

DOCUMENT RESUME

ED 068 054

HE 003 504

TITLE Report on the Kansas Conference on International Student Involvement and Organization.
INSTITUTION National Association for Foreign Student Affairs, Washington, D.C.
PUB DATE 72
NOTE 34p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Conference Reports; Conferences; *Foreign Students; *Higher Education; *International Education; *Student Exchange Programs; *Student Organizations; Student Participation

ABSTRACT

In order to involve its students in its efforts to improve the international educational program in the U.S., the National Association for Foreign Student Affairs (NAFSA) held a conference on January 20, 1972 to distill and implement concrete programs. One of the programs implemented from the conference was the "Student NAFSA Papers" program in which foreign students would submit papers of 1,200 words expressing their concerns about their experiences at their various colleges and universities. Major topics considered at the conference were tuition rates and financial support, student organization and representation, campus international programs, and increased NAFSA student membership.
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R E P O R T

KANSAS CONFERENCE ON INTERNATIONAL STUDENT
INVOLVEMENT AND ORGANIZATION

International Center
Kansas State University
Manhattan, Kansas
January 20-23, 1972

Prepared by:
Conference Participants

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REPORT SUMMARY

A dream that enticed, entertained, and excited five students as their Plymouth wagon wound its weary way from Vancouver Bay to the Kansas Flint Hills became reality January 21-23 in Manhattan, Kansas. Twelve of the fifteen international student representatives elected in Vancouver met with four NAFSA professionals for a conference on International Student Involvement and Organization.

Major goals for the conference were those set up by the coordinators for themselves in Vancouver: to facilitate cooperation of international students and their participation in NAFSA, to provide spokesmen for international students, to engage in "research" on international programming, and to promote international understanding. Additional goals stated for the conference were: to accelerate the process of including the student as a partner in as well as the object of international education programs, and finding ways to help institutions understand that international education and foreign students are an integral and necessary part of a quality educational program.

The conference began with reports from Lee Zeigler and Hugh Jenkins on the current state of the Association. Lowell Ingram and Dev Shaunak reported on activities of the Task Force on Student Participation and each of the student coordinators reported on his progress and problems since Vancouver. General discussion followed. Specific points of general concern were identified and the conferees divided into two working groups, which interacted periodically. Major topics were: tuition rates and financial support, student organization and representation, campus international programs, the Atlanta Conference, and increased NAFSA student membership.

After three days discussion, a five part report emerged as follows:

1. Student NAFSA Papers are to be 1200 word (maximum) summaries by students highlighting ways in which they have addressed concerns of international students/international education (social, emotional, physical, academic, financial, political, etc.) on their campus or in their region highlighting method, accomplishments and problems. Manuscripts for inclusion in the Student NAFSA Papers are to be submitted through the Regional Student Coordinators to the Central Office for reproduction and distribution.
2. A student membership brochure was prepared highlighting advantages to students of NAFSA membership. It is being polished with the membership and publications committees, and should be available for use on local campuses by the time of the Atlanta Conference.
3. Local NAFSA teams or chapters are proposed to create broad-based and viable means for the development of international educational activities and programs on individual campuses. The local team would consist of all NAFSA members and friends on campus. Bringing together students, advisors, admissions officers, English teachers, community people, student abroad representatives, etc. under the "common flag" as a local team would significantly strengthen campus international programs by increasing communication among NAFSA's on campus and increasing the visibility of the Association and its services to individuals. Such a team would contain the necessary resources for wide-scale communication throughout the campus and community of the important role of international education/international students as an integral and necessary part of the overall educational program of the institution.
4. The student organizational structure as devised is neither a separate "International Students Association" nor a "NAFSA Student Section," but rather

a "caucus" within the overall association. Its function is to insure representative student input to all of the working units of the association and to address items of special concerns to students. Plans call for election of a National Student Coordinator whose duties are to insure communication and cooperation among the Regional Student Coordinators, and to present student views to the national structure--hopefully as a member of the board. Regional student coordinators are to be elected at regional conferences beginning in 1972. This year only, interim regional coordinators will be elected at the national conference.

5. To enhance student participation in the Atlanta Conference, a student, Rahim Said, was appointed as a member of the planning committee. He was charged with arranging three scheduled times for students to caucus, requesting that student involvement be addressed as a topic in the newcomers workshop, a student information table, and insuring that low-cost housing will be available for students near the conference site (he has since reported success on all points). A list of tips on how students might secure funding for travel to Atlanta was prepared, and should be circulated prior to the conference--probably in the second conference mailing. Major recommendations for fund sources were student governments, local, civic, fraternal, and religious groups, and various types of fund-raising activities.

In addition to the recommendations in the report(s), the conference itself was significant. It was conceived, planned, and executed by students. It drew support from NAFSA, the U.S. Department of State, Kansas State's Student Governing Association and Center for Student Development, and several other universities. Yet its "total success" would not have been possible without the NAFSA Task Force on Student Participation's preliminary work and

conference participation, the support of the NAFSA Board and Central Office in obtaining money for travel grants from the State Department, nor without the active participation of the NAFSA president and Executive Director in the conference. The interplay of student energy and initiative and professional know-how may contain the first fruit of a new student-professional partnership that will see NAFSA continually growing in influence and effectiveness in the service of International Education. Our own version of the dream we all share, the dream of real communication and cooperation among all men and nations, has, of late, been more distinct and less distant.

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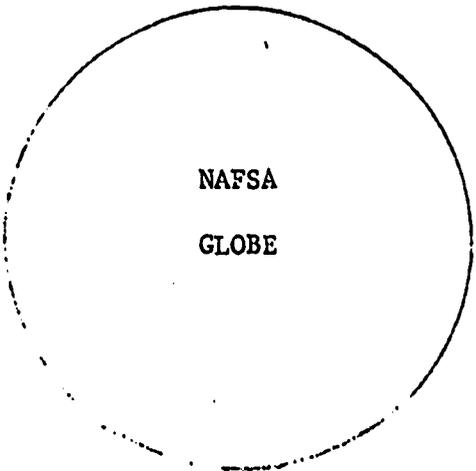
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NAFSA

GLOBE

Vol. I

Quarterly

No. 1

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January, 1972

STUDENT NAFSA PAPERS

Introduction

The National Association for Foreign Student Affairs (NAFSA) is involving students in its efforts to improve the international educational program in the U.S.

In May 1971 at the National NAFSA Conference held in Vancouver, British Columbia, Canada, international students from throughout the U.S. elected five national and 10 regional coordinators to work together to find ways to improve international education through student involvement in NAFSA.

On January 20, 1972 at Kansas State University, these national and regional coordinators met with the NAFSA President, Executive Director and Task Force on Student Participation to distill and implement concrete programs designed to improve the quality of the international student's educational experience.

"Student NAFSA Papers" was one of the programs implemented from the conference as a means for students to disseminate nationally working examples of how student concerns can be met on the campus and regional levels.

Several papers in the first collection were authored by members at the conference but others were submitted by other students whose action on a certain concern gave him a procedure to record and share in this reproduction.

We encourage you as a student in international education to contribute papers on how concerns (social, emotional, physical, academic, financial or political) have been dealt with on your campus or in your region, citing both achievements and problems.

Procedure

The author of a paper dealing with international student concerns should use the following procedures:

1) Submit your paper (3 copies) to your NAFSA Regional Student Coordinator. You can contact the Regional Student Coordinator through the NAFSA Central Office in Washington, D.C.

2) The Regional Student Coordinator will send one copy of the paper to the National Student Coordinator, one to the Executive Director in the Central Office, and keep one copy in the regional student files.

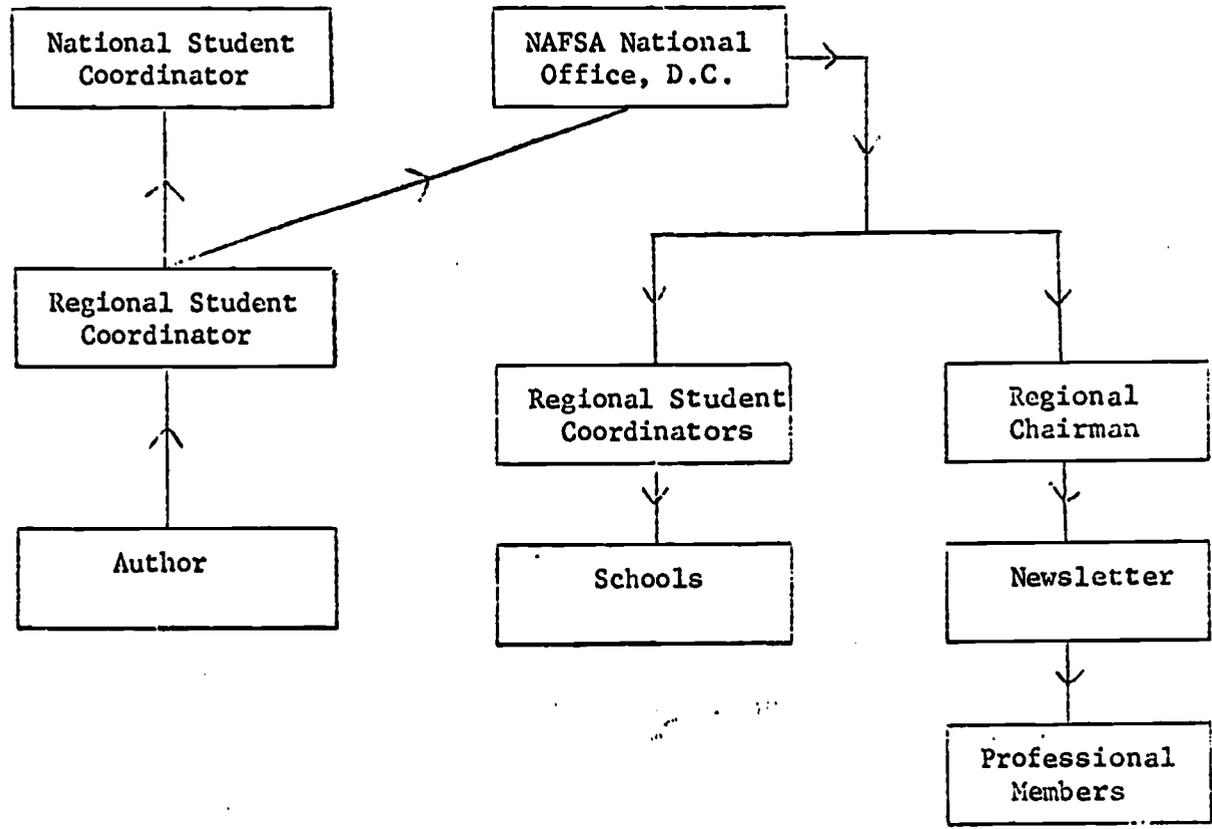
3) The Central Office will duplicate and send copies of "Student NAFSA Papers" to all the Regional Chairmen, Student Coordinators, and the President and President-elect of NAFSA.

Distribution

1) The Regional Student Coordinator will compile a list of all the available student NAFSA papers. This list will in turn be distributed to the student representatives of the various universities in his region. A school requesting a specific paper would contact the Regional Student Coordinator.

2) The Regional Chairman will publish a list of the available student NAFSA papers in the regional newsletters. Other members interested in the papers should contact the Regional Chairman.

PROCEDURE AND DISTRIBUTION OF STUDENT NAFSA PAPERS



Guidelines

Articles should not exceed three typewritten pages (maximum of 1,200 words).

The following is not a list of requirements but rather a list of suggestions which have been identified as student/NAFSA concerns.

I. ORIENTATION AND ADJUSTMENT

- immigration
- legal status and rights in the U.S.
- housing
- social adjustment (dating, etc.)
- discrimination
- unawareness of local laws and regulations (drugs, traffic, alcohol, etc.)
- cultural shock (adaptation to a new environment)
- relationships with American students
- student-professor relationships
- campus resources
- community involvement
- language

II. FINANCIAL

- scholarships
- loans
- tuition
- insurance plans

III. INTERNATIONAL STUDENT IDENTITY AND ORGANIZATION

- the need to identify with an international student organization
- international students and student organizations in other countries and facilities for students in other countries
- information centers (about colleges and universities in other countries)
- the image of the international student in the U.S. and other countries.

STUDENT STRUCTURE

1. Students should participate in NAFSA both through a student caucus and the regular sections of the Association.
2. The student caucus is to address those concerns essentially "student" in nature and to insure representative student feed-in to sections (in addition to the one-man's-opinion mode of individual involvement alone).
3. The student caucus shall be headed by a student coordinator from each region and a national coordinator.
4. The National Coordinator shall be elected by the student caucus at the annual National Conference with each institution present casting one vote.
5. The Regional Coordinator from the region of the National Coordinator will take over if for any reason the National Coordinator is unable to continue in his assigned role.
6. To become a candidate for election as a student coordinator one must have:
 - a. NAFSA membership
 - b. Time available to perform the duties
 - c. Some financial support independent of NAFSA (i.e. local institution or group)
 - d. Professional staff support in home institution
 - e. Certainty that one can serve the full term in the same institution.
7. At the 1972 conference special elections shall be held for "interim" Regional Coordinators. Each region shall caucus and elect their respective coordinators (by some fair and representative procedure) to serve until the regional conference.
8. Interim Regional Coordinators (and in subsequent years, regular Regional Coordinators) are to perform, without fail, three major duties:
 - a. Gain acceptance as a member of the regional team and attend the team meeting
 - b. Insure student participation in the Regional Conference
 - c. Hold elections at the regional conference for the position of Regional Coordinator as the first event in an annual pattern.
9. The Interim Coordinator may begin work on additional programs and activities in his region taking into account:
 - a. The immediacy of the need for the program
 - b. The temporary nature of his position
 - c. The attached guidelines for the functioning of regular coordinators.

10. Items 7 and 9 apply to the special situation existing in 1972 only.
11. At regional conferences a student coordinator for the region shall be elected to a 1 year term and such other "officers" as are deemed necessary to effective functioning shall be elected or selected.
12. There is no specific guideline for elections other than that they be basically fair and as representative as possible.
13. In executing their office, regional chairmen should establish a heirarchy of student regional priorities; particularly with respect to the attached guidelines.

Guidelines for Student Coordinators

National

1. Serve as the student voice within the NAFSA national hierarchy--hopefully as a member of the NAFSA board; including consultation on appointments of students to national committees.
2. In the event of a vacant regional coordinator position, to appoint a replacement to serve until such time as the position can be filled by election.
3. To communicate with each regional coordinator at least once each month by some medium (a mimeo letter, a regional or national newsletter, phone, etc.).
4. Move to establish a student voice in the NAFSA newsletter (suggestions such as a regular student column or insuring that students submit articles).
5. Make sure that the Regional Coordinators meet 1-2 days before the National Conference (contact the Vice-President for Regional Affairs of the Association).

Regional

In addition to the necessities of team meetings, committee appointments, elections, etc., the regional coordinators should:

1. Maintain regular communication with the National Coordinator and submit reports.

2. Consult with regional chairmen about appointments of students to NAFSA regional teams; including establishment of an overall student involvement program (examples--Region I counterpart pattern or Region II simple request pattern).*
3. Where feasible, assist in establishment of international student organizations on campuses where none exists.
4. Cooperate with other NAFSA members in establishing campus NAFSA teams.
5. Solicit papers on new program ideas in the region and submit these to the National Coordinator and the National Office.
6. Build a network of contacts on campuses in the region--ideally one contact per campus (a kind of mini-directory).
7. Utilize the regional newsletter as a communication device wherever possible.
8. Obtain means sufficient to service his communications from the NAFSA Regional Treasury or from other sources.

Additional Recommendations

1. Student coordinators not available for office are to act as a nominations committee to insure effective election process at the National Conference.
2. Each candidate for a coordinator should write a personal/institutional resume indicating qualifications, the extent of financial and staff support, etc., available to him.

*The counterpart pattern has each regional officer appointing a student counterpart to work with him throughout the year. The simple request pattern has elected student representatives contacting the regional team and requesting full team membership as student representatives.

ACCOMPANYING MEMORANDUM--LOCAL NAFSA TEAMS

The following statement is designed to give a model for the development of NAFSA activities at the campus level. It is not supposed to be a list of requirements but rather of suggestions.

The NAFSA Campus Team could be usefully brought together simply for a discussion of present programs and services. Once a pattern of meeting had been established the team would be the obvious focus for dealing with specific problems as they arise, reviewing proposals for new activities and maintaining the relationship between the various elements on campus and in the community.

It is anticipated that through the establishment of these NAFSA Campus Teams, the role of the Association would become more apparent and have greater meaning to the foreign student advisors on campus and the internationally united students in the campus community. It would also provide a channel for greater participation by international students in NAFSA.

The Establishment of NAFSA Campus Teams

Purpose

The NAFSA Campus Team would create at the institutional level a means for the development of international educational activities and programs. The purpose of the team would be:

- 1) To increase the visibility of the Association and its services to individual international students,
- 2) To provide better communication among NAFSA members on campus,
- 3) To provide a means for problem identification and problem solving,
- 4) To enable the individual international student to identify with a national structure.

Constitution of Team and Outreach

Each team would be composed of the six major elements in the Association:

- 1) The Foreign Student Advisee
- 2) The Teacher of English as a Second Language
- 3) The Admissions Officer
- 4) The Advisor to U.S. Students Abroad
- 5) The Community Representative
- 6) The Student Representative

Although membership in NAFSA of each of these persons would be desired it would not be mandatory, although it is hoped that membership would follow participation in the team activity. Through the team, channels of communication could be established with the entire university community and the community at large:

- 1) The University Administration
- 2) Campus Services (health, housing, financial aid, etc.)
- 3) The Faculty
- 4) The student body
- 5) Civic groups and organizations
- 6) Local and state governments

Function

The function of the NAFSA Campus Team would depend to a large extent on the ongoing development and sophistication of the international educational activities on campus.

Some obvious and immediate areas for the team functions would be:

- 1) To review existing international student programs (e.g., orientation, U.S. foreign student relations, host family, etc.)
- 2) To determine the unmet needs of newly arriving foreign students
- 3) To develop NAFSA cooperation on campus
- 4) To inform the campus community and the community at large of the actual and potential role of foreign students in international education (public relations), using the existing facilities, e.g., campus newspaper, FSA's office bulletin, local press, TV, radio, etc.

Promotion and Development

The concept of the NAFSA Campus Team would be promoted through the existing NAFSA organization; thus the first experiment would be carried out by the Student Regional Coordinator and by the regional chairmen at their own institution. After the team concept had been successfully developed at these institutions, it would be further promoted:

- 1) To other large institutions in the region
- 2) To smaller institutions among the NAFSA membership in the region
- 3) To non-member institutions.

Reports on the development of the NAFSA Campus Teams would be presented both in the regional and national newsletters.

STUDENT MEMBERSHIP BROCHURE

It was decided that the following should be the information in the Student Brochure. The front cover is already decided upon and the information for the other will be arranged according to space, etc. A detachable blank for membership will be part of the brochure.

Front Cover

Are you a foreign student who wants a voice in policies affecting your life in the U.S.?

Are you an American student who thinks international, plans to travel, study or work abroad?

Then you belong in NAFSA.

Inside Information

What is NAFSA

The National Association for Foreign Student Affairs is the one organization in the U.S. which brings together individuals, institutions, agencies and others concerned with international educational exchange.

This includes foreign student advisors, admission officers, teachers of English as a second language, advisers to U.S. students going abroad, community programs, and students.

What Does NAFSA Do

NAFSA carries out the desires of its membership in improving services and enlarging opportunities for foreign students on the campus and in the community, and expanding international opportunities for U.S. students.

Through its interest sections, committees, publications and field service program, it has worked in the areas of selection and admission of foreign students, English language training, orientation, advising, housing, finances, employment, immigration, hospitality and community involvement, campus relationships between foreign and American students, and overseas opportunities for U.S. students.

What Has NAFSA Done

NAFSA has worked towards:

- protection of the non-immigrant student from the draft
- better housing for international students
- prevention of unfair tuition raises
- recognition of the foreign students' contribution to American education.

The Student in NAFSA

The student in NAFSA works throughout the Association with the other NAFSANS. The student is also part of the student caucus which represents a collective student voice in the association. The caucus works through a network of regional student coordinators.

Five dollars a year gives you:

- an equal voice and vote
- a monthly newsletter
- participation in campus, district, regional and national meetings.

APPLICATION FOR INDIVIDUAL MEMBERSHIP (student)

National Association for Foreign Student Affairs
1860 19th Street N.W.
Washington, D.C. 20009
Telephone _____

Name _____ Date _____

University/College _____

Mailing address _____

Major field of study & standing _____

Country of origin _____

Number of years in the U.S. _____

Involvement in campus activities _____

STUDENT REPRESENTATION ON THE CONFERENCE PLANNING COMMITTEE

It was the general consensus of the group that students should be represented on the Atlanta Conference Planning Committee, and in the planning of future conferences.

A member of the group was then recommended, receiving full endorsement from the NAFSA President, and subsequently appointed by the Atlanta Conference Planning Committee Chairman. The student representative shall act as a spokesman for the student caucus. His immediate responsibility is to attend the committee meeting at Atlanta on January 24, 1972, and to present the recommendations formulated by the student representatives at Manhattan, Kansas and report back to the regional coordinators and other delegates to the Kansas Conference.

Recommendations to the Planning Committee

1. The group agreed that students be recommended to attend the Newcomers Session on the first day of the Conference. In their introductory remarks the speakers addressing the group should include the role of the students within the organization and their expectations of student participation.
2. The student representatives further recommended that there be a session on the first day of the conference where the students could meet as a group. The main purpose of having such a session would be to allow the Student Task Force, created at Vancouver in 1971, to inform students of its achievements, and to outline the extent of student participation and involvement to date. The meeting would also be an attempt to organize students so that they could effectively participate in the conference. The meeting would be conducted by Dev Shaunak, the co-chairman of the Task Force.

3. The group also agreed that Wednesday evening dinner be arranged for students, hopefully, at Georgia Tech. University Union, where they can discuss student-proposed resolutions and evaluate their participation in the Conference, and discuss other relevant issues.

4. Another recommendation made by the group, was for an appropriate time to be allocated for students on Friday, to allow them to hold elections for interim regional coordinators and a national coordinator. This meeting would also seek to explore the directions of future student involvement and would be chaired by Dev Shaunak.

5. In order to facilitate the communication of information to students, the group also requested that a Student Information Desk be created. Ideally, the desk would be located adjoining the Conference Registration Desk. It would be manned by student members.

6. The group also recommended that topics of discussion relevant to students be included in appropriate sections. If this is not possible, a separate program should be created. The suggested issues and topics considered relevant to students are:

- 1) Financial aid
- 2) On-campus programming and organizing techniques for student leaders
- 3) International houses--where to obtain funds and methods of utilizing facilities on campus.

7. The group recommended that cheaper forms of accommodation, within reach of students, be found around the Conference Center.

8. The National Coordinator should attend the Regional Council Meeting.

STUDENT FUNDING SUGGESTIONS

In order to encourage greater student attendance at the National Conference, a few fund raising tips or suggestions follow.

Student Government

One source of monies that can be tapped in order to obtain funds to cover the cost of attending the National Conference (i.e. Atlanta Conference, May 2-5) is the student government. If there is an international student (foreign student or friendly American) in the student senate or council, a bill requesting the desired amount of money should be introduced. The cost of attending the conference should be itemized. This bill should specify in a detailed manner, the purpose of the conference, how the allocation of funds for this purpose benefit the student and, therefore, the institution. A promise to report back to the student government on the result of the conference can be very helpful in securing a positive response.

In the event of a hearing on the bill, the person appointed to testify should be very knowledgeable about NAFSA, its history, accomplishments, and future goals. This information can be obtained from the NAFSA office in Washington.

The bill and testimony should be worded to serve as a subtle reminder to the student senate or council that their source of funds is student activity fees and foreign students, as payers of this fee, should have some say as to how this money is spent.

International Organizations

International organizations, such as the Rotary Club, Kiwanis, Jaycees and Lions, can also be of help. Again, the student, in requesting support, should

offer something in return, i.e. to serve as speakers at their different luncheons or meetings, to report back on the outcome of the conference, to help these organizations in their various community programs (i.e. the Lions campaign of collecting used eyeglasses).

International Firms

International firms such as Standard Oil, Mobil Oil, Sears and Roebuck, etc., can also be of help. Although it is difficult to say exactly what the student could offer in return, a subtle implication of a positive attitude towards American firms abroad could possibly solicit a positive response.

Other Sources of Fund Raising

Grants

There are 20 travel grants of \$50 each allocated the conference budget and available through the student task force. There will also be some grants available through NAFSA from the Asia Foundation for Asian students intending to work with international educational exchange in their home countries.

Car Wash

A series of car washes (once or twice a week or as many times a week as feasible) beginning as early as possible and continuing up to the time of the conference, can also be a source of income. These car washes could take place on campus or in the community through some sort of arrangement with a gas station (pointing out to the gas station owner that when a car is brought in to be washed, invariably the driver will ask that the gas tanks be filled, can be very persuasive).

International Dinners and Festivals

Dinners and festivals can be effective fund raisers. The cheapest and most profitable way of doing this is to secure the cooperation of all the ethnic groups. Each ethnic group would cover the cost of his own production with the understanding that all profits would be divided among the participating ethnic groups and coordinator of the event, which in this case would be the student or students desiring to attend the National Conference.

Church Organizations

Church organizations can also be of help. Again, the student should offer to report back on the conference, as well as to serve as a resource guest at the various church functions.

Forms of Transportation

Lower rates of transportation can be obtained through the use of car and bus pools covering one or various regions, student rates (student has to be twenty-two years or less), standby rates, etc.

PUBLIC RELATIONS PROGRAM--UNIVERSITY OF HAWAII
(Draft copy)

At the conference in Vancouver, the problem most frequently mentioned was the increasingly negative trend of local government towards foreign students on their campuses. Conscious of this, we, therefore, designed a program that would accentuate the positive aspect of having international students on campus. In order to do this, we secured the cooperation of all the International Students' Associations at the different colleges throughout the state. We also secured the help of the local NAFSA chapter, the Society for International Development, the Pacific and Asian Affairs Council, the United Nations Association, and other internationally oriented organizations.

In order to obtain funds for our programs, international students became involved in student government and became influential enough to obtain the release of a percentage of all students' activity fees as funds for our programs.

Our program is still in a state of growth but we are very encouraged. The fact that we now have a statewide program as well as the cooperation of the different organizations is a success in itself.

A few of our programs are summarized below:

INTERNATIONAL ORIENTATION PROGRAM

This program served to introduce the newly arrived international student to the community. The objective was to provide an environment in which members of the community and the foreign students could interact and get to know each other as individuals. For three days, students and community members lived together, played together, and worked together. It is difficult to say how successful this program was, but we are pleased enough with it that we will do it again next year.

SOCIAL AND CULTURAL PROGRAMS

International students from Nigeria, Japan, Malaysia and India organized, at different times during the last eight months, cultural entertainment to celebrate their different holidays. Again, the international organizations helped in securing the participation of the community.

Our most successful cultural program, however, was our international festival. Students from each country represented at the University prepared a tent in which they presented their country the way they see it. Art, music, food, etc., was displayed and the response was great. About six thousand persons participated in this one day program, and the success of the program can be measured by the fact that we received letters of congratulations from both the Governor of the State and the Mayor of Honolulu.

LANGUAGE IN ACTION

The objective of this program is two-pronged. A) It exposes local and foreign students to each other. B) It helps the students in their studies. The idea is for an American student who might be studying a particular language, eg. Japanese, to receive tutoring from a national of that country. On the other hand, a Japanese student having problems with English would receive tutoring from an American student. This program is voluntary and free of charge. At this stage it is still too early to say how successful it will be. We are, however, encouraged by it and will continue to push it along.

INTER-ISLAND EDUCATIONAL PROGRAM

This program works through the different high schools. International students serve as resource guests or speakers in the classes or at conference. A history class, for example, studying Latin America, may request that a student from Latin America be made available to speak to them. This has been very successful. We hope to expand it even more.

HOUSING

One of the more serious problems we face here is the shortage of housing, and the high rents. In order to alleviate this problem, the International Students Association encourages renters to inform us when vacancies are available. The student can, therefore, come to the Association office and receive some help in finding a place to stay.

FINANCIAL ASSISTANCE

Some money is made available in the form of loans up to fifty dollars, and in severe cases, to one hundred dollars, with extremely easy repayment conditions through the International Students Association. Needless to say, this has been a success.

In Hawaii, we are very proud of our program, yet we know that we have to continue to produce more and better ones if we are to convince the local governments that they should continue to encourage more international students to attend their colleges and universities. Not only do the international students benefit by being here, but also the community who has at its disposal a rich reservoir of culture from all over the world.

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FOREIGN STUDENT TUITION RATE FOR THE UNIVERSITY OF TEXAS SYSTEM
(Draft copy)
by Parviz Hadavi

On June 25, 1968 a telephone call from Austin (the state capitol) was received by Mr. Ron McClusky, President of the Student Asscciation at UTEP informing him that there was a bill in the House of Representatives concerning an increase in tuition for the foreign students attending the University of Texas system.

This increase amounted to \$40 per credit hour, however it did not include the foreign students from Mexico. It was pointed out that the UTEP student association was against any such tuition hike for the foreign students. If the tuition was to be increased, it should have been increased for all foreign students. However, this bill was killed, and the tuition remained the same until 1970.

In the fall of 1970, another bill was introduced and it called for a substantial increase in tuition for the foreign students, and American non-residents. The proposed tuition increase amounted to \$300 (\$200 to \$500 per semester).

During the month of December of 1970, the anti-tuition hike movement of the foreign students in the state of Texas was getting under way. Our first correspondence was with the International Student Organization at the University of Houston, and the movement was actually initiated by the University of Houston Organization.

Thru correspondence and other communication with other University of Texas system campuses, it was decided that different foreign student organizations collect signatures for a petition against tuition increase separately, and also contact the local members of the House of Representatives. At the same time, a Federation of International Students Brief, concerning, "Proposed Tuition Hike" was prepared, and distributed to the members of the House of Representatives.

The UTEP campus at this time had an enrollment of approximately 10,000 students, and a foreign student enrollment of 507, which comprised approximately 5% of total student body population. 60% of the foreign students signed this petition, and in addition the signatures of approximately 2000 American students who were against any increase in tuition were added to this petition. Local members of the House were contacted, and an appointment with the Governor of Texas was made by the presidents of I.S.O. and the student association.

The Federation of International students brief pointed out the importance of international education, and the financial difficulties of the foreign students (a copy enclosed). This movement resulted in the establishment of a special foreign student category with the tuition rate being slightly higher than resident rate, but considerably lower than non-resident rate. This actual increase for foreign students was negligible.

THE FEDERATION OF INTERNATIONAL STUDENTS
BRIEF

(concerning proposed tuition hike)

University of Houston
University of Texas, Austin
University of Texas, El Paso
University of Texas, Arlington
Texas A & M University
Texas Technological University, Lubbock

The Federation of International Students strongly urges you to support its efforts against any proposed tuition hike for international students in the institutions of higher learning in the state of Texas.

- (1) International students are not eligible for employment during the academic year. The tuition increase will be a great financial burden on them, jeopardizing their future educational opportunities.
- (2) The presence of international students is one essential element for a true academic and cultural environment. In this day and age, it is necessary to learn and to live with our fellow man in this troubled world.
- (3) Few of the international students, who can afford to rely on their financial resources from overseas, are limited by foreign exchange restrictions. However, most international students can ill-afford even that limit imposed upon them due to foreign exchange.
- (4) Any drastic increase in tuition, as being proposed, would essentially result in forcing these young international men and women to discontinue their educational endeavors in this state since their resources are limited and are geared to the present rate of tuition.

Furthermore, we urge your support in this matter since we believe that it is in the best interests of both the residents of Texas as well as the international students; that we keep these avenues of good-will open by encouraging a continuous flow of international students in our institutions of higher education. This becomes much more desirable in view of the following:

- (1) The Texans spend billions of dollars through the federal avenues on both international economy and military aid. What better vehicles can we find other than the very ambassadors from those countries in our universities and colleges? These are the very international students whose continued existence is at stake.

- (2) Texas has its entire southern border with Mexico and it can ill-afford to choke off the flow of international students in our colleges and universities whereas our economic, political and, to a great degree, social progress is intertwined with the international world.
- (3) Texas is becoming a great industrial state with Houston ship channel being the third largest in the United States. We urge you to support this cause in the name of the economic growth of Texas.
- (4) Any proposed increase in international students' tuition fees would not amount to more than 1/2 of 1% even at the largest institutions in this great state of Texas. Is that amount sufficiently large enough to justify making the higher education of your sons and daughters lacking in a very important cultural aspect of college education?

In the name of international fellowship and understanding, we ask for your support in this matter of great cultural importance and yet of insignificant economic importance to the state of Texas; that you lend your full strength and support to us in defeating any such attempt to raise the fees for international students at this time or later.

ORGANIZING TO FUND STUDENT INTERNATIONAL PROGRAMS AT KSU
(and some "Fallout")

At KSU, essentially all funding of campus international programs involving foreign students is done by Student Government (SGA) through its Director of International Activities and International and National Student Associations. The Center for Student Development (CSD) is responsible for paying the lease on the International Program Center (I-Center), which was founded by and is leased from the KSU United Ministries, and the salaries of the I-Center staff--the FSA and his secretary. The CSD does not, however, allocate funds for "programming."

Since the admission of graduate students (almost all KSU foreign students are graduate students) to SGA, the graduate school had consistently failed to fill its complement of seats in the Student Senate. Graduate interest in SGA was so low as to be almost nonexistent. In fact, the only graduate student who was regular in attending and working with SGA at this time was a foreign student.* He and an energetic American student* who worked as Director of International Affairs in the Student Body President's Cabinet were able to secure funding of around \$1,000 per year (as opposed to a few hundred dollars in previous years) for student international programming on the campus.

This encouraged the international group to elect five international students (four foreign students and a returned Peace Corps Volunteer) to the Graduate School seats on Student Senate in 1970.** With "progressive" undergraduates they formed an informal coalition which managed to elect one of the allied undergrads as Senate Chairman. While not a majority, this was the most cohesive and influential group in the Student Senate. The International Student Community had also secured promises from all of the candidates for Student Body President to allow them to select the student who would serve as Director of International Affairs in his cabinet. With the influence thus acquired, funding was tripled to over \$3,000 for 1970-71.

When it came time for elections for the 1971-72 school year, the graduate school senators, (International Students), being older and more experienced, were prime movers and strategists in forming the Humanity Party, a coalition of "Radicals," Blacks, and International Students. The party lost the office of Student Body President, but carried all but three of its Senatorial candidates into office, electing 18 members of a 45 man body. Allied with "liberal independents," the international group again headed a coalition which was now a clear majority in Student Senate.

While this group did not greatly increase direct allocations to International Programs, it did drastically alter the funding patterns in Student Senate by decreasing services to all students. Student Senate hired a lawyer to serve as

*Sardar Y. Singh and Maureen Shaffer.

**Partial credit for the idea of involving ourselves in "American Student Activities" must be given to a NAFSA evaluation report by Gene Smith of the University of Colorado.

student legal adviser (he is now available free for consultations with all students including, of course, foreign students), funding a teacher-course evaluation, establishing a drug education center, funding college councils directly, cutting all non-contractual spending for athletics, etc.

The greatest ultimate benefit of the "KSU model" probably is not the funding for International Programs per se, but rather "fallout" from the fact that it was the maturity and experience brought by the Internationals that allowed the American Students to make the impacts they wished on the priorities and policies of Student Government--particularly with respect to the way in which the yearly \$500,000 activity fee money is allocated as well as on American perceptions of foreign students. The Internationals in Senate are no longer seen just as strange people or as pushers of pet projects, but as concerned allies and trusted advisors in a two year battle to overhaul Student Government to more fully meet the needs of a broader spectrum of the student community.***

It is not our intent to suggest that such a "political" approach can solve, by itself, the problems of financing or international communication on a campus--only that it has been a most effective part of International Student efforts on the K-State campus, can be executed independent of "staff support," and should prove valuable wherever favorable conditions exist. Some conditions needed to successfully use this approach are:

1. Students in the International Community with interest and ability who are willing to work hard and long for general "humanitarian" ideals of broad interest in addition to the special interests of the International Community.
2. A group of American students of similar "philosophical persuasion" with whom to ally.
3. A relatively large and cohesive international student community which is helpful but not necessary. For example, the international enrollment at KSU is larger than the margin of victory for the last student body president, contains the vast majority of voters in the graduate school who actually vote, and is the only organized group in the Graduate School large enough to exert electoral pressure.
4. The Student Government must be relatively free to act. A Student Government empowered only to name student representatives to committees and arrange homecoming activities might not be worth the effort.

Another advantage of such "political power" is that the international community can exert pressures independent of the Foreign Student Office. Direct contact with the FSA's superiors can exert pressures that will make his superiors more aware of the International Community without the FSA having to continually raise issues to his "bosses" and run the risk of being labeled a "pest."

***Vassili, for example, is not primarily known as "the Greek," but rather a person (he happens to be a PhD candidate in Economics) who did vital work on the Finance Committee in 1970-71 and is doing equally good work on the Union Governing Board (1971-72).

Another advantage of active involvement of the international community in governance is an enhanced "self concept." One feels somehow better knowing that members of one's most immediate peer group have some real power on the campus and easy access to "people in high places."

The following persons have been involved in this effort and could answer questions in more detail:

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