

A STUDY OF SIGNIFICANT ELEMENTS IN THE ON-THE-JOB
BEHAVIOR OF COLLEGE AND UNIVERSITY
FOREIGN STUDENT ADVISERS

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
RICHARD E. MILLER

1968

TR0013

MICHIGAN STATE UNIVERSITY
~~XXXXXXXXXXXXXXXXXXXX~~
EAST LANSING, MICH. 48824

LIBRARY
Michigan State
University



RETURNING MATERIALS:

Place in book drop to
remove this checkout from
your record. FINES will
be charged if book is
returned after the date
stamped below.

--	--	--

PRESENTED TO THE
MICHIGAN STATE UNIVERSITY

BY Dr. Mary Leichte

ACKNOWLEDGEMENTS

The writing of this dissertation has been a demanding but rewarding experience which will prove of inestimable value to the writer in helping to confirm a life long pattern of self-discipline and striving for academic excellence. An accomplishment of the dimension required in writing a dissertation exemplifies the teamwork of a community of scholars which is necessary if it is to have enduring quality. I wish to express my sincerest gratitude to those individuals who performed so well as the advisory team for my endeavor.

My sincerest appreciation is due to Dr. James W. Costar, my major professor and doctoral committee chairman, whose distinguished guidance, insight and understanding were a constant source of strength and encouragement enabling me to press vigorously for the highest standards of quality. I wish to thank each of the members of my committee for his helpful and timely counsel, encouragement, and suggestions: Dr. Walter F. Johnson, Dr. Hideya Kumata, Dr. Mary M. Leichty, Dr. Cole S. Brembeck. I feel extremely fortunate to have had the privilege of working with such a capable and conscientious committee.

Among the several professional colleagues to whom I owe a debt of gratitude for their faithful assistance in gathering data and consultation are: Dr. M. Robert B. Klinger, Director of the University of Michigan International Center; Dr. Virgil Loughheed, Foreign Student Counselor at Wayne State University; and Dr. Victor Dahl, Assistant Director of International Programs at Portland State College.

I greatly appreciate the support and interest of the National Association for Foreign Student Affairs and particularly the officers

and staff: Albert G. Sims, president 1967-68; Dr. Clark Coan, president 1968-69; Hugh Jenkins, Executive Director; and Mrs. Charles Bang, Director of NAFSA Field Services.

The support and interest of Michigan State University's International Programs and Institute for International Studies in Education were also very helpful in the completion of this research as part of a larger unit of research. August G. Benson, Foreign Student Adviser, has been my colleague in this endeavor, and I deeply appreciate his faithful support and assistance and wish him good speed in the completion of his related dissertation.

The neatness and orderliness of this dissertation are due to my secretary Mrs. Gloria Brinks who sacrificed so many evenings in typing the manuscript. My sincerest thanks to her for the supreme measure of dedication she showed in working for accuracy and perfection.

I would also like to thank Dr. Sheldon Cherney, Dr. Floyd Parker, and Dr. Armand Hunter of Michigan State University, Continuing Education Service, for their continued interest and encouragement throughout the past year which helped me to sustain a concerted effort.

Finally, there are the Foreign Student Advisers, faculty members and administrators in the many universities which cooperated in this study. They are too numerous to name, but I am grateful for their willingness to share of their insights in the hope of bringing further insight to the field of foreign student advising.

ABSTRACT

A Study of Significant Elements in the on-the-job Behavior of College and University Foreign Student Advisers

Richard E. Miller

The enrollment of foreign students in U.S. colleges and universities has increased from under 10,000 in 1940-41 to over 100,000 in 1966-67.¹ The rate of increase of foreign students has been rapidly accelerating since the end of World War II, and leading United States educators anticipate the continuation of this trend.²

This large influx of students from other countries, particularly from those countries which have greatly different cultures from that of the U.S., has confronted U.S. colleges and universities with new demands and challenges to meet the unique needs of these students. The typical response has been to appoint special personnel to work with foreign students in meeting their needs. These Foreign Student Advisers (or persons bearing similar titles) have generally assumed their positions without any written job description. The criteria for appointing Foreign Student Advisers has been equally vague.

-
1. Open Doors, 1967, The Institute of International Education, New York, June, 1967.
 2. The College, The University and the Foreign Student, Committee on the Foreign Student in American Colleges and Universities, New York, 1963, p. 1.

The Problem

The problem today is the confusion and ambiguity regarding the job of the Foreign Student Adviser. While he has a professional organization (NAFSA) to relate to, his own role within the organization and within his own institution is unclear. The responsibilities of Foreign Student Advisers vary greatly between universities, including different status within the university, different kinds of inner-university relationships with faculty and staff, and different objectives of their programs for foreign students.

There is much discussion currently focusing on the development of foreign student advising as a profession. This study takes no position on this issue. However, it does make a detailed study of one particular area of the Foreign Student Adviser's performance from which some conclusions are drawn related to the issue. The central problem investigated in this study was:

Which of the many aspects of the Foreign Student Adviser's on-the-job behavior do the Foreign Student Advisers themselves perceive to be significant in facilitating the academic progress and/or personal development of the foreign students enrolled at their institutions.

✓ Use of the Critical Incident Technique

The CRITICAL INCIDENT TECHNIQUE¹ was the primary research tool used in this study, serving both as the method of collecting the data and as an

1. John C. Flanagan, "The Critical Incident Technique," Psychological Bulletin, Vol. 51, No. 4, July, 1941, pp. 327-358.

instrument for analyzing the data. It is a technique that has been used increasingly in studying the on-the-job performance of individuals in specific occupations and to gain a description of their behavior vis-a-vis a list of typical activities or characteristics of the job.

The CRITICAL INCIDENT TECHNIQUE provides a means of studying Foreign Student Adviser behavior in spite of the lack of uniformity of stated objectives among colleges and universities regarding their programs for advising foreign students. Each of the 48 Foreign Student Advisers in this study had at least one year of experience in the profession and was considered to be a qualified observer to report critical incidents involving his own behavior which he perceived as having a significant effect on the academic progress and/or personal development of foreign students at his institution. No criteria or standards of effectiveness were imposed upon the 48 reporting Foreign Student Advisers by the researcher, but each Foreign Student Adviser used his own perspective and judgment in selecting and reporting "significant"¹ incidents.

All critical incidents were gathered by the researcher via personal interview with each of the 48 Foreign Student Advisers. This improved the quality and number of the incidents which were reported.

Summary of the Main Finding of the Study

This study revealed 203 distinct critical elements or behaviors of Foreign Student Advisers which the responding Foreign Student Advisers

1. The word "significant" was used in place of "critical" in the communications with the Foreign Student Advisers. This is a common procedure in the use of the CIT which avoids the tendency of the respondent to think of only the crisis-type incidents.

perceived as having a significant (satisfactory or unsatisfactory) effect on the academic progress and/or personal development of foreign students. This large number of different behaviors indicates something of the tremendous diversification and complexity of the Foreign Student Adviser's job .

The 203 distinct behaviors were grouped into 16 critical areas of similar behaviors. The captions for these 16 critical areas are:

- I. Administered Foreign Student Adviser's Office
- II. Consultant and Advisory (Internal Communications)
- III. Planning and Program Development
- IV. Academic Guidance Program
- V. Financial Guidance Program
- VI. Immigration (INS) Expert
- VII. Interviewed Student
- VIII. Personal Counseling Services
- IX. Referral Services
- X. Gives Advice to Foreign Students
- XI. Coordinated Community Relations
- XII. Foreign Student Activities
- XIII. Gathering Information
- XIV. Relations with Outside Agencies
- XV. Emergency Situations
- XVI. Miscellaneous Personal Services

The primary purpose of this study was to identify those functions (on-the-job behavior) of the Foreign Student Adviser which, if performed in an effective manner, have a significant effect on the successful

performance of his job. In meeting this purpose, this study has revealed the following information:

There are approximately 200 significant common functions which are performed by most Foreign Student Advisers. These functions may be grouped into 16 areas of similar-type behavior.

Foreign Student Advisers have contacts with a large number of categories of persons (at least 53 different categories) in the performance of their jobs.

Foreign Student Advisers must have many specific skills and proficiencies to satisfy the extremely divergent demands of their position.

Some types of Foreign Student Adviser behavior are more common than other types of behavior.

A secondary purpose of this study was to develop some generalizations regarding which functions Foreign Student Advisers tend to perform most effectively, and which functions they tend to perform least effectively.

In meeting this purpose this study has provided the following information:

Foreign Student Advisers tend to perceive of themselves as being much more effective in areas where they work primarily in direct relationship with people than in areas where they work more with ideas, programs, or organizational structures.

Foreign Student Advisers tend to perceive of themselves as being least effective in functions involving the academic advising of foreign students.

Foreign Student Advisers tend to perceive of themselves as being more effective in working with non-university persons and agencies than with university personnel.

Foreign Student Advisers tend to perceive of themselves as being more effective as they gain experience in their field.

A STUDY OF SIGNIFICANT ELEMENTS IN THE ON-THE-JOB
BEHAVIOR OF COLLEGE AND UNIVERSITY
FOREIGN STUDENT ADVISERS

By

Richard E. Miller

A THESIS

Submitted To

Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

College of Education

Department of Counseling, Personnel Services
and Educational Psychology

1968

TABLE OF CONTENTS

CHAPTER	PAGE
I INTRODUCTION TO THE STUDY	1
A Brief History of Foreign Student Advising in the U. S.	2
Statement of the Problem	4
Importance of the Study	7
Basic Assumptions	8
Approach to Design of the Study	10
Scope and Limitations of the Study	11
Definition of Terms	13
Organization of the Thesis	15
II SURVEY OF RELATED LITERATURE	18
General Studies of Foreign Students in the U. S.	19
Orientation	25
Adjustment Problems of Foreign Students	28
Academic Adjustment and Achievement	34
Studies of Selected Nationality Groups	37
Administration of Foreign Student Affairs in U. S. Universities	42
Major Contributions to the Study	52
Literature Related to the Critical Incident Technique	60
Origin and Development of the Technique	60
Applications of the Technique	63
Use of the Critical Incident Technique in the Field of Education	66
Discussion of Previous Research	72
III METHODOLOGY AND PROCEDURE	74
Introduction	74
Selection of Method	74
The Sample	75
Developing the Critical Incident Report Form	78
Establishing the General Aim of Foreign Student Advising	78
Procedures and Criteria for Developing CIT Report Forms	80
Request for Personal Data on Respondents	82
Revision of the Original Report Forms	82
Collecting the Data	83
Procedure for Interviewing Foreign Student Advisers	85
Classification of Critical Incidents Into Categories of the Foreign Student Adviser's Responsibility	86
Description of Categories of Foreign Student Adviser Responsibility	88

Development of Critical Areas	96
Transferring Data from Critical Incident Report Forms to Work Sheets	96
Development of Work Sheets	97
Grouping of Critical Elements Into Critical Areas	100
Summary of the Results of Each Phase of Development of Critical Areas	104
Tabulations	106
Summary	106
 IV ORGANIZATION AND ANALYSIS OF THE DATA	 109
Introduction	109
I. Characteristics of the Responding Foreign Student Advisers and Their Universities	110
General	110
Personal Data on the 48 Foreign Student Advisers	114
II. Analysis of FSA Critical Incidents Reports	119
Reviewing the General Aim of Foreign Student Advising	120
Critical Incidents Reported and Categories of FSA Responsibility	121
Critical Incidents Reported by Foreign Student Advisers with 10 Years or More of Experience or with Less than 10 Years Experience	124
Critical Incidents Reported by Foreign Student Advisers According to Size of Foreign Student Enrollment	127
Summary	130
III. Critical Elements and Critical Areas	131
Implications of Critical Elements	133
Occurrence of Critical Elements in Critical Incidents	136
Significance of this Material	136
Discussion of the Critical Areas of FSA Behavior	156
 V ANALYSIS OF SUPPLEMENTARY DATA	 170
Introduction	170
Categories of Persons Whom the Foreign Student Adviser Contacted	170
University and Non-University Contacts	172
Satisfactory and Unsatisfactory Relationships Between Foreign Student Advisers With the Types of Persons With Whom They Came in Contact	176
Major Categories of Persons Contacted by Foreign Student Advisers and Critical Areas of FSA Behavior	178
Analysis of the Returns by Size of Foreign Student Enrollment	182
Relationship of Critical Areas of Behavior to the Categories of Foreign Student Adviser Responsibility	189
Male and Female Foreign Student Advisers	197
Summary	200

VI	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	202
	Introduction	202
	Description of the Study	202
	The Problem	202
	Use of the Critical Incident Technique	204
	Design of the Study	205
	Summary of the Main Findings of the Study	206
	Critical Elements and Critical Areas	206
	Satisfactory and Unsatisfactory Behavior	210
	Summary of Supplementary Findings	211
	Evaluation of the Main Findings	215
	The Findings and Purposes of the Study	215
	Usability of the Findings	216
	Limitations of the Study	218
	Evaluation of the Critical Incident Technique	219
	Conclusions	222
	Implications of the Study	229
	Discussion	236
	 BIBLIOGRAPHY	 246
	 APPENDICES	 259

LIST OF TABLES

TABLE	PAGE
III-1 Dispersion of Critical Incidents Among the Foreign Student Adviser's Categories of Responsibility	88
III-2 The Development of Critical Areas from Critical Elements	105
IV-1 Sources of Critical Incidents	113
IV-2 Titles of Foreign Student Office Staff Members	115
IV-3 Characteristics of the 48 Foreign Student Advisers Grouped By Size of Foreign Student Enrollment	117
IV-4 Percent of Perceived Satisfactory-Unsatisfactory Critical Incidents in Each of the FSA Categories of Responsibility	123
IV-5 Critical Incidents Reported in Each Category of FSA Responsibility for FSA's with 10 Years or More of Experience and for FSA's with Less than 10 Years of Experience	126
IV-6 Critical Incidents Reported in Each Category of FSA Responsibility According to Size of Foreign Student Enrollment	129
IV-7 Critical Areas of Foreign Student Adviser Behavior	135
IV-8 Effective and Ineffective Performance of the Critical Elements in Each Critical Area	137
V-1 Categories of Persons with Whom the FSA Came in Contact as Reported in the Critical Incidents	173
V-2 Percentage of Each Type of Person Represented in the 12 Major Categories with Whom the FSA Came in Contact in Each of the 16 Critical Areas	175
V-3 The Twelve Major Categories of Persons Whom the FSA's Contacted as Recorded in Satisfactory or Unsatisfactory Elements	177
V-4 Nine Critical Areas and Number of Categories of Persons Contacted in Each	178
V-5 Other Categories of Persons Whom the Foreign Student Adviser Contacted	179
V-6 Distribution of the Critical Elements in Each of the 16 Critical Areas	183

TABLE		PAGE
V-7	Distribution of the Critical Elements Among Critical Areas By Size of Foreign Student Enrollment Group	185
V-8	Comparison of Satisfactory and Unsatisfactory Elements in Each Critical Area According to Size of Each Foreign Student Enrollment Group	187
V-10	The Percent of Critical Elements From Each Critical Area Involved in Each Category of Foreign Student Adviser Responsibility	193
V-11	The Percent of the Critical Elements in Each Category of Foreign Student Adviser Responsibility Involved in Each Critical Area of Foreign Student Adviser Behavior	196
V-12	A Comparison of Satisfactory with Unsatisfactory Critical Incidents as Reported by Male and Female Foreign Student Advisers and Distributed Among the Categories of FSA Responsibility	198
V-13	A Comparison of the Number of Critical Incidents Reported By Male and Female FSA's as Distributed in the Categories of FSA Responsibility	199

CHAPTER I

INTRODUCTION TO THE STUDY

The continuous increase in the number of foreign students enrolled in United States colleges and universities, over 100,000 for the 1966-67 academic year, has been one of the most dynamic developments in higher education in the United States in the past two decades. Although the rate of growth may slow down at some time in the future, it is now generally believed that the foreign student population in the United States will continue to increase consistent with the policies of our colleges and universities regarding admission of foreign students.

In 1962, the National Association of Foreign Student Advisers (NAFSA), under a grant from the Dean Langmuir Foundation, appointed a national ad-hoc committee of distinguished educators to set forth their recommendations for an immediate strengthening of foreign student exchange programs at American institutions of higher education. The committee, under the chairmanship of E. G. Williamson (Dean of Students at the University of Minnesota), forecast a continuing acceleration of foreign students studying in the United States:

The third point is that the international commitments of the American college and university are permanent; they are not merely here to stay, but here to increase. This means they can no longer be dealt with on an ad-hoc basis.⁽¹⁾

At the time of the committee report, the Institute of International Education's (IIE) annual report on international exchange² accounted for

1. The College, The University and the Foreign Student, Committee on the Foreign Student in American Colleges and Universities, New York, 1963, p. 1.

2. Open Doors 1963, The Institute of International Education, New York, June, 1963.

77,792 foreign students studying in United States colleges and universities. Just four years later, IIE's census report¹ listed 100,262 foreign students in the United States. These figures, verifying the accuracy of the Committee's earlier predictions, have strong implications for foreign student advising in United States institutions of higher learning. In most of these institutions one or more persons have been hired to advise and counsel foreign students. The primary concern of this study is focused upon the significant aspects of the behavior of the Foreign Student Adviser within the structure of his university, particularly as it is perceived to relate to the academic process of the foreign student.

A Brief History of Foreign Student Advising in the U. S.

Foreign student advising in the United States is of more recent origin than College Student Personnel work as a special aspect of education. Although the first adviser for foreign students (Arthur R. Seymour) was appointed at the University of Illinois in 1907,² it was not until after World War II that foreign student advising in the United States had its greatest growth. Only thirteen of the 197 institutions of higher learning which now enroll one hundred or more foreign students had Foreign Student Advisers prior to World War II.³

1. Open Doors 1967, The Institute of International Education, New York, June, 1967.
2. News Bulletin, Institute of International Education, 24:45, January, 1949.
3. M. Robert B. Klinger, "A History of Non-Governmental National Services in Behalf of the Foreign Student in the United States," 1960, pp. 7-8 (Unpublished).

In 1960, Homer D. Higbee¹ surveyed the status of foreign student advising in the U. S. and found that only 16 of the 679 Foreign Student Advisers who responded to his questionnaire had been in foreign student work prior to 1940.² The following Table gives a good overview of the numerical expansion of foreign student advising in the United States during the period from 1940-1960.³

TABLE I-2
DATES OF ENTRY INTO POSITION OF FOREIGN STUDENT ADVISER

Year Became Foreign Student Adviser	Number	Percent
1940 and before	16	2.4
1940 - 1945	25	3.7
1946 - 1950	127	18.7
1951 - 1952	59	8.7
1953 - 1954	64	9.4
1955 - 1956	107	15.7
1957	66	9.7
1958	81	11.9
1959	105	15.6
1960*	6	.8
No Answer	23	3.4
Total	679	100.0%

*The Survey was taken in 1960, and therefore the figures are incomplete.

Another significant finding of Higbee's study was that: "Forty-two

1. Homer D. Higbee is currently Assistant Dean of International Programs, in charge of Educational Exchange, at Michigan State University.
2. Homer D. Higbee, The Status of Foreign Student Advising in United States Universities and Colleges, East Lansing, Institute of Research on Overseas Programs, 1961.
3. Ibid., p. 3.

percent of the respondents reported that they were the first Foreign Student Advisers to be appointed at their respective institutions."¹

The National Association of Foreign Student Advisers (NAFSA), now The National Association for Foreign Student Affairs, was founded in 1948 as the professional organization for those persons having specific responsibility in this field. Since its founding, NAFSA has been primarily an organ for professional expression and development of Foreign Student Advisers. However, its growing membership now includes a diversified group of people from many disciplines and private life who have a common interest in foreign students studying in the United States. A recent addition to NAFSA includes persons who have responsibility for American students studying overseas.

Statement of the Problem

The problem to be investigated in this study stems from the historical development of the profession. Several sociological factors have combined to create the need for Foreign Student Advisers or their equivalent, but universities have done little to establish a clear description of either their professional role or preparation.

Factors influencing the development of the Foreign Student Adviser position include: 1) the tremendous diversity of the membership of NAFSA; 2) the mushrooming enrollments of foreign students at United States colleges and Universities; 3) the divergent interests, backgrounds, and goals of foreign students; 4) the varying structure of student personnel services within United States universities; and 5) the varying

1. Higbee, op. cit., p. 3.

expectations of the Foreign Student Adviser held by the administration, the faculty, and the foreign students themselves.

Most American colleges and universities have concluded that foreign students have problems and concerns related to attainment of their educational goals that are different - some in kind and some in degree - from those of American students. They have appointed someone on their staff to serve as Foreign Student Adviser, usually without any job description. The Foreign Student Adviser's duties vary greatly among institutions, often due to the fact that some institutions admit foreign students to their programs even though they do not have clearly defined admission policies or programs for those interested in international education. As a result, the institution often appoints someone to fill the Foreign Student Adviser position who lacks an interest in and qualifications for this unique assignment.

The problem is well illustrated within the NAFSA organization itself. Although NAFSA does not give an official membership number, the annual directory¹ lists approximately 5500 individual persons and 2100 institutions which have a continuing affiliation with the organization. Foreign Student Advisers comprise less than 20 per cent of the individual listings, and it is estimated that less than half this number are active in the organization. Within NAFSA there are now four separate interest groups: Community Section (COMSEC); Admissions Section (ADSEC); English Language Section (ATESL); United States Students Abroad (USSA). Each of these sections has subsections for those with more particular

1. The NAFSA Directory 1966-67, Washington, D. C., The National Association for Foreign Student Affairs, November, 1966.

interests. The peculiarity of the structure is that there now exists no section for Foreign Student Advisers - the original founders of the organization. Some have argued that there is no need for an additional group since NAFSA is already so proliferated. Others have argued that the reason no such section exists is the lack of identity among the Foreign Student Advisers themselves.

There does, however, seem to be a general consensus among NAFSA members that the major objective of the Foreign Student Adviser is to assist foreign students in attaining their goals.¹ It has not been verified that college and university administrators agree. Lack of communication between the Foreign Student Advisers and their administrators has often resulted in confusion regarding the Foreign Student Adviser's role. A prerequisite for the development of a clear definition of the Foreign Student Adviser's role is that the Foreign Student Adviser and the administration of his institution concur on how the functions of the Foreign Student Adviser relate to the academic progress of foreign students and attainment of their professional goals.

This study is an attempt to investigate one aspect of this total problem. The central question is:

What do Foreign Student Advisers perceive to be the significant aspects (elements) of their own on-the-job behavior which may affect the academic progress and/or personal development of foreign students.

If this question can be thoroughly investigated and several meaningful

1. The writer constructed the research design to check on this apparent consensus and found it to be accurate. Chapter III relates to how the check was accomplished.

hypotheses developed, future study of the role of the Foreign Student Adviser in the university may be more feasible.

Importance of the Study

This study is intended to identify the "critical areas" of the Foreign Student Adviser's behavior on the job as perceived by the Foreign Student Adviser himself. Up to now educators have been able to do little more than intuit those aspects of the Foreign Student Adviser's work related to the academic progress and personal development of foreign students. Foreign student advising, as a profession, has experienced little growth in relation to other aspects of the academic milieu of the university. Historically, foreign student advising has lacked the intellectual rigor and discipline necessary in order to apply scientific principles towards its own development. Higbee wrote:

The whole area of thought about the role of the Foreign Student Adviser and the program he should provide is transfixed in what might be called suspended animation. Great energy is expended to identify a satisfactory role, but there seems to be a barrier to thinking beyond a certain point.⁽¹⁾

Presumably any barriers to the development of foreign student advising are deep-rooted and stem from many sources. They will not be easy to overcome. There may be a psychological barrier to meaningful research in the role of the Foreign Student Adviser which stems from a defensive posture toward "examining" or "evaluating" their performance. The technique employed in this study has the potential for getting at primary data concerning what the Foreign Student Adviser does which he considers significant without asking him to identify it directly.

1. Higbee, op. cit., p. 35.

Previous studies and articles have tried the approach of asking the Foreign Student Adviser what he does, and invariably reaped an accumulation of statements about what the Foreign Student Adviser thought he should be doing.

As the Foreign Student Adviser is willing and able to apply priorities and alter his program accordingly, he can improve the effectiveness of his work and increase his professional competence in contributing to the university's involvement in international educational exchange. This increased professional competence, together with a concern for the larger context of higher education, will enhance his ability and interest in developing a more creative philosophy for foreign student advising. Ultimately, the Foreign Student Adviser can become an important part of the international activity team at his university.

Basic Assumptions

1. The work (on-the-job behavior) of the Foreign Student Adviser can be studied in a scientific manner. Even though the duties and responsibilities of Foreign Student Advisers vary greatly throughout the United States, there are enough common elements of the job to make a study worthwhile. This does not preclude studying specific differences within or between universities.
2. The Foreign Student Adviser's primary purpose is to facilitate or expedite the academic progress of foreign students, and secondly, to assist foreign students in attaining personal development goals. Although there may be some difference of opinion as to whether the Foreign Student Adviser is the agent of the institution or the agent of the foreign student, he attempts to foster the goals which

apply to both the student and the institution. In 1955, the Committee on Educational Interchange Policy (CEIP) identified several such goals which are still applicable today:¹

- a) To foster the general advancement of knowledge for its own sake and for the benefit of mankind.
 - b) To help each individual through education achieve his fullest potential.
 - c) To increase international understanding both through scholarly effort and through association in an international community of scholars.
 - d) To contribute to the development of other nations through the education of their students.
 - e) To enhance the international dimension of the education of United States students and the United States community in general through close association with foreign students, and by using foreign students as resources for appropriate classes, club programs, etc.
 - f) To fulfill the obligation to cooperate with the United States Government and other influential national agencies in achieving their international goals.
 - g) To help fill staff needs from student assistant and graduate research assistant to professor and research scholar which are difficult to meet from United States sources.
3. The work of the Foreign Student Adviser is related to a broader pattern of university involvement in international education.²
 4. The Foreign Student Adviser will have potential to contribute to the stated objectives of the university in proportion to the clarity with which his own role is explicated (or elucidated).³

1. Ivan Putman, Jr., "The Foreign Student Adviser and His Institution in International Student Exchange, Part I," in Handbook for Student Advisers, New York: National Association for Foreign Student Affairs, 1965.

2. Higbee, op. cit., pp. 2-3.

3. Ibid., pp. 3-5.

5. It is to the best interest of a foreign student program in a university to have the responsibilities of the Foreign Student Adviser expressed in writing by the university's administrators.¹
6. The Foreign Student Adviser is able to perceive the elements of his work which relate most closely to attaining his primary objective of facilitating the academic progress of foreign students and, therefore, he is able to define his role and to take steps toward improving services for the foreign students at his institution.

Approach to Design of the Study

This is the first of two related studies in which the CRITICAL INCIDENT TECHNIQUE will be used to identify those aspects of the Foreign Student Adviser's on-the-job behavior which are perceived by him to have a significant effect on the academic progress and/or the personal development of foreign students. In this study critical incidents will be gathered from 48 Foreign Student Advisers and analyzed in accordance with the CRITICAL INCIDENT TECHNIQUE as conceived and developed by Flanagan and his associates.²

The second study, conducted by August G. Benson, will use the same technique to analyze critical incidents from faculty members. The writer and Mr. Benson collaborated in gathering data. When one of the researchers visited a university campus, he interviewed both faculty members and Foreign Student Advisers. The two studies utilize different data in studying the same problem: 1) The first study analyzes critical

1. Higbee, op. cit., p. 9.

2. John C. Flanagan, "The Critical Incident Technique," Psychological Bulletin, Vol. 51, No. 4, July, 1941.

incidents gathered from Foreign Student Advisers, and 2) The second study analyzes critical incidents gathered from faculty members. Both studies seek to identify aspects of the Foreign Student Adviser's on-the-job behavior which have a significant effect on the academic progress of foreign students. Each study is complete in itself, but the second study will attempt to correlate the findings of the two.

Scope and Limitations of the Study

This study is limited in scope to 17 universities in a seven-state region of Midwestern United States.¹ All of the universities have at least one full-time Foreign Student Adviser and an enrollment of 200 or more foreign students. The results will therefore be primarily applicable to institutions having full-time Foreign Student Advisers and a foreign student enrollment of at least 200 foreign students.

The Critical Incident Technique is the primary research tool which will be used, serving as both the method of collecting the data and as a means of analyzing the data. Its limitations, which are applicable to this study, are discussed in detail in Chapter III. The Critical Incident Technique's main strengths are: 1) providing a means of obtaining primary data regarding the job of the Foreign Student Adviser in terms of behavior which is not generally limited by sampling procedures frequently applicable in other techniques; and 2) generating new hypotheses. However, the technique depends on the capability of the respondent to recall critical incidents accurately and his knowledge of the objectives of the activity. It also relies heavily upon

1. One of the universities is located in an Eastern state just outside the seven-state region.

subjective interpretation of the researcher in analyzing and utilizing the data.

This study is not an attempt to describe the complete role of the Foreign Student Adviser, but emphasis will be placed upon identifying those specific aspects (elements) of their own on-the-job behavior which Foreign Student Advisers perceive to have significant effect on the academic progress and/or personal development of foreign students. This does not imply that only procedures or functions of the Foreign Student Adviser involving foreign students were studied. All aspects relating to the ultimate success or failure of the Foreign Student Adviser's work which they thought might have a significant effect on foreign students' academic progress were included.

Generalizations resulting from this study are limited to associational types of conclusions. Beveridge points out the fallacy in research of implying causal relationships.¹

The most notorious source of fallacy in research is probably ... to attribute a causal relationship between what has been done and what follows, especially to conclude in the absence of controls that the outcome has been influenced by some interference.... Much the same logical fallacy is involved in wrongly assuming that when an association between two events is demonstrated, the relationship is necessarily one of cause and effect.

Consequently, conclusions or generalizations of a cause and effect type will not be developed in this study. The conclusions will be of the associational type. When two factors seem to be associated, the hypothesis is that such association is more likely to be true than untrue in any given situation.

1. W. I. B. Beveridge, The Art of Scientific Investigation, New York: W. W. Norton & Co., 1951, p. 111.

Definition of Terms

The following are definitions of important terms related to the Critical Incident Technique:

1. Incident. An event in foreign student advising on-the-job performance (behavior of the Foreign Student Adviser or equivalent in his daily work) involving one specific matter. It will have a cause, some action will take place during its happening, and it will have a result. It will involve the Foreign Student Adviser, one or more foreign students or faculty, etc. It may take place in an hour, it may consume several weeks from its beginning to its conclusion, or it may not come to a definite end.
2. Critical Incident. An incident which has had marked effect in either improving or hindering a foreign student's adjustment (academic progress or personal adjustment). The criteria for naming a critical incident are left to a competent observer. Thus, if a competent observer feels that an incident had marked effect, it is considered a critical incident.
3. Respondent or Observer. One who has sufficient experience in foreign student affairs to be familiar with the Foreign Student Adviser's job in general and the relationships with foreign students, faculty members, and other significant persons who have a role in foreign student work. The observer should have participated sufficiently in foreign student activities to be able to judge the effect of incidents on the academic progress or personal adjustment of the foreign student.
4. Element. A constituent part of an incident. An element is one specific procedure used by a Foreign Student Adviser during an incident. An incident may, and usually will, contain several elements.
5. Critical Element. Those elements which occur in critical incidents. Consequently, they are the elements which, if carried out in a particularly effective or ineffective manner, lead to judgments by observers regarding the effectiveness of the activity in which they occur.
6. Critical Area. A part of the duties or responsibilities of a Foreign Student Adviser which involves a number of related critical elements.

7. Non-Critical Elements. Those elements which do not occur in critical incidents. Consequently, they are elements which either bear little relationship to success in the total activity or in which there is almost no variability of performance from Foreign Student Adviser to Foreign Student Adviser. While the performance of these elements may be important in Foreign Student Adviser-foreign student relationships (or in other relationships which are part of the Foreign Student Adviser's work), such performance is not found in critical incidents. If these elements are important, it must be assumed that the performance of the element varies little from Foreign Student Adviser to Foreign Student Adviser and, thus, the element is not critical.
8. a priori Categories (Foreign Student Adviser Categories of Responsibility). Grouping of the critical incidents into one of the pre-established categories according to the content of the incident. The National Association for Foreign Student Affairs has published a set of Guidelines which lists eight categories which the work of the Foreign Student Adviser usually comes under. The writer has added three additional categories which also appear to be necessary.
9. a posteriori Categories (Critical Areas). Grouping of critical elements of Foreign Student Adviser's behavior into areas of similar behavior. The categories relate to functional areas of the analysis of the critical incidents. These will generally be referred to in this study as "Critical Areas."

The following definitions are of terms related to foreign student advising:

1. Foreign Student Adviser. A person officially designated or appointed(1) to the faculty or staff of a U. S. institution of higher education with full-time(2) responsibility for
 1. Usually by Board of Trustees or equivalent group, or by university administration.
 2. Only Foreign Student Advisers giving full time to Foreign Student advising are considered in this study. They may have other additional duties, such as adviser to American students planning to go overseas to study. Some universities have Foreign Student Advisers who are not on full-time basis, but they are not included in this study.

advising foreign students and for coordinating special services offered foreign students. The most frequent title for this person is "Foreign Student Adviser," but this may vary between universities. Other titles used are "Foreign Student Counselor," "Adviser to Overseas Students," "Dean of Foreign Students," "Educational Exchange Coordinator." His duties may vary widely from institution to institution, but generally he is responsible for coordinating foreign student services. In some institutions the Foreign Student Adviser may work alone, while in others he may have a professional staff, i.e., Assistant Foreign Student Adviser, Foreign Student Counselors, who carry out essentially the same functions. All professional members of the Foreign Student Adviser's staff will be considered as a Foreign Student Adviser since this allows for inter-university comparison of Foreign Student Adviser behavior. Therefore, the terms "Foreign Student Adviser" and "Foreign Student Adviser's Office" are interchangeable.

2. Foreign Student. Any citizen of a foreign country (and not a citizen of the United States) who is enrolled as a full-time student in a United States institution of higher education and is working toward a designated academic goal or degree.
3. Professional Peer. A member of the faculty or administration of the university in which the Foreign Student Adviser is employed, whose position and duties are such as to presumably make him a competent observer and judge of the effectiveness of the Foreign Student Adviser's performance.
4. Academic Progress. Progress of the student toward the educational goals he has set for himself, or must meet as requirements of the institution and/or the U. S. Immigration Service.
5. Function (on-the-job behavior) of the Foreign Student Adviser. That activity which is performed by the Foreign Student Adviser in fulfilling his position. It is not limited to those activities which are prescribed as being his "duties." It is anything which he does or says, or causes others to do or say, which in actual practice contributes to the fulfillment of his position.

Organization of the Thesis

In Chapter I the primary concern has been to define the problem being studied and to identify its scope and limitations. The basic assumptions relating to the study are briefly discussed, and the terms

pertaining to the Critical Incident Technique and foreign student advising are defined.

Chapter II is a survey of literature relating to the field of foreign student advising and to the Critical Incident Technique. The professional organization for Foreign Student Advisers (NAFSA) has begun to develop guidelines for the field which are included in the survey. Also, the particular uses of the Critical Incident Technique in Education are discussed.

In Chapter III the methodology and procedures which were utilized in the study are explained including the selection and development of the sample and instrumentation. Procedures for Collecting and Analyzing data are discussed in detail.

In Chapter IV the organization and interpretation of critical incidents received from the 48 Foreign Student Advisers included in the study is given. In addition to the a priori, content centered, categories (for critical incidents) of Foreign Student Adviser Responsibility, critical areas are developed as functional categories of Foreign Student Adviser behavior, by grouping similar critical elements which are extracted from the critical incidents. This a posteriori development of critical areas of the Foreign Student Adviser's job provides a framework for reporting and discussing the significant elements of the Foreign Student Adviser's on-the-job behavior.

In Chapter V an analysis of data, supplementary to the main findings of the study, is given. This data is pertinent to the performance of Foreign Student Advisers but is placed in a separate chapter in order to avoid confusing it with the main findings. Included are categories of persons with whom the Foreign Student Advisers related, and differences

between the behavior of Foreign Student Advisers in institutions of varying sized foreign student enrollments.

A summary of the findings and conclusions of the study are given in Chapter VI. The use of the CRITICAL INCIDENT TECHNIQUE, as used in this study, is reviewed. The implications of the findings for university administrators, faculty, and Foreign Student Advisers are given. Recommendations for improving foreign student advising and hypotheses for future study are also included.

CHAPTER II

SURVEY OF RELATED LITERATURE

The purpose of this chapter is to review the literature pertaining to foreign student advising in the United States and to relate it to the problem being investigated in this study. Since foreign students and their particular problems and concerns are the reason for the Foreign Student Adviser's existence, this is a logical beginning point for such a review. The majority of the literature in the field of international educational exchange has focused primarily upon the foreign student, including general studies of foreign students and studies of selected nationality groups. The first section of this chapter will review the most significant of these studies.

The second section of the chapter covers the administration of foreign student affairs with emphasis on the development of the position of Foreign Student Adviser. Although there was a growing realization of the need for special services for foreign students expressed in pre-World War II literature, only thirteen Foreign Student Advisers had been appointed in United States universities by the time NAFSA (The National Association of Foreign Student Advisers) was officially organized in 1948. The writer was unable to find any significant writing or research pertaining to foreign student advising as a profession prior to this time. Thus, most of the literature reviewed which relates to the Foreign Student Adviser has been written during the past two decades.

This chapter also includes a section on the literature related to the CRITICAL INCIDENT TECHNIQUE as it has been employed in research. This Technique has been used increasingly in the social sciences including several

studies in the field of Education. The studies which are closely related to adaptation of the C.I.T. in investigating the problem (in this study) are reviewed in greater detail. They illustrate the adaptability of the C.I.T. in different situations, forming a natural link with the following chapter which discusses its usage in this study.

General Studies of Foreign Students in the U. S.

Three of the more significant publications which deal with the foreign students in American universities were written in the mid 1950's by Cieslak,¹ DuBois,² and Beebe.³ Cieslak collected data for his study in 1951 and 1952 while serving as admissions officer at Wayne State University and originally submitted his findings as a doctoral dissertation. The study was designed to ascertain the prevailing problems and policies regarding foreign students in the United States from the point of view of foreign students as well as from the perspective of the institutions. In rewriting the study for publication, he broadened it to include administrative organization of the Foreign Student Adviser's Office. He sent a questionnaire to over 200 United States colleges admitting foreign students and received a 61 percent return (122). He also sampled foreign students and received a 44 percent (354) return. Cieslak's study is useful as an introduction to the field for new Foreign Student Advisers but lacks integration of the varied interpretations of

-
1. Edward C. Cieslak, The Foreign Student in American Colleges, Detroit: Wayne State University Press, 1955.
 2. Cora DuBois, Foreign Students and Higher Education in the United States, Washington, D. C.: American Council on Education, 1956.
 3. George A. Beebe, A Study of Foreign Students in Greater New York, New York: Greater New York Council for Foreign Students, 1955.

data. It is also difficult to generalize the findings since there is considerable question regarding the representativeness of the colleges and students sampled. Significantly, several of the basic problems raised by the author remain unsolved today.

Beebe¹ conducted a one-year study of foreign students in the New York City area. The study was funded by the Ford Foundation and the Rockefeller Foundation, with the stated purposes:

- 1) To improve the services offered to foreign students while they are here; and
- 2) To develop a greater understanding of other peoples and their problems on the part of American students in particular and the American people in general, to the end that our effectiveness in international relations may be increased.(2)

A series of specialized committees were formed to study major aspects of foreign student service. These committees met regularly to explore and discuss issues related to their area of concern. They also convened conferences of individuals working in the field to "discuss problems raised in the working paper and explore action needs in this field."³ Concurrently with the committee work, the director and his assistant engaged in an examination of the "over-all point of view." This included a series of lengthy, unstructured interviews with 66 foreign students regarding what kind of experiences they had since coming to the city and how they were reacting to the new environment. Beebe concludes:

There is an impressive amount of thought and energy directed to the foreign student on nearly all of the campuses visited.

1. Beebe, op. cit.

2. Ibid., p. 2.

3. Ibid., p. 3.

However, our assumption has been that the pivotal factor in the entire exchange of persons program, governmental and non-governmental, is the academic experience, that is, we believe that a fruitful and generally utilizable study experience is the major factor in appraising the present foreign student situation in New York City.(1)

Although Beebe's study is limited to foreign students in the New York City area, many of the recommendations regarding the role of the Foreign Student Adviser are applicable to other areas and institutions. Another strength of the study is its multi-discipline approach which probes into the perceptual and actual environment of the foreign student in depth.

Cora DuBois' study² is probably the most basic reference work for the new Foreign Student Adviser since it attempts to correlate the social and psychological factors related to foreign student adjustment. The stated objective of the study is to apply some of the findings of pure research to practical problems experienced by foreign students in American higher education. She draws upon quantitative and analytic materials from as far back as 1915, when the Committee on Friendly Relations Among Foreign Students began its annual census. The book is divided into three main parts:

Part One is a brief and generalized presentation of the contemporary trends with respect to study abroad. Part Two stresses some of the psychological and sociological factors that affect foreign students from the time they plan their foreign study sojourn until they return home. Part Three is addressed to the role that American educational institutions can, or do, play with respect to foreign students.(3)

1. Beebe, op. cit., pp. 7-8.

2. DuBois, op. cit.

3. ibid, p. x.

The second part of the book identifies five categories of pre-arrival attitudes which affect the nature of the foreign experience: 1) self-esteem, 2) national status as felt by the student and/or perceived by the host culture, 3) firmness of anchorage at home, 4) cultural distance, and 5) international relations or foreign policy.¹

DuBois postulates the now famous theory that foreign students go through a number of distinct adjustment stages during their sojourn in the United States. These stages are conceptual categories rather than physical realities. They can be overlapping, and the actual time dimensions vary from person to person and from culture to culture. The four adjustment phases are:

1. The spectator phase, early in the student's sojourn "characterized by psychological detachment from the new experience," when the student still has a tourist attitude of enjoying the new environment without having to meet many of its demands.
2. The adaptive phase, "characterized by active involvement in the problem of adjustment," when he must master the skill required by the host culture in general, and by the academic environment in particular. It is the period of the most acute strain and stress, of "unresolved conflict when the so-called 'culture shock' may be most acute."
3. The coming-to-terms-phase in which an equilibrium is reached in the struggle for adjustment. Regardless of whether attitudes toward the host culture and the self are positive, negative, or objective, this stage is characterized by relative stability.
4. The pre-departure phase, which concludes the sojourn. At this stage the expectation of return to the home country dominates the student's feelings and attitudes. The tenor of this period again may be negative or positive, depending on the nature of the adjustment and of life expectations upon return.⁽²⁾

1. DuBois, op. cit. pp. 39-54.

2. Ibid., pp. 67-73.

The author also briefly sketches a series of stages after return home which closely parallel those outlined for the foreign visit.

DuBois concludes that the extent to which the foreign visitor manages to enhance his self-esteem is the most important single factor in determining the emotional texture, and frequently the academic success, of the sojourn. She identifies several major factors which are damaging to self-esteem:

1. Lack of communication
2. Unfavorable attitude of the host culture toward the student's country.
3. Inability to achieve expected educational goals
4. Inconsistency of experiences
5. Financial stringencies¹

Several implications for foreign student advising may be gleaned from DuBois' book. She emphasizes the need for a broader base of social and psychological understanding of foreign students as individuals. Each institution must not only continue to expand its knowledge in these areas but also has an obligation to express, fully and explicitly, its policies and practices in respect to foreign students.

The most recent and comprehensive study of foreign students in the United States was done in 1966 by the U. S. Advisory Commission on International Educational and Cultural Affairs.² Personal interviews were conducted with 1,486 foreign students from 88 countries. These students

1. DuBois, op. cit., pp. 96-98.

2. Foreign Students in the United States, A National Survey, A report from the U. S. Advisory Commission on International Educational and Cultural Affairs, Washington, D. C., 1966.

came from 110 colleges and universities in 37 states. The sample was structured in an attempt to get representativeness of the various characteristics believed to be relevant to the experiences of the foreign student population, e.g., geographical distribution, sex, type of institution, academic status, region of origin, and major field of study. The questionnaire, forming the base of the interview, consisted of 73 questions, some of which had several parts. Cooperation of the foreign students interviewed was reported as excellent, and the only question which a sizable proportion expressed reticence about answering was in regard to their chief source of financial support.

The purpose of the study was to secure gross data on the foreign student population in the United States, which it apparently has accomplished very well. It delineates the external characteristics of the foreign student population and exposes the surface of students' subjective experiences. It also provides statistical profiles of various national, cultural, regional, and educational aggregates and identifies actual and potential problem areas. However, Russell expresses the feeling of several leading educators in his evaluation of the report:

The report has some interesting items.... My overall impression, however, was that we already have a surfeit of such statistical surveys with their questionnaires, charts, and tables. We may not know all that there is statistically to know about foreign students, but we do know enough. And the real task now is not more such surveys but rather an exposition and clarification of policy issues, upon which firm decisions can then be made. Statistical surveys have their place, but beyond a certain point they become an excuse for postponing decisions, and I suspect that point has now been reached in the foreign student field.(1)

1. Foreign Students in the United States, A National Survey, op. cit.

The research committee emphasizes that this is a pilot study, and that future studies should probe into the areas of foreign student environment and adjustment in greater depth, with more sensitive instruments. Although this study is by far the most comprehensive of its kind which has been conducted to date, it does not take the reader much beyond what is generally known, except that it tends to verify some of the commonly held beliefs about foreign students and their problems of adjustment.

Orientation

The term "orientation" has often been misused, leading to much confusion regarding orientation programs for foreign students. Opinions of professionals in the field differ widely regarding the purposes and methods of orienting foreign students. Bennett, Passin, and McKnight¹ offer several insightful comments on the orientation programs which frequently have been provided for foreign students shortly after their arrival in the United States by community groups. The authors show parallels between the types of orientation programs offered to foreign students, e.g., kindly lecturing, discussions of social activities, and promotion of school activities, and the programs offered to high school and college freshmen. They point out that such programs ignore the greater sophistication of foreign students and tend to create a warped picture of academic life on the campus. They warn that an orientation program which is not geared to the sophistication, needs, and goals of the foreign student can be as damaging as not having an orientation program.²

1. John Bennet, Herbert Passin and Robert McKnight, In Search of Identity: The Japanese Overseas Scholar in America and Japan, Minneapolis: University of Minnesota Press, 1958.

2. Ibid., pp. 307-310.

Moore¹ examines the need for orientation of foreign students from a psychological perspective of the adjustment required of persons who move into a new culture to pursue academic goals. He illustrates, by specific examples, differences in perception between students from differing cultural backgrounds and indicates how orientation programs may be structured to bring about increased understanding of the differences.

Sasnett's publication,² in which she edited a collection of reports from 32 foreign students, is very helpful in understanding foreign students' perceptions of the United States. These reports, reflecting on what the foreign students expected, saw, felt, were disappointed with, represent the kaleidoscopic opinions of many thousands of their compatriots who have come from many parts of the world to study in American colleges and universities.

An Australian student studying in the United States³ examined the complex issue involved in orientation from a foreign student's point of view. She identified and described the forms of orientation which are available to the foreign student and discussed their application to particular needs. Written in a positive, constructive manner, the article places the orientation experience within the total perspective of the educational sojourn.

1. Forrest G. Moore, "Some Ideas on Orientation and Cultural Relativism: Implications for Orientation Programs," An unpublished paper presented at the APGA National Convention, 1961.

2. Martena Sasnett (ed.), Foreign Students Look at the United States, Los Angeles: Cole-Holmquist Press, 1960.

3. Margaret Gillett, "Orientation of Foreign Students in the United States," Overseas Education, 1962.

The most sophisticated attempts to evaluate orientation programs have been undertaken in connection with orientation centers for State Department grantees, but have general significance for all groups of foreign students. One of the most extensive evaluation studies of orientation provided for foreign students was conducted with a sample of 150 of the 600 State Department grantees who attended a six-week program in one of the orientation centers in the United States in 1955.¹ A comparable number of carefully equated non-oriented students were used as a control group for comparison purposes. The oriented students were interviewed four weeks after arrival at the orientation center. All students, both oriented and control, were interviewed in their fourth week at the universities where they were studying, and around April of the following spring. All interviews were structured and individual. In general, the interviews were designed to measure the degree of success of the orientation program objectives: 1) adjustment to the social environment of the United States, 2) introduction to American society and culture, 3) preparation for academic and administrative procedures in United States universities, and 4) training in English as needed.² Comparisons were made between European, Asian, and Latin American students as they related to the program of the center and also regarding specific characteristics which appeared generalizable to the entire group of State Department grantees.

1. Stuart W. Cook, Joan Havel, and Jane R. Christ, The Effects of an Orientation Program for Foreign Students, New York: Research Center for Human Relations, New York University, 1957, Vols. I to IX, mimeographed.

2. Ibid., pp. 24-25.

A number of significant differences were identified between the oriented students and non-oriented students in regard to attitudes concerning discrimination against Negroes, improving living conditions in the United States, American foreign policy, and general opinion of Americans. Oriented students tended to have more favorable attitudes and showed greater understanding of complex issues than did non-oriented students. However, over a period of a year the differences between the two groups became less marked.

The researchers concluded that: 1) More emphasis is needed on preparation for academic work in United States universities; 2) For Asian students particularly, the social relations aspect of orientation is extremely important; 3) The orientation experience does not indoctrinate foreign students nor lead to distinctive changes in beliefs and feelings about the United States, but it does seem to make students more sensitive in recognizing differences among individuals or subgroups in this country.¹

Adjustment Problems of Foreign Students

A preponderant amount of the research conducted in the field of international educational exchange has related to the problems and concerns of foreign students. Porter,² in developing an inventory for determining problems of foreign students, reviewed over a dozen major studies which identified specific lists of foreign students'

1. Cook, Havel, and Christ, op. cit., Vol. IX.

2. John W. Porter, "The Development of an Inventory to Determine Problems of Foreign Students," Unpublished Ph.D. Dissertation, Michigan State University, East Lansing, Michigan, 1962.

problems.¹ His study refines the many lists, eliminates overlapping, and suggests a comprehensive list of foreign student problems which takes form in a 132 item inventory. The inventory is similarly structured to the Mooney Problem Check List. It lists problems in 11 student personnel categories, with 12 problems in each of the categories.

At UCLA, Morris studied the effects of perception of national status on adjustment to the United States.² His foreign student sample represented 65 nationalities with 318 total students. It was found that the national status which the foreigner felt reflected upon him, away from home, affected the impression of the United States which he himself reflected. A high correlation was found between the level of economic development and subjective national status, measured by the student's feelings about the relative standing of his own country on several criteria. Subjective national status was negatively correlated with favorableness of attitudes toward the United States, i.e., students who rated their own countries low tended to be more favorable toward the United States.

Morris' study, while extremely limited in its scope, is characterized by a high level of research sophistication and is clearly based on theories of status mobility. It is the fifth in a series of monographs resulting from a program of research sponsored by the Committee on Cross-Cultural Education of the Social Science Research Council. The results of the study are difficult to summarize because the findings are

1. Porter, op. cit., Chapter II, pp. 24-79.

2. Richard T. Morris, The Two-Way Mirror, Minneapolis: University of Minnesota Press, 1960.

complicated and their interpretation open to a good deal of conjecture.

The author indicates the difficulty of applying the findings:

We actually need two summaries, with very different emphases -- one for the social scientist and one for the practitioner who is in daily touch with the foreign student.... The practitioner, less interested in technique, can probably best use a set of informed and informal guesses which will help him, or which he can at least try out, in solving his practical problems of counseling, selection of students who will be successful in this country, and the like.(1)

Morris identifies the Foreign Student Adviser as a practitioner and suggests a threefold division of the Foreign Student Adviser's job:

- 1) They try to help solve a variety of technical problems related to academic life -- transfer of credit, institutional ground rules, programs, tutoring, examinations, and the like.
- 2) They assist in untangling the international red tape -- visas, work permits, transfer of funds, dealings with immigration and other government officials -- both at home and abroad.
- 3) They serve as cross-cultural translator, helping the student to understand and to get most out of his social experiences here.(2)

Morris expresses the hope that his study will be of practical value to the Foreign Student Adviser, particularly in the third area -- serving as cross-cultural translator. He emphasizes that the central task of the study was to show that national status was one of the most important of several conditioning factors, and that it operates in a complicated way. In response to the oft-mentioned argument that foreign students come from such varied backgrounds that each student

1. Morris, op. cit., p. 135.

2. Ibid., p. 139.

is so unique that generalizations are impossible, Morris states:

One of the most important findings of the present study is that generalizations do apply. There is such a thing as a foreign student who behaves in many respects like all other foreign students. There are certain things we can predict about them. They all face certain problems in common, regardless of their nationality, sex, age, social class, religion, or anything else -- at least any characteristic that we studied.(1)

Naficy,² Iranian Minister for Cultural and Educational Affairs, reported on the problems of Iranian students in the United States. His report covers the major stages of the foreign student's sojourn in the United States: 1) early difficulties, 2) troubles and temptations encountered during the study period, and 3) termination of the program and decision regarding return home and employment. Naficy's primary concern is the "brain drain" or non-return of highly trained people to take up needed positions in their home country. He relates the various problems of adjustment and the manner in which they are dealt with on the United States campus to the non-return issue.

Kincaid, conducting a research project under the auspices of the Bureau of Educational and Cultural Affairs of the Department of State, surveyed 440 foreign students to "collect information useful in determining the major achievements and difficulties in the operational, academic, and personal aspects of the United States foreign student program."³ The study was restricted to students from the Far East, the

1. Morris, op. cit.

2. Habib Naficy, "Foreign Students in the United States," Unpublished report, mimeographed by Iranian Embassy, 1966.

3. Harry V. Kincaid, A Preliminary Study of the Goals and Problems of the Foreign Student in the United States, Vols. I and II, Menlo Park: Stanford Research Institute, 1961.

Near and Middle East, Latin America, and Africa. Using a survey questionnaire, the researchers met with groups of foreign students at seven different campuses in California to ask the questions. This study differs from many others in attempting to relate goal aspirations of foreign students to the kinds of problems they experienced.

On the basis of this exploratory study, then, the foreign student in the United States reports predominantly pragmatic goals. He reports, however, no overpowering problems, of the kind usually thought to be serious as interfering with his achievement of those goals.(1)

The goals of the foreign students were determined by asking each student to describe the most important thing he hoped to accomplish by coming to the United States to study. The student was also asked whether his goal had changed since his arrival. In addition, the student was asked for a description of the major factors that helped or hindered him in achieving his goals. The major importance of Kincaid's study seems to be clarification of the goals of foreign students. He places emphasis on orientation programs, academic procedures, extracurricular activities, and on the personal adjustment of students as they relate to the students' goals. A control sample of 200 American students was used in order to ascertain which problems were common to students in general and not just foreign students. The study suffered from limitations of time and the corresponding inadequate rate of response.

The "U Curve" hypothesis, referring to the periods of adjustment of foreign students in the United States, found favorable acceptance

1. Kincaid, op. cit., p. 9.

when it was introduced in the 1950's. Several researchers have either expanded upon the hypothesis or based other studies upon it. One of the more notable such studies was done by Gullahorn and Gullahorn.¹ The study is an interpretation of data (incidents gathered from interviews) to cover the re-adjustment phase of the foreign student as he returns to his home culture. They interviewed American grantees who had returned from an overseas study experience, and found that their evaluations of certain situations and practices had changed sufficiently as to necessitate a reacculturation process in their home environments similar to that experienced abroad. The study has some significant implications for Foreign Student Advisers contemplating pre-departure orientation for foreign students who have terminated their academic programs and are preparing to return home.

Walton² was commissioned by the United States State Department Office of External Research to review the implications of foreign student research. She expressed the opinion that there is a tendency to over-exaggerate the problems of foreign students:

In the surge of foreign students coming to the United States after World War II from Asia, Africa, and Latin America, it was discovered that a foreign student was not just a student, he was a "problem." A foreign student was conceived, almost by definition, as a problem because he was foreign. In an effort to identify and solve foreign student problems, a host of new administrative agencies and of new administrative

-
1. John T. Gullahorn and Jeanne E. Gullahorn, "An Extension of the U-Curve Hypothesis," Journal of Social Issues, Vol. XIX, No. 3, 1965, pp. 33-47.
 2. Barbara Walton, "Foreign Student Research and Its Implications," Washington, D. C.: Office of External Research, U. S. Department of State, 1967, Unpublished manuscript - advance copy.

techniques came into being, giving rise to what one observer called the "foreign student industry."⁽¹⁾

Walton goes on to suggest that the "problem" approach to foreign student adjustment is not conducive to good research, but that specific, identifiable problems of foreign students should continue to be researched to find their causes and possible means of alleviating them. She also cites the survey (described earlier in this chapter) by the United States Advisory Commission on International Educational and Cultural Affairs as an indication of the favorable aspects of foreign student life, thus bringing a balance to the previous "problem" oriented research pertaining to foreign students.

Academic Adjustment and Achievement

Another large portion of research in international educational exchange has related to the academic adjustment and achievement of foreign students. In 1961 a committee at the NAFSA Research Seminar² reviewed the literature pertaining to academic achievement of foreign students and related academic problems. It was the consensus of the seminar participants, representing top-level leadership in the NAFSA organization, that the area of the foreign student's academic achievement should be foremost in the professional publications, and that research in this area should be encouraged:

1. Walton, op. cit., Chapter V, p. 1.

2. The National Association of Foreign Student Advisers convened a seminar at Waldenwoods, Michigan, in 1961, for the purpose of reviewing relevant research in the International Educational Exchange field. The results of the Seminar were published in a Special "Waldenwoods Seminar" report.

Primacy of the Academic Purpose. A successful academic experience is generally regarded in research and practice as the primary purpose of international student exchanges. It is therefore essential that this purpose be a central concern of all with whom the foreign student comes in contact, his fellow students, the faculty, his academic adviser, foreign student adviser, and the community. The partnership of many in maintaining the proper balance between the academic and non-academic is essential to a successful experience abroad.(1)

Several doctoral dissertations have been written on the factors relating to academic success or failure of foreign students. Putman² examined the relationship of admission data to the academic success or failure of the foreign student. He found that only about 10 percent of entering graduate foreign students at Columbia University had serious academic difficulty. Moore³ studied factors affecting the academic success of foreign students studying in the United States. Hountras⁴ studied factors associated with academic achievement of foreign students at the University of Michigan. He found that students on scholarships were less likely to incur probation than non-scholarship students. Other factors correlated with academic success were inconclusive.

1. Josef A. Mestenhauser (ed.), Research in Programs for Foreign Students, A Report of the Waldenwoods Seminar, New York: National Association of Foreign Student Advisers, 1961, p. 36.
2. Ivan J. Putman, Jr., "Admission Data and the Academic Performance of Foreign Graduate Students at Columbia University," Unpublished Ph.D. Dissertation, Columbia University, 1953.
3. Forrest G. Moore, "Factors Affecting the Academic Success of Foreign Students in American Universities," Unpublished Ph.D. Dissertation, University of Minnesota, 1953.
4. Peter T. Hountras, "Factors Associated with Academic Achievement of Foreign Students at the University of Michigan from 1947 to 1949," Unpublished Ph.D. Dissertation, University of Michigan, 1955.

Liu¹ studied the academic achievement of Chinese graduate students at the University of Michigan, 1907-1950, and found that field of study is a more significant variable than cultural differences. Bohn² evaluated the educational program for foreign students at Wayne State University. Cajoleas³ studied the academic record of foreign students in relation to their professional development and return adjustment. He found that American and foreign doctoral candidates at Columbia University performed along the same median, but the lower performers included a higher proportion of foreign students.

Watson and Lippitt's study of German foreign students⁴ suggested four stages of learning by the student: 1) finding his role, 2) beginning to learn positively, 3) beginning to accept initiative, and 4) integrating learning. The study also suggested several causes of learning failure of foreign students: 1) contradictions between attitudes to be learned and deep-lying personality orientation, 2) defensive stereotypes, and 3) great differences in value concepts. The authors pointed out that the general problem of tensions is implicit in cross-

-
1. Yung-Szi Liu, "The Academic Achievement of Chinese Graduate Students at the University of Michigan, 1907-1950," Unpublished Ph.D. Dissertation, 1956.
 2. Ralph C. Bohn, "An Evaluation of the Educational Program for Students from Foreign Countries: Emphasis Upon Orientation Procedures, Individual Problems, and Psychological Variables," Unpublished Ph.D. Dissertation, Wayne State University, 1957.
 3. Louis P. Cajoleas, "The Academic Record, Professional Development, and Return Adjustments of Doctoral Students from Other Lands: A Study of Teacher's College Alumni, 1946-1955," Unpublished Ph.D. Dissertation, Columbia University, 1958.
 4. Dorothy Jeanne Watson and Ronald Lippitt, Learning Across Cultures: A Study of Germans Visiting America, Ann Arbor: Research Center for Group Dynamics, Institute for Social Research, University of Michigan, 1955.

cultural learning and that learning readiness is not likely to develop if there are psychological problems.

Studies of Selected Nationality Groups

In the early 1950's the Ford, Carnegie, and Rockefeller Foundations commissioned a series of studies under the direction of the Social Science Research Council. The number of foreign students from Asia, Africa, and Latin America had risen sharply since World War II and both foundations and universities were concerned as to whether cross-cultural education was meeting its intended objectives. There was an awareness that cross-cultural education, involving markedly different cultures, posed special problems for which there seemed to be insufficient experience and knowledge. On the assumption that difference in cultural background is an importance factor in determining the consequences of foreign educational experience, intensive studies of students from several countries of contrasting cultures were first undertaken, beginning in the fall of 1962. Scott¹ studied a group of Swedish students who had returned home after completing academic work in the United States. Lambert and Bressler² studied a group of Indian students during their academic program at the University of Pennsylvania. Beals and Humphrey³ analyzed the experiences of a sample of 52 Mexican students in the United States

1. Franklin D. Scott, The American Experience of Swedish Students: Retrospect and Aftermath, Minneapolis: University of Minnesota Press, 1956.

2. Richard D. Lambert and Marvin Bressler, Indian Students on an American Campus, Minneapolis: University of Minnesota Press, 1956.

3. Ralph L. Beals and Norman D. Humphrey, No Frontier to Learning -- Mexican Students in the United States, Minneapolis: The University of Minnesota, 1957.

and of the case histories of 26 students who had returned to Mexico. Ten of the students still studying in the United States and 11 who had returned were studied intensively. All of the studies relied primarily but not exclusively on prolonged personal interviews, and were particularly concerned with the relation of cultural background to the student's adjustment in the United States and to his readjustment after return to his home country.

One of the important values of studying foreign students from specific cultures is the advantage of cultural insight in interpreting and evaluating responses of the participants. Morris's¹ study, the last of the five directed by the Social Science Research Council, calls attention to this important consideration in cross-cultural studies:

.... there is such a great difference between the kinds of data to be presented here and the data with which we struggled in an earlier study (reference to Scott's study of Swedish students). There, we dealt intimately with forty students from one cultural area, the Scandinavian countries. The members of the staff ... knew each student personally, spent many hours talking over problems, saw students in social situations and in academic difficulties, counseled them about immigration, money, and experiences with American girlfriends. In that study we had the feeling that we knew in detail, and from the inside, the culture they came from, and the problems and satisfactions arising from their stay here. This kind of knowledge stands comfortably behind each statement of interpretation made about the results of the study.(2)

In addition to the numerous specific conclusions relating to the particular cultural group which they studied, the authors of the three studies shared several common conclusions:

1. Morris, op. cit.

2. Ibid., p. ix.

- 1) The American visit does not become explicit until the student returns to his home country and resumes his life in his own occupation, family, and community.
- 2) Although easing the cultural adjustments in coming in contact with a new culture is a worthy humanitarian goal, the researchers could find no substantial evidence that ease of difficulty of physical adjustment, comfort, or discomfort, was substantially related to subsequent adjustment here in the U. S. or after return to their home country.
- 3) Those aspects of the American experience that do not survive the long voyage home are illusory gains -- or losses -- in the cross-cultural educational process.¹

Another specific conclusion from the Lambert and Bressler study is that some of the traditional applied courses in engineering, architecture, and agriculture can and should be refashioned to more adequately meet the unique needs of students from underdeveloped countries. Although these courses would start from different assumptions of available resources, they need not be inferior in any way to present offerings.² Wide differences between nationality groups were found in problems of adjustment and characteristic responses to these problems and situations after returning. Academic problems seemed most predominant for the Scandinavians. Although these problems were also significant for the Asians, they were overshadowed by adjustment problems.

The study by the Useems³ is one of the better examples of exploring the results of a foreign education for the person, for his society, and for cross-cultural relations. Changes in the character of the individual,

1. Lambert and Bressler, op. cit., p. 92.

2. Ibid., p. 99.

3. John Useem and Ruth Hill Useem, The Western-Educated Man in India: A Study of His Role and Influence, New York: The Dryden Press, 1955.

the use of foreign educational training in India, and the implications of foreign education for international understanding are analyzed. The Useems found that the most important residue of a foreign education was the change in the "character and outlook of the visitors." Ninety percent reported an enhancement of self-confidence, 60 percent an enlarged vision of social life, 50 percent a discovery of India while in the West, 40 percent democratic ways of behavior, 40 percent improved methods of working, 20 percent improved methods of thinking. In general, they found these changes to be in the direction of greater self-confidence, increased social perspective, and more equalitarian types of interpersonal relations.¹

The only study which interviewed the same persons both during their sojourn and after return to their home country was done by Watson and Lippitt, involving a group of German students.² Since a principal purpose of the exchange program was development of "democratic attitudes in the visitors and of increased goodwill toward the United States," the research project sought to discover (1) what impact the training program had on German visitors, and (2) possible ways of improving the program. The sample consisted of three successive groups of German visitors, 29 persons total, who stayed in the United States for about a year. Matched samples of American students were used for comparison. The researchers found "little change in the ideas and values which the visitors felt were evidence of German superiority,"³ but found

1. Useem and Useem, op. cit., p. 111.

2. Dorothy Watson and Ronald Lippitt, op. cit.

3. Ibid., p. 3.

changes in attitude in "non-threatening areas of difference" such as democratic government and family life. The solution of certain problems were found to be crucial in determining the amount of learning and attitude change which took place. These were:

- 1) Achieving personal security and self-esteem in relation to the host culture.
- 2) Ambivalence about responsibility, authority and autonomy.
- 3) Transforming differences between the home culture and the host culture into learning experiences rather than alienation and withdrawal.
- 4) Maintaining appropriate cognitive and emotional relationships with the home country.
- 5) Maintaining and using the new ideas back home.¹

This study sheds some light on the problem of the optimum study abroad. The authors tentatively concluded that a six-month stay was best for the long-term growth of attitudes desired by the sponsors of the German program.

Walton's conclusions regarding the complexity and problems involved in research relating to foreign students is an appropriate summary for the studies thus far reviewed:

The findings of the research on foreign students, then, are not simple and straight-forward. They are tantalizing, tentative and complex, as befitting the subject they deal with. Some of them support our fondest hopes for exchange and some do not. Some illuminate the subject wonderfully and others add to the confusion. Most do neither one nor the other. Rather they establish certain facts, clarify the social and psychological processes involved, and place the exchange experience in an historical and cultural context. Sometimes ambiguous, occasionally contradictory, the research at the very least contributes to a more precise formulation of the questions asked so that they can more nearly be answered. If any generalization at all can be made from the research,

1. Watson and Lippitt, op. cit., pp. 59-64.

however, it is that the basic value of student exchange lies in what it does for the individual, both personally and professionally, and for cross-national and cross-cultural understanding in a politically fragmented world.(1)

Administration of Foreign Student Affairs in U. S. Universities

One of the most obvious conclusions from the preceding review of literature pertaining to foreign students in the United States is that foreign students do have unique problems, some in kind and some in degree, which necessitate special services for them on the campuses of United States universities. Many research studies and reports refer to the need for special counseling services for foreign students. "More cognizance should be taken of the ability of the foreign visitor to function as an independent, sophisticated adult."² "Foreign students have more problems than American students in each of the categories."³ "They (foreign students) need a great deal of freedom if they are to get the most out of a study in a foreign country. But they need some guidance, too, and someone to whom they can turn when problems arise."⁴ "Sixty percent of the (foreign) students are getting along pretty well."⁵ ".... there should be rechecks occasionally with the more obvious problems

1. Walton, op. cit., Introduction, p. 2.

2. Cook, Havel and Christ, op. cit., Part IX, p. 33.

3. U. S. Department of Health, Education, and Welfare, The Exchange of Persons: An Evaluation of the Experience and Training of Indian Grantees Under Fulbright and TCM Programs, New Delhi, India: American Embassy, 1953, p. 91.

4. John Garraty and Walter Adams, From Main Street to the Left Bank: Students and Scholars Abroad, East Lansing: Michigan State University Press, 1959, p. 190.

5. James Peterson and Martin Newmeyer, "Problems of Foreign Students," Sociology and Social Research, 43:787-792, 1948, p. 790.

of all students as well as specific problems of a foreign group are not being overlooked."¹ Klinger² identifies several specific and unique needs of the foreign students, illustrating the need for professional personal (Foreign Student Advisers) designated to provide special services for foreign students.

Unquestionably the need for special services for foreign students is widely recognized on American campuses. However, how these services can be carried out most effectively is an area that is still in the process of being explored and developed. We now turn our attention to studies and articles which related more directly to the person generally designated to administer these services -- the Foreign Student Adviser.

The term "Foreign Student Adviser" is defined in Chapter I of this study as a person officially designated or appointed to the faculty or staff of a United States institution of higher education with full-time responsibility for advising foreign students and coordinating special services for them. It is pointed out that there are many persons designated as Foreign Student Adviser who have only a part-time responsibility in this area, depending on the size of the foreign student body and the commitment of the university to provide adequate services for foreign students. This study, however, is concerned with the Foreign Student Adviser as a full-time position, since this enables a higher degree of specificity.

1. Beebe, op. cit., p. 15.

2. M. Robert B. Klinger, "Foreign Student Adviser: A Necessary Profession," International Educational and Cultural Exchange, Washington, D. C.: U. S. Advisory Commission on International Educational and Cultural Affairs, Summer, 1967, pp. 21-27.

At a workshop conference of NAFSA a few years ago, a humorous description of the Foreign Student Adviser's job was proposed. Klinger indicates that it still bears the aura of truth.

A foreign student counselor at a large university is a person who was appointed from the faculty; carries a doctor's degree in history, English, Spanish, international law, hotel management, Chinese, or divinity; and has had experience in a foreign country anywhere from 30 years in China to one day in Canada. He wears several hats: as counselor, program director, lecturer, chairman of a committee, typist, file clerk, author, pseudo-lawyer, pseudo-doctor, pseudo-psychologist, bondsman, diplomatic negotiator, bookkeeper, notary public, journalist, mimeograph operator, carpenter, janitor, and official greeter for the university of kings, shahs, queens, cabinet ministers, and professors of papyrology and fisheries. He is expected to at least say hello, goodbye, and a few curses in not many more than 80 languages.

He has a painful familiarity with immigration law, income tax law, selective service law, criminal law, and civil codes. He works in the realms of psychology, education, anthropology, history, political science, sociology, geography, and international finance. His students look upon him as brother, uncle, father, mother, confessor, friend, taskmaster, policeman, teacher, and detective. He uses whatever methods are at hand, empirically, to get as much information about his students as he can in the shortest time possible.

He serves as adviser, counselor, encyclopedia, and reservoir of American culture from social customs to the use of slang. In the university hierarchy he is either directly reporting to the president who rarely remembers his existence, or to the dean of students who has adopted him as the orphan child of a distant cousin. He signs his name dozens of times a day to reports to the Immigration Service, which, incidentally, hopes he doesn't know too much of their regulations; and to myriad other agencies of this and other governments certifying, on the basis mostly of intuition, as to all facets of his students' lives. He refers, in desperation, in hope, and sometimes by design, to anyone who might be a bit less busy than he. He must remember several hundreds of names unfamiliar even in syllabic arrangements and must associate each name to a total personality at a moment's notice. He must be able to enjoy foods of all countries, or at least appear to, to listen with alert appreciation to Japanese opera, Chinese folk music, Indian zittars and other exotic music, and in fact to enter into appreciation of arts from every country. He

must meet with student committees, foreign student clubs, American student government, Rotaries, Boy Scouts, Women's clubs, faculty committees, and religious parleys and never appear more than an advisory equal. Throughout he must be friendly, interested, concerned, and unprejudiced. He feels like a hybrid of Poobah, a whirling dervish, and an organ player. All in all, he must be all in all.⁽¹⁾

This description obviously raises more questions about the Foreign Student Adviser's job than it answers. It illustrates the tremendous diversity of perceptions regarding the position, but leaves one wondering which of the many aspects are most relevant to the objectives which the Foreign Student Adviser attempts to accomplish. Implied in the humor is the description of an extremely versatile and busy individual, totally immersed in an awesome task which he could not possibly explain to someone who would presume to take his place.

As early as 1944, Dennis called attention to three possible attitudes toward the counseling of foreign students.² He referred to a "well-worked out system, personal relations with no suggestion of a 'system,' and complete indifference." It appears that the "well-worked out system" still remains more a goal than an actuality.

Shortly after the founding of the National Association of Foreign Student Advisers (NAFSA) in 1948. C. L. Linton, the first president, with assistance from other members of the organization, wrote the first Handbook for counselors of foreign students.³ It was an experimental

1. Klinger, op. cit., pp. 21-22.

2. William H. Dennis, Counseling and Guidance for the Foreign Student, Washington, D. C.: Department of State, Gov't Printing Office, 1944.

3. C. L. Linton and others, Handbook for Counselors of Students from Abroad, Experiment Edition, New York: National Association of Foreign Student Advisers, 1949.

edition providing some direction for Foreign Student Advisers in the early stages of professional development. It has since been rewritten and published in a sectional notebook format.

The position of Foreign Student Adviser has generally been considered within the scope of Student Personnel Services, as evidenced in the first booklet on counseling foreign students.¹ The Committee on Student Personnel Services, chaired by E. G. Williamson of the University of Minnesota, appointed a subcommittee to "summarize the best thinking of its members on the problems of the foreign student." The seriousness with which they took their task is suggested in the beginning paragraphs:²

During the first half of the academic year 1948-49 a total of 26,759 foreign students from 151 countries, colonies, and dependencies were enrolled in 1,115 colleges, universities, and technical schools in every state and territory of the United States. This group constitutes only 1.1 percent of the students enrolled in universities and colleges in the United States, but it may well present more possibilities in terms of world leadership than does the remaining 98.9 percent.

These foreign students are key men and women on our campuses, yet relatively few efforts have been made to assure them optimum conditions for seeking their objectives. At a time when even American students are bemoaning the lack of faculty-student relationship, it is doubly important to learn what is happening to the foreign student as he lives his student life in unfamiliar surroundings. Little has been published regarding our students from abroad, but their growing importance can be gauged by the rapid increase in the number of persons at colleges and universities serving as advisers to foreign students.

1. Theodore C. Blegen and others, Counseling Foreign Students, Washington, D. C.: American Council on Education Studies, Series VI - Student Personnel Work - No. 15, Vol. XIV, September, 1950.

2. Ibid., p. 1.

Blegen and others approached the counseling of foreign students from a practical perspective beginning with the arrival of the student and progressing to problems relating to housing, finances, health, federal regulations, English language proficiency, vocational counseling, and institutional orientation.¹ The pamphlet is written primarily for persons who are relatively new to the field of educational exchange, and is characterized by a simple explanatory style. It is significant to note that, at the time the pamphlet was being written, there were still less than 20 full-time Foreign Student Advisers in the United States, and the overwhelming majority of persons who carried the title were primarily involved in teaching or administrative responsibility. Neal, in a report to the National Conference of Foreign Student Advisers in March, 1949, pointed out that foreign student counseling on most campuses is done on a part-time basis by an individual whose schedule is crowded with other duties, both teaching and administrative.² Neal's survey also indicated that the primary qualifications of the Foreign Student Adviser were considered to be counseling and personnel background in about 30 percent of the cases; training and experience with foreign cultures in about 39 percent; and both qualifications in about 29 percent of the cases.³

Blegen perceives of counseling as generic to the Foreign Student Adviser's work:

-
1. Blegen and others, op. cit., pp. 15-33.
 2. Joe W. Neal, "Preliminary Report on Results of A Survey on the Status of the Foreign Student Adviser," Mimeographed, University of Texas, March, 1949.
 3. Ibid., pp. 2-3.

The primary task of the foreign student adviser is professional counseling. It involves interviewing and counseling foreign students who seek assistance in the solution of their personal, family, vocational, and educational problems, as well as problems relating to currency exchange, visas, passports, government regulations, and other legal and technical matters. It includes also specialized services to all students from other countries in matters of admission, college requirements, housing, finances, orientation to American culture, social regulations, and language problems. It means systematic and periodic interviews to obtain information about the foreign student's background and individual need for guidance in a new and unfamiliar culture. It means analysis and appraisal of the status, liabilities, and assets of each foreign student. It means giving assistance in planning his educational and recreational program so that he may adjust as effectively as possible to a new environment.⁽¹⁾

As early as 1952, NAFSA had appointed a continuing subcommittee to study the status of the Foreign Student Adviser, and the committee reported what it considered elements of an ideal campus organization should be:

The office of the foreign student adviser (or some other similar title) should be located with or directly under that of the university president or chief administrative official. Within the adviser's office should be centered and coordinated all international educational activities of the campus, including foreign students, Fulbright, Chinese Aid, Smith-Mundt, Point Four, foreign government relations, and all international projects involving the exchange of persons. Budgetarily this office should be financed on a per unit basis of approximately fifty dollars per foreign student per long session. There should be additional provision for summer terms and all other separate activities.²

Obviously this committee report was unheeded by universities since there is virtually no such organizational pattern in the country today.

1. Blegen, op. cit., p. 48.

2. Joe W. Neal, "The Office of the Foreign Student Adviser," Institute Of International Education News Bulletin, XXVII, No. 5, (February 1, 1952), p. 38.

Basing his observations on the study of foreign students studying in institutions of higher education in the greater New York City Area, Beebe drew several conclusions regarding the work of the Foreign Student Adviser:¹

- 1) The Foreign Student Adviser should be a mature man, since most foreign students are sensitive about status and a mature man as Foreign Student Adviser would represent the desirable symbol of authority.
- 2) The Foreign Student Adviser should structure his office to create an atmosphere of cordiality for foreign students.
- 3) Because of the foreign student's reluctance to ask questions, the Foreign Student Adviser should say a good deal more than he does in the first interview with the foreign student.
- 4) The Foreign Student Adviser should make every attempt to keep his institution informed of the nature of his work and to encourage maximum support and interest of the administration.
- 5) The Foreign Student Adviser's Office should provide a place for intimate counseling or relaxed conversation.
- 6) "It appears that many schools have moved rapidly toward a concentration of tasks on one man but without any commitment to make the task possible for the man to accomplish."

DuBois raises the question of the varying functions which the Foreign Student Adviser can or should undertake.² She indicates that the answer will depend to a large extent upon the local campus and the particular individual concerned. In a larger, more complex campus, individual counseling becomes more important as a device than compensates for the impersonality and elaborate managerial structure of our large institutions. She also suggests some of the other types of difficulties which may beset

1. Beebe, op. cit., pp. 8-11.

2. DuBois, op. cit., pp. 171-172.

the foreign student counselor or adviser in a large university:

On a larger campus or one on which foreign students may number a hundred or more, the need for a full-time adviser who is responsible for foreign student affairs becomes more evident. The complicated minutiae that beset foreign student affairs are often eagerly placed on the shoulders of such an officer, who is generally a member of the administrative staff rather than of the faculty. This, too, has its drawbacks. A foreign student adviser in this context may be able to provide the needed advice, but he can scarcely be expected to discharge competently the individual academic and personal counseling that may be required. His mere presence on the campus may encourage a busy faculty to assign tasks to him that properly they cannot or should not dodge. It then becomes the adviser's job to persuade the faculty to assume their appropriate roles.(1)

DuBois' point regarding the qualifications and placement of a Foreign Student Adviser is of vital importance, and will be studied in a later section of this study. Should the Foreign Student Adviser be identified primarily as an administrator? a counselor? a member of the faculty?

Forrest G. Moore, who carried a major responsibility in the Blegen study,² has long been a strong advocate of developing a professional approach to the counseling of foreign students. Moore identified three objectives (or aims) of a foreign student program, "all directed at the major purpose of aiding the student to adjust to his new environment so that his educational development may proceed at the maximum rate consistent with his own increased understanding of himself, his environment, his aims, and his abilities."³

- 1) Interaction must take place between the counselor and the student so that satisfactory adjustments to the student's problems are being made.

1. DuBois, op. cit., p. 172.

2. Blegen, op. cit.

3. Forrest G. Moore, "Trends in Counseling the Foreign Student," Trends in Student Personnel Work, E. G. Williamson (ed.), Minneapolis: University of Minnesota Press, 1949, pp. 183-190.

- 2) Manipulation by the counselor of the environment to assist him in his task. As a part of the administrative structure of the university, the counselor provides the integrative force to pull together and make maximum use of the various programs for the foreign student.
- 3) The counselor, through the foreign student group, attempts to make adequate provision for the education of campus and community to the values of this group in the community.⁽¹⁾

In discussing the scope of a comprehensive program of counseling foreign students, Moore notes: "It is probably somewhat surprising to learn that the foreign student counselor may have been working with a student for two or three years without having had a formal interview."²

The committee on "Counseling the Foreign Student" at the Waldenwoods Seminar³ perceived of the problems brought to the counselor of foreign students as being classified in one of three areas: (1) personal; (2) developmental; and (3) situational. Under the "personal" classification, the committee grouped such aspects as personality structure, motivation, expectations, attitudes, cultural and national influences, and personal adjustment. Developmental factors included the adjustment phase of the student on the U-Curve, position in his educational career, and status of self and country. Situational factors included such areas as housing, health and safety, language, finances, administrative and academic setting, and social contacts. This kind of classification was helpful in reviewing research and literature relating to counseling foreign students, but it is of questionable value in developing a philosophy and techniques for counseling foreign students, since there is so much

1. Moore, op. cit., pp. 183-184.

2. Ibid., p. 185.

3. Mestenhauser, op. cit., pp. 64-69.

overlapping between the classifications. One important conclusion which can be drawn from reviewing the several studies cited by the committee in the area of counseling foreign students is that there is still very little known about cross-cultural counseling.

Major Contributions to the Study

The major contribution to this study is the 1961 publication, The Status of Foreign Student Advising in U. S. Universities and Colleges, by Homer D. Higbee.¹ It is a report of a year-long study of services rendered to foreign students by institutions of higher education in the United States and a profile of the people primarily responsible for these services. The study consisted of three major parts:

- 1) A written questionnaire was distributed to 1,073 persons in United States institutions of higher education who were known to serve in the position of Foreign Student Adviser or its equivalent. There were 679 (63 percent) replies which could be used in machine tabulation.
- 2) A second questionnaire was mailed to a selected sample of 620 foreign students. Names for the sample were selected from the foreign student rosters of the 43 institutions where personal interviews were conducted. There were 318 (51 percent) responses.
- 3) Personal interviews were conducted at 43 selected campuses. The 43 campuses represented four different size ranges of foreign student population which were utilized in the study. A total of 220 interviews were conducted according to a schedule at each university visited. Persons interviewed included: president or equivalent administrative officer, highest academic officer, Foreign Student Adviser, supervisor of the Foreign Student Adviser, Director of Admissions, Dean of Students, and others involved in the foreign student program.

1. Homer D. Higbee, The Status of Foreign Student Advising in United States Universities and Colleges, East Lansing: Institute of Research on Overseas Programs, Michigan State University, 1961.

Higbee designates the intent of the study:

.... to survey the range and scope of services provided for foreign students at institutions (of higher education) in the United States as they exist today; it presents a profile of the people primarily responsible for providing these services; it attempts to discover the personal motivations of those in foreign student work; and it attempts to discover the basic rationale for these services.¹

Perhaps significantly, Higbee does not attempt to define Foreign Student Adviser. Possibly this is due to the tremendous diversity of the persons who responded to the survey as a Foreign Student Adviser. Out of the 679 respondents, 84 percent were spending one-fourth time or less as Foreign Student Adviser. Only 3.5 percent of the respondents reported spending full-time on foreign student affairs. These figures are so striking that it seems very doubtful that one could devise a definition which would comprehend the vast majority of respondents whose major identity is obviously something other than Foreign Student Adviser.

One of the major reasons that the current study (of the writer) is confined to full-time Foreign Student Advisers, i.e., persons whose major identity is clearly in the area of foreign student affairs, is the exponential number of variables that must be considered in studying a group of individuals who have virtually no other commonalities than a mutual interest or responsibility for one or more foreign students.

Another major reason for this study is lack of written guidelines, *within* institutions, regarding the work of the Foreign Student Adviser. Higbee reports: "It is not common for institutions to indicate in writing their concept of the program and responsibilities of the Foreign

1. Higbee, op. cit., p. XVI.

Student Adviser's office."¹ He also points out that 32 percent of the respondents had never discussed their program with the president or next highest officer.

Higbee's identification of 16 areas of service which Foreign Student Advisers generally offer is helpful in giving an overview of the Foreign Student Adviser's work. Of course, the local situation seems to account for variations in emphasis on different services. The following tables, taken from Higbee's report² list the 16 services which Foreign Student Advisers may be involved in and also indicate the degree of involvement in specific areas.

TABLE I-4
FOREIGN STUDENT ADVISERS' INVOLVEMENTS
IN SERVICES OFFERED FOREIGN STUDENTS

Service	Complete Responsibility	No Responsibility	Shared Responsibility	Not Offered
Admissions	20%	18%	53%	1%
Registration	22%	19%	48%	3%
Immigration-Visa Assistance	53%	3%	14%	17%
Employment	19%	12%	47%	13%
Academic Advising	26%	13%	49%	3%
Programming Foreign Visitors	19%	11%	32%	26%
Housing Foreign Students	17%	22%	40%	11%
Arranging Scholarships	21%	16%	40%	14%
Arranging Loans	16%	15%	40%	19%
Discipline	19%	14%	46%	10%
Assistance to U.S. Students Planning to Study Abroad	25%	16%	20%	29%
Community and Family Contacts	45%	6%	26%	14%
Counseling on Personal Problems	49%	4%	35%	3%
Information Giving and Correspondence	54%	4%	22%	10%
Formal Orientation Program	23%	8%	27%	32%
Social Activities	34%	8%	33%	18%

1. Higbee, op. cit., p. 9.

2. Ibid., pp. 11 and 16 respectively.

TABLE I-5
 PERCENTAGE OF FOREIGN STUDENT ADVISERS
 IN EACH FOREIGN STUDENT ENROLLMENT CATEGORY
 HAVING TOTAL RESPONSIBILITY FOR ENUMERATED SERVICE

Service	<u>Number of Foreign Students Enrolled</u>				
	301—More (1.9% of total)	101—300 (4.5% of total)	21—100 (17.8% of total)	11—20 (15.6% of total)	1—10 (60.2% of total)
Admissions	7%	12%	24%	19%	22%
Registration	7%	15%	24%	23%	25%
Immigration-Visa Assistance	85%	78%	66%	55%	44%
Employment	7%	7%	20%	21%	24%
Academic Advising	4%	7%	25%	29%	14%
Programming Foreign Visitors	15%	12%	25%	22%	19%
Housing Foreign Students	26%	14%	22%	16%	19%
Arranging Scholarships	22%	24%	21%	20%	23%
Arranging Loans	26%	19%	19%	15%	16%
Discipline	11%	21%	23%	20%	20%
Assistance to U.S. Students					
Planning to Study Abroad	26%	21%	29%	19%	30%
Community and Family Contacts	33%	50%	55%	43%	44%
Counseling on Personal Problems	60%	57%	56%	58%	46%
Information Giving and					
Correspondence	67%	76%	64%	52%	47%
Formal Orientation Program	26%	41%	29%	24%	17%
Social Activities	44%	45%	42%	32%	29%

One of the surprising findings of Higbee's study is the apparent paradox regarding the role of the Foreign Student Adviser:

It is paradoxical that there should be both a high level of interest and enthusiasm for seeking a more satisfactory role definition and concurrent general satisfaction with the present Foreign Student Adviser role. The whole area of thought about the role of the Foreign Student Adviser and the program he should provide is transfixed in what might be called suspended animation. Great energy is expended to identify a satisfactory role, but there seems to be a barrier to thinking beyond a certain point. One prominent

Dean of Students, the superior of the Foreign Student Adviser at his institution, aptly described the situation saying, "We seem to have come to a certain point in our thinking about the foreign student program, then lost our imaginativeness, our facility for social inventiveness." (1)

Perhaps, as Higbee suggests, one barrier to role reconsideration was the inability of Foreign Student Advisers to think beyond a service-oriented program. This may well be the key to the paradox. Possibly Foreign Student Advisers are so completely immersed in day-to-day untangling of problems presented to them they never have time or energy to perceive of the bigger picture. There may be another clue in the insistence of many part-time Foreign Student Advisers to retain their primary identity as a scholar in their major field. The status of the Foreign Student Adviser is apparently also related to the paradox.

As Higbee points out:

Further, the confused role of the Foreign Student Adviser at most institutions places him on the fringe of both the academic and administrative communities, thus creating an uncertain status. He is "in" with neither group. It might also be suggested that the traditional image of the Foreign Student Adviser held by his academic colleagues presents a barrier to easy communication on the basis of common interests. That image is one related to the conduct of a service-oriented program with a more-than-necessary amount of aggressive humanitarianism. Such an image does not serve to provide a basis of common interest with the academic community.(2) (Note: Underlining is done by the writer.)

To the extent that this last observation is true, there seems to be a definite stereotype which the Foreign Student Adviser either advertently or inadvertently has manipulated himself into. The implications for the role of the Foreign Student Adviser within the academic community seem clear.

1. Higbee, op. cit., p. 35.

2. Ibid., p. 38.

At least one further observation from Higbee's study is relevant for the present study:

In a majority of institutions the Foreign Student Adviser's function, as distinguished from the person who performs the function on a part-time or extra-duty basis, is not given high-level academic or administrative priority. It is not a policy influencing function, but tends instead to be viewed as a line-type operation.⁽¹⁾

Taken together, these observations serve to bring into clearer focus the significant differences which must exist between a Foreign Student Adviser whose full-time responsibility is in foreign student affairs and the "Foreign Student Adviser" who is in reality something quite different, i.e., a language professor or academic dean.

Under a grant from the Dean Langmuir Foundation, the National Association of Foreign Student Advisers appointed a national ad-hoc committee of individual distinguished educators to set forth their recommendations for an immediate strengthening of educational exchange programs at American institutions of higher learning. The committee, under the chairmanship of Dean E. G. Williamson of the University of Minnesota, became known as the "Committee on the Foreign Student in American Colleges and Universities."² Their report makes specific recommendations in areas of need revealed by Higbee's study.

The major thrust of the report is to specify the obligations and responsibilities of American colleges and universities in the area of educational exchange. The report puts it rather strongly:

1. Higbee, op. cit., p. 47.

2. The College, the University, and the Foreign Student, Committee on the Foreign Student in American Colleges and Universities, New York, 1963.

The basic point, however, is that those programs cannot be strengthened in any meaningful or lasting way unless they are seen in the context of the total international activities, at home and abroad, of any given institution. Those international activities in turn must be placed in the context of the *raison d'être* of the university.(1)

The report makes it very clear that the Foreign Student Adviser should be a part of the faculty: "The foreign student adviser works with the faculty, and he must be one of them. And his role, no less than that of the faculty, is to educate the foreign students."²

One of the major sources of guidance, especially for newcomers to the field of educational exchange, is the NAFSA Handbook for Foreign Student Advisers.³ The Handbook consists of 11 individual sections dealing with different aspects of educational exchange, all of which may be kept in a loose-leaf binder. From time to time various sections are up-dated to keep the Handbook timely and useful. The section (Part I) most closely related to this study was revised in December, 1965. Putman presents a history of academic study abroad and the development of the professional organ for Foreign Student Advisers (NAFSA).⁴ Also included in Part I are the goals of educational exchange from the perspective of the foreign student, his country, the United States, and the educational institutions of the United States. By comparing the four lists, Putman draws several generalizations:

1. The College, the University, and the Foreign Student, op. cit., p. 1.
2. Ibid., p. 21.
3. Handbook for Foreign Student Advisers, Parts I-XI, New York: National Association for Foreign Student Affairs.
4. Ivan Putman, Jr., "The Foreign Student Adviser and His Institution in International Student Exchange," 1965, Part I of Handbook for Foreign Student Advisers, op. cit.

- 1) The education of the foreign student is very high on all four lists. The educational experience is central to the whole enterprise, and it must be successful if any other purpose is to be realized for any of the interested parties.
- 2) Each list contains a mixture of altruistic and self-interest motives.
- 3) There may well be conflict among the paramount interests of the student, his sponsor, his country, the United States, and the college or university.⁽¹⁾

In Part II, Putman identifies and defines several services which the United States institution of higher education should provide to meet the needs of foreign students:

Overseas correspondence by air mail
 Pre-admission information
 Selection and Admission Services
 Reception of new foreign students
 Housing
 Orientation
 Food Service to accommodate foreign student needs
 Information and guidance regarding government regulations
 English language instruction
 Academic advising
 Definite academic standards
 Financial Aids and advising on financial matters
 Health services
 Personal counseling
 Campus and community social opportunities
 Pre-departure orientation
 Alumni relations extended to include foreign students²

Putman's section of the Handbook also lists a number of helpful suggestions for the Foreign Student Adviser in developing his program, including a lengthy list of suggestive functions which the Foreign Student Adviser may be engaged in.

The nafsa newsletter is a monthly publication of the National Association for Foreign Student Affairs, which contains numerous helps for

1. Putman, op. cit., p. 10.

2. Ibid., pp. 11-16.

the members of the organization. NAFSA president, Albert Sims, suggests one of the important functions of the newsletter:

We are practitioners with a variety of arts and skills exercised on behalf of such students. If the organization is to serve its basic purpose, we must find a place within it both for the improvement of these specific arts and skills and for the union of our common interests in the students for whom they exist.¹

Literature Related to the Critical Incident Technique

Origin and Development of the Technique

The idea of the Critical Incident Technique was conceived primarily through the efforts of John C. Flanagan and associates while working with the Aviation Psychology Program of the United States Army Air Force during the second World War. Their assignment was to develop procedures for the selection and classification of aircrews. The antecedent of the Critical Incident Technique grew out of their attempt to set up a systematic approach to analyzing and synthesizing observations of on-the-job behavior of pilots and airplane crew members. Flanagan states:

The critical incident technique ... can best be regarded as an outgrowth of studies in the Aviation Psychology Program of the U. S. Army Air Forces in World War II.(2)

In 1944 a series of studies was planned to analyze combat leadership in the U.S.A.A.F. The most important feature of these studies was the systematic effort, on a large scale, to gather specific incidents of effective or ineffective behavior regarding a designated activity.

1. nafsa newsletter, Vol. XIX, No. 4, Washington, D. C.: National Association for Foreign Student Affairs, January, 1968, p. 1.
2. John C. Flanagan, "The Critical Incident Technique," Psychological Bulletin, Vol. 51, No. 4, July, 1941, p. 328.

Persons asked to report incidents were given criteria for their observations:

The instructions asked the combat veterans to report incidents observed by them that involved behavior which was especially helpful or inadequate in accomplishing the assigned mission.(1)

In the study of combat leadership, several thousand incidents relating to the designated activity were collected and analyzed, resulting in a set of descriptive categories called "critical requirements" of combat leadership.

Gradually a theoretical framework for this approach to studying job requirements was developed. The Aviation Psychology Program Research Reports contain a good discussion of this theoretical basis:

The principal objective of job analysis procedures should be the determination of critical requirements. These requirements include those which have been demonstrated to have made the difference between success and failure in carrying out an important part of the job assigned in a significant number of instances. Too often, statements regarding job requirements are merely lists of all the desirable traits of human beings. These are practically no help in selecting, classifying, or training individuals for specific jobs. To obtain valid information regarding the truly critical requirements for success in a specific assignment, procedures were developed in the Aviation Psychology Program for making systematic analyses of cause of good and poor performance.

Essentially, the procedure was to obtain first-hand reports or reports from objective records, of satisfactory and unsatisfactory execution of the task assigned. The cooperating individual described a situation in which success or failure was determined by specific reported causes. This procedure was found very effective in obtaining information from individuals concerning their own errors or their superiors, from supervisors with respect to their subordinates, and also from participants with respect to co-participants.(2)

1. Flanagan, "The Critical Incident Technique", op. cit.
2. John C. Flanagan, The Aviation Psychology Program in the Army Air Forces, Washington, D. C.: U. S. Government Printing Office (AAF Aviation Psychology Program Research Report No. 1), 1947, pp. 273-274.

1

It was not until after World War II that the Critical Incident Technique was formally developed and given its present name. A group of the psychologists who had worked in the U.S.A.A.F. Aviation Psychology Program established the American Institute for Research. Flanagan stated the aim of the organization as:

.... the systematic study of human behavior through a coordinated program of scientific research that follows the same general principles developed in the Aviation Psychology Program⁽¹⁾

In addition to his work with the American Institute for Research, Flanagan had opportunity to direct the theses of several advanced graduate students at the University of Pittsburgh. Since many of these studies attempted to determine the critical requirements for a specific occupational group or activity, the Critical Incident Technique was adapted to a variety of situations, resulting in new contributions to the technique.

In 1949, Flanagan outlined the methodology of the Critical Incident Technique² and stated the necessary requirements for its use.³ The first complete explanation of the development, fundamental principles, various applications, and current status of the technique was written by Flanagan almost eight years after he and his colleagues began their systematic formulation of principles and procedures.⁴ Flanagan describes the technique in the following manner:

1. Flanagan, "The Critical Incident Technique," op. cit., p. 329.

2. Flanagan, Critical Requirements for Research Personnel: A Study of Observed Behaviors of Personnel in Research Laboratories, Pittsburgh: American Institute for Research, March, 1949.

3. The requirements are described in detail in Chapter III.

4. Flanagan, "The Critical Incident Technique," op. cit.

The critical incident technique consists of a set of procedures for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles. The critical incident technique outlines procedures for collecting observed incidents having special significance and meeting systematically defined criteria.⁽¹⁾

There are five basic steps included in the Critical Incident Technique procedure which are most commonly used:²

- 1) Determination of the general aim of the activity.
- 2) Development of plans and specifications for collecting factual incidents regarding the activity.
- 3) Collection of the data.
- 4) Analysis of the data.
- 5) Interpretation of the data analysis and reporting of the statement of the requirements of the activity.

These five steps will be explained and illustrated in Chapter III as applied to this study.

Applications of the Technique

Flanagan grouped the various applications of the Critical Incident Technique under nine headings or functional areas:³

- 1) Measures of typical performance (criteria)
- 2) Measures of proficiency (standard samples)
- 3) Training
- 4) Selection and classification
- 5) Job design and purification

1. Flanagan, "The Critical Incident Technique," op. cit., p. 327.
 2. Ibid.
 3. Ibid., p. 346.

- 6) Operating procedures
- 7) Equipment design
- 8) Motivation and leadership (attitudes)
- 9) Counseling and psychotherapy

Flanagan identifies specific studies to illustrate each area of application.¹ It should be noted that these nine headings represent studies that were conducted prior to 1953 and that they are not mutually exclusive, i.e., some studies involve several types of applications. Furthermore, these types of application are not intended to be inclusive. Flanagan says, "The variety of situations in which the collection of critical incidents will prove of value has only been partially explored."²

The Critical Incident Technique has been utilized to study many different occupations including life insurance agency heads,³ research personnel,⁴

1. Flanagan, "The Critical Incident Technique," op. cit., pp. 346-354.

2. Ibid., p. 346.

3. R. L. Weislogel, "Critical Requirements for Life Insurance Agency Heads," University of Pittsburgh Bulletin, 1952, Vol. 48, pp. 300-305, (abstract of unpublished doctoral dissertation, University of Pittsburgh, 1952).

4. Mary H. Weislogel, Procedures for Evaluating Research Personnel with a Performance Record of Critical Incidents, Pittsburgh: American Institute for Research, 1950.

dentists,¹ retail sales personnel,² shop foremen,³ bookkeepers,⁴ and pilot instructors.⁵

Since Flanagan and associates who helped develop the Critical Incident Technique are psychologists, it is to be expected that the technique would be widely utilized in the field of psychology. Allen⁶ studied critical requirements of interpersonal behavior. Smit⁷ studied the critical requirements for instructors of general psychology courses. Goldfarb⁸ used the Critical Incident Technique to establish areas of change

1. R. F. Wagner, "A Study of the Critical Requirements for Dentists," University of Pittsburgh Bulletin, 1950, Vol. 47, pp. 331-339, (abstract of unpublished doctoral dissertation, University of Pittsburgh, 1950).
2. J. D. Folley, Jr., "Development of a List of Critical Requirements for Retail Sales Personnel from the Standpoint of Customer Satisfaction," (unpublished master's thesis, University of Pittsburgh, 1953).
3. R. B. Finkle, "A Study of the Critical Requirements of Foremanship," University of Pittsburgh Bulletin, 1950, Vol. 46, pp. 291-297, (abstract of unpublished doctoral dissertation).
4. Charlotte I. Nevins, "An Analysis of Reasons for the Success or Failure of Bookkeepers in Sales Companies," (unpublished master's thesis, University of Pittsburgh, 1949).
5. R. L. Krumm, "Critical Requirements of Pilot Instructors," USAF Human Resources Research Center, Tech. Rep., 1952, No. 52-1.
6. C. D. Allen, "Critical Requirements in Interpersonal Behavior," (unpublished thesis, Princeton University, 1950).
7. Jo Anne Smit, "A Study of the Critical Requirements for Instructors of General Psychology Courses," University of Pittsburgh Bulletin, Vol. 48, 1952, pp. 279-284 (abstract).
8. A. Goldfarb, "Use of the Critical Incident Technique to Establish Areas of Change Accompanying Psychotherapy: II. Relationship to Diagnostic Group," (unpublished master's thesis, University of Pittsburgh, 1952).

accompanying psychotherapy. Eilbert¹ used the Critical Incident Technique to study emotional immaturity.

Use of the Critical Incident Technique in the Field of Education

Several positions in the field of education have been investigated by utilizing the Critical Incident Technique. Domas,² Jensen,³ Merritt,⁴ Goldin,⁵ Blank,⁶ and Roth⁷ studied elements of behavior of public school teachers which had significant effect on designated aspects of their

1. L. R. Eilbert, "A Study of Emotional Immaturity Utilizing the Critical Incident Technique," University of Pittsburgh Bulletin, Vol. 49, 1953, pp. 199-204 (abstract).
2. S. J. Domas, Report of an Exploratory Study of Teacher Competence, New England School Development Council, Cambridge, Massachusetts, 1950.
3. A. C. Jensen, "Determining Critical Requirements for Teachers," Journal of Experimental Education, Vol. 20, 1951, pp. 79-86.
4. Edith P. Merritt, "Critical Competencies for Elementary Teachers in Selected Curriculum Areas," (unpublished doctoral dissertation, Stanford University, 1955).
5. M. Goldin, "Behaviors Related to Effective Teaching," (unpublished doctoral dissertation, University of Wisconsin, 1957).
6. Lane B. Blank, "Critical Incidents in the Behavior of Secondary School Physical Education Instructors," The Research Quarterly, Vol. 29, March, 1958, pp. 1-6.
7. Lois H. Roth, "Criteria for the Selection of Supervising Teachers Using the Critical Incident Technique," Journal of Teacher Education, Vol. 12, 1961, pp. 476-481.

work. Sternloff,¹ Robson,² Kirk,³ and Dunn⁴ studied critical requirements of school superintendents using the Critical Incident Technique. Job requirements for secondary school principals were studied by Phillips,⁵ Harris,⁶ and Walters.⁷

Other areas of education which have been studied by use of the Critical Incident Technique are school board-community relationships,⁸

1. Robert E. Sternloff, "The Critical Requirements for School Administrators Based Upon an Analysis of Critical Incidents," (unpublished doctoral dissertation, University of Wisconsin, 1953).
2. Howard N. Robson, "Success and Failure of Small School Superintendents," a publication of the Curriculum and Research Center, University of Wyoming, Laramie, Wyoming, 1956.
3. George V. Kirk, "The Critical Requirements for Public School Superintendents," (unpublished doctoral dissertation, University of Pennsylvania, 1959).
4. Bruce J. Dunn, "An Analysis and Identification of Instructional Leadership Acts as Performed and Perceived by the Superintendent of Schools," (unpublished doctoral dissertation, Michigan State University, 1964).
5. H. E. Phillips, "Crucial Behaviors of Elementary Principals in the Improvement of Instruction," (unpublished doctoral dissertation, Stanford University, 1955).
6. X. J. Harris, "Critical Requirements for the Principalship in Georgia as Observed by Superintendents of Schools," (unpublished doctoral dissertation, University of Georgia, 1955).
7. Thomas W. Walters, "The Job of the High School Principal as Perceived by California City Superintendents," (unpublished doctoral dissertation, Stanford University, 1955).
8. John E. Corbally, Jr., "A Study of the Critical Elements of School Board-Community Relations," (unpublished doctoral dissertation, University of California, 1955).

school board membership,¹ the school public relations process,² and in-service training.³

Traux⁴ studied effective and ineffective performance of secondary school counselors. The critical incidents used in the study were reported by school administrators, teachers, counselor trainers, state directors of guidance, guidance supervisors, and by counselors themselves. Traux grouped effective and ineffective acts of counselors into seven major categories.

King⁵ also used the Critical Incident Technique to identify the aspects of the behavior of secondary school counselors which were regarded as effective or ineffective by teachers. He was able to group these aspects of behavior under four categories.

-
1. Richard E. Barnhart, "The Critical Requirements for School Board Membership Based Upon an Analysis of Critical Incidents," (unpublished doctoral dissertation, Indiana University, 1952).
 2. Sylvia Ciernick, "The Development and Use of a Conceptual Scheme for Analyzing the School Public Relations Process," (unpublished doctoral dissertation, Michigan State University, 1962).
 3. Jack W. Fleming, "The Critical Incident Technique as an Aid to In-Service Training," American Journal of Mental Deficiency, Vol. 67, July, 1962, pp. 41-52.
 4. William E. Traux, "A Comparison of Behavior Factors which Distinguish Between Effective and Ineffective Performance of Public School Counselors," (unpublished doctoral dissertation, University of Wisconsin, 1953).
 5. William B. King, "Certain Critical Requirements for the Secondary School Counselor Determined from an Analysis of Critical Incidents Reported by Teachers," (unpublished doctoral dissertation, New York University, 1956).

A study by Rodgers,¹ in which he investigated the critical aspects of the function of the Student Personnel Dean, has similar structure and methodology to the present study. The Foreign Student Adviser may be compared to the Student Personnel Dean in areas as range and kinds of responsibilities. Little had been done prior to Rodgers' study to identify the aspects of Student Personnel Deans' Behavior which bore a significant relationship to his success or failure.

Rodgers grouped the critical elements he had extracted from critical incidents into seven critical areas of behavior. These were:

- Area I Communicated Effectively with all People Contacted.
- Area II Counseled Students on all Phases of their Conduct and Problems.
- Area III Developed Cooperative Relationships with all People Contacted.
- Area IV Diagnosed and Referred to Proper Agencies Psychologically or Emotionally Disturbed Students.
- Area V Investigated Both Individual and Group Actions which Violated Institutional or Civil Rules.
- Area VI Provided Leadership and Information to Both Individuals and Groups.
- Area VII Worked with Various Groups to Assist them in Policy Making.(2)

Rodgers also found twelve categories of problems which confronted the Student Personnel Dean:

1. AG - Academic General deals with the development of campus academic assistance programs, student-faculty relations,

1. Allan W. Rodgers, "An Investigation of the Critical Aspects of the Function of the Student Personnel Dean as Seen by His Professional Peers Using the Critical Incident Technique," (unpublished doctoral thesis, Michigan State University, 1963).

2. Ibid., pp. 61-65.

and individual students in general academic matters. These are matters which affect the relationships between students and faculty, affect relationships between faculty members, but are not directly related to the curriculum or instructional program.

2. DIS - Discipline includes all cases relating to students who have in some way violated institutional regulations or civil law. The cases are: academic dishonesty, drinking, use of explosives, physical hazing of students, fighting, morals, theft, traffic, trespassing, and other incidents of discipline which occur only once and, therefore, are classified as miscellaneous.
3. IST - In-Service Training includes establishing and conducting work shops, information sessions, and retreats for training residence hall peers or student government. The purpose of these in-service training programs is to provide additional information about areas of concern to the Dean and the recipient campus group.
4. MB - Mob Behavior is centered around development and implementation of policy to prevent, to control, and to deal with students who are involved in unauthorized group activities.
5. PP - Personal Problems relates to problems of individual students which are personal in nature, but which do not indicate emotional or psychological upset. These problems are basically academic, financial, social, or vocational.
6. PI - Policy Interpretation involves the interpretation of existing and new college rules and regulations to fraternity groups, to student government, to residence hall peers, to individual students, and to faculty peers.
7. PM - Policy Making refers to cooperative policy making where the Dean works with groups on campus in establishing policy necessary to deal with campus problems. He works with residence hall government, residence hall peers, inter-fraternity council, student government, faculty peers, and the student body.
8. PSY - Psychological involves the work of the Dean with individual students and/or their parents in the area of psychological or emotional upset. He either diagnoses the area of difficulty and refers the student to the proper source for help; or diagnoses and counsels, and confers with faculty peers about the diagnosis and referral of the student and then refers the student.

He also explains student behavior and the implications of such behavior to parents.

9. PR - Public Relations involves contact with the press, campus police, superiors, parents, townspeople, and students - both individually and in groups. A majority of the contacts informed people of what was going to happen, what was happening, and what had happened. Communications and working cooperatively with others are the two major aspects of public relations in this study.
10. RH - Residence Halls involves contacts with groups of resident students, residence student government, residence hall peers, and individual students. The Dean works to provide leadership and information and to support those people endeavoring to work in residence halls.
11. SE - Social Education relates to assisting both individuals and groups to be more effective in their social relationships and in their social understandings.
12. SG - Student Government involves work with individual students, faculty peers, and all-campus student government groups by providing leadership and information to assist them in making decisions based on the principles of democratic action.(1)

Rodgers discovered 16 categories of people with whom the Student Personnel Dean functioned effectively:

- | | |
|------------------------------|--------------------------------|
| 1. Campus Police | 9. Fraternity National |
| 2. Civil Police | 10. Fraternity Pledges |
| 3. Faculty Peers | 11. IFC and Panhellenic |
| 4. Faculty-Student Group | 12. IFC Rushing |
| 5. Fraternity Adviser | 13. Individual Female Students |
| 6. Fraternity-Alumni Adviser | 14. Individual Foreign Student |
| 7. Fraternity Group | 15. Individual Male Students |
| 8. Fraternity Individual | 16. IFC Judiciary |

He discovered 23 categories of people with whom the Student Personnel Dean functioned ineffectively:

- | | |
|-----------------------|--------------------------------|
| 1. Faculty Peers | 4. Fraternity Individuals |
| 2. Fraternity Adviser | 5. Individual Female Students |
| 3. Fraternity Group | 6. Individual Foreign Students |

1. Rodgers, op. cit., pp. 44-47.

2. Ibid., p. 50.

- | | |
|---|------------------------------------|
| 7. Individual Male Students | 16. Resident Female |
| 8. Interfraternity Council | 17. Resident Male |
| 9. Interfraternity Council -
Judiciary | 18. Sorority Group |
| 10. Male Group | 19. Student Government |
| 11. Parents | 20. Student Government - Judiciary |
| 12. Professional Peers | 21. Student Group |
| 13. Residence Hall Government | 22. Superiors |
| 14. Residence Hall Group | 23. Townspeople ¹ |
| 15. Residence Hall Peers | |

Discussion of Previous Research

A review of the literature in international educational exchange shows that much has been written about foreign students and their unique problems of adjusting to American culture and academic procedures of United States colleges and universities. Such areas as orientation, adjustment problems of foreign students, and academic adjustment and achievement have been widely researched. Although much is known about foreign students and their problems, there has been limited integration and application of the research findings. Persons involved in advising foreign students may recognize unique needs and the necessity of special services for foreign students on American campuses. However, much research is still needed to understand how these special services can most effectively be carried out in accordance with the resources available on American campuses.

Research regarding the work of the Foreign Student Adviser on U. S. university campuses is very limited. The brief history of foreign student advising in the United States and the great differences between responsibilities of Foreign Student Advisers in various colleges and

1. Rodgers, op. cit., p. 51.

universities have made studying the profession difficult. There is need for better understanding of relationships between specific behaviors or actions of the Foreign Student Adviser and the problems which are experienced by foreign students. The literature shows a number of techniques and procedures which have been suggested to help Foreign Student Advisers to provide better services for foreign students, but there has been no means to date of adequately evaluating the effectiveness of these procedures.

The difficulties in researching the on-the-job behavior of Foreign Student Advisers require a different approach than the survey-type questionnaire which has been commonly used. The CRITICAL INCIDENT TECHNIQUE was reviewed as a promising method of gathering and analyzing primary data regarding the aspects of the Foreign Student Adviser's on-the-job behavior which have a significant effect on the academic progress and/or personal development of foreign students.

CHAPTER III

METHODOLOGY AND PROCEDURE

Introduction

This study was designed to identify and describe aspects of the Foreign Student Adviser's on-the-job behavior which they consider to have a significant effect on the academic progress¹ and/or personal development² of foreign students. Forty-eight Foreign Student Advisers from 17 universities reported significant (critical) incidents which they perceived to be related to the academic progress and/or personal development of foreign students. From these "critical incidents" significant aspects of the Foreign Student Adviser's behavior, either satisfactory or unsatisfactory, were identified and described.

Selection of Method

After the problem had been defined, several methods of researching it were examined. The CRITICAL INCIDENT TECHNIQUE³ was selected as the most appropriate for obtaining and analyzing primary data regarding on-the-job behavior of Foreign Student Advisers. The CIT focuses

1. Academic progress was defined in Chapter I as: "progress of the student toward educational goals he has set for himself, or must meet as requirements of the institution and/or the U.S. Immigration and Naturalization Service (INS)." (In cases of sponsored students, the student must also meet the requirements of his scholarship.)
2. Personal development is defined in this study as change in the behavior or environment of the foreign student which is to his best interests in the judgment of the observer.
3. The abbreviation CIT will be substituted for Critical Incident Technique in sections where the terminology is repeated frequently.

attention on behavior. It is a technique that involves reporting of incidents by qualified observers (respondents) who describe the behavior of the person being observed as either satisfactory (effective) or unsatisfactory (ineffective) according to a previously defined aim or objective.

To list activities, traits, or characteristics with little or no regard for the varying situation in which these come into play would provide an incomplete basis for conclusions, at best. The CIT seemed to eliminate many of the disadvantages of other methods used to study the job of Foreign Student Advisers. It is a technique which is used to gain a description of effectiveness in terms of behavior rather than traditional list of traits or characteristics.

Observations of the behavior of the individual and of the effectiveness of this behavior in accomplishing the desired results in a satisfactory manner constitute not just one source of data, but the only source of primary data regarding the critical requirements of the job in terms of behavior.(1)

The Sample

The 48 Foreign Student Advisers included in the sample for this study were from 17 colleges and universities in a seven-state region of Midwestern United States. This sample included all full-time Foreign Student Advisers from ten of the twelve institutions of higher learning in the seven-state region which enrolled over 500 foreign students during the 1966-67 academic year and from six of the nine institutions in the same region enrolling between 200 and 500 foreign students.²

-
1. John C. Flanagan, "Critical Requirements: A New Approach to Employee Evaluation," Personnel Psychology, Vol. 2, pp. 419-425, winter, 1949.
 2. One institution enrolling over 1,000 foreign students was not in the region.

In addition to selecting institutions for the study on the basis of a minimum enrollment of 200 foreign students, several other criteria were established for selecting the Foreign Student Adviser sample:

1. Recognition of the Foreign Student Adviser by the administration of the institution as an officially designated officer for handling foreign student affairs.

2. Primary identification as Foreign Student Adviser (or equivalent) working full time in the area of foreign student affairs.¹

3. At least one year of experience in foreign student advising. There were two exceptions to this requirement which were waived due to the respondents' experiences in closely related areas.

4. The Foreign Student Adviser's institution must have had a foreign student program, i.e., an established Foreign Student Adviser's Office, for at least five years. The only exception to this was an institution which employed its first full-time Foreign Student Adviser only three years ago but had personnel designated to advise foreign students on a part-time basis prior to that time.

These criteria were necessary to obtain as homogeneous a sample of Foreign Student Advisers as possible, i.e., professional, experienced persons engaged in an established program from which useful and valid conclusions might be drawn. The Foreign Student Advisers obviously met Flanagan's criteria for observers: 1) observed the activity reported on; 2) knew the aims of the activity; and 3) capable of judging the outcomes.

1. In cases where there were several staff members in the Foreign Student Adviser's Office and their duties were very similar or overlapping, all professional staff members were considered as Foreign Student Advisers.

It is difficult to determine the number of full-time Foreign Student Advisers currently in United States colleges and universities since there is not a universally accepted definition of "Foreign Student Adviser." It is estimated that the sample included in this study represents about 15 percent of the persons who are employed in similar positions throughout the nation on a full-time basis. This estimate is based upon a survey of The NAFSA Directory 1966-67.

The sample of Foreign Student Advisers selected for this study represents Foreign Student Advisers with considerable professional experience in foreign student advising. Ten of the Foreign Student Advisers in the sample have had over 10 years of experience in the field. All ten are males. Of the 48 Foreign Student Advisers interviewed, 29 are males and 19 are females. In general, males hold the top position in a Foreign Student Office which has several staff members.

In the two universities where females hold the top Foreign Student Adviser position, there are no full-time males on the staff. Other relevant data regarding the Foreign Student Adviser sample are included in Table III-A.

TABLE III-A

MIDWESTERN COLLEGES AND UNIVERSITIES
REPRESENTED IN THE STUDY SAMPLE
BY SIZE OF INSTITUTION

<u>No. Foreign Students Enrolled</u>	<u>No. Institutions</u>	<u>No. FSA's (responding)</u>
Over 1,000	6	23
501-1,000	5	15
201-500	<u>6</u>	<u>10</u>
	17	48

Developing the Critical Incident Report Form

In discussing the development of the critical incident report forms, it is helpful to review the five basic steps of the CRITICAL INCIDENT TECHNIQUE:

1. Determination of the general aim of the activity: A clear statement which identifies the objective of the activity performed by the Foreign Student Adviser. In this study the statement agreed upon by all respondents, with only minor reservations or suggestions, was: "The primary purpose of the Foreign Student Adviser is to facilitate the academic progress and/or personal development of foreign students."
2. Development of plans and specific procedures for gathering significant incidents regarding Foreign Student Advisers' on-the-job behavior. This involves a plan to communicate explicitly to respondents the general aim of the activity they are asked to report on and the methods they are to use in reporting the incidents.
3. Collection of the data. Whether the data is to be gathered by personal interviews or questionnaire is to be decided. A schedule must be established to guide collection of the data.
4. Analysis of the data according to the procedure suggested by the CIT. A posteriori categories usually are developed from the data.
5. Interpretation and reporting of the data includes a descriptive report of the data in which the investigator discusses the results, draws conclusions, and frequently develops hypotheses commensurate with the judged credibility of the study.

Establishing the General Aim of Foreign Student Advising

One of the basic conditions necessary for formulating a functional description of an activity is a fundamental orientation in terms of the general aim of the activity. Flanagan emphasizes the importance of a precise description of what the activity is intended to accomplish:

In its simplest form, the functional description of an activity specifies precisely what it is necessary to do and not to do if participation in the activity is to be judged successful or effective. It is clearly impossible

to report that a person has been either effective or ineffective in a particular activity by performing a specific act unless we know what he is expected to accomplish.(1)

The Critical Incident Technique requires establishment of the general aim as the first step prior to gathering of any incidents. This phase of the study began many months before the development of the CIT report forms. The researcher interviewed ten authorities in the field of foreign student advising using Flanagan's suggested "Outline for Interview to Establish the General Aim for an Activity."²

1. Introductory statement: "We are planning on making a study of the significant aspects of the Foreign Student Adviser's on-the-job behavior or function. We believe you are especially qualified to tell us about what you believe is essential to the Foreign Student Adviser's work."
2. Request for general aim: "What would you say is the primary purpose of the Foreign Student Adviser's function?" Respondents generally reported a variety of duties and activities which they felt the Foreign Student Adviser should perform on behalf of foreign students. Significantly, all respondents referred to the foreign student and his welfare as being central to the Foreign Student Adviser's job.
3. Request for summary: "In a few words how would you summarize the general aim of the Foreign Student Adviser's work?" Responses were much briefer, as expected, and invariably mentioned something like helping, assisting, providing guidance, counseling ... foreign students, or coordinating, administering, ... a foreign student program.

The ideas of the ten authorities were pooled and three trial forms of a statement of general aim were developed and submitted to the authorities for their comments. The statement which received strongest support from all of the authorities was: "The purpose of foreign student

-
1. John C. Flanagan, "The Critical Incident Technique," Psychological Bulletin, Vol. 51, No. 4, July, 1954, p. 336.
 2. Flanagan, op. cit., p. 337.

advising is to facilitate the academic progress and personal development of foreign students." The one reservation mentioned by two or three authorities was that academic progress and personal development of a foreign student might not necessarily be compatible in specific instances. They preferred to have the statement read: "... academic progress and/or personal development ..." This addition of the word "or" was satisfactory to all of the authorities.

Procedures and Criteria for Developing CIT Report Forms

After the general aim of the activity to be investigated was clearly identified (Step 1) - the aspects of the Foreign Student Adviser's on-the-job behavior which significantly affect the academic progress and/or personal development of foreign students - a form for reporting critical incidents was developed (Step 2). Several criteria were considered in developing the report form:

Brevity - The report form must be kept as short as possible and yet give clear and precise directions. The original report forms which were developed were six pages long (8 1/2" x 11", typewritten). Several persons were asked to critique the forms, and they were eventually shortened to four pages in length. The forms included a cover page with a short description of the study and 17 items of personal information to be filled in, a second page of "Suggestions for completing the attached forms" with examples of "significant" incidents, and two pages structured for reporting two satisfactory and two unsatisfactory incidents.

Accuracy - Respondents were asked to report significant incidents

which had occurred within the past two years. Flanagan¹ pointed out the importance of placing a time limit on the period of recall for incidents since it tended to reduce unusual behavior to proper perspective and to reduce errors due to memory lapses and exaggeration.

Basis for Judgment - The most difficult criterion of the report form is the necessity of clearly expressing what is being measured, i.e., effectiveness of the Foreign Student Adviser's on-the-job behavior in facilitating academic progress and/or personal development of the foreign students. The researcher cannot impose his own standards of effectiveness, but must rely upon the competence of the respondent to do the judging from his own perspective. Flanagan argues that this approach has fewer restrictions than imposing stereotyped standards:

It is important that these behaviors be identified by those who describe them as especially effective according to their own standards, not those of any outside person or group; also they should not be derived from stereotyped concepts traditionally listed whenever definitions of successful researchers are requested.(2)

Thus, the report forms must clearly state that the respondent is to use his own judgment regarding the significance of an incident in affecting the designated purpose of the activity.

The term "critical" was not used in the report forms as it was found from the critique of the forms by several persons that the word connoted "crisis" and tended to solicit crisis-like events. Therefore, the term "significant" was substituted for "critical" on the report forms.

1. John C. Flanagan, Critical Requirements for Research Personnel, American Institute for Research, Pittsburgh, 1949, p. 5.

2. Flanagan, op. cit., p. 6.

Although all incidents from Foreign Student Advisers were gathered by personal interview, the discipline of constructing report forms according to these criteria enabled the researcher to communicate effectively with the respondents in the interview situation. The report forms which were later mailed to foreign students as part of another study adhered closely to the criteria.

Request for Personal Data on Respondents

The first page of the report form solicited seventeen items of personal information from each respondent which were thought to be related to the nature of the responses. They included: official title, major areas of responsibility, sex, age, years of experience as Foreign Student Adviser, degrees held, estimate of career potential in foreign student advising, and information about the student enrollment of the university. The information received from this page is analyzed and presented in Chapter IV dealing with analysis of the data.

Revision of the Original Report Forms

The original critical incident report forms were personally delivered to Foreign Student Advisers at four universities which represented varying size of foreign student populations. The Foreign Student Advisers were asked to attempt to complete the report form and critique the form itself. As a result of the comments and type of critical incidents received, changes were made in the form. The appearance was greatly improved by re-arrangement of the format, using different size type to designate illustrated incidents. The cover page was completely revised, and the illustrations of significant incidents were changed. Three more

examples of incidents illustrating satisfactory behavior of Foreign Student Advisers were added since it was extremely difficult to select exemplary incidents. Definitions of Critical Incident Technique terms and a description of the technique were omitted from the revised form since they tended to confuse the respondents.

The revised report forms were re-submitted to the four Foreign Student Advisers who reported that they were much improved, understandable, and satisfactory for what the study was attempting to accomplish. Examples of the revised report forms, as used in the study, are in Appendix B.

Collecting the Data

The original plan for collecting the data (Step 3) was to mail critical incident report forms to some Foreign Student Advisers, and to gather approximately 25 percent of the total sample by personal interview. However, the four Foreign Student Advisers who had originally reviewed the report forms expressed some concern about the percentage of mail returns which might be expected from Foreign Student Advisers who are reluctant to take the time necessary to recall and report four significant incidents. A personal interview with the chairman of the NAFSA Research Committee and with the president of NAFSA confirmed these concerns. It was pointed out, however, that a return of 20 percent from a mail survey of Foreign Student Advisers would be considered good.

Another important factor which was considered in deciding upon the method of data collection is the quality of critical incidents which are reported from the different methods, i.e., lower quality from mail surveys than from personal interviews. Most studies which have used the Critical

Incident Technique in a mail survey have also included an intensive field study to validate the results of mail returns. Flanagan¹ emphasized that the interview method was by far the most satisfactory means of gathering critical incidents and that all other methods were only substitutes. He recommended that wherever possible, the interview method be used.

After considering the prospect of a low return rate and lesser quality of critical incidents from a mail survey, the decision was made to collect all data from Foreign Student Advisers and faculty by personal interview. Although this decision involved a commitment of 40 interviewing days and 8,000 miles of travel, it was considered to be the only dependable way of obtaining valid critical incidents. During the actual interviewing, another advantage of the personal interview method was discovered. Foreign Student Advisers were willing to spend much more time in a personal interview situation and cited at least twice as many critical incidents as might otherwise have been the case. The incidents reported in personal interviews tended to cover a wider range of activities and therefore yielded a more comprehensive understanding of the Foreign Student Adviser's perception of the aspects of his own on-the-job behavior which significantly affected the academic progress and/or personal development of foreign students.

Other obvious advantages of the personal interview method are the opportunity to inquire about unclear incidents and to determine the respondents' criteria for significant incidents as well as their basis for deciding between satisfactory and unsatisfactory behavior.

1. Flanagan, Critical Requirements for Research Personnel, op. cit., p. 6.

Procedure for Interviewing Foreign Student Advisers

An important prerequisite for full cooperation of Foreign Student Advisers in the study was the sanction of the National Association for Foreign Student Affairs. The writer is currently serving on the Research Committee and the Professional Preparation and Development Committee of NAFSA. The chairmen of both committees permitted reference to their committee's support of the study, and the president and executive secretary of NAFSA wrote a letter sanctioning the study and encouraging participation of Foreign Student Advisers and faculty. (See Appendix A)

The initial contact with Foreign Student Advisers was via a letter which included: the supporting letters from NAFSA leaders; an abstract and description of the research proposal; and a personal covering letter asking for permission to visit the campus and to interview the Foreign Student Adviser, several faculty members,¹ and a group of foreign students. A two- or three-day visit was suggested. Foreign Student Advisers that had not responded within two weeks were contacted by telephone. All but two of the Foreign Student Advisers who were asked to participate in the study consented to cooperate, and definite dates for the researcher's visit were established.

After dates had been established, critical incident report forms were sent to the Foreign Student Adviser one to two weeks prior to the visit. At most universities where there was a staff of Foreign Student Advisers, a meeting was convened with the staff for the researcher to discuss the study being conducted. This meeting allowed for good

1. It will be remembered that the researcher is collaborating with August G. Benson in gathering data for a second thesis on Foreign Student Adviser's behavior from the perspective of faculty members.

exchange of ideas and cooperation of the staff, as well as increased the consistency of respondents in understanding and interpreting the basis of significant Foreign Student Adviser behavior. During the visit each Foreign Student Adviser on the campus was interviewed twice for approximately one and one-half hours each time. In the first interview the statement of the proposed purpose of foreign student advising was given and discussed: "The primary purpose of the Foreign Student Adviser's job is to facilitate the academic progress and/or personal development of foreign students." The majority of the Foreign Student Advisers agreed with the statement as it was, although a few suggested minor alterations or reservations. The Foreign Student Adviser was then asked to cite incidents of his own behavior which had a significant effect on the academic progress and/or personal development of one or more foreign students. The Foreign Student Advisers reported an average of 7.7 critical incidents with a ratio of two satisfactory incidents per one unsatisfactory incident.

Classification of Critical Incidents Into Categories of Foreign Student Adviser Responsibility

The analysis of the 350 critical incidents received from the 48 Foreign Student Advisers in 17 Midwestern universities¹ was done first by a priori categories. Eleven major categories of Foreign Student

1. Sixteen of the seventeen institutions visited were universities. The seventeenth was a highly respected institute of technology.

Adviser Responsibility were defined¹ and each of the 350 critical elements was classified by the researcher and associate as belonging to one of these a priori categories, as listed in Table III-1. Descriptions of each of the major categories of Foreign Student Adviser Responsibility are given following the table. The reason for using the a priori categories is to provide a basis for comparing the critical areas identified by this study with the most comprehensive published description of essential services (Categories of Responsibility) of Foreign Student Advisers.

-
1. These Categories of Foreign Student Adviser Responsibility are based on the National Association for Foreign Student Affairs "Guidelines." The National Association for Foreign Student Affairs, Field Service Program, directed by Mrs. Charles N. Bang, has published (during the past 3-4 years) a set of "Guidelines" which describe the eight areas of special concern that represent essential services in effective programs for foreign students. Foreign Student Advisers' offices commonly have all or partial responsibility for coordinating services in these "areas of special concern." They were renamed Categories of Foreign Student Adviser Responsibility and have been used in this study as the basis for categorizing the critical incidents. However, the judgment of the researcher and associate that these categories were not comprehensive was supported early in the categorization of the critical incidents when it became necessary to add three more categories: 0. Immigration and Legal; 9. Organization and Administration; and 10. Emergencies and Other Complex Situations. Of the 350 Critical Incidents received for the study, 37.7 percent fell into these three additional categories. The researcher consulted with Dr. M. Robert B. Klinger, former president of NAFSA, prior to adding the three areas.

TABLE III-1
DISPERSION OF CRITICAL INCIDENTS AMONG THE
FOREIGN STUDENT ADVISER'S CATEGORIES OF RESPONSIBILITY

	<u>Sat</u>	<u>%</u>	<u>Unsat</u>	<u>%</u>	<u>Total</u>	<u>%</u>
0. Immigration and Legal (IL)	34	15.1	13	10.4	47	13.4
1. Admissions and Selection (AS)	2	.9	1	.8	3	.9
2. English Language Proficiency	4	1.8	3	2.4	7	2.0
3. Initial Orientation (IO)	3	1.4	3	2.4	6	1.8
4. Academic and Personal Advising (APA)	52	22.7	37	30.4	89	25.4
5. Housing (HO)	17	7.5	2	1.6	19	5.4
6. Finances and Employment (FE)	41	18.2	15	12.0	56	16.0
7. Interpretation of U. S. to Foreign Students (Community Relations) (CR)	16	7.1	5	4.0	21	6.0
8. American-Foreign Student Relationships (Student Activities) (SA)	11	4.9	6	4.8	17	4.9
9. Organization and Administration (OA)	29	12.9	26	20.8	55	15.8
10. Emergencies and Other Complex Situations (EO)	<u>17</u>	<u>7.5</u>	<u>13</u>	<u>10.4</u>	<u>30</u>	<u>8.5</u>
TOTAL INCIDENTS	226	100.0	124	100.0	350	100.0

Description of Categories of Foreign Student Adviser Responsibility

0. IMMIGRATION AND LEGAL (IL)

Almost without exception the office of the Foreign Student Adviser is charged with the responsibility of providing immigration and legal assistance and advice to students coming to the United States from abroad. The Foreign Student Adviser advises foreign students of the requirements they must satisfy in order to remain in good standing with the Immigration and Naturalization Service and assists the student to extend the student's stay permit, visa and passport as required and to obtain work permission and practical training permit. He also provides advice on eligibility for immigrant or permanent residence status for the student (and family if appropriate). The Foreign Student Adviser discharges the obligation accepted by the university in bringing foreign students to the United States, insuring that each student is in good standing, taking a full academic load, leading toward a degree or other acceptable academic goal (according to INS regulations).

The Foreign Student Adviser serves as an intermediate between the foreign student and the United States Immigration and Naturalization Service in these and other matters of a legal nature. He is not, however, an enforcement arm of the INS. Since many legal matters which involve the foreign student in the United States legal system are

closely related to the foreign student's INS status, they are included in this category, i.e., incidents which necessitate the foreign student's seeking legal advice.

There were 47 critical incidents reported by Foreign Student Advisers in this category: 34 satisfactory and 13 unsatisfactory.

1. ADMISSIONS AND SELECTION (AS)

The selection and admission of foreign students should involve a clearly thought out policy that reflects the institution's capabilities and resources and ability to serve growing numbers of foreign students. It involves the evaluation of services to foreign students which the institution is prepared to offer and the dissemination abroad of information about the university, including information on the cost of American education (both for individual and family). The final decision to admit or refuse a foreign student should always be the result of a careful review of his academic preparation and the ability of the institution to serve his needs and tentative academic objectives.

The participation of the Foreign Student Adviser in the selection and the admissions process may vary from complete responsibility to none at all depending on the size and nature of the institution and the size and specialization of the Admissions Office or process. He should contribute to materials which are forwarded to prospective foreign students, serve as a liaison person or committee member in the selection process where appropriate, and serve as an important resource in the total foreign student admissions process.

There were 3 critical incidents reported in this category: 2 satisfactory and 1 unsatisfactory.

2. ENGLISH LANGUAGE PROFICIENCY (EL)

Any college or university admitting foreign students should require that students have demonstrated an adequate language proficiency or be prepared to provide for further English language training opportunities for foreign students who lack this proficiency.

The Foreign Student Adviser may often be called on to help evaluate and interpret English language capability or progress of foreign students or may take the initiative himself in identification of English language criteria for admission of foreign students. If a university finds that an ad-hoc committee is necessary to review English language requirements, it should include the Foreign Student Adviser. The Foreign Student Adviser cooperates with the person responsible for the English language training program in the university and often supervises community volunteer efforts that support the English language program of the institution.

There were 7 critical incidents in this category: 4 satisfactory and 3 unsatisfactory.

3. INITIAL ORIENTATION (IO)

It is essential that every college or university enrolling foreign students makes some provision for their initial orientation, and this responsibility generally is assigned to the Foreign Student Adviser. Each Foreign Student Adviser should work out the orientation program based on resources and time available to him. Initial orientation introduces the new foreign student to the academic system of the university and to his campus and community environment. Initial orientation must reflect respect for the student's sensitivity and pride in his own culture and help him to function effectively in his new host culture.

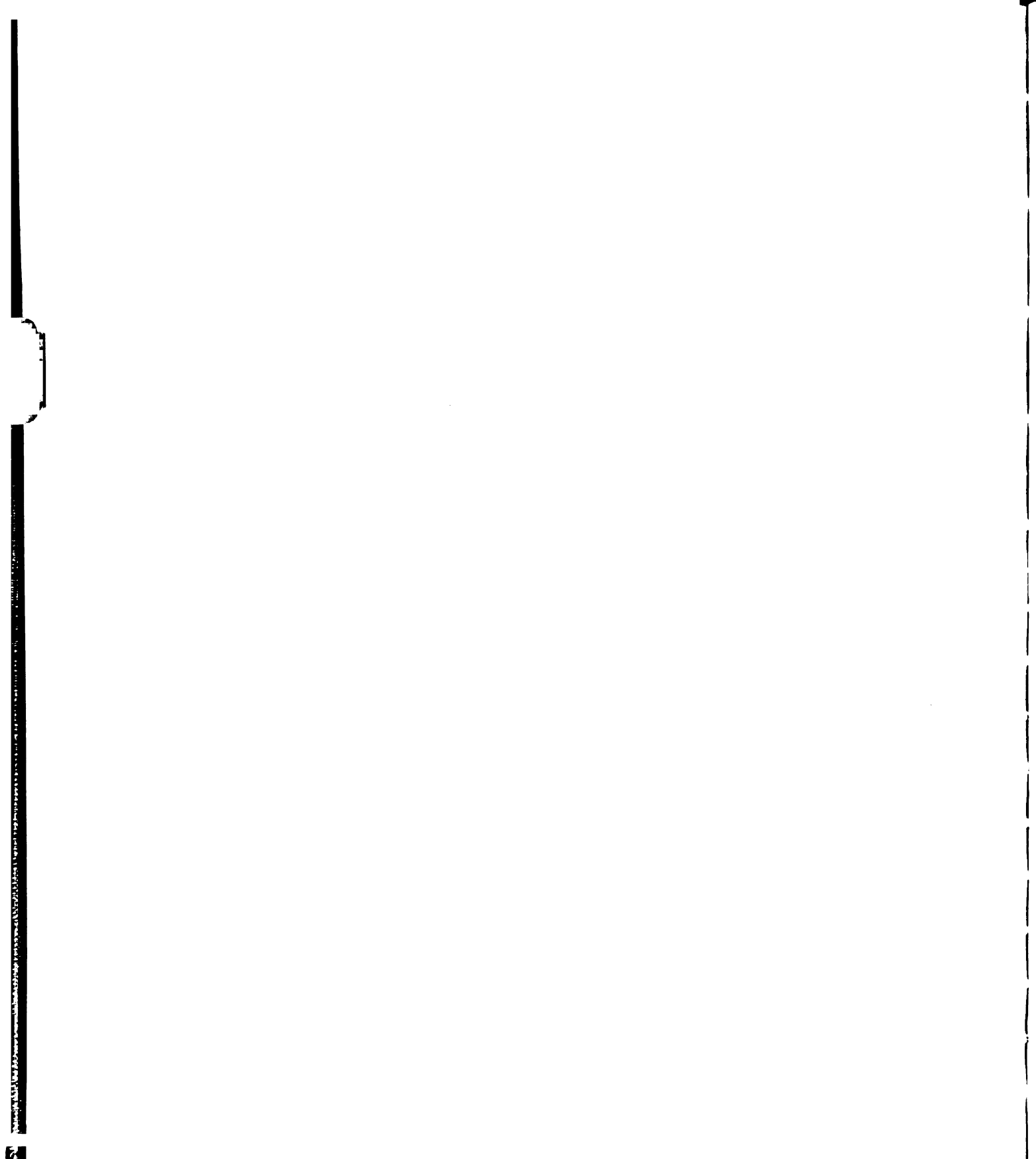
Orientation programs must relate to the English language proficiency of new foreign students, realistic assessment of the institution's possibilities and limitations, and the student's needs. The foreign student should emerge with the impression that his studies are primary and of a competitive nature but that a congenial and sympathetic environment directly supports his academic purposes and experiences in an American educational setting.

There were 6 critical incidents in this category: 3 satisfactory and 3 unsatisfactory.

4. ACADEMIC AND PERSONAL ADVISING (APA)

The terminology "Academic and Personal Advising" is deliberately used to include the many persons who are not specifically trained in counseling techniques but who still ably and conscientiously fill the role of Foreign Student Adviser. Advising is the major responsibility of the Foreign Student Adviser and reflects recognition by his institution of the need for special advisory services for foreign students. New and old students must be made aware of the services offered by the Foreign Student Office on a voluntary basis. Advising is also best done when it utilizes the total resources of the institution.

The Foreign Student Adviser's responsibilities should not be confused or interfere with the academic adviser, who will likely be the most important and influential person for the foreign student during his stay at the university. The academic adviser is not only an academic focal point but may be the student's closest identification point, especially at the graduate level. These factors make open lines of communication between academic advisers and Foreign Student Advisers absolutely essential. The Foreign Student Adviser may occasionally



serve as liaison person between the academic adviser and the foreign student.

The Foreign Student Adviser may need to consider whether his role is that of adviser or of counselor, or both, and what the difference is in terms of his (and his staff's) responsibility at his institution. Most work with foreign students usually involves advising. Some Foreign Student Advisers counsel in the professional sense. Important to advising is the awareness at what point referrals should be made to more specialized colleagues. It is important here to use the full resources of the campus and community.

There were 89 critical incidents in this category: 51 satisfactory and 38 unsatisfactory.

5. HOUSING (HO)

Since housing is an important supporting service for foreign students and has a significant effect on the foreign student's total educational experience, the Foreign Student Adviser generally attempts to insure that adequate housing is available for foreign students. He works closely with university offices responsible for off-campus, on-campus, and married housing. He either sends or insures that advance information is sent to foreign students regarding the local housing situation, provides assistance to newly arrived foreign students, and advises them of kinds of housing available and rules and regulations governing their use.

The Foreign Student Adviser also insures that housing is available to foreign students during vacation periods. He consults regularly with representatives or managers of residence halls, fraternities, sororities, cooperatives, international houses, graduate dormitories, and married housing concerning the special needs and problems of foreign students. The Foreign Student Adviser is frequently called on to represent foreign students in cases of dispute, discrimination, isolation, or other problems related to housing situations.

There were 19 critical incidents in this category: 17 satisfactory and 2 unsatisfactory.

6. FINANCES AND EMPLOYMENT (FE)

The Foreign Student Adviser serves as coordinator or referral agent for the varied financial services offered by the university. These include assistantships, scholarships, grants, loans, part-time jobs during the academic year, full-time work during the summer, and practical training. In coordinating financial and employment services for foreign students, the Foreign Student Adviser may be involved in:

1. Consulting with the university admissions office regarding the financial requirements and the policy of the university on financial assistance to foreign students.
2. Sending information on finances and financial aid to foreign persons who inquire about admissions and financial support.
3. Coordinating and encouraging academic departments to award graduate assistantships to qualified foreign students.
4. Advising university administration on need for adequate scholarship program for foreign students. Participating in scholarship committee actively, and informing foreign students of nature of scholarship program and criteria for eligibility for scholarship support.
5. Encouraging development of financial support for foreign students from sources outside the university.
6. Advising administration of need for adequate financial loan program for foreign students which provides for emergency situations as well as tuition and maintenance assistance. He may be required to evaluate financial needs of foreign students and coordinate with Financial Aids Office and university Business Office.
7. Advising new foreign students on budgeting, use of credit, contractual commitments, and handling of personal funds.
8. Coordinating with University Placement Office in assisting foreign students to obtain part-time employment during academic year and/or full-time employment during summer to augment other source(s) of income.
9. Counseling foreign students on practical training opportunities upon completion of their academic work, and processing their applications to INS.

There were 56 critical incidents in this category: 41 satisfactory and 15 unsatisfactory.

7. INTERPRETATION OF THE U. S. TO FOREIGN STUDENTS (Community Relations) (CR)

The Foreign Student Adviser is responsible for implementing a program commensurate with the resources of his institution and his community to help interpret the United States to foreign students. "If the foreign student has a basis on which to live fairly comfortably in a new culture, he will have more in common with his peers, his teachers and advisers,

and the American public at large."(1) It is assumed that foreign students who have an adequate basis for interpreting the United States will have better preparation for a correspondingly more meaningful and productive educational experience in a United States university.

There are a great variety of approaches possible for the Foreign Student Adviser to attempt to interpret the U. S. to foreign students. The resources available for him to use vary widely in accordance with the local situation, including size and location of the campus and community, human resources both on-campus and in the community, and the amount of time and effort he is willing to expend. He must develop cooperative community relations as he takes into consideration the value and effect of community interaction with foreign students as well as the advantage gained by the foreign students from interacting with the community.

The Foreign Student Adviser coordinates the available resources and attempts to develop programs which will involve foreign students with Americans from all walks of life. He works closely with volunteer community groups in providing opportunities for foreign students to relate to American families and social institutions. Keeping in mind both the activities within the university and in the greater community, the Foreign Student Adviser attempts to guide or assist foreign students to select those activities which will be most meaningful to them. Efforts here are more productive and effective when they support or relate to the academic goals or objectives of the foreign students as well as his personal or individual development.

There were 21 critical incidents in this category: 16 satisfactory and 5 unsatisfactory.

8. AMERICAN-FOREIGN STUDENT RELATIONSHIPS (Student Activities) (SA)

The Foreign Student Adviser primarily plays the role of a catalyst in developing American-foreign student relationships. He may function: 1) as a coordinator of student activities; 2) in support of activities which include foreign students; 3) as a facilitator to bring continuity to the variety of student activities which foreign students may participate in; 4) as an evaluator of the relevance of student activities offered on the campus to encourage foreign student and American student relationships; or 5) as an initiator of change.(2)

1. NAFSA GUIDELINES: Field Service Publication G-8, The National Association for Foreign Student Affairs: Field Service Program, Cleveland, Ohio, 1965, p. 1.

2. Ibid., p. 9.

Nationality Clubs or International Clubs are often useful means of encouraging interaction and understanding between students from different cultures. The Foreign Student Adviser works with established campus groups in encouraging development of the international dimension, and assists in organizing new groups where needed to facilitate meaningful cross-cultural interaction. In developing, supporting, and coordinating social and educational activities for American and foreign students, the Foreign Student Adviser must always bear in mind the importance of relating these activities as closely as possible to the educational goals of the foreign students. Since the majority of foreign students are on the graduate level, many of the inter-cultural opportunities should stem spontaneously from their areas of academic specialization.

There were 17 critical incidents in this category: 11 satisfactory and 6 unsatisfactory.

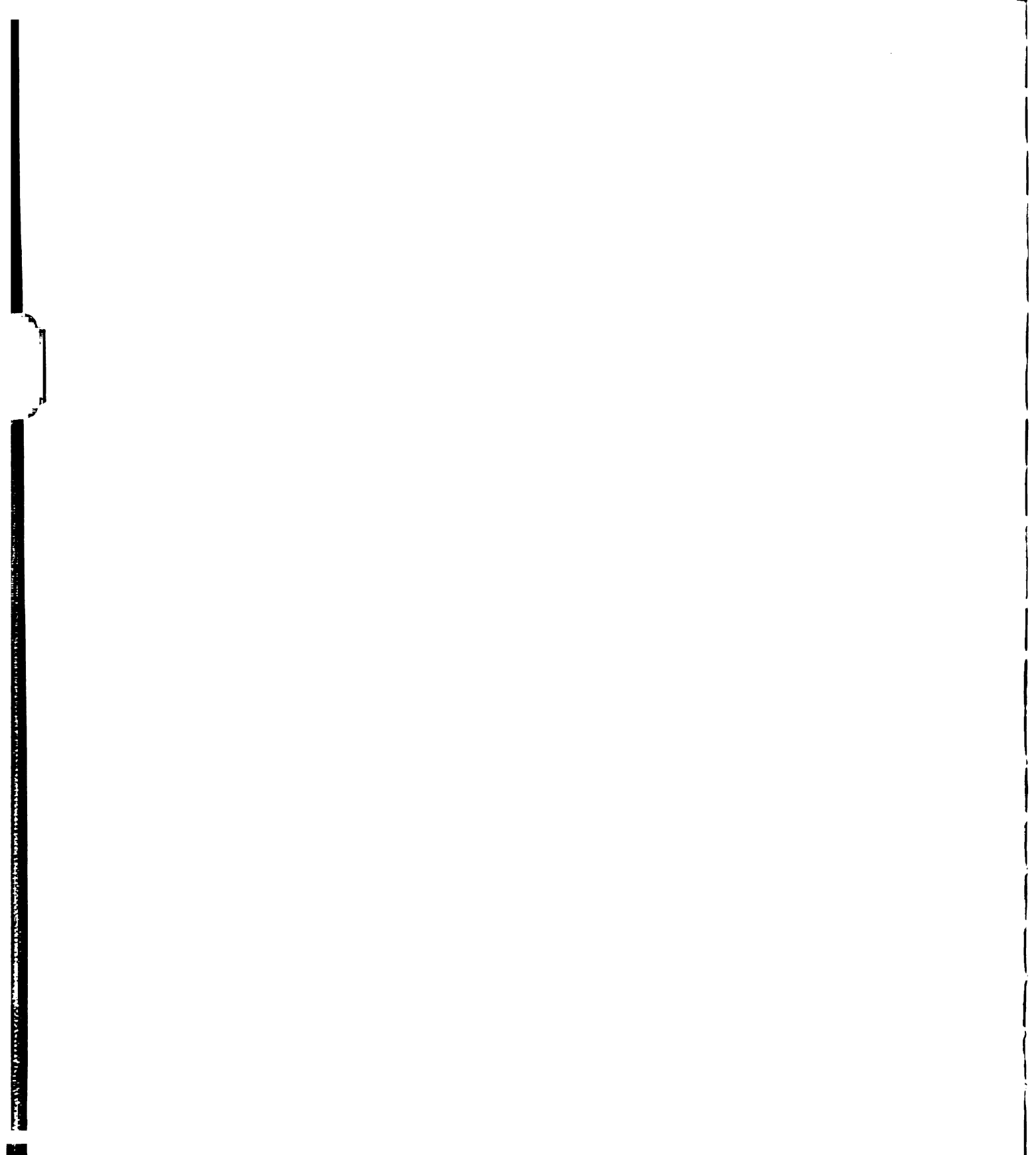
9. ORGANIZATION AND ADMINISTRATION (OA)

The organization and administration of the Foreign Student Adviser's Office is obviously closely related to the quality and quantity of services which the university provides for foreign students. Many administrative functions, when carried out in an effective or ineffective manner can have a significant effect on the academic progress and/or personal development of foreign students.

Included in this area are: 1) the Foreign Student Adviser's management and training of his staff; 2) the kind and extent of cooperative relationships which he develops with virtually all facets of the academic community; 3) the organization of materials and resources which he makes available in assisting foreign students to make full use of the university's facilities; 4) the development and implementation of ideas and programs to improve educational exchange; 5) the tremendous variety of personal services which he provides for foreign students; 6) participation in developing the university's policies and procedures for meeting the needs of foreign students, and enforcement of the university's rules and regulations which relate to foreign students; 7) developing and maintaining cooperative relationships with individuals and agencies outside the university who have continuing interest in foreign students; and 8) arranging for his own professional development through relating to professional peers and co-workers in the promotion of effective foreign student services.

In summary, the Foreign Student Adviser performs best when he combines a personal interest in foreign students with a professional approach to his responsibilities.

There were 55 critical incidents in this category: 29 satisfactory and 26 unsatisfactory.



10. EMERGENCY AND OTHER COMPLEX SITUATIONS (EO)

Emergency situations involving foreign students are much more complex than similar situations involving American students due to such added factors as distance from home, non-availability of parents or relatives, financial difficulties, cultural differences, and U. S. government regulations concerning the activities of aliens.

Consequently, whenever a foreign student is involved in a death, a serious accident, a major crime, or other unusual circumstances, the Foreign Student Adviser is notified and expected to participate in the disposition of the resultant problems. Usually emergencies involving foreign students consume large portions of the Foreign Student Adviser's time, require a great deal of attention to detail, and include working with many different persons outside of the university, i.e., physician, lawyer, police officer, coroner, travel agent, insurance adjustor, psychiatrist, sponsor, foreign government, representative of U. S. INS authorities, etc., in addition to cooperating with and coordinating resources within the university. It would be impractical to attempt to further describe "emergency situations" since they are so varied and each one is virtually unique. Klinger(1) has recently written a section for the Foreign Student Adviser's Handbook which deals more comprehensively with this area.

There were 30 critical incidents in this category: 17 satisfactory and 13 unsatisfactory.

Following the classification of all 350 critical incidents into a priori categories of Foreign Student Adviser Responsibility, critical elements were extracted from each critical incident and inductively grouped into a posteriori categories of specific behaviors of the Foreign Student Adviser, using the Critical Incident Technique. The procedure for this grouping is given in the next section.

-
1. M. Robert B. Klinger, "Emergency Situations Involving Foreign Students," The Foreign Student Adviser's Handbook: Section XI, National Association for Foreign Student Affairs, New York, 1967.

Development of Critical Areas

Transferring Data from Critical Incident Report Forms to Work Sheets

Two to sixteen critical incidents resulted from each interview with a Foreign Student Adviser. The incidents contained elements of the Foreign Student Adviser's behavior in a particular situation with a stated result. Each incident was typed on a separate 5" x 8" card (Critical Incident Card), for ease in handling the data. A sample critical incident, as typed on a 5" x 8" card is given below. (Sample is slightly reduced in size to fit on page.)

6		258		
S	Spring 1966	I F	F.S. Scholarship	FSA-M

The Foreign Student Adviser received a letter, and materials from the Institute of International Education regarding a special supplementary scholarship plan for non-sponsored students and was asked to nominate several qualified students. The Foreign Student Adviser checked through the files and identified several students who apparently met the qualifications of good scholarship and financial need (being non-sponsored and not having a student assistantship). The Foreign Student Adviser then called the prospective nominees in for personal interviews. On the basis of the interviews and from the file information, the Foreign Student Adviser was able to identify and nominate several candidates for the scholarship. A number of worthy and needy students were helped, and their academic programs apparently expedited through the plan.

Additional information which identified the incident from which the elements were extracted were also placed on the Critical Incident Card.

From left to right across the top of each card was recorded:

- | | |
|---------------|---|
| First
Row | <ol style="list-style-type: none"> 1. Code number of the <u>a priori</u> category. 2. The number of the incident. |
| Second
Row | <ol style="list-style-type: none"> 1. Satisfactory (S) or Unsatisfactory (U) classification. 2. Approximate date when the incident occurred. 3. Identification of the Institution reporting the incident. 4. Identification of general description of the incident or identification of foreign student involved. 5. Identification of respondent, including sex (M or F). |

Development of Work Sheets

To work with these data, a system was developed for extracting the elements of the Foreign Student Adviser's behavior from each incident and recording them on another 5" x 8" card which was used as a Worksheet. The 5" x 8" cards, which were used as worksheets, were set up as follows: Each critical incident had been typed on a separate 5" x 8" Critical Incident Card and numbered. The elements were extracted from each incident and recorded on an attached card (Critical Element Card) which was given the same number as the Critical Incident Card. The extraction of elements from incidents involved the isolation of the actual elements of behavior (or procedures) which the Foreign Student Adviser used during the course of the incident. Elements, as defined in Chapter I, are specific procedures or actions taken by the Foreign Student Adviser. The number of elements included in a specific incident varied from one to fourteen. The mean number of elements per incident was 4.6. A sample

of a Critical Element Card corresponding to the example Critical Incident Card given above is given below:

6		258		
S	Spring 1966	I F	F.S. Scholarships	FSA-M

1. Requested (by IIE) to nominate worthy foreign students for special scholarships.
2. Checked through files of foreign students for academic records.
3. Identified several foreign students who apparently met qualifications for scholarship of good scholarship record and financial need.
4. Interviewed prospective foreign student candidates for IIE scholarship.
5. Nominated several worthy foreign students for an IIE scholarship.

SAT - Foreign Student Adviser identified and nominated for IIE scholarship several foreign students who met proper qualifications, thus expediting their academic progress (by relieving work load).

The reports of critical incidents contained more information than these elements. Some discussion was devoted to the nature of the problem and the results were given.

To insure accuracy in the extraction of elements from each Critical Incident, the researcher and associate worked in collaboration isolating and extracting the elements. Each researcher worked with part of the incidents in the initial extraction of elements and the researchers then checked each other's results. A high level of agreement was reached regarding the elements contained in the critical incidents. In cases of particularly complex incidents where there was the possibility of different interpretations of elements to be extracted, the researchers consulted and

reached a joint agreement. This type of consultation was necessary in less than 10 percent of the incidents.

As mentioned earlier, other coded identifying data were also included on the Critical Element Cards (see example above). To further insure accuracy in the extraction of elements, two other professional associates¹ reviewed the Critical Incident Cards and the Critical Element Cards. They checked for accuracy of extracting elements and also judged the a priori categorization of individual incidents and the reason given regarding why an incident was considered Satisfactory or Unsatisfactory.

The researcher and associate again reviewed all of the Critical Element Cards and discussed the comments and changes suggested by the two professional associates. Minor changes were made in categorizing about 3 percent of the Critical Incidents as a result of these suggested changes. However, there was virtually unanimous agreement regarding the elements extracted from the incidents and only two changes (approximately .03 percent) were made in which an element was added or revised.

The next step in analysis was a mechanical procedure whereby each of the 1603 elements was typed on a separate 5" x 8" card. Thus, there were the same number of single element cards for each critical incident¹ as there were elements recorded on the corresponding Critical Element Card, i.e., for a Critical Element Card with five elements recorded on it there were five single element cards typed -- one for each individual element. There was a separate card for each of the 1603 specific Foreign Student Adviser actions (or procedures) reported in the 350 critical incidents.

1. Dr. M. Robert B. Klinger, Director of the University of Michigan International Center, and Dr. Virgil Loughheed, Foreign Student Counselor at Wayne State University.

Each single element card had the same coded identifying data recorded at the top as the Critical Element Card on which it had been originally recorded. An example of a single element card is given below. This single element card corresponds to the example Critical Incident Card and Critical Element Card given earlier in this chapter.

6		258		
S	Spring 1966	I F	F.S. Scholarships	FSA-M

4. INTERVIEWED prospective foreign student candidates for IIE Scholarship.

Grouping of Critical Elements Into Critical Areas

The single element cards were used for development of a posteriori categories of the Foreign Student Adviser's behavior in accordance with Flanagan's accepted guidelines for analyzing critical incident data.¹ Flanagan called these groups (categories) of like behaviors Critical

1. John C. Flanagan, "The Critical Incident Technique," Psychological Bulletin, Vol. 51, No. 4, July, 1954, p. 343 ff.

Areas. Flanagan points out that this "... is a task requiring insight, experience, and judgment."¹ Since there are no simple rules available, the skill and sophistication of the researcher in formulating the categories is the most important determinant of their quality and usability. It soon became evident that working with an associate who had professional experience in advising foreign students was a definite asset in formulating the categories. Another important consideration in the induction of categories is the question of comprehensiveness of the categories. The question must be raised regarding what assurance there is that the addition of more critical incidents would not necessitate development of new categories. Both the concern for validating the subjective decisions of the researchers (in inducting categories) and the concern for comprehensiveness of the sample were taken into consideration in developing the following procedures (See Table III-2):

1. A random sample of 224² of the total 350 critical incidents was used for the first inductive categorization process of grouping similar behaviors. A total of 966 critical elements had been extracted from these 224 critical incidents. Since many of these elements were repetitive, the 966 critical elements were reduced to 187 distinct critical elements. The 187 distinct critical elements were inductively grouped into 22 categories of similar types of Foreign Student Adviser behavior called critical areas. The rationale for this procedure of using only a

1. Flanagan, op. cit., p. 344.

2. Ten of the 17 universities participating in the study were randomly taken as the basis for this first inductive grouping. There were 224 critical incidents from these 10 universities.

portion of the total critical elements to establish categories of similar behavior was based on Flanagan's observation that once critical areas had been inducted from a large number of critical elements, the critical areas should be considered as comprehensive of the behavior being studied if sizable numbers of additional critical elements could be readily assimilated into the established critical areas. Studies using the CIT have generally accepted the assimilation of 200-300 additional critical elements into the established critical areas as adequate validation of the comprehensiveness of the categories. In this study approximately 60 percent (966) of the total 1603 critical elements were used in the first inductive grouping, and approximately 40 percent (638) of the critical elements were introduced to the critical areas at later stages, for the purpose of checking the comprehensiveness of the critical areas.

Twenty-two critical areas resulted from the original inductive grouping of the 187 distinct critical elements (refined from 966 "raw" critical elements). As a result of a consultation with Dr. Robert Klinger,¹ the 22 critical areas were again carefully re-examined and refined to 16 critical areas, containing the same 187 distinct critical elements.

2. The critical incidents from three more of the remaining seven universities, taken at random, were then used for the second step of the process. There were 54 critical incidents and 226 raw critical elements in this second sample which were introduced to the 16 critical areas. The raw critical elements were readily assimilated into the 16

1. Director of the International Center at the University of Michigan and special consultant for this study.

critical areas, but it was necessary to develop an additional nine distinct critical elements within the 16 critical areas. Thus, the second step resulted in 196 distinct critical elements, but the same 16 critical areas.

3. The 411 raw critical elements extracted from the 72 critical incidents of the remaining four universities were then introduced to the critical areas. It was found that these 411 critical elements could be readily assimilated into the 16 critical areas, but it was necessary to develop an additional seven distinct critical elements within the 16 critical areas. Thus, the third step resulted in 203 distinct critical elements, but the same 16 critical areas.

4. It was assumed from the results of these three steps that the 16 critical areas were comprehensive of the Foreign Student Adviser's behavior which, in the judgment of the 48 Foreign Student Adviser respondents, had a significant effect on the academic progress and/or personal development of foreign students, and that no new critical areas would have to be developed when new critical elements were added. However, it is entirely possible that new distinct critical elements would have to be developed, but in diminishing numbers, as new critical elements were added.

5. One final step was taken to check the 16 critical areas and the 203 distinct critical elements for precision of statements and logical organization. Another professional associate from Michigan State University International Programs¹ was asked to critique the 16 critical

1. Dr. Victor Dahl, visiting professor in International Programs, 1967-68, Assistant Director of International Programs, Portland State College, Portland, Oregon.

areas and 203 distinct critical elements. He agreed that the critical elements were described precisely and accurately, and he stated that in his opinion they were scientifically grouped into critical areas which effectively represented Foreign Student Adviser functions.

Table III-2 demonstrates the three phases of inducting Critical Areas. The University Identification code is given in the left column. The next three columns identify the critical incidents which were used in each of the three phases of category induction. The final three columns identify the raw critical elements which were extracted from the critical incidents. These raw critical elements were the actual units which were inductively grouped into critical areas.

Summary of the Results of Each Phase in Development of Critical Areas

1. First 224 Critical Incidents from 10 universities (966 raw critical elements)

Result: 187 Critical Elements
22 Critical Areas

2. From conference with Dr. Robert Klinger

Result: 187 Critical Elements
16 Critical Areas

3. Addition of 54 Critical Incidents from 3 universities (226 raw critical elements)

Result: 196 Critical Elements
16 Critical Areas

4. Addition of 72 Critical Incidents from 4 universities (412 raw critical areas)

Result: 203 Critical Elements
16 Critical Areas

TABLE III-2

THE DEVELOPMENT OF CRITICAL AREAS FROM CRITICAL ELEMENTS

University*	No. Critical Incidents Used in First Induction of Critical Areas	Critical Incidents Added: Step 2	Critical Incidents Added: Step 3	No. Critical Elements Used in First Induction of Critical Areas	Critical Elements Added: Step 2	Critical Elements Added: Step 3
IA	27	4		88	13	
IB	36	1		172	4	
IC	11			43		
ID			22			168
IE	21			90		
IF	28			136		
IIA	19		8	98		34
IIB	42			189		
IIC		31			130	
IID		9			39	
IIE		9			40	
IIIA	6		4	24		18
IIIB	10			40		
IIIC	24			86		
IIID ₁			21			103
IID ₂	10					45
IIIE	—	—	<u>7</u>	—	—	<u>43</u>
TOTALS	224	54	72	966	226	411
RESULTING CRITI- CAL AREAS	22	16	16	22	16	16

Total Critical Incidents: $224 + 54 + 72 = 350$

Total Raw Critical Elements: $966 + 226 + 411 = 1603$

Total Critical Areas: $22 + 16 + 16 = 54$

*All institutions identified by prefix "I" have over 1000 foreign students enrolled; "II" = 501-1000; "III" = 200-500.

Tabulations

The final step in analysis of the critical incident data was a series of tabulations given in Chapter IV showing the significance of the 16 critical areas. This involved presentation of the total findings as well as breakdowns showing the results by type of respondent, size of university, and major areas of the Foreign Student Adviser's responsibility. Further meaning was given by the fact that all data was collected by personal interview and comments were recorded which clarified the intent of the respondent.

Summary

This chapter included a detailed description of the methodology of this study in order that the reader might have a basis for evaluating the findings which are to be given in the next chapter.

The purpose of this study was to identify and describe the aspects of their own on-the-job behavior which Foreign Student Advisers considered to have a significant effect on the academic progress and/or personal development of foreign students. The Critical Incident Technique was selected as the method for studying the problem because it can be used to obtain a description of effectiveness in terms of behavior rather than a traditional list of traits.

The sample population for this study consisted of 48 Foreign Student Advisers from 17 universities in a seven-state region of Midwestern United States. They were all employed on a full-time basis as Foreign Student Adviser in a university which had an enrollment of over 200 foreign students.

The Critical Incident Technique was the primary research instrument used in this study. It is a technique which focuses on behavior and provides: 1) a suggested method for gathering the data, and 2) general procedures for analyzing the data.

The procedures for this study were developed to implement the five basic steps of the Critical Incident Technique which were discussed in this chapter: 1) determination of the general aim of the activity; 2) development of plans and specific procedures for gathering significant incidents; 3) collection of the data; 4) analysis of the data; and 5) interpretation and reporting of the data. The implementation of each of these steps in this study were also reviewed.

The procedures for developing and refining the Critical Incident Technique Report Forms were described in detail. This included the procedures for establishing the general aim of foreign student advising, and the consultations with four Foreign Student Advisers regarding suggested revisions of the report forms.

All data from Foreign Student Advisers were gathered by personal interview. The researcher interviewed each Foreign Student Adviser for one and one-half hours on each of two occasions. The advantages of a personal interview over a mail survey are identified.

Since the analysis of CIT data is highly subjective in nature, a detailed description of all the procedures involved was given.

A system for categorizing similar behavior was developed in accordance with Flanagan's accepted procedures. The system was determined from the data rather than by use of a predetermined classification arrangement. This procedure resulted in 203 distinct critical elements of Foreign Student Adviser behavior which were grouped into 16 Critical

Areas of similar types of Foreign Student Adviser behavior. The 203 distinct critical elements represented only a fraction of the total 1603 raw critical elements, as many of them were repeated by different observers.

The final step of data analysis of critical incident data is the tabulations which show the significance of the 16 Critical Areas. These tabulations were briefly discussed.

MICHIGAN STATE UNIVERSITY
DEPT. OF EDUCATION
EAST LANSING, MICH. 48824

CHAPTER IV

ORGANIZATION AND ANALYSIS OF THE DATA

Introduction

In the preceding chapters the need for this study and its purpose have been discussed, the literature pertaining to advising foreign students reviewed, and the methodology and procedures used in this study explained. The CRITICAL INCIDENT TECHNIQUE has been used in attempting to identify the elements of their own on-the-job behavior which Foreign Student Advisers believe to have a significant effect on the academic progress and/or personal development of foreign students.

In Chapter IV the main findings which are germane to the purpose of this study are introduced and discussed. In the first section the characteristics of the participating 48 Foreign Student Advisers and their 17 universities are described. Section 2 is an analysis of the 350 critical incidents which the 48 Foreign Student Advisers reported. Sixteen hundred three (1603) critical elements (or actions of the Foreign Student Advisers) were inductively extracted from the 350 critical incidents. Many of these 1603 critical elements had been reported several times by the Foreign Student Advisers, and it was possible to reduce them down to 203 distinct (different) critical elements. The procedure for this operation was given in detail in Chapter III. The 203 distinct critical elements were grouped by the researcher and associate into 16 areas of similar behavior called critical areas. These 16 critical areas are defined and presented as the basic findings of this study and are presented as "Critical Elements and Critical Areas."

A definition was written for each of the 16 critical areas which summarizes and comprehends the distinct critical elements grouped in the area.

The 350 critical incidents reported by the 48 Foreign Student Advisers meet the requirements which were specified by Flanagan for a representative sample:

... the critical incident technique attempts to gain representativeness by providing that data be collected systematically from respondents in every major activity of the job until no new types of behavior are reported in significant numbers.(1)

I. Characteristics of the Responding Foreign Student Advisers and Their Universities

General

Table IV-1 presents a summary of data regarding the 48 Foreign Student Advisers and the universities they represent. These 48 Foreign Student Advisers were all of the Foreign Student Advisers employed on a full-time basis at the 17 institutions included in this study. The Table includes the critical incidents reported by the Foreign Student Advisers at each of the universities and other information illustrating the relationship between the universities, the Foreign Student Advisers, and the critical incidents reported. The 17 institutions included in the study are:

Eastern Michigan University
Illinois Institute of Technology
Indiana University

1. John C. Flanagan, Critical Requirements for Research Personnel: A Study of Observed Behaviors of Personnel in Research Laboratories, Pittsburgh: American Institute for Research, March, 1949, p. 6.

Iowa State University
Marquette University
New York University
Northwestern University
Ohio State University
Purdue University
University of Chicago
University of Illinois
University of Michigan
University of Minnesota
University of Wisconsin at Milwaukee
Wayne State University
Western Michigan University

For purpose of comparison, the 17 institutions are grouped according to the number of foreign students enrolled. Group I consists of 6 universities with foreign student enrollments of 1000 or over. In this group the total student enrollment per university ranged from 30,000 to 42,000, with an average of 35,900 students. The foreign student enrollment ranged from 1000 to 2500, with an average of 1400 foreign students. There are from 2 to 5 full-time Foreign Student Advisers at each university with an average of 3.8 Foreign Student Advisers per university. The average number of critical incidents reported per Foreign Student Adviser was 6.9.

Group II consists of 5 universities with foreign student enrollments between 500 and 999. In this group the total student enrollment per university ranged from 7500 to 40,000 with an average of 22,640 students. The foreign student enrollment ranged from 525 to 900 with an average of 735 foreign students. There are from 1 to 4 full-time Foreign Student Advisers per university. The average number of critical incidents reported per Foreign Student Adviser was 7.7.

Group III consists of 6 universities with foreign student enrollments between 200 and 499. In this group the total student enrollment per university ranged from 5100 to 14,500 with an average of 11,350 students.

The foreign student enrollment ranged from 200 to 460 with an average of 289 foreign students. There are from 1 to 3 full-time Foreign Student Advisers at each university with an average of 1.7 Foreign Student Advisers per university. The average number of critical incidents reported per Foreign Student Adviser was 8.5.

The 13,810 foreign students enrolled at the 17 universities included in the study represent approximately 14 percent of the total foreign student population in the United States. The 48 Foreign Student Advisers reporting incidents represent approximately 15 percent of the full-time Foreign Student Advisers currently employed in United States institutions of higher education. The total enrollment of 13,810 foreign students is 3.5 percent of the 17 institutions' total student enrollment of 396,800. In the 58 United States institutions of higher education which enroll over 400 foreign students, the mean percent of foreign students is 4.2 percent.¹

Twelve of the 17 institutions included in this study were listed in the Institute of International Education's summary of the 58 United States institutions which enrolled over 400 foreign students during the academic year 1966-67. The six universities in Group I of this study were in the top 15 universities in the United States with the highest enrollment of foreign students.

1. Figures for the statistics given in this paragraph are taken from: Open Doors, 1967, The Institute of International Education: New York, July, 1967.

TABLE IV-1

SOURCES OF CRITICAL INCIDENTS

This Table lists the size of the institutions included in the study, number of foreign students and Foreign Student Advisers at each institution, and the number of incidents reported by the Foreign Student Advisers.

Institution	Approx. No. Students	Approx. No. Foreign Students	No. FSA's	No. Incidents Reported by FSA's		Total	No. Incidents per FSA
				Satis- factory	Unsatis- factory		
I A	33,000	1,500	5	18	13	31	6.2
I B	30,400	1,100	4	24	13	37	9.3
I C	30,000	1,000	3	6	5	11	3.7
I D	40,000	1,100	2	12	10	22	11.0
I E	42,000	1,200	5	11	10	21	4.2
I F	40,000	2,500	4	18	10	28	7.0
TOTAL	215,000	8,400	23.0	89.0	61.0	150.0	41.4
Average I	35,900	1,400	3.8	14.8	10.2	25.0	6.9
II A	15,000	525	4	18	9	27	6.8
II B	27,000	900	4	26	16	42	10.5
II C	7,500	550	4	25	6	31	7.8
II D	40,000	800	2	6	3	9	4.5
II E	23,700	900	1	8	1	9	9.0
TOTAL	113,200	3,675	15.0	83.0	35.0	118.0	38.6
Average II	22,640	735	3.0	16.6	7.0	23.6	7.7
III A	5,100	460	2	6	4	10	5.0
III B	10,500	375	1	7	3	10	10.0
III C	14,500	200	2	19	5	24	12.0
III D	14,000	200	3	12	9	21	7.0
III E	12,000	250	1	7	3	10	10.0
III F	12,000	250	1	3	4	7	7.0
TOTAL	67,600	1,735	10.0	54.0	28.0	82.0	51.0
Average III	11,350	289	1.7	9.0	4.7	13.7	8.5
Aver. I, II, III	23,341	812	2.8	13.3	7.3	20.6	7.7
Tot. I, II, III	396,800	13,810	48	226	124	350	

Personal Data on the 48 Foreign Student Advisers

Each of the 17 universities included in this study had an established Foreign Student Office with from 1 to 5 full-time professional staff members. The title for the office varied in the different universities, although "Foreign Student Office" is most commonly used:

<u>Name of Office</u>	<u>Institutions¹</u>
Foreign Student Office	IC, ID, IE, IIB, IIE IIIA, IIIC, IIIE, IIIF
International (Student) Center (or House) (3)	IA, IF, IIC
Office of Foreign (or International) Student Affairs (or Services) (3)	IB, IIA, IIID
Office of International Student Programs (and Scholars) (2)	IID, IIIB

Just as there are different titles for the offices serving foreign students, there are also different titles for the Foreign Student Office professional staff members who are responsible for advising foreign students. It was stated in Chapter I of this study that all professional staff members in the Foreign Student Office would be considered as Foreign Student Advisers. Although the duties or specific responsibilities may vary between professional staff members in the same office, collectively they function as one Foreign Student Adviser. It is assumed that the philosophy of the office will guide the manner in which the staff members attempt to carry out their responsibilities. The consideration of each Foreign Student Office professional staff member, responsible for advising foreign students, as a Foreign Student Adviser reduces the variables that

1. Code used is the same as in Table IV-1 on page 113.

would have to be included if each staff member were grouped according to their responsibilities or position in the office. It would be impossible to consider staff members on the latter basis because very few have complete job descriptions, and even if they did, their assigned responsibilities would differ too greatly to develop meaningful groupings. Therefore, it is much more practical and enhancing to this study to consider each Foreign Student Office professional staff member who has responsibility for advising foreign students as a Foreign Student Adviser.

The following Table lists all titles of the 48 Foreign Student Advisers included in this study and their approximate rank in the Foreign Student Office.

TABLE IV-2

TITLES OF FOREIGN STUDENT OFFICE STAFF MEMBERS

Institution	<u>Rank in Office</u>				
	1	2	3	4	5
I A	Director, Int'l Center	Foreign Student Counselor	Foreign Student Counselor	Assistant Foreign Student Counselor	Program Coordinator
I B	Director, Office of Foreign Stu- dent Affairs	Assistant Director, Office of Foreign Stu- dent Affairs	Foreign Student Counselor	Foreign Student Counselor	
I C	Foreign Student Adviser	Assistant Foreign Student Adviser	Foreign Student Counselor		
I D	Foreign Student Adviser	Foreign Student Counselor			

TABLE IV-2 (Cont'd)

Institution	<u>Rank in Office</u>				
	1	2	3	4	5
I E	Director, Foreign Student Office	Assistant Director, Foreign Student Office	Clinical Counselor	Senior Stu- dent Per- sonnel Worker	Student Personnel Worker
I F	Director, Int'l Stu- dent Center	Assistant Director, Int'l Stu- dent Center	Assistant Director, Int'l Stu- dent Center	Foreign Student Adviser	
II A	Coordinator, Foreign Stu- dent Ser- vices	Foreign Student Adviser	Assistant Foreign Student Adviser	Assistant to Coordinator	
II B	Associate Dean of Students	Foreign Student Counselor	Foreign Student Counselor	Immigration Clerk	
II C	Foreign Student Adviser	Foreign Student Admissions Officer	Assistant to Foreign Student Adviser	Foreign Student Program Associate	
II D	Director, Int'l Stu- dent Programs	Assistant Director, Int'l Student Programs			
II E	Foreign Student Adviser				
III A	Foreign Student Adviser	Assistant Foreign Student Adviser			
III B	Director, Office of Int'l Programs and Scholars				

TABLE IV-2 (Cont'd)

Institution	<u>Rank in Office</u>				
	1	2	3	4	5
III C	Foreign Student Adviser	Assistant Foreign Student Adviser			
III D	Director, Int'l Student Affairs	Foreign Student Adviser	Assistant Foreign Student Adviser		
III E	Foreign Student Adviser				
III F	Foreign Student Adviser				

TABLE IV-3

CHARACTERISTICS OF THE 48 FOREIGN STUDENT ADVISERS
GROUPED BY SIZE OF FOREIGN STUDENT ENROLLMENT

Group I = 1000 Foreign Students or more
Group II = 500 - 999 Foreign Students
Group III = 200 - 499 Foreign Students

A. Age and Sex of Foreign Student Advisers

		Mean Age	Median Age	Mode Age
Group I	Male - 16	40.7	41	50
	Female - 7	42.4	37	35
Group II	Male - 7	43.6	50	50
	Female - 8	39.0	38.5	--
Group III	Male - 6	40.4	32.5	--
	Female - 4	40.0	40.5	--
All FSA's	Male - 29	41.0	39.0	50
	Female - 19	40.4	38.0	35

B. Mean Years of Experience of Foreign Student Advisers in Foreign

Student Advising

	Male	Female
Group I	7.1	6.1
Group II	11.3	7.9
Group III	5.1	3.0
All Groups	7.6	6.5

C. Academic Rank of Foreign Student Advisers

	Professor	Associate Professor	Assistant Professor	Instructor	None
Group I	1	1*	2	1	18
Group II		1	1	1	12
Group III	—	—	<u>1</u>	—	<u>9</u>
All Groups	1	2	4	2	39

*The only female Foreign Student Adviser with Academic rank in this study.

D. Highest Degree completed by Foreign Student Advisers

	Ph.D. or Ed.D.			M.S. or M.A.			A.B. or B.S.			None		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Group I	5	1	6	9	1	10	3	3	6	1		1
Group II	1		1	5	3	8	1	4	5	1		1
Group III	<u>1</u>	—	<u>1</u>	<u>4</u>	<u>2</u>	<u>6</u>	<u>1</u>	<u>2</u>	<u>3</u>	—	—	—
All Groups	7	1	8	18	6	24	5	9	14	2		2

Note: The diversity of Foreign Student Advisers' major fields of study is too great to make any meaningful comparisons.

E. NAFSA Members: Forty-five of the 48 Foreign Student Advisers were members of the National Association for Foreign Student Affairs.

II. Analysis of FSA Critical Incident Reports

The 48 Foreign Student Advisers reported a total of 350 critical incidents: 226 satisfactory critical incidents (64.6 percent) and 124 unsatisfactory critical incidents (35.4 percent). An analysis of reported critical incidents by institution and by groups of institutions with similar size foreign student enrollment was given in Table IV-1.

As Table IV-1 shows, there was a closer correlation between the number of Foreign Student Advisers at a university and the number of critical incidents received from the university than there was between the size of foreign student enrollment and critical incidents received. The 7 universities with 4 or 5 Foreign Student Advisers reported an average of 31 critical incidents per university. The 6 universities with 2 or 3 Foreign Student Advisers reported an average of 16 critical incidents. The 4 universities with 1 Foreign Student Adviser reported an average of 9 critical incidents. The percentage of satisfactory incidents varies less than 7 percent between the groupings by size of Foreign Student Adviser staff:

	Satisfactory	Unsatisfactory	% Satisfactory
4 - 5 Foreign Student Advisers	140	77	64.5%
2 - 3 Foreign Student Advisers	61	39	62.9%
1 Foreign Student Adviser	25	11	69.4%

The average number of incidents reported by all Foreign Student Advisers was 7.7.

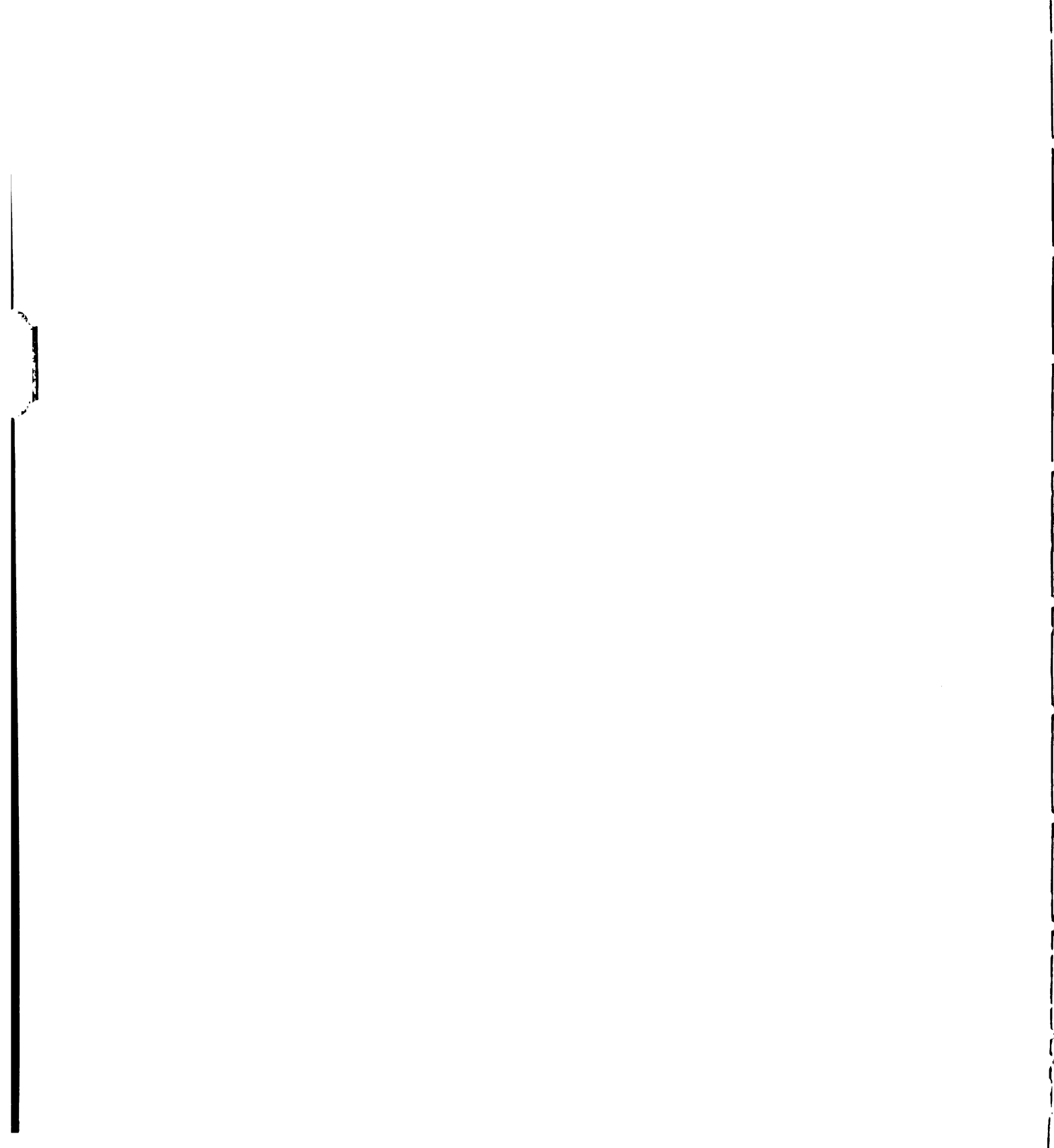
In Chapter III (Table III-1) the dispersion of the 350 critical incidents among the 11 Foreign Student Adviser Categories of Responsibility

developed from the NAFSA "Guidelines" was given. Each of the 11 categories was defined as an a priori category.

Reviewing the General Aim of Foreign Student Advising

It is important to recall the criteria which Foreign Student Advisers were given for reporting critical incidents. The manner in which the general aim of foreign student advising was established was explained in Chapter III. The general aim is: "The purpose of foreign student advising is to facilitate the academic progress and/or personal development of foreign students." The 48 Foreign Student Advisers participating in this study were asked to report incidents of their own on-the-job behavior which had a significant effect on the academic progress and/or personal development of foreign students.

This general aim was stated and discussed with each of the participating Foreign Student Advisers. Most of them agreed with the aim as stated although 6 of the 48 (12.5 percent) Foreign Student Advisers suggested minor changes or questions about the wording. The general aim served as guideline or stimulant for thought, but it soon became evident from the nature of critical incidents reported to the researcher that the Foreign Student Advisers interpreted it in its broadest sense. For example, one Foreign Student Adviser cited an accident involving the death of a foreign student. He explained all of the details pertaining to his notifying the student's family, arranging for care and shipment of the student's body and subsequent skirmishes with the insurance company and a lawyer. When asked about how this incident had a significant effect on the academic progress and/or personal development of foreign students, the Foreign



Student Adviser replied that he had handled the situation in an expeditious manner which had a favorable impact on other foreign students at his institution as well as faculty and staff who were aware of the incident.

In effect the Foreign Student Advisers agreed with the statement of the general aim of Foreign Student Advisers, i.e., to facilitate the academic progress and/or personal development of foreign students, but they perceived of it as being completely assimilated in their total job. They could not operationalize the statement in terms of illustrative critical incidents. Therefore, the Foreign Student Advisers reported critical incidents which they felt indicated the aspects of their job which had a significant effect on the Foreign Student Adviser's attainment of his own objectives (successful performance of his job).

Critical Incidents Reported and Categories of FSA Responsibility

It is evident from examining the dispersion of critical incidents among the 11 categories of Foreign Student Adviser Responsibility that all categories are not equally represented. It is probable that the general aim positively affected the large number of critical incidents (25.4 percent of the total number) reported in category 4, Academic and Personal Advising. Over 75 percent of the Foreign Student Advisers told the researcher that they considered this category as the single most important area of their work. Three other categories of Foreign Student Adviser responsibility had sizable numbers of critical incidents: (1) 6. Finances and Employment (16.0 percent), (2) 9. Organization and Administration of the Foreign Student Office (15.8 percent), and (3) 0. Immigration and Legal (13.4 percent). These four categories (4, 6, 9, 0) comprise 70.6 percent of the total critical incidents reported.

The significance of these Categories of Responsibility will have greater meaning in conjunction with the Critical Areas of Foreign Student Adviser Behavior and will be discussed further in the section, "Critical Elements and Critical Areas."

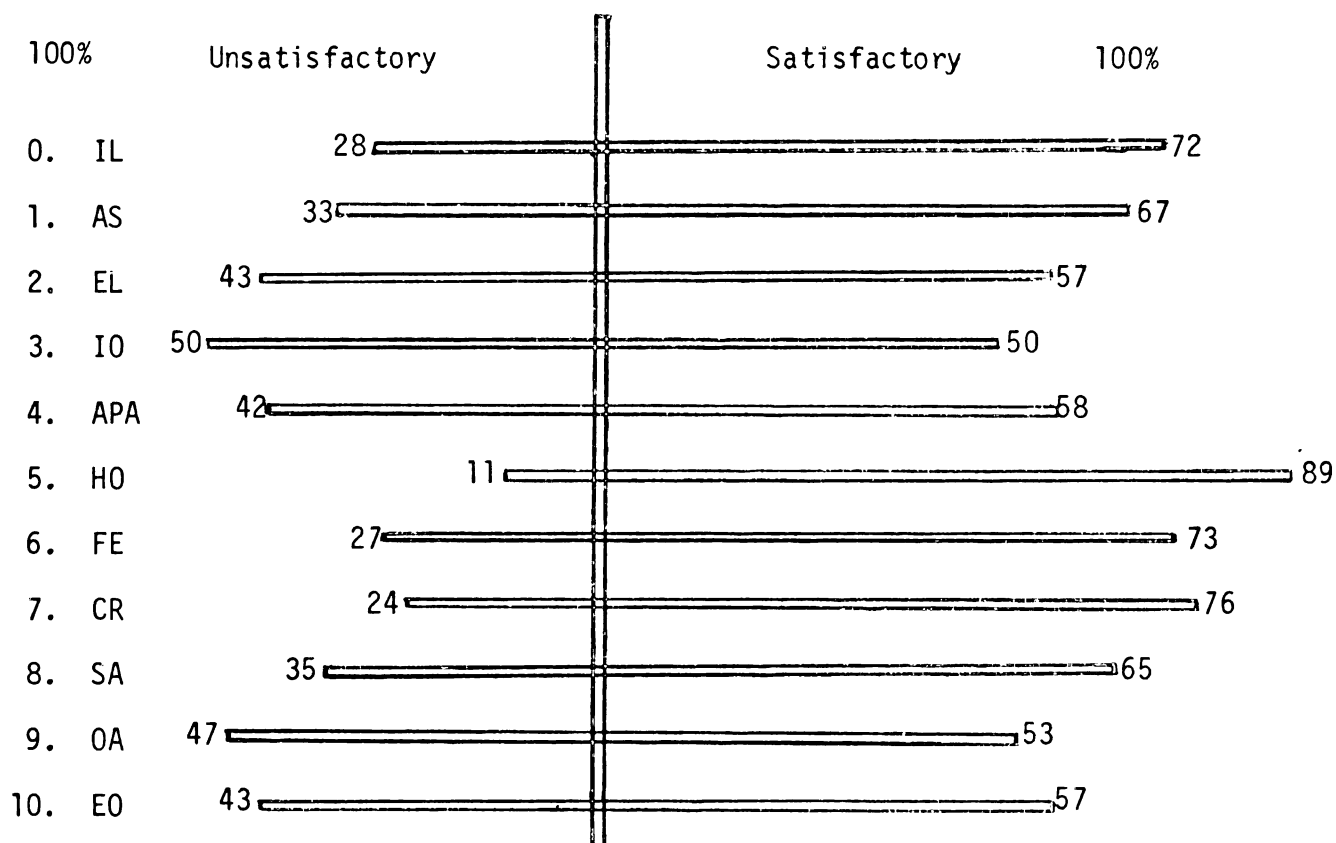
The 48 Foreign Student Advisers reported 226 critical incidents which they perceived as satisfactory and 124 critical incidents which they perceived as unsatisfactory. The overall percentage of satisfactory incidents was 64.6 percent. The percent of satisfactory incidents within each of the 11 Categories of Responsibility ranged from 50 percent (Initial Orientation) to 89 percent (Housing). Table IV-4 gives the percent of satisfactory and unsatisfactory incidents in each category as perceived by the respondent.

The reader is reminded that these findings, although informative and helpful in understanding the study, are not the main findings of the study. The main findings of this study are given later in this Chapter in the section "Critical Elements and Critical Areas," which will include the elements (grouped into critical areas by use of the Critical Incident Technique) of the Foreign Student Adviser's on-the-job behavior which Foreign Student Advisers themselves considered to have a significant effect on the academic progress and/or personal development of foreign students.

In Table IV-4 the 89 percent satisfactory critical incidents in the category of "Housing" and the 76 percent satisfactory critical incidents in the category of "Community Relations" are considerably higher than the 64.6 percent average for satisfactory critical incidents in all 11 categories.

The 19 incidents reported in "Housing" and the 21 incidents reported in "Community Relations" are 11.4 percent of the total incidents reported.

TABLE IV-4
 PERCENT OF PERCEIVED SATISFACTORY-UNSATISFACTORY CRITICAL INCIDENTS
 IN EACH OF THE FSA CATEGORIES OF RESPONSIBILITY



IL = Immigration and Legal
 AS = Admissions and Selection
 EL = English Language Proficiency
 IO = Initial Orientation
 APA = Academic and Personal Advising
 HO = Housing
 FE = Finances and Employment
 CR = Interpretation of the U. S. to Foreign Students
 (Community Relations)
 SA = American-Foreign Student Relationships
 (Student Activities)
 OA = Organization and Administration
 EO = Emergency and Other Complex Situations

Foreign Student Advisers have traditionally assumed a major responsibility for this category. The results of Higbee's study showed that 71 percent of the 679 Foreign Student Advisers surveyed in 1961 had complete or shared responsibilities in "Community and Family Contacts."¹ With the community relations responsibility so closely related to foreign student advising, Foreign Student Advisers would generally be expected to perform well in this category. Much the same kind of logic holds true for "Housing" of foreign students.

Only 6 critical incidents were reported in the category of "Initial Orientation." This is too small a number to attempt any conclusions regarding the low rate of 50 percent satisfactory incidents. However, the value of initial (or formal) orientation of foreign students has always been a subject of debate between Foreign Student Advisers.

Critical Incidents Reported by Foreign Student Advisers with
10 Years or More of Experience or With Less than 10 Years Experience.

Ten of the 48 Foreign Student Advisers have had 10 years or more of experience in their field. The 10 Foreign Student Advisers (8 male, 2 female) represent 180 years of cumulative experience in foreign student advising, or an average of 18 years each. Two of the ten Foreign Student Advisers have had over 25 years of experience in foreign student advising and played an important role in the founding of the National Association for Foreign Student Affairs in 1948.

1. Homer D. Higbee, The Status of Foreign Student Advising in United States Colleges and Universities, East Lansing: Institute of Research in Overseas Programs, 1961, p. 16.

The other 38 Foreign Student Advisers included in this study represent a cumulative total of 144 years of foreign student advising, or an average of 3.8 years each. There are 21 males and 17 females in this group with average experience of 3.5 years and 4.2 years respectively.

If a Foreign Student Adviser occupies a top position in the Foreign Student Office he is more likely to be one of those who stays in the profession for a long period of time. However, these Foreign Student Advisers have a supporting staff who seem to move in and out of the profession, bringing about a high rate of staff turn-over in the office for foreign student advising below the top level. The researcher checked salary scales in five of the seventeen universities and found Foreign Student Advisers' salaries to range from 25 percent to 50 percent lower than comparable positions elsewhere in the university.

The 10 Foreign Student Advisers with 10 years or more experience reported unsatisfactory critical incidents in only 4 of the 11 Categories of Foreign Student Adviser Responsibility. The 38 other Foreign Student Advisers reported unsatisfactory incidents in all 11 categories. Table IV-5 shows the satisfactory/unsatisfactory critical incidents reported by the 10 "veterans" and by the other 38 Foreign Student Advisers. The 10 "veteran FSAs" reported 72.0 percent satisfactory incidents compared to 62.6 percent satisfactory incidents reported by the 38 others. In only two categories the percent of satisfactory incidents reported by the 10 veterans fell below that of the 38 others: 8. Student Activities, and 9. Office Administration. In four of the categories (IL, SA, OA, EO) the veteran Foreign Student Advisers reported a much higher number of incidents per Foreign Student Adviser than the 38 others.

TABLE IV-5

CRITICAL INCIDENTS REPORTED IN EACH CATEGORY OF FSA RESPONSIBILITY
FOR FSA'S WITH 10 YEARS OR MORE OF EXPERIENCE
AND FOR FSA'S WITH LESS THAN 10 YEARS OF EXPERIENCE

Category of FSA Responsibility*	10 FSA'S with 10 Years or More Experience (Average - 18)				38 FSA's With Less Than 10 Years Experience (Average - 3.8)			
	Sat	%Sat	Unsat	Total	Sat	%Sat	Unsat	Total
0. IL	12	100.0		12	22	62.9	13	35
1. AS	1	100.0		1	1	50.0	1	2
2. EL					4	57.1	3	7
3. IO	1	100.0		1	2	40.0	3	5
4. APA	10	55.6	7	17	42	57.0	30	72
5. HO	4	100.0		4	13	86.7	2	15
6. FE	10	100.0		10	31	67.4	15	46
7. CR	3	100.0		3	13	72.2	5	18
8. SA	2	33.3	4	6	9	81.8	2	11
9. OA	7	46.7	8	15	22	55.0	18	40
10. EO	<u>10</u>	62.5	<u>6</u>	<u>16</u>	<u>7</u>	50.0	<u>7</u>	<u>14</u>
TOTAL	60		25	85	166		99	265
	72.0%		28.0%		62.6%		37.4%	

*These categories are the same as in Table IV-3.

IL = Immigration and Legal

AS = Admissions and Selection

EL = English Language Proficiency

IO = Initial Orientation

APA = Academic and Personal Advising

HO = Housing

FE = Finances and Employment

CR = Interpretation of the U.S. to Foreign Students (Community Relations)

SA = American-Foreign Student Relationships (Student Activities)

OA = Organization and Administration

EO = Emergency and Other Complex Situations

Critical Incidents Reported by Foreign Student Advisers

According to Size of Foreign Student Enrollment

Table IV-6 gives the number of critical incidents which were reported in each of the 11 Categories of Foreign Student Adviser Responsibility and the number of satisfactory, unsatisfactory, and total critical incidents reported by Foreign Student Advisers in universities from each of the three groups, according to size of their foreign student enrollment.

With few exceptions, the ratio of satisfactory/unsatisfactory incidents in each of the 11 categories is similar in the three university groupings. From observation of Table IV-6 there appears to be consistency between the three groups of universities as represented by the parallel patterns of distribution of incidents throughout the Table. However, 350 critical incidents distributed over a 33-category matrix is apparently too small a sample to do anything more than suggest hypotheses.

The percent of satisfactory incidents reported by Foreign Student Advisers in each of the three groups varies as much as 11 percent, (59 percent in Group I, 70 percent in Group III). However, this is not a statistically significant difference (re: Chi Square test) and could be due to chance. Group II included two very egotistical Foreign Student Advisers who expressed an extremely high degree of satisfaction with their programs. Their combined reported critical incidents were 20 satisfactory and 3 unsatisfactory, or 87 percent satisfactory.

Table IV-6 also gives some indication of the distribution of critical incidents among the 11 Categories of Foreign Student Adviser Responsibility for each of the three groups. Universities in Group I reported no incidents in 1. Admissions and Selections. Since most universities

which enroll over 1000 foreign students have special personnel designated for admitting foreign students, the Foreign Student Adviser tends to have little or no responsibility in this area. Even in universities where the Foreign Student Adviser shares responsibility for admitting foreign students, he tends not to consider incidents in this area as being significant for the academic progress and/or personal development of foreign students.

Universities in Group I reported 35 critical incidents in category 6. Finances and Employment compared to 11 and 10 in Groups II and III respectively. The 35 incidents for Group I is 23.3 percent of their total incidents reported compared to 9.3 percent in Group II and 12.3 percent in Group III. Thus, it appears that this area tends to occur more frequently in universities with very high enrollments of foreign students.

Category 8. Student Activities indicates an opposite tendency to category 6. Finances and Employment. Group II has 9 critical incidents (7.6 percent of its total) and Group III has 5 incidents (6.1 percent of its total) compared to 3 incidents in Group I (2.0 percent of its total). These differences are not statistically significant (re: Chi Square test), and could be due to chance. However, they suggest two hypotheses: 1) Large universities offer a broader range of social activities which foreign students may participate in, subsequently the Foreign Student Adviser is less apt to be involved in student activities; and 2) Large universities tend to have a higher proportion of graduate foreign students who do not participate in social activities as frequently as undergraduates, and Foreign Student Advisers are less apt to be involved in student activities than Foreign Student Advisers in smaller institutions.

TABLE IV-6

CRITICAL INCIDENTS REPORTED IN EACH CATEGORY OF FSA RESPONSIBILITY
ACCORDING TO SIZE OF FOREIGN STUDENT ENROLLMENT

Size of Foreign Student Enrollment

S = Satisfactory U = Unsatisfactory T = Total

Category of FSA Respon- sibility		Group I 1000 or over (6 universities)			Group II 500 - 999 (5 universities)			Group III 200 - 499 (6 universities)		
		Total Incidents	Average Per Univ.	%	Total Incidents	Average Per Univ.	%	Total Incidents	Average Per Univ.	%
0 IL	S	16	2.70	77	13	2.60	72	5	.83	63
	U	5	.80	23	5	1.00	28	3	.50	37
	T	21	3.50		18	3.60		8	1.33	
1 AS	S				1	.20	100	1	.16	50
	U				0	.00	0	1	.16	50
	T	0	.00		1	.20		2	.33	
2 EL	S	0	.00	0	2	.40	100	2	.33	67
	U	2	.33	100	0	.00	0	1	.16	33
	T	2	.33		2	.40		3	.50	
3 IO	S	1	.26	100	2	.40	67	0	.00	0
	U	0	.00	0	1	.20	33	2	.33	100
	T	1	.26		3	.60		2	.33	
4 APA	S	19	3.00	50	20	4.00	67	13	2.16	57
	U	17	3.00	50	10	2.00	33	10	1.67	43
	T	36	6.00		30	6.00		23	3.83	
5 HO	S	7	1.17	88	4	.80	80	6	1.00	100
	U	1	.27	12	1	.20	20	0	.00	0
	T	8	1.34		5	1.00		6	1.00	
6 FE	S	24	4.00	69	9	1.80	82	8	1.33	80
	U	11	1.83	31	2	.40	18	2	.33	20
	T	35	5.83		11	2.20		10	1.67	
7 CR	S	5	.83	63	9	1.80	90	2	.33	67
	U	3	.50	37	1	.20	10	1	.16	33
	T	8	1.33		10	2.00		3	.50	
8 SA	S	1	.26	33	6	1.20	67	4	.67	80
	U	2	.33	67	3	.60	33	1	.16	20
	T	3	.59		9	1.80		5	.83	
9 OA	S	11	1.83	44	6	1.20	50	12	2.00	67
	U	14	2.33	56	6	1.20	50	6	1.00	33
	T	25	4.16		12	2.40		18	3.00	
10 EO	S	5	.83	45	11	2.20	65	1	.16	50
	U	6	1.00	55	6	1.20	35	1	.16	50
	T	11	1.83		17	3.40		2	.33	
Total Satis.		89	14.7	59	83	16.6	70	54	9.3	66
Total Unsatis.		61	10.3	41	35	7.0	30	28	4.3	34
Total Incidents		150	25.0		118	23.6		82	13.6	

SUMMARY

Each of the 350 critical incidents involved a specific problem or category of FSA responsibility, specific Foreign Student Adviser behavior(s) and person(s) with whom he related. As elements were extracted from the incidents, a coded notation was made for each incident, indicating the FSA Category of Responsibility. This was not done in the hope that a tabulation of these categories would reveal the relative degree of importance of each category or behavior mentioned. Rather, it was done to provide an idea of the wide variety of Foreign Student Adviser behavior which FSAs perceive to have a significant effect on the academic progress and/or personal development of foreign students.

Too often, in development of conclusions in social research, the tendency arises to attach great significance to frequency distribution. Thus, any person in attempting to utilize conclusions may attach too much importance to such tabulations.

The significance of the material presented here is that it indicates a number of things that have led to critical incidents in various United States universities. It shows the variety of factors which, because of various university situations, may lead to marked success or failure of the Foreign Student Adviser in performing his job effectively and attaining his objectives. It is, finally, a warning that the variety of things which may become deeply significant in Foreign Student Adviser behavior is limited only by the variety of situations within different universities. While the frequencies presented are of interest and indicate that certain problems or activities result in critical incidents more often than others in the universities presented by the Foreign Student Advisers interviewed, there is no evidence that this pattern would hold for any given university. Each reader must consider these data in terms

of his own local situation and must seek to determine the significance of the data in terms of his knowledge of his own university.

It might be well to conclude this section with a short review of the way in which these findings concerning major categories of FSA responsibility fit into the total study. The next section will consider critical elements of Foreign Student Adviser behavior. This presentation will reveal the actual things which Foreign Student Advisers did, either satisfactorily or unsatisfactorily in their own perception, which made the incidents critical. However, these critical elements are not presented in terms of their importance for any given FSA Category of Responsibility. It can not be said, for example, that a certain behavior is critical in dealing with a foreign student's financial need, and another is critical in dealing with his academic problems, but rather that the critical elements are significant in each of the categories presented here. This is a distinction which is important and which should be understood before beginning the consideration of the critical elements of Foreign Student Adviser behavior in relation to the academic progress and/or personal development of foreign students. The Foreign Student Adviser Categories of Responsibility which have been discussed will be referred to again, but it should not be inferred that they are the major findings of this study.

III. Critical Elements and Critical Areas

This section presents the main findings of this study: THE ELEMENTS OF THE FOREIGN STUDENT ADVISER'S ON-THE-JOB BEHAVIOR WHICH FSAs THEMSELVES CONSIDERED TO HAVE A SIGNIFICANT EFFECT ON THE ACADEMIC PROGRESS AND/OR PERSONAL DEVELOPMENT OF FOREIGN STUDENTS.

The critical elements presented here are given as a series of positive statements of Foreign Student Adviser activity. Sixteen hundred three critical elements or aspects of the Foreign Student Adviser's

behavior, were extracted from the original 350 critical incidents reported by the 48 Foreign Student Advisers. Many of the 1603 original "raw" critical elements were repeated several times, and it was possible to reduce these elements to 203 distinct critical elements -- or actions of Foreign Student Advisers which they perceived had a significant effect on the academic progress and/or personal development of foreign students. To clarify this list and present it in an orderly manner, elements of similar behavior in the 203 distinct critical elements were grouped into 16 critical areas. The 203 critical elements of behavior, when carried out effectively, caused the Foreign Student Adviser to perform in a satisfactory manner; if done ineffectively, his performance was unsatisfactory.

A critical element is an element which, if carried out in a particularly satisfactory or unsatisfactory manner, leads to judgments regarding the effectiveness of the activity in which it is used. A non-critical element is one which has no great importance in affecting the effectiveness of the activity in which it is used. An illustration might be drawn from the incident of a man who drives his car out of its parking place. Several elements are involved. He must unlock the car, enter the car, start the motor, and then maneuver the car out of its parking place. The manner in which the driver unlocks the car, enters it, and starts the motor does not affect the principal action of maneuvering the car out of its parking place. The critical elements, then, are those of judging distance, turning the wheel, etc., which involve the movement of the car. If these elements are carried out in an unsatisfactory manner, the incident of driving the car away from the parking place will be unsatisfactory. Therefore, they are considered critical. In like manner, critical elements have an effect on the satisfactory or unsatisfactory

outcome of an incident reported by a Foreign Student Adviser.

A critical area is a part of the behavior of a Foreign Student Adviser which involves a number of related critical elements. Each of the critical elements is included in one, and only one, critical area.

Implications of Critical Elements

In presenting the critical elements, some distinction will be made as to whether they have been reported most often in incidents which were perceived by the respondent to have satisfactory results or in incidents which were perceived by the respondent to have unsatisfactory results. This should not be construed to mean that certain elements are critical in satisfactory incidents and others in unsatisfactory incidents.

An element is a procedure. It is the manner in which it is carried out which determines whether the incident is satisfactory or unsatisfactory. If a critical element occurs in more satisfactory than unsatisfactory incidents, this indicates that the element has been performed effectively more often than ineffectively. However, when it is performed in an ineffective manner, the results are just as unsatisfactory as they are satisfactory when it is done effectively. Therefore, regardless of the types of incidents in which the critical elements are found, the aim of Foreign Student Advisers should be to perform each of them in an effective manner.

There is a possibility that some of the critical elements of the Foreign Student Adviser's behavior have been omitted. However, the 203 critical elements reported here are those reported after the introduction of an additional 637 raw critical elements only increased by 16 the number of distinct critical elements. It is unlikely that the

introduction of very large quantities of critical elements extracted from other critical incidents would measurably affect the 203 critical elements which have been identified by this study.

Each of the 16 critical areas of behavior has a brief caption intended to indicate, in the shortest possible form, the content of the critical area. A statement describing the critical area is given and is followed by a list of the critical elements (or similar acts of Foreign Student Adviser behavior) which pertain to the area of behavior. The frequencies for each element are given in parentheses.

The reader is reminded that the 16 critical areas have been arrived at subjectively after a long and careful process of analysis. The researcher and associate conferred with professional colleagues during the process of formulating the categories. Other persons might group the 203 critical elements somewhat differently. In any case, some organizational pattern is necessary to comprehend such a large number (203) of critical elements.

Table IV-7

CRITICAL AREAS OF FOREIGN STUDENT ADVISER BEHAVIOR

These 16 critical areas represent grouping of the 203 distinct critical elements into categories of similar types of behavior. The numbers of satisfactory, unsatisfactory and total raw critical elements represented in each critical area are also given.

	Distinct Critical Elements	"Raw" Critical Elements		
		Sat	Unsat	Total
I. Administered Office	17	59	55	114
II. Consultant and Advisory	25	122	63	185
III. Planning and Program Development	10	34	13	47
IV. Academic Guidance Program	11	65	84	149
V. Financial Guidance Program	17	94	52	147
VI. Immigration Expert	8	55	35	90
VII. Interviewed Students	17	117	52	169
VIII. Personal Counseling Services	6	91	34	125
IX. Referral Service	16	20	18	38
X. Gives Advice	7	31	10	41
XI. Coordinates Community Relations	9	49	18	67
XII. Foreign Student Activities	7	47	20	67
XIII. Gathering Information	10	51	39	90
XIV. Relations with Outside Agencies	12	47	9	56
XV. Emergency Situations	13	42	21	63
XVI. Miscellaneous Personal Services	<u>18</u>	<u>111</u>	<u>45</u>	<u>156</u>
	203	1035	568	1603

Occurrence of Critical Elements in Critical Incidents

Certain critical areas are referred to more often in critical elements because they have more critical elements in them than do other areas. The following discussion with accompanying graphical presentations will indicate the degree to which the 16 critical areas were found to enter into the 350 critical incidents reported for this study.

Significance of this Material

It must be strongly emphasized that this presentation does not imply the degree of criticalness for each of the 16 areas. Because Critical Area I was mentioned twice as many times as Critical Area XIV does not mean it is twice as critical. Any critical element mentioned is deemed to be vital for success. No critical element can be ignored.

The value of the material to follow is that it will indicate to university administrators, faculty, and Foreign Student Advisers the extent to which the various areas are occurring presently in critical incidents of Foreign Student Adviser behavior. It will show with what areas Foreign Student Advisers seem to be having the greatest success and with what areas Foreign Student Advisers seem to be least effective.

Furthermore, the findings will reveal differences in responses from universities with different numbers of foreign students enrolled and from Foreign Student Advisers with different amounts of experience in advising foreign students.

TABLE IV-8

EFFECTIVE AND INEFFECTIVE PERFORMANCE OF
THE CRITICAL ELEMENTS IN EACH CRITICAL AREA

<u>% Unsatisfactory</u>	<u># Incid.</u>	<u>Critical Area</u>	<u># Incid.</u>	<u>Satisfactory %</u>
9.7	55	I. Administered Office	59	5.7
11.1	63	II. Consultant and Advisory	122	11.8
2.3	13	III. Planning and Program Development	34	3.3
14.6	84	IV. Academic Guidance Program	65	6.3
9.1	52	V. Financial Guidance Program	94	9.1
6.2	35	VI. Immigration Expert	55	5.3
9.1	52	VII. Interview Student	117	11.3
6.0	34	VIII. Personal Counseling Services	91	8.8
3.2	18	IX. Referral Service	20	1.9
1.8	10	X. Giving Advice	31	3.0
3.2	18	XI. Coordinated Community Relations	49	4.7
3.5	20	XII. Foreign Student Activities	47	4.6
7.0	39	XIII. Gathering Information	51	4.9
1.6	9	XIV. Relations With Outside Agencies	47	4.6
3.7	21	XV. Emergency Situation	42	4.1
7.9	45	XVI. Personal Serv.	111	10.7
100%	568		1035	100%

The above Table gives the percent of the total satisfactory elements and percent of the total unsatisfactory elements included in each critical area.

THE SIXTEEN CRITICAL AREAS AND 203 CRITICAL ELEMENTS OF FOREIGN STUDENT ADVISER BEHAVIOR WHICH ARE PERCEIVED BY FOREIGN STUDENT ADVISERS TO HAVE A SIGNIFICANT EFFECT ON THE ACADEMIC PROGRESS AND/OR PERSONAL DEVELOPMENT OF FOREIGN STUDENTS.

I. Administered Foreign Student Adviser's Office (A0)

The Foreign Student Adviser served as director of the Foreign Student Office and staff, including such functions as establishment of office procedures and services, maintenance of records and reports, providing general assistance to students, developing programs and communications as needed and enforcing university and INS policies and procedures. (Total Elements in this section = 114)

1. Defined his role and job description as Foreign Student Adviser and the functions which the Foreign Student Office would attempt to serve. (7)
2. Established internal Foreign Student Office procedures and trained the office staff. (8)
3. Handled correspondence regarding foreign students' admission, requirements, and general information regarding university academic curriculum. (10)
4. Responsible for enforcement of university and INS policies and regulations pertaining to foreign students, including administration of health insurance program for foreign students. (14)
5. Received and forwarded personal mail of foreign students who had no established address. (4)
6. Maintained individual student files on all foreign students and kept records of his own involvement in working with problems of foreign students (4)
7. Utilized student's file and other records to support action or make decisions regarding foreign student. (12)
8. Administered withdrawal procedures regarding foreign students. (4)
9. Compiled reports of foreign student population for general university use. (3)

10. Promoted alumni communication through International Newsletter. (7)
11. Assisted Housing Office placement of foreign students in university housing. (7)
12. Administered English Language Center program of the university for foreign students. (4)
13. Provided liaison service between Immigration Office and foreign students. (11)
14. Held meetings or personal conferences with Foreign Student Office staff to discuss policy, new ideas and program improvement. (2)
15. Maintained public information (name, address, etc.) on foreign students and discriminately provided such information upon request to authorized persons. (4)
16. Required foreign students to make appointments to see him, especially during busy periods. (6)
17. Served on Dean of Students or faculty disciplinary committee when a foreign student was involved. (7)

II. Consultant and Advisory (Internal Communications) (CA)

The Foreign Student Adviser served in a consultant and advisory capacity to all constituents of the university on matters pertaining to individual foreign students and to the total foreign student program. (Total elements in this section = 185)

1. Received referral from President's office involving special requests and kept the President informed of extreme cases involving foreign students and/or the university (1)
2. Reported to the Dean of Students Office and consulted with him on: general administration of the Foreign Student Office and relationship to other university offices, special individual cases involving foreign students (rape, etc.), unusual general situations (Arabs vs. Israelis), and kept him informed of activities and programs of Foreign Student Office and unique needs of foreign students. (20)

3. Assisted both the Admissions Office and the foreign students by providing the Admissions Office with realistic and current budgets for foreign students - married, single, graduate and undergraduate. (See also Academic Counseling #1) (4)
4. Consulted with Financial Aids Office or Committee concerning loans and scholarships for foreign students, and processed or approved requests (applications) of students, where appropriate. (6)
5. Consulted with University Business Office (or bursar) regarding disbursement of sponsored student's funds and regarding indebtedness of foreign student to the university. (2)
6. Consulted regularly with the university Housing Office concerning housing policies and available facilities for single and married foreign students, both on campus and off campus. (4)
7. Represented or interceded for foreign student with university Housing Office in situations involving discrimination, contract renewal or release, or misconduct charges. (7)
8. Kept Housing Office informed of size and variety of foreign student population and occasionally asked for special consideration for foreign student and/or family where the situation justified it. (3)
9. Consulted with the Mental Health Center concerning foreign student experiencing emotional difficulties and requested written reports of recommendation from the psychiatrist. (11)
10. Consulted with hospital administrator and/or attending physicians regarding medical care of foreign student. (9)
11. Consulted with University Employment Bureau concerning employment opportunities for foreign students. (1)
12. Explained to Faculty Senate the process used by the Foreign Student Office to screen foreign student Admissions. (1)
13. Informed the faculty scholastic committee of his perception of the quality of academic advising of foreign students at the university. (1)
14. Consulted and conferred with the Graduate Dean concerning special case involving graduate foreign student and kept the Graduate Office informed of position and policy of Foreign Student Office toward further support of foreign student with poor or questionable academic record. (3)
15. Consulted with Deans of various colleges concerning academic loads and standings of foreign students and received notice of drop-outs from various colleges. (4)

16. Encouraged academic departments to assist deserving foreign students both academically and financially to withdraw or terminate marginal foreign students and interceded with departments to obtain leniency or cooperation in assisting foreign students to complete their degrees. (16)
17. Consulted with departments or department chairmen regarding the department providing financial support for a foreign student. (6)
18. Consulted with academic departments regarding admissions, re-admission, or evaluation of transfer credits for foreign student. (7)
19. Met with academic departments to discuss problems of foreign students, to provide information, and to solicit suggestions from the faculty while interpreting foreign student needs and clarifying mutual concern for academic progress of foreign students. (16)
20. Consulted with academic department concerning foreign student with problems that could interfere with his academic progress and advised department of possible solutions. (13)
21. Consulted with Academic Adviser and Instructors regarding the academic performance of foreign student and provided advice or information on particular situations involving foreign students, including: size of course load, dropping courses, changing majors, enrollment requirements, and returning home. (32)
22. Consulted with Academic Adviser regarding unusual actions or suicidal tendencies and personal problems of foreign student. (10)
23. Encouraged Academic Adviser to recommend deserving foreign students for scholarships. (1)
24. Consulted regularly with the Director of the English Language Institute and/or his staff concerning the English language capability or progress of individual foreign students. (4)
25. Consulted with University Reading Laboratory Personnel regarding special rapid-reading program for foreign students. (3)

III. Planning and Program Development (PPD)

The Foreign Student Adviser planned and developed (new) programs to facilitate academic progress and/or personal development of foreign

students, including initial orientation, language and cultural programs, and programs for special needs and situations of foreign students. (Total elements in this section = 47)

1. Initiated and arranged for his university to participate in Exchange Visitor Program. (3)
2. Projected future needs of the university pertaining to the care and provisions for foreign students. (1)
3. Developed an English Language Program for foreign students in conjunction with the English Department. (2)
4. Used results of faculty survey to strengthen foreign student program. (2)
5. Conceived of program for adopting subject matter to problem of developing nations and attempted to enlist Peace Corps Volunteers to serve as catalysts. (3)
6. Cooperated with professors of English to develop special BA program in teaching English as second language (for group of foreign students). (2)
7. Arranged program with medical doctor to assist foreign students who get in sexual (pregnancy) trouble. (1)
8. Served as resource person for the university regarding international affairs and helped to initiate a university International Advisory Committee. (10)
9. Planned, organized and conducted a formal orientation program for new foreign students - explaining services and functions of the Foreign Student Office to new foreign students and developing printed information materials for foreign students. (17)
10. Used NAFSA professional consultation for assistance in program development, including local, state, and national resources. (6)

IV. Academic Guidance Program (AGP)

The Foreign Student Adviser assisted in initial introduction of the foreign student to the university academic environment; reviewed academic progress and advised on academic concerns of foreign students; and

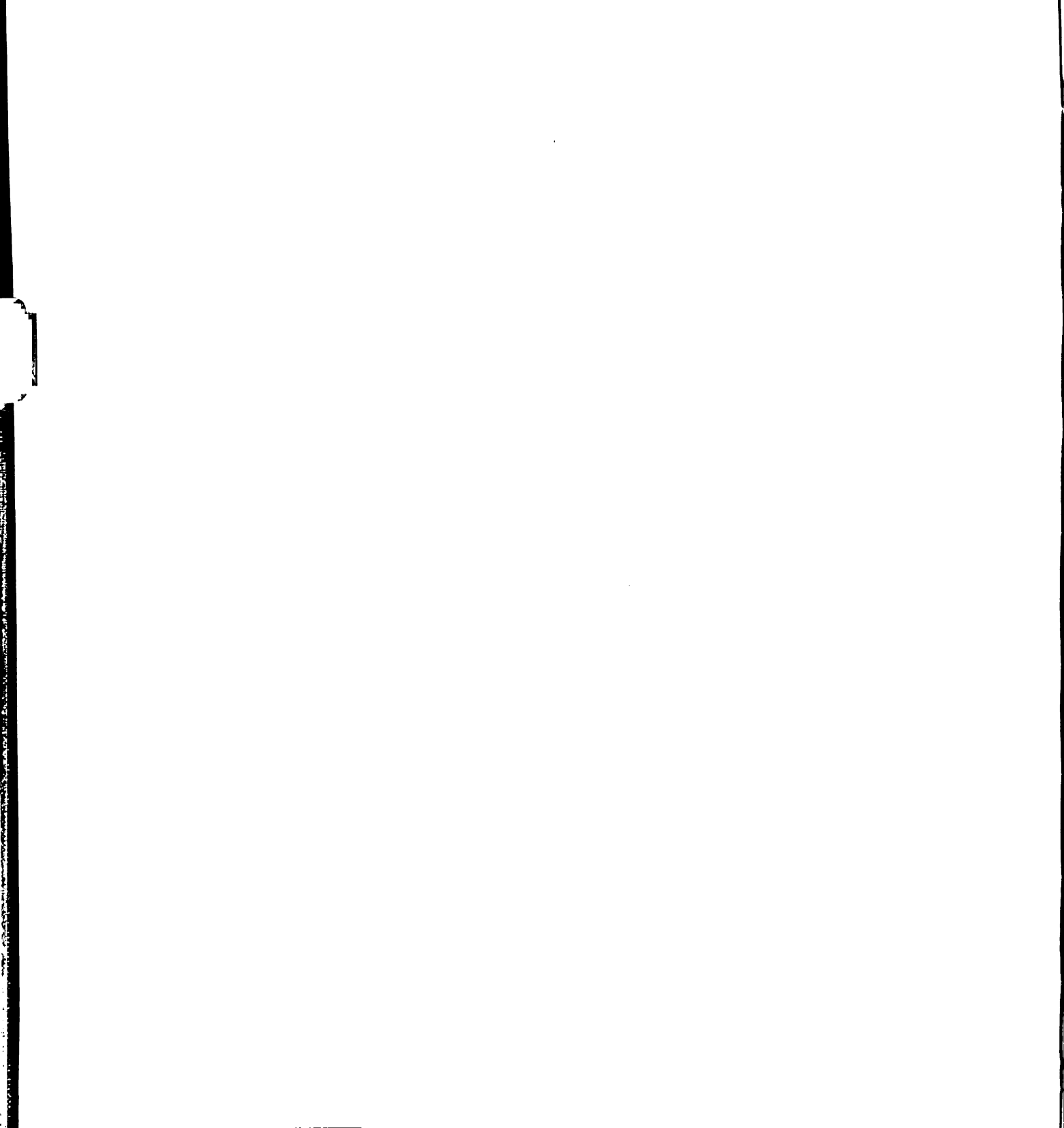
consulted or advised students regarding the completion or termination of their academic program. (Total elements in this section = 149)

1. Advised and assisted University Admissions Office (and other admission agencies of university) regarding individual cases involving admission and re-admission of foreign student and transfer of credits. (16)
2. Reviewed transfer of credits and discussed degree requirements with new foreign student. (4)
3. Advised and cooperated with Admissions Office and various academic departments regarding evaluation of English language proficiency of foreign students and assisted departments to obtain English language training for students where needed. (15)
4. Routinely reviewed grade slips, probation reports, etc., of foreign students to assess their academic progress. (16)
5. Reviewed academic goals and objectives with foreign student. (See also VII. Interviewed Students, 3 and 4) (3)
6. Advised foreign student on selection of academic courses, dropping and adding courses, course load, and typical characteristics of U. S. educational system. (See also VII. Interviewed Students, 3 and 4) (25)
7. Advised and assisted foreign student on problems relating to his academic progress including change of major field, attending summer session, poor academic performance, attending classes, and special academic opportunities. (See also VII. Interviewed Students, 3 and 4) (36)
8. Served as liaison between a foreign student and his respective academic department when academic advising of foreign students in the department appeared inappropriate or unsatisfactory. (11)
9. Advised foreign student regarding transferring to another institution and often supported or disapproved of his transfer. (9)
10. Advised foreign student regarding withdrawal from the university due to academic, financial, or personal reasons of the student. (9)
11. Advised foreign student regarding legal and other requirements for practical training and often helped student obtain suitable practical training (which is considered part of the total academic process). (5)

V. Financial Guidance Program (FGP)

The Foreign Student Adviser organized and administered a program of financial guidance for foreign students (in cooperation with the university administration and Financial Aids Office) which included scholarships, loans, assistantships, part-time work, and personal counseling on budgeting. (Total elements in this section = 146)

1. Reviewed the foreign student financial program at the university, advised the administration of the status of the program, and informed teaching faculty of available foreign student scholarships. (10)
2. Prepared proposal for increased university appropriations for foreign student scholarships and justified need to Administration Office or Committee in charge of appropriating funds. (5)
3. Helped identify sources of financial aid for foreign students from sources outside the university. (3)
4. Reviewed expense estimates (periodically) for foreign students and updated expense estimate report which was sent to potential students and sponsors. (4)
5. Advised and counseled foreign students regarding handling of personal funds, budgeting, and sources of financial assistance. (25)
6. Assisted in developing special arrangements for financial support of foreign students in unusual situations. (14)
7. Facilitated the use of regular university financial aid programs by needy foreign students who were qualified. (6)
8. Explored all available sources of financial assistance for foreign students, including fee refunds, cooperative housing, etc. (6)
9. Reviewed loan applications of foreign students, informed foreign students of loan policies, and recommended loans be granted to foreign students where appropriate. (17)
10. Requested cooperation of departments or colleges of the university to identify worthy and eligible foreign students for scholarships. (3)



11. Identified foreign students who met the qualifications for scholarships. (7)
12. Reviewed scholarship applications of foreign students to insure they were eligible for scholarships. (7)
13. Made recommendations regarding foreign students' financial needs and approval of applications for scholarships and frequently served on scholarship committee. (19)
14. Informed, explained, and interpreted decisions of the scholarship committee regarding financial assistance to foreign students who had applied for a scholarship. (8)
15. Encouraged and facilitated foreign student employment opportunities. (5)
16. Studied and compared financial assistance programs for foreign students of other universities. (4)
17. Advised the Financial Aids Office regarding the adequacy of its services for foreign students and recommended appropriate changes in policies and programs. (3)

VI. Immigration (INS) Expert (IE)

The Foreign Student Adviser served on local campus as an expert (liaison) on policies, regulations, etc., of the U. S. Immigration and Naturalization Service (INS), sustaining a cooperative working relationship with INS officials and advising foreign students, faculty and other local officials on immigration and related matters. (Total elements in this section = 90)

1. Sustained a cooperative working relationship with INS officials and consulted with them regularly. (10)
2. Sought relevant, up-to-date information regarding INS policies and regulations. (9)
3. Interpreted and explained INS policies, rules and regulations to foreign student and advised him on particular concerns and options. (24)

4. Assisted foreign student to change INS status and interceded with INS for special consideration (or reconsideration) of a foreign student's situation. (23)
5. Provided information regarding INS policies and regulations to Congressman, State Department officials, and other local officials. (4)
6. Reviewed, for approval or non-approval, work permission and practical training applications of foreign students. (12)
7. Explained and interpreted to INS officials the situations of foreign students involved in unusual or complex immigration problems. (6)
8. Endorsed foreign student's application for extension of stay permit and visa. (2)

VII. Interviewed Students (IS)

The Foreign Student Adviser interviewed both foreign and American students who were referred to him or came on their own initiative, regarding a wide range of concerns. Interview is here considered as a formal consultation between the Foreign Student Adviser and one or more foreign students. The basic purpose is to convey information. (Total elements in this section = 169)

1. Regularly conducted initial interview of new foreign students. (7)
2. Interviewed foreign student regarding admission or re-admission to the university. (4)
3. Interviewed foreign student regarding poor academic performance. (See also IV. Academic Guidance Program, 5 and 6) (14)
4. Interviewed foreign student regarding various academic problems and concerns. (See also IV. Academic Guidance Program, 5 and 6) (15)
5. Interviewed foreign student regarding INS concerns. (See also VI. Immigration (INS) Expert, 3) (24)
6. Interviewed foreign student requesting a university loan. (6)

7. Interviewed foreign student needing financial assistance. (31)
8. Interviewed foreign student requesting scholarship application. (4)
9. Interviewed foreign student regarding budgeting and handling of personal funds. (5)
10. Interviewed foreign student regarding housing problems (both on and off campus), including housing contract, unfair practices, conflict between student and landlord, poor facilities and conditions, need of housing, and high costs. (10)
11. Interviewed foreign student regarding health concerns, including dental needs. (3)
12. Interviewed foreign student with symptoms of mental health or emotional problems. (8)
13. Interviewed foreign student regarding personal-legal concerns. (8)
14. Interviewed foreign student who had been charged or accused of committing crime. (4)
15. Interviewed both foreign student and American student regarding problems of sexual conduct. (6)
16. Interviewed foreign student involved in dispute with other person(s). (6)
17. Interviewed foreign student regarding personal-social problem. (14)

VIII. Personal Counseling Services (PCS)

The Foreign Student Adviser provided personal counseling services to meet the more serious problems of foreign students. Counseling was initiated by students themselves or referred to the Foreign Student Adviser by faculty, staff and other community agencies. (Total elements in this section = 125)

1. Psychological Counseling. Provided therapeutic counseling for foreign students who were experiencing emotional (mental) health problems and had neurotic behavioral tendencies. (18)

2. Supportive Counseling. Provided supportive counseling and encouragement to foreign students who were undergoing a period of difficult personal change and adjustment. (22)
3. Non-directive Counseling. Provided foreign students a counseling outlet for expression of anxiety, hostility, and other emotions and concerns. (11)
4. Marital Counseling. Provided counseling for married foreign students having marital problems. (10)
5. Personal-Social Counseling. Provided counseling for foreign students regarding their personal-social problems and cultural adjustment. (54)
6. Referral Counseling. Counseled with foreign students who had been referred to the Foreign Student Adviser by university faculty or staff or community agency. (10)

IX. Referral Services (RS)

The Foreign Student Adviser referred foreign students, whose needs he could not meet, to other individuals and agencies, both on campus and off campus. (Total elements in this section = 38)

1. Referrals to mental health clinic or center. (12)
2. Referrals to University Housing Office. (3)
3. Referrals to University Health Services. (4)
4. Referrals to University Admissions Office. (1)
5. Referrals to Academic Department or College. (4)
6. Referrals to Assistant Director of Graduate School. (1)
7. Referrals to Assistant Vice President or Vice President for Student Affairs. (2)
8. Referrals to University Legal Aid Clinic. (1)
9. Referrals to Employment Agencies/University Placement Office (2)
10. Referrals to Financial Dean of University (for scholarships). (1)
11. Referrals to Private Scholarship Organizations for foreign students. (1)

12. Referrals to Insurance Claims Officer. (1)
13. Referrals to local dentist who would do work for foreign student without charge. (1)
14. Referrals to free university tutoring system. (2)
15. Referrals to the English Language Center. (1)
16. Referrals to the University Reading Laboratory. (1)

X. Gives Advice to Foreign Students (GA)

The Foreign Student Adviser advised foreign students about what to do in a great variety of situations when the student(s) turned to him for information or assistance in resolving a personal need. (Total elements in this section = 41)

1. Advised foreign student concerning the legal implications of his personal situation, his legal rights, and the desirability of obtaining legal advice or representation. (6)
2. Advised foreign students of housing conditions in the community, the regulations and requirements of housing contracts and the features of living in Residence Halls, Cooperative Houses, Fraternity and Sorority Houses and Married Housing Apartments. (9)
3. Advised foreign student regarding opportunities for and limitations of off-campus and on-campus employment as well as part-time vs. full-time work (in relation to his academic performance). (3)
4. Advised foreign student concerning returning to his home country. (3)
5. Advised foreign student regarding personal conduct in case which involved disciplinary action or misunderstanding. (6)
6. Advised foreign student engaged in personal-cultural conflict situation. (4)
7. Advised foreign student on general and personal problems and special contacts for assistance, i.e., Congressman, family. (10)

XI. Coordinated Community Relations (CCR)

The Foreign Student Adviser cooperated with community groups and individuals to coordinate the resources of the community in support of the foreign student program. (Total elements in this section = 67)

1. Worked with community groups to provide hospitality for foreign students and their families, including Host Family Program and Weekend Homestay with an American family. (19)
2. Arranged speaking engagements for foreign students. (6)
3. Cooperated with community groups to serve special needs of foreign students and families and served as liaison between foreign students and community groups, occasionally identifying specific personal-social need of a foreign student. (19)
4. Worked with community resources to obtain housing assistance and special assistance for foreign students and helped clarify relationships between foreign students (including family) and housing landlord. (7)
5. Worked with community representatives in legal situation involving foreign student. (6)
6. Coordinated efforts and interests of religious groups relating to foreign students. (2)
7. Solicited and coordinated fund-raising activities in the community in support of worthy students. (3)
8. Coordinated details involved in organizing group trips and transporting foreign students to outlying communities. (4)
9. Coordinated joint effort of several neighboring colleges and universities to provide opportunities to visit American families. (1)

XII. Foreign Student Activities (FSA)

The Foreign Student Adviser provided advice and support for organized student groups and social activities involving foreign student participation.
(Total elements in this section = 67)

1. Served as sponsor (or adviser) to the International Club encouraging activities for American student-foreign student relations. (16)
2. Supported Nationality Clubs by assisting them to obtain sponsors (or advisers), attending meetings when invited, explaining university policy and regulations concerning chartering and funding of student clubs, and coordinating their activities where possible with other components of the foreign student program. (18)
3. Worked with fraternities and sororities in arranging for involvement with individual foreign students or group-type activities. (5)
4. Encouraged and planned Open House and other social activities that provide opportunities for foreign students to meet with American students and/or faculty. (5)
5. Encouraged development of Foreign Student Wives Club, and served as adviser. (1)
6. Promoted and supported American/foreign student relations through informal and formal activities, including social events, group discussions and international cooperative planning groups. (18)
7. Helped to guide Nationality Club activities to be consistent with university policy and regulations. (4)

XIII. Gathering Information (GI)

The Foreign Student Adviser gathered (or received) information regarding foreign students to assist in advising them. (Total elements in this section = 90)

1. Learned of infraction of INS rules and regulations by a foreign student. (10)
2. Consulted with medical doctor and hospital authorities regarding foreign student's condition. (10)
3. Learned of specific personal information regarding foreign student and/or family which was significant to the student's welfare or academic progress. (23)

4. Received notification from Graduate Hall Adviser or city official of foreign student's housing problem. (3)
5. Recalled foreign student's situation from personal knowledge or observation. (9)
6. Received information regarding foreign student's financial situation and verified its accuracy. (10)
7. Requested specific information from foreign student about himself. (5)
8. Examined the reasons for emotional problem of foreign student. (12)
9. Learned from foreign students of problems and attitudes of foreign students in adapting to culture change when coming to U. S. and upon return home. (6)
10. Learned of arrest or detention of foreign student for legal infraction. (2)

XIV. Relations with Outside Agencies (ROA)

The Foreign Student Adviser established and maintained cooperative relationships with agencies outside the university which had mutual interests in the progress of foreign students at the university. These included professional organizations, private corporations, and both private and governmental sponsors of foreign students. The Foreign Student Adviser cooperated with and consulted the outside agencies in attempting to support the foreign students studying at his university and to assist in resolving their specific problems. (Total elements in this section = 56)

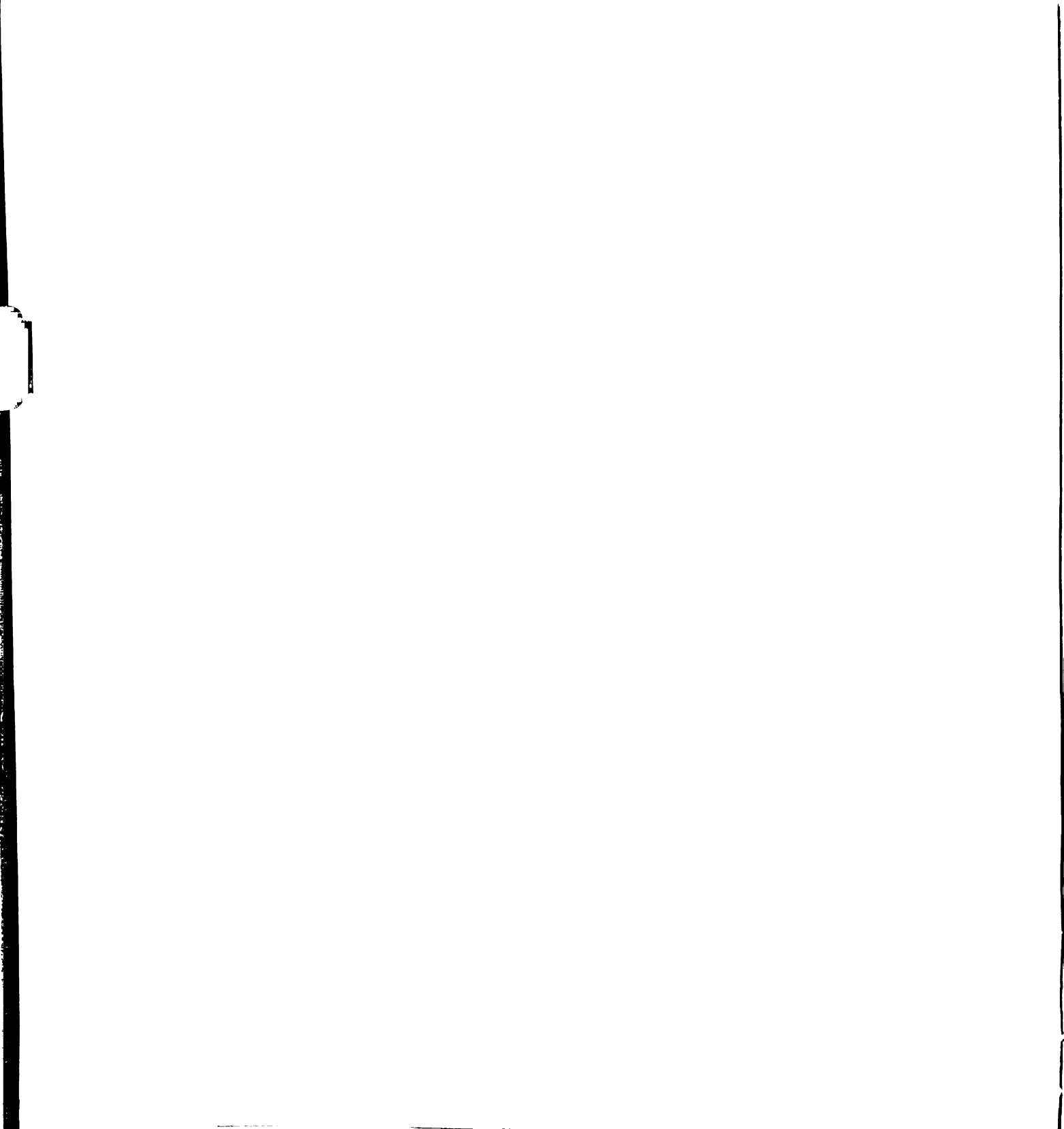
1. Maintained contact with U. S. and Foreign Government agencies in support of foreign student. (12)
2. Consulted with sponsor, governments, etc., of foreign students regarding financial support of their students, continuation of scholarship support, and unusual financial needs of foreign students. (22)
3. Reviewed academic progress of foreign student with his sponsor. (4)

4. Reviewed the housing situation or particular housing problem of student at the university with the sponsor and/or foreign government. (2)
5. Worked with private companies and government agencies to identify employment opportunities for foreign students. (3)
6. Identified and nominated worthy foreign students for scholarships at request of private agencies or sponsors. (2)
7. Prepared formal report for sponsor on academic progress and adjustment of foreign students. (3)
8. Informed sponsor, government, etc., of change in costs and expenses for students at the university. (2)
9. Related personal problems of foreign student to his sponsor. (2)
10. Responsible for insuring written commitments of sponsors regarding their sponsorship and financial support of foreign students. (1)
11. Reported to sponsors regarding accidents and unusual incidents involving their foreign students and cooperated in emergency situations involving foreign students. (2)
12. Cooperated with NAFSA in calling inadequate financing of Turkish sponsored students to attention of Turkish government. (1)

XV. Emergency Situations (ES)

The Foreign Student Adviser handled emergency situations involving foreign students and reported such incidents to the students' sponsors and other interested persons. He also consulted and cooperated with individuals and agencies in disposition of the emergency situation. (Total elements in this section = 63)

1. Reported emergency situations involving foreign students to their respective sponsors and foreign governments, and cooperated with the sponsor or government in alleviating the situation. (10)
2. Arranged (or attempted to arrange) for foreign student to be admitted to specialized hospital in the United States. (6)



3. Received notice from police or university official regarding foreign student who had been arrested for a serious crime. (5)
4. Received notification of death, disappearance, or serious accident involving foreign student(s) or their immediate relatives. (11)
5. Consulted and cooperated with mental health authorities in situations involving foreign students with symptoms of mental disturbances. (3)
6. Informed foreign student's host family, parents, and other interested university persons when the foreign student was involved in serious accident, death, or other personal tragedy. (4)
7. Sought information and assistance in attempting to locate missing foreign student. (3)
8. Served as liaison with insurance agency on behalf of foreign student in time of emergency. (1)
9. Judged capability of foreign student to return to regular class work following hospitalization for mental illness. (1)
10. Consulted with policy, prosecuting attorney, coroner and/or other local legal authorities concerning death, serious injury, or arrest of foreign student(s). (6)
11. Arranged for identification and care of foreign student's body as well as for funeral and memorial services where death of foreign student was involved. (4)
12. Served as liaison agent when a series of persons or offices were involved in the disposition or return of a foreign student to his home country. (7)
13. Served to obtain or raise funds in emergency situations to provide for care of, or return of, foreign student to his home country. (2)

XVI. Miscellaneous Personal Services (MPS)

The Foreign Student Adviser provided many personal services for foreign students which frequently involved considerable time and effort.

(Total elements in this section = 156)

1. Welcomed (often met) new foreign students upon their arrival and introduced them to other students. (4)
2. Assisted foreign student in resolving housing problem. (12)
3. Assisted foreign student in temporary financial crisis by personal loan or exerting personal influence with loan agent. (5)
4. Assisted in arranging for return of foreign student to home country due to health problems, mental illness, or other personal problem. (8)
5. Assisted foreign student to prepare legal forms, applications for financial assistance, personal letters and various other written transactions. (10)
6. Assisted foreign student to obtain appropriate legal advice and consulted with attorney regarding foreign student's situation. (20)
7. Accompanied foreign student to court of law on day of trial or hearing. (5)
8. Consulted with and kept relatives and friends of foreign student informed regarding difficulties of the student. (13)
9. Visited foreign student in his room, hospital, etc., in cases where students needed special assistance and encouragement. (7)
10. Accompanied ill foreign student and/or family to hospital or health center. Sometimes Foreign Student Adviser also provided or arranged for transportation. (6)
11. Served as informal liaison between foreign employers and prospective (foreign student) employees. (11)
12. Assisted foreign student in transferring to another university or a department within the same university or helped with other special admission, e.g., English Language Center. (9)
13. Agreed (promised) to provide special academic and/or financial assistance for a foreign student, in collaboration with the student's academic adviser or department. (8)
14. Assisted foreign student in personal-social difficulty, making special arrangements to avoid public embarrassment of foreign student. (7)
15. Developed lasting personal friendships with individual foreign student through personal and social activities. (9)

16. Became personally involved in problems of foreign student, occasionally resulting in a dependent relationship, awkward situations, and wasted time. (8)
17. Attended Memorial Service for deceased foreign student. (1)
18. Provided miscellaneous personal services for foreign students. (13)

Discussion of the Critical Areas
of FSA Behavior

The 16 critical areas of Foreign Student Adviser behavior and their constituent critical elements have been presented. They illustrate the extensive diversity of the Foreign Student Adviser's job. It is possible that another researcher would group the 203 distinct critical elements differently since this is a highly subjective procedure. It is also possible to further condense the 203 critical elements into a smaller number. However, to do so would seriously reduce the precision and accuracy represented by the 203 critical elements as they are currently stated. In the analysis step of the Critical Incident Technique the researcher must choose the level of precision which he thinks will be most appropriate in comprehending all of the critical elements, and then must analyze the data to that level. The researcher and associate felt that the final 203 distinct critical elements presented here represented the finest possible combination of precision and accuracy in comprehending the total 1603 raw critical elements. This judgment was confirmed by discussing the elements and areas with other professional colleagues as identified in Chapter III.

A further analysis of the 16 critical areas provides additional insight into the behavior of the Foreign Student Adviser. Although the 48 Foreign

Student Advisers were asked to report critical incidents in which the Foreign Student Adviser's own behavior had a significant effect on the academic progress and/or personal development of foreign students, the resulting 350 critical incidents and their 1603 critical elements approximate the entire range of Foreign Student Adviser behavior. This does not mean that all areas of the Foreign Student Adviser's job are proportionately represented in the 350 critical incidents. However, it indicates that Foreign Student Advisers tend to think of the entire range of their on-the-job behavior as having significant effect on the academic progress and/or personal development of foreign students. It also indicates that Foreign Student Advisers consider some aspects of their job as being more directly related to this criteria than other aspects of their job.

Area I. Administered Office

Whatever functions a Foreign Student Adviser does must ultimately relate to a home base or office. The Foreign Student Adviser's office, in the universities included in this study, ranged from one Foreign Student Adviser and one secretary to a staff of five professional persons and several secretaries. The Foreign Student Advisers felt that the manner in which the Foreign Student Adviser's office was administered had a significant effect on how well they were able to fulfill their function within the university, particularly as it pertained to foreign students. They also indicated that the foreign student's perception of the Foreign Student Adviser's office was a primary determinant of how foreign students related to the office. Most Foreign Student Adviser's offices had responsibility for keeping records on foreign students.

Of the 114 raw critical elements (7 percent of the total 1603 elements) in this area, 51.8 percent were satisfactory -- much lower than the overall 64.5 percent satisfactory elements reported. These figures indicate that Foreign Student Advisers perceive of administration of their office as being important, and yet reported a much lower percent of satisfactory incidents than in other critical areas.

Area II. Consultant and Advisory

This area represents the largest number (185) of elements of any of the 16 critical areas (11.5 percent of the 1603 raw critical elements). The Foreign Student Adviser is generally considered as the expert or specialist in matters involving foreign students and consults with persons from all aspects of the university community who have mutual concerns or responsibilities regarding foreign students. The 185 critical elements in this area represent Foreign Student Adviser contacts with 18 different categories of persons, mostly within the university.

The Consultant and Advisory area involves internal communications within the university and the Foreign Student Adviser is an important link through whom information is channeled. The 25 distinct critical elements in this area indicate its complexity and scope. It is apparently an extremely critical area and relates closely to the total behavior of the Foreign Student Adviser and the effectiveness of his office.

Area III. Planning and Program Development

Although it is one of the smallest areas in terms of critical elements (47), this area represents the Foreign Student Adviser's efforts in

identifying the needs of foreign students and developing programs to meet these needs. However, it seems to be a limited area for most Foreign Student Advisers due to the heavy demands on their time for "routine" functions of the Foreign Student Adviser's office.

Area IV. Academic Guidance Program

This is probably one of the most controversial areas of the Foreign Student Adviser's work, containing 149 raw critical elements (9.3 percent of total elements). It is evident from the large number of critical elements in this area that Foreign Student Advisers consider academic guidance of foreign students as an important Foreign Student Adviser responsibility. The 11 distinct critical elements in this area include a wide variety of functions and appear to overlap some of the functions of the academic advisers. However, an examination of the individual distinct critical elements shows that Foreign Student Advisers' academic advising of foreign students is more general in nature than that of academic advisers and tends to supplement the academic advising of the academic department.

The responsibility of Foreign Student Advisers for academic guidance of foreign students varies widely between universities, generally in accordance with the capabilities of the Foreign Student Adviser and the experience of academic advisers in working with foreign students. This area has the lowest percent of satisfactory elements (43.6 percent) of all the 16 critical areas.

Area V. Financial Guidance Program

This area has 146 raw critical elements (9.1 percent of the total 1603 elements), and represents another major function of Foreign Student Advisers. Financial concerns of foreign students are usually quite different from financial concerns of American students due to several factors relating to the foreign student's status as an alien. The foreign student is restricted by U. S. Immigration and Naturalization Service regulations to a limited amount of part-time work. If he is sponsored, usually his income is limited so that he may require guidance in budgeting his funds. Occasionally sponsored students' funds arrive late, necessitating an emergency loan. Most universities have more rigid loan restrictions for foreign students than for domestic students, and foreign students are not eligible for such U. S. loan programs as NDEA or NSDA. Unsponsored foreign students may have their funds affected in a variety of ways, such as decreased rate of currency exchange, financial catastrophe in the home country, or unexpected extra expenses in the United States. These are just a few of the many possibilities that necessitate a special program of financial guidance for foreign students and/or their families. Usually the Foreign Student Adviser works in cooperation with existing university agencies in providing for foreign students' financial needs. The Foreign Student Adviser may also have contact with non-university agencies which sponsor foreign students through which he solicits financial assistance for foreign students.

Area VI. Immigration (INS) Expert

One of the most clearly defined functions of the Foreign Student Adviser is that of Immigration expert. He is looked to by persons

on-campus and in the community as the person who is most knowledgeable regarding immigration laws and requirements. Most of the Foreign Student Adviser's activity in this area is routine, but there are many instances in which a foreign student's status with the U. S. Immigration and Naturalization Service has a direct bearing on his academic progress and/or personal development.

The Foreign Student Adviser is the representative of the university charged with satisfying the responsibility accepted by the university when it provides the legal means for a foreigner to obtain entry to the United States on a student visa. He is expected to be knowledgeable regarding changes in immigration laws and must maintain a close liaison with INS authorities. While his primary concern is for the welfare of the foreign students, the Foreign Student Adviser is expected to interpret the U. S. immigration laws to foreign students and to report violations or misuses of the student status to the local INS office. This function may vary in accordance with the proximity of the university campus to the nearest INS office.

Area VII. Interviewed Students

In the judgment of the researcher and associate this area should be differentiated from Personal Counseling Services for the sake of clarity. All Foreign Student Advisers are involved in interviewing foreign students, but all do not follow up with professional counseling of students who require personal counseling assistance. Interviewing students is considered in this study as talking with a foreign student (or group of foreign students) who comes to the Foreign Student Adviser or is referred to the Foreign Student Adviser's office for a particular purpose. The

Foreign Student Adviser talks with the student, generally to get an understanding of the reason for the student's coming in. An interview may or may not lead to professional counseling of the student. The basic purpose of the interview is to convey information.

Following an interview with a foreign student, any one of several options may be decided upon by the student, the Foreign Student Adviser, or both. Of the 1368 Foreign Student Adviser contacts with individuals or groups included in the 1603 critical elements, 684 (50 percent) of these were with one or more foreign students, exclusive of contacts with large groups of foreign students or contacts in connection with student activities. It is obvious that the Foreign Student Adviser deals directly with foreign students as the single most frequent contact. He works with one or more foreign students, and occasionally with American students, at many different levels of personal involvement. The interview is considered as the most basic of these levels. Specific interviewing skills are required which may differ from professional counseling skills. This is an important distinction which should be made if the Foreign Student Adviser is to function effectively.

Area VIII. Personal Counseling Services

This area is closely related to Area VII. Interviewed Students, but deals with the more serious problems of foreign students in a professional counseling relationship. It may be argued that interviewing students and counseling them is the same activity. Granted that it is frequently difficult to differentiate between the two, it is extremely important that a differentiation be made if the Foreign Student Adviser is to function effectively as a counselor. It may be, and frequently is, a natural

transition from an interview to a counseling situation. However, counseling is here considered on a basis whereby the Foreign Student Adviser seeks to establish a professional relationship between himself, as a trained counselor, and a student. This relationship is designed or structured to help the student better understand himself and his options and to "make meaningful and informed choices consonant with his essential nature in those areas where choices are available to him."¹

There are six distinct critical elements or sub-areas under Personal Counseling Services which make a more precise distinction between the types of counseling in which the Foreign Student Adviser is involved: 1) Psychological Counseling; 2) Supportive Counseling; 3) Non-directive Counseling; 4) Marital Counseling; 5) Personal-Social Counseling; and 6) Referral (general educational) Counseling. The six areas are defined in Critical Area VIII. reported earlier in this chapter.

Area IX. Referral Services

The need for referral services for foreign students is frequently dramatized by the unusual channels which they use in attempting to solve their problems or meet their needs. Many foreign students are not familiar with the persons whom they should contact or the correct procedures for getting things done in the United States. Therefore, it is helpful to them to be able to go to a specific person such as the Foreign Student Adviser and receive an appropriate referral.

To serve as an effective referral agent, the Foreign Student Adviser must be very well acquainted with the many components of the university

¹ T. Buford Stefflre (ed.), Theories of Counseling, New York: McGraw Hill Book Co., 1946, p. 15.

community, and he must know how to facilitate the foreign students' use of all those components which are appropriate for foreign students. The manner in which the Foreign Student Adviser refers a foreign student is also important. To make a referral without thoroughly understanding what the expected outcome could be is an injustice to the student. Usually a Foreign Student Adviser will contact the person to whom he is referring the student and explain the situation. Also, some Foreign Student Advisers arrange the referrals so that they will receive an early feed-back on what took place.

Area X. Gives Advice

This area relates closely to interviewing and counseling, yet it is distinct from these areas since the main purposes of the Foreign Student Adviser (in this area) is to give information or advice to a foreign student in response to a stated need. Foreign Student Advisers who have had a considerable amount of experience generally become knowledgeable regarding the best ways of getting things done by and for the student. Because of the wide range of problems which foreign students become involved in and the unique nature of many of their problems, Foreign Student Advisers may tend to develop an adept problem-solving attitude and may consider themselves to be experts regarding foreign students' problems. Whether good or bad, Foreign Student Advisers tend to be directive in their advice-giving, and in many situations this may be the most effective and expedient means of assisting the student.

The wisdom and the experience of the Foreign Student Adviser may be a valuable asset to a confused or bewildered foreign student. However, it can also be detrimental if the Foreign Student Adviser does

not account for cultural differences when giving advice to foreign students.

Area XI. Community Relations

The link between the university and the community is particularly important in providing for the needs of foreign students. The contribution of a community to the university's foreign student program is difficult to measure but generally is considered by university officials to be of great value. Community volunteers frequently supplement services offered by the university for foreign students and families accompanying the foreign students. Many community organizations have taken a keen interest in foreign students and have developed "host family" programs and other similar types of programs for foreign students.

Someone is needed to coordinate the efforts of the university and the community regarding services for foreign students and to provide guidance and support to the many volunteers who are willing to assist the foreign students (and their families) in making their stay in the community more meaningful. The Foreign Student Adviser is the logical person to do this, or he may designate one of his staff to have specific responsibility for this area. The Foreign Student Adviser is in a position to understand the needs of foreign students and the resources of the university and community which are available to serve these needs. The Foreign Student Adviser usually has the most significant role in establishing the pattern of university-community relations in regard to foreign students. Seventy-three percent of the 67 elements in this area were satisfactory, indicating that Foreign Student Advisers tend to perceive themselves as very effective in community relations.

XII. Foreign Student Activities

The Foreign Student Adviser's role in student activities at his university tends to focus on the student activities which involve foreign students. Virtually all of the Foreign Student Adviser's activity in this area pertains directly to foreign students or foreign student organizations. He does occasionally work with sororities or fraternities in situations which involve foreign students, i.e., housing a foreign student. Most frequently the Foreign Student Adviser supports, sponsors, or serves as adviser to one or more foreign student groups or organizations.

In many larger universities there seems to be a trend toward designating a staff member from the Foreign Student Adviser's office (usually a junior staff member) to take primary responsibility for foreign student activities. The fact that 60 to 80 percent of the foreign students at large universities are on the graduate level and that many are married with families accompanying them has an important bearing on the types of activities which are provided for them. Foreign Student Advisers apparently perceive this area as having at least an indirect effect on the academic progress and/or personal development of foreign students. Student activities probably provide the most appropriate avenue for foreign students to interpret their culture and society to the campus and community.

Area XIII. Gathering Information

The unique needs and concerns of foreign students vis-a-vis the needs of American students is evident in this area. There is specific post admission information concerning foreign students which requires

a specialist to determine and record in addition to the general information which is kept on all students through regular university channels. The Foreign Student Adviser is usually the best qualified person in the university to interpret information relating to foreign students. He may be informed (occasionally in the middle of the night) of a foreign student who has been seriously injured in an accident or arrested by the police. A person in the community may call to inform the Foreign Student Adviser of a child of a foreign student who is apparently being neglected. Information regarding foreign students and their needs or problems tends to flow naturally through the Foreign Student Adviser's office, or at least to the attention of the Foreign Student Adviser ex post facto.

The Foreign Student Adviser's office may in some ways be considered as an "information clearing house." However, information regarding foreign students is usually considered as privileged information closely guarded by the Foreign Student Adviser and given out discriminately when it appears to be in the best interests of the student. This area is under constant review and scrutiny, consistent with the university's concern for the rights and privileges of all its students.

Area XIV. Relations with Outside Agencies

This area illustrates the Foreign Student Adviser's role in an important phase of the public relations of the university. Generally the Foreign Student Adviser has established more contacts with agencies outside of the university than most of the members of the faculty. A large proportion of the Foreign Student Adviser's outside relationships are with agencies or organizations connected with the international field, and which frequently serve as sponsors for foreign students.

Both government and non-government agencies or organizations sponsor foreign students studying in U. S. universities. Non-government agencies include private foundations, church-related organizations, business and professional organizations, and a host of civic groups, just to name a few. The Foreign Student Adviser often serves as the liaison person in the triangular relationships between the foreign student, his sponsor, and the university. Many of the Foreign Student Adviser's professional contacts with outside agencies are established through the National Association for Foreign Student Affairs, where virtually all organizations which sponsor foreign students hold membership.

Area XV. Emergency Situations

Whenever a foreign student is involved in a death, a serious accident, a major crime, or other unusual circumstances, the Foreign Student Adviser is usually one of the first to be notified and is expected to participate in resolving the concomitant problems. A major crisis involving a foreign student may consume an inordinate amount of the Foreign Student Adviser's time and energy. The 63 raw critical elements in this area (approximately 4 percent of the 1603 raw critical elements) do not accurately reflect the demand on the Foreign Student Adviser's time and expertise in dealing with emergency situations. If a Foreign Student Adviser allows himself to become involved in every serious problem involving a foreign student on his campus, he could soon be immersed in a crisis-to-crisis type of operation and would have little time remaining to develop an effective and meaningful program for foreign students.

Foreign Student Advisers tend to perceive of their own handling of foreign student crises as being closely related to the academic progress

and/or personal development of foreign students. Some Foreign Student Advisers even appear to enjoy the prominence and visibility which they receive from dealing with significant persons in resolving a foreign student crisis situation. Handling foreign student emergency situations often involves a great amount of tact and diplomacy, which Foreign Student Advisers tend to acquire with experience.

Area XVI. Personal Services

The humanitarian instincts of Foreign Student Advisers are often clearly revealed in the types and extent of personal services which they attempt to provide for foreign students. Although these services may vary greatly from university to university, there are many indications that the majority of Foreign Student Advisers devote much time and energy to this area. There were 156 raw critical elements and 18 distinct critical elements groups in this area, representing nearly 10 percent of the total 1603 critical elements. One hundred eleven (71 percent) of the 156 critical elements were satisfactory, indicating a high level of effectiveness in the area. This tends to confirm the observation that many Foreign Student Advisers place great importance on providing personal services for foreign students.

The area of personal services is an action-oriented function of the Foreign Student Adviser which often goes beyond the "usual" services of the university and relates to the unique needs and status of foreign students. It may include giving advice, but often goes beyond this to personal assistance. It also may be necessary for the Foreign Student Adviser to evaluate the time and effort devoted to this area in relation to the other major responsibilities of his office.

CHAPTER V

ANALYSIS OF SUPPLEMENTARY DATA

Introduction

In Chapter IV the basic findings of this study were presented and discussed. However, in gathering and analyzing the data for the main findings, a large amount of supplementary data was revealed. A limited amount of this data is analyzed and presented in this chapter because of its pertinence to the on-the-job behavior of Foreign Student Advisers.

In the first section the 53 categories of persons with whom Foreign Student Advisers reported contacting in the course of performing their job are given and discussed. The second section includes an analysis of the returns by size of foreign student enrollment, and some of the similarities and suggested differences in the foreign student advisory function between universities (with different size foreign student enrollments) are identified. In the third section the relationships between the Critical Areas of Foreign Student Adviser Behavior and the Categories of Foreign Student Adviser Responsibility are discussed and in the fourth section critical incidents reported by male and female Foreign Student Advisers are compared.

Categories of Persons Whom the Foreign Student Adviser Contacted

There were 53 categories of persons whom the Foreign Student Advisers contacted in the 1603 critical elements. The frequency of contacts with different categories of persons ranged from 1 (5 categories) to 684

(foreign students and/or their families). The 684 contacts with foreign students represented 42.7 percent of the total 1603 critical elements. However, 235 of the 1603 critical elements did not involve contact with other persons (general office work, planning, etc.). Thus, the 684 foreign student contacts represent exactly 50 percent of the 1368 contacts which the Foreign Student Advisers made.

Thirteen of the 53 categories of persons had 25 or more contacts by Foreign Student Advisers. One of the 13 categories was "individual foreign students and/or family," accounting for 684 of the total 1368 contacts. The remaining 12 of these 13 major categories of persons represent an additional 422 contacts, an average of 35 contacts per category.

Table V-1 gives the contacts of Foreign Student Advisers with the 12 major categories of persons (25 or more contacts) as they were distributed among the 16 critical areas of Foreign Student Adviser behavior. Table V-2 gives essentially the same data in percentage form. The data from the combined two tables indicates the number of contacts the Foreign Student Adviser has with different categories of persons and suggests the nature of these contacts. Critical Area 2. Consultant and Advisory had the largest number of contacts with persons (152), more than three times the number of the next highest critical area, 12. Foreign Student Activities (45). The suggested significance of the Consultant and Advisory critical area is supported by the total number of critical elements (185) in this area, and the fact that 7 of the 12 major categories of persons contacted are represented in the area.

Contacts with individual foreign students (684), the 12 categories of persons with 25 or more contacts (422), and the Foreign Student Adviser's general office work (235) account for 84 percent of the 1603 critical elements. There were 8 categories of persons with 15-24 contacts, 9 categories of persons with 5-14 contacts, and 23 categories of persons with 1-4 contacts.

University and Non-University Contacts

The data shows that a substantial majority of the Foreign Student Adviser's contacts were within the university community, as would be expected. Of the 1368 contacts reported, 1136 (83 percent) were with persons connected with the university and 232 (17 percent) were with persons outside the university. However, excluding the 684 contacts with foreign students, the 232 non-university contacts represent 34 percent of the remaining 684 contacts. This fact suggests the importance of the Foreign Student Adviser's contacts with persons outside of the university.

Based on the assumption that contacts are satisfactory or unsatisfactory in accordance with the designation of the critical element they are reported in, Foreign Student Advisers seemed to be effective more often in their non-university contacts with 73 percent of the 232 contacts being recorded in satisfactory elements while only 64 percent of the Foreign Student Adviser's inner university contacts were in satisfactory elements. Nine of the 12 major categories of persons that Foreign Student Advisers contacted were within the university community. From these nine categories, 66 percent of the 326 contacts were in satisfactory elements. Of the three non-university major categories, 70 percent of the 96 contacts were in satisfactory elements.

TABLE V-1

CATEGORIES OF PERSONS WITH WHOM THE FSA CAME IN CONTACT
AS REPORTED IN THE CRITICAL INCIDENTS

Category of Person	C I	1 AO	2 CA	3 PPD	4 AGP	5 FGP	6 IE	9 RS	10 GA	11 CCR	12 FSA	13 GI	14 ROA	15 ES	16 PS	TOT
Group of Foreign Students	S	2				1			3		3	1		1	11	22
	U	1										1			2	4
	T	3				1			3		3	2		1	13	26
Int'l Club and Foreign Stud. Orgs.	S	2									25					27
	U	1		1							16					18
	T	3		1							41					45
Academic Advisers	S		28	3				1						3		35
	U		17			1									2	20
	T		45	3		1		1						3	2	55
Teaching Faculty	S		13	3	2	2					1			1		22
	U		3			3										6
	T		16	3	2	5					1			1		28
Academic Dept. &/or Chairman	S		22	1	2	1								1	1	28
	U	1	17		3			1							2	24
	T	1	39	1	5	1		1						1	3	52
Univ. Admin. Pres., V.P., Dean-Studs.	S		12		2	6	1									21
	U	2	6	3				2								13
	T	2	18	3	2	6	1	2								34
University Housing Office	S	3	13					2				2		2		22
	U	2	1					1						1		5
	T	5	14					3				2		3		27
University Health Cent. or M.D.	S		9	1				3				7		5	1	26
	U							1				3		2		6
	T		9	1				4				10		7	1	32
University Mental Health Clinic/Cent.	S		5					6						1		12
	U		6					8						1		15
	T		11					14						2		27
United States Immigration Office	S	2					22					1				25
	U	2			1		10					2				15
	T	4			1		32					3				40
For. Gov't. Rep., Embassy Consulate.	S												17	3		20
	U												4	2		6
	T												21	5		26
Community Vols Host Family, Agen., etc.	S									21				1		22
	U									7				1		8
	T									28				2		30

TABLE V-1 (cont'd)

Category of Person	C	1	2	3	4	5	6	9	10	11	12	13	14	15	16	TOT
	I	AO	CA	PPD	AGP	FGP	IE	RS	GA	CCR	FSA	GI	ROA	ES	PS	
Totals for Persons FSA Contacted 25 + Times	S	9	102	8	6	10	23	12	3	21	29	11	17	18	13	282
	U	9	50	4	4	4	10	13		7	16	6	4	7	6	140
	T	18	152	12	10	14	33	25	3	28	45	17	21	25	19	422
Percent of Totals = Sat/Unsat	S	50	67	67	60	71	70	48	100	75	64	65	81	72	68	67
	U	50	33	33	40	29	30	52	0	25	36	35	19	28	32	33
Gen. Office Work (Not involving other persons)	S	25	4	8	6	43	4			11		31		8		140
	U	19	2	1	19	18	1			3		28		4		95
	T	44	6	9	25	61	5			14		59		12		235
% Gen. Offices Work = Sat/Unsat	S	57	67	89	24	70	80			79		53		67		60
	U	43	33	11	76	30	20			21		47		33		40

F S	C	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	TOT
O T	I	AO	CA	PPD	AGP	FGP	IE	IS	PCS	RS	GA	CCR	FSA	GI	ROA	ES	MPS	
R U																		
E D																		
I E	S	5	1		48	31	24	117	91		27	1		5		2	80	432
G N	U	10			56	28	23	52	34		10			4		1	34	252
N T	T	15	1		104	59	47	169	125		37	1		9		3	114	684
PERCENT																		
	S	33	100		46	53	51	70	71		73	100		56		67	70	64
	U	67	0		54	47	49	30	29		27	0		44		33	30	36

*The Critical Areas 8. Personal Counseling Services & 7. Interviews Students were areas in which the Foreign Student Adviser contacted foreign students and/or their families exclusively and therefore were omitted from the Tables which referred only to contacts other than foreign students.

AO = Administered Office
 CA = Consultant & Advisory
 PPD = Planning & Program Development
 AGP = Academic Guidance Program
 FGP = Financial Guidance Program
 IE = Immigration Expert
 IS = Interviewed Students
 PCS = Personal Counseling Services

RS = Referral Services
 GA = Gave Advice
 CCR = Coordinated Comm. Relations
 FSA = Foreign Student Activities
 GI = Gathered Information
 ROA = Relations with Outside Agencies
 ES = Emergency Situations
 PS = Personal Services

TABLE V-2

PERCENTAGE OF EACH TYPE OF PERSON REPRESENTED IN THE 12 MAJOR CATEGORIES
WITH WHOM THE FSA CAME IN CONTACT IN EACH OF THE 16 CRITICAL AREAS*

Critical Areas															
Category of Persons	1 AD	2 CA	3 PPD	4 AGP	5 FGP	6 IE a	9 RS	10 GA	11 CCR	12 FSA	13 Gi	14 ROA	15 ES	16 MPS	
I.	11.5				3.9			11.5		11.5	7.7		3.9	50.0	100%
II.	6.7		2.2							91.1					
III.		81.8	5.5		1.8		1.8						5.5	3.6	
IV.		57.1	10.7	7.1	17.9					3.6			3.6		
V.	1.9	75.0	1.9	9.7	1.9		1.9						1.9	5.8	
VI.	5.9	52.9	8.8	5.9	17.7	2.9	5.9								100%
VII.	18.5	51.9					11.1				7.4		11.1		
VIII.		28.1	3.1				12.5				31.3		21.9	3.1	
IX.		40.7					51.9						7.4		
X.	10.0			2.5		80.0					7.5				
XI.												80.8	19.2		100%
XII.									93.3				6.7		
Total # Contacts	18	152	12	10	14	33	25	3	28	45	17	21	25	19	
%-T.	4.3	36.0	2.8	2.4	3.4	7.8	5.9	.7	6.6	10.7	4.0	5.0	5.9	4.5	

Legend of the twelve major types (categories) of persons FSA's came in contact with:

- | | |
|-------------------------------------|---|
| I. Group of Foreign Students | VII. University Housing Office |
| II. Int'l Club & for. stud. orgs. | VIII. University Health Center/M.D. |
| III. Academic Advisers | IX. University Mental Health Clinic |
| IV. Teaching Faculty | X. U.S. Immigration Office |
| V. Academic Dept.&/or Ch'man | XI. Foreign Gov't., Rep., Embassy, etc. |
| VI. Univ. Admin., Pres., V.P., etc. | XII. Community Vols., Host Family, etc. |

*The 12 categories of persons represented (exclusive of foreign students) are the categories with which FSA's reported at least 25 contacts.

^aCritical Areas 7 and 8 were Areas in which FSA's reported contacts almost exclusively with foreign students.

Satisfactory and Unsatisfactory Relationships Between FSA's
With the Types of Persons With Whom They Came in Contact

Table V-3 illustrates the ways in which the Foreign Student Advisers perceived their effectiveness when working with the 12 major categories of persons whom they contacted. The distribution of the 282 contacts which were in satisfactory elements is given on the right side of the Table with the percentage of the total satisfactory elements represented by each of the 12 categories of persons. The corresponding distribution of the 140 unsatisfactory elements (contacts) is given on the left side of the Table.

Organized in this manner, Table V-3 illustrates the relative effectiveness of Foreign Student Advisers with each of the categories of persons. It also provides a comparative perspective of how often the group of Foreign Student Advisers tended to be effective and ineffective in a specific type of relationship. If the Foreign Student Advisers performed exactly the same in all 12 major categories of contacts, the bars on both sides of the Table would be the same length for each category. The fact that very few of them are equal demonstrates different degrees of effectiveness among the relationships.

The differences between the number of satisfactory and unsatisfactory elements reported were in the categories: I. Group of Foreign Students, IV. Teaching Faculty, VII. University Housing, VIII. University Health Clinic, and XI. Foreign Governments. In each of these categories the contacts showed from 65 percent to 170 percent greater incidence of effectiveness.

The Foreign Student Adviser's most unsatisfactory contacts were in the categories: V. Academic Department and IX. Mental Health Clinic, which showed 71 percent and 150 percent greater incidence of satisfactory elements.

TABLE V-3

THE TWELVE MAJOR CATEGORIES OF PERSONS WHOM THE FSA'S CONTACTED
AS RECORDED IN SATISFACTORY OR UNSATISFACTORY ELEMENTS*

<u>% Unsatisfactory</u>	<u>No. of Contacts</u>	<u>Category of Persons</u>	<u>No. of Contacts</u>	<u>% Satisfactory</u>
2.9	4	I. Group of Foreign Students	22	7.8
12.8	18	II. Int'l Club & Other F.S.Org.	27	9.5
14.3	20	III. Academic Advisers	35	12.4
4.3	6	IV. Teaching Faculty	22	7.8
17.1	24	V. Academic Department	28	10.0
9.3	13	VI. University Administration	21	7.4
3.6	5	VII. University Housing	22	7.8
4.3	6	VIII. University Health Clinic	26	9.2
10.7	15	IX. Mental Health Clinic	12	4.3
10.7	15	X. United States INS Office	25	8.9
4.3	6	XI. Foreign Governments	20	7.1
5.7	8	XII. Community Volunteers	22	7.8
100%	140		282	100%

*This Table presents the percent of the 282 satisfactory elements represented in each of the 12 major contact categories and the percent of the 140 unsatisfactory elements represented in each of the 12 major contact categories.

Major Categories of Persons Contacted by Foreign Student Advisers
and Critical Areas of Foreign Student Adviser Behavior

Another way of looking at the categories of persons whom the Foreign Student Adviser contacted in relationship to the critical areas of Foreign Student Adviser behavior is to look at the number of different categories of persons the Foreign Student Adviser contacted in each of the critical areas. Table V-4 gives the 9 critical areas in which the Foreign Student Adviser contacted 10 or more categories of persons.

TABLE V-4

NINE CRITICAL AREAS AND NUMBER OF CATEGORIES
 OF PERSONS CONTACTED IN EACH*

<u>Critical Areas</u>	<u>No. of Categories of Persons Contacted</u>	<u>No. of Critical Elements</u>			
		<u>S</u>	<u>U</u>	<u>T</u>	<u>% S</u>
1. Administered Office	22	34	36	70	49
2. Consultant and Advisory	18	118	61	179	66
3. Planning and Program Development	12	26	12	38	68
4. Academic Guidance Program	12	59	65	124	47
5. Financial Guidance Program	10	51	34	85	60
9. Referral Service	16	20	18	38	53
13. Gathering Information	10	20	11	31	65
15. Emergency Situations	20	34	17	51	67
16. Personal Services	11	111	45	156	71

*This Table shows the 9 Critical Areas in which the Foreign Student Adviser contacted 10 categories of persons or more. It also gives the percent of contacts which were in satisfactory critical elements.

TABLE V-5

OTHER CATEGORIES OF PERSONS WHOM THE
FOREIGN STUDENT ADVISER CONTACTED*

A. Categories with 15-24 contacts	<u>S</u>	<u>U</u>	<u>T</u>	<u>% S</u>
1. Total foreign student enrollment	8	10	18	44
2. Mixed groups, foreign students and U. S. students	16	-	16	100
3. Parents, relatives and close friends of foreign students	11	6	17	65
4. Financial Aids Office/Scholarship Committee	11	5	16	69
5. U. S. Department of State, including AID and CIA	12	3	15	80
6. Private sponsoring agencies	16	6	22	73
7. Community clubs - service, women, etc., Red Cross, churches, etc.	9	8	17	53
8. Local businessmen, including attorneys, bankers, dentists, store owners, etc.	16	2	18	89
B. Categories with 5-14 contacts				
1. Sororities, fraternities and U. S. student organizations	3	5	8	38
2. Foreign Student Office Professional staff	2	3	5	40
3. NAFSA and other Foreign Student Advisers	9	1	10	90
4. Other universities (Reps. of)	6	1	7	86
5. Graduate School or Academic Dean	4	5	9	44
6. Dean or Assistant Dean of College	4	2	6	67
7. Faculty Discipline Committee	5	1	6	83
8. Local police	8	2	10	80
9. University Advisory Committee on International Programs	6	1	7	86

*The categories of persons in this Table had less than 25 reported contacts with the Foreign Student Advisers. Therefore, the percent of satisfactory, i.e., effective, contacts can only be regarded as suggestive. However, this does not mean that these categories of persons are unimportant in Foreign Student Advisers' performance. These contacts will also be helpful in understanding the major findings of this study.

C. Categories with 1-4 contacts*

1. Potential foreign students seeking admission
2. Foreign Student Alumni
3. Foreign Visitors or Nationals
4. Foreign Student Office Secretarial Staff
5. University students in classroom situation
6. Peace Corps Volunteers - returned
7. Faculty Senate
8. University Admissions Office
9. University Business Office (or bursar)
10. English Language Institute Director or Staff
11. Director of Alumni Relations
12. University Placement Bureau
13. Foreign Faculty Member
14. University Reading Laboratory
15. University Legal Aid - Attorney
16. U. S. Consulate or Customs Office
17. U. S. Congressman or Fulbright Commission
18. Specific Country or Area Foundations
19. Local Company (manufacturing)
20. Insurance Agency or Claims Officer
21. Federal Bureau of Investigation
22. Bureau of Missing Persons
23. Local Coroner

*There were too few elements (contacts) with these categories of persons to make a breakdown by satisfactory and unsatisfactory elements meaningful.

The persons whom the Foreign Student Adviser contacts most frequently may be identified by the number of contacts, i.e., 12 categories of persons (not including foreign students and their families) with 25 or more contacts, and by the categories of persons whom the Foreign Student Adviser contacts in a large number of critical areas. The Foreign Student Advisers reported 18 contacts each with the Total Foreign Student Enrollment and Local Businessmen. These two groups also showed contacts with the Foreign Student Advisers in 5 critical areas of Foreign Student Adviser behavior, and therefore may also be considered with the other 12 categories as persons whom the Foreign Student Adviser contacts most frequently.

The 23 categories in Table V-5C represented a total of 55 contacts, 35 in satisfactory elements, and 20 in unsatisfactory elements.

The preceding data is a good indication of the great variety of persons with whom the Foreign Student Adviser relates in the course of his work. Even the total list of 53 categories of persons with whom the Foreign Student Advisers came in contact, while extensive, is probably not exhaustive.

Twenty-two of the 53 categories of persons which the Foreign Student Advisers reported contacting were non-university persons including: private sponsoring agencies, community volunteer groups, service clubs, and local businessmen. These non-university categories contain persons who have distinctly different positions within the community and in the international field and could have been subdivided into more distinct categories if greater definitiveness had been needed.

Apparently very few persons in the academic community are aware of the great scope and diversity of persons with whom the Foreign Student Adviser must establish satisfactory relationships if he is to be effective in his performance. Foreign Student Advisers perceive of these relationships as being equally important in affecting the academic progress and/or personal development of foreign students as the Foreign Student Adviser's direct contact with the foreign students.

Analysis of the Returns By
Size of Foreign Student Enrollment

In Chapter IV, Table IV-7, the 1603 raw critical elements were distributed among the 16 critical areas and divided by satisfactory (1035) and unsatisfactory (568) designation. In Tables V-6, V-7, and V-8 the material is presented in another way to illustrate the distribution of satisfactory and unsatisfactory critical elements among the 16 critical areas by size of foreign student enrollment. In Table V-6 the total percentage listed on both the satisfactory and unsatisfactory sides of each critical area is 100 percent. Thus, in Area I. Administered Office, Group I has 34 percent, Group II has 17 percent, and Group III has 49 percent of the total satisfactory incidents in the area = 100 percent total.

In Table V-7 the total satisfactory elements are distributed (on the right side of the Table) by percentage throughout the 16 critical areas for each of the Three Enrollment Groups. In like manner the total unsatisfactory elements are distributed along the left side of the Table. For example, Group I is represented by the top line in each critical area, and the total percentages of all the top lines (in each critical area) on each side of the Table is 100 percent.

In Table V-8 the percentage of satisfactory and unsatisfactory elements in each of the 16 critical areas for each of the different size enrollment groups are given. Also included in the Table are the actual numbers of elements which were included in the incidents reported.

TABLE V-6
DISTRIBUTION OF THE CRITICAL ELEMENTS
IN EACH OF THE 16 CRITICAL AREAS*

Percent Unsatisfactory						Percent Satisfactory					
100	90	80	70	60	50-40-30-20-10-0	0	10	20	30	40	50-60-70-80-90-100
				49						34	
				22						17	
				29							49
					I Administered Office						
			57								42
				19						30	
				24						28	
					II Consultant and Adviser						
				23						0	
				7							53
			70								47
					III Planning and Program Development						
				48						35	
				23						28	
				29						37	
					IV Academic Guid- ance Program						
			75								60
				21						32	
				4						8	
					V Financial Guidance Program						
				23							40
			40							36	
			37							24	
					VI Immigration (INS) Expert						
			56								48
				25						30	
				19						22	
					VII Interviewed Student						
			53							28	
				29							45
				18						27	
					VIII Personal Coun- seling Service						

*The percentages are for each area by foreign student enrollment group:

Line I - Over 1000 foreign students

Line II - 500-999 foreign students

Line III - 200-499 foreign students

TABLE V-6 (Cont'd)

Percent Unsatisfactory										Percent Satisfactory											
100-90-80-70-60-50-40-30-20-10-0											0-10-20-30-40-50-60-70-80-90-100										
61																					50
					22																25
						17															25
					20																39
50																					36
					30																25
50																					29
					28																67
					22																4
					20																17
50																					55
					30																28
64																					43
					21																33
						15															24
					33																60
					22																19
45																					21
57																					31
					38																64
						5															5
					46																40
					40																34
						14															26

TABLE V-7

DISTRIBUTION OF THE CRITICAL ELEMENTS AMONG CRITICAL AREAS
BY SIZE OF FOREIGN STUDENT ENROLLMENT GROUP*

% Unsatisfactory in that Group 19-17-15-13-11-9-7-5-3-1-0	Critical Areas	% Satisfactory in that Group 0-1-3-5-7-9-11-13-15-17-19
9.4 _____ 7.9 _____ 12.4 _____	I Administered Office	5.0 _____ 2.7 _____ 11.4 _____
12.5 _____ 7.9 _____ 11.6 _____	II Consultant and Advisory	12.9 _____ 10.4 _____ 12.2 _____
1.0 _____ .7 _____ 7.0 _____	III Planning and Program Development	0 _____ 4.7 _____ 6.3 _____
14.0 _____ 12.5 _____ 19.4 _____	IV Academic Guid- ance Program	5.7 _____ 4.7 _____ 9.4 _____
13.6 _____ 7.1 _____ 1.5 _____	V Financial Guidance Program	13.6 _____ 8.0 _____ 3.6 _____
2.8 _____ 9.2 _____ 10.1 _____	VI Immigration (INS) Expert	5.5 _____ 5.3 _____ 5.1 _____
10.1 _____ 8.6 _____ 7.7 _____	VII Interviewed Students	13.8 _____ 9.3 _____ 10.2 _____
6.3 _____ 6.6 _____ 4.7 _____	VIII Personal Coun- seling Service	6.7 _____ 10.6 _____ 9.4 _____

*The percentages for each area are by foreign student enrollment group:

Line I - Over 1000 foreign students

Line II - 500-999 foreign students

Line III - 200-499 foreign students

TABLE V- 7 (Cont'd)

% Unsatisfactory in that Group 19-17-15-13-11-9-7-5-3-1-0	Critical Areas	% Satisfactory in that Group 0-1-3-5-7-9-11-13-15-17-19
3.8 _____ 2.6 _____ 2.3 _____	IX Referral Services	2.5 _____ 1.3 _____ 2.0 _____
.7 _____ 3.3 _____ 2.3 _____	X Giving Advice	3.0 _____ 2.9 _____ 3.2 _____
2.8 _____ 3.9 _____ 3.1 _____	XI Community Relations	3.4 _____ 8.7 _____ .8 _____
1.8 _____ 5.3 _____ 5.4 _____	XII Foreign Student Activities	1.7 _____ 7.2 _____ 5.1 _____
8.7 _____ 5.3 _____ 4.7 _____	XIII Gathering Information	5.5 _____ 4.5 _____ 4.7 _____
1.0 _____ 1.3 _____ 3.1 _____	XIV Relations with Outside Agencies	6.9 _____ 2.4 _____ 4.0 _____
4.2 _____ 5.3 _____ .8 _____	XV Emergency Situations	3.2 _____ 7.2 _____ .8 _____
7.3 _____ 12.5 _____ 3.9 _____	XVI Personal Services	10.6 _____ 10.1 _____ 11.8 _____

TABLE V-8

COMPARISON OF SATISFACTORY AND UNSATISFACTORY ELEMENTS IN EACH
CRITICAL AREA ACCORDING TO SIZE OF EACH FOREIGN STUDENT ENROLLMENT GROUP*

Percent Unsatisfactory				Critical Areas	Percent Satisfactory			
100-90-80-70-60-50-40-30-20-10-0	# Elements				0-10-20-30-40-50-60-70-80-90-100	# Elements		
57.5	(27)			I Administered Office	(20)	42.5		
54.4	(12)				(10)	45.6		
35.6	(16)				(29)	64.4		
40.9	(36)			II Consultant and Adviser	(52)	59.1		
24.5	(12)				(37)	75.5		
31.3	(15)				(33)	68.7		
100.0	(3)			III Planning and Program Development	(0)	0.0		
5.3	(1)				(18)	94.7		
36.0	(9)				(16)	64.0		
63.5	(40)			IV Academic Guid- ance Program	(23)	36.5		
51.4	(19)				(18)	48.6		
51.0	(25)				(24)	49.0		
41.5	(39)			V Financial Guidance Program	(55)	58.5		
26.8	(11)				(30)	73.2		
18.2	(2)				(9)	81.8		
26.7	(8)			VI Immigration (INS) Expert	(22)	73.3		
41.2	(14)				(20)	58.8		
50.0	(13)				(13)	50.0		
34.1	(29)			VII Interviewed Student	(56)	65.9		
27.1	(13)				(35)	72.9		
27.8	(10)				(26)	72.2		
40.0	(18)			VIII Personal Coun- seling Service	(26)	60.0		
20.0	(10)				(41)	80.0		
20.0	(6)				(24)	80.0		

*The percentages for each area are by foreign student enrollment group:

Line I - Over 1000 foreign students

Line II - 500-999 foreign students

Line III - 200-499 foreign students

Relationship of Critical Areas of Behavior
to the Categories of FSA Responsibility

The Categories of Foreign Student Adviser Responsibility were identified and defined in Chapter III as apriori categories for the classification of critical incidents. These categories are descriptive general categories in which many Foreign Student Advisers have primary responsibilities. The total 350 critical incidents reported by the 48 Foreign Student Advisers who participated in this study were distributed (unequally) among all 11 Categories of Responsibility. The fact that all 350 critical incidents fitted into the categories tends to support the position of the professionals in the field of foreign student advising with many years of experience (and who have done most of the publishing pertaining to the field) that the 11 categories comprehend the work of the Foreign Student Adviser.

However, these 11 Categories of Foreign Student Adviser Responsibility are very broad and universal, and consequently are difficult to apply to particular situations. They suggest some general descriptions of the kinds of concerns or problems that the Foreign Student Adviser's job may be involved with, but fail to specify the kinds of behavior or functions of Foreign Student Advisers in the performance of their job. The categories describe the job in terms of general responsibilities rather than in terms of functions.

This study has focused on identifying the functions, or on-the-job behavior of Foreign Student Advisers which they themselves perceive to be significant in attaining their objectives, i.e., facilitating the academic progress and/or personal development of foreign students. The

16 critical areas, which group similar elements of Foreign Student Adviser behavior together, comprise a description of these functions which Foreign Student Advisers consider to be significant in their job.

Table V-10 shows the percent of critical elements from each of the 16 critical areas of Foreign Student Adviser behavior which were involved in each of the 11 Categories of Foreign Student Adviser Responsibility. The Table is helpful in identifying the similarities and differences between the Categories of Foreign Student Adviser Responsibility as developed from NAFSA "Guidelines" (See Chapter III) and the Critical Areas of Foreign Student Adviser Behavior which were identified by this study. Eight of the 11 Categories of Foreign Student Adviser Responsibility contain elements from 12 or more of the 16 critical areas. The three categories (AS, EL, IO) that include from 7-9 critical areas contained very few critical incidents (3, 7, and 6 respectively) representing only 4.6 percent of the total 350 critical incidents. Had more incidents been reported in these areas, it seems likely that more critical areas would have been included.

Thirty percent of the 47 critical elements in the critical area Planning and Program Development were included in the category Initial Orientation, and 12 percent of the 149 critical elements in the critical area Academic Guidance Program were included in the category English Language. Other critical elements included in the three categories AS, EL, and IO comprise less than 5 percent of any of the 16 critical areas.

Seven Critical Areas have over 50 percent of their component critical elements included in one of the Categories of Foreign Student Adviser Responsibility:

<u>Critical Area</u>	<u>Percent</u>	<u>Category of Responsibility</u>
Immigration Expert	79	Immigration and Legal
Academic Guidance Prog.	56	Academic and Personal Advising
Personal Counseling Serv.	62	Academic and Personal Advising
Financial Guidance Prog.	58	Finances and Employment
Coord. Community Relations	72	Community Relations
Foreign Student Activities	75	Student Activities
Emergency Situations	86	Emergency and Others

The reason for the high correlation between these 7 Critical Areas and the 7 Categories of Foreign Student Adviser Responsibility is evident in their titles which are similar. These 7 Categories of Foreign Student Adviser Responsibility are better defined than the other categories and appear to be better understood by Foreign Student Advisers in relation to their total job.

Nine of the 16 Critical Areas have less than 50 percent of their component critical elements concentrated in any one of the Categories of Foreign Student Adviser Responsibility. The distribution of the critical elements from these 9 Critical Areas is generally broader (and less concentrated) than in the other 7 Critical Areas and there is a substantial percentage of elements (from these 9 Critical Areas) distributed in several of the Categories of Foreign Student Adviser Responsibility. Six of the 9 Critical Areas present a different perception of the Foreign Student Adviser's job from that which is presented in the second chapter of this study regarding Foreign Student Adviser job descriptions or duties in the review of literature.

Consultant and Advisory: The 185 critical elements which comprise this area are distributed through all 11 categories of Foreign Student Adviser responsibility with 10 percent or more in five categories and 35 percent in the category Academic and Personal Advising.

Interviewed Student: The 169 critical elements which comprise this area are distributed through 10 of the 11 categories of Foreign Student Adviser responsibility. In the description of this area it was pointed out that this area is distinct from Personsonal Counseling Services, requiring different skills, and having a different objective in most instances. The Foreign Student Adviser interviews students for a great variety of purposes which cut across all the categories of responsibility. It is important to distinguish between the types of contacts that Foreign Student Advisers have with foreign students since they comprise 50 percent of his contacts with other persons.

Referral Services: There were only 38 critical elements in this area, but they were distributed through 7 of the 11 categories of Foreign Student Adviser Responsibility. This area illustrates the general information expectations of foreign students regarding the Foreign Student Adviser.

Giving Advice: The 41 critical elements which comprise this area are distributed through 9 of the 11 categories of Foreign Student Adviser responsibility. This area includes record-keeping operations and the "clearing-house" operation which tends to befall the Foreign Student Adviser by nature of his relationship to "foreign" situations and persons. On many campuses the Foreign Student Adviser is the only person who has a broad acquaintance with the unique problems and concerns of persons from other countries, and he is expected to assume responsibility for keeping this information in a dispensable form.

Relationships with Outside Agencies: The 56 critical elements which comprise this area are distributed through 8 of the 11 categories of Foreign Student Adviser responsibility. Since many foreign students are sponsored by agencies or groups outside the university, the Foreign Student Adviser frequently has contacts with these groups which include foreign government representatives. The Foreign Student Adviser performs many services for these various foreign student sponsors such as reporting progress of students, special problems of the students, and keeping them informed of changes within the university which may affect their students.

Personal Services: The 156 critical elements which comprise this area are distributed through all 11 categories of Foreign Student Adviser responsibility, indicating the great diversity of the area. Identifying this area as a distinct function of the Foreign Student Adviser illustrates the diversity of the Foreign Student Adviser's job and identifies several little-known functions which, in the judgment of Foreign Student Advisers themselves, appear to be significant in the performance of their job.

TABLE V-10

THE PERCENT OF CRITICAL ELEMENTS FROM EACH CRITICAL AREA
INVOLVED IN EACH CATEGORY OF FOREIGN STUDENT ADVISER RESPONSIBILITY**

Critical Areas	Categories of FSA Responsibility										Elements	
	IL	AS	EL	IO	APA	HO	FE	CR	SA	OA		EO
AO	11	*	*	*	20	6	6	*	*	44	*	114
CA	*	*	*	*	35	10	12	*	*	19	14	185
PPD	*			30	*	8	*		*	45		47
AGP	6	*	12	*	56	*	7			7	5	149
FGP	*		*	*	14	*	58	*	*	20	*	146
IE	79	*			*		7	*		*	6	90
IS	18	*	*		33	*	23	*	*	7	*	169
PCS	*	*	*		62	*	7	*	*	*	13	125
RS	5		5		36	*	13			*	24	38
GA	12				24	17	17	7	10	*	7	41
CCR	*			*	*	6	7	72	*		6	67
FSA				*	*			*	75	16		67
GI	20				33	*	18	*	*	*	19	90
ROA	14		*		19	*	32	*		23	*	56
ES	*				8				*	*	86	63
PS	15	*	*	*	33	*	12	6	*	6	18	156
No. of Elements	198	18	34	31	455	72	251	84	74	202	184	1603
No. of Incidents	47	3	7	6	89	19	56	21	17	55	30	350

*Less than 5%

The ROWS in this Table add up to 100%

Categories of FSA Responsibility were selected a priori for categorization of the critical incidents. Critical Areas of FSA behavior were developed a posteriori from the 1603 raw critical elements which had been abstracted from the 350 critical incidents. Thus, this Table indicates the relationship between the categories which describe the responsibilities (categories) of the FSA and the significant areas of the FSA's behavior developed from this study.

**Legend located on next page.

Legend for Tables V-10 and V-11:

Categories of FSA Responsibility

IL - Immigration and Legal	FE - Finances and Employment
AS - Admission and Selection	CR - Community Relations
EL - English Language	SA - Student Activities
IO - Initial Orientation	OA - Office Administration
APA - Academic and Personal Advising	EO - Emergencies and Other Complex Situations
HO - Housing	

Critical Areas of FSA Behavior

AO - Administered Office	RS - Referral Services
CA - Consultant and Advisory	GA - Giving Advice
PPD - Program Planning & Development	CCR - Coordinating Community Relations
AGP - Academic Guidance Program	FSA - Foreign Student Activities
FGP - Financial Guidance Program	GI - Gathered Information
IE - Immigration Expert	ROA - Relations with Outside Agencies
IS - Interviewed Student	ES - Emergency Situations
PCS - Personal Counseling Service	PS - Personal Services

Another observation important to the proper interpretation of Table V-10 is the disproportionate distribution of critical elements through the 11 categories of Foreign Student Adviser responsibility. Twenty-five percent of the 1603 elements are in the category Academic and Personal Advising, and over 80 percent of the 1603 elements are included in just 5 of the 11 categories.

Table V-11 was developed to complement Table V-10 in illustrating the relationship between the categories of Foreign Student Adviser Responsibility and the Critical Areas of Foreign Student Adviser Behavior, by indicating the distribution of critical elements (by percent) among the 16 critical areas. The Table shows a distribution of the elements included in categories AS, EL, and IO which could not be identified in Table V-10 due to the small number of elements in these categories. The Category Admission and Selection has 39 percent of the elements which had been included in it also included in the critical area Academic

Guidance Program. Fifty-three percent of the elements in the category English Language were also included in the critical area Academic Guidance Program. Forty-five percent of the elements in the category Initial Orientation were included in the critical area Planning and Program Development.

The category Academic and Personal Advising is the only one of the 11 categories of Foreign Student Adviser Responsibility whose component critical elements are distributed through all 16 of the Critical Areas. Table V-11 presents a different perspective of the correlation between the categories of Foreign Student Adviser Responsibility and the Critical Areas. Two categories/areas which showed a strong relationship in Table V-10 also showed a strong relationship in Table V-11:

<u>Category of Responsibility</u>	<u>Percent</u>	<u>Critical Area</u>
Community Relations	57	Coordinating Community Relations
Student Activities	70	Foreign Student Activities

Other categories which had between 30-50 percent of their component critical elements in a critical area are: Immigration and Legal, Finances and Employment, and Emergencies and Other Complex Situations (not including the three categories discussed earlier). Although both of the critical areas Academic Guidance Program and Financial Guidance Program had over 50 percent of their component critical elements in the category Academic and Personal Advising, the reverse is not true. The fact that such a high percentage of the elements from these 2 critical areas were included in the APA category is obviously a function of the large number of critical elements included in the category in addition to having some concerns in common.

TABLE V-11

THE PERCENT OF THE CRITICAL ELEMENTS IN EACH CATEGORY OF FOREIGN STUDENT ADVISER RESPONSIBILITY
INVOLVED IN EACH CRITICAL AREA OF FOREIGN STUDENT ADVISER BEHAVIOR

Category of FSA Responsibility	<u>Critical Areas</u>																No. of Elements	No. of Incidents
	AO	CA	PPD	AGP	FGP	IE	IS	PCS	RS	GA	CCR	FSA	GI	ROA	ES	PS		
IL	6	*	*	*	*	36	16	*	*	*	*	*	9	*	*	12	198	47
AS	28	5		39		5	11	5								5	18	3
EL	*	15		53	6	6	*	6						*		6	34	7
IO	13	*	45	16	*						*	6				10	31	6
APA	5	14	*	18	5	*	12	17	*	*	*	*	7	*	*	11	455	89
HO	8	26	6	*	*		11	6	*	10	6		6	*		10	72	19
FE	*	9	*	*	33	*	15	*	*	*	*	*	6	7		8	251	56
CR	*	*			*	*	10	5	*	57	*	*	*	*		11	84	21
SA	*	*	*	*	*	*	*	5	*	5	*	70	*	*	*	*	74	17
OA	25	17	10	5	18	*	6	*	*	*	*	5	*	6	*	*	202	55
E0	*	14		*	*	*	*	*	9	5	*	*	9	*	30	15	184	30

*Less than 5%

The ROWS in this Table add up to 100%

This Table differs from Table V-10 as it illustrates the distribution of critical elements (by Percent) among the 16 critical areas. This was necessary to clarify the relationships between categories AS, EL, IO and the critical areas.

Male and Female Foreign Student Advisers

There were 29 (60 percent) male and 19 (40 percent) female Foreign Student Advisers included in this study. A complete description of the Foreign Student Adviser sample was given in Table IV-3. The apparent differences between the groups were the disproportionate division in areas of academic rank and graduate degrees: 89 percent of the Foreign Student Advisers with academic rank were males and 80 percent of the Foreign Student Advisers with graduate degrees were males. In terms of mean age and mean years of experience, there were no significant differences. The next important question is how do male and female Foreign Student Advisers compare in terms of incidents they reported.

Table V-12 shows the comparison of satisfactory and unsatisfactory critical incidents reported by male and female Foreign Student Advisers as distributed among the 11 categories of Foreign Student Adviser responsibility. The percent of their satisfactory and unsatisfactory performance in the incidents is given in comparison with their combined performance. The satisfactory/unsatisfactory performance of both males and females is surprisingly similar in the majority of the categories. The categories which show over 10 percent difference are:

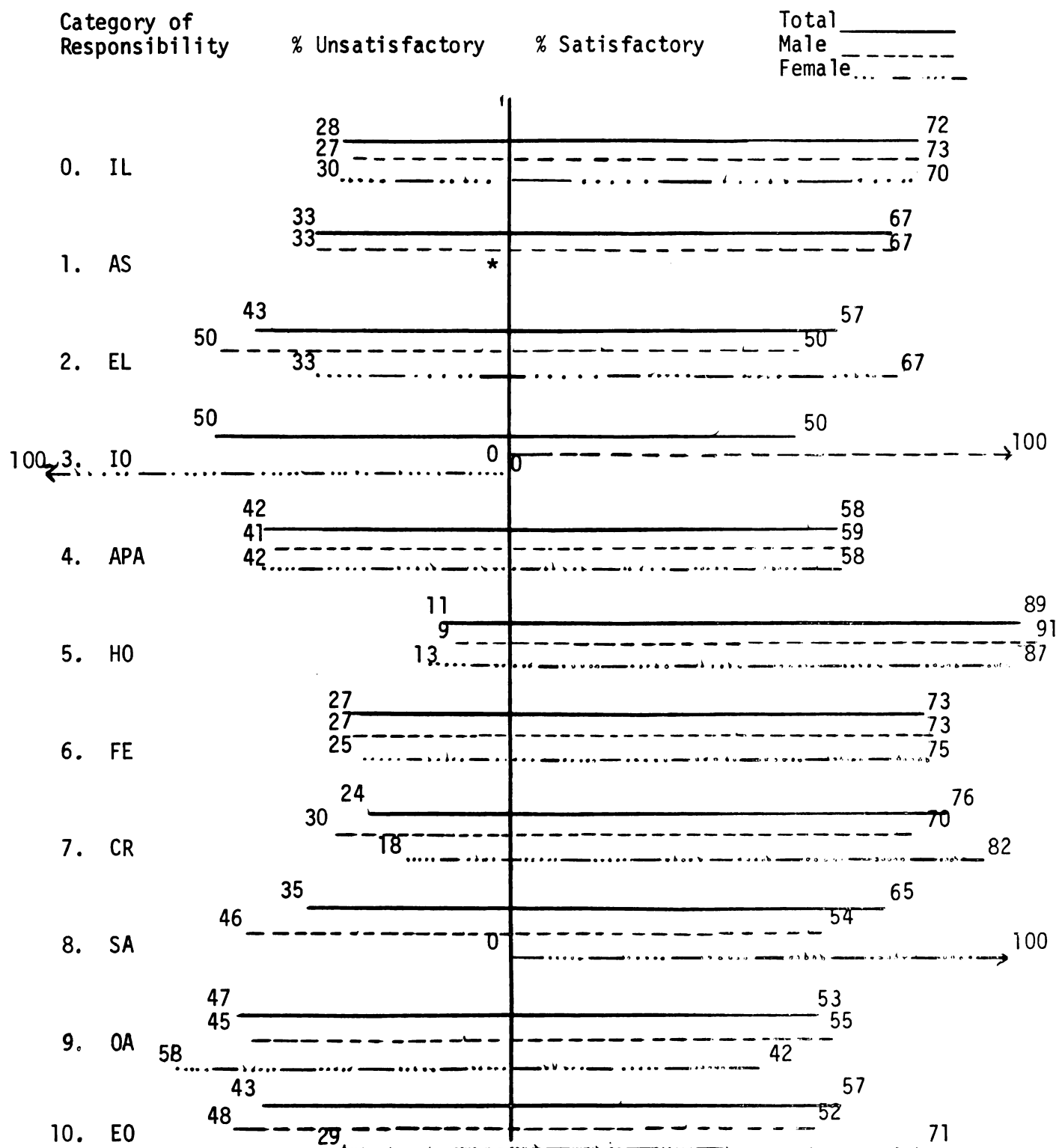
	<u>Male</u>	<u>Female</u>
English Language	50% S	67% S
Initial Orientation*	100% S	0% S
Community Relations	54% S	100% S
Office Administration	55% S	42% S
Emergencies and Other	52% S	71% S

*Only 6 critical incidents were reported: 3 by males, 3 by females.

These results may appear interesting and invite speculation. However, none of the observations could be proven to be statistically significant.

TABLE V-12

A COMPARISON OF SATISFACTORY WITH UNSATISFACTORY CRITICAL INCIDENTS
AS REPORTED BY MALE AND FEMALE FOREIGN STUDENT ADVISERS
AND DISTRIBUTED AMONG THE CATEGORIES OF FSA RESPONSIBILITY

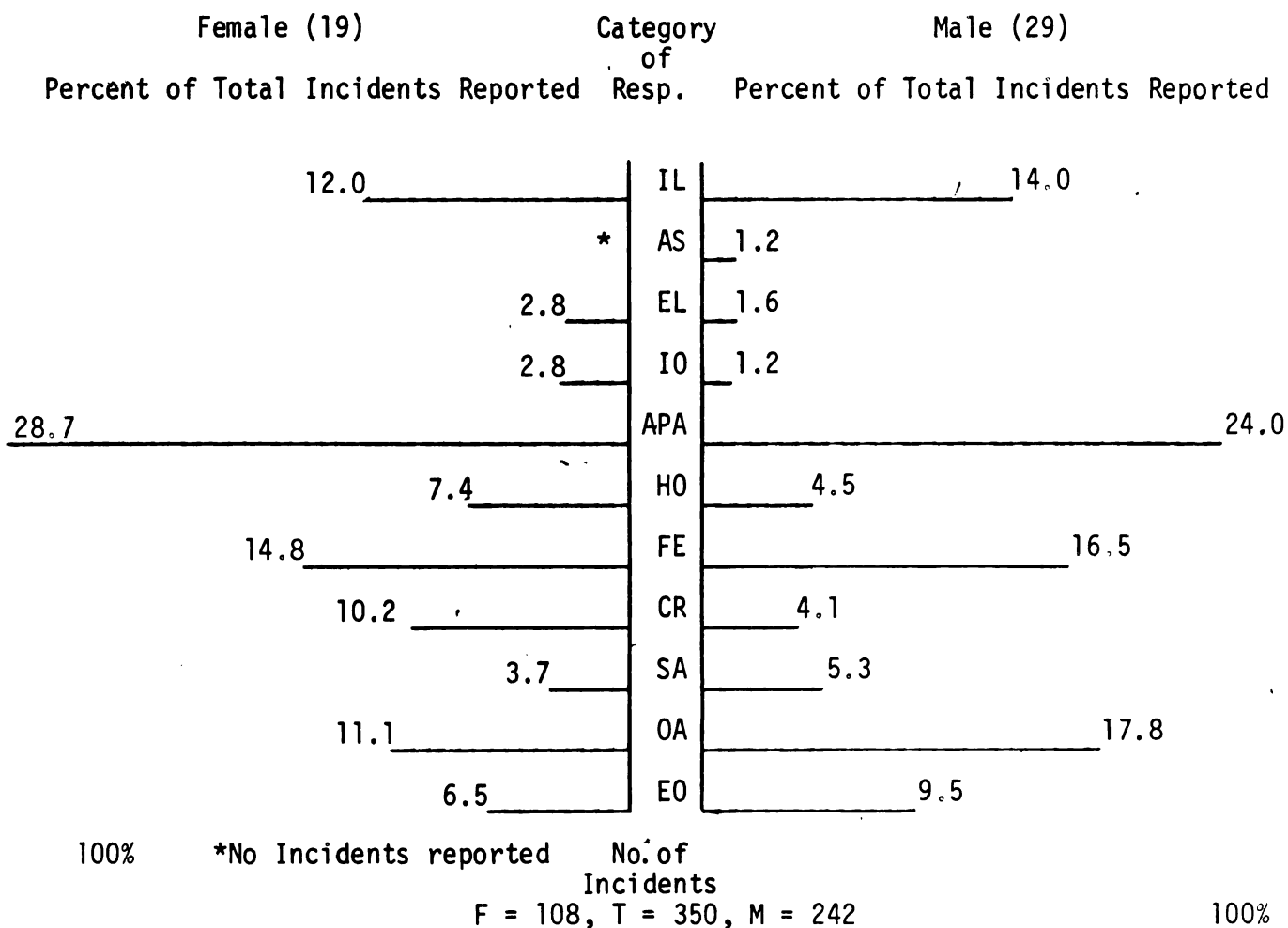


*No Critical Incidents Reported.

Table V-13 shows the comparison of the numbers of incidents reported by male and female Foreign Student Advisers in each of the 11 categories of Foreign Student Adviser Responsibility. This Table appears to be approximately symmetrical. As in Table V-12, the observations appear interesting, but none of the observations could be proven to be statistically significant and therefore no interpretations have been developed.

TABLE V-13

A COMPARISON OF THE NUMBER OF CRITICAL INCIDENTS
REPORTED BY MALE AND FEMALE FSA's AS
DISTRIBUTED IN THE CATEGORIES OF FSA RESPONSIBILITY



Summary

In this Chapter the 53 categories of persons whom Foreign Student Advisers contacted in performing their job were listed and briefly discussed. It was shown that 50 percent of the Foreign Student Advisers' contacts were with foreign students, 33 percent were with faculty and staff within the university, and 17 percent were with persons and/or agencies outside of the university. Of the 232 non-university contacts, 73 percent were in satisfactory elements while 64 percent of the Foreign Student Advisers' inner-university contacts were in satisfactory elements.

An analysis was given of the returns, i.e., distribution of the 1603 raw critical elements, by size of foreign student enrollment, by percentage of satisfactory and unsatisfactory elements per enrollment Group in each critical area, and by the percentage of the total satisfactory and total unsatisfactory elements of each enrollment Group which were included in each critical area.

The a priori categories of Foreign Student Adviser Responsibility, which were first introduced in Chapter III, were compared with 16 a posteriori critical areas of Foreign Student Adviser behavior developed as a result of this study. It was pointed out that the Categories of Foreign Student Adviser Responsibility define the Foreign Student Adviser's job in terms of general responsibilities whereas the Critical Areas of Foreign Student Adviser Behavior describe the job in terms of functions performed as perceived by Foreign Student Advisers themselves. Seven Critical Areas indicate a high correlation with Categories of Foreign Student Adviser Responsibility due largely to similarities in their definitions.

Six of the critical areas present a new and more distinct perception of what Foreign Student Advisers themselves consider to be significant aspects of their job.

In the final section, the critical incidents reported by male and female Foreign Student Advisers are compared. However, no significant differences were found and it seemed obvious that a similar comparison of critical elements would not yield any further information of significance to the study.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

In this chapter the components of the study are given in summary form and the conclusions are stated. A brief description of the problem which was investigated is given and the use of the CRITICAL INCIDENT TECHNIQUE is reviewed. Summaries of the main findings of the study and of the supplementary findings provide a background for introducing the conclusions of the study. The conclusions relate the findings of the study to the role of the Foreign Student Adviser within a college or university.

Description of the Study

The Problem

The enrollment of foreign students in U.S. colleges and universities has increased from under 10,000 in 1940-41 to over 100,000 in 1966-67.¹ The rate of increase of foreign students has been rapidly accelerating since the end of World War II, and leading United States educators anticipate the continuation of this trend.²

This large influx of students from other countries, particularly from those countries which have greatly different cultures from that of the

1. Open Doors, 1967, The Institute of International Education, New York, June, 1967.

2. The College, The University and the Foreign Student, Committee on the Foreign Student in American Colleges and Universities, New York, 1963, p. 1.

U. S., has confronted U. S. colleges and universities with new demands and challenges to meet the unique needs of these students. The typical response has been to appoint special personnel to work with foreign students in meeting their needs. These Foreign Student Advisers (or persons bearing similar titles) have generally assumed their positions without any written job description. The criteria for appointing Foreign Student Advisers has been equally vague.

Foreign Student Advisers in U. S. colleges and universities founded the National Association for Foreign Student Advisers in 1948. Since that time numerous other lay and professional persons with interest in or relation to foreign students have joined the organization, including university admissions personnel, teachers of English as a foreign language, and community volunteers. The NAFSA organization was altered greatly as a result of these additions and its name was changed to reflect this alteration: "The National Association for Foreign Student Affairs."

The problem today is the confusion and ambiguity regarding the job of the Foreign Student Adviser. While he has a professional organization (NAFSA) to relate to, his own role within the organization and within his own institution is unclear. The responsibilities of Foreign Student Advisers vary greatly between universities, including different status within the university, different kinds of inner-university relationships with faculty and staff, and different objectives of their programs for foreign students.

There is much discussion currently focusing on the development of foreign student advising as a profession. This study takes no position on this issue. However, it does make a detailed study of one particular area of the Foreign Student Adviser's performance from which some

conclusions are drawn related to the issue. The central problem investigated in this study was:

Which of the many aspects of the Foreign Student Adviser's on-the-job behavior do the Foreign Student Advisers themselves perceive to be significant in facilitating the academic progress and/or personal development of the foreign students enrolled at their institutions.

Use of the Critical Incident Technique

The behavior of the Foreign Student Adviser is extremely difficult to study because of the lack of universally accepted objectives. Many colleges and universities have pragmatically followed the most expeditious route of meeting unique needs of foreign students. As a result, foreign student advising often represents an ad hoc series of unrelated services with limited philosophical, theoretical, or organizational integration.

The CRITICAL INCIDENT TECHNIQUE¹ was the primary research tool used in this study, serving both as the method of collecting the data and as an instrument for analyzing the data. It is a technique that has been used increasingly in studying the on-the-job performance of individuals in specific occupations and to gain a description of their behavior vis-a-vis a list of typical activities or characteristics of the job.

The CRITICAL INCIDENT TECHNIQUE provides a means of studying Foreign Student Adviser behavior in spite of the lack of uniformity of stated objectives among colleges and universities regarding their programs for advising foreign students. Each of the 48 Foreign Student Advisers in this

1. John C. Flanagan, "The Critical Incident Technique," Psychological Bulletin, Vol. 51, No. 4, July, 1941, pp. 327-358.

study had at least one year of experience in the profession and was considered to be a qualified observer to report critical incidents involving his own behavior which he perceived as having a significant effect on the academic progress and/or personal development of foreign students at his institution. No criteria or standards of effectiveness were imposed upon the 48 reporting Foreign Student Advisers by the researcher, but each Foreign Student Adviser used his own perspective and judgment in selecting and reporting "significant"¹ incidents.

All critical incidents were gathered by the researcher via personal interview with each of the 48 Foreign Student Advisers. This improved the quality and number of the incidents which were reported.

Design of the Study

This is the first of two related studies in which the Critical Incident Technique was used to identify the aspects (elements) of the Foreign Student Adviser's on-the-job behavior which Foreign Student Advisers themselves perceived to have a significant effect on the academic progress and/or personal development of foreign students. The sample for this first study is 48 Foreign Student Advisers from 17 Midwestern universities. The second study, being done by August G. Benson, analyzes critical incidents regarding the Foreign Student Adviser's behavior received from approximately 100 faculty members from 15 of the same 17 universities. Each study is complete in itself, but the second study will attempt to correlate the findings of the two.

1. The word "significant" was used in place of "critical" in the communications with the Foreign Student Advisers. This is a common procedure in the use of the CIT which avoids the tendency of the respondent to think of only the crisis-type incidents.

The 17 universities visited in gathering data for this study are located in a 7-state region of the Midwest (with the exception of one university which is located in an Eastern state). There were a total of approximately 13,810 foreign students enrolled in the 17 universities during the 1967-68 academic year. Six of the universities had 1,000 or more foreign students, five had between 500 and 999 foreign students, and the remaining six had between 200 and 499 foreign students.

The 48 Foreign Student Advisers reported 350 critical incidents (the word "significant" was used in place of "critical" in the communication with the Foreign Student Advisers when asking them to report incidents). From these 350 critical incidents, 1,603 raw critical elements or behaviors of the Foreign Student Advisers were extracted. Many of the critical elements were duplicated, and 203 distinct critical elements of Foreign Student Adviser behavior resulted from combining the duplicated elements. These 203 distinct critical elements were grouped together into areas of similar behavior, called critical areas, to organize them into a more comprehensible pattern for reporting. The study was strengthened by the cooperative efforts of the researcher and associate sharing professional insight and judgment in this process which was basic to both of the two studies. Professional consultation with other leaders from the National Association for Foreign Student Affairs, including a past president of NAFSA, added validity to the subjective process of categorization.

Summary of the Main Findings of the Study

Critical Elements and Critical Areas

This study revealed 203 distinct critical elements or behaviors of Foreign Student Advisers which the responding Foreign Student Advisers

perceived as having a significant (satisfactory or unsatisfactory) effect on the academic progress and/or personal development of foreign students. This large number of different behaviors of Foreign Student Advisers indicates the tremendous diversification and complexity of the Foreign Student Adviser's job. It was not possible, in the judgment of the researcher and associate, to reduce these critical elements to a smaller number of critical elements without sacrificing the high degree of accuracy and precision they represent. However, they have been grouped into 16 critical areas which represent similar behaviors. The 16 critical areas are repeated here with the number of distinct critical elements included in each critical area:

I. Administered Foreign Student Adviser's Office

The Foreign Student Adviser served as director of the Foreign Student Office and staff, including such functions as establishment of office procedures and services, maintenance of records and reports, providing general assistance to students, developing programs and communications as needed and enforcing university and INS policies and procedures. (17 elements)

II. Consultant and Advisory (Internal Communications)

The Foreign Student Adviser served in a consultant and advisory capacity to all constituents of the university on matters pertaining to individual foreign students and to the total foreign student program. (25 elements)

III. Planning and Program Development

The Foreign Student Adviser planned and developed (new) programs to facilitate academic progress and/or personal development of foreign students, including initial orientation, language and cultural programs,

and programs for special needs and situations of foreign students. (10 elements)

IV. Academic Guidance Program

The Foreign Student Adviser assisted in initial introduction of the foreign student to the university academic environment; reviewed academic progress and advised on academic concerns of foreign students; and consulted or advised students regarding the completion or termination of their academic program. (11 elements)

V. Financial Guidance Program

The Foreign Student Adviser organized and administered a program of financial guidance for foreign students (in cooperation with the university administration and Financial Aids Office) which included scholarships, loans, assistantships, part-time work, and personal counseling on budgeting. (17 elements)

VI. Immigration (INS) Expert

The Foreign Student Adviser served on local campus as an expert (liaison) on policies, regulations, etc., of the U. S. Immigration and Naturalization Service (INS), sustaining a cooperative working relationship with INS officials and advising foreign students, faculty, and other local officials on immigration and related matters. (8 elements)

VII. Interviewed Student

The Foreign Student Adviser interviewed both foreign and American students who were referred to him or came on their own initiative, regarding a wide range of concerns. Interviewing is here considered as a formal consultation between the Foreign Student Adviser and one or more foreign students. The basic purpose is to convey information. (17 elements)

VIII. Personal Counseling Services

The Foreign Student Adviser provided personal counseling services to meet the more serious problems of foreign students. Counseling was initiated by students themselves or referred to the Foreign Student Adviser by faculty, staff and other community agencies. (6 elements)

IX. Referral Services

The Foreign Student Adviser referred foreign students, whose needs he could not meet, to other individuals and agencies, both on campus and off campus. (16 elements)

X. Gives Advice to Foreign Students

The Foreign Student Adviser advised foreign students about what to do in a great variety of situations when the student(s) turned to him for information or assistance in resolving a personal need. (7 elements)

XI. Coordinated Community Relations

The Foreign Student Adviser cooperated with community groups and individuals to coordinate the resources of the community in support of the foreign student program. (9 elements)

XII. Foreign Student Activities

The Foreign Student Adviser provided advice and support for organized student groups and social activities involving foreign student participation. (7 elements)

XIII. Gathering Information

The Foreign Student Adviser gathered (or received) information regarding foreign students to assist in advising them. (10 elements)

XIV. Relations with Outside Agencies

The Foreign Student Adviser established and maintained cooperative relationships with agencies outside the university which had mutual interests in the progress of foreign students at the university. These included professional organizations, private corporations, and both private and governmental sponsors of foreign students. The Foreign Student Adviser cooperated with and consulted the outside agencies in attempting to support the foreign students studying at his university and to assist in resolving their specific problems. (12 elements)

XV. Emergency Situations

The Foreign Student Adviser handled emergency situations involving foreign students and reported such incidents to the students' sponsors and other interested persons. He also consulted and cooperated with individuals and agencies in disposition of the emergency situation. (13 elements)

XVI. Miscellaneous Personal Services

The Foreign Student Adviser provided many personal services for foreign students which frequently involved considerable time and effort. (18 elements)

Satisfactory and Unsatisfactory Behavior (Effective and Ineffective Performance of Functions)

In addition to identifying the significant elements of Foreign Student Adviser on-the-job behavior which affect the academic progress and/or personal development of foreign students, this study also investigated the effectiveness or ineffectiveness of the Foreign Student Adviser's performance as indicated by the individuals reporting the incidents. Two

hundred twenty-six satisfactory and 124 unsatisfactory critical incidents were reported. A satisfactory critical incident was one in which the Foreign Student Adviser perceived of his performance as being effective in attaining his objective. An unsatisfactory critical incident was one in which the Foreign Student Adviser perceived of his performance as being ineffective in attaining his objective. In accordance with the procedure of the Critical Incident Technique, all critical elements (Foreign Student Adviser behaviors) contained in satisfactory critical incidents were considered as effective or satisfactory. The reverse was true for all critical elements contained in unsatisfactory critical incidents.

Table IV-8 gives the effective and ineffective performance (as perceived by the Foreign Student Advisers themselves) of the critical elements in each critical area. The Table shows that 1035 (64.5 percent) of the total 1603 critical elements were perceived as satisfactory and 568 (35.6 percent) of the critical elements were perceived as unsatisfactory. Fifteen of the 16 critical areas registered at least 50 percent of their critical elements as satisfactory with the exception of IV, Academic Guidance Program, which had only 43.6 percent of its 149 critical elements listed as satisfactory.

Summary of Supplementary Findings

In Chapter V part of the relevant supplementary data pertaining to this study were analyzed and presented. Four specific topics which relate to the basic findings were considered in detail.

1. There were 53 categories of persons identified in the 350 critical incidents which the Foreign Student Advisers contacted. Fifty percent (684) of the 1368 contacts were with one or more foreign students in a

TABLE IV-8*

EFFECTIVE AND INEFFECTIVE PERFORMANCE OF
THE CRITICAL ELEMENTS IN EACH CRITICAL AREA

<u>% Unsatisfactory</u>	<u># Incid.</u>	<u>Critical Area</u>	<u># Incid.</u>	<u>Satisfactory %</u>
9.7	55	I. Administered Office	59	5.7
11.1	63	II. Consultant and Advisory	122	11.8
2.3	13	III. Planning and Program Development	34	3.3
14.6	84	IV. Academic Guidance Program	65	6.3
9.1	52	V. Financial Guidance Program	94	9.1
6.2	35	VI. Immigration Expert	55	5.3
9.1	52	VII. Interview Student	117	11.3
6.0	34	VIII. Personal Counseling Services	91	8.8
3.2	18	IX. Referral Service	20	1.9
1.8	10	X. Giving Advice	31	3.0
3.2	18	XI. Coordinated Community Relations	49	4.7
3.5	20	XII. Foreign Student Activities	47	4.6
7.0	39	XIII. Gathering Information	51	4.9
1.6	9	XIV. Relations With Outside Agencies	47	4.6
3.7	21	XV. Emergency Situation	42	4.1
7.9	45	XVI. Personal Serv.	111	10.7
100%	568		1035	100%

The above Table gives the percent of the total satisfactory elements and percent of the total unsatisfactory elements included in each critical area

*Repeated here (from Chapter IV) for the convenience of the reader

direct-contact relationship not including groups of foreign students and clubs. Another 33 percent (452) of the Foreign Student Advisers' contacts were with persons connected with the university, and 17 percent (232) of the Foreign Student Advisers' contacts were with non-university persons.

The Foreign Student Advisers reported having 25 or more contacts with 12 of the 53 categories of persons (excluding "foreign students and/or foreign student families"). These 12 categories which constituted approximately 62 percent (422) of the non-student contacts are:

- Group of Foreign Students
- International Club and Other Foreign Student Organizations
- Academic Advisers
- Teaching Faculty
- Academic Department Chairmen
- University Administrators (President, Vice President, Dean of Students)
- University Housing Office Representatives
- University Health Center Officials or M.D.
- University Mental Health Clinic Officials
- United States Immigration and Naturalization Service Officials
- Representatives of foreign governments, including embassy, consulate, educational mission, and other officials
- Community volunteers including host families and community agencies

The importance of Foreign Student Advisers' non-university contacts was demonstrated by the fact that they comprised 34 percent (232) of the non-student contacts, involving 20 different categories of people. Seventy-three percent of the Foreign Student Advisers' non-university contacts were in satisfactory elements (effective Foreign Student Adviser performance), and 64 percent of the Foreign Student Advisers' inner university contacts were in satisfactory elements.

2. Analysis of the data by size of foreign student enrollment

revealed differences among the three groups of universities:

- Group I - 6 universities - 1000 or more foreign students
- Group II - 5 universities - 500-999 foreign students
- Group III - 6 universities - 200-499 foreign students

The critical elements as distributed among the 16 critical areas of Foreign Student Adviser behavior were further analyzed in regard to the proportion of elements in each critical area which represented each of the three enrollment groups.

3. The relationships of 16 a posteriori Critical Areas of Behavior, revealed by the Critical Incident Technique, to 11 a priori categories of Foreign Student Adviser Responsibility, developed from the NAFSA "Guidelines," were depicted. Seven critical areas had over 50 percent of their elements included in one of the categories of Foreign Student Adviser responsibility. They were:

<u>Critical Area</u>	<u>Percent</u>	<u>Category of Responsibility</u>
Immigration Expert	79	Immigration and Legal
Academic Guidance Program	56	Academic and Personal Advising
Personal Counseling Service	62	Academic and Personal Advising
Financial Guidance Program	58	Finances and Employment
Coordinated Community Relations	72	Community Relations
Foreign Student Activities	75	Student Activities
Emergency Situations	86	Emergency and Others

Nine of the 16 critical areas showed little correlation with any of the 11 categories of responsibility. Six of these nine critical areas present an approach to foreign student advising different from the typical presentations which are found in the related literature. These areas include:

Consultant and Advisory
Interviewed Student
Referral Services
Giving Advice
Relationships with Outside Agencies
Personal Services

4. A comparison of critical incidents reported by male and female Foreign Student Advisers showed only 5 categories of Foreign Student Adviser behavior in which there was as much as a 10 percent difference in the kinds of incidents reported by males and females.

Evaluation of the Main Findings

Without attempting to abrogate the evaluation prerogatives of the reader, this section represents the evaluation of the writer as the findings were restudied preparatory to drawing final conclusions. Two primary questions comprise the framework for this evaluation:

- (1) To what extent were the purposes of the investigation satisfied?
- (2) To what extent were the findings useful, and to whom?

The Findings and Purposes of the Study

The primary purpose of this study was to identify those functions (on-the-job behavior) of the Foreign Student Adviser which, if performed in an effective manner, have a significant effect on the successful performance of his job. In meeting this purpose, this study has revealed the following information:

There are approximately 200 significant common functions which are performed by most Foreign Student Advisers. These functions may be grouped into 16 areas of similar-type behavior.

Foreign Student Advisers have contacts with a large number of categories of persons (at least 53 different categories) in the performance of their jobs.

Foreign Student Advisers must have many specific skills and proficiencies to satisfy the extremely divergent demands of their position.

Some types of Foreign Student Adviser behavior are more common than other types of behavior.

A secondary purpose of this study was to develop some generalizations regarding which functions Foreign Student Advisers tend to perform most effectively, and which functions they tend to perform least effectively. In meeting this purpose this study has provided the following information:

Foreign Student Advisers tend to perceive of themselves as being much more effective in areas where they work primarily in direct relationship with people than in areas where they work more with ideas, programs, or organizational structures.

Foreign Student Advisers tend to perceive of themselves as being least effective in functions involving the academic advising of foreign students.

Foreign Student Advisers tend to perceive of themselves as being more effective in working with non-university persons and agencies than with university personnel.

Foreign Student Advisers tend to perceive of themselves as being more effective as they gain experience in their field.

With these findings a great deal of information is available to Foreign Student Advisers, faculty members, and university administrators regarding the functions which are performed by the Foreign Student Adviser. The diversity of the Foreign Student Adviser's job and the complexity of his relationships with many different categories of persons clearly indicate that a very capable and well-trained person should be selected for the job. Actually several such persons are needed to fulfill the foreign student advising functions at a university with large foreign student enrollment.

Usability of the Findings

The findings in this study are drawn from the field. The incidents were reported by Foreign Student Advisers who averaged over 7 years of experience in advising foreign students. These Foreign Student Advisers are professional people with keen sense of detail and they were well qualified to select incidents which related to the general aim of their job, i.e., to facilitate the academic progress and/or personal development of foreign students at their institution. They reported the incidents with great detail in a personal interview situation whereby the

interviewer had opportunity to question and clarify any part of a reported incident which was not entirely clear.

The functions, or elements of on-the-job behavior, which the Foreign Student Advisers reported actually had a marked effect on the Foreign Student Adviser's performance of his job. Virtually all of the 203 distinct critical elements of Foreign Student Adviser behavior were found in more than one incident, and 63 of the distinct critical elements were repeated at least 10 times.

The findings of this study apply to almost all of the Foreign Student Adviser's work and activity. No major areas of activity have been omitted. However, it is unlikely that any given Foreign Student Adviser's office would perform all of the functions identified in this study. Each Foreign Student Adviser's office may confer with their superior administrators at the university regarding which of the functions the office should assume.

A large amount of information was acquired in addition to the critical elements and critical areas of Foreign Student Adviser behavior. All of this information has value and a place in this study. However, the critical elements and critical areas are of primary value to Foreign Student Advisers. University administrators will be particularly interested in areas of effective and ineffective performance of the Foreign Student Advisers. Faculty members will be interested in receiving a more comprehensive understanding of what Foreign Student Advisers do which relate to their own interests, i.e., the academic progress of foreign students. And foreign students will be interested in how they can derive maximum benefit from the opportunities provided by the Foreign Student Adviser's office.

Limitations of the Study

This study did not attempt to explore all the problems in the Foreign Student Adviser's work, but it did attempt to extend the range of knowledge regarding what Foreign Student Advisers do in the performance of their jobs. It was necessary in the analysis of the data to select a level of specificity to use in reporting the findings. The researcher must choose the level which he thinks will best present the functions with maximum precision and accuracy. A certain amount of subjective judgment cannot be avoided at this stage in the formulation of categories.

The 17 universities included in this study all had at least one full-time Foreign Student Adviser and an enrollment of 200 or more foreign students. The results therefore are primarily applicable to institutions of higher learning having full-time Foreign Student Advisers and at least 200 foreign students enrolled. The results are only partially applicable to part-time Foreign Student Advisers who have part-time designation in other areas. It is less applicable to those persons who are Foreign Student Adviser in name only, and have their primary identification in another area of endeavor such as teaching.

The organization of the Foreign Student Adviser's office differs greatly from one university to another, and generalizations about any given Foreign Student Adviser's functions are difficult to develop. Two universities may seem to be very similar, i.e., size of total student enrollment, size of foreign student enrollment, public institution, located in the same region of the country, international commitments; and yet, have a very different organization and staffing pattern for the Foreign Student Adviser's office. This factor makes a study of this kind difficult and also

places some limitations on the application of the results to a specific institution.

It has been pointed out that all of the 48 Foreign Student Advisers included in this study are not of equal status. In some institutions there were several staff members in the Foreign Student Adviser's office, some of whom were in subordinate positions. The definition of Foreign Student Adviser in this study is essentially the collective functions of all members of the staff who participate in advising foreign students. Thus, regardless of the number of members on the staff, it was possible to define the functions of the Foreign Student Adviser rather than attempting to define the functions of individual staff members.

Evaluation of the Critical Incident Technique

The Critical Incident Technique has many advantages for a study of this nature. It is a method by which actual behavior can be studied and it allows an identification of the critical elements of behavior with a minimum amount of removal of the acts from the context of the situation in which they take place.

The Critical Incident Technique is most effective when the personal interview is used in gathering the incidents. It is possible to obtain 100 percent response from the observers selected for the study compared to less than 20 percent responses commonly received back from the mail survey method of collecting data. The interview is much easier for the observer, and more complete responses are given. Because of greater accuracy and precision of incidents gathered by interview, fewer numbers of incidents are necessary to obtain an accurate description of the activity than when the mail survey method is used. It is also possible to control the

conditions necessary for procuring accurate and objective reports when the personal interview is used. Flanagan lists the conditions which are required for comprehensive results:

If the sample is representative, the judges well qualified, the types of judgments appropriate and well defined, and the procedures for observing and reporting such that incidents are reported accurately, the stated requirements can be expected to be comprehensive.¹

It is extremely difficult to determine how well qualified the observers are and how accurate the reported incidents without having a personal interview. It is highly recommended that the personal interview be used for gathering critical incidents whenever possible. If the mail survey method of gathering incidents must be used, it should be supplemented by an intensive field study of at least a portion of the sample respondents.

An evaluation of the Critical Incident Technique should include some mention of the difficulties posed for the researcher in its use. The extraction of critical elements from the critical incidents and the categorization of the critical elements into a posteriori critical areas is a long and difficult process. It is perhaps the most crucial step in the use of the Critical Incident Technique. No simple rules are available and the quality and usability of the final product are largely dependent on the skill and sophistication of the researcher. In this study, the researcher worked with a professional colleague in inducing the critical areas. It was a process that consumed approximately 2 months of hard, tedious work before the final 16 critical areas were developed. The researcher also consulted with other professional colleagues in regard to developing the critical areas.

1. John C. Flanagan, "The Critical Incident Technique," Psychological Bulletin, 51:4, July, 1954, p. 343.

When the Critical Incident Technique is used in the social sciences to identify elements of behavior, the difficulty of examining human relationships through a semi-mechanical process should be recognized. The researcher is forced not only to identify the critical act or acts in each incident, but must also try to be sure of exactly what the observer means by the words used to describe these acts. Because of this difficulty the problem studied must not be allowed to become too complex. It is obvious from the results of this study that the Foreign Student Adviser's job is very complex. However, the complexity of the job was partly controlled by the carefully developed and stated general aim, i.e., to facilitate the academic progress and/or personal development of foreign students. The words "academic progress" and "personal development" have definite meaning for most Foreign Student Advisers since they have additional criteria for evaluating them which relate to the alien status of foreign students and Immigration and Naturalization Service's requirements to maintain their student status.

One should exercise caution when using the word "critical" in requesting incidents from respondents because it tends to solicit primarily crisis-like incidents from respondents. More sensational-type incidents are reported when "critical" is used to describe the type of incidents sought. The word significant is much more meaningful and tends to solicit a broader range of responses. When the Critical Incident Technique is referred to during an interview, it should be thoroughly explained.

The job of Foreign Student Adviser has been one of the most difficult to research because of the great diversity of functions it includes, but the Critical Incident Technique has been helpful in opening the door for meaningful research. It has identified functions of Foreign Student Advisers that have not heretofore been clearly stated. The originator of

the technique has summarized its usefulness as well as it has ever been stated:

In summary, the critical incident technique, rather than collecting opinions, hunches, and estimates, obtains a record of specific behaviors from those in the best position to make the necessary observations and evaluations....A list of critical behaviors provides a sound basis for making inferences as to requirements in terms of aptitudes, training and other characteristics.¹

Conclusions

The main findings of the study have been reviewed, i.e., critical elements and critical areas of Foreign Student Adviser on-the-job behavior. From these critical areas and supplementary data several conclusions may be drawn. The following have significance for those who are engaged in higher education in the United States.

1. There are a number of identifiable significant common functions which are performed by most Foreign Student Advisers in the course of their job.

This study was not designed to identify all of the functions of Foreign Student Advisers but specifically those functions, or elements of the Foreign Student Adviser's on-the-job behavior, which Foreign Student Advisers themselves perceived as having a significant effect on the academic progress and/or personal development of foreign students. However, the functions that were identified in this study appear to extend over the entire range of the Foreign Student Adviser's responsibilities. The majority of these functions were performed by Foreign Student Advisers in all 17 of the universities included in this study, and most of the functions were

¹. Flanagan, op. cit., p. 355.

performed by Foreign Student Advisers in each of the three groups of universities formed according to the size of the foreign student enrollment.

2. The job of Foreign Student Adviser involves an extremely broad range of diversified types of behavior.

The fact that 16 critical areas of Foreign Student Adviser behavior were identified from grouping 203 distinct elements of behavior is convincing evidence of the wide range of responsibilities which the Foreign Student Advisers assumed. Many jobs which have been previously analyzed through the use of the Critical Incident Technique have been adequately described in less than 10 critical areas and from 75-100 critical elements of behavior. However, it was not possible to reduce the number of critical elements of the Foreign Student Adviser's behavior to less than 16 critical areas without sacrificing precision and accuracy in the description.

3. The job of Foreign Student Adviser can be more comprehensively described in terms of on-the-job behavior (or functions performed) than in terms of general categories of responsibility.

Over 25 percent of the critical incidents reported in this study were included in one category of responsibility and over 80 percent were included in only 5 of the 11 categories of responsibility. Such large categories make it virtually impossible to adequately describe the Foreign Student Adviser's job. However, the 16 critical areas which included 203 elements of Foreign Student Adviser behavior give a much more precise and accurate definition of what Foreign Student Advisers actually do. The critical elements included in each area delineate the Foreign Student Adviser's specific functions.

4. The job of Foreign Student Adviser requires many specialized and divergent skills if it is to be performed effectively.

Many of the 16 critical areas of Foreign Student Adviser behavior require specific skills and proficiencies if they are to be performed effectively. The required skills and proficiencies include: administration, consultation, program development, understanding immigration regulations, communicating specific information to colleagues, interviewing students, counseling students, maintaining liaison and referral services, coordinating community volunteer services with the university's program for foreign students, developing and sustaining mutually beneficial relationships with non-university agencies, providing student activities for foreign students, record keeping and discriminate use of information pertaining to foreign students, tactful handling of emergency situations involving foreign students, providing financial and academic guidance for unique problems of foreign students.

5. The Foreign Student Adviser's job may best be delineated as a highly specialized student personnel administrator with many functions similar to those of a student personnel dean.

Foreign Student Advisers are generally classified as line-type administrators by the university and placed within the organizational structure of student personnel work. Their on-the-job behavior supports this general classification. Over 90 percent of the Foreign Student Advisers included in this study reported to the Dean of Students or a similar student personnel official. Foreign Student Advisers are not generally involved in policy-making as illustrated by the elements of Foreign Student Adviser behavior identified in this study. Fifty percent

of the Foreign Student Adviser's personal contacts were with foreign students - interviewing, counseling, and providing special services. The 16 critical areas of Foreign Student Adviser behavior illustrate specialization in student personnel administration.

6. Foreign Student Advisers come in contact with many categories of persons in the performance of their jobs.

Foreign Student Advisers reported contacts with over 53 different categories of persons in the performance of their jobs. This includes virtually every category of person employed by the university and over 20 categories of non-university persons. This information yields further insight into the great diversification of the Foreign Student Adviser's job and indicates the complexities involved in performing effectively.

7. Foreign Student Advisers see themselves as more effective in working with non-university persons and agencies than with university personnel.

Over 72 percent of the reported functions involving non-university contacts of Foreign Student Advisers were satisfactory as compared to 63 percent satisfactory inner-university contacts. Foreign Student Advisers see themselves as least effective in working with academic advisers and most effective in working with community volunteers and representatives of foreign governments.

8. Foreign Student Advisers perceive of their on-the-job performance as being generally effective in attaining the objectives of their job.

The Foreign Student Advisers reported approximately two satisfactory incidents for every unsatisfactory incident although they were asked to report an equal number of satisfactory and unsatisfactory incidents if

they could do so. The criterion for deciding between satisfactory/unsatisfactory incidents was the effectiveness of their own behavior, i.e., did they consider their own performance to be satisfactory in the incident.

9. Experienced Foreign Student Advisers perceive of themselves as being more effective in the performance of their job than do inexperienced Foreign Student Advisers.

Foreign Student Advisers with 10 years or more experience reported 72 percent satisfactory incidents as compared to 62 percent satisfactory incidents reported by Foreign Student Advisers with less than 10 years of experience. Ten year veteran Foreign Student Advisers reported 100 percent satisfactory incidents in six of the 11 categories of responsibility while Foreign Student Advisers with less than 10 years experience reported 100 percent satisfactory incidents in none of the categories. Ten year veteran Foreign Student Advisers reported less than 50 percent satisfactory incidents in only two categories: Student Activities and Office Administration.

10. The size of the Foreign Student Adviser's office staff is associated with the breadth of services offered for foreign students.

The three groups of universities, by size of foreign student enrollment, all reported Foreign Student Adviser functions in all 16 critical areas of behavior. However, universities with multiple Foreign Student Adviser office staffs reported a wider range of functions and services performed than did universities with single Foreign Student Advisers. The 13 universities with multiple Foreign Student Advisers reported functions in an average of 14.4 of the critical areas. The 4 universities with single Foreign Student Advisers reported functions in an average of 11.8 critical areas. The 6 universities with at least 4 Foreign Student Advisers reported functions in an average of

15.3 critical areas. These figures indicate that the range of functions and services performed by the Foreign Student office increase in accordance with the number of Foreign Student Advisers on the staff.

11. Foreign Student Advisers do not consider initial orientation for foreign students as having a significant effect on the academic progress and/or personal development of foreign students.

The Foreign Student Advisers included in the study generally agreed with the stated general aim of foreign student advising, i.e., facilitating the academic progress and/or personal development of foreign students. However, when asked to report incidents which had a significant effect on attaining this objective, the Foreign Student Advisers reported only 6 critical incidents (1.7 percent) out of 350 total incidents reported in the category of Initial Orientation. Only 3 of the 48 Foreign Student Advisers reported incidents in this category. The value of initial orientation for foreign students is a controversial issue among Foreign Student Advisers, and empirical evidence of positive results of orientation programs is lacking.

12. The Consultant and Advisory functions of the Foreign Student Adviser, within the university community, numerically comprise a large part of the Foreign Student Adviser's job.

This is an area that has not previously been identified as a specific area of Foreign Student Adviser activity. Its significance has not been generally recognized as it is usually subsumed in a variety of other functions, and it has not been examined as a special category. However, there are many indications of the importance of channels of communication

between the Foreign Student Adviser and other persons in the university community. The past president of NAFSA emphasized the importance of these communication channels:

"One of the things we learned from the graduate deans -- and we learned much - was that they hear very little from the foreign student advisers on their campuses."¹

The supplementary analysis of data in this study showed that Foreign Student Advisers reported having many contacts with virtually all categories of persons employed by the university. After the contacts with foreign students, the next four most frequently contacted categories of persons were: academic department chairmen, academic advisers, university administration (dean of students, vice president), and teaching faculty.

13. Universities grouped by size of foreign student enrollment do not tend to have generalizable similarities when contrasted with universities in a different size of foreign student enrollment group.

Foreign Student Advisers in universities (having full-time Foreign Student Advisers) perform very similar functions to other universities with differing size of foreign student enrollments. The kinds of services provided by the Foreign Student Adviser's office cannot be predicted from the size of the foreign student enrollment at his institution. Sometimes there are differences in the scope of services offered, but these are not consistently different, i.e., large institutions do not uniformly tend to offer a broader scope of services than small universities.

1. Albert G. Sims, "An Ear to the Changing Beat," NAFSA Newsletter, Washington, D. C., June, 1967.

14. Foreign Student Advisers tend to be much more effective in areas where they work primarily in direct relationship with people than in areas where they work more with ideas, programs, or organizational structures.

The six critical areas in which Foreign Student Advisers reported over 72 percent satisfactory critical elements were those in which they worked with other people: Interviewed Students, Personal Counseling, Giving Advice, Coordinating Activities with Community Volunteers, Relations with Non-University Agencies, and Personal Services for foreign students. The four critical areas in which Foreign Student Advisers reported only 50 percent satisfactory critical elements were those in which they worked primarily with ideas, programs, or organization: Administered Office, Academic Guidance Program, Referral Service, and Gathering Information.

Implications of the Study¹

It has already been emphasized that interpretation involves an indeterminate amount of subjectivity, and serious errors may be made in this stage of research. This is particularly true when the Critical Incident Technique is used, and the researcher must use extraordinary precaution in interpreting the results of his study. The collection and analysis of the data may be accomplished carefully and accurately, but it is still possible for the researcher to fail to interpret them properly. It should be remembered that the formulation of recommendations is actually two steps removed from the analysis of the data. Conclusions have been drawn from

1. These implications are primarily applicable to universities with full-time Foreign Student Advisers.

the analysis and now implications for the activity being studied are given as a result of both the analysis of the data and the conclusions.

Although the researcher has made every known effort to look at the data objectively, the possibility of bias is difficult to avoid. One primary question pervades the following implications, and the manner in which it is answered will obviously affect the perception of the implications: "What is the role of the Foreign Student Adviser in the process of international educational exchange? personnel worker? administrator? facilitator? counselor? educator?" Some of these terms are obviously overlapping or partially synonymous and it may not be possible to designate any one of them as the basic role of the Foreign Student Adviser. However, semantical problems notwithstanding, the issue is a real one which must be answered if foreign student advising is to become a viable profession.

The findings of this study have yielded some suggestions about what the general functions of the Foreign Student Adviser are, but they do not yield significant help in determining what should be the role of the Foreign Student Adviser in international educational exchange. This question will not be fully answered unless some serious consideration is given to what can be the most productive functions of the Foreign Student Adviser of a college or university in the international educational exchange venture.

Another vital issue that should be considered is the division of duties among the multiple staff of the Foreign Student Adviser's office. This study has considered the total professional staff of a Foreign Student Adviser's office as a collective Foreign Student Adviser.

Theoretically one Foreign Student Adviser, in a university with a relatively small foreign student enrollment, might attempt to function in all of the 16 critical areas. In universities with large foreign student enrollments and a multiple Foreign Student Adviser staff, all of the staff members would also function in the same 16 critical areas, although each staff member may be given specific functions for which he is responsible. In actual practice each person in the Foreign Student Adviser's office (whether it be one person or several) tends to perform those functions which are most nearly commensurate with his abilities and interests -- modified, of course, by the most obvious and pressing needs of the foreign students.

The following general implications should be understood in the context of suggested functions of Foreign Student Advisers for the profession to become more progressive.

1. The functions of the Foreign Student Adviser should be defined in terms of the academic objectives of foreign students. The assumption behind this implication is that Foreign Student Advisers can become international educators if they are willing to curb their tendencies toward excessive humanitarianism and place greater emphasis on scholarly understanding. This aggressive humanitarian approach, characterized by many Foreign Student Advisers may tend to alienate them from the main stream of scholars in the academic community.

2. The organization of the Foreign Student Adviser's office must be such that scholarship will be rewarded and given greater prominence. If a Foreign Student Adviser is primarily a specialized student personnel services administrator, and he is unable or unwilling to designate a significant

portion of his time to reading, research, writing, and innovation it will be virtually impossible for him to develop professionally even though he may gain expertise in the adept handling of unique foreign student problems. He must have time and opportunity to develop as a scholar in the field of international education.

3. The Foreign Student Office, and particularly the director, must have an integral relationship with the total international commitment of the university. Most Foreign Student Offices are currently part of the overall student personnel services program of their university. While this is a valuable and necessary relationship, it tends to limit the development and contribution of the Foreign Student Office to the University's international dimension. If the staff of the Foreign Student Office are to realize viability in their profession they must be an integral part of the international activities team of the university. The director of the Foreign Student Office and the Foreign Student Advisers must be encouraged and enabled to participate in the specialized international programs of the university.

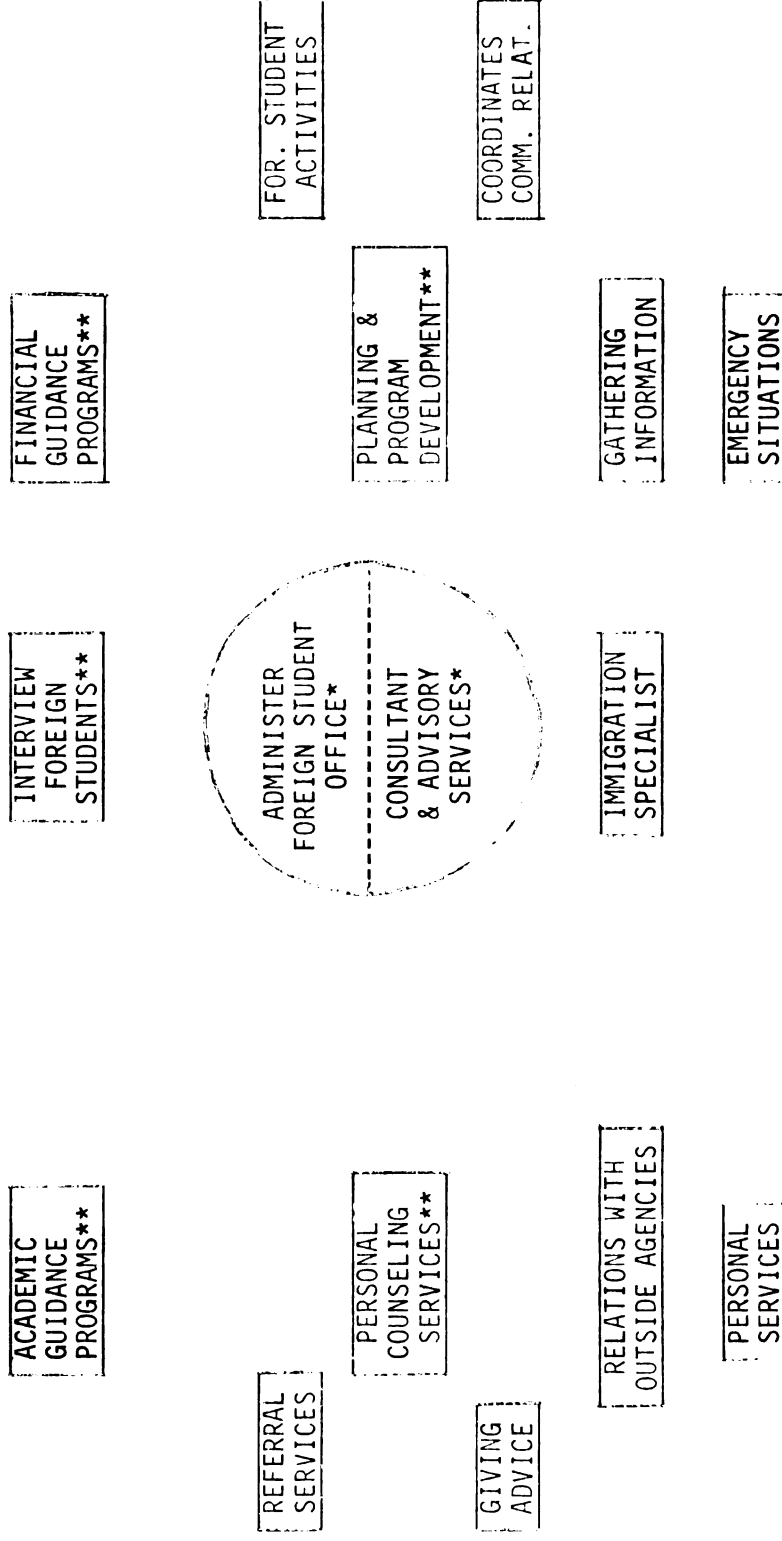
4. There must be priorities established for the various functions performed by the Foreign Student Office staff. It would be neither possible nor practical to place equal emphasis on the 16 critical areas of Foreign Student Adviser behavior identified in this study. Obviously some areas should receive priority over others. Table VI-1 gives an overview of the functions performed by the office of the Foreign Student Adviser. This table also presents a general perspective for establishing priorities for each of the functions. There are two central Foreign Student Office functional areas (*) which form the heart of a well organized and viable program, and therefore should receive top priority: Administration of the Foreign Student Office, and Consultant and Advisory Services. These two areas represent the visibility of the Foreign Student Office and the quality and quantity of its contacts with all components of the university.

TABLE VI-1

A PROPOSED OVERVIEW OF THE FUNCTIONS
OF THE FOREIGN STUDENT ADVISER'S OFFICE

* Central
Office
Functions

** Primary
Critical
Areas



This table presents an overview of the 16 critical areas of Foreign Student Adviser's office functions. The five primary critical areas (**) represent major functions of the Foreign Student Adviser as identified in this study (with the exception of Planning and Program Development which was enlarged by the researcher to indicate a personal bias that it should be equivalent with other major functions). The two central office functions (*) represent the heart of the Foreign Student Adviser's office operation. The strength of the foreign student program will depend largely on the effectiveness of these two areas.

There are 5 primary critical areas (**) which should comprise the basic program of the Foreign Student Office: Planning and Program Development, Academic Guidance Program, Financial Guidance Program, Interviewing Foreign Students, and Counseling Foreign Students. All but the first of these five areas were identified in this study as being major areas (by number of critical elements) of Foreign Student Adviser activity.

The remaining 9 critical areas are also important to the success of the Foreign Student Office program, but are of slightly lower priority than those areas already mentioned. They should not be allowed to absorb an inordinate amount of Foreign Student Adviser time if the total program is to have viability.

5. Foreign Student Advisers should have a separate commission or section within the organization of the National Association for Foreign Student Affairs. A separate section for Foreign Student Advisers will give them more resources to concentrate on their own professional development. As has already been mentioned, some Foreign Student Advisers are well satisfied with their status as it is. However, professional viability requires an intensive self-examination by Foreign Student Advisers regarding their objectives and methods. Hopefully a code of professional qualifications might emerge through a Foreign Student Adviser section of NAFSA which would lead to standards for certification. The different levels of Foreign Student Office staff would be clearly identified and specific standards of certification established for each.

6. Training and professional development for Foreign Student Advisers should be planned on two levels simultaneously, including development of a Ph.D. program in International Educational Exchange Programs for related

area), and in-service training institutes for Foreign Student Advisers.

The Ph.D. program would include such areas as: theory of international educational exchange, comparative and international education, major world economic issues, cross-cultural adjustment, student personnel services, counseling, the international migration of talents and skills, and research in the international field. In-service training institutes could include some of the same elements, but would focus more on application and practical aspects of foreign student advising, including operational procedures for the Foreign Student Office. The institutes would also provide a good vehicle for exchange of ideas between foreign student sponsoring agencies, foreign governments, the U.S. government, university faculty and administration, and the Foreign Student Office staff.

7. Universities should commit more resources to the development of their Foreign Student Offices. The salaries of Foreign Student Advisers tends to be extremely low. Many top Foreign Student Advisers (equivalent of Director of the Foreign Student Office) have four-figure salaries, and many subordinate Foreign Student Advisers have salaries between \$6,000-7,000 for twelve months. These are not the kind of salaries that will attract persons of the high calibre needed for such a potentially challenging position.

8. Foreign Student Advisers must gain visibility for their office and its functions if they are to develop and sustain a progressive foreign student program. It seems paradoxical that Foreign Student Advisers recognize the ambiguity of their jobs and diversification of the functions which they perform, yet are willing to continue working on an ad hoc basis without any more specific delineation of their duties. Although Foreign Student

Advisers perform a broad range of activities and contact large numbers of people, this does not assure them of needed visibility since their duties are generally not clearly delineated and consequently are very difficult to convey to others. The contacts may be too superficial or services too perfunctory to leave a lasting impression on their peers. The myriad of often unrelated activities which a Foreign Student Adviser may find himself involved in present a problem for himself to integrate into a meaningful role perception, without even trying to communicate the meaning of his activities to others. Virtually all of the literature cited in this study indicates the necessity of cooperation and communication between the Foreign Student Office and the components of the university if the foreign student program is to be effective.

Discussion

The material presented in this section is not drawn from the data of this study, but represents impressions of the writer gathered from a variety of experiences. The concepts presented may be educated guesses or intuitions garnered from several years of counseling foreign students, from reviewing the literature in the field and in related areas, from interviewing many Foreign Student Advisers and faculty members, and from contacts with NAFSA members and with foreign students. It is hoped that this section will suggest areas of foreign student advising which need further study and will suggest directions for development of the profession.

The term "Foreign Student Adviser" is really a misnomer at a university with a large foreign student enrollment. It is time that universities shed the outmoded idea that foreign student advising is a one-man operation and adopted a more appropriate conception of a team of

professionals working as a foreign student advisory staff and relating to the entire university providing consultation and specialized services. Where there is a staff of several professional persons in a Foreign Student Office, more study needs to be done regarding the effectiveness of specialization among the staff members versus several generalists working with approximately the same kinds of situations.

Foreign Student Advisers must shed the "service-oriented" perception of their work and develop an academic orientation to the field of international educational exchange. They need to develop more of the scholarly approach and de-emphasize the aggressive humanitarianism that characterizes so many Foreign Student Advisers. Foreign student advising is at the crossroads of professional development. A daring new step is needed to make it a viable profession with academic recognition. New standards of scholarship, research and educational leadership should be required for persons who are given the responsibility of advising foreign students. Within the NAFSA organization it may be possible to emphasize the importance of standards and certification of Foreign Student Advisers.

There is obvious need at most universities for the service-oriented problem solver and the educational scholar who is an authority in the field of international educational exchange. It is virtually impossible for one person to fill both functions. When a university has the resources for a multiple staff a solution to the problem can be found by specialized personnel in the Foreign Student Office. The Director of the office should be a recognized scholar, preferably with a Ph.D. degree and academic rank. He should organize and administer the Foreign Student Office and train the staff but will have limited time for working directly with

foreign students. A majority of his time would be used in consulting with the persons on the faculty and staff of the university regarding development of improved programs for international educational exchange. New standards of scholarship, research and educational leadership should be required for those who would assume the responsibility of advising foreign students.

Colleges and universities with too small a foreign student enrollment to warrant a multiple Foreign Student Adviser staff may gain much of the knowledge and experience of full-time Foreign Student Advisers at larger institutions by reading their publications and through consultant opportunities provided by NAFSA.

The perception of many Foreign Student Advisers of their position as having only limited viability may be a significant deterrent to professional development of foreign student advising. Although 75 percent of the Foreign Student Advisers in the study expressed some degree of satisfaction with the career potential in the field, they did not tend to consider the job as leading to advancement in a related field. Foreign student advising is a specialized field unto itself requiring expertise in several areas. Because of the high degree of specialization, there is only a small amount of transfer to other fields. The Foreign Student Advisers who perceive of the field as being viable tend to consider foreign student advising as a career in which they achieve a significant amount of expertise and establish themselves in a virtually indispensable position within their university. Thus, experience is their teacher, and experience is considered very important in the field. However, young people may be induced to enter foreign student advising without understanding the limited type of

viability and expecting to move up to a better position. By the time they understand the system, they may have invested several years in an area which does not relate to their main interests. University administrators do not give much thought to foreign student advising as a profession but tend to consider the position as an expedient for handling unique problems of foreign students.

Since most universities recognize scholarship ability as the primary requisite for advancement and recognition, it appears to be obvious that a Foreign Student Adviser who is interested in developing professionally should work on becoming a scholar in his field -- international educational exchange, and should have a Ph.D. degree. Academic rank in the university would also seem to be imperative if the Foreign Student Adviser is to be encouraged in scholarly pursuits.

Foreign Student Advisers should devote much more of their time and energy to program planning and development. Many Foreign Student Advisers have a tendency to preserve the status quo and to put much greater emphasis on resolving day-to-day problem situations than in planning and developing programs for foreign students. Less than 3 percent of the 1603 critical elements reported by Foreign Student Advisers were in the Critical Area - Program Planning and Development. Program Planning should include a means of evaluation of the programs whereby improvements can be made. Very few innovative plans of program development were reported by the Foreign Student Advisers in this study. Although it is possible that some Foreign Student Advisers had developed new programs which they did not report, this seems very unlikely in view of the overwhelming number of operational activities they were

involved in. The future of international educational exchange will likely depend more on the quality of the educational experience than it has in the past when large numbers of foreign students have come to the United States because this country offered more educational opportunities. With the rising costs of education, particularly for students from abroad with their unique language needs, it seems apparent that much more thought and research activity ought to be devoted to the quality of the foreign student's educational experience and its applicability in his home country. Foreign Student Advisers are in a position whereby they can develop means for improving the applicability of educational programs for foreign students to more adequately meet their needs.

Foreign Student Advisers could probably be more effective in facilitating the academic progress and/or personal development of foreign students if they could avoid excessive involvement with "problem" foreign students who consume a disproportionate amount of their time in persistently making unrealistic demands of the Foreign Student Adviser.

Many Foreign Student Advisers tend to spend the majority of the time which they devote to direct work with foreign students in working with a small number of foreign students who come to them with particular problems or concerns. In accordance with the old maxim, "The squeaking wheel gets the grease," the foreign student who importunately presses the Foreign Student Adviser for help gets the attention. Studies which have been done regarding problems of foreign students suggest that a minority have problems of such serious nature as to require intensive special assistance, and that only a portion of these students take their problems to the Foreign Student Adviser for assistance. Less than 20 percent of the

500 foreign students who filled out the Michigan International Student Problem Inventory stated that the Foreign Student Adviser was their first choice to go to for assistance when they had a problem. Many of the critical incidents reported by Foreign Student Advisers illustrated that a large amount of the Foreign Student Adviser's time was required to solve a foreign student's problem. More serious cases involved as much as several weeks of cumulative Foreign Student Adviser time over a period of one or two years. If Foreign Student Advisers allow themselves to become so "problem" or "crisis" oriented that the majority of their time is taken up resolving foreign student problems, they cannot expect to develop a professional scholarly position. It would seem that the Foreign Student Adviser would be further ahead to train several others to work with special problems of foreign students than to attempt to do the work of several men.

Foreign Student Advisers should work toward the improvement of academic advising for foreign students. Generally, if an Academic Adviser is interested in foreign students, he will make an extra effort to be of assistance to the foreign students he advises. However, if an academic adviser is not interested in or knowledgeable about educational exchange, or if he is not aware of the special educational needs of a foreign student, he may inadvertently give poor advice. Many foreign students require more time of their academic adviser than their American counterparts. When foreign students receive poor academic advising, the results are more drastic for them than for other students. Most of the Foreign Student Advisers in this study reported being involved in the academic advising of foreign students. Usually their involvement

was very general in nature, and often the academic adviser was consulted. However, foreign students come to the Foreign Student Adviser with a great variety of personal problems, the majority of which relate ultimately to the student's academic performance. A foreign student may come seeking financial assistance, permission to work or carry a reduced academic load, or for renewal of his stay permit. All of these requests relate directly to academic performance as they cannot adequately be met unless the student is doing satisfactory academic work. A continuous cycle may begin in which a student cannot get financial assistance unless his grades are better, and he cannot get better grades with the extreme financial pressures he is under. Furthermore, if a foreign student is not making satisfactory academic progress, he may become out-of-status with the U. S. Immigration and Naturalization Service.

Since this study suggests that the area of academic advising of foreign students is one of the weakest areas of Foreign Student Adviser activity, the need for further study is apparent. Although Foreign Student Advisers must be very careful about usurping the function of the academic adviser, they can work very closely with academic advisers and keep the communication channels clear. Foreign Student Advisers may also have access to information about the technical and personnel needs of the home countries of foreign students which he can make available to academic advisers.

Foreign Student Advisers should take a stronger leadership role in the National Association for Foreign Student Affairs. The participation of Foreign Student Advisers in their own professional organization is conspicuous by its absence from this study. Only 9 of the 1603 raw critical elements referred to the Foreign Student Adviser's participation

in the professional organization. The comments of the Foreign Student Advisers in the interviews indicated a general feeling that NAFSA was attempting to encompass too broad a range of interests to contribute significantly to the professional development of Foreign Student Advisers. There are now four sections or special interest groups within NAFSA, but no section for Foreign Student Advisers. Because of the large turnover of personnel in the foreign student advising field, a large amount of convention meeting time is given over to "newcomers" and the discussion of elementary issues and operational procedures. Some of the sections have been able to develop an attractive program and have received substantial support to hold special workshops for their members. The Admissions section has sponsored several workshops for its members at overseas locations. Foreign Student Advisers have not realized this kind of unity and cooperative action, and have not been able to attract support for their professional development opportunities. Since Foreign Student Advisers have a broader range of interests regarding the total educational experience of foreign students, it seems that they should assume a much stronger leadership role within NAFSA and provide direction for development in international educational exchange. Just as the effectiveness of NAFSA depends upon the quality of its leadership, it may also be suggested that the quality of that leadership can never be stronger than the Foreign Student Advisers who represent the real potential for professionalization of the field. As Foreign Student Advisers abdicate their responsibility for professional leadership of NAFSA or allow it to pass from them by default, the organization is inevitably weakened.

Foreign Student Advisers should insist on a more integrated relationship to the overseas academic focus of the international programs at their university. An increasing number of colleges and academic departments within universities are establishing cooperative educational programs or projects with foreign universities. They may enter into direct contractual agreement with their foreign counterpart or work in conjunction with an International Programs office at their university or a consortium of international offices of several universities. The Foreign Student Adviser is seldom involved in or informed of these types of programs although foreign students may come to his university who are related to one of the university's overseas projects.

In spite of the insistence of leading spokesmen for Foreign Student Advisers that the Foreign Student Adviser should be a part of the international activities team of the university, the division still persists. Foreign Student Advisers are not generally included on university committees dealing with international issues, and frequently are forgotten when the university entertains prominent international visitors.

There was virtually no reference to the Foreign Student Adviser's involvement in the university's international commitments in the 350 reported critical incidents, nor in the personal interviews with the Foreign Student Advisers. The majority of the Foreign Student Advisers have very limited knowledge of developments within their own universities relating to international educational commitments. A striking example of the apparent unrelatedness of the Foreign Student Adviser's Office (from the perception of the faculty and administration) was the report of a specially appointed faculty committee who were charged with reviewing

and evaluating the international focus of the university and developing guidelines for international programs and studies. This report of over 80 printed pages contained only one paragraph pertaining to foreign students, and no reference to the Foreign Student Adviser at the institution. This university enjoys a strong international reputation and has a foreign student enrollment of well over 1,000. Unless the Foreign Student Adviser is able to get in on the action in international education endeavors of his own university, he cannot expect to command a respected position as a scholar in the field.

A Final Conclusion

Some of the recommendations may seem to imply a criticism of Foreign Student Advisers. However, the recommendations are intended to indicate what kinds of resources and imaginative thinking must be given to the field of foreign student advising by university administrators if they wish to see this become a meaningful and productive part of their total program which will contribute to the university's international growth and stature.

Foreign Student Advisers are laboring today under unnecessary difficulties and handicaps. They have not received the recognition nor support they rightly deserve for their devoted efforts. Most Foreign Student Advisers are among the most dedicated and hard-working members of our American university faculties. They are to be commended for their personal sacrifice and interest in what they are attempting to accomplish.

BIBLIOGRAPHY

BOOKS

1. African Students in the United States. Handbook of Information and Orientation. New York: Phelps-Stokes Fund, 1957.
2. Attitudes and Social Relations of Foreign Students. University of Minnesota Press, 1962.
3. Beals, Ralph and Norman Humphrey. No Frontier to Learning: The Mexican Student in the United States. Minneapolis: University of Minnesota Press, 1957.
4. Beebe, George A. A Study of Foreign Students in Greater New York. New York: Greater New York Council for Foreign Students, 1955.
5. Bennett, John, Herbert Passin, and Robert McKnight. In Search of Identity: The Japanese Overseas Scholar in America and Japan. Minneapolis: University of Minnesota Press, 1958.
6. Blegen, Theodore and Others. Counseling Foreign Students. Washington: American Council on Education Series, Series VI - Student Personnel Work - No. 15, Vol. XIV, September, 1950.
7. Brown, Ina Corrine. Understanding Other Cultures. Spectrum Books, Prentice-Hall, Englewood Cliffs, New Jersey, 1963.
8. Butts, Freeman R. American Education in International Development. New York, Harper and Row Publishers, 1963.
9. Cieslak, Edward C. The Foreign Student in American Colleges. Detroit: Wayne University Press, 1955, 175 pp.
10. Coelho, George V. Changing Images of America: A Study of Indian Students' Perceptions. Glencoe, Illinois: The Free Press, 1958.
11. Danckwortt, Dieter. The Young Elite of Asia and Africa as Guests and Pupils in Europe. Hamburg: Eurorarsche Kulturstiftung, 1959.
12. Davis, James, Russell Hanson, and Duane Burhor. IIE Survey of the African Student. New York: Institute of International Education, 1961.
13. Dennis, William H. Counseling and Guidance for the Foreign Student. Washington, D. C.: Department of State, Gov't Printing Office, 1944.
14. Domas, S. J. Report of an Exploratory Study of Teacher Competence. New English School Development Council. Cambridge, Massachusetts, 1950.

15. DuBois, Cora. Foreign Students and Higher Education in the United States. Washington, D. C.: American Council on Education, 1956.
16. Flack, Michael J. Sources of Information on International Educational Activities. Washington: American Council on Education, 1958.
17. Flanagan, John C. Critical Requirements for Research Personnel: A Study of Observed Behaviors of Personnel in Research Laboratories. Pittsburgh: American Institute for Research, March, 1949.
18. Flanagan, John C. The Aviation Psychology Program in the Army Air Forces. Washington, D. C.: U. S. Government Printing Office (AAF Aviation Psychology Program Research Report No. 1), 1947, pp. 273-274.
19. Foreign Students in the United States, A National Survey (Vol. I.). U. S. Advisory Commission on International Education and Cultural Affairs, Prepared by Operations and Policy Research, Inc., Washington, D. C., 1965.
20. Garraty, John and Walter Adams. From Main Street to the Left Bank: Students and Scholars Abroad. East Lansing: Michigan State University Press, 1959, p. 190.
21. Ghiselli, Edwin Ernest and C. W. Brown. Personnel & Industrial Psychology. New York: McGraw-Hill Publishing Company, 1948.
22. Hall, Edward T. The Silent Language. Doubleday Company, Garden City, New York, 1959.
23. Handbook for Foreign Student Advisers, Parts X-XI. New York: National Association for Foreign Student Affairs, 1965.
24. Higbee, Homer. The Status of Foreign Student Advising in United States Universities and Colleges. East Lansing: Institute of Research on Overseas Programs, Michigan State University, 1961.
25. Kincaid, Harry V. A Preliminary Study of the Goals and Problems of the Foreign Student in the United States, Vols. I and II. Menlo Park: Stanford Research Institute, 1961.
26. Lambert, Richard D. and Marvin Bressler. Indian Students on an American Campus. Minneapolis: University of Minnesota Press, 1956.
27. Linton, C. L. and Others. Handbook for Counselors of Students from Abroad. Experimental Edition, 1949. New York: National Association of Foreign Student Advisers, 214 pp.
28. Marquardt, William F. The Foreign Student Speaks. Seattle, Washington: University of Washington Press, 1958.

29. Mead, Margaret. Culture Patterns and Technical Change. New American Library of World Literature, Inc., New York, 1953.
30. Meet the U.S.A.: Handbook for Foreign Students in the United States. New York: Institute of International Education, 1965.
31. Mestenhauser, Josef A. (editor). Research in Programs for Foreign Students, A Report of the Waldenwoods Seminar. New York: National Association of Foreign Student Advisers, 1961, p. 36.
32. Morris, Richard T. The Two-Way Mirror. Minneapolis: University of Minnesota Press, 1962.
33. Open Doors 1961, 1962, 1963, 1964, 1965, 1966, 1967 (Seven consecutive issues), Report on International Exchange. New York: Institute of International Education, 1961.
34. Orientation of Foreign Students—Signposts for the Cultural Maze. Committee on Educational Interchange Policy, Institute of International Education, New York, 1956.
35. Preston, Harley O. The Development of a Procedure for Evaluating Officers in the United States Air Force. Pittsburgh: American Institute for Research, 1948.
36. Rathore, Naeem G. The Pakistan Student. New York: American Friends of the Middle East, Inc., 1958.
37. Reynolds, Richard C. A Philosophy for the Foreign Student Activity Program, Statement of the Director, Western Washington State College Union, Bellingham, Washington, 1965.
38. Sanders, Irwin T. The Professional Education of Students from Other Lands. New York, Council on Social Work Education, 1961.
39. Sasnett, Martena (editor). Foreign Students Look at the United States. Los Angeles: Cole-Holmquist Press, 1960.
40. Scott, Franklin D. The American Experience of Swedish Students: Retrospect and Aftermath. Minneapolis: University of Minnesota Press, 1956.
41. Taba, Hilda. Cultural Attitudes and International Understanding: An Evaluation of an International Study Tour. New York: Institute of International Education, 1954.
42. The College, the University, and the Foreign Student. Committee on the Foreign Student in American Colleges and Universities, New York, 1963.

43. U. S. Department of Health, Education, and Welfare. The Exchange of Persons: An Evaluation of the Experience and Training of Indian Grantees Under Fulbright and TCM Programs. New Delhi, India: American Embassy, 1953, p. 91.
44. Training Foreign Nationals in the United States. Ann Arbor: Foundation for Research on Human Behavior, University of Michigan, 1956.
45. Useem, John and Ruth Hill Useem. The Western-Educated Man in India: A Study of His Role and Influence. New York: The Dryden Press, 1955.
46. Viteles, M. S. Industrial Psychology. New York: W. W. Norton & Company, 1932.
47. Watson, Jeanne and Ronald Lippitt. Learning Across Cultures: A Study of Germans Visiting America. Ann Arbor: Research Center for Group Dynamics, Institute of Social Research, University of Michigan, 1955.
48. Weidner, Edward W. The World Role of Universities. New York, McGraw-Hill Book Company, Inc., 1962.
49. Weislogel, Mary H. Procedures for Evaluating Research Personnel with a Performance Record of Critical Incidents. Pittsburgh: American Institute for Research, 1950.
50. Wheeler, W. Reginald, H. H. King, and A. B. Davidson. The Foreign Student in America. New York: Association Press, 1925.
51. Whitley, I. B. Analysis of Secretarial Duties & Traits. Baltimore, Williams & Wilkes, 1924.
52. Williamson, E. G. and T. R. Sarbin. Student Personnel Work in the University of Minnesota. Prepared for the President's Committee on A Survey of the Student Personnel Program, Burgess Publishing Company, Minneapolis, Minnesota, 1941.

ARTICLES IN BOUND MAGAZINES, JOURNALS, AND ANTHOLOGIES

1. American Institute for Research, Pittsburgh, Pennsylvania. "The Development of Job Analysis Procedures," The American Institute for Research Note, No. 4, 1951.
2. American Institute for Research, Pittsburgh, Pennsylvania. "The Development of Tests of Aptitude and Proficiency," American Institute Research Note, No. 5, 1951.

3. Beals, Ralph. "The Mexican Student Views the United States." Annals of the American Academy of Political and Social Science. MMLXXXV (September, 1954), 108-115.
4. Bennett, John and Robert McKnight. "Misunderstandings in Communication Between Japanese Students and Americans." Social Problems, III (April, 1956), 243-256.
5. Bennett, John, Herbert Passin, and Robert McKnight. "The Japanese Overseas Student." IIE News Bulletin, XXXI (January, 1956), 30-34.
6. Blank, Lane B. "Critical Incidents in the Behavior of Secondary School Physical Education Instructors." The Research Quarterly, Vol. 29, March, 1958, pp. 1-6.
7. Cook, Stuart W. and Claire Selltiz. "Some Factors Which Influence the Attitudinal Outcomes of Personal Contact." International Social Science Bulletin, VII (Number I, 1955), 51-58.
8. DuBois, Cora. "Research in Cross-Cultural Education." IIE News Bulletin, XXVIII (June, 1953), 5-8, 60-64.
9. (Editor, The). "Administration of Higher Education: Annotated Bibliography." United States Office of Education, Division of Higher Education, Bulletin No. 7, 1960.
10. Eilbert, L. R. "A Study of Emotional Immaturity Utilizing the Critical Incident Technique." University of Pittsburgh Bulletin, Vol. 49, 1953, pp. 199-204 (abstract).
11. Flanagan, John C. "Critical Requirements: A New Approach to Employee Evaluation." Personnel Psychology.
12. Flanagan, John C. "Job Requirements" in W. Dennis. Current Trends in Industrial Psychology. University of Pittsburgh, 1949, pp. 40-41 and 45-48.
13. Flanagan, John C. "Requirements to Employee Evaluation." Personnel Psychology, 2:419, Spring, 1942.
14. Flanagan, John C. "The Critical Incident Technique." Psychological Bulletin, 51:327-58, July, 1954.
15. Fleming, Jack W. "The Critical Incident Technique as an Aid to In-Service Training." American Journal of Mental Deficiency, Vol. 67, July, 1962, pp. 41-52.
16. Forstat, Reisha. "Adjustment Problem of International Students." Sociology and Social Research, XXXVI (September - October, 1951), 25-30.

17. Friendenberg, Edgar Z. "Ambiguities in Our Foreign Student Program." IIE News Bulletin, XXXIII (November, 1957), 13-17.
18. Gillett, Margaret. "Orientation of Foreign Students in the United States." Overseas Education, 1962.
19. Goldsen, Rose, Edward Suchman, and Robert M. Williams, Jr. "Factors Associated with the Development of Cross-Cultural Social Interaction." Journal of Social Issues, XII (Number I, 1956), 26-32.
20. Gordon, Leonard V. "The Reflection of Problem Changes by the Mooney Problem Check List." Educational and Psychological Measurement, IX (Winter, 1949), 749-752.
21. Gordon, Thomas. "The Use of the Critical Incident Technique in the Construction of an Evaluation Procedure for Airline Pilots." American Psychologist, 4:301, 1949.
22. Gullahorn, John T. and Jeanne E. Gullahorn. "An Extension of the U-Curve Hypothesis." Journal of Social Issues, Vol. XIX, No. 3, 1965, pp. 33-47.
23. Hage, Robert K. "Financing the Foreign Student." Student Financial Aid and Institutional Purpose. College Entrance Examination Board, 475 Riverside Drive, New York, New York 10017, Spring, 1964.
24. Haller, A. O. and Barbara Bray. "Attitudes of American Students Differentially Liked by Latin American Students." Personnel and Guidance Journal, XXXVIII, November, 1959, 217-221.
25. Hannah, John A. "International Education." Business Topics, VI (September, 1958), 1-6.
26. Holland, Kenneth. "The Foreign Student in the U. S." American Universities and Colleges, Sixth Edition, Mary Irwin, Editor. Washington: American Council in Education, 1952, pp. 137-148.
27. Hopkins, E. H. "The Essentials of a Student Personnel Program." Educational and Psychological Measurement, VIII (Autumn, 1948), 430-450.
28. Humphrey, Norman. "The Mexican Image of Americans." Annals of the American Academy of Political and Social Science, MMLXXXV (September, 1954), 116-125.
29. Jensen, A. C. "Determining Critical Requirements for Teachers." Journal of Experimental Education, Vol. 20, 1951, pp. 79-86.
30. Kiell, R. A. "Attitudes of Foreign Students." Journal of Higher Education, XXII (April, 1951), 188-194, 22.

31. Klinger, M. Robert B. "Foreign Student Adviser: A Necessary Profession." International Educational and Cultural Exchange. Washington, D. C.: U. S. Advisory Commission on International Educational and Cultural Affairs, Summer, 1967, pp. 21-27.
32. Kreitlow, Burton W. "All We Want are the Facts." Phi Delta Kappan, 36:37-43, October, 1954.
33. Lambert, Richard D. and Marvin Bressler. "An American Education for Students from India." Journal of Higher Education, XXVI (March, 1955), 125-133, 171.
34. Lambert, Richard D. and Marvin Bressler. "Indian Students and the United States: Cross Cultural Images." Annals of the American Academy of Political and Social Science, MMLXXXV (September, 1954), 62-72.
35. Lambert, Richard D. and Marvin Bressler. "The Sensitive Area Complex: A Contribution to the Theory of Guided Cultural Contact." The American Journal of Sociology, LX (May, 1955) 583-592.
36. Lippitt, Ronald and Jeanne Watson. "Some Special Problems of Learning and Teaching Process in Cross-Cultural Education." International Social Science Bulletin, VII (Number I, 1955), 59-65.
37. Litchfield, E. H. "Organization in Large American Universities, Part I." Journal of Higher Education, 30:353-64, October, 1959.
38. Litchfield, E. H. "Organization in Large American Universities, Part II." Journal of Higher Education, 30:489-504, December, 1959.
39. Loomis, Charles P. and Edgar Schuler. "Acculturation of Foreign Students in the United States." Applied Anthropology, VII (Spring, 1948), 17-34.
40. Lysgaard, Sverre. "Adjustment in a Foreign Society: Norwegian Fulbright Grantees Visiting the United States." International Social Science Bulletin, VII (Number 1, 1955), 45-51.
41. McKnight, Robert and John Bennett. "Liberation or Alienation: The Japanese Woman Student in America." IIE News Bulletin, XXXI (April, 1956), 38-47.
42. Moore, Forrest G. "Trends in Counseling the Foreign Student." Trends in Student Personnel Work, E. G. Williamson (editor). Minneapolis: University of Minnesota Press, 1949, pp. 183-190.
43. Morris, Richard. "National Status and Attitudes of Foreign Students." Journal of Social Issues, XII (Number 1, 1956), 20-25.

44. Murray, Elwood. "Human Intercommunication as a Unified Area for Research." Journal of Communication, II (May, 1952), 33-34.
45. nafsa newsletter, Vol. XIX, No. 4. Washington, D. C.: National Association for Foreign Student Affairs, January, 1968.
46. Neal, Joe W. "The Office of the Foreign Student Adviser." Institute of International Education News Bulletin, XXVII, No. 5, February 1, 1952, p. 38.
47. Olsen, Lionel R. and William E. Kunhart. "Foreign Student Reactions to American College Life." The Journal of Educational Sociology, XXXI (March, 1958), 277-280.
48. Passin, Herbert and John Bennett. "The American Educated Japanese." Annals of the American Academy of Political and Social Science, MMLXXXV (September, 1954), 83-96.
49. Perlmutter, Howard and Bernard Hymovitch. "Communication to High and Low Power Foreign and Domestic Authorities." Journal of Psychology, XXXVIII (1954), 281-289.
50. Perlmutter, Howard. "Relations Between the Self-Image, the Image of the Foreigner and the Desire to Live Abroad." Journal of Psychology, XXXVIII (1954), 131-137.
51. Peterson, James A. and Martin H. Neumeyer. "Problems of Foreign Students." Sociology and Social Research, XXXII (1945-48) 787-792.
52. Putman, Ivan, Jr. "The Foreign Student Adviser and His Institution in International Student Exchange." 1965, Part I of Handbook for Foreign Student Advisers.
53. Riegel, O. W. "Residual Effects of Exchange-of-Persons." Public Opinion Quarterly, XVII (Fall, 1953), 319-327.
54. Roth, Lois H. "Criteria for the Selection of Supervising Teachers Using the Critical Incident Technique." Journal of Teacher Education, Vol. 12, 1961, pp. 476-481.
55. Sasnet, Martena Tenny. "The Great Enterprise." College and University, XXXII (Summer, 1957), 432-439.
56. Schubert, Delwyn G. "The Reading Problems of Foreign Students." Junior College Journal, XXIX (March, 1959), 399-400.
57. Scott, Franklin D. "The Swedish Student's Image of the United States." Annals of the American Academy of Political and Social Science, MMLXXXV (September, 1954), 136-145.
58. Selltitz, Claire, Anna Lee Hopson, and Stuart W. Cook. "The Effects of Situational Factors on Personal Interaction Between Foreign Students and Americans." Journal of Social Issues, VII (Number 1, 1956), 33-44.

59. Sewell, William H. and Oluf M. Davidsen. "The Adjustment of Scandinavian Students." Journal of Social Issues, XII (Number 1, 1956), 9-19.
60. Sewell, William H., Richard Morris, and Oluf M. Davidsen. "Scandinavian Students' Image of the United States: A Study of Cross-Cultural Education." Annals of the American Academy of Political and Social Science, MMLXXXV (September, 1954), 125-135.
61. Smit, Jo Anne. "A Study of the Critical Requirements for Instructors of General Psychology Courses." University of Pittsburgh Bulletin, 48:279-284, June, 1952.
62. Smith, M. Brewster and Joseph Casagradns. "The Cross-Cultural Education Projects: A Progress Report." Social Science Research Council Items, VII (September, 1953), 26-32.
63. Smith, M. Brewster. "Some Features of Foreign Student Adjustment." Journal of Higher Education, XXVI (May, 1955), 231-241.
64. Smith, M. Brewster. "Report on the Work of the Committee on Cross-Cultural Education." Social Science Research Council Items, XII (December, 1958), 40-42.
65. Smith, M. Brewster. "A Program of Research on Student Exchange." IIE News Bulletin, XXVIX (May, 1954), 2-6.
66. Smith, M. Brewster. "A Perspective for Further Research on Cross-Cultural Education." Journal of Social Issues, XII (Number 1, 1956), 56-68.
67. Smith, M. Brewster. "Evaluation of Exchange of Persons." International Social Science Bulletin, VII (Number 3, 1955), 387-397.
68. Smith, M. Brewster. "Cross-Cultural Education as a Research Area." Journal of Social Issues, XII (Number 1, 1956), 3-9.
69. Smith, M. Brewster. "Cross-Cultural Education and Cultural Change." International Social Science Bulletin, VIII (Number 4, 1956), 585-596.
70. Stone, Gordon L. "Student Problems in a Teachers College." Journal of Educational Psychology, XXXIX (November, 1948), 404-416.
71. Useem, John and Ruth Hill Useem. "Images of the United States and Britain Held by Foreign-Educated Indians." Annals of the American Academy of Political and Social Science, MMLXXXV (September, 1954), 73-82.
72. Wagner, Ralph F. "Using Critical Incidents to Determine Test Weights." Personnel Psychology, 4:373-381, 1951.

73. Weislogel, R. L. "Critical Requirements for Life Insurance Agency Heads." University of Pittsburgh Bulletin, 1952, Vol. 48, pp. 300-305 (abstract of unpublished doctoral dissertation, University of Pittsburgh, 1952).

DISSERTATIONS AND UNPUBLISHED REPORTS

1. Allen, C. D. "Critical Requirements in Interpersonal Behavior." Unpublished thesis, Princeton University, 1950.
2. Barnhart, Richard E. "A Study of the Critical Requirements for School Board Membership Based Upon an Analysis of Critical Incidents." Unpublished Ph.D. dissertation, School of Education, Indiana University, 1952, 180 pp.
3. Bohn, Ralph C. "An Evaluation of the Educational Program for Students from Foreign Countries: Emphasis Upon Orientation Procedures, Individual Problems, and Psychological Variables." Unpublished Ph.D. dissertation, Wayne State University, 1957.
4. Buffington, Reed L. "The Job of the Elementary School Principal as Viewed by Parents." Unpublished doctoral dissertation, Stanford University, Palo Alto, California, 1954.
5. Cajoleas, Louis P. "The Academic Record, Professional Development, and Return Adjustments of Doctoral Students from Other Lands: A Study of Teacher's College Alumni, 1946-1955." Unpublished Ph.D. dissertation, Columbia University, 1958.
6. Ciernick, Sylvia. "The Development and Use of a Conceptual Scheme for Analyzing the School Public Relations Process." Unpublished doctoral dissertation, Michigan State University, 1962.
7. Cook, Stuart W., Joan Havel, and Jane R. Christ. "The Effects of an Orientation Program for Foreign Students." New York: Research Center for Human Relations, New York University, 1957, Vols. I to IX, mimeographed.
8. Corbally, John E., Jr. "A Study of the Critical Elements of School Board-Community Relations." Unpublished doctoral dissertation, University of California, 1955.
9. Dayton, Benjamin. "Critical Behaviors of Elementary Principals in the Improvement of Instruction." Unpublished doctoral dissertation, Stanford University, Palo Alto, California, 1955.
10. Dunn, Bruce J. "An Analysis and Identification of Instructional Leadership Acts as Performed and Perceived by the Superintendent of Schools." Unpublished doctoral dissertation, Michigan State University, 1964.

11. Finkle, R. B. "A Study of the Critical Requirements of Foremanship." University of Pittsburgh Bulletin, 1950, Vol. 46, pp. 291-297. Abstract of unpublished doctoral dissertation.
12. Flanagan, John C. (responsible investigator). "Critical Requirements for Research Personnel," mimeographed and microfilmed. Pittsburgh: American Institute for Research, March, 1949.
13. Folley, J. D., Jr. "Development of a List of Critical Requirements for Retail Sales Personnel from the Standpoint of Customer Satisfaction." Unpublished master's thesis, University of Pittsburgh, 1953.
14. Goldfarb, A. "Use of the Critical Incident Technique to Establish Areas of Change Accompanying Psychotherapy: II. Relationship to Diagnostic Group." Unpublished master's thesis, University of Pittsburgh, 1952.
15. Goldin, M. "Behaviors Related to Effecting Teaching." Unpublished doctoral dissertation, University of Wisconsin, 1957.
16. Harris, X. J. "Critical Requirements for the Principalship in Georgia as Observed by Superintendents of Schools." Unpublished doctoral dissertation, University of Georgia, 1955.
17. Hountras, Peter T. "Factors Associated with Academic Achievement of Foreign Students at the University of Michigan from 1947 to 1949. Unpublished Ph.D. dissertation, University of Michigan, 1955.
18. King, William B. "Certain Critical Requirements for the Secondary School Counselor Determined from an Analysis of Critical Incidents Reported by Teachers." Unpublished doctoral dissertation, New York University, 1956.
19. Kirk, George V. "The Critical Requirements for Public School Superintendents." Unpublished doctoral dissertation, University of Pennsylvania, 1959.
20. Krumm, R. L. "Critical Requirements of Pilot Instructors." USAF Human Resources Research Center, Tech. Rep., 1952, No. 52-1.
21. Liu, Yung-Szi. "The Academic Achievement of Chinese Graduate Students at the University of Michigan, 1907-1950. Unpublished Ph.D. dissertation, 1956.
22. Medsker, Leland L. "The Job of the Elementary School Principal as Viewed by Teachers." Unpublished doctoral dissertation, Stanford University, Palo Alto, California, 1954.
23. Merritt, Edith P. "Critical Competencies for Elementary Teachers in Selected Curriculum Areas." Unpublished doctoral dissertation, Stanford University, Palo Alto, California, 1955.

24. Miller, Delmas F. "An Appraisal Technique for Programs for Public School Relations." Unpublished Ph.D. dissertation, University of Pittsburgh, 1943.
25. Moore, Forrest G. "Factors Affecting the Academic Success of Foreign Students in American Universities." Unpublished doctor of Philosophy thesis, University of Minnesota, Minnesota, 1953.
26. Moore, Forrest G. "Some Ideas on Orientation and Cultural Relativism: Implications for Orientation Programs." An unpublished paper presented at the APGA Convention, 1961.
27. Naficy, Habib. "Foreign Students in the United States." Unpublished report, mimeographed by Iranian Embassy, 1966.
28. Neal, Joe W. "Preliminary Report on Results of a Survey on the Status of the Foreign Student Adviser." Mimeographed, University of Texas, March, 1949.
29. Nevins, Charlotte I. "An Analysis of Reasons for the Success or Failure of Bookkeepers in Sales Companies." Unpublished master's thesis, University of Pittsburgh, 1949.
30. Phillips, H. E. "Crucial Behaviors of Elementary Principals in the Improvement of Instruction." Unpublished doctoral dissertation, Stanford University, 1955.
31. Porter, John W. "The Development of an Inventory to Determine Problems of Foreign Students." Unpublished Ph.D. dissertation, Michigan State University, East Lansing, Michigan, 1962.
32. Putman, Ivan J., Jr. "Admission Data and the Academic Performance of Foreign Graduate Students at Columbia University." Unpublished Ph.D. dissertation, Columbia University, 1953.
33. Robson, Howard N. "Factors Contributing to the Success or Failure of School Superintendents as Determined by the use of the Critical Incident Technique." Unpublished doctoral dissertation, University of Wyoming, 1956.
34. Robson, Howard N. "Success or Failure of Small School Superintendents." A publication of the Curriculum and Research Center, University of Wyoming, Laramie, Wyoming, 1956.
35. Rodgers, Allan W. "An Investigation of the Critical Aspects of the Function of the Student Personnel Dean as Seen by his Professional Peers Using the Critical Incident Technique." Unpublished doctoral dissertation, Michigan State University, 1953.
36. Sternloff, Robert E. "The Critical Requirements for School Administrators Based upon an Analysis of Critical Incidents." Unpublished Ph.D. dissertation, School of Education, University of Wisconsin, 1953.

37. Traux, William E. "A Comparison of Behavior Factors which Distinguish Between Effective and Ineffective Performance of Public School Counselors." Unpublished doctoral dissertation, University of Wisconsin, 1953.
38. Wagner, R. F. "A Study of the Critical Requirements for Dentists." University of Pittsburgh Bulletin, 1950, Vol. 47, pp. 331-339. Abstract of unpublished doctoral dissertation, University of Pittsburgh, 1950.
39. Walters, Thomas W. "The Job of the High School Principal as Perceived by California City Superintendents." Unpublished doctoral dissertation, Stanford University, Palo Alto, California, 1955.
40. Walton, Barbara. "Foreign Student Research and Its Implications." Washington, D. C.: Office of External Research, U. S. Department of State, 1967. Unpublished manuscript - advance copy.
41. Whalen, Richard Earle, Jr. "Effectiveness of Elected and Appointed School Board Members." Unpublished doctoral dissertation, School of Education, Indiana University, 1953.

APPENDICES

APPENDIX A

A copy of this letter of endorsement by NAFSA President Albert G. Sims was sent to the Foreign Student Advisers at each of the 17 universities included in the study. An individual covering letter was also sent to each Foreign Student Adviser. Since the researchers knew most of the Foreign Student Advisers, these covering letters were not form letters but were individually written.

PRESIDENT

Albert G. Sims

Entrance Examination Board

PRESIDENT-ELECT

Clark Coan

The University of Kansas

SECRETARY

Ruth C. Bailey

Ohio State University

TREASURER

Mary A. Thompson

International Student Service

EXECUTIVE DIRECTOR

Hugh M. Jenkins



nafsa

NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS

1860 19th Street, N.W., Washington, D.C. 20009 • 202-462-4811

College Entrance Examination Board
475 Riverside Drive, New York, N. Y. 10027

July 11, 1967

Mr. August G. Benson
Mr. Richard E. Miller
Office of the Dean of International Programs
Michigan State University
East Lansing, Michigan 48823

Dear Jerry and Dick:

As you know, the NAFSA Committee on Research and Surveys and others in the NAFSA organization are following with great interest the conduct of your study of foreign student advisers through the critical incident technique. We are hopeful that the results of this study will make a substantial contribution to the understanding of the functions and responsibilities of the FSA in colleges and universities.

We are all aware, I believe, of the urgent need for documenting this job on the campus as it is performed by those assigned to it. Such information is critically important to the development of the professional status of the function. It is also vitally important for those with more general responsibilities for academic administration. The technique you are employing in the study promises to give a new dimension of insight upon the behavior of the FSA in action.

We look forward to the outcome of your study.

Sincerely yours,

A handwritten signature in dark ink, appearing to read 'Albert G. Sims'. The signature is fluid and cursive, with a large initial 'A'.

Albert G. Sims
President of NAFSA

cc: Dr. Clark Coan
Mr. Hugh Jenkins

APPENDIX B

This Appendix includes the Critical Incident Technique report forms which were sent about two weeks in advance of the visit to all of the 17 institutions in the study.

The first form was used by Foreign Student Advisers for this study. The second form was used by faculty members, and the third form was used by foreign students. (Since the pages for reporting incidents were the same for all three groups, they were not reported in the sample report forms for faculty and foreign students)

It should also be remembered that the incidents were gathered by personal interview from Foreign Student Advisers and faculty members, so they did not fill out the forms. However, having the forms to look over in advance of the interview was a definite advantage in preparing the respondents for what was expected in the interview.

A STUDY OF THE FOREIGN STUDENT ADVISER'S FUNCTION

This represents an attempt by the undersigned to ascertain and evaluate the duties and responsibilities that comprise the job of Foreign Student Adviser, or the person similarly designated in the various colleges and universities throughout the United States.

Richard E. Miller
Richard E. Miller

August G. Benson
August G. Benson

* * * * *

* * * * *

My official title is _____

My major area(s) of responsibility is (are) _____

Sex _____ Age _____

Our institution is: Public _____ Private _____

The current enrollment is approximately _____ students.

This includes approximately _____ foreign students.

I relate (report) to _____ in the university.

Years of experience in my current profession _____

Academic Rank _____

Degrees held and major field _____

Percent of time spent as FSA _____ Teaching faculty _____

Other _____

Do you have a written job description? _____ (If so, please enclose a copy.)

How do you feel about career potential? _____

What kind of experience(s) have you had overseas? _____

Professional organizations you are a member of _____

A STUDY OF THE FOREIGN STUDENT ADVISER'S FUNCTION

Suggestions for Completing the Attached Forms

Please report four significant incidents involving the Foreign Student Adviser. A significant incident is one which, in your judgment, has a decided effect on the academic progress or personal development of one or more foreign students. Report only incidents you have observed, in which you have participated, or with which you are very familiar.

EXAMPLE - SATISFACTORY INCIDENT (Some incidents, in your judgment, may facilitate academic progress or personal development of the foreign student(s). These are SATISFACTORY incidents.)

Date: April, 1967. A foreign student family from India was involved in a dispute with a foreign student family from South America. One man threatened to assault the other man. The FSA spoke with both parties and encouraged them to meet together to avoid serious legal troubles. The two families now appear reconciled.

Basis for Report: Participation X Observation Knowledge

EXAMPLE - UNSATISFACTORY INCIDENT (Some incidents, in your judgment, may fail to facilitate or may even hinder academic progress or personal development of the foreign student(s). These are UNSATISFACTORY incidents.)

Date: March, 1967. A representative of the International Club came in to see me concerning my involvement with the nationality clubs on campus. The student accused me of secretly plotting to destroy the International Club by meeting with the Presidents of the nationality clubs. He looked at his organization as the one which should coordinate these other clubs' activities. I attempted to point out why I had called the Presidents together, but this individual refused to believe me and left my office quite unhappy. Since that time, the student has been attempting to persuade the other club members to not cooperate with the Foreign Student Office.

Basis for Report: Participation X Observation Knowledge

Please report TWO SIGNIFICANT SATISFACTORY INCIDENTS AND TWO SIGNIFICANT UNSATISFACTORY INCIDENTS, preferably occurring within the past two academic years. If you cannot recall four incidents, report two or three. Use as much space as you feel you need to give each report. As you will note in the examples above:

EACH INCIDENT:

- 1) Must involve the Foreign Student Adviser
- 2) May extend from a few minutes to several weeks or even longer
- 3) Has a definite effect on academic progress and/or personal adjustment of the foreign student(s).

EACH REPORT SHOULD:

- 1) Include the approximate date of the incident
- 2) Include what occurred, what the FSA did, and the results
- 3) Use letters instead of specific names.

THANK YOU AGAIN FOR HELPING IN THE STUDY

1

1

UNSATISFACTORY INCIDENT # 1

Approximate Date _____

Basis for report: Participation _____ Observation _____ Knowledge _____

UNSATISFACTORY INCIDENT # 2

Approximate Date _____

Basis for report: Participation _____ Observation _____ Knowledge _____

A STUDY OF THE FOREIGN STUDENT ADVISER'S FUNCTION

This represents an attempt by the undersigned to ascertain and evaluate the duties and responsibilities that comprise the job of Foreign Student Adviser, or the person similarly designated, in the various colleges and universities throughout the United States.

Assuming that the foreign student's primary purpose is attainment of an academic goal or objective, we consider the views of faculty members like yourself essential to a comprehensive study of foreign student advising. Therefore, we earnestly solicit your assistance in completing this form and the attached incident reports.

Richard E. Miller

Richard E. Miller, Foreign Student Counselor

Michigan State University
East Lansing, Michigan
48823

August G. Benson

August G. Benson, Foreign Student Adviser

My official title is _____
(Dean, Asst. Dean, Professor, etc.)

My Department or College is _____

Degrees held and Major Field _____

Sex _____ Age _____ Our institution is: Public _____ Private _____ The current total enrollment is approximately _____ students. This includes approximately _____ foreign students. There are approximately _____ foreign students in my Department/College. I serve as adviser to _____ foreign students.

Based on my personal experience, I believe the following five functions are essential parts of the Foreign Student Adviser's responsibility (not necessarily in rank order or limited to five) _____

I believe the Foreign Student Adviser should have the following professional qualifications (degrees and/or experience) _____

I believe it is desirable/essential that the Foreign Student Adviser have the following personal characteristics _____

A STUDY OF THE FOREIGN STUDENT ADVISER'S FUNCTION

Suggestions for Completing the Attached Forms

Based on your understanding of the Foreign Student Adviser's responsibilities, please report two or more significant incidents involving the Foreign Student Adviser which, in your judgment, illustrate essential functions of his/her office.

Please report one or more significant SATISFACTORY incidents and one or more significant UNSATISFACTORY incidents, preferably occurring within the past two academic years.

Example - SATISFACTORY INCIDENT (Some incidents may, in your judgment, facilitate academic progress or personal development of the foreign student/s. These are Satisfactory incidents.)

Approximate Date January, 1967

Basis for Report: Participation X Observation _____ Knowledge _____

An African graduate student felt his teaching assistantship in his department was demeaning. He resented the "menial" tasks involved in this type of assistantship. He reported his dissatisfaction to the FSA. The FSA counseled with the student regarding the meaning of work, etc., and found that the student actually felt very insecure about his status in the university since he had been a professor at home and here he felt he was primarily used as an errand boy. The FSA contacted the student's department chairman and major professor. They agreed the position had little responsibility and decided to change the student to a fellowship-type grant whereby he could spend full time studying. The student appeared well satisfied and thanked the FSA for his assistance.

Example - UNSATISFACTORY INCIDENT (Some incidents may, in your judgment, fail to facilitate or may even hinder academic progress or personal development of the foreign student/s. These are Unsatisfactory incidents.)

Approximate Date Spring, 1967

Basis for Report: Participation X Observation _____ Knowledge _____

A Brazilian student is changing majors on an MA program; he had receive a BA in Social Science. His record showed good native intelligence and good English proficiency. He preferred majoring in English Literature but was changing to Political Science due to "academic difficulty." The English Department grading system attempted to motivate students by giving low grades early in the term. The student wanted advice in regard to his studies but was unable to get it from either the English or Political Science departments. No one seemed to be concerned. A friend, who was a professor in another department, knew this student since he had served as a translator for him in Brazil. He felt the student's problems were highly objective and sought to get some comprehensive help for him. The FSA refused to counsel the student because he felt "academic advising" was out of his field of responsibility. There was an apparent lack of understanding between the FSA office and academic departments regarding what the FSA was qualified to do.

EACH INCIDENT: 1) Must involve the FSA; 2) May extend from a few minutes to several weeks, or even longer; 3) Has a definite effect on academic progress and/or personal adjustment of the f.s.

EACH REPORT: 1) Should include the approximate date of the incident; 2) Should include what occurred and what the FSA did; 3) Should not use specific names.

MICHIGAN STATE UNIVERSITY - East Lansing, Michigan 48823
Dean of International Programs - Foreign Student Office

Dear Student from Abroad:

We are attempting to study the significant elements of the Foreign Student Adviser's on-the-job behavior. This study is intended to evaluate the duties and responsibilities that make up the job of the Foreign Student Adviser in the various colleges and universities throughout the United States. The results of the study will be sent to participating colleges and universities for guidelines in evaluating their own policies and services for foreign students. We are aware that the position and duties vary greatly among institutions because some welcome foreign students to their campus without any clear-cut policy or program for this important dimension of international education.

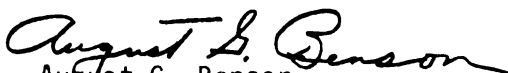
Our study will identify the critical areas of the Foreign Student Adviser's behavior on the job as perceived by foreign students, academic advisers, and other academic personnel who are well qualified with educational exchange programs, and the Foreign Student Adviser himself and his professional staff. The study will also attempt to evaluate the effectiveness of foreign student office operations and their contribution to the academic progress and personal development of the foreign student.

Since the Significant (important) Incident Technique has maximum potential for objectively researching the Foreign Student Adviser's job function, it will be the basic method employed. Please complete the questionnaire (page 1) and the Critical Incident forms (pages 3 and 4) and return these three pages in the self-addressed, stamped envelope. The "Incidents" may be either "Satisfactory" or "Unsatisfactory"--page 2 includes illustrative examples of each type. All responses are kept completely anonymous.

We feel that the reports and evaluations of foreign students are an essential and integral part of this total study. Therefore, we sincerely encourage you to participate in this study intended to increase the effectiveness of the Foreign Student Adviser as he attempts to support the general goals of international educational exchange and to promote and facilitate the specific goals and objectives of participating foreign students. Thank you for your interest and cooperation in this important venture.

Sincerely,


Richard E. Miller
Foreign Student Counselor


August G. Benson
Foreign Student Adviser

A STUDY OF THE FOREIGN STUDENT ADVISER'S FUNCTION

This represents an attempt by the undersigned to identify and evaluate the duties and responsibilities, as seen through the eyes of the foreign student, that comprise the job of Foreign Student Adviser or the person similarly designated in the various colleges and universities throughout the United States. This study is based on the premise that the duties, responsibilities and performance or behavior of the Foreign Student Adviser and his staff should contribute to the academic progress and personal development of the foreign student. This study is intended to be anonymous, and if you prefer not to complete any of the items below, they may be omitted. We appreciate your cooperation in this effort to more clearly define the role of the Foreign Student Adviser and the functions of his office.

Richard E. Miller
Richard E. Miller

August G. Benson
August G. Benson

* * * * *

* * * * *

* * * * *

Country _____ Sex _____ Age _____

Marital Status _____ If married, family present _____
(Yes/No)

Source of Funds _____
(Personal, Private, AID, IIE, etc.)

Major _____ Level _____
(BA, MA, Ph.D.)

Years spent in U. S. _____

Degrees already received or completed in U. S. _____
(BA, MA, etc.)

Do you think that the Foreign Student Office and/or other officials of the University you are now attending provides all of the services they should provide to facilitate the specific goals and objectives of foreign students?

Yes _____ No _____

COMMENTS:

A STUDY OF THE FOREIGN STUDENT ADVISER'S FUNCTION

Suggestions for Completing the Attached Forms

Please report four significant incidents involving the Foreign Student Adviser. A significant incident is one which, in your judgment, has a decided effect on the academic progress or personal development of one or more foreign students. Report only incidents you have observed, in which you have participated, or with which you are very familiar.

Some incidents may have helped you as a foreign student in your academic progress or personal development. An example of a SATISFACTORY incident is:

Date: January, 1966. I went to see the Foreign Student Adviser for financial assistance for my final term since my source of support had unexpectedly terminated. Although the FSA didn't have funds available, he discussed my situation very thoroughly with me, and suggested a private philanthropic foundation which helped students in similar circumstances. He consulted with my academic adviser and myself in completing the application forms and wrote a recommendation for me. I received adequate supplementary funds to complete my degree.

Basis for Report: Participation X Observation Knowledge

Some incidents may have hindered you as a foreign student in your academic progress or personal development. Example of an UNSATISFACTORY incident is:

Date: September, 1966. A student from my home country received a cordial welcoming letter from the Foreign Student Adviser asking him to arrive a week early for orientation. He arrived on the campus with high expectations. However, the FSA only had time for a hurried greeting and gave him a stack of papers to fill out. The orientation program was just one hour in which the FSA talked about social activities. When my friend inquired about academic courses, the FSA referred him to his academic adviser who was out of town. My friend was greatly disappointed and doubted if he would go to the FSA for help again.

Basis for Report: Participation Observation X Knowledge

Please report TWO SIGNIFICANT SATISFACTORY INCIDENTS AND TWO SIGNIFICANT UNSATISFACTORY INCIDENTS, preferably occurring within the past two academic years. If you cannot recall four incidents, report two or three. Use as much space as you feel you need to give each report. As you will note in the examples above:

EACH INCIDENT:


- 1) Must involve the Foreign Student Adviser
- 2) May extend from a few minutes to several weeks or even longer
- 3) Has a definite effect on academic progress and/or personal adjustment of the foreign student(s).

EACH REPORT SHOULD:

- 1) Include the approximate date of the incident
- 2) Include what occurred, what the FSA did, and the results
- 3) Use letters instead of specific names.

THANK YOU AGAIN FOR HELPING IN THE STUDY

MICHIGAN STATE UNIVERSITY.


EAST LANSING, MICH 48824

MICHIGAN STATE UNIVERSITY LIBRARIES



3 1293 03169 6473