INTERNATIONAL STUDENT ADVISING IN A GLOBAL SOCIETY:
ARE WE READY?

by

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7/24/02

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INTERNATIONAL STUDENT ADVISING IN A GLOBAL SOCIETY: ARE WE READY?

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ABSTRACT

Purpose of the Study:

Because the United States is a nation that extensively participates in international student exchange and hence is part of a global society, American educational institutions have a fundamental responsibility to provide professional services to the international students they accept. At the level of higher education, the U.S. has always been the leading nation where international students choose to study. The purpose of this study is to test the hypothesis that many institutions of higher education in the U.S. are not providing proper support so that International Student Advisors (ISAs) will be optimally prepared to serve international students. This study was also designed to identify the developmental needs for training and evaluation of ISAs based on their job responsibilities.

Procedure:

To identify the developmental needs for training and evaluation of ISAs based on their job responsibilities, literature research and a formal survey were conducted. In addition to a questionnaire that was distributed to several ISAs employed at institutions of higher education in California, five senior ISAs affiliated with campuses of the California State University system were interviewed via telephone, and data presented by the interviewees was recorded on audiotape. The information obtained from the literature research was then compared to the data obtained from the questionnaire and interviews of ISAs.

Findings:

The literature review and the results of the survey conducted by the writer of this paper both have indicated that the ISA profession is a very demanding job that requires high levels of skills and responsibilities. Although there are more U.S. educational institutions that currently
provide training and evaluation to ISAs compared to twenty years ago, there is still a significant number that do not provide such support. Also, other countries are now waging a heightened competition against the U.S. for students from abroad.

Conclusions:

In order for ISAs to have an impact on the services provided to international students, institutions must provide adequate funding, training, supervision, and evaluation of ISAs. If the U.S. expects to succeed in this global society and retain its strength in the international student exchange market, the federal government and educational institutions should make every effort to attract international students and ensure that staff members who support them are receiving all the necessary training and support to carry out their responsibilities.

Chair:  
Signature

M.A. Program: Interdisciplinary Studies
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INTRODUCTION

The interchange of students and scholars across national borders, which NAISA facilitates so efficiently, is the most effective way to enable humankind to apply reason rather than arms to the arbitration of international problems.

Hugh M. Jenkins & Associates, Educating Students From Other Nations

Statement of Purpose

As a nation that extensively participates in the exchange of students across national borders, the United States is part of a global society. At the level of higher education, the U.S. has always been the leading nation where international students choose to study.

Regardless of the overall number of international students in the U.S., or whether the international student population increases at any given time, American colleges and universities have a fundamental responsibility to provide professional services to the international students they accept. Thus, it is important for American institutions to hire professionally-oriented persons and provide proper support to staff members who serve international students. Such support includes initial and ongoing training, proper supervision and evaluation, and sufficient funding. Those staff members who are directly responsible for assisting and advising international students usually hold the position title "International Student Adviser" or "Foreign Student Adviser."

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1 Homer D. Higbee, The Status of Foreign Student Advising in U.S. Colleges and Universities, East Lansing: Board of Trustees of Michigan State University, 1964, vii.
Given that International (Foreign)\textsuperscript{ii} Student Advisers are specifically appointed to assist and advise international students, this paper primarily focuses on services rendered by International Student Advisers (ISAs) and other staff members at American institutions of higher education who hold similar position titles and/or job functions. After careful analysis of several job descriptions and certain aspects of the limited amount of literature pertaining to this university profession, this writer has found that the ISA function is a very demanding job that requires high levels of skills and responsibilities. In addition, based on personal conversations between the writer and some professionals in the field of international education, it is the writer’s hypothesis that many institutions of higher education in the U.S. are not providing adequate support so that ISAs will be optimally prepared and oriented to serve international students.

This paper presents a literature review and a formal survey of ISAs at institutions of higher education in California. The paper focuses its original research on a single state, and only on higher education, but nonetheless is deemed to have yielded results consistent with both the findings in the literature and current national trends by key professional observers on a national basis. The paper also identifies developmental needs for training and evaluation of ISAs and recommends institutional priorities.

\textsuperscript{ii} The terms “international” and “foreign” are utilized interchangeably throughout this paper.
CHAPTER ONE

Historical and Current Developments

History of International Student Exchange and Foreign Student Advising

In the Western Hemisphere, international student exchange dates back to the birth of the United States and the revolutionary period in Latin America.¹ According to Jenkins and Associates (1983), Francisco de Miranda was one of the first international students in the U.S. who was officially recorded by name in the archives of the institution he attended.² Miranda traveled to the U.S. from Venezuela and briefly attended Yale University in 1784. During that time, a few students from various regions throughout the world came to the U.S. to pursue a college education.³

By the early part of the twentieth century, the international student population in the U.S. was still few in number, yet records show the appointment of a “foreign student adviser” in 1908.⁴ As the international student population continued to increase, so did the number of foreign student advisers. By the 1960’s, the role of foreign student advising was still seen as a relatively new one, which had gained recognition only since World War II.⁵ Today, however, a

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³ Ibid.
⁴ Ibid.
⁵ Higbee, 2.
"foreign student adviser" is found on virtually every campus that enrolls international students.6

History of Focus on International Students in the United States

Despite the fact that international students have been coming to the U.S. to pursue a college education for as long as U.S. colleges and universities have existed, the U.S. has paid very little attention to the presence of these students until the twentieth century.7 During the early 1900's, the Committee on Friendly Relations Among Foreign Students was one of the few organizations in the U.S. that took special interest in students from abroad.8 The committee began conducting an annual census on international students in 1915; and by 1919, the committee cooperated with the Institute of International Education (IIE) in circulating questionnaires on international student enrollments.9 By 1948, the committee began to fade, and the IIE continued researching international student enrollments on its own.10 Today, the IIE is the largest and most active nonprofit organization in the field of international educational exchange.11

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6 Jenkins and Associates, 12.
9 Ibid.
10 Ibid.
History of NAFSA

The National Association of Foreign Student Advisers (NAFSA) was founded in 1948 to promote the professional development of American college and university officials responsible for assisting and advising the 25,000 international students who had come to study in the United States after World War II. NAFSA established the concept of providing professional services for post-secondary exchange students in line with specified national standards. It set itself four objectives, which were:

1. To promote the professional preparation, appointment, effectiveness, recognition, and association of:
   a. Foreign Student Advisers and counselors in colleges, universities, and private organizations;
   b. Persons in educational institutions engaged in teaching English as a foreign language and in the orientation of foreign students;
   c. Advisers on study and teaching abroad attached to colleges, universities, and private organizations; and
   d. Others in private and government agencies, academic institutions, and community organizations concerned with student exchange;

2. To serve more effectively the interests and needs of exchange students, faculty, and visitors through coordinated places of agencies and individuals concerned with the interchange of persons;

3. To initiate, promote and execute such systematic studies, cooperative experiments, conferences, and other similar enterprises as may be required to fulfill the purposes of the organization; and

4. To aid educational institutions in developing effective programs of educational exchange, and to facilitate communication between these institutions and the national and international agencies involved.  

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13 Higbee, 48.
The academic institutions, government agencies, and private associations that combined to form NAFSA soon expanded to include admissions personnel, English-language specialists, and community volunteers. Because NAFSA's growing membership included a diverse array of professionals and community members in addition to foreign student advisers, the association changed its name in 1964 to the National Association for Foreign Student Affairs.14

By 1990, membership in NAFSA had increased to about 6,400 members on 1,800 American college campuses, and increasing numbers of U.S. college students were studying abroad. Likewise, the number of international students in the U.S. had increased to over 400,000. In May of that same year, the organization formerly known as the National Association for Foreign Student Affairs had changed its name to NAFSA: Association of International Educators. Although the organization had retained the acronym in its name, "NAFSA" no longer denoted any particular phrase or title.15

Today, NAFSA is the world's largest professional network that promotes the exchange of students and scholars to and from the United States.16 Its membership includes over 8,000 members from all fifty U.S. states and members and affiliates from eighty countries around the world. NAFSA's members can be found on college and university campuses working as foreign student advisers,

14 Higbee, 48.
15 Ibid.
study abroad advisers, admissions officers, directors of international programs, teachers of English as a second language, community volunteers, administrators of intensive English programs, overseas educational advisers, and administrators of sponsored exchange programs. NAFSA also draws representatives of embassies and consulates from over 160 countries to participate in its activities as international affiliates.\(^\text{17}\)

Proposal of Tracking System on International Students

In 1996, the U.S. federal government proposed a system that would require American colleges and universities to monitor their international students and scholars, and report certain information electronically to the Immigration and Naturalization Service (INS). The monitoring system, which was referred to as the Coordinated Interagency Partnership Regulating International Students (CIPRIS) at that time, was projected under Section 641 of the Illegal Immigration Reform and Immigration Responsibility Act (IIRIRA) of 1996.\(^\text{18}\) The principle of the system was for the INS to have pertinent records, lest any international student(s) violate a U.S. law(s).

The system was to include a database of information about international students including names, addresses, telephone numbers, non-immigrant classifications, academic status, fields of study, and possible disciplinary actions

\(^{17}\) NAFSA: Association of International Educators, About NAFSA.

taken against any student.' In December 1999, the INS published a proposed regulation in the Federal Register, setting a $95 fee to be charged to all incoming international students to finance this system.\textsuperscript{20}

The proposed tracking system resulted in extensive debate for several months: NAFSA and many college officials were the leading opponents against the system, fearing that it would discourage many prospective international students from coming to the U.S.\textsuperscript{21} They also felt that the proposed fee would pose a financial hardship for some students. Due to the debate over the system, development of the system fell behind schedule, and it was not implemented at that time.

U.S. President Calls for International Education Policy

NAFSA's strategic objective of pursuing a U.S. international education policy was promoted when President Bill Clinton signed an executive memorandum on April 19, 2000, to the heads of executive departments and agencies that called for a policy on international education. NAFSA viewed this act as the first step in putting the international education policy into practice.\textsuperscript{22}

\textsuperscript{19} Andrew Lawler, "Is that Student a Terrorist?" \textit{Science Now}, 17 November 2000 [journal on-line]; available from EBSCOhost Information Services; item no. 3794796; Internet; accessed February 2002.


The memorandum specifically stated:

"It is the policy of the federal government to support international education. We are committed to:

- Encouraging students from other countries to study in the United States
- Promoting study abroad by U.S. citizens
- Supporting the exchange of teachers, scholars, and citizens at all levels of society
- Enhancing programs at U.S. institutions that build international partnerships and expertise
- Expanding high-quality foreign language learning and in-depth knowledge of other cultures by Americans
- Preparing and supporting teachers in their efforts to interpret other countries and cultures for their students
- Advancing new technologies that aid the spread of knowledge throughout the world."

According to NAFSA, the memorandum directed the heads of executive departments and agencies to work with the private sector to accomplish numerous specific objectives, and appointed the Vice President to coordinate the U.S. government’s international education policy. Also, the President called upon educational institutions, state and local governments, non-governmental organizations, and the business community to contribute to this effort, stating that the federal government cannot accomplish these goals alone.

**Student Monitoring System Reaffirmed After the Attacks of September 11, 2001**

The terrorist attacks on the World Trade Center in New York and on the Pentagon in Washington, D.C on September 11, 2001, changed the lives of many

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23 NAFSA: Association of International Educators, *President Clinton Issues Executive Memorandum*.
24 Ibid.
25 Ibid.
people. Many organizations were forced to execute new security measures. In wake of the terrorist attacks, all public opposition to the tracking system was dropped, and the international education community agreed that it was time to devise a considered response to terrorism.\(^{26}\) Due to the possibility that at least one of the terrorists responsible for the attacks may have entered the U.S. on a student visa, the tracking system is now under development.\(^{27}\)

Since President Bush signed into law the Enhanced Border Security and Visa Entry Reform Act of 2002 on May 14, 2002; the tracking system is required to be implemented within 120 days of the date the bill was signed into law.\(^{28}\) Formerly known in its experimental form as CIPRIS, the system is now called SEVP- the Student and Exchange Visitor Program. While the program itself is called the "Student and Exchange Visitor Program" (SEVP), the technical application of the program is called the "Student and Exchange Visitor Information System" (SEVIS).\(^{29}\)

The Debate Continues

According to Richard M. Todaro, NAFSA and the other critics who originally opposed the monitoring system stated it is "unworkable and unfair" because it targets international students- a group already monitored a great deal

\(^{26}\) NAFSA: Association of International Educators, President Clinton Issues Executive Memorandum.

\(^{27}\) Johnson, 3.


\(^{29}\) Johnson, 3.
more than the larger numbers of other foreign nationals who come to the U.S. on non-student visas or as visitors.\textsuperscript{30} Although NAFSA’s public opposition to the system was dropped, the debate still continues. In November 2001, NAFSA Executive Director CEO Marlene M. Johnson stated:

As the debate on foreign students proceeds, we must recognize that our country gains much from being their destination of choice. It also remains true that 99.99\% of the foreign students enrolled in our institutions wish us no ill, cause no problems, and seek nothing more than the best education in the world.\textsuperscript{31}

Johnson’s views on SEVIS received criticism from some NAFSA members and 21 institutions that participated in the experimental form of the tracking system. Other NAFSA members who agree with Johnson believe that rather than improving home security for international students, the system will discourage the roughly half-million international students who come to the United States each year, while doing nothing to monitor other foreign nationals who come to the U.S. as visitors, or via non-student visas.\textsuperscript{32}

In addition to the fact that Johnson and many NAFSA members are opposed to the system, they also find it impossible to meet the 120-day deadline required to comply with the system. Because of the tasks required to apply vendor software in order to execute the system, NAFSA finds that it will take, at minimum, an average of nine to twelve months from the time that the final rule


\textsuperscript{31} Johnson, 3.

\textsuperscript{32} Todaro.
is published, and all technical specifications are made public by INS in order for a large school to complete all necessary steps to comply with SEVIS using the batch interface mode.\textsuperscript{33}

**How SEVIS works**

The SEVIS Batch Interface is an Internet-based system that relies on HTTP (Hyper Text Transfer Protocol) communication for its request-response instruments. In utilizing the SEVIS software, institutions will transmit a range of electronic information on any international student or exchange visitor in the U.S. on an F, J, or M visa. The system will use at least two interfacing options:

1. **A “real-time interactive” method** that allows users to access the SEVIS website and enter information directly. Institutions that use the interactive method will not need a specialized system to participate in the data exchange.

2. **The “batch mode”** in which large numbers of student records can be transferred to SEVIS in XML format. The batch interfacing systems are either third party vendor products or schools/programs sponsors’ in-house products that collect and maintain information on international students and exchange visitors. Users of this system interface with SEVIS and perform two-way data communication that would be transparent to the end user.\textsuperscript{34}

Once the tracking system is implemented, government agencies will be informed of the status changes for international students and exchange visitors, including admission at the port of entry (POE), program extensions, employment notifications, and changes in program of study. Also, schools will be required to

\textsuperscript{33} See Appendix F (page 105) for NAFSA’s view of the tasks required to comply with the system.

\textsuperscript{34} Todaro; See Appendix E (page 104) for NAFSA’s illustration of how the SEVIS Batch Interface system will operate.
notify the INS within 24 hours if a student does not attend any class or
withdraws, and must report the student's status after each term.\textsuperscript{35}

\textbf{Assignment of Staff Members at Education Institutions to Utilize SEVIS System}

At this time, there is no existing standard set by the INS, or any other
agency or institution that specifies which staff member(s) at each educational
institution should be responsible for utilizing the SEVP tracking system. Thus,
each institution is currently making its own decision as to which staff member(s)
will be given this responsibility. Although at some institutions, admissions and
registrar officers will be given this responsibility, it appears that many ISAs will
be assigned to this responsibility in addition to their existing duties. As of this
writing, Congress is also considering a major reorganization of the INS that may
completely realign federal institutional structures, and bring extensive changes
to ISA procedural, training, and evaluation practices.

\textsuperscript{35} Suzanne Gamboa, \textit{Feds to Use Web to Track Students} (Yahoo News, 10 May 2002, accessed 10 May
CHAPTER TWO
Current Issues in International Student Advising

More vigilant monitoring may "turn colleges and universities into the eyes and ears of the federal government." That change could make foreign students wary of choosing U.S. universities at a time when this is one of the few areas where we have a trade surplus.

Victor Johnson, quoted in Andrew Lawler, Science Now

International Student Enrollments

The number of international students in the United States has gradually increased throughout the twentieth century. Currently, there are over half a million international students enrolled in U.S. institutions of higher education, which is a considerable increase compared to only 34,232 in the 1954/55 academic year.36 Despite the increase, international students still represent a mere 3.8% of the overall student population in U.S. higher education.37

While international students represent a small percent of all students in U.S. higher education, the U.S. is the leading host country for foreign student exchange.38 Due to the fact that international students pump large sums of money into the economy of their host country, other countries are now waging a heightened competition against the U.S. for students from abroad.39 In the face

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37 Ibid.
38 Ibid.
39 Beth McMurtie, Burton Bollag, and Geoffrey Maslen, "Foreign Enrollments Grow in the U.S., But So Does Competition From Other Nations," Chronicle of Higher Education 48, no. 12, 16 November 2001 (journal on-line); available from EBSCOhost Information Services; item no. 5595417; Internet; accessed 6 March 2002.
of the annual increase in the U.S., international student enrollments in Britain, Australia, and Canada have recently increased as well. Thus, the U.S. now faces global competition for international students.

"Globalization" and "Global Society"

The global competition for international student enrollments signifies that international student exchange occurs on a worldwide scale. International student exchange is a fundamental aspect of globalization. According to Todd Stewart (2001), globalization is "The increased cross-border flow of goods, services, people, and capital."\(^0\)

Globalization illustrates the political, economic, and cultural atmosphere of today.\(^1\) For the U.S., it expands the need for international competence. While other countries employ competitive strategies to recruit international students, the U.S. lacks a strategic international exchange policy.\(^2\) Hence, as part of a "global society" where nations compete to attract international students, the U.S. must develop a considered plan to attract more international students, in order to retain its strength in the international student exchange market.

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According to Martin Shaw (2000), global society is “The entire complex of social relations between human beings on a world scale.” The political system of global society consists of international affairs, increasing numbers of individual nations and states, and alliances of states and/or nations; the global economy involves a complex division of labor in the production and exchange of commodities; the cultural system refers to the communication and integration of diverse cultures throughout the world for the purpose of a mutual understanding and respect for cultural differences, increased international awareness, and improved international relations.

International student exchange fits into the cultural aspect of global society and globalization. Because the U.S. participates in international student exchange and so accepts students from abroad, U.S. institutions that admit international students have a responsibility to provide professional services to the international students they accept. According to Higbee, “American colleges and universities must provide effective and expert services if they are to discharge in a responsible fashion the obligations attendant upon acceptance of students from other nations.”

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44 Shaw 2000.

45 Higbee, vii.
Institutional Obligations for Acceptance of International Students

Virtually all U.S. institutions that admit international students indicate their support for them in their official documents and promotional materials. Such support is usually provided through an international services office located on most U.S. college campuses. The International Student Adviser (ISA) is typically the primary staff member responsible for assessing the needs of these students. Although a few of the smaller institutions may not have some type of international services office per se, most institutions do, and each one usually makes it clear that its support for international students is provided through that office. For example, the Office of International Students and Scholars at Rice University in Houston, Texas, provides the following information on its official internet website:

OUR MISSION:

- To provide international students and scholars with advice and documentation necessary to maintain their legal status in the U.S.
- To represent the university to the U.S. Immigration and Naturalization Service and the Department of State
- To guide international students and scholars in their adaptation to the American culture and campus life
- To maintain university compliance regarding regulations concerning international students and scholars

SERVICES WE PROVIDE:

- Initial orientation for all international students and scholars
- U.S. immigration advisement and forms
- Travel authorization and counseling regarding application for new visas
- Authorize and advise on visa benefits such as practical training and extension programs
Advise and assist dependents of international students and scholars with visa issues and benefits
- Liaison with U.S. and foreign embassies/consulates
- Assistance with matters of cultural adjustment
- Liaison with the Institute of International Education (IEE) and its Host Family Program
- Resource and referral to other offices and services within Rice University and in Houston, as needed
- Reporting of Rice's international population to government agencies, IEE and the Rice community
- Informational workshops, programming and cultural activities
- Provide networks for international students to assist one another

The preceding information is actually a segment of all the services listed on the website for the Office of International Students and Scholars at Rice University. Some institutions provide considerably less information about their services in their official documents. The International Office at Harvard University, for instance, merely provides the following information under its mission statement:

The mission of the Harvard International Office (HIO) is to enhance and support the dimensions of Harvard University, and to participate in the creation of a culturally diverse learning environment by assisting persons involved in international educational exchange. We provide essential services and programs which will assist international students, scholars, and their families to achieve their educational, professional and personal objectives. The HIO promotes this educational interchange by:

- Providing services and counseling expertise aimed at guiding them through the complexities of the U.S. government visa regulations
- Facilitating their smooth transition to life at Harvard and the United States, and providing ongoing services aimed at enhancing their social and cultural life here

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46 Rice University, Office of International Students and Scholars, About OISS [brochure on-line] (Houston, TX: Rice University; accessed January 2002); available from http://www.ruf.rice.edu/~ois/main.html; Internet.
- Acting as liaison and advocate with governmental and university offices
- Assessing the needs of international students, scholars, and their families; setting priorities; and responding to them appropriately\textsuperscript{47}

As seen by observing these mission statements, many institutions that admit international students share the same basic objectives and provide similar services. Despite the quantity of information each institution cites in their mission statements, they all make it clear that they intend to meet the needs of international students. Most of them implement this objective for ethical reasons, but they are also required by law to assist the international students they accept with certain legal and immigration issues. In fact, according to Jenkins & Associates (1983), the U.S. government requires that educational institutions play a role in the regulation of the admission and stay of international students in the United States.\textsuperscript{48}


\textsuperscript{48}Jenkins and Associates, 12.
CHAPTER THREE
Meeting the Needs of International Students

According to Lee, Abd-Ella and Burks, there have been many studies to identify the problems and needs of international students throughout the decades. In 1981, these researchers have reviewed some findings of others who attempted to identify those needs. Of particular significance was their citation of Moore (1965), because numerous other studies supported Moore's view. Moore identified the basic needs and problems of international students as follows:

1. Adjusting to differences in the educational systems;
2. Difficulties with English language proficiencies;
3. Adjusting to American culture;
4. Legal issues;
5. Immigration issues;
6. Problems of inadequate resources;
7. Difficulties with social adjustment; and
8. Problems of academic performance

Moore alleged that dissatisfaction among international students with their American experience was with the specifics (as listed above) rather than the general. Although he did not give priority to any specific category in his list of findings, in actuality legal and immigration issues are the specific issues that

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51 Lee, Abd-Ella and Burks, 7.
affect all international students to some degree, because all international students enter the U.S. on a student visa.

About a decade after Lee, Abd-Ella and Burks cited Moore, Charles and Stewart have also researched the basic needs and issues of international students, and have established those needs as:

1. **Adjusting to cultural differences** - International students may demonstrate cultural differences in terms of their concept of time, their use of space, or their value orientations.

2. **Language limitations** - Students from non-English speaking countries usually have problems with English speech and comprehension.

3. **Academic restrictions** - International students may find it difficult to negotiate the academic issues they encounter because of restrictions on their course of study. For one thing, they may only have a limited time in which to contemplate a particular course of study. Also, they are restricted to taking a limited number of units each semester, which can complicate things for those who have a limited amount of time to graduate due to money and/or visa restrictions.

4. **Differences in educational systems** - Some international students may not be accustomed to the different functions and competitive environment of many American colleges and universities.\(^5^2\)

The results of Charles and Stewart are comparable to those of Moore. Although Charles and Stewart did not mention immigration issues since they were focusing on the role that academic advisors play in serving international students, they stated, "American institutions were making little, if any, efforts to make their staff members aware of the needs of this special and diverse group."\(^3^3\)

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\(^{52}\) Harvey Charles and Mac A. Stewart, "Academic Advising of International Students" *Journal of Multicultural Counseling and Development* 19, no.4, October 1991 [Journal on-line], available from EBSCOhost Information Services; item no.9706105670; Internet; accessed October 2000

\(^{53}\) Ibid.
Non-ISA Support Services

Given that other staff members besides ISAs also deal with international students, advising students from abroad is not limited to the ISA function. For instance, international students who have recently been admitted to an institution often interact with admissions officers before they interact with the ISA. Moreover, academic advisers are responsible for giving academic advice to any students on campus, including international students. Since ISAs often work closely with admissions officers, they must be acutely aware of the functions of the admissions office at the institution they work for, especially taking into account that many students tend to approach them for academic advice.

Along with the unique issues that international students face, they also face virtually the same issues as domestic students, including housing issues, financial aid issues, personal issues, etc. This explains, in part, why ISAs are not the only staff members who deal with international students: Other staff members who serve them include finance staff members, librarians, financial aid advisers, housing staff members, residential life staff members, professors, counselors, etc. Licensed counselors in particular have a crucial responsibility when having to deal with international students, because, unfortunately, psychological counseling is one important function that many ISAs cannot effectively handle when dealing with an emotionally disturbed student.
Counseling

According to Gary Althen (1995), ISAs are not usually trained counselors, and they frequently work at institutions where there are no trained counselors on staff.54 Certainly, this does not apply to all ISAs. But most ISAs are not experienced in the area of counseling, and even if they are, they will find that counseling an international student is very different from counseling a U.S. student. For one thing, international students often misconstrue traditional Western counseling methods.55

This is not to suggest that international students often approach ISAs or any other staff member for personal counseling; they rarely do.56 Most international students, particularly those from non-Western cultures, are not accustomed to seeking counseling or personal advice from individuals outside their friends or family. This may account, in part, for Lee, Abd-Ella and Burks' finding that personal crises such as homesickness are among the less reported problems that international students face, compared to general problems such as immigration and academic issues.57

This also does not signify that international students do not experience personal problems very often. Because many of the students who seek help from ISAs on general issues are not likely to openly admit their personal problems, the

55 Jenkins and Associates, 190.
57 Lee, Abd-Ella and Burks, 7.
ISA needs to listen for clues. For example, “Is the foreign student anxious and depressed or distorting reality?”

Whether or not they are experienced in the area of counseling, almost all ISAs will have to deal with some degree of counseling for international students. In some cases, they might choose to refer the student to a professional counselor on campus, if any. Unfortunately, Althen found that those ISAs who do have institutional colleagues certified to do counseling are sometimes reluctant to refer international students to them, suspecting that U.S. counselor training usually does not prepare people to counsel clients with foreign cultural backgrounds.

In point of fact, it is not peculiar for ISAs to have such a hunch about U.S. counselor training, because many researchers (Fouad, Siegel and Pederson) have noted a lack of cross-cultural training within many U.S. counselor-training programs. According to Fouad, “Our [counseling] training programs are not equipping our students to effectively help international students.” Jenkins and Associates also delineated that a U.S. counselor may not have the background and training to comprehend the cultural heritage of an international student.

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60 Nadaya A. Fouad, “Training Counselors to Counsel International Students: Are We Ready?,” Counseling Psychologist 19, no.1, January 1991 [journal on-line]; available from EBSCOhost Information Services; item no. 9703201147; Internet; accessed October 2000.

61 Jenkins and Associates, 190.
Culture Shock

While the need for psychological counseling is shared by both foreign and domestic students alike, international students often need special counseling to cope with certain issues that domestic students generally do not face. This is why it is so important for counselors to be trained to deal with international students. One of the most common issues that international students face during their first year in the U.S. is culture shock.

According to d’Ardenne and Mahtani (1989), culture shock is “The normal process of adaptation to cultural stress, with common symptoms including psychological strain, a sense of loss, rejection, confusion, surprise, anxiety, and feelings of impotence.” Since each individual is unique in their ability to adapt to a new culture, some students will not experience culture shock symptoms as severely as others. Those who have difficulty coping with difference, change, and uncertainty will most likely experience culture shock symptoms more intensely and for a longer period of time compared to those who do not. When experiencing culture shock symptoms, some students may find it comforting to talk to someone who is willing to listen, and the ISA is generally the first-line of help for international students experiencing culture shock.

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Housing

Besides culture shock, housing is another complex issue that international students face. The average international student needs more assistance and guidance from certain staff members compared to the average domestic student. As expected, the responsibility of advising on housing issues is typically an ISA responsibility. According to Althen, the topic of housing involves more than just placing international students in suitable housing from the ISAs stance: It also involves dealing with international housing units, cultural learning in residence settings, liaisons with campus housing personnel and off-campus housing issues.64

Compared to assisting domestic students on housing issues, finding suitable housing for international students is an exceedingly challenging task. Unlike domestic students, most international students in the U.S. do not have any family members or other trusted individuals to turn to if they do not have a place to live. For this reason, it is extremely crucial that ISAs make every effort to make sure that the international students they deal with are placed in suitable housing.

Summary of Needs of International Students

International Students face a multitude of needs and problems while they are in the U.S. Cross-cultural issues, housing issues, immigration problems,

64 Althen (1995), 158.
language difficulties, and academic issues are just a few of the typical problems they face. With all the unique issues that international students face, it is little wonder that they need special assistance and guidance from an ISA. Thus, ISAs who must deal with any number of international students will face a great array of demands that must be carried out in a professional manner; however, regardless of all the demands of the position, the ISA function is usually ranked at a rather low level in the institutional hierarchy. Worse yet, ISAs face more complaints, problems, issues, and expectations than do people who are members of the recognized professions.\(^{65}\) Hence, ISA duties are typically marked by a special level of complexity, extraordinary demands on time, and a high level of personal commitment, in spite of limited professional rewards and recognition.

\(^{65}\) Althen (1995), 12.
CHAPTER FOUR

ISA Practices: Meeting the Minimum Requirements and Beyond

It is evident that ISAs are called upon to assist international students with myriad needs. In addition to assisting international students with cross-cultural issues, housing issues, immigration problems, language difficulties, and academic issues, they face a great array of demands that must be carried out in a professional manner. Chances are that the more international students an ISA has to deal with, the greater the volume of tasks he or she will have. Regardless of the quantity of international students an ISA deals with, it can be said that the ISA function is a very demanding job that requires high levels of skills and responsibilities.

Dealing With Immigration Issues

The ISA’s primary job function is to assist and advise international students on immigration regulations. According to NAFSA: Association of International Educators, ISAs are the institution’s official link with the Immigration and Naturalization Service (INS) and the U.S. Department of State (DOS). Those ISAs who deal with international students on F-1 visas work in correlation with the INS, while those who deal with international students on J-1 visas work with visiting scholar or exchange programs of the DOS.

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When dealing with immigration issues, ISAs have a clear responsibility to advise students on their privileges and responsibilities, and on the limitations placed on their activities by U.S. law and regulations. According to Althen, it is crucial that ISAs be extremely cautious when advising an international student on immigration matters, because the consequences of giving incorrect immigration advice can be disastrous. Likewise, ISAs should make certain that other staff members in their offices are equally cautious about giving immigration advice.

Some of the most immense tasks an ISA deals with pertaining to immigration issues are changing a student’s visa status, (such as from B-1 to F-1, for example), requesting asylum, or dealing with changes in immigration laws. Dealing with students who must work off-campus due to financial hardship is also a difficulty, because under normal circumstances, the U.S. law does not permit international students to work off-campus. These instances, while not typical, are complex and very demanding on the time and expertise of the ISA.

As the “designated school officials,” or “responsible officers” who sign immigration forms, ISAs are required to follow certain guidelines in issuing these forms, to maintain records of specified information, and to make certain reports to the INS and/or the DOS regarding the academic enrollment status of

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67 Jenkins and Associates, 180.
69 Ibid.
international students. Such responsibilities are nothing new to the ISA; in fact, it is customary for ISAs to make such reports to either the INS, or to the visiting scholar or exchange programs of the DOS. Thus, once the new student monitoring system is implemented, many ISA's may find that its function is a redundancy of many of the duties they were already performing in the past.

The ISA's Job Description

In general, the ISAs job responsibilities are not limited to dealing with immigration matters. Althen asserted that although a few ISAs at the larger institutions do little else besides immigration advising and paperwork, other components of the job description for most ISAs typically relate to orientation for new international students, liaising with admissions officers, housing, financial aid, academic advising (giving information and suggestions), and general problem solving. At minimum, a typical job description for an ISA position might look like this:

International Student Advisor: General Requirements

1. Responsible for providing guidance to international students regarding immigration laws and procedures;
2. Assist in the recruitment of international students;
3. Aid in the adjustment process, which they may experience due to cultural and climatic differences; and
4. Provide activities that would enhance the exchange of culture between international students and the surrounding community.

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70 Althen, 101
72 Midwestern State University, International Student Advisor, job code 5234 [job description on-line] (Wichita Falls, TX: Midwestern State University, accessed October 2000); available from http://mwsu.edu/html/docs/departments/personnel/JobDesc/5234.htm; Internet.
The preceding job description can essentially be found within the official Internet website for Midwestern State University (MSU) in Wichita Falls, Texas, and evidently applies to those ISA(s) who work at that institution. While it is actually diminutive compared to the average job description, the ISA(s) who work at MWSU may, in reality, find themselves meeting many more specific demands than those generalities listed in their job description. According to NAFSA, whether the ISA is a full-time or part-time professional staff member, his or her functions may include:

1. Immigration advising and reporting;
2. Advising ISAs on such issues as financial matters, immigration and visa problems, academic concerns, personal issues, etc.;
3. Orientation for new international students and scholars;
4. Social and cultural programming;
5. Liaison and public relations;
6. Office Management; and
7. Planning and Budgeting.

Clearly, "immigration advising and reporting" was emphasized foremost on NAFSA's list of typical ISA job functions. The remaining categories briefly describe common job responsibilities listed on the average ISA job description. "Orientation for new international students and scholars" is also a common ISA job function. According to Jenkins & Associates, as international students arrive in the U.S., the ISA should provide the orientation and assistance in cultural adjustment they need.

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73 See appendix M (page 127) for a sample of a typical job description for the ISA profession.
74 NAFSA: Association of International Educators
75 Jenkins and Associates, 121
Recruitment of International Students

Prior to obtaining information about the U.S. at the orientation session, international students need to know certain information about the American academic system and American culture before they enter the U.S. This is where "recruitment of international students" might fit into a job description. Most institutions have established a goal to meet a minimum number of international enrollments, and many ISAs are assigned the task of contributing toward the recruitment process. When assigned this responsibility, an ISA may be the appointed person who must provide information to prospective international students such as the given institution's academic requirements, an estimate of the complete cost of attending that institution, general information about the campus they might attend, and the surrounding community.

While these specific functions of the recruitment process are intended to aid prospective international students, there is one particular aspect of the recruitment process that is intended to aid the needs of the institution: ensuring that prospective international students can afford to attend the given university. According to Althen, ISAs must make sure that international applicants provide documents showing the availability of adequate financial support from reliable sources. Otherwise, an institution that recruits international students who are unable to pay their fees in full may suffer financially.

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76 Althen (1995), 159.
Keeping Track of Academic Records and Enrollment

After it has been determined that certain international students qualify financially to attend the given institution and they are admitted, ISAs must continue to keep track of their academic records and enrollment. In the case of students supported by home government, regular monitoring of academic status and reporting is required. Again, international students must be enrolled full-time in order to maintain their visas. Moreover, they must maintain a minimum grade-point-average in order to remain enrolled. Thus, ISAs must work closely with admissions officers in order to keep track of the students' records.

Crises and Emergencies

An ISA must be prepared to deal with a crisis or emergency involving an international student at a moment's notice. When a crisis or emergency involving an international student arises, the ISA is generally the first person to be called. When called upon to deal with a crisis or emergency, the ISAs duties become more intense.

In dealing with an emergency, an ISA may have to deal with situations such as accidents, illnesses, arrests, unwanted pregnancies, rape, abuse, or even death. In some of these cases, the ISA may become so deeply involved that he/she must contact the proper entities such as lawyers, hospitals, crisis

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78 Burak, 7.
organizations, medical insurance associations, etc; or the ISA might assist the student in making certain arrangements to deal with the situation, depending on the student’s wishes.

In the case of death, the logistics alone are overwhelming: notification of parents and the consulate; an autopsy (if allowed by religious tradition); disposition of the body according to proper religious and cultural dictates; a funeral or memorial service; repatriation. Beyond that, the ISA must find a way to contact the home country’s consulate or embassy, which acts on behalf of the student’s family. The biggest problem at such times is the limited ability of the ISA to speak multiple languages: If the ISA is unable to speak the language of the student’s home country, he/she must find someone who is able to speak that language. This can be an extremely challenging task if the ISA is unable to locate such a person immediately.

Other Responsibilities

There is so much more to be said about what an ISA does than one can discuss in mere words. ISAs deal with a great number of tasks that go beyond what is listed in even the largest ISA job description. Besides meeting the primary needs that international students face, ISAs must work with other students and staff members. Integrating institutional services, working with alumni, dealing with on and off campus housing, integrating students into the

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79 Burak, 11.
campus community, and dealing with language fluency issues are just a few of the additional things that ISAs deal with.

**Utilizing the New Student Monitoring System: A New ISA Responsibility?**

When the Student and Exchange Visitor Program (SEVP) tracking system takes effect in 2003 as planned, many ISAs will be responsible for tracking and monitoring international students on a great deal more than just their academic enrollment status. This will likely increase the job responsibilities of ISAs and other school officials who are assigned to utilize this system. After the system is implemented, the full impact that it will have on ISA responsibilities will be clearer.
CHAPTER FIVE

Essential Skills and Educational Requirements
For Professional Competence of ISAs

There are many skills which the foreign student adviser must acquire if he is to carry out his diverse responsibilities effectively.

Marvin J. Baron, Advising, Counseling, and Helping the Foreign Student

Skills

Whether the ISA is called upon to deal with a routine task such as preparing and signing an immigration form, or a more intense task such as dealing with a crisis or emergency, the ISA must possess and utilize the proper skills and knowledge to effectively handle the given task. Althen affirms that such skills can be enhanced through practice and learning: books, audio/video tapes, instruction, guided practice, and careful observation of others are all means of enhancing one's skills.80

According to NAFSA, in the ISA profession, a variety of skills are called upon. As outlined in its official Internet website, NAFSA has its own standard of what makes an ISA superior:

"Good foreign student advisers are skilled in interpersonal and intercultural communication, counseling, administration, program planning and budgeting, writing and public speaking. They are good supervisors, staff trainers, and expert negotiators. They are capable managers of time and other resources. In advising students on academic, financial, and personal matters, they are patient and nonjudgmental, yet are able to be decisive when the occasion demands."81

80 Althen, 107.
81 NAFSA: Association of International Educators
Assembled by a group of NAFSA's leaders, including Gary Althen, NAFSA's concept of what makes an ISA superior is based on Althen's categorization of five areas where an ISA should possess skills. In a retrospective analysis of his history as an ISA, Althen maintains that the five areas where ISAs should possess skills are:

1. **Communication skills**—ISAs communicate in many different ways, including interpersonal communication, writing, advocacy, public speaking, and networking;

2. **Administration skills**—As administrators, ISAs must be able to work in a bureaucracy, influence institutional policy and direction, plan, evaluate, coordinate, manage time, make productive use of commodities and make productive use of meetings;

3. **Education and training skills**—To educate and train others well, ISAs must develop a number of skills, some of which have already been discussed in other categories: clarifying objectives, selecting and combining appropriate approaches, conducting training exercises, public speaking, writing, and evaluating;

4. **Counseling skills**—Effective writing begins with the client. Some of the actions an ISA might take when playing the role of counselor include offering support or understanding, suggesting a course of action or alternative course of action, self-disclosure, remaining silent or otherwise encouraging the person to continue talking, etc.; and

5. **Self-management skills**—To be effective on the job and to achieve influence on their campuses, ISAs must be healthy enough to go to work, attentive enough to learn quickly, organized, even-minded, self-aware, able to make good judgments, able to make decisions in a reasonable amount of time, and rested enough to make sound judgments.82

In the long run, ISAs will find that the more challenges they face, the more they will be able to develop and utilize their skills. It is important to note that while many people are able to enhance these skills through practice and learning,

82 Althen, 107-151.
it is ideal for prospective ISAs to show some type of evidence that they already have at least some of these skills before they are actually hired as ISAs. Hence, when recruiting applicants for the ISA position, institutions should be cognizant of whether or not selected applicants possess such skills. Not only will the most promising applicants possess these skills or show potential that they are able to acquire them, they will also have some knowledge of what the ISA function entails.

**Educational Requirements: Selecting and Training Qualified Applicants**

In 1961, Higbee found that due to the newness of the ISA function and the relatively modest numbers of such personnel, there was little opportunity for the development of a specialized academic curriculum for future ISAs. At that time, ISAs who held higher education degrees were drawn from virtually all the existing disciplinary areas, with the majority coming from professional education fields.

Over twenty years later, in focusing on the history of the ISA profession, Althen indicated that many educational institutions have assigned individuals to the ISA profession who were not equipped to carry out their responsibilities effectively. In his earliest edition of *The Handbook of Foreign Student Advising* (1983), Althen stated, "The foreign student advising function was often

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83 Higbee, 3.
84 Ibid.
85 Althen, 1.
assigned to some person who happened to be available without much thought about what the function entailed, or whether the appointee had attitudes, knowledge or skills suitable for the job." 86

Althen's handbook was the first written material that comprehensively examined the complex issues and practices necessary to effectively deal with international students at U.S. institutions. 87 His book was a key source that many ISAs utilized to "self-train" themselves to effectively carry out their professional duties. Due to the fact that many ISAs were not optimally prepared to effectively perform their professional duties, many relied on Althen's handbook to guide them through their practices.

In developing the handbook, Althen was aware that in addition to the fact that many ISAs had no prior experience or preparation that was relevant to the ISA function, they were not receiving sufficient training or support from their institutions. Here is what Althen stated in the introduction of his book:

Unlike true "professionals," FSAs [ISAs] do not have to complete any specific educational program to obtain their positions. They do not need to pass an examination or obtain a license to practice; they have no professional association that enforces an agreed-upon set of standards. They take no oath in office. In the absence of procedures or regulations that would promote some uniformity in their outlooks and practices, foreign student advisers are left to develop their own notions of what they should be doing and how they should be doing it. In the process of developing those notions, FSAs face countless ethical and practical quandaries. 88

86 Althen, 1.
87 NAFSA, in re: Althen's book.
88 Althen (1983), 1.
The lack of a specialized academic curriculum may have contributed to the fact that at one time, many ISAs did not have the necessary background to perform their job functions. Although Althen indicated that the circumstances have improved since then,\textsuperscript{89} institutions should have been providing proper support to ISAs to help them effectively carry out their job responsibilities. Unfortunately, institutions were still not providing such support to the individuals they named as ISAs.

**The Need For Cross-Cultural Training**

One of the most essential types of preparation that ISAs lacked was in the area of cross-cultural advising and counseling. Prior to the first release of "The Handbook of Foreign Student Advising," Althen and other members of the Committee on Intercultural Communication have noted that there was no existing formalized university-training program in cross-cultural counseling for ISAs; thus they were left to their own initiative and resources in seeking out suitable training in this area. Additionally, not only were ISAs in need of cross-cultural training, but also were other staff members who served international students. The committee deemed that it was just as well, because American approaches to counselor training shared assumptions and values that undeniably reflect a Western cultural perspective.\textsuperscript{90}

\textsuperscript{89} Althen (1983), 1.
\textsuperscript{90} Althen and others, 37.
In view of the necessity of a cross-cultural training program, in 1981 the committee members have identified some ideal types of cross-cultural training that they felt should have been provided to staff members. In the revised edition of "Learning Across Cultures" (1994), they outlined these types of training as:

1. **Training for staff and faculty**- These programs are designed for people (in international student offices, residence halls, and college or university departments) who are responsible for trying to meet the needs and increase the learning opportunities of a culturally diverse group of international students. This training is intended to increase staff and faculty capacity to provide information, guidance, referral, and a range of services and programs in ways that are useful to students from other countries.

2. **Host training**- Host training is designed especially for volunteers, including host families, community program coordinators, fieldwork placement personnel, and students who volunteer to assist new foreign students. Volunteers learn and practice specific ways to enable international students and visitors to become constructively involved in activities, organizations, and families in their community and to themselves respond with greater effectiveness to the people they meet.

3. **Multicultural management skills training**- Administrators of universities and colleges today are, in fact, managers of multicultural organizations and designers of multicultural learning environments. Therefore, they are well advised to develop skills in enabling faculty, staff, and students who come from diverse backgrounds to contribute more to the organization. Furthermore, it would be useful for them to develop skills in creating and establishing structures, policies, and procedures that can accommodate the contrasting, and sometimes contradictory, values, priorities, and expectations of the cultural diverse members of their organization.

4. **Training of trainers**- Training of trainers is designed for those who may have lived in another culture, who are thoroughly familiar with the difficulties and opportunities of people in transition and those with whom they come in contact, and who want to learn how to design, conduct, and evaluate cross-cultural training programs. Developing a cadre of trainers who are available throughout a campus is a wise move. It reduced the pressure on the usually limited resources of
those few cross-cultural specialists who exist in the institution and enlarges the pool of knowledge and perspectives for cross-cultural programs. Training skills programs are also very helpful for faculty members and language teachers who wish to integrate intercultural perspectives for cross-cultural programs. Training skills programs are also very helpful for faculty members and language teachers who wish to integrate intercultural perspectives and intercultural training methods into their courses. Training for trainers can seldom be offered on individual campuses, but advanced training skills are taught at various institutes and through professional associations.\(^{91}\)

Lack of Services at Smaller Institutions

Clearly, there was a need for cross-cultural training among all staff members. But the lack of cross-cultural training among staff members was not the only drawback of many institutions: Some institutions, particularly the smaller ones, lacked a number of much needed international student services. According to Weill (1982), for many years, smaller institutions have not offered services such as:

1. Alien status advising;
2. Special instruction in written and oral English;
3. Acculturation to the U.S. and its various regions;
4. Special academic advising (geared to help international students); and
5. Personal Counseling\(^{92}\)

Taking into account the lack of “alien status advising” among some of the smaller institutions, there were a few institutions where international students were enrolled, that did not have an ISA. Otherwise, those institutions that did

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have an ISA, but did not offer alien status advising, most likely did not require their ISAs to provide international students with assistance in immigration-related matters. Considering that during that era, it was established that almost every campus that enrolled international students had an ISA\(^\text{93}\) (or a staff member with a similar position title), the actual number of campuses that lacked an ISA were particularly few in number. Nonetheless, some individuals might find it astounding to realize that a campus that enrolls international students, no matter how few in number, can operate without an ISA or some other staff member who handles immigration advising.

**Continuous lack of cross-cultural training**

Due to the fact that the quantity of international student enrollments in the U.S. has increased over the decades, the need for cross-cultural training among staff members has greatly increased. Unfortunately, even today, this area of training needs improvement. Today's cross-cultural counseling training programs offered in the U.S. do nothing to make students aware of the needs of recent immigrants, international visitors, or international students in the U.S.; and instead focus primarily on Americans who are associated with non-Anglo ethnic groups.

Taking into account the increased population of international students, Jacob (2001) stated, "An increasing dilemma facing institutions of higher

\(^{93}\) Jenkins and Associates, 12.
education is addressing the unique and common concerns facing the growing population of international students in the United States." Jacob also noted that there is a limited amount of literature that focuses on the needs of international students. Accordingly, she recommended that educators, particularly counseling educators, should provide awareness and knowledge about the issues faced by international students.

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CHAPTER SIX

Current Methods of Preparation for the ISA Profession

Current Degrees Offers in International Student Advising

Unlike twenty years ago, there are more opportunities today for one to pursue a college degree relevant to the ISA profession. According to Althen (1995), there are now two colleges in the United States that offer graduate degrees which are specifically designed to prepare people for a career in international student advising: Lesley University in Cambridge, Massachusetts and the School for International Training in Brattleboro, Vermont. Despite the fact that prospective ISAs still do not need to complete any specific educational program to obtain their positions, those who wish to pursue a relevant degree may want to consider the program offered at one of these institutions.

At Lesley University, the academic program in “International Educational Exchange & International Student Advising” is offered as a specialization track that students may opt to complete in partial fulfillment of the requirements of the graduate program in Intercultural Relations. Students who intend to earn a master’s degree in this program must complete a non-credit language requirement in addition to 36 units distributed among three principal components: core courses, elective courses, and an internship.96

95 Althen (1995), 12.
96 Lesley University, Graduate School of Arts and Social Sciences, Intercultural Relations Program [brochure on-line] (Cambridge, MA: Lesley University, accessed May 2002); available from http://www.lesley.edu/gsass/65irp.html; Internet.
The coursework offered for the Intercultural Relations program at Lesley University is comparatively different from that of the International Education program at the School for International Training (SIT). At SIT, the International Education program offers an optional concentration in "International Education Advising" to prepare students to enter the ISA profession and/or other professions in the field of international education. Students who intend to earn an M.A. in this program select courses based on degree requirements and the concentration that is relevant to their career goals.

Additional Graduate Preparation for the ISA Profession

Although Lesley University and the School for International Training both offer programs that are specifically designed to prepare students for a career in international student advising, there are a few additional institutions in the United States that offer programs designed to prepare students for virtually any career in the field of international education, including international student advising. The "Peterson’s Guide to Graduate Programs in Business, Education, Health, Information Studies, Law & Social Work" (2000), has a listing of 27 institutions in the U.S. that offer master’s and doctorate degrees relevant to "International and Comparative Education.”

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97 See Appendix A (page 95) and Appendix B (page 96) for a listing of required courses at these institutions.
99 See Appendix C (page 97) for a complete listing of the 27 institutions that offer degrees relevant to International and Comparative Education.
Other Methods of Academic Preparation and Training

In addition to the graduate degree offers in international and comparative education, there are several institutions that offer degrees in international relations, international studies, global studies, or similar fields of study at the baccalaureate level; however, it is highly recommended that anyone who is interested in becoming an ISA consider receiving a master’s degree in a relevant field, as many institutions now require that prospective ISAs hold a master’s degree. As Gary Althen stated, “At my institution, we would not hire a person without a master’s degree to be a foreign student adviser.”

NAFSA Training

All U.S. institutions that enroll international students should recognize the need for their ISAs and other staff members who advise international students and scholars on immigration laws to attend NAFSA conferences and immigration training workshops. NAFSA’s professional workshops are the finest means of professional training available to individuals in the field of international education. Even people with relevant degrees recognize the need to attend NAFSA workshops and conferences in order to be fully equipped with the necessary knowledge and skills to carry out their professional duties. NAFSA training workshops provide individuals an opportunity to come together to share their innovative ideas and expertise to enhance global and

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109 Gary Althen of the University of Iowa, e-mail interview by author, 10 January 2002.
cross-cultural knowledge and understanding necessary for effective leadership and competitiveness in international education.\textsuperscript{101}

NAFSA offers regional conferences and workshops to its members in various locations throughout the United States, and an annual conference, usually held in late May or early June. Its annual conference is the field's largest meeting of international education professionals, where more than 5,000 registrants from 90 countries normally attend each year.\textsuperscript{102} NAFSA conferences provoke keynote addresses, training, networking, professional exhibits, and opportunities to enjoy the host city.\textsuperscript{103}

ISAs and international scholar advisers must be knowledgeable on U.S. immigration laws in order help the international visitors they advise understand U.S. immigration laws, because these laws grant important benefits as well as establish important restrictions.\textsuperscript{104} Thus, in addition to providing ISAs the most recent copy of the NAFSA Adviser's Manual of Federal Regulations Affecting Foreign Students and Scholars (published annually), or a similar policy manual that discusses these federal regulations, institutions should make sure that their ISAs are provided sufficient funding and time to attend NAFSA workshops and conferences. Besides attending NAFSA training workshops that cover


\textsuperscript{103} \textit{NAFSA Training}, accessed May 2002.

\textsuperscript{104} Ibid.
immigration laws and issues, ISAs should attend NAFSA’s professional development programs as well. The Professional Development Program is made up of three components:

- **Foundations of International Education Workshops**: Foundations workshops provide an introduction to the major professions in international education that are represented within NAFSA. They are useful for the newcomer who needs to have a broad understanding of the various aspects of their profession, and helpful to experienced international educators who are taking on new responsibilities or changing the direction of their professional activities. Each workshop is organized around twelve hours of training and uses a core curriculum and materials so that key content areas are covered consistently no matter where the workshops are held. Participants in the workshops receive a certificate of completion from NAFSA.

- **Professional Practice Workshops**: Professional Practice workshops are a continuation of the Foundations workshops. These four to nine-hour workshops are for those who wish to improve upon their skills or acquire knowledge in a more specialized area or indeed those who wish to enter the field in a specific area. Topics addressed in our existing portfolio are offered in the various professional section interest area.

- **Trainer Corps**: To achieve consistent high quality delivery of content, NAFSA’s Professional Development Program has built a corps of skilled trainers and workshop leaders. NAFSA offers a workshop leaders training program which explores the key principles of adult learning, training techniques that can be used to respond to different learning styles of participants, and ways to match presentation style appropriately to the content that is being covered. Trainer Corps participants not only participate in the training but serve as organizers, chairs and presenters in Professional Development Program-sponsored workshops at the national, regional and local levels.105

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Other than the Professional Development Program, NAFSA offers several other types of training programs and workshops. ISAs and other persons who work in the field of international education should check NAFSA's official website at http://www.nafsa.org, to find the appropriate training workshop that corresponds with the requirements of their profession. Moreover, individuals who receive training via NAFSA should be familiar with NAFSA's code of ethics.106

106 See Appendix D, page 100.
CHAPTER SEVEN

Methods of Research

The purpose of this study was to investigate the job training and services rendered by International Student Advisers (ISAs), and other staff members at U.S. institutions of higher education who hold similar position titles and/or job functions.

Methods Used to Distribute the "Questionnaire for Foreign Student Advisers"

The population of participants of the survey is primarily comprised of persons who hold the position title "International Student Adviser" or "Foreign Student Adviser." Others have titles such as "Immigration Adviser," "Immigration Counselor," "Foreign Student Assistant," "International Student Coordinator," etc. All are staff members who work at Institutions of higher education in California.

The institutions that participants of the survey are affiliated with vary in size and are primarily four-year public, four-year private, two-year public, and two-year private schools. Although the investigator originally anticipated that all institutions targeted were comprised of just these four common types, survey results revealed that a few included private graduate schools and adult education schools were included.

The survey was conducted in the form of written questionnaires. Distribution of the questionnaires was first initiated in the fall of 2001. At that
time, 120 questionnaires were mailed directly to the chosen subjects at their institutions. Subjects were given one month to complete the questionnaires. Once the deadline had passed, a total of 21 responses were received, representing a mere 17.5% of the total surveyed population. Due to the low response rate, the investigator decided to do some research on the targeted subjects, and learned that a few were actually former employees replaced by new personnel. Thus, the investigator had taken note on the names of the new staff members, and chose a new method to target those subjects who did not participate before.

The study was resumed in spring 2002, when the investigator attempted to contact the remaining 99 subjects via telephone to get their permission to send them the questionnaires via electronic mail (e-mail). The remaining subjects on the target list included those subjects who did not participate the first time and were still International Student Advisers (ISAs), and the new ISAs. Among those 99 subjects, only 46 were actually available when the phone rang, or had returned the investigator's phone call. Only one out of the 46 refused to participate; each of the remaining subjects gave their oral consent to allow the investigator to send them a questionnaire via e-mail. Among the 45 who agreed to participate, 26 had actually returned their copy of the survey, which increased the overall response rate to a total of 47 participants.
Methods Used to Distribute the "Follow-Up Survey"

During the spring of 2002, the researcher decided to conduct a follow-up survey to include some additional questions deemed as conceivable of contributing toward demonstrating the original thesis statement. The follow-up questions were distributed via e-mail to eight of the individuals who participated in the "Questionnaire for Foreign Student Advisers." All eight individuals participated in the follow-up survey.
CHAPTER EIGHT

Results of the Surveys

The following is a record of the responses provided by the individuals who participated in the "Questionnaire for Foreign Student Advisers".

Institutional Characteristics

Most international student enrollments in U.S. higher education institutions are concentrated within degree-granting institutions, according to the results of the questionnaire. Also, most institutions of higher education that offer degrees fall into one of the following four categories: two-year public, two-year private, four-year public, and four-year private schools. Institutions that offer advanced degrees are not limited to these four types, as indicated by the fact that one of the 47 participants of the questionnaire works at an institution that offers graduate degrees only.

TYPES OF INSTITUTIONS: Among the 47 participants of the questionnaire, 15 (32%) work at a two-year public institution, 2 (4%) work at a two-year private institution, 14 (30%) work at a four-year public institution, and 13 (28%) work at a four-year private institution. Additionally, 2 (4%) work at an adult education institution and 1 (2%) works at a private institute that only offers graduate degrees.

See Appendix G (page 108) for the questionnaire.
See table 1, page 58.
TOTAL STUDENT ENROLLMENTS: Although 47 people participated, 45 institutions actually participated; thus, some of the participating institutions included more than one respondent. The institutions that participated are comprised of a wide range of student enrollments. The mean number of students of all the participating institutions is 11,100; the smallest one has a total student enrollment of 150 and is a four-year private college, while the largest one has a total student enrollment of 30,000 and is a four-year public university.

GRADUATE STUDENT ENROLLMENTS: Among the 47 respondents, 2 did not respond to the question pertaining to the number of graduate enrollments at their institution. Among the 45 who did respond, 25 indicated that the graduate enrollment at their institution is zero. The average graduate enrollment among those 20 institutions that indicated that they actually do have graduate students is 3942. The institution with the least amount of graduate enrollments has a total of 64 graduate students, while the institution with the most graduate enrollments has a total of 7,811 graduate students.

INTERNATIONAL STUDENT ENROLLMENTS: Total student enrollments also vary from one institution to another. Among all the institutions that participated in the survey, the average international student enrollment is 461, and on average they make up about 4% of the total student population. This is comparable to the U.S national average of college international student enrollments, which is actually 3.8% of all students enrolled in U.S. higher education. The participating institution with the fewest international
enrollments has a total of 7 international students enrolled out of a total student population of 569, while the participating institution with the highest number of international enrollments has a total of 461 international students out of a total student population of approximately 27,000.

INTERNATIONAL STUDENT TRANSFERS: The number of international students that have transferred from another college or university in the U.S. varies between each of the participating institutions. Among the 45 institutions that participated in the survey, 15 did not answer the question pertaining to international student transfers. Among those that answered this question, two have specified that 2 of their international students have transferred from another college or university during the 2001-2002 academic year, and accordingly have the fewest international student transfers among the participants of the survey. One has specified that approximately 250 of its 750 international students (1/3 of the total) have transferred from another college or university during the 2001-2002 academic year, and accordingly has the most international student transfers among the participants of the survey.

NUMBER OF FOREIGN STUDENT ADVISERS AT EACH INSTITUTION- This data is ranked among each type of institution that participated, as follows:

Two-year private institutions- Among the 15 participants employed at two-year public institutions, 10 stated that only 1 FSA works at their institution. Two stated that there are 2 FSAs at their institution, one stated that 5 FSAs work at his/her institution, one stated that there are 4 FSAs at his/her institution, and
stated that there are 1.5 (one full time, one part time) FSAs at his/her institution. The ratios of FSAs to international students at these institutions vary greatly. The institution with the lowest ratio has 1 FSA to 17 international students (1 : 17), while the institution with the highest ratio has 4 FSAs to 2969 international students (1 : 740).

Two-year private institutions- According to the information provided by the two participants employed at two-year private institutions, one has 2 FSAs and 110 international students (1 : 55), and the other has 2 FSAs and 80 international students (1 : 40).

Four-year public institutions- Among the 14 participants employed at four-year public institutions, five stated that only one FSA works at their institution. Four stated that 2 FSAs are employed at their institution, two stated that 3 FSAs are employed at their institution, one stated that 5 FSAs work at his/her institution, and two stated that 7 FSAs work at their institution. The average FSA to international student ratio is approximately 1 to 225 (1 : 225) for most four year public institutions; however, the four-year public institution with lowest ratio of FSAs to international students has one FSA to 62 international students (1 : 62), while the one with the highest ratio has seven FSAs to 2566 students (1 : 366).

Four-year private institutions- Eight of the 13 participants employed at four-year private institutions stated that their institution has only 1 FSA. Three of them stated that 2 FSAs are employed at their institution, one stated that 1.5 FSAs work at his/her institution, and one stated that 6 FSAs work at his/her
institution. Among these participants employed at four-year private institutions, the one with the lowest ratio of FSAs to international students ratio has 2 FSAs and 17 international students (1:8.5), while the one with the highest ratio has 6 FSAs and 4599 international students (1:766.5).

Adult education institutions- According to the information provided by the two participants employed at adult education institutions, one has 1 FSA and 250 international students (1:125), and the other has 5 FSAs and 105 international students (1:21).

Graduate institution- The participant employed at a graduate institution specified that his/her institution has just one FSA and 45 international students (1:45).

ASSIGNMENT OF INTERNATIONAL STUDENTS TO INDIVIDUAL FSAs:

Among the 22 participants who specified that more than one FSA works at their institution, 12 indicated that international students are assigned to individual FSAs at their institution, while 10 specified that their institution does not assign international students to individual FSAs.

Among the 12 who claimed that international students are assigned to FSAs, 8 specified that this assignment is done according to visa status, one claimed that this assignment is done according to students' last name (in alphabetical rankings), one claimed that this assignment is done according to whether each student is an undergraduate or a graduate student, one claimed that this assignment is done according to the countries and/or regions where
each international student comes from, and one indicated that his/her institution has a primary PSA to serve the international students, and a secondary one who acts as the international students’ admission contact/advisor.

ISA Characteristics

TOTAL YEARS WORKED AS AN ISA: Most of the respondents have been working as an ISA for at least 6 years. Seven are newcomers to the position, because they have been working as an ISA for less than a year, while 3 are veteran ISAs who have been working as ISA for over 26 years.109

HIGHEST DEGREE HELD: Most of the respondents claim to have at least one type of higher education degree. The majority of them hold a master’s degree as the highest degree earned. Many have more than one degree in disparate fields.110

Despite the clear tendency to hold advanced degrees, the respondent group varied greatly in educational level: One holds an associate degree, 9 hold bachelor’s degrees, 26 hold master’s degrees, 3 hold credentials, 4 hold PhD’s or equivalent, 1 has a bachelor’s degree in progress, 1 has a master’s degree in progress, 1 has a PhD in progress, and 1 has no degree whatsoever.

Note: Many of the respondents have more than one type of degree; however, only the highest level(s) of degrees were considered in interpreting this data.

109 See table 2, page 58.
110 See table 3, page 58.
### TABLE 1
Types of Institutions Surveyed

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Year Public</td>
<td>15</td>
<td>32%</td>
</tr>
<tr>
<td>Two-Year Private</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Four Year Public</td>
<td>14</td>
<td>30%</td>
</tr>
<tr>
<td>Four-Year Private</td>
<td>13</td>
<td>28%</td>
</tr>
<tr>
<td>Adult Education</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Graduate School</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>47</td>
<td>100%</td>
</tr>
</tbody>
</table>

### TABLE 2
Number of Years Worked as a Foreign Student Adviser

<table>
<thead>
<tr>
<th>Number of years as an FSA</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td>1-2 years</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td>3-5 years</td>
<td>8</td>
<td>17%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>16-20 years</td>
<td>9</td>
<td>19%</td>
</tr>
<tr>
<td>21-25 years</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>26 or more years</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>47</td>
<td>100%</td>
</tr>
</tbody>
</table>

### TABLE 3
Highest Degree Held

<table>
<thead>
<tr>
<th>Highest Degree Held</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No higher education degree earned</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Associate degree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>9</td>
<td>19%</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>26</td>
<td>56%</td>
</tr>
<tr>
<td>Doctorate degree</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>Credential</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Degree in Progress</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>47</td>
<td>100%</td>
</tr>
</tbody>
</table>
Respondents have noted the following fields of study for their degrees:

1. **Associate of Arts/Associate of Science degrees**: General Education (3)*, Business, Social Sciences, Liberal Arts/Studies (3)

2. **Bachelor of Arts/Bachelor of Science degrees (or equivalent)**: Psychology (6), Anthropology (3), Child Development, History (3), Linguistics (2), English, Business, Fine Arts, Organizational Behavior, Industrial Management, Liberal Studies, Sociology, Communications/Public Relations, Social Sciences, German, International Relations, Foreign Languages, Hotel & Restaurant Management, Education, Spanish, Computational Mathematics

3. **Master of Arts/Master of Sciences degrees (or equivalent)**: Intercultural Relations (3)**, Education (5), Counseling (7), International Relations, History, Student Personnel Services, TESOL (2), Cross-Cultural Counseling & Student Development, TEFL, Liberal Studies, Sociology, Psychology (4), College Student Personnel, French, Adult Education, International Affairs, Social Sciences, Cross-Cultural Studies

4. **PhD (or equivalent)**: Education Guidance, Educational Administration (2), Education

5. **Credentials** include Multiple Subject Teaching Credential, California Teaching Credential, etc.

*The numbers in parentheses signify that more than one respondent holds a degree in the corresponding field of study.

**One of the respondents, who holds an MA in “Intercultural Relations,” has completed a minor in “Foreign Student Advising” under this degree program, and has received this degree from Lesley University in Massachusetts.

**TRAVEL TO ANOTHER COUNTRY OUTSIDE U.S.**: Forty-three of the 47 respondents stated that they have traveled, studied and/or worked in a foreign country: Thirty-six of the respondents stated that they traveled abroad for personal reasons, 20 stated that they have studied (as a student) in a foreign country, 36 specified that they have traveled abroad for personal travel, 17
specified that they have traveled for business purposes, 6 stated that they have
traveled abroad for job-related purposes, while 8 specified that they traveled for
other reasons such as voluntary work or to accompany a family member.

Note: Most respondents have specified more than one reason for having
traveled abroad.

MEMBERSHIP WITH NAFSA: Most of the respondents are members of
NAFSA: Association of International Educators. Out of the 47 respondents, 43
have specified that they are members of NAFSA. One of the respondents, who is
employed at a four-year public institution, stated the reason why he/she is not a
NAFSA member at this time: “Budget constraints forced this university to cancel
NAFSA membership this year, and also our subscription to the NAFSA
Adviser’s Manual.”

Based on the percentage of NAFSA members who participated in the
survey, it is difficult to estimate the overall percentage of ISAs at California
institutions of higher education who are NAFSA members. About half of all
institutions that were targeted are not listed in the most recent hard copy of the
NAFSA membership directory, and very few were received from those particular
institutions. Additionally, some of the respondents who work at those
institutions not listed in the NAFSA membership directory actually stated that
they are NAFSA members. This could be due to two possible reasons: They
were supposed to have been listed in the directory, but for some reason, they

111 See figure 1.1, page 64.
were not; or they are new NAFSA members who joined after the directory was published. Twenty-one of those institutions who indicated that they are not NAFSA members stated that they belong to some other professional organization besides NAFSA that supports international students.

PRIMARY INTEREST AREAS OF NAFSA MEMBERS: Among the 43 participants who are NAFSA members, 11 stated that the Admissions Section (ADSEC) is one of their primary interest areas, 3 stated that the Administrators and Teachers in English as a Second Language (ATESL) is one of their primary interest areas, 34 stated that the Council of Advisers to Foreign Student and Scholars (CAFSS) is one of their primary interest areas, 3 stated that the Community Programming Section (COMSEC) is one of their primary interest areas, 2 stated that the Section on U.S Students Abroad (SECUSSA) is one of their primary interest areas, none of the participants stated that Overseas Educational Advising (OSEAS) is one of their primary interest areas, one specified that the Sponsoring and Programming Agencies (SPA) is one of his/her primary interest areas, and one added an additional comment to question #12 by specifying that the Community College Section (COMCOL) is one of his/her primary interest areas.

MEMBERSHIP WITH OTHER ORGANIZATIONS (BESIDES NAFSA): Twenty-one of the respondents stated that they belong to other organization(s) besides NAFSA. Among the 4 respondents who are not members of NAFSA, two of them, whose institutions have a small number of international students (fewer
than 20), do not belong to any other organization that supports international student exchange. Some of the other organizations that participants are affiliated with are as follows:

1. Professional International Educators Roundtable (PIER; Bay Area)
2. Institute of International Education (IIE)
3. Comparative and International Education Society (CIES)
4. American Association of Collegiate Registrars & Admission Officers (AACRAO)
5. Southern California International Career Consortium (SCICC)
6. Phi Beta Delta
7. Teachers of English to Students of Other Languages (TESOL)
8. California Association of Community College Registrars & Admissions Officers (CAACRO)

Note: Among the remaining two respondents who belong to other organizations besides NAFSA, one belongs to TESOL and 1 belongs to CAACRO.

Training Experiences

PRIOR EXPERIENCE: Twenty-seven of the participants have had prior experience or training relevant to their first work experience in international education, while 22 stated that they have not received such training or experience. Among the 27 who have received prior training or experience, 4 specified that they have done an internship, 6 specified that they have done voluntary work, 17 specified that they have earned a degree in a relevant field of study, 3 specified that they have earned a certificate in a relevant field of study, while 14 have specified that they received some other type of training.

Note: Some respondents have had more than one type of prior experience or training.
INITIAL JOB TRAINING WHEN FIRST HIRED: Twenty-two of the participants declared that they did not receive any professional training when they were first hired into their current positions as ISAs; 24 declared that they have received such training, and one did not answer the question pertaining to initial professional training. One respondent, who declared that he/she had no initial professional training, added an extra comment: "I was given the files and the books and told to figure it out. The files had not been updated for three years."\(^{112}\)

Among those who did receive initial professional training: 16 stated that their training period lasted for two weeks or more, 4 stated that their training period was one week, and 4 stated that their training period was for 1-3 days. Also, 4 felt that their initial training was very effective, 9 felt that it was effective, 12 felt that it was somewhat effective, one did not answer the question pertaining to the effectiveness of their initial job training, and none of them felt that their training was hardly effective or not effective at all. Most of those who felt that their preliminary training was at least effective have had an initial training period of two weeks or more.

TRAINING RELATED TO GENERAL UNIVERSITY PROCEDURES AND SERVICES: Twenty-six of the participants stated that their campus has provided them training related to general university procedures and student services, while 21 stated that their campus has not provided such training. Twenty-one of

\(^{112}\) See figure 1.2, page 64.
Figure 1.1
MEMBERSHIP WITH NAFSA

FSA Questionnaire # 11: “Are you a member of NAFSA: Association of International Educators?”

- 91% Yes
- 9% No

Figure 1.2
PARTICIPANTS WHO RECEIVED INITIAL TRAINING

FSA Questionnaire # 15: “When you were first hired into your current position, did you receive any initial training to prepare you to deliver a professional service?”

- 51% No
- 47% Yes
- 2% No answer
the 26 who have had training in this area indicated that this training took place within in-service workshops, various campus workshops, or other on-campus workshops or conferences. Four indicated that either their supervisor or co-workers provided this training. One did not specify how he/she was provided this type of training, but commented, "We are always doing training on delivery of school services, but very little on training of FSAs."

NUMBER OF PARTICIPANTS WHO CONTINUE TO RECEIVE PROFESSIONAL TRAINING: Forty of the participants stated that they receive some type of on-going training to support their current position; 7 stated that they do not receive on-going training. All of the participants who receive on-going training specified that they receive at least part of this training via NAFSA conferences and workshops; 12 of them stated that they also receive part of this training via annual/bi-annual staff meetings, 5 stated that they received part of this training via on-campus workshops. Five have stated that they receive this type of training in other ways: Two stated that they receive part of this training via regular staff meetings that occur about once a month, while the other 3 stated that they receive this training via other organizations besides NAFSA.

TYPES OF TRAINING THAT ISAs FEEL THEY NEED: Nineteen of the 47 participants of the survey (40%) indicated that they feel they need more training in some area. Some respondents have provided more than one answer: Seven indicated that they feel their campus should provide more annual or bi-annual

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113 See table 4, page 68.
international services staff meetings, 7 indicated that their campus should provide more regularly scheduled in-service workshops, and 10 indicated that they feel they need more off-campus training (such as NAFSA). Seven specified other areas where they feel they need more training, including generally computer training and cross-cultural training.

TOPICS COVERED IN TRAINING ACTIVITIES: The most common topic that respondents have noted they learn in the training activities they attend is “immigration regulations and procedures,” followed by “student orientation” and then “development of intercultural communication skills.” Forty-five of the 47 participants indicated that they receive training in “immigration regulations and procedures.” Most respondents receive training in more than one area.114

Organizational Characteristics

SUPPORT OR REFERENCE MATERIALS PROVIDED BY INSTITUTIONS: NAFSA’s Adviser’s Manual of Federal Regulations Affecting Foreign Students and Scholars is the most common reference material provided to ISAs by their institutions, followed by ”The Handbook of Foreign Student Advising” by Cary Althen and then student academic records.115

AVERAGE NUMBER OF INTERNATIONAL STUDENTS THAT ISAs INTERACT WITH EACH DAY: Over half of the respondents interact with ten or less international students per day. Twenty-six specified that they work with

114 See table 5, page 68.
115 See table 6, page 68.
about 5-10 international students per day, 8 specified that they interact with 11-15 international students per day, 2 specified that they interact with 16-20 international students per day, 10 specified that they interact with 20+ international students per day, and one specified that he/she interacts with about 1-5 international students per day.

PRIMARY JOB RESPONSIBILITIES: The majority of the respondents indicated that they work with F-1 immigration processes as their primary job responsibility. Forty-three of the 47 respondents specified that they work with F-1 immigration processes, followed by 40 who specified that "providing orientation to international students" is one of their primary job responsibilities, and 40 who specified that "helping international students adjust to the U.S." is one of their primary job responsibilities. Most of the respondents specified numerous job responsibilities.\textsuperscript{116}

QUANTITY OF INTERACTION WITH MAJOR DEPARTMENTS ON CAMPUS: For this question, each participant ranked his/her quantity of interaction with each department listed under this question on the survey on a scale of 1 to 10, with "1" representing the low end of the scale and "10" representing the high end of the scale (higher numbers symbolize a closer interaction with the given departments).

\textsuperscript{116} See table 7, page 69.
### TABLE 4
Number of Participants Who Continue to Receive Professional Training

<table>
<thead>
<tr>
<th>Receives on-going training</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>85%</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>47</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### TABLE 5
Topics Covered in Training Activities

<table>
<thead>
<tr>
<th>Topics Covered in Training Activities</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigration Regulations and Procedures</td>
<td>45</td>
<td>96%</td>
</tr>
<tr>
<td>U.S. Laws</td>
<td>24</td>
<td>51%</td>
</tr>
<tr>
<td>Laws of other nations outside the U.S.</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Development of intercultural communication skills</td>
<td>28</td>
<td>60%</td>
</tr>
<tr>
<td>Development of interpersonal communication skills</td>
<td>10</td>
<td>21%</td>
</tr>
<tr>
<td>Development of group communication skills</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td>Global issues</td>
<td>24</td>
<td>51%</td>
</tr>
<tr>
<td>Current affairs</td>
<td>19</td>
<td>40%</td>
</tr>
<tr>
<td>Professional ethics</td>
<td>23</td>
<td>49%</td>
</tr>
<tr>
<td>Student support services</td>
<td>24</td>
<td>51%</td>
</tr>
<tr>
<td>Student orientation</td>
<td>30</td>
<td>64%</td>
</tr>
<tr>
<td>Academic advising</td>
<td>12</td>
<td>26%</td>
</tr>
<tr>
<td>Counseling Skills</td>
<td>15</td>
<td>32%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>6%</td>
</tr>
</tbody>
</table>

### TABLE 6
Support or Reference Materials Provided

<table>
<thead>
<tr>
<th>Support or Reference Materials Provided</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;The Handbook of Foreign Student Advising&quot; by Gary Althen</td>
<td>30</td>
<td>64%</td>
</tr>
<tr>
<td>Other FSA handbook(s) (besides Althen's book)</td>
<td>10</td>
<td>21%</td>
</tr>
<tr>
<td>Student academic records</td>
<td>30</td>
<td>64%</td>
</tr>
<tr>
<td>Directory of campus referral sources</td>
<td>26</td>
<td>55%</td>
</tr>
<tr>
<td>NAFSA Adviser's Manual of Federal Regulations</td>
<td>36</td>
<td>77%</td>
</tr>
<tr>
<td>Cross-cultural counseling or advising handbook</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td>Interpersonal skills handbook</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>No materials provided</td>
<td>9</td>
<td>19%</td>
</tr>
<tr>
<td>Other</td>
<td>16</td>
<td>34%</td>
</tr>
</tbody>
</table>
### TABLE 7
Primary Job Responsibilities

<table>
<thead>
<tr>
<th>Primary Job Responsibilities</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with F-1 immigration processes</td>
<td>43</td>
<td>91%</td>
</tr>
<tr>
<td>Working with J-1 immigration processes</td>
<td>12</td>
<td>26%</td>
</tr>
<tr>
<td>Recruiting prospective international students</td>
<td>24</td>
<td>51%</td>
</tr>
<tr>
<td>Providing orientation to new international students</td>
<td>40</td>
<td>85%</td>
</tr>
<tr>
<td>Advising: Helping int'l students adjust to the U.S.</td>
<td>40</td>
<td>85%</td>
</tr>
<tr>
<td>Helping colleagues deal with students from abroad</td>
<td>29</td>
<td>62%</td>
</tr>
<tr>
<td>Admissions processing</td>
<td>24</td>
<td>51%</td>
</tr>
<tr>
<td>Academic advising for international students</td>
<td>17</td>
<td>36%</td>
</tr>
<tr>
<td>Crisis counseling for international students</td>
<td>26</td>
<td>55%</td>
</tr>
<tr>
<td>Housing/ Living issues for international students</td>
<td>23</td>
<td>49%</td>
</tr>
<tr>
<td>Coordination of activities for international students</td>
<td>21</td>
<td>45%</td>
</tr>
<tr>
<td>International student club supervision</td>
<td>16</td>
<td>34%</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
<td>17%</td>
</tr>
</tbody>
</table>

### TABLE 8
Position Titles of Persons Whom Supervisors of FSAs Report to

<table>
<thead>
<tr>
<th>Position Titles</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President of Student Affairs</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td>Dean of Graduate Sponsored Projects</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Provost of Academic Affairs</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Assistant Vice President for Enrollment Services</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Director of International Programs</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>Vice President of Academic Affairs</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Vice President of Student Development &amp; Services</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Associate Dean of Student Affairs</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Campus President</td>
<td>11</td>
<td>23%</td>
</tr>
<tr>
<td>Dean of Academic Affairs</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Assistant Provost</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Dean of International Education</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Assistant Dean of Student Affairs</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Board of Trustees Chairman</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Senior Director of Retention Services</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Dean of University Extension</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Dean of Counseling &amp; Matriculation</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>47</td>
<td>100%</td>
</tr>
</tbody>
</table>
To estimate the quantity of interaction between the participating institutions and the major departments on each campus, the researcher calculated the average rate of interaction for all participants as follows:

A. Admissions 9.2  
B. Counseling 5.7  
C. Housing 5.2  
D. Health Services 7  
E. Financial Aid 2.8  
F. Career Center 4  
G. Academic Affairs 5.6  
H. Student Affairs 6.6  
I. Alumni Affairs 3.8  
J. Campus Security 3.3

EXTERNAL AGENCIES WHICH ISAs DEAL WITH: All of the respondents indicated that they work with more than one type of external agency to perform their ISA duties. Forty-four of the 47 participants specified that they work with the INS (Immigration & Naturalization Service), 20 specified that they work with the Visa Office of the Department of State, 26 specified that they work with the Internal Revenue Service, 10 specified that they work with 40 specified that they work with the Social Security Administration, 6 specified that they work with the U.S. Agency for International Development, 6 specified that they work with the Manpower Administration Branch of the Department of Labor, and 8 have specified that they work with other external agencies, including hospitals, embassy officials, the Department of Motor Vehicles, and other local agencies.

OTHER POSITIONS RESPONDENTS HOLD IN ADDITION TO ISA: Over half of the participants indicated that they hold other job duties or positions at their
institutions besides ISA: Twenty-five specified that they have other job duties and/or positions, and one specified that he/she had previously administered the health insurance program on campus at the same time as being an ISA. Among those 25 who hold other job duties: 4 stated that they are also responsible for study abroad advising, 2 stated that they are also responsible for handling the National Student Exchange (NSE) program on their campus, 9 specified that they are also responsible for academic advising, 11 specified that they also teach, 13 specified that they are also counselors, and 14 others specified other job duties/positions and/or other departments they work in, including:

1. Director of career services
2. Office manager of admissions & records
3. Enrollment services
4. Health services
5. Disabled Students
6. Athletic ability
7. Articulation and Assessment
8. Outreach
9. Housing
10. Language Schools
11. Processing Transcripts

**PROPORTION OF TIME SPENT DOING ISA DUTIES:** Most of the respondents stated that they work full-time as ISAs. Five specified that they spend less than ¼ of their working hours as ISAs, 4 specified that they spend ¼ of their working hours as ISAs, 9 specified that they spend ½ of their working hours as ISAs, 3 specified that they spend ¾ of their time as ISAs, and 26 specified that they are full-time ISAs.
ANNUAL SALARIES OF ISAs: Forty-five of the 47 participants of the survey answered the question pertaining to their annual salary. Two stated that they earn less than $20,000 per year, 1 specified that he/she earns $20,000 to $24,999 per year, two specified that they earn $25,000 to $29,999 per year, four specified that they earn $30,000 to $34,999 per year, eight specified that they earn $35,000 to $39,999 per year, five specified that they earn $40,000 to $44,999 per year, six specified that they earn $45,000 to $49,999 per year, 17 specified that they earn over $50,000 per year, and 2 did not answer the question pertaining to annual salary.

Supervisory Experiences

POSITION TITLES OF SUPERVISORS OF ISAs: Respondents have noted the following answers when asked about the position titles of their supervisors:

- Director (or Coordinator) of International Student Programs (or of International Student Services)
- Director of Student Services (2)
- Academic Dean
- Director of Admission & Records (3)
- Dean of Students (2)
- Associate Dean of Students
- Director of International Student Services & Programs (2)
- Director, Office of Global Education
- Dean of Counseling & Matriculation
- Dean of Admission & Financial Aid
- Vice-President of Student Services (or student affairs) (3)
- Coordinator, International Student Programs
- Acting Director of International Student Services
- Assistant Director of Office of International Education
- Director of International Student Programs (or services) (6)
- Immigration Coordinator
- Department Chair, Counseling Services
- Executive Vice-President
- Registrar
- Rector & Chief Executive Officer
- Dean of Enrollment Services
- Dean, School of Business
- Director of Testing, Disabled & International Students
- Senior Director for Enrollment Services
- Academic Vice-President
- Coordinator of International Student Services
- Director of English Language Programs
- Associate Vice-President and Dean of Undergraduate Studies

Note: One respondent claimed that he/she has no supervisor, but works under the Student Services Office.

POSITION TITLES OF PERSON WHOM SUPERVISORS OF ISA's REPORT TO:
All of the 47 respondents indicated the position title of the person whom their supervisor reports to. According to the results of this question, the campus president is the most common answer indicated.¹¹⁷

FREQUENCY OF INTERACTION BETWEEN FSAs AND THEIR SUPERVISORS ON FSA-RELATED MATTERS: According to the information provided by the respondents, the average number of times that ISAs interact with their supervisors is one to two times per week; however, the frequency of interaction with their supervisor varies for each ISA.¹¹⁸

METHODS USED TO EVALUATE ISA PERFORMANCE: Forty-three of the 47 participants maintained that their performance as ISAs gets evaluated. Some of the respondents revealed that more than one type of method is used to

¹¹⁷ See table 8, page 69.
¹¹⁸ See figure 1.3, page 74.
Figure 1.3

FREQUENCY OF INTERACTION BETWEEN FSAs AND THEIR SUPERVISORS ON FSA-RELATED MATTERS

FSA Questionnaire # 30: "How often do you typically interact with your supervisor about FSA-related matters?"

Frequency of Interaction With Supervisors
evaluate their performance: 36 stated that they receive a periodic evaluation from their supervisors, 4 stated that they receive a periodic evaluation by a committee, 7 stated that they receive an evaluation by students, 11 stated that they evaluate themselves, four stated that they receive no evaluation at all, and 5 stated other methods used to evaluate their performance including a peer evaluation from their co-workers, participation in survey reports, and an annual departmental evaluation.

ISA RATING OF EVALUATION PROCESS: Forty-two of the 47 participants of the survey have shared their views on how well they think the methods used to evaluate their job performance establishes performance standards related to their professional responsibilities. Six rated the evaluation process as "very good," 10 rated it as "good," 14 rated it as "average," 3 felt it "needs improvement," 9 stated that they feel it is "not effective at all," and 5 did not rate the methods used to evaluate their performance.

CRITERIA USED TO HIRE INDIVIDUALS AS ISAS: Respondents have indicated more than one type of criterion that they believe was used to evaluate their performance as ISAs. Information pertaining to common types of criteria used in the hiring process of ISAs was provided on the surveys, and participants were encouraged to circle as many of the criteria described on the surveys, which they felt applied to them, as possible. A few of the respondents indicated that other types of criteria applied to them that was not listed on they survey, such as previous training, contact, or experience with the international services office.
The types of criteria used in the hiring process that were listed on the survey, and the corresponding number of ISAs who felt that the given criterion was considered to hire them, is as follows:

1. Transferred from another position on campus- 16
2. Interest in cross-cultural interaction- 32
3. Previous experience in foreign interaction- 26
4. Other cross-cultural interaction- 6 (most respondents specified experience abroad as the “other” type of cross-cultural interaction)
5. Degree or certificate in a related field of study- 25
6. Knowledge of immigration regulations- 25
7. Experience in advising or counseling- 33
8. Ability to speak foreign language(s)- 14

SUMMARY OF JOB DESCRIPTIONS: Fifteen of the 47 participants attached a summary of their job descriptions, 16 wrote a brief summary of their job responsibilities, and 15 did not respond to the question pertaining to their job descriptions. The data provided in the brief summaries of their responsibilities and the attached job descriptions yielded the results of questions 22 and 25 on the surveys. Most of the attached job descriptions indicated that applicants to the ISA profession must hold a bachelor’s degree, at minimum.

Follow-up survey

The following questions were used in the follow-up survey, which was distributed subsequent to the "Questionnaire for Foreign Student Advisers" to compensate for those questions which the researcher felt should have been included in the original survey:

1. From the time you began your current position as an International Student Adviser (ISA), did you seek any relevant professional training
or networking on your own, aside from what your institution has
provided you?

2. Does your institution require you to be a member of NAFSA or any
other professional organization you belong to?

3. If you have received any outside training from any professional
organization(s) such as NAFSA, did your institution cover the cost of
the training, or was your training paid by some other source (such as
yourself)?

4. Do you feel that your institution adequately supports you for
continuous (on-going) professional training?

5. In carrying out your ISA duties, do you work with a policy manual?

Responses to these questions were provided as follows:

QUESTION #1: Eight of the respondents to this question claimed that they
did seek professional training or networking outside of what their institution has
provided them, while two of them claimed that they did not seek any additional
training or networking. One of the respondents claimed that such additional
training involved reading additional books not provided by his/her institution.
Another respondent claimed that he/she participated in an Internet mailing list
that pertains to the ISA profession in order to receive additional training, and
another claimed that information is sent to his/her office via a networking group
and he/she has often spent weekends studying laws that pertain to foreign
student visa regulations.

QUESTION #2: Seven of the respondents claimed that they are not required
to be NAFSA members, while three of them claimed that their institution
requires that they have membership with NAFSA and attend NAFSA
conferences. Four of the six respondents who claimed that they are not required
to have NAFSA membership indicated that either their institution "suggested" that they participate in NAFSA conferences, or they decided to seek NAFSA membership on their own.

QUESTION #3: Eight of the respondents stated that their institution pays for their membership with NAFSA, while two claimed that their institution does not pay for NAFSA membership.

QUESTION #4: Seven of the respondents stated that they feel their institution adequately supports them for professional training, two stated that they feel they are not receiving such support, while one stated that his/her institution provides moderate support for professional ISA training.

QUESTION #5: Eight claimed that they work with a policy manual to perform his/her ISA duties, while two claimed that they do not work with a policy manual. The specific types of policy manuals mentioned by the respondents who claimed that they do utilize at least one type of policy manual included: the NAFSA Adviser's Manual of Federal Regulations Affecting Foreign Students and Scholars, a manual regarding institutional policies, and a policy manual assembled by their institution based on INS and State Department regulations.
INTERVIEWS OF ISA VETERANS

As the number of international students attending U.S. campuses have increased over the years, the need for professional training and support of staff members have increased as well. To gain an insight of how training and support of ISAs have developed, the writer of this paper has interviewed Gary Althen, veteran ISA and former president of NAFSA, and four senior ISAs affiliated with campuses of The California State University System. The interviews were conducted during the spring of 2002. They were conducted via telephone and recorded on audiotape.

The chief questions that were addressed in the interviews were:

1. When you were first hired into your current position as an International Student Adviser (ISA), what was your experience in terms of:
   a. Job training, both internal and external
   b. Evaluation of your position as an ISA

2. How do you think the job training and evaluation of ISAs are different today compared to when you were first hired?

3. What needs do you see in the training and evaluation of future ISAs?

Data presented by the interviewees was noted as follows:

Interview with Gary Althen
University of Iowa

My training took place a long time ago. I was mostly self-taught: It is what they call on-the-job training. There were no seminars or workshops or programs to go to. The person who hired me taught me some things, and then I did get a NAFSA grant that allowed me to go visit another university to go to their foreign student office for a couple of days. I remember that, and that was very helpful, but it was mostly “learning by doing things.”
In the first twenty-seven years I was here (at the University of Iowa), my performance was reviewed twice, because in the unit I was a part of, evaluations were not a standard process. I think it really depends on what institution one is working at, or maybe what part of an institution one is working at, because different institutions have different policies concerning performance assessments of staff members. In many places now, they have one every year. Here, at the University of Iowa, they have one every year now. It really depends on the policies of the employing institution.

Through NAFSA, there are things available now that were not available then. They have professional development programs & workshops to teach the basics of immigration regulations and foreign student advising, and those did not exist then. They also have a website with a lot of useful information on it, and there was no web in those days at all. Their manual of immigration regulations is much more elaborate now than it was in those days. Now, the work we do with immigration is much more complicated, so the book has to be more detailed. Also, there are Internet listservs (message boards) and chat rooms available on the internet that make it easier than it used to be, to get information and ideas from colleagues, so that even if you are training yourself in a way—there is a lot more out there now than there used to be.

I believe that at larger schools, where they have several foreign student advisers, there is a lot more training of newcomers by the people who are more experienced on the staff. At small schools, as far as I can tell, where there is one foreign student adviser, often hired by someone who does not really know what the job entails, there is systematic training internally. Or, if there is professional training, it is done by the secretary who has been there a while, and has heard something about it.

It is very clear from some of the questions one sees on those listservs, or that we get on the phone from small schools, that people are becoming foreign student advisers with little, if any, knowledge or understanding about the job; and they are not able to get help or information that they need from within their own institution. This results in stress. Some of the stress is due to the function of the number of students you are dealing with. Some of the stress has to do with where the students are from; how receptive and helpful the staff, faculty and student body are; and probably the English proficiency of the students. Then among the individual students, you can have one with a serious psychological problem, and it can take up weeks of your time. That is very stressful, maybe even more stressful because of the fact that you do not have any colleagues in your office whom you can talk to about it. So the small schools with one FSA and a relatively small number of foreign students can, in fact, be quite difficult to deal with.

In the immigration area, there needs to be a way to assure that people who are advising students on immigration matters have some basic understanding of what they are talking about, and some comprehension of the limits of their
knowledge so that they can get information elsewhere if they need it. There are a lot of students who are getting bad immigration advice from people who do not know their material, and have not been sent for external training or taken initiative to go to get it.

With respect to the intercultural communications aspect of the job: There are also more workshops and a lot more reading materials and video tapes available now than there used to be. But there is still a shortage of material that talks about cultural differences, focusing on cultural differences as they are manifested in students and education. There are a lot of books about doing business in China, doing business in Japan, doing business in Europe, and so on, but there are not many books, to put it mildly, about dealing with students from "country X." Such things that pertain to business are helpful in some ways, but the examples do not apply. Often, the topics that are brought up are about negotiating contracts, handling social events, and so on. It is not very relevant to students like that, and other people.

The following four interviewees are affiliated with the California State University System:

Interview with James Luyirika-Sewagudde, Jr.
California State University, Chico

I was not officially trained when I was first hired; however, because I had spent considerable time in the office of the international student adviser and took advantage of every opportunity to study each and every piece of literature, I think that I was, if nothing else, exposed to the nature of the office. Additionally, Student Affairs supported my attendance at several of the NAFSA conferences and workshops. In large measure, these focused on Immigration issues with a sprinkle of global education issues. The evaluation I have received was initially as a Student Affairs professional in relation to the dispensation of my duties within the context of Student Affairs.

There are increased opportunities for individuals to engage in formal educational programs designed for professionals working with individuals from cultures other than west. The Experiment in International Living offers such a degree program; Pacific University also offers a similar program. I am confident that there are several others, although I have not looked for them. Additionally, entities such as The Summer Institute of Intercultural Communication based in Portland offers a wide range of seminars and workshops which, while covering International Advising, addresses many relational issues and cultural elements which are part and partial of the International Student Advising encounter.

I feel that emphasis needs to be given the issues of international relations with a view of promoting multicultural understanding. I must make this remark
in light of the seemingly increased demands of immigration issues relative to the alien status. Increasingly, INS issues are becoming the dominant issues of international student advising. While this is necessary, given that admission of international students is a "privilege" granted to institutions by the Department of Justice and Immigration Services, the needs of international students are more complex and immigration status is only a part of it.

Interview with Paul Lewis
California State University, Long Beach

I was hired into my current position, Director of the Center for International Education (CIE) at CSU Long Beach, in May of 1993. Before that and starting in 1989, I had been working still here in the CIE, but in charge of the International Student Services section of the office. Before that, from 1980 to 1986, I had been working as an "International Student Advisor" at a different (much smaller) university; from 1986 to 1989 I was in charge of International Programs at this smaller school. I started off in the early '70s as an ESL instructor, and later director of ESL programs.

Once I left the ESL field, I essentially had no formal training for anything that I did as an international student adviser, or for that matter for what I do now. At the beginning, all training, if one can use that word, consisted of personal trial and error and "figuring out what would work best", and some modicum of peer level "training" by attending NAFSA conferences, going to sessions, and getting to know others in the field. The one exception was a two week long formal Intercultural Communication Workshop, which I attended in the early '80s, and which was held at Stanford University. To my understanding, the workshop is now continued in Portland, Oregon, and operated by Milton and Jeanette Bennett. The only evaluation I had as an international student adviser, when I was one, was normal employee evaluations by a supervisor who had no idea what I did in that capacity.

Training of international student advisers is somewhat different today than it was twenty years ago in that there are now ample opportunities for more formalized training, both through the NAFSA professional development series, as well as specialized master's programs at least at some universities in the U.S, and workshops such as those operated by the Bennetts, as referenced above.

I see the field evolving into a more specifically and formally specialized field than it had been in the past. I think that there will be more and more of these kinds of professional development programs, perhaps even leading eventually to a kind of "certification", or "certifications" in such sub-specific areas as intercultural advising, immigration advising, and study abroad advising.

Once these specialization are more firmly established, and accepted by those who make hiring decisions, then the hiring, and the evaluation of these
positions will follow as something more specialized. However, that said, this will probably only take place at the larger institutions, where student population and resources can justify the need for specialized training. In my view, there will, probably for a long time to come, be opportunity for people to continually enter the field much as I did twenty years some ago, through smaller institutions where individuals will combine on the job self-training with part-time professional development, as possible. These people will probably also continue to be supervised and evaluated by individuals who do not necessarily understand what they do.

Interview with Bob Ericksen
California State University, Fullerton

To begin, I want to clarify my position: I am an international student adviser and also director of the international student office here at Cal State Fullerton. I have been here since 1984, but my first job as an international student adviser was in 1977 at the University of Maryland. At that time, I completed an undergraduate degree in sociology. I had two years of Peace Corps experience in Iran, and I attended graduate school at the School for International Training and received a master's degree in intercultural management. In thinking about my colleagues and others in the position, I was probably one of the early cohorts of international student advisers who were among the first group to receive training specifically for an international career.

The level of training I have received was certainly rare at that time. When I first entered the profession, I would frequently encounter international student advisers who were generally women with clerical positions in admissions offices and other places, who somehow were the one person in the office who enjoyed working with foreign students. So they somehow got named as the "international student adviser" or the "foreign student adviser," and very few had any special education or training associated with that profession. Since I entered the profession at that time, I think there has been a dramatic increase of the degree of professional preparation of folks who enter the profession, and more people are entering the profession with direct experience and with education that is directly related to the profession of international student advising.

In regard to what type of training I think people receive at other institutions: That is very difficult to generalize. I can only say, from the folks that I deal with, that in general their institutions are supportive of their training, but I think the current, inherent danger in our profession right now is that it has become so single-mindedly focused on immigration matters, and training for immigration procedures, that sometimes the individuals, and sometimes the institutions are losing sight of the larger issues of international education. For
example, those types of issues include the importance of intercultural communication, community involvement, and student development. I think that in those areas, that is where I see much less institutional support for professional development. In other words, the institution is glad to send someone to a workshop on regulations because they know that it pertains directly to the position, but if the person is looking for a broader type of professional development experience, it is much less likely that they would have the support of their institution.

Until I entered a state system as I have done here at Cal State Fullerton when I came here in 1984, I would say that the evaluation varied greatly by the institution I was in, and it generally followed whatever model was used for all staff. In other words, whatever protocol they had for evaluation of regular staff members, that same protocol applied to me as well.

Here in the state system, it is a very, very structured process, because it is a union environment for most, in fact, all of the staff that would be doing international student advising work. So that is a process that is defined entirely by the collective bargaining unit. It's everything from what form you use and when you are evaluated. So the evaluations that are carried out must list the major functions of the position itself, and one is evaluated on that. I can best use the example of our state system here, that one would go to the actual position description of myself and of the advisers who work for me: Those would be the criteria on which one's performance is evaluated.

Regarding how I think the job training and evaluation of international student advisers is different today compared to when I was first hired: It is a dramatically different world now in terms of international student advisers. I really know very well; almost exclusively, the world of training that is offered through NAFSA: Association of International Educators. Now there is a standardized curriculum available through the NAFSA professional development program. I have been involved in writing that curriculum for a number of those workshops. We now have workshops at several different levels of international student advising. There are now two levels of workshops in terms of general training, and there are multiple workshops for specific areas of immigration regulations. It is almost like a college curriculum. There was nothing of that sort when I entered the profession: It was much more haphazard when one went to a conference. The conferences were very good, but the offerings at a particular conference depended on just what workshops people were wanting to offer; whereas now, we have a standardized curriculum that is at each of the meetings.

Regarding the training and evaluation of future international student advisers: I think we need to see more training available at different levels. By different levels, I mean more training available for people as they move through their career paths. There has been a considerable amount of training available; and even now, there are several graduate programs that specialize in producing
entry-level international student advisers. So, there is pretty good preparation out there for someone who wants to enter the profession, but there is very little available for someone who has been in the profession for 5 years, 6 years, 10 years, 15 years, etc. It is kind of like you have done all you can do. I think we need a greater range and a variety, and for levels of training as people become more advanced in the profession.

When you have been an international student adviser for 10 years, you are looking for some fresh perspectives; i.e. some new ways of doing things. You are looking for new ways to expand yourself professionally, and not just learn about immigration regulations. You want to become more involved with the community, or something like that, but there is not much out there for those people. People feel kind of "stuck" in their position, because we all know that one does a lot better on the job when there are new ideas and fresh perspectives. There needs to be more out there for people who have been in the profession for a while. Of course, NAFSA is struggling with these issues all the time, and we are certainly making some progress, but we need to continue to do more in that area.

When I hear that some people have never heard of NAFSA, it scares me, because there is really no one else out there doing it. I am not saying this as a "true blue NAFSA-er" waving the flag, but I feel that being involved in international education makes it necessary to be involved with NAFSA. Otherwise, you are not current in the profession. No one offers this kind of training and resource that NAFSA does. So in regard to any program that does not have NAFSA membership, I would say that they are hurting. They need those resources that NAFSA offers to conduct their program properly.

Getting my institution to pay for NAFSA was not a problem for me, which I think is typical of an institution with such a large program like ours. At the small schools, the person is probably wearing six different hats: They are probably director of admissions, the foreign student adviser, programming coordinator, etc., and they just do not have time or the funds to be a part of NAFSA.

Interview with Carol Munschower
California State University, Fresno

I have been at the university since 1968, so I have been on the campus a long time. I started off working in university housing, where I was responsible for a hall of about 700 students. Initially, that was my first job as a resident director. After that, I was the assistant director of housing until 1975. So that was about seven years of professional experience. Of course, when you are in housing you have the full range of things that you do. But I was responsible for a staff of twelve, and full programming for the residents halls. Then, as assistant
director of housing, of course, there were additional responsibilities: We had a staff of thirty resident advisers whom we trained, and there was quite an active student life program. Of course, discipline went into that, and quite a bit of advising, and working with parents and all kinds of things. So it was a great first place to get some student affairs experience.

Between 1975 and 1979, I worked in an office of undergraduate advising, and I was assistant coordinator in that office. That position focused almost entirely on undergraduate advising, general education advising, and major advising. We did not have a reentry office at that time, and I did a lot of reentry advising. I was the grievance board chair for two years while I was there. For the last three years I was in that position, I coordinated new student orientation for the university. So I worked with the group of peer advisers. I selected and trained them, and them coordinated, of course, orientations. I worked with parents and new students, and I did a lot of presentations on and off campus. Then, just by a fluke, a fellow left the international student office for a year to work on his doctorate, and I was the one-year replacement just as a transfer.... an internal transfer from the campus. So the background I had, particularly with the residence hall, worked for me because of the diversity of students who worked in the residence halls. The grievance board worked out well, because I worked with more than enough international students during that time. The undergraduate advising was just perfect for going into the international services office. So my experience of being on all those positions was sort of "internal training" for me.

About external training: I did not know anything about NAFSA at that point. In fact, I did not find out about NAFSA until I had joined this office. But I had done things with the housing officer, and I had done things with NASPA (National Association of Student Personnel Administrators), which was, of course, student personnel. So I had had quite a bit of professional development things, because of orientation, because of housing, because of the advising office; and overall, I feel like I had quite a bit of experience, both internal and external.

About the issuing of I-20s: That was actually something that we learned on-site. At that time, there was a coordinator, and another adviser and I were the two advisers; and there was a graduate student who was a half-time adviser. We all did immigration work. The admissions office on our campus was the office that issued the initial I-20, but then once a student arrived, of course, then we all had immigration responsibilities. So that was on-the-job training, and I have always been one to do district, then regional conferences. It was not quite as complicated then as it is now.

As for my experience in terms of evaluation of my position as an international student adviser: Well, in a state system, it is a very routine process in terms of how that happens. I was already a permanent staff member by the time I moved over to the international student office, although my classification did change within about eight or nine months. Where I had been a student
services professional (SSP), I reported to the "student affairs officer" (SAO), and SAOs were similar to the counselors in the counseling center. Their evaluation process was a little bit different. Even now, within the system, that is still a different process, because it is more related to faculty than it is to the regular SSP evaluation process. There was an evaluation by my peers, by my supervisor, and by students. That was a full evaluation. It was done within the first six months of being in the position, and then after that, there was an annual, and then another annual evaluation. We also have a class that we teach to staff members every semester, and students do student evaluations for the class every semester.

About my thoughts regarding training and evaluation today compared to when first hired: I do not think it is really very different at all; again, because things are unionized. It is very regulated. So some campuses may handle them a little bit differently. Of course, now, I am in a management position, so from that perspective, it is different; however, I still am evaluated every year. Therefore, there is always input in that process from my staff as well as other colleagues and students.

In regards to whether I think there are some campuses out there that are not getting sufficient training: Well, I think so much of that depends on the management of the particular campus. In this office, professional development is really important for myself, and my staff. So I try to be sure that people have training, and they attend conferences, and if there are special workshops or anything else-[ I make sure] that they attend that.

I have had a fair amount of turnover by people who initially get "dumped" in here, but then they do very well. Our office has two new people as of this year. One fellow officially started in July, and I knew he was coming. So he went to the NAFSA conference with me in Philadelphia, and it was a great way for him to get started because he found out a lot about foreign student advising (FSA). And I sent him to the FSA professional development workshop at the conference (it is a pre-conference workshop), and he also went to the regional conference in Palm Springs. So I think that is real important with this kind of work: it is very specific. One may be a really good Student Affairs professional and have a lot of experience, but one must look at the cultural differences, and the cross-cultural communication differences in a whole new way. It is important to think more literally about how you respond to students, because this tends to be a group of students who want to be told what to do. It is also important to take very seriously how to suggest things to students, so I want people who work here to be really well-informed ready for that kind of stance that students take.

As for my thoughts on training and evaluation of future international student advisers: I am not aware of what happens on other campuses, so I cannot really evaluate that too much; however, one of the things that I think is particularly important is having time during the week for people to get together and kind of reflect and share what is going on with different situations that they
have with students. In our office, we do sort of a "case conference" time, and we
do it every other week, and we do not necessarily have to share a student's
name. We do, however, share situations, and we talk about why we are
responding certain ways or what we have done, and we get feedback from
people. It is a good time to share, particularly with new students or new staff
working with international students. I think that is very important. We also
utilize this process when teaching, which we do about once a month. Part of the
method we use is that we "stay on track" with one another.

If I were going to design a training program for new international
student counselors, I would certainly include the NAFSA conferences. I would
want to have time to really process with people too about the reactions they are
getting from students, and how they are responding, and I think student
evaluators are really critical in a staff performance evaluation. Generally
students are very positive, but we need those kinds of reactions from students,
because that is who we work for: the students.

**Discussion of Interviews**

In analyzing the overall data presented by the interviewees, it is clear that
many senior ISAs affiliated with larger institutions feel that those who work for
smaller institutions are not receiving sufficient training to optimally serve
international students. Most of the interviewees alleged that the lack of proper
training of ISAs at the smaller institutions is most likely due to the limited
budget for international services. Gary Althen has ingeniously stated that
although there are more opportunities today to receive training for the ISA
profession, people are still entering the profession with little knowledge or
understanding about the job, and many ISAs who work at smaller institutions
are likely to run into difficulties when seeking assistance from their own
institution.
In comparing the data presented by Gary Althen to the other interviewees, it is significant to note the similarities: Most of the interviewees, as well as Althen, have expressed their views on the lack of proper training of ISAs within smaller institutions, and have emphasized the importance of NAFSA training. Like Althen, three of the other four interviewees have stated that they feel that NAFSA offers more training opportunities today compared to two decades ago. Additionally, like Althen, one of the interviewees has indicated that he feels there is a shortage of materials that focuses on cultural differences: According to James Luyirika-Sewagudde, Jr. of CSU, Chico, “emphasis needs to be given to the issues of international relations with a view of promoting multicultural understanding.”

Based on the overall results of the interviews, the researcher has determined that in general, ISAs affiliated with larger institutions receive better support and training for their profession compared to most ISAs who work for smaller institutions. Moreover, many veteran ISAs affiliated with larger institutions see a necessity for improvements in training of ISAs at the smaller institutions, although many of them indicate that the likeliness of such improvements is unlikely to happen in the immediate or near future.
CHAPTER NINE

Conclusions and Recommendations

Conclusions

Institutional support of the ISA profession is essential, particularly during this era when international student enrollments are higher than ever before, and the U.S. must compete with other nations in order to retain its strength in the international exchange market. Not only do international students contribute large sums of money into the U.S. economy, but their attendance at American institutions helps the U.S. maintain its strength in the international exchange market, as well as maintain good international relations with other countries in this global society. Unfortunately, this is currently an awkward time for the U.S. to try to attract international students into its institutions, considering that its institutions are obligated to comply with the new student tracking system—a system that might make international students wary of choosing the U.S. over other nations to pursue a higher education.

Based on the official documents that most institutions publicize in their official websites, virtually all U.S. institutions indicate their support for international students, and there are more institutions today making efforts to support their ISAs’ professional needs than there were 20 years ago. At present, however, not all institutions provide adequate support to their ISAs so that they can be optimally prepared to serve international students, as seen in the fact that even today, some institutions still do not provide either sufficient internal
training, funding for NAFSA training, or proper supervision and evaluation. This especially applies to smaller institutions, which often do not recruit as many international students, and do not have sufficient funding to support their ISAs.

The literature pertaining to the ISA functions, as well as the results of the survey conducted by the writer of this paper, both have indicated that the ISA profession is a very demanding job that requires high levels of skills and responsibilities. The primary responsibility of virtually every ISA is to advise international students on immigration matters. Not only do ISAs have the responsibilities such as working with immigration matters, helping international students adjust to the U.S., providing orientation to them, assisting them with their housing needs, counseling them on general and personal issues, assisting them with language difficulties, helping institutional colleagues deal with them, and a great deal more; but many ISA also have other professional duties besides the ISA function, such as admissions processing, teaching, etc. Lamentably, those ISAs who will be responsible for utilizing the new SEVIS tracking system will have to deal with the additional responsibility of monitoring foreign students. This will likely be a time-consuming task, and will dispossess them of valuable time that is needed to perform their chief job functions.

Most ISAs are members of NAFSA, yet not all are given adequate time and funding to attend NAFSA conferences, which is the best means of training to support their professional function. Although some institutions have staff members who have the knowledge and ability to train new ISAs on immigration
matters, most do not, and they rely on NAFSA conferences to provide such training. Considering that all institutions must have some type of policy on general university procedures, it is interesting to note that not all of them provide ISAs training on this policy; in fact, according to the results of the survey, almost half of them (45%) do not provide such training. Also, considering the intense demands of the ISA profession, ISAs are overworked and underpaid, and many international services offices need for more staff members.

The majority of today’s ISAs hold a higher education degree of some type. As indicated in some of the criteria used to hire ISAs at most institutions and Gary Althen’s statement which pertains to the fact that ISAs at his institution must hold a master’s degree; having a degree in a relevant field, particularly a graduate degree, is considered seriously in the ISA hiring process. Also, many of the respondents to the questionnaire indicated that interest in cross-cultural interaction, and previous cross-cultural or foreign interaction, are both important criteria used in the hiring process. This is particularly noteworthy, considering that many of the respondents of the surveys and those who participated in the interviews, indicated that they feel they need more training in cross-cultural communication skills. On the other hand, it is strongly indicated in the literature that there is a lack of cross-cultural training provided to staff members who serve international students. Even many of the larger schools, which appear to be providing better support to their ISAs compared to the smaller schools, have indicated a need for more cross-cultural training among their staff members.
Recommendations

Lack of proper support for ISAs can have a negative effect on the quality of services that ISAs provide to international students. Regardless of the size of the institution that an ISA works at, the ISAs function is a very demanding job that requires high skills and knowledge. Thus, it is essential that all ISA's receive proper training to perform their job functions.

In regard to internal training, at minimum each institution should be providing ISAs training on general university procedures, and unfortunately many are not. In regard to external training, all institutions should recognize the need to support ISAs with sufficient funding and time to attend NAFSA training workshops and conferences, taking into consideration the numerous demands of the ISA function that require proper training and supervision. Smaller schools especially need to improve the quantity of training and support they provide to their ISAs.

Regarding the new SEVIS tracking system, which is scheduled to be implemented in 2003, the federal government should reconsider the impact it will likely have on international student enrollments, as well as the ISA profession. Considering that most international services offices are already understaffed, and their staff members are overworked and underpaid, it is likely that the turnover rate for ISA positions will continue to increase. Worse yet, if international students become wary of choosing U.S. institutions over other
institutions, international student enrollments in the U.S. will significantly decrease. This will certainly have a negative effect on the U.S. economy.

In closing, in order for ISAs to have an impact in the services provided to international students, institutions must provide adequate funding, training, supervision and evaluation of ISAs. Although some ISAs appear to be receiving such support from their institutions, many are still overworked and in need of more supporting staff members to relieve them of their numerous and demanding job duties. This need will greatly increase when the new SEVIS system is implemented. Thus, even today, many ISAs are still not optimally prepared to serve international students. If the U.S. expects to succeed in this global society and retain its strength in the international student exchange market, the federal government and educational institutions should make every effort to attract international students, and ensure that staff members who support international students are receiving all the necessary training and support to carry out their responsibilities.
APPENDIX A

Lesley University
M.A. Program in Intercultural Relations

The courses offered for this program of study are as follows:

<table>
<thead>
<tr>
<th>Required Core Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>*GINTC 6100 Identity, Culture, and the Politics of Difference</td>
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<tr>
<td>GINTC 6103 Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>GINTC 6105 Conceptualizing Intercultural Relations</td>
<td>3</td>
</tr>
<tr>
<td>GINTC 6101 International and Ethnic Interdependence</td>
<td>3</td>
</tr>
<tr>
<td>GINTC 7105 Dimensions and Methods of Cultural Exploration I</td>
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<tr>
<td>GINTC 7106 Dimensions and Methods of Cultural Exploration II</td>
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<table>
<thead>
<tr>
<th>Internship</th>
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</thead>
<tbody>
<tr>
<td>Required Internship (U.S. or International)</td>
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</tr>
</tbody>
</table>

TOTAL CREDITS 36

(* The registrar's code GINTC is an acronym for "Graduate Program in Intercultural Relations)

Recommended courses for students who choose the "International Educational Exchange/International Student Advising" track are as follows:

- Immigration
- International Education Exchange
- International Student Advising
- Comparative Education
- Intercultural Helping Skills

For more information, visit Lesley University online at [http://www.lesley.edu](http://www.lesley.edu)
APPENDIX B

School for International Training
Master’s Program in International Education

For this program, students must meet the following four program components in order to graduate:

1. Course requirements (to be completed between September and May)
2. Practicum requirements (6 months minimum; begins after May. Usually takes the form of full-time professional positions.)
3. Capstone paper and seminar (normally takes 7-9 months; can be done consecutively or concurrently with the practicum)
4. A fluency rating of advanced or greater on the scale of the American Council on the Advanced Teaching of Foreign Languages (ACTFL) in a second language. For non-native speakers of English, the Test of English as a Foreign Language (TOEFL) score that is required for admission satisfies this requirement.

The course requirements for the International Education program at SIT are as follows:

- Organizational Behavior I: Multicultural Team Development
- Organizational Behavior II: Leadership and Organization
- Intercultural Communication
- Social Change
- Research and Design Methods
- Theory and Practice of International Education
- International Educational Policy
- International Education Design and Delivery
- Assessment and Evaluation

In addition to these courses, students must take a minimum of 9 units of electives.

Students who choose “International Education Advising” as a concentration must take the following courses:

- Training Design for Experiential Learning
- Cross-Cultural Counseling

Plus any two of the following electives:

- Training Design for Multicultural Managers
- Social Identity: Exclusion and Inclusion
- Human Resource Management
- Conflict Transformation

For more information, visit the School for International Training online at http://www.sit.edu
I. American University (Washington, DC USA)
   International Training and Education Program

2. Boston University (Boston, MA USA)
   International Educational Development Program

3. Claremont Graduate University (Claremont, CA USA)
   Center for Educational Studies
   Offers comparative and intercultural studies; cross-cultural studies
   (as optional concentrations)

4. Concordia University (Irvine, CA USA)
   School of Education
   Offers cross-cultural studies

5. Endicott College (Beverly, MA USA)
   Program in International Education

6. Florida International University (Miami, FL USA)
   Program in International Development Education

7. Florida State University (Tallahassee, FL USA)
   Program in Foundations of Education
   Offers international and intercultural education

8. The George Washington University (Washington, DC USA)
   Program in International Education

9. Harvard University (Cambridge, MA USA)
   Area of Administration, Planning, and Social Policy
   Offers international education

10. Indiana University Bloomington (Bloomington, IN USA)
    Department of Educational Leadership and Policy Studies
    Offers international and comparative education

11. Iowa State University of Science and Technology (Ames, IA USA)
    Department of Educational Leadership and Policy Studies
12. Lesley University (Cambridge, MA USA)
   Program in Intercultural Relations
   Offers international student advising

13. Louisiana State University and Agricultural and Mechanical College
    (Baton Rouge, LA, USA)
    School of Vocational Education
    Offers extension and international education

14. Loyola University Chicago (Chicago, IL USA)
    Program in Cultural and Educational Policy Studies
    Offers comparative-international education

15. Lynn University (Boca Raton, FL USA)
    College of Education
    Offers educational leadership with a global perspective

16. New York University (New York, NY USA)
    Program in International Education

17. School for International Training (Brattleboro, VT USA)
    Program in International Education
    Offers international education advising
    Program in Intercultural Service, Leadership, and Management
    Program in Intercultural Relations

18. Stanford University (Stanford, CA USA)
    Program in Social Sciences, Policy, and Educational Practice

19. Teachers College, Columbia University (New York, NY USA)
    Program in Comparative and International Education
    Program in International Education Development

20. University of Alberta (Edmonton, AB CAN)
    Department of Educational Policy Studies
    Offers international and global education

21. University of Bridgeport (Bridgeport, CT USA)
    Program in Secondary Education
    Offers international education

22. University of Massachusetts Amherst (Amherst, MA USA)
    Program in Education
    Offers international education
23. University of Minnesota, Twin Cities Campus (Minneapolis, MN USA)
   Department of Educational Policy and Administration
   Offers comparative and international development education
   Department of Work, Community, and Family Education
   Offers international vocational education

24. University of Pittsburgh (Pittsburgh, PA USA)
   Program in Social and Comparative Analysis
   Offers international development education (as MA or M Ed)

25. University of San Francisco (San Francisco, CA USA)
   Department of International and Multicultural Education

26. University of Southern California (Los Angeles, CA USA)
   Department of Educational Administration and Policy
   Offers international and intercultural education

27. University of the Incarnate World
   College of Professional Studies- Programs in Education
   Offers international education and entrepreneurship
NAFSA'S CODE OF ETHICS

Members of NAFSA: Association of International Educators are dedicated to providing high quality education and services to participants in international educational exchange. NAFSA members represent a wide variety of institutions, disciplines, and services. This Code of Ethics that proposes to set standards for the professional preparation and conduct of all NAFSA members must accommodate that diversity as well as emphasize common ethical practices. The Code sets forth rules for ethical conduct applicable to all NAFSA members. It does not provide a set of rules that prescribe how members should act in all situations. Specific applications of the Code must take into account the context in which it is being considered. In addition to this Code, NAFSA has also enacted guidelines for specific areas of professional practice not applicable to all members. These guidelines are set forth in the Principles for International Educational Exchange. Individuals should recognize that professional practices in more than one area could apply to them.

1. NAFSA Members Have a Responsibility to:

a. Maintain high standards of professional conduct.


c. Balance the wants, needs, and requirements of program participants, institutional policies, laws, and sponsors. Members' ultimate concern must be the long-term well-being of international educational exchange programs and participants.

d. Resist pressures (personal, social, organizational, financial, and political) to use their influence inappropriately and refuse to allow self-aggrandizement or personal gain to influence their professional judgments.

e. Seek appropriate guidance and direction when faced with ethical dilemmas.

f. Make every effort to ensure that their services are offered only to individuals and organizations with a legitimate claim on these services.

2. In Their Professional Preparation and Development, Members Shall:

a. Accurately represent their areas of competence, education, training, and experience.

b. Recognize the limits of their expertise and confine themselves to performing duties for which they are properly educated, trained, and qualified, making referrals when situations are outside their area of competence.

c. Be informed of current developments in their fields, and ensure their continuing development and competence.

d. Stay abreast of laws and regulations that affect their clients.

e. Stay knowledgeable about world events that impact international educational program participants.

f. Stay knowledgeable about differences in cultural and value orientations.

g. Actively uphold NAFSA's Code of Ethics when practices that contravene it become evident.
3. In Relationships with Students, Scholars, and Others, Members Shall:

a. Understand and protect the civil and human rights of all individuals.

b. Not discriminate with regard to race, color, national origin, ethnicity, sex, religion, sexual orientation, marital status, age, political opinion, immigration status, or disability.

c. Recognize their own cultural and value orientations and be aware of how those orientations affect their interactions with people from other cultures.

d. Demonstrate awareness of, sensitivity to, and respect for other educational systems, values, beliefs, and cultures.

e. Not exploit, threaten, coerce, or sexually harass others.

f. Not use one's position to proselytize.

g. Refrain from invoking governmental or institutional regulations in order to intimidate participants in matters not related to their status.

h. Maintain the confidentiality, integrity, and security of participants' records and of all communications with program participants. Members shall secure permission of the individuals before sharing information with others inside or outside the organization, unless disclosure is authorized by law or institutional policy or is mandated by previous arrangement.

i. Inform participants of their rights and responsibilities in the context of the institution and the community.

j. Respond to inquiries fairly, equitably, and professionally.

k. Provide accurate, complete, current, and unbiased information.

l. Refrain from becoming involved in personal relationships with students and scholars when such relationships might result in either the appearance or the fact of undue influence being exercised on the making of professional judgments.

m. Accept only gifts that are of nominal value and that do not seem intended to influence professional decisions, while remaining sensitive to the varying significance and implications of gifts in different cultures.

n. Identify and provide appropriate referrals for students or scholars who experience unusual levels of emotional difficulty.

o. Provide information, orientation, and support services needed to facilitate participants' adaptation to a new educational and cultural environment.

4. In Professional Relationships, Members Shall:

a. Show respect for the diversity of viewpoints among colleagues, just as they show respect for the diversity of viewpoints among their clients.

b. Refrain from unjustified or unseemly criticism of fellow members, other programs, and other organizations.

c. Use their office, title, and professional associations only for the conduct of official business.

d. Uphold agreements when participating in joint activities and give due credit to collaborators for their contributions.

e. Carry out, in a timely and professional manner, any NAFSA responsibilities they agree to accept.
5. In Administering Programs, Members Shall:

a. Clearly and accurately represent the identity of the organization and the goals, capabilities, and costs of programs.

b. Recruit individuals who are qualified to offer the instruction or services promised, train and supervise them responsibly, and assure by means of regular evaluation that they are performing acceptably and that the overall program is meeting its professed goals.

c. Encourage and support participation in professional development activities.

d. Strive to establish standards, activities, instruction, and fee structures that are appropriate and responsive to participant needs.

e. Provide adequate orientation and training for volunteers.

f. Provide appropriate orientation, materials, and on-going guidance for participants.

g. Provide appropriate opportunities for students and scholars to observe and to join in mutual inquiry into cultural differences.

h. Take appropriate steps to enhance the safety and security of participants.

i. Strive to ensure that the practices of those with whom one contracts do conform with NAFSA’s Code of Ethics and the Principles for International Educational Exchange.

6. In Making Public Statements, Members Shall:

a. Clearly distinguish, in both written and oral public statements, between their personal opinions and those opinions representing NAFSA, their own institutions, or other organizations.

b. Provide accurate, complete, current, and unbiased information.

All members, whether paid or unpaid for their work in international educational exchange, are expected to uphold professional standards.

International educators operate in complex environments, with legitimate and sometimes competing interests to satisfy. Ultimately, their concern must be to the long-term health of international educational exchange programs and participants.

Sorting through ethical dilemmas is often best done with help from others, either one’s colleagues in the organization or experts in the subject-matter area.

Since members work in an area affected by rapid social, political, and economic changes, they must stay informed of current developments to be professionally competent.

One of the most challenging aspects of work in the field of educational exchange is balancing among the dictates of various cultures and value systems. Members must be aware of the influence that culture has had on their own values and habits and on the interpretations and judgments they make of the thoughts and habits of others.

While enjoying interpersonal interactions with people from other cultures, members need to avoid situations in which their judgments may be, or appear to be, clouded because of personal relationships—either positive or negative ones.
Although a categorical ban on accepting gifts might be impractical for members who work with individuals representing cultures where the giving of gifts is important, members need to exercise caution in accepting gifts that might be intended to influence them.

Members' professional and ethical responsibilities extend beyond program participants to all individuals with whom they have interactions, whether they are prospective students and scholars, friends, and relatives of program participants, or the general public.

Students and scholars often don't understand the processes and procedures for safeguarding their rights in the United States. Members should provide information about these or make referrals as appropriate.

Being tolerant and respectful of different behaviors and values among individuals who are culturally similar is often more difficult than being tolerant of those differences of people from other cultures. Nevertheless, members should make every effort to show their same-culture colleagues the respect they show their different-culture clients.

Just as they have duties to their clients, members have duties to their professional colleagues. When members accept responsibilities through NAFSA, they should carry them out promptly.

It is often tempting to overlook the long-term need for professional development in the press of daily business. Members must remain cognizant of the need for continuing professional development.

APPENDIX E

Source: Interface Control Document for the Student and Exchange Visitor Information System (SEVIS)

This document can be found at the following URL: http://www.nafsa.org/content/Professional andEducationalResources/ImmigrationAdvisingResources/sevpspecs.pdf

User System and SEVIS Interaction

SEVIS Batch Upload
APPENDIX F

Tasks Required to Implement Vendor Software to Comply with SEVIS

Source: NAFSA’s Official Internet Website

This document can be found at the following URL: http://www.nafsa.org/content/publicpolicy/NAFSAontheIssues/NAFSAcommentletterfinal.htm

<table>
<thead>
<tr>
<th>Task Description</th>
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<tbody>
<tr>
<td>Determine software customization needs</td>
<td>School / Vendor</td>
<td>The school may want to add/modify functionality within the vendor software. Any customization should first be approved by the vendor and done by the vendor developers to ensure that the product can be properly supported and upgraded. Note: Any customization to the software may affect the implementation date.</td>
</tr>
<tr>
<td>Determine the implementation date</td>
<td>School / Vendor</td>
<td>Once the school has purchased the software, the vendor will work with the school to determine the implementation date.</td>
</tr>
<tr>
<td>Determine data needed for import/export from school’s existing legacy system(s)</td>
<td>School</td>
<td>It is the school’s responsibility to determine the data that must be imported/exported to/from the vendor software, including the initial data load and conversion. These programs should be identified and created well before the software implementation date to ensure that the school’s IT staff has time to build and test the programs. The vendor will provide the specifications for the data and file format needed to import/export from the vendor software to/from existing legacy system(s). In some cases, the vendor may create the extract programs for some of the legacy systems (i.e. Microsoft Access database).</td>
</tr>
<tr>
<td>Build/test data import/export program(s) from school’s existing legacy system(s)</td>
<td>School</td>
<td>School may need to create import/export program(s) from existing legacy system(s). These may be needed to ensure that student information is kept in sync between the vendor software and other school legacy applications. These are programs that are not in the vendor software.</td>
</tr>
<tr>
<td>Task Description</td>
<td>Who</td>
<td>Notes</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Review software security with school</td>
<td>School / Vendor</td>
<td>The vendor will review the software application security with the school prior to implementation. The vendor may customize the software security model for an additional cost. The vendor must first review and approve the changes. For example, the school may wish to integrate the software with the school's enterprise security system, if one exists (e.g., bypass the software's login page).</td>
</tr>
<tr>
<td>Register the URL</td>
<td>School</td>
<td>This involves setting up the IP address or URL to be used by the school staff that will use the application.</td>
</tr>
<tr>
<td>Purchase/Identify servers to be used for installing the software</td>
<td>School</td>
<td>The vendor can provide desired server configuration if the university so desires. This should be done about 1 month prior to installation of the software.</td>
</tr>
<tr>
<td>Purchase required server software</td>
<td>School</td>
<td>Some software may need to be purchased if the school does not already own a copy/license.</td>
</tr>
<tr>
<td>Setup and configure the server(s)</td>
<td>School / Vendor</td>
<td>This task involves setting up the server(s) in the production environment (i.e., install operating system, web server). The vendor can lead or work with the school's IT department staff to complete this task.</td>
</tr>
<tr>
<td>Install the software on the production server</td>
<td>School / Vendor</td>
<td>The vendor first reviews the installation documentation with members of the school's IT department. This task involves installing the software application and database on the production server(s), and performing a test of the application.</td>
</tr>
</tbody>
</table>
### Tasks Required to Implement Vendor Software to Comply with SEVIS

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Who</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The vendor can lead or work with the school's IT department staff to complete this task.</td>
</tr>
<tr>
<td>Load/Convert data into software</td>
<td>School / Vendor</td>
<td>The initial load and conversion of data into the software from the school's existing legacy system(s).</td>
</tr>
<tr>
<td>Verify/Fix imported data</td>
<td>School / Vendor</td>
<td>Once the initial load of the data is completed in the software, members of the school implementation team will verify the data import and conversion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note: The vendor can perform the loading and conversion of the data but school staff should validate the data once the conversion process has been completed.</td>
</tr>
<tr>
<td>Test the software security and application</td>
<td>School / Vendor</td>
<td>Perform a general test of the application in the production environment.</td>
</tr>
<tr>
<td>Test SEVIS Integration</td>
<td>School / Vendor</td>
<td>Test the application with the INS SEVIS system.</td>
</tr>
<tr>
<td>Go Live</td>
<td>School</td>
<td></td>
</tr>
</tbody>
</table>

The implementation tasks outlined in this chart will take a minimum of 3 to 6 months to complete.

Based upon all the aforementioned information, we believe it will take, at minimum, an average of **9 to 12 months from the time that the final rule is published and all technical specifications are made public by INS** in order for a large school to complete all necessary steps to comply fully with SEVIS using the batch interface mode.

This timeframe is consistent with federal policy that already recognizes that schools need time to make changes in information technology (IT) systems in response to federal regulatory initiatives. Higher education's experience with the Department of Education (DOE) is illustrative. DOE must publish final regulations by November 1st if regulations are to take effect by the following July 1st. In other words, the 7,000 schools eligible for federal student aid programs have **8 months** notice to prepare for incremental changes in federal regulations. By contrast, SEVIS is a whole new system of enormous complexity that will involve 70,000 schools. SEVIS will impose pressures that are orders of magnitude greater than those we deal with in implementing new DOE regulations. Yet, until now, there has been a complete absence of the regulations that document the ultimate technical specifications for a school's compliance with SEVIS.
APPENDIX G
QUESTIONNAIRE FOR FOREIGN STUDENT ADVISORS

Instructions: When given a choice, circle the appropriate response(s). When asked for a specific response, fill in the information on the line(s) provided. If you need more space to elaborate on your response, please continue your comments on a separate page.

1. What type of institution do you work for?
   a. 2-year public
   b. 2-year private
   c. 4-year public
   d. 4-year private

2. Including all students (both foreign and domestic), what is the total student enrollment at your institution?

3. How many graduate students are enrolled at your institution?

4. How many international students (including both graduate and undergraduate) are enrolled at your institution?

5. Among all new international students enrolled at your institution this year, how many have transferred from another college or university in the U.S.?

6. Including yourself, how many Foreign Student Advisors (FSA’s) work at your institution?

7. At your institution, are international students assigned to individual FSA’s?
   a. Yes
   b. No

   If you answered “yes,” how are they assigned to FSA’s?
   a. By visa status (F-1, J-1, etc.)
   b. By last name
   c. By enrollment status (undergraduate, graduate, etc.)
   d. By class level (freshman, sophomore, junior, senior, graduate)
   e. By country or region
   f. Other (please specify)
8. How many years have you worked as an FSA (include any previous institutions you worked for, if any)?
   a. Less than one year
   b. 1-2
   c. 3-5
   d. 6-10
   e. 11-15
   f. 16-20
   g. 21-25
   h. 26+

9. For all degrees you hold, please circle the appropriate entries and state your field(s) of study for each one:
   a. AS or AA
      (major)
   b. BS or BA
      (major)
   c. MS or MA
      (discipline)
   d. Ph.D. or equivalent
      (discipline)
   e. None
   f. Other

10. Have you ever traveled, studied and/or worked in a foreign country?
    a. Yes
    b. No

   If you answered “yes,” please specify the reason(s) you were abroad.
   a. Military purposes
   b. Study
   c. Personal travel
   d. Business-related trip
   e. Took position abroad
   f. Other (please specify):

   If you answered “yes,” please specify the country(s) you visited and the length of time spent in each:

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
11. Are you a member of NAFSA: Association of International Educators?
   a. Yes
   b. No

12. If yes, what is your primary interest area(s):
   a. Admissions Section (ADSEC)
   b. Administrators and Teachers in English as a Second Language (ATLSESL)
   c. Council of Advisers to Foreign Students and Scholars (CAFSS)
   d. Community Programming Section (COMSEC)
   e. Section on U.S. Students Abroad (SECUSSA)
   f. Overseas Educational Advising (OSEA)
   g. Sponsoring and Programming Agencies (SPA)

13. Are you a member of any other professional organization, besides NAFSA, that supports international students in the U.S.?
   a. Yes
   b. No

   If you answered “yes”, please specify the organization(s)

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

14. Prior to your first FSA position or your first work experience in international education services, have you received any relevant training or education?
   a. Yes
   b. No

   If you answered “yes,” please specify what type of training and/or education you had:
   (You may circle more than one)
   a. Degree program(s) in relevant field (please specify major)

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   b. Certificate program(s) in relevant field (please specify field of study)

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   c. Internship(s) (please specify type of internship)

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   d. Voluntary work (please specify)

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   e. Other (please specify)

   ________________________________________________________________
15. When you were first hired into your current position, did you receive any initial training to prepare you to deliver a professional service?
   a. Yes
   b. No

   If you answered “yes,” please specify the type of training you have had:
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   If you answered “yes,” how long was your initial job-training period?
   a. None
   b. 1-3 days
   c. 1 week
   d. 2 weeks or more

   If you answered “yes,” please evaluate the effectiveness of the initial job training:
   a. Very effective
   b. Effective
   c. Somewhat effective
   d. Hardly effective
   e. Not effective at all

16. Has your institution provided you any training related to general university procedures and student services?
   a. Yes
   b. No

   If yes, please specify the type of training
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

17. Do you receive any type of on-going training to support your current position?
   a. Yes
   b. No

   If you answered “yes,” please specify the type(s) of training you receive:
   (You may circle more than one)
   a. Annual/ Bi-annual International Services staff meetings
   b. Regularly scheduled in-service workshops, on-campus
   c. Off-campus training (seminars + workshops, including NAFSA)
   d. Other (please specify)
18. Please specify any type(s) of training activities that you don't currently receive that you feel you need:
   a. Annual/bi-annual International Services staff meetings
   b. Regularly scheduled in-service workshops, on-campus
   c. Off-campus training (seminars + workshops, including NAFSA)
   d. Other (please specify)

19. What types of topics are included in any training activities you attend? (Please circle all that apply)
   a. Immigration regulations and procedures
   b. U.S. laws
   c. Laws of other nations outside the U.S.
   d. Development of intercultural communication skills
   e. Development of interpersonal communication skills
   f. Development of group communication skills
   g. Global issues
   h. Current Affairs
   i. Professional ethics
   j. Student support services
   k. Student orientation
   l. Academic advising
   m. Counseling skills
   n. Other (please specify)

20. What types of support or reference materials does your institution provide to assist you with your position as an FSA? (Please circle all that apply)
   a. "The Handbook of Foreign Student Advising" by Gary Althen
   b. Other FSA Handbook(s) besides Althen's book (please specify):
   c. Student academic records
   d. Directory of campus referral sources
   e. Advisers Manual of Federal Regulations Affecting Foreign Students and Scholars
   f. Cross-cultural counseling/advising handbook
   g. Interpersonal skills handbook
   h. No materials provided
   i. Other
21. What is the average number of international students that you interact with each day?
   a. 5-10
   b. 11-15
   c. 16-20
   d. 20+

22. What are your primary job responsibilities? (Please circle all that apply)
   a. Working with F-1 immigration processes
   b. Working with J-1 immigration processes
   c. Recruiting prospective international students
   d. Providing orientation to new international students
   e. Advising; helping international students adjust to the U.S.
   f. Helping institutional colleagues deal with students from abroad
   g. Admissions processing
   h. Academic advising for international students
   i. Crisis counseling for international students
   j. Housing/Living issues for international students
   k. Coordination of recreational activities for international students
   l. International student club supervision
   m. Other (please specify):

23. On a scale of 1-10 (with 1 representing the low end of the scale and 10 representing the high end) please rate how closely you interact with each of the following departments to perform your job as an FSA:
   a. Admissions_____
   b. Counseling_____
   c. Housing_____
   d. Health Services_____
   e. Financial Aid_____
   f. Career Center_____
   g. Academic Affairs_____
   h. Student Affairs_____
   i. Alumni Affairs_____
   j. Campus Security_____

24. What are some of the external agencies that you deal with? (Please circle all that apply)
   a. Immigration & Naturalization Service
   b. Visa Office of the Department of State
   c. Internal Revenue Service
   d. Office of Exchange Visitor Programs of the U.S. Information Agency
   e. Social Security Administration
   f. U.S. Agency for International Development
   g. Manpower Administration Branch of the Department of Labor
   h. Other
25. If you work at least full-time (30+ hours), do you have any other job duties or positions besides FSA? (Please circle all that apply)
   a. Study Abroad Advising
   b. National Student Exchange
   c. Academic Advising
   d. Teaching
   e. Counseling
   f. Other

26. What proportion of your time is spent doing FSA duties?
   a. Less than 1/4 time
   b. 1/4 time
   c. Half-time
   d. 3/4 time
   e. Full-time

27. Please state your annual salary (figures below are based on full-time work; if you work part-time (less than 40 hours per week), please adjust according to full-time hours)
   a. Less than $20,000
   b. $20,000-$24,999
   c. $25,000-$29,999
   d. $30,000-$34,999
   e. $35,000-$39,999
   f. $40,000-$44,999
   g. $45,000-$49,999
   h. More than $50,000

28. What is the position title of your supervisor?

29. To whom (by position title) does your supervisor report?

30. How often do you typically interact with your supervisor about FSA-related matters?
   a. Never
   b. 1-2 times per month
   c. 3-5 times per month
   d. 1-2 times per week
   e. 3-5 times per week
   f. 1-2 times per day
   g. 3-5 times per day
31. What methods, if any, are used to evaluate your performance as an FSA? (Please circle all that apply)
   a. Periodic evaluation by your supervisor
   b. Periodic evaluation by a committee
   c. Student evaluation of the FSA
   d. FSA self-evaluation
   e. Other

32. How well does the evaluation process establish performance standards that relate to FSA professional responsibilities?
   a. Very good
   b. Good
   c. Average
   d. Needs improvement
   e. Not effective at all

33. What criteria were used in hiring you as an FSA? (Please circle all that apply)
   a. Transferred from another position on campus
   b. Interest in cross-cultural interaction
   c. Previous experience in foreign interaction
   d. Other cross-cultural interaction (please specify)
   e. Degree or certificate in related field of study
   f. Knowledge of immigration regulations
   g. Experience in advising or counseling
   h. Ability to speak foreign language(s); please specify:
   i. Other (please specify)

34. Please attach a copy of your job description and/or write a brief summary of your job description:
Dear Colleague:

In light of the global competition for international student enrollments in U.S. higher education, there is a greater need for higher quality and quantity of international services at educational institutions. Thus, it is important for educational institutions to ensure proper job training to Foreign Student Advisers (FSA’s) and other staff members who work with international students.

As part of my master’s thesis research at Sonoma State University, I am conducting a statewide survey of FSA’s at public and private institutions of higher education in California. The purpose of this survey is to obtain information about FSA’s views of professional standards, and expectations of the job training they receive from the institutions they work for.

Enclosed is a questionnaire, which was developed to gather information about institutional characteristics, organizational characteristics, FSA characteristics, and training and supervisory experiences that FSA’s currently receive. In order to draw accurate conclusions from the surveys, it is important that I receive as many responses as possible from FSA’s and other staff members with similar job titles and responsibilities. After receiving and analyzing responses to the surveys, I will be happy to share the results with each respondent.

If you are willing to participate in this survey, I am asking that you and other appropriate staff members complete the questionnaire and consent form and return them to me by November 20, 2001. You may make as many photocopies as necessary in order to distribute to all staff members you deem appropriate.

If you have any questions about this survey or my thesis, please feel free to e-mail me at kelleyk@students.sonoma.edu. Thank you for your participation and timely response to this survey. Your contribution is greatly appreciated.

Sincerely,

Keva P. Kelley
APPENDIX I

CONSENT FORM

You are invited to participate in a study that I am conducting as part of my thesis work as a graduate student of Sonoma State University. The purpose of this study is to investigate the job training that International/Foreign Student Advisers in the United States receive. Information gathered from this study will be used to determine if educational institutions are ensuring proper job training to staff members who are appointed to assist and advise international students.

Your decision to participate will be acknowledged if you fill out the survey and return it to me in the envelope provided, along with this consent form. Should it be necessary or beneficial to the study to follow-up on the responses you provide on the questionnaire, you may be contacted by telephone or e-mail for clarification or additional information.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential, and will be disclosed only with your permission or as required by law.

Your decision whether or not to participate will not prejudice your future relations with Sonoma State University. If you decide to participate, you are free to withdraw your consent and discontinue participation at any time without prejudice.

If you have any questions, please e-mail me at kelleyk@students.sonoma.edu, or call me at (707) 421-2013. If you would like to contact my adviser, Dr. Richard Sutter, you may e-mail him at Richard.Sutter@sonoma.edu.

YOU ARE MAKING A DECISION WHETHER OR NOT TO PARTICIPATE. YOUR SIGNATURE INDICATES THAT YOU HAVE DECIDED TO PARTICIPATE HAVING READ THE INFORMATION PROVIDED ABOVE.

__________________________  __________________________ 
Date                            Signature

____________________________________
Signature of Investigator
APPENDIX J

Statement for follow-up questionnaire and Oral/Telephone Interviews

Hello ____________ (subjects' name). I am Keva P. Kelley, and I am a graduate student at Sonoma State University. I am currently working on my master's thesis, which pertains to the job training that International/Foreign Student Advisers at institutions of higher education in California receive.

I am contacting you to follow-up on a few questions I feel I should have included in the "Questionnaire for Foreign Student Advisers" - which you have kindly participated in.

-or-

I am contacting you because you were referred to me by my adviser, Dr. Richard Sutter at Sonoma State University.

I would like to take a few minutes of your time to ask you a few questions.

(For those participating in the follow-up survey):
Before we proceed, I would like to assure you that your responses will remain confidential, and will be disclosed only with your permission or as required by law. May I have your oral consent to ask you a few follow-up questions?

Yes_____ No_____ Date__________________

(For those participating in the interviews):
Because Dr. Sutter deems that you are a connoisseur in the profession of International Student Advising, your participation in my study will be especially helpful. Thus, may I have your permission to cite your name and the institution you work for in my thesis?

Yes_____ No_____ Date__________________

In order for me to accurately record all the information you provide to me, I will need to utilize an audiotape. May I have your permission to record our conversation on audiotape?

Yes_____ No_____ Date__________________

Signature__________________________ (for those who are interviewed face-to-face)
APPENDIX K

Follow-up Questions

The following questions will be used for telephone interviews to follow-up on the “Questionnaire for Foreign Student Advisors” (previous aggregated study):

1. From the time you began your current position as an International Student Adviser (ISA), did you seek any relevant professional training or networking on your own, aside from what your institution has provided you?

2. Does your institution require you to be a member of NAFSA or any other professional organization you belong to?

3. If you have received any outside training from any professional organization(s) such as NAFSA, did your institution cover the cost of the training, or was your training paid by some other source (such as yourself)?

4. Do you feel that your institution adequately supports you for continuous (on-going) professional training?

5. In carrying out your ISA duties, do you work with a policy manual?

Oral/Telephone Interview Questions

The following questions will be used for telephone and face-to-face interviews of a few professionals in the field of international education, for an anecdotal study on the profession of International Student Advising:

1. When you were first hired into your current position as an International Student Adviser (ISA), what was your experience in terms of:
   a. Job training, both internal and external
   b. Evaluation of your position as an ISA

2. How do you think the job training and evaluation of ISA’s is different today compared to when you were first hired?

3. What needs do you see in the training and evaluation of future ISA’s?
APPENDIX L

INDIVIDUAL RESPONSES TO THE SURVEY

The following data comprises individual comments from the 47 participants of the "Questionnaire for Foreign Student Advisors." The original surveys were numbered in sequence from 1 to 120, so each of the 47 participants are identified by a number that falls between 1 and 120.

Participant 3
[In re: question #7] (Regarding whether international students at this institution are assigned to individual FSA's...) I'm the only foreign student adviser at this institution and they're required to see me.

Participant 6
[In re: question #15] Although there was no formal training, the short time I spent as a volunteer to International Services introduced me to a variety of issues dealt with by an International Student Advisor.

[In re: question #16] (The training provided to me by my institution in the area of general university procedures included) occasional workshops and seminars sponsored by various sectors within Student Affairs. Additionally, Student Affairs holds annual seminars where various issues, trends, fears and others, within student affairs are addressed.

[In re: question #23] This question seems to assume uniformity in the nature of the needs of international students and therefore an easily quantifiable profile. The truth is, at least in my experience that the level and intensity and frequency of contacts greatly vary with the nature of the presenting issue. To put it differently, International Student Advising has a very positive working relationship with all sectors of the university.

[In re: question #33] In August 1970, my university found itself without an advisor. Given that I had been a volunteer in the office and I seemed to understand a few things about the workings of the office, I was hired as a graduate student assistant to hold the fort.

Participant 7
[In re: question #7] We have mostly F-1 students and a small number of J-1 students, and one adviser usually handles their needs.

Participant 8
[In re: question #20] (My institution provides me with) very little support or reference materials to assist me with my position as an international student adviser. The International Student Services Office usually is the last to know about university procedures. That means no training for processes that require
months of training for technicians. I learn as I can and improvise, then train others to deal with a dysfunctional campus.

[In re: question #34] My job description is not valid. My institution considers the International Services office a low priority. There is no uniform formula to budget each international services office in our state university system, although the money accumulated from international services offices represents billion-dollar revenue to our general budgets. My institution invests less than 1% of the over 5 million dollars international students contributes to our campus each year back into the international services program.

Participant 9
[In re: question #16] During the past 35 years I worked at this institution, I have had a number of jobs in various campus offices including Student Activities, Disabled Student Services, Advising Services, and in the Vice President’s Office. During that period, I have been involved in many national and regional conferences, specialized short-term training programs, and the like.

Participant 11
[In re: question #18] I’d like to know more about cultures that are unknown to me.

Participant 16
[In re: question #15] (When I was first hired into my current position as an international student adviser), I received in-house training, and I attended numerous NAFSA conferences and pre-conference workshops.

Participant 17
[In re: question #18] I feel that my institution should provide me more in-depth computer training.

Participant 19
[No comments cited]

Participant 23
[In re: question #14] (I received) no prior training, but my own personal experience of living in another country is relevant experience to working in international education.

[In re: question #18] (I feel that there should be) some kind of training for those advisors who are foreign-born. Many of us face challenges that native USA-born advisors don’t face.
Participant 24
[In re: question #7] (At this campus), all students go to the International Student Advisor. I act as their initial admission contact/advisor. Once they enroll, they see the advisor and I become back-up.

Participant 29
[In re: question #33] As part of a student service reorganization due to a retirement, I was assigned the international student program responsibility.

Participant 31
[In re: question #7] Because there is only one FSA at this campus, all international students work with me.

[In re: question #10] All of my international experience has been in the form of short-term missionary experience, personal or study trips lasting two to three weeks. Such trips have been to Hungary, Mexico, Canada, Korea, Japan, and Hong Kong.

[In re: question #15] I was given the files and the books and told to figure it out. The files had not been updated for three years.

[In re: question #16] In smaller institutions, one often just picks things up as he/she goes along.

[In re: question #31] I receive) no evaluation. If no one complains, my boss is happy.

Participant 35
[In re: question #16] We are always doing training for delivery of student services, but there is very little training for the FSA position at this institution.

Participant 38
[No comments cited]

Participant 45
[In re: question #18] It would be nice (for our department) to have in-service workshops with the main campus. Our department and the main campus department do not normally work together.

Participant 49
[No comments cited]

Participant 51
[In re” question #18] Budget constraints forced this university to cancel NAFSA membership this year, and also our subscription to the NAFSA Adviser’s Manual.
Participant 52
[No comments cited]

Participant 54
[In re: question #10] I was raised in Southern Africa. I lived in South Africa until I was 22, except for a period of two years when I lived in Botswana. I also worked in Swaziland, South Africa, and Namibia. I have traveled to 48 different countries in Africa, South America, Europe, Asia, and the Middle East.
[In re: question #15] I was sent to some workshops, and my director took time to review the position for me. Other than that, she assigned me a few weeks to review the NAFSA Adviser’s manual, and much was done “on the job.”

Participant 55
[No comments cited]

Participant 59
[In re: question #23] I’m new to this position and have had little opportunity to interact personally with any of these offices. However, my office deals with them fairly consistently, particularly introducing student to those services as part of orientation (except Financial Aid).
[In re: question #31] (Regarding evaluation), I’ve only been in this position for 5 months and I don’t know the answer to this question.

Participant 60
[No comments cited]

Participant 61
[In re: question #18] I am happy with the training I am allowed to get.

Participant 64
[In re: question #7] (At this campus, there is) only one FSA: me! My assignment is Director/Counselor/FSA to all international students on campus. I do academic counseling as well as dealing with immigration issues for these students.
[In re: question #20] I provided ”(The Handbook of Foreign Student Advising” by Gary Althen) for myself.

Participant 65
[No comments cited]
Participant 66
[In re: question #18] I'd like to pursue a credential program for this field. There's plenty to learn!

Participant 67
[In re: question #18] If it isn't offered, I find a way to make it happen.

Participant 69
[In re: question #15] (My initial training was) a 3-hour informal training session taught by another "FSA" within our organization.

Participant 70
[No comments cited]

Participant 71
[No comments cited]

Participant 73
[No comments cited]

Participant 74
[In re: question #16] (The training I received on general university procedures included) computer training: I learned about using the student database system, running reports, and accessing specific student data.

Participant 75
[No comments cited]

Participant 77
[No comments cited]

Participant 81
[In re: question #28] (I have) no supervisor; I am under student services.

Participant 94
[No comments cited]
Participant 97
[In re: question #7] We are a two-year institution and all of our students are seen by one FSA for academics. We have a staff of two in the International Admissions Office who divide their responsibilities between serving the international students and serving over 350 veterans for their GI benefits.

[In re: question #16] I was a campus employee for eight years before assuming the position with international education; therefore I had the knowledge of general college procedures. The only formal training received relevant to the international student admission process was by attending the NAFSA workshops; (this was) very worthwhile.

Participant 98
[In re: question #11] There is very little support for foreign students at this institution. I found out about NAFSA and went on my own from there. We do not belong to NAFSA nor have I attended any of their workshops in the past two years. Information is sent to us VIA a networking group I have signed up with.

[In re: question #13] I initiated all of the workshops I have attended during my tenure as FSA at this campus. The foreign student workshops are the ones that I am interested in because we find out so much new information that we don’t get anywhere else.

[In re: question #18] I started working with foreign students over 10 years ago and am considered the “expert” at this school. Although I do attend some workshops and keep up with networking, I do not feel I know enough and spend hours studying the laws at home and on weekends. I want to give the students correct information. If I don’t know, I will call someone.

[In re: question #33] No one in Admissions & Records wanted the responsibility, and I had the experience with foreign students from working at a multicultural international summer camp.

Participant 106
[In re: question #15] I received some training from the Director of Admissions; she has had more extensive training than myself

[In re: question #16] I have been trained specifically in the area of admissions counseling

[In re: question #20] I have pulled up a lot of information from websites that deal with various regulations and laws

Participant 110
[In re: question #16] I am Assistant Registrar and have a good understanding of university procedures.
Participant 111
[In re: question #18] (In terms of training, I feel we need to learn more about) the Department of State briefings regarding current restrictions in force for visa issuance at U.S. embassies and consulates throughout the world.

Participant 114
[In re: question #15] A former employee trained me for the position.
[In re: question #16] We had workshops on campus.
[In re: question #17] I attended many workshops and had friends from other colleges who helped me.

Participant 116
[No comments cited]

Participant 117
[In re: question #15] (When I was first hired, I received) NAFSA training for advisors and I consulted with other colleagues on campus.
[In re: question #16] (In received) In-house training by my supervisor and I took courses in student services.
[In re: question #31] (In addition to a periodic evaluation by my supervisor), I receive an orientation evaluation, and I also get evaluated via e-mail, telephone, letter requests for input, etc.

Participant 118
[In re: question #7] All international students are assigned to me.
[In re: question #15] (When first hired into my current position as an FSA), I received unofficial on-the-job training from my supervisor, and I attended workshops held by NAFSA.

Participant 120
[In re: question #20] I have a budget to buy materials.
INTERNATIONAL STUDENT ADVISOR POSITION

SUMMARY
Responsible for assisting international students, including managing the international student visa process, and ensuring the Institute compliance and adherence to all applicable federal laws. This position may also have admissions counseling responsibilities.

ESSENTIAL DUTIES AND RESPONSIBILITIES
• Manages the issuance of non-immigrant eligibility documents to new and continuing students.
• Advises current and prospective international students on applicable federal laws and regulations
• Liaison to the US Immigration and naturalization service
• Completes and submits by specified deadlines necessary documents to the US Immigration and Naturalization Service
• Maintains quarterly records of non-immigrant visa students
• Develops and implements the International Student Orientation program
• Coordinates events for the international student community and promotes institution-wide cross-cultural programs
• Coordinates program to improve English language skills for non-native speakers
• Liaison between CIIS administration and international students
• Produces International Student Handbook
• Supports the international student body with cultural adjustment issues
• Develops and implements workshops (Income Tax workshop)
• Liaison to the Bay Area Professional International Education Roundtable (BA PIER)
• Liaison to the national Association of Foreign Student Advisors
• Participates in the assessment and enhancement of admissions operations

QUALIFICATIONS
Outstanding interpersonal skills; strong organizational ability; excellent oral and written communications; knowledge of US immigration laws and procedures; capable of working well with a team as well as independently; excellent project manager.

EDUCATION
A Bachelor's degree (Master's preferred); two years related experience and/or training or equivalent combination of education and experience; experience abroad preferred.

SALARY AND BENEFITS
Position is 50%-100% time, with a full-time equivalent salary of $32,000 - 35,000 D.O.E. Full benefits including health, dental, vision, life insurance, and tuition benefit.
Committee on the Rights of Human Subjects

Sonoma State University
Protocol Summary Sheet
(Including Request for Exemption from Review or Expedited Review)

Complete this sheet and respond to the questions listed on the reverse side. Re-type the questions and use as many sheets as necessary to respond fully. Submit to: Executive Secretary, CRHS, OOS Office of Sponsored Programs. Proposals must be submitted one month before research is scheduled to begin.

Please Type or Use Black Ink

<table>
<thead>
<tr>
<th>Principal Investigator</th>
<th>Home Phone</th>
<th>Work Phone</th>
<th>Title of Academic Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keva P. Kelley</td>
<td>(707) 415-8209</td>
<td></td>
<td>Graduate Student</td>
</tr>
</tbody>
</table>

Address: SSU International Services
1801 E. Cotati Ave., Rohnert Park, CA 94928
ITDS

Co-Investigator(s) If student, include faculty advisor

Title of Project

A New Project    ![ ]

Modification    ![ ]

Substudy    ![ ]

Previous Study Data __________

Start Date     __________   End Date     __________

Funding Source (if any)     

Indicate Exemption or Expedited Review

Category Requested

(see Appendix A)

Title of Academic Status of Each

To determine if U.S. institutions of higher education are ensuring proper job training to staff members who work with foreign students

FILL IN AS APPLICABLE

Subject Population: Foreign Student Advisers

Subject Source

Number of Subjects 125

How Contacted

Types of Instruments (e.g., tests, questionnaires, interview guides, etc.) ATTACH A COPY. IF NOT DEVELOPED, PROVIDE DRAFTS/SAMPLES, OUTLINES.

How administered: Phone, Mail, Face-to-Face

Length and Frequency of Procedure

Please Note:
You must obtain CRHS approval before initiating any activity with the subjects. Literature search and other work not involving human subjects may be conducted prior to CRHS review.

Student investigators must obtain clearance from their department's human subjects committee. The faculty advisor can sign if the department does not have a committee.

DEPARTMENT CLEARANCE

This project:

☑ is exempt under category A

☐ is eligible for expedited review under category B

☐ requires CRHS review

COMMENTS: 

EXECUTIVE SECRETARY, CRHS

CHAIR, CRHS

[Signature]

[Signature]

This space for CRHS use only:

[Date]

[Date]
Application for Approval of Research Involving Human Subjects

This application is designed to fulfill the responsibilities of Sonoma State University relative to the Code of Federal Regulations, Title 45, Part 46, regarding research involving human subjects. Failure to comply with the policies and procedures referenced in this application may cause individuals to incur personal liability for negligence and harm; (2) may cause the University to lose federal funding, prevent individuals from applying for or receiving federal research funds, and prevent the University from engaging in research; and will be viewed by SSU as a violation of university policies and procedures and will result in appropriate administrative action.

All research involving the use of human subjects conducted by SSU faculty, staff, or students—or sponsored in part or whole by SSU—must be reviewed and approved by the University's Institutional Review Board (IRB) for the Rights of Human Subjects following the start of the project and then must be conducted in full compliance with University policies and procedures. It is the responsibility of the principal investigator to refer to the IRB any project involving human subjects, even if the subjects are not considered to be "at risk." This includes research conducted in conjunction with classroom assignments that will be published or shared, as well as student dissertation or thesis. It also includes all interviews, questionnaires, surveys, observations, educational tests, and secondary analyses of previously collected data that will be incorporated into published research or other public presentation. Such projects may be undertaken only after appropriate approval and may be continued only so long as that approval remains in effect. Changes in a project, or continuation of the project following adverse or untoward occurrences during the project, are also subject to review and approval.

Research intended solely for classroom use (with no possibility of further disclosure or publication) and conference/ workshop evaluation surveys do not require IRB review.

NOTE: Your complete application is due one month prior to the start of your research. It should include:
• Pages one and two of this application
• A descriptive protocol
• A copy of your written informed consent form OR a request for waiver of written informed consent with a copy of the oral text you intend to use to inform your subjects of the points listed on the Checklist of Informed Consent (page 3 of this application).

Responses should be typed or printed legibly in black ink.

Your signature below certifies that:
• You have read this 6-page packet and understand your responsibilities and liabilities as a principal investigator.
• You have reviewed the University’s policies and procedures on research involving human subjects and will ensure your research is conducted in full compliance. Copies of the policies and procedures are available from the Office of Research and Sponsored Programs (ORSP) in Nichols Hall, Room 146. The information is also posted on the ORSP website at www.sonomah.edu/or
• You have completed Module 2 (Investigator Responsibilities & Informed Consent) of the Human Subject Assurance Training provided online by the Office of Human Research Protections at: http://137.187.172.201/obtnq_orhp/bhs/assurance/default.php
• You, your spouse, or your dependent children have no financial interest in your project that will or may reasonably expect to bias the design, conduct, or reporting of your research.

Signature of Principal Investigator: ____________________________ Date: 3/31/2002

Title of Project: Survey of International Student Advisers

Name of principal investigator: Keva P. Kelley Telephone: (707) 415
Address: International Services, 1801 E. Cotati Ave., Rohnert Park, CA 949
Department: ITDS/Global Studies Title or Academic Status: Graduate Student

Co-Investigator(s):

For student investigators only:
Signature of professor or faculty advisor: ____________________________ Title or Academic Status: Lecturer, G
Department clearance: ____________________________ Date: 3/14/02

Student investigators must obtain clearance from their department's human subjects committee. If one exists. Psychology stu
are required to obtain the signature of the department chairperson.
Protocol Summary Sheet

If requesting Exemption or Expedited Review, specify category (see Appendix B): A-2

Title of Project:
Thesis/ Survey of International Student Advisers

Brief description of purpose of project:
To determine if U.S. institutions of higher education are ensuring proper job training to staff members who work with international students

☐ New project  ☑ Modification  ☐ Sub-study  ☑ Previous study

Start Date: ASAP  End Date: 9/30/2002  Funding Source (if any):

Subjects

Number: 50-100  Population: International/Foreign Student Advisers

Source/How contacted: International Student Advisers at educational institutions will be contacted by telephone to obtain their permission to e-mail surveys to them, others will be contacted via phone or in person to be interviewed

Instruments

Check all that apply: ☐ Tests  ☑ Questionnaires  ☐ Interview guides  ☐ Other:

Attach one copy of each instrument used. If not yet developed, provide drafts, samples, and or outlines

How administered:
☐ Telephone  ☑ Mail or email  ☐ In person  Length and frequency of procedure: About 15-20 minutes for each person to fill out the survey; 30-45 min. per interview

Setting:
Face-to-face interviews will be held at educational institutions

Data

Check all that apply. Data will be recorded by:
☑ written notes  ☑ audio tape  ☐ video tape  ☐ photography  ☐ film  ☐ other:

Data will include:
☑ information which can identify the subject (e.g., name, social security number, other unique identifier) specify:
☐ codes linked to subjects name by separate code key
☐ codes not linked to subjects names

E-mail addresses and/or names may be evident, but will not be recorded in the thesis- with the exception of those who participate in the anecdotal study

For items checked above, circle box of those related to data that will be reported

Data will be used for:
☐ publication  ☐ evaluation  ☐ needs assessment  ☑ thesis  ☐ other

Informed Consent

☑ written (attach copy of consent form; see attached sample and checklist)
☑ oral (attach text of statement and request for waiver of written informed consent; see Appendix A)

THIS SPACE FOR IRB USE ONLY:

This project:
☑ is exempt under category A-  ☐
☐ is eligible for expedited review under category B-
☐ requires CRHS review

Human Subjects Administrator
Date

Chair, IRB
Date

Comments:

[Handwritten note: as required by law, keep promise of confidentiality]

This is the first edition of the most comprehensive book written to date pertaining to the profession of foreign student advising. In this book, Gary Althen examines the issues and practices involved in assisting and advising international students on U.S. institutions of higher education, based on his own experience and expertise in the profession.


Unlike the first edition of this book, Althen takes a personal approach in his writing. He presents the same basic information as presented in the first edition, taking into account the changes that have occurred in the foreign student advising profession since then, and integrates new ideas based on another decade of professional experience.


This revised edition of "Learning Across Cultures" covers information on intercultural communication that remained pertinent since the first edition of this book was released in 1981. It includes new ideas on cross-cultural studies and communication through improved research, thinking, and writing. The individuals who contributed toward the writing of this book based it on books and articles written by scholars and practitioners in the field of international education.


In this book, Gary Althen and six other NAFSA members have drawn together their ideas about certain aspects of intercultural communication. They offer suggestions on how a person can cope with certain aspects of intercultural communication depending on the situation; they emphasize the importance of utilizing an intercultural perspective when communicating with people of different cultures, and they outline different types of training methods that can be used to prepare people to deal with cross-cultural communication.

This book was designed to prepare and guide educational staff members and other persons to be able to respond quickly and effectively in a crisis or emergency involving an international student(s).


This article addresses common issues that academic advisers face when dealing with international students, and provides guidelines to help them deal with these issues.


In this section of Khoo and Rasain’s article pertaining to strategies in counseling foreign students, these authors quoted d’Ardenne and Mahtani’s definition of “culture shock.”


This is the 1997 edition of the Institute of International Education’s (IIE) publication that illustrates charts and graphs representing finding from its annual statistical survey of the international student population in the U.S. since 1948. This edition accounts for the 199-1997 academic year, and preceding years.


This is the 2000 edition of the IIE’s annual publication pertaining to international student enrollments in the U.S. since 1946. This edition covers the 1999-2000 academic year, and preceding years.

Taking into consideration the fact that there was little focus on the presence of foreign students in U.S. academic institutions during the time this book was released, Cora DuBois provided much needed information in this book about the psychological and sociological factors that affect foreign students in the U.S., and the role that U.S. institutions play regarding their stay.


Fouad addresses the necessity for counselor training programs to help students be sensitive to cross-cultural differences when dealing with international students.


According to this article, General John Ashcroft announced that the INS had planned to implement the database system to track international students in the U.S. by January 2003.


This is the section of Harvard University's official Internet website where visitors will find the mission statement of the Harvard International Office.

Higbee Homer D. The Status of Foreign Student Advising in U.S. Colleges and Universities. East Lansing, MI: Board of Trustees of Michigan State University, 1961.

This research report presents the results of a national survey completed by 1961 that pertains to foreign student advising, the range and scope of services provided to international students, and a profile of the foreign student advisers who participated in the survey.

This article presents an overview of the adjustment concerns of international students in the United States, and the role that counselor educators play in providing awareness of these adjustment issues to students of counseling. Unlike other articles that pertain to counseling international students, this article is unique in the fact that it focuses on the differences between the issues that international students face compared to that of American racial minority group members.


Written by a few international education professionals including Hugh Jenkins, formerly known as the executive vice-president of NAFSA and former member of a Quaker relief team in Europe, this book discusses practices and procedures to aid in the development of a comprehensive foreign student admissions process, and examines solutions to deal with problems in managing international student exchange.


In this article, Marlene M. Johnson, current president of NAFSA, discusses the debate over the system to track foreign students, which was proposed prior to September 11, 2001. Due to the attacks of Sept.11, Johnson expressed her thoughts about the proposal and the need to devise a considered response to terrorism.


This article, released several months before the terrorist attacks of September 11, 2001, discusses the fact that academics were dismayed about the proposal system to track foreign students in the U.S., known as CIPRIS (Coordinated Interagency Partnership Regulating International Student) at that time.

This booklet contains records of the results of a national study which was conducted to assess the needs of foreign students who came from developing nations, and were studying in higher education institutions at U.S. colleges and universities. The study was conducted by the authors of the book and a few other individuals who assisted them.


This section of Lesley University's official Internet website provides general information about the M.A. program in Intercultural Relations offered at this institution, including the specialization tracks, courses offered, and graduation requirements.


This article emphasizes the fact that the U.S. must compete with other nations to retain its strength in the international student exchange market, and focuses on strategies and efforts implemented by the international competitors to attract international students.


This is a brief job description of the International Student Advisor position at Midwestern State University. In addition to outlining the general responsibilities of the position, this job description also provides examples of the actual work performed, and general qualification requirements including experience and training, education, and knowledge, skills, and abilities.

As part of its on-line brochure pertaining to the importance of international education in a changing global society, NAFSA outlines the necessity for the U.S. to adopt a strategic international education policy to compete with other nations.


In this section of NAFSA's official website, NAFSA defines "internationalization' and how it relates to international education.


This is one of the chief sections of NAFSA's website, where NAFSA gives a synopsis of its purpose, its policy, its members, and where the majority of its members are drawn from.


This section of NAFSA's official website provides current news and links to articles, websites, and database systems pertaining to the proposed Student and Exchange Visitor Program (SEVP) and the Student and Exchange Visitor Information System (SEVIS).
Individuals interested in learning about the history of NAFSA and when it was founded can visit this section of NAFSA's official website to find a brief summary of this information.

This section of NAFSA's official Internet website provides a listing of different types of training workshops offered by NAFSA, and a description of each type of training.

This section of NAFSA's old website provides an article stating that former President Bill Clinton signed an executive memorandum on April 19, 2000, which calls for an international education policy. The article quotes exactly what the memorandum states.

Found on NAFSA's old website, this on-line document provides information pertaining to the typical job functions of the profession of foreign student advising. This document is based on "The Handbook of Foreign Student Advising" by Gary Althen, and was assembled by Althen and a few other NAFSA members.

A listing of the components of the Professional Development Program, offered as part of NAFSA’s training, can be found in this section of NAFSA’s official internet website.


Located on NAFSA’s home page on SEVP/SEVIS information, this section briefly mentions that on May 14, 2002, President Bush signed into law the Enhanced Border Security and Visa Entry Reform Act of 2002.


This section of “The OAS Children’s Corner” Internet website briefly mentions when international student exchange and inter-American student exchange was first initiated. According to the OAS (Organization of American States), the OAS itself was one of the first organizations to support the needs of inter-American and extra-continental exchanges during the twentieth century by implementing a multifaceted fellowship program for the citizens of its Member States.


This section of About.com, Inc. found on the Internet, has a short article written by Keith Porter, in which Porter explains his own definition of the term “globalization” and requests that visitors to this site provide feedback to this article.

This section of Rice University’s official on-line website provides information to visitors about the university’s mission statement and the services it provides, including the people who work in the OISS (Office of International Students and Scholars) and the programs and activities provided by this office.


This section of the official website of the School for International Training (SIT) provides general information about SIT’s M.A. program in International Education, and relevant degree requirements.


In this particular chapter of “Global Society and International Relations,” Shaw attempts to define the terms “global society” and “globalization” from a philosophical perspective. He mentions that although global crises cause widespread harmful effects to human beings, analyzing and understanding of these crises can help us grasp the forms which global society is taking and the processes transforming it in this day in age.


As part of an anthology of perspectives of the practices involved in the profession of international student advising, Siegel’s chapter covers helpful tips to consider when counseling a foreign student.

This article focuses on the fact that due to the terrorist attacks of September 11, 2001 on the World Trade Center in New York and on the Pentagon in Washington, D.C., universities and lobbyists fear that student visas will be more difficult to obtain for those seeking an education in the United States.


In this article, Stewart examines the economic benefits of globalization and its effect on the American job market.


According to Todaro, the United States federal government has attempted to accelerate implementation of the proposed electronic system to monitor all foreign students in the U.S., due to the terrorist attacks in the U.S. on Sept. 11, 2001.


Using the international services programs of larger educations institutions as role models, this article outlines the components of a typical international services program, which many small colleges have been lacking for years. This article suggests that small colleges should consider implementing such services.
GLOSSARY

1. **Alien**: A foreign-born resident who has not been naturalized and who owes allegiance to another country.

2. **Ambassador**: A diplomatic official of the highest rank, sent by one sovereign or state to another as its resident representative.

3. **Asylum**: A refuge granted alien status by a sovereign state on its own territory.

4. **Bills**: Proposed laws which must be passed by both houses of Congress and signed by the U.S. President before becoming a law.

5. **Consul**: An official appointed by the government of a country to look after its commercial interests and the welfare of its citizens in another country.

6. **Consulate**: The premises officially occupied by a consul.

7. **Culture Shock**: The normal process of adaptation to cultural stress, with common symptoms including psychological strain, a sense of loss, rejection, confusion, surprise, anxiety, and feelings of impotence.

8. **Designated School Official (DSO)**: A regularly employed member of a U.S. educational institution assigned to handle the institution’s foreign student immigration matters, and whose compensation does not come from commissions for recruitment of foreign students. The DSO serves as the “international student adviser,” and his/her office is located at the school.

9. **Embassy**: The official headquarters of an ambassador.

10. **Global society**: The entire complex of social relations between human beings on a world scale.

11. **Globalization**: The increased cross-border flow of goods, services, people and capital.

12. **I-20**: (Certificate of Eligibility for Student Status) An official document issued to a prospective international student (alien) by a U.S. academic institution, which certifies that the prospective student has been accepted to a program of study at that institution. The I-20 is one of the documents an alien needs to apply for a nonimmigrant visa.
13. **Immigrant**- A person who migrates to another country, usually for permanent residence.

14. **International Education**- A process by which people learn about and/or deal with international & global issues. At the academic level, international education is a field of study associated with international relations, area studies, foreign languages, and/or international and global affairs. At the professional level, it offers a number of careers such as foreign student advising, study abroad advising, teaching ESL students, or any other career that entails working with international students.

15. **International Scholar**- An individual from abroad who affiliates with a specific academic or administrative unit for a certain period of time for the purpose of research or study.

16. **International Student** (also called “Foreign Student”)- An individual who temporarily resides in a country other than his/her country of citizenship in order to participate in international educational exchange as a student.

17. **International Student Adviser (ISA)** [also known as “Foreign Student Adviser” (FSA)] - A staff member at an academic institution who is responsible for advising and assisting international students on their basic needs and problems such as immigration issues, housing needs, social adjustment issues, culture shock, etc. At most institutions, this staff member’s primary job responsibility is to advise international students on immigration issues.

18. **International Student Exchange**- A system which promotes the exchange of students across national borders.

19. **Internationalization**- The process of integrating international perspectives.

20. **Nonimmigrant Alien**- A person who travels to a foreign country for a particular temporary purpose (e.g., as students, tourists, diplomats, or temporary workers), and must return to his or her country of origin upon expiration of authorized stay in the foreign country.

21. **Passport**- Any travel document issued by a competent authority showing the bearer’s origin, identity, and nationality, if any, which is valid for entry of the bearer into a foreign country.

22. **Proposed Rule**- Considered law only after it is published as final (or interim final) rule.
23. **Regulations (or rules)** - Laws promulgated by administrative agencies such as the Immigration and Naturalization Service and the Department of State, using authority delegated to them by Congress

24. **Statutes** - Laws passed by Congress

25. **Study Abroad Adviser** - A staff member at an academic or administrative unit who is responsible for advising domestic students and individuals who plan to study abroad. Typical issues covered in study abroad advising include basic language and culture of the country(s) the prospective study abroad student is interested in, major educational institutions that exist in country(s) of focus, the average cost of living in such country(s), housing options, and other relevant information. (Note: in the host country, the study abroad student is referred to as an "international student")

26. **TOEFL (Test of English as a Foreign Language)** - A test designed to evaluate the English proficiency of people whose native language is not English. Most institutions in the United States and Canada that offer higher education degrees require students from non-English speaking countries to supply TOEFL scores as part of their application process.

27. **Visa** - An official endorsement made on a passport, which permits the bearer to enter the country making the endorsement. A visa stamp in a bearer’s passport is not necessarily the same as that alien’s visa status in the foreign country.

   [Note: A visa is like a key to a house; the bearer may ignore the key while he/she remains in the foreign country. **Under certain circumstances**, however, the bearer’s visa status may change while he/she is in the foreign country]

   a. **Immigrant visa** - a visa granted to an individual who migrates to a foreign country, usually for permanent residence

   b. **Nonimmigrant visa** - a visa that enables the passport bearer to enter a foreign country for a limited period of time, this type of visa is generally granted to temporary visitors, international students, and international scholars