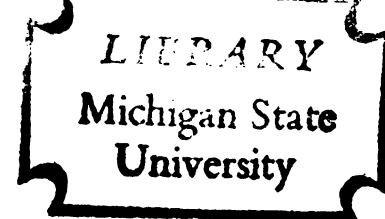


ON - THE - JOB BEHAVIOR OF COLLEGE AND
UNIVERSITY FOREIGN STUDENT ADVISERS
AS PERCEIVED BY KNOWLEDGEABLE
FACULTY MEMBERS

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
AUGUST GERALD BENSON
1968



This is to certify that the

thesis entitled

ON-THE-JOB BEHAVIOR OF COLLEGE AND UNIVERSITY
FOREIGN STUDENT ADVISERS AS PERCEIVED BY
KNOWLEDGEABLE FACULTY MEMBERS

presented by

August Gerald Benson

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Education

Walter F. Johnson
Major professor

Date February 12, 1969



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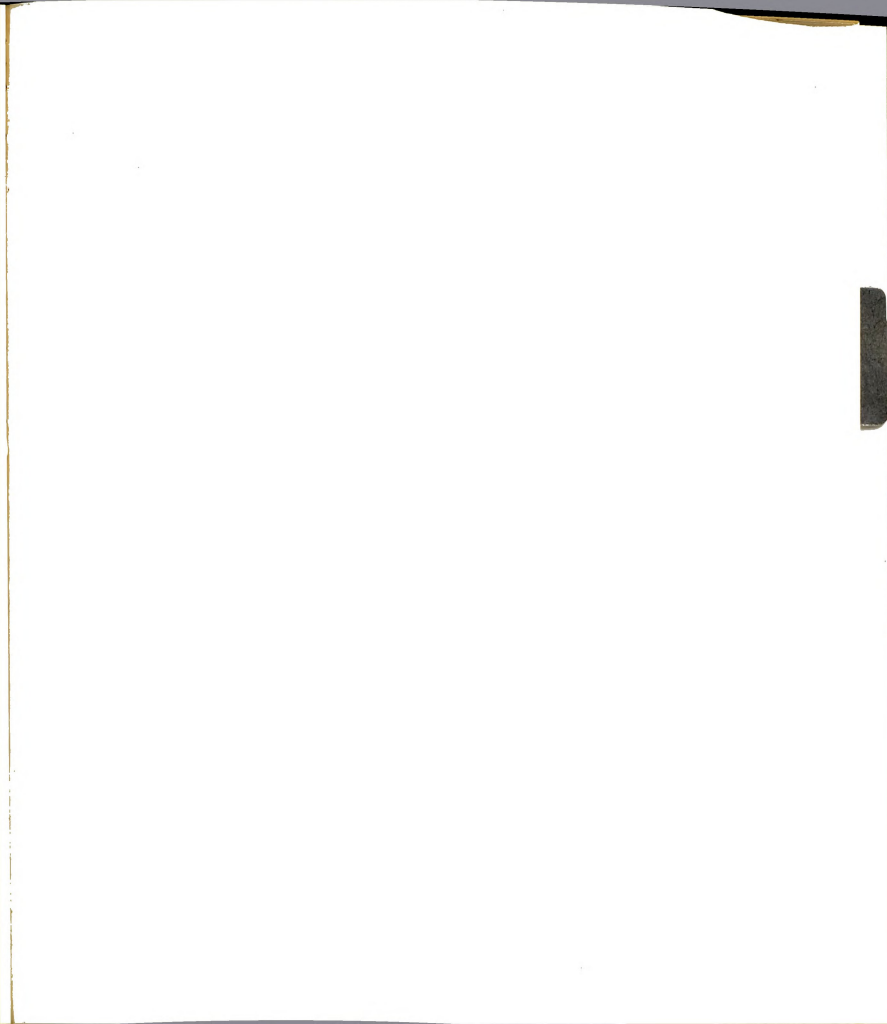
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ABSTRACT

On-the-Job-Behavior of College and University Foreign Student Advisers as Perceived by Knowledgeable Faculty Members

August Gerald Benson

The Problem

The central problem investigated in this study was: Which of the many aspects of the Foreign Student Adviser's on-the-job behavior do Knowledgeable Faculty Members 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 TECHNIQUE 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. The 110 Knowledgeable Faculty Members in this study were identified by the Foreign Student Adviser at their institution as having had extended contact with foreign students either in a teaching or advisory capacity and as being reasonably well informed on the operations of the foreign student office at their college or university. They were therefore considered as qualified observers to report critical incidents involving the on-the-job behavior

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of Foreign Student Advisers at their institution which the Knowledgeable Faculty Member perceived as having a significant effect on the academic progress and/or personal development of foreign students at his institution. Each Knowledgeable Faculty Member used his own perspective and judgment in selecting and reporting critical incidents. All critical incidents were gathered by the researcher via personal interview with each of the 110 Knowledgeable Faculty Members.

Summary of the Main Findings of the Study

The primary purpose of this study was to identify these functions (on-the-job behavior) of the Foreign Student Adviser as perceived by Knowledgeable Faculty Members, 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:

Knowledgeable Faculty Members perceive 156 significant common functions which are performed by most Foreign Student Advisers. These functions may be grouped into 16 areas of similar-type behavior.

The 156 significant common functions identified by Knowledgeable Faculty Members compare with 203 significant common functions identified by Foreign Student Advisers in a related study, a difference of 47 between the two groups. One hundred and forty-one Distinct Critical Elements were common to both groups, 15 were unique to the Knowledgeable Faculty Member study and 62 were unique to the Foreign Student Adviser study. Much of the difference between the Knowledgeable Faculty Member and the Foreign Student Adviser is represented in the 15 unique functions perceived by the Knowledgeable Faculty Members and the 62 unique functions perceived by the Foreign Student Advisers, as well as the difference in the

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percentage of satisfactory and unsatisfactory incidents reported.

Knowledgeable Faculty Members initially held general opinions of the essential functions of the Foreign Student Adviser that differed markedly from subsequent perceptions drawn from actual observation of critical incidents involving foreign students and the Foreign Student Adviser.

Knowledgeable Faculty Members perceive the responsibility of the Foreign Student Adviser to include a wide range of duties and activities and expect the person filling this role to have the personality, experience, and motivation to cope with the divergent demands of foreign students and related faculty and staff.

Knowledgeable Faculty Members perceive that some types of Foreign Student Advisers behavior are more recurring and 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 as perceived by Knowledgeable Faculty Members. This study has provided the following information:

Knowledgeable Faculty Members tend to perceive Foreign Student Advisers as performing very satisfactorily in the areas involving personal contacts with students, community groups, and off-campus agencies, as well as in personal services and emergency situations. This includes the areas of Financial Guidance, Interviewed Students, Personal Counseling, Coordinates Community Activities, Relations with Outside Agencies, Emergency Situations, and Miscellaneous Personal Services.

Knowledgeable Faculty Members tend to perceive Foreign Student Advisers as performing satisfactorily in areas more closely related to the KFM, Consultant and Advisory and Academic Guidance, as well as in Gathering Information. Knowledgeable Faculty Members perceive the Foreign Student Adviser as being heavily involved in the functions Consultant and Advisory and Academic Guidance (as the KFM perceives the FSA's role).

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Knowledgeable Faculty Members tend to perceive the Foreign Student Adviser as performing less satisfactorily in the administrative, management area involving: Administers Office and Planning and Program Development as well as in the functions of Foreign Student Activities and Immigration Expert. KFMs perceive the FSAs actively involved in the Immigration Expert area but performing below the satisfactory mean for all incidents reported.

Knowledgeable Faculty Members do not perceive the Foreign Student Adviser as very active in the areas of Referral Services and Gives Advice although the FSA's performance is rated satisfactory for those incidents reported. KFM may subsume these areas in other related critical areas.

ON-THE-JOB BEHAVIOR OF COLLEGE AND UNIVERSITY
FOREIGN STUDENT ADVISERS AS PERCEIVED BY
KNOWLEDGEABLE FACULTY MEMBERS

By

August Gerald Benson

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 Administration and Higher Education

1968



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DEDICATION

to

Mary, Kathy, Susan and Debbie for
their patience , understanding and
support during these long years of
graduate work.



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Many friends and colleagues have played a role in providing advice and encouragement to the writer during the long, arduous task and challenge of completing this dissertation. I express my appreciation to these individuals who have provided guidance, direction and support over the past two years and who have helped see this study through to completion.

My special gratitude goes to Dr. Walter F. Johnson, my major professor and doctoral committee chairman, whose guidance and direction provided the moral support and encouragement that enabled me to pursue the study to eventual conclusion. I thank each of the other remaining members of my committee for their personal concern and professional interest in the successful completion of this study including: Dr. Cole S. Brembeck, Dr. James W. Costar, Dr. Hideya Kumata and Dr. Mary M. Leichty.

I owe a debt of gratitude to my professional colleagues: Dr. M. Robert B. Klinger, Director of the International Center, University of Michigan, and Dr. Virgil Loughheed, Foreign Student Adviser, Wayne State University, for their expert assistance in the evaluation and analysis of much of the data. I particularly appreciate the opportunity to consult regularly with Homer D. Higbee, Assistant Dean for Educational Exchange, Michigan State University, whose own study in 1961 served as a milestone in the efforts to evaluate the status of Foreign Student Advising in the United States.

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The encouragement of the officers of the National Association of Foreign Student Affairs, especially Albert G. Sims, President 1967-68; Dr. Clark Coan, President 1968-69; Hugh Jenkins, Executive Director; and Mrs. Charles Bang, Director, Field Service Office, NAFSA, and the interest and efforts of the many Foreign Student Advisers, Knowledgeable Faculty Members and administrators who provided critical data and information was critically important to the successful conclusion of this study.

The timely support of Dean Glen L. Taggart and Assistant Dean Richard O. Niehoff of the Office of International Programs and Dr. David K. Heenan, Associate Director, Institute of International Studies, all of Michigan State University, was helpful in the completion of this study as part of a larger research project.

My personal thanks go to those members of my own staff, past and present, whose cheerful support and personal interest helped convert this mass of data and information into a completed study. These include: Mrs. Susan G. Steffens, Mrs. Sharon S. Golden, Mrs. Beverly B. Van Houten, Mr. Michael Power and Mrs. Mary London Jackson.

Special appreciation goes to my colleague in these related studies, Dr. Richard E. Miller, whose dedication to academic excellence and determination to pursue this major research project to a successful conclusion, served as an important guidepost in my own attempts to make a contribution to the body of knowledge pertaining to Foreign Student Advising.



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CHAPTER I

INTRODUCTION TO THE STUDY

Many American educational institutions are now deeply involved in educational programs abroad.¹ For the majority of institutions, however, reception or enrollment of foreign students represents their most significant contact with the increasing involvement of the United States in international education. Understandably most American institutions tend to view the programming of foreign students as their contribution to improved international understanding, the advancement of less developed countries and United States foreign policy.²

A few American universities attempt to treat foreign students the same as regularly enrolled American students and turn them loose in the university's maze of student services, activities, and requirements. Most educational institutions, however, recognize that foreign students do have problems and concerns that are different -- some in kind, some in degree -- from those of American students. Therefore, several particularly helpful services for foreign

1. The International Programs of American Universities (East Lansing: Institute of Research on Overseas Programs, 1958), p. 14.
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), p. xxi.

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students have been added to the normal student services program at most American colleges and universities. Higbee identifies three basic reasons why Western nations in general and institutions in the United States in particular provide additional services to foreign students: (a) to create a favorable image of the Western country, (b) a humanitarian desire to help the foreign student, (c) administrative necessity.¹

Normal student services include: admissions, registration, employment, social activities, housing, financial aid, discipline, counseling, health, and academic advising. Additional services for foreign students often include: Immigration assistance, community contacts, special orientation and English language programs. To facilitate foreign student utilization of all of these services and to insure the satisfaction of the institution's responsibilities, most colleges and universities have appointed a Foreign Student Adviser. The position varies greatly between institutions.²

Those institutions with the largest enrollment of foreign students have appointed full-time Foreign Student Advisers. Among the remaining institutions, foreign student advisers are appointed from the teaching faculty, the admissions office, the Dean of Students Office and some are academic deans or department heads. Adviser

1. Higbee, op. cit., p. xiii.

2. Ibid., p. 5.



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duties in these cases are being performed on a part-time basis with the percentage of time devoted to the job depending on the number of foreign students enrolled, the degree of responsibility assumed by the adviser for the various services listed above, and the philosophy of the institution toward the foreign student program. Higbee points out that the following five services stand out most clearly as distinctively foreign student adviser's functions: Immigration service liaison, personal counseling, community contacts, social activities, and information and correspondence.¹

A Brief History of Foreign Student Advising in the
United States

Homer D. Higbee surveyed the status of foreign student advising in 1960-61 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 Forty-two percent of the respondents reported that they were the first foreign student adviser to be appointed at their respective institutions. His following table summarizes the numerical expansion of foreign student advising in the United States during the period from 1940-1960.

1. Ibid., p. 15.

2. Higbee, op. cit., p. 3.

TABLE 1-2

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

This great numerical expansion of foreign advisers for the 1940-1960 era reflected the increased enrollment of foreign students at U.S. institutions and colleges during this same period. Enrollments had never exceeded 10,000 foreign students before World War II. They had approximated that figure in the 1930-31 school year, but reflecting the depression, had dropped back to approximately 6000 annually in the years immediately preceding World War II. In 1945 there were 10,341 foreign students enrolled in U. S. institutions and in the following year 18,013. By 1954 the figure had nearly doubled to 34,232 and by 1962 it was 64,705 from 152 countries. By the 1966-67 academic year, the most recently reported, figures had reached 100,262 representing 172 countries and territories enrolled

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in 1797 institutions throughout the U.S.¹ This great increase in numbers represents the results of a number of educational exchange programs and objectives that provided for: leadership training, technical and educational assistance to developing countries, support for foreign policy, and promotion of international understanding, as well as the individual drive of countless young students from abroad to better their individual lot by studying in an American university.

During this same period the foreign student population has moved steadily from a predominately undergraduate one to an almost even mix of graduate and undergraduate foreign students. This change in the nature of the foreign student population has been accompanied by a change in the image of foreign students on the American campus. Originally viewed as something of an "exotic" addition to campus life and later a "problem" because he was foreign, we may now be moving into a period when most foreign student programs will be geared to the sophistication, needs and goals of the foreign student who may then be recognized as a responsible individual and student in his own right.²

1. Open Doors 1967, (New York, 1967), p. 1.

2. 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) pp. 307-310.

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In her paper evaluating the research done on foreign students in the U. S. and discussing the "Impact of Foreign Students on the United States," Walton makes the interesting observation that foreign students don't so much have problems as pose them.

It is quite probable in fact that it was the university administrators, faced suddenly with large numbers of students from Asia and later from Africa, who suffered from cultural shock. The problem of integrating him, a new kind of student, perceived as markedly different from an American student, into university life seemed more difficult at first than it turned out to be.¹

This interesting contention, not without some substance, if followed to a logical conclusion would result in the appointment of someone to "assist" these "different" students that would help give rise to a new administrative function at each institution, that of foreign student advising, and to the steady increase in numbers of foreign student advisers noted above.

The universities' efforts to provide special services and to come to grips with the problems of adjustment and cultural shock for an ever increasing number and variety of students from abroad, has kept the role of the foreign student adviser in a continuing state of evolution. In an effort to bring some consistency and meaning to their work, the National Association of Foreign Student Advisers

1. Barbara J. Walton, Foreign Student Exchange in Perspective (The Office of External Research, U. S. Department of State, 1968), p. 37.

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(NAFSA), now the National Association of 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 organization 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

This study is intended to identify the "critical areas" of the Foreign Student Adviser's behavior on the job as perceived by the knowledgeable faculty member. It represents the second part of a three-part project to study the on-the-job behavior of college and university Foreign Student Advisers from the perspective of the Foreign Student Adviser himself, knowledgeable faculty members, and the foreign students being served. The first part of this project involving the perception of the on-the-job behavior of Foreign Student Advisers by the Foreign Student Adviser himself is being conducted by Richard E. Miller. The third part, the perception of the on-the-job behavior of Foreign Student Advisers by the foreign students being served, will be conducted jointly by Mr. Miller and the investigator.

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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. However, little effort has been made to clarify the particular contribution the Foreign Student Adviser can make to the academic community as he attempts to serve the special needs of students from abroad who come to his campus. Because of the general limitations of facilities and staff, it is essential that the Foreign Student Adviser be able to clearly identify and give priority to those services or functions performed by his office that best satisfy the needs which are most significant for the foreign student. While considerable attention has been devoted to the adjustment problems of foreign students and limited attention to the role of the Foreign Student Adviser, almost no attention has been directed to the perception of the function of the Foreign Student Office by the faculty or specifically the academic adviser, quite likely the single most important person to the foreign student during his stay at the institution.

This study attempts to determine which of the many duties performed by the Foreign Student Adviser are perceived by knowledgeable faculty members as being important or significant to the academic progress and personal development of the foreign student. The technique employed in this study has the potential of getting at primary

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data concerning what the Foreign Student Adviser does which the faculty member considers significant.

Background for the Study

During recent years, increased attention has been focused on the role and functions of the Foreign Student Adviser or Office. As foreign student enrollments have increased at institutions, the office has often accepted a wide variety of duties or functions and has usually grown or expanded in piecemeal fashion. Historically, most of the research in this field has been devoted to the adjustment problems of the foreign student.¹ Very little attention has been devoted to examining the functions of the Foreign Student Office until Higbee's report of 1961² which reviews the duties being performed in a broad sampling of foreign student offices by the Foreign Student Advisers and their attitudes toward their roles and responsibilities. More recently, over a period commencing in 1964, the Field Service Office of the National Association of Foreign Student Affairs has published a series of Guidelines to assist newcomers to the field to know and adjust to their jobs.³

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1. Cora DuBois, Foreign Students and Higher Education in the United States (Washington: American Council on Education, 1956), p. v.
 2. Higbee, op. cit., p. 1.
 3. Guidelines (Cleveland: National Association for Foreign Student Affairs).

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Factors influencing the development of the Foreign Student

Adviser position include: (1) the mushrooming enrollment of foreign students at United States colleges and universities; (2) the divergent interests, backgrounds and goals of foreign students; (3) the varying structure of student personnel services within United States universities; (4) the varying expectations of the Foreign Student Adviser held by administrators, faculty and the foreign students themselves; and (5) the tremendous diversity of the membership of the National Association of Foreign Student Affairs.

Although NAFSA does not give an official membership number, the annual directory¹ lists approximately 5,500 individual persons and 2,100 institutions which have a continuing affiliation with the organization. Foreign Student Advisers comprise less than 20% of the individual listings, and it is estimated that less than half of this number are active in the organization. Within NAFSA there are now four separate interest groups: Community Section (COMSEC), Admissions Section (ADSEC), Association of Teachers of English as a Second Language (ATESL), United States Students Abroad (USSA). Each of these sections has subsections for those with more particular interests. The peculiarity of this structure is that no section has existed for Foreign Student Advisers, the original founders of the organization. After considerable discussion and review of the need

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

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for more specific recognition for Foreign Student Advisers and improved clarification of their role in NAFSA and their relationship to other sections of NAFSA, a motion was made at the meeting of the Foreign Student Advisers' Commission on May 3, 1968 at the annual national conference of NAFSA to establish a "Council of Advisers to Foreign Students and Scholars" within NAFSA and that this recommendation be submitted to the Board of Directors of NAFSA at their June 1968 meeting. 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

Importance of the Study

The increase in the enrollment of students from abroad, now reaching 100,000, has been a dynamic development in higher education in the United States in the past two decades.² While the rate of growth may be slowed, it is generally believed that the foreign student population will continue to increase consistent with the growth and admissions policies of our colleges and universities.

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1. The researchers constructed the research design to check on this apparent consensus and found it to be accurate. Chapter Three relates to how the check was accomplished.
 2. Open Doors, 1967 (New York: Institute of International Education Report on International Exchange, 1967), p. 1.

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Since most American colleges and universities have concluded that foreign students do have problems and concerns relating to the attainment of their educational goals, the institutions have usually appointed someone on their staff to serve as Foreign Student Adviser, often without a job description. The position and duties vary greatly among institutions, often due to the fact that some institutions welcome foreign students to their campus without any clear-cut policy, commitment or program for this important part of international education. As a result, the institution may appoint someone to fill the foreign student adviser role who may have only limited interest or qualifications for this unique assignment.

Investigative studies, surveys and research pertaining to the role of the Foreign Student Adviser have graphically demonstrated a limited definition of that role and have usually failed to include faculty views or perceptions. Clarification of the Foreign Student Adviser role has often been lacking in imagination and sometimes non-existent. Consequently, foreign student advising may range from a very narrow activity to a wide-ranging program with only limited relationship to the academic goals or objectives of the foreign student.

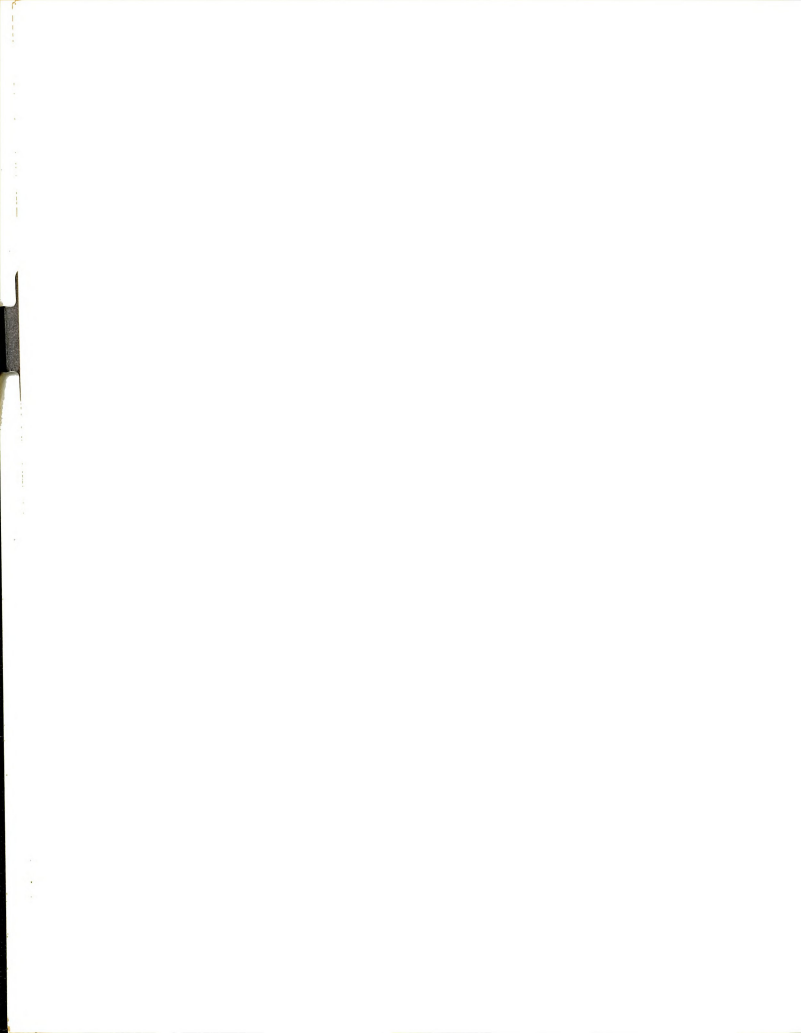
As the Foreign Student Adviser is willing and able to apply priorities and alter his program accordingly, he can improve the effectiveness of his work and increase his professional competence in contributing to the university's involvement in international

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.

In addition it will assist the Foreign Student Adviser to relate the responsibilities of his office more effectively to those responsibilities of other related offices such as the Dean of Students, the Counseling Center, the Financial Aids Office, the Placement Bureau, the Health and/or Mental Hygiene Center, the Housing Office and the Office of International Programs or Services.

Basic Assumptions

1. Even though the duties and the 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 the foreign students, and secondly, to assist foreign students in attaining personal development goals. 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 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.

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

3. The work of the Foreign Student Adviser is related, theoretically, at least, to a broader pattern of university involvement in international education.¹
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 role is defined.²
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 administrators.³
6. If a Foreign Student Adviser is able to perceive the elements of his work which relate most closely to attaining his primary objectives of facilitating the academic progress of foreign students, he will be better able to define his role and to take steps toward improving services for the foreign students enrolled at his institution.

Design of the Study

This is one of three related studies in which the CRITICAL INCIDENT TECHNIQUE will be used to identify the aspects of the Foreign

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1. Higbee, op. cit., pp. 2-3.
 2. Ibid., pp. 3-5.
 3. Ibid., p. 9.

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Student Adviser's on-the-job behavior which have a significant effect on the academic progress and personal development of foreign students. In this study, critical incidents will be gathered from knowledgeable faculty members and analyzed in accordance with the CRITICAL INCIDENT TECHNIQUE as conceived and developed by Flanagan and his associates.¹

The first study conducted by Richard E. Miller used the same technique to analyze critical incidents from Foreign Student Advisers. The writer and Mr. Miller 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 utilized different data in studying the same problem: (1) the first study analyzes critical incidents gathered from Foreign Student Advisers, and (2) this 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 this study will attempt to correlate the findings of the two.

Scope and Limitation of the Study

This study is limited in scope to 15 universities in a seven-state

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

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region of midwestern United States. All of the universities have at least one full-time Foreign Student Adviser and an enrollment of 200 or more foreign students. The results are, therefore, 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, serving as both the method of collecting the data and an instrument for analysis of 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) in providing a means of obtaining primary data regarding the job of the Foreign Student Adviser in terms of behavior which is not generally limited to sampling procedures frequently applicable in other techniques, and (2) in 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 subjective interpretation of the researcher in analyzing and utilizing the data.

The study is not an attempt to describe the complete role of the Foreign Student Adviser but emphasis was placed upon identifying those specific aspects (elements) of the Foreign Student Adviser's behavior which have significant bearing upon the academic progress and personal development of foreign students. This does not imply that only procedures or functions of the Foreign Student Adviser

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involving foreign students were studied. All aspects relating to ultimate success or failure of the Foreign Student Adviser's work which have a significant effect on foreign students' academic progress were included.

Definition of Terms

The following definitions are important terms relating 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 members, 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 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. Observer. One who has sufficient experience in foreign student affairs to be familiar with the foreign student adviser's job in general and the relationship 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 most frequently 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.

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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 performances are 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. 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 list eight categories which the work of the foreign student adviser usually comes under. The researchers have added three additional categories which also appear to be necessary.

9. a posteriori Categories. Grouping of critical elements of foreign student adviser's behavior into areas of similar behavior. The categories relate to functional areas of the foreign student adviser's work and are developed from the analysis of the critical incidents. These will generally be referred to in this study as "Critical Areas."

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

1. Foreign Student Adviser. A person officially designated or appointed (usually by Board of Trustees or equivalent group or by the University Administration) 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 offered to 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", "Education Exchange Coordinator", etc. His duties may vary widely from institution to institution but generally he is responsible for coordinating foreign student services. In some institutions the

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foreign student adviser may work alone, while in others he may have a professional staff (i. e., Assistant Foreign Student Adviser, Foreign Student Counselors, etc.) who carry out essentially the same functions. All professional members of the Foreign Student Adviser's staff will be considered as foreign student advisers, 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 U. S. institution of higher education and is working toward a designated academic goal or degree.

3. Knowledgeable Faculty Member. Any faculty member of the institution, whether teaching, advising or serving as a department head or dean, who has had extended contact with foreign students either in a teaching or advisory capacity and who is reasonably well-informed on the operations of the foreign student office at his institution.

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 and responsibilities.

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.

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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 fields which are included in the survey. Also the particular uses of the Critical Incident Technique in education are discussed.

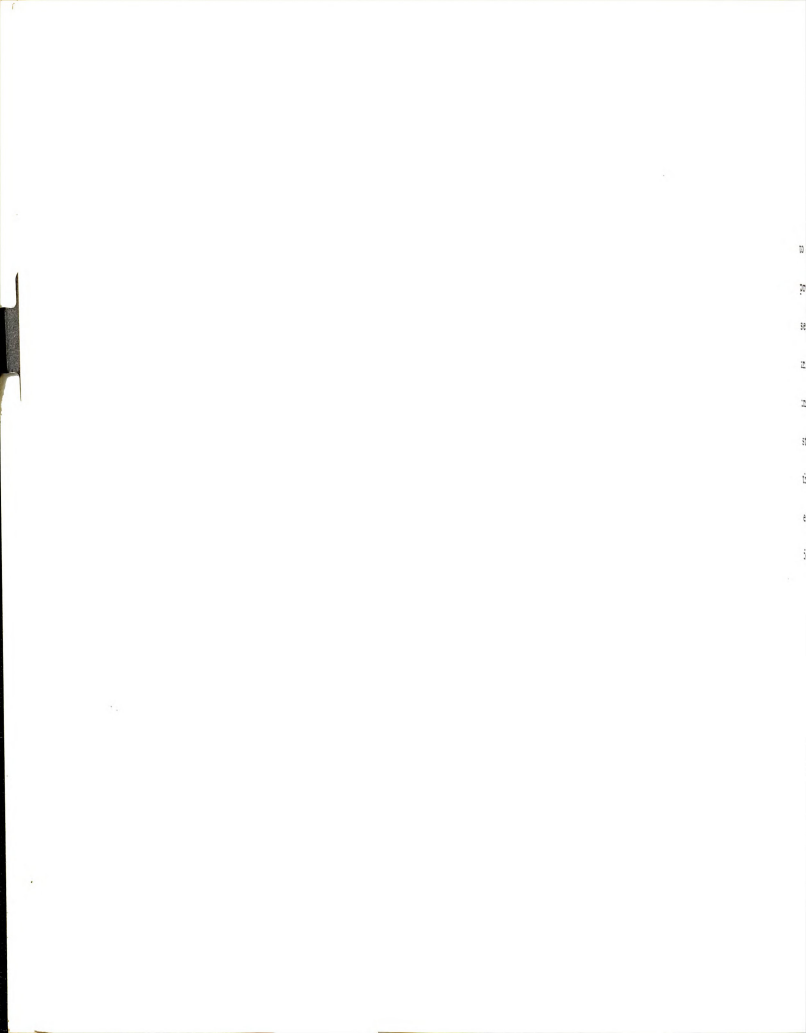
Chapter III explains the methodology and procedures which were utilized in the study including the selection and development of the sample and instrumentation procedures for collecting and analyzing data are discussed in detail.

Chapter IV deals specifically with organization and interpretation of critical incidents received from 110 faculty members included in this study. It describes the characteristics of the participating Knowledgeable Faculty Members and the nature of their institutions. It analyzes the Critical Incidents reported and their categorization into a priori categories of Foreign Student Adviser responsibility. In addition, it organizes and analyzes the grouping of critical elements into a posteriori critical areas of the Foreign Student Adviser's on-the-job behavior. It compares common data reported by Knowledgeable Faculty members in this study and Foreign Student Advisers in Mr. Miller's related study.

In Chapter V an analysis of data, supplementary to the main findings, but important in their own right, is given. This data is

pertinent to the role of the Foreign Student Adviser but is placed in a separate chapter in order to avoid confusing it with the primary findings. It describes and analyzes the essential responsibilities of the Foreign Student Office and the professional qualifications (education and/or experience) and personal characteristics desirable in the Foreign Student Adviser, as perceived by the Knowledgeable Faculty members participating in this study.

A summary of the findings and conclusions of the study are given in Chapter VI and a variety of hypotheses suggested. Implications and recommendations for university administrators, faculty, foreign student advisers and others involved with foreign students are clearly identified.



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 that relates to the problem being investigated in this study. Perhaps at the very outset it would be well to recognize the difficulties and problems involved in the task of doing research with and on foreign students. Walton's introduction to her paper evaluating the research done on foreign students in the United States for the Department of State, probably the most current and possibly the most concentrated of various recent efforts to summarize foreign student research, commences with the following explanatory comment:

However skeptical we may be about the usefulness of social science research in guiding Government programs we must admire the courage, even the temerity, of the researchers who have elected to study foreign students in the United States. If the results they have achieved to date are not fully satisfying to Government program officers, it is due as much to the complexity of the subject as to faculty reasoning or technique. The researchers are faced, after all, with the almost impossible task of trying to make a few simple and universally applicable statements about 100,000 or more human beings, representing 159 countries and perhaps twice that many cultures, located in 54 States and territories at 1,859 colleges and universities, and exploring the full range of man's knowledge and achievements over the

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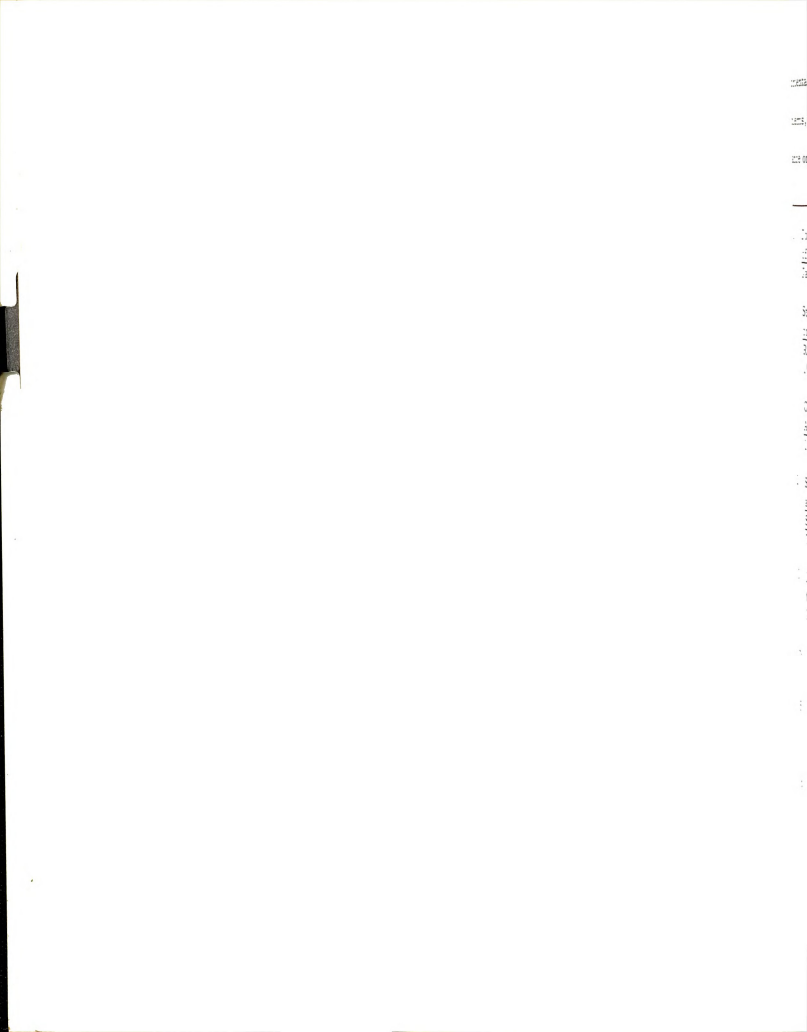
centuries. Add to this that all of these diverse elements are interacting, and that most research is conducted under the self-imposed handicap of demonstrating findings statistically, and it is remarkable that the researcher comes up with conclusions at all!¹

Walton's efforts are devoted almost exclusively to the foreign student. Other efforts to review or identify research and literature on the foreign student, such as Crabbs and Holmquist recent annotated bibliography,² tend to place the foreign student within a wider context of Higher Education and World Affairs, International Exchange, or Cross-cultural Exchange and Understanding. Walton's review confirms the fact that the bulk of the research and literature published has concentrated on the areas of selection and admissions,³

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

2. Richard F. Crabbs and Frank W. Holmquist, "United States Higher Education and World Affairs" A Partially Annotated Bibliography, (Indiana University, Bloomington: The University Committee on International Affairs, September, 1965).

3. Ivan J. Putman, Jr., Admission Data and the Academic Performance of Foreign Graduate Students at Columbia University, (Unpublished Ph. D. Dissertation, Columbia University, 1953).



orientation,¹ language problems and proficiency,² adjustment problems,³ attitudes toward the United States,⁴ problems and performance on return home⁵ and migration.⁶ In at least one case the researcher

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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).

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

Clark Coan, A Study of Initial Orientation of Foreign Students At the University of Kansas, (University of Kansas, In progress, 1966).

2. Shigeo Imamura, Correlation Between Language Proficiency and Grade Point Average in Progressive Stages of the Foreign Student's Academic Career, (In Progress, for publication Fall Term, 1968).
3. 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.
4. Martena Sasnett (ed.), Foreign Students Look at the United States, (Los Angeles: Cole-Holmquist Press, 1960).
5. 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).
6. Walter Adams, The Brain Drain, (New York: The MacMillan Company, 1968).

has attempted to summarize many of these problem areas in a single research effort.¹

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 came from 110 colleges and universities in 37 states. The sample was structured in an attempt to get representativeness of the foreign student population, e. g., geographical distribution, sex, type of institution, academic status, region of origin, etc. The questionnaire, forming the basis 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 well. It delineates the external characteristics of the

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

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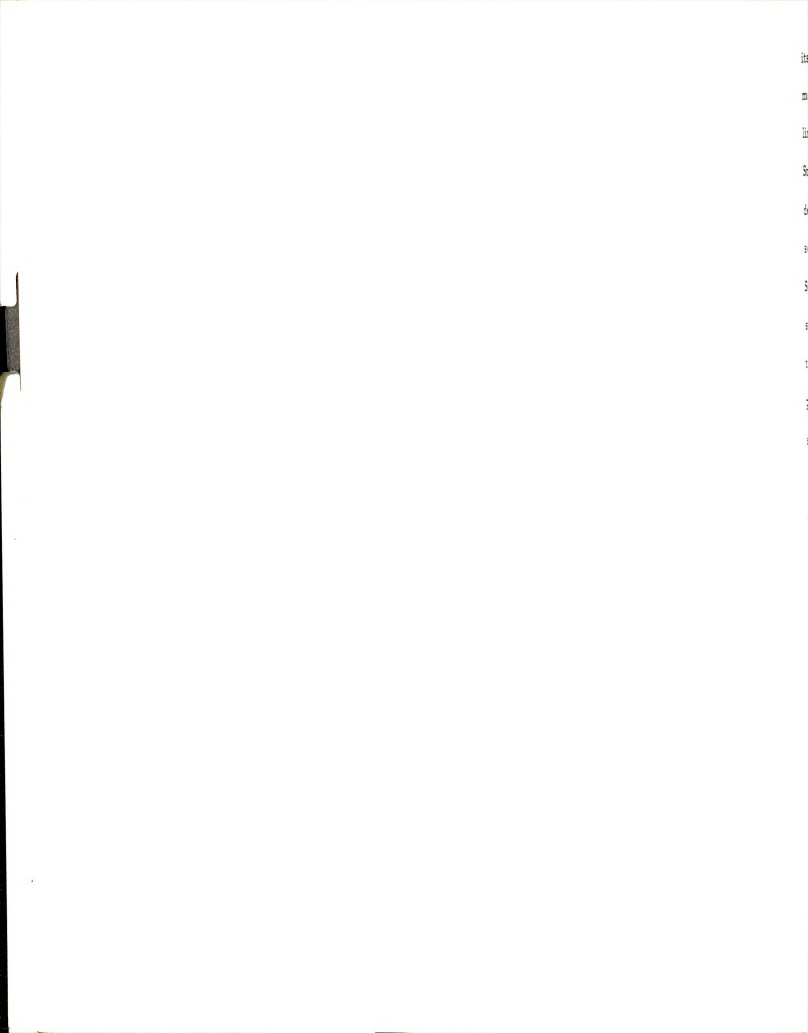
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foreign student population and exposes the surface of students' subjective experiences. It also provides statistical profiles of various national, cultural, regional, and educational aggregates and identifies actual and potential problem areas.

Research and literature on the function of foreign student advising itself tends to be almost limited to the efforts of those within the foreign student advising field. In addition to Higbee¹ and Putman,² others well recognized in the field include Klinger,³ Moore,⁴ Neal,⁵ Mestenhauser⁶ and others within the foreign student advising field

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1. Higbee, op. cit.
 2. Ivan Putman, Jr., The Foreign Student Adviser and His Institution in International Student Exchange, (New York: National Association for Foreign Student Affairs, 1964 and 1965).
 3. 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).
 4. Forrest G. Moore, "Trends in Counseling the Foreign Student," Trends in Student Personnel Work, E. G. Williamson (ed.), (Minneapolis: University of Minnesota Press, 1949).
 5. Joe W. Neal, "The Office of the Foreign Student Adviser," Institute of International Education News Bulletin, XXVII, No. 5, (February 1, 1952).
 6. 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).



itself. Research and literature on the relationship of the faculty member to the foreign student and foreign student office is even more limited. Simerville has published a brief brochure titled "The Foreign Student in Your Classroom - a critical opportunity."¹ This was developed in an effort to provide some guidance to interested professors to insure "the best possible experience for our foreign students."² Simerville discusses briefly the foreign students' English proficiency, study habits, laboratory and library experience, and his behavior in tests and examinations; as well as his self-image and image of the professor, and his needs and resources. She encourages the foreign student toward his academic and personal goals.

It is recognized that the role of the faculty either directly or indirectly is reflected in research involving both the academic success³ or achievement⁴ and the migration of foreign students⁵ (in the latter

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1. Clara L. Simerville, "The Foreign Student in Your Classroom-- a critical opportunity," (Corvallis, Oregon: Oregon State Board of Higher Education at Oregon State University, 1965).
 2. Ibid.
 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 1947-1949, (Unpublished Ph. D. Dissertation, University of Michigan, 1955).
 5. Walter Adams, The Brain Drain, (New York: The MacMillan Company, 1968).

the faculty often play an important role in encouraging students to stay for advanced degrees, departmental appointments, etc.). However, seldom has this role been clearly identified or been made the subject of specific research objectives.

While much of this research and literature is relevant, it is not necessarily important to this particular study. In addition, it has been covered in detail by Mr. Miller in his part of this total research effort. Therefore, the author does not plan to retrace these steps or delve in detail into the whole wide spectrum of research findings and literature in the extended foreign student field. This chapter will include two sections: one on the administration of foreign student affairs with emphasis on the development of the position of Foreign Student Adviser and the second on the literature related to the Critical Incident Technique as it has been employed in research.

Administration of Foreign Student Affairs in U. S. Universities

The need for special services for foreign students is now widely accepted by American colleges and universities. The person generally assigned the responsibility for the administration of these services is the Foreign Student Adviser. For the purposes of his related study, Miller defines the Foreign Student Adviser as, "the 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

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for them."¹ It should be recalled that there are many persons serving as Foreign Student Advisers on a part-time basis, depending largely on the size of the foreign student population on their campus and the commitment of the institution to provide adequate services for foreign students.

C. L. Linton, the first president of the National Association of Foreign Student Advisers (NAFSA), with assistance from other members of the organization, wrote the first Handbook for Counselors of Foreign Students.² It was an experimental edition providing some direction for Foreign Student Advisers in the early stages of professional development. It has subsequently been rewritten and published in a sectional notebook format.

Shortly thereafter 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." Under the chairmanship of Theodore C. Blegen, the subcommittee published the first booklet on counseling foreign students.³ The pamphlet was written

1. Richard E. Miller, A Study of the Significant Elements in the On-the-Job Behavior of College and University Foreign Student Advisers, (Unpublished Ph. D. Dissertation, Michigan State University, 1968).
2. C. L. Linton and others, Handbook for Counselors of Students from Abroad, (Experiment Edition, New York: National Association of Foreign Student Advisers, 1949).
3. 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).

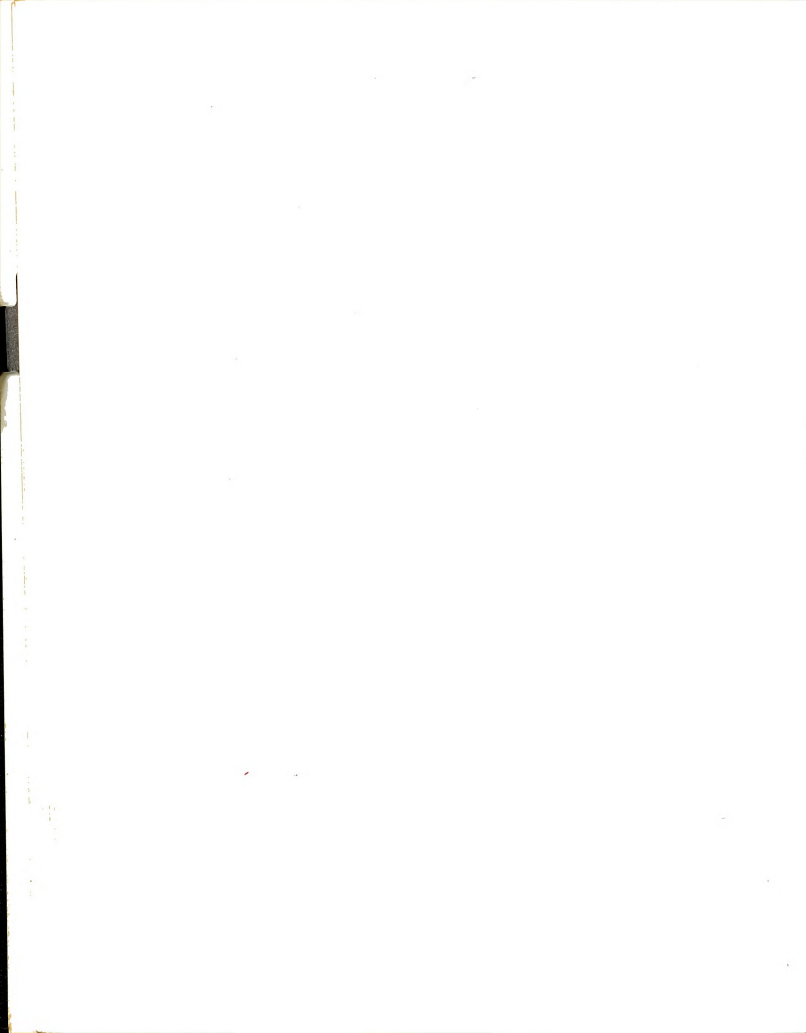
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primarily for persons relatively new to the field of educational exchange and is characterized by a simple explanatory style. Blegen perceives of counseling as generic to the Foreign Student Adviser's work:

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

This early work by Williamson, Blegen and others placed the role or function of Foreign Student Advisers within the framework of Student Personnel Services. An early (1952) abortive attempt by NAFSA, through a continuing subcommittee to study the status of the Foreign Student Adviser, to extend the conception of the Foreign Student Adviser's role went unheeded by the universities:

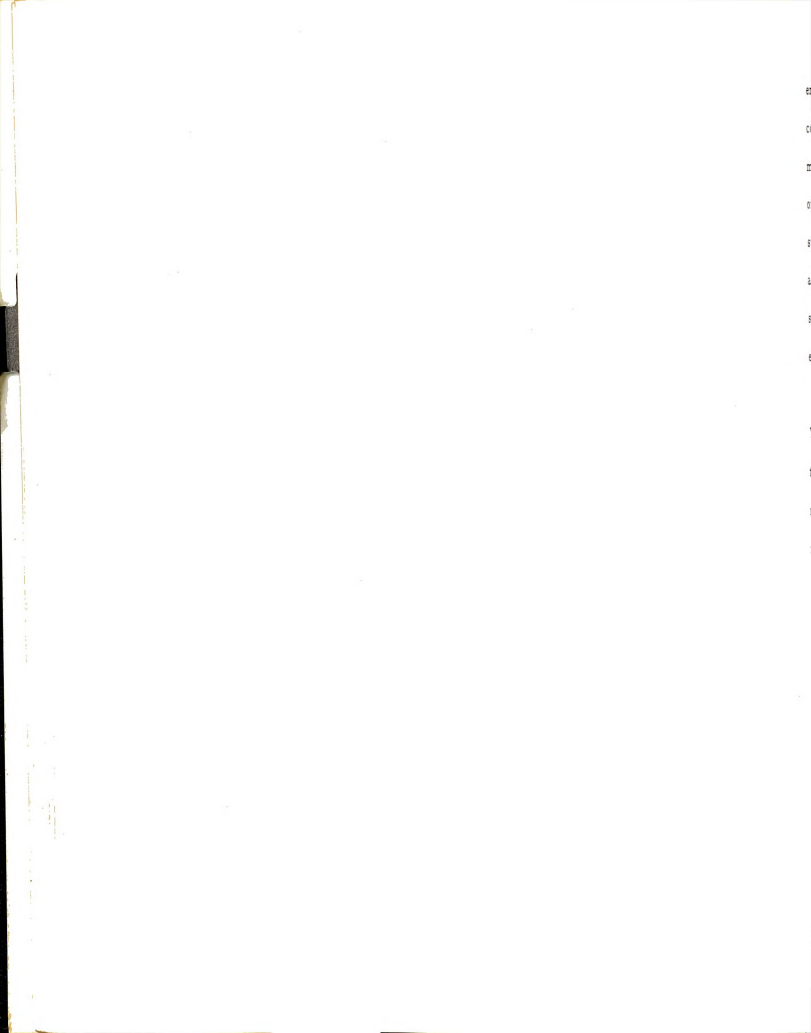
1. Blegen, op. cit., p. 48.



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 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 unity basis of approximately fifty dollars per foreign student per long session. There should be additional provision for summer terms and all other separate activities.¹

These initial efforts were followed in the mid-1950's by significant publications dealing with foreign students in American institutions by Cieslak,² DuBois,³ and Beebe.⁴ Cieslak's study was designed to ascertain the prevailing problems and policies regarding foreign students in the U. S. 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 Office.

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1. Neal, op. cit., p. 38.
 2. Edward C. Cieslak, The Foreign Student in American Colleges, (Detroit: Wayne State University Press, 1955).
 3. Cora DuBois, Foreign Students and Higher Education in the United States, (Washington, D.C.: American Council on Education, 1956).
 4. George A. Beebe, A Study of Foreign Students in Greater New York, (New York: Greater New York Council for Foreign Students, 1955).



Cora DuBois' study has probably served as the most basic reference work for the new Foreign Student Adviser since it attempts to correlate the social and psychological factors related to the adjustment problems of foreign students. It provides a brief presentation of contemporary (1955-56) trends with respect to study abroad, 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; and discusses the role that American educational institutions can or do play with respect to foreign students.

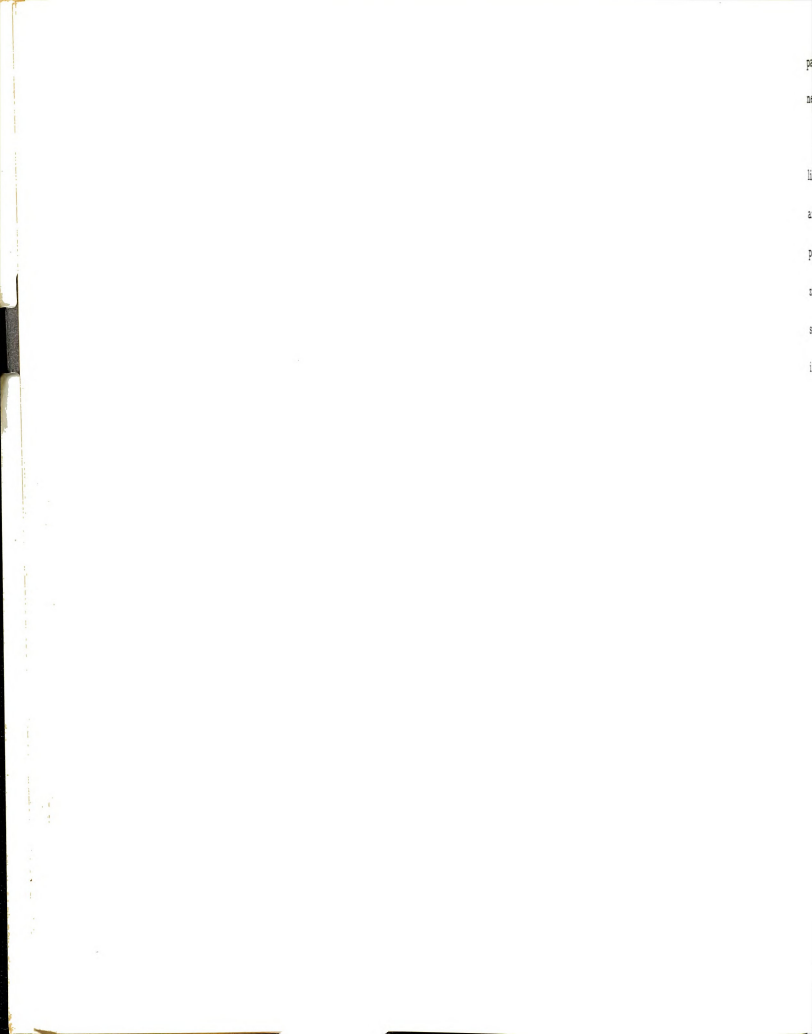
Beebe conducted a one-year study of foreign students in the New York City area funded by Ford Foundation and the Rockefeller Foundation. A series of specialized committees were formed to study major aspects of foreign student service. The study included a multi-discipline approach which probes into the perceptual and actual environment in depth.

Beebe's efforts to define the functions of the Foreign Student Office were accompanied by efforts to define the nature of the person best qualified to fill this role and the manner in which he should approach or pursue his duties. Beebe's conclusions serve to summarize a variety of opinions on this aspect of the Foreign Student Adviser's role:¹

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

- 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."

In 1960 the first Seminar on Research in Programs for Foreign Students was held at Waldenwoods, Michigan. Its stated purpose was "to enable a representative group of foreign student advisers in universities, colleges and communities, and of teachers of English as a foreign language to study the implications of research for their daily tasks." This "representative group," numbering twenty-four, dedicated themselves to studying the implications of research in foreign student affairs which was to be found in the literature up to that time. The consensus of the participants recognized that while

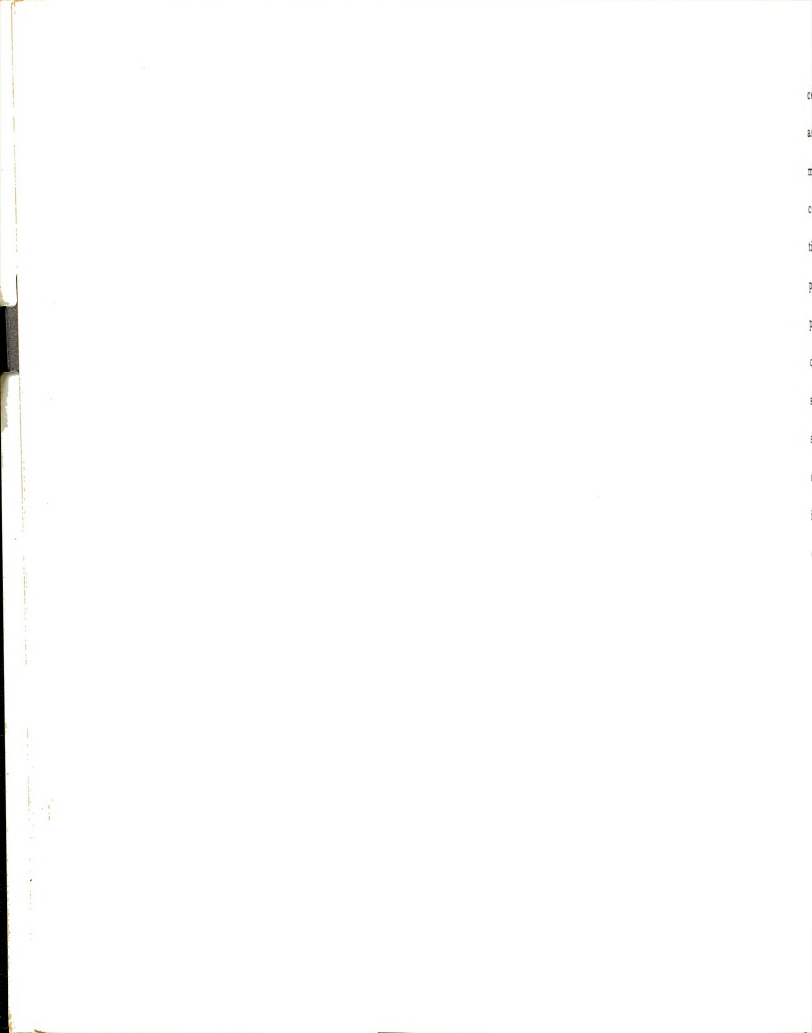


past studies would continue to be of lasting value, more important new studies were underway.¹

A committee of 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:

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.³

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1. 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.
 2. Mestenhauser, op. cit.
 3. Mestenhauser, op. cit., p. 36.



A second committee on "Counseling the Foreign Student" perceived of the problems brought to the counselor of foreign students as being classified in one of three areas: (1) personal; (2) developmental; (3) situational.¹ 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 technique for counseling foreign students, since there is so much 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.

A second NAFSA Seminar on Research in Programs for Foreign Students was held seven years later, in the summer of 1967, at Michigan State University to review the research accomplished in the intervening seven years and to encourage further research that

1. Ibid., pp. 64-69.

would improve the effectiveness of programs of international exchange and the professional preparation and capability of those working in the field.¹ It was patterned broadly after the first seminar held in Waldenwoods. The following four areas were selected for study: Admissions, Academic Achievement, Orientation and Impact of Foreign Students on Campus, Re-entry and Impact at Home (Including the Brain Drain).

Spencer delivered the paper on academic achievement and provided on extensive review of the amount and quality of the research accomplished in this area 1960-67. His summary is terse and to the point:

In short, the research suffers from restricted and biased sampling, unrepresentativeness, and lack of control over intellectual, linguistic and cultural factors which might be the "causal" factors in the interpretation of results. No control groups or treatment groups are used, and there is no evidence of replication. The usual scientific methodology does not seem to be evident in foreign student research.²

1. The National Association for Foreign Student Affairs convened a seminar at Michigan State University, East Lansing, Michigan in the summer of 1967 for the purpose of reviewing relevant research in the International Exchange Field for the period 1960-1967, Unpublished manuscript - advance copy.
2. Richard E. Spencer, The Academic Performance of Foreign Students in American Colleges and Universities: Comments on the Literature 1960-1967 with Bibliography, an unpublished paper delivered at the Second Seminar on Research in Programs for Foreign Students, East Lansing, 1967.

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. At the time of study, Higbee was serving as the Assistant Director of the Institute of Research on Overseas Programs, Michigan State University with an appointment as Assistant Professor in the Department of Political Science. Whereas most research on the function of foreign student advising itself has been approached from a student services orientation, Higbee brought an academic background and approach to his study. 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.

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).

- 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.

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

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

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

whose major identity is obviously something other than Foreign Student Adviser.

One of the major reasons that the related studies of Miller and the author involve or relate only to full-time Foreign Student Advisers is to reduce the number of variables in an already complex situation. One of the most significant of these is the 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 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.

1. Ibid., p. 9.

2. Higbee, op. cit., pp. 11 and 16 respectively.

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TABLE 1-4

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%

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TABLE I-5

PERCENTAGE OF FOREIGN STUDENT ADVISERS
IN EACH FOREIGN STUDENT ENROLLMENT CATEGORY
HAVING TOTAL RESPONSIBILITY FOR ENUMERATED SERVICE

Service	Number of Foreign Students Enrolled				
	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

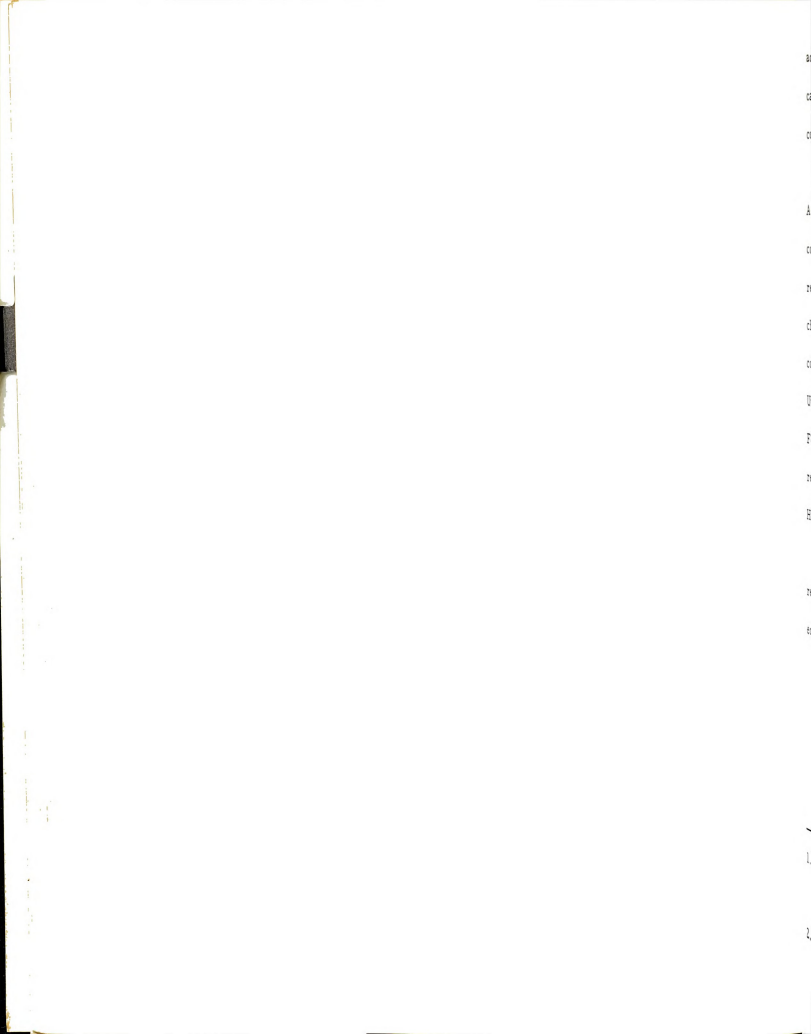
Perhaps, as Higbee suggests, one barrier to role reconsideration was the inability of Foreign Student Advisers to think beyond a service-oriented program. This may well be the key to the paradox. Higbee further elaborates his concern for the role of the Foreign Student Adviser:

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

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

2. Ibid., p. 38.



advertently or inadvertently has manipulated himself into. The implications for the role of the Foreign Student Adviser within the academic community seem clear.

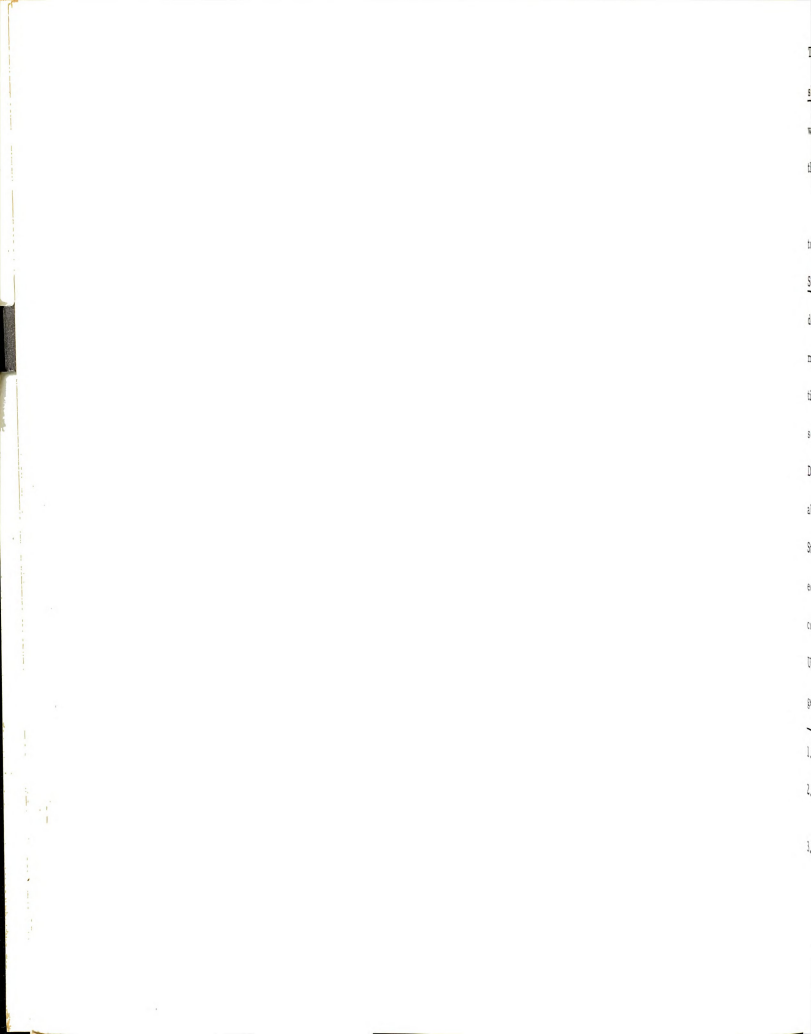
Under a grant from the Dean Langmuir Foundation, the National Association of Foreign Student Advisers appointed a national ad hoc committee of individual distinguished educators to set forth their recommendations for an immediate strengthening of educational exchange programs at American institutions 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."¹ 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:

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'etre of university.²

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

2. Ibid., p. 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."¹

One of the major sources of guidance, especially for newcomers to the field of educational exchange, is the NAFSA Handbook for Foreign Student Advisers.² 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 a professional organization for Foreign Student Advisers (NAFSA).³ 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:

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1. Ibid., p. 21.
 2. Handbook for Foreign Student Advisers, Parts I-XI, (New York: National Association for Foreign Student Affairs.)
 3. 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

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.

In its efforts to develop as a profession, encourage research and keep members informed of developments, problems, opportunities, etc. in the field, the National Association for Foreign Student Affairs, maintains an active publications committee and program. In his report to the June, 1968 meeting of the NAFSA National Board, Berte² reviewed the status of various NAFSA publications:

1. NAFSA Newsletter. This is a monthly publication to all members, reporting National, Regional, and Sectional activities and programs as well as reviewing current literature in the field and providing a personnel or "job" registry.

1. Ibid., p. 10.

2. Neal R. Berte, Chairman, Publications Committee, NAFSA, report submitted to the NAFSA Board of Directors, June 14, 1968.

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2. NAFSA Journal. This is a planned publication, perhaps quarterly, with primary emphasis on scholarly research and professional development. This publication has been in the planning and developmental stages for some time and is now beginning to show promise of publication.

3. The NAFSA Directory. This is published on an annual basis and in the past has included both members and non-members of NAFSA working in the Foreign Student Field at Educational and other related institutions. While remaining an essential and useful publication, it is currently subject to some revision.

4. Foreign Student Adviser Annotated Bibliography. This serves as a useful resource for both old and new members in the Foreign Student field.

In addition to the above and the GUIDELINES and HANDBOOK cited earlier, NAFSA also distributes more specialized publications relating to the activities of the Admissions and Community Sections as well as a NAFSAGRAM that includes urgent items that cannot wait until the next Newsletter for distribution to NAFSA membership.

It would seem at this point that there are sufficient publications either active or planned to serve the internal functioning of the National Association for Foreign Student Affairs as an organization and foreign student advising as a professional field. However a critical question exists at this point whether these publications reach and influence faculty and administration who have a major stake in foreign students



and international exchange programs. Foreign Student Advisers and their associates must regularly remind themselves that:

The participation of foreign students in the program of higher education in the United States is an important part of a wider program of cross-cultural education that includes the enrollment of American students in colleges abroad and the exchange of professors, teachers, scholars and research personnel between the colleges and universities of the United States and those of many other countries.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

1. August G. Benson, Foreign Students in United States Higher Education, Unpublished Paper, Michigan State University, 1964.

Aviation Psychology Program of the U. S.
Army Air Force in World War II.¹

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. 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.²

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 the 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

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1. John C. Flanagan, "The Critical Incident Technique," Psychological Bulletin, Vol. 51, No. 4, July, 1941, p. 328.
 2. Flanagan, "The Critical Incident Technique," op. cit.



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.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.²

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

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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 Technique¹ and stated the necessary requirements for its use.² 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.³ Flanagan describes the technique in the following manner:

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

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1. Flanagan, Critical Requirements for Research Personnel: A Study of Observed Behaviors of Personnel in Research Laboratories, (Pittsburgh: American Institute for Research, March, 1949).
 2. The requirements are described in detail in Chapter III.
 3. Flanagan, "The Critical Incident Technique," op. cit.



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.

Application 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. Ibid.

2. Ibid.

3. Flanagan, "The Critical Incident Technique," op. cit., p. 346.

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- 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 1943 and that they are not mutually exclusive, i. e. , some studies involve several types of applications. Furthermore, these types of applications 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 heads,³ research

1. Ibid. , pp. 346-354.

2. Flanagan, "The Critical Incident Technique," op. cit. , p. 346.

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

personnel,¹ dentists,² retail sales personnel,³ shop foremen,⁴ bookkeepers,⁵ and pilot instructors.⁶

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. Allen⁷

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1. Mary H. Weislogel, Procedures for Evaluating Research Personnel with a Performance Record of Critical Incidents, (Pittsburgh: American Institute for Research, 1950).
 2. 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).
 3. 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).
 4. 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).
 5. 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).
 6. R. L. Krumm, "Critical Requirements of Pilot Instructors," USAF Human Resources Research Center, Tech. Rep., 1952, No. 52-1.
 7. C. D. Allen, "Critical Requirements in Interpersonal Behavior," (unpublished thesis, Princeton University, 1950).

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studied critical requirements of interpersonal behavior. Smit¹ studied the critical requirements for instructors of general psychology courses. Goldfarb² used the Critical Incident Technique to establish areas of change accompanying psychotherapy. Eilbert³ 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,⁴ Jensen,⁵ Merritt,⁶

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1. 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).
 2. 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).
 3. L. R. Eilbert, "A Study of Emotional Immaturity Utilizing the Critical Incident Technique," University of Pittsburgh Bulletin, Vol. 49, 1953, pp. 199-204 (abstract).
 4. S. J. Domas, Report of an Exploratory Study of Teacher Competence, New England School Development Council, Cambridge, Massachusetts, 1950.
 5. A. C. Jensen, "Determining Critical Requirements for Teachers," Journal of Experimental Education, Vol. 20, 1951, pp. 79-86.
 6. Edith P. Merritt, "Critical Competencies for Elementary Teachers in Selected Curriculum Areas," (unpublished doctoral dissertation, Stanford University, 1955).

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Goldin,¹ Blank,² and Roth³ studied elements of behavior of public school teachers which had significant effect on designated aspects of their work. Sternloff,⁴ Robson,⁵ Kirk,⁶ and Dunn⁷ studied critical requirements of school superintendents using the Critical

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1. M. Goldin, "Behaviors Related to Effective Teaching," (unpublished doctoral dissertation, University of Wisconsin, 1957).
 2. Lane B. Blank, "Critical Incidents in the Behavior of Secondary School Physical Education Instructors," The Research Quarterly, Vol. 29, March, 1958, pp. 1-6.
 3. 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.
 4. Robert E. Sternloff, "The Critical Requirements for School Administrators Based Upon an Analysis of Critical Incidents," (unpublished doctoral dissertation, University of Wisconsin, 1953).
 5. Howard N. Robson, "Success and Failure of Small School Superintendents," a publication of the Curriculum and Research Center, University of Wyoming, Laramie, Wyoming, 1956.
 6. George V. Kirk, "The Critical Requirements for Public School Superintendents," (unpublished doctoral dissertation, University of Pennsylvania, 1959).
 7. 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).

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Incident Technique. Job requirements for secondary school principals were studied by Phillips,¹ Harris,² and Walters.³

Other areas of education which have been studied by use of the Critical Incident Technique are school board-community relationships,⁴ school board membership,⁵ the school public relations process,⁶ and in-service training.⁷

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1. H. E. Phillips, "Critical Behaviors of Elementary Principals in the Improvement of Instruction," (unpublished doctoral dissertation, Stanford University, 1955).
 2. X. J. Harris, "Critical Requirements for the Principalship in Georgia as Observed by Superintendents of Schools," (unpublished doctoral dissertation, University of Georgia, 1955).
 3. Thomas W. Walters, "The Job of the High School Principal as Perceived by California City Superintendents," (unpublished doctoral dissertation, Stanford University, 1955).
 4. John E. Corbally, Jr., "A Study of the Critical Elements of School Board-Community Relations," (unpublished doctoral dissertation, University of California, 1955).
 5. Richard E. Barnhart, "The Critical Requirements for School Board Membership Based Upon an Analysis of Critical Incidents," (unpublished doctoral dissertation, Indiana University, 1952).
 6. Sylvia Ciernick, "The Development and Use of a Conceptual Scheme for Analyzing the School Public Relations Process," (unpublished doctoral dissertation, Michigan State University, 1962).
 7. 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.

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Traux¹ 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.

King² 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.

A study by Rodgers,³ 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

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1. 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).
 2. 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).
 3. 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).

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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.

Despite the growing interest and utilization of the Critical Incident Technique, Walker and Alcorn¹ were presumably the first to apply the technique to the role of the foreign student advising in an effort to develop a preliminary job description model for the Foreign Student Adviser. Critical Incident booklets were mailed to the 1293 Foreign Student Advisers listed in the 1965 NAFSA directory. Responses were obtained from 666 contributors in 48 states plus the District of Columbia. Three hundred sixty-two usable incidents were thus grouped into seven critical areas of behavior. In reviewing this article both the author and Mr. Miller have reservations concerning the sampling procedure, the results, and the conclusions drawn by Walker and Alcorn. In his part of this total research project, involving the on-the-job behavior of Foreign Student Advisers, Mr. Miller will review the questions and concerns posed by the Walker and Alcorn article.

1. Bill R. Walker and John D. Alcorn, "Critical Requirements of Foreign Student Advisers," The Journal of College Student Personnel, Vol. 9, No. 3, May, 1968.

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Research involving the perception of the Foreign Student

Adviser's role by knowledgeable faculty is even more limited and practically non-existent despite the increasing recognition that the paramount concern of both the foreign student and those assisting him is that he have a successful academic experience during his stay in this country. Because the ability of the Foreign Student Adviser to promote the academic progress and individual development of the foreign student is retarded or enhanced by the manner in which Knowledgeable Faculty perceive his role, the importance of focusing more attention and research on faculty becomes imperative.



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 Knowledgeable Faculty Members consider to have a significant effect on the academic progress¹ and/or personal development² of foreign students. One hundred ten Knowledgeable Faculty Members from 15 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 as perceived by Knowledgeable Faculty Members, either satisfactory or unsatisfactory, were identified and described.

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1. Academic progress is defined in this study 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.



Selection of Method

After the problem had been defined, several methods of researching it were examined. The CRITICAL INCIDENT TECHNIQUE¹ was selected as the most appropriate for obtaining and analyzing primary data regarding on-the-job behavior of Foreign Student Advisers. The CIT focuses 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 lists 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

1. The abbreviation CIT will be substituted for Critical Incident Technique in sections where the terminology is repeated frequently.



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

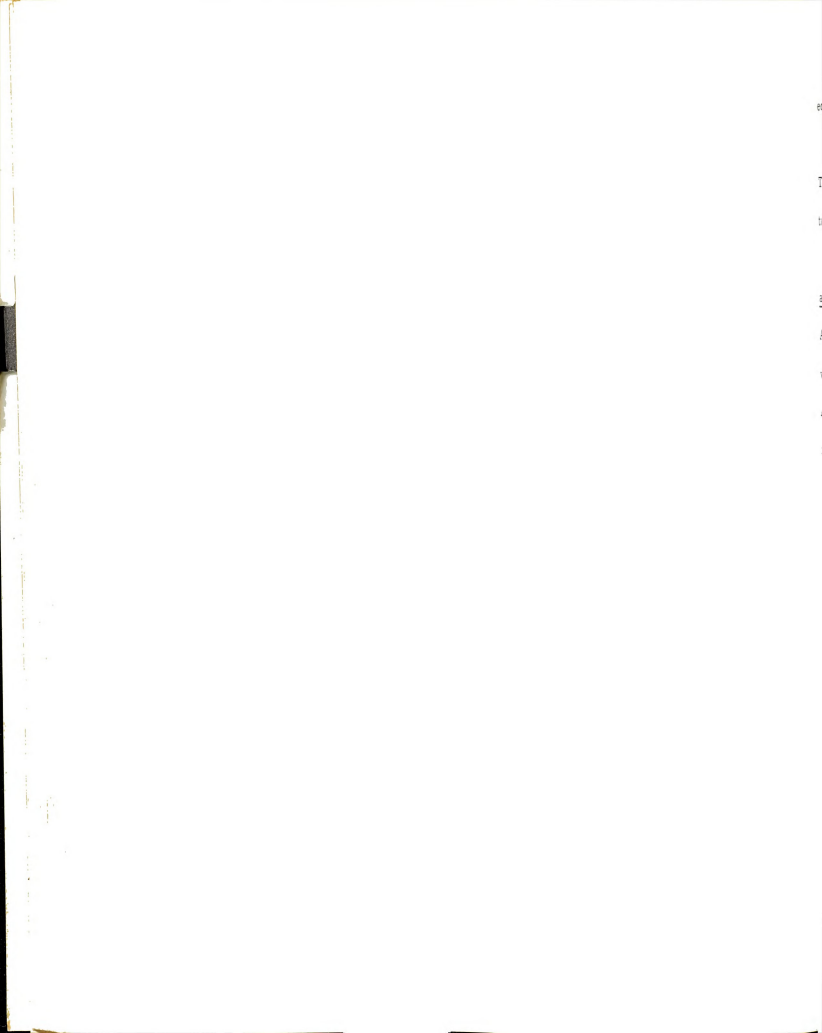
The Sample

The 110 Knowledgeable Faculty Members included in the sample for this study were from 15 colleges and universities in a seven-state region of Midwestern United States. This sample included Knowledgeable Faculty Members 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 five of the nine institutions in the same region enrolling between 200 and 500 foreign students.

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 Knowledgeable Faculty Member sample as well as the Foreign Student Adviser sample (for Miller's related study):

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

1. John C. Flanagan, "Critical Requirements: A New Approach to Employee Evaluation," Personnel Psychology, Vol. 2, pp. 419-425, Winter, 1949.



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

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.

5. Knowledgeable Faculty Members were identified by the Foreign Student Adviser or members of his staff. This was largely accomplished by identifying those departments at the university with the largest enrollment of foreign students.

6. Knowledgeable Faculty Members were also identified directly by the chairmen of those departments at the university with the largest enrollment of foreign students.

These criteria were necessary in order to obtain a representative sampling, by college department, of Knowledgeable Faculty Members from which useful and valid conclusions might be drawn. The Knowledgeable Faculty Members 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.

The disbursement of Knowledgeable Faculty Members is included in Table III - 1.

TABLE III-1

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

<u>No. Institutions</u>	<u>No. Foreign Students Enrolled</u>	<u>No. Knowledgeable Faculty Responding</u>
5	Over 1,000	45 (1)
5	501 - 1,000	33 (1)
<u>5</u>	201 - 500	<u>32 (3)</u>
15		110 (5)*

*Reported no critical incidents

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 as perceived by Knowledgeable Faculty Members. 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

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

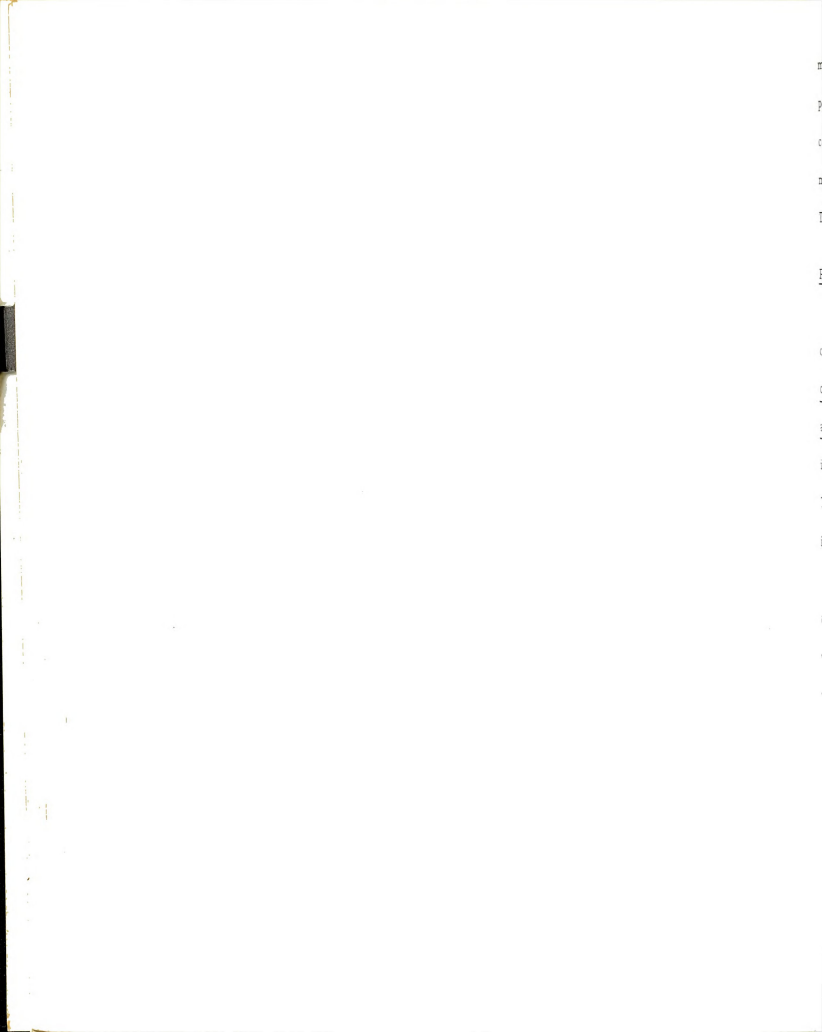


phase of the study began many months before the development of the CIT report forms. The researcher and partner (Miller) interviewed ten authorities in the field of foreign student advising using Flanagan's suggested "Outline for Interview to Establish the General Aim for an Activity."¹

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 advising is to facilitate the academic progress and personal development of foreign students." The one reservation

1. Flanagan, op. cit., p. 337.



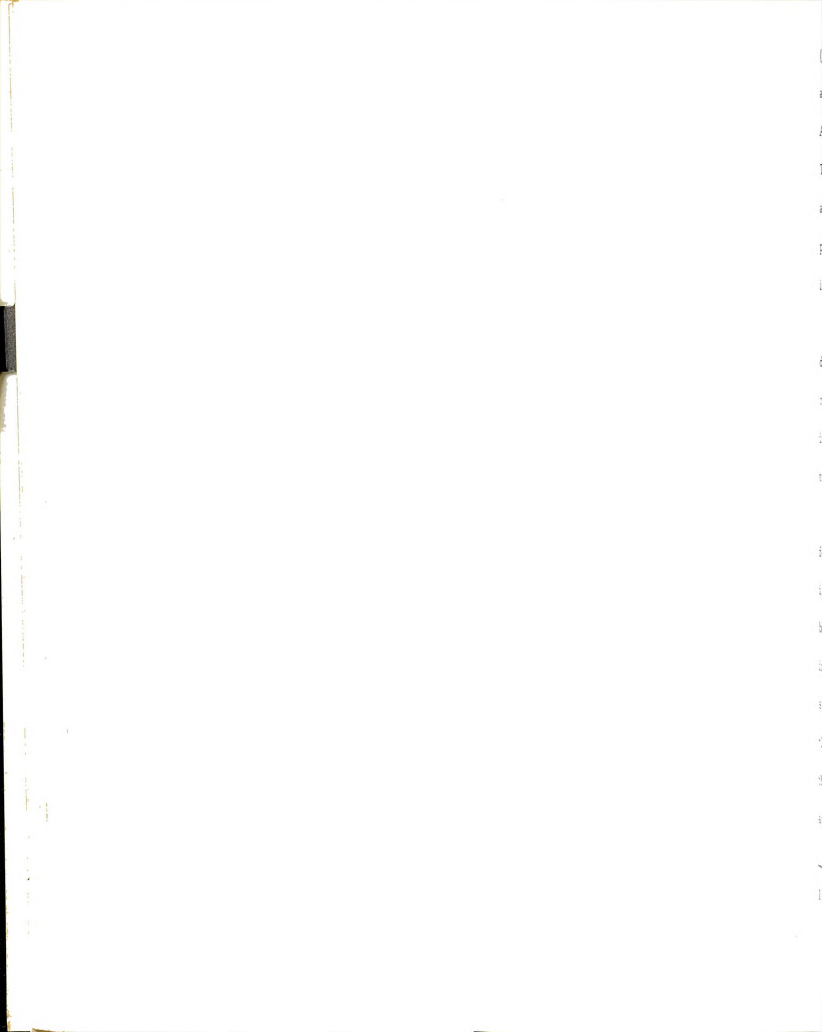
mentioned by two or three authorities was that academic progress and personal development of a foreign student might not necessarily be compatible in specific instances. They preferred to have the statement read: "...academic progress and/or personal development..." This addition of the word "or" was 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, entitled, CRITICAL INCIDENT TECHNIQUE REPORT (Step 2).¹ 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 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 11 items of personal and general information as well as three open-end questions that provided for identifying: five functions that are essential parts of the Foreign Student Adviser's responsibility, the professional qualifications

1. See Appendix B-1.

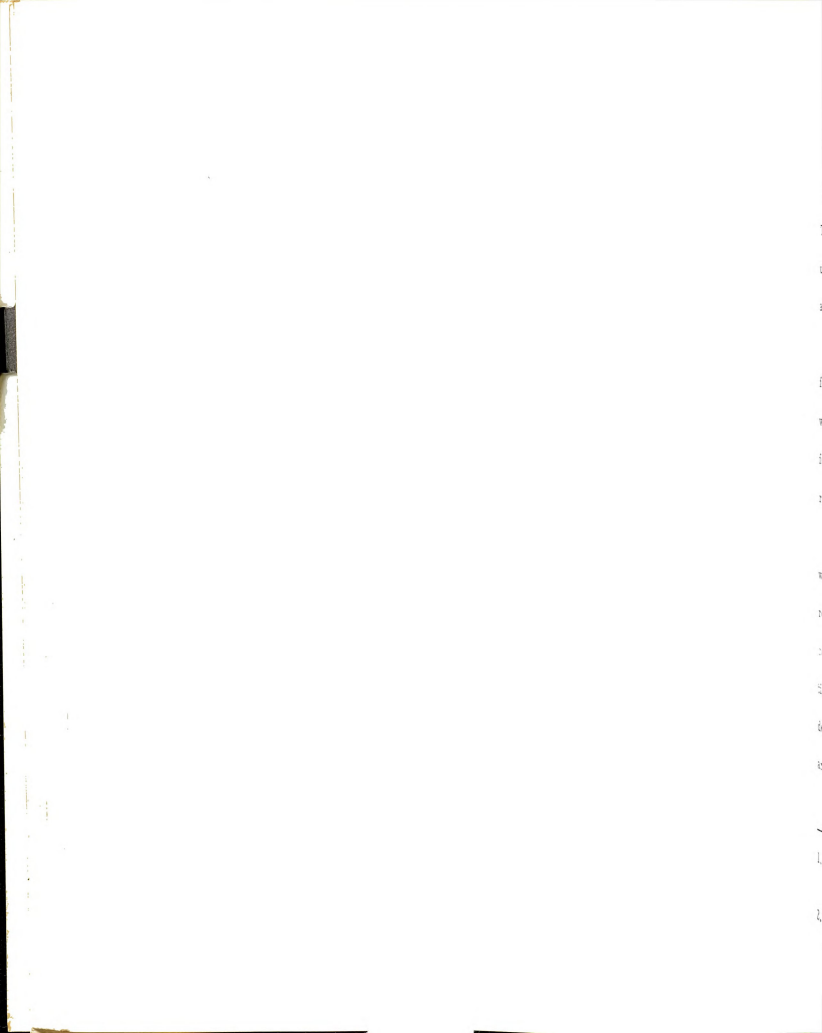


(degrees or experience) desirable for a Foreign Student Adviser, and the personal characteristics desirable in a Foreign Student Adviser - all as perceived by the Knowledgeable Faculty Member. They also included a second page of "Suggestions for completing the attached forms" with examples of "significant" incidents, and two pages structured for reporting two satisfactory and 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 as perceived by Knowledgeable Faculty Members 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:

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



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.¹

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.

Although all incidents from Knowledgeable Faculty Members 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 used by Miller in interviewing Foreign Student Advisers and those later mailed to foreign students as part of another study adhered closely to the criteria.²

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

2. See Appendix B-2.



Collecting the Data

The original plan for collecting data (Step 3) was to mail critical incident report forms to some Knowledgeable Faculty Members, and to gather approximately 25 percent of the total sample by personal interview. However, discussions with a representative number of faculty members led to concern about the percentage of mail returns which might be expected from Knowledgeable Faculty Members 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 Knowledgeable Faculty Members 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

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

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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 Knowledgeable Faculty Members and Foreign Student Advisers 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. Knowledgeable Faculty Members 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 Knowledgeable Faculty Member's perception of the aspects of the Foreign Student Adviser's 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.

Procedure for Interviewing Knowledgeable Faculty Members

An important prerequisite for full cooperation of Knowledgeable Faculty Members and Foreign Student Advisers in the study was the sanction of the National Association for Foreign Student Affairs. The writer was serving as Chairman of Region V (Illinois, Michigan, Wisconsin) at the time the study was initiated. Subsequently, he was elected to the National Board of NAFSA and also to the position of Vice-President Elect for Regional Affairs for 1968-69 to take office as Vice-President for Regional Affairs for the 1969-70 year. (NAFSA is divided into 11 regions.) The President and Executive Secretary of NAFSA wrote a letter sanctioning the study and encouraged participation of Knowledgeable Faculty Members and Foreign Student Advisers.¹

The initial contact with Knowledgeable Faculty Members was via a letter to the Foreign Student Adviser at the various institutions which included: the supporting letter from NAFSA leaders, an abstract and description of the research proposal to be delivered to Knowledgeable Faculty Members² and a request that the Foreign Student Adviser identify and establish appointments with a representative group of Knowledgeable Faculty Members at his institution. A

1. See Appendix A.

2. Knowledgeable Faculty Member was defined in Chapter 1 as: "Any faculty member of the institution whether teaching, advising, or serving as department head or dean who has had extended contact with foreign students either in a teaching or advisory capacity and who is reasonably well informed on the operations of the foreign student office at his institution."



two- or three day visit was suggested and the Foreign Student Adviser was asked to suggest appropriate dates that would be convenient for the faculty member as well as the researcher.

After dates had been established for a visit to the institution, critical incident report forms were sent to the Foreign Student Adviser for distribution to Knowledgeable Faculty Members one to two weeks prior to the visit. At most universities, the researcher reported directly to the Foreign Student Adviser and obtained from him the schedule of visits and campus directions so that the researcher could go directly to the office of the selected Knowledgeable Faculty Members. During the visit the researcher initially reviewed both the abstract and the critical incident form that had been previously forwarded to the Knowledgeable Faculty Member and reiterated the purpose of the research study. The Knowledgeable Faculty Member was then asked to cite incidents of the Foreign Student Adviser's behavior which in his perception had significant effect on the academic progress and/or personal development of one or more foreign students. The Knowledgeable Faculty Member reported an average of approximately 3.25 critical incidents with a ratio of 5 satisfactory incidents to 3 unsatisfactory incidents.

Procedures for Analysis of the Data

The analysis of the 354 critical incidents received from 110 Knowledgeable Faculty Members in 15 midwestern universities



involved the cooperative efforts of the researcher and his associate Mr. Miller, in first classifying the incidents into eleven a priori categories of Foreign Student Adviser Responsibility¹ and secondly into a group of a posteriori categories of specific behaviors (critical areas). To insure the general accuracy of both operations, two professional associates reviewed the findings and recommendations of researcher and associate.² They evaluated the a priori categorization

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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 354 Critical Incidents received for the study, 35.9 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.
 2. Dr. M. Robert B. Klinger, Director of the University of Michigan International Center, and Dr. Virgil Loughheed, Foreign Student Adviser at Wayne State University.



of individual incidents, the reason given why an incident was considered satisfactory or unsatisfactory, and the accuracy of extracting elements to establish a posteriori categories of specific behaviors (critical areas).

The data collected using the Critical Incident Technique and validated by professional associates reflect the perception of the on-the-job behavior of foreign student advisers as revealed by the number and nature of incidents observed by the Knowledgeable Faculty Member. As noted earlier (see page 68) a preliminary cover page or questionnaire was included with the CIT forms that provided the Knowledgeable Faculty Member with the opportunity to express his opinion or perception of the most essential responsibilities of the foreign student office and the professional experience and personal characteristics desirable in the foreign student adviser. The responses to these questions serve as an important addition to the basic CIT study.

Classification of Critical Incidents into Categories of Foreign Student Adviser Responsibility

Each of the 354 critical incidents received from the 110 Knowledgeable Faculty Members were transposed from the original interview forms to individually typed 5" x 8" cards (critical incident card) for ease in handling the data. Each critical incident card was carefully reviewed and examined by the researcher and his associate and then classified into one of the eleven major categories of Foreign Student Adviser Responsibility. When questions of classification of



individual incidents arose the researcher and his associate conferred together and arrived at a judgment as to the appropriate category and whether the incident should be considered satisfactory or unsatisfactory. To confirm the validity and soundness of the categorization of the 354 critical incidents they were referred to Drs. Klinger and Loughheed for evaluation.¹ Because of the broad and general nature of the eleven categories of Foreign Student Adviser Responsibility the categorization process was not a difficult one and few corrections were suggested by the two additional expert professional authorities.

The reason for using the a priori categories is to provide a basis for comparing the critical areas (specific behavior) identified later in this study with the most comprehensive published description of essential services (categories of Responsibility) of foreign student advisers. The results of the categorization of the 354 critical incidents into one of the eleven major categories of Foreign Student Adviser Responsibility are included in Table III-2. Descriptions of each of the major categories of Foreign Student Adviser Responsibility follow the Table together with the number of satisfactory and unsatisfactory incidents classified into each category.

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



TABLE III - 2

DISPERSION OF CRITICAL INCIDENTS AMONG THE
FOREIGN STUDENT ADVISER'S CATEGORIES OF RESPONSIBILITY
AS PERCEIVED BY KNOWLEDGEABLE FACULTY MEMBERS

		Satisfactory	Percent	Unsatisfactory	Percent	Total	Percent
0.	Immigration and Legal (IL)	23	10.3	18	13.9	41	11.6
1.	Admissions and Selection (AS)	8	3.6	5	3.8	13	3.7
2.	English Language Proficiency	14	6.3	7	5.4	21	5.9
3.	Initial Orientation (IO)	4	1.8	8	6.2	12	3.4
4.	Academic and Personal Advising (APA)	63	28.1	33	25.4	96	27.1
5.	Housing (HO)	16	7.1	7	5.4	23	6.5
6.	Finances and Employment (FE)	24	10.7	12	9.2	36	10.2
7.	Interpretation of U. S. to Foreign Students (Com- munity Relations) (CR)	16	7.1	4	3.1	20	5.6
8.	American-Foreign Student Relationships (Student Activities) (SA)	6	2.7	0	0.0	6	1.7
9.	Organization and Admini- stration (OA)	18	8.0	31	23.8	49	13.8
10.	Emergencies and Other Complex Situations (EO)	32	14.3	5	3.8	37	10.5
		224	100.0	130	100.0	354	100.0

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Description of Categories
of Foreign Student Adviser Responsibility

O. 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 41 critical incidents reported by Knowledgeable Faculty Members in this category: 23 satisfactory and 18 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.

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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 13 critical incidents reported in this category: 8 satisfactory and 5 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 21 critical incidents in this category: 14 satisfactory and 7 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 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 limitation, 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 12 critical incidents in this category: 4 satisfactory and 8 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 96 critical incidents in this category: 63 satisfactory and 33 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 23 critical incidents in this category: 16 satisfactory and 7 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 36 critical incidents in this category: 24 satisfactory and 12 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

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



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 student as well as his personal or individual development.

There were 20 critical incidents in this category: 16 satisfactory and 4 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.¹

1. NAFSA GUIDELINES, op. cit., 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 6 critical incidents in this category: 6 satisfactory and 0 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 49 critical incidents in this category: 18 satisfactory and 31 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. Klinger¹ has recently written a section for the Foreign Student Adviser's Handbook which deals more comprehensively with this area.

There were 37 critical incidents in this category: 32 satisfactory and 5 unsatisfactory.

Development of Critical Areas

Following the classification of all 354 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

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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.



Student Adviser as perceived by the Knowledgeable Faculty Member, using the Critical Incident Technique. Zero to ten critical incidents resulted from each interview with a Knowledgeable Faculty Member. The incidents contained elements of the Foreign Student Adviser's behavior in a particular situation with a stated result -- all as perceived by the Knowledgeable Faculty Member. Each incident was typed on a separate 5" x 8" card (Critical Incident Card), for ease in handling the data.

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 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.

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,

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

there was virtually unanimous agreement regarding the elements extracted from the incidents.

The next step in analysis was a mechanical procedure whereby each of the 1171 elements was typed on a separate 5" x 8" card. Thus, there were the same number of single element cards for each critical incident 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 1171 specific Foreign Student Adviser actions (or procedures) reported in the 354 critical incidents.

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 Areas. Flanagan points out that this "...is a task requiring insight, experience, and judgment."² 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

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

2. Ibid., p. 344.

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 grouping similar behaviors of the Foreign Student Adviser into Critical Areas.

Twenty-two Critical Areas resulted from the original inductive grouping of distinct critical elements. As a result of further consultation with Dr. Klinger¹ the 22 critical areas were again carefully re-examined and refined to 16 Critical Areas. While there is understandably some difference in the number of distinct critical elements (203) induced from the critical incidents reported by Foreign Student Advisers and those reported by Knowledgeable Faculty Members (156), the number of Critical Areas (16) proved to be both valid and comprehensive. A more detailed explanation of the process of inducting the mass of individual elements into distinct critical elements and then into Critical Areas is contained in Mr. Miller's related study.

The final step in analysis of the critical incident data was a series of tabulations given in Chapter IV showing the significance of

1. Dr. M. Robert B. Klinger, op. cit.



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.

The Essential Responsibilities and the Desirable Professional Preparation and Personal Characteristics of Foreign Student Advisers as Perceived by Knowledgeable Faculty Members

The questionnaire that enclosed the Critical Incident Report Forms is an important additional instrument in this study that enabled the Knowledgeable Faculty Member to present his perceptions or opinions about the foreign student office and the Foreign Student Adviser as well as his observations of the on-the-job behavior of the Foreign Student Adviser. In addition to determining information about his institution himself, it provided for the Knowledgeable Faculty Member to identify the five (or more) most essential parts of the Foreign Student Adviser's responsibility, the professional qualifications (experience and education) and the personal characteristics desirable in the person filling the role of Foreign Student Adviser.

In the majority of cases the Knowledgeable Faculty Member had received the Critical Incident Report Forms and the accompanying questionnaire and instructions prior to the arrival of the researcher. In a few cases the faculty member had already completed both the



questionnaire and the CIT report forms. In these cases the faculty member was encouraged to discuss his opinions and observations and expand or enlarge on them where he so desired.

In most cases, however, both the questionnaire and the CIT forms were completed by the researcher during the interview with the Knowledgeable Faculty Member. This provided the researcher with the opportunity to further explain the nature of the study and the importance of the role and participation of the faculty member. This personal interview approach resulted in almost complete cooperation of the faculty members involved. All 110 Knowledgeable Faculty Members cooperated in completing the questionnaire and only five failed to report critical incidents involving the on-the-job behavior of Foreign Student Advisers. This was not a lack of cooperation but a lack of personal knowledge of any incidents involving the foreign student office.

The interviews were generally conducted in a one-to-one situation with a few exceptions where the faculty member, Department head, or Dean called in other faculty members to confirm or substantiate the incident. The interviews were approximately one hour long and so structured as to encourage maximum contribution from the faculty member while staying within the general framework of the objectives of the study.

Most faculty members appeared to appreciate the opportunity to voice their interests and concerns for the foreign student and the

foreign student office and many contributed timely suggestions that are included in the organization and analysis of the data and conclusions and recommendations that follow in succeeding chapters.

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 the on-the-job behavior of Foreign Student Advisers, as perceived by Knowledgeable Faculty Members, 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 110 Knowledgeable Faculty Members from 15 universities having a minimum enrollment of 200 foreign students and a full-time Foreign Student Adviser or staff in a seven-state region of Midwestern United States.

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.

All data from Knowledgeable Faculty Members were gathered by personal interview. The researcher interviewed each Knowledgeable Faculty Member for approximately one hour. The advantages of a personal interview over a mail survey are identified.

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 pre-determined classification arrangement. This procedure resulted in compiling a total of 1171 critical elements, identifying 156 distinct critical elements of Foreign Student Adviser behavior as perceived by Knowledgeable Faculty Members which were grouped into 16 Critical Areas of similar types of Foreign Student Adviser behavior. The 156 distinct critical elements represented only a fraction of the total 1171 raw critical elements, as many of them were repeated by different observers.

A preliminary cover page or questionnaire was included with the CIT forms that enabled the Knowledgeable Faculty Member to

express his opinion or perception of the most essential responsibilities of the foreign student office and the professional qualifications (education and/or experience) and personal characteristics desirable in the Foreign Student Adviser. The responses to these questions serve as an important addition to the basic CIT study.

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.

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 the on-the-job behavior of Foreign Student Advisers that Knowledgeable Faculty Members perceive to have a significant effect on the academic progress and/or personal development of foreign students.

In Chapter IV the principal findings of this study are introduced and discussed. In the first section the characteristics of the participating 110 Knowledgeable Faculty Members and their 15 universities are described. Section 2 is an analysis of the 354 critical incidents which the 110 Knowledgeable Faculty Members reported. Eleven hundred and seventy-one (1171) critical elements (or actions of the Foreign Student Advisers) were inductively extracted from the 354 critical incidents. Many of these 1171 critical elements had been reported several times by the Knowledgeable Faculty Members and it was possible to reduce them down to 156 distinct (different) critical elements. The procedure followed for this operation was described

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in Chapter III and in considerable detail by Mr. Miller in his related study. The 156 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 354 critical incidents reported by the 110 Knowledgeable Faculty Members 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

Section three compares common data reported by the 110 Knowledgeable Faculty Members in this study and the 48 Foreign Student Advisers included in Mr. Miller's related study. These comparisons particularly involve the categorization of Critical Incidents into the eleven categories of Foreign Student Advisers' Responsibility and the induction of the Critical Incidents into "Critical Elements and Critical Areas."

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.

1. Characteristics of the Responding
Knowledgeable Faculty Members
and Their Universities

General

Table IV-1 presents a summary of data regarding the 110 Knowledgeable Faculty Members and the universities they represent. The Table includes the critical incidents reported by the Knowledgeable Faculty Members at each of the universities and other information illustrating the relationship between the universities, the Knowledgeable Faculty Members, and the critical incidents reported. The 15 institutions included in the study are:

Eastern Michigan University
 Illinois Institute of Technology
 Indiana University
 Iowa State University
 Michigan State 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 15 institutions are grouped according to the number of foreign students enrolled. Group 1 consists of 5 universities with foreign student enrollments of 1,000 or over. In this group the total student enrollment per university ranged from 30,000 to 42,000, with an average of 35,080 students. The

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foreign student enrollment ranged from 1,000 to 1,500, with an average of 1,180 foreign students. Knowledgeable Faculty Members reporting from the respective institutions ranged from 6 to 12 with an average of 9. The average number of critical incidents reported per Knowledgeable Faculty Member was 3. Eighty-four (63 percent) of the 133 critical incidents reported in this group were identified as satisfactory.

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 7,500 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. Knowledgeable Faculty Members reporting from the respective institutions ranged from 6 to 8 with an average of 6.6. The average number of critical incidents reported per Knowledgeable Faculty Member was 4. Eighty-six (65.6 percent) of the 131 critical incidents in this group were identified as satisfactory.

Group III consists of 5 Universities with foreign student enrollments between 200 and 499. In this group the total student enrollment per university ranged from 5,100 to 14,500 with an average of 11,220 students. The foreign student enrollment ranged from 200 to 460 with an average of 297 foreign students. Knowledgeable Faculty Members reporting from the respective institutions ranged from 5 to 8 with an average of 6.4. The average number of critical incidents reported

per Knowledgeable Faculty Member was 2.8. Fifty-four (60 percent) of the 90 incidents reported in this group were identified as satisfactory.

The 11,060 foreign students enrolled at the 15 universities included in this study represent approximately 11 percent of the total foreign student population in the United States. The total enrollment of 11,060 foreign students is 3.2 percent of the 15 institutions' total student enrollment of 344,700. 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

Eleven of the 15 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 five universities in Group I of this study were in the top 15 universities in the United States with the highest enrollment of foreign students.

Five of the 110 Knowledgeable Faculty Members reported that they had no knowledge of critical incidents involving foreign students and/or the Foreign Student Office. Three of the five were from the same institution. These five, like the remaining 105, were identified to the researcher by the Foreign Student Adviser involved as likely candidates to participate in this study. This feature will be discussed in more detail at the end of this chapter.

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-I

SOURCES OF CRITICAL INCIDENTS

This Table includes the size of the institutions in the study, the foreign student population at each institution, the number of Knowledgeable Faculty Members (KFM) interviewed and the number of incidents reported by the Knowledgeable Faculty Members.

Institution	Number of Students		No. KFM's	Incidents Reported by KFM's		No. of Incidents per KFM
	Total	Foreign		Satis- factory	Unsatis- factory	
I A	33,000	1,500	11 (1)	16	7	2.09
I B	30,400	1,100	7	17	8	3.57
I C	30,000	1,000	9	16	10	2.88
I D	40,000	1,100	12	19	15	2.88
I E	42,000	1,200	6	16	9	4.16
TOTAL	175,400	5,900.0	45.00	84.00	49.00	2.95
Average I	35,080	1,180.0	9.00	16.80	9.80	26.6
II A	15,000	525	6	18	9	4.50
II B	27,000	900	7 (1)	17	8	3.57
II C	7,500	550	6	18	6	4.00
II D	40,000	800	6	9	4	2.16
II E	23,700	900	8	24	18	5.25
TOTAL	113,200	3,675.0	33.00	86.00	45.00	3.93
Average II	22,640	735.0	6.60	17.20	9.00	26.2
III A	5,100	460	8 (3)	4	10	1.75
III B	10,500	375	6	16	6	3.66
III C	14,500	200	7	16	4	3.00
III D	14,000	200	5	8	10	3.60
III E	12,000	250	6	9	6	2.50
TOTAL	56,100	1,485	32.00	54.00	36.00	2.81
Average III	11,220	297.0	6.40	10.80	7.20	18.0
Av. I, II, III	22,980	737.3	7.33	14.93	8.66	23.6
Tot. I, II, III	344,700	11,060	110 (5)*	224	130	354

*Reported No Critical Incidents.

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College and Departments Represented in 110 Knowledgeable Faculty

Members

Initial contact with the faculty member was made through the Foreign Student Office. That office identified departments on campus with the largest enrollment of foreign students and faculty members who had served as academic advisers to foreign students and/or who had some knowledge of the operation of the Foreign Student Office at the institution. That this approach proved representative is best reflected in Table IV-2 that provides a list of the academic departments and colleges represented by the 110 Knowledgeable Faculty Members.

It should be noted that a number of faculty members (27) are identified at the college level. This reflects the inclusion of a number of assistant deans (and an occasional dean) in the study and the fact that a number of faculty from the College of Education did not designate a specific academic department. Foreign Student Advisers did not hesitate to identify faculty serving as assistant deans as meeting the criteria of Knowledgeable Faculty Members.

There appears to be considerable consistency among the numbers and percentage of Knowledgeable Faculty Members in each college and the number and percentage of incidents and elements reported by college in relation to the total incidents and elements included in this study. With eleven (11) Knowledgeable Faculty Members reporting, Civil Engineering has over double the number of the next largest departments: Economics (5); Chemical Engineering (5); Electrical Engineering (5); and

Chemistry (5). Civil Engineering faculty represent 10 percent of the total faculty -- 11 percent of the total incidents and 12 percent of the total elements. While this may appear unusual, it was learned that at many universities foreign students represent fifty or more percent of the graduate enrollment in the Department of Civil Engineering. It was natural then that many of the Foreign Student Advisers contacted would identify one or more members of the Civil Engineering Department as Knowledgeable Faculty Members.

This representation in the Civil Engineering Department is reflected in the College of Engineering which has approximately twice the number of Knowledgeable Faculty Members (30) than that of the next largest college, Natural Science (16). The preponderance of Knowledgeable Faculty Members from the Colleges of Engineering and Natural Science is understandable since a number of countries tend to restrict their release of foreign exchange to students enrolled in Engineering and the Sciences. This leads to heavier enrollment of foreign students in these colleges and an understandably large number of Knowledgeable Faculty Members in these Colleges and Departments.

In most of the colleges represented in this study, the ratio of satisfactory to unsatisfactory incidents is reasonably close to the general average 63.3 percent satisfactory to 36.7 percent unsatisfactory among the total (354) incidents. The College of Natural Science reports the highest percentage of satisfactory incidents, almost 80 percent. Only

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Agriculture 35.9 percent and Social Science 42.4 percent report less satisfactory than unsatisfactory incidents.



TABLE IV - 2

SUMMARY OF CRITICAL INCIDENTS AND ELEMENTS
REPORTED BY KNOWLEDGEABLE FACULTY MEMBERS (KFM)
BY COLLEGES AND DEPARTMENTS

College and Department	KFM	Critical Incidents			Elements
		S	U	T	
College of Agriculture	2	3	3	6	23
Agricultural Economics	1	0	2	2	4
Agricultural Engineering	1	1	2	3	16
Animal Science & Husbandry	1	0	1	1	3
Horticulture	<u>1</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>5</u>
Total	<u>6</u>	<u>5</u>	<u>9</u>	<u>14</u>	<u>51</u>
Percent	5.3			3.9	4.4
College of Arts and Letters	1	2	1	3	8
English	3	4	3	7	25
Foreign Languages	2	2	1	3	9
History	1	3	2	5	19
Indian Studies	1	4	1	5	14
Linguistics	<u>3</u>	<u>7</u>	<u>2</u>	<u>9</u>	<u>26</u>
Total	<u>11</u>	<u>22</u>	<u>10</u>	<u>32</u>	<u>101</u>
Percent	10.0			9.5	8.6
College of Business & Public					
Service	1	4	1	5	11
Accounting	2	4	4	8	28
Business Administration	3	9	1	10	34
Economics	5	7	7	14	43
Industrial Administration	<u>1</u>	<u>3</u>	<u>2</u>	<u>5</u>	<u>26</u>
Total	<u>12</u>	<u>27</u>	<u>15</u>	<u>42</u>	<u>142</u>
Percent	10.8			11.7	12.1
College of Communication Arts					
Communications	1	2	1	3	9
Speech	<u>1</u>	<u>6</u>	<u>4</u>	<u>10</u>	<u>42</u>
Total	<u>2</u>	<u>8</u>	<u>5</u>	<u>13</u>	<u>51</u>
Percent	1.7		3.6		4.4
College of Education	9	22	11	33	104
Guidance & Counseling	1	2	2	4	13
Comparative Education	<u>1</u>	<u>4</u>	<u>2</u>	<u>6</u>	<u>18</u>
Total	<u>11</u>	<u>28</u>	<u>15</u>	<u>43</u>	<u>135</u>
Percent	10.0			12.1	11.5

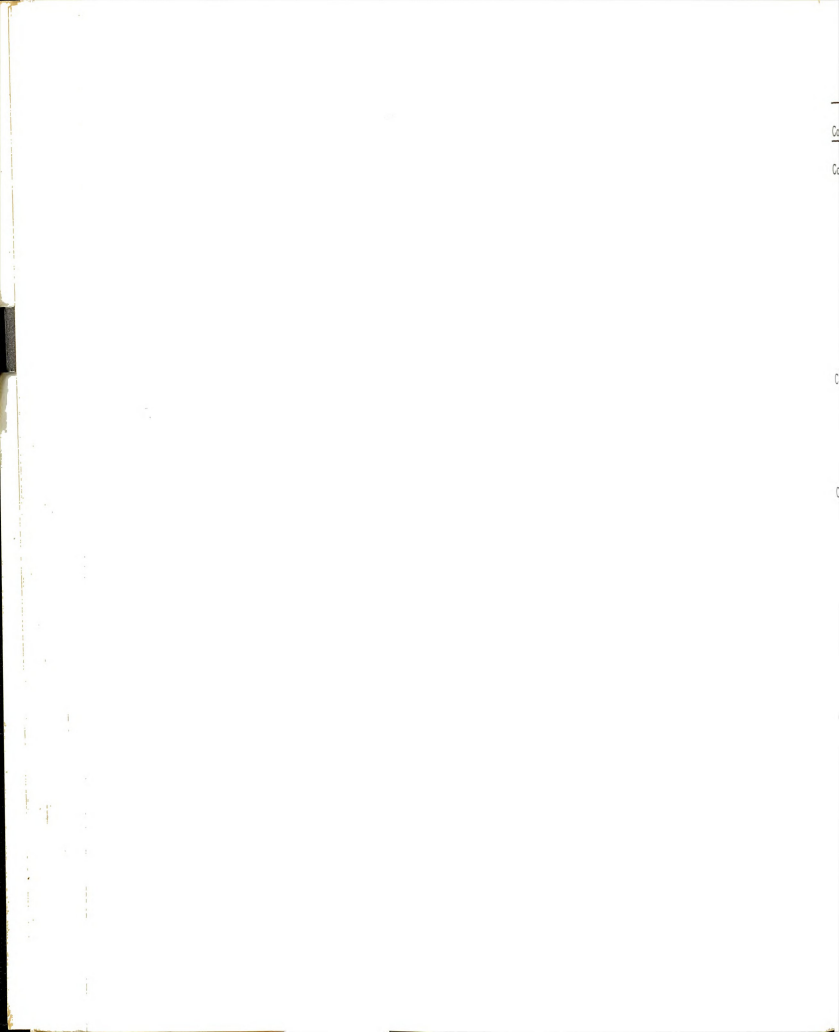


TABLE IV - 2 (cont'd)

College and Department	KFM	Critical Incidents			Elements
		S	U	T	
College of Engineering	3	5	1	6	19
Aeronautical Engineering	1	4	1	5	25
Chemical Engineering	5	6	5	11	44
Civil Engineering	11	29	10	39	139
Electrical Engineering	5	4	4	8	20
Industrial Engineering	2	1	4	5	12
Mechanical Engineering	1	2	2	4	13
Metallurgy	2	2	3	5	16
Total	30	53	30	83	288
Percent	27.1			23.4	24.6
College of Medicine	1	5	1	6	20
Anatomy	1	2	2	4	17
Pharmacy	1	2	2	4	13
Total	3	9	5	14	50
Percent	2.6			3.9	4.3
College of Natural Science					
Chemistry	5	12	4	16	50
Entomology	1	2	2	4	9
Mathematics	3	8	1	9	23
Nursing	1	4	0	4	14
Physics	3	4	0	4	11
Plant Breeding	1	4	0	4	9
Statistics	1	3	3	6	26
Zoology	1	2	0	2	6
Total	16	39	10	49	148
Percent	14.5			13.7	12.6
College of Social Science	1	2	3	5	24
Anthropology	1	1	2	3	9
Geography	2	4	5	9	29
Political Science	2	1	4	5	12
Social Service	1	2	1	3	9
Sociology	2	4	4	8	19
Total	9	14	19	33	102
Percent	8.1			9.5	8.7
Miscellaneous Colleges					
Arts and Sciences	3	4	3	7	22

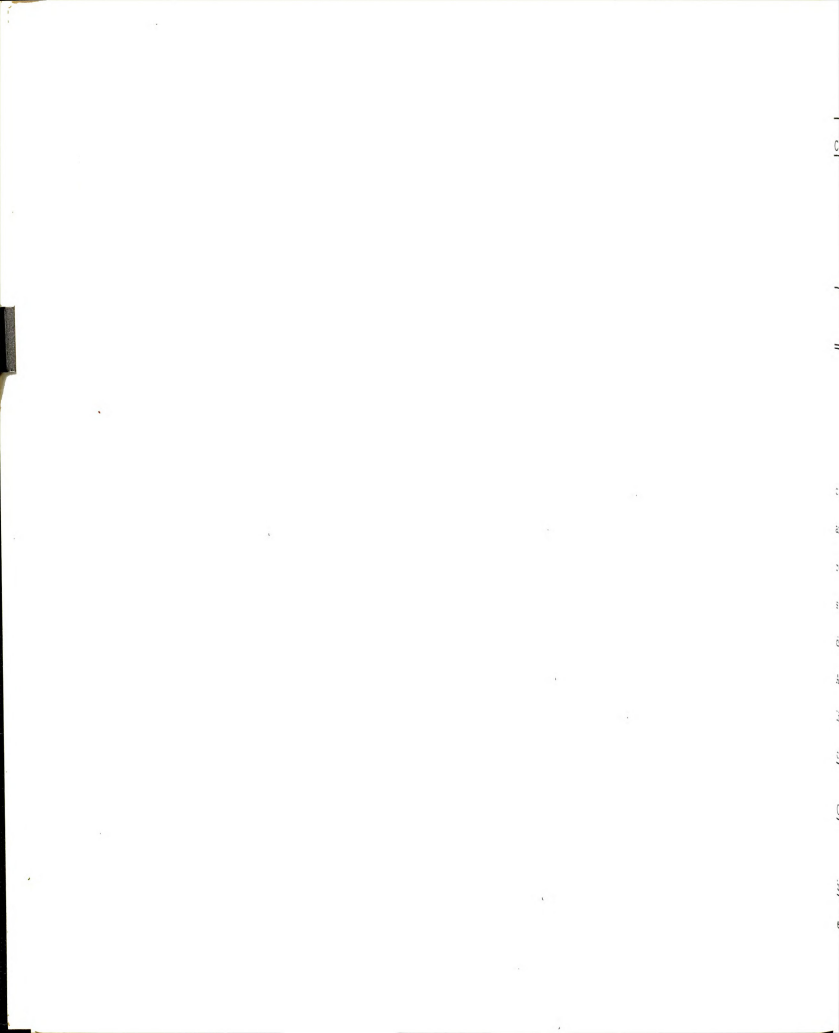


TABLE IV - 2 (cont'd)

College and Department	KFM	Critical Incidents			Elements
		S	U	T	
Graduate School	3	7	4	11	38
Home Economics	2	5	3	8	29
Law	<u>2</u>	<u>3</u>	<u>2</u>	<u>5</u>	<u>14</u>
Total	10	19	12	31	103
Percent	9.9			8.7	8.8
Grand Total	110	224	130	354	1171
Percent Total	100			100	100

II. Analysis of KFM Critical Incident Reports

The 110 Knowledgeable Faculty Members reported a total of 354 critical incidents: 224 satisfactory critical incidents (63.3 percent) and 130 unsatisfactory critical incidents (36.7 percent). A summary of reported critical incidents by institution and by group of institutions with similar size foreign student enrollments was given in Table IV - 1. The dispersion of the 354 critical incidents among the 11 Foreign Student Adviser Categories of Responsibility developed from the NAFSA "Guidelines" was given in Chapter III, Table III - 1 (page 65). Each of the 11 categories was defined as an a priori category.

Critical Incidents Reported and Categories of FSA Responsibility

In reviewing the 11 categories of Foreign Student Adviser Responsibility in Table III - 2 (page 78), it is evident that all categories are not equally represented. Category 4, Academic and Personal Advising (27.1

percent of the total number) includes almost twice the percentage of the next largest category -- 9, Organization and Administration (13.8 percent) and stands out as the single most important category of Foreign Student Adviser Responsibility as perceived by Knowledgeable Faculty Members. Three other categories of Foreign Student Adviser Responsibility had sizeable numbers of critical incidents: (1) 0. Immigration and Legal (11.6 percent), (2) 10. Emergencies and other Complex Situations (10.5 percent), (3) 6. Finances and Employment (10.2 percent). These five categories (0, 4, 6, 9, and 10) represent 73.2 percent of the total critical incidents reported in the 11 categories of Foreign Student Adviser Responsibility. 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 110 Knowledgeable Faculty Members reported 224 critical incidents which they perceived as satisfactory and 130 critical incidents which they perceived as unsatisfactory. The overall percentage of satisfactory incidents was 63.3 percent. The percent of satisfactory incidents within each of the 11 Categories of Responsibility ranged from 33.3 percent (Initial Orientation -- 12 incidents) to 100 percent (student activities -- 6 incidents). However, a more realistic or representative range would be from 36.7 percent (Organization and Administration -- 49 incidents) to 86.5 percent (Emergency and other Complex Situations -- 37

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incidents). Table IV - 3 (page 111) gives the percent of satisfactory and unsatisfactory incidents in each category as perceived by the respondents.

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 Knowledgeable Faculty Members considered to have a significant effect on the academic progress and/or personal development of foreign students.

In Table IV - 3 the 100 percent satisfactory critical incidents in the category of "Student Activities," the 86.5 percent in "Emergency and other Complex Situations" and the 80 percent in "Community Relations" are considerably higher than the 63.3 percent for satisfactory critical incidents in all 11 categories. By the same token the 33.3 percent satisfactory critical incidents in "Initial Orientation" and the 36.7 percent in "Organization and Administration" (of the Foreign Student Office) are considerably lower than the average 63.3 percent satisfactory incidents in all 11 categories.

Dispersion of Critical Incidents among FSA's Categories of Responsibility by Foreign Student Population Grouping.

Table IV - 4 presents the dispersion of the 354 critical incidents among the Foreign Student Adviser's Categories of Responsibility by the size of the Foreign Student Enrollment in the three groups of colleges

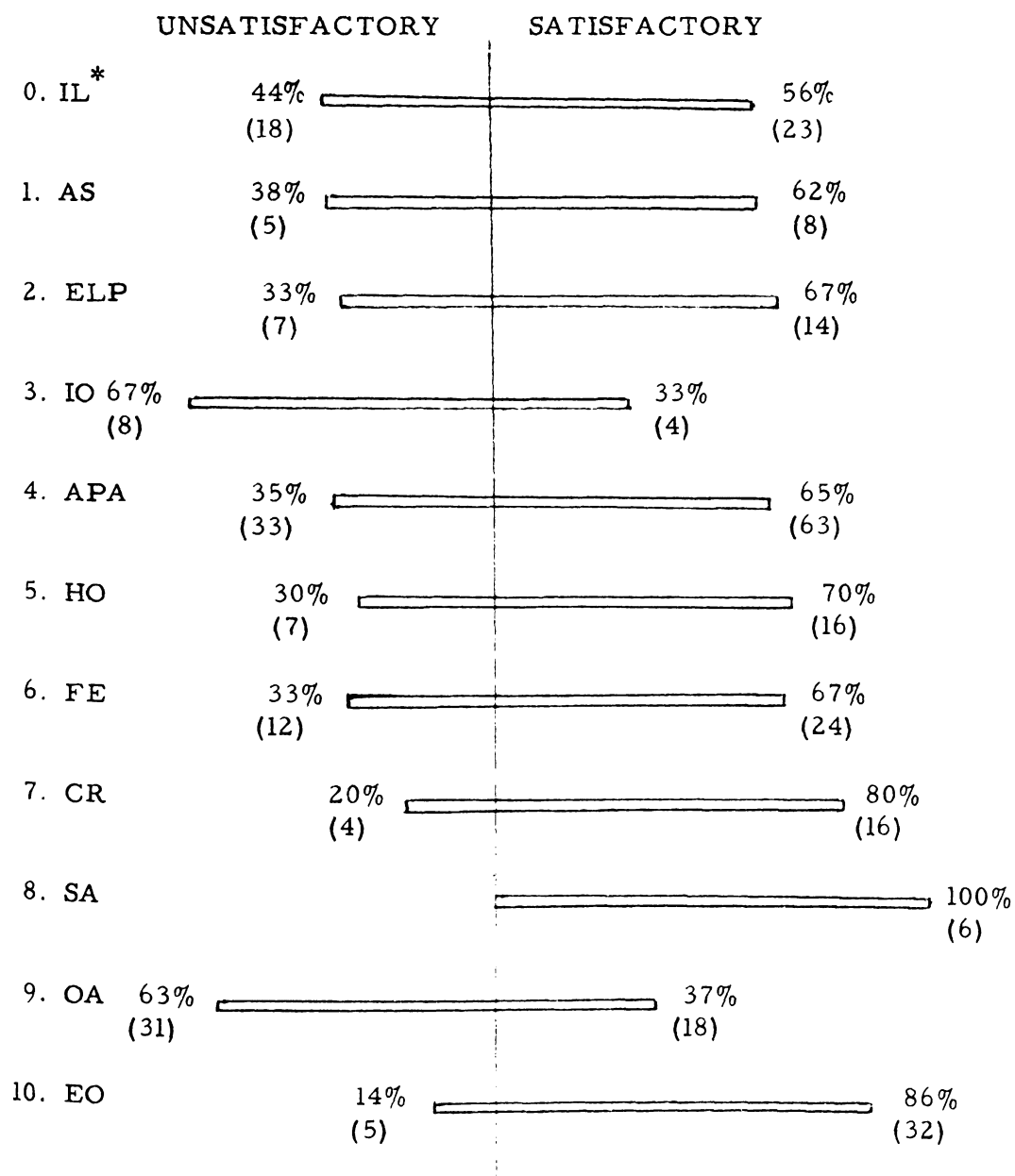
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and universities included in this study. As might be expected, all categories are not equally represented in the three groups. While Category 4 (Academic and Personal Advising) ranks number one in each group, in Group 3 it represents 37.8 percent of the incidents reported or almost twice Group 1 with 19.5 percent. Group 2 is almost mid-point with 27.5 percent of the critical incidents reported in Category 4.



TABLE IV -3

PERCENT OF SATISFACTORY-UNSATISFACTORY CRITICAL INCIDENTS IN EACH OF THE FSA CATEGORIES OF RESPONSIBILITY AS PERCEIVED BY KNOWLEDGEABLE FACULTY MEMBERS



() Number of Critical Incidents Reported

* See Table IV - 4, page 112 for category titles.



TABLE IV - 4

DISPERSION OF THE 354 CRITICAL INCIDENTS AMONG THE FOREIGN STUDENT ADVISER'S
CATEGORIES OF RESPONSIBILITY BY SIZE OF FOREIGN STUDENT ENROLLMENT

Group 1 = 1000 Foreign Students or more
Group 2 = 500 to 999 Foreign Students
Group 3 = 200 to 499 Foreign Students

Category	Group 1		Group 2		Group 3		Total	
	No.	%	No.	%	No.	%	No.	%
0. Immigration and Legal (IL)	18	13.5	15	11.5	8	8.9	41	11.6
1. Admissions and Selection (AS)	4	3.0	7	5.3	2	2.2	13	3.7
2. English Language Proficiency (ELP)	7	5.3	8	6.1	6	6.7	21	5.9
3. Initial Orientation (IO)	8	6.0	2	1.5	2	2.2	12	3.4
4. Academic and Personal Advising (APA)	26	19.5	36	27.5	34	37.8	96	27.1
5. Housing (HO)	7	5.3	10	7.6	6	6.7	23	6.5
6. Finances and Employment (FE)	19	14.3	11	8.4	6	6.7	36	10.2
7. Community Relations (CR)	4	3.0	9	6.9	7	7.8	20	5.6
8. Student Activities (SA)	3	2.3	1	0.8	2	2.2	6	1.7
9. Organization and Administration (OA)	16	12.0	21	16.0	12	13.3	49	13.8
10. Emergencies and Other Complex Situations (EO)	21	15.8	11	8.4	5	5.5	37	10.5
	133	100.0	131	100.0	90	100.0	354	100.0

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Both Groups 2 and 3 report Category 9 (Organization and Administration) second among incidents reported -- 16.0 percent and 15.3 percent respectively -- while Group 1 reports Category 10 (Emergencies and Other Complex Situations) second among incidents reported (15.8 percent). In Group 1, Category 10 is closely followed by Category 6 (Finances and Employment - 14.3 percent), Category 0 (Immigration and Legal - 13.5 percent) and Category 9 (Organization and Administration - 12.0 percent). Five categories (0, 4, 6, 9 and 10) represent 75.1 percent of the critical incidents reported in Group 1.

In Group 2, Categories 4 and 9 are followed by Category 0 (Immigration and Legal - 11.5 percent), Category 6 (Finances and Employment - 8.4 percent), Category 10 (Emergencies and Other Complex Situations - 8.4 percent) and Category 5 (Housing - 7.6 percent). These six categories (0, 4, 5, 6, 9 and 10) represent 79.4 percent of the critical incidents reported in Group 2. In Group 3, Categories 4 and 9 are followed by Category 0 (Immigration and Legal - 8.9 percent). These three categories (0, 4 and 9) represent 60.0 percent of the Critical Incidents reported in Group 3.

At the other end of the scale, all three groups have reported Category 8 (Student Activities) last in number and percentage of critical incidents reported. Percentages range from 2.3 in Group 1 to 0.8 in Group 2. Group 3 reported Categories 1 (Admissions and Selections) and 3 (Initial Orientation) at the same low percentage (2.2) as Category 8 in the number of critical incidents reported. Group 2 also identifies

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Category 3 at the next low level -- 1.5 percent of critical incidents reported. Group 1 identifies Categories 1 and 7 (Interpretation of the United States to Foreign Students) at the next low level to Category 8 with 1 and 7 reporting 3.0 percent each of the critical incidents in Group 1.

In summarizing the dispersion of the 354 critical incidents reported by the three groupings of colleges and universities into the eleven categories of Foreign Student Adviser's Responsibility, it appears that similarities exist among the groups in critical incident reporting; at a high numerical level for Categories 0 and 4 (Immigration and Legal and Academic and Personal Advising); at a low numerical level for Categories 1 and 8 (Admissions and Selections and Student Activities); and at an intermediate level for Category 2 (English Language Proficiency). General agreement, meaning one of the three groups differs slightly, seems to exist among the three groups in reporting Categories 6 and 9 (Finances and Employment and Organization and Administration) actively, while tending to report Categories 5 and 7 (Housing and Interpretation of the United States to Foreign Students) at an intermediate level. Category 3 (Initial Orientation) received only limited reporting or attention.

The major difference among the groups centered on Category 10 (Emergency and Other Complex Situations). Group 1 reported the second highest number of incidents in this category while in Group 3 it rated 8th in the number of critical incidents reported in this group. There seems to be some reasonable explanation for this wide difference that will be discussed in detail in the conclusions in the final chapter.

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Each of the 354 incidents reported involved a specific problem or category of Foreign Student Adviser Responsibility or specific Foreign Student Adviser behavior. Table IV - 5 presents a summary of the participating institutions and Knowledgeable Faculty Members, together with the satisfactory and unsatisfactory critical incidents reported and the resultant total of critical elements.

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 the perception of Knowledgeable Faculty Members, 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 cannot 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.

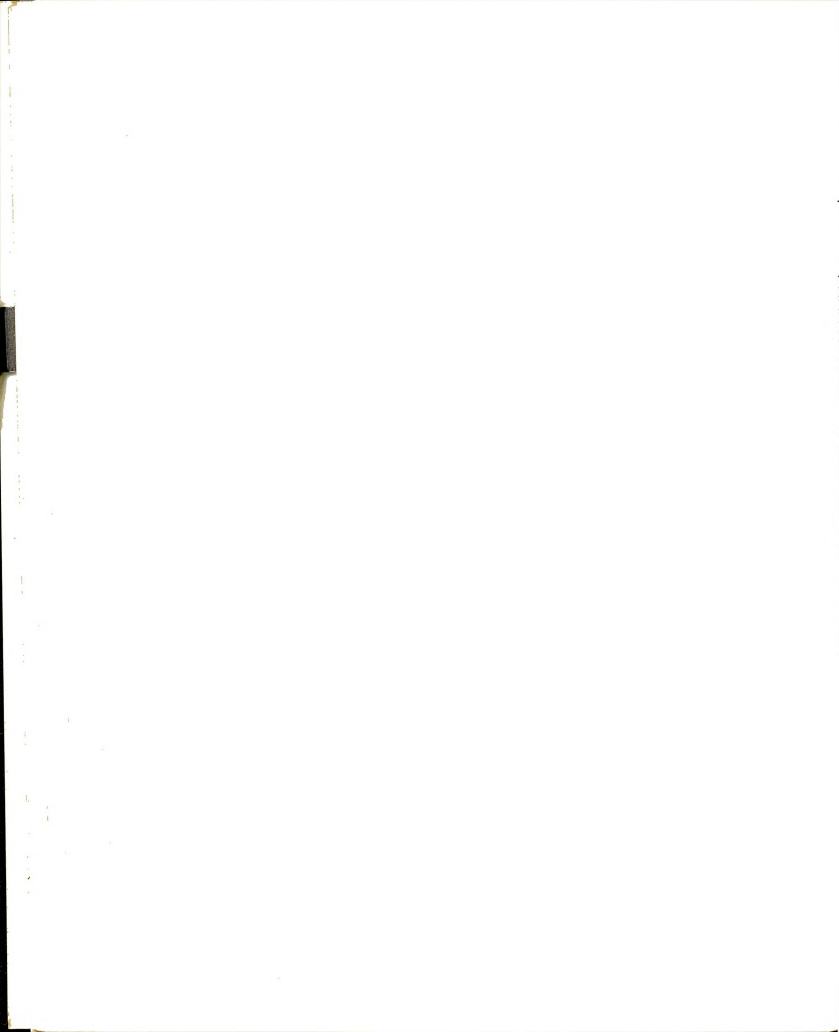
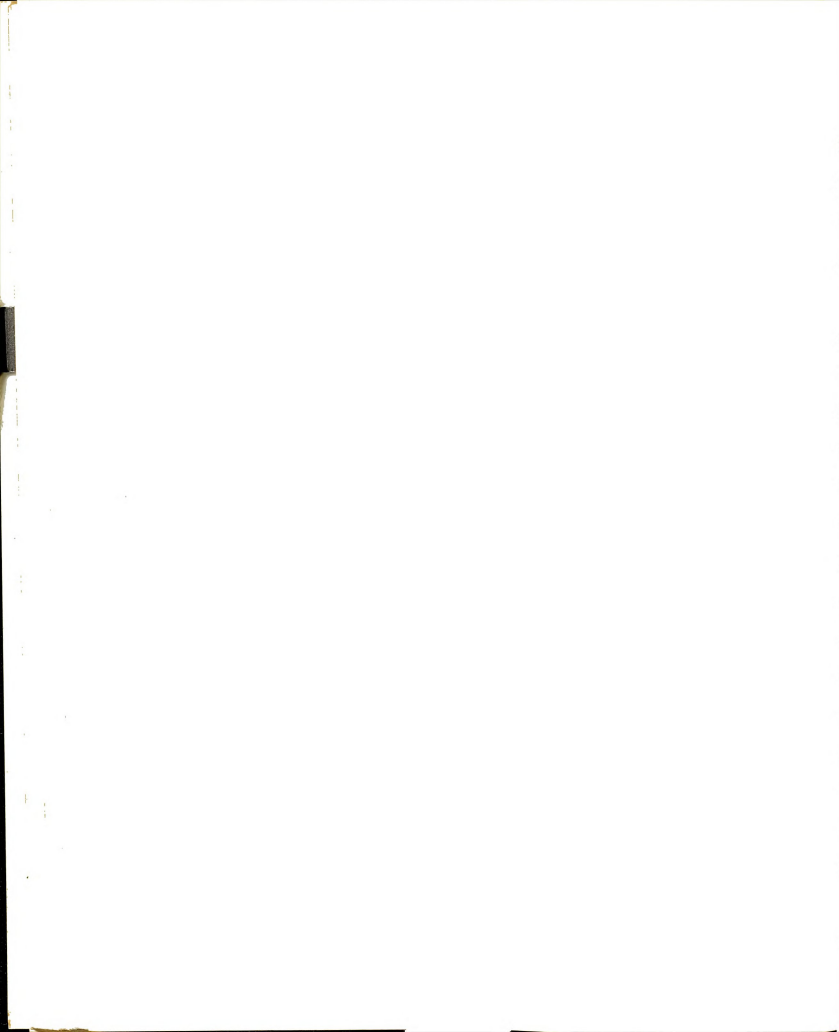


TABLE IV - 5

CRITICAL INCIDENTS REPORTED
BY KNOWLEDGEABLE FACULTY MEMBERS
AND THE RESULTANT CRITICAL ELEMENTS

	Number KFM's	Number Incidents Reported by KFM's			Number Elements
		Satis- factory	Unsatis- factory	Total	
IA	11 (1)	16	7	23	59
IB	7	17	8	25	85
IC	9	16	10	26	99
ID	12	19	15	34	112
IE	6	16	9	25	93
TOTAL	45 (1)	84	49	133	448
(PERCENT)		(63)	(37)	(100)	
IIA	6	18	9	27	87
IIB	7 (1)	17	8	25	81
IIC	6	18	6	24	68
IID	6	9	4	13	35
IIIE	8	24	18	42	188
TOTAL	33 (1)	86	45	131	459
(PERCENT)		(65.6)	(34.4)	(100)	
IIIA	8 (3)	4	10	14	40
IIIB	6	16	6	22	69
IIIC	7	17	4	21	60
IIID	5	8	10	18	43
IIIE	6	9	6	15	52
TOTAL	32 (3)	54	36	90	264
(PERCENT)		(60)	(40)	(100)	
TOTAL	110 (5)*	224	130	354	1171
(PERCENT)		(63.3)	(36.7)	(100)	

*Reported No Critical Incidents



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 KNOWLEDGEABLE FACULTY MEMBERS PERCEIVED 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. One thousand one hundred and seventy-one critical elements or aspects of the Foreign Student Adviser's behavior were extracted from the original 354 critical incidents reported by the 110 Knowledgeable Faculty Members (see Table IV - 5, page 116). Many of the 1171 original "raw" critical elements were repeated several times, and it was possible to reduce these elements to 156 distinct critical elements -- or actions of Foreign Student Advisers which Knowledgeable Faculty Members 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 156 distinct critical elements were grouped into 16 critical areas. The 156 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

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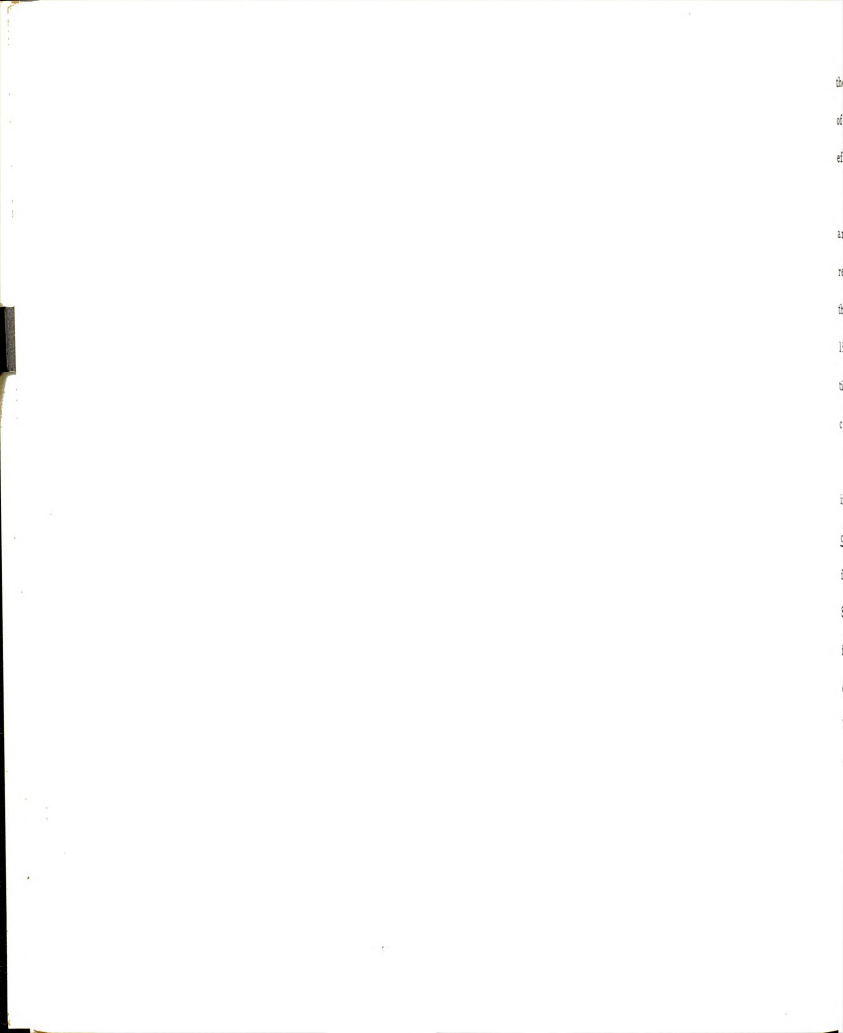
regarding the effectiveness of the activity in which it is used. A non-critical element is one which has no great importance in affecting the effectiveness of the activity in which it is used. Mr. Miller has explained this concept in detail in his related study. Critical elements have an effect on the satisfactory or unsatisfactory outcome of an incident involving on-the-job behavior of Foreign Student Advisers as perceived by Knowledgeable Faculty Members.

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.

Implication 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



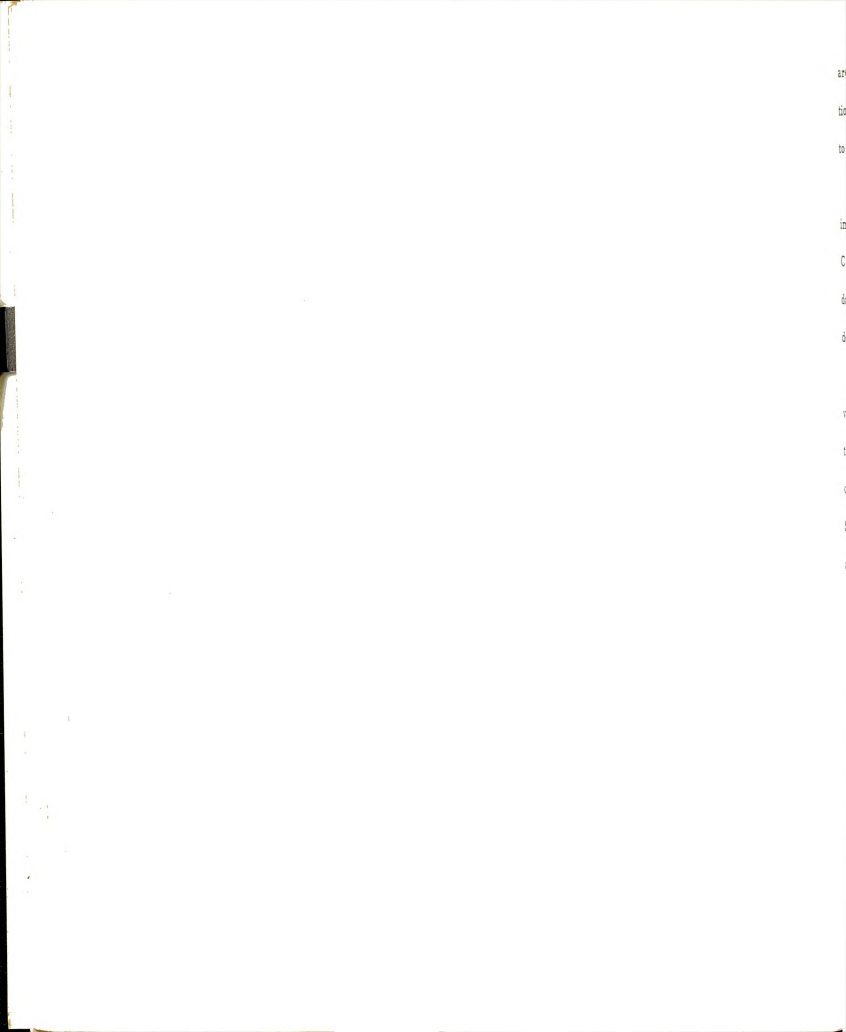
the types of incidents in which the critical elements are found, the aim of Foreign Student Advisers should be to perform each of them in an effective manner.

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 156 critical elements somewhat differently. In any case, some organizational pattern is necessary to comprehend such a large number (156) of critical elements.

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 as identified by the Knowledgeable Faculty Members. The frequencies for each element are given in parentheses. Elements that appear in this study but not in Mr. Miller's related study are so identified. Likewise, elements that appeared in Mr. Miller's study, that included 203 critical elements, that do not appear in this study are also so identified.

Significance of this Material

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 354 critical incidents reported for this study.

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, all as perceived by Knowledgeable Faculty Members.

THE SIXTEEN CRITICAL AREAS AND 156 CRITICAL ELEMENTS OF FOREIGN STUDENT ADVISER BEHAVIOR WHICH ARE PERCEIVED BY KNOWLEDGEABLE FACULTY MEMBERS TO HAVE A SIGNIFICANT EFFECT ON THE ACADEMIC PROGRESS AND/OR PERSONAL DEVELOPMENT OF FOREIGN STUDENTS.

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

The Foreign Student Adviser served as director of the Foreign Student Office and staff, including such functions as establishment of office

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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 = 60)

1. Defined his role and job description as Foreign Student Adviser and the functions which the Foreign Student Office would attempt to serve. (21)
2. Established internal Foreign Student Office procedures and trained the office staff. (5)
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. (6)
5. Maintained individual student files on all foreign students and kept records of his own involvement in working with problems of foreign students. (7)
6. Administered withdrawal procedures regarding foreign students. (2)
7. Compiled reports of foreign student population for general university use. (2)
8. Assisted Housing Office placement of foreign students in university housing. (1)
9. Administered English Language Center program of the university for foreign students. (1)
10. Provided liaison service between Immigration Office and foreign students. (4)
11. Served on Dean of Students or faculty disciplinary committee when a foreign student was involved. (1)

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The above elements were common to and included in Mr. Miller's related study. There were no elements in this critical area that were unique to this study alone.

The following elements were unique to Mr. Miller's study and are not included in this critical area in this study.

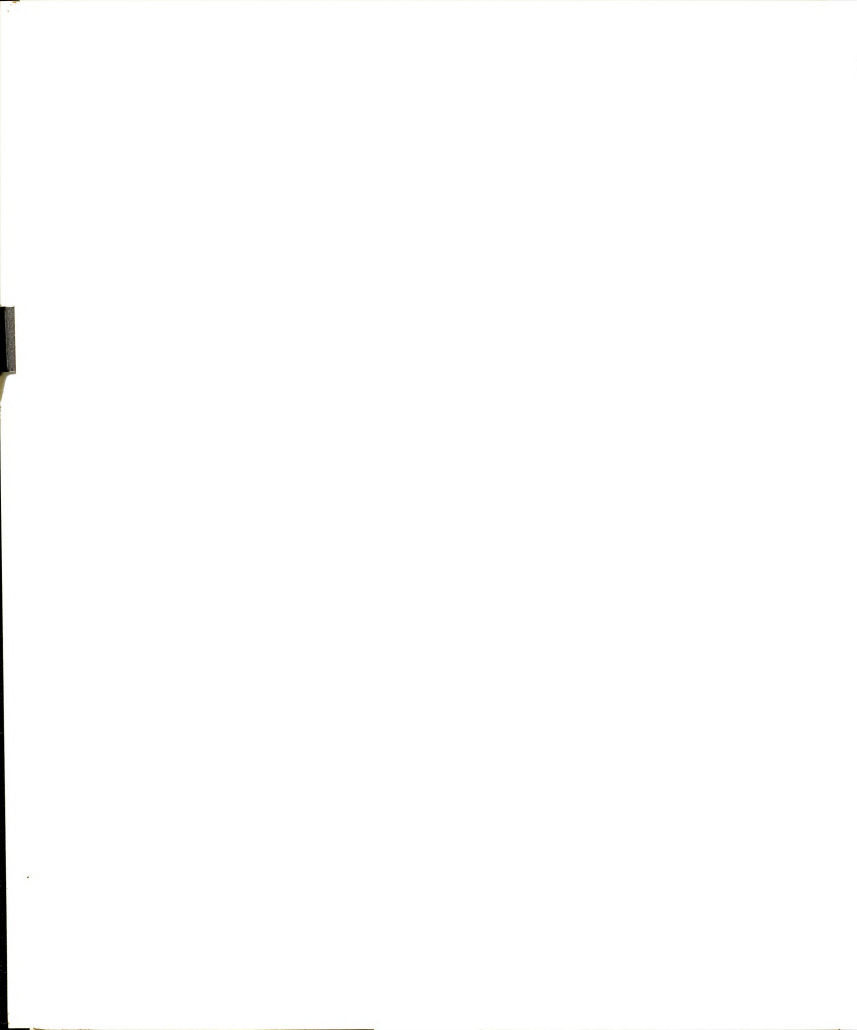
1. Received and forwarded personal mail of foreign students who have no established address. (4)
2. Utilized student's file and other records to support action or make decisions regarding foreign student. (12)
3. Promoted alumni communication through International Newsletter. (7)
4. Held meetings or personal conferences with Foreign Student Office staff to discuss policy, new ideas and program improvement. (2)
5. Maintained public information (name, address, etc.) on foreign students and discriminately provided such information upon request. (4)
6. Required foreign students to make appointments to see him, especially during busy periods. (6)

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

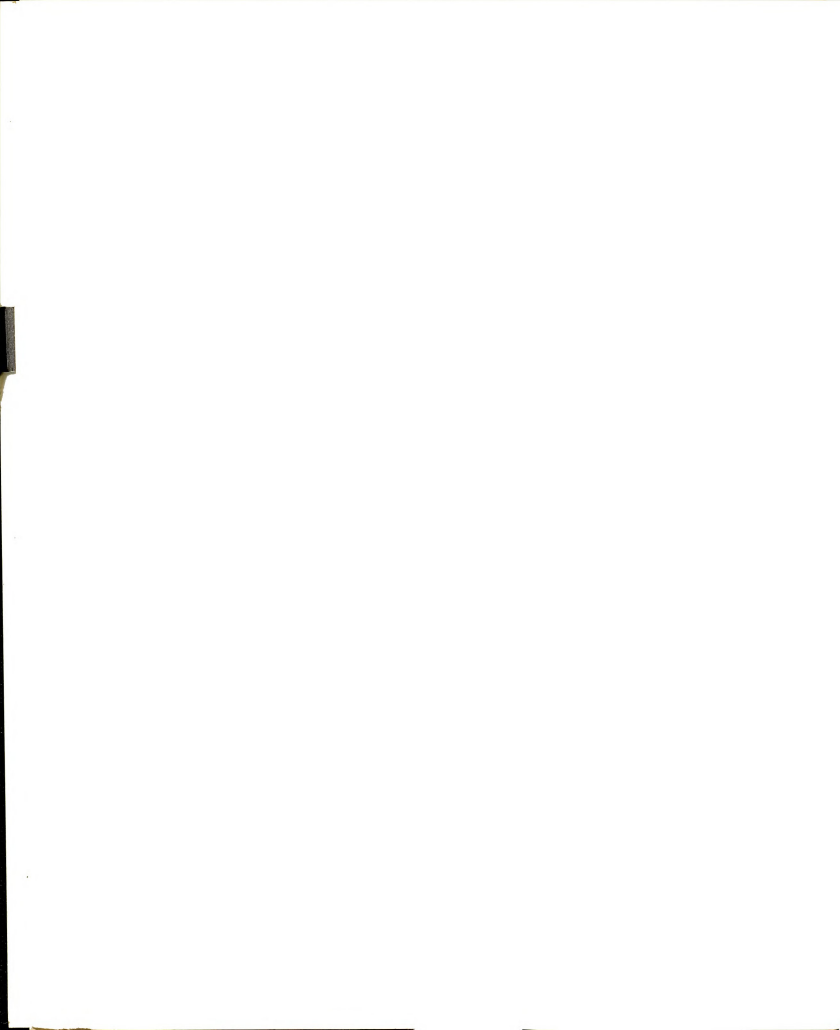
The Foreign Student Adviser served in a consultant and advisory capacity to all constituents of the university on matters pertaining to individual foreign students and to the total foreign student program.

(Total elements in this section = 215)

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. (2)



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. (3)
3. Consulted with Financial Aids Office or Committee concerning loans and scholarships for foreign students, and processed or approved requests (applications) of students, where appropriate. (2)
4. 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. (1)
5. Represented or interceded for foreign students with university Housing Office in situations involving discrimination, contract renewal or release, or misconduct charges. (7)
6. 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. (2)
7. Consulted with the Mental Health Center concerning foreign student experiencing emotional difficulties and requested written reports of recommendation from the psychiatrist. (4)
8. Consulted with hospital administrator and/or attending physicians regarding medical care of foreign student. (5)
9. Informed the faculty scholastic committee of his perception of the quality of academic advising of foreign students at the university. (1)
10. 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. (12)



11. Consulted with Deans of various colleges concerning size and nature of academic loads and standings of foreign students and received notice of drop-outs from various colleges. (3)
12. 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. (10)
13. Consulted with departments or department chairmen regarding the department providing financial support for a foreign student. (20)
14. Consulted with academic departments regarding admission, re-admission, or evaluation of transfer credits for foreign students. (16)
15. Met with academic departments and advisors 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. (17)
16. Consulted with academic department and advisors concerning foreign student with problems (academic, personal or disciplinary) that could interfere with his academic progress and advised department of possible solutions. (24)
17. Consulted with Academic Advisers 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. (41)
18. Consulted with Academic Adviser regarding actions or suicidal tendencies and personal problems of foreign student. (41)
19. 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)

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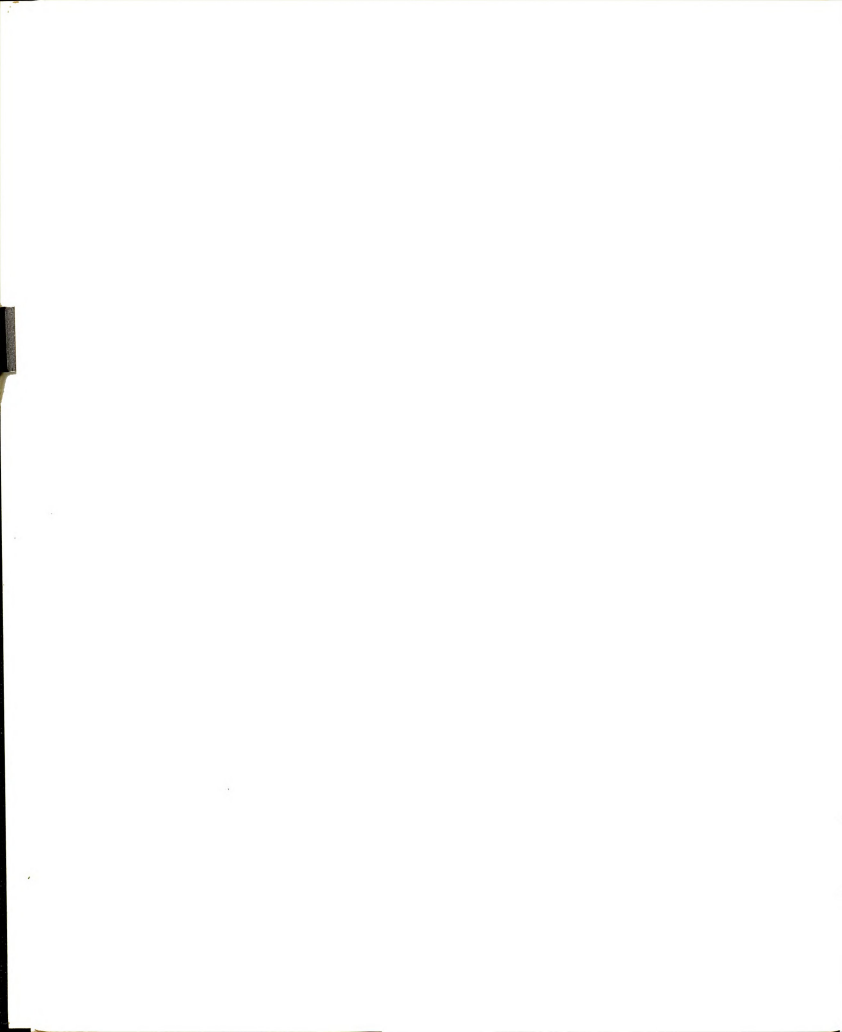
The above elements were common to and included in Mr. Miller's related study. There were no elements in this critical area that were unique to this study alone.

The following elements were unique to Mr. Miller's study and are not included in this critical area in this study.

1. 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)
2. Consulted with University Business Office (or bursar) regarding disbursement of sponsored student's funds and regarding indebtedness of foreign student to the university. (2)
3. Consulted with University Employment Bureau concerning employment opportunities for foreign students. (1)
4. Explained to Faculty Senate the process used by the Foreign Student Office to screen foreign student admissions. (1)
5. Encouraged Academic Adviser to recommend deserving foreign students for scholarships. (1)
6. Consulted with University Reading Laboratory Personnel regarding special rapid-reading program for foreign students. (3)

III. Planning and Program Development (PPD)

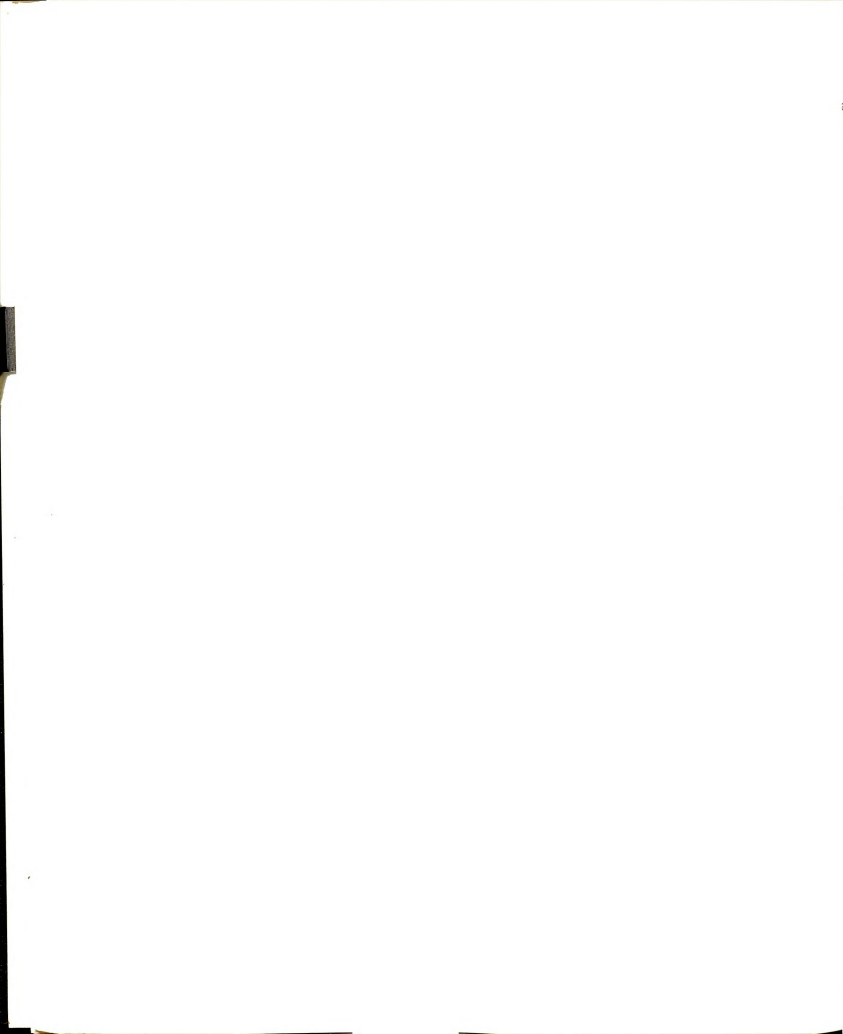
The Foreign Student Adviser planned and developed (new) programs to facilitate academic progress and/or personal development of foreign students, including initial orientation, language and cultural programs, and programs for special needs and situations of foreign students. (Total elements in this section = 66)



1. Initiated and arranged for his university to participate in Exchange Visitor Programs. (1)
2. Projected future needs of the university pertaining to the care and provisions for foreign students. (8)
3. Developed an English Language Program for foreign students in conjunction with the English Department. (3)
4. Served as resource person for the university regarding international affairs and helped to initiate a university International Advisory Committee and meets regularly with other staff people involved in foreign student affairs. (23)
5. 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. (22)
6. Conducted, supported and encouraged research in foreign student programming within the Foreign Student Office and by other academic departments and offices on campus. (5)
7. Developed a program of group counseling to provide continuing orientation for foreign students. (2)
8. Developed a program whereby "unclassified" courses were counted on the foreign students program but not on his academic index. (1)
9. Established a brother-sister program whereby older (foreign) students -- trained by the Foreign Student Adviser -- aid new foreign students in adjusting to the new environment. (1)

The first five elements were common to and included in Mr. Miller's related study.

Elements 6, 7, 8 and 9 are unique to this study alone and are not common to Mr. Miller's study.



The following elements were unique to Mr. Miller's study and are not included in this critical area in this study.

1. Used results of faculty survey to strengthen foreign student program. (2)
2. Conceived of program for adopting subject matter to problem of developing nations and attempting to enlist Peace Corps Volunteers to serve as catalysts. (3)
3. Cooperated with professors of English to develop special BA program in teaching of English as second language (for group of foreign students). (2)
4. Arranged program with medical doctor to assist foreign students who get in sexual (pregnancy) trouble. (1)
5. Used NAFSA professional consultation for assistance in program development, including local, state, and national resources. (5)

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 = 144)

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. (7)
2. Reviewed transfer of credits and discussed degree requirements with new foreign student. (1)
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. (31)

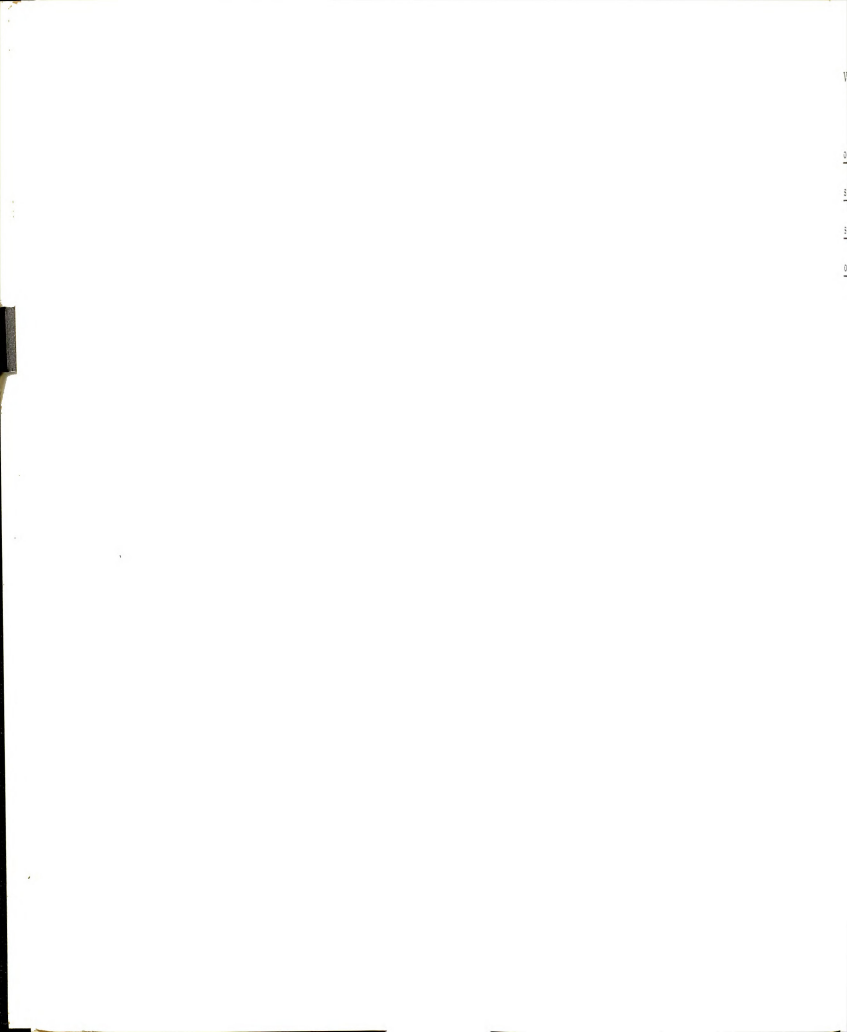
4. Routinely reviewed grade slips, probation reports, etc., of foreign students to assess their academic progress. (5)
5. Reviewed academic goals and objectives with foreign student. (See also VII. Interviewed Students, 3 and 4) (6)
6. Advised foreign student on selection of academic courses, dropping and adding courses, course load, and typical characteristics of U. S. educational system. (See also VII. Interviewed Students, 3 and 4) (16)
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) (30)
8. Served as liaison between foreign student and his respective academic department when academic advising of foreign students in the department appeared inappropriate or unsatisfactory. (18)
9. Advised foreign student regarding transferring to another institution and often supported or disapproved of his transfer. (12)
10. Advised foreign student regarding withdrawal from the university due to academic, financial, or personal reasons of the student. (7)
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). (8)
12. Conducted information-giving sessions regarding graduate work in U. S. for new foreign students. (3)

The first eleven elements were common to and included in

Mr. Miller's related study.

Element 12 is unique to this study alone and is not common to Mr.

Miller's study.



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 = 56)

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. (1)
2. Helped identify sources of financial aid for foreign students from sources outside the university. (4)
3. Reviewed expense estimates (periodically) for foreign students and updated expense estimate report which was sent to potential students and sponsors. (2)
4. Advised and counseled foreign students regarding handling of personal funds, budgeting, and sources of financial assistance. (9)
5. Assisted or attempted to assist in developing special arrangements for financial support of foreign students in unusual situations. (10)
6. Facilitated the use of regular university financial aid programs by needy foreign students who were qualified. (8)
7. Explored all available sources of financial assistance for foreign students, including fee refunds, cooperative housing, etc. (2)
8. Reviewed loan applications of foreign students, informed foreign students of loan policies, and recommended loans be granted to foreign students where appropriate. (2)
9. Requested cooperation of departments or colleges of the university to identify worthy and eligible foreign students and determine number and types of scholarships that should be made available. (5)

10. Reviewed scholarship applications of foreign students to insure they were eligible for scholarships. (5)
11. Made recommendations regarding foreign students' financial needs and approval of applications for scholarships and frequently served on scholarship committee. (3)
12. Encouraged and facilitated foreign student employment opportunities. (5)

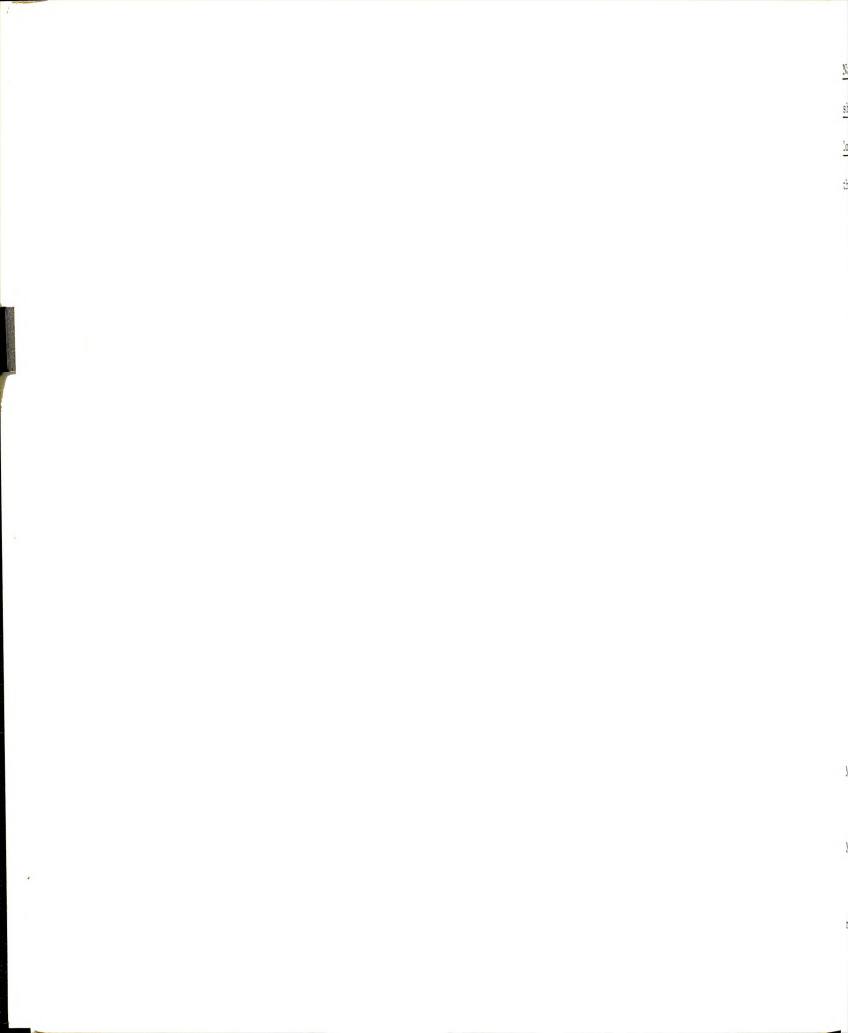
The above elements were common to and included in Mr. Miller's related study. There were no elements in this critical area that were unique to this study alone.

The following elements were unique to Mr. Miller's study and are not included in this critical area in this study.

1. Prepared proposal for increased university appropriations for foreign student scholarships and justified need to Administration Office or Committee in charge of appropriating funds. (5)
2. Identified foreign students who met the qualifications for scholarships. (7)
3. Informed, explained and interpreted decisions of the scholarship committee regarding financial assistance to foreign students who had applied for a scholarship. (8)
4. Studied and compared financial assistance programs for foreign students of other universities. (4)
5. 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 = 97)

1. Sustained a cooperative working relationship with INS officials and consulted with them regularly. (2)
2. Interpreted and explained INS policies, rules and regulations to foreign student and advised him on particular concerns and options. (15)
3. Assisted foreign student to change INS status and interceded with INS for special consideration (or reconsideration) of a foreign student's situation. (20)
4. Reviewed, for approval or non-approval, work permission and practical training applications of foreign students. (8)
5. Explained and interpreted to INS officials the situations of foreign students involved in unusual or complex immigration problems. (6)
6. Endorsed foreign student's application for extension of stay permit and visa. (7)
7. Provided information and advice to academic advisers and departments regarding INS regulations and new developments in immigration requirements and procedures. (39)

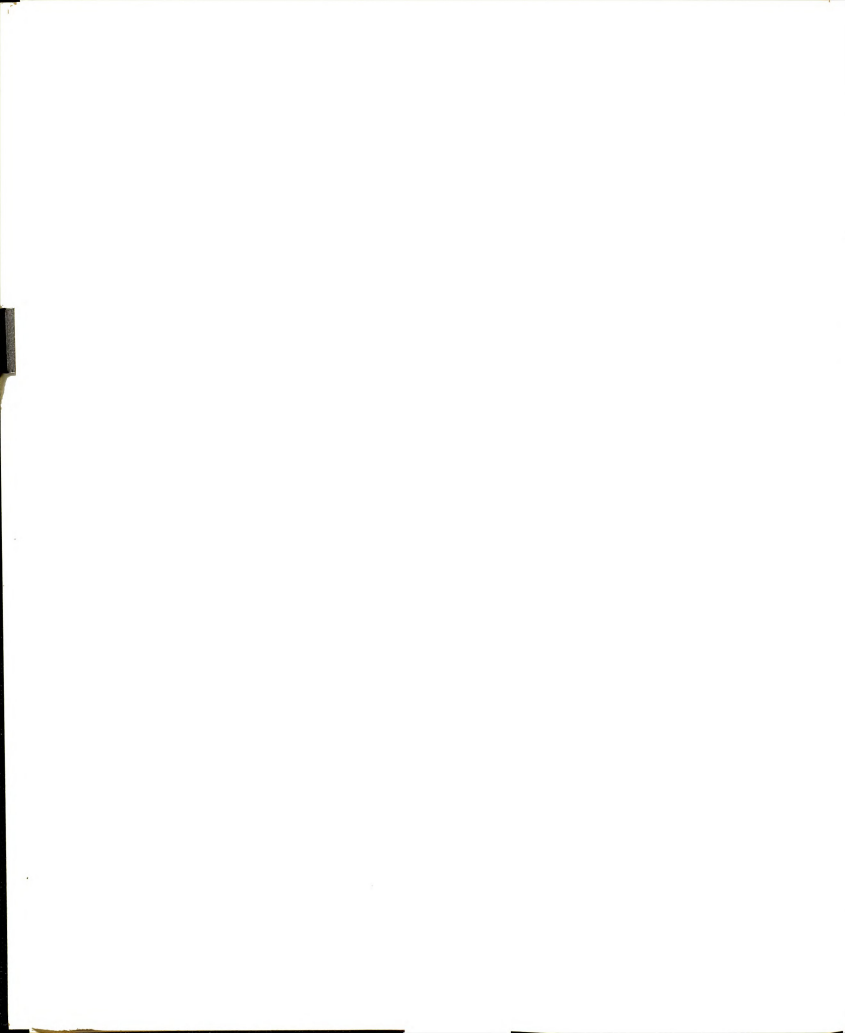
The first six elements were common to and included in

Mr. Miller's related study.

Element 7 is unique to this study alone and is not common to

Mr. Miller's study.

The following elements were unique to Mr. Miller's study and are not included in this critical area in this study.



1. Sought relevant, up-to-date information regarding INS policies and regulations. (9)
2. Provided information regarding INS policies and regulations to Congressman, State Department officials, and other local officials. (4)

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 = 98)

1. Interviewed foreign student regarding admission or re-admission to the university. (6)
2. Interviewed foreign student regarding poor academic performance. (See also IV. Academic Guidance Program, 5 and 6) (4)
3. Interviewed foreign student regarding various academic problems and concerns. (See also IV. Academic Guidance Program, 5 and 6) (15)
4. Interviewed foreign student regarding INS concerns. (See also VI. Immigration (INS) Expert, 3) (15)
5. Interviewed foreign student needing financial assistance. (16)
6. Interviewed foreign student regarding budgeting and handling of personal funds. (1)
7. 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, etc. (16)

8. Interviewed foreign student regarding health concerns including dental needs. (1)
9. Interviewed foreign student with symptoms of mental health or emotional problems. (9)
10. Interviewed foreign student regarding personal - legal concerns. (3)
11. Interviewed foreign student involved in dispute with other person(s), personal, financial, etc. (3)
12. Interviewed foreign student regarding personal - social problem. (9)

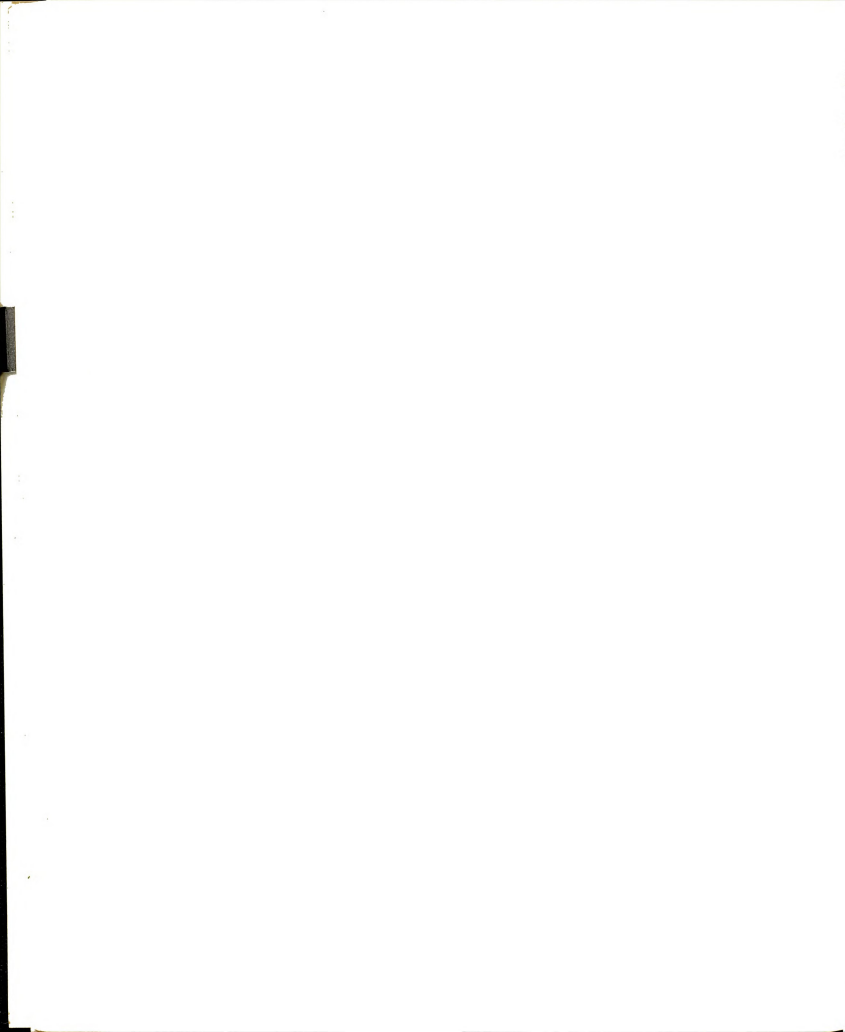
The above elements were common to and included in Mr. Miller's related study. There were no elements in this critical area that were unique to this study alone.

The following elements were unique to Mr. Miller's study and are not included in this critical area in this study.

1. Regularly conducted initial interview of new foreign students. (7)
2. Interviewed foreign student requesting a university loan. (6)
3. Interviewed foreign student requesting scholarship application. (4)
4. Interviewed foreign student who had been charged or accused of committing crime. (4)
5. Interviewed both foreign student and American student regarding problems of sexual conduct. (6)

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 = 85)

1. Psychological Counseling. Provided therapeutic counseling for foreign students who were experiencing emotional (mental) health problems and had neurotic behavioral tendencies. (9)
2. Supportive Counseling. Provided supportive counseling and encouragement to foreign students who were undergoing a period of difficult change and adjustment. (17)
3. Non-directive Counseling. Provided foreign students a counseling outlet for expression of anxiety, hostility, and other emotions and concerns. (13)
4. Marital Counseling. Provided counseling for married foreign students having marital problems. (8)
5. Personal-Social Counseling. Provided counseling for foreign students regarding their personal-social problems and cultural adjustment. (28)
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)

The above elements were common to and included in Mr. Miller's related study. There were no elements in this critical area that were unique to this study alone.

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 = 16)

1. Referrals to mental health clinic or center. (3)

2. Referrals to University Health Services. (1)
3. Referrals to University Admissions Office. (1)
4. Referrals to Academic Department or College. (2)
5. Referrals to free university tutoring systems. (1)
6. Referrals to the English Language Center. (3)
7. Referred foreign students (with strong counseling needs) to the University Counseling Center. (2)
8. Referred foreign students to his fellow countrymen for assistance and advice. (3)

The first six elements were common to and included in Mr. Miller's related study.

Elements 7 and 8 are unique to this study alone and are not common to Mr. Miller's study.

The following elements were unique to Mr. Miller's study and are not included in this critical area in this study.

1. Referrals to University Housing Office. (3)
2. Referrals to Assistant Director of Graduate School. (1)
3. Referrals to Assistant Vice President and Vice President for Student Affairs (2)
4. Referrals to University Legal Aid Clinic. (1)
5. Referrals to Employment Agencies/University Placement Office. (2)
6. Referrals to Financial Dean of University (for scholarships). (1)
7. Referrals to Private Scholarship Organizations for foreign students. (1)
8. Referrals to Insurance Claims Officials. (1)

9. Referrals to local dentist who would do work for foreign student without charge. (1)
10. 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 = 17)

1. Advised foreign student concerning the legal implications of his personal situation, his legal rights, and the desirability of obtaining legal advice or representation. (4)
2. Advised foreign student concerning returning to his home country. (2)
3. Advised foreign student engaged in personal - cultural conflict situation. (6)
4. Advised foreign student on general and personal problems and special contacts for assistance, i. e., Congressman, family. (5)

The above elements were common to and included in Mr. Miller's related study. There were no elements in this critical area that were unique to this study alone.

The following elements were unique to Mr. Miller's study and are not included in this critical area in this study.

1. 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)



2. 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)
3. Advised foreign student regarding personal conduct in case which involved disciplinary action or misunderstanding. (6)

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 = 48)

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. (11)
2. 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. (11)
3. 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. (6)
4. Coordinated efforts and interests of religious groups relating to foreign students and clarified relationships. (3)
5. Solicited and coordinated fund-raising activities in the community in support of worthy students. (6)
6. Coordinated details involved in organizing group trips and transporting foreign students to outlying communities. (9)
7. Attempted to maintain good will and continued support of community by assisting foreign students and local merchants and banks to recognize mutual obligations



and interests involved in commercial transactions and extensions of credit.

(2)

The first six elements were common to and included in Mr. Miller's related study.

Element 7 is unique to this study alone and is not common to Mr. Miller's study.

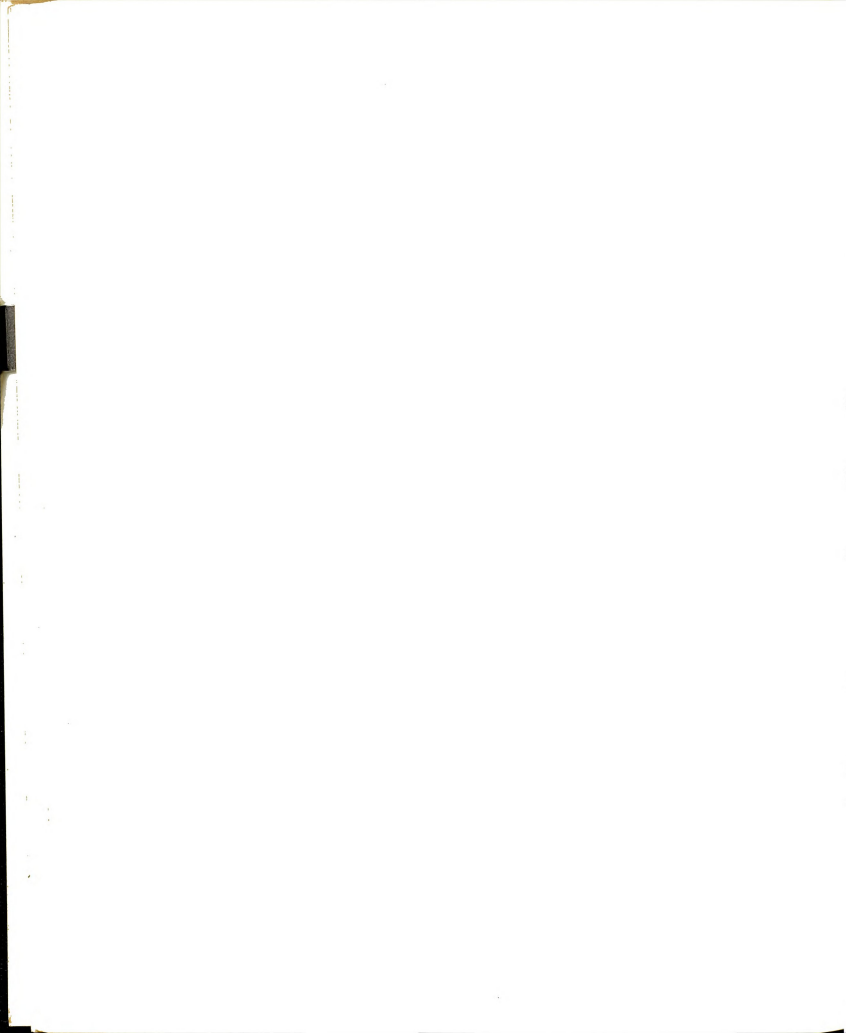
The following elements were unique to Mr. Miller's study and are not included in this critical area in this study.

1. Arranged speaking engagements for foreign students. (6)
2. Worked with community representatives in legal situation involving foreign student. (6)
3. Coordinated joint efforts 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 = 37)

1. Served as sponsor (or adviser) to the International Club encouraging activities for American student-foreign student relations. (4)
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. (7)
3. Encouraged and planned Open House and other social activities that provide opportunities for foreign students to meet with American students and/or faculty. (3)



4. Encouraged development of Foreign Student Wives Club, and served as adviser. (2)
5. Promoted and supported American/foreign student relations through informal and formal activities, including social events, group discussions and international cooperative planning groups. (14)
6. Helped to guide Nationality Club activities to be consistent with university policy and regulations. (3)
7. Provides channels for assuring safety, well-being and opportunity of expression for nationality groups under stress due to local, national or international situations. (4)

The first six elements were common to and included in Mr. Miller's related study.

Element 7 is unique to this study alone and is not common to Mr. Miller's study.

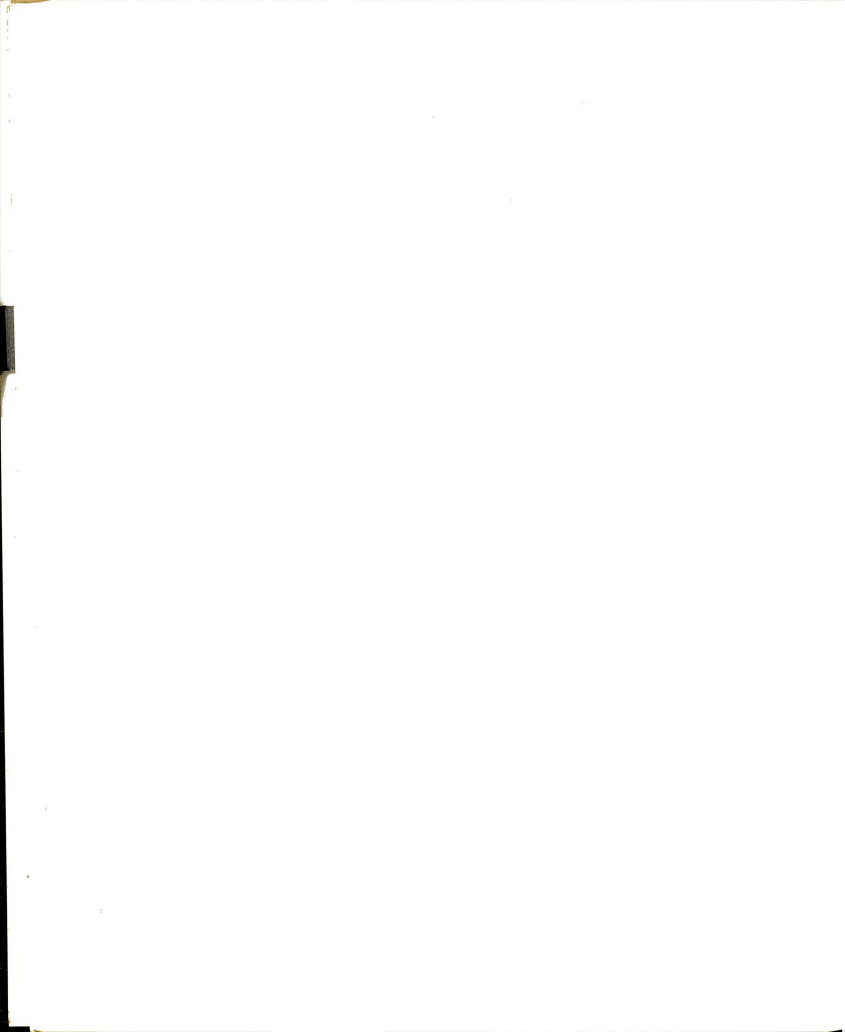
The following element was unique to Mr. Miller's study and is not included in this critical area in this study.

1. Worked with fraternities and sororities in arranging for involvement with individual foreign students or group-type activities. (5)

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 = 59)

1. Learned of infraction of INS rules and regulations by a foreign student. (2)
2. Consulted with medical doctor and hospital authorities regarding foreign student's condition. (4)



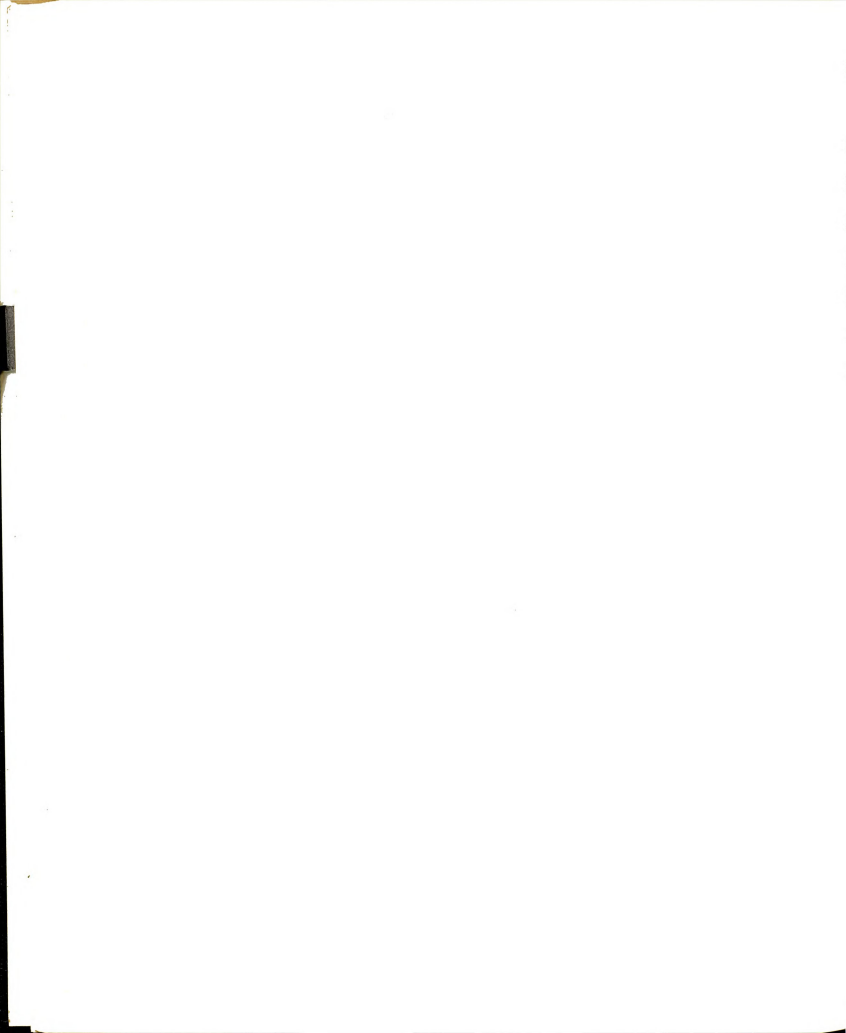
3. Learned of specific personal information regarding foreign student and/or family which was significant to the student's welfare or academic progress. (12)
4. Received information regarding foreign student's financial situation and verified its accuracy. (9)
5. Requested specific information from foreign student about himself. (5)
6. Examined the reasons for emotional problems of foreign students. (4)
7. 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. (1)
8. Learned of arrest or detention of foreign student for legal infraction. (1)
9. Received information regarding the academic status, classroom behavior, attitudes and/or failure to comply with the expectations of the university educational system. (8)
10. Notified by the academic department, academic adviser or other faculty member of personal and emotional problems of foreign students and of related problems or results. (13)

The first eight elements were common to and included in Mr. Miller's related study.

Elements 9 and 10 are unique to this study alone and are not common to Mr. Miller's study.

The following elements were unique to Mr. Miller's study and are not included in this critical area in this study.

1. Received notification from Graduate Hall Adviser or city official of foreign student's housing problem. (3)
2. Recalled foreign student's situation from personal knowledge or observation. (9)



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 = 35)

1. Maintained contact with U. S. and Foreign Government agencies in support of foreign student. (6)
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. (7)
3. Reviewed academic progress of foreign student with his sponsor. (8)
4. Worked with private companies and government agencies to identify employment opportunities for foreign students. (1)
5. Prepared formal report for sponsor on academic progress and adjustment of foreign students. (2)
6. Related personal problems of foreign student to his sponsor. (2)
7. Reported to sponsors regarding accidents and unusual incidents involving their foreign students and cooperated in emergency situations involving foreign students. (7)
8. Arranged for sponsors of foreign students visiting the campus to meet their students and related faculty members. (2)

The first seven elements were common to and included in Mr. Miller's related study.

Element 8 is unique to this study alone and is not common to Mr. Miller's study.

The following elements were unique to Mr. Miller's study and are not included in this critical area in this study.

1. Reviewed the housing situation or particular housing problem of student at the university with the sponsor and/or foreign government. (2)
2. Identified and nominated worthy foreign students for scholarships at request of private agencies or sponsors. (2)
3. Informed sponsor, government, etc., of change in costs and expenses for students at the university. (2)
4. Responsible for insuring written commitments of sponsors regarding their sponsorship and financial support of foreign students. (1)
5. Cooperated with NAFSA in calling inadequate financing of Turkish sponsored students to attention to Turkish government. (1)

XV. Emergency Situations (ES)

The Foreign Student Adviser handled emergency situations involving foreign students and reporting 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 = 65)

1. Arranged (or attempted to arrange) for foreign student to be admitted to specialized hospital in the United States. (6)



2. Received notice from police or university official regarding foreign student who had been arrested for a serious crime. (3)
3. Received notification of death, disappearance or serious accident involving foreign student(s) or their immediate relatives. (1)
4. Consulted and cooperated with mental health authorities in situations involving foreign students with symptoms of mental disturbances. (11)
5. 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. (8)
6. Sought information and assistance in attempting to locate missing foreign student. (1)
7. Served as liaison with insurance agency on behalf of foreign student in time of emergency. (7)
8. Consulted with police, prosecuting attorney, coroner and/or other local legal authorities concerning death, serious injury, or arrest of foreign student(s). (5)
9. 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)
10. 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)
11. Served to obtain or raise funds in emergency situations to provide for care of, or return of, foreign student to his home country. (2)
12. Provided personal assistance, guidance and support to foreign student or family needing help due to injury, serious illness, impending operation or other urgent crisis. (7)
13. Helped to organize and prepare groups of foreign students to protect and support each other during time of riots, etc. in the city where the university was located. (3)

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The first eleven elements were common to and included in Mr. Miller's related study.

Elements 12 and 13 are unique to this study alone and are not common to Mr. Miller's study.

The following elements were unique to Mr. Miller's study and not included in this critical area in this study.

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. Judged capability of foreign student to return to regular class work following hospitalization for mental illness. (1)

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 = 73)

1. Assisted foreign student in resolving housing problem. (35)
2. Assisted foreign student in temporary financial crisis by personal loan or exerting personal influence with loan agent. (3)
3. Assisted in arranging for return of foreign student to home country due to health problems, mental illness, or other personal problem. (5)
4. Assisted foreign student to obtain appropriate legal advice and consulted with attorney regarding foreign student's situation. (2)
5. Consulted with and kept relatives and friends of foreign student informed regarding difficulties of the student. (3)

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6. Visited foreign student in his room, hospital, etc., in cases where students needed special assistance and encouragement. (4)
7. Accompanied ill foreign student and/or family to hospital or health center. Sometimes Foreign Student Adviser also provided or arranged for transportation. (2)
8. 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. (7)
9. Assisted foreign student in personal - social difficulty, making special arrangements to avoid public embarrassment of foreign student. (3)
10. Became personally involved in problems of foreign student, occasionally resulting in a dependent relationship, awkward situations, and wasted time. (2)
11. Provided miscellaneous personal services for foreign students. (7)

The above elements were common to and included in Mr. Miller's related study. There were no elements in this critical area that were unique to this study alone.

The following elements were unique to Mr. Miller's study and are not included in this critical area in this study.

1. Welcomed (often met) new foreign students upon their arrival and introduced them to other students. (4)
2. Assisted foreign student to prepare legal forms, applications for financial assistance, personal letters and various other written transactions. (10)
3. Accompanied foreign student to court of law on day of trial or hearing. (5)

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4. Served as informal liaison between foreign employers and prospective (foreign student) employees. (11)
5. 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)
6. Developed lasting personal friendships with individual foreign student through personal and social activities. (9)
7. Attended Memorial Service for deceased foreign student. (8)

Discussion of the Critical Areas

of FSA Behavior

as Perceived by Knowledgeable Faculty Members

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 as perceived by the Knowledgeable Faculty Members. It is possible that another researcher would group the 156 distinct critical elements differently since this is a highly subjective procedure. It may also be possible to further condense the 156 critical elements into a smaller number. However, to do so would seriously reduce the precision and accuracy represented by the 156 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 156 distinct critical elements presented here represented the finest possible combination of

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precision and accuracy in comprehending the total 1171 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 110 Knowledgeable Faculty Members were asked to report critical incidents in which the Foreign Student Adviser's behavior had a significant effect on the academic progress and/or personal development of foreign students, the resulting 354 critical incidents and their 1171 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 354 critical incidents. However, it indicates that Knowledgeable Faculty Members tend to think of the entire range of Foreign Student Advisers' on-the-job behavior as having significant effect on the academic progress and/or personal development of foreign students. It also indicates that Knowledgeable Faculty Members consider some aspects of the Foreign Student Adviser's job as being more directly related to this criteria than other aspects of his job. Table IV - 6 reports the percent of Satisfactory - Unsatisfactory Raw Critical Elements in each of the Foreign Student Advisers' critical areas of behavior as perceived by Knowledgeable Faculty Members.

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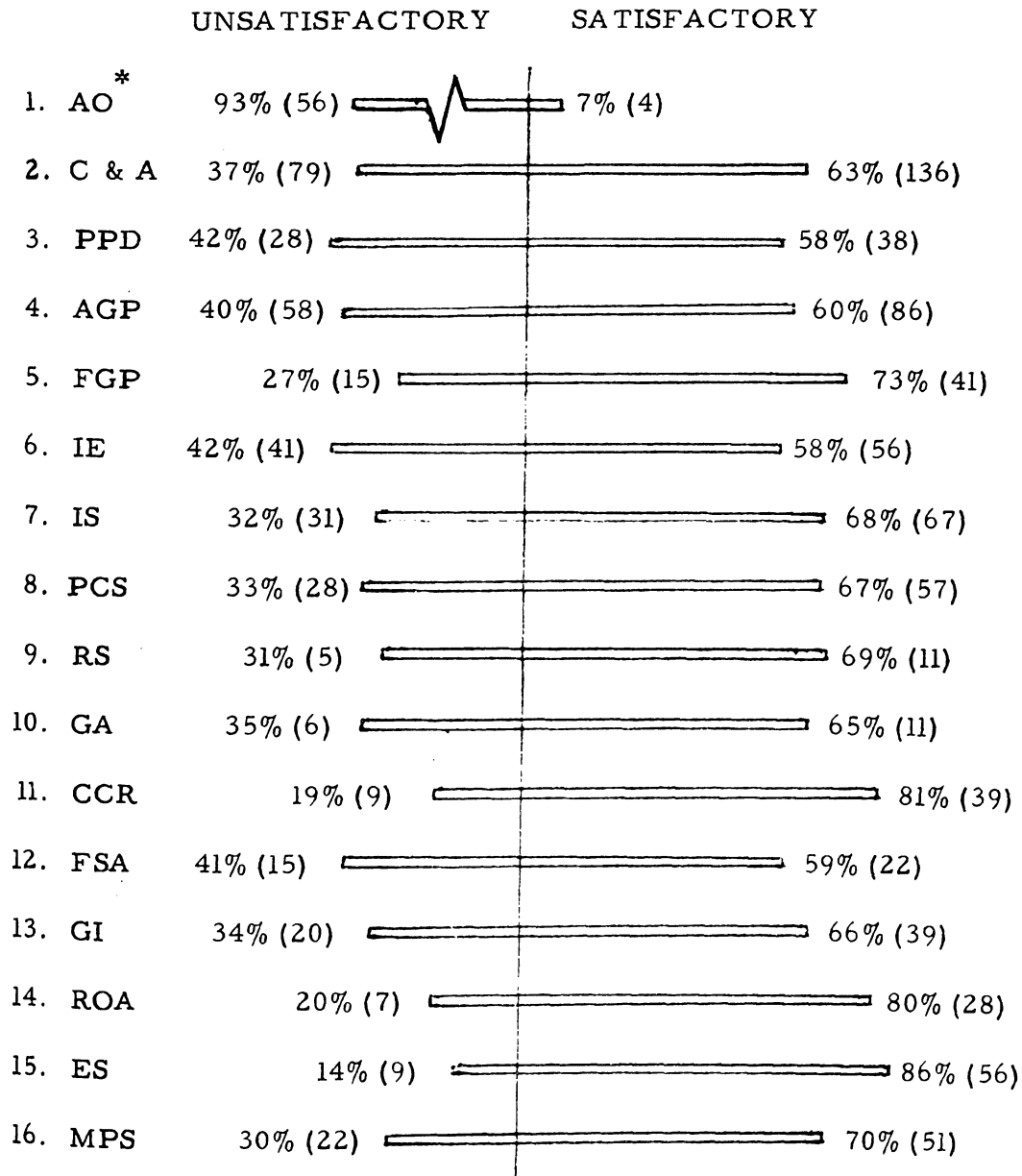
- *
1. AO
2. C & A
3. PPD
4. AGP
5. FGP
6. IE
7. IS
8. PCS
9. RS
10. GA
11. CCR
12. FSA
13. GI
14. ROA
15. ES
16. MPS

() Number

* See Ta

TABLE IV -6

PERCENT OF SATISFACTORY-UNSATISFACTORY RAW CRITICAL
ELEMENTS IN EACH OF THE FSA'S CRITICAL AREAS
AS PERCEIVED BY KNOWLEDGEABLE FACULTY MEMBERS



() Number of Critical Incidents Reported

* See Table IV - 7, page 169 for category titles.

Area I. Adm

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Area I. Administered Office

Whatever the various duties or responsibilities assigned to the Foreign Student Adviser one of his basic functions is to administer his office. The extent and nature of the administrative area may vary depending on the size of the university, the foreign student population and the foreign student office staff. Nevertheless, performance in this critical area may often influence the perception of others toward performance in the other critical areas of behavior of the Foreign Student Adviser.

The 60 raw critical elements reported in this area of behavior represent a small (5.1) but important percent of the total raw elements in the study. This is the only critical area of behavior of the Foreign Student Adviser in the 16 areas identified where the number of unsatisfactory elements exceed the number of satisfactory elements reported by Knowledgeable Faculty Members. The ratio here is so unusual 56 (93 percent) unsatisfactory to 4 (7 percent) satisfactory to perhaps warrant a special comment.

A review of the critical elements leaves the impression that this heavy preponderance of unsatisfactory elements is due to the difficulty of the Foreign Student Adviser in defining his role. The various Knowledgeable Faculty Members who reported these elements appear either uninformed or misinformed as to the role of the Foreign Student Adviser. This has led to unrealistic expectations on the part of the Knowledgeable Faculty Members who in turn see some of the Foreign Student Adviser's efforts and expectations as unrealistic. It also reflects the tendency of

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Area II. C

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many Foreign Student Advisers to over-extend their range of duties and responsibilities, often with a limited staff and facilities. Finally, it reflects the Foreign Student Adviser's responsibility for support or enforcement of university and Immigration policies and regulations, often not clearly understood by even Knowledgeable Faculty Members.

Area II. Consultant and Advisory

This area represents the largest number by far (215) of elements in any of the 16 critical areas (18.4 percent of the 1171 raw critical elements). This large number of elements reflects the Knowledgeable Faculty Member's perception of the Foreign Student Adviser as the expert or specialist in matters involving foreign students and the Foreign Student Adviser's role as consultant for persons from all aspects of the university community who have mutual concerns or responsibilities regarding foreign students.

The consultant and advisory area involves internal communications within the university and Knowledgeable Faculty Members perceive the Foreign Student Adviser as an important link through whom information is channeled. The 19 distinct critical elements in this area indicate its complexity and scope. It is apparently an extremely critical area in that it both identifies the Foreign Student Adviser as the central point of contact for many of the activities involving foreign students on campus and simultaneously provides or promotes the Foreign Student Adviser's access to almost every administrative office and academic department

on campus. It is important

ments in this critical area

closely to the mean of 63.3

(1171).

Area III. Planning and P

This area represents

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foreign students as well as

and departments who atten

programs to meet all of th

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common goal or objective

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The 58 percent (38)

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among the total elements

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factory elements tend to

perceive this area as one

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Area IV. Academic Gui

This area has 144

(1171 elements) and is se

on campus. It is important to note here that 63 percent (136) of the elements in this critical area are rated satisfactory. This relates very closely to the mean of 63.3 percent (742) satisfactory of the total elements (1171).

Area III. Planning and Program Development

This area represents the Knowledgeable Faculty Member's perception of the Foreign Student Adviser's efforts to identify needs of the foreign students as well as the needs of the various other offices, agencies, and departments who attempt to assist the foreign students and to develop programs to meet all of these varied needs. These programs may serve a variety of purposes, both on and off campus, all presumably with the common goal or objective of promoting the academic progress and/or personal development of the foreign student.

The 58 percent (38) of the total elements in this area (66) rated satisfactory places this area below the mean of 63.3 percent satisfactory among the total elements reported (1171). Both the limited number of elements reported in this area and the below-average percent of satisfactory elements tend to indicate that Knowledgeable Faculty Members perceive this area as one that the Foreign Student Adviser has developed or promoted to only a limited degree.

Area IV. Academic Guidance Program

This area has 144 raw critical elements (12.3 percent of the total 1171 elements) and is second only to Area II, Consultant and Advisory,

in the number and percentage of the 144 elements are relatively average of 63.3 percent. It is apparent from the large number of knowledgeable Faculty Members possible for the Foreign Student Adviser area include a wide variety of

However, close examination of the data reveals that Knowledgeable Faculty Members tend to be more active in supplementing their own knowledge of the student or the academic area, or withdrawal procedures, or training eligibility (particularly for the Foreign Student Adviser) at universities dependent on the Foreign Student Adviser. Faculty members with faculty members

Area V. Financial Guidance

This area has 56 elements). Seventy-three percent of the Knowledgeable Faculty

in the number and percentage of elements reported. Sixty percent of the 144 elements are rated satisfactory, only slightly below the general average of 63.3 percent for the total elements reported. It seems apparent from the large number of elements reported that Knowledgeable Faculty Members perceive this area as an important area of behavior for the Foreign Student Adviser. The 12 distinct critical elements in this area include a wide variety of functions and activities.

However, close examination of both distinct and raw critical elements reveals that Knowledgeable Faculty Members view the Foreign Student Adviser behavior here as supportive in nature. Knowledgeable Faculty Members tend to see the Foreign Student Adviser's role as supplementing their own role and primarily involvement with the foreign student or the academic adviser or department in the admissions, transfer, or withdrawal processes, English Language qualifications, practical training eligibility (part of the total educational process), etc. The role of the Foreign Student Adviser in this critical area varies widely between universities dependent largely on the academic and faculty standing of the Foreign Student Adviser and the relationships he is able to establish with faculty members and academic departments.

Area V. Financial Guidance Program

This area has 56 raw critical elements (4.8 percent of the total 1171 elements). Seventy-three percent were reported as satisfactory by Knowledgeable Faculty Members compared with a satisfactory mean

of 63.3 for the total ele
opportunities for foreign
American students beca
ties, requests for finan
resourceful Foreign Stu

A review of the s
that the high percent of
Knowledgeable Faculty
Foreign Student Advise
sources of financial aid
part-time jobs, and cou
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Area VI. Immigration

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regarding immigration
raw critical elements (

of 63.3 for the total elements reported. Since financial support and opportunities for foreign students are more limited than those for American students because of restrictions on loan and work opportunities, requests for financial assistance often tax the ingenuity of the most resourceful Foreign Student Adviser.

A review of the specific critical and raw elements involved reveals that the high percent of satisfactory elements reported resulted from the Knowledgeable Faculty Members' favorable perception of the efforts of Foreign Student Advisers to: maximize both university and outside sources of financial aid, assist foreign students in obtaining loans and part-time jobs, and counsel foreign students in the handling and management of the funds available to them.

Area VI. Immigration (INS) Expert

This is one of the most clearly defined functions of the Foreign Student Adviser who serves as both a liaison person between the foreign student and the Immigration Office, and as the responsible person for the institution in fulfilling the obligations accepted by the university in providing the legal means for the person from abroad to obtain entry into the United States on a student visa.

The Foreign Student Adviser is normally looked to by persons on campus and in the community as the person who is most knowledgeable regarding immigration laws and requirements. This area included 97 raw critical elements (8.3 percent of the total 1171 elements).

Fifty-eight percent were

Members compared with

ments reported.

A review of the s

Foreign Student Adviser

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Area VII. Interviews

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Foreign Student Advis

understanding of the

Fifty-eight percent were reported satisfactory by Knowledgeable Faculty Members compared with a satisfactory mean of 63.3 for the total elements reported.

A review of the specific critical and raw elements revealed that the Foreign Student Adviser's behavior was considered most satisfactory by Knowledgeable Faculty Members when he served as liaison with INS and interceded with that office on behalf of the student in special situations. The percent of satisfactory elements was limited by the perception on the part of the Knowledgeable Faculty Members that the interpretation and explanation of INS policies and procedures often was less helpful than expected.

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 appearance. An interview

may or may not lead to
purpose of the interview

This area has 98
elements). It was exc
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this area were reporte
bers compared with a
reported. Interviewin
functions of the Foreign
as noted earlier. A r
involved revealed that
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the foreign student wa
whether the foreign st

Area VIII. Personal

This area is clo
but deals with the mor
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students and counselin
frequently difficult to
important that a diffe
is to function effectiv
a natural transition fr

may or may not lead to professional counseling of the student. The basic purpose of the interview is to obtain or exchange information.

This area has 98 raw critical elements (8.4 percent of the total 1171 elements). It was exceeded only by the areas of Consultant and Advisory and Academic Guidance Program. Sixty-eight percent of the elements in this area were reported as satisfactory by Knowledgeable Faculty Members compared with a satisfactory mean of 63.3 for the total elements reported. Interviewing, like immigration, is one of the most common functions of the Foreign Student Adviser but covers a wide-ranging area as noted earlier. A review of the specific critical and raw elements involved revealed that the Knowledgeable Faculty Members perceived the Foreign Student Adviser functioning at a satisfactory level whether the foreign student was referred to the Foreign Student Adviser or whether the foreign student initiated the interview situation himself.

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,

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There are six dis

Counseling Services wh

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Counseling; 4) Marital

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Critical Area VIII rep

This area has 85

elements). Sixty-seve

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1. Buford Stefflere
Hill Book Co. ,

counseling is here considered on a basis whereby the Foreign Student Adviser seeks to establish a professional relationship between himself, as a trained or experienced 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; 6) Referral (general educational) Counseling. The six areas are defined in Critical Area VIII reported earlier in this chapter.

This area has 85 raw critical elements (7.3 percent of the total 1171 elements). Sixty-seven percent were reported as satisfactory by Knowledgeable Faculty Members. A review of the specific critical and raw elements involved revealed that Knowledgeable Faculty Members perceived the Foreign Student Adviser functioning in a satisfactory manner in providing various types of counseling services to foreign students.

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

Area IX. Referral Services

The need for referral services is dramatized by the unusual problems or needs of the persons whom we are helping. In getting things done in the community, it is to be able to go to a specialist and receive an appropriate referral.

To serve as an effective adviser must be very familiar with the university community and the student's use of all the resources available. The manner in which a foreign student is also expected to understand what the student needs. Usually a Foreign Student Adviser is the person to whom he is referring a student. Foreign Student Advisers should provide early feedback on what the student needs.

This area represents one of the 16 critical areas of the program. A small number of essential functions on the part of Knowledge and Skills function in the Foreign Student Adviser's role.

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 community and he must know how to facilitate the foreign student's 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 feedback on what took place.

This area represents the smallest number (16) of elements of any of the 16 critical areas (1.4 percent of the total 1171 elements). This small number essentially reflects the lack of knowledge or perception on the part of Knowledgeable Faculty Members of the importance of this function in the Foreign Student Adviser's total spectrum of services

performed. Those re
ledgeable Faculty Mem
level.

Area X. Gives Advice

This area relate
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Adviser (in this area)
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Student Advisers may
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most effective and exp

This area has 17
elements) and is secor
number of elements re
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that are identified by K

performed. Those referral services that have been identified by Knowledgeable Faculty Members were reported at the satisfactory (69 percent) level.

Area X. Gives Advice

This area relates closely to interviewing and counseling; yet, it is distinct from these areas since the main purpose 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.

This area has 17 raw critical elements (1.5 percent of the total 1171 elements) and is second to Area IX, Referral Services, in the very limited number of elements reported. It would appear that Knowledgeable Faculty Members are either uninformed on this function of the Foreign Student Adviser or perceive it of only limited importance. Of these incidents that are identified by Knowledgeable Faculty Members, 65 percent rated

satisfactory, very close
total elements reported

Area XI. Community

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satisfactory, very close to the mean of 63.3 percent satisfactory for the total elements reported.

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 and extend the services offered by the university for foreign students and families accompanying them. 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. In addition, foreign students receive many invitations and opportunities to serve as resource persons for schools, churches, and civic groups in the community.

Someone is needed to coordinate the efforts of the university and the community regarding both services and opportunities 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
significant role in estab-
lishing and maintaining
relations in regard to

This area has 46
Eighty-one percent of
well above the 63.3 m
Knowledgeable Faculty
functioning well in this

Area XII. Foreign Stu-

The Foreign Stu-
dents tends to focus
Virtually all of the Fo-
reign students directly to forei-
gners. Frequently, the Foreign
Student Adviser acts
as advisor to one or more
groups usually provide
to interpret their culture
may be involved in a
student relations and
in situations which in-
volve the student.

In many larger
Student Adviser's office

serve these needs. The Foreign Student Adviser usually has a most significant role in establishing the pattern of university - community relations in regard to foreign student.

This area has 48 elements (4.1 percent of the total 1171 elements). Eighty-one percent of the elements in this area were rated satisfactory, well above the 63.3 mean of satisfactory elements and indicating that the Knowledgeable Faculty Member perceives the Foreign Student Adviser functioning well in this area; often important and sensitive in nature.

Area XII. Foreign Student Activities

The Foreign Student Adviser's role in student activities at his university tends to focus on the 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. Most frequently, the Foreign Student Adviser supports, sponsors, or serves as advisor to one or more foreign student groups or organizations. These groups usually provide the most appropriate avenue for foreign students to interpret their culture and society to the campus and community. He may be involved in a program aimed at promoting American/foreign student relations and he occasionally works with sororities or fraternities in situations which involve foreign students, i. e., housing a foreign student.

In many larger universities a junior staff member from the Foreign Student Adviser's office may be charged with programming foreign

student activities. This
at large universities and
married with families
the types of activities

This area has 37
Fifty-nine percent of the
parison to 63.3 percent
Knowledgeable Faculty
dent Adviser as satisfied
others.

Area XIII. Gathering

The unique needs
needs of American stu
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specialist to determine
which is kept on all st
Foreign Student Advis
versity to interpret in
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has been seriously in
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of a child of a foreign
tion regarding foreign
naturally to and throu

student activities. The fact that 60 to 80 percent of the foreign students at large universities are now at 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.

This area has 37 elements (3.2 percent of the total 1171 elements). Fifty-nine percent of the elements in this area were satisfactory in comparison to 63.3 percent satisfactory for the total elements reported. Knowledgeable Faculty Members apparently perceive the Foreign Student Adviser as satisfactory but less effective in this area than in most others.

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 to and through the Foreign Student Adviser's office.

The Foreign Stud

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prejudice the best inte
review and scrutiny,
rights and privileges

There were 59 e
reported in this area.
as perceived by the K
with the mean of 63.3

Area XIV. Relations

This area illust
important phase of the
tion of the Foreign Stu
agencies or organizat
which frequently serv
foreign students.

Both government
sponsor foreign stude
government agencies
zations, business and

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 on a "need to know" basis to authorized persons when it does not prejudice 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.

There were 59 elements (5 percent of the total 1171 elements) reported in this area. Sixty-six percent of the elements were satisfactory as perceived by the Knowledgeable Faculty Members comparing favorably with the mean of 63.3 percent satisfactory for the total elements reported.

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. 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 (providing financial support) for foreign students.

Both government and non-government agencies or organizations sponsor foreign students studying in United States universities. Non-government agencies include private foundations, church-related organizations, business and professional organizations, and a host of civic

groups, to name a few.

the liaison person in the

student, his sponsor, a

Adviser's professional

through the National As

virtually all organization

ship.

This area has 35

Eighty percent of the el

the mean of 63.3 perce

Knowledgeable Faculty

dent Adviser functioning

to the university as wel

Area XV. Emergency S

Whenever a foreign

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dent Adviser is usually

assist in resolving the

efforts of all parties, o

major crisis involving

amount of the Foreign S

critical elements in thi

critical elements) do no

groups, 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 that sponsor foreign students hold membership.

This area has 35 elements (2.9 percent of the total 1171 elements). Eighty percent of the elements in this area were satisfactory, well above the mean of 63.3 percent satisfactory for the total elements reported. Knowledgeable Faculty Members apparently perceive the Foreign Student Adviser functioning well in this area, one of considerable importance to the university as well as the foreign student.

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 assist in resolving the particular situation and perhaps coordinate the efforts of all parties, on and off campus, involved in the situation. A major crisis involving a foreign student may consume an inordinate amount of the Foreign Student Adviser's time and energy. The 65 raw critical elements in this area (approximately 5.5 percent of the 1171 raw critical elements) do not accurately reflect the demand on the Foreign

Student Adviser's time
situations.

Knowledgeable I
Adviser as being very
factory) often based on
emergency situations.

Area XVI. Personal

The area of pers
Foreign Student Advis
the university and rela
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sonal assistance. The
are often clearly reve
which they attempt to

Although these s
versity, there are ma
Advisers devote much
that particularly requi
time and effort spent b
the Foreign Student Ad
ported and 51 (70 perc
effectiveness in the ar
tive Foreign Student
of providing personal

Student Adviser's time and expertise in dealing with emergency situations.

Knowledgeable Faculty Members tend to rate the Foreign Student Adviser as being very effective in this critical area (86 percent satisfactory) often based on personal knowledge or involvement in one of these emergency situations.

Area XVI. Personal Services

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. 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. This area is one that particularly requires evaluation from time-to-time to determine the time and effort spent here in light of the staff and facilities available to the Foreign Student Adviser. There were 73 raw critical elements reported and 51 (70 percent) were satisfactory, indicating a high level of effectiveness in the area. Knowledgeable Faculty Members tend to perceive Foreign Student Advisers functioning effectively in this special area of providing personal services to foreign students.

IV. Comparison

Reported

those

General

It will be recalled that the purpose of the STUDY (page 14), it was to determine in which the CRITICAL Incidents aspects of the Foreign Student Adviser's a significant effect on the management of foreign student incidents. Richard E. Miller, M. A., gathered from Foreign Student Adviser incidents gathered from the study is complete in its analysis of the two.

This correlation of Critical Incidents among Foreign Student Adviser Responsibilities as per Table III-2) with a likelihood of Foreign Student Adviser To assist the reader, the 354 Critical Incidents of the Faculty Member reported by 48 full-time

IV. Comparison of Critical Incidents, Elements and Areas
Reported by Knowledgeable Faculty Members with
those Reported by Foreign Student Advisers

General

It will be recalled that in Chapter I, INTRODUCTION TO THE STUDY (page ¹⁶14), it was pointed out that this study is one of two studies in which the CRITICAL INCIDENT TECHNIQUE is used to identify 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. The first or other study was conducted by Richard E. Miller. Mr. Miller's study analyzes critical incidents gathered from Foreign Student Advisers and this study analyzes critical incidents gathered from Knowledgeable Faculty Members. While each study is complete in itself, this study attempts to correlate the findings of the two.

This correlation or comparison will first relate the Dispersion of Critical Incidents among the Foreign Student Advisers Categories of Responsibilities as perceived by Knowledgeable Faculty Members (Table III-2) with a like Dispersion of Critical Incidents as perceived by Foreign Student Advisers themselves (Table III-1, Mr. Miller's study). To assist the reader, the Tables are reproduced on the following page. The 354 Critical Incidents in Table III-2 were reported by 110 Knowledgeable Faculty Members. The 350 Critical Incidents in Table III-1 were reported by 48 full-time Foreign Student Advisers.

DISPERSION
FOREIGN STUDENT
AS PERCEIVED BY

-
0. Immigration and
 1. Admissions and
tion (AS)
 2. English Language
Proficiency
 3. Initial Orientation
 4. Academic and P
Advising (AP)
 5. Housing (HO)
 6. Finances and Ex
ment (FE)
 7. Community Rel
 8. Student Activiti
 9. Organization an
stration (OA)
 10. Emergencies an
Complex Situat
-

TOTAL IN

TABLE III - 2

DISPERSION OF CRITICAL INCIDENTS AMONG THE
FOREIGN STUDENT ADVISER'S CATEGORIES OF RESPONSIBILITY
AS PERCEIVED BY KNOWLEDGEABLE FACULTY MEMBERS

	Satisfactory	Percent	Unsatisfactory	Percent	Total	Percent
0. Immigration and Legal (IL)	25	11.6	16	12.5	41	11.6
1. Admissions and Selection (AS)	8	3.5	5	4.0	13	3.7
2. English Language Proficiency	14	6.2	7	5.4	21	5.9
3. Initial Orientation (IO)	4	1.7	8	6.2	12	3.4
4. Academic and Personal Advising (APA)	63	27.8	33	25.8	96	27.1
5. Housing (HO)	16	7.0	7	5.4	23	6.5
6. Finances and Employment (FE)	24	10.6	12	9.3	36	10.2
7. Community Relations (CR)	16	7.0	4	3.2	20	5.6
8. Student Activities (SA)	6	2.6	0	00.0	6	1.7
9. Organization and Administration (OA)	18	8.0	31	24.2	49	13.8
10. Emergencies and Other Complex Situations (EO)	32	14.0	5	4.0	37	10.5
TOTAL INCIDENTS	226	100.0	128	100.0	354	100.0

DISPERSION
FOREIGN STUDENT

-
1. Immigration and Legal (IL)
 1. Admissions and tion (AS)
 2. English Language proficiency
 3. Initial Orientation
 4. Academic and Advising (APA)
 5. Housing (HO)
 6. Finances and Employment (FE)
 7. Community Relations
 8. Student Activities
 9. Organization and Administration (OA)
 10. Emergencies and Complex Situations
-

TOTAL INCI

TABLE III - 1

DISPERSION OF CRITICAL INCIDENTS AMONG THE
FOREIGN STUDENT ADVISER'S CATEGORIES OF RESPONSIBILITY

		Satisfactory	Percent	Unsatisfactory	Percent	Total	Percent
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.	Community Relations (CR)	16	7.1	5	4.0	21	6.0
8.	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)	17	7.5	13	10.4	30	8.5
TOTAL INCIDENTS		226	100.0	124	100.0	350	100.0

It will secondly

the Critical Areas of

by Knowledgeable Faculty

Dispersion of Critical

dent Adviser Behavior

selves (Table IV-7,

see page 170). Table

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unsatisfactory Criticism

Thirdly, it will

Knowledgeable Faculty

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Comparison of Criticism
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Immigration and

number of incidents

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Faculty Members.

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(often unknown to the

the ability or efforts

explain Immigration

ledgeable Faculty Members

category.

It will secondly relate the Dispersion of Critical Elements among the Critical Areas of Foreign Student Adviser Behavior as perceived by Knowledgeable Faculty Members (Table IV-7, page 169), with a like Dispersion of Critical Elements among the Critical Areas of Foreign Student Adviser Behavior as perceived by the Foreign Student Advisers themselves (Table IV-7, Mr. Miller's study, amended to include percentages, see page 170). Table IV-8, page 171, transfers the numbers included in Mr. Miller's preceding Table IV-7 into percentages of satisfactory - unsatisfactory Critical Elements.

Thirdly, it will compare Distinct Critical Elements reported by Knowledgeable Faculty Members with the Distinct Critical Elements reported by Foreign Student Advisers (Table IV-9, page 187).

Comparison of Critical Incidents Reported by Knowledgeable Faculty Members with those Reported by Foreign Student Advisers

Immigration and Legal. Foreign Student Advisers reported a larger number of incidents in this category, 47 vs 41, and a higher percentage of satisfactory performance (72 percent vs 61 percent) than Knowledgeable Faculty Members. The continuous and varied contacts the Foreign Student Adviser has in this category of responsibility with the foreign student (often unknown to the Knowledgeable Faculty Member) and limitations in the ability or efforts of the Foreign Student Adviser to interpret and explain Immigration policies, procedures and requirements to the Knowledgeable Faculty Member may explain the differences reflected in this category.

DISPERSION OF
CRITICAL AREA
AS PERCEIVED

Critical Area
I. Administered
II. Consultant and Advisory
III. Planning and Development
IV. Academic Grant Program
V. Financial Grant Program
VI. Immigration
VII. Interviewed
VIII. Personal Counseling Service
IX. Referral Service
X. Gives Advice
XI. Coordinates Community Relations
XII. Foreign Student Activities
XIII. Gathering Information
XIV. Relations with Outside Agencies
XV. Emergency
XVI. Miscellaneous Services

TABLE IV - 7

DISPERSION OF RAW CRITICAL ELEMENTS AMONG THE
CRITICAL AREAS OF FOREIGN STUDENT ADVISER BEHAVIOR
AS PERCEIVED BY KNOWLEDGEABLE FACULTY MEMBERS

	Critical Areas	"Raw Critical Elements"					
		Sat.	%	Unsat.	%	Total	%
I.	Administered Office	4	.5	56	13.0	60	5.1
II.	Consultant and Advisory	136	18.3	79	18.4	215	18.4
III.	Planning and Program Development	38	5.1	28	6.5	66	5.6
IV.	Academic Guidance Program	86	11.6	58	13.5	144	12.3
V.	Financial Guidance Program	41	5.5	15	3.5	56	4.8
VI.	Immigration Expert	56	7.5	41	9.6	97	8.3
VII.	Interviewed Students	67	9.0	31	7.2	98	8.4
VIII.	Personal Counsel- ing Services	57	7.7	28	6.5	85	7.3
IX.	Referral Service	11	1.5	5	1.2	16	1.4
X.	Gives Advice	11	1.5	6	1.4	17	1.5
XI.	Coordinates Commu- nity Relations	39	5.3	9	2.1	48	4.1
XII.	Foreign Student Activities	22	3.0	15	3.5	37	3.2
XIII.	Gathering Information	39	5.3	20	4.7	59	5.0
XIV.	Relations with Out- side Agencies	28	3.8	7	1.6	35	2.9
XV.	Emergency Situations	56	7.5	9	2.2	65	5.5
XVI.	Miscellaneous Personal Services	51	6.9	22	5.1	73	6.2
		742	100.0	429	100.0	1171	100.0

CRITICAL AREA

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- I. Administere
 - II. Consultant a
Advisory
 - III. Planning and
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 - IV. Academic G
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 - V. Financial G
Program
 - VI. Immigration
 - VII. Interviewed
 - VIII. Personal Co
Services
 - IX. Referral Ser
 - X. Gives Advic
 - XI. Coordinates
ity Relati
 - XII. Foreign Stu
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 - XIII. Gathering In
 - XIV. Relations w
Agencies
 - XV. Emergency
 - XVI. Miscellane
Services
-

*From Richard

TABLE IV-7*

CRITICAL AREAS OF FOREIGN STUDENT ADVISER BEHAVIOR

Critical Areas		"Raw Critical Elements"					
		Sat.	%	Unsat.	%	Total	%
I.	Administered Office	59	5.7	55	9.7	114	6.9
II.	Consultant and Advisory	122	11.8	63	11.1	185	11.6
III.	Planning and Program Development	34	3.3	13	2.2	47	2.9
IV.	Academic Guidance Program	65	6.3	84	14.8	149	9.3
V.	Financial Guidance Program	94	9.1	52	9.1	147	9.2
VI.	Immigration Expert	55	5.3	35	6.2	90	5.6
VII.	Interviewed Students	117	11.3	52	9.2	169	10.6
VIII.	Personal Counseling Services	91	8.8	34	6.0	125	7.8
IX.	Referral Service	20	1.9	18	3.2	38	2.4
X.	Gives Advice	31	3.0	10	1.8	41	2.6
XI.	Coordinates Commu- nity Relations	49	4.7	18	3.1	67	4.2
XII.	Foreign Student Activities	47	4.5	20	3.5	67	4.2
XIII.	Gathering Information	51	4.9	39	6.9	90	5.6
XIV.	Relations with Outside Agencies	47	4.7	9	1.6	56	3.5
XV.	Emergency Situations	42	4.0	21	3.7	63	3.9
XVI.	Miscellaneous Personal Services	111	10.7	45	7.9	156	9.7
		1035	100.0	568	100.0	1603	100.0

*From Richard E. Miller's Related Study

PERCENT OF SAT
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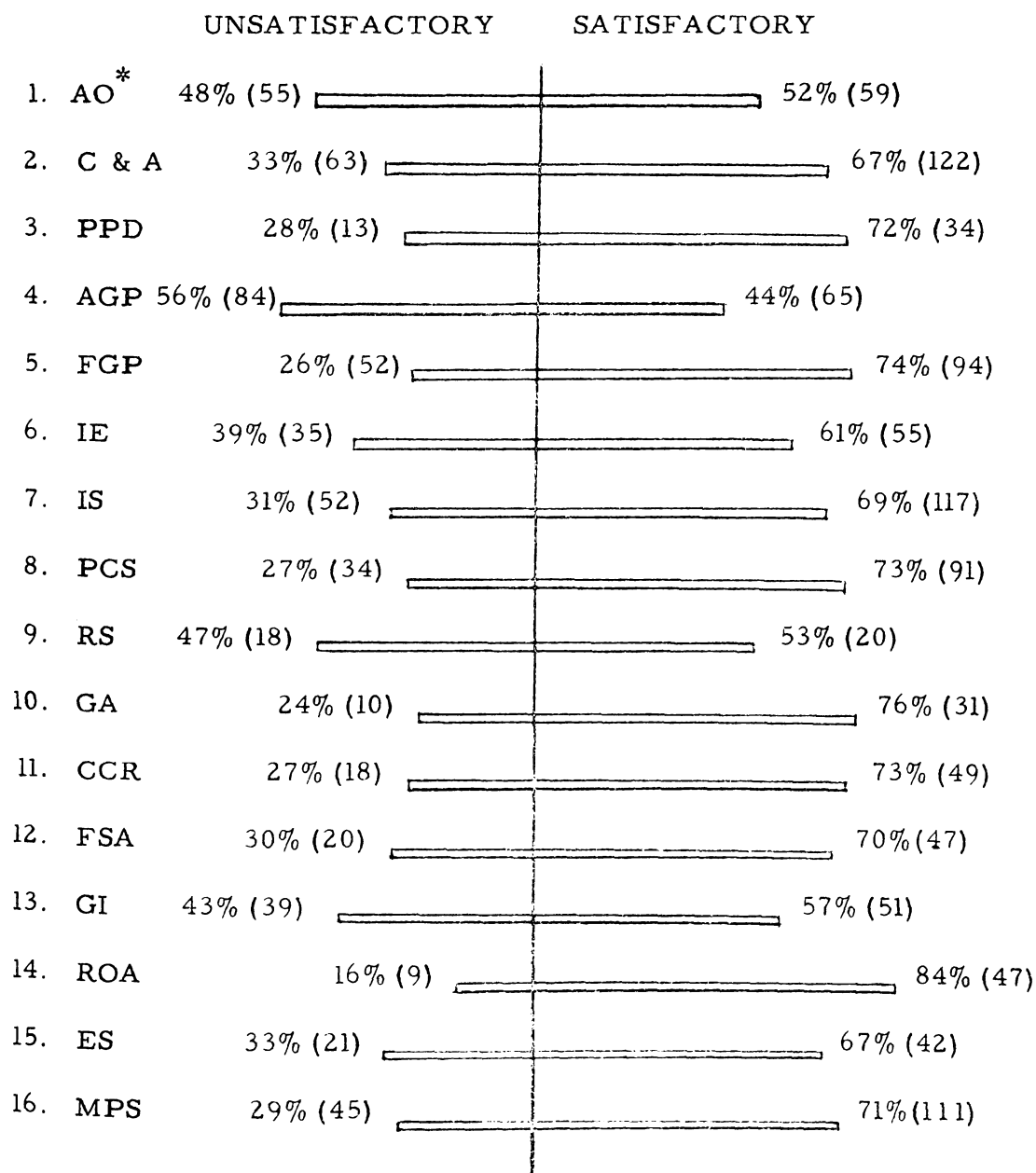
1. AO*	48% (55)	□
2. C & A	33%	(
3. PPD	28%	
4. AGP	56% (84)	▬
5. FGP	20%	
6. IE	39% (35)	
7. IS	31%	(
8. PCS	27%	
9. RS	47% (18)	□
10. GA	24%	
11. CCR	27%	
12. FSA	50%	(
13. GI	43% (39)	
14. ROA		
15. ES	33%	(
16. MPS	29%	

() Number of Critic

* See Table IV - 7,

TABLE IV -8

PERCENT OF SATISFACTORY-UNSATISFACTORY RAW CRITICAL
ELEMENTS IN EACH OF THE FSA'S CRITICAL AREAS
AS PERCEIVED BY FOREIGN STUDENT ADVISERS



() Number of Critical Incidents Reported

* See Table IV - 7, page 169 for category titles.

Admissions and

reported approximate
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English Language

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Admissions and Selections. These Knowledgeable Faculty Members reported approximately four times as many incidents in this category as Foreign Student Advisers (13 vs 3) but perceived performance as less satisfactory (62 percent vs 67 percent) than the Foreign Student Adviser. The Knowledgeable Faculty Member apparently perceives the Foreign Student Adviser as more involved in the admission and selection process than the Foreign Student Adviser does himself. This would contribute to the difference in percent of satisfactory incidents reported.

English Language Proficiency. Knowledgeable Faculty Members reported three times as many incidents in this category as Foreign Student Advisers (21 vs 7) and perceived performance as more satisfactory (67 percent vs 57 percent) than the Foreign Student Adviser. These Knowledgeable Faculty Members apparently perceive the Foreign Student Adviser as more involved in the English Language Proficiency category than the Foreign Student Adviser does himself. The fact that the Knowledgeable Faculty Member may be able to refer the foreign student with language problems to the Foreign Student Adviser and have the latter find or develop some solution to the problem may account for the higher degree of satisfaction (of the Knowledgeable Faculty Member) with this category.

Initial Orientation

twice as many incidents

(12 vs 6). It should be

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for all incidents in each

the performance in the

compared to 63.3 per

Faculty Members. For

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reported (Knowledge

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27.1 percent vs Fo

Initial Orientation. Knowledgeable Faculty Members reported twice as many incidents in this category than the Foreign Student Adviser (12 vs 6). It should be noted here that both groups reporting considered the performance in this category below the satisfactory percent reported for all incidents in each group. Knowledgeable Faculty Members rated the performance in this category at the 33 percent satisfactory level compared to 63.3 percent for all incidents reported by Knowledgeable Faculty Members. Foreign Student Advisers rated performance in this category at the 50 percent level compared to 63.4 percent for all incidents reported by Foreign Student Advisers. A review of the specific incidents revealed that the difference between the 33 percent reported satisfactory by Knowledgeable Faculty Members and the 50 percent reported satisfactory by Foreign Student Advisers may be in unfulfilled expectations of the Knowledgeable Faculty Member on what the Foreign Student Adviser should include in Initial Orientation. Several faculty members reported disappointment that an explanation of plagiarism (a recurring problem) was not included in the Initial Orientation by the Foreign Student Adviser. Mutual dissatisfaction with Initial Orientation represents a wider concern for the nature and effectiveness of this category of responsibility.

Academic and Personal Advising. There is a considerable degree of consistency in this important category in the number of incidents reported (Knowledgeable Faculty Members 96 vs Foreign Student Advisers 89) and the percentage they represent (Knowledgeable Faculty Members 27.1 percent vs Foreign Student Adviser 25.4 percent) of the total

incidents reported for
that Knowledgeable Fa
satisfactory incidents
percent (58). This ma
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advising and observes
this area. However, t
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Housing. Both g
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percent satisfactory) v
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Foreign Student Advis
satisfactory performa
bility.

Finances and En
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percentage (16 percent
within each group. B

incidents reported for each group. An unusual feature here is the fact that Knowledgeable Faculty Members report a higher percent (65) of satisfactory incidents in this category than the Foreign Student Advisers percent (58). This may be the result of different views of this category by the two groups. The Knowledgeable Faculty Member includes admissions, transfers, withdrawals, etc. as part of academic and personal advising and observes the Foreign Student Adviser functioning well in this area. However, the Foreign Student Adviser may be rating his performance less satisfactory because he is unable to participate more actively in/or influence the nature and quality of academic advising for foreign students.

Housing. Both groups report this category with some degree of consistency. Knowledgeable Faculty Members report 23 incidents (70 percent satisfactory) while Foreign Student Advisers report 19 incidents (89 percent satisfactory). While Knowledgeable Faculty Members perceive the Foreign Student Adviser's performance as excellent, the Foreign Student Adviser has rated this category at the highest level of satisfactory performance (89 percent) of all of his categories of responsibility.

Finances and Employment. The Foreign Student Adviser reported a considerably larger number of incidents in this category than the Knowledgeable Faculty Member (56 vs 36) and they represent a much larger percentage (16 percent vs 10.2 percent) of the total incidents reported within each group. Both perceive the level of satisfactory performance

FSA-73 percent vs KF

ages of 63.4 and 63.3.

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Foreign Student Adviser

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(FSA-73 percent vs KFM-67 percent) well above their respective averages of 63.4 and 63.3. The difference in the number of incidents reported in this category (second only to Academic and Personal Advising for the Foreign Student Adviser) may well reflect the fact that many foreign students go directly to the Foreign Student Adviser for Financial and Employment assistance whereas the Knowledgeable Faculty Member will likely only observe those he refers to the Foreign Student Adviser.

Community Relations. This category reflects considerable consistency between the Knowledgeable Faculty Member and the Foreign Student Adviser. The numbers reported (KFM-20 vs FSA-21) are almost identical and the perception of satisfactory incidents (KFM-80 percent vs FSA-76 percent) both exceed the mean of 63.3 and 63.4 respectively of satisfactory incidents among the total incidents reported for each group.

Student Activities. Foreign Student Advisers reported approximately three times as many incidents in this category as Knowledgeable Faculty Members (17 vs 6) but perceived performance at a considerably lower satisfactory level (FSA-65 percent vs KFM-100 percent). However, the 65 percent satisfactory performance remains above the satisfactory mean of 63.3 for all Foreign Student Adviser incidents reported. Foreign Student Advisers apparently perceive themselves much more involved in this area (including International Clubs, Nationality Clubs and American-Foreign Student Relations) than Knowledgeable Faculty Members perceive them. In fact, the six incidents reported here are the lowest number reported in any category by Knowledgeable Faculty Members and so few

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as to make their significance meaningless other than to demonstrate that Knowledgeable Faculty Members may perceive this area to be of limited importance in the total spectrum of the Foreign Student Adviser's responsibilities.

Organization and Administration. Both the Knowledgeable Faculty Member and the Foreign Student Adviser reported a large number of incidents in this category. The 49 reported by the Knowledgeable Faculty Members make this category second only to that of Academic and Personal Advising. The 55 reported by the Foreign Student Advisers make this category third among the eleven categories for incidents reported. While the Foreign Student Advisers report 53 percent of their incidents satisfactory (clearly below the satisfactory mean of 63.4 percent) the Knowledgeable Faculty Members reported 37 percent of their incidents as satisfactory. This is far below the satisfactory mean of 63.3 percent for all incidents reported.

This category of responsibility covers a wide range of areas and activities including: Foreign Student Adviser's role and expectations; the staffing and facilities available; concerns ranging from Discipline to Research; and dealing with an unusual student population, including the Graduate-Undergraduate Groups. That the Foreign Student Adviser is aware and concerned about his vulnerability in this important category is perhaps best reflected in his own evaluation of his performance, noted above.

Emergencies and

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Emergencies and Other Complex Situations. In this important category there are some significant differences in the respective perceptions of the incidents reported. Knowledgeable Faculty Members reported 37 incidents (10.5 percent of the total 354 incidents) and rated them 86 percent satisfactory. This is the highest satisfactory rating in all categories of responsibility with the exception of Student Activities which did not include sufficient incidents to be considered representative. The Foreign Student Advisers reported 30 incidents (8.5 percent of the total 350 incidents) and rated them 57 percent satisfactory, well below the satisfactory mean of 63.4 percent for all incidents reported.

In considering this unusual difference in the evaluation of the performance of the Foreign Student Adviser in this important category of responsibility, there are two factors that may provide some explanation. Knowledgeable Faculty Members tend to look to the Foreign Student Adviser during a serious emergency with a foreign student, to either provide the advice and assistance needed or to take over the whole situation. Faculty members here are happy to have someone who will assume the responsibility for the many details and features involved in Emergency and Other Complex Situations. They tend to rate the Foreign Student Adviser highly satisfactory in this category because they may know of the general responsibility he has assumed and action he has taken under difficult circumstances.

On the other hand, the Foreign Student Adviser who accepts and deals with the situation is acutely aware of the details and whether he has handled them satisfactorily -- in the most efficient and yet humanitarian manner

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Summary

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possible -- and in the best interest of the student and/or his family and the university. His evaluation of his function here involves a considerable number of variables, including an occasional question whether he should have accepted an individual case or situation at all.

Summary

In the comparison of critical incidents reported by Knowledgeable Faculty Members with those reported by Foreign Student Advisers, three natural groupings tend to evolve. These include major (large), intermediate, and minor (small) groups based on the number of incidents reported by both Knowledgeable Faculty Members and Foreign Student Advisers in each of the eleven categories of Foreign Student Adviser Responsibility. Tables III-2 and III-1 on pages 169 and 170, together with follow-up supporting comments, provide the basis for these groupings.

The major grouping where both Knowledgeable Faculty Members and Foreign Student Advisers have reported the largest number of Critical Incidents includes: Immigration and Legal, where the Foreign Student Adviser reported both a larger number and a higher percentage of satisfactory incidents; Academic and Personal Advising, the category that included the highest number of incidents in both the Knowledgeable Faculty Member and Foreign Student Adviser reports, although Knowledgeable Faculty Members reported a higher percentage of satisfactory incidents than Foreign Student Advisers; Finances and Employment, both studies included this function as a major one, well performed by the Foreign

Student Adviser; Organ

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Student Adviser; Organization and Administration, both studies rated this function very high among the eleven categories. However, Knowledgeable Faculty Members rated the performance here as unsatisfactory while Foreign Student Advisers rated this function well below the average satisfactory performance for all categories; Emergencies and Other Complex Situations, both studies included this function as a major one and Knowledgeable Faculty Members rated the Foreign Student Adviser performance here as excellent. However, Foreign Student Advisers themselves were less satisfied with their performance and rated it clearly below the average satisfactory performance for all categories.

The intermediate grouping where both Knowledgeable Faculty Members and Foreign Student Advisers reported from 19 to 23 critical incidents includes: Housing, which both Knowledgeable Faculty Members and Foreign Student Advisers consider important and well performed. In fact, Foreign Student Advisers perceived this function being performed in an exceptionally satisfactory manner; Community Relations, Knowledgeable Faculty Members and Foreign Student Advisers are consistent in reporting this function as an important one being performed in a highly satisfactory manner.

Minor groupings, according to the number of incidents reported by one or both of the studies, include: Admissions and Selections, where Knowledgeable Faculty Members report more incidents (13) but at a less satisfactory level than Foreign Student Advisers who reported only three incidents in this category; English Language Proficiency, again where

Knowledgeable Faculty

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Comparison of Critical

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page 150. Foreign S

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Consultant and

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Knowledgeable Faculty Members report more incidents (21) but at a more satisfactory level than the Foreign Student Adviser who reported only seven incidents in this category; Initial Orientation, again the Knowledgeable Faculty Members report more incidents (12) at a very low level of satisfaction than the Foreign Student Adviser who reported only six incidents in this category, also below the average level of satisfaction for all incidents reported; Student Activities, here the Foreign Student Adviser reported more incidents (17) but at a lower level of satisfaction than the Knowledgeable Faculty Member who reported only six incidents in this category.

Comparison of Critical Elements Reported by Knowledgeable Faculty Members with those Reported by Foreign Student Advisers

Administered Office. Knowledgeable Faculty Members rate the performance in this critical area so low (4 incidents satisfactory out of 60 reported) as to require the suggested interpretation noted earlier on page 150. Foreign Student Advisers generally perceive their performance below the mean for satisfactory incidents, 52 percent vs 63.4 percent for all incidents reported. The significant difference here will be discussed in more detail in the final chapter or conclusions.

Consultant and Advisory. Both Knowledgeable Faculty Members and Foreign Student Advisers concur in the importance of this area by each reporting the highest number of elements in this area of all 16 areas identified. Both Groups rate the Foreign Student Adviser's

performance in this area
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Planning and Pr

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additional elaborati

performance in this area as approximately equal to or slightly better than the approximate mean satisfactory rating of 63 percent for total elements reported by both Groups.

Planning and Program Development. This area appears unusual in that Knowledgeable Faculty Members report more elements, 66, (5.6 percent of the total of 1171) than the Foreign Student Adviser, 47, (2.9 percent of the total of 1603). Knowledgeable Faculty Members rate Foreign Student Advisers' performance much less satisfactory (58 percent) than do the Foreign Student Advisers who rate this area at the 72 percent level, much above the mean satisfactory rating of 63.4 for all FSA critical elements reported. The differences here will be discussed in more detail in the chapter on conclusions.

Academic Guidance Program. This is a particularly interesting area in that both groups report approximately the same number of elements. However, the 144 reported by Knowledgeable Faculty Members represent 12.3 percent of total elements (1171) reported for this group while the 149 reported by Foreign Student Advisers represent 9.3 percent of the total elements (1603) for the latter group. More important, however, is the fact that Knowledgeable Faculty Members perceive the Foreign Student Adviser as 60 percent satisfactory in this area while Foreign Student Advisers rate themselves as only 44 percent satisfactory. Some earlier comments (page 152) on this unusual situation will receive additional elaboration in the final chapter or conclusions.

Financial Guidance

this area as one of the
times as many elemen
However, both Foreign
Members rate the per
14 and 73 percent lev
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Immigration Ex

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Financial Guidance Program. Foreign Student Advisers perceive this area as one of the more important ones and report almost three times as many elements as Knowledgeable Faculty Members (147 vs 56). However, both Foreign Student Advisers and Knowledgeable Faculty Members rate the performance in this area as highly satisfactory at the 74 and 73 percent levels respectively compared with an approximate mean satisfactory rating of 63 percent for both groups.

Immigration Expert. Both Knowledgeable Faculty Members and Foreign Student Advisers perceive this area as an important one. In fact, Knowledgeable Faculty Members report 97 elements or 8.3 percent of the total (1171) elements reported. Whereas Foreign Student Advisers report 90 elements or 5.6 percent of the total (1603) elements reported. Knowledgeable Faculty Members report a satisfactory percent of 58 while Foreign Student Advisers report a satisfactory level of 61. In both cases the level of performance falls below the approximate satisfactory mean of 63 percent for both groups.

Interviewed Students. Foreign Student Advisers report 169 elements in this area, the second highest number of elements in the 16 areas identified. Knowledgeable Faculty Members report 98 elements, the third highest number of elements in the 16 areas identified. There seems to be general concurrence here that this is one of the most important critical areas and that it is being generally well performed as substantiated by the satisfactory ratings (FSA-69 percent vs KFM-68 percent).

Personal Counsel

by both Foreign Students and American students is reflected by the number of students in each group representing the same level of satisfaction. Foreign Students are at a much higher percentage satisfactory level than American students. FSA performance at the same level as American students are above the mean score for both groups.

Referral Service

Number of incidents reported by both groups (38 to 16). However, the percentage of incidents reported by American students is much higher percent than Foreign Student Advisors. In both groups, this is a high percentage reported but appears to be a high percentage more satisfied with the service.

Gives Advice

this area vs 17 for American students. The average satisfaction level for American Faculty Members is the average satisfaction level for Foreign Students. See this as one of the most important factors second only to the satisfaction level in involving Relations.

Personal Counseling. This is another area perceived important by both Foreign Student Advisers and Knowledgeable Faculty Members as reflected by the number of elements reported (FSA-125 vs KFM-85) in each group representing 7.8 and 7.3 percent of the respective total elements. Foreign Student Advisers rate their performance at the 73 percent satisfactory level while Knowledgeable Faculty Members rate the FSA performance at the 67 percent satisfactory level. Both ratings are above the mean satisfactory level of approximately 63 percent for both groups.

Referral Services. Foreign Student Advisers reported twice the number of incidents in this area than the Knowledgeable Faculty Members (38 to 16). However, the Knowledgeable Faculty Member reported a much higher percent of satisfactory performance (69) than that of the Foreign Student Adviser who reported a satisfactory of 53 for this area. In both groups, this area is rated very low among the total elements reported but apparently Knowledgeable Faculty Members are much more satisfied with the referral area results as they perceive them.

Gives Advice. Foreign Student Advisers reported 41 elements in this area vs 17 for Knowledgeable Faculty Members. While Knowledgeable Faculty Members rated the elements slightly above (65 percent) the average satisfactory performance, 63.3, Foreign Student Advisers see this as one of their more effective areas (76 percent satisfactory), second only to the satisfactory level (84 percent) reported for the area involving Relations with Outside Agencies.

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Coordinates Community Relations. There is considerable consistency between Knowledgeable Faculty Members and Foreign Student Advisers reporting in this area. Knowledgeable Faculty Members report 48 elements (4.1 percent of the total of 1171 elements reported) while Foreign Student Advisers report 67 elements (4.2 percent of the total of 1603 elements reported). The satisfactory level for both groups is high (KFM-81 percent vs FSA-73 percent).

Foreign Student Activities. Foreign Student Advisers report almost twice the number of elements (67 vs 37) in this area as Knowledgeable Faculty Members. This variation is reflected also in the satisfactory performance ratings (FSA-70 percent vs KFM-59 percent). These differences may well reflect the various contacts with International Clubs, Nationality Clubs, and American-Foreign Student Activities of the Foreign Student Advisers that may be less well known to the Knowledgeable Faculty Members.

Gathering Information. Knowledgeable Faculty Members report 59 elements in this area compared with 90 reported by Foreign Student Advisers. These figures represent approximately the same percent of the total elements reported for each group (KFM-5 percent of 1171 elements vs FSA-5.6 percent of 1603 elements). However, Knowledgeable Faculty Members perceive 66 percent of their elements as satisfactory while Foreign Student Advisers report a satisfactory level of 57 percent, below the mean satisfactory level of 63.4. The lower level of satisfaction on the part of the FSA may reflect both his need to obtain

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information from time-to-time to do his job effectively and the difficulty he occasionally encounters in attempting to obtain it.

Relations with Outside Agencies. There is considerable consistency between the Knowledge Faculty Members and Foreign Student Advisers in this important area. Knowledgeable Faculty Members report 35 elements (2.9 percent of their 1171 total) while Foreign Student Advisers report 56 elements (3.5 percent of their 1603 total). Both rate the level of satisfaction high in this area, 80 and 84 percent respectively, making this the highest level of satisfaction reported by Foreign Student Advisers in all of the 16 critical areas reported.

Emergency and Other Complex Situations. Both Knowledgeable Faculty Members and Foreign Student Advisers reported approximately the same number of elements in this critical area, 65 and 63 respectively. (These represent 5.5 percent and 3.9 percent of their respective total groups, 1171 and 1603.) However, there is considerable variation in the satisfaction level between the two groups. The Foreign Student Advisers rate their performance 67 percent, slightly above the mean of 63.4 for their total elements reported. However, the Knowledgeable Faculty Members rate this area at the 86 percent level, making this the highest level of satisfaction reported by Knowledgeable Faculty Members in all of the 16 critical areas reported. Earlier comments (page 165) on this particular area and situation will receive additional elaboration in the final chapter on conclusions.

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Miscellaneous Personal Services. This represents a major critical area for the Foreign Student Adviser with 156 elements (9.7 percent of the total of 1603) and an important area for Knowledgeable Faculty Members with 73 elements reported (6.2 percent of the total of 1171). Both groups rate performance at a high, consistent level of satisfaction (FSA-71 percent vs KFM-70 percent) compared with a joint approximate satisfaction level of 63 percent.

Comparison of Distinct Critical Elements Reported by Knowledgeable Faculty Members with Those Reported by Foreign Student Advisers
(See Table IV-9, page 187)

Administered Office. This area represented 7 percent (11) of the 156 Distinct Critical Elements identified by Knowledgeable Faculty Members compared with 8.4 percent (17) of 203 Distinct Critical Elements identified by Foreign Student Advisers. There were no distinct elements in the KFM report that were not included in the related study of Foreign Student Advisers. However, there were six distinct critical elements in the FSA study that were not included in KFM study. These included such functions as handling personal mail for foreign students, active utilization of the foreign students files and records, promoting contacts with foreign alumni via a newsletter, holding office staff meetings to discuss policy and program improvement, maintaining and providing public information on foreign students where appropriate, and requiring foreign students to make appointments to see the Foreign Student Adviser.

COMPARISON OF
BY KNOWLEDGE
REPORT

Critical Area
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II. Consultant a
III. Planning and
IV. Academic G
V. Financial G
VI. Immigration
VII. Interviewed
VIII. Personal Co
IX. Referral Se
X. Gives Advic
XI. Coordinates
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XV. Emergency
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TABLE IV - 9

COMPARISON OF DISTINCT CRITICAL ELEMENTS REPORTED
BY KNOWLEDGEABLE FACULTY MEMBERS WITH THOSE
REPORTED BY FOREIGN STUDENT ADVISERS

Critical Areas	K F M		F S A	
	Num- ber	Per- cent	Num- ber	Per- cent
I. Administered Office	11	7.0	17	8.4
II. Consultant and Advisory	19	12.0	25	12.3
III. Planning and Program Development	9	6.0	10	4.9
IV. Academic Guidance Program	12	8.0	11	5.4
V. Financial Guidance Program	12	8.0	17	8.4
VI. Immigration Expert	7	4.4	8	4.0
VII. Interviewed Students	12	8.0	17	8.4
VIII. Personal Counseling Services	6	4.0	6	3.0
IX. Referral Service	8	5.0	16	7.9
X. Gives Advice	4	2.5	7	3.4
XI. Coordinates Community Relations	7	4.4	9	4.4
XII. Foreign Student Activities	7	4.4	7	3.4
XIII. Gathering Information	10	6.3	10	4.9
XIV. Relations with Outside Agencies	8	5.0	12	5.9
XV. Emergency Situations	13	8.0	13	6.4
XVI. Miscellaneous Personal Services	11	7.0	18	8.9
	156	100.0	203	100.0

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Consultant and Advising. This area represented 12 percent (19) of the 156 Distinct Critical Elements identified by Knowledgeable Faculty Members compared with 12.3 percent (25) of the 203 Distinct Critical Elements identified by Foreign Student Advisers. This area had the largest percent of Distinct Critical Elements in the total of 16 critical areas for both KFM and FSA. There were no distinct elements in the KFM report that were not included in the related study of Foreign Student Advisers.

However, there were six distinct critical elements in the FSA study that were not included in this study. These included such functions as: assisting the Admissions Office, consulting with the University Business Office, consulting with the University Employment Bureau, meeting with the Faculty Senate, encouraging academic advisers to recommend deserving foreign students for scholarships, and consulting with the University Reading Laboratory Staff.

Planning and Program Development. This area represented 6 percent (9) of the 156 Distinct Critical Elements identified by Knowledgeable Faculty Members compared with 4.9 percent (10) of the 203 Distinct Critical Elements identified by Foreign Student Advisers. There were four distinct critical elements in this study that were not included in the FSA study. These included such functions as: conducting and encouraging research in foreign student programming, developing a program of group counseling, developing a program to apply "unclassified" courses to the Foreign Students academic program, and establishing a

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brother-sister program to aid new foreign students in adjusting to their new environment.

In addition, there were five distinct critical elements in the FSA study that were not included in this study. These included such functions as: using faculty surveys to strengthen the Foreign Student Program, using Peace Corps volunteers to help make course subject matter more appropriate and realistic, cooperating in developing special programs in the teaching of English, arranging for medical assistance in personal situations, and using NAFSA consultations to improve foreign student program development.

Academic Guidance Program. This area represented 8 percent (12) of the 156 Distinct Critical Elements identified by Knowledgeable Faculty Members compared with 5.4 percent (11) of 203 Distinct Critical Elements identified by Foreign Student Advisers. There was one distinct critical element in this study that was not included in the FSA study. This involved the conducting of information-giving sessions regarding graduate work in the United States for new foreign students. There were no distinct elements in the FSA report that were not included in this study.

Financial Guidance Program. This area represented 8 percent (12) of the 156 Distinct Critical Elements identified by Knowledgeable Faculty Members compared to 8.4 percent (17) of the 203 Distinct Critical Elements identified by Foreign Student Advisers. There were no distinct elements in the KFM report that were not included in the

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Immigration Expert. This area represented 4.4 percent (7) of the 156 Distinct Critical Elements identified by Knowledgeable Faculty Members compared with 4 percent (8) of 203 Distinct Critical Elements identified by Foreign Student Advisers. There was one distinct critical element in this study that was not included in the FSA study. This involved providing advice to academic advisers and departments regarding immigration regulations and requirements.

In addition, there were two distinct critical elements in the FSA study that were not included in the KFM study. These involved: seeking relevant, up-to-date information regarding INS policies and procedures and providing information on INS policies and regulations to various concerned officials and parties.

Interviewed Students. This area represented 8 percent (12) of the 156 Distinct Critical Elements identified by Knowledgeable Faculty Members compared with 8.4 percent (17) of 203 Distinct Critical

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Elements identified by Foreign Student Advisers. There were no distinct elements in the KFM report that were not included in the related study of Foreign Student Advisers. However, there were five distinct critical elements in the FSA study that were not included in the KFM study. These included such functions as: conducting initial interviews with new foreign students, interviewing foreign students requesting a loan, interviewing foreign students requesting a scholarship, interviewing foreign students who had been charged or accused of a crime, and interviewing foreign and American students (where appropriate) regarding problems of sexual conduct.

Personal Counseling Services. This area represented 4 percent (6) of the 156 Distinct Critical Elements identified by Knowledgeable Faculty Members compared with 3 percent (6) of 203 Distinct Critical Elements identified by Foreign Student Advisers. The same distinct critical elements were common to and included in both the KFM and FSA studies.

Referral Service. This area represented 5 percent (8) of the 156 Distinct Critical Elements identified by Knowledgeable Faculty Members compared with 7.9 percent (16) of 203 Distinct Critical Elements identified by Foreign Student Advisers. There were two distinct critical elements in this study that were not included in the FSA study. These involved: referral of foreign students to the university counseling center and referral of foreign students to their fellow countrymen for advice and assistance.

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However, there were ten distinct critical elements in the FSA study that were not included in the KFM study. These involved referrals to: the University Housing Office, Graduate Dean, Vice-President for Student Affairs, University Legal Aid Clinic, Employment Agencies, Scholarship Dean, private scholarship organizations, insurance claims offices, local dentists and the University Reading Laboratory.

Gives Advice. This area represented 2.5 percent (4) of the 156 Distinct Critical Elements identified by Knowledgeable Faculty Members compared with 3.4 percent (7) of 203 Distinct Critical Elements identified by Foreign Student Advisers. There were no distinct critical elements in this study that were not included in the FSA study. However, there were three distinct critical elements in the FSA study that were not included in the KFM study. These involved; advising foreign students of housing conditions and regulations in the community, advising foreign students of on-campus and off-campus job opportunities, and advising students involved in disciplinary situations or misunderstandings.

Coordinates Community Relations. This area represented 4.4 percent (7) of the 156 Distinct Critical Elements identified by Knowledgeable Faculty Members compared with 4.4 percent (9) of 203 Distinct Critical Elements identified by Foreign Student Advisers. There was one distinct critical area in this study that was not included in the FSA study. This involved maintaining the goodwill and continued support of the community.

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However, there were three distinct critical elements in the FSA study that were not included in the KFM study. These involved: arranging speaking engagements for foreign students, coordinating efforts to provide opportunities to visit American families, and working with community representatives in legal situations involving foreign students.

Foreign Student Activities. This area represented 4.4 percent (7) of the 156 Distinct Critical Elements identified by Knowledgeable Faculty Members compared with 3.4 percent (7) of 203 Distinct Critical Elements identified by Foreign Student Advisers. There was one distinct critical element in this study that was not included in the FSA study. This involved assuring the safety and well-being of various Nationality Groups under stress due to local, national or international situations. There was also one distinct critical element in the FSA study that was not included in the KFM study. This involved working with fraternities and sororities to promote individual and group activities for foreign students.

Gathering Information. This area represented 6.3 percent (10) of the 156 Distinct Critical Elements identified by Knowledgeable Faculty Members compared with 4.9 percent (10) of 203 Distinct Critical Elements identified by Foreign Student Advisers. There were two distinct critical elements included in this study that were not included in the FSA study. These involved: receiving information regarding the academic status of foreign students and receiving information from the academic department or adviser of foreign students having emotional difficulties.

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However, there were also two distinct critical elements in the FSA study that were not included in the KFM study. These involved: receiving information from various sources of a foreign student's housing problem and recalling an individual foreign student's particular situation from personal knowledge or observation.

Relations with Outside Agencies. This area represented 5 percent (8) of the 156 Distinct Critical Elements identified by Knowledgeable Faculty Members compared with 5.9 percent (12) of 203 Distinct Critical Elements identified by Foreign Student Advisers. There was one distinct critical element in this study that was not included in the FSA study. This involved arranging for sponsors of foreign students visiting the campus to meet their students and related faculty members.

However, there were five distinct critical elements in the FSA study that were not included in the KFM study. These involved: reviewing the housing problem or situation of a foreign student with his sponsor or government, identifying and nominating worthy foreign students for scholarships from private agencies, informing sponsors of the increase in costs and expenses at the university, insuring written commitments from sponsors as to financial support for their students, and cooperating with NAFSA in advising foreign governments when financial support is inadequate.

Emergency Situations. This area represented 8 percent (13) of the 156 Distinct Critical Elements identified by Knowledgeable Faculty Members compared with 6.4 percent (13) of 203 Distinct Critical

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Elements identified by Foreign Student Advisers. There were two distinct critical elements in this study that were not included in the FSA study. These involved: providing personal assistance to foreign student and/or family during serious crisis and helping to organize and prepare groups of foreign students to support each other during riots or civil disorders.

However, there were also two distinct critical elements in the FSA study that were not included in the KFM study. These involved: reporting emergency situations involving foreign students to their sponsor or government and assisting in making judgments whether a foreign student who had mental difficulties was capable of returning to class or coursework.

Miscellaneous Personal Services. This area represented 7 percent (11) of the 156 Distinct Critical Elements identified by Knowledgeable Faculty Members compared with 8.9 percent (18) of 203 Distinct Critical Elements identified by Foreign Student Advisers. There were no distinct critical elements in the KFM report that were not included in the study by FSA's.

However, there were seven distinct critical elements in the FSA study that were not included in the KFM study. These involved: meeting and welcoming new foreign students on arrival, assisting foreign students to prepare legal forms, accompanying foreign students to court when appropriate, serving as liaison with prospective employers, providing special academic or financial assistance to a foreign student,

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Summary

There were 156 Distinct Critical Elements identified by Knowledgeable Faculty Members compared with 203 Distinct Critical Elements identified by Foreign Student Advisers, involving a difference of 47 between the two groups. One-hundred and forty-one Distinct Critical Elements were common to both groups. Fifteen Distinct Critical Elements were unique to the KFM study and 62 were unique to the FSA study. The difference between the 15 and 62 -- 47 again represents the difference between the two major Distinct Critical Element groupings. The respective Distinct Critical Elements were reported earlier in detail (under the Critical Areas of Behavior) together with the total number of raw elements in each Distinct Critical Element.

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CHAPTER V

ANALYSIS OF SUPPLEMENTARY DATA

Introduction

In Chapter IV the basic findings of this study were presented and discussed. However, it had been indicated earlier in Chapter III (page 93) that the questionnaire that included the Critical Incident Report Forms was an important additional instrument in this study which enabled the Knowledgeable Faculty Member to present his Perceptions or Opinions about the functions of the Foreign Student Office and the professional qualifications and personal characteristics desirable in the person occupying that position, as well as his observations of the on-the-job behavior of the Foreign Student Adviser.

The questionnaire (see Appendix B) provided for the Knowledgeable Faculty Member to identify the five (or more) functions that are essential parts of the Foreign Student Adviser's responsibility and the professional qualifications (degrees and/or experience) and personal characteristics desirable in the person filling the role of Foreign Student Adviser. It will be recalled that the questionnaire was completed during a personal interview generally conducted in a one-to-one situation where the Knowledgeable Faculty Member was encouraged to express his opinions of the functions of foreign student advising and the nature of the

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person best qualified by preparation and personality to fill this role. Therefore, the responses to these questions serve as an important addition to the basic Critical Incident Technique Study.

While the data in this chapter reflect opinion, it is presumably informed opinion, colored by experience, based on the original definition of Knowledgeable Faculty Members (Chapter I, page 20) for this study:

Any faculty member of the institution whether teaching, advising or serving as a department head or dean who has had extended contact with foreign students either in a teaching or advisory capacity and who is reasonably well informed on the operations of the foreign student office at his institution.

This Chapter then serves to summarize and analyze the answers and opinions of 110 Knowledgeable Faculty Members to the following three statements included in the questionnaire that enclosed the Critical Incident Report Forms:

1. 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).
2. I believe the Foreign Student Adviser should have the following professional qualifications (degrees and/or experience).
3. I believe it is desirable/essential that the Foreign Student Adviser have the following personal characteristics.

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The Essential Functions of Foreign
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Knowledgeable Faculty Members appeared quite ready to accept the opportunity and encouragement to express their opinions of what they perceived as essential parts of the Foreign Student Adviser's responsibility. The result was a list of 69 suggested functions covering a wide range of activities. The list was so widespread and extensive that it became evident that it would have to be consolidated into functional areas to be manageable and meaningful.

While a variety of areas or codings might have been devised or adopted, it was agreed by the researcher and his associate (Mr. Miller) that using the sixteen Critical Areas of Foreign Student Adviser behavior earlier induced from the Critical Incident reporting would serve several useful purposes. It had been pointed out earlier (Chapter IV, page 138) that the sixteen Critical Areas of Foreign Student Adviser on-the-job behavior generally covered the entire range of FSA behavior. They should, therefore, be able to accommodate the entire 69 functions suggested by Knowledgeable Faculty Members. In addition, it would provide a basis for the comparison of the opinions volunteered by Knowledgeable Faculty Members of essential functions of Foreign Student Advisers with their earlier observations of significant incidents of Foreign Student Adviser on-the-job behavior.

Table V-1

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Table V-1 (page 201) reports the essential parts of the Foreign Student Adviser's responsibility as perceived by Knowledgeable Faculty Members by size of Foreign Student Enrollment at the KFMs institution. The sixteen distinct functions listed here correspond to the sixteen Critical Areas of Foreign Student Adviser behavior included in Chapter IV induced from the 354 Critical Incidents reported by Knowledgeable Faculty Members.

The number and percentage of suggested functions per Group relate very closely to the number and percentage of Knowledgeable Faculty Members in each Group. Group 1, with 45 Knowledgeable Faculty Members representing 41 percent of the total 110 Knowledgeable Faculty Members reported 42.8 percent (245) of the (572) suggested functions. Groups 2 and 3 were equally consistent with 33 (30 percent) and 32 (29 percent) Knowledgeable Faculty Members respectively reporting 28.6 percent (164 and 163) each of the 572 suggested functions.

As might be expected, all functions are not equally represented in the three groups. While Function 4 (Academic Guidance Program) ranks number one in groups 2 and 3, it is second in group 1 to Function 3, (Planning and Program Development). This could conceivably reflect the Knowledgeable Faculty Members' opinion that at the universities with large enrollments of foreign students the Foreign student Adviser will likely have a staff of varying size which should enable him to design and develop a variety of programs to promote the academic progress and/or personal development of the foreign

TABLE V - 1

ESSENTIAL FUNCTIONS OF THE FOREIGN STUDENT ADVISER'S RESPONSIBILITY AS PERCEIVED
BY KNOWLEDGEABLE FACULTY MEMBERS BY SIZE OF FOREIGN STUDENT ENROLLMENT

Group 1 = 1000 Foreign Students or more

Group 2 = 500 to 999 Foreign Students

Group 3 = 200 to 499 Foreign Students

TABLE V - 1

ESSENTIAL FUNCTIONS OF THE FOREIGN STUDENT ADVISER'S RESPONSIBILITY AS PERCEIVED
BY KNOWLEDGEABLE FACULTY MEMBERS BY SIZE OF FOREIGN STUDENT ENROLLMENT

Group 1 = 1000 Foreign Students or more
Group 2 = 500 to 999 Foreign Students
Group 3 = 200 to 499 Foreign Students

	Group 1		Group 2		Group 3		Total	
	No.	%	No.	%	No.	%	No.	%
1. Administered Office	15	6.1	8	4.9	2	1.2	25	4.3
2. Consultant and Advisory	16	6.5	12	7.3	11	6.8	39	6.8
3. Planning and Program Development	35	14.3	28	17.1	21	12.9	84	14.6
4. Academic Guidance Program	29	11.8	29	17.7	30	18.4	88	15.3
5. Financial Guidance	18	7.3	4	2.4	15	9.2	37	6.5
6. Immigration Expert	28	11.4	23	14.0	18	11.0	69	12.6
7. Interviewed Students			1	.6	1	.6	2	.3
8. Personal Counseling Services	23	9.4	14	8.6	11	6.8	48	8.4
9. Referral Services	6	2.5	1	.6	1	.6	8	1.4
10. Gives Advice	1	.4	1	.6			2	.3
11. Coordinates Community Relations	28	11.4	11	6.7	13	8.0	52	9.0
12. Foreign Student Activities	14	5.7	11	6.7	24	14.7	49	8.5
13. Gathering Information	1	.4	3	1.8			4	.7
14. Relations with Outside Agencies	7	2.9	2	1.2	2	1.2	11	1.9
15. Emergency Situations	5	2.1	2	1.2	1	.6	8	1.4
16. Miscellaneous Personal Services	19	7.8	14	8.6	13	8.0	46	8.0
	245	100.0	164	100.0	163	100.0	572	100.0
Percent	42.8%		28.6%		28.6%		100%	
Number of Faculty	45		33		32		110	
Per Faculty Member	5.4		5.0		5.0		5.2	

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students - and perhaps to assist the faculty to discharge their responsibilities to the foreign student. Knowledgeable Faculty Members at institutions with smaller enrollments of foreign students may see the Foreign Student Adviser's primary responsibilities as advising foreign students including general academic advising in their own terms, i. e., supportive (admissions, language, etc.).

Groups 1 and 2 reverse their initial positions and rank Function 4 (Academic Guidance Program) and Function 3 (Planning and Program Development) number two respectively while Group 3 ranks Function 12 (Student Activities) number two. Group 3 goes on to rank Function 3 (Planning and Program Development) number 3. Groups 1 and 2 rank Function 11 (Coordinating Community Relations) and Function 6 (Immigration Expert) number three respectively in their ratings. It appears obvious that all three groups of Knowledgeable Faculty Members rank Function 3 (Planning and Program Development) and Function 4 (Academic Guidance Program) - in their own terms - high in their order of priority of Functions for the Foreign Student Adviser.

The sixteen essential functions are listed below with appropriate comments concerning the reporting by the respective groups:

Function 1. Administered Office

This function reflects a wide range of opinion by Knowledgeable Faculty Members in the respective groups. Knowledgeable Faculty Members at the larger institutions see this function of the Foreign

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Student Adviser as relatively important whereas Knowledgeable Faculty Members at smaller institutions give it very limited attention.

Function II. Consultant and Advisory

Knowledgeable Faculty Members in all three groups were consistent in reporting this function at an intermediate level (in numbers) in importance.

Function III. Planning and Program Development

This function was noted earlier as being recognized by Knowledgeable Faculty Members in all three groups as one of the most important functions in the Foreign Student Adviser's area of responsibility.

Function IV. Academic Guidance Program

This function was also noted earlier as being recognized by Knowledgeable Faculty Members in all three groups as one of the most important functions in the Foreign Student Adviser's area of responsibility. However, there is more range between the three groups in this function than in the preceding one possibly because of Knowledgeable Faculty Members at small institutions perceiving a more active role in Academic Guidance for Foreign Student Advisers than the Knowledgeable Faculty Member at the larger institutions with more graduate students enrolled.

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Function V. Financial Guidance

While Knowledgeable Faculty Members in Groups 1 and 3 tend to rank this function at the intermediate level (in numbers) in importance, Knowledgeable Faculty Members in Group 2 report it relatively low with 4 (2.4 percent) of the total 164 items reported. This could reflect less problems or concerns with this function at this size of institution because of the size and nature of the foreign student population. Knowledgeable Faculty Members in Group 3 may see this as more important because the foreign student population in these institutions may be largely unsponsored undergraduates. Knowledgeable Faculty Members in Group 1 may also view it as an important function for almost the reverse reasons: heavy enrollment of graduate students, perhaps sponsored, but with accompanying families that pose financial problems.

Function VI. Immigration Expert

Knowledgeable Faculty Members in all three groups are consistent in rating this function as one of the more important responsibilities of the Foreign Student Adviser.

Function VII. Interviewed Students

Knowledgeable Faculty Members in all three groups are consistent this time in giving this function one of the lowest ratings of all of the functions listed - 2 (0.3 percent) of the total of 572 raw functions reported. In fact, Group 1 did not report it at all. It may well be that

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Knowledgeable Faculty Members do not perceive this activity as a separate function but rather as a part of some of the other listed related functions.

Function VIII. Personal Counseling Services

Knowledgeable Faculty Members in all three groups are consistent in rating this function as one of the important responsibilities of the Foreign Student Adviser.

Function IX. Referral Services

Knowledgeable Faculty Members in all three groups generally give this function one of the lowest ratings with 8 (1.4 percent) of the total of 572 raw functions reported. Knowledgeable Faculty Members in Group 1 seem to be more aware of this function as a part of the Foreign Student Adviser's responsibility and report it six times (2.5 percent) of the Group 1 total of 245 raw functions reported. Again, there is a question here that Knowledgeable Faculty Members in general may not perceive this function as one separate from other listed related functions.

Function X. Gives Advice

Knowledgeable Faculty Members in all three groups are consistent in giving this function the lowest rating (with Function VII, Interviewed Students) of all the functions listed - 2 (0.3 percent) of the total of 572 raw functions reported. In fact, Group 3 did not

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report it at all. Again, it may well be that Knowledgeable Faculty Members do not perceive this activity as a separate function but rather as a part of some of the other listed related functions.

Function XI. Coordinates Community Relations

Knowledgeable Faculty Members in all three groups recognize this function as an important one of the Foreign Student Adviser's areas of responsibility. However, there is some difference in the degree of importance reflected by the respective groups. Group 1 reports 28 (11.4 percent) of the Group 1 total of 245 raw functions reported, while Groups 2 and 3 report 6.7 percent (11) and 8.0 percent (13) for their respective groups.

Function XII. Student Activities

Knowledgeable Faculty Members recognize this function as an important one, again with some difference in the degree of importance. Group 3 reports 24 (14.7 percent) of the Group 3 total of 163 raw functions reported while Groups 1 and 2 report 5.7 percent (14) and 6.7 percent (11) for their respective groups. It may be that Knowledgeable Faculty Members in smaller institutions with a heavier percentage of undergraduate foreign students perceive this function as relatively important whereas Knowledgeable Faculty Members at larger institutions with a heavier percentage of graduate students do not consider it in the same light.

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Function XIII. Gathering Information

Knowledgeable Faculty Members in all three groups are consistent in giving this function a very low rating 4 (0.7 percent) of the total of 572 raw functions reported. In fact, Group 3 did not report it at all. Again, Knowledgeable Faculty Members may not perceive this activity as a separate function but rather as a part of the other listed functions.

Function XIV. Relations with Outside Agencies

Knowledgeable Faculty Members in all three groups generally give this function one of the lowest ratings with 11 (1.9 percent) of the total of 572 raw functions reported. KFMs in Group 1 seem to be somewhat more aware of this function as a part of the Foreign Student Adviser's responsibility and report it five times (2.1 percent) of the Group 1 total of 245 raw functions reported. This function will receive further attention and comment in a following comparison of KFMs current perceptions or opinions with their earlier observations or reporting of critical elements and areas.

Function XVI. Miscellaneous Personal Services

Knowledgeable Faculty Members in all three groups are consistent in rating this function as one of the important responsibilities of Foreign Student Advisers.

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General

The introductory comments to this section identified the most important functions of the Foreign Student Adviser as perceived by Knowledgeable Faculty Members in the three groups. Other important functions included: Function 2 (Consultant and Advisory); Function 8 (Personal Counseling Services); Function 11 (Coordinates Community Services); Function 12 (Foreign Student Activities); and Function 16 (Miscellaneous Personal Services). Functions 1 and 5 (Administered Office and Financial Guidance) could generally be conceived as important but with definite variations in degree of importance among the three groups.

It should likewise be noted that six of the functions were considered very minor in nature by the reporting Knowledgeable Faculty Members. These include: Function 7 (Interviewed Students); Function 9 (Referral Services); Function 10 (Gives Advice); Function 13 (Gathering Information); Function 14 (Relations with Outside Agencies); and Function 15 (Emergency Situations). Explanatory notes were included with the discussion of each function. These six functions account for 14 percent (20) of the 245 raw functions in Group 1, 8 percent (10) of the 164 raw functions in Group 2, 3 percent (5) of the 163 raw elements in Group 3, and 6 percent (35) of the total 572 raw elements reported. Again, it should be recalled that four of these six distinct functions - Interviewed Students, Referral Services, Gives Advice, and Gathering Information - may well be perceived by KFMs as a part of some other related distinct function.

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The sixteen distinct functions follow, including a listing of the various raw functions suggested by Knowledgeable Faculty Members that were originally induced into the distinct functions:

Function I. Administered Office (25)

- | | |
|--|------|
| 1. Office Administration | (3) |
| 2. Maintenance of files | (4) |
| 3. Insurance requirements | (2) |
| 4. Enforcement of regulations | (2) |
| 5. Interpretation of University policies | (10) |
| 6. Available | (1) |
| 7. Dependable, consistent | (2) |
| 8. Travels abroad | (1) |

It should be noted that KFMs identified "available" and "dependable, consistent" under the category of functions rather than characteristics where they might have been included. This is not necessarily inconsistent since efficient or desirable administration of the Foreign Student Office will depend in part on the FSA being "available" to foreign students and "dependable and consistent" in his efforts to fulfill a variety of foreign student needs that relate directly to the administration of his office.

One of the participating Knowledgeable Faculty Members included an interesting suggestion that "travel abroad" be considered an essential function of the Foreign Student Adviser. While the justification for

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this function would almost appear self-evident, few Foreign Student Advisers, as a normal part of their general responsibilities, are required or provided the opportunity to travel abroad.

Function II. Consultant and Advisory (39)

- | | |
|--|------|
| 1. Liaison with faculty and departments | (22) |
| 2. General campus coordination | (7) |
| 3. Information center-dissemination of publications | (5) |
| 4. Resource facility for academic departments and reference for others | (5) |

Function III. Planning and Program Development (84)

- | | |
|--|------|
| 1. Pre-arrival orientation | (6) |
| 2. Initial orientation | (44) |
| 3. Establish initial rapport | (2) |
| 4. Continuous orientation | (3) |
| 5. Adjustment to campus and community | (15) |
| 6. Insure against "over-Americanization" | (2) |
| 7. Wives and family programs | (6) |
| 8. Special program coordination | (1) |
| 9. Educational exchange | (2) |
| 10. Harnessing institutional energy | (1) |
| 11. Research on university commitment to the foreign student | (1) |
| 12. Research - general | (1) |

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It should be noted that item six is something of a negative function. It serves as a reminder that Knowledgeable Faculty Members are aware that orientation, indoctrination and adjustment programs can conceivably be overdone.

Function IV. Academic Guidance Program (88)

- | | |
|--|------|
| 1. Liaison with admissions and placement | (16) |
| 2. Assessment of academic background of foreign students | (12) |
| 3. English language capability | (27) |
| 4. Providing intellectual challenge | (1) |
| 5. Academic adjustment | (3) |
| 6. Supplement academic advising | (23) |
| 7. Monitoring scholastic status | (4) |
| 8. Non-involvement in academic affairs | (2) |

It should be noted that item eight is negative in nature. However, it seems to represent a small negative reaction to the FSA's participation in the Academic Guidance Function although primarily in supplemental role.

Function V. Financial Guidance (37)

- | | |
|------------------------------------|-----|
| 1. Loans | (2) |
| 2. Assistantships and scholarships | (3) |
| 3. Employment - general | (6) |
| 4. Employment - graduate | (1) |

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- 5. Financial counseling (8)
- 6. General (17)

Function VI. Immigration Expert (69)

- 1. Immigration and legal (64)
- 2. Visa status (4)
- 3. Practical training advice (1)

Function VII. Interviewed Students (2)

- 1. Initial welcome interview (2)

Function VIII. Personal Counseling Services (48)

- 1. Personal Counseling and Advice (44)
- 2. Psychological evaluation (1)
- 3. Psychological counseling (1)
- 4. Empathetic (2)

It should be noted that in identifying "empathetic" the Knowledgeable Faculty Members were listing this item as a function rather than a characteristic where it might have been included. However, it relates closely to the total framework of this function.

Function IX. Referral Services (8)

- 1. Referral services (8)

Function X. Gives Advice (2)

- 1. Religious advice (1)
- 2. Advisor to foreign faculty (1)

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It should be noted that many Foreign Student Advisers provide advice and services to foreign faculty as well as foreign students.

Function XI. Coordinates Community Relations (52)

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|--|------|
| 1. Host family, home visits | (4) |
| 2. Liaison with local authorities on legal questions | (3) |
| 3. Community relations | (33) |
| 4. Interpretation of American culture | (12) |

Function XII. Foreign Student Activities (49)

- | | |
|--|------|
| 1. Arrange excursions | (1) |
| 2. American-foreign student relations | (8) |
| 3. Social activities promotion | (24) |
| 4. International and nationality clubs | (14) |
| 5. Discouragement of nationality cliques | (2) |

It should be noted that item five is something of a negative function. It serves as a reminder of the awareness of Knowledgeable Faculty Members of the potential problems inherent in nationality "cliques."

Function XIII. Gathering Information (4)

- | | |
|-----------------------------------|-----|
| 1. Complaint service | (1) |
| 2. Determine facts vs excuses | (1) |
| 3. Follow-up on departed students | (2) |

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Function XV. E

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Table V-2

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Function XIV. Relations with Outside Agencies (11)

1. Liaison with embassies (4)
2. Liaison with sponsors (7)

Function XV. Emergency Situations (8)

1. Emergency situations (8)

Function XVI. Miscellaneous Personal Services (46)

1. Assistance with registration (1)
2. Assistance with paperwork (1)
3. Housing (40)
4. Special services (2)
5. General welfare of foreign students (1)
6. Defense of foreign student interests (1)

It seems apparent that Knowledgeable Faculty Members perceive "housing" assistance as the major personal service that Foreign Student Advisers can provide to foreign students.

Comparison of Knowledgeable Faculty Members' Perceptions
or Opinions of the Foreign Student Adviser's
Responsibilities with the KFMs' Earlier Observations
of the Critical Areas of Behavior of the FSA

Table V-2 (page 215) provides a comparison of Knowledgeable Faculty Members' perceptions or opinions with their earlier reported observations of the essential areas or functions that are part of the

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TABLE V - 2

COMPARISON OF KNOWLEDGEABLE FACULTY MEMBERS'
PERCEPTIONS OR OPINIONS OF THE FOREIGN
STUDENT ADVISER'S RESPONSIBILITIES WITH
THE KFMs EARLIER OBSERVATIONS OF THE
CRITICAL AREAS OF BEHAVIOR OF THE FSA

Critical Areas or Essential Functions	Observations*		Perceptions**	
	Num- ber (Elements)	Per- cent	Num- ber (Opinions)	Per- cent
Administered Office	60	5.1	25	4.3
Consultant and Advisory Planning and Program Development	215	18.4	39	6.8
Academic Guidance Program	66	5.6	84	14.6
Financial Guidance Program	144	12.3	88	15.3
Immigration Expert	56	4.8	37	6.5
Interviewed Students	97	8.3	69	12.6
Personal Counseling Services	98	8.4	2	0.3
Referral Services	85	7.3	48	8.4
Gives Advice	16	1.4	8	1.4
Coordinates Community Relations	17	1.5	2	0.3
Student Activities	48	4.1	52	9.0
Gathering Information	37	3.2	49	8.5
Relations with Outside Agencies	59	5.0	4	0.7
Emergency Situations	35	2.9	11	1.9
Miscellaneous Personal Services	65	5.5	8	1.4
	73	6.2	46	8.0
	1171	100.0	572	100.0

*From Chapter IV, Page

**From Chapter V, Page

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Foreign Student Adviser's responsibility. It must be recognized, however, that in the interviewing approach noted earlier, Knowledgeable Faculty Members completed the questionnaire identifying five functions that are essential parts of the Foreign Student Adviser responsibility and the desirable qualifications and personal characteristics of FSAs prior to reporting significant incidents involving the FSA or his office. It is quite likely that as Knowledgeable Faculty Members recalled and described significant incidents they would tend to include details and features not included in the initial answers to the questionnaire. This factor should be kept in mind in the following comparison of Essential Functions and Critical Areas. It should be noted that half (8) of the functions or areas bear some relationship or consistency whereas the other half (8) differ significantly although varying in degree of difference.

Administered Office. Observations here represent 5.1 percent (60) of the total critical elements (1171) reported by Knowledgeable Faculty Members compared with 4.3 percent (25) of the total perceptions (572) reported by the same Knowledgeable Faculty Members. The observations and perceptions of Knowledgeable Faculty Members of the Foreign Student Adviser's responsibility for this area or function are reasonably consistent.

Consultant and Advisory. Observations here represent 18.4 percent (215) of the total critical elements (1171) reported by Knowledgeable Faculty Members compared with 6.8 percent (39) of the total

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ceptions (572) reported by the same Knowledgeable Faculty Members. The 215 observations make this area by far the largest of the 16 critical areas of Foreign Student Adviser behavior whereas the 39 perceptions are close to the mean distribution of 6.25 percent for all 16 Essential Functions. The major differences here represent the fact that the Knowledgeable Faculty Members' perceptions are limited to a few major activities whereas the Knowledgeable Faculty Members' observations include a wide range of activities ranging from the President's Office, through the Academic and Service areas, to the Mental Health Center. The spread of 11.6 percent here is the largest of all among the 16 critical Areas and Essential Functions. It perhaps best reflects the additional dimensions the Knowledgeable Faculty Member brings to the evaluation of the Foreign Student Adviser's essential areas of responsibility as he moves from personal, general opinion to an examination or review of the details of specific incidents and situations.

Planning and Program Development. Observations here represent 5.6 percent (66) of the total critical elements reported by Knowledgeable Faculty Members (1171) compared with 14.6 percent (84) of total perceptions (572) reported by the same Knowledgeable Faculty Members. The 84 perceptions reported in this functional area are second only to the 88 reported in the Academic Guidance Program. The major differences here appear to be the result of Knowledgeable Faculty Members on one hand freely considering the planning and programming that the Foreign Student Adviser might promote or provide,

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arranging from pre-arrival orientation programs for newly admitted foreign students, through educational exchange programs to general and specific research efforts; while on the other hand the Knowledgeable Faculty Members observed the Foreign Student Adviser planning and programming in a very limited sense, i. e. , orientation, language, counseling, etc.

Academic Guidance Program. Observations here represent 2.3 percent (144) of the total critical elements reported (1171) by Knowledgeable Faculty Members compared with 15.3 percent (88) of the total perceptions (572) reported by the same Knowledgeable Faculty Members. The 144 observations and 88 perceptions reported in this functional area make it second in observations reported of all sixteen functional areas. In reviewing the individual or raw observations and perceptions, Knowledgeable Faculty Members tend to be consistent in viewing the Foreign Student Adviser's function here as a supporting one, providing supplemental but important assistance in the related areas of admissions, language, transfers, withdrawals, etc.

Financial Guidance Program. Observations here represent 4.8 percent (56) of the total critical elements reported (1171) by Knowledgeable Faculty Members compared with 6.5 percent (37) of the total perceptions (572) reported by the same Knowledgeable Faculty Members. The observations and perceptions of Knowledgeable Faculty Members of the Foreign Student Adviser's responsibility for this area or function are reasonably consistent.

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Immigration Expert. Observations here represent 8.3 percent (97) of the total critical elements reported (1171) by Knowledgeable Faculty Members compared with 12.6 percent (69) of the total perceptions (572) reported by the same Knowledgeable Faculty Members. The 69 perceptions reported by Knowledgeable Faculty Members make this the third most heavily reported function of the Foreign Student Adviser. In this function or area of the Foreign Student Adviser's responsibility the Knowledgeable Faculty Members apparently perceive it in a more important manner than they report it through their observations of critical elements and areas, which are sufficiently important in themselves.

Interviewed Students. Observations here represent 8.4 percent (98) of the total critical elements reported (1171) by Knowledgeable Faculty Members and far outweigh the 0.3 percent (2) of the total perceptions (572) reported by the same Knowledgeable Faculty Members. The 98 observations reported by Knowledgeable Faculty Members make this the third most heavily reported critical area of the Foreign Student Adviser. As noted earlier, Knowledgeable Faculty Members may not perceive this activity as a separate function but rather as a part of some of the other listed related functions. As Knowledgeable Faculty Members recalled and described observed significant incidents, they apparently reported the Foreign Student Adviser's behavior in critical areas like this one that they did not include in the initial answers to the questionnaire.

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Personal Counseling Services. Observations here represent 3 percent (85) of the total critical elements reported (1171) by Knowledgeable Faculty Members compared with 8.4 percent (48) of the total perceptions (572) reported by the same Knowledgeable Faculty Members. The observations and perceptions of Knowledgeable Faculty Members in this important area or function of the Foreign Student Adviser's responsibility are reasonably consistent.

Referral Services. Observations here represent 1.4 percent (6) of the total critical elements reported (1171) by Knowledgeable Faculty Members compared with 1.4 percent (8) of the total perceptions reported (572) by the same Knowledgeable Faculty Members. The consistency in these low ratings in this area or function reflects that neither by observation or perception does the Knowledgeable Faculty Member consider this activity as an important responsibility of the Foreign Student Adviser. This consistent reporting may be the result of either a lack of knowledge, since the Knowledgeable Faculty Member would seldom observe the Foreign Student Adviser performing this critical area, or the Knowledgeable Faculty Members may not perceive this function as one separate from other listed related functions.

Gives Advice. Observations here represent 1.5 percent (17) of the total critical elements reported (1171) by Knowledgeable Faculty Members compared with 0.3 percent (2) of the total perceptions (572) reported by the same Knowledgeable Faculty Members. The

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istency in these low ratings in this area or function reflects that either by observation or perception does the Knowledgeable Faculty Member consider this activity as an important responsibility of the Foreign Student Adviser. This consistent reporting may be the result of either a lack of knowledge since the Knowledgeable Faculty Member would seldom observe the Foreign Student Adviser performing in this critical area or the Knowledgeable Faculty Members may perceive this function as one separate from other listed related functions.

Coordinates Community Relations. Observations here represent 4.1 percent (48) of the total critical elements reported (1171) by Knowledgeable Faculty Members compared with 9.0 percent (52) of total perceptions reported (572) by the same Knowledgeable Faculty Members. The difference in the percentages here reflect that Knowledgeable Faculty Members perceive this function as an important part of the total responsibility of the Foreign Student Adviser but observation of Foreign Student Adviser behavior either does not confirm their perceptions or the Knowledgeable Faculty Member is not necessarily aware by observation of some of the activities of the Foreign Student Adviser in this area.

Student Activities. Observations here represent 3.2 percent of the total critical elements (1171) reported by Knowledgeable Faculty Members compared with 8.5 percent (49) of the total perceptions (572) reported by the same Knowledgeable Faculty Members.

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the difference in the percentages here reflects that Knowledgeable Faculty Members perceive this function as an important part of the total responsibility of the Foreign Student Adviser, but their observation of the extent of the Foreign Student Adviser's behavior in this area does not measure up to their perception of its importance.

Gathering Information. Observations here represent 5.0 percent (59) of the total critical elements reported (1171) by Knowledgeable Faculty Members. As noted earlier, KFMs may not perceive this activity as a separate function but rather as a part of some of the other stated related functions. However, as KFMs recalled and described significant incidents, they apparently reported the Foreign Student Adviser's behavior in this area although they did not include it in their initial answers to the questionnaire.

Relations with Outside Agencies. Observations here represent 9 percent (35) of the total critical elements reported (1171) by Knowledgeable Faculty Members compared with 1.9 percent (11) of the total perceptions reported (572) by the same Knowledgeable Faculty Members. The consistency in these low ratings or reports in this area or function reflects that neither by observation nor perception does the Knowledgeable Faculty Member consider this activity as an important responsibility of the Foreign Student Adviser.

Emergency Situations. Observations here represent 5.5 percent (65) of the total critical elements reported (1171) by Knowledgeable Faculty Members. It is quite likely that KFMs might not include this

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 Ms recalled or described observed significant incidents, particularly
 ey were involved in one, they would be more likely to report this
 vity as an important one in the Foreign Student Adviser's Critical
 as of behavior.

Miscellaneous Personal Services. Observations here represent
 percent (73) of the total critical elements reported (1171) by Know-
 eable Faculty Members compared with 8.0 percent (46) of the total
 eptions reported (572) by the same Knowledgeable Faculty Members.
 observations and perceptions of Knowledgeable Faculty Members of
 broad area or function of the Foreign Student Adviser's responsi-
 y are reasonably consistent.

The Professional Qualifications Desirable
in the Foreign Student Adviser as Perceived by
Knowledgeable Faculty Members

The 110 Knowledgeable Faculty Members interviewed were not
 tant to express their opinions of the professional qualifications
 perceived as desirable in the person occupying the role of Foreign
 ent Adviser. To insure a thoughtful response, the researchers
 rally asked the Knowledgeable Faculty Member what the KFM
 d look for in professional qualifications (degrees and/or experience)
 Foreign Student Adviser at their institution left and the Knowledge-
 Faculty Member was charged with selecting someone to fill the
 of Foreign Student Adviser at his institution.

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The response was so extensive that in order to make it meaningful the general area of desirable professional qualifications has been divided into sub-areas including: Degree Level, Field of Study, Experience Abroad, Work Experience, and Areas of Knowledge, as perceived by Knowledgeable Faculty Members. The findings from this part of the questionnaire will follow in the above order.

Desirable Educational Level of Foreign Student Advisers

Table V-3 (page 225) provides an overview by size of Foreign Student Enrollment of the Desirable Educational Level of Foreign Student Advisers as perceived by Knowledgeable Faculty Members. Eighty-four of the 110 Knowledgeable Faculty Members included an opinion or recommendation on this basic Professional Qualification. Representation of faculty members by group was fairly well distributed in the 44.3 percent (39), 27.3 percent (24) and 28.4 percent (25) reporting from the three respective groups relate reasonably close to the 40 percent (45), 33 percent (33) and 30 percent (32) per respective group among the 110 Knowledgeable Faculty Members.

Knowledgeable Faculty Members in Group I with the largest foreign student enrollment, foreign and American, indicate the most preference for Foreign Student Advisers to be qualified at the Ph. D. level. Twenty-eight of the 39 reporting (28.2 percent) either prefer or consider the Ph. D. preparation essential for the person filling the Role of Foreign Student Adviser. Twenty-nine (74.3 percent) perceive a graduate

TABLE V - 3

DESIRABLE EDUCATIONAL LEVEL OF FOREIGN STUDENT ADVISERS
AS PERCEIVED BY KNOWLEDGEABLE FACULTY MEMBERS
BY SIZE OF FOREIGN STUDENT ENROLLMENT

Group 1 = 1000 Foreign Students or more

DESIRABLE EDUCATIONAL LEVEL OF FOREIGN STUDENT ADVISERS
 AS PERCEIVED BY KNOWLEDGEABLE FACULTY MEMBERS
 BY SIZE OF FOREIGN STUDENT ENROLLMENT

Group 1 = 1000 Foreign Students or more
 Group 2 = 500 to 999 Foreign Students
 Group 3 = 200 to 499 Foreign Students

Professional Qualifications	Group 1		Group 2		Group 3		Total	
	Num- ber	%	Num- ber	%	Num- ber	%	Num- ber	%
Education								
Ph. D. Essential	6	15.4	1	4.2	-	-	7	8.0
Ph. D. Preferable	5	12.8	2	8.3	-	-	7	8.0
Master's Essential	10	25.7	4	16.7	11	44.0	25	28.4
Master's Preferable	4	10.2	5	20.8	4	16.0	13	14.8
Graduate Degree Essential	4	10.2	4	16.7	3	12.0	11	12.5
Bachelor's Degree can Suffice	1	2.6	1	4.2	2	8.0	4	4.5
Degree Level of Secondary Importance	9	23.1	7	29.1	5	20.0	21	23.8
	39	100.0	24	100.0	25	100.0	88	100.0
Percent	44.3		27.3		28.4		100	

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degree either preferable or essential. Nine (23.1 percent) report that the degree level is of secondary importance and did not commit themselves to a specific level. Only one Knowledgeable Faculty Member (2.6 percent) in Group 1 volunteered the opinion that a Bachelor's degree would suffice. The stress on graduate and Ph.D. preparation by the Knowledgeable Faculty Members representing this group might well be related to the large foreign student populations involved, usually being served by Foreign Student Offices with varying staffing patterns. Since this group involved only five major institutions, it would appear that the Knowledgeable Faculty Members reporting expect the person heading the Foreign Student Office at a major institution to be qualified at the Ph.D. level.

Knowledgeable Faculty Members in Group 2, with an intermediate enrollment (for this study) of foreign and American students report that 3 of 24 (12.5 percent) prefer or consider Ph.D. preparation essential for the person filling the role of Foreign Student Adviser. Sixteen (66.7 percent) perceive a graduate degree either preferable or essential. Seven (29.1 percent) report that the degree level is of secondary importance and did not commit themselves to a specific level. Only one Knowledgeable Faculty Member (4.2 percent) volunteered the opinion that a Bachelor's degree would suffice. The fact that there is less importance placed on Ph.D. preparation by Group 2 than by Group 1 indicates that the smaller foreign student population in turn calls for a smaller Foreign Student Office staff. Only several Knowledgeable Faculty

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Members in Group 2 apparently perceive the need for this smaller staff to be headed by a person qualified at the Ph. D. level.

Knowledgeable Faculty Members in Group 3 with the smallest enrollment (for this study) of foreign and American students do not consider Ph. D. preparation essential for the person filling the role of Foreign Student Adviser. Eighteen (72 percent), however, perceive a graduate degree either preferable or essential. Five (20 percent) report that the degree level is of secondary importance and did not commit themselves to a specific level. Only two Knowledgeable Faculty Members (8 percent) volunteered the opinion that a bachelor's degree would suffice. The fact that no importance is placed on Ph. D. preparation by this group again relates to the size of the Foreign Student population and Foreign Student Office, which may include only the Foreign Student Adviser and a secretary or two.

Of the entire group of 88 Knowledgeable Faculty Members reporting, 14 (16 percent) preferred or considered Ph. D. qualification essential, 63 (71.7 percent) perceive a graduate degree either preferable or essential, 21 (23.8 percent) consider that the degree level is of secondary importance and did not commit themselves to a specific level, and only 4 (4.5 percent) volunteered the opinion that a Bachelors degree would suffice for the person filling the role of Foreign Student Adviser. An interesting comparison can be made of the opinions of Knowledgeable Faculty Members reported in Table V-3 (page 225) and the preceding discussion and Table V-4 (page 228) that reflects

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*Miller, g

TABLE V - 4

EDUCATION LEVEL OF 48 FULL-TIME
FOREIGN STUDENT ADVISERS IN RELATED STUDY*
BY SIZE OF FOREIGN STUDENT ENROLLMENT

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

Educational Level	Group I	Group II	Group III	Total	Per- cent
Ph.D. or Ed.D.	6	1	1	8	16.7
M.S. or M.A.	10	8	6	24	50.0
B.A. or B.S.	6	5	3	14	29.1
No Degree	1	1	-	2	4.2
	23	15	10	48	100.0

*Miller, op. cit., p. 118.

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the Educational level of the 48 full-time Foreign Student Advisers from the same institutions. This information is taken from Mr. Miller's related study.

It should be noted that Ph. D.'s represent 16.7 percent (8) of the 48 Foreign Student Advisers reported compared with 16 percent (14) suggested by the 88 Knowledgeable Faculty Members. Foreign Student Advisers at the Graduate Level represent 66.7 percent (32) of the 48 Foreign Student Advisers reported compared with 71.1 percent (63) suggested by the 88 Knowledgeable Faculty Members. It is at the Bachelor's level that major differences occur. Fourteen (29.1 percent) plus two (4.2 percent) without degrees compare with the 4 (4.5 percent) suggested by Knowledgeable Faculty Members. This factor is in part off-set in this study by the fact that many Knowledgeable Faculty Members, 21 (23.8 percent) of the 88 reporting perceive that the degree level is of secondary importance.

Desirable Field of Study of Foreign Student Advisers.

Table V-5 (page 230) provides an overview by size of Foreign Student Enrollment of the Desirable Field of Study of Foreign Student Advisers as perceived by Knowledgeable Faculty Members. The 103 responses to this feature of Professional Preparation or Qualification include a few instances when a Knowledgeable Faculty Member suggested several alternatives. This accounts for the 49 responses in Group 1 representing 45 Knowledgeable Faculty Members. The variety of

TABLE V - 9

DESIRABLE FIELD OF STUDY OF FOREIGN STUDENT ADVISERS AS PERCEIVED BY KNOWLEDGEABLE FACULTY MEMBERS BY SIZE OF FOREIGN STUDENT ENROLLMENT

TABLE V - '

	% of Total	Group 1 No.	Group 2 No.	Group 3 No.	Total No.	%
Group 1 - 1000 Foreign Students or more						
Group 2 - 500 to 999 Foreign Students						
Group 3 - 200 to 499 Foreign Students						

Group 1 - 1000 Foreign Students or more
 Group 2 - 500 to 999 Foreign Students
 Group 3 - 200 to 499 Foreign Students

	% of Total		Group 1 No. %		Group 2 No. %		Group 3 No. %		Total No. %	
College of Arts & Letters	(7.8%)									
History	2		4.1	-	-	2	5.4	4	3.9	
Humanities	-		-	-	-	1	2.7	1	1.0	
Liberal Arts	1		2.0	-	-	2	5.4	3	2.9	
TOTAL	3		6.1	-	-	5	13.5	8	7.8	
College of Business Administration	(3.0%)									
Administration	1		2.0	-	-	-	-	1	1.0	
Business	1		2.0	-	-	-	-	1	1.0	
Business Law	1		2.0	-	-	-	-	1	1.0	
TOTAL	3		6.0	-	-	-	-	3	3.0	
College of Education	(32.9%)									
Education	4		8.2	2	11.8	6	16.2	12	11.6	
Guidance & Counseling	14		28.8	2	11.8	6	16.2	22	21.3	
TOTAL	18		37.0	4	23.6	12	32.4	34	32.9	
College of Social Science	(45.6%)									
Anthropology	3		6.1	3	17.7	1	2.7	7	6.8	
Political Science	3		6.1	-	-	2	5.4	5	4.8	
Psychology	4		8.2	2	11.8	4	10.8	10	9.7	
Social Psychology	1		2.0	-	-	-	-	1	1.0	
Social Science	3		6.1	3	17.7	5	13.6	11	10.7	
Social Work	3		6.1	-	-	-	-	3	2.9	
Sociology	4		8.2	2	11.8	4	10.8	10	9.7	
TOTAL	21		42.8	10	59.0	16	43.3	47	45.4	
Miscellaneous	(10.7%)									
Area Studies	1		2.0	1	5.8	2	5.4	4	3.9	
Not Education	1		2.0	-	-	-	-	1	1.0	
Not Public Relations	-		-	1	5.8	-	-	1	1.0	
Of Little Importance	2		4.1	1	5.8	2	5.4	5	4.8	
TOTAL	4		8.1	3	17.4	4	10.8	11	10.7	
GRAND TOTAL	49	100.0		17	100.0	37	100.0	103	100.0	

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opinions expressed by the responding Knowledgeable Faculty Members were consolidated by college and academic department for purposes of reporting and analysis.

Social Science with 47 (45.6 percent) and Education with 34 (32.9 percent) represent the two major fields recommended by Knowledgeable Faculty Members. Together these two colleges represent 81 (78.5 percent) of the 103 responses. A number of Knowledgeable Faculty Members gave broad responses and simply suggested Education (12) or Social Science (11). Otherwise the specific Departments of Guidance and Counseling (22), Psychology (10) and Sociology (10) were most recommended by Knowledgeable Faculty Members. Even in Group 1 representing the largest institutions and reporting a broad range of disciplines, Guidance and Counseling with 14 recommendations far exceeded the accompanying suggested fields.

Group 2 representing the intermediate institutions (for this study) produced no recommendations in Arts and Letters or in Business Administration. Group 3 also omitted Business Administration from consideration. It should be noted two negative suggestions were included under Miscellaneous pertaining to Education and Public Relations. In addition, there were five responses that the Field of study of the person filling the role of Foreign Student Adviser was of little importance.

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Desirable Foreign Experience of Foreign Student Adviser

Table V-6 (page 233) provides an overview by size of Foreign Student Enrollment of the Desirable Foreign Experience of Foreign Student Advisers as perceived by Knowledgeable Faculty Members participating in this study. It seems apparent that Knowledgeable Faculty Members attach significance to the sub-area of Foreign Experience as an important feature of Professional Preparation or Qualification for the Role of the Foreign Student Adviser. Group 1 places major emphasis on Living Abroad, 56.8 percent (21) of the 37 responses, while Groups 2 and 3 place their emphasis on a broader characteristic--General Overseas Experience. The combined groups rate these items in the following order: Living Abroad 32.9 percent (29), General Overseas Experience 31.8 percent (28), Travel Abroad, 9.1 percent (8).

Desirable Work Experience of Foreign Student Advisers

Table V-7 (page 234) provides an overview by size of Foreign Student Enrollment of the Desirable Work Experience of Foreign Student Advisers as perceived by Knowledgeable Faculty Members. It should be noted that there were 62 responses to this feature of Professional Preparation or Qualification. These 62 were reasonably well distributed among the three groups consistent with the percentages of group (40-30-30) of the total 110 Knowledgeable Faculty Members participating in the study.

The nature of work experiences suggested by Knowledgeable Faculty Members appears reasonably well distributed within and

TABLE V - 6

DESIRABLE FOREIGN EXPERIENCE OF FOREIGN STUDENT ADVISERS
AS PERCEIVED BY KNOWLEDGEABLE FACULTY MEMBERS
BY SIZE OF FOREIGN STUDENT ENROLLMENT

- Group 1 = 1000 Foreign Students or more
- Group 2 = 500 to 999 Foreign Students
- Group 3 = 200 to 499 Foreign Students
- Group 4 = 100 to 199 Foreign Students
- Group 5 = 50 to 99 Foreign Students
- Group 6 = 25 to 49 Foreign Students
- Group 7 = 10 to 24 Foreign Students
- Group 8 = 5 to 9 Foreign Students
- Group 9 = 1 to 4 Foreign Students
- Group 10 = No Foreign Students

BY SIZE OF FOREIGN STUDENT ENROLLMENT

Group 1 = 1000 Foreign Students or more
Group 2 = 500 to 999 Foreign Students
Group 3 = 200 to 499 Foreign Students

	Group 1		Group 2		Group 3		Total	
	Num- ber	%	Num- ber	%	Num- ber	%	Num- ber	%
Lived Abroad - Essential	10	27.0	3	13.0	2	7.1	15	17.0
Lived Abroad - Preferable	11	29.8	1	4.4	2	7.1	14	15.9
Studied Abroad	2	5.4	2	8.7	4	14.3	8	9.1
Travel - Essential	3	8.1	1	4.4	3	10.7	7	8.0
Travel - Preferable	5	13.5	4	17.4	7	25.0	16	18.2
General Overseas Experience	6	16.2	12	52.1	10	35.8	28	31.8
TOTAL	37	100.0	23	100.0	28	100.0	88	100.0
PERCENT	42%		26%		32%		100%	

TABLE V - 7

DESIRABLE WORK EXPERIENCE OF FOREIGN STUDENT ADVISERS
AS PERCEIVED BY KNOWLEDGEABLE FACULTY MEMBERS
BY SIZE OF FOREIGN STUDENT ENROLLMENT

Group 1 = 1000 Foreign Students or more

DESIRABLE WORK EXPERIENCE OF FOREIGN STUDENT ADVISERS
AS PERCEIVED BY KNOWLEDGEABLE FACULTY MEMBERS
BY SIZE OF FOREIGN STUDENT ENROLLMENT

Group 1 = 1000 Foreign Students or more
Group 2 = 500 to 999 Foreign Students
Group 3 = 200 to 499 Foreign Students

	Group 1		Group 2		Group 3		Total	
	Num- ber	%	Num- ber	%	Num- ber	%	Num- ber	%
Academic and Professional	4	14.8	3	18.75	4	21.1	11	17.7
Teaching	4	14.8	-	-	2	10.5	6	9.7
Counseling	4	14.8	2	12.5	5	26.3	11	17.7
Administrative	5	18.6	4	25.0	4	21.1	13	21.0
with Foreigners	6	22.2	2	12.5	3	15.8	11	17.7
with People	3	11.1	3	18.75	-	-	6	9.7
with students	1	3.7	2	12.5	1	5.2	4	6.5
TOTAL	27	100.0	16	100.0	19	100.0	62	100.0
PERCENT	43.6		25.8		30.6		100.0	

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among the three groups. The only interesting variations are that Group 2 contains no suggestions for Teaching and Group 3 contains no suggestions for working with people although Group 3 includes the highest rating for Counseling.

In reviewing Table V-7, a logical or natural kind of consolidation of some of the suggested work experiences can be developed. Combining Counseling (17.7 percent) with working with Foreigners (17.7 percent), with People (9.7 percent) and with Students (6.5 percent) results in 51.6 percent of the Knowledgeable Faculty Members' suggestions applying to the general area of working with persons. Combining Teaching (9.7 percent) with Academic and Professional (17.7 percent) results in 27.4 percent of the Knowledgeable Faculty Members' suggestions applying in the General Professional Area. This leaves the remaining 21 percent in the Administrative area, an important one in its own right.

Desirable Areas of Knowledge of Foreign Student Advisers

Table V-8 (page 236) provides an overview by size of Foreign Student Enrollment of the Desirable Areas of Knowledge of Foreign Student Advisers as perceived by Knowledgeable Faculty Members. It should be noted that there were 63 responses to this feature of Professional Preparation or Qualification, reasonably well distributed among the three reporting groups.

DESIRABLE AREAS OF KNOWLEDGE OF FOREIGN STUDENT ADVISERS
AS PERCEIVED BY KNOWLEDGEABLE FACULTY MEMBERS
BY SIZE OF FOREIGN STUDENT ENROLLMENT

TABLE V - 8

Group 1 = 1000 Foreign Students or more
Group 2 = 500 to 999 Foreign Students
Group 3 = 200 to 499 Foreign Students
Group 4 = 100 to 199 Foreign Students
Group 5 = 50 to 99 Foreign Students
Group 6 = 20 to 49 Foreign Students
Group 7 = 10 to 19 Foreign Students
Group 8 = 5 to 9 Foreign Students
Group 9 = 1 to 4 Foreign Students

BY SIZE OF FOREIGN STUDENT ENROLLMENT

Group 1 = 1000 Foreign Students or more
 Group 2 = 500 to 999 Foreign Students
 Group 3 = 200 to 499 Foreign Students

236

	Group 1		Group 2		Group 3		Total	
	Num- ber	%	Num- ber	%	Num- ber	%	Num- ber	%
American Culture	2	8.7	-	-	2	9.5	4	6.3
American Educational System	-	-	3	15.8	-	-	3	4.8
Foreign Educational Systems	4	17.4	1	5.3	3	14.3	8	12.7
Foreign Languages	1	4.3	3	15.8	3	14.3	7	11.1
F. S. A. Functions	1	4.3	-	-	1	4.8	2	3.2
International Affairs	1	4.3	-	-	2	9.5	3	4.8
Other Cultures	9	39.2	4	21.0	7	33.3	20	31.7
Own University	5	21.8	8	42.1	3	14.3	16	25.4
TOTAL	23	100.0	19	100.0	21	100.0	63	100.0
PERCENT	36.5		30.2		33.3		100	

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In reviewing Table V-8, a natural kind of grouping of areas of Knowledge can be suggested that will make these responses more meaningful. Group 1 suggests Other Cultures 9 (39.2 percent), Foreign Educational Systems 4 (17.4 percent) and Foreign Languages 1 (4.3 percent) total 60.9 percent as an important General Area of Knowledge. When added to Knowledge of Own University 5 (21.8 percent) this represents 82.7 percent of the suggested Areas of Knowledge within this group. It is interesting to note that no reference to Knowledge of the American Educational System is made by this group.

Group 2 places more emphasis on Knowledge of the American Educational System, 3 (15.8 percent), and Own University, 8 (42.1 percent), a total of 57.9 percent for this General Area. The remaining suggestions; Other cultures 4 (21.0 percent), Foreign Languages 3 (5.8 percent) and Foreign Educational Systems 1 (5.3 percent), a total 42.1 percent, provide for another General Area of Knowledge. Group 2 omits American Culture, FSA Functions and International Affairs from their list of suggested Areas of Knowledge for the Foreign Student Adviser.

Group 3 suggests; Other Cultures 7 (33.3 percent), Foreign Educational Systems 3 (14.3 percent), Foreign Languages 3 (14.3 percent) and International Affairs 2 (9.5 percent) as a major general grouping with 71.4 percent of the suggested Areas of Knowledge of the Foreign Student Adviser. The American Culture 2 (9.3 percent), Foreign Student Adviser Functions 1 (4.8 percent) and Own

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iversity 3 (14.3 percent) make up the remaining 28.6 percent, with knowledge of American Educational System omitted completely.

Within the total combined groups, Other Cultures 20 (31.7 percent), Foreign Educational Systems 8 (12.7 percent) and Foreign Languages 7 (11.1 percent) suggest one major general area including 5 percent of the suggested Areas of Knowledge for the Foreign Student Adviser. A second one includes; Own University 16 (25.4 percent) and American Educational System 3 (4.8 percent) representing 2 percent of Knowledgeable Faculty Members' suggestions. It could be particularly noted that Knowledge of FSA Functions 2 (3.2 percent) is viewed very lightly by Knowledgeable Faculty Members in reviewing the original question, "What would you look for in the way of Professional Qualifications if you were hiring someone to fill the job of Foreign Student Adviser?" Almost of equal importance (or concern) is the limited attention to Knowledge of American Culture 4 (6.3 percent).

The Personal Characteristics Desirable

in the Foreign Student Adviser as Perceived by

Knowledgeable Faculty Members

The 110 Knowledgeable Faculty Members interviewed were fully cooperative in expressing their opinions of the personal characteristics they perceived as desirable and important in the person occupying the role of Foreign Student Adviser. This resulted in a raw total of 418 suggestions, reducible after combining duplications to a total of 91 distinct suggestions from the Knowledgeable Faculty Members

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involved. To make this extensive list meaningful, like suggestions were combined into nine major sub-headings included in Table V-9 (page 240).

Even with this reduction and combination of individual suggestions, it is apparent that there is some overlapping among the sub-headings utilized. Any effort to combine these closely related characteristics would result in some degree of overlap. Representation of Group 1 was well distributed in that the 40.9 percent (171) for Group 1, 44.4 percent (127) for Group 2, and 28.7 percent (120) for Group 3 were quite close to the 40 percent (45), 30 percent (33), and 30 percent (30) of Knowledgeable Faculty Members represented in the respective groups.

It should be noted that there is considerable consistency among the three groups, with the exception of the sub-heading of Job Knowledge and Miscellaneous. It is interesting to find that Knowledgeable Faculty Members from the larger institutions in Group 1 consider Job Knowledge of limited importance basically and in comparison with Groups 2 and 3. Group 1 also includes under Miscellaneous such items as Ombudsmanship, Wife-Important, etc., not to be found among the other groups.

In evaluating the data in Table V-9, it is obvious that Knowledgeable Faculty Members place a great amount of emphasis on the Personality of the person involved (29.9 percent) and his ability to deal in Human Relations (26.1 percent). These two closely related

TABLE V - 9

THE PERSONAL CHARACTERISTICS DESIRABLE
IN THE FOREIGN STUDENT ADVISOR AS RECOMMENDED BY
KNOWLEDGEABLE FOREIGN MEMBERS
BY SIZE OF FOREIGN STUDENT ENROLLMENT

Group 1 = 1000 Foreign Students or more

Group 2 = 500 to 999 Foreign Students

BY SIZE OF FOREIGN STUDENT ENROLLMENT

Group 1 = 1000 Foreign Students or more
Group 2 = 500 to 999 Foreign Students
Group 3 = 200 to 499 Foreign Students

	Group 1		Group 2		Group 3		Total	
	Num- ber	%	Num- ber	%	Num- ber	%	Num- ber	%
Personality	50	29.2	33	26.0	42	35.0	125	29.9
Leadership	29	17.0	16	12.6	14	11.7	59	14.1
Judgment	12	7.0	7	5.5	6	5.0	25	6.0
Human Relations	43	25.1	37	29.1	29	24.2	109	26.1
International Interest	2	1.2	3	2.4	4	3.3	9	2.2
Job Knowledge	6	3.5	17	13.4	11	9.2	34	8.1
Planning	9	5.3	7	5.5	2	1.6	18	4.3
Communications	13	7.6	7	5.5	11	9.2	31	7.4
Miscellaneous	7	4.1	-	-	1	0.8	8	1.9
TOTAL	171	100.0	127	100.0	120	100.0	418	100.0
PERCENT	40.9		30.4		28.7		100	

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characteristics represent 56 percent (234) of the suggestions expressed by the Knowledgeable Faculty Members reporting. A number of the other characteristics; Leadership (14.1 percent), Judgment (6.0 percent), and Communications Ability (7.4 percent) totaling 27.5 percent of the suggestions are also directly related to the primary perceived characteristics of Personality and Human Relations. Altogether they represent 83.5 percent of the suggestions offered by participating Knowledgeable Faculty Members. The specific characteristics that are included under the nine sub-headings are listed by frequency below:

PERSONALITY (125)

Empathetic	(27)	8. Sociable	(6)
Friendly	(24)	9. Strongly Motivated	(6)
Patient	(18)	10. Personable	(5)
Calm Under Stress	(10)	11. Sense of Humor	(4)
Mature	(9)	12. Frank	(1)
Flexible	(8)	13. Intelligent	(1)
Energetic	(6)		

LEADERSHIP (59)

Decisive	(17)	4. Integrity	(8)
Understanding	(15)	5. Dedicated	(6)
Capable	(9)	6. Resourceful	(4)

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JUDGMENT (25)

Perceptive	(13)	3. Common Sense	(5)
Realistic	(7)		

HUMAN RELATIONS (109)

Respect for Foreign Cultures	(34)	4. Sensitive	(12)
Likes People	(28)	5. Unbiased	(11)
Interested in Foreign Students' Individual Welfare	(16)	6. Compassionate	(5)
		7. Liberal	(3)

INTERNATIONAL INTEREST (9)

Interested in World Affairs	(6)	3. Politically Liberal Re: World Affairs	(1)
Concerned with World Problems	(2)		

JOB KNOWLEDGE (34)

Knows University and Community	(15)	4. Career Oriented	(4)
Administrative and Managerial Ability	(7)	5. Experienced	(2)
		6. Generalist	(1)
Knowledgeable	(5)		

PLANNING (18)

Organizes Workload	(5)	4. Consistent in Actions	(3)
Available	(4)	5. Prepared for Complex Situations	(2)
Dependable	(4)		

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COMMUNICATIONS (31)

Good Listener	(13)	4. Can Communicate Values	(3)
Can Communicate in General	(9)	5. Can Ask Experts for Advice	(2)
Can Communicate with Faculty	(4)		

MISCELLANEOUS (8)

Endurance - Stamina	(2)	4. Not Do- Gooder	(1)
Wife Important	(2)	5. Ombudsmanship	(1)
Non-Administrative Type	(1)	6. Represents University	(1)

The Reaction of Knowledgeable Faculty Members
to Potential Candidates for the Position
of Foreign Student Adviser

During the course of interviewing Knowledgeable Faculty Members eventually became obvious that they had some strong opinions concerning the nature of Foreign Student Advisers in general that had not been provided for in the original structuring of the questionnaire. These opinions related in part to the background of some of the persons currently entering or attempting to enter the field as well as some already Foreign Student Advising. In Mr. Miller's related study, 19 (39.6 percent) of the 48 full-time Foreign Student Advisers included in the report were female. In addition, it is generally well-known that those entering or attempting to enter this field include: Former Foreign

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students (new immigrants or permanent residents), Former Ministers who are leaving the ministry for various personal reasons), and Retired Military Officers (seeking a second career with special interest in International Education because of their overseas experiences).

Because this factor developed after initiation of the study, only approximately 40 percent of the 110 Knowledgeable Faculty Members participating submitted direct responses to an added feature of the original question, "If you were selecting someone to fill the role of Foreign Student Adviser, what would you look for in the way of personal characteristics?" To this broad question was added a more specific feature: "Would you consider a woman? a former foreign student? a former minister? a retired military officer?" However, because Knowledgeable Faculty Members did have strong opinions in this area and it is an important factor as the National Association for Foreign Student Affairs (NAFSA) attempts to move toward a more professional stance, the available responses have been included in the accompanying Table V-9. The structuring of the responses reflect the manner in which Knowledgeable Faculty Members contributed their suggestions.

Male or Female. The 62.8 percent (27) Knowledgeable Faculty members who reported preference for a male in the position of Foreign Student Adviser did so with the comment that the large majority of foreign students are male, coming from male-dominated societies. In addition, the percentage of graduate foreign students is increasing and many of these are mature students, often sponsored and having

TABLE V - 9

THE REACTION OF KNOWLEDGEABLE FACULTY MEMBERS TO POTENTIAL CANDIDATES FOR THE JOB OF FOREIGN STUDENT ADVISER BY SIZE OF FOREIGN STUDENT ENROLLMENT

Group 1 = 1000 Foreign Students or more
 500-999 Foreign Students
 200-499 Foreign Students
 100-199 Foreign Students
 50-99 Foreign Students
 1-49 Foreign Students

CANDIDATES FOR THE JOB OF FOREIGN STUDENT ADVISER
BY SIZE OF FOREIGN STUDENT ENROLLMENT

Group 1 = 1000 Foreign Students or more
Group 2 = 500 to 999 Foreign Students
Group 3 = 200 to 499 Foreign Students

FSA Personal		Group 1		Group 2		Group 3		Total	
Characteristics		Number	%	Number	%	Number	%	Number	%
<u>Male or Female</u>									
a.	Male only	3	11.5	-	-	3	25.0	6	14.0
b.	Male Preference	13	50.1	2	40.0	6	50.0	21	48.8
c.	No Preference	10	38.4	3	60.0	3	25.0	16	37.2
Total		26	100.0	5	100.0	12	100.0	43	100.0
Percent		60.5		11.6		27.9		100	
<u>Former Foreign Student</u>									
a.	Preferable	-	-	-	-	-	-	-	-
b.	Acceptable	10	38.5	2	33.3	4	33.3	16	36.4
c.	Unacceptable	16	61.5	4	66.7	8	66.7	28	63.6
Total		26	100.0	6	100.0	12	100.0	44	100.0
Percent		59.1		13.6		27.3		100	
<u>Former Minister</u>									
a.	Preferable	1	4.0	-	-	-	-	1	2.7
b.	Acceptable	14	56.0	2	66.7	5	55.6	21	56.8
c.	Unacceptable	10	40.0	1	33.3	4	44.4	15	40.5
Total		25	100.0	3	100.0	9	100.0	37	100.0
Percent		67.6		8.1		24.3		100	
<u>Former Military Officer</u>									
a.	Preferable	3	13.1	-	-	-	-	3	8.3
b.	Acceptable	11	47.8	1	33.3	3	30.0	15	41.7
c.	Unacceptable	9	39.1	2	66.7	7	70.0	18	50.0
Total		23	100.0	3	100.0	10	100.0	36	100.0
Percent		63.9		8.3		27.8		100	

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had some role or status in their society prior to returning to graduate study in a U. S. Educational Institution. A majority of Knowledgeable Faculty Members apparently felt that a male Foreign Student Adviser might better deal with the cultural and role factors inherent in this situation.

However, many Knowledgeable Faculty Members were quick to point out the desirability of having a female on the staff where the Foreign Student Office is large enough to justify a staffing arrangement. In this case, the Knowledgeable Faculty Members saw the Foreign Student Office directed by a male and staffed with a male and female counselor or administrative assistants. It should be noted, however, that 37.2 percent (16) indicated no particular preference providing the person was otherwise well qualified.

Former Foreign Student. The 63.6 percent (28) Knowledgeable Faculty Members who reported that they felt a former foreign student would be unacceptable for the position of Foreign Student Adviser did so with the explanation that they saw certain expectations involved in the position that might well go unfulfilled with a Former Foreign Student in this role. The first of these involved what the newly arriving foreign student expected to find when he reported to the Foreign Student Office and his immediate reactions to finding a foreign person occupying this role. The second question raised by the Knowledgeable Faculty Member was the fact that generally speaking they would expect the Foreign Student Adviser to be able to interpret American culture

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foreign students and Knowledgeable Faculty Members were not satisfied that Former Foreign Students could fulfill this feature. Thirdly, Knowledgeable Faculty Members expected the Foreign Student Adviser to be able to mediate or reduce or play down tensions that occur between various foreign student groups for various reasons and could not see how the Foreign Student Adviser could accomplish this if he might have been originally a member of one of the groups involved. And finally, the Knowledgeable Faculty Members expect the Foreign Student Adviser to be able to cut through some of the institutional "red tape" from time to time when things needed to be done rapidly. Knowledgeable Faculty Members were dubious about Former Foreign Students demonstrating the "know-how" to move through the large American institutional maze efficiently and expeditiously when needed.

Former Minister. The 40.5 percent (15) Knowledgeable Faculty members who reported that they felt that a Former Minister would be unacceptable for the position of Foreign Student Adviser reflected a concern that a Former Minister would bring with him to the job a background ranging from Missionary zeal to the general promotion of Christianity that might shape his attitudes, activities, and decisions. This group of Knowledgeable Faculty Members felt this would be inconsistent with the broader and non-sectarian attitudes and approach they felt would be needed in dealing with a group of foreign students, largely from non-Christian societies. It should be noted that

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almost 60 percent (22) of the Knowledgeable Faculty Members reporting indicated that a Former Minister would be acceptable for the position of Foreign Student Adviser if as many suggested he met all of the other requirements for the job.

Retired Military Officer. Knowledgeable Faculty Members split even on Retired Military Officers with 50 percent (18) suggesting this person being unacceptable. The 50 percent (18) who found the Retired Military Officer acceptable included 8.3 percent (3) who rated him preferable. These Knowledgeable Faculty Members who found this category unacceptable did so for two major reasons: The attitude of the Retired Military Officer and what they perceived as the attitude of foreign students to a Retired Military Officer in this position.

Knowledgeable Faculty Members felt that the stereotype of the retired Military Officer as they perceived him would be too inflexible by training and experience for the variety of demands placed on him by foreign students and academic advisers and departments. Knowledgeable Faculty Members also felt that foreign students bring a preconceived idea of the military officer as they see his role in their own society that would inhibit the foreign student from approaching the Foreign Student Adviser with his problems or making full utilization of the services normally provided by the Foreign Student Office.

General. Several clarifying statements should be included in relation to the above data and comments. Many Knowledgeable Faculty members, while expressing acceptance or non-acceptance of a

particular type did not hesitate to point out that in the process of selecting a person to fill the role of Foreign Student Adviser very much would depend on the specific individual under consideration--they recommended the researcher "there were exceptions to all rules." On the other hand a number of the reporting Knowledgeable Faculty Members expressed themselves strongly that certain types were not only unacceptable but also undersirable.

Summary

In this chapter the responses by Knowledgeable Faculty Members to the questionnaire that encloses the Critical Incident Report Forms are reported and analyzed. These included the perceptions by Knowledgeable Faculty Members of the five or more essential parts of the Foreign Student Adviser's responsibility and the professional qualifications (degree and/or experience) and personable characteristics desirable in the person filling the role of Foreign Student Adviser.

Knowledgeable Faculty Members suggested a widespread list (69) of essential functions of the Foreign Student Adviser that were consolidated into more manageable functional areas for ease in analysis. The original 16 Critical Areas of Foreign Student Adviser on-the-job behavior were used to reduce the 69 essential functions into meaningful terms. They also provided a basis for comparison of the opinions volunteered by Knowledgeable Faculty Members of essential functions of the Foreign Student Adviser with earlier observations of significant incidents of Foreign Student Adviser on-the-job behavior.

The response of the Knowledgeable Faculty Members to the questions of Professional Qualifications in the Foreign Student Adviser were so extensive that they were divided into sub-areas including: Degree Level, Field of Study, Experience Abroad, Work Experience and Areas of Knowledge. The response of Knowledgeable Faculty Members to the questions of Personal Characteristics produced 418 raw suggestions, involving 91 Distinct Suggestions that were eventually reduced to nine major sub-headings. Two of the sub-headings, Personality and Human Relations, accounted for 56 percent (234) of the total 418 suggestions.

An important addition to the original questionnaire developed during the interviewing process and was added to this part of the study. This includes the reaction of approximately 40 percent of the original knowledgeable Faculty Members participating in the study to potential candidates for the position of Foreign Student Adviser. Knowledgeable Faculty Members expressed definite opinions whether they would consider a woman, a former foreign student, a former minister, or a retired military officer for the role of Foreign Student Adviser at their institution.

The majority of the responses to the variety of questions posed to knowledgeable Faculty Members were divided into three essential parts to reflect the size of the institutions (by American and Foreign Student Enrollment). This provided for analysis within and between the institutional groupings noted earlier who were represented by the

Knowledgeable Faculty Members participating in this study. Additional comments on this part of the study will be included in

Chapter VI - SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR FURTHER RESEARCH

Design of the Study

This is the second of two related studies in which the Critical Incident Technique was used. The first study, done by Richard E. [unclear], analyzes critical incidents regarding the Foreign Student Adviser's behavior received from 48 Foreign Student Advisers from [unclear] general universities. The present study attempts to identify aspects (elements) of the Foreign Student Adviser's on-the-job behavior which Knowledgeable Faculty Members perceived to have a significant effect on the academic progress and/or personal development of foreign students. Each study is complete in itself, but the second study attempts to correlate the findings of the two.

The sample for this second study is 110 Knowledgeable Faculty Members from 15 Midwestern universities. There were a total of approximately 11,060 foreign students enrolled in the 15 universities during the 1967-68 academic year. Five of the universities had 1,000 or more foreign students, five had between 500 and 999 foreign students, and the remaining five had between 200 and 499 foreign students.

The 110 Knowledgeable Faculty Members reported 354 critical incidents. From these 354 critical incidents, 1171 raw critical elements or behaviors of the Foreign Student Advisers were extracted.

of the critical elements were duplicated, and 156 distinct critical elements of Foreign Student Adviser behavior resulted from combining duplicated elements. These 156 distinct critical elements were grouped together into areas of similar behavior, called critical areas, and organized them into a more comprehensible pattern for reporting.

Summary of the Main Findings of the Study

Critical Elements and Critical Areas

This study revealed 156 distinct critical elements or behaviors of Foreign Student Advisers which the responding Knowledgeable Faculty Members perceived as having a significant (satisfactory or unsatisfactory) effect on the academic progress and/or personal development of foreign students. They were grouped into 16 Critical Areas as follows:

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. (11 elements)

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. (19 elements)

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. (9 elements)

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. (12 elements)

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. (12 elements)

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. (7 elements)

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. (12 elements)

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)

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. (8 elements)

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. (4 elements)

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. (7 elements)

Foreign Student Activities. The Foreign Student Adviser provided advice and support for organized student groups and social activities involving foreign student participation. (7 elements)

Gathering Information. The Foreign Student Adviser gathered (or received) information regarding foreign students to assist in advising them. (10 elements)

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. (8 elements)

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)

Miscellaneous Personal Services. The Foreign Student Adviser provided many personal services for foreign students which frequently involved considerable time and effort. (11 elements)

Satisfactory and Unsatisfactory Behavior (Effective and Ineffective Performance of Functions)

Two hundred twenty-four satisfactory and 130 unsatisfactory critical incidents were reported. A satisfactory critical incident was one in which the Knowledgeable Faculty Member perceived of the Foreign Student Adviser's performance as being effective in attaining his objective. An unsatisfactory critical incident was one in which the Knowledgeable Faculty Member perceived the Foreign Student Adviser's performance as being ineffective in attaining his objective. In accordance

th 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-6 (Page 148) gives the effective and ineffective performance (as perceived by the Knowledgeable Faculty Members themselves) of the critical elements in each critical area. The Table shows that 748 (63.4 percent) of the total 1171 critical elements were perceived as satisfactory and 429 (36.6 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 1, Administered Office, which had only 7 percent of its critical elements listed as satisfactory.

Summary of Supplementary Findings

In Chapter V relevant supplementary data pertaining to this study are presented and analyzed. Five specific topics which relate to the study findings were considered in detail.

Knowledgeable Faculty Members reported the functions of Planning and Program Development, Academic Guidance Program and Immigration Expert most frequently in identifying the essential functions of the Foreign Student Adviser's responsibility.

Other important functions identified less frequently than the above three included: Consultant and Advisory, Personal Counseling Services, Coordinates Community Activities, Foreign Student Activities and Miscellaneous Personal Services. The

functions of Administered Office and Financial Guidance varied in degree of importance among the three institutional groups by size of foreign student enrollment.

Six of the total of 16 functions were considered very minor in nature by reporting Knowledgeable Faculty Members. These include: Interviewed Students, Referral Services, Gives Advice, Gathering Information, Relations with Outside Agencies and Emergency Situations.

This topic compares the perceptions or opinions of the essential functions of the Foreign Student Adviser with the earlier observations of the Foreign Student Adviser's sixteen Critical Areas of on-the-job behavior by Knowledgeable Faculty Members reported in Chapter IV.

Those functions or Critical Areas where opinion and observation were reasonably consistent are listed in the order of frequency reporting: (1) Academic Guidance Program; (2) Personal Counseling; (3) Miscellaneous Personal Services; (4) Financial Guidance; (5) Administered Office; (6) Relations with Outside Agencies; (7) Referral Services; and (8), Gives Advice. Functions 6, 7 and 8 received very limited reporting both in opinion and observation.

Those functions or critical areas where opinion and observation differ significantly include: (1) Consultant and Advisory where observations far outweigh opinions (18.4 percent vs 6.8 percent); (2) Planning and Program Development where opinions far outweigh observations (14.6 percent vs 5.6 percent); (3) Immigration Expert where opinions outweigh observations; (4) Interviewed Students where observations far outweigh opinions; (5) Coordinates Community Relations where opinions outweigh observations; (6) Student Activities where opinions outweigh observations; (7) Gathering Information where observations far outweigh opinions; (8) Emergency Situations where observations far outweigh opinions.

It is interesting to note that of the 8 functions or Critical Areas where opinion and observation differ significantly, four reflect the weight of opinion (Planning and Program Development, Immigration Expert, Coordinates Community Relations, and Student Activities), while the other four reflect the weight of observation (Consultant and Advisory, Interviewed Students, Gathering Information, and Emergency Situations).

Knowledgeable Faculty Members were asked to identify desirable professional qualifications (degrees and/or experience) for Foreign Student Advisers. Of the 88 Knowledgeable Faculty Members reporting, 16 percent (most from large institutions) preferred or considered Ph.D. qualification essential, 71.7 percent considered a graduate degree either preferable or essential, 4.5 percent indicated a Bachelor's Degree would suffice, and 23.8 percent considered the degree level of secondary importance. The Ph.D. and graduate percentages above related closely to the number of Ph.D. and graduate degrees represented in the 48 Foreign Student Advisers from the same institutions, reported in Miller's related study.

Of the 103 suggestions for Fields of Study, Social Science with 47 (45.6 percent) and Education with 34 (32.9 percent) represent the two major fields recommended by Knowledgeable Faculty Members. The specific Departments of Guidance and Counseling (22), Psychology (10) and Sociology (10) received most recognition from Knowledgeable Faculty Members. Even in Group I, representing the largest institutions and reporting a broad range of disciplines, Guidance and Counseling, with 14 recommendations, far exceeded the accompanying suggested fields.

Most (88) of the Knowledgeable Faculty Members expected that a potential Foreign Student Adviser should have had some Foreign Experience. Knowledgeable Faculty Members in Group I representing the larger institutions placed major emphasis on the Foreign Student Adviser having lived abroad while Groups 2 and 3 representing smaller institutions, comparatively, placed more emphasis on a broader characteristic--General Overseas Experience.

Over fifty percent (51.6) of the responses suggested that Foreign Student Advisers have prior experience in "working with people." The remaining recommendations included Administrative, Academic and Professional, and Teaching Experience, in that order.

Sixty-three suggestions were received as to the desirable areas of knowledge which Knowledgeable Faculty Members would like to see Foreign Student Advisers have. Within the total groups of responses, the suggestion was made that: Other Cultures (31.7 percent), Foreign Educational Systems (12.7 percent), and Foreign Language (11.1 percent) be combined into one general area to include 55.5 percent of the suggested areas of knowledge for the Foreign Student Adviser. A second suggested area included, Own University (25.4 percent) and American Educational

System (4.8 percent) representing 30.2 percent of Knowledgeable Faculty Members' suggestions. It should be noted that Knowledge of Foreign Student Adviser Functions (3.2 percent) and Knowledge of American Culture (6.3 percent) received limited attention from Knowledgeable Faculty Members.

Suggestions of the 110 Knowledgeable Faculty Members concerning the personal characteristics they perceived as desirable and important in the person occupying the role of Foreign Student Adviser were combined into nine sub-groupings.

Fifty-six percent (234) of the suggestions from Knowledgeable Faculty Members placed primary emphasis on the Personality of the person involved (29.9 percent) and his ability to deal in Human Relations (26.1 percent). Twenty-seven and five tenths percent of the suggestions applied to providing direction to the office including Leadership (14.1 percent), Judgment (6.0 percent) and Communications Ability (7.4 percent). It is interesting to note that Knowledgeable Faculty Members from the larger institutions in Group I consider prior Job Knowledge of limited importance in general and in comparison with Groups II and III.

During the course of the interviewing process, Knowledgeable Faculty Members expressed some strong opinions, concerning potential candidates for the job of Foreign Student Adviser.

Accordingly, the question, "If you were selecting someone to fill the role of Foreign Student Adviser, what would you look for in the way of personal characteristics?", was added a more specific feature - "Would you consider a woman? a Former Foreign Student? a Former Minister? a Retired Military Officer?"

Sixty-two and eight tenths percent (27) Knowledgeable Faculty Members felt that a male might deal more effectively with the inherent cultural and role factors involved in a predominately male foreign student population. However, many Knowledgeable Faculty Members in Group I, representing the larger institutions, visualized a Foreign Student Office large enough to accommodate a male director, and staffed with male and female counselors or administrative assistants. Here the Knowledgeable Faculty Members saw the female Foreign Student Adviser as an integral part of a well-balanced staff. In addition, 37.2 percent of the Knowledgeable Faculty Members indicated no particular preference by sex providing the person was otherwise well qualified.

Sixty-three and six tenths percent (28) Knowledgeable Faculty Members felt that a former foreign student would not be acceptable

for the position of Foreign Student Adviser because of the expectations of incoming new foreign students. Thirty-six and four tenths percent of the Knowledgeable Faculty Members reported that a former foreign student would be acceptable for the role of Foreign Student Adviser "all other things being equal." None reported a former foreign student as being "Preferable" for the Foreign Student Adviser role.

Fifty-nine and five tenths percent (22, including 1 who reported "preferable") of the Knowledgeable Faculty Members felt that a former minister would be acceptable for the position of Foreign Student Adviser. The 40.5 percent who felt former ministers would be unacceptable reflected a concern for the ability of the person so trained and experienced to restrain his former Ministerial zeal and attitudes in dealing with a group of mature foreign students, largely from non-Christian societies.

Fifty percent (18, including 3 who reported "preferable") of the Knowledgeable Faculty Members reporting felt that a retired military officer would be acceptable for the position of Foreign Student Adviser. The 50 percent who felt retired military officers would be unacceptable reflected a concern for the attitude of the retired military officer and the attitude of foreign students toward him.

Evaluation of the Main Findings

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 as perceived by Knowledgeable Faculty Members which, if performed in an effective manner, have a significant effect on the successful performance of the Foreign Student Adviser's job.

Knowledgeable Faculty Members perceive 156 significant common functions which are performed by most Foreign Student Advisers. These functions may be grouped into 16 areas of similar-type behavior. Two hundred three Significant Common Functions were perceived by Foreign Student Advisers in the related study. One hundred forty-one Distinct Critical Elements were common to both groups,

15 were unique to the Knowledgeable Faculty Member study and 62 were unique to the Foreign Student Adviser study. Much of the difference between the Knowledgeable Faculty Member and the Foreign Student Adviser in the perception of the role and essential functions of the Foreign Student Adviser is represented in the 15 unique functions perceived by the Knowledgeable Faculty Members and the 62 unique functions perceived by the Foreign Student Advisers, as well as the difference in the percentage of satisfactory and unsatisfactory incidents reported.

Knowledgeable Faculty Members initially held general opinions (perceptions) of the essential functions of the Foreign Student Adviser that differed markedly from subsequent perceptions drawn from actual observation of significant incidents involving foreign students and the Foreign Student Adviser or his office.

Knowledgeable Faculty Members perceive the responsibility of the Foreign Student Adviser to include a wide range of duties and activities and expect the person filling this role to have the personality, experience and motivation to cope with the divergent demands of Foreign students and related faculty and staff.

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 as perceived by Knowledgeable Faculty Members. In meeting this purpose, this study has provided the following information:

Knowledgeable Faculty Members tend to perceive Foreign Student Advisers as performing very satisfactorily in the areas involving personal contacts with students, community groups, and off-campus agencies, as well as in personal services and emergency situations. This includes the areas of Financial Guidance, Interviewed Students, Personal Counseling, Coordinates Community Activities, Relations with Outside Agencies, Emergency Situations, and Miscellaneous Personal Services.

Knowledgeable Faculty Members tend to perceive Foreign Student Advisers as performing satisfactorily in areas more closely related to the KFM, Consultant and Advisory and Academic Guidance, as well as in Gathering Information.

Knowledgeable Faculty Members perceive the Foreign Student Adviser as being heavily involved in the functions, Consultant and Advisory and Academic Guidance (as the KFM perceives the FSA's role).

Knowledgeable Faculty Members tend to perceive the Foreign Student Adviser as performing less satisfactorily in the administrative-management area involving: Administers Office and Planning Program Development as well as in the functions of Foreign Student activities and Immigration Expert. KFM perceive the FSA actively involved in the Immigration Expert area but performing below the satisfactory mean for all incidents reported.

Knowledgeable Faculty Members do not perceive the Foreign Student Adviser as very active in the areas of Referral Services and Gives Advice although the FSA's performance is rated satisfactory for those incidents reported. KFM may subsume these areas in other related critical areas.

bility of the Findings

The critical incidents in this study were reported by Faculty members who had been identified by the Foreign Student Adviser at their institution (and occasionally their department chairman) as having had extended contacts with foreign students in either a teaching or advisory capacity and who were reasonably well-informed on the operation of the Foreign Student Office at their institution. The majority of Knowledgeable Faculty Members had a strong and often active interest in foreign students and were well qualified to identify incidents related to the involvement of the Foreign Student Adviser in 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 an 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 knowledgeable Faculty Members reported actually had a marked effect on the Foreign Student Adviser's performance of his job. Virtually all of the 156 distinct critical elements of Foreign Student Adviser behavior were found in more than one incident, and 36 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. Some 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.

A large amount of information was acquired in addition to the critical elements and critical areas of Foreign Student Adviser behavior perceived by Knowledgeable Faculty Members. All of this information has value and a place in this study. However, these critical elements and critical areas perceived by Knowledgeable Faculty Members are of primary value to Foreign Student Advisers as they attempt to evaluate their role on campus and their relationships with the faculty. University administrators will be particularly interested in areas of effective and ineffective performance of the Foreign Student Advisers perceived by Knowledgeable Faculty Members. Faculty members themselves 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.

Conclusions

The main findings of the study have been reviewed, including the critical elements and critical areas of Foreign Student Adviser on-the-job behavior as perceived by Knowledgeable Faculty Members. From these critical areas and supplementary data several conclusions may be drawn. The following have significance for those who relate to foreign students as they pursue their academic goals and objectives in U. S. Colleges and Universities.

1. 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 approximately 73 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 156 elements of Foreign Student Adviser behavior as perceived by these Knowledgeable Faculty Members give a 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.

2. Knowledgeable Faculty Members perceive Foreign Student Advisers' on-the-job performance as being generally effective in attaining the objectives of their job.

These Knowledgeable Faculty Members reported approximately five satisfactory incidents for every three unsatisfactory incidents 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 the Foreign Student Adviser as the Knowledgeable Faculty Member perceived it.

3. Knowledgeable Faculty Members consider an Initial Orientation Program for new Foreign Students as one of the important functions of the Foreign Student Adviser.

While Knowledgeable Faculty Members did not report as many incidents in this category of Foreign Student Adviser responsibility as in many of the other categories they did report twice as many (12 vs 6) as Foreign Student Advisers in a related study. These Knowledgeable Faculty Members had certain specific areas they wanted to see addressed to all foreign students including the problems of plagiarism and occasionally the honor code. Knowledgeable Faculty Members felt that these and other related areas or items could best be handled by the Foreign Student Adviser in a general introductory orientation program because of the variation in orientation programs between academic departments, colleges and universities.

4. The Consultant and Advisory functions of the Foreign Student Adviser as perceived by Knowledgeable Faculty Members numerically comprise a large part of the Foreign Student Adviser's job.

Knowledgeable Faculty Members reported the largest number of critical elements (215) in this area of all 16 critical areas. The Foreign Student Adviser is apparently recognized as the expert or specialist in matters involving foreign students and as a consultant for persons from all aspects of the university community who have mutual concerns or responsibilities regarding foreign students. Equally important this recognition would appear to provide access for the Foreign Student Adviser to almost every administrative office and academic department on campus, as well as access to the assistant dean and dean's level in many colleges and to the graduate school.

5. Knowledgeable Faculty Members from larger institutions have different perceptions and expectations of the Foreign Student Adviser than Knowledgeable Faculty Members at smaller institutions.

All functions were not equally represented in the three groupings of institutions. Group 1 ranked Planning and Program Development number one among the 16 essential functions reported. This same function ranked number two in Group 2 and number three in Group 3 among functions reported. This descending order of importance for this function reflects the Knowledgeable Faculty Members' opinion that the universities with the largest enrollments of foreign students will likely staff the foreign student office to provide support for a variety of programming efforts.

This difference between the three groups of Knowledgeable Faculty Members representing different size institutions was also reflected in the more widespread representation of the 16 functional areas in Group 1 while in Group 3 two functions (Gives Advice and Gathering Information) were not reported at all.

6. Knowledgeable Faculty Members perceive an important role for Foreign Student Advisers in the Academic Guidance Area at the Supportive level.

Knowledgeable Faculty Members apparently perceive the academic guidance area as an important area of behavior for the Foreign Student Adviser. However, these Knowledgeable Faculty Members view the Foreign Student Adviser's role as supportive in nature to the academic adviser's with primary involvement in the admissions, transfer, withdrawal, and English language qualification processes. If Foreign Student Advisers are to maintain or extend this role, they need to allot more of their time and attention to relationships with the faculty.

7. Knowledgeable Faculty Members have definite opinions about the background of persons entering the Foreign Student Advising field that could influence their relationships with potential foreign student advisers for their institutions.

Knowledgeable Faculty Members have reported their reluctance to select former foreign students, former ministers and retired military officers if the KFM was called on to select a person to fill

this role at his institution. In addition, while agreeable to having a female on the foreign student office staff, these Knowledgeable Faculty Members have demonstrated a reluctance to have a female head the staff of the Foreign Student Office. If university administrators who are responsible for selection of individuals to fill this role are concerned about the ability and predisposition of the individual selected to achieve maximum cooperation and effectiveness with the faculty, they should be conscious of these concerns as they go about the selection process.

8. Knowledgeable Faculty Members relate the role of Foreign Student Adviser to that of a Student Personnel Administrator or Specialist with overseas background and with major emphasis on guidance and counseling and minor emphasis in social science, primarily psychology and sociology.

Knowledgeable Faculty Members describe professional qualifications and personal characteristics of potential Foreign Student Advisers to include a degree at graduate level, primarily from the College of Education with major emphasis in guidance and counseling and minor emphasis in social science, especially psychology and sociology. Knowledgeable Faculty Members expect a potential FSA to have lived abroad or have had some general overseas experience, to have some knowledge of other cultures and educational systems as well as knowledge of their own university, to have worked with people in counseling and other areas and have had some administrative experience.

They expect the FSA to have: a mature, calm, patient, friendly personality that enables him to function empathetically in human relations; and to communicate effectively with a variety of individuals and agencies on and off campus; and the capability, understanding and decisiveness to bring meaning and effect to the role of Foreign Student Adviser.

Most Knowledgeable Faculty Members expect the Foreign Student Adviser to be a male. Those at larger institutions expect the FSA to have a Ph. D. and his staff have graduate degrees and are less concerned with job knowledge than a broad, general kind of preparation for the job. Those at smaller institutions expect the FSA to have a graduate degree and to bring some prior job knowledge to his position.

9. The perception of Knowledgeable Faculty Members of the Foreign Student Adviser as a student personnel administrator or counselor based on recognition of FSA's widespread functions and responsibilities and desirable professional qualifications and personal characteristics does not cast the Foreign Student Adviser in the role of Faculty Member.

The perception of the job as one that involves a wide range of responsibilities and an extended number of functions and activities provides the framework for an operational, action-oriented position. This background, together with the composite of the person desirable for the role as perceived by Knowledgeable Faculty Members, with guidance and counseling, student personnel administration and human

relations orientation, does not fit the image of the research minded, contemplative, discipline-oriented man. While these Knowledgeable Faculty Members perceive a number of areas of common interest, the role of Foreign Student Adviser does not appear to have progressed much beyond the point emphasized by Higbee in 1961 as "a service-oriented program with a more-than-necessary amount of aggressive humanitarianism."¹ Despite the most skillful, resourceful, creative approach to his responsibilities and duties, it is doubtful whether the most imaginative Foreign Student Adviser can interpret the job beyond a supportive role to the primary academic role of the faculty.

10. The perception of Foreign Student Adviser functions and responsibilities by Knowledgeable Faculty Members does not provide support or encouragement for development of a Ph. D. in Foreign Student Advising as frequently proposed by various FSA's within the National Association for Foreign Student Affairs.

From time to time proposals have been suggested by individual Foreign Student Advisers that the National Association for Foreign Student Affairs through their committee for Professional Preparation, Development and Ethics promote or encourage development of a program that would lead to a Ph. D. in Foreign Student Advising. However, the perception of the functions and responsibilities of Foreign Student Advisers by Knowledgeable Faculty Members does not appear to provide

1. Higbee, op. cit., p. 38.

support for this proposal. KFMs at larger universities appear to perceive a person with broader-based preparation in the role of FSA. KFMs at smaller institutions tend to perceive a person prepared in the guidance and counseling area, with administrative qualifications, in the role.

It would appear that a Ph. D. in Foreign Student Advising might serve to limit the personal career opportunities of an individual rather than enhance them. If, as noted earlier, KFMs perceive Ph. D. qualifications for the FSA primarily desirable at the larger institutions, this would appear to limit the demand for such a specially prepared person. It is granted that there would be some horizontal movement available into and through government agencies and private foundations. These avenues are already being exploited by younger members in the Foreign Student Adviser field who see advancement blocked at their own institution by older settled FSAs.

In fact, a Ph. D. in Foreign Student Advising would by no means insure access to those new positions of International Officers recently discussed by Colwell,¹ developing at many universities widely committed or involved in international education. Ph. D.'s in Foreign Student Advising would likely suffer the same fate that many professional student personnel people are now encountering -- the top job, vice-president

1. James L. Colwell, "The International Officer: A New Academic Profession, "Exchange, Spring 1967, U. S. Advisory Commission on International Educational and Cultural Affairs, Washington, D.C., 1967.

for student affairs or even Dean of Students is not going to the professional student personnel man but is coming out of the faculty.

We could conceivably encounter a paradox where the more visible and important the role of Foreign Student Adviser becomes the more likely the faculty will take a more active interest and press for a broad-gauge person rather than a highly specialized one.

Implications for Further Research¹

The general implications for further research that follow should be understood in the context of the perceptions of the role of the Foreign Student Adviser reported by these Knowledgeable Faculty Members, the experience of the researcher in serving as Foreign Student Adviser at a large university with a strong commitment to international education, and the active participation of the researcher in the National Association for Foreign Student Affairs at state, regional and national levels.

1. Most of the functions performed by the Foreign Student Adviser and perceived by these Knowledgeable Faculty Members have developed or accrued as a result of an expressed need by the Foreign Students or by the Foreign Student Advisers themselves. Few efforts have been made to determine faculty needs as they attempt to cope with

1. These implications are primarily applicable to universities with full-time Foreign Student Advisers.

teaching and/or advising students from abroad. It is generally recognized that the attitude of faculty may vary greatly toward foreign students in general, and some foreign students in particular. Some faculty would prefer not to have foreign students in their classes while others make unrealistic concessions to foreign students. An appropriate research effort might well be launched to determine from the faculty what the foreign student office could do or provide to make the faculty more comfortable and effective in dealing with foreign students. This type of research effort might be structured to include separate faculty groups; those with prior experience in dealing with foreign students and those with little or no experience with foreign students.

2. This study has served to reiterate the fact that most Foreign Student Advisers do not have an effective means of communicating with the many publics they serve. There is an acute need for research into the best method of establishing a communication system or network for the Foreign Student Office consistent with the institutional setting in which the Foreign Student Adviser works. This need is particularly pressing because so many of the Foreign Student Adviser functions involve contacts both on and off campus. Foreign Student Advisers should insure that institutional professional resources already at hand are utilized to provide support and guidance to these research efforts to establish communications, improve visibility, and clarify the role and responsibilities of the Foreign Student Office.

3. The findings in this study included an interest by these Knowledgeable Faculty Members in seeing that certain special items were included in the initial general orientation provided Foreign Students by the Foreign Student Office. Considerable attention has been devoted to Orientation in the past but the value and effect of orientation programs has seldom been evaluated via empirical methods. The special interest of many Foreign Student Advisers in relating to the academic area provides a basis for initiating research efforts with the faculty and foreign students with the primary concern of facilitating and introducing the new Foreign Student into the general academic mainstream of the institution, via the inclusion of items pertaining to the academic goals and objectives of the individual foreign student and the special concerns of the faculty.

4. This study applied primarily to universities with full-time Foreign Student Advisers. However, a great many foreign students are enrolled at smaller colleges and institutions where the Foreign Student Adviser serves in a part-time capacity and whose commitment to the role is limited by time available and the amount of personal interest in this field. To provide a more inclusive picture of the whole area of foreign student advising, it would be desirable to extend a similar research effort to universities and colleges with part-time Foreign Student Advisers and limited enrollment of foreign students.

5. The recurring interest of various Foreign Student Advisers in promoting a Ph. D. in Foreign Student Advising vs the perception

of the role of the Foreign Student Adviser by these Knowledgeable Faculty Members warrants research in the field as to the actual demand or opportunities for individuals with this professional preparation before a program is launched. More specific evidence of need and opportunity for individuals with Ph. D. s in Foreign Student Advising could either serve to justify further promotion of the concept or see it "laid to rest" once and for all. A facet of this area of research could involve exploration of the number of FSAs who have moved on to the role of "International Officers" and the likelihood of University Administrators appointing Foreign Student Advisers to this emerging role.

6. The range and importance of the functions and responsibilities of the Foreign Student Adviser as perceived by the Foreign Student Advisers themselves and these Knowledgeable Faculty Members, as well as the interest and concern of Knowledgeable Faculty Members for the type of person selected for the role of Foreign Student Adviser, would suggest that a logical area for research is the criteria used by University Administrators in selecting the present incumbents in the Foreign Student Adviser position.

Some Closing Comments

During the course of conducting this study, one active Foreign Student Adviser, somewhat interested in pursuing the possibility of establishing a Ph. D. program in Foreign Student Advising, raised the question whether Foreign Student Advisers should be concerned about "what faculty think." And it is quite likely that there will be some

FSA's who will respond "No! We don't give a damn what faculty think" and go on about their narrowly conceived duties. Most others, however, including the researchers conducting these two related studies, will be concerned with the Knowledgeable Faculty Member's perception of the Foreign Student Adviser's role. It will be this group that makes the special effort to focus their attention and available time, effort and resources on those functions most clearly related to the academic goals and concerns of foreign students.

This concentration of focus could help move Foreign Student Advising out of the numbers game, both at the national and local levels, and into more realistic channels and efforts. Too much emphasis is being placed on quantity -- "we now have over 100,000 foreign students in the U.S.!" and not enough on quality. Most large universities now have a respectable enrollment of Foreign Students (fifty institutions have 500 or more foreign students enrolled¹) and need not recruit more. The tendency to "point with pride" to the enrollment of foreign students even extends to Junior or Community Colleges, who are often not fully aware of the responsibilities they are assuming.

Despite well organized admission offices and practices, educational institutions and especially foreign student advisers often find themselves heavily burdened with difficult cases involving financial,

1. Open Doors 1968, The Institute of International Education, New York, July, 1968.

academic, emotional and family problems that neither the Foreign Student Office, the educational institution or the community are prepared to handle. While academic departments, colleges and universities should be more selective in admitting foreign students, Foreign Student Advisers should encourage well-intentioned individuals and agencies to provide support to Foreign Students already enrolled in U. S. institutions, who have demonstrated their academic competence and personal stability by performance, rather than bringing in new students, particularly at the undergraduate level.

The Foreign Students enrolled at the institutions involved in this study are largely at the graduate level (approximately 70 percent). Many are married and have brought their families with them to the campus and community. The presence of foreign families and the financial, health and personal situations they occasionally encounter often poses serious problems for Foreign Student Advisers that are difficult to handle or resolve. The Foreign Student Office and the University cannot count on the community to help resolve these problems by fund-raising activities when a foreign family gets into serious financial difficulties. Nor can public welfare agencies be counted on to resolve problems involving foreign families. The Foreign Student Office must begin addressing more attention to the foreign family and the degree of responsibility the university inadvertently accepts by bringing them to the campus and the community.

Foreign Student Advisers need to clarify their relationships with governmental and private agencies who sponsor foreign students (provide financial support) enrolled at their institutions. Usually the sponsor provides support for the foreign student but not for his family who often accompanies the student if he is married. Because of recurring problems posed to the Foreign Student Office, the University, and the community when the foreign family encounters an increasing variety of problems, it is highly appropriate that the Foreign Student Adviser attempt to clarify the relationships and responsibilities between the sponsor, the student and the university.

Academic advising has become a problem at the graduate level as well as the undergraduate level because of the numbers of students being served and the variety of demands on faculty members and academic advisers. The problems of foreign graduate students in obtaining satisfactory academic advising are not completely unrelated to the problems and concerns of American Graduate Students. These in turn are leading to the organization on many large campuses of some sort of Graduate Student Organization, i. e., Counsel of Graduate Students. These graduate student organizations are likely to extend their concern from academic advising to other areas such as married housing, medical services for student families, etc. Foreign Graduate Students may well desire to participate in these sort of graduate student group activities and Foreign Student Advisers should be alert to the various activities and opportunities at work here. Meanwhile, however, Foreign Student

Advisers have an entree to the academic advising function (via the recognition by Knowledgeable Faculty Members that the Academic Guidance Program is an essential area of the Foreign Student Adviser's responsibility) that they should exploit to assist the Foreign Student to obtain the best academic advising possible, under the local circumstances, that will contribute to their academic progress.

This study indicated both a recognition by Knowledgeable Faculty Members of the importance of the Consultant and Advisory and Academic Guidance Programs as essential functions of the Foreign Student Adviser and an access to Colleges and the Graduate School at the Dean and Assistant Dean level that might assist the Foreign Student Adviser to clarify this role and influence policy and decision making affecting foreign students. The first feature provides a basis for cooperation between the Foreign Student Adviser and the academic adviser or department to insure that normal departmental and university academic standards are not lowered to accommodate foreign students. Through these cooperation efforts the Knowledgeable Faculty Member and the Foreign Student Adviser can arrange to eliminate or reduce the factors (language, unrealistic course loads) that in the past have tended to occasionally lead to lowering of academic standards to see some foreign students through their programs. The second feature involving access to the Colleges and Graduate Schools at the Dean's level and the general recognition by Knowledgeable Faculty Members of the widespread range of responsibilities and functions of the Foreign

Student Office would seem to provide an opportunity to the Foreign Student Adviser to clarify his role with the faculty and with the improved allocation of time, effort and resourcefulness to influence policy and decision making affecting foreign students.

However, in their approach to academic advisers, Departmental Heads and Deans, Foreign Student Advisers should not assume that faculty members know more about the operations of the Foreign Student Office than the Faculty Members actually do. In this study, a number of faculty members identified to the researcher by the Foreign Student Adviser as being knowledgeable of the operations of the Foreign Student Office actually reported no significant incidents and only very limited knowledge of the operation of the Foreign Student Office. In some cases, the Faculty Member was less kindly disposed to the Foreign Student Office than the Foreign Student Adviser perceived him to be. The tendency on the part of some Foreign Student Advisers to assume that the Faculty Members know more about the Foreign Student Office operation than they actually do will further complicate or handicap the Foreign Student Adviser's efforts to clarify his role and responsibilities to the academic community.

For a number of years and through a number of meetings and seminars, Foreign Student Advisers have been attempting to define or change their role from a function of general counseling¹ to a function

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

of academic involvement.¹ However, FSAs have had only limited success in their efforts to influence university administrators who have continued to lodge this activity under the Dean of Students Office (see Miller's related study²) as a highly specialized student personnel function. While the current role of Foreign Student Adviser as Counselor, Administrator, Consultant, etc. does not satisfy the aspirations of many Foreign Student Advisers who desire to play a more active academic role, it represents an important functional area to be filled by an unusual person with special talents. It may well be time for those in the Foreign Student Adviser field to begin taking a more realistic view of this role, accept it for what University Administrators and Faculty perceive it to be, a significant function in its own right, cutting across both the administration and academic areas, and providing important support to the faculty and administration as well as the Foreign Students it serves.

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1. The College, the University, and the Foreign Student, op. cit., p. 21.
 2. Miller, op. cit., p. 224.

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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 15 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 personally, these covering letters were not form letters but were individually written.

PRESIDENT

Albert G. Sims

College Entrance Examination Board

PRESIDENT-ELECT

Clark Coan

The University of Kansas

SECRETARY

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Ohio State University

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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

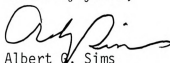
Dear Jerry and Dick:

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,


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 15 institutions in the study.

The first form was used by Knowledgeable Faculty Members for this study. The second form was used by Foreign Student Advisers, and the third form was used by Foreign Students for related studies. (Since the pages for reporting incidents were the same for all three groups, they were not reported in the sample report forms for Foreign Student Advisers and Foreign Students.)

It should also be remembered that the incidents were gathered by personal interview from Knowledgeable Faculty Members and Foreign Student Advisers, 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. Individual letters and forms were mailed to Foreign Students participating in a related study.

A STUDY OF THE FOREIGN STUDENT ADVISOR'S FUNCTION

(fac)
1

This represents an attempt by the undersigned to ascertain and evaluate the duties and responsibilities that comprise the job of Foreign Student Advisor, 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

August G. Benson

August G. Benson, Foreign Student Advisor

East Lansing, Michigan

48823

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 Advisor's responsibility (not necessarily in rank order or limited to five) _____

I believe the Foreign Student Advisor should have the following professional qualifications (degrees and/or experience) _____

I believe it is desirable/essential that the Foreign Student Advisor have the following personal characteristics _____

A STUDY OF THE FOREIGN STUDENT ADVISOR'S FUNCTION

(fac)
2

Suggestions for Completing the Attached Forms

Based on your understanding of the Foreign Student Advisor's responsibilities, please report two or more significant incidents involving the Foreign Student Advisor 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 received 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 Foreign Student Advisor
2) May extend from a few minutes to several weeks, or even longer
3) Has a definite affect on academic progress and/or personal adjustment of the foreign student/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

UNSATISFACTORY INCIDENT # 1

p.4

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 Advisor, or the person similarly designated in the various colleges and universities throughout the United States.

Richard E. Miller

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 ADVISOR'S FUNCTION

Suggestions for Completing the Attached Forms

Please report four significant incidents involving the Foreign Student Advisor. 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 So. 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 Advisor
- 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, 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 Advisor's on-the-job behavior. This study is intended to evaluate the duties and responsibilities that make up the job of the Foreign Student Advisor 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.

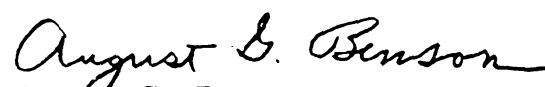
Our study will identify the critical areas of the foreign student advisor's behavior on-the-job as perceived by foreign students, academic advisors and other academic personnel who are well acquainted with educational exchange programs, and the foreign student advisor himself and his professional staff. 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 Advisor'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 Advisor 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 Advisor

A STUDY OF THE FOREIGN STUDENT ADVISOR'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 Advisor 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 Advisor 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 Advisor and the functions of his office.

Richard E. Miller

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. _____
(MA, BA, etc.)

Do you think that the Foreign Student Office and/or other officials of the University you are now attending provides all the services they should provide to facilitate the specific goals and objectives of foreign students?

Yes _____ No _____

COMMENTS:

A STUDY OF THE FOREIGN STUDENT ADVISOR'S FUNCTION

Suggestions for Completing the Attached Forms

Please report four significant incidents involving the Foreign Student Advisor. 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 Advisor 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 advisor 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 Advisor 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 advisor 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:

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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

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