEARNING NO. 5
Cultural Adjustment Difficulties of Japanese
Adolescents Sojourning in the U.S.A.
Hartung, E.A.
AFS International/Intercultural Programs, Inc.
NYC, Nov. 1983

OCCASIONAL PAPERS IN INTERCULTURAL LEARNING NO. 7
Meeting Styles for Intercultural Groups
Olsson, M.
AFS International/Intercultural Programs, Inc.
NYC, Feb. 1985

PROFESSIONAL INTEGRATION: A GUIDE FOR STUDENTS FROM THE
FROM THE DEVELOPING WORLD
Hood, M.G.
Shieffer, K.J.
Editors
National Association for Foreign Student Affairs
Education for International Development
Washington, D.C. 1983

NAFSA
1860 19th St., NW
Washington, D.C.
20009

SCIENCE INDICATORS 1980
National Science Board 1981
U.S. Government Printing Office
Washington, D.C. 1981

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

634

ACTION PROGRAMS FOR
DEVELOPING ALLIED HEALTH EDUCATORS
October, 1977

Address: The W.K. Kellogg Foundation
400 North Avenue
Battle Creek, Michigan 49816

ATLAS OF DIAGNOSTIC MICROBIOLOGY
September 1968
By: Schneierson, M.D. S.S.
Director of Microbiology
The Mount Sinai Hospital
New York

Address: Abbott Laboratories
North Chicago, Illinois

CHINA MEDICINE AS WE SAW IT
1974
By: Quinn, J.R. Ph.D., Editor

Address: U.S. Department of Health,
Education, and Welfare
Public Health Service
National Institutes of
Health.
9000 Rockville Pike, MD 20205

A CROSS-CULTURAL METHOD OF PREPARING
NURSES TO FUNCTION AS TEACHERS
1973/1974
By: DeSantis, L.A., B.S.N., M.S.N.E.
A publication from Project HOPE.

Address: Project HOPE
The Department of Information
Services
The People-to-People Health
Foundation, Inc.
2233 Wisconsin Avenue, N.W.
Washington, D.C. 20007

COMMONHEALTH
Massachusetts Department of Public Health
1974 etc.
THE STATE LABORATORY INSTITUTE
By: Russo, P.K.
Contains articles relating to the development and the role of a state department
of public health.

Address: Massachusetts Department
of Public Health Office of
Education, 600 Washington St.
Boston, MA 02111

DEVELOPMENT OF AN INDIAN-OPERATED HEALTH
SYSTEM THROUGH THE PROCESS OF INTERIM MANAGEMENT
BY A NON-LOCAL ORGANIZATION
By: Hudson, J.I., M.D. and Kauffman, G.E., III
1974
A Publication from Project HOPE

Address: Project HOPE
The Department of Information
Services
The People-to-People Health
Foundation, Inc.
2233 Wisconsin Avenue, N.W.
Washington, D.C. 20007

FRONTIER NURSING SERVICE
QUARTERLY BULLETIN
1974
Contains anecdotal information about health care
development in a rural area.
Published by the Frontier Nursing Service, Inc.

Address: The Frontier Nursing Service,
Inc.
Lexington, KY. 40507

HEALTH CARE FOR THE COMMUNITY
1963

Selected papers of
Grant, J.B, M.D., M.P.H.
Edited by Conrad Seipp

Address: Published by
The John Hopkins Press
Baltimore, Md.

THE HEALTH CENTER DOCTOR IN INDIA
1967

By Takulia, H. S., Taylor, C.E.,
Sangal, S.R., Alter J. D.

Address: Published by
The John Hopkins Press
Baltimore, Md.

PUBLIC HEALTH PLANNING IN THE USSR
1976

By: Zhuk, A.P.

Address: U.S. Department of
Health, Education,
and Welfare
Public Health Service
National Institutes of
Health

HEALTH MANPOWER DEVELOPMENT
1968-1979

A Selection of WHO Publications 1968-1979
World Health Organization

Address: WHO
Distribution and Sales
1211 Geneva 27
Switzerland

HEALTH CARE IN SCANDINAVIA
1975

Geographic Health Studies Program
John E. Fogarty International Center
for Advanced Study in the Health Sciences

Address: U.S. Department of
Health, Education, and
Welfare Public Health
Service
National Institutes of
Health

HEALTH MANPOWER IN THE CHANGING
AUSTRALIAN HEALTH SERVICES SCENE

Röemer, R. M.D and Roemer, M.I. M.D.
Approximately 1973

Address: National Technical
Information Service
Springfield, VA 22151

HEALTH MANPOWER POLICIES IN THE
BELGIAN HEALTH CARE SYSTEM

By: Roemer, J.D. and Roemer, M.I, M.D.
1976

Address: U.S. Department of
Health, Education, and
Welfare
Public Health Service
Health Resources
Administration
Bureau of Health Manpower
Division of Medicine

HEALTH MANPOWER POLICY UNDER
NATIONAL HEALTH INSURANCE -
THE CANADIAN EXPERIENCE
1977
By: Roemer, R., J.D. and Roemer, J.I., M.D.

Address: U.S. Department
Health, Education and
Welfare
Public Health Service
Health Resources
Administration
Bureau of Health Manpower
Division of Medicine

HEALTH MANPOWER IN THE
SOCIALIST HEALTH CARE SYSTEM OF POLAND
1977
By: Roemer, J.I., M.D. and Roemer, J.D.

Address: U.S. Department of
Health, Education, and
Welfare
Public Health Service
Health Resources
Administration
Bureau of Health Manpower
Division of Medicine

HEALTH MANPOWER IN FOUR COUNTRIES
1974
By: Roemer, R, Roemer, M.I.
School of Public Health
University of California
Los Angeles, CA/

Address: U.S. Department of
Health, Education, and
Welfare
Public Health Service,
Health Resources
Administration
Bureau of Health Manpower
9000 Rockville Pike,
Bethesda, Maryland

HEALTH ORGANIZATIONS OF THE UNITED STATES,
CANADA AND INTERNATIONALLY
1974
Wasserman, P., Managing Editor
Giesecke, J., Associate Editor
A Directory of Voluntary Associations, Professional
Societies and Other Groups Concerned with Health
and Related Fields.

Address: McGrath Publishing Company
821 Fifteenth Street
N.W. - Washington, D.C.

AN INTRODUCTION TO THE PROFESSION OF MEDICAL
TECHNOLOGY
1971
By: Williams, M.R., M.A., M.T. (ASCP)

Address: Lea & Febiger
Publisher
Washington Square
Philadelphia, PA 19106

MANUAL OF BASIC TECHNIQUES FOR A
HEALTH LABORATORY
World Health Organization, 1980

MEDICINE IN THE GHETTO
1969
Norman, J.C., M.D., Editor

Address: Appleton-Century-Crofts
Educational Division
Meredith Corporation
440 Park Avenue South
New York, New York 10016

WIDE NEIGHBORHOODS
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Breckinridge, M.

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1972
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Studies Program

Address: John E. Fogarty
International Center
for Advanced Study in
in the Health Sciences

U.S. Department of
Health, Education, and
Welfare
Public Health Service
National Institutes of
Health.

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Medical Laboratory Technology
A Journal published by the IAML

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Society for Public Health Education
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- provides names of contact persons over
70 agencies or professional societies
relating to health

Address: American Association for
World Health
2121 Virginia Avenue
Washington, D.C. 20037

A MEDICAL LABORATORY MANUAL FOR
TROPICAL COUNTRIES
Tropical Health Technology
1985

Address: Tropical Health Technology
14 Bevills Close
Doddington
Cambridgeshire
PE 15 OTT,
U.K.

IS THERE A DOCTOR IN THE ZOO
David Taylor
Bantam
Describes resourcefulness in using
what is available when resources

INTERNATIONAL COMPANY LITERATURE

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mania, Saudi Arabia, Scotland, Singapore, South Africa, Spain, Sweden, Switzerland, Syria, Taiwan, Thailand, Trinidad & Tobago, Tunisia, Turkey, Uruguay, USSR, Venezuela, Zaire, Zimbabwe.

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MEDICINAL & ECONOMIC PLANTS OF

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Albornoz, A.R.

Parts 1 - 5

Fac. Pharm. Central University Venezuela

Caracas,

APPENDIX F

NORTHEASTERN UNIVERSITY
BOSTON, MASSACHUSETTS

RESOURCES FOR PLANNING ACTIVITIES RELATING TO RELEVANCE OF U. S. EDUCATION FOR DEVELOPING COUNTRIES

B. Karlsson and S. Heym
1986

GENERAL COMMENTS:

If one presumes that being "forewarned is being forearmed," then exposing students to the concept of re-entry and discussing relevance or non-relevance of U.S. education while international health professions students are still in the U.S., should have some merit. The advice we give based on our previous and present experience fall into two categories:

- I. Stimulate internationals to think about the potential problems they may face upon returning home
- II. Having identified what these potential problems are, make suggestions to the students what they can still do while students to better prepare them for work back home.

I. STIMULATING STUDENTS TO THINK ABOUT RE-ENTRY

Persons having experienced re-entry are often the best to stimulate students to think about re-entry issues. You find them among the following groups of people:

- A. International students who have come to the U.S. for further education after having worked at home following education abroad.
- B. Returned U.S. students, faculty or other professionals who have returned from working abroad (e.g. Peace Corps, Project Hope or sabbatical activities).
- C. Public health officials, faculty or professionals who are here as visitors, guest lecturers or students in short term public health or management courses. Their responsibilities at home have often given them a broad perspective of needs in a developing country.

II. FINDING RESOURCES FOR ACTIVITIES TO MAKE THE U.S.

EDUCATION MORE RELEVANT.

- A. Encouraging students to identify what their professional roles will be back home and what education they need to function as professionals.
- B. Stimulating faculty and advisors to incorporate relevant activities in courses or professional activities, for example, looking at international health issues, stimulating comparative studies, directing special projects relevant to the student's future, arranging visits to small health clinics with limited facilities or public health departments to get a better overview of health issues, arranging for internationals to get special skills in parasite identification, or isolation of active components of medicinal plants.
- C. Advising students to identify their support system when they return home e.g. contacts made through alumni and professional organizations. Professional literature obtained from these organizations can be valuable.

RESOURCES

The following are the resources which we prepared during the grant period:

- o Report on professional development needs as perceived by foreign students, faculty and staff
- o Selected Culture and education related references
- o Selected references for international health care development
- o International Company list
- o Selected references on herbal medicines
- o Suggested guidelines for electives for international students in the health professions

(See Appendices A-E, G)

In addition, we recommend obtaining a copy of the World Health Day Resource Directory. It contains 44 pages of references (names, addresses, telephone numbers, discription of functions of organizations, and resources available) to organizations involved with international health or issues in the health professions (i.e. the Pan American Health Organization, the Agency for International Development, the Peace Corps, the American Medical Record Association...). The address is:

American Association for World Health
2121 Virginia Ave., N.W.
Washington, D.C. 20037

Northeastern University

360 Huntington Avenue, Boston, Massachusetts 02115



College of Pharmacy and Allied Health Professions
Medical Laboratory Science Program
617-437-3684

COLLEGE OF PHARMACY AND ALLIED HEALTH PROFESSIONS NORTHEASTERN UNIVERSITY

"BIT OF ADVICE" SUGGESTED ELECTIVES AND ACTIVITIES FOR INTERNATIONALS AND STUDENTS PREPARING TO WORK IN DEVELOPING COUNTRIES

- I. Students who come from other cultures may find it difficult to adjust to the American ways of doing certain things. In preparation for international students to work in Coop positions the Department of Cooperative Education offers Course MCOP 1220 Working in the United States.

- II. The student who returns home or goes away to work in another country will find some differences in professional practice. If you as a student are aware of what these difference are, you will probably find it easier to adjust to that environment.

Generally speaking the role of the health professional working in a developing nation is broader than the role of a specific health professional working in the United States. On occasions a health professional may be the only health practitioner in a particular location at a particular time. Knowledge of basic skills learned by other health professionals may be of particular value. You may thus wish to consider courses such as:

- Public Health or Epidemiology
- Nutrition
- Pharmacology Courses, i.e. Drugs - their Uses and Actions (for non-Pharmacy and non-Respiratory Therapy majors)
- Medicine from the Earth
- Foundations of Medical Laboratory Science (for non-Medical Laboratory Science majors)
- Basics of Medical Terminology
- Health Record Science I
- Emergency Medical Technology courses
- Introduction to Patient Care
- Introduction to Respiratory Care
- Foundations of Medical Science
- Directed Studies

Other areas for study that have been suggested by those having worked abroad are:

- Education
- Management
- Economics
- Courses that deal with being an agent for change
- Courses that deal with water supply and water conservation, (i.e. Water, Water)

At all times you must of course keep in mind what the specific requirements are for your major. Course selection should always be done in consultation with your advisor. If your curriculum is such that it allows only a few electives, there may be opportunities at workshops or special lectures to gain insight into areas that you otherwise do not have time to study. Watch for announcements on bulletin boards and especially the one outside 203 Mugar.

If we can be of assistance do not hesitate to contact:

- Britta L. Karlsson, MS, Associate Professor, Medical Laboratory Science
- Robert Raffauf, PhD, Professor, Pharmacology, Medical Chemistry and Chemistry
- Judith Weilerstein, MPH, Associate Professor, Health Record Administration
- Mary Watson, EdD, Associate Professor, Respiratory Therapy
- Robert Schatz, PhD, Associate Professor, Toxicology

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NORTHEASTERN UNIVERSITY
INTERNATIONAL STUDENT OFFICE
College of Pharmacy and Allied Health Programs

Telephone # _____

Name: _____

Address: _____

1. Why did you come to the United States to study?

2. What are your career plans after graduation? Have you done anything about your career besides study?

3. How long have you been studying in the U.S.?

4. Have you been home for a vacation or an extended period? How long? When?

5. Did you have any changes or things that surprised you when you were home? Be specific. Brothers and sisters growing up? New roads, buildings? Friends? Government?

6. Have you done any work in your field at home or any job hunting?
Please describe. Did you see any differences or similarities
in working at home or job hunting?

7. Do you think you might have difficulties working at home?
Finding a job?

8. Can you think of some things that you might like to do/to know
before you go home to help you in your job hunting or to help
you in your work?

Please return this questionnaire to Britta Karlsson before you leave
today. Thank you.

NORTHEASTERN UNIVERSITY
ADVISORS FOR INTERNATIONAL STUDENTS
COLLEGE OF PHARMACY AND ALLIED HEALTH PROFESSIONS

Office of Student Affairs - College of Pharmacy and Allied Health Professions

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Professor Palumbo Assistant to the Dean
Dr. Tierney Assistant to the Dean
Ms. Norman Secretary

Graduate School of Allied Health Professions

110 Mugar 437-3211
Dr. Neumeyer Director
Ms. Konis Administrative Assistant

International Student Office

270 Holmes 437-2310
Dean Heym Director
Mr. Enderlin Assistant Director
Ms. Gorman International Programs Coordinator
Ms. Broderick Counsellor
Ms. Diaz Foreign Student Advisor
Ms. Verrochi Staff Assistant
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English Language Center

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Dean Kreuger Director
Mr. Sather Associate Director
Ms. Siegel Counsellor Advisor
Ms. Mayerson Staff Assistant
Ms. Difilippo Coordinator of English
Mr. Elliot Coordinator of English
Mr. Garfinkle Coordinator of English
Ms. Lander Coordinator of English
Mr. Ryan Coordinator of English
Ms. Sadow Coordinator of English
Ms. Swartz Coordinator of English

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133 Nightingale 437-2428
Dean Austin Director
Ms. Gutierrez Acting Assistant Director

Office of Freshman Affairs

203 Ell 437-4389
Dean Bajdek Director
Dean Franks Associate Director
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210 Stearns 437-3400
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Mr. Tucker Career Counsellor
Dr. Hansen Counsellor
Dr. Jenkins Counsellor
Ms. Dineen Counsellor
Mr. Pakstis Counsellor
Dr. Lottridge Counsellor

Office of Multi-Cultural Student Affairs

310 Ell 437-2134
Dean Latham

Office of International Affairs

B1 Boston YMCA 437-8570
Dean Viola

ATTENTION: INTERNATIONALS

THE COLLEGE OF PHARMACY AND ALLIED HEALTH PROFESSIONS AND INTERNATIONAL

STUDENT OFFICE

1984-1985

The College and the ISO have received a small grant for a project entitled "Toward More Relevance for Health Professionals Returning Home". The purpose of the grant is to identify and when possible provide extra curriculum activities that will be helpful for health professionals who plan to return to their native countries.

The first steps are:

1. to identify international students who are interested in participating in the project.
2. for the international student to specify perceived needs.

Those interested should complete the attached form and return to Professor Britta Karlsson, Medical Laboratory Science Program in 207 Sugar, Northeastern University. Telephone inquiries can be directed to Professor Karlsson at 437-3664.

4/84/BLK

IDENTIFICATION OF INTEREST IN PARTICIPATING IN THE "TOWARD MORE RELEVANCE FOR HEALTH PROFESSIONALS RETURNING HOME" PROJECT

1984-1985

Today's Date _____

Name _____

Local Address _____

Local Telephone Number _____

Home Address _____

Home Telephone Number _____

Year of Graduation _____

Major at Northeastern University _____

When do you anticipate returning to your home country? _____

What do you anticipate your professional role to be when you return to your home country? (Be as specific as you can).

Have you contacted any representative in Government agencies or professional organizations in order to get a better insight about your professional role when returning home?

_____ Yes

_____ No

If your answer is yes, name the person(s), the agencies, and summarize any comments or recommendations made.

If you have discussed your future plans with any faculty member, indicate, likewise, the individual's name and summarize any comments and recommendations.

From your knowledge at this time, are there any extra curricular experiences which you have identified as potentially beneficial for you in preparation for your return to your home country as a health professional? Please, list and elaborate!!!!

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Dear Colleague:

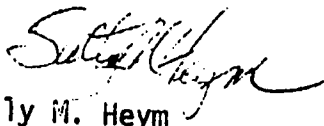
We are pleased to advise you that the College and the International Student Office have received a small grant for a project entitled "Toward More Relevance for Health Professionals Returning Home". The purpose of the grant is to identify and, when possible, provide extra curriculum activities that will be helpful for health professionals who plan to return to their home countries.

In implementing the grant, we have determined that we need to do the following:

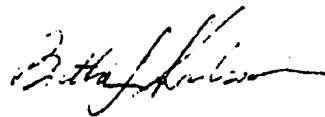
1. to identify international students who are interested in participating in the project;
2. to have the international students specify which of their professional needs are not being met by our course offerings;
3. to identify faculty and staff who are interested in participating in the project;
4. to have faculty and staff assist us in identifying the professional needs of our international students; and
5. to have faculty specify how we can assist students in making their education in our College more relevant to them in their home countries.

Ms. Maria Oliviera, a 1984 Medical Laboratory Science graduate, will contact you regarding this project. In the meantime, we would greatly appreciate it if you would complete the attached questionnaire. We look forward to your continued participation in this exciting project.

Sincerely yours,



Sally M. Heym



Britta L. Karlsson

SURVEY FOR THE "TOWARD MORE RELEVANCE FOR HEALTH PROFESSIONALS RETURNING HOME" PROJECT

1984-1985

Today's Date _____

Name _____

Office Address _____

Office Telephone Number _____

Position at Northeastern University _____

1. What courses do you teach? _____

2. In what other way do you interact with international students?

3. Do you have international students in your classes? yes _____ no _____

4. If so, are you able to incorporate in your courses any comparative aspects of specific relevance to students from other countries?

yes _____ Explain. _____

no _____ Explain. _____

5. Do you have international and/or professional contacts that may be of value as contacts for international students? Yes _____ No _____
 In the chart below, indicate the disciplines and home countries of these contacts.

Profession or Discipline	Country
Health Record Administration	
Dental Hygiene	
Medical Laboratory Science	
Pharmacy	
Physician Assistant	
Respiratory Therapy	
Toxicology	

6. Would you share the names and addresses with us? Yes _____ No _____
 (List the names and address on the back of this form)

Comments: _____

7. Would you share the names and addresses with a student from the specific country if he contacted you? yes _____ No _____

Comments: _____

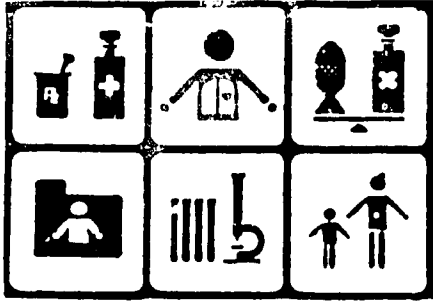
8. Can you identify any special needs for international students that can be addressed by funds provided for this grant? Please elaborate!

9. What resources do you suggest such as organizations, programs, conferences, laboratory tours, visits, projects, seminars, reading lists, etc. from which international students would benefit. Please specify addresses and dates, etc.

10. Would you like to continue to participate in this project?

Yes _____ No _____

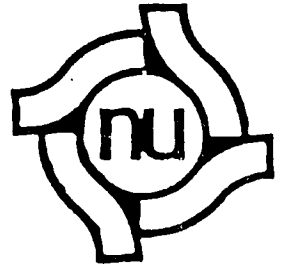
If so, please indicate in what capacity. _____



College of Pharmacy Allied Health Professions



INTERNATIONAL STUDENT OFFICE



SEPTEMBER 14, 1984

DEAR STUDENTS AND COLLEAGUES:

WE ARE PLEASED TO ADVISE YOU THAT THE COLLEGE AND THE INTERNATIONAL STUDENT OFFICE HAVE RECEIVED A SMALL GRANT FOR A PROJECT ENTITLED "TOWARD MORE RELEVANCE FOR HEALTH PROFESSIONALS RETURNING HOME."

THE PURPOSE OF THE GRANT IS TO IDENTIFY AND, WHEN POSSIBLE, PROVIDE EXTRA CURRICULAR ACTIVITIES THAT WILL BE HELPFUL FOR HEALTH PROFESSIONALS WHO PLAN TO RETURN TO THEIR HOME COUNTRIES.

WE WANT TO INVITE YOU TO JOIN US ON TUESDAY, OCTOBER 9TH FROM 3:30 TO 6:00 P.M. IN THE FROST LOUNGE FOR A RECEPTION WHERE WE CAN EXPLAIN MORE TO YOU ABOUT OUR PROJECT.

DATE: TUESDAY, OCTOBER 9TH
TIME: 3:30 TO 6:00
LOCATION: FROST LOUNGE -- EL (FIRST FLOOR)

WE LOOK FORWARD TO SEEING YOU THERE!!

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COLLEGE OF PHARMACY AND ALLIED HEALTH PROFESSION:

AND

THE INTERNATIONAL STUDENT OFFICE.

INTERNATIONAL STUDENT RECEPTION

OCTOBER 9, 1984

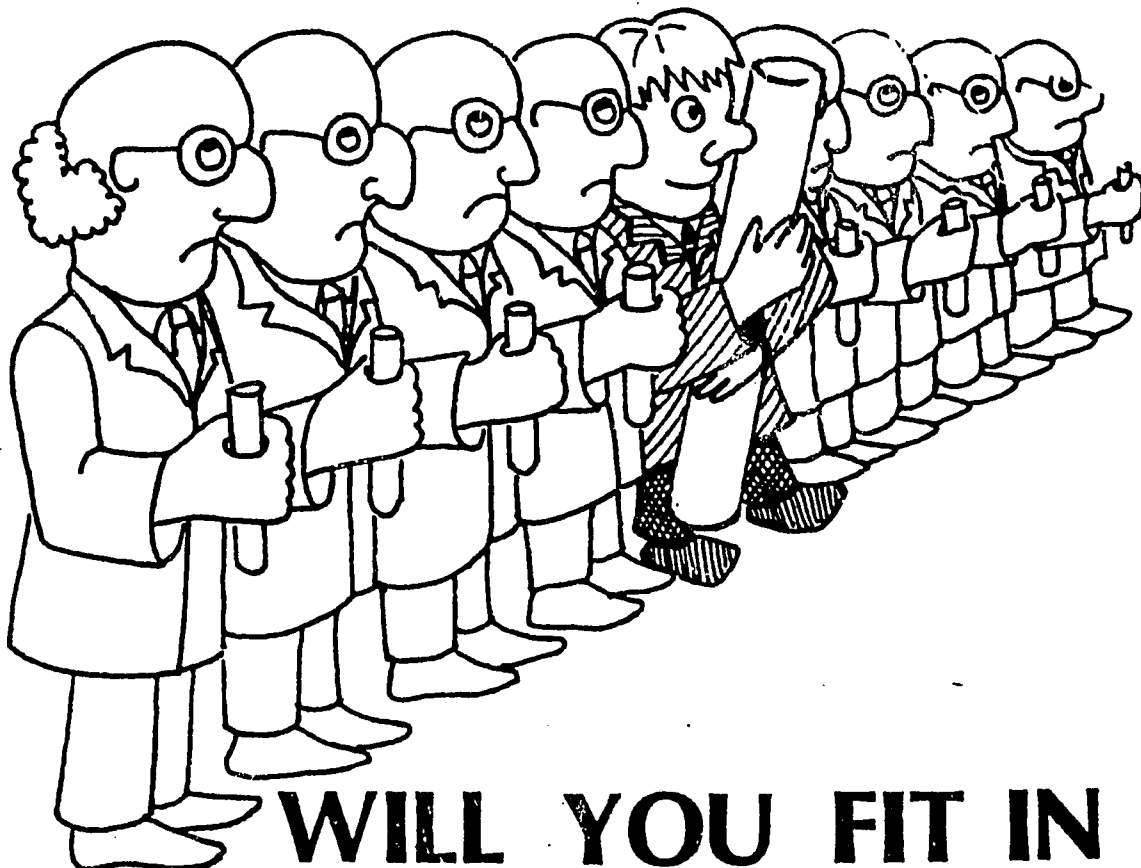
AGENDA

3:30-4:00 pm.	SOCIALIZING	
4:00-4:15 pm.	WHO IS WHO ON THE STAFF	- Dean Gerald Schumacher
4:15-4:20 pm.	FUNDS AVAILABLE EXTRA CURRICULAR PROJECTS FROM SPECIAL GRANT	- Prof. Britta Karlsson
4:20-5:30 pm.	GETTING TO KNOW YOU	- Dean Sally Heym - Mr. Glenn Gabbard - Dr. Humberto Viera
5:30-6:00 pm.	SOCIALIZING	

NOTE: RESERVE 2:00-4:00 pm. FRIDAY, NOVEMBER 9, 1984 FOR A WORKSHOP ON RELEVANT ISSUES. IT WILL BE HELD IN THE CLIFFORD LOUNGE (1st floor of Churchill Hall).

INTERNATIONAL

PHARMACY & ALLIED HEALTH STUDENTS



**WILL YOU FIT IN
WHEN YOU GO BACK HOME ?**

IF YOU'RE NOT SURE
come to

**A DISCUSSION & VIDEO PRESENTATION
"RETURNING HOME"**

with free international food

**Friday Nov. 9
2:00pm - 4:30pm
Clifford Lounge
CHURCHILL**

SPONSORED

BY THE COLLEGE OF PHARMACY & ALLIED HEALTH PROFESSIONS & THE ISO WITH A GRANT FROM NA FSA

Due to the illness of one of the instructors, the "Parasites in Blood and Tissue" Workshop originally scheduled for October 26 and November 2, 1984 has been rescheduled for December 7 and December 14, 1984.

.....
December 7, 1984 9:00 a.m. - 5:00 p.m. / December 14, 1984 9:00 a.m. - 5:00 p.m.
Northeastern University, Boston Campus, Mugar Building, Room 13
"Parasites in Blood and Tissue"

This program is designed to provide medical laboratory personnel an opportunity to acquire the fundamental clinical features and diagnostic procedures in the most common parasite infestations in blood and tissues of humans in tropical countries and the United States.

The program will be 2 days, consisting of lectures and laboratory exercises on the epidemiology, clinical features, and laboratory methods of Medical Parasitology. Emphasis will be on the life cycles, mode of transmission, clinical manifestations, laboratory diagnostic and prevention.

Each day will be divided in two major sessions: 3 hours of lectures and 3 hours of laboratory exercises of parasites found in blood and tissue. Unknown material and a brief final evaluation will be given.

Humberto Viera, M.D. Anibal Sousa, M.D. University of Zulia, Maracaibo, Venezuela ----
Fee \$50.00 (617)437-3664. Enrollment limited to 30.

Medical Laboratory Science
Professional Development Offerings

REGISTRATION FORM

Name: _____ Title: _____

Affiliation: _____ Telephone: _____

Address: _____

City State Zip Code

December 7, December 14, 1984
"Parasites in Blood and Tissue"

Fee \$50.00 _____
Northeastern University - Boston Campus

Make check payable to Northeastern University and send to:
Medical Laboratory Science Program
206 Mugar, Northeastern University, Boston, MA 02115

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NORTHEASTERN UNIVERSITY
COLLEGE OF PHARMACY AND ALLIED HEALTH PROFESSIONS

TO: International Students in the College of Pharmacy and Allied Health

FROM: Gerald Schumacher, Dean, College of Pharmacy and Allied Health Professions

DATE: February 20, 1985

RE: Special Grants for Relevant Extra Curricular Activities for International Students in the Health Professions

Faculty and staff members of this College and the International Student Office successfully obtained a grant entitled "Toward More Relevance for Internationals Preparing to Work as Health Professionals in Home Countries." Through this grant, money is available for extra-curricular activities that are related to students' professional goals. Possible activities may include:

- (1) ATTENDANCE AT PROFESSIONAL MEETINGS: Money may be used to pay for registration and/or incidental expenses related to attendance at various professionally related meetings. Examples of meetings may include:

- Massachusetts Student Association for Medical Technology (April)
- American Association of Respiratory Therapy (April)
- American Dental Hygiene Association (April)
- American Society of Pharmacology (August)
- Boston Society of Toxicology (June)

- (2) MEMBERSHIP IN A PROFESSIONAL ASSOCIATION.
- (3) PURCHASE OF PROFESSIONAL DOCUMENTS, including internationally-oriented documents, e.g., World Health Association materials
- (4) ATTENDANCE AT INTERNATIONAL/PROFESSIONAL FORUMS. For example, Coolidge Center for Environmental Issues, visits to pharmaceutical firms or laboratories.

An application form is attached. Deadline for application is July 1, 1985.

Completed applications should be submitted to:

Professor Britta Karlsson, 206 Mugar.

Questions regarding the program may be directed to Professor Karlsson at 437-3664; Dr. Steven Tierney, 437-3320; Dean Sally Heym, 437-2310.

I would also like to invite you to a special presentation concerning Medical Technology in Developing Nations entitled "Experiences of a Medical Technologist in Nepal" by Cathy Riley, a medical technologist at New England Deaconess Hospital and former administrator with the Inter-Med Dooley Foundation in Nepal. The Presentation will be on MONDAY, MARCH 4, 12:00-1:00 p.m. in 134 MU. I would also encourage all of you to attend a special International Health Series jointly sponsored by our College and the International Student Office in April and May.

NORTHEASTERN UNIVERSITY
COLLEGE OF PHARMACY AND ALLIED HEALTH PROFESSIONS

TO: International Students in the College of Pharmacy and Allied Health

FROM: Gerald Schumacher, Dir., College of Pharmacy and Allied Health Professions *GS*

DATE: March 21, 1985

RE: Special Grants for Relevant Extra Curricular Activities for International Students in the Health Professions

You are reminded of the special grant entitled "To Have More Relevance for Internationals Preparing to Work as Health Professionals in Home Countries," obtained by faculty and staff from the College of Pharmacy and Allied Health Professions and the International Student Office. Through this grant, money is available for extra-curricular activities that are related to student's professional goals.

There are some funds remaining and we encourage you to speak with your faculty and advisors about special events for which you may receive partial or whole funding. Categories for which you may apply for funding are:

- 1) Attendance of professional meetings or special tour.
- 2) Membership in professional associations.
- 3) Purchase of professional documents or teaching tools of specific value to internationals returning home. (A limited number of workshop materials from a Blood and Tissue Parasite Workshop are available from Prof. Karlsson in the Medical Laboratory Science Office. The value of this workshop book is \$13.00)
- 4) Attendance at International Professional Forums -- watch for announcements which are posted on the 203 Murar bulletin board. Watch especially for announcements regarding activities during the World Health Week, April 1-7, 1985.

An application form is attached. Deadline for application is July 1, 1985, or as long as funds are available Completed applications should be submitted to:

Professor Britta Karlsson, 206 Murar.

Questions regarding the program may be directed to Professor Karlsson at 437-3664; Dr. Steven Tierney, 437-3320; Dea. Sally Hym, 437-2310.

I strongly advise you to attend special events concerned with international health that has been arranged by our college and the International Student Office. See the attached announcement about the April 6, 25 and May 2 lecture series. This lecture series is our way of extending the celebration of World Health Day (April 7).

I also call your attention to the one page "Bit of Advice" prepared by advisors to international students in our college. I believe that the evaluation of your role as a health professional in your country is an important aspect of your preparation. You may then with good planning be able to incorporate courses and activities that may better prepare you as a health professional for service in your homeland.

INTERNATIONAL

PHARMACY & ALLIED HEALTH STUDENTS

HEALTH LECTURE SERIES



1 PRIORITIES FOR HEALTH PROFESSIONALS HEALTH CARE IN A DEVELOPING NATION

Mon April 8 12:00noon - 1:00pm

FROST LOUNGE first floor Ell building

LUKAS HENDRATA M.D. : DIRECTOR "INDONESIA SEJAHTERA" FOUNDATION
FELLOW, TAKEMI PROGRAM IN INTERNATIONAL HEALTH,
HARVARD SCHOOL OF PHARMACY & ALLIED HEALTH

2 TRADITIONAL MEDICINES IN DEVELOPING COUNTRIES

Thu. April 25 12:00 noon - 1:00pm

CLIFFORD LOUNGE 100 Churchill

ROBERT RAFFAUF : PH.D. FAAAS, FLS
PROFESSOR OF MEDICINAL CHEMISTRY, N.U.

3 BASICS IN HEALTH RECORDS FOR HEALTH CARE PROFESSIONALS WORKING IN DEVELOPING NATIONS

Thu. May 2 12:00noon - 1:00pm

CLIFFORD LOUNGE 100 Churchill

SHERYL RIMER : MPH, RRA
ASSISTANT PROFESSOR, HEALTH RECORD ADMINISTRATION, N.U.

ALSO SPECIAL GRANT **MONEY** AVAILABLE
for students interested in professional development

for more information call

Prof. Britta KARLSSON 437 3664 206MU

SPONSORED BY THE INTERNATIONAL STUDENT OFFICE
& THE COLLEGE OF PHARMACY & ALLIED HEALTH PROFESSIONS

Professional Integration for a Smooth Passage Home

Advisory Committee

* * * * *

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Washington, D.C. 20024

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CLIENT: NAFSA
JOB NO: NAFSA #542
TITLE: "Professional Integration
for a Smooth Passage Home"
DESCRIPTION: SHOOTING SCRIPT
DATE: 10/16/85

OPENING

DREAM SEQUENCE,
INT. LARGE, DESERTED BUILDING HALLWAY
DANIEL IS WALKING DOWN A LONG CORRIDOR.
AN EERIE VOICE IS CALLING TO HIM:

EERIE VOICE: (SYNTHESIZED)
Daniel...I'm in here...Daniel...Come in
here...Daniel...

THE CORRIDOR IS VERY FOGGY, SHAFTS OF LIGHT STREAM THROUGH
WINDOWS.
HE WALKS INTO A LARGE ROOM. THERE IS A COMPUTER ON A DESK. A
VEIL OF SMOKE IS COMING FROM BEHIND THE COMPUTER WHICH EXUDES A
BRIGHT GREEN COLOR.

DANIEL APPROACHES THE COMPUTER. A CHAIR ROLLS UP TO THE DESK.
DANIEL SITS DOWN.

EERIE VOICE:
Give it up, Daniel. You won't succeed.

DANIEL SYNC:
I won't fail! I won't!

EERIE VOICE:
You can't do it! You can't! (Evil laugh)
Hahahahaaaaaaaaaaaaaaaaaaaaa...

OTHER VOICES CHIME IN WITH LAUGHTER...A CROWD LAUGHING
(SYNTHESIZED).

CUT TO:

326

EVKO PRODUCTIONS, INC.

INT. COMPUTER ROOM AT AMERICAN UNIVERSITY.

CAMERA PULLS BACK TO REVEAL DANIEL SLUMPED IN FRONT OF A
TERMINAL, IN AN EXHAUSTED SLEEP.

A GROUP OF STUDENTS COME IN, LAUGHING, TALKING.

HE STIRS, WAKES UP, LOOKS AROUND, REALIZES HE'S IN THE COMPUTER
ROOM.

A STUDENT SAYS, "Well, good morning!"

DANIEL LOOKS AT HIS WATCH, "Hi", HURRIEDLY GATHERS HIS BOOKS AND
LEAVES.

DISSOLVE TO:

EVKO PRODUCTION OFFICE (HILL AND KNOWLTON)

TIGHT SHOT OF A GLASS OF WATER. A HAND DROPS TWO ALKA SELTZER INTO THE WATER...CAMERA FOLLOWS HANDS AS THEY GO TO TEMPLES AND RUB...CAMERA PULLS BACK TO REVEAL DANIEL SITTING AT COMPUTER IN OFFICE...

SUDDENLY, A HAND APPEARS AND TAPS HIM ON THE SHOULDER. HE TURNS WITH A START.

GREG SYNC:

Hey! What's the matter?
Ready for lunch?

DANIEL SYNC:

Sure...sure...
Yeah, let's go.

GREG SYNC:

(PEERS AT DANIEL, A LITTLE CONCERNED) If you don't mind my saying, you look terrible.

I think you're working too hard.
Maybe you should take a break.
Go to the beach or something.

DANIEL SYNC:

(TESTY) You know I don't have time for that!

GREG SYNC:

Okay, okay...just a suggestion.

EVKO PRODUCTIONS, INC.

DANIEL IS PUTTING ON HIS JACKET.

DANIEL SYNC:

Look, I'm sorry...but you know that I go home in a few weeks and I still have a lot of work to finish.

GREG SYNC:

But your internship is officially over. You're free to play!

DANIEL SYNC:

You're wrong. I'm not free...

THEY START FOR THE DOOR.

GREG SYNC:

You're only one person. You can't expect to take the whole university home with you.

DANIEL SYNC:

Really? Well, tell them! (OPENS THE DOOR TO LEAVE) It's my job! It's my responsibility to bring back every bit of information...(GOES INTO HALLWAY) every kind of skill...everything!

GREG SYNC:

(FOLLOWS) Tell who?

DISSOLVE TO:

EVKO PRODUCTIONS RESTAURANT

THEY ARE SITTING AT A TABLE, EATING.

GREG SYNC:

Look, I don't know exactly what's bothering you, but I have a feeling it has to do with going back home, right?

DANIEL IS PICKING AT HIS FOOD, NODS.

Want to talk about it?

DANIEL SYNC:

No.

GREG SYNC:

Maybe you should talk to a counselor.

DANIEL SYNC:

I don't need a psychiatrist.

GREG SYNC:

I mean someone in the international office, like the foreign student advisor or a faculty member.

You're under a lot of stress and it seems to be work-related. I'm sure you're not the first person to feel this way.

Look, you're my friend and I'm concerned because you're not your normal, confident self.

I think you should talk to a professional, someone who can give you some guidance.

DANIEL:

I don't know. (FRUSTRATED) I feel like I'm a failure. I'm not prepared to go home now. For the first time in my life, I don't know how to prepare for what comes next. Do you understand what I mean?

EVKO PRODUCTIONS, INC.

GREG SYNC:

No, I don't. You have a job to go back to, I'm looking for one. Your future is in good shape.

DANIEL SYNC:

You don't understand. When I go home I feel I need to be able to make a difference. I want to be able to use my skills and knowledge and I want to take this computer technology back with me! I'm expected to do this, it's my duty, it's my job.

GREG SYNC:

You've got to be realistic, my friend.

DANIEL SYNC:

That's my reality.

GREG SYNC:

Well then, what you need is a miracle.

DISSOLVE TO:

EVHO PRODUCTION UNIVERSITY

DANIEL IS WALKING DOWN STAIRS.

PROFESSOR ANDERSON WALKS OUT THE DOOR, SEES DANIEL:

PROF. ANDERSON SYNC:

Daniel! (CATCHES UP WITH DANIEL) I want to talk to you. Do you have a minute?

DANIEL SYNC:

Sure, Professor Anderson.

PROF. ANDERSON SYNC:

I just wanted to say that your analysis on international banking is excellent. Your insight in this field will be a real asset to your country.

I think you should have the paper published.

DANIEL SYNC:

I don't know. I've never done anything like that before.

PROF. ANDERSON SYNC:

You could publish it through the school or I could recommend some other professional journals. In either case I want to use it as a reference for future classes.

DANIEL SYNC:

(BEAMING) Thank you, Professor Anderson! That's a real compliment!

PROF. ANDERSON SYNC:

I would also like to work with you on a joint article. I have an idea of presenting a paper from two points of view: the student's of a developing country and the American professor's. How does that sound?

DANIEL SYNC:

Incredible! This is a miracle!

EVKO PRODUCTIONS, INC.

PROF. ANDERSON SYNC:

Glad to help in any way I can. I think you're very talented and you're certainly an attribute to your government.

DANIEL SYNC:

(BACK TO DEPRESSED REALITY) Right.

PROF. ANDERSON SYNC:

Wait a second. Why the mood change?

DANIEL SYNC:

(TROUBLED) It's hard to explain.

PROF. ANDERSON SYNC:

I have time.

DANIEL SYNC:

I don't want to bother you with...with..

PROF. ANDERSON SYNC:

With what? That's why I'm here. I'm not only your professor, I am a friend and a colleague. If you have problems with school or something, I'm here to help.

Is it a personal problem? A girlfriend?

DANIEL SYNC:

No, nothing like that.

PROF. ANDERSON SYNC:

Look, if it has something to do with school or your career, I'm here to help.

DANIEL SYNC:

But I'm not sure what it is.

PROF. ANDERSON SYNC:

Best thing to do is talk about it. I know that some people feel that it's not good to talk about problems and keep everything bottled inside...

PROF. ANDERSON AND DANIEL BEGIN WALKING, TALKING...

DISSOLVE TO:

EVKO PRODUCTION OFFICE.

DANIEL IS SITTING ACROSS FROM A FOREIGN STUDENT ADVISOR.
CAMERA IS TIGHT ON NAMEPLATE ON DESK TO SHOW THAT PERSON BEHIND
DESK IS A FOREIGN STUDENT ADVISOR.

DANIEL SYNC:

Professor Anderson suggested that I talk to
someone in the international office and since you
are the foreign student advisor...well, that's why
I'm here...to talk.

FSA SYNC:

I'm glad you came to see me. What's the problem?

DANIEL SYNC:

(TENTATIVE) I'm worried about things...I'm
nervous and tense...I'm not ready to go home yet.

FSA SYNC:

Can you explain some of your anxieties?

DANIEL SYNC:

Well, I feel like I've just gotten used to living
here--I finally know how to get around town, I
know the campus, and I'm comfortable with the
customs here.

It will be very different when I return home.
I'll have to get to know my own country again.
That sounds strange, doesn't it?

I'm afraid that when I get back to my job I won't
be the expert that everyone expects me to be.

It's hard to explain. I'll have to go through all
sorts of changes again, and I'm not sure what to
expect...I'm frightened.

FSA SYNC:

Will you have a job when you return home?

DANIEL SYNC:

Oh, yes, of course! My government sent me here to
further my career training.

FSA SYNC:

Have you kept in touch with your colleagues at home?

DAVID SYNC:

At first I did. I wrote home almost everyday when I first arrived, but I had to quit. I had a very demanding schedule.

FSA SYNC:

How did you get along with your colleagues and supervisors at work?

DANIEL SYNC:

No problem except...I want to make sure that I have lived up to their expectations. They sent me off like a great hero. I don't want to disappoint anybody.

FSA SYNC:

And?

DANIEL SYNC:

(GLUM) My time is up and I have nothing to take back with me.

FSA SYNC:

I think I'm beginning to understand what you're feeling. I've seen many students from many countries...with various backgrounds and cultures experience the same fears, the problems, the depressions.

DANIEL SYNC:

Others have had these same fears?

FSA SYNC:

Yes. It's not a unique feeling.

Everyone realizes at some point--sometimes at the end of their term, many times when they're already home--that making the transition from the academic world to a career isn't easy.

Foreign students have a harder time because they have to switch back from a new culture back to their own culture.

In addition to the cultural transition, they must embark on a career and in cases like yours, continue an established career.

It's natural to be afraid of possible negative repercussions upon your return. Suddenly, the educational term or internship is over and you have a chance to evaluate things.

You begin to prepare to make it useful to your work back home but fear of the unknown and anticipation begin to build.

It's a complicated process and creates a great deal of anxiety for most students.

DANIEL SYNC:

You mean, I'm normal?

FSA SYNC:

(LAUGHS) Very much so. Have you attended any of our workshops on making the transition as a professional when you return home? We call that process, "professional integration". There's a book on the subject. (PICKS BOOK FROM A BOOKCASE NEXT TO DESK) Here it is...you should read it.

EVKO PRODUCTIONS, INC.

CAMERA HOLDS ON CU...GIVES AUDIENCE ENOUGH TIME TO READ TITLE...

DANIEL SYNC:

I haven't heard of it.

FSA SYNC:

The book emphasizes a pattern of unpreparedness that foreign students experience when they return to their home country. And many, not all, mind you, but many simply lose contact with their learning institution, other alumni, their professors, everything and everyone.

Some students go through a state of depression and feel that their time was wasted on an education that that they feel can only be implemented in the United States.

DANIEL SYNC:

Failure?

FSA SYNC:

Fear of failure and poor preparation.

DANIEL SYNC:

I know that feeling. I've worked so hard to get where I am and if I fail now I'll be a disgrace to my family, my friends, my country.

FSA SYNC:

(LOOKING THROUGH DANIEL'S FILE) You have an excellent academic background. You've managed to make the difficult transition from your country to the United States, and now you can make the transition back just as well.

DANIEL SYNC:

How?

FSA SYNC:

Well, there are several things you can do to prepare yourself for the return home.

EVHO PRODUCTIONS, INC.

DANIEL SYNC:

But I only have a few weeks before I leave!

FSA SYNC:

Still, there are steps that can be taken to develop and maintain a link between your home situation and your experience here.

DISSOLVE TO:

EVHO PRODUCTIONS, INC.

MONTAGE OF DANIEL TALKING TO PROFESSORS AND STUDENTS, WRITING THEIR ADDRESS, PHONE NUMBER, ETC.

FSA VO:

Start networking with all professors, student advisors, other students. Get everyone's address and phone number in order to start a correspondence file. Give out your own address to friends and professors--encourage them to visit your country.

LOOKING AT A MAP

With so many people having the opportunity to travel, you're certain to be contacted by friends and colleagues who may be passing through your area.

It's a good way to keep up with news here in the States and there may be opportunities to have that person present workshops for your office or consult with your organization.

CUT TO:

MONTAGE OF DANIEL FILLING OUT SUBSCRIPTION FORMS, SHOPPING AT BOOKSTORES, IN THE LIBRARY LOOKING THROUGH JOURNALS AND TECHNICAL PUBLICATIONS...

FSA VO:

But that's just the beginning. Information is knowledge and one way to find information about your profession is to take out subscriptions in trade and professional magazines.

Subscribe to journals and stay in touch with various departments at this and other universities to obtain papers, abstracts, and other material that isn't readily available through subscription.

DISSOLVE TO:

EVHO PRODUCTIONS
INT. COMPUTER LAB

PROF. ANDERSON IS SITTING AT A COMPUTER TERMINAL, CALLING UP INFORMATION...

DANIEL ENTERS WITH A KNAPSACK SLUNG OVER HIS SHOULDER.

PROF. ANDERSON POINTS TO THE SCREEN.

DANIEL TAKES OUT A NOTEPAD, STARTS TAKING NOTES.

FSA VO:

Faculty members like Professor Anderson can help you keep in touch with non-published information . He knows all the organizations and professional associations in your field.

PROF. ANDERSON SYNC:

A very important association that you should join is the Academy of International Business. (POINTS TOWARD BRIEFCASE WHILE TYPING) I have something for you...

DANIEL PICKS UP "PROFESSIONAL INTEGRATION HANDBOOK"...

DANIEL SYNC:

Yes, I know this book.

PROF. ANDERSON SYNC:

It has a lot of useful information regarding your transition from here to your job.

PROF. ANDERSON CONTINUES TO TALK AS HE TYPES:

Great! This was my last copy. Professional networking is very important, especially for someone in your field. Associations are a great resource for information...provide an important support network.

I'll print out a hard copy for you.

CUT TO:

EVHO PRODUCTIONS HEALY HALL, GEORGETOWN UNIVERSITY

PROF. ANDERSON SYNC:

Many professional organizations have an international division for overseas subscriptions. Your student rates are in effect for two or three additional years at a substantial savings.

"Update and follow-up" are key words. I can help you with that. A lot of information comes across my desk every day and I read every bit of it. I try to disseminate pertinent information to my former students as a means of keeping them updated. It's up to you to follow up.

I have a personal stake in the success of my students, because they become my professional colleagues. Your success is my success.

So! Anything else?

AS DANIEL STARTS TO SAY SOMETHING, PROF. ANDERSON INTERRUPTS:

Let's go for a walk. I need some exercise and fresh air.

DISSOLVE TO:

EVKO PRESENTATIONAL ZOO

PROF. ANDERSON AND DANIEL HAVE BOUGHT ICE CREAM FROM A VENDOR,
CONTINUE TO WALK SLOWLY...

DANIEL SYNC:

I've learned so much over the past two weeks. I can't believe I didn't know about this before I came over.

PROF. ANDERSON SYNC:

Well, we're all learning more about it, I suppose. Transition as a professional has been an afterthought with faculty and sponsors and consequently, students. But we're spreading the word through various publications and seminars.

It's beginning to work, because we are relying on people like you to provide information to new students coming here to study. As a matter of fact, I hope that you will consider giving workshops and seminars to people in your office and your university...draw upon your special skills to share your knowledge and experience.

DANIEL SYNC:

I want to teach people back home. I see that as a primary responsibility in my job.

PROF. ANDERSON SYNC:

That's good, but remember not to let your enthusiasm betray your good intentions.

DANIEL SYNC:

I don't understand.

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PROF. ANDERSON SYNC:

Don't try to push all of your newly acquired knowledge on people who are used to working in a different way.

Especially when you received an educational opportunity that most of your co-workers have not received. No one likes to be told that their habits are old fashioned and wrong.

Be aware that some of your ideas will take time to adjust to and that "change" is a slow process. Don't force your ideas on others since this kind of situation may cause a great deal of tension.

Be humble, patient. Take one step at a time until you feel confident that your ideas and suggestions will be accepted and most importantly, implemented.

DANIEL VO:

Yes, I'll remember that.

THEY WALK SILENTLY FOR A FEW SECONDS, THEN DANIEL BLURTS OUT:

There's something that still bothers me.

I can't stop thinking that my education here has depended, to a large degree, on state-of-the-art technology. In fact, computer technology seems to be an essential part of banking in the United States.

But I can't take my computer back with me and I know that the same technology does not exist in my country. Even if we get the same system, it will be outdated.

What do I do?

PROF. ANDERSON SYNC:

Oh, but you can take it with you!

DANIEL VO:

(SURPRISED) What?

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PROF. ANDERSON SYNC:

You carry it with you wherever you go.

DANIEL, STILL PUZZLED.

(POINTS TO HIS HEAD) It's all up here. Computers aren't the solution to all problems. It's your ability to solve problems creatively. You have an edge because you have knowledge of the technology.

Computers are tools that help you solve problems but sometimes they create problems too.

DANIEL SYNC:

I've never thought of it that way before.

I guess I've been worried about the wrong things. If you knew my nightmares! Monster computers out to get me!

PROF. ANDERSON SYNC:

(LAUGHS) Well sometimes we're our own worst enemy.

Just rely on your own good judgement, not a stack of silicon chips.

Besides, I would like to know how you solve professional problems when you go home.

DANIEL SYNC:

We worked out some interesting theories last semester. I'm looking forward to applying some ideas when I return to my job.

PROF. ANDERSON SYNC:

Your problems and solutions could serve as models for my classes. I'll be checking on your activities.

DANIEL SYNC:

How?

PROF. ANDERSON SYNC:

There's a good chance that I will be traveling to your country in a few months as a consultant for the World Bank. I hope to meet with my former students and international colleagues to discuss their work.

We can both benefit from this sort of communication: you will stay in contact with your colleagues in the United States, and I will be able to further my own study and research through your work and your experiences.

DANIEL SYNC:

Hey, that's great! Do you think you might have time to give a workshop on professional integration to students in my country?

PROF. ANDERSON SYNC:

No, I'd rather watch you run a session for students who are planning to study overseas.

DANIEL SYNC:

Remember what you said about a joint effort? You know, writing an article together?

PROF. ANDERSON SYNC:

Yes, and I still mean it.

DANIEL SYNC:

Maybe we could give a workshop together...two points of view. You could discuss a topic from the theoretical point of view, and I could add the dimension of my experience in a developing country.

PROF. ANDERSON SYNC:

I like it...yes, I like it very much...

DANIEL SYNC:

What a relief! I feel that a great burden has been lifted from my shoulders.

PROF. ANDERSON SYNC:

You're ready to go home now. You're prepared for that passage home.

You mentioned nightmares. You know, I had a student once who had horrible nightmares...

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IN THE BACKGROUND WHILE DANIEL AND PROFESSOR ANDERSON ARE WALKING AND TALKING...MOVING MEN ARE UNLOADING A VAN. THERE IS A COMPUTER TERMINAL ON A COMPUTER TROLLEY.

AS DANIEL AND PROFESSOR ANDERSON PASS THE COMPUTER, THE TROLLEY STARTS TO ROLL BECAUSE IT IS ON A SLIGHT INCLINE AND BEGINS TO MOVE TOWARD THEM.

DANIEL NOTICES THE COMPUTER FOLLOWING HIM OUT THE CORNER OF HIS EYE, DOES A DOUBLE TAKE.

A MOVER QUICKLY RETRIEVES THE COMPUTER, EXCUSES HIMSELF.

PROFESSOR ANDERSON DOESN'T NOTICE, BUT CONTINUES TO WALK AS HE'S TALKING ABOUT DANIEL'S TRANSITION BACK TO HIS COUNTRY, ETC.

DANIEL KIND OF SHAKES HIS HEAD...DEJA VU...SAYS TO HIMSELF, "NO, NO IT'S NOT TRUE"...THEN CATCHES UP WITH PROFESSOR ANDERSON AND THEY CONTINUE TO WALK.

ROLL CREDITS.

FADE TO BLACK.



International women gather for a discussion at one of the "professional integration" meetings at Iowa State University.

Professional integration for women series at Iowa State

by Julie Kyllonen Rose and Jane Edwards

A series of monthly programs, based on *Professional Integration: A Guide for Students from the Developing World* (NAFSA, 1983, edited by Mary Ann G. Hood and Kevin J. Schieffer), began during 1984-85, and will continue to run during the summer and the 1985-86 academic year at Iowa State University. Called "Professional Integration for Women," the series centers on the premise that there are skills and knowledge which foreign students need to obtain in addition to their field of study in order to be successful professionals in their home countries.

Ninety invitations were sent to women likely to be interested in participating in such a program, as well as to student spouses identified by Friends of Foreign Wives' English Conversation Program leaders as having worked in professional positions in their home countries. Selections were made to have a balance of nationalities and to provide for a mix of fields of study. Where a large number of women were studying in the same field, more women of different nationalities were selected for involvement. Twenty-six women attended the orien-

tation meeting last fall and attendance at succeeding sessions held constant at 15-16 per session.

Programs have taken place on networking, computerized information-gathering and library resources for research, the role of women in various countries, such as Sudan, and personal and professional career development. Sessions on effective writing, effective speaking, a review and follow-up session on the related learning activities, involvement in professional associations, and how to publish also took place later in the semester.

Sessions were presented by faculty, staff and community people identified by department heads and other knowledgeable contacts in various campus offices. The positive effects of this collaboration are yet to be seen, but faculty involved in the presentations say they are excited about the program and that it is one of the best in which they have participated. Those attending are concerned that there be no great time lapses between programs and already such questions have been asked as "What next? What happens after we go home?"

"Professional counterparts" enjoy associations

Two-thirds of the Professional Integration (PI) participants also are participating in another project coordinated by one of the FSAs who facilitated the PI series. The "Professional Counterparts Project" matches female foreign students and spouses of students with central Iowa women who share similar occupational experiences. The purpose of the program is to establish a relationship of mutual professional benefit, utilizing career or occupation as the common denominator. For some, the meeting is a special one-time opportunity. For others, mutual interests will stimulate the continuation of the professional relationship and lead to correspondence once the foreign professional leaves the university.

The following pairings are some interesting ones which have taken place: the city finance director has invited a senior executive officer with the Zambia-World Bank Project to spend an afternoon at city hall; a pharmacist from Costa Rica has visited a laboratory technician at the local medical center and, sparked by a new interest arising out of their discussions, has enrolled in a chemistry course at the university; an agricultural extension worker from Thailand has spent a day with the area extension agronomist in Des Moines; and a Nigerian seed physiologist has met with a seed physiologist at Pioneer Hi-Bred International headquarters, returning with new enthusiasm for her studies and work.

Time and energy for traditional cross-cultural exchanges are scarce for students and professionals, but the "Professional Counterparts Project" is successful because: 1) The program is not difficult to administer. Once the initial matching is completed, the responsibility moves to the participants. 2) The program is mutually beneficial for U.S. and foreign participants. 3) The time commitment is reasonable. Only one contact is expected—others come by mutual decision. 4) The language of work is universal and does not require other common interests to stimulate exchange.

Organization strategies were successful

The letter of invitation sent to the potential participants encouraged them to come and find out more about the program. The planning committee included two foreign student advisers.

two foreign student women, the coordinator of the Women's Center, and the director of the YWCA. The two foreign student women and the two FSAs signed the invitation letter.

Enclosed with the invitation was a list of suggested session topics and a participant profile sheet. The recipients were asked to look over the information prior to the orientation meeting and to mark their preferences. During the orientation/information meeting, the FSA explained the central theme and why the program was being offered initially only for women (it was believed that women in developing countries face more challenges than men in integrating professionally, and one of the FSAs felt more comfortable working with women the first time). The suggested topics were described in more detail and terms such as "networking," "tokenism," and "culture shock" explained. The group then voted on the topics they would like to see presented in the series. Based on information gathered from the participant profile sheets, the group decided that Saturday afternoon from 1-3 p.m. was the best meeting time because spouses could care for children more easily on that day, as opposed to Sunday afternoons or weekday evenings.

To assist participants in forming a network, a get-acquainted questionnaire utilizing participant profile information helped participants learn what type of professional positions other participants had held, who had been previously involved in professional associations, and what others' career aspirations might be.

Each month, participants receive information bulletins about other programs, short courses, and conferences taking place on campus or in the vicinity which would be relevant to topics discussed in the series. For example, "Women's Week 1984" included sessions on women in non-traditional professions and contrasts between men and women in verbal and nonverbal communication. Several women from the series attended these sessions. Those of the group who were interested were invited to attend a potluck dinner and program meeting of the American Association of University Women. Three from the group attended to hear a fourth member present the program.

Courses offered by various departments, such as practical application of educational principles in developing countries, fundamentals of public speaking, business and professional writing are also noted in the monthly bulletins. Cogent articles that reinforce or enhance information presented in the sessions are also copied and distributed to participants. As a part of each session, "homework" is assigned—exercises to personalize the information for each participant and also to prepare her psychologically with skills for re-entry.

For example, the questionnaire for "The Role of Women in Sudan" asks the following questions: 1) What is considered to be a "successful" woman in your culture? 2) What position does the highest ranking woman in your institution/organization/company hold? 3) At what levels are women found below the

highest ranking woman? 4) Where would you fit in this hierarchy? 5) Are there any professional women's groups or other types of women's groups/organizations in your country? If yes, please list here and tell what their focus of concern is. 6) Do women in your country organize themselves voluntarily in order to accomplish certain goals or carry out projects? If so, explain the type of project which such a voluntary group would be organized to accomplish. 7) Are you aware of any restrictions regarding women's work in your country? Any pay restrictions? Only certain types of work for women? Please explain in detail.

To respond to the question "What next," exercises to connect the series participants with alumni and other professional networks are being prepared and were distributed prior to the close of school. A formal structure will be established to assist participants in maintaining contact with the networks they have established.

Positive comments

"[Women] must acknowledge that they may be examples [to others], whether they wish to be or not. These responsibilities . . . present challenges which, if faced carefully and creatively, offer women opportunities to make significant changes in their societies."—para-

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phrased from *Professional Integration*, p. 65.

Awareness is being raised and skills developed as evidenced by comments from those who attended: "I am happy to have been able to participate. I have learned a lot. I hope to establish a group or network like this when I return home."

Julie Kyllonen Rose and Jane Edwards are program coordinators in the International Educational Services Office, Iowa State University, Ames, Iowa.

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(Left to right) Charles Keith, World Vision; Meshesha Mengesha, foreign student; and Tom Nielsen, Edmonds Community College president.

Money raised for Ethiopia at Edmonds Community College

International students at Edmonds Community College, Lynnwood, Washington, including five students from Ethiopia, presented a donation of \$1,168 to the World Vision organization to help in the crisis in Ethiopia.

The money was raised at the students' international night dinner in March. Attendance numbered almost 400 people from the campus and the community for the event, which was hosted by the 140 international students from 35 countries who attend Edmonds Community College.

Funds will be used to provide food,

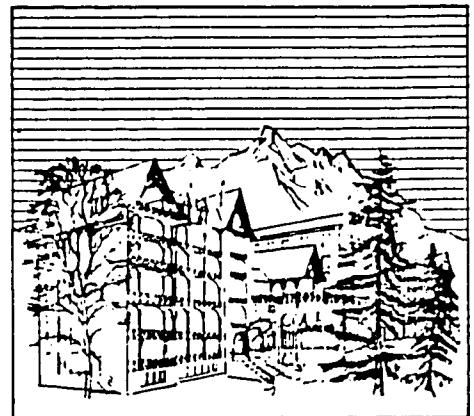
clothing, and medical care for people suffering from the famine in Ethiopia. World Vision is a nonprofit Christian humanitarian organization which has worked for 33 years throughout the world. Last year, World Vision provided care for nearly two million people in Africa.

The donation was presented by Edmonds Community College President Tom Nielsen and Ethiopian student Meshesha Mengesha to Charles Keith, regional director for World Vision. Roy Ghazimorad is director of the Edmonds international student program.

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ADVERTISEMENT

A RESOURCE ON CAMPUS: The International Students Office

* * * * *

As you prepare for study in the United States, many questions will come to mind. You will need to learn about U.S. customs and values, academic requirements at the college or university you will be attending, and the services that you will find in your U.S. community for health care, banking, shopping, and social activities. You will have some information before you leave for the United States, but most of the important questions can only be answered once you have arrived on a U.S. campus.

This brochure describes one source of information at most colleges and universities admitting students from other countries: the International Students Office. (On some campuses, this office will have another name: the Foreign Students Office, the Office of International Educational Services, or the International Center, for example. This brochure will use "International Students Office," and most of the services described here will be available to you on your campus, no matter what the name of the office is.)

The purpose of the International Students Office is to assist you during your term of study in the United States, so you should visit the office when you have a question. This brochure will help you use the International Students Office effectively, by describing how the staff of that office can assist you. Remember, though, that you will be responsible for collecting the information you need by reading the school newspaper, looking at recent announcements on bulletin boards around

campus, talking with classmates and school personnel, and obtaining helpful publications.

The person in the International Students Office with whom you will have the most direct contact will be the foreign student adviser (FSA).

The duties of FSAs vary from one campus to another, but most advisers are responsible for providing assistance on immigration matters, coordinating all campus and community services available to foreign students, and serving as a liaison between foreign students and other groups on campus and in the community.

Foreign student advisers are willing to discuss any matters with the students who come to see them -- even very personal issues or problems. All discussions with advisers are strictly confidential, and if the FSA is unable to provide you with the assistance you need, he or she will be able to refer you to the correct office or person and give you some guidance on how best to present your concerns to that person.

In order for the adviser to provide the most effective assistance, it is important that you contact him or her when you first become aware that a problem might be developing rather than when it has become extremely serious.

Foreign student advisers will help with all immigration matter -- visa problems, transfers to other schools, extensions of stay, travel outside the United States, employment permission -- and will assist you in contacting the local Immigration and Naturalization Service (INS) office if that should be necessary. Questions you have about academic procedures, expectations, and requirements can be discussed with the FSA,

who can help you understand the differences between the U.S. educational system and that of your home country and who can also bring these differences to the attention of your professors, if that is appropriate. The adviser can also tell you about community activities that will introduce you to U.S. lifestyles and customs and help you to meet Americans off campus.

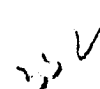
For all these reasons, the International Students Office will be an important resource for you throughout your stay in the United States. You should contact the foreign student adviser, or another staff member of the International Students Office, if you have questions about any of the issues outlined below.

UPON YOUR ARRIVAL ON CAMPUS

Housing

- Temporary Housing, if your permanent housing has not yet been arranged.

Enrollment

- The steps required before you can register for classes, such as visiting the health center, checking your English language competency with the English as a Second Language Office, purchasing health and accident insurance if required, and completing forms or records to be kept on file at the International Students Office.
 - Special immigration problems or concerns at the time of enrollment.
 - Whatever personal assistance you might need to complete the registration process.
- 

Academic Goals
and Status

- Your educational objectives and any questions you might have regarding course requirements.
- How to meet and work with your academic adviser.
- How to follow the recommendations of the English as a Second Language Office for your English program and academic load during your first term of study.

Campus Services
and Activities

- Orientation sessions on the functions of the International Students Office, the functions and services of community organizations, the role of the academic adviser, the special features of U.S. higher education (credits, hours, etc.), the most important issues you will face during your first term on campus, and the registration process.

Community
Services and
Activities

- Involvement in activities by community organizations to help you (and your family) settle in to the U.S. community.

Personal
Concerns

- Health services available to you on and off campus.

DURING YOUR TERM OF STUDY

Academic Goals
and Status

- Special enrollment needs (in case you need additional English language training, for example).
- Your academic progress.
- Counseling, if your grades are low or if you are considering enrolling for less than the required course

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load.

- Your relationship with your sponsor, if appropriate. The FSA will work with the institution, department, or academic adviser to provide regular progress reports to the sponsoring agency.

Campus Services
and Activities

- How to participate in nationality clubs, international clubs, and institutional and departmental activities, when your academic standing is firmly established.
- How to use the athletic facilities and participate in sports programs on and off campus.

Community
Services and
Activities

- Opportunities offered by the community for you to share your knowledge of your native country and culture, such as speaking at schools, churches, and civic group or organizational meetings.
- Opportunities to visit industrial plants, museums, historical sites, farms, etc., and attend cultural and recreational events.

Personal
Concerns

- How to use the campus counseling or mental health center, if appropriate.
- Any special assistance you might need in case of a medical emergency.
- Any changes in your tuition or living expenses.
- Local and national sources of financial aid: scholarships, assistantships, grants, and employment opportunities, if necessary.

- Any problems you might have concerning your financial situation. (The adviser can work with the financial aid office to assist you.)
- Your legal rights and responsibilities.
- Any legal difficulties you might face (this could include help in obtaining legal counsel).

Immigration


- Immigration policies and requirements concerning extension of stay permits, visas, passports, work permission, etc.
- I-20 forms, which you will need if you are planning a vacation abroad.

PREPARING FOR YOUR RETURN HOME

Academic Goals
and Status

- The final stages of your academic programs, such as arranging for special short-term extensions, if necessary.
- Pre-departure arrangements required by your sponsor and the U.S. government, if applicable.

Campus Services
and Activities

- Pre-departure seminars on campus or provided by special groups.
 - Confirming your records, including your home address, so that the International Students Office will be able to maintain contact with you.
 - Names and addresses of school alumni in your home country or region. (This may be done through the alumni office.)
 - How to register with the alumni office before you leave
- 

for home.

Personal
Concerns

- Any financial difficulties you might be facing as you prepare for departure.
- Travel and shipping of household goods and personal belongings.
- Discussion of your U.S. educational experience, to assist you in evaluating your academic and personal progress.
- Your future professional plans and personal expectations.

Immigration

- Final requirements regarding your sailing permit, forwarding address, tax regulations, and immigration status.

Early in your stay in the United States, it is important that you visit the International Students Office on your college or university campus, introduce yourself to the foreign student adviser and other staff members, and become familiar with the services and publications available there for you to use. Whenever you have a question and are unsure how to find the information you need, the International Students Office staff will be able to answer your question or direct you to the person who can. Remember that you will have the primary responsibility for obtaining whatever information you need, but there are many people and resources ready to assist you throughout your stay in the United States.

Acknowledgements

This brochure is based on material that originally appeared in the 1975 NAFSA publication A Guide for the Education of Foreign Students, eds. August G. Benson and Joseph W. Kovach.

25/6

DRAFT

**ACADEMIC ADVISING
FOR GRADUATE STUDENTS FROM DEVELOPING COUNTRIES**

A Handbook for Faculty Advisers
and Department Chairs

Education for International Development Program

Prepared by the National Association for Foreign Student Affairs
With Funding from the Office of International Training,
Bureau for Science and Technology
Agency for International Development

انذار

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The National Association for Foreign Student Affairs (NAFSA) is a nonprofit membership association that provides training, information, and other educational services to professionals in the field of international educational exchange. Its 5000 members - from every state in the United States and more than fifty other countries - make it the largest professional membership association concerned with the advancement of effective international educational exchange in the world.

Since NAFSA's founding in 1948, its members have become increasingly influential in communicating the important emphases and objectives related to the education of foreign students in the United States. Transfer of skills and knowledge, the implications of economic interdependence, and the long-term political and economic ties with developing countries are of considerable concern to NAFSAns and others in the field of international education.

NAFSA's Education for International Development program, in particular, seeks to expand the awareness of campus-based administrators and faculty of the need for relevant academic programs and support services for students from developing countries studying in the United States. It also encourages increased access for the students to professional, extracurricular, and community programs that will assist in preparing them for their role in their home countries' development.

Academic Advising for Graduate Students from Developing Countries was developed by the Education for International Development Committee as part of a series of handbooks designed to assist faculty advisers of foreign students. The handbook has adapted material from three earlier NAFSA publications: A Guide for the Education of Foreign Students, NAFSA 1975; Graduate Students from Developing Countries in U.S. Science Departments, ~~AAAS~~ and NAFSA 1983; and Academic Advising in Agriculture for Graduate Students From Developing Countries, NAFSA 1984. The publication was made possible under the terms of a grant from the U.S. Agency for International Development.

Academic Advising for Graduate Students from Developing Countries is a direct response to a recent study that concluded that foreign students considered their academic advisers to be the key person in their educational programs in the U.S. (Motoko Lee, NAFSA 1981). The handbook also reflects the perception of professionals involved in foreign student support services and activities that the academic adviser's role can be the

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most critical in the foreign student's experience at a U.S. institution. In fact, the adviser's recommendations often determine the success or failure of a foreign student's total educational program.

At the present time there are more than 340,000 foreign students enrolled in U.S. colleges and universities (figures 1 and 2), and it is anticipated that U.S. institutions will continue to recruit more foreign students in the future due to the decline of U.S. student enrollment and new government initiatives to encourage foreign student enrollment. Even more significant, a substantial number of graduate degrees are awarded to international students every year; for example, 15.4% of all U.S. research doctorates were awarded to international students in 1983-84 (National Research Council).

* Given this context, it is hoped that the handbook will provide the framework for an effective advising process by contributing practical, useful information to assist the adviser in enhancing the students' educational experience in the United States. A successful experience in the advising process contributes to the transfer of knowledge and technology appropriate to the disparate educational needs of the developing countries from which the vast majority of foreign students come.

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	Post-Educational Contact	
	Follow-up, Evaluation and Continuing Education	
IX.	<u>Selected Bibliography</u>	

I. Planning and Selection

Before the admissions process begins, the following points should be considered:

- ① 1. Does the academic program permit the student to learn about subjects that are relevant to the needs of developing nations?
- ✓ 2. Why does the department want students from other countries?
- ✓ 3. What are the strengths and weaknesses of the academic department?
- ✓ 4. Do the strengths meet the sponsor's/applicant's educational and career goals?
- ✓ 5. Does the department have a quota (required percentage) for foreign students? Is it open or closed?

Planning and selection are critical to the development of a successful experience for the foreign student committed to participation in the development of his society or country. It is a time when the sponsor* prepares carefully and thoroughly for the support of a scholarship program and for meeting the needs of students selected for the program. In addition, this is the time to ensure that the university and its representatives are aware of and committed to their responsibilities in accepting and enrolling students from abroad.

In the planning stage, the department should:

- ✓ ① (1) Advise sponsors of the department's ability and willingness to work with the special needs or programs of sponsors.
- (2) Advise sponsors of institutional policies and procedures.
- (3) Explore the feasibility of giving special consideration to certain sponsoring agencies because of their development objectives in order to increase the institution's contribution to development of other countries.
- (4) Encourage individual faculty members traveling abroad to meet former students, improve communication, and possibly encourage further exchanges.

* In the context of this handbook, the sponsor is seen as the agency or individual (private, institutional or governmental) responsible for all or part of the student's expenses, including travel, tuition, fees, and room and board. In some instances the sponsor may be only a source of funds. Usually the sponsor has a specific objective related to the development of the individual student and his country.

The sponsor is generally involved in the selection process and may assume some responsibility for job placement when the student returns home. Sponsorship may involve the combined efforts of an agency, institution, government, and individual who share costs and responsibilities. Although the description of functions at this stage appears to place the burden on the student for seeking sponsorship opportunities, it is frequently the sponsor who seeks out and identifies students according to established criteria or program objectives.

Selection is the process by which sponsors identify qualified candidates. This process takes place before and is distinctly separate from the admissions process through which colleges and universities choose their students. Careful planning and selection are essential to the success of the mutual efforts of the sponsor and institution and the effective use of funds and resources.

Pre-Admission

This is the stage at which the foreign student and the sponsor examine specific program requirements and their implementation. In the case of the sponsored student, the groundwork is established for the working relationship that will exist between the sponsor(s) and the student during the period of sponsorship and even beyond, if some further commitment is a part of the sponsorship contract or agreement.

At this stage, the educational institution should identify the specific resources or services that will be provided by each representative of the institution, while also making decisions on how a variety of efforts are to be coordinated for the maximum benefit of the student, the institution, and the home country.

The academic department at this stage:

1. May respond to preliminary inquiries from prospective students, with copies of the correspondence to the admissions office and the foreign student office, or may refer students to those offices for reply.
2. May advise students to take achievement and aptitude tests required in the admissions process.
3. Advises on availability of departmental assistantships or fellowships.
4. May work with foreign student office and with sponsors to design and publicize special programs.
5. May respond to queries from students referred from the admissions office or

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foreign student office.

Admission

X "Admission", referring to the procedure whereby colleges and universities choose their students, should not be confused with "selection", a distinct pre-admission phase.

The following procedures are important for the department to follow in this stage of the educational process. The department should consult with the admissions office, foreign student office and/or English as a Second Language office, as appropriate, in evaluating the application and in reaching a decision.

Academic qualifications of the student should be based on the following:

1. An awareness that the program the student wants is offered or can be arranged.
2. An assessment of the level and quality of the student's preparation, through interpretation of:
 - a. The academic record.
 - b. Achievement and aptitude test scores.
 - c. An interview report, if available.
 - d. Letters of recommendation.
3. An assessment of the student's maturity and motivation.

Many foreign applicants have highly specific academic and training goals that relate to the special skills that they are being sponsored to acquire. These specific goals need to be understood from the beginning of the admissions process. Careful examination of the applicant's degree and work objective can help ensure the appropriate training.

The evaluation of foreign academic credentials requires special expertise. Experience is needed to maintain consistent standards and to place students at the appropriate levels. Foreign credentials evaluations should be conducted by a trained admissions professional. Organizations such as NAFSA and the American Association of Collegiate Registrars and Admissions Officers (AACRAO) can also provide assistance.

Standardized exams, such as the Graduate Record Examination, are prepared with U.S. students in mind. Though the quantitative results may indicate much about the applicant's ability, the results of the qualitative sections are less dependable for applicants from other cultures. Standardized exams are not reliable as sole indicators of academic

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potential; results should be used with caution and in combination with all other available credentials. References from former students of the department and other professionals employed in the applicant's region should be requested if possible.

Flexibility should be encouraged with regard to the use of standardized examinations as they are expensive and difficult to schedule in certain developing countries.

English Language Proficiency

The degree to which the student can ^bfunction in the language of instruction is obviously ^b crucial ^o to his or her academic success or failure. Questions to consider are:

1. How is English language proficiency determined?
2. Has the department found it difficult to determine the level of language preparation of incoming foreign students?
3. Has the department considered a qualified admission followed by language testing during orientation?

The Test of English as a Foreign Language (TOEFL) is often used to determine the level of English preparation. This test measures only reading and listening comprehension, not speaking or writing ability. A Test of Spoken English (TSE) can be requested through the Educational Testing Service; however, it is relatively expensive. If the applicant is applying for a teaching assistantship, special care should be taken and a personal interview are often more reliable than standardized test results. Many colleges and universities use a qualified admission: ~~Non~~-native speakers are tested after arriving on campus to determine if additional language work may be required. Foreign students may require several months to overcome initial language difficulties.

Finances

⌘ A determining factor in the admissions process is the student's financial situation.

How is the applicant's financial support determined?

Is the support provided by the sponsor adequate? Is the schedule of payments feasible and realistic? Will funds be transferred reliably?

What specific elements of the program are covered by the support? Does coverage

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include research costs, field trips, special equipment and professional meetings?

By law, most colleges and universities must require the applicant to document financial support through bank statements and notarized affidavits for the first academic year. However, due to rapidly changing economic conditions, civil disorders, and/or bureaucratic inefficiencies in some countries, a number of universities require an advance payment of tuition before issuing visa documents. The foreign student adviser can provide the academic adviser with information in this area and can generally be considered an important source of information on standards and guidelines for foreign student finances. Policy and Practice in the Administration of Foreign Student Finances: Guideline Series Z, available through NAFSA, is an excellent resource for both the department and the admissions office.

II. Communication with the Student Prior to Arrival

During this stage, [#] from the time of the student's initial inquiry until his or her departure for the United States, there are important preparations to be made by the student, the sponsor, and supporting parties on the campus and in the community. This should take place prior to the student's arrival on campus. It is a time to make sure that the student knows what to expect and that there will be a sufficient introduction to academic and community life.

Foreign applicants may require notification several months in advance of departure in order to acquire a visa, obtain currency exchange approval, make travel arrangements, and receive pre-departure orientation. The academic department should encourage early admission decisions to avoid last-minute telegrams, late arrivals, and frustrating delays in initiating programs.

Coordination and communication between the academic department, the admissions office and the foreign student adviser's office are essential in providing appropriate pre-arrival information to the new student. At this stage the anxiety level of the student may be very high. An information packet should include formal notification of admission; special advice on the timing of arrival (such as advice to arrive in time to take a special English or other course if needed); housing information; notice of financial support or an assistantship, if such a decision has been made; the name, address and phone number of the student's academic adviser, if known; the name of the campus foreign student adviser; and any other pertinent information. In addition, before departing for the United States,

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foreign students should be advised to obtain information about home country employment opportunities to prepare for their eventual return.

Notification

Although notification of admission concludes the admission process, it is very important to all of the educational stages that follow. It is at this stage that all offices or departments of the institution affected by the admission decision are advised of the final outcome. Notification signals preparation for the services that will be provided during the student's stay at the institution. In the notification stage, the student or sponsor is advised of the conditions of acceptance and informed of the specific steps that are to be taken to complete the process of admission.

The academic department:

1. Receives a copy of the letter of admission and, if appropriate, a recommendation for placement level.
2. Establishes a file for the student.

The university admissions office:

1. Sends a letter of admission to the student or sponsor, which includes:
 - a. Status of admission - Unconditional or Conditional, Provisional or Final.
Conditional admission might involve such requirements as additional English language training, tests to be taken upon arrival, or a reduced program. Provisional admission might require a student to submit evidence that he or she has successfully completed the previous phase of his education.
 - b. An arrival date on campus in time for the foreign student orientation program (this information may be sent by the foreign student office).
 - c. Reference to further information coming from the foreign student office and the appropriate university housing office.
2. Issues a Certificate of Eligibility, Form I-20 or IAP-66, (may be issued by foreign student office or the sponsor) to the student or to the sponsoring agency. In preparing this document, the institution certifies that the student is:
 - a. Academically eligible.
 - b. Adequately funded.
 - c. Proficient in English or has the opportunity to gain proficiency.
3. Notifies all appropriate offices or sponsors of student's admission. These include but are not limited to:

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- a. Foreign student office/
- b. Housing office (undergraduate, graduate, family, as appropriate)
- c. Business office. This includes a statement from the sponsor agreeing to accept billing for tuition, fees, etc.
- d. Academic department or adviser
- e. Sponsor, if appropriate
- f. English as a Second Language office.

Orientation to U.S. Higher Education System

In many cases foreign students need an explanation of how a U.S. college or university is organized. They can benefit from an explanation of the academic support services available and the ways bureaucratic obstacles can be overcome. In addition, academic regulation pertaining to changing majors, fulfilling requirements, and the like should be reviewed.

Coordination with the campus foreign student adviser can ensure that these areas receive adequate attention. The adviser may want to be certain that new foreign students participate in the department orientation for all new students, or provide a special orientation for new foreign students, or both.

Special attention is needed for foreign students receiving graduate teaching assistantships. Foreign Teaching Assistants in U.S. Universities, NAFSA 1984, is a good reference for faculty members. It describes programs for the improvement of language skills for foreign teaching assistants and the progress in addressing the attitudinal problems involved.

Orientation to Campus and Community

Studies indicate that foreign students who are well integrated into the campus and community are more successful academically as well as socially. It is important that the institution, generally through the foreign student office, provide information to new students on student services; community resources; medical and financial services; housing and other practical matters.

Selection of Advisers

Careful attention to assigning new foreign students to faculty advisers is extremely important, as a foreign student's academic success is closely linked to contact with an understanding, knowledgeable, and energetic academic adviser. The most constructive action that a departmental chair can take is to encourage faculty members with these qualifications to advise foreign students in the department, particularly those faculty who have worked, conducted research or been assigned to projects in developing countries.

Most foreign students welcome requests for information about their home country. The adviser can help U.S. students acquire an international perspective and a better understanding of U.S. policies by developing a system for planned interaction between U.S. and foreign students in the department.

III. Initial Campus Contact with Student

Advisers often need to initiate discussion of goals and objectives with new foreign students prior to their initial registration or enrollment. Discrepancies may exist between the student's goals and the sponsor's goals. The adviser will benefit from an explanation of the student's academic background, prior professional experience, and home country and culture. The student should be encouraged to express any personal concerns regarding his/her transition to the new environment. The initial meeting should enable the adviser to:

1. Review the objectives of the student in order to arrange a total program that will be relevant to the student's commitment to development in his/her home country.
2. Advise the student of opportunities for a teaching or research assistantship, fellowship or other forms of aid, where applicable.
3. Explain requirements for maintaining or renewing current financial support.
4. Direct foreign students and, especially, foreign teaching assistants to the English as a Second Language office for interviews and consultation on language needs.
5. Explain provisions or conditions of admission.

IV. Term of Study

This is the longest stage in the experience of the student in the United States. It presupposes that support and guidance at earlier stages have enabled the student to adjust

to a profitable academic life, augmented by participation in the social and cultural life of the community. Throughout this stage, the academic department or institution provides a variety of professional opportunities and experiences on and off campus. During this time, the community program provides opportunities for the student to participate in social and cultural activities to the extent that he or she is interested and available. Meanwhile, the sponsor demonstrates a continuous interest in the welfare and progress of the student.

During this stage the foreign student office provides support to the student, maintaining liaison with the English as a Second Language office, the academic department, community organizations, and the sponsor in order to maximize the student's benefit from the academic program and from participation in community activities. These cooperative efforts include the beginning of the student's evaluation of the program and preparation for return home.

Throughout the term of study the academic department and adviser should:

1. Review the student's progress at the end of each term.
2. Advise the student on program adjustments warranted by academic progress and by opportunities to engage in studies relevant to personal and professional needs.
3. Consult with foreign student office and sponsor (if appropriate) concerning a student in academic difficulty.
4. Encourage the student to attend or deliver papers at professional meetings.
5. Provide opportunities for field experiences where appropriate.
6. Promote student-faculty relationships through departmental, professional, and social activities (departmental club membership, local societies, etc.).
7. Attempt to "integrate" the student into the department. Study space and research facilities may be provided, for example.
8. Promote interaction whenever possible between the student and former students from the same country.

V. Nuts and Bolts of Advising

Cross-Cultural Considerations

A few generalizations about foreign students, although stereotypical, may illustrate some

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of the differences in attitudes and values between Americans and foreign students in an academic setting: /

1. **Communication:** Because many foreign students are unaccustomed to approaching their academic advisers with problems or questions, the adviser must take the initiative, at least in the first year, and help students overcome initial restraints in communication.
2. **Bargaining:** Students from some countries accept bargaining for grades as a routine practice. Early discussion, individually and/or collectively, of the U.S. custom on this point can prevent misunderstandings between faculty members and foreign students.
3. **Rote Learning and the need for introductory courses:** The academic adviser may encounter students who look down upon U.S. introductory graduate courses as something "they have had" at home. In many cases, their contact with such courses will have been purely formalistic and their learning by rote. Therefore, they may be unable to solve problems in specific subjects, not only on the level of graduate courses, but even on the undergraduate level. Unless there is concrete evidence that incoming foreign graduate students are capable of carrying a full workload, they should be strongly advised to take a very basic load during the first year, even enrolling in undergraduate courses if necessary. This ensures that they are able to keep up with their work and can develop the practical problem-solving skills they may lack.
4. **Preference for theory:** Most foreign students will have experienced a different approach to education and, although they are usually very well qualified in the formal aspects of their disciplines, they may lack experience in problem-solving or laboratory work. They will, in many cases, also express a preference for the theoretical aspects of a subject rather than experimental work. This preference is rooted both in the values that they have been taught and in the content of their education. Many foreign graduate students will therefore try to concentrate on theoretical studies and resist learning technical or manual skills that they consider beneath their ability and position. The academic adviser should explain why these skills are important and how they will be of value upon returning home. The adviser should do everything possible to see that the students acquire practical experience.
5. **Premature specialization:** Many foreign students will have already "specialized" in a narrow subfield by the time they arrive. If they have not, they will often wish to acquire a narrow specialization in the United States and may resist taking courses outside this speciality in order to finish sooner or gain greater "depth". In addition,

foreign students may be psychologically accustomed to being on a "higher" (i.e., more specialized) level. However, it is even more important for a foreign graduate student than for an American student to have a broadly-based education. A narrow specialization may reduce a student's ability to apply the basic or applied research to problems that arise. The academic adviser, therefore, should stress the value to foreign students of becoming acquainted with a broad variety of areas within the particular discipline or perhaps even outside it.

Sponsored Student Programs

A primary objective of many sponsored student programs is to contribute to a nation's economic and social development plan. The individual student becomes one instrument of that development process, insofar as he or she achieves the educational or training objectives outlined in the program plan. When students are selected, the sponsor makes them aware of what is expected from them both during training and upon its completion. The program rationale should be clearly stated. Policies, guidelines, regulations, and procedures should be developed to encourage and facilitate the student's completing the academic degree or the specialized training and returning home to undertake his/her role in the home country development program as quickly as possible. Although sponsored student programs can range in duration from a few weeks to several years, they are all characterized by an underlying long-range program and a specific educational objective for which the education or training is funded. NAFSA has produced Principles for the Administration of Sponsored Student Programs (1987) to assist in bringing about better communication among all parties involved in this process.

Practical Training

A comprehensive study completed in 1981 of the needs of students from developing countries studying in the United States revealed that practical training experience was the need least satisfied by U.S. educational programs.

Practical training can be both academic and professional/vocational. A graduate research assistantship is an example of a practical experience in an academic setting that integrates theory and practice. In each practical training situation, whether at the university or in private business, the combination of "doing" with prior, concurrent, and possibly future classroom learning results in a truly comprehensive education for the student. When possible, summer job opportunities should be sought either in the United

States or in the home country.

Practical training is a valuable and integral part of the total educational experience and should not be considered an educational luxury or an "add-on" even though it may involve additional time and expense. It is essential that practical training be arranged in accordance with the legal requirements that currently govern students holding the F-1, M-1, and J-1 Visa classifications. Guidance on federal immigration regulations can usually be obtained from the office of the foreign student adviser on campus. NAFSA's Faculty Member's Guide to U.S. Immigration Law is recommended as a starting reference.

Field Research and Thesis Advising

The choice of a topic for research should reflect the needs and facilities of the student's home country, as well as the traditional considerations. It is important that the choice of courses, the work as a research assistant, and the research topic all take into account, what research can be done by the graduate upon returning to the home country. Field work in a developing country should be encouraged, provided that funds are available and adequate supervision can be arranged. Such field investigations might be incorporated into a joint program combining research done both in the United States and in the home country. Advisers should be alert for research opportunities connected with international organizations and programs in their field.

VI. Beyond the Nuts and Bolts - Towards Enrichment

The student's academic track in the department should be complemented, if at all possible, with exposure to relevant disciplines and professional contacts as well as the broader campus community. Such involvement outside of the student's academic department, while important, should not, of course, be provided at the expense of academic performance or progress.

Complementary Education: A graduate student from a developing country will most likely have a variety of roles and responsibilities upon returning home. Experience indicates that these students will be given important positions as managers and administrators. The academic adviser can be of great assistance to foreign students by encouraging them to broaden their education through contacts with appropriate faculty members or by

informing them of other organized programs or courses at the university. Affiliation with professional associations is important to the future professional support network of the student.

Foreign Student Interaction on Campus and in the Community: Many foreign students complete their U.S. education with only a narrow base of experience from which to evaluate the United States. Advisers should encourage interaction among foreign students, U.S. students, and the local community. Through coordination with the campus foreign student adviser, the academic adviser can help inform the foreign student about social clubs, educational activities, and opportunities to be involved with campus and community groups. This will help the student acquire a broader understanding of American culture and values.

VII. Preparing for Return

By this time, the student has attained all academic objectives or has made arrangements to complete any unfulfilled requirements. No effort has been made to outline here the detailed content of a pre-departure orientation program or seminar, but student participation in a well-organized program of this kind is an important part of this stage.

The reaction of the student to the realization that the program in the United States is coming to an end may range from a feeling of great anticipation and expectation to one of depression and concern for the future. The student needs to become aware of problems which may be associated with return and needs to learn to cope with those problems in order to lessen "reverse culture shock". Early efforts made by the foreign student office, academic department, and community support groups to prepare the student for return can be very important here. Support from the sponsor can be particularly helpful in relation to the professional role of the returning student. Careful preparation by all supporting parties is necessary to make this stage a satisfying, productive one.

The department should work with the foreign student at this stage to:

1. Confirm that the student has completed the program and is eligible for a degree.
2. Assist the student in subscribing to professional journals and in acquiring related professional materials.
3. Make arrangements to forward departmental publications to the student.

4. Assist in graduation and departure arrangements.
5. Assist the student, if appropriate, in obtaining relevant work experience and/or practical training in the United States before returning home.
6. Refer the student to the foreign student adviser's office for information on organized re-entry/transition programs.
7. Refer the student to the alumni office for information about former students currently employed in the home country.
8. Request information from the sponsor and/or program agency regarding returned student professionals.

The academic adviser is the critical link in the professional integration of the graduate after his or her return home. The concerned adviser can help the student develop and maintain professional contacts upon his/her return and thereby ease a process which can be difficult and frustrating.

Professional Integration

Professional transition to the home country is facilitated when:

1. Students receive, while in the United States, some complementary education to prepare them for the environment to which they are to return;
2. Assistance is provided in their search for a position back home; and
3. Efforts are made by the academic adviser to maintain contact with students after they leave.

A recent NAFSA publication, Professional Integration: A Guide for Students from the Developing World, 1983, is an excellent source of information for the student and adviser on the resources, opportunities, and problems inherent in the process of transition from an academic education in the United States to a professional career in the home country.

The information is geared specifically to the following issues:

1. Conscious planning for return to home country.
2. Maintaining contact with home country peers and professional colleagues while in the United States.
3. Maintaining contact with the U.S. institution after return.
4. Establishing contact with professional peers in the home country.
5. Contributing to the transfer of science and knowledge to the home country through research and publication.

6. Continuing education and professional growth after return home.

7. Providing resources to others who will go abroad to study.

Job Search

The process of seeking a position at home should be initiated while the student is in graduate school, if not before. Doing so is usually much more arduous in a developing country, where bureaucratic restrictions and delays are common and the sense of urgency is often absent. The personal contacts between the department's faculty members and professionals in developing countries should be utilized in this regard. (Note: some sponsored students may already have positions waiting for them.)

Post-Educational Contact

Former students will benefit from continued contact with their academic advisers. Given the relatively limited professional interaction upon return to the home country, students may come to rely on their advisers as one of their very few channels to the worldwide professional community. They may be handicapped by a lack of current journals and reports, the absence of collegiate and professional visitors, and the difficulties in attending conferences. Bilateral programs of the U.S. Agency for International Development, the U.S. Information Agency, and other U.S. government agencies may be able to assist in maintaining such contacts. Some professional societies have special membership rates and services for foreign members.

Many faculty members and advisers have the opportunity to travel and are urged to visit former students and arrange to lecture in developing countries. To further this contact and expand professional exchange, some societies and universities have established lecture bureaus which try to match requests for lectures with members of the profession who are traveling on sabbatical leave or attending seminars in developing countries.

X Follow-up, Evaluation and Continuing Education

X Follow-up, evaluation, and opportunities for continuing education are difficult for U.S. academic advisers to effect, even though there is unanimous agreement that these are valuable and necessary steps. Whatever is accomplished at this stage should be integrated with the earlier stages to improve the selection, training, and out-of-class experience of the student. This stage should provide for the bridging of any educational gaps and for the updating of technical knowledge appropriate to the state of development in the student's

home country. Both efforts should help the student to function in increasingly responsible positions as opportunities permit.

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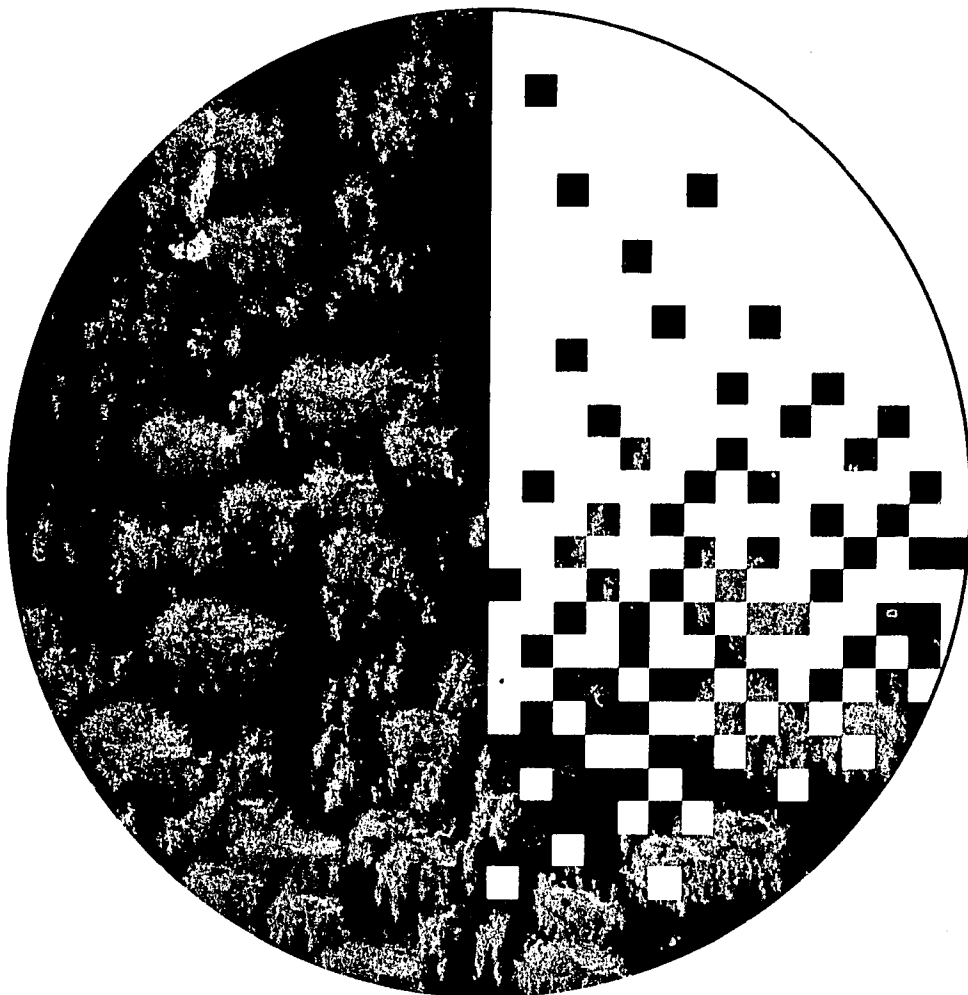
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Principles for the Administration of Sponsored Student Programs



Education for International Development

National Association for Foreign Student Affairs

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The National Association for Foreign Student Affairs (NAFSA) is a nonprofit membership association that provides training, information, and other services to professionals in the field of international educational exchange. The membership is composed of over 5300 representatives of colleges and universities, school systems, community organizations, educational associations, and other institutions serving students from other nations.

Through funding from the Office of International Training, U.S. Agency for International Development, the NAFSA Education for International Development Program supports the U.S. educational services available to students from developing countries.

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Introduction

The foreign student who seeks his or her educational program in the United States with the support of a government agency, foundation, or private body is one of an increasing number of sponsored students in our colleges and universities. More than 20 percent of all foreign students in the United States fall in this category, and there are many others who have important components of sponsorship in their financial arrangements.

There are special relationships and responsibilities which are an important element of any sponsored program and they warrant careful attention. The purpose of this statement of principles is: (1) to define each element of the network administering the sponsored student program; (2) to describe the roles and primary responsibilities of the various partners in that network; and (3) to develop acceptance of commonly shared principles for the administration of sponsored student programs. The many partners in sponsored student programs include foreign government officials, U.S. government personnel, representatives of sending organizations, the staff of program agencies, faculty members and administrators at U.S. institutions, and the sponsored students themselves. These principles establish broad guidelines for all involved. Acceptance of the principles should facilitate and strengthen communication and working relationships among the partners and should contribute to the accomplishment of international development goals through quality educational and training experiences.

The primary objective of most sponsored student programs is to further a nation's economic plan and contribute to its educational resources. The individual student becomes one instrument of that development process insofar as he or she achieves the educational or training objectives outlined in the program plan. When a student is selected, the sponsor makes him or her aware of the program goals and the sponsor's expectations both during the educational or training program and upon its completion. Policies, guidelines, regulations, and procedures should be developed to encourage and facilitate the student's completing the academic degree or the specialized training and returning home to use the acquired education as quickly as possible.

There are some scholarship programs based more on the student's merit than on the formation of an integral part of a specific development plan. A few of these do not require a particular plan of study, but all are characterized by the sponsor's expectation that the student

will return to his or her home country upon completion of the program.

Sponsored student programs can range in duration from a few weeks to several years, but they are all characterized by an underlying long-range program and a specific educational objective for which the education or training is funded. An individual program represents an important commitment of financial resources for the sponsor and of time, human resources, and personal aspirations for the student. The roles of the sponsor, the program agency, the educational and training institution, and the individual student must be understood as parts of an intricate network of responsibility for achieving program objectives. As these principles are applied, all parties have one overriding goal: to support the educational experience of the sponsored student. The commitment, flexibility, and sensitivity of all partners are necessary if this common goal is to be met.

Sponsor

A sponsor is an organization, institution, U.S. government agency, or foreign government which provides primary funding and/or management for foreign students in educational and training programs in the United States. Often the most visible sponsor is a foreign government, which may establish an office in its embassy to handle the administration of students studying in the United States. The office is attached to the education or cultural office or, in some cases, to the embassy's technical assistance or science department. The U.S. government is an active sponsor of a number of programs such as the AID Participant Training Program and the USIA Fulbright Program. In many cases, the U.S. government funds the program, but the foreign government is actively involved in formulating the program and selecting the participants. Other sponsors include organizations such as the World Bank, UNESCO, UNDP, international development banks, private national as well as multinational corporations, international and national church bodies, and service clubs.

Sponsor: Role and Responsibility

- Provides adequate primary funding for the sponsored student to cover established costs and to allow for contingencies.
- Defines the objective, nature, and timetable of an appropriate educational program, on a cooperative basis with the program agency.
- Establishes guidelines and procedures for the selection of students and communicates this information

in writing to applicants, selected students, program agencies, and educational institutions.

- Assists students in identifying individual academic, vocational, and career objectives.
- Defines the student's responsibility to the sponsor during and upon completion of the study or training.
- Provides a clear statement of policy regarding the sponsor's responsibility for dependents of the student.
- Either directly or through a contracted program agency, assures that, before departure for the United States, the student is informed regarding his or her financial entitlements and responsibilities, program arrangements, and the institution he or she will attend.
- Administers the program directly or contracts with a program agency to serve as its agent.* In either case, gathers adequate information on academic, research, and training programs for its own use and the use of the individuals who are sponsored.
- Ensures that a student has access to appropriate orientation prior to and upon arrival in the United States. At minimum, provides written information covering policy and administrative matters with regard to the student's program and assists in preparing for the journey to the United States. It is strongly recommended that the student have access to a briefing session while in the home country.
- Either directly or through a contracted program agency, works with the student to assure that courses are appropriate to the desired program. Consults directly with faculty advisers as needed.
- Provides adequate health and accident insurance or agrees to cover medical costs by an alternative agreement. The terms and responsibility of such provision or agreement are clearly outlined to the student and the program agency.
- Arranges for timely transfer of funds to the agency, university, and/or student.
- Evaluates program effectiveness, conducts follow-up study on utilization of U.S. education and training, and, as needed, makes adjustments in program design.
- * If the sponsor administers the program directly, the responsibilities listed under "Program Agency" also apply to the sponsor.

Sponsored Student

Sponsored students will differ according to their sponsors' specific objectives and programs. The student's

educational objectives are determined in discussion with the sponsor and take into consideration the interests and abilities of the student and the development and manpower planning needs of the sponsor. If English is not the native language of the student, a language training program might be part of the program plan.

The student's progress is monitored by the sponsor or contracted program agency through program reports and periodic contacts with the U.S. institution. Agreed-upon expenditures are paid by the sponsor directly to the student, the receiving institution, or the program agency which administers the funds.

Student: Role and Responsibility

- Understands and agrees to the mutually defined program and training objectives.
- Assumes responsibility for requesting the sponsor and/or program agency to provide further information about matters which are not sufficiently clarified, e.g. application requirements, documentation for admission, legal paperwork, personal budget, and family management.
- Carries out the responsibilities which are outlined by the sponsor, program agency, and educational and training institution before and after arrival in the United States.
- Assumes responsibility for enrolling in courses which are appropriate for the program designated by the sponsor and maintains contact with sponsor or program agency to discuss course registration.
- Seeks prior approval from the sponsor or program agency before making changes in program and/or educational or training objectives, and provides required information as agreed under the terms of sponsorship.
- Agrees to meet language proficiency requirements of the university for admission.
- Makes the necessary cultural adaptations to effectively complete the academic program in the United States.
- Returns to his or her home country at the completion of the educational program to contribute to the development of that country.

Program Agency

A program agency is an organization which operates under contract with a sponsor to perform specific administrative tasks and student services related to the education or training program. In most cases, the pro-

gram agency manages the student program for the sponsor.

There is a long history of established program agencies in the United States. They include the African American Institute, AMIDEAST, the Institute of International Education, and LASPAU, among others. In recent years, new agencies such as Partners for International Education and Training (PIET) have been formed. There are, as well, private groups such as Arthur D. Little which have administered sponsored programs. Regional institutional consortia such as the Southeastern Consortium for International Development (SECID) and the Midwest Universities Consortium for International Activities (MUCIA) have also been active in programming. In recent years, individual institutions, particularly some of the large land-grant universities, have contracted to serve as program agencies in addition to providing education and training.

Characteristically, a program agency is located in the country or region where the education or training is taking place. Program agencies frequently represent more than one sponsor. Program objectives and agency services may, therefore, differ from student to student.

Program Agency: Role and Responsibility

- Maintains direct contact with the sponsor, the student, and the educational or training institution.
- Clearly defines its role and responsibilities at the earliest stages of involvement with the sponsor, student, and educational institution.
- Provides information to the sponsor and sending organization on all components of programs of study.
- Compiles and provides complete information to institutions on the educational background of the student (including English language proficiency).
- Arranges placement of the student in an appropriate academic or specialized training program; seeks tuition assistance where necessary.
- Provides complete information about financial entitlements and responsibilities to the student and about financial terms of the award to the receiving institution. This information includes details regarding the process for disbursing funds to the institution, agreed-upon expenditures to be paid by the program agency, and allowances for the student and accompanying dependents.
- Communicates with the student as early as possible prior to arrival, giving complete information regarding the institution, financial costs, orientation, registration, program arrangements, etc.

- Clearly states the role of the sponsor regarding dependents.
- Arranges for English language training and program and cultural orientation as agreed upon by the sponsor.
- Assists student in planning course registration as needed. Seeks advice from faculty adviser as necessary.
- Issues or monitors visa documents. When responsible for issuing visa documents, maintains control of the student's visa for the duration of the educational or training program.
- Administers all or some of the financial aspects of the program such as tuition, living allowance, insurance, special research allowances, travel, fees for field trips, etc.
- Requests student program reports from U.S. institutions, interprets the information, and, when needed, takes appropriate action to discuss academic problems with the student. (These reports are often submitted on special forms which conform to individual sponsor requirements.)
- Maintains academic progress reports and financial records for the sponsor.
- Designates a contact person for liaison with the educational institution.
- Serves as contact for emergency requests and decisions.
- Serves as a point of contact for all communications between student, institution, and sponsor, including those concerning program modifications.
- Travels to U.S. educational institutions to visit students and monitor progress of their studies, to stay informed of course offerings, to reinforce agency links with administrative and academic personnel, and to negotiate placements and financial aid.

Educational and Training Institution

Institutions that educate and train foreign students in the United States range from public and private colleges and universities to U.S. government agencies, such as the Bureau of the Census, to corporate programs such as Arthur D. Little and Citibank. In addition to providing coursework and training, many organizations and institutions enter directly into contractual relationships with sponsors and serve as both trainer and programming agent. The institutional representative responsible for the administration of the sponsored student program should be thoroughly familiar with the

administrative arrangements and details of the particular program and should work closely with the program agency and/or sponsor to ensure that the specific program objectives are met. Whatever the arrangement, it is essential that the educational or training institution provide for frequent internal communication among its faculty, advisers, and programmers and establish clear procedures for communication with the representatives of the sponsor or program agency.

Educational and Training Institution: Role and Responsibility

- Provides program agency with correct procedure for admission process; provides updated information on academic departments.
- Demonstrates capacity to provide the appropriate program and tuition assistance for the student as requested by the sponsor and program agency.
- Maintains staff competent to interpret credentials and ensure that necessary prerequisites are met.
- Admits a student according to institutional acceptance criteria.
- Designates an institutional contact (such as the foreign student adviser or academic dean). Assigns an academic adviser. Establishes a communication network within the institution to assure the broadest understanding of program objectives and procedures.
- Informs the sponsor or program agency of all program costs: i.e., tuition, living allowances, insurance, special programs, and research costs, including institution's payment schedule and procedures. (Estimates must be as realistic as possible.)
- Facilitates the student's adjustment to the institution and the community by means of orientation programs and other special services.
- Maintains institutional support services sufficient to advise students on matters such as housing, immigration regulations, and insurance, with referral to the program agency.
- Makes programs and resources available to assist the student in improving English language proficiency.
- Provides student progress reports as required by the sponsor or program agency.
- Consults with the program agency in advance regarding any modification in content or duration of the student's program.
- Applies institutional standards of acceptable performance to the student nearing completion of his or her program.

These *Principles for the Administration of Sponsored Student Programs* were developed by an advisory committee comprising representatives of the many international educational agencies addressed in this document. Over 100 individuals assisted NAFSA in revision and review.

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PROJECT DESCRIPTION

"The Venezuelan National Scholarship Program:
Examining the Implementation of a Social-Educational Policy"

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a. The Problem of Policy Implementation Analysis: Critical theoretical analysis of public policy is, and has been, a field of inquiry in ferment over the last decade and a half. Urgency has been furnished by two factors: (a) The advent of vast and enormously expensive programs in the social and educational sectors. These programs have had an especially important function in the "developing countries," particularly those attempting to achieve "modernization" in an ostensibly democratic mode. (b) The tendency of previous analysis to reflect a debilitating bifurcation stemming from an academic disciplinary division of labor--e.g., political scientists studying the phases of policy development most interesting to them, with sociologists, and other behavioral scientists following suit. Consequently the need for unified, existentially adequate, and practically fruitful models of the policy process has recently prompted intensive interpretative, explanatory, and evaluative study. However, too much of this work has wanted the necessary conjunction of both theoretical rationale and methodological formulation and strong empirical grounding and testing in studies of "real world" significance. It is an important object of this study to assist in relieving that need.

The general theoretical tendencies just cited have had an important history, leading to a widely voiced call to focus on policy implementation as perhaps the most critical juncture in the area of policy analysis. The beginnings of what might be described as the precritical historical period of policy analysis are found, understandably, in the first (turn of the century) efforts to examine

social phenomena in a scientific mode. These early attempts may fittingly be considered dogmatically deductive, drawn from a simplified, methodologically monistic view of science, in which "the" scientific method was clear and its applications to (also highly abstract and simplified) social phenomena were deemed obvious. The consequence was the primacy of causal models that were mechanistic, hierarchical and implausibly rationalistic. The prevailing assumption was that once set in motion, the policy process would issue in the proposed product--intervening stages and agents being unimportant and, therefore, unexamined (Weber).

The earliest attention to the notion of an institutionally dynamic process came with the separating out of "administration." This distinction, coupled with the contemporary interest in industrial process efficiency (Etzioni), led to conceptualization in terms of a pyramid of control, emphasizing specificity of instructions (which, of course, flew in the face of the complexities of human intercommunication), tidy boundaries for institutional components, and clear spheres of power and influence--again, gratuitously presumed to be accepted and respected by all parties. In these terms, implementation was still relatively unimportant, viewed almost exclusively from a technical perspective, and (most importantly) of little or no substantive influence on the policy process as a whole.

Thirty or forty years of criticism, by perceptive students too numerous to discuss in detail, led however to a growing erosion of confidence in such models in general and particularly the failure to recognize the crucial and complex role of implementation. A Rand Corporation study (1970) strongly urged examination of the implementation process, without methodological recommendation. Pressman and Wildavsky (1973), with their Implementation represent a significant and influential shift. Though proposing no developed theoretical solution,

these analysts documented, in a now celebrated case, the fact that implementation is not divorced from formulation and focused clearly on mechanisms designed to effect the former. The analysis was, however, still unidirectional (top-down), as was that of Van Meter and Van Horn (1975), through whose work important tentative categorization of variables began to develop and appropriate emphasis on human (including psychological) factors--the participants at all levels now being viewed as interactive participants, not as mere funnels for policy content. Furthermore, their analysis stressed the link between implementation and fundamental policy goals, providing an important warrant for qualitative analysis and evaluation. Likewise, Hargrave (1975) and McLaughlin (1975) pressed new claims: the former underlining the importance of implementation as the "missing link" that vitiates policy analysis and the latter directing important attention to the quality of the interactions among participants. By the late seventies, policy analysis was receiving simultaneously a broadening and an opening up, interestingly revealed, for example, in the application of game theory. With Rein and Rabinowitz (1978), finally, we reach the stage of the phenomenon of policy being viewed as a full-blown, circular and continuously dynamic process, full of complex interactions, resting on the effective establishment of consensus. In short, as Lipsky (1968) remarked, policy study had been turned upside down, with the view that implementers may be the policy-makers receiving widespread acceptance.

A Model for Testing Through Application: One of the most promising recent studies of policy analysis, drawing from this important ongoing controversy, is that of Nakamura and Smallwood (1980). The model they propose appears to take account of previous theoretical and methodological inadequacies, to be appropriate for the important Venezuelan setting which is the locus of this study, and to be useful in examining the implementation process as the fundamental phase

prior to, but necessary for, the "impact" studies that also need to be undertaken in the future (in order to satisfy the national interests out of which--at least in part--the goals of the scholarship program arise). The Nakamura and Smallwood (N&S) model proposes to map the features of the three "macro" settings or "environments" in which public policies are formulated, implemented, and evaluated. Through this mapping of the environments we can classify the relationships between actors at all levels of policy development and view them in the political context they require--"political" meaning (Easton, 1953) as questions of value in conflict.

In more detail, the N&S rests on the following principles and definitions: The policy process is an interactive system composed of (a) elements, (b) linkages, and (c) entry and exit points. The elements comprise the three "functional environments" just mentioned--I. Policy Formation; II. Policy Implementation; III. Policy Evaluation.

In the case of public policy (with which the study is concerned) the "Environment of Policy Formation" is chiefly occupied with broadly defined governmental agencies as such--political leaders, legislative actors, special commissions, etc.--but it also contains contextual groups and conditions, such as opposition leaders, large scale national self-perceptions of problems and solutions (e.g., publically voiced notions of "modernization," technological needs, "man-power" requirements, etc.). The "Environment of Implementation" is theoretically centered in formal mandates, but the concept takes account of their probable incomplete state and the crucial perceptions, beliefs about power, authority and influence (in all environments) of the actors in their particular "arenas." In the "Evaluation Environment," the model advanced by N&S presupposes the extended influence of the implementation process, through which vital information is generated to be used by various interested constituencies to evaluate

the outcomes of the policy. This environment or phase is not the primary focus of this study, but it will pay close attention to the fit between the actions of the implementation process as concretely embodied in the actual choice or rejection of candidates and the normative criteria intrinsic to the policy as formulated.

It should also be noted that these "functional environments" are themselves dynamic, fluid, and overlapping, by virtue of the potentially wide-ranging activities of the actors--e.g. mid-level managers do not deal or communicate only with other mid-level managers, but may range widely throughout the system and play an important role in both the development and the outcome of the policy under examination.

In each of these elements there are also sub-elements, or "arenas," the principal loci of actors and their interaction. These arenas vary with the manner in which the policy is organized and institutionally defined.

In respect of "linkages," the N&S model stipulates two: "communication" and "compliance." Communication is defined as the participants' awareness of other actors as affecting the policy process and its outcome. This linkage is especially crucial in the relation between Environment I and Environment II (the principal focus of this study). Difficulties in communication may arise from a variety of sources: ambiguity (sometimes deliberate), lack of clarity, lack of effective mechanisms of communication, or misunderstanding on the part of communicators. Compliance signifies follow-up mechanisms are used to monitor the degree to which messages are accurately received, whether action responses are appropriate to the messages, and systems of sanction and/or incentive. Finally, there is also a potential condition in the relation of the two linkage mechanisms that requires attention: the possibility of an overload of communication and response in which the product is "noise" or "static"--i.e., in which the processes are no longer mutually intelligible.

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The third aspect of the policy process, entry and exit points, while not seriously addressed by this study, requires brief mention. As N&S point out, why a policy is articulated may be easier to establish than how it enters into the operation of a social-political system. In the Venezuelan scholarship case, entry appears to be straightforward (at least at this point) and the exit or termination stage has not been formally reached. N&S, however, point out that termination may result from substantive change under the institutional surface, diminution or withdrawal of resources, and similar developments and (given the analysis to this point, discussed below) some acknowledgement of this process may be needed--e.g., as a consequence of radically altered economic conditions.

b. Purpose of the Study: A principal objective in this dissertation research is to test, in a highly significant "real-world" setting in an important developing country, and through rich empirical data sources, the competence of this interpretative and explanatory model to deal with a concrete social-educational policy. N&S develop useful secondary and hypothetical applications of their model. These demonstrate in a convincing fashion whether it could fit the policy process. This study will demonstrate whether it does fit a highly significant case for which solid, multi-faceted evidence can be secured--for example, which among their list of elements and factors appear to be theoretically fruitful and practically influential.

At this point, it will be necessary to direct attention to the study and its context in order to establish this contention.

c. The Historical-Social Context: The national historical-social setting of the program is of great significance. Under Spanish dominion until 1821 and separated from Colombia in 1830, Venezuela's early history was largely one of strong military government or dictatorship. "Modernization" may be said to have

begun under the dictator General Juan Gomez (ruling from 1909-1935), under whose leadership oil field development began in 1922-23. Policies favoring foreign business procured rapid commercialization of the nation's oil potential and by 1950 it was the world's leading exporter. Gomez's mantle rested on a handful of surviving generals but opposition grew. In 1947 a free election raised Romulo Betancourt to power briefly. His large vision was unattractive to military interests and another dictatorship followed, under General Marcos Perez Jimenez. Betancourt was, however, returned to office in 1959 and stable political processes for the transfer of power began to take hold, focused chiefly in two moderately right and left of center parties, the Christian Democrats (C.O.P.E.I.) and the Democratic Action Party (A.D.) led by Romulo Betancourt. A president of large but often controversial vision, Betancourt dramatically expanded the long growing notion of devoting national oil revenues to social progress--revenues themselves radically increased by the formation of O.P.E.C. (under Venezuela's leadership) in 1960 and further increased by the economic developments of 1973.

In 1974, Betancourt's successor, President Carlos Andres Perez decreed the establishment of the Fundacion Gran Mariscal de Ayacucho (the Venezuelan National Scholarship Foundation or FGMA). The proposal was eventually accepted by both parties and funded by the legislature. It served as an instrument of a larger policy: the achievement, in a rapidly developing democratic nation, of the socially desirable goals of increased national self-sufficiency, industrial modernization, and social justice--all to be advanced through an expansion of educational opportunity as the foundation for mobility and equity. By 1983, more than 30,000 scholarships had been awarded for post-secondary level study at home and abroad. This study is a critical, theoretically defined, investigation of the formulation of this social-educational policy and its implementation--the latter concretely manifest in the actual selections and rejections of the implementing personnel as they are recorded in the FGMA's own files.

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In the case of the FGMA, three factors contribute to the problematic nature of the implementation process. To begin with, the broad policy constitutive of the FGMA had not one but two objectives. The first was to remedy the nation's serious manpower shortage by transferring as rapidly as possible the development of technical creativity and competence to the nation's own people through their own educational system. In fact, the original development of the FGMA was not independent but under the supervision of Cordiplan, the nation's manpower and economic development agency. The second was to promote social equity by increasing the availability of higher level schooling especially for able candidates from poor and disadvantaged populations. (These populations are chiefly rural or rural-urban migrants and must be carefully identified.)

The second factor was that available resources, while comparatively vast (especially after the OPEC revolution), could not be sufficient fully to accomplish all the goals envisioned. Nor were these resources uniform or proportionately available--the recent downturn and devaluation in the Venezuelan economy producing both an obvious expansion of need coupled with greatly diminished income available. Third, as the critical literature on policy and implementation in general suggests, and as the Nakamura & Smallwood model predicts, problems are virtually bound to surface in the implementation environment. Because principles and/or specified procedures for resolving the conflicts between goals and the inadequacy of resources for the meeting of all goals simultaneously were not explicit in the broad policy formulations, the role of the implementer/selecters is crucial and in fact creates the policy. (This tendency has been confirmed by the investigation to this point, though its full interpretation and explanation will require much more work.)

In addition to these formally readily anticipatable problems in the passage of policy from formulation to implementation, there are unique difficulties in

the environment of a developing nation. It is important to take these into account because one of the important theoretical issues in this study is the adequacy of models or theories from stable or even static social/institutional environments to order and anticipate progress in a different setting. Perhaps the most notable of these difficulties are (a) the increased significance of time as the press for rapid nationalization and modernization increases and (b) the fact that a program to develop leadership presupposes for its success some of the leadership at lower levels it is designed to bring about. Furthermore, developing countries are virtually by definition less orderly, less clearly defined institutionally in terms of policy and, consequently, the practical role of the implementers as de facto policy-makers is both increased and increasingly complex. Questions of power and authority and informal influence are not limited by clear and accepted boundaries but are in flux.

As will be shown shortly, the data being developed in this investigation will traverse a significant longitudinal span at three crucial institutional levels. For the ten years from which material is being taken, there are "natural" time periods: In the formative period or Policy Formulation Environment, the development of the scholarship program was administratively subsumed to the national planning agency. Subsequently, with independent status, the project was moved forward under two different political administrations and with three internal administrations. These periods also coincide with significant economic cycles and with international political situations. The levels at which the investigation is taking place also range from that of the presidency of the FGMA, through the various department heads, and at the operating staff level.

It should be noted, however, that this study is not an "impact" study in the sense that it does not attempt to measure the effect of the scholarship program on either the situation of disadvantaged Venezuelan populations nor does it

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attempt to assess the degree to which those actually educated through the assistance of the FGMA improved the economic and manpower situation of the nation. Such studies are important and should be undertaken and they will profit from the successful completion of this project, the results of which will be useful in directing subsequent efforts at both the macro and micro levels. Nonetheless, this study has important qualitative and evaluative aspects. It is qualitative in that the meaning of the data will be explored in their concrete historical, cultural, and political-economic context. This is made possible by the interview data derived from participants at all levels and the investigator's experience as a resource for interpretation. Its evaluative aspect arises not by imposing externally derived normative criteria but those explicit in the policy itself and in the practical weight actually assigned by Foundation personnel to certain factors in the decision-making process.

d. Data for the Investigation: The data for analysis comprised three primary sources. (1) More than 3,000 awardees have been randomly identified, with proportional samples from each of the FGMA's categories: "completed," "revoked," "active-national" (funded for study at Venezuelan institutions), "active-international" (funded abroad, about 60% in the United States), and "completed-seeking-employment." Raw data is being manually transcribed from each individual's records in terms of 31 complex variables: (1) identification number; (2) sex; (3) birth date; (4) date scholarship granted; (5) date scholarship completed or revoked; (6) level of education being pursued (e.g., basic technical, middle technical, university technical, four-year undergraduate, master's degree, doctor's degree, special study programs (such as internships), or "A" level ("pre-university") study; (7) geographical location of institution attended (Venezuela, United States or Canada; Europe; other Latin America; or other); (8) father's

education (none; incompleted primary; completed primary; incompleted secondary; completed secondary; university; special (e.g., musical study); (9) mother's education (with same categories); (10) secondary school averages (both exact on a scale of 1-20 and collapsed to three categories: 10.-12.99; 13.-16.99; and 17.-19.99); (11) socio-economic status as classified by FGMA in nine demographic categories based on standard distinctions and assumed by the FGMA to be significantly correlated with income (small town, town-middle income, town-higher income, city-low, middle, and high, metropolitan-low, middle, and high); (12) whether an institutional contract arrangement is involved with a Venezuelan university, research institute, or other governmental agency to send its personnel abroad--emphasis on universities and public service agencies; (13) legal status (single, married, other--e.g., divorced or widowed); (14) birth place by population in 10 population categories and foreign-born, also collapsed into urban, town, and rural; (15) permanent address (categorized as in (14)); (16) name and type of secondary school attended, public or private; (17) secondary school location by size of population; (18) name of post-secondary institution to be attended; (19) reason for revocation (according to FGMA categories--e.g., low grades, failure to report, voluntary surrender, health); (20) academic areas to be studied by awardees (pure science, applied science and technology, agriculture, health, education, economics and business, cultural development--e.g. music) in categories used by FGMA and the national Post-Secondary Planning Board; (21) type of higher educational institution attended by categories drawn from classifications of United States institutions (e.g., "research universities"), foreign, and Venezuelan; (22) birth place address categorized by zones; (23) permanent address by zones; (24) secondary school address by zones; (25) address of post-secondary institution by categories of FGMA (Venezuelan zones, United States geographic areas--e.g., "northeast," "central," etc.--and foreign

countries); (26) quality/reputation of post-secondary institution (ten categories constructed from rating agencies and lists); (27) enrollment size of post-secondary institution; (28) minimum SAT requirements (or non-U.S. equivalent) for entrance; (29) residence by state in Venezuela; (30) birth place by state in Venezuela; (31) exact degree program to be studied, using FGMA and Ministry of Education categories--e.g. mechanical engineering, special education.

A further sample of approximately 500 rejected applicants from a single year will also be taken as a guide to important future research and for what it may suggest respecting the realization of ultimate policy goals. This entire body of data, having been identified, transcribed on forms developed by the investigator, interpreted and coded as required, will then be ready for processing. The completed data must first be processed descriptively before adequate programs of computer analysis can be designed, in consultation with research theorists such as Donald T. Campbell (who has agreed to assist).

The second major primary source will be semi-structured interviews with approximately 41 persons at the three operational levels and from three administrative periods as described above. (There will also be interviews with selected awardees.) The interviews (in Caracas) will include, for the "Policy Formulation Environment" (in Nakamura and Smallwood's terms): (1) The President of Venezuela (1974-79) as the originator of the policy. (2) The Minister of Education (same period). (3) The Minister of Youth (to whose office the FGMA was initially attached). (4) The Director of CORDIPLAN (the national planning agency, charged with the design of the project). (5) The Director of the "Education Sector" of CORDIPLAN. (6) The principal designer of the selection policy (CORDIPLAN). (7) An assistant in the designing of the selection policy (CORDIPLAN). (8) Two political leaders of the opposition.

For the "Policy Implementation Environment": (1) The President of Venezuela (1979-84). (2) The first Director of the Programa de Becas (original title of the FGMA). (3) Two presidents of FGMA. (4) Five directors of FGMA's selection department. (5) Three directors of the planning department of FGMA. (6) Six other "implementors" (two from each FGMA administration.) (7) Twelve students chosen at random (six from each political administration; three each finished and unfinished). (8) The succeeding Minister of Education (from the second political administration) and (9) two political leaders of the opposition.

In the course of these semi-structured interviews, questions such as the following will be addressed as appropriate: For actors in the "Policy Formulation Environment": (1) What conditions within the environment (political, economic, social, and educational) directly influenced the conceptualization of the scholarship program? (2) At what point, and because of what considerations, did the President (Sr. Carlos Andres Perez) decide to use a presidential decree to legalize the scholarship program, rather than initiating it through the legislature? (3) What "directives" or "instructives" were issued by the President during this stage? Were these communicated through memoranda or mainly verbal? At formal meetings or in the course of other forms of contact? (4) What part did opposition political parties, and legislative bodies (the Venezuelan House and Senate) play in formulating or modifying the policy? (5) What were the major constraints within the environment that influenced or hampered the actors in this stage? (6) How would you characterize your personal social, political, and/or economic position and how is it related to the FGMA program? (7) If you had the opportunity to evaluate the effectiveness of the scholarship program, what kinds of things would you look for?

For the "Policy Implementation Environment," the following representative questions would be pursued, as appropriate: (1) How much latitude did you have

in interpreting the selection policy? (2) What difficulties did you confront in attempting to operationalize the policy's dual goals--(a) selecting capable persons to meet manpower and technical needs, and (b) to enhance equality of access for lower income rural and urban individuals? (3) What kinds of "accommodations" of policy has the organization undergone since the beginning? (4) What kinds of organizational problems (if any) have affected policy implementation? (5) What kinds of technical problems (if any) have affected policy implementation? (6) What environmental conditions (political, economic, social, and educational) affected the implementation of policy? (7) If you had the opportunity to evaluate the effectiveness of the scholarship program, what things would you look for?

The third primary data source will be institutional and archival, including personal papers, internal FGMA memoranda, correspondence, annual budgets, published reports, previous evaluations of the program, legislative records and political documents. Relevant documents from agencies such as AID and the World Bank will also be included in the investigation, from repositories in the United States.

Through these three primary data bases, an additional "triangulation" of observations will be possible, as well as those furnished by varying institutional and chronological perspectives. In this manner, focused through the model, well grounded descriptive and interpretive conclusions would appear to be possible, respecting the implementation process in relation to the policy formulation, anchored particularly strongly by the concrete acts of selection made by the actors in that "environment." It is particularly important to note (following Nakamura & Smallwood's model) that vital information on the "linkages" between environments ("communication" and "compliance") will be available. This will be invaluable in assessing their focus on the dynamic and overlapping

quality of the policy process and particularly on the influence of implementers in the other two environments.

e. Contextual Studies: In addition to the gathering and processing of primary data, two types of secondary data are being exhaustively researched: substantive and methodological. Under the first heading, general historical reviews of Venezuelan social and educational policy, contemporary (Venezuelan and other) newspaper, magazine, and journal accounts from a variety of social and political perspectives, and dissertation literature touching on the FGMA and the implementation of social-educational policy, especially in developing countries. With reference to methodological issues, the extensive recent debate on conceptual and theoretical development of the field of policy analysis is thoroughly scrutinized. Included are such researchers and critical theorists as Campbell, Denzin, House, Jick, Rossi, Scriven, and Strike, as well as others mentioned in this narrative.

f. The Role of the Investigator: Readers familiar with contemporary discussions of social (and especially policy) research, will be acquainted with the emphasis placed upon the contribution of the researcher herself or himself in the process of investigation and interpretation. Once decried as "subjective," the investigator's experience and knowledge is now accorded a fundamental and heavily weighted function in arriving at well grounded findings. In the case of this study, this legitimate contribution is particularly important for two reasons: First, access to much of this data even in its raw form would be difficult if not impossible to gain apart from widespread and long-term experience in Venezuelan higher education in a professional capacity, relationships of trust, and social and political standing--not to mention connections through family and various other communities of interest. Secondly, data are not self-identifying or

self-interpreting. The ability to define and locate relevant material and to interpret not only statistical outcomes or archival findings but the form and content of the data itself, rests upon the same experience and association and especially a long acquaintance with Venezuelan life and customs. (For example, interpreting the relation between addresses and regions, particular schools, and other demographic data, in connection with the FGMA's ostensible goals to serve disadvantaged populations, is almost impossible without prior involvement in the nation and the sector of social-institutional life under inspection.) The investigator's position and perspective, as shown in the accompanying vita, speak favorably in this regard.

g. Conclusion: The significance, and utility of this study, not only to the scientific but to the political and social communities is ample justification for its support. This significance lies chiefly in three potential results: First, it will provide a detailed and empirically well-grounded examination of the crucial implementation phase in social-educational policy-making and planning, in an important developing nation setting. Second, it will offer a useful example of social-educational policy study as a problem in itself, including both testing some interesting methodological proposals and bringing to light a highly significant body of primary data for general examination by others and in a variety of other scholarly fields. Finally, it will lay the groundwork for future research dealing with the FGMA and its program--e.g., adequate studies of its impact upon the Venezuelan situation; fuller internal examination and assessment of the FGMA's structure and operation in the light of organizational theory and behavioral research; and, finally, better developed contextual accounts of its career in the historical social and political setting this study will bring into initial focus.

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School for International Training



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July 31, 1983

RECEIVED

AUG 5 1983

Ms. Mary Peterson
 Field Service Committee
 National Association for Foreign Student Affairs
 1860 Nineteenth Street NW
 Washington, D.C. 20009

Dear Mary:

As a follow-up to our discussions with the Field Service Working Group on Health Care, I enclose a proposal for a NAFSA-published manual entitled:

IMPROVING HEALTH CARE FOR FOREIGN STUDENTS:

A Manual of Ideas

For Foreign Student Advisors

The manual would be designed to assist foreign student advisors in initiating projects and workshops for the international students and campus health professionals in order to (1) improve the use and delivery of health care services and (2) facilitate better communication between these two groups.

The contents would include basic information, project ideas, outlines of possible workshops, and lists of nationwide resources. (See attached outline.)

I foresee a target audience of 6,000 foreign student advisors and related personnel, both NAFSA and non-NAFSA members. Recipients would be encouraged to use the manual as a dynamic on-going workbook for projects addressing the health care problems of foreign students. Other articles and sections could be distributed by NAFSA in later years.

The format would be a bright, lively looseleaf notebook with line drawings, on the order of World Education's popular training manual, From The Field: Participatory Activities. With index tabs separating the sections, the length could vary from 150-200 pages, depending on the inclusion of resource articles.

IMPROVING HEALTH CARE FOR FOREIGN STUDENTS:

A Manual of Ideas

For Foreign Student Advisors

1. Introduction/ How to Use the Manual
2. Overview of Health Care for Foreign Students
(Numbers of students, health professionals,
examples of problems, etc.)
3. The Foreign Student Advisor's Role
(with graphic model)
4. Orienting the Foreign Student to the American
Health System (Ideas, examples with line drawings).
5. Orienting Health Professionals to the Needs
of Foreign Students
6. A Word About Spouses, International Staff and Faculty
7. Health Insurance for Foreign Students
8. Interpreter Services (Ideas, Guidelines for Using)
9. Sample Workshop Designs
10. Case Studies/ Role Plays
11. Audio-Visual Resources
12. Resource Books and Materials
13. Training Resources (such as language courses for
health professionals)
14. Trans-Cultural Health Organizations
15. Articles & Misc. Resources
(such as Ohio/NAFSA Language charts)

This workbook format, with generous white space for notes and additions, would lend itself to local adaptations. Rather than prescribing a standard format for health workshops and orientation programs, the manual would be a catalyst for generating ideas for projects that would best meet individual campus needs.

Layout and organization in a workbook style would also facilitate the production of supplements and changes in later printings.

I anticipate that this manual would require the equivalent of sixteen weeks for research and writing. This would include continued research with foreign student advisors and health professionals on U.S. campuses to identify problems and ideas; computer data base searches for published and audio-visual materials; and development of new materials. My current position should allow the flexibility to produce this manual in 1984.

The experience I bring to the project is this:

- . Twelve years as a journalist in the U.S. and Asia.
- . Five years of cross-cultural training and training design, including management training for foreign student advisors; training of Peace Corps health volunteers; and core design work on Peace Corps' major health training manual in 1981.
- . Eight positions on health-related projects.
- . Seven years living in other cultures (India, Thailand, England and Germany).
- . Fourteen months researching and testing cross-cultural health materials in workshops for conferences, on U.S. campuses, at health clinics and medical schools.
- . Preliminary work completed on a Bachelor of Science in Nursing degree (expected in 1984-85).

For the research and writing of the manual, I would request an honorarium of four thousand dollars for sixteen weeks' work, which would include most of my research and expenses, except for editing and typing of the final draft, expenses for a graphic artist, travel required at times other than my normal trips on Experiment business, and other items upon which we agree.

For comparison, I note my previous experience in producing training materials, including a 300-page health training manual for Peace Corps, which required six months with five

core authors, plus typists, editors and other consultants. I am also aware of a similar, but smaller project now underway at the University of Wisconsin for the Educational Council for Foreign Medical Graduates. This project is funded at \$32,000 (primarily for staff salaries) for 1 1/2 staff over a four-five month period.

As I mentioned to you previously, I am planning to publish some related culture specific materials for health professionals in the future, which could involve adaptations of some minor segments of the manual, such as the Guidelines for Trans-Cultural Health Care. I would, therefore, like to discuss copywrite arrangements in more detail later.

Attached is a tentative outline of the manual sections, which would be modified as research progressed. I anticipate that the project would include consultation and feedback from other members of the Field Service Working Group on Health Care.

Given the strong preliminary response and expressed need for health materials of this kind on college campuses, I am excited about working with NAFSA to take the next step in this area.

I look forward to discussing the project in greater detail with you and the Field Service Committee.

Sincerely yours,


Maggie Range
SIT Faculty

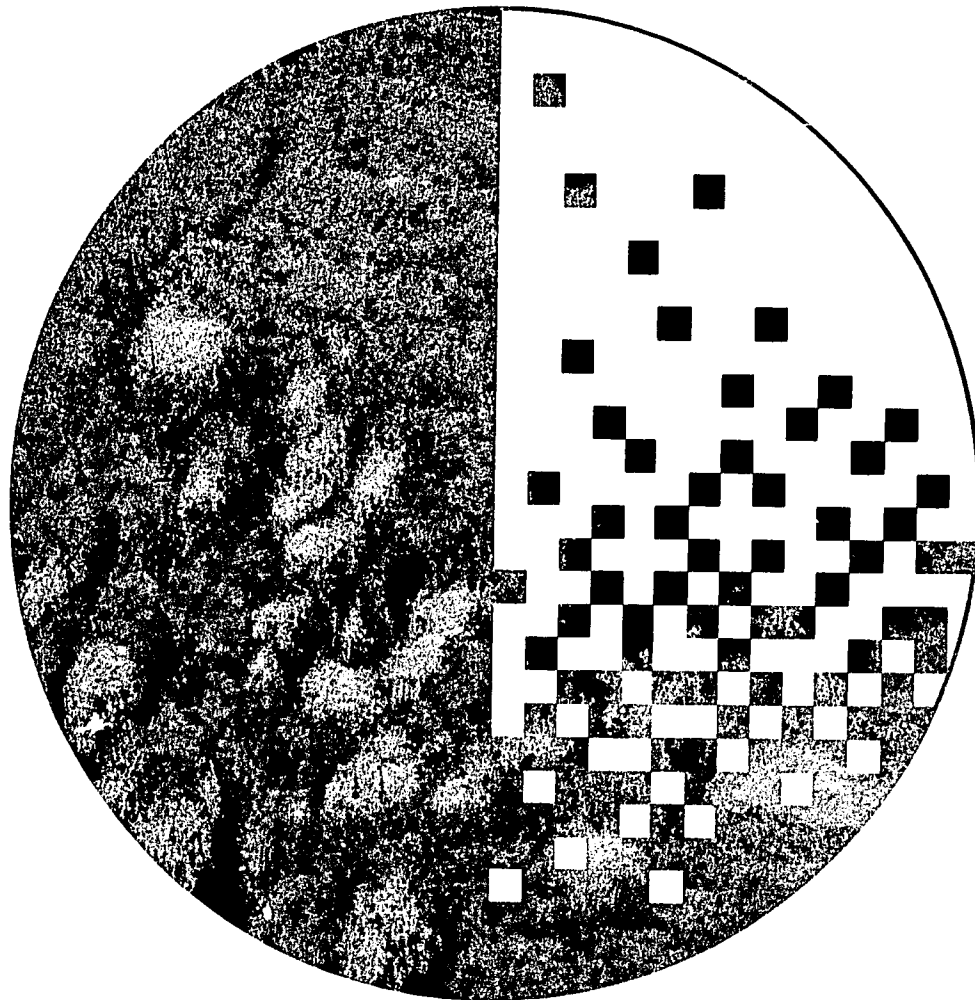
National Association for Foreign Student Affairs

EDUCATION FOR

INTERNATIONAL

DEVELOPMENT

Strategies for Professional Integration:
Strengthening Foreign Student/Private Sector Interaction



Carnegie Endowment Conference Center • Washington, D.C. • April 10-11, 1985

The National Association for Foreign Student Affairs (NAFSA) was founded in 1948 to develop the knowledge and competence of persons concerned with international education. Its goal is the most effective operation of international educational interchange in an effort to assure maximum benefits for individuals, institutions, and society. The association serves as a source of professional training, as a guide to standards of performance, and as a voice for international educational exchange programs in governmental and educational circles.

NAFSA membership has expanded in recent years to over 5200 professionals and volunteers at over 1400 institutions which enroll 90% of the foreign students in the United States. As the NAFSA network has grown, its members have become more influential in communicating the important emphases and objectives related to the U.S. education of foreign students. The transfer of skills and knowledge, the implications of economic interdependence, and the long-term political and economic ties with developing countries are increasingly critical to NAFSAs and others in the field of international education. Where NAFSA believes it has been especially successful in its 37 years is in keeping these ideas in the forefront of its programming at the regional and national levels and in involving a diverse constituency of individuals involved in educational interchange. One of the many ways that NAFSA has achieved this goal has been through developing effective communication among governmental agencies, educational institutions, and public and private organizations. This seminar is a such forum for communication.

The Education for International Development (EID) Seminars are made possible through a cooperative agreement between the Office of International Training of the U.S. Agency for International Development (AID). AID's continuing support of the EID Program is gratefully acknowledged.

To order further copies of this publication, write: Publications Order Desk, NAFSA, 1860 19th Street, N.W., Washington D.C., 20009.

To gain further information about activities mentioned in this text, contact: Manager, Education for International Development Program, NAFSA.

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**STRATEGIES FOR PROFESSIONAL INTEGRATION:
STRENGTHENING FOREIGN STUDENT/PRIVATE SECTOR
INTERACTION**

A Report of a Seminar

by

Hugh M. Jenkins

August 1985

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NOTE

The contents of this report are derived from the contributions made in the seminar by those who appear on the program (see Appendix B) and all those who participated in the general and group discussions (see list of participants-Appendix C). In order to present a narrative report the information provided by speakers and discussants has been rearranged under chapter headings. Although only two individual contributions are made, the rapporteur wishes to acknowledge with gratitude the assistance given by those who provided notes of their presentations and of the group discussions. Any errors in the rearrangement of the information must be attributed to the rapporteur.

Hugh M. Jenkins

August 1985

EXECUTIVE SUMMARY

The seminar on "Strategies for Professional Integration: Strengthening Foreign Student/Private Sector Interaction", held on April 10/11, 1985, was one in a series of seminars sponsored by the National Association for Foreign Student Affairs in cooperation with the U.S. Agency for International Development. This meeting was especially significant in that it brought together those responsible for the education of foreign students in the United States and for the administration of sponsored programs for students from developing countries with members of the private sector of the U.S. economy.

The purpose of the seminar was to exploit the mutual interest of these two groups to explore ways of expanding current activities and seeking new methods of involving the U.S. business and professional community in the education and training of students from developing countries.

The seminar was particularly timely in that it reflected the increased interest on the part of the U.S. government and the Agency for International Development in finding ways to encourage and foster the development of the private sector in the economy of Third World nations.

The group reviewed a number of existing programs which demonstrated the wide variety of ways in which the professional integration of foreign students into their careers in the home country and their interaction with the private sector may be achieved. This review also identified the different groups, both in the United States and in foreign countries, that might be recruited to participate in this activity.

Despite the diversity of the programs presented, it was noted that there were a number of common factors among the activities. Different discussion groups examined five of the current approaches to the process of foreign student interaction with the private sector: practical training, internships, scholarships, cultural information-sharing, and cooperative education. From these discussions certain key elements were identified which must be taken into account for the successful development of activities in the field. Although no final recommendations were adopted by the seminar participants, the reports of the discussion groups do provide generally accepted guidelines for future activity.

It was noted that the activities sponsored jointly by AID and NAFSA have made some significant contributions by supporting pilot projects in the provision of practical training and professional integration opportunities for foreign students enrolled in U.S. colleges and universities.

Groups working in this field were encouraged to inform themselves of the extent of the direct or indirect support that is available from these sources.

Hugh M. Jenkins
August 1985

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I. INTRODUCTION

The seminar on "Strategies for Professional Integration: Strengthening Foreign Student/Private Sector Interaction," held on April 10/11, 1985, is the latest in the series organized by the National Association for Foreign Student Affairs (NAFSA) in cooperation with the U.S. Agency for International Development (AID). The seminars are designed to examine different aspects of the process of training for development, which is a special concern of the Agency for International Development, and of learning in a foreign culture, which is a key question not only for the participants in the AID programs but for all of the 340,000 foreign students currently enrolled in U.S. colleges and universities. It is, therefore, of prime importance to NAFSA and the members of the educational community concerned with international educational interchange.

Some of the seminars have addressed problems which have long been recognized as matters of special concern, as, for example, English language proficiency. Others, such as the one which is the subject of this report, focus on new and emerging aspects of the process of training persons from developing countries. This seminar brought together two different groups of participants. The first consisted of those involved with the education and training of foreign students, including persons from U.S. government agencies and foreign embassies, members of university faculty and administration, sponsors and administrators of foreign student education and training programs, and representatives of various educational associations. The second group consisted of representatives of a number of corporations and business enterprises from the private sector of the U.S. economy. The purpose of the seminar was to examine the wide variety of strategies that are available to give foreign students the opportunity to observe and understand the role of the private sector in the U.S. economy.

II. PARTICIPANT TRAINING - 1985

Participant training, initiated by AID in 1944, is now a vital element of its foreign assistance activities. It is based on the concept that national self-reliance derives from the development of natural resources through the increased training and educational development of the nation's human resources.

The strategy and methods of providing training are under constant scrutiny by AID's Office of International Training. The current dimensions of the training activity -- approximately 12,500 participants in 1985, involving an investment of \$150 million in 1983 -- require that the programs provided are at the forefront of development training technology and reflect precisely the interests and concerns of both the U.S. government and that of the participants' home countries. It is in this context that the new emphases of the training program, as defined by the AID administrator in 1982, included "stimulating private sector activities."

Recent programs supported by AID's Bureau for Private Enterprise (PRE) have been designed to further extend the opportunities for participants to share in U.S. business experience and expertise. The Training Action Brief of the President's Task Force on International Private Enterprise (Dec. 1984) calls for a major expansion of AID's U.S.-based training program -- to 18,000 participants per year -- in order to increase the training related to the encouragement of private enterprise in the developing countries.

All together these initiatives constitute a significant change in the Participant Training Program, which has previously focused on the development of the public sector, with trainees coming from, and going back to, government agency or government-related activities. The emphasis on the private sector will present new problems (e.g. that of re-integrating the returned trainees into the private sector of their country) and call for new ways of combining academic programs with practical and technical training experiences. This will demand a greater outreach into the U.S. business and professional community.

III. PRACTICAL TRAINING/PROFESSIONAL INTEGRATION

Practical training is an essential element in the transfer and application of skills and technology. The AID Participant Training Program has recognized the value of practical experience and for many years encouraged the inclusion of learning opportunities outside the classroom in the training programs offered to its participants. Despite this emphasis, the comprehensive study of the needs of foreign students from developing countries enrolled in U.S. colleges and universities made in 1980 revealed that the need least satisfied by the educational programs they received was for practical training. (Needs of Foreign Students from Developing Nations at U.S. Colleges and Universities by Motoko Y. Lee and others. National Association for Foreign Student Affairs, Washington, D.C., 1981). It is clear, therefore, that to meet this need there must be some innovation and expansion in the ways in which academic training and practical experience are combined. As the above cited study indicates, the problem is not one of lack of interest on the part of the foreign students but lack of adequate arrangements to provide suitable opportunities. To this end the liaison between educational institutions, the academic community, and the private sector must be further developed to allow foreign students on campus to interact with the business and professional community in the United States. In this way professional integration, the process of reentry into the home culture, with particular focus on the professional adjustments faced by an individual who has been trained in the United States, can be achieved. One of the few publications that deals with this topic directly is Professional Integration: A Guide for Students from the Developing World, Kevin J. Schieffer & Mary Ann Hood, eds. (National Association for Foreign Student Affairs, Washington D.C., 1984).

Within the educational community there must be an increased awareness of the fact that "practical training is a valuable and integral part of the total educational experience of students from developing countries" (Principles for Practical Training Experiences for Foreign Students, National Association for Foreign Student Affairs, Washington, D.C., 1982). In this context education is not a choice between the academic and practical, but rather a blending of these two elements. The U.S. business and industrial community must also be made aware of the advantages to be derived from the training and education of foreign students. In addition to any practical gains, the exposure to students from other countries can contribute significantly to the process of developing and maintaining U.S. commercial interests in foreign markets. Sponsors must also recognize that the goals of their programs will be reached more effectively if the participants return home having become familiar with, and established some important links with, their counterparts in the U.S. business and professional community through the practical training they received in this country.

IV. THE PRIVATE SECTOR

Resources within the private sector of the U.S. economy for the education and training of students from developing countries have been obscured by the obvious differences between the magnitude and sophistication of U.S. corporate operations and the existing economic conditions in the students' homelands. Thus the programs offered to these students have been influenced by a proper concern for the relevance of the education and training offered in the United States and for the problems that the student will face upon return to the home country. From the point of view of the foreign student and the developing country this apparent irrelevance is further emphasized by the present position of the United States as a focal point for international attention. Unfortunately, it is a spotlight which confuses rather than clarifies, that reveals so much that fact and fiction are difficult to differentiate and the true picture of the United States is blurred by a number of superficial and often false impressions.

Recent reappraisals, such as that provided by the book In Search of Excellence, Lessons from America's Best-run Companies by Thomas J. Peters and Robert N. Waterman, Jr., (Warner Books, New York, 1983), note that despite the size of many U.S. corporations, the initiative of small units within the corporation and individual enterprise are still key elements in the successful development of the private sector of the economy. Mr. Robbins W. Fischer, president of SoyPro International and member of the President's Task Force on International Private Enterprise, noted in his address to the seminar participants that the diversity and dynamism of the United States are perhaps its best kept secrets. He identified four characteristics which are of major importance in the American system: individual freedom, the opportunity for self-improvement, respect for persons, and the confidence in oneself and the future which generates the willingness to take risks. He pointed out that these essential values are universally applicable and underlined the need to get foreign students out into the U.S. community so that they might meet with and learn from those who are engaged in U.S. business, industry, and agriculture. (N.B. A copy of the full text of Mr. Fischer's speech "Sharing the Secrets of America" may be obtained from the National Association for Foreign Student Affairs.)

The keynote speaker at the seminar, Mr. Jonathan Green, chairman of Green International, Inc., provided an excellent case history of the role that the U.S. private sector can play in the education and training of representatives of business and industry in developing countries. He reported on the activities of the Young Presidents Organization (YPO) which is composed of young chief executives — under 40 years of age — of companies that employ at least 50 persons and have an operating budget of at least \$4 million. The interest of this group in the problems of the Third World is demonstrated in the recent YPO mission to Indonesia which proved that the group could make an important contribution to the development of private enterprise in that country and that the process of working with the Indonesians was also a significant educational experience for the Americans.

Mr. Green also emphasized the need to increase the opportunities for practical training for foreign students in the United States and re-affirmed that this would require some change in the attitude of the academic community. In this respect he noted that, in fact, the preparation of native U.S. students for entry into a

career includes a large measure of practical training. Experience shows that above the high school level such preparation covers, on the average, a span of eight years in which the four years or more spent in college or university are matched by an equal period of practical experience before the individual may be considered properly trained.

Mr. Green stated that it was also necessary to arouse the interest of the private sector by demonstrating that involvement with foreign students is a practical way of promoting the international outreach of U.S. business. Because of the "human dimension" of the businesses represented in the organization and because of the decentralized administration of its activities through local chapters, the YPO is in a very good position to engender practical training opportunities for foreign students. At the same time, the YPO is an influential group of top executives which is becoming involved in international activities in a number of areas where the interests of the private sector and the academic community coincide. Thus members of the YPO might serve as guest lecturers or members of campus committees, facilitating a relationship which is mutually beneficial, and, through the participation of foreign students on campus, members of the YPO might have access to background information on countries in which they have some economic interest. (N.B. Although the membership list of the YPO is confidential, further information about the organization and some contact point may be obtained through the National Association for Foreign Student Affairs.)

Reviewing the present and potential role of the private sector in the education and training of foreign students from developing countries, and taking into account the new emphasis of AID on this phase of participant training, the seminar provided an important forum for the examination of existing programs and the exploration of ways in which practical training and professional integration, the adjustment from the role of foreign student in the United States to that of professional in the home country, can be intensified and encouraged.

V. MODEL PROGRAMS

Seven model programs were presented to the seminar participants as successful projects which might be adapted or replicated, and their most significant feature was their diversity. Opportunities for interaction with the private sector range from the more formal and intensive practical training experience offered in a cooperative educational program to one-day visits of small groups of foreign students to local industrial plants or business enterprises. Provided there is the necessary initiative and interest both on campus and in the business community, a wide range of resources may be mobilized. The most important factor common to all the programs discussed was the need for well qualified staff leadership, which may be provided by both paid and (in some cases) voluntary personnel.

The following list provides a brief description of each project or program; further information can be obtained from the agency or institution which is responsible for the program or from the National Association for Foreign Student Affairs. With two exceptions (notably the Rotary program founded in 1905) all the activities described were established in the last two or three years; this fact offers ample evidence of the impact of the new emphasis on the interaction of foreign students with the private sector.

International Cooperative Education-Home Country Placement Program

This multi-national version of the domestic cooperative education program is operated by Northeastern University, an institution with a noteworthy international dimension and a long history of providing practical training for U.S. students through its work-study program. Initiated in 1982, the program is still in the process of development; to date, six multi-national corporations have agreed to employ foreign students, while a network of cooperating educational institutions contribute to the pool of qualified international candidates available to the employers. Selected participants are eligible for six-month periods of home country employment after completing their second year of study. Employers are responsible for compensation at the prevailing in-country levels for local employees with comparable education and experience and are expected to provide at least half of the round-trip fare to the country where employment is located. The participation of employers in the program stems from their need for qualified native talent and thus their vested interest in training nationals in their homeland. Institutional support involves one half-time director, assisted by a half-time project coordinator and half-time staff counselor, plus supportive services and international travel. The most common fields of study are engineering, business administration, and computer science.

Community Practical Training Experience for Foreign Students in the Black Hills

Sponsored by the Rural Ethnic Institute and assisted by local colleges and the Phelps-Stokes Fund, this program, initiated in 1983, has a direct contact with private enterprise in African countries and seeks to provide opportunities for African students to interact with American Indian groups. Students are selected mainly from the Phelps-Stokes Fund (U.S. AID) sponsored student pool; employers from government agencies, educational institutions, and the private sector are recruited on an individual basis so that each student is matched with an appropriate employer. From 20-40 students participate in the program, and active involvement varies from one week to six months in activities ranging from limited observation to responsibilities for planning and designing various projects (architectural design, road building, geological mapping, etc.). Institutional support requires an annual budget of \$30-40,000 for a full-time director and a part-time assistant, plus supportive services and travel. Most common fields of study are civil engineering, range management, geology, architecture, and mechanical engineering.

INDEX (Indiana International Student Exchange) Program

Sponsored by the Indiana Consortium for International Programs (ICIP), this program, which was established in 1984, brings foreign students together with members of business and public service establishments throughout the state of Indiana. A special characteristic of the program is that it provides a wide variety of opportunities for some 200 foreign students to make individual personal contact with different elements of the private sector of the U.S. economy. Student involvement ranges from one day, or less, to several days or weeks, in which the students may be engaged in document translation, simultaneous interpretation, data collection, research, etc. Students are recruited from the member institutions of the Indiana Consortium (there are 7000 foreign students from 120 countries in Indiana) and participating businesses

7000 foreign students from 120 countries in Indiana) and participating businesses include manufacturers, financial institutions, and consultant/research firms, ranging from companies with thousands of employees to firms employing fewer than 20 persons. Most of the businesses served by the program are already involved in export activity. The goals of the program include, for foreign students, the possibility of obtaining home country employment and adding a U.S. business experience to their curriculum vitae; for the participating companies, increasing business contacts in foreign countries. Institutional support involves a half-time coordinator, plus supportive services and travel. The most common fields of study are business, computer science, economics, education, and engineering.

Professional Development Program for Women from the Third World

Sponsored by the Center for the Continuing Education of Women at the University of Michigan, this program, initiated in 1984, is designed to further the professional growth of women from developing countries. It provides internships for an average period of three months (15-20 hours per week) in which a participant may be engaged in some substantive task related to her field of study or act as an observer of the administration and operation of a project or program. Some 20 internships are provided and the program is designed to accommodate some 30 participants. Selection criteria include: nationality -- female students or the wives of students from developing countries; education -- a college or university degree; good English language skills; and some professional experience in the home country. Participants are recruited from the student community of the University of Michigan. The program is highly individualized. Internships designed to meet the particular needs of each participant are provided within the university, in the public sector or in small businesses or firms where one of the professional members has taken a special interest in the program. Internships are complemented by bi-weekly workshops for the interns and individual counseling. The most common fields of study are health care, computer science, education, and business administration. Institutional support involves a half-time program director, with secretarial assistance and supportive services being provided by the Center for Continuing Education for Women.

International Cultural Service Program - The IDEA Project

The International Service Program consists of a network of activities sponsored by the Oregon State System of Higher Education. It offers a means to provide partial financial assistance to foreign students while using them as cultural resources to provide information about their home countries to Oregon community, business, and school groups. Initiated in 1983, the program focuses mainly on those countries which are designated as part of the Pacific Rim; students are recruited from Oregon State institutions of higher education and required to provide 80 hours of service per year. Approximately 75 foreign students were involved in the 1984-85 school year. A review of past activity, which included 2500 presentations by foreign students in Oregon schools, showed a 93% positive evaluation by classroom teachers. The program is now being expanded to the private sector to include international businesses, large and small, which are involved primarily in Asian imports and exports. In this area of activity students provide background information on a particular culture as it

relates to a trade mission, marketing campaign, etc. Students from all fields of study are selected on the basis of financial need, ability to provide a relevant educational service, language ability, and geographical diversity. Institutional support involves the provision of the highly qualified staff needed for the extensive preparation, orientation, and evaluation that the program requires.

F. Rotary Foundation Educational Awards for International Understanding

The national Rotary Foundation Educational Awards Program, founded in 1905, is sponsored by Rotary Clubs throughout the United States and involves a number of different scholarships and fellowships (open to students in any fields of study) and awards (directed to specific areas — e.g. teaching the handicapped, journalism, and technical training). Students are recruited by Rotary Clubs in any country where such clubs exist. Scholarships are for one year duration and recipients are welcomed and oriented to the local community by the Rotary Club in the area of the student's institution. The provision of these opportunities to study in a foreign country is based on the concept that education is the best hope for world peace. The international program of the Rotary Clubs in Southern California is an example of how foreign students who have received scholarships have opportunities to meet with members of the U.S. business and professional sector. There is a mutual interest embracing the international orientation of the local Rotary Club members and the desire of the foreign award recipients to provide information about their home countries. The national Foundation provides basic funding for the program. The local organization supplements the foreign student's academic study with interaction with the private sector as represented by the membership of the Rotary Clubs.

G. Foreign Student Contact Program

Jointly sponsored by the Office of International Educational Services (OIES) and the Center for Industrial Research and Services (CIRAS) of Iowa State University, the Iowa Development Commission, and the U.S. Department of Commerce District Office, this program, initiated in 1975, organizes a series of one-day visits for groups of two to five foreign students from universities and colleges in Iowa to manufacturing plants in the state. Interested manufacturers may request visits from students from any region of the world; students are recruited on campus, at the orientation programs for new students, by announcements in the OIES Newsletter, and by word of mouth. The program provides a careful match between the visiting students and the hosting manufacturer, and, prior to the visit, on-campus seminars help to familiarize the students with the manufacturer's operations and product line. Students provide information on their countries' government, economy, and private sector and discuss implications of marketing in those nations. From the visit the students gain an insight into the operation and management of a relatively small manufacturing plant. Some 30 students participate in the program each year, and the most common fields of study are engineering, agriculture, business, and veterinary medicine. Institutional support is minimal: four to six hours of staff time per week plus approximately \$500 for travel, postage and telephone; the program is essentially dependent on voluntary efforts, with much of the support coming from business professionals interested in developing their international outreach capabilities.

N.B. Although the above were the only model programs which were formally presented in the seminar, information was available about other extra-curricular activities designed to provide opportunities for foreign students to become acquainted with the relationship between the government and the private sector in the United States. These included the Washington Center (offering internships and short-term seminars) and the Washington Campus (offering summer courses and six-day seminars). Details of these and other programs designed to support the professional development of foreign students may be obtained from the sponsoring organizations or the National Association for Foreign Student Affairs.

VI. KEY ELEMENTS/GUIDELINES FOR PROGRAM DEVELOPMENT

In order to discover ways in which the model programs could be more widely implemented and to determine what resources could be mobilized in support of these activities, seminar participants reviewed programs designed to strengthen the interaction between foreign students and the private sector. Discussions focused on the different approaches demonstrated in the models:

1. Practical training
2. Internships
3. Scholarships
4. Cultural information-sharing
5. Cooperative education

In the discussions it became apparent that the activities encompass a number of different approaches and a wide variety of programs. Thus it may be said that the model programs presented in the seminar represent only a small part of the whole picture and that other new and equally effective programs remain to be discovered or implemented. For example, innovations in the field of electronic communication may dramatically extend the resources for offering practical training and professional experiences.

Despite the diversity of the current activities, however, there exist a number of common factors in the way the programs can be devised and operated, and in the benefits that may result. The following is a checklist of the various factors that should be taken into account in the development of programs in the field of professional integration and foreign student/private sector interaction.

Assembling all relevant information

Fact finding is an essential preliminary step for the successful development of any program that involves matching the interests of foreign students and the private sector. Information must be obtained about the resources and opportunities available in the local foreign student population and the private sector and about the needs and interests of both groups. It was noted that useful databases already exist. These include the annual census of foreign students (Open Doors, published by the Institute of International Education), export directories published by state trade and development offices, and materials developed by the U.S. Department of Commerce and Chamber of Commerce.

Mobilizing existing resources

There are a number of existing channels of communication to involve and

motivate a broad section of, or particular group in, the business and professional community. These include: business and professional associations (at the national and international level and through local chapters); alumni of the educational institution (individually and through local chapters); state and federal agencies concerned with international trade and foreign markets; organizations such as Rotary Club and other civic groups with an international orientation; and university departments and professional schools with ties to those elements in the private sector related to their various fields of study. International organizations and foreign embassies (especially those directly involved in sponsorship or the administration of foreign student programs) should also be encouraged to share in the development and planning of activities designed to increase interaction between foreign students and the private sector.

Defining benefits

Programs must be "marketed." The benefits which will accrue to the business, professional, and industrial elements in the private sector must be clearly identified. Such benefits will include: those at the national level -- such as the reduction of the adverse trade balance and the encouragement of U.S. citizens to gain a much needed international perspective; those at the local level -- such as the opening of new markets in foreign countries or possibly providing access to an international network of private sector employers; and those affecting corporations with overseas branches or affiliates -- such as the discovery of new talent to meet foreign employment needs. For the foreign students, in addition to the obvious benefit of an enhanced educational experience, there is the opportunity to develop contacts with prospective employers in their home countries and, in some cases, to secure some financial assistance for their studies in the United States. Other incentives may also be offered, such as course credits or tuition remission.

Personalizing programs

Programs designed to create new relationships cannot be mass produced, but must rather have an appeal that takes into account the individual circumstances of the participants. Academic commitments and the pressures of study mean that students must be able to find some special satisfaction in order to justify the necessary investment of time and energy in the program. Even though many members of the private sector are now more internationally minded than in previous years, involvement of themselves or their businesses in foreign student programs must produce some concrete results, such as new information about, or a new activity in, foreign markets or international relations. To achieve this desired result there must be personal commitment on the part of students and professionals. Everyone involved in these cooperative ventures must be well briefed and adequately prepared for their participation in the program so that mutual goals are reached.

Advance planning

Programs involving foreign students and the private sector require an imaginative approach and a great deal of advance planning. To determine the most suitable type of program, the project director must identify target groups (e.g. sponsored or unsponsored students, graduate or undergraduate students,

fields of study, countries of origin), set reasonable goals (e.g. long term involvement or short term interaction), and make decisions about the character and dimensions of the program (e.g. local, inter-institutional, national or even international). Once these basic conditions have been determined, provision must be made for funding, recruitment, placement, counseling services, and evaluation procedures.

Adequate staff

Programs designed to strengthen the interaction between foreign students and the private sector require competent staff with experience in the development of cross-cultural activities. Although the number of the staff required may vary (as it does, for example, between a cooperative education program and one involving group visits to local plants), any program relating foreign students to the local community will demand more staff time and talent than other extra-curricular activities which do not involve people of different cultures. Provision of such staff need not require a large budget: carefully selected volunteers with the appropriate experience, such as returned Peace Corps volunteers, previous participants in the program, and U.S. students who have lived and studied abroad may be used very effectively.

Institutional commitment

The goals of foreign student interaction with the private sector or with professionals in their fields can only be achieved by a program that has some degree of institutional support. In many cases a substantial commitment on the part of the university is necessary to stimulate or match that required from participating groups in the private sector. Institutional support should not be restricted to that provided by the foreign student services or the international office, but should be university-wide; the active involvement of faculty members is often very important to the success of the program.

Financial support

Much creativity and flexibility is required in securing financial support. It was noted that initial grants for the exploration of needs and opportunities can get the program off to a good start. For continuing funding some system of cost-sharing might be devised, with institutional funds being supplemented or matched by allocations from business or government sources. Funds from these sources may be more easily granted from "firsthand" budgets, such as those used by a company or agency for recruitment or the development of export markets. Seminar participants agreed that funding is a major problem, but it was also pointed out that among the various programs designed to further the students' professional integration and interaction with the private sector, there are those which are relatively inexpensive. Although expansion and the development of some major program may be the ultimate goal, the importance of "low budget" ideas as a way to get started should not be overlooked.

Educational recognition

Participation in activities that offer methods and occasions for interaction with the private sector should be accepted by faculty members and sponsors as an

important element to build in to the foreign student's academic training program. Organized off-campus activities and community service experiences are often recognized as a valuable part of the training programs offered to AID participants, and it is necessary to make the adjustment in the training program timetable to enable the trainees to take part in these activities. Other sponsors and university faculty members and administrators must be persuaded to make provisions for the inclusion of these extra-curricular activities in the foreign student's educational training program.

Effective publicity

In order to receive increasing support from both foreign students and the private sector a program must be effectively publicized. In addition to the more usual means of advertising (e.g. local news media, campus press, organizational newsletter, etc.), strategies that might be appropriate to the particular program would include, for example, videotapes, presentations at "career fairs," and roundtable discussions during visits to the foreign students' home countries. Maximum use should be made of individual promotion and face-to-face contacts. Good experiences and the success of on-going activities, as apparent in the regular evaluations made by foreign students and professionals in the private sector, can be most persuasive.

Evaluation and expansion

Employers, sponsors, professional and business collaborators, university staff and faculty members, and foreign students should all be involved in the debriefing and evaluation sessions that should be a regular feature of the program. In this way the process of evaluation will serve two purposes: that of improving the operation and administration of the program and that of maintaining the interest of all the participants. Opportunities for expansion should also be sought. The involvement of the private sector and the development of opportunities for professional integration are activities which must not become routine. New initiatives and an awareness of innovations in similar programs offer new insights and stimulate further development. Inter-institutional cooperation and the organization of consortia or state-wide groupings can provide the pool of foreign students needed for participation in new programs or for the expansion of on-going activities.

Working at national and international levels

It was noted that those engaged in the task of strengthening the interaction between foreign students and the private sector need to "think globally and act locally." They should keep up to date with developments in the field of international educational interchange at the national and international levels. At the national level they must be alert to those factors which may affect foreign students — such as changes in the regulations of the Immigration and Naturalization Service — and, when the program operation or goals seem threatened, be prepared to advocate necessary changes. Some programs may offer special opportunities for interaction at the international level. These might include the development of programs based on non-western models or reciprocal programs in which the opportunities offered foreign students in the United States are matched by those made available to U.S. students in the

business and professional community in foreign countries. For these reasons, program coordinators should make special efforts to remain aware of activities and maintain contacts at the international level. Such contacts might build on relationships with foreign alumni and the involvement of foreign chapters of international organizations and associations.

The role of NAFSA and AID

Both NAFSA and the Office of International Training in AID, as well as other agencies which sponsor foreign student training and educational programs, should be engaged in the strengthening of the interaction between foreign students and the private sector of the U.S. economy. It was noted that a number of model programs in this field had developed from projects supported jointly by NAFSA and AID. In addition to any financial support that may be made available for "seed money," NAFSA and AID can be very helpful in providing encouragement and endorsement, arranging contacts, serving as an information bank, and facilitating communication among the organizations engaged in strengthening interaction with the private sector both in the United States and foreign countries. ..

In this context it was suggested that NAFSA and AID might consider the following actions:

- Helping to increase contact with foreign employers;
- Arranging opportunities for discussion in foreign countries of foreign student interaction with the private sector; and
- Encouraging the development of state, regional, and national consortia to further the involvement of employers in programs which provide students with opportunities for interaction with the private sector.

It was also suggested that the programs for professional integration and foreign student/private sector interaction should be publicized and discussed at the regional and national conferences of NAFSA, as well as in the local workshops organized by members of the association across the United States.

VIII. CONCLUSION

It was agreed that this seminar was very timely. Coinciding with the new emphases in the AID Participant Training Program, it brought together those individuals concerned with the process of professional integration for foreign students and the strengthening of interaction between foreign students and members of the business, professional, and industrial community who are either interested in, or already engaged in, this activity. The model programs indicated the diversity and wealth of opportunity that exists in the field, so that new initiatives might be developed in accordance with the resources and interests of the institution or organization involved.

Although no formal recommendations were adopted by the seminar, the reports of the various small group discussions, as recorded in the section of this report devoted to "Key Elements/Guidelines for the Future," do provide advice and instructions for future action in the field.

CHECKLIST FOR PROGRAM DEVELOPMENT

1. Assembling Relevant Information
Foreign student population
Private sector opportunities
2. Mobilizing Resources
Local - business/church/civic/alumni
National - professional/trade/government agency
International - organizations/embassies
3. Defining Benefits
To foreign students: educational/financial
To private sector: short term/long term; local/national
4. Personalizing Programs
Matching of interests
Individual selection of student and private sector participants
5. Advance Planning
Identify target groups
Set project goals
Determine parameters
6. Adequate Staff
Competency in both paid and volunteer staff
Flexibility
Cross-cultural experience
Note: more time required for administration of cross-cultural activities
7. Institutional Commitment
University-wide support
Faculty involvement
8. Financial Support
Creative fund-raising
Initial grants for feasibility studies
Cost sharing
Funds from business recruitment or promotion budgets
9. Educational Recognition
Awareness by administrators, faculty members, and sponsors
Provision for activities in educational program
10. Effective Publicity
Designed to appeal to specific groups
Direct, personal promotion
Focusing on different areas of the world
Utilizing international forums

(cont'd.)

11. **Evaluation and Expansion**
 - Involve all participants (student and private sector) in evaluation
 - Publicize successful experiences
 - Do not allow programs to become "routine"
 - Keep up to date with new programs and ideas

12. **Working at National and International Levels**
 - "Think globally, act locally"
 - Be alert to national and international developments in international education
 - Foster international outreach - utilize alumni groups

13. **Role of AID and NAFSA**
 - Explore possibilities of financial support
 - Seek endorsement
 - Seek contacts
 - Use for exchange of information

**STRATEGIES FOR PROFESSIONAL INTEGRATION:
STRENGTHENING FOREIGN STUDENT/PRIVATE SECTOR INTERACTION**

SEMINAR AGENDA

**Wednesday, April 10, 1985 - The Brookings Institution
1775 Massachusetts Avenue, N.W.: Main Lounge**

6:00-8:00 p.m. Registration and Informal Reception for Conference Participants

**Thursday, April 11, 1985 - Carnegie Conference Center
11 Dupont Circle, N.W.: 8th Floor Room A.**

8:30 a.m. Registration; Coffee & Doughnuts

9:00 a.m. Welcome & Introduction: Martin Limbird, Seminar Chair, Iowa State University

**Remarks: Dona Wolf, Office of International Training, Agency for International
Development
Jack Van de Water, EID Chair, Oregon State University**

**9:30 a.m. Keynote Address
Speaker: Jonathan A. Green, Chairman, Green International, Inc.
"Foreign Students in U.S. Industry: Opportunities for Interaction"**

10:00 a.m. Coffee Break

10:15 a.m. Presentation of Model Programs

**"Network for International Cooperative
Education:" Leonard Zion, Northeastern
University**

**"Professional Development Program for Women
from the Third World," University of Michigan:
Frances Hays**

**"Community Practical Training in the Black
Hills" (through The Rural Ethnic Institute):
Thomas Katus, African Development Foundation**

**"The IDEA Project:" Jack Van de Water, Oregon
State University**

**"The INDEX (Indiana International Student
Exchange) Program:" Kenneth Rogers, Indiana
University**

**Rotary Club International Programs: Elena Garate
Eskey, University of Southern California**

**"Foreign Student Contact Program:" Martin
Limbird, Iowa State University**

11:15 a.m. Small Group Discussions of Models

**12:30 p.m. Luncheon
Remarks: Robbins W. Fischer, President, SoyPro International
"Report on the President's Task Force on International Private Enterprise"**

2:00 p.m. Report of Small Group Discussions

2:45 p.m. Coffee Break

**3:00 p.m. Outlining Strategies for Action
Moderator: Martin Limbird**

4:00 p.m. Adjournment

**STRATEGIES FOR PROFESSIONAL INTEGRATION:
STRENGTHENING FOREIGN STUDENT/PRIVATE SECTOR INTERACTION**

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4/25

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Linda Catling-Johnson
Secretary
EID/Administrative Services

Elizabeth A. Adams
Director
Cooperative Grants Program

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Coordinator
Cooperative Grants Program

Rapporteur

Hugh M. Jenkins
NAFSA Consultant
1860 19th Street, NW
Washington, DC 20009



NAFSA

National Association for Foreign Student Affairs
1860 19th St. N.W. Washington D.C. 20009

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Field Service Program	202/232-1312
Cooperative Projects Program	202/332-3735
Education for International Development Program	202/462-4814

PRESIDENT
Marvin J. Baron
University of California-Berkeley

PRESIDENT-ELECT
Lee Thompson
Boulder Friends of International Students
University of Colorado-Boulder

VICE PRESIDENT FOR REGIONAL AFFAIRS
Richard D. Downie
University of Florida

VICE PRESIDENT-ELECT FOR REGIONAL AFFAIRS
John K. Johnson
University of Kentucky

EXECUTIVE VICE PRESIDENT
John F. Reichard

August 17, 1984

MEMORANDUM

TO: The Board of Directors; Sectional Teams; Commission Members; Regional Council; National Conference Planning Committee; Task Forces on Regulatory Reform, Reorganization, Information Sharing, and Overseas Counsellors; Field Service Steering Committee; Education for International Development Committee; Nominations and Elections Committee; Committee on Women International.

FROM: Marvin J. Baron and John F. Reichard

SUBJECT: FALL LEADERSHIP (and RELATED GOVERNANCE) Meetings October 12-15, 1984
Shoreham Hotel, (Calvert Street & Connecticut Avenue, NW)
Washington, DC

Site

The site of the 1984 FLM is the distinguished older hotel in upper Northwest Washington, just off Connecticut Avenue and the Rock Creek Parkway. It is a few minutes walk to the Woodley Park/Zoo metro stop. One can reach the Shoreham easily by metro from National Airport or Union Station. The airport bus from Dulles stops at the Shoreham, and of course taxis from National Airport. Calvert street is a major intersection with Connecticut Avenue, and accordingly the Shoreham is easily approached by automobile. There is convenient parking at the Shoreham.

The Meeting Schedule

In addition to the traditional governance groups (Board, Sections, Commissions, Regional Council), a number of task forces, funding committees and association committees will meet either before, during or after the FLM.

A provisional schedule of meeting times (note several locations outside the Shoreham) is attached to this memo.

The 1984 schedule has been designed to permit the Sections, Regional Council, and National Conference Planning Committee to have more meeting time and sufficient opportunity for important consultation between meeting sessions. The Commissions are reduced to one meeting period, but in the event agendas are not completed during the session, members might meet again at breakfast on Sunday.

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Special Meeting Components/Dimensions

The Executive Committee has decided to expand the "Q & A" session we organized in recent years with the officers to a general (almost three hour) leadership policy luncheon planning sessions on Saturday. Specific positions on such matters as association reorganization, federal regulatory reform, advocacy, the status of the profession and key issues in international educational exchange will be presented and debated during the Saturday plenary. Hopefully this experience will enable the entire leadership - in general assembly fashion - to articulate issues and develop strategies and priorities for the coming year.

A unique approach to USIA and AID liaison will be attempted. Each Section, the National Conference Planning Committee and the Regional Council - and other governance groups if they so elect - will be asked to structure within their agendas opportunities for AID and USIA staff to meet with teams and committees to consider specific issues and interaction between the federal agencies and NAFSA. Those senior staff responsible for staff liaison with and support of the specified governance groups will communicate with chairs within the next two weeks to clarify which USIA and AID staff will be available at what times so that working (rather than merely informational) discussions can be organized.

R. & R

It is expected that an embassy event, representing a country sending significant numbers of students to the U.S., will play host to FLM participants on Saturday evening.

A special dinner for the Board of Directors is being planned for Sunday Night.

Enclosures and Second Mailing

In addition to the tentative meeting schedule, we enclose a nearly final governance list for 1984-85, which will be published in the October Newsletter. If you spot errors in this listing, or have additions to make to the list please advise Sherie Volland or Laura Hostetler (202/462-4811) no later than September 4.

A final meeting schedule, board agenda with Snowmass minutes and other background materials will be mailed in mid-September.

An Action Item form is enclosed with this mailing. Action Item forms to be brought to the Board at its meeting Sunday afternoon (October 14) must be submitted to Jack Reichard no later than 5 p.m., Saturday, October 13.

Special Travel and Housing Arrangements

The FLM now costs in excess of \$25,000 and is funded chiefly by USIA and AID, which have requested NAFSA to make every economy in conducting the meeting.

Accordingly we advise you of two cost-paring features of the FLM, one new and one standard arrangement:

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NEW TRAVEL RESERVATION SYSTEM - Following on the very successful NAFSA arrangement for Snowmass with Van Slycke and Reeside (VS&R), travel agents, a decision has been made to coordinate and simplify all air travel reservations for the FLM. While the system is voluntary, NAFSAns who elect not to use the new system may not be reimbursed fully for their travel (if VS&R could have provided a lower fare). Your contact with VS&R must be accomplished by September 25 in order for NAFSA to realize the lowest costs. Guidelines and instructions for contacting VS&R are enclosed.

Room Sharing

While some members have complained about the requirement of rooming with a fellow NAFSAn, the doubling up saves NAFSA several thousand dollars. If you wish to have a single room, please indicate on the enclosed housing form. Those requesting single rooms will have \$30.00 deducted (per night) from their reimbursement requests due to the extra cost of the room. If you have a medical reason for requiring a single room please indicate the reason on the enclosed reservation form. Reservation forms must be returned to the Central Office no later than Wednesday, September 5, 1984.

JFR/lh

NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS

1984 FALL LEADERSHIP MEETING

Shoreham Hotel, Washington, D.C.

October 12-15, 1984

Pre and Post Meetings, October 10-12, 16-17

SCHEDULE OF MEETINGS

(all meetings at the Shoreham Hotel unless otherwise indicated)

Wednesday, October 10

5:00 p.m. Nominations and Elections Committee (Georgetown Hotel)

9:00 a.m. - 5:00 p.m. Committee on Women International (at NAFSA)

Thursday, October 11

9:00 a.m. - 5:00 p.m. Nominations and Elections (Georgetown Hotel)

~~9:00~~ ^{1:00 pm} a.m. - ~~4:00~~ ⁵ p.m. Education for International Development (EID) Committee

7:00 p.m. - 9:30 p.m. 1985 National Conference Planning Committee (CPC) (I)

7:00 p.m. - 9:30 p.m. Task Force on Regulatory Reform (President Baron's Suite)

Friday, October 12

9:00 a.m. - noon Nominations and Elections (Georgetown Hotel)

8:30 a.m. - noon Executive Committee (President Baron's Suite)

9:00 a.m. - 5:00 p.m. EID Committee

9:00 a.m. - 4:00 p.m. Field Service Program Key Educational System Workshop
Committee (at NAFSA)

1:00 p.m. - 5:00 p.m. 1985 CPC Meeting (II)

2:30 p.m. - 5:30 p.m. Task Force on Information Sharing

2:30 p.m. - 5:30 p.m. Task Force on Reorganization

6:00 p.m. - 7:00 p.m. Buffet Dinner

7:30 p.m. - 10:00 p.m. Section Meetings (I)

7:30 p.m. - 10:00 p.m. Regional Council Meeting (I)

FLM Schedule

Saturday, October 13

- 7:30 a.m. Funding Chairs Breakfast (in hotel restaurant)
- 7:30 a.m. Professional Council Breakfast (in hotel restaurant)
- 8:45 a.m. - noon Commission Meetings (with Regional Chairs invited)
- 8:45 a.m. - noon CPC Program Coordinator/Sectional Reps Consultations
- 12:15 p.m. - 3:00 p.m. General Luncheon
- Leadership Planning 1984-85 with Herbert Kells on Reorganization, NAFSA officers, chairs and staff leading discussion of regulatory reform, advocacy, status of the profession and other key issues.
- 3:30 p.m. - 6:00 p.m. Section Meetings (II)
- 3:30 p.m. - 6:00 p.m. Regional Council Meeting (II) (in conjunction with Sections)
- Evening Embassy Reception - location to be announced

Sunday, October 14

- 8:30 a.m. - 10:00 a.m. 1985 CPC Meeting (III)
- 10:30 a.m.-12:30 p.m. Section Meetings (III)
- 2:00 p.m. - 6:00 p.m. Board of Directors Meeting (I)
- Evening Board Dinner

Monday, October 15

- 8:00 a.m. (continental Breakfast) - 2:00 p.m. (including sandwich lunch)
Board of Directors Meeting (II)
- 10:30 a.m. - 3:00 p.m. Meeting of FSP section reps (at NAFSA)
- 3:00 p.m. - 9:00 p.m. Task Force on Overseas Counsellors (at NAFSA)

Tuesday, October 16

- 9:00 a.m. - 3:00 p.m. Field Service Steering Committee (FSSC) (at USIA)
- Field Service Briefing of USIA Staff

Wednesday, October 17

- 9:00 a.m. - 4:00 p.m. FSSC (at NAFSA)
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NAFSA Governance 1984-85

Elected Officers and Sectional Team Members
Presidential and Sectional Appointments

BOARD OF DIRECTORS - (Reichard/Voland/Hostetler)

Officers

President	Marvin Baron (University of California, Berkeley)
President-elect	Lee Thompson (Boulder, Colorado)
Vice President for Regional Affairs	Richard D. Downie (University of Florida)
Vice President-elect for Regional Affairs	John Johnson (Ohio Wesleyan University)
Immediate Past President	Robert Kaplan (University of Southern California)

Members at Large

Class of 1985	Dennis Peterson (Iowa State University)
Class of 1985	Paula Spier (Antioch University)
Class of 1986	Joann Stedman (Columbia University)
Class of 1986	Marion Beane (University of North Carolina - Charlotte)
Class of 1987	Beverley McChesney (Stanford University)
Class of 1987	James Graham (Colorado State University)

Section Chairs

DSEC	Gary Hopkins (University of Delaware)
TESL	Robert Fox (American University)
AFSS	Marvin Durham (Oregon State University)
COMSEC	Sharon Jensen (University of Arizona)
SECUSSA	Henry Weaver (University of California, Santa Barbara)

Appointed Members

Mules LaPirus (Council of Graduate Schools in the U.S.)
Eugene Smith (University of Colorado)
Ababayehu Novick, Student Member (University of Maryland - College Park)

Secretary and Treasurer

James Graham (Colorado State University)

Parliamentarian

Robert B. Kaplan (University of Southern California)

Ex Officio

John Reichard (NAFSA Central)

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Executive Committee - (Reichard/Brown)

Marvin Baron (University of California - Berkeley)
Lee Thompson (Boulder, Colorado)
Richard Downie (University of Florida)
Robert Kaplan (University of Southern California)
John Reichard (NAFSA Central)

NAFSA CORPORATION - (Reichard/Brown)

Incorporated in 1976 to Hold the Washington Headquarters Property as Trustee
for the Association

President	Sanford Jameson (College Board)
Secretary	John Reichard (NAFSA Central)
Treasurer	Archer Brown (NAFSA Central)
Directors	Andrew Ball (Rockville, Maryland) Robert Kaplan (University of Southern California) Hugh M. Jenkins (Washington, D.C.) Mary Ann Spreckelmeyer (Chevy Chase, Maryland)

SECTION TEAMS & APPOINTMENTS

Admissions (ADSEC) - (Adams)

Chair	Gary Hopkins (University of Delaware)
Chair-elect	Gary Hoover (University of the Pacific)
Past Chair	Karlene Dickey (Stanford University)
Team Members	Judith Aronson '85 (Cornell University) William Paver '85 (University of Texas - Austin) Josef Silny '85 (University of Miami) Virginia Gross '86 (University of Iowa) Lydia Salonga '86 (University of Illinois - Urbana)

Interassociational Representatives to:

<u>National Council on the Evaluation of Foreign Student Credentials</u> (COOP Staff)	Joann Stedman '85 (Columbia University) David Horner '86 (Michigan State University) Valerie Woolston '87 (University of Maryland)
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<u>National Liaison Committee</u> - (Reichard)	Valerie Woolston '85 (University of Maryland)
--	---

<u>National Credentials Evaluation Project</u> -(COOP Staff)	Barbara Cousins '85 (University of Oklahoma) Dorothy Demiller '86 (University of Arizona)
---	--

<u>Foreign Student Recruitment Information Clearinghouse</u> - (COOP Staff)	Josef Silny, Chair (University of Miami) Gary Hoover (University of the Pacific)
---	---

<u>Projects in International Education Research</u> (formerly JCOW) - (COOP Staff)	Lydia Salonga '85 (University of Illinois - Urbana) Maxine McCarty '86 (West Coast University) Gary Hopkins '87 (University of Delaware)
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Association of Teachers of English - (Mashburn)
as a Second Language (ATESL)

Chair	Robert Fox (American University)
Chair-elect	Ralph "Pat" Barrett (Michigan State University)
Past Chair	Pat Byrd (University of Florida)
Team Members	Mary Bruder '85 (University of Pittsburgh) Robert Dakin '85 (Ohio University) Barbara Matthies '86 (Iowa State University) Martha Pennington '86 (University of California - Santa Barbara) Joy Reid '86 (Colorado State University)

Consortium of Intensive English Programs - CIEP, an adjunct activity of ATESL,
not a body subject to NAFSA governance

Chair	Suzanne Peppin (American Language Institute)
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Concil of Advisers to Foreign Students and Scholars (CAFSS) - (M. Peterson)

Chair	Marvin Durham (University of Oregon)
Chair-elect	Jill Bulthuis (University of North Carolina - Chapel Hill)
Past Chair	R. Michael Paige (University of Minnesota)
Team Members	Clay Ballard '85 (University of California - Davis) Bernard LaBerge '85 (VPI & State University) Dan Stracka '85 (University of Bridgeport) Rebecca Roach '86 (Iowa State University) Ann Kuhlman '86 (University of Pennsylvania) Michael Dean '86 (University of Wisconsin)

Community Section (COMSEC) - (Reichard/Christopherson)

Chair	Sharon Jensen (University of Arizona)
Chair-elect	Susan Tesseneer (Western Kentucky University)
Past Chair	Jean Griswold (Colorado State University)
Team Members	Nell Magee '85 (National Student Ministries) Dee Schlect '85 (International Institute of Milwaukee) Aaron Reinicke '86 (San Diego State University) Thomas Diener '86 (University of Alabama - University) Mary Goodwin '86 (Community International Hospitality Cen)

Section on U.S. Students Abroad (SECUSSA) - (N. Peterson/Schrader)

Chair	Henry Weaver (University of California - Santa Barbara)
Chair-elect	Joseph Lurie (New York, NY)
Past Chair	David Sanford (Macalester College)
Team Members	Charles Gliozzo '85 (Michigan State University) Sarah Stevenson '85 (College of St. Thomas) Jitka Kaufmann '86 (Philadelphia, Pennsylvania) Diane Snell '86 (Kenyon College) Valerie Sellers '86 (CIEE)

Student Interest Group (STING) - (Hostetler)

Chair	Abebayehu Novick (University of Maryland)
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NATIONAL COMMISSIONS

Commission on Information Services (COMINFO) - (Louisell)

Chair	Paula Spier (Antioch University)
ADSEC	Judith Aronson (Cornell University)
ATESL	Joy Reid (Colorado State University)
AFSS	Rebecca Roach (Iowa State University)
COMSEC	Thomas Diener (University of Alabama - University)
SECUSSA	Sarah Stevenson (College of St. Thomas)
TOPPS	Clark Coan (University of Kansas)

Commission on Policy and Practice - (L. Reed)

Chair	Robert Kaplan (University of Southern California)
ADSEC	Gary Hopkins (University of Delaware)
ATESL	Robert Fox (American University)
AFSS	Michael Paige (University of Minnesota)
COMSEC	Jean Griswold (Colorado State University)
SECUSSA	David Sanford (Macalester College)
TOPPS	Barbara Burn (University of Massachusetts - Amherst)
Optional Board Member at Large	No Appointment

Commission on Professional Development (mandated) - (M. Peterson)

Chair	Dennis Peterson (Iowa State University)
ADSEC	Karlene Dickey (Stanford University)
ATESL	Patricia Byrd (University of Florida)
AFSS	Marvin Durham (University of Oregon)
COMSEC	Sharon Jensen (University of Arizona)
SECUSSA	Henry Weaver (University of California - Santa Barbara)
EID Steering Committee	Jack Van de Water (University of Oregon)
COOP Steering Committee	Lee Zeigler (Stanford University)
Field Service Steering Committee	Jerry Wilcox (Cornell University)
Immediate Past RAVP	Richard Reiff (University of Georgia)
TOPPS	Dixon Johnson (University of Southern California)

Commission on Representation (COMREP) - (N. Peterson/Reichard)

Chair	Marvin Baron (University of California - Berkeley)
ADSEC	Josef Silny (University of Miami)
ATESL	Mary Bruder (University of Pittsburgh)
AFSS	Bernard LaBerge (VPI & State University)
COMSEC	Aaron Reinicke (San Diego State University)
SECUSSA	Charles Gliozzo (Michigan State University)
TOPPS	Cassandra Pyle (American Council on Education/Council for International Exchange of Scholars)

REGIONAL COUNCIL - (Brown/M. Peterson/Christopherson)

Chair	Richard Downie (University of Florida)
Chair-elect	John Johnson (Ohio Wesleyan University)
Section Chairs-elect:	Gary Hoover (University of the Pacific)
ADSEC	Ralph "Pat" Barrett (Michigan State University)
ATESL	Jill Bulthuis (University of North Carolina - Chapel Hill)
CAFSS	Susan Tesseneer (Western Kentucky University)
COMSEC	Joseph Lurie (New York, New York)
SECUSSA	Christine Kerlin (Evergreen State College)
Region I	Stewart Harris (University of Wyoming)
Region II	Al Mladenka (Texas Christian University)
Region III	June Noronha (College of St. Catherine)
Region IV	Marcus Fang (University of Wisconsin)
Region V	Willis Griffin (University of Kentucky)
Region VI	John Rogers (University of Miami)
Region VII	Patricia Dyer (University of Delaware)
Region VIII	Charles Hayduk (Eryn Mawr College)
Region IX	Barbara Cahn Connotillo (Institute of International Education)
Region X	Barbara Maryak (University of Bridgeport)
Region XI	Elizabeth Coggins (Golden Gate State University)
Region XII	

TASK FORCES

Task Force on Reorganization - (Reichard/Brown)

Chair	Robert Kaplan (University of Southern California)
	Marvin Baron (University of California - Berkeley)
	Michael Fels (El Paso Community College)
	James Haas (Indiana University)
	Homer Higbee (Michigan State University)
	Jerry Wilcox (Cornell University)
	Hugh Jenkins (Washington, DC)

Task Force on Regulatory Reform - (N. Peterson/Reichard)

Chair	Eugene Smith (University of Colorado)
	Marvin Baron (University of California - Berkeley)
	David Horner (Michigan State University)
	Heather Olson (Georgia State University)
	Robert Kaplan (USC)
	Valerie Woolston (University of Maryland)

Task Force on Information Sharing - (Brown/Louisell)

Chair	Alex Bedrosian (New Jersey Institute of Technology)
	Judith Aronson (Cornell University)
	Thomas Diener (University of Alabama - University)
	Joy Reid (Colorado State University)
	Rebecca Roach (Iowa State University)
	Paula Spier (Antioch University)

Task Force on Overseas Counsellors - (Brown/M. Peterson)

Chair Valerie Woolston (University of Maryland)
Mary Ann Spreckelmeyer (Chevy Chase, Maryland)
Sanford Jameson (College Board)
Dennis Peterson (Iowa State University)
Richard Reiff (University of Georgia)
Lee Zeigler (Stanford University)
Joseph Bruns (USIA Liaison)

STANDING COMMITTEES

National Annual Conference Planning Committee (NACPC) - Baltimore 1985 (Brown/Voland)

Chair Lee Thompson (Boulder, Colorado)
Local Arrangements Coordinator Dale Gough (University of Maryland)
Program Coordinator Kevin Schieffer (Pakistan Training Program)
ADSEC Gary Hoover (University of the Pacific)
ATESL Ralph "Pat" Barrett (Michigan State University)
CAFSS Jill Bulthuis (University of North Carolina)
COMSEC Mary Goodwin (Community International Hospitality Council)
SECUSSA Joseph Lurie (New York, NY)
STING Abebayehu Novick (University of Maryland)
RAVP Richard Downie (University of Florida)
RAVP-elect John Johnson (Ohio Wesleyan University)

Membership Committee - (Worrell)

Chair Marion Beane (University of North Carolina - Charlotte)
Jean Delaney (University of Colorado - Boulder)
Cathy Eaks (Riverside, CA)
Roger Lehr (Indiana State University)
Richard Reiff (University of Georgia)
Michael Smithee (Syracuse University)

Nominations and Elections Committee - (Schrader/Brown)

Chair Beverley McChesney (Stanford University)
ADSEC Eugene Chamberlain (Massachusetts Institute of Technology)
ATESL Pat Byrd (University of Florida)
CAFSS Eugene Smith (University of Colorado)
COMSEC Jean Griswold (Colorado State University)
SECUSSA Mary Elizabeth Gwin (University of Mississippi)

Development: 40th Anniversary Committee - (L. Reed/Reichard)

Chair Howard Cook (New York, New York)
Marvin Baron (University of California - Berkeley)
James Davis (San Diego, California)
James Haas (Indiana University)
Sanford Jameson (College Board)
Robert Kaplan (University of Southern California)

Personnel Committee (including Advisory Group on Executive Staffing) - (Brown)

Chair Joann Stedman (Columbia University)
Barbara Burn (University of Massachusetts - Amherst)
Charles Ainsworth (YMCA of Greater New York)
Ann Kuhlman (University of Pennsylvania)
Appointment pending

Rules and Resolutions Committee - (Reichard)

Chair/Parliamentarian Robert Kaplan (University of Southern California)
ADSEC William Stone (Washington University)
ATESL
CAFSS
COMSEC
SECUSSA Jitka Kaufman (University of Pennsylvania)

FUNDING COMMITTEES

Committee on Foreign Students in Elementary and Secondary Schools (COFSESS) - (L. Reed)

Chair Seamus Malin (Harvard University)
Burton "Bud" Bard (American Cultural Exchange)
H. Thomas Collins (Global Education Outreach, Ltd.)
Jo Ann Crandall (Center for Applied Linguistics)
Frank W. Fernandez (Montgomery County, Maryland Schools)
Mary Goodwin (Community International Hospitality Center)
David D. Horner (Michigan State University)
Pamela Y. Latt (Fairfax County, Virginia Schools)

COOP Projects Steering Committee - (Adams)

Chair Lee Zeigler (Stanford University)
ADSEC William Paver (University of Texas - Austin)
ATESL Paul Angelis (Southern Illinois University - Carbondale)
COMSEC Johanne Glass (University of Michigan)
CAFSS Jeanna McKinney (North Carolina State University)
SECUSSA Peggy Blumenthal (Institute of International Education, NY)

Field Service Steering Committee - (M. Peterson)

Chair Jerry Wilcox to 12/'85 (Cornell University)
ADSEC David Horner to 12/'84 (Michigan State University)
*Kitty Villa to 12/'87 (University of Texas - Austin)
Joyce Valdes to 12/'84 (University of Houston)
*Janet Constantinides to 12/'87 (University of Wyoming)
Sally Heym to 12/'85 (Northeastern University)
Rosalie Berg to 12/'86 (Columbia, South Carolina)
Gail Cohen to 12/'86 (College Consortium for Int'l Studies)
Robert Kaplan to 12/'84 (University of Southern California)
Marvin Baron to 12/'85 (University of California - Berkeley)
*Lee Thompson to 12/'86 (Boulder, Colorado)
Richard Reiff to 12/'84 (University of Georgia)
Richard Downie to 12/'85 (University of Florida)
*John Johnson to 12/'86 (Ohio Wesleyan University)

*Terms begin 1/'85

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Education for International Development - EID - (Mashburn)

Chair Jack Van de Water (Oregon State University)
Martin Limbird (Iowa State University)
Elena Garate (University of Southern California)
Piedad Robertson (Miami-Dade Community College)
Thomas Carroll (Michigan State University)

Government Relations Advisory Committee - (N. Peterson/Herrin)

Chair Heather Olson (Georgia State University)
At Large Members Gary Althen (University of Iowa)
Peter Levitov (University of Nebraska)
Margaret Kidd (University of Texas - Austin)
ATESL Jennifer Stephens (Harvard University)
ADSEC John Rogers (University of Miami)
CAFSS David Horner (Michigan State University)
Eugene Smith (University of Colorado)

OTHER COMMITTEES
(Assignments)

Community College Activities Coordinator - (Worrell)

Michael Fels (El Paso Community College)

Advisory Group on Home Country Employment Issues - (Adams/Brown)

Chair Margaret Kidd (University of Texas - Austin)
Judith Factor (Metro International)
Ellen Hastay (Washington State University)
David Horner (Michigan State University)
Jerry Wilcox (Cornell University)

Houlihan Awards Committee - (Worrell)

Chair Mary Ann Spreckelmeyer (Chevy Chase, Maryland)
Homer Higbee (Michigan State University)
Sanford Jameson (College Board)
Alice Mothershead (Pasadena, California)

International Committee on Data Collection - ICDC (with IIE, AACRAO) - (M. Peterson)

NAFSA Representatives:

Chair William Paver (University of Texas - Austin)
Michael Dean (University of Wisconsin)
Erlend Peterson (Brigham Young University)

Insurance Advisory Committee - (Balto/Brown)

Chair Brian Bates (University of the District of Columbia)
Marie Flamme (University of California - Berkeley)
Eric Heiberg (Georgetown University)
Peter Williams (University of Tennessee - Knoxville)

Property Committee - (Reed/Reichard)

For 1985-86, the 40th Anniversary Committee in conjunction with the NAFSA Corporation will serve as the Property Committee.

Self-Regulation Advisory Committee - (M. Peterson/Reichard)

NAFSA Executive Committee

Jerry Wilcox, as Chair of Field Service. (Cornell University)

Cassandra Pyle (American Council on Education/Council on International Educational Exchange)

Herbert Kells, consultant (Rutgers University)

Committee on Research - (Reichard/Mashburn)

Chair

Barbara Burn (University of Massachusetts - Amherst)
Marjorie Gardner (University of California - Berkeley)
Robert Kaplan (University of Southern California)
Motoko Lee (Iowa State University)
Manfred Stassen (German Academic Exchange Service, DAAD)
Jules LaPibus (Council on Graduate Schools in the U.S.)

Committee on Women International - (Schrader)

Chair

Terri Rosenblatt (Council of Chief State School Officers)
Dennis Peterson (Iowa State University)
Joann Stedman (Columbia University)
Elena Garate (University of Southern California)
Judith Factor (Metro International)

Nationality, Area and Country Concerns Committee/Coordinators/Panels

The organization of the above groups remains under review. The following have been asked to serve as transition chairs until permanent committees are appointed.

NAFSA/JAFSA Liaison Committee - (L. Reed)

Joseph Mestenhauser (University of Minnesota)

Concerns:

Nigerian Students - (Reichard) Julie Rose (Iowa State University)
Malaysian Students - (Mashburn) Kenneth Rogers (Indiana University)
Iranian Students - (Herrin) Carole Cumps (University of Massachusetts - Amherst)

Panel on Educational Exchanges with China - (L. Reed)

Edward Anthony (University of Pittsburgh)
G. James Haas (Indiana University)
Leslie Palmer (University of Maryland - College Park)
Pierre Perrolle (National Science Foundation)
Ann Ritchie (New York University)

Appointed Committees on Students from:

Asia - APSIA - (Mashburn) June Naughton (University of Hawaii)
Latin America - CLACS - (Jenkins) William Stone (Washington University)
Elizabeth Coggins (Golden Gate State University)
Sub Saharan African - COSSAC - (Duval) Michael Dean (University of Wisconsin)
Middle Eastern - COSMEC - (Kubovic) Ann Kuhlman (University of Pennsylvania)

INTERASSOCIATIONAL ASSIGNMENTS

/STAFF

(Not for Publication)

ACE Secretariat/ ACE International Commission	/Reichard
CIEE/NAFSA	Weaver, Spier / Brown/Reichard
FSRIC	Silny, Hoover / Adams
ICDC	William Paver, Michael Dean, Erland Peterson / M. Peterson
IEELG	/N. Peterson/Reichard
IEE/ IEE Research Advisory	/Reichard
ISEP	/Brown
JCOW	Salonga, Hopkins, McCarty / Adams/Reichard
JNCL	Pat Byrd / Reichard/N. Peterson
NCEP	Barbara Cousins, Dorothy Demiller / Adams
NLC	Woolston / Reichard
SAUSS/AACRAO	/Brown
Student Services Associations	Downie / Brown
<u>Unofficial Staff Linkages</u>	
ASAE	Balto
Consortium on International Citizen Exchange	N. Peterson
COSSCO	L. Reed
FSSC (Foreign Student Service Council)	Jenkins
GPE	L. Reed
NASSP	L. Reed
NCIV/Meridian House	Reichard
PAID/ACVFS	Mashburn
PIET	Mashburn
SID	Mashburn
Student Services - Washington Staff	Brown
TESOL	
YFU	Reichard

National Association for Foreign Student Affairs

REGIONAL COUNCIL TRAINING SESSION

March 20-22, 1985

Washington, D.C.

Wednesday, March 20

NAFSA Central Office

1860 19th Street, N.W.

- 4:30 - 5:15 p.m.** **Arrival, refreshments: Meet the NAFSA Staff**
5:15 - 5:30 **Welcome: John F. Reichard, Executive Vice President**
Introductions: Richard Downie, Vice President for Regional Affairs
5:30 - 7:30 **NAFSA Staff Round-tables: J. Kent Johnson, V.P.-Elect**
Downstairs: **Station #1: COOP - Liz Adams (Reception Area)**
Station #2: EID - Peggy Willens (A. Brown Office)
Station #3: Membership - Carole Robertson (Conference)
Station #4: Information Services/Government Relations - Virginia
Louisell/Carl Herrin ("The Big Room")
Upstairs: **Station #5: Field Service - Mary Peterson (MP's office)**
Station #6: K-12/Special Projects - Linda Reed (Jack Reichard's
office)
7:30 on **Adjournment/social**

Thursday, March 21

Carnegie Foundation for International Peace

11 Dupont Circle, 8th floor, Room A

- 8:30 - 9:00** **Coffee and doughnuts**
9:00 - 10:30 **International Educational Exchange: State of the Art**
Presiding: Richard Downie
10:30 - 11:00 **Break**
11:00 - 12:00 **NAFSA Priorities**
Presentation: Marvin Baron, President
Response: Lee Thompson, President-Elect
12:00 - 1:30 p.m. **Luncheon (catered)**
"Complex Service Associations in Times of Change"
Presiding: John F. Reichard
Speaker: Herb R. Kells, Rutgers University
1:30 - 2:15 **Personal Perspective on the Regions**
Presentation: Richard Downie
Response: J. Kent Johnson
2:15 - 3:45 **Concurrent Sessions**
Regions: Running a Successful Region
Panelists: Maureen A. Carn, (professional development
planning)
Scott Cooper, (government liaison)
Ed Blankenship, (conference organization)
Garland Davies (newsletter)

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REGIONAL COUNCIL TRAINING AGENDA

Page 2

Thursday, March 21 (cont'd.)

- 2:15 - 3:45 (cont'd.) **Sections: Team Training, Transition and Appointments**
Presiding: Marv Baron and Lee Thompson
- 3:45 - 4:00 p.m. **Break**
- 4:00 - 5:00 **Effective Advocacy: Organizing Regional and Sectional Constituencies**
Presenting: Norm Peterson, Executive Secretary, the Liaison Group for International Educational Exchange
- 5:30 - 7:00 **Reception for Participants and Invited Guests**
(at the NAFSA office)
- Dinner on Your Own
- evening **Planning for Transition: Meetings of Regional and Sectional Pairs**

Friday, March 22

Carnegie Foundation
11 Dupont Circle, Room A

- 8:30 - 9:00 a.m. **Coffee**
- 9:00 - 9:30 **National Finances**
Presenting: Archer Brown, Administrative Director
Naomi Balto, Director of Finance
Mary Peterson, Director, Field Service
- 9:30 - 10:30 **Concurrent Sessions**
Regions: Fiscal Management
Presenting: Naomi Balto
Sections: Using NAFSA Program Funds
Presenting: Liz Adams
Mary Peterson
Elizabeth Sedlins
Peggy Willens
- 10:30 - 11:00 **Break**
- 11:00 - 12:00 p.m. **Small Group Problem-Solving Sessions**
- 12:00 - 12:30 **Reports from Groups**
- 12:30 - 2:00 **Luncheon (catered)**
"U.S. Government Priorities and NAFSA"
Presiding: J. Kent Johnson
Presenting: Joseph Bruns, Chief, Student Support Services Division, U.S. Information Agency
Dona Wolf, Director, Office of International Training, U.S.A.L.D.
- 2:00 - 3:30 **Concurrent Sessions**
Regions: Selecting and Training the Team
Presiding: Downie, Johnson and Beane

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REGIONAL COUNCIL TRAINING AGENDA

Page 3

Friday, March 22 (cont'd.)

2:00 - 3:30 (cont'd.) Sections: NAFSA Structure and Sectional Priorities: How Well Do They Match?

Presiding: Baron and Thompson

3:30 - 3:45 Break

3:45 - 4:30 Evaluation and Wrap-Up

Saturday, March 23

NAFSA Central Office

1860 19th Street, N.W.

8:30 - 9:00 a.m. Coffee

9:00 - 1:00 Workshop on Workshops

Presiding: Jeana McKinney, North Carolina State University

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NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS

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NAFSA REGIONAL COUNCIL 84-85

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NAFSA 37th Annual Conference
Activities not listed in Conference Program
As of May 22, 1985

Sunday, May 26, 1985

11:00 a.m. ICDC Workshop Planning Session, JFR's Suite
Advanced Immigration Workshop, Packet Stuffing

Monday, May 27, 1985

4:00-6:00 p.m. TF on Regulatory Reform, Baron's Suite
7:30-10:30 p.m. GRAC Regional Reps and Committee Meeting, Baltimore Room

Tuesday, May 28, 1985

9:00 a.m. Burn Research Group, location TBA
9:00-12:00 p.m. State Department Briefing, Baltimore Room
9:00-9:30 a.m. Professional Council, Lombard Room
12:00-1:30 p.m. HCE Advisory Group Meeting, M. Kidd's House
6:00 p.m. ATESL/AID Reception, ATESL Suite
7:30-9:00 p.m. ISEP Dinner and Meeting, Chesapeake A
8:30-10:00 p.m. KEYS Meeting. Charles Room
9:00- Mid-nite CAFSS Hospitality Suite
p.m. ELS Advisory Group Dinner Meeting, location TBA

Wednesday, May 29, 1985

7:00 a.m. KEYS SECUSSA Participants, Cascades Restaurant
8:00-10:00 a.m. COOP Evaluation Committee, Hyatt Coffee Shop
9:30 a.m. Press Briefing on Regulatory Reform, VIP Lounge Conv. Ctr.
12:00 p.m. KEYS ADSEC Participants, meet @ message board
11:30-1:30 p.m. ELS Language Centers Brunch, Terrace by Conv. Ctr.
12:00-1:30 p.m. Special Interest Group on Micro-Computers, Charles Room
12:00-1:30 p.m. COOP Committee Luncheon, JFR's Suite
6:30-8:30 p.m. University of East Anglia Reception, Baltimore Room
6:30-8:30 p.m. Beaver College Dinner, The Chart House Restaurant
6:30-8:30 p.m. Hariri Foundation Reception, location TBA
6:30-7:30 p.m. Credential Evaluation Project Reception, ADSEC Suite
6:45-7:45 p.m. Exhibitors Reception, VIP Lounge Convention Ctr.
9:00 p.m. CWI and Regional Reps Dinner, location TBA
9:00 p.m. Fulbright/German/U.S. Exchange Reception, Chesapeake B
9:00-Mid-nite CAFSS Hospitality Room, Annapolis Room

Wednesday, May 29, 1985 (con't.)

9:30 p.m. BUTEC Meeting, location TBA
9:30 p.m. Gulf States Embassies' Reception, location TBA
10:30 p.m. InterCollegiate Holidays Reception, Columbia/Frederick Rm.
11:59 p.m. Comm. on Staff Morale, Markert's Suite, Hyatt

Thursday, May 30, 1985

10:30-12:00 p.m. INS Regional Adjudication Centers: A Discussion, Room C
2:00-3:30 p.m. ISEP Drop-In, Camden/Lombard Rooms
2:00-3:30 p.m. Field Service/Self Reg. Program, VIP Lounge Conv. Vtr.
6:30-8:00 p.m. PIER Reception, Val Woolston's House
6:30-8:00 p.m. SIT/EIL Reception, Calvert/Pratt
6:30-9:00 p.m. University of California Reception, Chesapeake
6:30-8:30 p.m. IIE Reception, Columbia
8:30 p.m. Baseball Game
7:00-9:00 p.m. Coordiantion Council of No. Am. Affairs, Room
7:00-8:00 p.m. ADSEC Team Meeting, continued in Suite
7:00-10:00 p.m. EID Committee Meeting, location TBA
p.m. Junior Staff Event, LCJ's House
7:30-9:30 p.m. National Association of Credential Evaluation Cmte., Douglas
9:00-Mid-nite CAFSS Hospitality Room, Annapolis Room
9:00 p.m. Language Center of the Pacific Reception, Room E
9:00 p.m. TOPPS, Sonney's

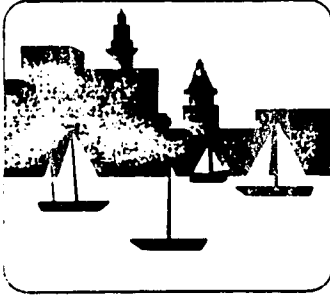
Friday, May 31, 1985

7:00 a.m. KEYS CAFSS Participants, Cascades Restaurant
12:00-1:30 p.m. PIER Lunch, Val Woolston's House
5:45-6:45 p.m. President's Reception, Baron/Thompson Suite
5:45-6:45 p.m. LAC Reception, JFR's Suite

Saturday, June 1, 1985

9:00 a.m. Overseas Counselors Debriefing, Chesapeake
9:30-9:30 p.m. Committee for Univ. Studies in Israel Wkshp., Calvert/Pratt
10:00-3:00 p.m. Baden-Wurttemberg Refresher, Charles Room

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Conference Daily BULLETIN

May 28-31, 1985
Baltimore, Maryland

National Association for Foreign Student Affairs
37th ANNUAL CONFERENCE

Tuesday, 28 May 1985

Edited by George Bozzini and Ann Kuhlman

* * *

Changes have been made in the ADVANCED IMMIGRATION SEMINAR. A discussion of temporary positions for foreign faculty (H-1) will NOT be held. An update on the Form I-721--student status form--WILL be included. In addition to the published list of panelists, Dr Robert L Park of the University of Maryland and the American Physical Society and Carl A Herrin of NAFSA will speak. Dr Park is a professor of physics and Mr Herrin is NAFSA Government Relations Coordinator.

FUTURE DIRECTIONS FOR REGULATORY REFORM will meet 15 minutes before the time announced in the program--at 10:15 am. The location remains the Columbia Room.

The AID WORKSHOP on "Students Sponsored by Agencies" will be held in Constellation B, not in Room D as stated in the Conference program. The workshop will run from 1:00 to 4:15 pm on Tuesday.

ADSEC : The new chair for the session "The Lebanese System of Education and the Baccalaureate II Examination," to be held on Thursday, 30 May, at 3:30 pm, will be Violet Benner.

* * *

A MICROCOMPUTER SPECIAL INTEREST GROUP is being formed. All interested persons are invited to a meeting (NOT a brown bag meeting as previously announced) on Wednesday from 12:30 to 1:30 in the Charles Room, 3rd floor North, HYATT Hotel.

* * *

SECUSSA : Pre-conference workshop "Study Abroad 101: Introduction to the Field and its Resources" will be held on Tuesday, at 9:00 am in the Hanover Room at the Omni Hotel.

SECUSSA : The session "NAFSA 101: Newcomers", to be held Tuesday from 10:00 to 12:00 in Constellation B, will change its room during the second hour. SECUSSA Newcomers (301-P) will be held in Room D, and STING Newcomers (301-P) will be in CHESAPEAKE B.

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The Committee on Foreign Students in Elementary and Secondary Schools workshop "International Students in the USA: A Workshop for Secondary School Administrators" will be held in Constellation D, Tuesday, 28 May

Also Tuesday, the session "Students Sponsored by Agencies" will be held in Constellation B.

* * *

The BACKGROUND ON AFRICA program on Wednesday, 29 May at 8:30 am will include the following panelists: Chair - Donald Easum, President of the African-American Institute. Presenters include: Leslie Belay, Acting Out-Reach Coordinator of the African Studies Center at Boston University; Cynthia Perry, Chief of the Education and Human Resources Division of the AID Bureau for Africa; Sylvester Whitaker, Director of International Programs and Professor of Political Science and African Studies at Rutgers University; and William Zartman, Professor of Political Science, SAIS of Johns Hopkins University.

The FOREIGN STUDENT RECRUITMENT INFORMATION CLEARINGHOUSE STEERING COMMITTEE and ADSEC are pleased to note the following presenters in the 1985 Pre-Conference Workshop on Foreign Student Recruitment. Although listed in the pre-conference publicity, their names were omitted from the final conference program. FSRIC and ADSEC regret the error.

1. Susan Blackman, US Department of Commerce
2. Joan Borum, Educational Testing Service
3. Elaine Burgess, Oklahoma State University
4. Susan Donovan, Syracuse University
5. Sanford Jameson, The College Board
6. Mary Peterson, NAFSA
7. Peggy Printz, Study in the USA
8. Karen Lowe Raftus, College of Wooster

ADSEC is pleased to announce the following panel of overseas Educational Advisors for the session "Overseas Educational Advisors Speak to Admissions Officers":

Zorina Carby - USIS, Panama City
Karin Holst - State Educational Loan Fund, Oslo
Alain McNamara - AMIDEAST, Amman
Ellen Mashiko - Japan - US Educational Commission, Tokyo
Norma Malianga - USIS, Harare

The session is scheduled for Friday, 31 May, at 8:30 am.

* * *

All NAFSANS are urged to attend to the annual business meeting Friday, May, at 1:30 pm in the Ballroom.

This meeting is an opportunity to hear your association's leaders talk about NAFSA's future directions. Marvin J Baron, president for 1984-85, will address priorities for 1985-86.

Come and get involved in the issues, and learn as well about the plans for the future.

* * *

The COMMITTEE ON RULES AND RESOLUTIONS has two scheduled meetings, on Tuesday, 28 May, from 2:00 to 3:00 and on Wednesday, 29 May, from 8:30 to 10:00 am. Any member planning to submit a resolution to the Annual Business Meeting of the Association is urged to review the Standing Rule on Resolutions and the "Call for Resolutions" in the February (vol. 36, no. 4) issue of the Newsletter. Action resolutions should have been submitted in writing on or before 28 April. Referral resolutions may be received by the Committee on Rules and Resolutions up to 24 hours before the Business Meeting (1:30, Friday, 31 May) as can Courtesy Resolutions. Members interested in submitting Referral or Courtesy Resolutions are urged to meet with the Rules and Resolutions Committee at one or both of the scheduled times. Members who have submitted Actions Resolutions should plan to attend one or both scheduled meetings.

The NAFSA COOPERATIVE GRANTS PROGRAM would like to hear from you! If you have ever applied to COOP for a grant or written for a model project report, the committee evaluating COOP would appreciate your feedback on COOP's future at a meeting this evening--Tuesday--at 8:00 in the Executive Vice President's Suite at the Hyatt.

* * *

VOLUNTEERS ARE NEEDED TO WORK THE REGISTRATION DESK 1 1/2- 2 HOURS EACH DAY TUESDAY THROUGH FRIDAY. Please contact Laura Hostetler in the Convention Office in the Convention Center.

* * *

TEXTS OF SESSION PAPERS REQUESTED. Virginia W. Louisell, director of information services, asks that presenters at conference sessions provide her with a copy of their papers. These will form a body of reference information in the Central Office for the study of NAFSA issues and for possible inclusion in the NAFSA Newsletter.

All authors will be contacted for permission in the event there is a desire to publish a paper or a portion of a paper.

Presenters are asked to leave text copies in the conference Press Room.

* * *

ADDED to the program on Wednesday, May 29, 1985 is a meeting of the Special Interest Group on Micro-Computers. Interested persons are urged to come to the Charles Room, Hyatt Regency 3rd floor north, as soon after 12:30 as possible.

ADDED to the program on Tuesday, May 28, 1985 is a briefing on the office of Consular Affairs and Overseas Citizens Services sponsored by the US Department of State. The briefing will provide participants with information about the visa issuance process and the services US embassies and consulates provide to US citizens when they are abroad. The presenters will be Charles Anderson, Elinor Harris, Steve Maloney and Jim Callaghan. Briefing will be held in the Baltimore Room from 9:00 to noon.

ADDED to the program on Tuesday, May 30, 1985 is a discussion meeting on the INS Regional Adjudication Centers. It will be held in Room C at 10:30 am to noon.

* * *

ATTENTION ALL NAFSA MEMBERS: Voting cards are available at the Membership Desk in the registration area. It is necessary to obtain a voting card in order to vote at the Annual Business Meeting scheduled for Friday, May 31, between 1:30 and 3:00 pm. The Membership Desk hours are noted under General Information in the conference program.

SENIOR FULBRIGHT US-GERMAN RECEPTION

On Wednesday, May 29 from 9:00-11:00 pm in the Hyatt Regency in Chesapeake Room B, the Council for International Exchange of Scholars (CIES), with assistance from NAFSA, will host a reception in honor of the 20 visiting Fulbright German Administrators in International Education. CIES would like to invite alumni of the U.S. Administrators in International Education Program with the Federal Republic of Germany (1979-1985), representatives of U.S. institutions which have hosted senior Fulbright delegations from Germany, other German visitors attending the NAFSA Conference, and other NAFSA Members interested in US-FRG educational exchanges.

The CAFSS SUITE (Columbia Room) is being brightened by colorful Guatemalan textiles - belts, blouses, bags, wall hangings, table runners- made by Guatemalan refugees in Mexico. These articles make excellent gifts, are inexpensive and beautiful. And profits go for a worthy cause: food and medicine, and thread for the weaving of more cloth. The suite will be open from 9:00 p.m. to midnight. See Dennis Peterson for more information.

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NAFSA'S 38th ANNUAL CONFERENCE is scheduled to take place in San Antonio, Texas, Sunday, 11 May through Wednesday, 14 May 1986. The '86 Conference Planning Committee invites individuals wishing to present papers to submit abstracts to Sherie Voland at the NAFSA Central Office--NO LATER THAN 1 AUGUST 1986.

466

DON'T MISS THE BALTIMORE NIGHT OWL TOUR

Make your reservation before 5:00 pm Tuesday in order to join the Baltimore Night Owl Tour, scheduled to depart at 9:30 pm Wednesday evening. You can join the tour directly from the Aquarium reception or from the Hyatt. \$11 per person includes champagne. Stop by the Hospitality Table for more information on tours to Washington, DC and Annapolis.

* * *

TAPES FOR SALE

Tapes of some conference meetings will be for sale. They will be available at the Business Products, Inc. table in the Pratt Street Lobby of the Convention Center and will sell for \$5.00 per copy during the conference.

THE HYATT REGENCY will serve a continental breakfast Wednesday, Thursday, and Friday morning from 7:000 a.m. to 8:340 a.m. on the atrium level.

VAN SLYCKE AND REESIDE TRAVEL is NOT available on site, as earlier reported, to reconfirm and make changes in reservations booked through the agency. Those wishing to contact VS&R should call 800/321-7173 to make any changes in flights.

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CHECK THE MESSAGE BOARD FOR THE LOCATIONS OF SECTIONAL HOSPITALITY SUITES!

* * *

THE SELF-REGULATION INFORMATION SHARING SESSION will take place from 2-3:30 p.m. on Thursday, 30 May, in the VIP Room.

**FLIGHT RAFFLE FOR NEW ZEALAND AND SCANDINAVIA
TO ASSIST NAFSA'S 40TH ANNIVERSARY FUND**

1st prize - A pair of roundtrip tickets from Los Angeles to Auckland, New Zealand

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4/17

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DRAWING: To be held at the final banquet Friday night. Ticket holders are not required to attend.

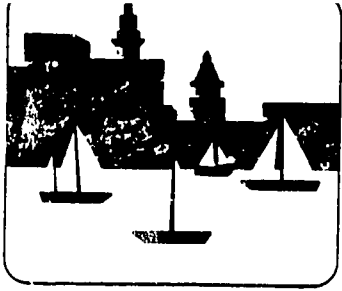
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Prizewinners may be restricted in their choice of travel days during peak seasons.

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EXHIBITS UPDATE

ACU Press	Clyde Austin	21a
AFS International/Intercultural Programs	Craig Brown	21
Bridge International School	Raphael Alberola Joan Rogers	11
Compu Counsel	Linda Galas Lori Ushidate Kathy Hubbard	44a
Daytona Beach Community College	Eloise Calleiro	11a
Experiment in International Living/ School for International Training	Dawn Sewell Eloise Biscoe	60
Intercultural Consultants, International--USA	G Vittoria Abate	7a
International Council for Cultural Exchange	Stanley Gochman David Gochman Ennio Giusti Aruha Aragawala	11
International Honors Program	Joan Tiffany	22a
International Language Services, Inc.	Sarojni Mehta Yoshiro Otsuka	43a



Conference Daily BULLETIN

May 28-31, 1985
Baltimore, Maryland

National Association for Foreign Student Affairs
37th ANNUAL CONFERENCE

Wednesday, 29 May 1985

Edited by George Bozzini and Ann Kuhlman

* * *

FUTURE DIRECTIONS FOR REGULATORY REFORM will meet 15 minutes before the time announced in the program--at 10:15 am. Wednesday, May 29. The location remains the Columbia Room.

ADSEC : The new chair for the session "The Lebanese System of Education and the Baccalaureate II Examination," to be held on Thursday, 30 May, at 3:30 pm, will be Violet Benner.

* * *

A **MICROCOMPUTER SPECIAL INTEREST GROUP** is being formed. All interested persons are invited to a meeting (NOT a brown bag meeting as previously announced) on Wednesday from 12:30 to 1:30 in the Charles Room, 3rd floor North, HYATT Hotel.

* * *

ADSEC is pleased to announce the following panel of overseas Educational Advisors for the session "Overseas Educational Advisors Speak to Admissions Officers":

Zorina Carby - USIS, Panama City
Karin Holst - State Educational Loan Fund, Oslo
Alain McNamara - AMIDEAST, Amman
Ellen Mashiko - Japan - US Educational Commission, Tokyo
Norma Malianga - USIS, Harare

The session is scheduled for Friday, 31 May, at 8:30 am.

REGIONAL BUSINESS MEETINGS - Regional Chairs and members are reminded that Regional business meetings are scheduled for Thursday from 2 - 3 pm. Please check on pages 59 and 60 on the conference program for assigned meeting rooms.

* * *

All NAFSANS are urged to attend to the annual business meeting Friday May, at 1:30 pm in the Ballroom.

This meeting is an opportunity to hear your association's leaders talk about NAFSA's future directions. Marvin J Baron, president for 1984-85, will address priorities for 1985-86.

Come and get involved in the issues, and learn as well about the plans for the future.

* * *

VOLUNTEERS ARE NEEDED TO WORK THE REGISTRATION DESK 1 1/2- 2 HOURS EACH DAY TUESDAY THROUGH FRIDAY. Please contact Laura Hostetler in the Convention Office in the Convention Center.

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TEXTS OF SESSION PAPERS REQUESTED. Virginia W. Louisell, director of information services, asks that presenters at conference sessions provide her with a copy of their papers. These will form a body of reference information in the Central Office for the study of NAFSA issues and for possible inclusion in the NAFSA Newsletter.

All authors will be contacted for permission in the event there is a desire to publish a paper or a portion of a paper.

Presenters are asked to leave text copies in the conference Press Room.

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ADDED to the program on Thursday, May 30, 1985 is a discussion meeting on the INS Regional Adjudication Centers. It will be held in Room C at 10:30 am to noon.

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* * *

IVY LEAGUE GROUP - We are meeting in Room 903 Hyatt on Wednesday, May 29, at 9:00 pm.

470

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SAN ANTONIO IN 1986

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NOTE THE LOCATIONS OF SECTIONAL HOSPITALITY SUITES!

ADSEC - Hyatt 503
ATESL - Hyatt 645
CAFSS - Annapolis Room, Hyatt (Wednesday, May 29 from 9 pm to 12)
COMSEC - Hyatt 803
SECUSSA - Hyatt 703

471

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DRAWING: To be held at the final banquet Friday night. Ticket holders are not required to attend.

The raffle is made possible courtesy of the International Travel Consortium in cooperation with Air New Zealand and Finnair, and was initiated for the Association by SECUSSA.

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THE SELF-REGULATION INFORMATION SHARING SESSION will take place from 2-3:30 p.m. on Thursday, 30 May, in the VIP Room.

*** * ***

THE COMMITTEE ON STUDENTS FROM MIDDLE EASTERN COUNTRIES will meet at 1 pm Thursday, May 30 in the CAFSS Suite - #403 Hyatt. All interested NAFSAs are invited to attend. For additional information call Ann Kuhlman (Hyatt 1154) or leave a message at the Message Center.

*** * ***

CAFSS HOSPITALITY - All CAFSS members are invited to the Annapolis Room (Hyatt) from 9 pm to midnight on Wednesday, May 29 for good company and drinks (cash bar). An information exchange table will be set up during the evening.

*** * ***

SECUSSA WHOLE WORLD COMMITTEE will hold its meeting on Wednesday, May 29 at 12 pm in Room 703, Hyatt.

SECUSSA SESSION CHANGES

EDUCATIONAL EXCHANGE AND THE US NATIONAL INTEREST. Wednesday, May 29 at 10:30 am. Denis Doyle, Fellow at the American Enterprise Institute will present in lieu of Wilbert LeMelle.

TEACHING INTRODUCTORY LANGUAGE COURSES OVERSEAS. Wednesday, May 29 at 1:30 pm. Panel additions: Ron Dimberg, Asst. Dean, University of Virginia; John Gutierrez, Asst. Professor of Spanish, University of Virginia.

RECENT DEVELOPMENTS AND OPPORTUNITIES AFFECTING US PARTICIPATION IN UK HIGHER EDUCATION. Thursday, May 30 at 3:30 pm. Mr Peter Craggs of the University of London will be present in place of Mrs. Roberta de Joia of Middlesex Polytechnic.

SOVIET-U.S. EXCHANGES (SECUSSA/CAFSS Mini-Plenary). Friday, May 31 at 10:30 am. Carolyn Rogers, Program Officer at IREX, will present in place of Alan Kassof. A yet to be named Soviet representative will speak in lieu of Sergey M. Rogov.

* * *

ROOM CHANGES IN PROGRAM

Program Page	Session	New Room
18	Study Abroad 101	Omni--Hanover
19	SECUSSA 301-P	Constellation D
19	STING 301-P	Chesapeake B
22	COFSESS Workshop	Constellation D and Douglass
22	EID Workshop	Constellation B
30	Credentials Evaluation Quality Control	Chesapeake A
33	Public Dipolmacy	Chesapeake B
61	Unaccredited Institutions	Camden/Lombard
66	Beyond the Registry	Charles
69	Educational Systems in Central America	Constellation E (Note: at 10:30)
74	Update on Nigeria	Charles
78	Annual Business Meeting	Constellation A & B
79	Board of Directors	Frederick

* * *

EXHIBITS UPDATE

ISI Press	Rea Christofferson	21a
National Council for International Visitors	Elizabeth Scott	1
PMSI International	William Wonnacott Maupenei Wonnacott	39
Pro Lingua Associates	Arthur A Burrows	65a
RSK Consulting, Inc	R Scott Kauftheil	66a
St Louis University	Joe Hoff	18

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NIGERIAN UPDATE: The Nigerian Concern Group will hold a meeting on Friday at 8:30 am in the Charles Room. Chair will be France Pruitt from George Mason University. Presenters will be: Fred Lockyear, Consultant; William Bartlett, Deputy Country Officer for Nigeria; Edwina Salako; and David Osaugwa, Educational Attache for the Government of Nigeria.

Equitable Trust Bank (just north of the Convention Center in Convention Plaza Mall) will cash NAFSA-issued blue checks up to \$150 with proper NO PERSONAL CHECKS WILL BE CASHED.

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SECUSSA DINNER-DANCE BOAT CRUISE

Boarding instructions: Participants are asked to begin boarding the Port Welcome on the Light Street side of the Inner Harbor at 7:30 pm on Thursday, 30 May. Boat departs PROMPTLY at 8:00 pm and returns at midnight.

WORLD EDUCATION SERIES - A CALL FOR AUTHORS

The World Education Series (WES) Committee has established that for future volumes priority be given the following countries for future volumes: Costa Rica, Egypt, France, Indonesia, Japan, Panama, People's Republic of China, Philippines, Singapore and Sweden. If you are interested in writing a WES volume, take the opportunity to discuss the project with a member of the WES Committee. Members of the WES Committee are: Alan Margolis, Kitty Villa, Jim Vaillancourt, Gloria Nathanson, Betty Garrett, Gene Oliver, and Karlene Dickey. Interested persons should contact the AACRAO Central Office, 1 Dupont Circle, NW, Suite 330, Washington, DC 20036, for more information and the application form.

The COMMITTEE FOR UNIVERSITY STUDIES IN ISRAEL invites you to the Israel Day Symposium, a presentation of programs for overseas students in Israeli universities. The symposium will take place on Saturday, 1 June, following the NAFSA conference, in the Hyatt Regency, Room C, from 9:00 am to 5:00 pm. Please register at Booth 16 in the Exhibit Center. Registration is free.

The BACKGROUND ON AFRICA program on Wednesday, 29 May, at 8:30 am will include the following panelists: Chair - Donald Easum, President of the African-American Institute; Leslie Belay, Acting Out-Reach Director of the African Studies Center, Boston University; Cynthia Perry, Chief of the Education and Human Resources Division, Bureau for Africa, AID; Sylvester Whitaker, Director of International Programs and Professor of Political Science and African Studies, Rutgers University; and Soumanou Salifou, student.

* * *

POLITICAL ECONOMIC AND SOCIAL DEVELOPMENTS IN CENTRAL AMERICA. Kathleen Sellow, Project Manager of LASPAU, will present in place of John Mellany.

LATIN AMERICAN REPRESENTATIVES AND STUDENT COUNSELORS are cordially to attend and actively participant in a roundtable discussion entitled "Latin American Universities in Crisis: Humanities vs. Technology. Thursday, May 30, 8:30 am, Room E, Hyatt.

* * *

The HOME COUNTRY EMPLOYMENT ADVISORY GROUP, in a working session "Career Planning and Placement for Foreign Students," would like to hear your views on meeting the career development and home country employment needs of foreign students. Foreign student advisors, college placement officers, and foreign students are especially encouraged to attend. Thursday, 3:30 - 5:00 pm, Charles Room.

The COMMITTEE ON LATIN AMERICAN AND CARIBBEAN STUDENTS (CLACS) will hold a meeting Wednesday at 12:00 noon in the CAFSS Suite, Hyatt 403. Anyone interested in Latin America is encouraged to attend.

* * *

ATESL Date Change: "A Strategy for Developing Cross-Cultural Interaction between ESL and Other Foreign Language Classes" with James R Kealey and Sue Dechow will be presented from 10:30 to 12:00 noon on Wednesday (originally scheduled on Friday) in the Calvert/Pratt Room.

ALL SESSION CHAIRS ARE REQUESTED TO TAKE A COUNT OF PEOPLE ATTENDING THEIR SESSION. THE COUNT SHOULD BE REPORTED TO THE SECTIONAL PROGRAM CHAIR, OR, IN THE CASE OF NONSECTIONAL PROGRAMS, TO LAURA AND/OR JULIE IN THE CONFERENCE OFFICE.

Proposals for pre-conference workshops for the 1986 Conference are being accepted by the '86 Conference Planning Committee. Proposals should include a preliminary budget, description of topic, estimated attendance and proposed speakers. All proposals should be sent to Sherie Voland at NAFSA Central Office by 15 June.

COSSAC: The Committee on Students from Sub-Saharan African Countries will meet on Thursday, 30 May, at 5 pm in the Columbia Room of the Hyatt.

CONFERENCE REGISTRATION LISTS

Beginning on Wednesday, in the Registration Area of the Convention Center we will have order forms for those who wish to purchase a list of all Conference registrants. The list will include name, institution or agency, address, and sectional interest, and will be mailed out approximately two weeks after the Conference. Cost is \$10.00 and orders must be prepaid.

Copies of the NEW F AND M OPERATIONS MANUAL, released last Friday by the INS, will be available Thursday at the Membership Desk in the Convention Center for \$3.00 per copy.

* * *

PLEASE CHECK THE MESSAGE BOARD!

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INTERNATIONAL STUDENTS RECEPTION. All students are cordially invited reception at the Executive Vice-President's suite in Hyatt 1001-1003 on Thursday from 6 to 8 pm. Reception sponsored STING.



Conference Daily BULLETIN

May 28-31, 1985
Baltimore, Maryland

National Association for Foreign Student Affairs
37th ANNUAL CONFERENCE

Thursday, 30 May 1985

Edited by George Bozzini and Ann Kuhlman

* * *

HALF-PRICE BASEBALL TICKETS

Tickets are \$3.00 to see the Baltimore Orioles play Seattle on Thursday evening at 7:30 pm. Meet at the Pratt Street entrance to the Convention Center at 6:30 pm. Information for driving, taking buses, and sharing taxis will be available there. Those interested in attending the game should look to join a group of "crackerjack" NAFSAns in the Hyatt between 6:00 and 6:30.* * *

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ADSEC is pleased to announce the following panel of overseas Educational Advisors for the session "Overseas Educational Advisors Speak to Admissions Officers":

Zorina Carby - USIS, Panama City
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The session is scheduled for Friday, 31 May, at 8:30 am.

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REGIONAL BUSINESS MEETINGS - Regional Chairs and members are reminded that Regional business meetings are scheduled for Thursday from 2 - 3 pm. Please check on pages 59 and 60 on the conference program for assigned meeting rooms.

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* * *

REGULATORY REFORM EFFORT: NAFSANS interested in receiving the regulatory reform promotion packet and the final Plan of Implementation are asked to leave their names and addresses with the NAFSA Office in the Convention Center. The packet will be mailed out next week; meanwhile, a copy is available at the Membership Desk for you to read and comment on. The Plan of Implementation will be distributed when finalized.

TEXTS OF SESSION PAPERS REQUESTED. Virginia W. Louisell, director of information services, asks that presenters at conference sessions provide her with a copy of their papers. These will form a body of reference information in the Central Office for the study of NAFSA issues and for possible inclusion in the NAFSA Newsletter. All authors will be contacted for permission in the event there is a desire to publish a paper or a portion of a paper. Presenters are asked to leave text copies in the conference Press Room.

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ATESL - Hyatt 645

COMSEC - Hyatt 803

SECUSSA - Hyatt 703

(Thursday is the last night.)

* * *

Courtesy and Referral Resolutions must be received by the Chair of the Committee on Rules and Resolutions, Robert B Kaplan, 24 hours before the Annual Business Meeting of the Association. Since the Business Meeting is scheduled to occur at 1:30 pm 31 May, the deadline to get resolutions to Kaplan is 1:30 today, Thursday, 30 May.

* * *

The following presenters' names were inadvertently omitted from the program listing for the Graduate Admissions Workshop - Mary Cay Martin, University of Chicago; Judith Aronson, Cornell University; James S. Frey, Educational Credential Evaluators; Karlene H. Dickey, Stanford University; and Jerry D. Wilcox, Cornell University.

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REGION I (WA, OR, AK AND ID) will have its regularly scheduled meeting 2:00 pm on Thursday, May 30 (Check your program for the location). We will ALSO meet on Friday at 7:30 am in the Atrium Lobby, 2nd floor Hyatt - where continental breakfast is served. At both meetings we will discuss Hawaii conference plans, the Portland winter mini-conference, and ideas for other regional activities. Newcomers are especially welcome. Christine Kerlin will represent the regional team.

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<u>Program Page</u>	<u>Session</u>	<u>New Room</u>
61	Unaccredited Institutions	Camden/Lombard
66	Beyond the Registry	Charles
69	Educational Systems in Central America	Constellation E (Note: at 10:30)
74	Update on Nigeria	Charles
78	Annual Business Meeting	Constellation A & B
79	Board of Directors	Frederick

* * *

The presenter for "Returning Home: Developments in Re-entry Counseling" (Thursday, May 30 at 10:30 am Calvert/Pratt Room is George Tillman.

* * *

SPECIAL SCREENING: "What Do We Know About Africa?", a slide-tape program produced by the Africa Outreach Program at Boston University, will be shown at 12:00 pm, Thursday, in the CAFSS Suite. The show, which lasts 30 minutes, questions our stereotypes and assumptions about this highly misunderstood continent and provides a focus for discussion for intercultural communications groups, study abroad participants, and international education professionals, and students. If you don't have tickets for the foreign visitors lunch, this short presentation is a good alternative.

* * *

THE INSURANCE INTEREST GROUP has scheduled a special open forum to discuss problems foreign students experience with health insurance. Foreign student advisors and admissions officers are encouraged to attend this forum **THURSDAY, MAY 30** from 4:30 to 5:30 pm in the Executive Board Room of the Hyatt.

NIGERIAN UPDATE: The Nigerian Concern Group will hold a meeting on Friday at 8:30 am in the Charles Room. Chair will be France Pruitt from George Mason University. Presenters will be: Fred Lockyear, Consultant; William Bartlett, Deputy Country Officer for Nigeria; Edwina Salako; and David Osaugwa, Educational Attache for the Government of Nigeria.

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#81

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* * *

Extra seating will be available at the FOREIGN VISITORS LUNCHEON at 1 pm for those observing Ramadan and for others who wish Mr. McPherson.

* * *

CAFSS: Presenters for the Friday, May 31, 8:30-10:00 am session "Cross Cultural Counseling: Ethics and Practice in Foreign Student Advising" will be: Ron Cadieux, Ohio State University; George Tillman, Canadian Bureau for International Education; and Kay Thomas, University of Minnesota.

* * *

PLEASE NOTE: All invitees to the CCNAA reception will be requested to present their invitations at the door.

LATIN AMERICAN REPRESENTATIVES AND STUDENT COUNSELORS are cordially invited to attend and actively participate in a roundtable discussion, "Latin American Universities in Crisis: Humanities vs. Technology." Thursday, May 30, 8:30 am, Room E, Hyatt.

The COMMITTEE FOR UNIVERSITY STUDIES IN ISRAEL invites you to the Israel Day Symposium, a presentation of programs for overseas students in Israeli universities. The symposium will take place on Saturday, 1 June, following the NAFSA conference, in the Hyatt Regency, Room C, from 9:00 am to 5:00 pm. Please register at Booth 16 in the Exhibit Center. Registration is free.

* * *

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JLV

* * *

The HOME COUNTRY EMPLOYMENT ADVISORY GROUP, in a working session "Career Planning and Placement for Foreign Students," would like to hear your views on meeting the career development and home country employment needs of foreign students. Foreign student advisors, college placement officers, and foreign students are especially encouraged to attend. Thursday, 3:30 - 5:00 pm, Charles Room.

* * *

Proposals for pre-conference workshops for the 1986 Conference are being accepted by the '86 Conference Planning Committee. Proposals should include a preliminary budget, description of topic, estimated attendance, and proposed speakers. All proposals should be sent to Sherie Voland at NAFSA Central Office by 15 July.

COSSAC: The Committee on Students from Sub-Saharan African Countries will meet on Thursday, 30 May, at 5 pm in the Columbia Room of the Hyatt.

CONFERENCE REGISTRATION LISTS

Beginning on Wednesday, in the Registration Area of the Convention Center we will have order forms for those who wish to purchase a list of all Conference registrants. The list will include name, institution or agency, address, and sectional interest, and will be mailed out approximately two weeks after the Conference. Cost is \$10.00 and orders must be prepaid.

Copies of the NEW F AND M OPERATIONS MANUAL, released last Friday by the INS, will be available Thursday at the Membership Desk in the Convention Center for \$3.00 per copy.

* * *

PLEASE CHECK THE MESSAGE BOARD!

* * *

INTERNATIONAL STUDENTS RECEPTION. All students are cordially invited to a reception at the Executive Vice-President's suite in Hyatt 1001-1003 on Thursday from 6 to 8 pm. Reception sponsored STING.

The Friday morning session sponsored by the INTERASSOCIATIONAL COMMITTEE ON DATA COLLECTION will include a condensed discussion of the purchase, installment, operation, and maintenance of personal and mainframe systems. The presentation will be made by one of the nation's leading student records specialists and will be suitable for persons with beginning or intermediate familiarity with computers.

* * *

TEXTS OF SESSION PAPERS REQUESTED. Samuel Olorcunto, Editor of the Journal of International Student Personnel, is interested in publishing some of the papers presented at the Baltimore conference in future issues of the Journal. Presenters/authors may contact the editor either in booth 77 or room 620 Comfort Inn (576-8400 ext. 620) or at PO Box 3457, 3400 Blue Spruce Road, Huntsville, AL 35810 (205-852-3767).

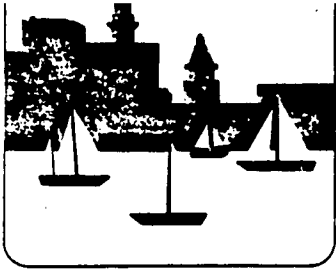
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In the afternoon, Belvedere guests will be picked up at 7:00 pm to return to the hotel.

The late evening UMBC shuttle bus will also make a stop at the Belvedere. The UMBC shuttle will pick up at 10:30 pm at the Pratt Street entrance of the Convention Center.

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Conference Daily BULLETIN

May 28-31, 1985
Baltimore, Maryland

National Association for Foreign Student Affairs
37th ANNUAL CONFERENCE

Friday, 31 May 1985

Edited by George Bozzini and Ann Kuhlman

* * *

ADSEC is pleased to announce the following panel of overseas educational advisors for the session "Overseas Educational Advisors Speak to Admissions Officers":

Zorina Carby - USIS, Panama City
Karin Holst - State Educational Loan Fund, Oslo
Alain McNamara - AMIDEAST, Amman
Ellen Mashiko - Japan - US Educational Commission, Tokyo
Norma Malianga - USIS, Harare

The session is scheduled for Friday, 31 May, at 8:30 am.

* * *

ATESL: Doug Brown, San Francisco State University, will chair the ATESL session "Teaching and Testing in the ESL Classroom." Friday, 8:30 - 10:00 am, in the Baltimore Room, Hyatt.

* * *

CAFSS/COMSEC: Jill Morris, AMIDEAST, Rabat, will join the panel "Economic, Political and Social Change in the Middle East: Impact on International Exchange." Friday, 8:30 am, Chesapeake Room, Hyatt.

* * *

CAFSS NEWCOMERS: Those wishing further information on the Faculty Manual developed by the University of Illinois should contact Linda Lake, Office of International Faculty and Staff Affairs, 303 Coble Hall, 801 South Wright Street, Champaign, IL 61820.

* * *

All NAFSAns are urged to attend the annual business meeting Friday, 31 May, at 1:30 pm in the Ballroom. At this meeting you can hear your association's leaders talk about NAFSA's future directions. Marvin J Baron, president for 1984-85, will address priorities for 1985-86. Come and get involved in the issues, and learn about the plans for the future.

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* * *

REGULATORY REFORM EFFORT: NAFSAns interested in receiving the regulatory reform promotion packet and the final Plan of Implementation are asked to leave their names and addresses with the NAFSA Office in the Convention Center. The packet will be mailed out next week; meanwhile, a copy is available at the Membership Desk for you to read and comment on. The Plan of Implementation will be distributed when finalized.

TEXTS OF SESSION PAPERS REQUESTED. Virginia W. Louisell, director of information services, asks that presenters at conference sessions provide her with a copy of their papers. These will form a body of reference information in the Central Office for the study of NAFSA issues and for possible inclusion in the NAFSA Newsletter. All authors will be contacted for permission in the event there is a desire to publish a paper or a portion of a paper. Presenters are asked to leave text copies in the conference Press Room.

* * *

ATTENTION NAFSA MEMBERS: Voting cards are available at the Membership Desk in the registration area. It is necessary to obtain a voting card to vote at the Annual Business Meeting--Friday, May 31, 1:30-3:00 pm. Membership Desk hours are noted under General Information in the conference program.

SESSION CHAIRS ARE REQUESTED TO TAKE A COUNT OF PEOPLE ATTENDING THEIR SESSIONS. THE COUNT SHOULD BE REPORTED TO THE SECTIONAL PROGRAM CHAIR, OR, IN THE CASE OF NONSECTIONAL PROGRAMS, TO LAURA AND/OR JULIE IN THE CONFERENCE OFFICE.

* * *

NAFSA'S 38th ANNUAL CONFERENCE is scheduled to take place in San Antonio, Texas, Sunday, 11 May through Wednesday, 14 May 1986. The '86 Conference Planning Committee invites individuals wishing to present papers to submit abstracts to Sherie Voland at the NAFSA Central Office--NO LATER THAN 1 AUGUST 1985.

* * *

TAPES of some conference meetings will be for sale at the Business Products, Inc. table in the Hyatt_foyer_(2nd_floor) for \$5.00 per copy.

VAN SLYCKE AND REESIDE TRAVEL is NOT available on site, as earlier reported, to reconfirm and make changes in reservations booked through the agency. Those wishing to contact VS&R should call 800/321-7173 to make any changes in flights.

Mary Ann G Hood (The American University) will also be a presenter at the session "Professional Integration, or Life after the Degree", 10:30-12:00, Friday, 31 May, Chesapeake B.

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FLIGHT RAFFLE FOR NEW ZEALAND AND SCANDINAVIA
TO ASSIST NAFSA'S 40TH ANNIVERSARY FUND

- 1st prize - A pair of roundtrip tickets from Los Angeles to Auckland, New Zealand
- 2nd prize - A single roundtrip ticket from New York to Helsinki and one of the following cities: Oslo, Copenhagen, or Stockholm
- 3rd prize - A single roundtrip ticket from New York to Helsinki and one of the following cities: Oslo, Copenhagen, or Stockholm

Cost of raffle tickets: \$2 donation for one ticket; \$5 donation for four tickets; \$10 donation for ten tickets.

WHERE TICKETS WILL BE SOLD: (a) 40th Anniversary Fund Table in the Registration Area; (b) the International Travel Consortium Booth, #74, in the Exhibit Area.

DRAWING: To be held at the final banquet Friday night. Ticket holders are not required to attend.

The raffle is made possible courtesy of the International Travel Consortium in cooperation with Air New Zealand and Finnair, and was initiated for the Association by SECUSSA.

Prizewinners may be restricted in their choice of travel days during peak seasons.

* * *

SECUSSA SESSION CHANGES

SOVIET - US EXCHANGES (SECUSSA/CAPSS Mini-Plenary). Friday, 31 May, at 10:30 am. Carolyn Rogers, Program Officer at IREX, will present in place of Alan Kassof. Sergey Karaganov, from the Soviet Embassy, will speak in place of Sergey M Rogov.

* * *

ROOM CHANGES IN PROGRAM

<u>Program Page</u>	<u>Session</u>	<u>New Room</u>
69	Educational Systems in Central America	Constellation E (Note: at 10:30)
74	Update on Nigeria	Charles
78	Annual Business Meeting	Constellation A & B
79	Board of Directors	Frederick

NIGERIAN UPDATE: The Nigerian Concern Group will hold a meeting on Friday at 8:30 am in the Charles Room. Chair will be France Pruitt from George Mason University. Presenters will be: Fred Lockyear, Consultant; Will Bartlett, Deputy Country Officer for Nigeria; Edwina Salako; and David Osaugwa, Educational Attache for the Government of Nigeria.

Equitable Trust Bank (just north of the Convention Center in Convention Plaza Mall) will cash NAFSA-issued blue checks up to \$150 with proper ID. NO PERSONAL CHECKS WILL BE CASHED.

* * *

WORLD EDUCATION SERIES - A CALL FOR AUTHORS

The World Education Series (WES) Committee has established that for future volumes priority be given the following countries: Costa Rica, Egypt, France, Indonesia, Japan, Panama, People's Republic of China, Philippines, Singapore and Sweden. If you are interested in writing a WES volume, take the opportunity to discuss the project with a member of the WES Committee. Members of the WES Committee are: Alan Margolis, Kitty Villa, Jim Vaillancourt, Gloria Nathanson, Betty Garrett, Gene Oliver, and Karlene Dickey. Interested persons should contact the AACRAO Central Office, 1 Dupont Circle, NW, Suite 330, Washington, DC 20036, for more information and the application form.

* * *

CAFSS: Presenters for the Friday, May 31, 8:30-10:00 am session "Cross-Cultural Counseling: Ethics and Practice in Foreign Student Advising" will be: Ron Cadieux, Ohio State University; George Tillman, Canadian Bureau for International Education; and Kay Thomas, University of Minnesota.

* * *

The COMMITTEE FOR UNIVERSITY STUDIES IN ISRAEL invites you to the Israel Day Symposium, a presentation of programs for overseas students in Israeli universities. The symposium will take place on Saturday, 1 June, following the NAFSA conference, in the Hyatt Regency, Room C, from 9:00 am to 5:00 pm. Please register at Booth 16 in the Exhibit Center. Registration is free.

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A DRAWING for a color television will be held at the International Underwriters Booth (#12) at Coffee Break this morning. Good luck!

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DEVELOPMENTS IN EDUCATIONAL EXCHANGE WITH MALAYSIA: ROUNDTABLE DISCUSSION.

Friday, 31 May, at 10:30 am, Room C. Additions to the panel: Secretary-General of the Ministry of Education Tan Sri Othman bin Abdul Malek, chief of the official delegation of the Government of Malaysia to the 1985 NAFSA Conference; and delegation member Mr Zabri Min, representing the Public Services Department of Malaysia. Other members of the delegation will be introduced and will participate in the discussion.

THE CANADIAN BUREAU FOR INTERNATIONAL EDUCATION (CBIE), a non-governmental, non-profit organization with over 90 Canadian college and university members, will be holding its annual conference 17-19 November 1985 in the Westin Hotel, Ottawa, Canada. The theme of this year's conference is "International Education and Development." Marga Catley-Carlson, President of the Canadian International Development Agency (CIDA), is the keynote speaker. For information please contact: Director of Public Affairs, CBIE, 141 Laurier West, Ottawa, Ontario Canada, K1P 5J3. Telephone (613) 237-4820.

CBIE invites NAFSA Conference presenters to forward research findings for possible publication in CBIE's Magazine of International Education/sur l'education internationale. Contact Director of Public Affairs at above address.

The UNIVERSITY OF SOUTH FLORIDA LINGUISTICS CLUB invites you to its 5th Annual Conference on Second Language Acquisition and Second Language Teaching, 21-22 June 1985, co-sponsored by the International Language Institute, USF. Featured speaker will be Dr. Robert B. Kaplan. For more information contact Charles Bailey or Susan Henke at the International Language Institute, CPR 293, University of South Florida, Tampa, Florida 33620. Telephone (813) 974-3433.

Ticket holders for the MARYLAND CRAB FEAST should know that dress will be casual. Crabs are messy, though Marylanders LOVE them! Menu will also include: cole slaw, green beans, potato salad, pasta salad, fried chicken, green salad, bread, fruit, beer, wine, and soda.

Music for listening and dancing will be provided by Windy Ridge. Tickets are still available.

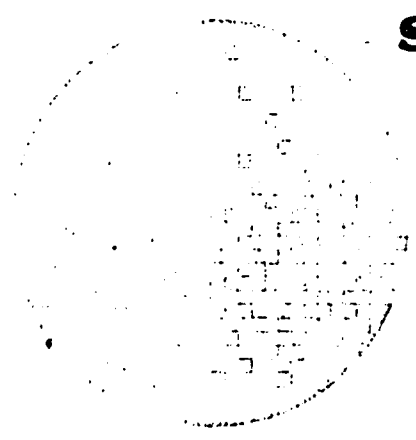
* * *

EDITORS' NOTE: As we put this final issue of the Conference Daily Bulletin "to bed", we would like to thank all those who have generously assisted us during the past week. We especially thank Bill King, Ener Cunanan, Shirley Wright, and Toby Frank for their specific efforts.

SEE Y'ALL IN SAN ANTONIO!

Ann and George

Education for International Development 1984-85 Program activities summarized



Under the terms of the recently signed five-year cooperative agreement with the Agency for International Development (AID), NAFSA's Education for International Development (EID) Program will continue to focus on aspects of foreign student education from pre-departure through post-return to the home country. While all students from the developing world benefit directly from NAFSA's ongoing leadership in the general field of international educational exchange, the EID Program is designed to strengthen NAFSA's initiatives in exchange with developing countries. The following projects will be underway during the 1984-85 contract year:

- **Professional integration**

An estimated 6,000 students, scholars, and administrators will receive and benefit from the distribution of *Professional Integration: A Guide for Students from the Developing World*. These guidelines for professional networking were prepared by NAFSA to serve as a practical resource for use throughout

the educational programs of students from developing countries. During the next two years, the EID Committee will work on production of a video presentation to focus on professional issues.

- **Follow-up career assistance**

NAFSA will initiate a study to establish a clearinghouse of follow-up professional information, to be made available to thousands of returned AID participants and other returned professionals.

- **Development advisory team training**

Faculty and students at Michigan State University will have the opportunity to

apply for Development Advisory Team Training (DAT) programs which will supplement management and communication skills and provide participants with a deeper knowledge of international and AID development philosophy and procedures.

- **Health care for foreign students**

All foreign students, including more than 9,000 AID participants, will benefit from the proposed NAFSA publication on improving health care for foreign students. The manual addresses urgent needs in improving the use and delivery of health care services to foreign students and facilitates better communication between health professionals and foreign students. EID is cooperating with the Field Service Program in this project.

- **Oregon model evaluation**

Foreign students in Oregon are involved in a pilot program designed to increase U.S. citizen awareness of the United States' role in international development. The program involves



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AIFS offers faculty development opportunities in conjunction with its College Summer School Programs Abroad. Faculty traveling with groups of six or seven students whom they have enrolled, have their expenses paid and receive additional stipends. All instruction is done by the Host University so the American faculty are free to pursue their own research during the program.

Host Universities include Paris, Salamanca, Strasbourg, Munich, Florence and Richmond College London. Similar opportunities are available in Asia.


For more information, write or call Toll-Free 1-800-243-4567.

Contact: American Institute For Foreign Study
Gerry Thompson, Senior Vice President
Director, College Division
102 Greenwich Avenue, Box C
Greenwich, Connecticut 06830

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advertisement

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students from the developing world and AID participants as resource persons to provide educational services to their communities and begin the process of building a more informed base of U.S. support for international development and foreign assistance. The EID Committee will evaluate the program and make recommendations for replicating the project in other regions.

• **Washington seminar**

EID will conduct a Washington-based seminar which will provide high-level policy communication with important administrators, faculty, and members of professional associations. Forty senior-level participants will examine the issues involved in the process of professional integration for students returning to developing nations.

• **Competitive grants and research awards**

EID will again administer a competitive grant program to fund pilot programs directly involving hundreds of participants and to be conducted on a local basis by community volunteers and university personnel. The projects will serve as models to be replicated in other

settings involving potentially hundreds of other participants. Incentive grants for research also will be considered under the competitive grant program.

For further information, contact the Education for International Development Program at the NAFSA Central Office: telephone (202) 462-4814, or the

members of the EID Steering Committee: Jack Van de Water (chair), Oregon State University; Tom Carroll, Michigan State University; Elena Garate, University of Southern California; Martin Limbird, Iowa State University; and Piedad Robertson, Miami-Dade Community College.

Some Nigerian students receiving fee payments

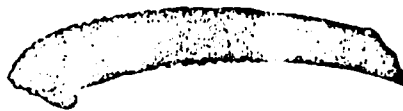
During August and September, in response to a request to CAFSS and ADSEC members from the Central Office, a number of institutions have notified NAFSA that some of their Nigerian students were receiving payments for tuition fees, particularly back fees. A number of school officials indicated that some of their Nigerian students had information that funds had arrived at several of the Nigerian consulates in the U.S., but that there were considerable problems in getting the funds processed. A number of schools have copied NAFSA in their communications to the New York Consulate with lists of stranded students.

The Consulate General in New York has reminded NAFSA that all communication to them concerning students should be very specific about the sponsorship of the student (indicating federal, state, or private funding).

In sum, the NAFSA Central Office sees improvement in the financial situation for some students in some institutions, but a continuing critical situation for many others, perhaps still a majority.

NAFSA staff would appreciate colleges and universities continuing to send copies of correspondence which will assist NAFSA in its discussions with Nigerian officials

INTER-COLLEGIATE HOLIDAYS 1984/85



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- Travel arrangements for Study Abroad Groups. Special low cost air transportation, airport transfers, hotel accommodations, motor coach touring, educational sightseeing.
- Study Familiarization program for professionals working in the field of international education. Tours include Yugoslavia (April 13 & 27), Africa, London and more.
- New Mid Wales travel program featuring a rail, hostel pass in cooperation with the British Tourist Authority.
- The 10th Anniversary edition of the Student Youth Passport.
- London Calling and Britain Calling newsletters for students and program directors.

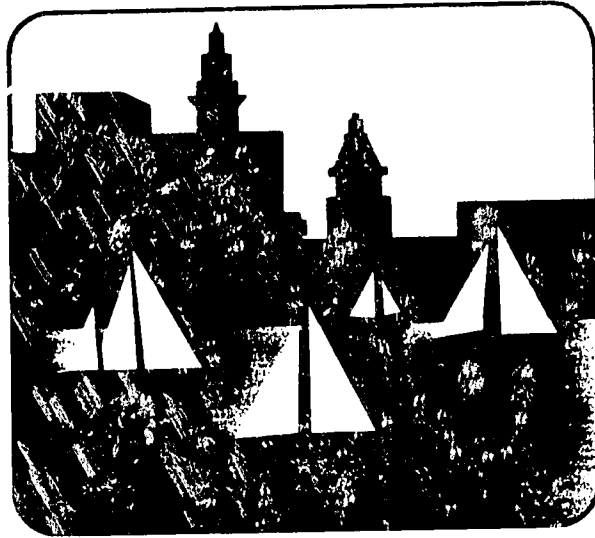
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NAFSA



Baltimore ■ May 28-31, 1985
37th Annual Conference

**International
Educational Exchanges
and Governments:
Policy And Process**

National Association for Foreign Student Affairs

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as much
to success
as a
satisfied
client.**

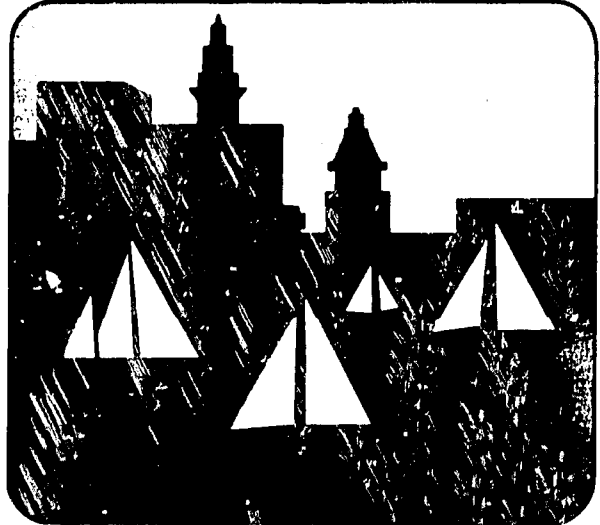
We thank you all.



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(607) 272-5057

NAFSA



Baltimore ■ May 28-31, 1985
37th Annual Conference

**International
Educational Exchanges
and Governments:
Policy And Process**

**National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, DC 20009**

National Association for Foreign Student Affairs

The National Association for Foreign Student Affairs is a nonprofit membership association that provides training, information, and other educational services to professionals in the field of international educational exchange. The membership is composed of more than 5,000 representatives of postsecondary institutions, school systems, community organizations and educational associations. Members implement association programs and participate in the determination of policies and activities through their Board of Directors and nearly 40 committees, commissions, and special interest groups.

Professional Sections

The sections are guided by elected officers, who represent their colleagues on the Board of Directors. New developments and operating guidelines relating to professional concerns are articulated and disseminated within NAFSA through the sections.

ADSEC (Admissions Section)

ATESL (Association of Teachers of English as a Second Language)

CAFSS (Council of Advisers to Foreign Students and Scholars)

COMSEC (Community Section)

SECUSSA (Section on U.S. Students Abroad)

STING (Student Interest Group)

Commissions

The commissions, which reflect the basic purposes of the association, are charged with developing policy proposals and formulating plans of action on matters of concern to all the professional sections.

- Commission on Information Services
- Commission on Policy and Practice
- Commission on Professional Development
- Commission on Representation

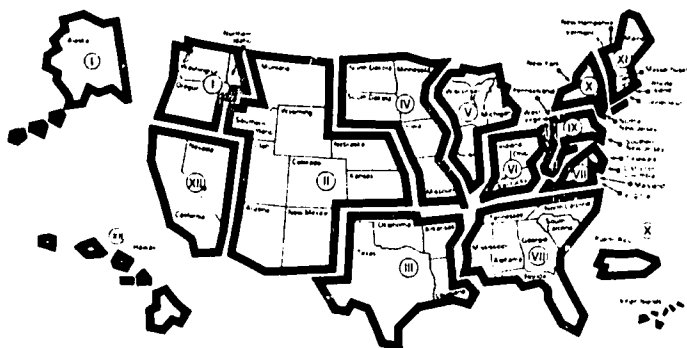
Future NAFSA Conferences

1986 San Antonio	Hyatt Regency/Marriott	May 11-14
1987 Long Beach	Hyatt Regency	May 27-30
1988 Washington	Washington Sheraton	May 31-June 3

National Association for Foreign Student Affairs

NAFSA's Twelve Regions

The association operates through 12 geographic regions across the country, which provide important grassroots strength for the organization. Opportunities for individual involvement in NAFSA are most abundant in the regions, where members can become involved in professional activities under the guidance of a regional chair elected annually, and a "team" with each of the five professional interest groups represented. The regions, and occasionally states within regions, hold annual conferences as well as frequent workshops on specialized topics.



Acknowledgments

Baltimore Convention Bureau
 Baltimore Convention Center
 Hyatt Regency/Baltimore
 The National Aquarium in Baltimore
 The Pakistan Participant Training Program
 University of Maryland-Baltimore
 University of Maryland-Baltimore County
 University of Maryland-College Park

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Conference Committee 1985

Chair:	Lee Thompson Boulder Friends of International Students/University of Colorado
Local Arrangements Coordinator:	Dale E. Gough University of Maryland- College Park
Program Coordinator:	Kevin J. Schieffer Pakistan Participant Training Program
Vice President for Regional Affairs:	Richard D. Downie University of Florida
Vice President-elect for Regional Affairs:	J. Kent Johnson Ohio Wesleyan University
ADSEC:	Gary Hoover University of the Pacific
ATESL:	Ralph Pat Barrett Michigan State University
CAFSS:	Jill D. Bulhuis University of North Carolina
COMSEC:	Mary W. Goodwin Community International Hospitality Council
SECUSSA:	Joseph Lurie Open Door International Student Exchange
STING:	Ababayehu Novick University of Maryland- College Park

Local Arrangements Committee

Chair:	Dale Gough University of Maryland- College Park
Special Events:	Brian Bates University of the District of Columbia
Meeting Facilities:	Linda Heaney Linden Educational Services

Local Arrangements Committee

Exhibits:	Robert Fox American University
Overseas and Special Guests:	Don Driver George Washington University
	Mary Ann Hood American University
Finance:	Leslie Palmer Maryland English Institute University of Maryland- College Park
Local Development and In-kind Contributions:	Tom St. Denis II International Underwriters, Inc.
Message Center:	Betty Bickel University of Maryland- University College
Daily Bulletin:	Ann Kuhlman University of Pennsylvania
	George Bozzini George Washington University
Equipment:	Eric Heiberg Georgetown University
Student Housing:	Terry Hollander University of Maryland-Baltimore County
Hospitality:	Kathy Hodges Towson State University
Pre- and Post-Confer- ence Activities:	John Deupree College Board, International Office
Printing:	Wendy Russell Partners of the Americas
Publicity:	Suzanne Peppin American Language Institute
Registration:	Lois Lanier Maryland English Institute University of Maryland- College Park
	Henrietta Orf University of Maryland— Baltimore City

Life Begins at 40!

1988 will mark NAFSA's 40th anniversary. To celebrate the occasion, the association has undertaken a major fundraising effort to retire the mortgage on and make major improvements to NAFSA's headquarters building in Washington, D.C. Your help is needed in this effort to enable the association to provide more effective services to you, its members.

The 40th Anniversary Fund campaign was launched at the 1984 NAFSA Annual Conference in Snowmass, Colorado. The first year of the campaign has been quite successful, with an emphasis on appeals to NAFSA members and regions in preparation for the committee's future approach to corporations, foundations and foreign governments. As of February 1985, contributions and pledges totaled \$111,629.50 from 442 individuals, 19 associations/organizations/foundations, 6 regions and 1 district. A total of \$70,608.81 had actually been received as of February 1. But there is a long way to go before NAFSA reaches its goal of \$250,000 by the association's 40th anniversary in 1988—so please join your fellow NAFSAs in supporting this effort by visiting the 40th Anniversary Fund booth during the conference!

The 40th Anniversary Fund booth, located in the registration area of the Convention Center, will be staffed at the Opening Reception following the plenary on Tuesday and remain open during registration hours throughout the conference. Come visit the booth where you can meet with old friends and make new ones while sampling the special "Life Begins at 40" drink. Its secret ingredient will make you feel young! When you make your pledge of a tax deductible contribution to NAFSA, you will receive your "Life Begins at 40" button!

40th Anniversary Fund Steering Committee Members

Howard A. Cook,* Chair
President Emeritus of International House, New York

Marvin Baron
University of California-Berkeley

James Davis*
San Diego, California

G. James Haas
Past Vice President for Regional Affairs, Indiana University

40th Anniversary Fund Steering Committee Members

Sanford Jameson*
The College Board

Robert B. Kaplan*
University of Southern California

John F. Reichard
Executive Vice President

Linda A. Reed
Director of Special Projects

*Past presidents of NAFSA

General Information

Registration

Conference Registration is located in the Pratt Street lobby of the Baltimore Convention Center. The hours of registration are:

Monday, May 27	12:00 noon-5:00 p.m.
Tuesday, May 28	8:00 a.m.-5:00 p.m.
Wednesday, May 29	8:00 a.m.-5:00 p.m.
Thursday, May 30	8:00 a.m.-5:00 p.m.
Friday, May 31	8:00 a.m.-12:00 noon

NAFSA Conference Office and Press Room

The Conference Office and Press Room are located in the Pratt Street lobby of the Baltimore Convention Center between the conference registration area and Exhibit Hall B.

Monday, May 27	8:00 a.m.-5:00 p.m.
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Friday, May 31	8:00 a.m.-1:30 p.m.

Membership Desk

It is necessary to obtain a voting card in order to vote at the Annual Business Meeting on Friday at 1:30 p.m. Voting cards are available at the Membership Desk in the conference registration area. Membership Desk hours are:

Monday, May 27	12:00 noon-5:00 p.m.
Tuesday, May 28	8:00 a.m.-5:00 p.m.
Wednesday, May 29	8:00 a.m.-12:00 noon
Thursday, May 30	8:00 a.m.-12:00 noon
Friday, May 31	8:00 a.m.-1:30 p.m.

General Information

Job Registry

The Job Registry is located in the exhibit area in Hall B at the Baltimore Convention Center. Hours of operation are:

Tuesday, May 28	3:00 p.m.-4:15 p.m.
Wednesday, May 29	9:00 a.m.-5:30 p.m.
Thursday, May 30	9:00 a.m.-5:30 p.m.
Friday, May 31	8:00 a.m.-10:30 a.m.

Exhibits

Conference exhibits are located in Hall B at the Baltimore Convention Center. All coffee breaks (unless otherwise indicated) are located in the exhibit area. Hours of operation are:

Tuesday, May 28	1:00 p.m.-4:30 p.m. 6:00 p.m.-7:00 p.m.
Wednesday, May 29	9:00 a.m.-12:30 p.m. 2:00 p.m.-5:30 p.m.
Thursday, May 30	9:00 a.m.-12:30 p.m. 2:00 p.m.-5:30 p.m.
Friday, May 31	9:00 a.m.-10:30 a.m.

Hospitality and Information Services

The Hospitality and Information Services desk is located in the registration area in the Pratt Street lobby of the Baltimore Convention Center. Volunteers are available to provide information about the conference, Baltimore and the surrounding area, and activities which might interest conference participants and their families and guests.

Message Center

The Conference Message Center is located in the Pratt Street lobby of the Baltimore Convention Center. It consists of a message board and a locator card file. Conference participants are asked to record on the locator cards the location of their accommodations as they complete the Conference registration process. These locator cards will be maintained by the Message Center during the conference. The Message Center will be open during the same schedule as Registration.

General Information

Conference Meeting Rooms

Sessions of the Annual Conference will be held in the Hyatt Regency/Baltimore, unless otherwise indicated. All Conference Plenary Sessions, the Foreign Visitors Luncheon, the Opening Reception, and the Crab Feast will take place in the Baltimore Convention Center. Access to Halls C and D is through the exhibit area in Hall B.

Sectional Hospitality Suites

Sectional hospitality suites are located in the Hyatt Regency. Suites will be open Tuesday, Wednesday and Thursday evenings from 9:00 p.m. to midnight. Specific locations of the suites will be announced in the Daily Bulletin and will be posted in the registration area in the Baltimore Convention Center.

Airline Reconfirmations

Van Slycke and Reeside Travel (VS&R) is available to reconfirm or make changes in reservations booked through the agency. The VS&R desk is located in booth number 74 in the exhibit area and is open during exhibit hours.

Name Tags

For security reasons, name tags are required for admission of conference participants to all program sessions and events held in the Baltimore Convention Center. Persons without name tags may not be admitted. Therefore, please wear name tags for all sessions.

Conference Badges

Various colored conference badges identify participant groups:

- Yellow—Diplomats and Special Guests
- Salmon—Exhibitors
- Blue—Newcomers
- Green Border—Local Arrangements Committee and NAFSA Staff
- Red Border—NAFSA Officers and Board of Directors

Smoking

Conference participants are urged to refrain from smoking in meeting rooms. At the discretion of the session chair a smoking area may be designated if the size of the room and the ventilation permit.

General Information

Copy and Printing Policy

A copy machine is located in the Conference Office. The following policy will be in effect for all requests for copying during the conference:

1. Copies cannot be made on demand. Runs of 200 or fewer copies will be made for the cost of 10 cents per copy according to the following schedule.

■ Material turned in to the Conference Office by 10:00 a.m. will be ready by 2:00 p.m.

■ Material turned in to the Conference Office between 10:00 a.m. and 2:00 p.m. will be ready by 5:00 p.m. that day.

■ Material turned in after 2:00 p.m. will be ready by 10:00 a.m. the next day.

2. Requests for more than 200 copies cannot be accepted. Several quick copy centers are located within a few blocks of the Baltimore Convention Center and can easily handle requests for 200 or more copies.

3. Charges for copies may be paid by cash or check at the time the order is placed or may be charged to the NAFSA account of a section, commission, committee, etc. with authorization from the chair of the NAFSA group concerned.

Speakers

M. Peter McPherson



M. Peter McPherson, administrator of the United States Agency for International Development in Washington, D.C., was born in Grand Rapids, Michigan in 1940. From 1964 to 1966 he served as a Peace Corps volunteer in Peru. There he coordinated the School Feeding Program, and later worked in AID's Private Enterprise Office in Lima, Peru.

McPherson, who earned both the M.B.A. and law degrees, was appointed to the Board for International Food and Agricultural Development by President Ford in 1977. He later served as acting counsel to President Reagan and general counsel to the Reagan-Bush transition team before being appointed AID administrator in 1981.

Speakers

Charles H. Percy



Charles H. Percy, former Republican senator from Illinois, was born in 1919 in Pensacola, Florida, and grew up in Chicago. By age 29, Percy had risen through the ranks of Bell & Howell Company to become president and chief executive officer. He served as chairman through 1966, when he was elected to the U.S. Senate.

From 1966 to 1984, Percy served in the Senate, where he eventually became head of the Senate Foreign Relations Committee. His foreign policy achievements included sponsoring the Nuclear Non-Proliferation Act of 1978 and leading the Senate in opposing U.S. ground troop withdrawal from South Korea during the Carter administration.

Recently, Percy has formed a Washington, D.C.-based trade consulting firm to advise U.S. corporate clients and others on ways to increase their business abroad. Percy also has been named chairman of the boards of the Institute of International Education and the Hariri Foundation, U.S.A.

Walter Rosenblith



Walter Rosenblith, institute professor at the Massachusetts Institute of Technology and world renowned scientist, was born in Vienna, Austria in 1913. He was educated in France and the United States, and became a U.S. citizen in 1946.

Rosenblith's major fields of interest are science and technology in the university and society. He has been a

major force on the Board of Foreign Scholarships and participated in the 1982 NAFSA Science and Technology Symposium at Snowmass, Colorado. He presently serves as foreign secretary of the National Academy of Sciences.

Some of Rosenblith's major international activities include work with the Committee on Scholarly Communication with the People's Republic of China and the following committees of the National Academy of Science's National Research Council: International Human Resource Issues, International Relations, International Education and International Affairs, for which he serves as chairman. He also is a member of the American Council on Education's Commission on International Education.

Conference Program

Sunday, May 26

9:00 a.m.-12:00 noon

NAFSA Executive Committee Meeting
Executive Boardroom

2:00 p.m.-9:00 p.m.

NAFSA Board of Directors Meeting
Calvert/Pratt Room

Monday, May 27

Conference Office and Press Room Hours
8:00 a.m.-5:00 p.m.

Pratt Street Lobby, Convention Center

Conference Registration

12:00 noon-5:00 p.m.

Pratt Street Lobby, Convention Center

8:00 a.m.-4:00 p.m.

COMSEC

COMSEC Regional Representatives Training
Charles Room

This session will familiarize the COMSEC regional representatives with their responsibilities and opportunities related to that position.

Chair: **Nell Magee**, National Student Ministries

Presenters: **Sharon Jensen**, University of Arizona

Susan Tesseneer, Western Kentucky University

Rosalie H. Berg, Columbia Council for Internationals

Monday, May 27

8:00 a.m.-5:00 p.m.

Government Regulations Advisory Committee

Advanced Immigration Workshop

Room C

Designed for professionals who are already familiar with basic immigration regulations and procedures. Will include discussions of M, F, J and H regulations, regulatory reform, the role of the Regional Adjudication Centers, student advocacy and the Tax Reform Act of 1984. Complex immigration situations and topics of current interest will be included in discussions. (Advanced registration required.)

Chair: **Margaret A. Kidd**, University of Texas at Austin

Presenters: To be announced

CAFSS/ADSEC/Interassociational Committee on Data Collection

Computerization of Foreign Records

Chesapeake B

Main frame and stand-alone systems, software options, selection of hardware and development of a data base will be discussed as they relate to the computerization of foreign records. (Advance registration required.)

Chair: **Bill Paver**, University of Texas at Austin

Presenters: **Dave Stones**, University of Texas at Austin

Bernard LaBerge, Virginia Polytechnic Institute and State University

Michael Dean, University of Wisconsin—Madison

ADSEC

International Admissions for Beginners, Part I
Columbia Room

Foreign credentials evaluation, assessment of English proficiency, and determining financial eligibility will be among topics covered by experienced ADSEC members. Will provide beginners with extensive overview of foreign admissions practices and philosophies. (Advance registration required.)

Chair: **Caroline Aldrich**, California State University

Presenters: **Robert Brashear**, University of Houston

James Frey, Educational Credential Evaluators, Inc.

Michael Fels, El Paso Community College

Monday, May 27

8:30 a.m.-12:00 noon

Commission on Information Services
Calvert Room

Commission on Professional Development
Pratt Room

Commission on Representation
Lombard Room

10:00 a.m.-10:30 a.m.

Coffee Break
Prefunction Area, Third Floor, Hyatt

11:00 a.m.-12:00 noon

Commission on Policy and Practice
Executive Boardroom

1:00 p.m.-5:00 p.m.

ADSEC Team Meeting
Calvert

ATESL Team Meeting
Pratt

CAFSS Team Meeting
Lombard

COMSEC Team Meeting
Camden

SECUSSA Team Meeting
Douglass

Membership Committee
Executive Boardroom

Monday, May 27

3:00 p.m.-3:30 p.m.

Coffee Break
Prefunction Area, Third Floor, Hyatt

7:00 p.m.-10:00 p.m.

Consortium for Intensive English Programs
CIEP Business Meeting
Calvert/Pratt Room

Chair: Suzanne Peppin, American Language Institute,
Georgetown University

Tuesday, May 28

Conference Office and Press Room Hours

8:00 a.m.-5:00 p.m.
Pratt Street Lobby, Convention Center

Conference Registration

8:00 a.m.-5:00 p.m.
Pratt Street Lobby

Conference Exhibits

1:00 p.m.-4:30 p.m., 6:00 p.m.-7:00 p.m.
Hall B, Convention Center

NAFSA Job Registry

3:00 p.m.-4:15 p.m.
Hall B, Convention Center

7:30 a.m.-9:00 a.m.

1985-86 Regional Membership Chairs Briefing
Calvert/Pratt Room

8:00 a.m.-11:00 a.m.

Task Force on Information Sharing
Camden Room

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Tuesday, May 28

8:00 a.m.-12:00 noon

1986 Conference Planning Committee
Charles Room

ADSEC

International Admissions for Beginners, Part II
Columbia Room

8:00 a.m.-4:00 p.m.

ADSEC/Foreign Student Recruitment Information Clearinghouse (FSRIC)

ADSEC/FSRIC Recruitment Workshop
Chesapeake A

This workshop will examine a variety of aspects relative to the recruitment of foreign students: ethical guidelines for recruiting, a self-study process that precedes the decision to recruit, the development of a marketing plan and the development and implementation of strategies and materials to accompany the plan. (Advance registration required.)

Chair: **Josef Silny**, University of Miami
Presenters: **June Noronha**, College of St. Catherine
Linda Heaney, Linden Educational Services
Diane Roney, Syracuse University

CAFSS

Foreign Student Advising for the Beginning Professional
Room C

Designed for the beginning foreign student adviser (less than 18 months in the field). Will feature presentations on ethics in advising, rationale for the existence of the FSA, student perceptions of the FSA. The afternoon session will be a roundtable format dealing with case studies, hands-on immigration forms, community interaction and other relevant topics including interaction with other administrative offices. (Advance registration required.)

Co-Chairs: **Carole Cumps**, University of Massachusetts-Amherst

Patricia Gula, University of Massachusetts-Amherst

Presenter: **Clayton Naff**, University of Pennsylvania

Tuesday, May 28

8:00 a.m.-4:00 p.m.

COMSEC

Intercultural Awareness Workshop
Constellation A

A workshop to increase general intercultural awareness and assist those who work with persons from other countries to be more effective. Through group exercises, participants will be able to see how our values, cultural assumptions and thought processes often stand in sharp contrast with students from most countries of the world. (Advance registration required.)

Chair: **Nell Magee**, National Student Ministries
Presenter: **Robert Kohls**, Washington International Center

ADSEC

Graduate Admissions Workshop
Room F

For experienced admissions staff. Participants should come prepared to make their own contribution to discussions, bringing application forms, other relevant material. Tentative topics: overview of application/admission procedures (including discussion of promotional materials, applications and other forms, financial certification, English proficiency certification). Other selected topics: computerization of admission offices; transfer credit; evaluation of English proficiency for teaching assistants, others; Certificates of Eligibility. (Advance registration required.)

Presenters: **Diana Lopez**, University of Tennessee
Beverly J. McChesney, Stanford University
Ann Fletcher, Stanford University
Hattie Jamon, U.S. Agency for International Development

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Tuesday, May 28

9:00 a.m.-12:30 p.m.

ATESL/Consortium for Intensive English Programs
Data Collection and Priorities for Intensive English Programs

Annapolis Room

Information supplied by participants will be used to determine what priority issues face intensive English programs in today's climate of program review, self-study and analysis. A key focal point of the workshop will be identification of areas which require data collection and matters related to how staff can gather information, carry out successful analyses and create supportive networks for continued assessment. (Advance registration required.)

Chair: **Suzanne Peppin**, Georgetown University

Presenters: **Paul Angelis**, Southern Illinois University

Adelaide Parsons, Southeast Missouri State University

9:00 a.m.-2:30 p.m.

SECUSSA

Study Abroad 101: Introduction to the Field and Its Resources

Baltimore Room

For newcomers to NAFSA and/or newcomers to the field of study abroad. Through mini-presentations and small group discussions instructors, with the support of teaching assistants, will present the basics of study abroad centers, designing study abroad programs, evaluating study abroad literature and programs, professional development and faculty involvement in study abroad programming.

Chair: **Levela Rickard**, University of North Carolina-Charlotte

Presenters: **Rebecca Sibley**, University of Colorado-Boulder

Lily Von Klemperer, Consultant in International Education

Archer Brown, NAFSA

Tuesday, May 28

9:30 a.m.-11:00 a.m.

Task Force on Reorganization

Douglass Room

This session is intended to solicit the views of the general membership on potential restructuring of the association.

Chair: **Robert B. Kaplan**, University of Southern California

10:00 a.m.-10:30 a.m.

Coffee Break

Prefunction Area, Third Floor, Hyatt

10:00 a.m.-12:00 noon

NAFSA 101: Newcomers (first hour)

Constellation B

Entry level course with a brief overview of professional development opportunities. Introduction to NAFSA geographic regions and professional interest sections. Class participation encouraged. Prerequisite: Interest in making new professional contacts and in advancing personally and professionally.

Chair: **J. Kent Johnson**, Ohio Wesleyan University

Presenters: **Richard D. Downie**, University of Florida

Jennifer Lund, University of Florida

NAFSA 301-P: Sectional Newcomers (second hour)

ADSEC: Constellation B

ATESL: Douglass Room

CAFSS: Calvert/Pratt

COMSEC: Lombard Room

SECUSSA: Baltimore Room

STING: Executive Boardroom

Choice of six practica: ADSEC, ATESL, CAFSS, COMSEC, SECUSSA, STING. Topics discussed will include, but not

Tuesday, May 28

10:00 a.m.-12:00 noon

be limited to professional section interests, concerns, priorities and plans for the future. Help needed, involvement required.

Co-Chairs: **ADSEC: Gary Hopkins**, University of Delaware

ATESL: Ralph Pat Barrett, Michigan State University

CAFSS: Jill D. Bulthuis, University of North Carolina

COMSEC: Susan Tesseneer, Western Kentucky University

SECUSSA: Joseph Lurie, Open Door International Student Exchange

STING: Abe Novick, University of Maryland-College Park

10:00 a.m.-4:00 p.m.

Commission on Representation

International Education and the 99th Congress

Frederick Room

A workshop on the major issues of the 99th Congress concerned with international exchanges—funding for exchange programs, immigration legislation, new program initiatives, reauthorization of on-going programs. Emphasis on how Congress works and how individuals and institutions can influence action. The Liaison Group's Congressional handbook is included.

Chair: **Norman Peterson**, The Liaison Group for International Educational Exchange

Presenter: **Matthew Cossolotto**, Special Assistant to House Majority Leader Jim Wright

Tuesday, May 28

1:00 p.m.-2:30 p.m.

Commission on Professional Development **Careers in International Education**

Columbia Room

A panel discussion on entry- to mid-level employment opportunities in the private sector and on-campus, and an introduction to the NAFSA Job Registry, as well as other resources.

Chair: **Valerie Woolston**, University of Maryland-College Park

Presenters: **Phillip Ives**, University of South Carolina and U.S. Information Agency

Sherry Norton, Institute of International Education

Lorenda Schrader, NAFSA

1:00 p.m.-3:00 p.m.

Regional Council

Calvert/Pratt

1:00 p.m.-4:00 p.m.

ATESL

How Universities and Language Schools Can Help Public School ESL Programs

Room E

This workshop will encourage universities and language schools to provide in-service ESL training for public school teachers and to assist administrators in designing public school ESL programs. Demonstrations of teaching techniques for public school teachers and small group work in program design will be offered.

Chair: **Kay W. Keys**, Oklahoma State University

Presenters: **Mary Ann Keamy**, Kentucky English Language Institute

Ronald Eckard, Western Kentucky University

Tuesday, May 28

1:00 p.m.-4:00 p.m.

ATESL

Current Events: A Course in Personalized Language Learning
Chesapeake B

This workshop will present principles and provide experience in four important aspects of a current events course: (1) the basic principles of personalized learning; (2) script theory and the reading of new texts; (3) seminars and reading notebooks; and (4) surveys and evaluation procedures. Participants will develop teaching activities and evaluate available texts and other resources.

Chair: **Ruth Hok**, University of Michigan

Presenters: **Joyce Zuck**, University of Michigan

Louis Zuck, University of Michigan

Patricia Jensen, University of Michigan

Committee on Foreign Students in Elementary and Secondary Schools

International Students in the U.S.: A Workshop for Secondary School Administrators
Constellation B

A workshop for secondary school principals, guidance counselors and representatives of central office school districts to discuss the following foreign student issues: considerations and issues for principals; admission/academic placement; guidance/counseling; an overview of exchange programs and standards; foreign students as educational resources. (By invitation only.)

Chair: **Seamus P. Malin**, Harvard University

Education for International Development

Students Sponsored by Agencies
Room D

Designed to address specific issues which pertain to the foreign student who is sponsored by an agency. These issues include (1) screening and selection in the home country; (2) admission to the U.S. institution; (3) English language requirements and training; (4) interaction with the foreign student adviser and faculty member. Orientation programs and financial payments will also be discussed. (Advance registration required.)

Tuesday, May 28

1:00 p.m.-4:00 p.m.

Co-Chairs: **Elena Garate Eskey**, University of Southern California

Robert Mashburn, The Graduate School, U.S. Department of Agriculture

Presenters: **Cassandra Pyle**, Council for International Exchange of Scholars

Dona Wolf, U.S. Agency for International Development

Gary Hopkins, University of Delaware

Pat Byrd, Georgia State University

Abebayehu Novick, University of Maryland-College Park

2:00 p.m.-3:00 p.m.

Rules and Resolutions Committee Meeting
Lombard/Camden

Chair: **Robert B. Kaplan**, University of Southern California

Committee on Nominations and Elections
Charles Room

Chair: **Beverley McChesney**, Stanford University

3:00 p.m.-3:30 p.m.

Coffee Break

Prefunction Area, Third Floor, Hyatt

3:00 p.m.-4:00 p.m.

Foreign Visitors Briefing
Calvert/Pratt Room

Chair: **John F. Reichard**, NAFSA

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Tuesday, May 28

4:30 p.m.-6:00 p.m.

**Opening Plenary
International Educational Exchanges and
Governments**

Convention Center, Hall C

Presiding: **Marvin J. Baron**, President of NAFSA, University of California-Berkeley

Remarks: **Howard A. Cook**, President Emeritus, International House, New York City

Keynote Address: **Walter A. Rosenblith**, Institute Professor, Massachusetts Institute of Technology

6:00 p.m.-7:00 p.m.

Opening Reception
Convention Center

8:00 p.m.-9:30 p.m.

Cooperative Grants Program Evaluation Committee

How Should COOP Grow in the 1980s?

Executive Vice President's Suite

Come and tell the COOP Evaluation Committee members about the needs of your foreign and American students in international enrichment programming for the remainder of the 1980s. Members of the committee, which will make recommendations to the COOP Program for future directions, will host this meeting. Refreshments.

Wednesday, May 29

Conference Office and Press Room Hours
8:00 a.m.-5:00 p.m.

Pratt Street Lobby, Convention Center

Conference Registration

8:00 a.m.-5:00 p.m.

Pratt Street Lobby, Convention Center

Conference Exhibits

9:00 a.m.-12:30 p.m., 2:00 p.m.-5:30 p.m.

Hall B, Convention Center

NAFSA Job Registry

9:00 a.m.-5:30 p.m.

Hall B, Convention Center

8:30 a.m.-10:00 a.m.

*ADSEC/CAFSS/Interassociational Committee on Data
Collection*

Open Doors and Profiles:

How They Differ and Why

Calvert/Pratt Room

Discussion of the content and function of *Open Doors* and *Profiles* based in part on user judgments about each publication.

Presenters: **Elinor Barber**, Institute of International Education

Marianthi Zikopoulos, Institute of International Education

ADSEC

**federal Republic of Germany: WES Volume
Chesapeake B**

An AACRAO World Education Series preview by the author.

Chair: **Karen Lukas**, University of Minnesota

Presenter: **Georgianne Porter**, University of Missouri
Columbia

Wednesday, May 29

8:30 a.m.–10:00 a.m.

ADSEC

Entering the U.S.: Regulations and Immigration
Annapolis Room

Basic/intermediate session on importance of the I-20 and its completion. Presenters will discuss home government procedures concerning currency regulations, passport renewals, TOEFL requirements, manpower needs, dual I-20s, sponsorship, etc.

Chair: **Ellis Hammond**, Michigan State University

Presenters: **David Horner**, Michigan State University

Valerie Woolston, University of Maryland-
College Park

ATESL

Assessing the Oral English Skills of Foreign Teaching Assistants

Lombard Room

This session will provide NAFSAs with an overview of the Test of Spoken English and the Speaking Proficiency English Assessment Kit, as well as an update on the current use of TSE and SPEAK by universities and licensing agencies, and the score standards they have established. New program publications will be distributed to those attending.

Chair: **Daniel L. Robertson**, North Texas State
University at Denton

Presenters: **Charles Stansfield**, Educational Testing Service

Rodney Ballard, Educational Testing Service

ATESL

ESL Teaching: A Constantly Changing Field
Frederick Room

An examination of teaching technology, strategies, and methods that present new information on some old problems.

Chair: **Jeanne Horton**, Oklahoma State University

Presenters: **Garland H. Davies**, Georgia State University

Connie Perdreau, Ohio University

Mary Nilles, New York City Technical College

Wednesday, May 29

8:30 a.m.–10:00 a.m.

CAFSS

Institutional Models for Services to Senior Scholars

Room E

An overview of various models of services provided to senior foreign scholars in a spectrum of institutional settings, ranging from private to public, U.S. and European, self-sponsored and sponsored.

Chair: **Clay Ballard**, University of California-Davis

Presenters: **Sharon Ladd**, Harvard University

Axel Markert, University of Tübingen, Federal
Republic of Germany

Lena Wallensteen, Uppsala University, Sweden

Mary Jane Roberts, Council on International
Exchange of Scholars

CAFSS/ATESL/Government Regulations Advisory
Committee

Beginning Immigration

Constellation B

An opportunity to learn the basics of immigration regulations that pertain to foreign students and scholars (forms, procedures regarding admission, transfer, employment, practical training, exit and re-entry, dependents, etc.). A significant portion of the program will be reserved for questions. In addition to listed presenters, representatives of INS and USIA will be available as resources.

Chair: **Peter S. Levitov**, University of Nebraska

Presenters: **Barbara (Halpin) St. Urbain**, University of the
Pacific

David A. Enderlin, Northeastern University

Wednesday, May 29

8:30 a.m.-10:00 a.m.

CAFSS/Government Regulations Advisory Committee

Advanced Immigration Seminar

Room C & D

Update of new directions in the Exchange Visitor Program. Standards to be met for new programs, and work authorization guidelines for scholars. Current immigration policies involving visa denials and temporary positions for foreign faculty may be discussed.

Chair: **Jennifer Stephens**, Harvard University

Presenters: **Richard Fruchterman**, U.S. Information Agency

Comelius D. Scully III, U.S. Department of State

CAFSS/Committee on Sub-Saharan African Countries

Political, Economic and Social Change in Africa: Implications for Educational Exchange

Room F

Presentations by experts in the field on social, political, and economic characteristics of the countries and regions of Sub-Saharan Africa, followed by questions and discussions of the implications for educational exchange.

Chair: **Donald Easum**, African American Institute

Presenters: **C.S. Whitaker**, Rutgers University

Cynthia Perry, U.S. Agency for International Development

COMSEC

COMSEC Plenary

Volunteerism and Public Diplomacy: New Perspectives

Constellation A

Chair: **Sharon Jensen**, University of Arizona

Presenter: **Stephen H. Rhinesmith**, Rhinesmith and Associates, Inc.

SECUSSA

Development of Selection Guidelines for Study and Service in Developing Nations

Camden Room

Panel will explore and identify issues in developing participant selection guidelines. Key themes will include: design and appropriateness of projects, understanding and

Wednesday, May 29

8:30 a.m.-10:00 a.m.

empathy of cross-cultural settings, ethical and political concerns, clarity of objectives, motivation and academic ability. As follow-up, a new SECUSSA working group will be formed to review issues and make written recommendations to SECUSSAns at the 1986 conference.

Chair: **Martin Tillman**, YMCA International Student Service

Presenters: **Howard Berry**, Rockland Community College

Gabriel Iriarte, Kenyon College

Sonia Kelley, Operation Crossroads Africa

William Mosher, Warren Wilson College

SECUSSA

Does Study Abroad Make a Difference to Students and Their Colleges?

Chesapeake A

Preliminary findings of the collaborative project between four U.S. universities and the European Institute of Education and Social Policy to analyze what, if any, difference study abroad makes to students and their home institutions. The study gives special attention to those aspects of study abroad programming that maximize its contribution to language and culture learning, academic performance, and professional goals and opportunities for students who study abroad.

Chair: **Barbara B. Burton**, University of Massachusetts-Amherst

Presenters: **Susan Oppen**, European Institute for Education and Social Policy, Université Dauphine, Paris

Jerry Carlson, University of California-Riverside

Commission on Professional Development

Motivating Foreign Students to Attend International Office Programs

Columbia Room

Participant observation is an anthropological technique that can provide a systematic approach to assessing present programs' presentation, content, and timing. It can also stimulate student interest and provide an opportunity to convey the benefits of attendance while gathering information to improve the quality of programs.

Chair: **Sheryl Moore**, Iowa State University

Presenters: To be announced

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Wednesday, May 29

8:30 a.m.-10:00 a.m.

Rules and Resolutions Committee

Open Meeting

Charles Room

The first of two opportunities to meet with the Rules and Resolutions Committee to discuss proposed resolutions and/or parliamentary procedure.

Chair: **Robert B. Kaplan**, University of Southern California

10:00 a.m.-10:30 a.m.

Coffee Break

Convention Center, Hall B

10:30 a.m.-12:00 noon

ADSEC

National Credentials Evaluation Project Quality Control Update

Chesapeake Room

A session using evaluators and recipients of evaluations in informal give and take. Examples of satisfactory and less than satisfactory evaluations will be shown and discussed.

Chair: **Cynthia Fish**, Baruch College

Presenters: **Elaine Burgess**, Oklahoma State University

Patrick J. Kennedy, Seton Hall University

ADSEC

Update on China

Room D

A report on a recent visit to China under the auspices of the National Liaison Committee and the United States Information Agency.

Chair: **Linda A. Reed**, NAFSA

Presenters: **Karlene N. Dickey**, Stanford University

Ellen Mashiko, The Japan-U.S. Educational Commission

Wednesday, May 29

10:30 a.m.-12:00 noon

ADSEC

Areas of Common Concern in the Interaction of Placement Agencies and American Educational Institutions

Room E

Three major perspectives by the representatives of one university and two placement agencies. Each representative will give specific details of objectives, usual procedures, and frequent problems as students are placed in both traditional and non-traditional programs.

Chair: **Nancy Ortiz**, University of Miami

Presenters: **Ann Fletcher**, Stanford University

Martha Renaud, Institute of International Education

Kay Harkless, AMIDEAST

ATESL

Staying Alive: Recruiting Students for the ESL Program

Calvert/Pratt Room

Two views of the complex problems involved in recruiting students for the English language program.

Chair: **Barbara Matthies**, Iowa State University

Presenters: **Danny B. Kolker**, University of Houston-University Park

Joseph O. Davidson, University of Houston-University Park

Anthony Wang, Foundation for Scholarly Exchanges, Taiwan

Julie Hu, Foundation for Scholarly Exchanges, Taiwan

ATESL/Consortium for Intensive English Programs

Running an Intensive English Program, Part I

Constellation B

What are the characteristics of the modern intensive English program? It may offer a multitude of services in addition to ESL training, but does it still go unnoticed on the

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campus? And how long does it take foreign students to learn English in one of these programs? The answers to these questions are examined in this session.

Chair: **William Jex**, American Language Institute, New York University

Presenters: **Mary E. Fry**, University of Southern California

Christine F. Maloni, George Washington University

Shirley Thompson, George Washington University

Earl D. Wyman, Brigham Young University-Hawaii Campus

CAFSS/COMSEC/ADSEC

Cross-Cultural Orientation:

The Minneapolis Seminar

Baltimore Room

Presenters will summarize major themes and ideas presented at the Seminar on Cross-cultural Orientation in Minneapolis in November 1984. (Sponsored by the Council on International Educational Exchange and the International Society for Educational, Cultural and Scientific Interchange in cooperation with NAFSA.)

Chair: **R. Michael Paige**, University of Minnesota

Presenters: **Kristen Juffer**, U.S. Information Agency

David Bachner, Youth for Understanding

Josef Mestenhauser, University of Minnesota

CAFSS

Increasing Faculty Involvement in International Exchange

Douglass Room

This session explores the problems of faculty involvement and its reward in the process of administration of educational exchange.

Chair: **Bernard E. LaBerge**, Virginia Polytechnic Institute and State University

Presenters: **David Larsen**, University of Tennessee-Knoxville

Joseph Navari, St. Cloud State College

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CAFSS/COMSEC

Proselytizing and the International Student: Defining Issues, Seeking Solutions

Annapolis Room

Panelists for this session will present an overview of the role of religious groups in the United States and the mission and purpose of their programs for international students. In addition, discussion will explore policy and practice for foreign student offices and community service organizations. Issues arising from different positions will be raised and solutions explored.

Chair: **Richard D. Downie**, University of Florida-Gainesville

Presenters: **James S. Dalton**, Siena College

Arthur Everett, Association of Christian Ministries to Internationals (ACMI)

COMSEC

Public Diplomacy: The Role Community Groups Can Play in Furthering International Exchange

Camden Room

Discussion of expectations by USAID and USIA of community programming for foreign visitors and students. A program funded by the Development Education Program of USAID, the Minnesota Awareness Project, will be featured.

Chair: **Jean Griswold**, Colorado State University

Presenters: **Otto Schaler**, U.S. Agency for International Development

Joseph Bruns, U.S. Information Agency

Carol Steinberg, Minnesota Awareness Project

SECUSSA/CAFSS

Educational Exchange and the U.S. National Interest

Constellation A

The panelists will discuss major current issues confronting government and private policy-makers concerned with educational and cultural exchange and review recent research

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relevant to the issues. The session will focus on the U.S. government interest in such programs, including national security, the search for international understanding and the development of U.S. international competence.

Chair: **Richard W. Dye**, Institute of International Education

Presenters: **Francis X. Sutton**, The Ford Foundation
Wilbert LeMelle, State University of New York-Albany

SECUSSA

How to Select and Evaluate a Travel Agency Room C

A panel of experienced administrators of study abroad programs will explain how they select and evaluate the performance of travel agencies which handle various aspects of travel for their overseas programs.

Chair: **Jon Booth**, University of Minnesota

Presenters: **Nadine Cruz**, Hamline University
Sheila Johnson, Eckerd College
Arnold Schuetz, Virginia Polytechnic Institute and State University
Nona Winn, Michigan State University

STING

First-Encounter: Culture Shock and the Adaptation Process Charles Room

This session will address the reaction individuals display when they encounter unfamiliar cultural environments. In addition to addressing the consequences of uprooting, the presentation will examine the process of adaptation. The discussion will offer guidance to educators and community volunteers on how to know when international students are experiencing stress and on ways to alleviate such difficulties.

Chair: **David Ratnavale**, D.C. Institute of Mental Health

Presenters: **Yuko Minami**, San Diego State University
Melinda Reinicke, U.S. International University
Diann Stewart, University of Kansas

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Task Force on Regulatory Reform

Future Directions for Regulatory Reform Columbia Room

What direction should NAFSA's regulatory reform task force take in the immediate future? A discussion of the task force's work over the past year, the current status of the work, and the future of regulatory reform.

Chair: **Marvin J. Baron**, University of California-Berkeley

Presenters: **Sam Bensen**, Fragomon, Del Ray and Bensen
Norman Peterson, The Liaison Group for International Educational Exchange

Foreign Student Recruitment Information Clearinghouse

How Can the Recruitment Clearinghouse Help My Institution to Recruit?

Frederick Room

The Foreign Student Recruitment Information Clearinghouse (FSRIC) has developed a "Recruitment Kit" which will provide institutions with practical guidance in the development and implementation of foreign student recruitment programs.

Chair: **Josef Silny**, University of Miami

Presenter: **Elizabeth Adams**, NAFSA

Task Force on Overseas Counselors

Information Exchange: The Overseas Adviser As Resource Room F

Counselors from six geographical regions: Africa, Europe, Latin America, the Middle East, the Near East and Southeast Asia will be available to respond to questions on educational developments, academic credentials and study abroad programs in their area of the world. Experienced NAFSAs will also be available to answer advisers' questions. This will be an information sharing session.

Chair: **Rene Greenwald**, Institute of International Education, Mexico City

Presenters: To be announced

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Committee on Women International/Education for International Development

Celebrating the International Decade for Women: Mexico City to Nairobi and Beyond
Lombard Room

The program discusses the purposes and progress of policies articulated at the first International Women's Conference in Mexico City in 1975, and the plans by both governmental and non-governmental organizations for the International Conference to be held in Nairobi, Kenya, in 1985. A display of materials from various organizations which are preparing for the Nairobi Conference will also be featured.

Chair: **Elise Smith**, Overseas Educational Fund

Presenters: **Jane Knowles**, University of Wisconsin

Henda Gaffi, Urban and Regional Planning
Tunisia

Mary Debrovir, U.S. Agency for International
Development

12:00 noon-1:30 p.m.

Committee on Women International

International Women's Celebration Luncheon
The Chart House Restaurant

In celebration of the 10th Anniversary of the international women's year, the Committee on Women International will sponsor a luncheon on the theme of the Nairobi Conference. Participants at the luncheon/discussion will include international women students, U.S. government representatives, committee members and other interested NAFSAns.

Chair: **Terri Rosenblatt**, Resources International, Inc

Luncheon **Phyllis Kaminsky**, United Nations
Speakers: Information Center

Marilyn Girvan, Canadian Bureau for
International Education

Committee on Latin American and Caribbean Students
Committee Meeting
CAFSS Suite

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1:30 p.m.-3:00 p.m.

ADSEC

TOEFL: Update, Systems Matching and Other Concerns

Columbia Room

Current information about TOEFL, including information about systems matching; how to set up systems, avoid problems, reconcile tapes; test center operations overseas, including security; interpretation of TOEFL scores at undergraduate and graduate levels; relationship between TOEFL and TSE, other standardized tests.

Chair: **Virginia L. Gross**, University of Iowa

Presenter: **Russell Webster**, Educational Testing Service

ADSEC

Credential Evaluation: Different National Perspectives, Part I

Room E

Panel presentation and discussion dealing with the evaluation of foreign credentials for placement at undergraduate and graduate levels, as viewed by experts from the U.S. and four other countries. The countries represented have essentially the same foreign student composition. The panelists will talk about the principles and guidelines used in establishing educational equivalencies and in determining the quality of foreign applicants.

Chair: **Mariam Asseffa Morrissey**, World Education
Services

Presenters: **Jeremy W. Arterton**, University College, London

John W. J. Janssen, Netherlands University
Foundation for International Cooperation

Manfred Stassen, Deutscher Akademischer
Austauschdienst

William Kent, University of Toronto

Rebecca Dixon, The College Board

ATESL

A Cooperative Approach to the Foreign TA Issue
Room D

In response to complaints about foreign TAs at the University of Maryland, the Maryland English Institute established a two-day evaluation program in 1983. The program has

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benefited from cooperation at all university levels: administration, admissions, and the academic departments. This panel will deal with both the evaluation procedures and the university's role in this program.

Chair: **Nina Turitz**, University of Maryland-College Park

Presenters: **David Falk**, University of Maryland-College Park

Leslie A. Palmer, University of Maryland-College Park

Dale Gough, University of Maryland-College Park

Charlotte Groff, University of Maryland-College Park

ATESL/Consortium for Intensive English Programs **Running the Intensive English Program, Part II** Room C

In-service teacher training is one issue of IEP administration that demands continuing attention. Ways to achieve the professional growth of the IEP faculty is the focus of this session.

Chair: **Robert Dakin**, Ohio University

Presenters: **Adelaide Heyde Parsons**, Southeast Missouri State University

John Schmidt, University of Texas at Austin

Marji Knowles, Colorado State University

Carolyn Clark, University of the Pacific

B. Jean Longmire, University of the Pacific

CAFSS

Return of Foreign Students and Job Placement in the Home Country

Baltimore Room

How do institutions respond to the needs of students in identifying home country employment opportunities? What are the special needs of women seeking home country

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employment? Is a U.S. degree universally accepted? A discussion of some of the practical and philosophical issues of home country employment.

Chair: **Mary Jacob**, Mount Holyoke College

Presenters: **Dona Wolf**, U.S. Agency for International Development

Gretchen Brainard, Intergovernmental Committee for Migration

Cheryl Abbott, Northeastern University

CAFSS/Committee on Latin American and Caribbean Students

Political, Economic and Social Development in Central America

Room F

This topic will be presented from three points of view: the U.S. government (USIA), a North American agency working in Latin America (LASPAU), and academia (a political scientist). Although many subjects will be discussed, the impact of the Kissinger Commission's findings in Central America will be particularly stressed.

Chair: **William S. Stone**, Washington University

Presenters: **Bruce Bagley**, Johns Hopkins School of Advanced International Studies

John Mullany, Latin American Scholarship Program in American Universities

Michael Stevens, U.S. Information Agency

Respondent: **Elizabeth Carter**, U.S. Agency for International Development

CAFSS/Government Regulations Advisory Committee

Traveling to Canada: Tips for Advising Foreign Students

Calvert/Pratt Room

Foreign students studying in the United States and traveling to Canada pose unique advising problems for foreign student advisers. This session will endeavor to clarify the documentation requirements for U.S. and Canadian border

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crossing and discuss the pitfalls of such travel, including information on third country visa applications filed with U.S. consulates in Canada.

Chair: **Karen Nemeth**, State University of New York-Buffalo

Presenters: Consulate General, Embassy of Canada
U.S. Consulate General, Canada
U.S. Immigration Officer

COMSEC

Roundtable Discussion Groups

Constellation B

Presentation and small group discussions on a variety of topics central to the functioning of community groups. (Continues at 3:30).

Chair: **Nancy Kopka**, Michigan State University

Presenters: *NAFSA Resources:*
Aaron Reinicke, San Diego State University

Individualized Problems and Concerns:
Rosalie Berg, Columbia Council for Internationals

Building Bridges between Community Groups and FSAs:
David Horner, Michigan State University

Volunteers Teaching ESL:
Ardath Jagnow, Coralville, Iowa

Fund Raising Strategies and/or Grant Proposals:
Johanne Glass, University of Michigan

Sharing of Community Programs:
Lois Crooks, Oklahoma City, Oklahoma

Publications, Newsletters and PR:
Emily Wolf, Michigan State University

Revitalizing Friendship Families:
Joan Coleman, University of Maryland

SECUSSA

Teaching Introductory Language Courses Overseas

Chesapeake B

The panelists will discuss (1) whether or not introductory language courses can be taught well overseas and whether summer or regular term programs are best; (2) how best to

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teach introductory programs; (3) how to integrate students back into regular university classes when they return from overseas.

Chair: **Joan Elias Gore**, University of Virginia

Presenters: **Alvino E. Fantini**, School for International Training

Ronald Dimberg, University of Virginia

Grace Fielder, University of Virginia

SECUSSA

Experiences in Experiential Academic Learning
Camden Room

Panel will discuss positive and negative aspects of non-classroom experiential learning programs in general, with special reference to innovative programs currently being implemented by four institutions, including possibilities for serving as models for other academic and international exchange institutions.

Chair: **Edwin Gragert**, International Christian Youth Exchange

Presenters: **Lawrence Weiss**, Friends World College

Nadine Cruz, Hamline University

Paul Haber, World College West

SECUSSA

Foreign Study Program Evaluation
Charles Room

This session will present various perspectives on the evaluation of both academic and non-academic components of overseas programs, considering the roles and responsibilities of the campus adviser, the sponsoring and host institutions. The panel will also discuss the methodological and ethical dimensions of program evaluation.

Chair: **Karl Lindholm**, Middlebury College

Presenters: **Alastair J. Durie**, University of Aberdeen

Joan Solaun, University of Illinois-Urbana-Champaign

Michael Steinberg, Institute of European Studies

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STING

Developing Functional Student Organizations and Effective Campus Leadership, Part I

Lombard Room

How can a student leadership training workshop enhance the quality of campus leadership, as well as increase the effectiveness of a student organization? This session will explore models of current leadership development programs: goal setting techniques, leadership styles, effective communication strategies, fund-raising, group dynamics training, importance of delegating responsibility, and program planning. A training simulation will be offered.

Chair: **Don Driver**, George Washington University

Presenters: **Gary Wright**, American University

Michael Smithee, Syracuse University

ADSEC/ATESL/CAFSS/Committee on Foreign Students in Elementary and Secondary Schools

Transition of Foreign Students from U.S. High Schools to U.S. Colleges and Universities: Issues and Concerns

Chesapeake A

Communication and cooperation between U.S. secondary schools and postsecondary institutions are vital in assisting foreign students who study in a U.S. high school and go on to a U.S. college or university for further education. Administrators from both of these educational levels will present views on various issues involved in this important topic:

Chair: **Seamus P. Malin**, Harvard University

Presenters: **Sylvia Santana-Willoughby**, Prince George's County Schools, Maryland

Barbara J. Varsa, University of Maryland-College Park

CAFSS/Education for International Development
Health Care for International Students: Problems, Issues, and Recommendations from Research Findings

Annapolis Room

Presenters will discuss a NAFSA-funded research project which focused on the health and nutritional problems of foreign students; health care services for foreign students at

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U.S. institutions; and recommendations for policies related to the administration of health care services, staff training and orientation programs.

Chair: **Martha Morgan**, University of California-Irvine

Presenters: **Edward S. Blankenship**, California State University-Long Beach

Allan J. Ebbin, University of Southern California

3:00 p.m.-3:30 p.m.

Coffee Break

Convention Center, Hall B

3:30 p.m.-5:00 p.m.

ADSEC

Credential Evaluation, Part II

Room E

Description and presenters under Part I, Wednesday, 1:30 p.m.

ADSEC

Malaysia

Frederick Room

A World Education Series preview by the author.

Chair: **J. Kent Johnson**, Ohio Wesleyan University

Presenter: **Joann Stedman**, Columbia University

ADSEC/ATESL

Responsibilities of ESL Programs and Academic Institutions

Room F

An examination of the ESL program's responsibilities for the college advising of foreign students and the responsibilities of academic institutions that receive such students.

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Although particular emphasis will be placed on articulation with two-year colleges, the issues to be discussed will be of interest to admissions officers and foreign student advisers at four-year institutions as well.

Chair: **Frank Pialorsi**, University of Arizona

Presenters: **Terry Rubin**, International English Institute
Edwin Devlin, Monterey Peninsula College

ATESL/CAFSS

Viewing Foreign Graduate Teaching Assistants: Their Teaching and Training

Convention Center, Hall C

The presenters explore the consequences of the policies underlying the training of foreign TAs and offer research findings that clarify their role in the teaching process.

Chair: **James O'Driscoll**, Institute of International Education

Presenters: **Beverley McChesney**, Stanford University
Gail St. Martin, Louisiana State University
Kimberley Brown, Macalester College

ATESL

Learning English in the Classroom: Attitudes, Techniques and Technology

Room D

This session looks at learning in the ESL classroom from three different points of view: the learner, the teacher, and the ESL curriculum designer.

Chair: **Jane Woodward**, University of Southern California

Presenters: **David C. Alley**, University of Georgia
Joan H. Markey, Case Western Reserve University
Richard Schreck, Heidelberg College

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CAFSS

CAFSS Instant Issues

Room C

A forum for discussion of current issues in the profession. Topics raised by participants will be addressed by members of the CAFSS national team and other experienced professionals.

Chair: **Daniel Stracka**, University of Bridgeport

Presenters: **Joanne Clark**, Tennessee Technological University

David Enderlin, Northeastern University

CAFSS/SECUSSA/COMSEC

Building an Effective Image for International Programs on Campus and in the Community

Constellation A

Your office is known by what it prints, says, and how well you and your staff perform a variety of tasks, services and programs. Learn the importance of developing and maintaining a good image. Explore the different ways your program is perceived on campus and in the community and discover how to improve on image and substance with a professional who has managed the process.

Chair: **Sally Heym**, Northeastern University

Presenter: **Sandra Hillman**, Trahan, Burden, and Charles

CAFSS

International Alumni: Tracking and Follow-Up Programs

Chesapeake B

Panelists will describe various mechanisms for establishing/maintaining contact with alumni abroad for various purposes, including the development of service programs designed to further the professional integration of recently returned graduates, as well as the advancement of alumni at later stages of their careers in the home country.

Chair: **Kenneth A. Rogers**, Indiana University-Bloomington

Presenters: **Robert Gordon**, University of Pennsylvania

Peter Briggs, University of Oregon

Abe Weisblatt, Rutgers University

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COMSEC

Roundtable Discussion Groups Continued

Constellation B

See description at 1:30 p.m.

COMSEC

**Developing Cultural Understanding:
How to Cope With Community Backlash**

Baltimore Room

As the international student population increases, incidents which create stereotypes and community backlash also increase. This workshop was developed to help counteract the animosity toward international students.

Presenters: **Pat Russell**, University of Toledo

Cherie Mullane, University of Toledo

COMSEC/CAFSS/ATESL

Ventures in Cooperation

Annapolis Room

This session is designed to acquaint NAFSAns with opportunities that enhance foreign students' professional knowledge and their knowledge of American culture. Existing programs and services that supplement on-campus efforts will be highlighted. The interconnecting ties of NAFSA and NCIV will be examined.

Chair: **Eugenia Lepley**, International Visitors Center, Cincinnati

Presenters: **Susan Haskell**, YMCA, New York

Mary Kaye Jordan, Ohio University

Faye McKay-Clegg, Georgia Institute of Technology

Philip C. Uncapher, National Council for International Visitors

SECUSSA/CAFSS

**International Business Programs:
Blending Curriculum With Experience**

Calvert/Pratt Room

This session will explore the problems associated with organizing international business programs abroad and on campus. In on-campus programs, special attention will be

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paid to the use of foreign students as cross-cultural resources for local businesses. For U.S. students abroad, we will explore the problems of establishing academic programs which tap most national businesses as resources.

Chair: **Joseph V. Navari**, St. Cloud State University

Presenters: **Margaret S. Shiba**, Council on International Educational Exchange

Jay A. Vora, St. Cloud State University

SECUSSA

**Re-Entry Orientation and Integration
Chesapeake A**

This session will explore adjustment problems encountered by sojourners returning from study abroad programs and look at re-entry orientation models and the utilization of returning students on-campus and in the surrounding community. Existing programs at Lewis and Clark College in Portland, Oregon, the University of the Pacific in Stockton, California, and the Scandinavian Seminar in Amherst, Massachusetts, will serve as models.

Chair: **Larry A. Meyers**, Lewis and Clark College

Presenters: **Countland Smith**, University of the Pacific

William Hoffa, Scandinavian Seminar

Clyde Austin, Abilene Christian University

SECUSSA

**Strategies and Resources for Tapping Private and
Public Sources of Funding**

Columbia Room

A discussion of current funding opportunities for international education in the federal, foundation and corporate sectors. Strategies for the successful approaches for funding projects will be emphasized. Appropriate materials will be distributed.

Chair: **Walter Brown**, Council for Intercultural Studies and Programs

Presenters: **Thomas Fox**, Council on Foundations

Susanna Easton, U.S. Department of Education

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STING

Developing Functional Student Organizations and Effective Campus Leadership, Part II Lombard Room

An overview of various models of campus international student associations will be presented by student leaders and advisers. This will include an in-depth analysis of individual organizational origins, structure, constitution, funding, functions, and relationship to the campus bureaucracy. Participants are requested to bring samples of their organization's structure and constitution:

- Chair: **Gary Wright**, American University
- Presenters: **Seema Kedia**, University of Maryland
Majid Sifri, University of Maryland
Sajjad Ahrabi, American University
Nail Al-Jubeir, American University
Fulya Sari, Syracuse University
Michael Smithee, Syracuse University
Don Driver, George Washington University

5:30 p.m.–6:30 p.m.

Conference Plenary

Convention Center, Hall C

- Presiding: **John F. Reichard**, Executive Vice President, NAFSA
- Chair: **Richard M. Krasno**, President, Institute of International Education
- Speaker: **The Honorable Charles H. Percy**, Former Chairman, Foreign Relations Committee, United States Senate; Chairman, Institute of International Education; Chairman, Hariri Foundation, U.S.A.

7:00 p.m.–10:00 p.m.

Wine and Cheese

The National Aquarium in Baltimore

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Conference Office and Press Room Hours 8:00 a.m.–5:00 p.m.

Pratt Street Lobby, Convention Center

Conference Registration

8:00 a.m.–5:00 p.m.

Pratt Street Lobby, Convention Center

Conference Exhibits

9:00 a.m.–12:30 p.m., 2:00 p.m.–5:30 p.m.

Hall B, Convention Center

NAFSA Job Registry

9:00 a.m.–5:30 p.m.

Hall B, Convention Center

8:30 a.m.–10:00 a.m.

ADSEC

ADSEC/CAFSS Plenary

Cooperation Between the U.S. Government and Higher Education in International Exchange: A Marriage Partnership or Renewable Contract Constellation A

Co-Chairs: **Jill D. Bulthuis**, University of North Carolina-Chapel Hill

Gary Hoover, University of the Pacific

Presenters: **Steven Muller**, President, Johns Hopkins University

Ronald L. Trowbridge, Associate Director, Bureau of Educational and Cultural Affairs, United States Information Agency

ATESL

TESOL's Standards and Programs for Self-Evaluation

Chesapeake B

Presentation of TESOL's Program Standards with case studies of their use in program self-evaluation.

Chair: **Carol J. Kreidler**, Georgetown University

Presenters: To be announced

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ATESL

**Helping the Foreign Teaching Assistant:
Assessment and Training**
Constellation B

One of the fastest-growing areas of ESL involves helping the foreign TA do a better job of teaching. The presenters in this session report on their recent research with assessment testing and developmental training.

Chair: **Kathleen M. Bailey**, Monterey Institute of International Studies

Presenters: **Janet Johnson**, Arizona State University

Janet C. Constantinides, University of Wyoming

Dan Douglas, Wayne State University

CAFSS

CAFSS/ADSEC Plenary
Constellation A

See above.

CAFSS/Committee on Latin American and Caribbean Students

**Latin American Universities in Crisis:
Humanities vs. Technology**

Room E

An open discussion with the conference participants from Latin America, North Americans living in Latin America, and NAFSAs interested in Latin America. The topic will focus upon Latin America's embracing of technology and its impact upon humanities in Latin American universities.

Co-Chairs: **Anita Herzfeld**, Georgetown University

Elizabeth Coggins, Golden Gate University

COMSEC

**International Houses: Resources for Academy
and Community**

Calvert/Pratt Room

Chief officers and associated staff of seven international houses from across the country discuss resources and insights their houses can offer—from building contacts with community "names" and government funding sources,

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to managing the fluctuations of program response and organizing community involvement.

Chair: **Beverly T. Andrews**, International House of Philadelphia

Presenters: **Ellen Davis**, International House of Philadelphia

Gordon Evans, International House, New York

Diane Cudahy, International House, University of Tennessee

C. Lester Stermer, International House of Chicago

W. Sheridan Warrick, International House, University of California–Berkeley

COMSEC

**Networking Strategies for Community-based
Programs**

Charles Room

An exploration of how community-based programs supporting international educational interchange can extend their activities to and cooperate with other community groups and organizations. A discussion of the underlying purposes and practical strategies for integrating our efforts with the broader agenda of education and development in our communities.

Chair: **Steve Sjoberg**, World Affairs Council of Boston

Presenter: **Carol Steinberg**, Minnesota Awareness Project

COMSEC

Community Reaction: Acceptance vs. Backlash
Chesapeake A

This program focuses on the concept of acceptance vs. backlash in relation to the community of Jonesboro and the academic community at Arkansas State University. The project enjoys a highly organized system of project support whose primary purpose is to promote good relations between both communities and the Saudi Project.

Chair: **Suzanne Langley**, Arkansas State University

Presenter: **Sue Marlay**, Arkansas State University

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SECUSSA

Linking Education Abroad Programs With Development Issues and Projects

Lombard Room

In Third World countries, where national development is the top priority issue, U.S. study abroad programs have the unique opportunity to learn firsthand the problems and successes of rural and urban development activities. This session, illustrated with slides, explores how to do so in the context of an academic program.

Chair: **John G. Sommer**, School for International Training

Presenters: **Lawrence Frank**, St. Lawrence University
Herman Kleine, Georgetown University

SECUSSA/Government Regulations Advisory Committee

Computer Conferencing for SECUSSA/CAFSS/GRAC

Room F

This will be an explanation and demonstration of computer-based conferencing and a private electronic mail system. For those with modem-equipped computers in their offices, this will be an opportunity to see and learn about electronic communications capability already existing between and among institutions.

Chair: **Jon O. Heise**, University of Michigan

Presenter: **James N. Gehlhar**, University of Michigan

SECUSSA

Transcripts from the U.K.: Analysis and Issues, Part I

Columbia Room

An evaluation of the various types of "transcripts" students receive for work done at British Universities—those issued by the university or by agency- or college-sponsored programs placing students within the university. Panelists will address such questions as the sufficiency of the documentation, grading scales, credit hours in relation to contact hours, and course levels and titling. This session is followed

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by a session on the search for a model transcript. This session invites audience participation and encourages participants to plan to attend both transcript sessions.

Chair: **Tom Roberts**, Beaver College

Presenters: **Gloria Kenny**, Marymount College

Maryelise Lamet, University of Massachusetts-Amherst

David Rex, University of Essex, United Kingdom

Jeremy Arntson, University College, London

Committee on Women International/Commission on Professional Development

The Art of Negotiating, Part I

Baltimore Room

Background on the art of negotiating as a valuable personal and professional skill; group "practical" exercise (a practice negotiation); and a critique of negotiations.

Chair: **Judith Factor**, Metro International

Presenter: **Ellen Raider**, Ellen Raider International

Rules and Resolutions Committee

Open Meeting

Executive Boardroom

The second and final opportunity to meet with the Rules and Resolutions Committee to discuss proposed resolutions and/or parliamentary procedure.

Chair: **Robert B. Kaplan**, University of Southern California

Field Service Steering Committee

Health Care for Foreign Students: Practical Applications

Frederick Room

Campus and local strategies for improving the delivery of culturally appropriate health care for foreign students.

Chair: **Kay A. Thomas**, University of Minnesota

Presenters: **Michael Smithee**, Syracuse University

Peggy Arbanas, Michigan State University

Stephen Karel, East-West Center

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COOP/Field Service/Education for International Development/Committee on Foreign Students in Elementary and Secondary Schools

NAFSA Funding Opportunities:

How to Tap the NAFSA Resources When You Need Funding for a Good Idea

Camden Room

Representatives of each of the four funding advisory committees of NAFSA will describe their focus and current projects, as well as application and proposal review procedures. Questions after the presentations can be continued into the informal "open house" which follows:

Chair: **A. Lee Zeigler**, Stanford University

Presenters: **Jack Van de Water**, Oregon State University

Seamus P. Malin, Harvard University

Jerry Wilcox, Cornell University

10:00 a.m.–10:30 a.m.

Coffee Break

Convention Center, Hall B

10:30 a.m.–12:00 noon

ADSEC

The Admissions Offer

Annapolis Room

Discussion of the offer of admission from various perspectives: the admissions office, the foreign student adviser and the foreign student. The issue of "conditional" I-20s and the mechanics of an I-20 form (how and why they are issued, problems with the current form revisions and INS reporting requirements) will be addressed.

Chair: **Perry S. Akins**, Washington Educational Research Associates, Inc.

Presenters: **G. James Haas**, Indiana University-Bloomington

Ivor M. Emmanuel, University of Illinois-Urbana-Champaign

Thursday, May 30

10:30 a.m.–12:00 noon

ADSEC

ADSEC Instant Issues

Room D

An opportunity for open discussion of current issues in the admission of international students.

Chair: **Gary Hopkins**, University of Delaware

ATESL

Looking at the ESL Student: Different Views

Frederick Room

What student factors are the key to success in teaching ESL? How important are the students' proficiency levels, cultural backgrounds and status in their social group? These questions are explored in this session.

Chair: **Charles B. Foster**, ELS Language Centers

Presenters: **Martha Clough**, University of Houston

Rhona Genzel, Rochester Institute of Technology

Donna Rice, State University of New York-Buffalo

ATESL

ESL/EFL and the Federal Government: The U.S. Agency for International Development and the U.S. Information Agency

Room E

The session is a briefing for ATESL on the ESL/EFL responsibilities, purposes, and activities of USAID and USIA. The presenters will also discuss their needs for better communication with intensive English programs in the U.S.

Chair: **Patricia Byrd**, Georgia State University

Presenters: **Dona Wolf**, U.S. Agency for International Development

Scott Murbach, U.S. Information Agency

CAFSS

Innovations in International Educational Exchange

Constellation B

Presenters will report on their own innovative activities in international educational exchange.

Chair: **Mary Peterson**, NAFSA

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Thursday, May 30

10:30 a.m.–12:00 noon

Presenters: **Craufurd Goodwin**, Duke University
Michael Nacht, University of Maryland-
College Park
Sven Groennings, U.S. Department of Education

CAFSS

**Returning Home: Development in Re-entry
Counseling**

Calvert/Pratt Room

A brief introduction to a re-entry counselor training program developed for the Canadian Bureau of International Education, which concentrates on psycho-social issues. An outline of the program will be followed by evaluations and suggestions arising from over one year's experience of implementation in Canada and the U.S.

Chair: **George Tillman**, Canadian Bureau for
International Education

Presenter: **Marv Westwood**, University of British Columbia

CAFSS/COMSEC

**FSA's as Intercultural Communications Trainers:
Why and How**

Chesapeake B

Demonstration of and participation in an intercultural communications workshop designed to help others (university staff or community persons) to communicate more effectively and sensitively with international students. Copy and/or edit this workshop for use on your campus. (It's been done successfully with Admissions, Registrars, Financial Services, and University Police.)

Chair: **Jennifer A. Lund**, University of Florida

Presenters: To be announced

COMSEC/STING

**Cross-cultural Communication Workshop for
Residence Hall Roommates**

Charles Room

Demonstration of a communication workshop utilizing psycho-social dramas and small group discussions to facilitate positive interaction between U.S. and foreign roommates.

Thursday, May 30

10:30 a.m.–12:00 noon

Participants will experience the workshop first-hand and share the nature of inter-cultural relations in residence halls on their campuses.

Presenters: **Holly Harris**, Otterbein College
Student Participants

COMSEC/STING

**Developing a Speakers Bureau/International
Classroom**

Lombard Room

A "nuts and bolts" presentation outlining how to build a speakers bureau/international classroom. Topics will include philosophy, recruitment, orientation, publicity, community involvement, mechanics, and comments from experienced student participants.

Chair: **Paula Takei**, Pennsylvania State University

Presenters: **My Yarabinec**, University of Southern California

Elizabeth D. Abernathy, Foreign Student Service
Council

SECUSSA

**Study in Asia: Academic Systems and Program
Development**

Chesapeake A

India, Japan, Korea and Singapore are the focus of this panel of both faculty members and administrators. Panelists will describe and provide updated information on the national higher education system and discuss processes and procedures for the establishment of study abroad programs in these countries. Opportunities for questions and comments.

Chair: **Terry Gamba Ferrier**, Franklin & Marshall
College

Presenters: **Amit Kumar Mitra**, Franklin & Marshall
College

Alex M. Shane, State University of New York-
Albany

John Witek, Georgetown University

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Thursday, May 30

10:30 a.m. - 12:00 noon

SECUSSA

Government Policy and Student/Scholar Opportunity to Study Abroad

Room F

Current policies—and the issues behind them—of the U.S. and major receiving nations as they influence the opportunities for American students and scholars to study abroad.

Chair: **Norman Peterson**, The Liaison Group for International Educational Exchange

Presenters: **Manfred Stassen**, German Academic Exchange Service

Norbert Blanc, Embassy of France

SECUSSA

Transcripts from the U.K., Part II: Search for a Model Transcript

Columbia Room

This session, a direct follow-up to the 8:30 a.m. session on transcripts from the United Kingdom, is a workshop, and participation in this workshop will be limited to those who attended the preceding session. Small groups led by the workshop faculty will devise draft forms of a model transcript for work done by U.S. students at British universities. These models will be used by a SECUSSA Task Force on U.K. transcripts which will be working with British universities during 1985-86 to attempt to reach uniformity in reporting on a model standard transcript form.

Chair: **Tom Roberts**, Beaver College

Presenters: **Gloria Kenny**, Marymount College

Maryelise Lamet, University of Massachusetts-Amherst

David Rex, University of Essex, United Kingdom

Jeremy Arterton, University College, London

Committee on Women International/Commission on Professional Development

The Art of Negotiating, Part II

Baltimore Room

See description under 8:30 session.

Thursday, May 30

10:30 a.m. - 12:00 noon

COOP/Field Service/Education for International Development/Committee on Foreign Students in Elementary and Secondary Schools

NAFSA Funding Opportunities: Open House

Camden Room

This informal "question and answer" session follows from the previous session's discussion of NAFSA's four funding committees. Those who wish to discuss specific funding opportunities or project ideas with members and staff of the four funding programs are welcome. Persons who have received grants are also invited to participate. Display materials will include representative model projects.

Chair: **A. Lee Zeigler**, Stanford University

12:00 noon - 2:00 p.m.

Foreign Visitors' Luncheon

The U.S. Government's Role in International Development

Convention Center, Hall D

Presiding: **Richard D. Downie**, Vice President for Regional Affairs, NAFSA

Speaker: **M. Peter McPherson**, Administrator, United States Agency for International Development

2:00 p.m. - 3:00 p.m.

Meetings

Task Force on Reorganization
Calvert Room

Research Committee
Douglass Room

1986 Conference Planning Committee
Executive Boardroom

Region I
Chesapeake A

Region II
Room C

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Thursday, May 30

2:00 p.m.-3:00 p.m.

Region III
Chesapeake B

Region IV
Room D

Region V
Room E

Region VI
Room F

Region VII
Constellation A

Region VIII
Baltimore Room

Region IX
Annapolis Room

Region X
Constellation B

Region XI
Frederick Room

Region XII
Columbia Room

Cooperative Grants

Intercultural In-Service Training for University Communities

Charles Room

An opportunity to view a videotape produced through a grant from the Cooperative Grants Program. This videotape is designed to sensitize service units on- and off-campus campus and international students to culture-stereotyping and miscommunication that occurs within the university community. The videotape and accompanying materials are available from the Cooperative Grants Program on a loan basis.

Chair: **Elena Garate Eskey**, University of Southern California

3:00 p.m.-3:30 p.m.

Coffee Break

Convention Center, Hall B

Thursday, May 30

3:30 p.m.-5:00 p.m.

ADSEC

The Lebanese System of Education and the Baccalaureate II Examination

Room D

The Lebanese Baccalaureate II examinations and transfer credit for Lebanese students coming to U.S. institutions.

Chair: **Dona Bretherick**, University of California-Berkeley

Presenters: **Nabeel F. Haidar**, Beirut University College

Ernest R. Griff, Michigan Technological University

ADSEC

How to Deal With Unaccredited Institutions Overseas

Charles Room

This session has two components. The first is a discussion of the various types of non-recognized or "unaccredited" institutions which exist. These range from off-shore schools set up for Americans to institutions which operate without local recognition, but which are accredited in the U.S., to those which operate without any recognition at all either in the countries where they might be located or elsewhere. The second is a discussion of current practices at various U.S. universities regarding the evaluation of credentials from "unaccredited" institutions abroad.

Chair: **Mariam Assefa Morrissey**, World Education Services, Inc.

Presenters: **James S. Frey**, Educational Credential Evaluators, Inc.

Barbara J. Varsa, University of Maryland-College Park

ADSEC

The Role of the Four-Year Liberal Arts College in International Education

Douglass Room

A report on the status of foreign students in small four-year liberal arts colleges. How many are there? Where are they from? What are they studying? What special problems are unique to the small campus, and how does the school cope? What are the peculiar strengths of the small liberal arts college?

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Thursday, May 30

3:30 p.m.-5:00 p.m.

Chair: **Peter Loy**, Occidental College
Presenters: **Ann Goss**, Linfield College
June Noronha, College of St. Catherine
Karen Lowe Raftus, College of Wooster

ATESL

ATESL Plenary: Stages in the Spread of English Action and Reaction

Constellation B

Peter Strevens will address the ATESL plenary on the differing responses in the U.S. and U.K. today to the English language needs of students worldwide. The provision of English language training in U.S. universities is superior to training at British universities, but the English language training by the British abroad, especially by the British Council, is superior to that conducted by the United States. Further, an independent sector in Britain, with British Council and university support, is providing a unique impetus for the rapid development of English language training methodology, effective classic practice and a high level of teaching proficiency. What the principal English language countries who host educational exchanges should do most effectively depends on many factors: where a student comes from, the pace of English language in the country's academic life and whether the student intends to return home or remain in England or the United States.

Chair: **Robert P. Fox**, The American University
Presenter: **Peter Strevens**, Bell Educational Trust,
Cambridge, United Kingdom

CAFSS

International Living Centers

Calvert/Pratt Room

A discussion of various aspects of international living facilities with the following presentations:

The Foreign Student Adviser's Role in Facilitating International Student Housing:

Richard F. Reiff, University of Georgia

Enhancing the Experiences of Students Living in an International Residence:

Ann Helm, University of California-Berkeley

Residential Models in International Living Groups:

Brian Q. Silver, Duke University

Thursday, May 30

3:30 p.m.-5:00 p.m.

CAFSS

Meeting the Academic Needs of International Students

Room E

Academic success is of the utmost importance to our international student population. This presentation will focus on specific programs developed by a number of institutions to assist students to be more successful in their academic endeavors. Academic relevance of course content for this population will also be examined.

Chair: **Ronald A.J. Cadieux**, Ohio State University

Presenters: **Carol Reed**, Ohio State University

Carol B. Munshower, California State University-Fresno

Willis Griffin, University of Kentucky

CAFSS

**Advocacy and Representation:
How To, When To, Why To**

Room F

A blend of theoretical and practical information will be shared by panelists representing the various levels of advocacy and representation: institutional, community, state, and national.

Chair: **Piedad Robertson**, Miami Dade Community College

Presenters: **Norman Peterson**, The Liaison Group for International Educational Exchange

Peter Galbraith, U.S. Senate Foreign Relations Committee

COMSEC/STING

Meeting Students' and Hosts' Expectations for Home Visits

Annapolis Room

Students anticipating home visits and those offering home hospitality do so with a variety of expectations. This panel, consisting of international students, American hosts and representatives from organizations that arrange home visits, will explore these expectations and how they can be met to ensure a successful experience.

Chair: **Barbara A. Brand**, Washington Center

Presenters: To be announced.

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3:30 p.m.–5:00 p.m.

COMSEC/Committee on Foreign Students in Elementary and Secondary Schools

A Model for Intercultural Orientation

Frederick Room

Materials and designs will be presented of the four-phase intercultural orientation model developed by the Experiment in International Living, funded by the President's International Youth Exchange Initiative. The development effort will be discussed within the context of other government-funded projects designed to enhance the quality of educational exchange programs.

Presenters: **Julie Soquet**, Experiment in International Living

Kathleen Brion, U.S. Information Agency

COMSEC/Committee on Women International

Career Issues Facing Professional Women in Traditional Societies

Columbia Room

The director of the Hubert H. Humphrey Fellowship Program will moderate a panel of two Humphrey scholars who will discuss personal/professional opportunities and barriers for educated women pursuing high-level professional careers.

Chair: **Zehra Avsar Keye**, University of Minnesota

Presenters: **R. Michael Haviland**, Institute of International Education

Rita Sharma, Indian Administrative Services, India

Veshna Pusic, University of Zagreb, Yugoslavia

SECUSSA

New Developments in Third World Study

Baltimore Room

Following an update on study abroad opportunities and issues for Americans in Third World countries, and the initial efforts of SECUSSA's new Third World Committee, information, ideas, and recommendations will be solicited from session participants for future committee and individual NAESA member action.

Chair: SECUSSA Third World Committee

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3:30 p.m.–5:00 p.m.

SECUSSA

Recent Developments and Opportunities Affecting U.S. Participation in U.K. Higher Education

Room C

An update on recent higher education trends and policy changes which affect U.S. students in the U.K. Speakers will show contrasted professional backgrounds and involvement and will describe varied types of institutions. Opportunity for in-depth discussion.

Chair: **James Hughes**, University of Kent at Canterbury, United Kingdom

Presenters: **Margaret Westwood**, University of Surrey, United Kingdom

Peter Craggs, City University/London, United Kingdom

STING

Economic Development in the Third World: Old Myths, New Realities

Chesapeake A

The main thrust of the presentation will be the transfer of Western technology to enhance the self-sufficiency of developing countries through the improvement of agricultural productivity. At the outset of the session, we will dispel the commonly held views of economic development. This point will be reinforced by illuminating the effects of cultural values in the development process. The panelists will provide both theoretical and practical guidelines on how governments and international educational exchanges can facilitate the challenge of Third World development.

Chair: **Abebayehu Novick**, University of Maryland-College Park

Presenters: **Patricia Succar**, University of Maryland-College Park

Robert Kohls, Washington International Center

Farid Al-Atas, University of Maryland-College Park

Respondent: **Dan Terrell**, U.S. Agency for International Development

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3:30 p.m.-5:00 p.m.

Education for International Development
**Financial Aid for Foreign Students:
The Oregon Model**
Chesapeake B

Foreign students in Oregon have been paying in-state tuition in exchange for providing an educational service. Evaluative information from this program will be presented and ideas discussed relative to applying this concept to other universities and to USAID-sponsored students.

Chair: **Jack Van de Water**, Oregon State University

Presenters: **Judith Sult**, Oregon State University

Peter Briggs, University of Oregon

Respondent: **Richard Calhoun**, U.S. Agency for International Development

Home Country Employment Review Advisory Group
**Career Planning and Placement for Foreign
Students: Beyond the Registry**
Lombard Room

A working session on what is needed on your campus to assist you with the career development and home country employment needs of foreign students. The advisory group is particularly interested in meeting with FSAs, college placement officers and students. Come prepared to express your views!

Facilitators: **Margaret A. Kidd**, University of Texas at Austin

Elizabeth A. Adams, NAFSA

Jerry Wilcox, Cornell University

5:30-6:30 p.m.

Conference Plenary
**Comparative Perspectives on Host Country
Exchange Policies**
Convention Center, Hall C

Presiding: **Lee Thompson**, President-elect, NAFSA,
Boulder, Colorado

Chair: **Jeanne T. Smoot**, Director, Office of
Academic Programs, Bureau of Educational
and Cultural Affairs, United States
Information Agency

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Presenters: **Karl Roeloffs**, Secretary General, German
Academic Exchange Service, Bonn

Marilyn Girvan, Executive Director,
Canadian Bureau for International
Education, Ottawa

Kazuyuki Kitamura, Professor of Education,
Hiroshima University, Japan

7:00 p.m.-9:00 p.m.

Committee on Latin American and Caribbean Students
Committee Meeting
Charles Room

7:00 p.m.-10:00 p.m.

SECUSSA Dinner Cruise

Live dance band, buffet dinner and open bar aboard the *Port Welcome*. Advance ticket purchase required. Wednesday and Thursday issues of the "Daily Bulletin" will give directions for boarding.

COMSEC Night at the Movies
Chesapeake A

A look at a number of good audiovisuals, some developed by local groups, to aid in introducing international students to the community's programs, resources and promotion.

Chair: **Barbara Blair**, Tucson, Arizona

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NAFSA Conference Office Hours

8:00 a.m.–1:30 p.m.

Pratt Street Lobby, Convention Center

Conference Registration

8:00 a.m.–12:00 noon

Pratt Street Lobby, Convention Center

Conference Exhibits

9:00 a.m.–10:30 a.m.

Hall B, Convention Center

NAFSA Job Registry

8:00 a.m.–10:30 a.m.

Hall B, Convention Center

8:30 a.m.–10:00 a.m.

ADSEC

Overseas Educational Advisers Speak to Admissions Officers

Room D

This session will examine the needs of foreign students overseas as they explore, apply to and prepare to enroll in U.S. institutions. A panel of experienced overseas educational advisers will discuss ways in which institutions and advisers can assist the student in all phases of the process. The session will allow ample time for discussion between the panel and the audience.

Chair: **Gary Hoover**, University of the Pacific

Presenters: A panel of experienced overseas educational advisers.

ADSEC

Keeping International Students on Track: A Computerized Model for Sponsored Students

Room E

Participants will discuss the development of Aramco's computerized systems and methods of data collection and control for its sponsorees. The session will review the company's emphasis on quality advising and human resources management and its facilitation of manpower planning

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through assessment of academic progress, attrition rates and estimates of graduation trends. The session will also cover the importance of rapid data delivery from the U.S. to the home office of the sponsor.

Chair: **Robert K. Brashear**, University of Houston

Presenters: **Bruce P. Browne**, Aramco Service Company

Patrick Carmichael, Aramco Service Company

ADSEC

Educational Systems in Central America

Charles Room

Educational systems in Nicaragua, El Salvador, and Honduras will be discussed.

Chair: **Kitty Villa**, University of Texas at Austin

Presenter: **Rene Greenwald**, Institute of International Education, Mexico

ADSEC

Interassociational Committee on Data Collection

Camden Room

This program will provide an opportunity for NAFSA members to meet with members of the Interassociational Committee on Data Collection (ICDC) and provide feedback on data needs in the field, suggestions for the enhancement of *Open Doors* and *Profiles* and discussion on reporting requirements for the INS.

Chair: **Bill Paver**, University of Texas at Austin

Presenters: **Michael Dean**, University of Wisconsin-Madison

Erlend Peterson, Brigham Young University

ATESL

English Teaching Abroad: Three Home Country Reports

Frederick Room

The teaching of English as a foreign language is the topic of this session. The presenters offer reports on ESL teaching in Saudi Arabia, the People's Republic of China and Poland.

Chair: **Lois Kleinhenn Lanier**, University of Maryland-College Park

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Presenters: **Lawrence F. Bouton**, University of Illinois
Susan Lewis English, George Washington University
John Een, Xian Jiaotong University, People's Republic of China
Gao Lansheng, Wuhan University, People's Republic of China
Ahmad Ajarimah, Aramco
Nimr A. Atiyeh, Aramco

ATESL

Teaching and Testing in the ESL Classroom

Baltimore Room

It has been said that testing is the "other side" of teaching. The presenters in this session look at the relationship between the two and suggest some ideas to improve the teaching and testing of reading and composition.

Chair: **Mary Ann Christensen**, Snow College
Presenters: **Norman W. Evans**, Brigham Young University-Hawaii Campus
Edward Erasmus, University of Kansas-Lawrence
Mark O. James, Brigham Young University-Hawaii Campus

CAFSS

Economic, Political and Social Change in the Middle East

Chesapeake B

A panel discussion of the recent developments in the Middle East (since 1979) and their implications for continuing and future students and U.S. institutions. Presentation will include a report from the NAFSA coordinator for Iranian student concerns.

Chair: **Ann Kuhlman**, University of Pennsylvania
Presenters: **Leslie Schmida**, AMIDEAST
Carole Cumps, University of Massachusetts-Amherst
Philip Stoddard, Middle East Institute

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CAFSS

Managing Emergency Situations

Calvert/Pratt Room

Presentations of cases and discussion on managing emergencies involving the hospitalization and death of students and other crisis intervention situations.

Chair: **Janet Shepro**, University of Bridgeport
Presenters: **Patricia Burak**, Syracuse University
John H. Rogers, University of Miami

CAFSS/Government Regulations Advisory Committee

Government Representatives:

Questions and Answers

Room F

This program offers an opportunity for conference participants to ask questions of representatives from the Immigration and Naturalization Service, the Department of State visa office, and the United States Information Agency general counsel concerning U.S. policy and practice in the area of international educational interchange.

Chair: **Heather F. Olson**, Georgia State University
Presenters: **Marvin Baron**, University of California-Berkeley
Comelius Scully III, U.S. Department of State
Alice Strickler, U.S. Immigration and Naturalization Service
Richard Fruchterman, U.S. Information Agency

CAFSS

Cross-Cultural Counseling: Ethics and Practice in Foreign Student Advising

Constellation B

This program will explore some of the critical issues involved in the counseling of international students and some of the ethical dimensions and dilemmas which arise. The role of foreign student adviser as a counselor will be explored.

Chair: **Kay A. Thomas**, University of Minnesota-Minneapolis
Presenters: To be announced

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8:30 a.m.-10:00 a.m.

COMSEC

Introducing "Community" to International Students: A Variety of Approaches

Columbia Room

Presenters will describe a variety of activities which utilize community resources to foster an appreciation and understanding of American life and culture.

Chair: **Judith Factor**, Metro International, New York City

Presenters: **Ellie Spiegel**, International House, New York City

Sarah L. Connor, International Visitors Center of Chicago

COMSEC

Community Involvement in Orientation

Annapolis Room

The session will explore ways of using community groups in an effective, integrated orientation program. Two different programs will be highlighted: a long-standing program in a large, rural university and a newly-developed program at a mid-sized, urban university.

Chair: **Sharon Jensen**, University of Arizona

Presenters: **James F. Lynch**, Pennsylvania State University

Scott King, University of Alabama

SECUSSA

Higher Education in Mexico: Models for Direct Exchange

Lombard Room

Description of higher education in Mexico today—with particular attention to government attempts at decentralization. Several models for direct exchange with Mexican universities will be presented including: University of Washington; University of Guadalajara; University of California; National Autonomous University of Mexico; University of Wisconsin; Monterrey Institute of Technology; University of Colorado; University of Veracruz. These models will provide information on how to develop exchanges with Mexican universities.

Chair: **Kathryn Hubbard**, University of Washington

Presenters: **Margarita Sierra**, University of Guadalajara

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James Alexander, University of Wisconsin-Eau Claire

Henry Weaver, University of California-Santa Barbara

SECUSSA/ADSEC

U.S.-German Exchanges: The Baden-Württemberg Experience

Room C

Panelists have participated in the most recent Baden-Württemberg Seminar and administer major U.S.-German exchanges. They will address the most important issues involved in establishing and maintaining such exchanges, including: 1) selection criteria, language skills; 2) balancing the budget; 3) balancing the exchange in terms of numbers of students; 4) course documentation and credential comparability; 5) resident directors; and 6) orientation.

Chair: **Bette Davis**, University of Massachusetts-Boston

Presenters: **Axel Markert**, University of Tübingen, Federal Republic of Germany

Elizabeth Brewer, University of Massachusetts-Amherst

Irma Delson Wright, Oregon State University

Rebecca Sibley, University of Colorado

Commission on Representation

A Cooperative Approach to Government Relations: NAFSA and The Liaison Group for International Educational Exchange

Chesapeake A

Chief executive officers of member organizations of The Liaison Group for International Educational Exchange discuss The Liaison Group and how its coordinated approach to advocacy works in the exchange field. The Liaison Group's current and future activities will be featured. (The session is co-sponsored by The Liaison Group.)

Chair: **Norman Peterson**, The Liaison Group for International Educational Exchange

Presenters: **Jack Egle**, Council on International Educational Exchange

Lewis Tyler, Latin American Scholarship Program of American Universities

John F. Reichard, NAFSA

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Friday, May 31

8:30 a.m.–10:00 a.m.

Nigerian Concerns Group

Update on Nigerian Student Affairs

Douglass Room

Chair: **France Pruitt**, George Mason University

10:00 a.m.–10:30 a.m.

Coffee Break

Convention Center, Hall B

10:30 a.m.–12 noon

ADSEC

**How Can You Win If You Don't Know
What The Game Is? Community Colleges
in International Education**

Chesapeake A

Based on a recent study of international programs at community colleges, the presenter discusses the findings with a focus on organizational problems, strengths and weaknesses and implications for the future.

Chair: **Eduardo Conrado**, El Paso Community College

Presenter: **Michael D. Fels**, El Paso Community College

ADSEC

The Foreign Athlete: Eligibility and Adjustment

Baltimore Room

Brief presentations will stimulate a discussion on problems associated with determining eligibility of foreign athletes.

Chair: **Joel B. Slocum**, Education International

Presenter: **Thomas Yeager**, National Collegiate Athletic Association

ADSEC

**The International Baccalaureate:
Current Practices in Admission**

Frederick Room

An update and discussion of the IB from various perspectives: the international school; the university that has traditionally recognized the IB for course credit and advanced

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placement; the university which utilizes a central test and measurements office for campus-wide course credit recognition of credentials; and the current stand on the recognition of the IB.

Chair: **H. Gilbert Nicol**, International Baccalaureate of North America

Presenters: **Elaine Greenstone**, Washington International School

Seamus P. Malin, Harvard University

John C. Ory, University of Illinois-Urbana-Champaign

ATESL

Cross-Cultural Learning in the ESL Program

Constellation A

Many factors contribute to the student's success in the ESL program. This session explores the part played by cross-cultural learning in given settings and the student's own cultural background

Chair: **Jean Engler**, University of Colorado-Boulder

Presenters: **James R. Kealey**, Ohio Dominican College

Sue Dechow, Ohio Dominican College

JoAnne Elias, Mills College

Carol Chapelle, Northern Arizona University

ATESL

Selecting An Intensive English Program

Calvert/Pratt Room

This panel is designed to assist sponsors who have difficulty in placing students in effective intensive English programs. Desirable qualifications, the appropriate components, and how to learn these details about a program are discussed by experts.

Chair: **Joyce Merrill Valdes**, University of Houston-University Park

Presenters: **Charles Kreider**, Georgetown University

Joy Reid, Colorado State University

David Eskey, University of Southern California

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CAFSS/SECUSSA

CAFSS/SECUSSA Plenary:

U.S.-Soviet Exchanges: Problems and Prospects

Constellation B

A bilateral examination of the problems, successes and implications of academic and research exchanges between the Soviet Union and the United States. Presenters will examine trends and prospects for the future of exchanges between the two countries. Following the presentations, questions from the audience will be invited.

Chair: **Herbert Ellison**, Kennan Institute

Presenters: **Allen H. Kassof**, International Research and Exchange Board

Sergey M. Rogov, Embassy of the U.S.S.R.

CAFSS

Training for Cross-Cultural Trainers

Annapolis Room

This session will focus on helping trainees to understand some of the principles of adult learning, particularly in intercultural situations. Various experiential methods (that could be duplicated by participants) will be used to demonstrate effective training techniques and attitudes. Useful for FSAs for orientations and directors of international offices for staff training.

Chair and

Presenter: **Zareen Karani Lam**, Cross-Cultural Consultant, Poona, India

COMSEC

Community Volunteer and Campus Officer:

Integrating Support Systems Related to

Immigration Matters

Lombard Room

Presentation for a basic understanding of immigration regulations for community workers involved with non-immigrants. Practical guidelines to help determine areas requiring referral to campus personnel (authorized by the Immigration and Naturalization Service for document issuance) as opposed to general areas of understanding and encouragement which can be provided by volunteers, including financial matters and legal documents.

Chair: **Aaron Reinicke**, San Diego State University

Presenters: **Ardeth Frisbey**, Pennsylvania State University

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SECUSSA/CAFSS

SECUSSA/CAFSS Plenary

Constellation B

See description listed above.

Committee on Women International

Women in International Education

Charles Room

Increasing numbers of women are holding directorship positions in international education. Such responsibility often entails recruitment responsibilities where an individual is expected to meet and negotiate with male diplomats and sponsors from other countries who often have strong conscious and subconscious notions of a "woman's role." This session will serve as a forum for women to discuss situations, concerns or questions that have emerged from interacting with foreign men in embassies, sponsoring agencies, or in the classroom.

Chair: **Holly Harris**, Otterbein College

Presenters: To be announced

Education for International Development

Professional Integration or Life After the Degree

Chesapeake B

Overview of the process of professional re-entry into the home country, with specific emphasis on women's issues, alumni networking and follow-up activities.

Chair: **Piedad F. Robertson**, Miami-Dade Community College

Presenters: **Kevin J. Schieffler**, Hariri Foundation, U.S.A.

Mary Joy Pigozzi, Institute for International Research

Kenneth A. Rogers, Indiana University-Bloomington

Michael Egan, U.S. Agency for International Development

Friday, May 31

10:30 a.m.-12 noon

ADSEC/CAFSS/ATESL/Study Group on Malaysian Student Concerns

Developments in Educational Exchange with Malaysia: Roundtable Discussion

Room C

An update on the government of Malaysia's policies, plans, and projections relative to students abroad; sponsored and non-sponsored student concerns; private and public institutional programs for preparing overseas-bound students for admission to U.S. colleges and universities with advance standing/transfer credit; and the work of the NAFSA study group.

Chair: **William Smart**, Oregon State University

Presenters: **Baharom Othman**, Malaysian Students Department

Joann Stedman, Columbia University

1:30 p.m.-3:00 p.m.

**NAFSA Annual Business Meeting
Current and Developing Issues in International Student Affairs**

Ballroom

Presiding: **Marvin J. Baron**, President of NAFSA

Reports will be given by NAFSA officers.

3:00 p.m.-3:30 p.m.

Coffee Break

Foyer, Hyatt

Friday, May 31

3:30 p.m.-5:00 p.m.

Sectional Business Meetings

ADSEC: Room E

ATESL: Room F

CAFSS: Room C

COMSEC: Baltimore Room

SECUSSA: Room D

STING: Annapolis

7:00 p.m.-10:00 p.m.

**Closing Dinner and Awards
Maryland Crab Feast
Convention Center**

Saturday, June 1

9:00 a.m.-1:30 p.m.

**Meeting of the Board of Directors
Chesapeake A**

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The display of materials at the Annual Conference and the advertising in the program do not constitute endorsements by NAFSA, but provide information to the membership. For your convenience, a list of exhibitors' and representatives' addresses follows:

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American Cultural Exchange 1107 NE 45th Suite 315A Seattle, WA 98105	Burton E. Bard, Jr. Linda Quist Sam Shepherd	57
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George Mason University International Programs 4400 University Drive Fairfax, VA 22030	France Pruitt	22
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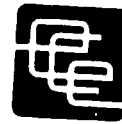
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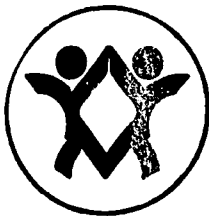
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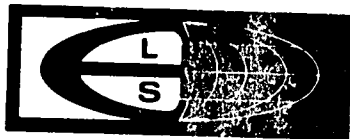
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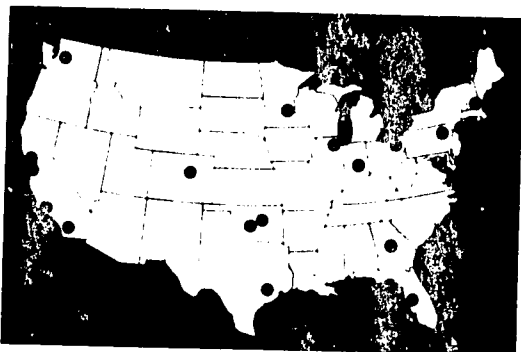
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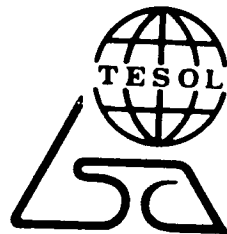


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EID Films

The Education for International Development (EID) Program recently reviewed all films produced and bought under the Agency for International Development (AID) contracts during the 1970s. The focus of the program has changed from global issues to practical training and, presently, the process of professional integration for students returning to their developing home countries. The EID staff hopes to improve the film collection to reflect these varied concerns. If NAFSA members know of any relevant films or media resource centers, please inform the EID staff. Next year, program funds may be allocated for the purchase of audiovisual materials, so that an up-to-date library can be assembled with members' help.

Ranging from an animated treatment of industrialization to a dramatic portrayal of the tragedies of hunger, 18 films and two slide shows are available to increase awareness and discussion of two crucial global issues: hunger and overpopulation. Some of the films provide interesting cross-cultural information as well, for example, about rural China, or a family in Nigeria.

The films are useful for classes in health care, global issues, and the social sciences. Groups involved in international education and development, such as community volunteers, foreign student advisers, and professors, can benefit as well. Some of the films may require an updated resource such as a speaker, short film, or discussion guide to accompany the screening.

A revised listing of the audiovisual materials available through EID will appear in the NAFSA's fall publications brochure. For further information, contact Peggy Willens, EID Program Coordinator, (202) 462-4811.

Newsletter

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Conference speakers to address theme

by Lee Thompson

Few conference settings could be acclaimed as ideal, but Baltimore comes very close to meeting that description. When the 37th NAFSA Annual Conference convenes May 28-31, 1985, those in attendance should be more than pleased with the surroundings.

The old Inner Harbor has sprung to renewed life in an exciting experiment which blends some of the historical buildings and landmarks of the nation's beginnings with such recent additions as the colorful design of the National Aquarium, the Civic Center with its convention facilities and the World Trade Center Tower.

The Conference Planning Committee responded enthusiastically to the stimulus and ambiance of the site, and has devoted special thought to the matter of selecting an appropriate theme. "International Educational Exchanges and Governments: Policy and Process" was derived with the objective of drawing upon the rich professional resources of the area.

The conference will focus on relationships between U.S. educational institutions and U.S. and foreign governments, including the sponsorship and funding of students and scholars; the impact of government regulations on institutions involved in the exchange process; procedures and systems for liaison and cooperation among governments, colleges, universities and schools; and the present and prospective connections between public diplomacy and the private sector in international education. The diverse range of binational

and multilateral agreements, institutional linkages and consultation on exchanges will be explored in more than 100 program sessions. Myriad opportunities exist to tap the human, educational and governmental resources which are concentrated in the Baltimore area.

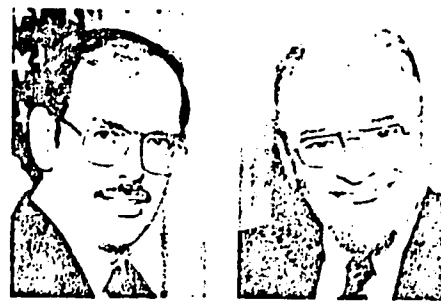
The formal opening of the conference will be late Tuesday afternoon, May 28, with an all-conference plenary. Professor Walter Rosenblith, an internationally renowned academician and scientist at the Massachusetts Institute of Technology, will be the key note speaker, addressing the conference theme from an educational perspective. Rosenblith is uniquely equipped to address the theme, and is well acquainted with NAFSA and its objectives. He has been a major force on the Board of Foreign Scholarships and participated in the 1982 NAFSA Science and Technology Symposium at Snowmass, Colorado. His major fields of interest include science and technology in the university and society. He presently is serving as foreign secretary of the National Academy of Sciences.

Some of Rosenblith's major international activities include work with the Committee on Scholarly Communication with the People's Republic of China and the following committees of the National Academy of Science's National Research Council: international human resource issues, international relations, international-education and international-affairs, for which he serves as chairman. He also is a member of the American Council on Education's Commission on International Education.

A second plenary session will focus on perspectives addressing the conference theme from a U.S. government political viewpoint.

M. Peter McPherson, administrator of the U.S. Agency for International Development in Washington, D.C. will be the main speaker at the Foreign Visitors' Luncheon Thursday, May 30, at noon at the Baltimore Convention Center. McPherson has been invited to present an updated policy statement on federal and university strategies in the U.S. involvement in international educational and training. It is expected that he will elaborate on the continuing and future relationships of the universities, the Congress, the administration and our foreign partners in these activities.

A third plenary is scheduled to address comparative government views on



M. Peter McPherson, left, administrator of the U.S. Agency for International Development, and Walter Rosenblith, internationally renowned scientist and professor at the Massachusetts Institute of Technology, will address conferees at Baltimore.

international educational exchanges. The panel discussion will be led by Jean Smoot, director of the Office of Academic Programs of the U.S. Information Agency (USIA). Speakers will include Karl Roeloffs, secretary general of the German Academic Exchange Service, and several other representatives from foreign governments and agencies.

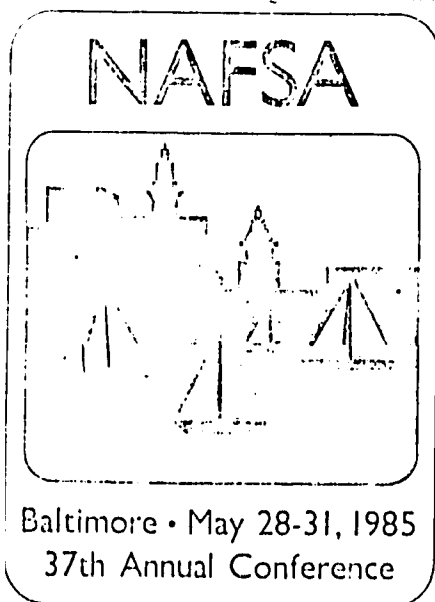
A conference-wide program innovation will be the use of mini-plenary sessions, to be presented by each of the professional sections. Each of the mini-plenaries will be scheduled so that no other major sessions compete for audiences.

Jill Bulthuis, CAFSS Conference Planning Committee representative, and Gary Hoover, ADSEC Conference Planning Committee representative, have cooperated to present a joint mini-plenary for their respective sections on "Developing and Implementing Institutional Policy in International Education." James Holderman, president of the University of South Carolina, will address this important session.

CAFSS will sponsor a second joint mini-plenary with SECUSSA to discuss "U.S.-Soviet Exchanges—Problems and Prospects." Joseph Lurie, SECUSSA Conference Planning Committee representative, has confirmed the following presenters: Allen Kassof, executive director of the International Research and Exchanges Board (IREX) and Sergey Rogov, first secretary of the Soviet Embassy in Washington, D.C. Herbert Ellison, secretary of the Kennan Institute for Advanced Russian Studies will chair the session. The purpose of the mini-plenary is to debate and discuss educational modes in the two countries.

COMSEC Conference Planning Committee representative Mary Goodwin has arranged for Stephen Rhinesmith, former president of AFS in New York City, to speak at the COMSEC-sponsored mini-plenary. His topic will be "Volunteerism and Public Diplomacy—New Perspectives." COMSEC

(Continued on page 8)



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1985 Conference (Continued from page 3)

plans to incorporate USIA/AID participation and aspects in its programming. Peter Strevens, noted British authority on teaching and the English language who is director of the Bell Education Trust, Cambridge, will present the ATESL mini-plenary, according to Ralph Pat Barrett, ATESL Conference Planning Committee representative. Strevens is a fellow of Wolfson College, Cambridge, and presently serves as the chairman of the International Association of Teachers of English as a Foreign Language (IATEFL).

Abe Novick, the Student Interest Group (STING) representative, has met with other student leaders to draft a program which covers topics of interest to both students and other NAFSA mem-

bers. He plans to work with AID to discuss issues of curriculum relevance and culture shock.

Five of the increasingly popular pre-conference Field Service-sponsored workshops will take place on Tuesday, May 28. The purpose of the workshops is to provide an in-depth discussion for 40 to 50 persons, with a minimum presentation time of at least five hours. Funding from USIA assists with administrative expenses, but participants in the workshops are expected to pay for their own transportation and subsistence.

Several special events are planned for the Baltimore conference. Following the opening plenary, an all-conference reception with a cash bar will take place at the Baltimore Convention Center. On Wednesday evening, May 29, the Baltimore Aquarium will be open from 7:00-

10:00 p.m. especially for NAFSA conference participants. Tickets will be available for \$10 per person for the first 1,000 comers. Aquarium admission fees, wine and cheese are included in the ticket price. The Aquarium is a 10-minute walk along the esplanade from the Hyatt. Tickets for the Foreign Visitors' Luncheon at noon on Thursday, May 30, will be available for \$20. Thursday evening, SECUSSA will be afloat with a dinner-dance moonlight cruise for 225 registrants at the cost of \$30 per person. A traditional Maryland crab feast, with chicken as an optional entrée, will be featured at the concluding event on Friday evening, May 31, to conclude the conference. The crab feast will be accompanied by entertainment and music.

So prepare to chart your course. There is clear sailing ahead with NAFSA back down out of the mountains of Snowmass, and ready to launch an outstanding 37th Annual Conference in Baltimore.

Travel to Baltimore

For the second consecutive year, NAFSA and Van Slycke & Reeside Travel (VS&R) are pleased to offer special travel arrangements for participants attending the NAFSA Annual Conference in Baltimore. Persons interested in taking advantage of the arrangement should contact VS&R at (800) 321-7173, or (202) 244-9320 in the Washington, D.C. area.

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Lee Thompson is national conference chair and president-elect of NAFSA. She is with Boulder Friends of International Students at the University of Colorado-Boulder.

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New EID publication available from NAFSA

Principles for the Administration of Sponsored Student Programs, developed through NAFSA's Education for International Development (EID) Program is available free of charge from EID, NAFSA, 1860 19th Street, N.W., Washington, DC 20009.

The six-page preliminary publication defines and outlines the roles and responsibilities of the various participants in these programs: sponsors, program agencies, educational and training institutions and sponsored students.

Principles was developed by the following EID Advisory Committee: Cassandra Pyle, Council for International Exchange of Scholars; Thomas Ball, Agency for International Development; Beth Chaffee, Georgetown University; Doris Johnson, AMIDEAST; David Larsen, University of Tennessee; Robert Mashburn, U.S. Department of Agriculture Graduate School; and Larry Zuidema, Cornell University.

A pre-conference workshop addressing issues in sponsored student programming will take place at the NAFSA Annual Conference in Baltimore, and the *Principles* will be put into final form for publication following that workshop.

For further information regarding the *Principles* or the pre-conference workshop, please contact Peggy Wilens, EID program coordinator, at the NAFSA Central Office, (202)462-4811.

JALT plans conference, issues call for proposals

The Japan Association of Language Teachers (JALT), an affiliate of TESOL, is accepting proposals for papers, demonstrations and workshops that are relevant to language teaching, learning and/or acquisition for the JALT 11th annual conference, to take place September 14-16 in Kyoto, Japan.

Two copies of a proposal should be submitted, one with the authors' name and address, and one with no identification. Also, authors should submit separately their name, address, proposal title, a brief abstract of no more than 200 words,

any technical equipment needed for the presentation, the approximate length of the session, biographical information and a photo of the presenter.

Proposals should be sent to the Program Chair, JALT '85, % Kyoto English Center, Sumitomo Seimei Building 8F, Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600, Japan.

NAFSA Region VII call for papers

Region VII has issued a call for papers for the Region VII 1985 conference, to take place in Atlanta, Georgia from October 23-25, 1985.

Abstracts for papers should be received by sectional representatives no later than April 1, 1985. Presenters of proposals will be notified by May 15.

Persons having questions regarding the conference should contact Mrs. Garland Davies, NAFSA Region VII conference chair, Georgia State University, Department of English as a Second Language, Atlanta, Georgia 30303-3083, telephone (404) 658-3648.

NAFSA's government relations staff undergoes change

Following nearly two years of service to NAFSA, Director of Government Relations Norman Peterson has left NAFSA to direct the International Educational Exchange Liaison Group (IEELG) on a full-time basis. In addition to his NAFSA responsibilities, Peterson previously had served half-time as executive secretary for IEELG. The Liaison Group's new headquarters is 1825 Eye Street, N.W., Washington, D.C. 20006, telephone (202)659-0151.

"NAFSA's governmental affairs work in Washington has truly come of age thanks to Norm Peterson's outstanding work with us," commented Executive Vice President Jack Reichard. "We hate to lose Norm, but NAFSA can be proud of the role the association has played in helping to launch IEELG and in bringing Norm into the staff leadership of the Liaison Group.

"IEELG is an interorganizational extension of part of NAFSA, an activity to which we intend to give increasing attention and through which Norm Peterson will continue

to work for us and our colleague organizations in international education."

Peterson will continue to serve as a professional consultant to NAFSA's Task Force on Regulatory Reform. Carl Herrin, newly-promoted to the position of government affairs coordinator, has become NAFSA's chief staff person responsible for government relations. Herrin will have a new staff support assistant in the near future.

"We will be looking to both Carl Herrin and Norm Peterson for leadership in the conduct of many of NAFSA's representational activities on Capitol Hill and elsewhere in the federal government. At the same time, we expect to bring members of the Government Relations Advisory Committee (GRAC) and the Task Force on Regulatory Reform to Washington more regularly in 1985 to speak on behalf of NAFSA's government affairs concerns and positions," Reichard concluded.

NLC accepting applications for overseas workshops

The National Liaison Committee (NLC) on Foreign Student Admissions is soliciting applications from qualified persons in the field of international education for participation as faculty, consultants or resource persons for its Overseas Workshop and Consultations Project. The project provides professional development to those persons overseas who are involved in advising foreign nationals interested in higher education through regional workshops overseas and in the United States, as well as through consultation visits to overseas posts.

The NLC is a cooperative organization and includes the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the College Board, the Council of Graduate Schools (CGS), the Institute of International Education (IIE) and NAFSA. It is concerned with improving the access of students overseas into U.S. higher education.

For further information, write to the Project Director, Overseas Workshops and Consultation Projects, Office of International Education, The College Board, 1717 Massachusetts Ave., N.W., Washington, DC 20036.

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NAFSA Issues 1985 Directory

The 1985 NAFSA Directory of Institutions and Individuals in International Educational Exchange has been published and copies are being sent to all members. Additional copies may be ordered from NAFSA for \$20 for members and \$25 for non-members.

The Directory, the most comprehensive listing of who's who in U.S.-foreign student and scholarly interests, lists more than 7,000 institutions and individuals in international educational exchange. The 27th edition of the NAFSA Directory lists all U.S. colleges and universities enrolling foreign students, according to 1983-84 enrollment data. NAFSA member institutions now serve 89 percent of the foreign student population in the United States.

Listings include names, addresses, titles and NAFSA professional section affiliations for all institutional and individual members, national and international organizations conducting exchange activities, leaders of community programs serving foreign students, foreign embassy staffs responsible for their countries' students in the United States and numerous universities, organizations and professionals abroad. All individuals and institutions are indexed alphabetically for easy reference.

Advanced research fellowships offered in India

Twelve long-term (6-10 months) and nine short-term (2-3 months) awards for research in India during the 1986-87 academic year are being offered by the Indo-U.S. Subcommittee on Education and Culture. Grants are available in all academic disciplines except clinical medicine. Applicants must be U.S. citizens at the postdoctoral or equivalent professional level. Especially encouraged to apply are scholars and professionals with limited or no prior experience in India.

The application deadline is June 15. For application forms and further information, contact the Council for International Exchange of Scholars, Attention: Indo-American Fellowship Program, 11 Dupont Circle, Suite 300, Washington, DC 20036, telephone (202) 939-5472.

Copies of the 1985 NAFSA Directory can be ordered from the Publications Order Desk, NAFSA, 1860 19th Street, N.W., Washington, DC 20009.

AID to expand scholarship program

The Agency for International Development (AID) is increasing the number of foreign nationals it is sponsoring for education and training in the United States, announced M. Peter McPherson, AID administrator.

The number of scholarships is being increased from 10,000 in 1984 to 15,000 in 1985 in an effort to counterbalance the Soviet Union's active scholarship programs for students from the developing world. U.S. government scholarship programs worldwide declined 52 percent from 1972 to 1982 while Soviet bloc programs, not including Cuba, tripled. In 1982, seven Soviet bloc scholarships were granted for every one offered by the U.S. government.

AID's new scholarship program will, for the first time, include a large undergraduate component. AID will continue to increase its training efforts on technical training and postgraduate study.

38th Annual Conference call for papers

NAFSA's 38th Annual Conference is scheduled to take place in San Antonio, Texas, May 11-14, 1986. The NAFSA 1986 Conference Planning Committee invites individuals wanting to present papers not represented by NAFSA sections, task forces, committees and organized workshops to submit abstracts no later than Thursday, August 1, 1985.

Abstracts should be related to one or more of NAFSA's five professional interest sections: admissions; teaching English as a second language; advising foreign students and scholars; community programs; and advising U.S. students abroad. Papers should be limited to 45 minutes, including discussion. Workshops, including demonstrations and audience participation, should be one and one-half hours in length and should be directed to practical aspects of the field.

By August 1, 1985, send four copies of a 200-word typewritten abstract (one copy with your name on it and three without your name) to: Sherie L. Voland, National Conference Coordinator, NAFSA, 1860 19th Street, N.W., Washington, DC 20009. Include a letter with your complete name, title, address, affiliation and telephone number (supply the same information for any additional speakers you wish to include in the presentation).

Notification regarding the acceptance of proposals will be made by December 10, 1985. In addition, suggestions for panel discussions (including suggested panelists) are welcome.

Call for WES authors

The World Education Series (WES) Committee of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) has announced its priority list of countries for future publications. They are: France, People's Republic of China, Egypt, Japan, Philippines, Sweden, Costa Rica, Panama, Singapore and Indonesia.

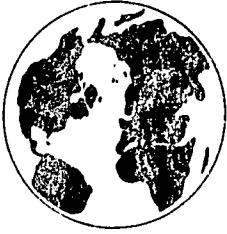
Persons interested in applying as WES authors for the 1986-88 contract should request author applications from AACRAO, One Dupont Circle, Suite 330, Washington, DC 20036.

Canadian government cuts funding for exchanges

As part of the Canadian government's efforts to cut spending on federal programs, the Department of the Secretary of State has reduced the budget of the Open House Canada program from \$14 million in 1984-85 to \$10 million in 1985-86.

Third party organizations, like the Canadian Bureau for International Education (CBIE), which receive contributions for travel costs of participants on national exchange programs, have had their budgets reduced by almost 30 percent.

This reduction will affect both the numbers of students who can participate in Education Canada, the Canadian University Student Exchange Program (CUSEP) and the Exchange Program for Handicapped Youth and



NAFSA

National Association for Foreign Student Affairs
1860 18th St., N.W., Washington, D.C. 20009

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John F. Reichard

Dona Wolf
Director
Office of International Training
Agency for International Development
Washington, DC 20523

Dear Ms. Wolf:

I am pleased to send you the final report of USAID's grant relationship with the National Association for Foreign Student Affairs for Cooperative Agreement No. NEB-0071-A-00-4081-00, for the period of July 1, 1984 through June 30, 1985. The contract activities were carried out under the policy guidance of the Education for International Development Committee, chaired by Jack Van de Water of Oregon State University. The staff implementation of the contract activities was conducted chiefly by Peggy Willens under the direction of Archer Brown and Linda Reed.

The 1984-85 contract year reflects -as does the current year- increasing EID emphasis on and commitment to developing resources for professional integration, sponsor - institutional relations, the need for a variety of campus-based modest research projects and "telling the AID story" through NAFSA conferences and special workshops. In all of these areas, NAFSA is, we feel, a catalyst among the major actors: the Agency, contract sponsors and administrators, university administrators, and growing groups of community volunteers and private sector professionals whose understanding and support of international development are essential to the effectiveness of the training available to AID-sponsored participants.

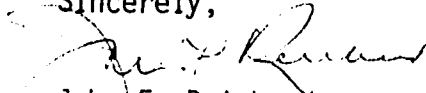
The recently completed three-year audit of NAFSA's USIA and AID grants has produced a number of findings: (1) NAFSA did not recover a significant part of its indirect costs during the 1982-85 years (we realize that budget limitations do not permit such recovery after the fact). (2) The auditors are recommending a new on-site/off-site overhead approach; we are in the process of trying to understand the accounting procedures which would be used to meet this recommendation. (3) Further, there continues to be a problem in approving expenditures of some funds (for recent projects) which remained from contracts in force prior to the Cooperative Agreement which began in 1984. EID staff were advised frequently by S&T/IT staff (including Contract Office) that such funds, if committed to projects in progress, could be expended during following program years. The Contract Office has recently said this procedure was not permissible without a formal contract amendment. It's important that the \$13,000 (approximately) be resolved because the funds have been committed to projects now being completed.

(continued)

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Once again, let me express on behalf of the EID Committee, staff, and NAFSA's leadership, our appreciation of the continuing support of your office and colleagues.

Sincerely,

A handwritten signature in cursive script, appearing to read "John F. Reichard".

John F. Reichard
Executive Vice President

enclosure



Funding Opportunities from the National Association for Foreign Student Affairs

During 1985-86, NAFSA expects to be able to award more than \$160,000 in support of a variety of campus and community programs and activities that (1) enrich the experience of foreign students in the U.S.; (2) enhance the preparation and return of U.S. students studying abroad; and (3) improve and expand the competencies of those who work with foreign students and U.S. students going abroad. This brochure describes NAFSA's four current major funding programs, the types of activities for which support is available, and the application procedures for each.

NAFSA's funding derives from the following grant agreements between the association and the U.S. government:

- **Cooperative Grants Program (COOP)**—Student Support Services Division, U.S. Information Agency
- **Field Service**—Student Support Services Division, U.S. Information Agency
- **Education for International Development Program (EID)**—Office of International Training, U.S. Agency for International Development
- **K-12 Program**—International Youth Exchange Office, U.S. Information Agency

NAFSA's grant agreements are negotiated annually and information in this brochure is, therefore, based on agreements currently in effect and subject to possible change.

Funds in each grant program are awarded by NAFSA member committees which set the criteria, initiate calls for proposals, review applications, monitor projects in progress, and prepare reports for the appropriate government agencies.

Unless otherwise noted, proposals may be submitted by colleges and universities, community organizations, academic consortia, secondary schools, and individual professionals in the field of international education. Membership in NAFSA is not a requirement for funding. There is no limit to the number of applications and/or proposals that may be submitted for funding and an award from one grant program does not preclude funding from another NAFSA source. In general, funding will be awarded to cover the purchase of equipment or furniture, overhead and indirect expenses, entertainment, international transportation, expenses incurred outside of the U.S., and permanent staff positions.

Types of Projects Eligible for Funding

The following types of projects are representative, but not inclusive, of activities eligible to receive funding support from one or more of the NAFSA grants. The grant programs to which applications should be made are indicated for each type of project and are described in more detail following this listing.

Student Involvement Projects

Orientation	COOP, K-12
Intercultural Workshops and Programs	COOP, K-12
Re-entry/Transition/Adjustment	COOP
Student Leadership Development	COOP
Community Involvement	COOP, K-12
U.S. and Foreign Students as Educational Resources	COOP, K-12, EID
Practical Training	COOP
Career Development and Home Country Employment	COOP

Research Projects

EID,
Field Service

Training for Professionals in Educational Exchange

Seminars and Workshops	Field Service
Training Seminars	Field Service
Individual Training Grants	Field Service
Travel Grants	Field Service
Intercultural Program Design	Field Service
Re-entry Support Services	Field Service

Community Organization Strengthening and Development

City and Area-wide Programming	COOP
Single Community Activities	Field Service, COOP

NAFSA's Grant Programs

Cooperative Grants Program

Cooperative grants support the development of innovative programming for foreign college or university students in the U.S. and U.S. post-secondary students involved in study abroad programs. Projects should focus on the direct involvement of foreign students and/or U.S. study abroad students

in enrichment activities which will make the host culture more accessible to the student, assist the student to understand the culture, and facilitate interaction between the student and the host community.

Projects should complement the institutions' ongoing activities in international education and be considered in one of the following areas: (1) innovative campus or community-based projects, presenting an idea not previously funded by COOP; (2) implementation projects which adapt ideas previously funded by COOP to a different setting; (3) city and area-wide projects which incorporate coordinate the resources available to foreign students in a broad geographic area.

Project proposals are accepted from any institution or group working with non-sponsored foreign students in the U.S. and U.S. study abroad students at the post-secondary school level.

Additional Information:

"Model International Student Involvement Programs"—a list of the programs funded by COOP in the past 10 years, cross-indexed and annotated by the program type. Individual project reports are also available.

"COOP Information Packet"—includes criteria, guidelines, and proposal forms.

Field Service

Field Service funding is available to support the professional development of persons working in the field of international educational exchange and to strengthen services provided for foreign students and scholars at U.S. colleges and universities for U.S. college and university students abroad. Field Service offers funding, on a cost-sharing basis, to individuals, institutions and community organizations in order to (1) introduce new personnel to professional standards, activities, and resources; (2) foster the improvement of campus and community services to foreign students and U.S. students abroad; and (3) assist institutions in fulfilling the responsibilities they incur in engaging in international educational exchange.

Current program priorities include: (1) increasing the sophistication and effectiveness of intercultural programming conducted for students; (2) encouraging data collection, needs assessment, and research; the direct practice and application of which will af-

fect the delivery of services to students and scholars; and (3) improving the intercultural re-entry process. The Field Service is particularly interested in encouraging efforts that are planned on a long-range basis, reach a high-level audience, involve faculty as well as international educational exchange professionals, involve more than one of NAFSA's professional sections and/or other educational associations, and make use of new technologies available.

Specific grant programs are:

- (1) **Professional Development Fund:** accepts proposals from senior international educators for projects meeting the criteria outlined above. Proposals are reviewed and awards granted by the Field Service Steering committee, according to published criteria and guidelines.

In-Service Training Grants: available to individuals with a minimum of six months' experience in the field to support training visits to other campuses or communities, or participation in structured programs designed for persons in the field.

- (3) **Funding for workshops:** available to support workshops for a single campus or community organization, or a NAFSA region. Support may be requested to cover expenses of resource persons, administrative costs, and travel reimbursements for individuals attending their first NAFSA activity.

- (4) **Travel Grants:** available to enable professionals who are newcomers to NAFSA to attend their first regional NAFSA conference or workshop. Applications are disseminated and evaluated by members of NAFSA's Regional Council.

Community Development Grants: awarded to community organizations serving foreign students attending colleges and universities in order to send a volunteer (preferably a newcomer) to a NAFSA regional conference.

- (6) **Community Leadership Grants:** awarded to recognized community leaders to attend a NAFSA regional conference.

Education for International Development

The purpose of EID's grants for program development and research is to support activities which will either directly involve or benefit students from the developing world, particularly those sponsored by the Agency for International Development. Subject

to agency approval, the EID committee is inviting research proposals which focus on two areas in 1985-86: (1) the professional integration of the U.S. educated foreign student upon return to his/her home country and (2) technology transfer through international education. The emphasis for both topics should be on students from the developing world who are or who have studied in the U.S. at the post-secondary level. In addition, the committee is interested in both research and project proposals which focus on a third area of interest: utilizing the developing world student as an educational and cultural resource in elementary and secondary schools, in post-secondary institutions, and within the local and business communities.

Proposals may be submitted by any institution, group involved with developing world students at the post-secondary level.

Additional Information:

"Grants for Program Development and Research in Education for International Development"—a description of the three topics outlined above.

"EID Bibliography" of publications and research, produced with AID support.

K-12 Program

For the past two years, this program has awarded incentive grants to U.S. secondary schools and community groups working with high schools. NAFSA will submit a proposal for continuation of this program in spring 1985; if approved, incentive grants will be available for projects that (1) facilitate communication and interaction between foreign school students and U.S. citizens; (2) focus on the foreign exchange student as an educational resource for the school and the community; and (3) prepare U.S. high school students for study abroad in one of the 30 countries participating in the President's International Youth Exchange Initiative.

Funded projects must involve at least (but not exclusively) one high school exchange student from or one U.S. student going to one of the participating Youth Initiative countries. Preference is given to proposals which demonstrate strong community-school linkages, increase foreign student contact with the community, and enhance the experience of the foreign student within the school. Of special interest are projects which use the student as a resource or

which focus on the student as the direct beneficiary of the project.

Additional Information:

"Cross-Cultural Learning Model Programs"—a list and description of projects funded by the K-12 program. Individual project reports are also available.

"Intensive Grant Information Sheet"—includes criteria and application procedures.

National Association for Foreign Student Affairs

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Please send me information on the following:

- Cooperative Grants Program
- Field Service (Please specify areas of interest _____)
- Education for International Development
- K-12 Program

If current information on any grant program is not available at the time of your request, you will be put on a waiting list to receive it.

Mailing Address

Name: _____

Institution/Organization: _____

Address: _____

- Please send information on NAFSA membership.

APPLICATION DEADLINES AND FUNDING CYCLES

Type of Grant	Preliminary Application Deadline	Final Application Deadline	Grant Award	Duration of Grant
COOP	Fall Spring (Dates to be announced)	Approximately one month after acceptance of preliminary proposal	up to \$5000	one year
Field Service Workshops	—	Six weeks before workshop	open	—
Travel Grants	—	September 1 (to Regional Chair)	Travel only	—
Community Development Grants	—	September 1 (to COMSEC Regional Representative)	Travel and accommodations	—
Community Leadership Grants	—	September 1 (to COMSEC Regional Representative)	Travel, meals and accommodations	—
Professional Development Fund	June 15	Approximately two months after acceptance of preliminary proposal	up to \$3,000 (in 1985)	one year
Individual In-Service Training Grants	—	Year-round	up to \$400	—
In-Service Training Grants to Seminars	—	Eight weeks before Seminar	up to \$400	—
EID	September	November	up to \$3500	January-December
K-12	—	December	\$500-\$1,000	8-9 months

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