



Educational Advising Center Moldova
NEWSLETTER

No. 6-8 June - August /2008/

<http://www.eac.md>

In this issue:

- **Fulbright & Humphrey Fellowship Programs 2009-2010**
- **Andrew W. Mellon Postdoc Fellowship in the Humanities**
- **[Frederick Burkhardt Residential Fellowship](#)**
- **National Humanities Center Fellowships**
- **Parker B. Francis Fellowship in Pulmonary Research**
- **The Fourth Int'l Joint Conferences - CISSE 2008**
- **Who Needs the Ivies?**
- **School Loans Get Tighter For Foreigners**
- **Community College: For Achievers, a New Destination**
- **Community College Dorms**
- **ACT Test Centers Worldwide**
- **University Channels on YouTube Offer Educ-al Videos**
- **Useful Links**

2009-2010 FULBRIGHT PROGRAM

&

HUBERT H. HUMPHREY FELLOWSHIP PROGRAM

The U.S. Embassy in Moldova is pleased to announce the 2008 annual competitions for the Fulbright Scholar Program, Fulbright Faculty Development Program and Hubert H. Humphrey Fellowship Program for the 2009-2010 academic year.

THE FULBRIGHT SCHOLAR PROGRAM awards non-degree grants to senior researchers, university lecturers, or experts in different fields who have a doctoral degree or equivalent professional experience in order to conduct research in the United States. THE FULBRIGHT FACULTY DEVELOPMENT PROGRAM provides Moldovan junior university professors with at least two years of professional experience an opportunity to explore curriculum development and teaching methodology in the United States.

The HUBERT H. HUMPHREY FELLOWSHIP PROGRAM is a one-year, full scholarship program offered to mid-career professionals who have a proven track record of leadership, public service commitment, and the capacity to take full advantage of a self-defined program of independent study at one of the leading universities in the United States. The program awards a certificate from the U.S. Government, but it is not designed to deliver an advanced degree.

ELIGIBILITY REQUIREMENTS:

- Citizenship of the Republic of Moldova and permanent residence in the country

- Eligibility for a U.S. J-1 visa (two-year home-country residence requirement)
- A detailed statement of proposed activity for research at a U.S. institution
- Proficiency in written and spoken English
- Experience in the field.

For the Fulbright Scholar Program a doctoral degree or equivalent professional training is required. For the Fulbright Faculty Development Program applicants must have at least two years of university teaching experience. A completed university degree and at least five years of substantial professional experience is required for the Hubert H. Humphrey Fellowship.

The programs offer equal opportunities to all applicants and do not discriminate on the basis of race, color, sex, religion, national or ethnic origin, native language, handicap or disability.

Applications for the Hubert H. Humphrey Fellowship Program must be submitted by **July 1, 2008** and applications for the Fulbright Scholar Program and Fulbright Faculty Development Program must be submitted by **October 1, 2008**. Supporting documents for the on-line applications (HHFP and FFDP) must be submitted by the corresponding date to the Public Affairs Section of the U.S. Embassy in Chisinau, 103, Mateevici Street. The contact telephone number is 40 83 00.

For more information please go:

http://moldova.usembassy.gov/2008_exchanges.html

**ANDREW W. MELLON POSTDOCTORAL FELLOWSHIP
IN THE HUMANITIES
PENN HUMANITIES FORUM, UNIVERSITY OF PENNSYLVANIA**

Five (5) one-year Mellon Postdoctoral Fellowships are available for the 2009-2010 academic year for untenured scholars in the humanities who are no more than eight years out of their doctorate. The PhD is the only terminal degree eligible. The fellowship is open to all scholars, national and international, who meet application terms.

The programs of the Penn Humanities Forum are conceived through yearly topics that invite broad interdisciplinary collaboration. For the 2009-2010 academic year, we have set Connections as the theme. Humanists and those in related fields are invited to submit research proposals on any aspect of this topic, except educational curriculum building and the performing arts.

Fellows teach one undergraduate course each of two terms in addition to conducting their research. The fellowship stipend is \$46,500, plus health insurance. Fellows are required to be in residence during their fellowship year (September-May).

Full Fellowship guidelines, Connections topic description, and application (downloadable) are available on the Forum's website only: <http://www.phf.upenn.edu>



Completed application and supporting materials must be postmarked no later than: **October 15, 2008**
[n.b. read application guidelines on website before applying!]

CONTACTS:

Wendy Steiner
Richard L. Fisher Professor of English
Director, Penn Humanities Forum
University of Pennsylvania
3619 Locust Walk
Philadelphia, PA 19104-6213
Website: <http://www.phf.upenn.edu>

FREDERICK BURKHARDT RESIDENTIAL FELLOWSHIP

PROGRAM DESCRIPTION: Thanks to the generous assistance of the Andrew W. Mellon Foundation, the American Council of Learned Societies (ACLS) announces the availability of a small number of Frederick Burkhardt Residential Fellowships for Recently Tenured Scholars engaged in long-term, unusually ambitious projects in the humanities and related social sciences. Appropriate fields of specialization include but are not limited to: anthropology, archaeology, art and architectural history, economic history, film, geography, history, languages and literatures, legal studies, linguistics, musicology, philosophy, political science, psychology, religion, rhetoric and communication, sociology, and theater studies. Proposals in the social science fields listed above are eligible only if they employ predominantly humanistic approaches (e.g., economic history, law and literature, political philosophy). Proposals in interdisciplinary and cross-disciplinary studies are welcome, as are proposals focused on any geographic region or on any cultural or linguistic group. The ultimate goal of the project should be a major piece of scholarly work by the applicant that will take the form of a monograph or other equally substantial form of scholarship. ACLS does not fund creative work (e.g., novels or films), textbooks, straightforward translation, or pedagogical projects.

Burkhardt Fellowships are intended to support an academic year (normally nine months) of residence at any one of the national residential research centers participating in the program, including Villa I Tatti, Florence. Such an environment, beyond providing free time, encourages exchanges across disciplinary lines that can be especially helpful to deepening and expanding the significance of projects in the humanities and related social sciences. The ACLS will award up to 10 Burkhardt Fellowships, depending on the availability of funds, in this competition year. Each fellowship carries a stipend of \$75,000. For further information, please visit the ACLS website.

Applicants for the Burkhardt Fellowship who are interested in using it at the Harvard Center in Florence should apply simultaneously both to the ACLS and to the regular I Tatti fellowship competition.

APPLICATION DEADLINE: October 3

Further information: http://www.itatti.it/menu3/fellow_burkhardt.html

**NATIONAL HUMANITIES CENTER FELLOWSHIPS
RESEARCH TRIANGLE PARK, NC**

PROGRAM DESCRIPTION: The National Humanities Center is a residential institute for advanced study in history, languages and literature, philosophy, and other fields of the humanities. Each year the Center awards fellowships to scholars of demonstrated achievement and to promising younger scholars.

The National Humanities Center offers 40 residential fellowships for advanced study in the humanities during the academic year, September 2008 through May 2009. Applicants must hold doctorate or equivalent scholarly credentials. Young scholars as well as senior scholars are encouraged to apply, but they must have a record of publication, and recent Ph.D.s should be aware that the Center

does not support the revision of a doctoral dissertation. In addition to scholars from all fields of the humanities, the Center accepts individuals from the natural and social sciences, the arts, the professions, and public life who are engaged in humanistic projects. The Center is also international and gladly accepts applications from scholars outside the United States.

Most of the Center's fellowships are unrestricted. Several, however, are designated for particular areas of research. These include environmental studies and history; English literature; art history or visual culture; French history, literature, or culture; Asian Studies; and theology. Scholars interested in the impact of recent scientific research on the concept of the human are also encouraged to apply; see "Autonomy, Singularity, Creativity" on the Center's website.

Located in the Research Triangle Park of North Carolina, near Chapel Hill, Durham, and Raleigh, the Center provides an environment for individual research and the exchange of ideas. Its building includes private studies for Fellows, conference rooms, a central commons for dining, lounges, reading areas, a reference library, and a Fellows' workroom. The Center's noted library service delivers books and research materials to Fellows, and support for information technology and editorial assistance are also provided. The Center locates housing for Fellows in the neighboring communities.

Fellowships are supported by the Center's own endowment, private foundation grants, alumni contributions, and the National Endowment for the Humanities.

ELIGIBILITY REQUIREMENTS: Applicants must hold doctorate or equivalent scholarly credentials. Young scholars must have a record of publication, and recent Ph.D.s should be aware that the Center does not award fellowships for the revision of a doctoral dissertation. Most fellowships are for the academic year (September through May), though a few may be awarded for the fall or spring semester. Scholars from any nation may apply for fellowships. In addition to scholars from fields normally associated with the humanities, representatives of the natural and social sciences, the arts, the professions, and public life may be awarded fellowships if their work has humanistic dimensions.

AVERAGE AWARD AMOUNT: up to 60,000 USD

AWARD DEADLINE: October 15

APPLICATION GUIDELINES: Submit five collated copies of the following:

- Application Form - the completed application form (*PDF file), available for printing from the Web site
- Curriculum Vitae - Your CV should not exceed four pages. It should include your educational and professional experience and a representative list of your publications.
- Project Description - Your project description should not exceed four double-spaced pages (approximately 1,000 words). Our reviewers appreciate legible, concise, well-organized material; we do not ask them to read applications that are not clearly typed or that exceed the prescribed length.

State clearly the objectives and significance of your project and the evidence and methodology to be used. Distinguish what will be original about the proposed work in contrast to existing publications on the subject. Your project description should be directed not only to specialists in your own field but also should be accessible to scholars in other fields who serve on the Center's selection committee.

In the concluding paragraph of the project description, summarize the present status of your research, including how much has been done in relevant collections and archives, and what you would hope to accomplish at the National Humanities Center. Include any research grants that have supported your work on this particular project.



- Outline of Chapters - a one-page tentative outline of chapters
- Short Bibliography

Further Information:

<http://nationalhumanitiescenter.org/fellowships/appltoc.htm>

**PARKER B. FRANCIS FELLOWSHIP
IN PULMONARY RESEARCH**

PROGRAM DESCRIPTION: The Parker B. Francis Fellowship in Pulmonary Research is intended to support the development of outstanding investigators who plan careers in pulmonary research. We seek to help them as they make the transition to independent, self-supporting, faculty members.

Parker B. Francis Fellowship grants are awarded to institutions for the purpose of providing stipends, fringe benefits, and modest travel expenses in support of qualified post-doctoral fellows or newly appointed assistant professors. Award recipients will thereby be enabled to devote the major part of their professional effort to research related to pulmonary disease and lung biology.

Grants are made for three years of support. It is permissible to maintain support for the awardee as he or she moves from fellowship to faculty status. Awards are made to institutions on behalf of the fellows and can be transferred to other institutions only under special circumstances with prior approval from the Director of the Fellowship Program.

Fellows supported by a Parker B. Francis Fellowship must be assured of having at least 75 percent of their time available for research. This means that a total of no more than three months per year may be spent in clinical or other non-research activities.

AREAS OF STUDY: Medicine

OPEN TO: students from any region

AVERAGE AWARD AMOUNT: \$108,000

NUMBER OF AWARDS: 15

AWARD COVERAGE: stipend and fringe benefits plus travel max. \$2,000/year

AWARD DURATION: 3 years

AWARD DEADLINE: **October 15**

ELIGIBILITY REQUIREMENTS: Institutions may have only two Parker B. Francis Fellows in the same department at a given time. Therefore, a department with a current Parker B. Francis Fellow may submit one application for an additional award this funding cycle. In addition, a department may submit no more than one application annually.

Most successful candidates have 2-5 years of research experience at the time of fellowship application. Candidates with fewer years of research experience are usually not competitive. Candidates with greater than seven years of research experience are discouraged from applying unless specific circumstances (such as a change of field) justify additional training at the fellowship level.

Candidates are expected to have participated as an author on a minimum of two or three research publications.

Candidates from under-represented groups are particularly encouraged to apply.

Applications for Fellowships will not be considered for funding if either the mentor or the Fellow has a relationship with the tobacco industry as described in the American Thoracic Society (ATS) guidelines.

If a current PBF Fellow or his/her mentor enters into a relationship with the tobacco industry, the PBF Fellowship support will be immediately ended.

The application includes the following:

a) Biographical sketch and brief statement of career goals of the candidate. Fellowships are restricted to US, Canadian and Mexican citizens or permanent residents. However, foreign nationals who document their initial steps toward permanent residence in the USA, Canada or Mexico will also be considered. Documentation should

include a description of steps already taken toward application for long-term residency or citizenship.

b) A statement from the mentor evaluating the applicant's qualifications and indicating his or her career goals in the field of pulmonary research. Three additional letters are required from individuals who know the candidate well and, if possible, who have direct knowledge of the applicant's research capabilities.

c) Summary of past-training record of the primary mentor, including names of former trainees and their current positions. A brief description of the research and training activity of the sponsoring unit (department) may also be provided. The relevant qualifications of secondary mentors should be summarized.

d) The sources and level of annual support (including grants pending) and the adequacy of equipment and space for research training available to the primary mentor and trainee.

e) Outline of the research project to be undertaken. Projects must relate specifically to lung disease or respiratory biology or respiratory disease.

f) On the s page, signatures of the primary mentor, department or division head and fiscal officer responsible for administering the grant.

Three letters of recommendation are essential and are a required part of all application submissions. Letters of recommendation should address:

- demonstrated potential for establishing an independent pulmonary research career
- evidence of originality
- adequacy of scientific background and evidence of superior performance
- quality of research publications

The letters, with signatures, should be mailed directly the Fellowship office at Harvard. The letters must be sent in sealed envelopes labeled with the applicant's name and signed by the individual providing the letter across the rear flap. Letters must meet the submission deadline of **October 15**.

The candidate's three strongest publication reprints should be submitted electronically as part of the application.

Further Information: <http://www.francisfellowships.org/apply.htm>

CONTACTS:

Joseph D. Brain, Director

E-mail: brain@hsph.harvard.edu

Parker B. Francis Fellowship Program

Department of Environmental Health

Harvard School of Public Health

665 Huntington Avenue, Building I-1411

Boston, Massachusetts 02115

617-432-4099

Fax: 617-277-2382

OR

Nancy Long Sieber, Ph.D., Program Administrator

781-391-1118

E-mail: nlong@hsph.harvard.edu

**THE FOURTH INTERNATIONAL JOINT CONFERENCES ON
COMPUTER, INFORMATION, AND SYSTEMS SCIENCES,
AND ENGINEERING (CISSE 2008)**

December 5-13, 2008

<http://www.cisse2008online.org>

Sponsored by the University of Bridgeport

Technically co-sponsored by the IEEE Computer Society, Communications Society, Education Society (Connecticut Section)

CONFERENCE OVERVIEW: CISSE 2008 provides a virtual forum for presentation and discussion of the state-of-the-art research on computers, information and systems sciences and engineering. CISSE 2008 is the fourth conference of the CISSE series of e-

conferences. CISSE is the World's first Engineering/Computing and Systems Research E-Conference. CISSE 2005 was the first high-caliber Research Conference in the world to be completely conducted online in real-time via the internet. CISSE 2005 received 255 research paper submissions and the final program included 140 accepted papers, from more than 45 countries. CISSE 2006 received 691 research paper submissions and the final program included 390 accepted papers, from more than 70 countries. CISSE 2007 received 750 research paper submissions and the final program included 406 accepted papers, from more than 80 countries.

The virtual conference will be conducted through the Internet using web-conferencing tools, made available by the conference. Authors will be presenting their PowerPoint, audio or video presentations using web-conferencing tools without the need for travel. Conference sessions will be broadcast to all the conference participants, where session participants can interact with the presenter during the presentation and (or) during the Q&A slot that follows the presentation. This international conference will be held entirely on-line. The accepted and presented papers will be made available and sent to the authors after the conference both on a DVD (including all papers, PowerPoint presentations and audio presentations) and as a book publication. Springer, the official publisher for CISSE, published the 2005 proceedings in 2 books and the CISSE 2006 and CISSE 2007 proceedings in four books.

Conference participants - authors, presenters and attendees - only need an internet connection and sound available on their computers in order to be able to contribute and participate in this international ground-breaking conference. The on-line structure of this high-quality event will allow academic professionals and industry participants to contribute their work and attend world-class technical presentations based on rigorously refereed submissions, live, without the need for investing significant travel funds or time out of the office.

The concept and format of CISSE is ground-breaking. The PowerPoint presentations, final paper manuscripts and time schedule for live presentations over the web had been available for weeks prior to the start of the conference for all registrants, so that the participants can choose the presentations they want to attend and think about questions that they might want to ask. The live audio presentations were also recorded and are part of the permanent CISSE on-line archive - accessible to all registrants - which also includes all the papers, PowerPoint and audio presentations.

Potential non-author conference attendees who cannot make the on-line conference dates are encouraged to register, as the entire joint conferences will be archived for future viewing.

The CISSE conference audio room provides superb audio even over low speed internet connections, the ability to display PowerPoint presentations, and cross-platform compatibility (the conferencing software runs on Windows, Mac, and any other operating system that supports Java). In addition, the conferencing system allowed for an unlimited number of participants, which in turn granted us the opportunity to allow all CISSE participants to attend all presentations, as opposed to limiting the number of available seats for each session.

Prospective authors are invited to submit full papers electronically in Microsoft Word format through the website of the conference at: <http://www.cisse2008online.org>

Accepted papers must be presented in the virtual conference by one of the authors. To submit your paper, please visit: <http://www.cisse2008online.org>

CISSE 2008 is composed of the following four conferences:

1. International Conference on Systems, Computing Sciences and Software Engineering (SCSS 08)

Topics: Grid Computing, Internet-based Computing Models, Resource Discovery, Programming Models and tools, e-Science

and Virtual Instrumentation, Biometric Authentication, Computers for People of Special Needs, Human Computer Interaction, Information and Knowledge Engineering, Algorithms, Parallel and Distributed processing, Modeling and Simulation, Services and Applications, Embedded Systems and Applications, Databases, Programming Languages, Signal Processing Theory and Methods, Signal Processing for Communication, Signal Processing Architectures and Implementation, Information Processing, Geographical Information Systems, Object Based Software Engineering, Parallel and Distributed Computing, Real Time Systems, Multiprocessing, File Systems and I/O, Kernel and OS Structures.

2. International Conference on Telecommunications and Networking (TeNe 08)

Topics: Optical Networks and Switching, Computer Networks, Network architectures and Equipment, Access Technologies, Telecommunication Technology, Coding and Modulation technique, Modeling and Simulation, Spread Spectrum and CDMA Systems, OFDM technology, Space-time Coding, Ultra Wideband Communications, Medium Access Control, Spread Spectrum, Wireless LAN: IEEE 802.11, HIPERLAN, Bluetooth, Cellular Wireless Networks, Cordless Systems and Wireless Local Loop, Mobile Network Layer, Mobile Transport Layer, Support for Mobility, Conventional Encryption and Message Confidentiality, Block Ciphers Design Principles, Block Ciphers Modes of Operation, Public-Key Cryptography and Message Authentication, Authentication Application, Stenography, Electronic Mail Security, Web Security, IP Security, Firewalls, Computer Forensics.

3. International Conference on Engineering Education, Instructional Technology, Assessment, and E-learning (EIAE 08)

Topics: Instructional Design, Accreditation, Curriculum Design, Educational Tools, 2-2-2 Platforms, Teaching Capstone Design, Teaching Design at the Lower Levels, Design and Development of e-Learning tools, Assessment Methods in Engineering, Development and Implementation of E-learning tools, Ethics in Education, Economical and Social Impacts of E-learning.

4. International Conference on Industrial Electronics, Technology & Automation (IETA 08)

Topics: Advanced and Distributed Control Systems, Intelligent Control Systems (NN, FL, GA, etc.), Expert Systems, Man Machine Interaction, Data Fusion, Factory Automation, Robotics, Motion Control, Machine Vision, MEMS Sensors and Actuators, Sensors Fusion, Power Electronics, High Frequency Converters, Motors and Drives, Power Converters, Power Devices and Components, Electric Vehicles and Intelligent Transportation, Process Automation, Factory Communication, Manufacturing Information System Advances in Manufacturing Systems, Industrial Applications of Multi Media, Intelligent Systems Instrumentation, Industrial Instrumentation, Modeling and Simulation, Signal Processing, Image and Data Processing, VR and Parallel systems.

PAPER SUBMISSION: Prospective authors are invited to submit full papers electronically in Microsoft Word format through the website of the conference at: <http://www.cisse2008online.org>

Accepted papers must be presented in the virtual conference by one of the authors. To submit your paper, visit: <http://www.cisse2008online.org>

PAPER SUBMISSION DEADLINE: **October 15th, 2008**

NOTIFICATION OF ACCEPTANCE: **November 9th, 2008**

FINAL MANUSCRIPT AND REGISTRATION: **November 26th, 2008**

CONTACTS:

Khaled Elleithy, Ph.D.

CISSE 2008 General Co-Chair

Associate Dean, School of Engineering



University of Bridgeport
Bridgeport, CT 06604, U.S.A.
E-mail: info@cisse2008online.org
<http://www.cisse2008online.org>

WHO NEEDS THE IVIES?

by Vivek WADHWA

Graduating from an elite university may not ensure entrepreneurial success. In fact, such schools may foster risk aversion

I must confess to being disappointed five years ago when my son, Vineet, told me he had no interest in applying to any of the schools I consider elite. He said he would fit in better at a public state university and he didn't believe that choice would lessen his chances of career success.

Perhaps it was the bias that my company's venture capitalists showed toward management teams from top-tier colleges that skewed my thinking. Whatever the cause, I have since concluded I shouldn't have been upset in the least. An education from one of the world's top schools may not give that much of an edge after all. And in some cases it may actually lessen the chances you will become a successful entrepreneur (see BusinessWeek.com, 4/18/07, "Throw the Book at College Rankings").

Founders from Across the Educational Spectrum

I should have known better. I didn't graduate from an elite university - and by elite, I mean schools such as Ivy League universities, Massachusetts Institute of Technology, Stanford University, and top-tier academic institutions globally. Yet I founded two successful technology companies.

My new mindset isn't solely based on my experience either. After joining Duke University and researching this topic, I've learned that the majority of the immigrants who founded tech companies over the last decade didn't graduate from universities that are the highest ranked or considered elite, based on selective admissions criteria. Schools like MIT and Stanford don't graduate more founders than Stevens Institute of Technology or Arizona State University. Even the famed Indian Institutes of Technology (IITs) only graduated 15% of the India-born founders of Silicon Valley companies.

Our findings were based on interviews with 317 engineering and technology companies that opened from 1995 to 2005 with a foreign-born founder. One of the biggest surprises was that there was no dominant university in the U.S. or abroad that graduated these company founders; they studied in various schools of all tiers across the U.S. and in their home countries.

Foreign-Born Entrepreneurs Flourish

Our research had focused on company founders who were foreign-born. It could be that American-born entrepreneurs have a different educational profile than immigrants. So, more research is needed before we draw final conclusions.

But this immigrant group does constitute a sizable percentage of all tech startups. In an earlier research project, we discovered that a quarter of the engineering and technology companies founded nationwide, and half of those founded in Silicon Valley from 1995 to 2005, had a foreign-born chief executive or lead technologist as a founder. These companies accounted for \$52 billion in sales and 450,000 jobs in 2005 (see BusinessWeek.com, 3/1/07, "Open Doors Wider for Skilled Immigrants").

Could it be that elite education is overrated in the tech world? I asked several friends, most of whom are tech executives, for input. I expected those from top-tier schools to get defensive. Yet I was surprised that every one of the dozens who responded agreed. Most elite university graduates say it was the contacts they made and networks they formed in school, rather than the education itself, that provided the real advantage.

Entrepreneurial vs. Corporate Thinking

Jim Duggan, a senior technology industry analyst who holds a bachelor's in engineering from MIT and a master's in science and engineering from Princeton, goes further. He writes that he wasn't surprised by our findings. In fact, he would contend that attendance at top-tier schools might even be inversely correlated with entrepreneurial success. These schools often focus on producing the next generation of research scientists and academics - not entrepreneurs. He believes that the elitism and confidence these schools nurture may work well in large corporations, but not in tech startups.

His perspective on MIT is that the curriculum had only begun to evolve to be venture-friendly in the last 10 years.

According to John Trumbour, research director of Harvard Law School's Labor & Worklife Program, many MBAs say they wish to be entrepreneurs, but relatively few take this path. He reckons a prestigious degree probably makes it easier to take a safe, but nonentrepreneurial, route to affluence and success. With the lucrative salaries and huge signing bonuses offered by top corporations, risking it all to start a tech venture becomes a really difficult decision.

Part of the reason certain types of institutions may be underrepresented among entrepreneurial ranks may stem from school size. Sudhakar Shenoy, an IIT graduate and chief executive of Information Management Consultants, says it's not fair to compare his alma mater to much larger schools. He notes that IITs only graduate 5,000 of India's 176,000 engineers every year, and that based on the number of companies started by its graduates, they were five times more likely than others to start tech companies.

To get a reaction from the academic community, I posted a provocative message on the Sloan Industry Studies listserv, which reaches more than 1,000 professors and deans. In this discussion group, challenging academic norms and traditions is like stirring a hornet's nest. I've received dozens of fiery e-mails every time I've dared. I was astonished that only one academic responded, and no one went on the offensive.

Taking the Focus Off Pedigree

North Carolina State University Professor Subhash Batra, an MIT graduate, didn't take issue with our findings, but wonders whether we're asking the right questions. "If you change the focus to the question, 'What institutions produce the scholars, teachers, thinkers of tomorrow?'" Batra says, "you might get different findings. I think there is danger in making measurements using a one-dimensional scale of entrepreneurial success."

I decided to seek input from Carl Schramm, who is probably the world's leading expert on entrepreneurship and education. Schramm heads the Kauffman Foundation, which focuses on advancing entrepreneurship and improving the education of children and youth. It has supported my work. Schramm says that venture capitalists look for talent in the wrong places; they even hire the wrong people in their own firms by focusing just on pedigree.

The university that produces the most blue chip CEOs and university professors, the most Peace Corps volunteers, and the most productive and long-running patents isn't Stanford or MIT—it's the University of Wisconsin. Students "who do the prestige MBA route find it hard to shake the huge offers and end up becoming risk-averse," Schramm says. Graduates of elite schools tend to be book-smart and have incredible SAT scores, but they often lack street smarts and creativity, he says. Plus, they tend to have a sense of entitlement and superiority that leads to not working well with others, he notes.

Vineet recently completed his undergraduate degree from the University of North Carolina at Wilmington. And he accepted an entry-level position at a Washington, D.C., tech startup. His success or failure will be determined by how hard he works, how much he continues to learn and grow, and how he helps his company meet goals. I don't think anyone cares about what school he graduated from. I can't remember the last time anyone asked me to name mine.

Wadhwa is Wertheim Fellow at the Harvard Law School and executive in residence at Duke University. He is a tech entrepreneur who founded two technology companies. His research can be found at www.globalizationresearch.com. He holds an MBA from New York University and a bachelor's in computing from the Canberra University of Australia.

Source:

http://www.businessweek.com/technology/content/aug2007/tc20070830_254262_page_2.htm

SCHOOL LOANS GET TIGHTER FOR FOREIGNERS

by Jilian MINCER

The Wall Street Journal, 2 July 2008

NEW YORK - The flow of loan money available to international students in the U.S. has gone from a trickle to a slow drip. As borrowing standards get tougher amid a global credit crisis, many international students will find it especially difficult and more expensive to borrow this year than their U.S. classmates will - especially at schools with lower graduation rates and higher default rates.

While loans are still available, many students won't know the magnitude of the problem until they seek loans later this summer. "Both domestic and international students are having difficulties right now," said Brett Lief, president of the National Council of Higher Education Loan Programs in Washington. "Private loans are incredibly hard to get right now because credit markets have been chilly." Almost 600,000 international students studied in the U.S. during the 2006-2007 school year, with the majority coming from India, China, Korea, Japan, Taiwan and Canada. Nearly 88% of international students paid for school with their own resources or with help from family or their university, according to the Institute of International Education.

International students typically have to prove that they could foot the bill for at least the first year to receive the necessary visas. It isn't unusual for them to finance additional years with scholarships, jobs, loans and grants. That's when the difficulties begin.

Most international students aren't eligible for federal guaranteed students' loans. That is more of a problem this year because a number of major lenders - including Bank of America Corp. - no longer offer private loans because of the credit-market meltdown. "The subprime [borrowing crisis] dried up some of the financing," said John Dean, special counsel for the Consumer Bankers Association in Washington. The current situation makes it "difficult if not impossible for international students."

Some lenders including Citigroup Inc., Wells Fargo & Co. and J.P. Morgan Chase & Co. say they will have money available this fall for international borrowers who have a co-signer who is a U.S. citizen or permanent resident with a U.S. mailing address, valid Social Security number and satisfactory credit history.

These loans typically are available for students enrolled at least part time in an accredited and approved college or university where the program is in place. That tends to be the better-known schools with higher graduation rates and lower default rates. Sallie Mae, the nation's largest provider of student loans, based on total student-loan originations, says students at any school could apply for its loans, but it will take into account the co-signer's credit as well as the school's graduation and default rates.

Rates now vary from 1.8% to 9.3% depending on the co-signer's credit score, school, and its graduation rate and default rate, said Tom Joyce, a spokesman for Sallie Mae.

"The biggest predictor of any student repayment is whether or not they graduate," he said. "With a student loan, you're betting on a student's future."

Global Student Loan Corp. of New York is one of the few places international students could still find loans without a co-signer. "International students have always had a difficult time getting

financial loans," said Keith Jepsen, president of the company. He said he is optimistic that loans will be available and is currently working with lenders from other countries.

Dan Small, director of student financial assistance at George Washington University in Washington, D.C., said students shouldn't wait until the tuition bill arrives to contact their school financial-aid office. "There is uncertainty about how each loan will be evaluated," he said, but he is hopeful that his university will have an adequate loan supply. One problem, he said, is that "it's sometimes very difficult for international students to get a co-borrower." When they can't get the loans, students often transfer to a less costly institution. Another option is to apply for the many grants, loans and jobs available to international students, often from their own colleges and universities, said Cathy Simoneaux, director of the Office of Scholarships and Financial Aid at Loyola University in New Orleans. Potential sources of grants, scholarships and loans include the AAUW (formerly the American Association of University Women), the Margaret McNamara Memorial Fund, the Leo S. Rowe Pan American Fund and the P.E.O. Sisterhood.

P.E.O.'s International Peace Scholarship provides about \$10,000 per recipient, said Carolyn Larson, its supervisor. The scholarships go to women. "Most international students need funding because they can't get U.S. funding," she said.

Copyright (c) 2008, Dow Jones & Company, Inc.

COMMUNITY COLLEGE FOR ACHIEVERS, A NEW DESTINATION

by Beth FRERKING

The New York Times, April 22, 2007

YOU'VE heard the threat; you may have made it: "If you don't pull up those grades, you're going to a community college."

It's not without reason that community colleges are often considered the schools of last resort. They have long offered low-cost local schooling for students who couldn't attend four-year colleges because they lacked the requisite grades or the requisite funds, or were looking for specific job training. "Open admissions" has been the guiding principle, and the colleges work with large populations of students who are underprepared, notes Terry O'Banion, president emeritus of the League for Innovation in the Community College.

But as four-year universities have become more expensive, good students who want to save money are turning to community colleges to earn their core undergraduate credits. And save money they will: according to a report in October by the College Board, community colleges charge an annual average tuition of \$2,272, compared with \$5,836 at state universities and \$22,218 at private institutions.

Many two-year colleges are now recruiting students who fit the traditional profile of baccalaureate undergraduates: 18- to 24-years-old who have strong high school records and are moving directly into higher education full time.

Such students are helping to lower the average age of community college students, which has steadily declined: 42 percent taking courses for credit are under 22, compared with 32 percent a decade ago, according to a 2005 federal study. No longer wed primarily to a work force-training mission, these colleges consider it a major, if not predominant, goal to prepare students to transfer to four-year institutions.

"I'm one of the biggest critics of the focus on work force development," says Margaret B. Lee, president of Oakton Community College in suburban Chicago. "You don't prepare someone in this time of rapid change for a single job. You prepare them for a working life. The old academic skills are the new vocational skills."

The two-year colleges most committed to funneling students into four-year colleges tend to have some or all of the following: learning communities (in which students attend classes with the same small cohort of classmates), honors programs (noted for curriculum that



crosses disciplines, teachers who hold advanced degrees and smaller classes taken with similarly talented peers) and articulation agreements with four-year institutions in the state (typically synchronizing basic courses with a university's requirements and guaranteeing admittance to transfer students who have kept their grades up).

These colleges focus on liberal arts and the sciences, responding to increasing demand for math and science teachers, health professionals and high-tech experts. The best community colleges also have what experts call "a culture of evidence," meaning they extensively assess students' academic performance and adjust teaching practices accordingly, says Kay M. McClenney, director of the annual Community College Survey of Student Engagement, based at the University of Texas, Austin.

They attract students like Rachel Patrick, 20, who graduated from high school in Clarksburg, Md., with a 4.0 grade point average and a 1380 on her SATs. She was accepted by several four-year colleges but surprised friends by choosing Montgomery College, a community college that admitted her on full scholarship in a selective two-year honors program.

Ms. Patrick has not regretted her decision, she says. The small classes foster a close rapport with teachers and classmates. She traveled to Cambridge, England, last summer in a study-abroad program. She will graduate this spring with an associate of science degree. To hedge her financial bets, she has applied to transfer to 14 four-year colleges. Her top choices are Johns Hopkins, Georgetown and Dickinson College, in Carlisle, Pa.

Source:

<http://www.nytimes.com/2007/04/22/education/edlife/bestccs.html?pagewanted=1&ref=edlife>

The community colleges below are considered successful in preparing students to transfer, and typically perform well on national assessments like the Community College Survey of Student Engagement. In interviews with more than a dozen scholars who have examined the practices and results at two-year colleges, these were among those frequently named as models.

Monroe Community College (Rochester)

State University of New York

Full time: 10,094. Part time: 7,015.

Transfer favorites: SUNY Brockport, Rochester Institute of Technology.

Monroe is atypical among community colleges: it has dorms. About 400 students live on campus, a number that will nearly double next fall when a new residential complex opens. Students live on campus for some of the same reasons their four-year counterparts do: to be close to class, to be among friends and to have the "full college experience," according to an annual survey of the residents (a quarter of whom are from Monroe County itself).

It's the latest evidence of Monroe's gradual retreat from a vocational focus. In 1975, two-thirds of its students sought professional certificates and only a third aimed to transfer. Today, that ratio is reversed. One reason is cost: in-state students pay \$2,700 a year.

Monroe has articulation agreements with 23 colleges and universities in the state, including private institutions like Rochester Institute of Technology, Hobart and William Smith, and Rensselaer Polytechnic Institute. Recent high school graduates need at least an 85 average in college prep classes to enroll in the 2+2 dual admissions program. On completing a prescribed sequence of courses, graduates can choose from any of its partnering four-year institutions. Students in the program can even take a few courses at the campus before matriculating there.

AND Students skate free at one of four rinks at the ESL Sports Center, home to Rochester's professional hockey team and the college's amateur one.

Kingsborough Community College (Brooklyn)

City University of New York

Full-time students: 7,805. Part time: 6,884

Transfer favorites: Brooklyn College, College of Staten Island, Baruch College.

Students study on the beach at this urban campus, surrounded by the Atlantic Ocean, Sheepshead Bay and Jamaica Bay (shoes and shirts required in the cafeteria). "Our Caribbean students love it," says Regina Peruggi, the president. The college is a kaleidoscope of nationalities, with half the student body born outside the United States and only 40 percent non-Hispanic white.

Kingsborough is nationally recognized for its learning communities, originally designed for English as a Second Language students; last year it won a \$100,000 grant from the Ford Foundation to replicate them across the country. While learning communities are not unique to Kingsborough, its program is distinct in scope and ambition: 65 percent of incoming freshmen participate; 80 percent will by 2010. For one semester, groups of up to 25 students take three classes together - a content course, one teaching time management and study skills, and English. Students in six of the 30 communities study college-level composition; the rest take developmental English. Instructors work in teams to integrate material and meet regularly to talk about how students are doing. MDRC, a nonprofit education research organization, evaluated the program and found that 20 percent more students passed English than nonparticipants. Kingsborough's overall remedial pass rates are high, 64 percent, and about 70 percent of graduates with an associate's degree in arts or science go on to a four-year institution.

AND Students in the maritime technology program participate in a sea/air rescue drill with the Coast Guard and go on a seal count in New York Harbor on the college's ocean-going vessel, the Kingsborough.

Montgomery College (Rockville, Md.)

Full time: 8,792. Part time: 14,101.

Transfer favorites: University of Maryland, College Park, University College and Baltimore County.

Situated as it is in one of Maryland's more affluent and educated counties, Montgomery College draws from high-achieving high schools.

The college has several honors opportunities, including a program called Montgomery Scholars, reserved for new high school graduates. Last year, 248 high school seniors (average G.P.A., 3.62) applied for 25 slots. Of these, 16 went to minority students. In its first three years, the program has posted an 83 percent graduation rate, 94 percent for Hispanic students. Montgomery Scholars have gone on to graduate with honors from Notre Dame, Amherst, Wake Forest, Howard and Georgetown. Graduates from the Macklin Business Institute, the sophomore honors fellowship, are almost universally accepted at the Smith School of Business at the University of Maryland.

Academic success explains only part of the appeal. "It's very much like a family," says Carolina Pena, a sophomore Montgomery Scholar. "I feel so supported, and not just as a student, but as someone who's trying to accomplish more than a 4.0."

AND Thanks to its proximity to the nation's capital, about 20 miles to the south, Montgomery is the only community college that offers internships at the Smithsonian Institution and the Library of Congress.

Valencia Community College (Central Florida)

Full-time: 12,409. Part time: 17,857.

Transfer favorite: University of Central Florida.

Big as it is, with four full campuses in two counties, Valencia prides itself on individual attention, especially for new arrivals. Each freshman must attend an orientation class and one-on-one advising session. Students are encouraged - strongly - to write a "LifeMap" outlining their goals so classes can be picked more deliberately. It may sound gimmicky, but it reflects "the whole ethos of creating a culture where students feel cared about and challenged," says Brad



Phillips, an adviser on Achieving the Dream, a national initiative to raise student performance at community colleges.

It helps to have financial resources. Thanks to alumni donations, grants and contributions from businesses, Valencia has the country's largest community college endowment, \$50 million, according to the National Association of College and University Business Officers. Students in the top 10 percent of their high school class are eligible for full scholarships.

AND For Valencia's "Visions and Voices Distinguished Artist Series," artists like Billy Collins, the former United States poet laureate, and Joel Zito Arajo, the Brazilian film director, give public performances and hold master classes. Coming next fall: the author Nikki Giovanni

Santa Fe Community College (Gainesville, Fla.)

Full time: 7,474. Part time: 6,628.

Transfer favorite: University of Florida.

Florida is a big community college state (it has 28 of them), and two- and four-year colleges share course numbers to make credit transfers easy. With the University of Florida in its backyard, Santa Fe considers transfer its main mission, and so do students. "In Gainesville, a lot of people go to Santa Fe before they go to U.F.," says Michael Z. Crumpton, a freshman honors student on full scholarship. "It's very popular."

The result is a college that looks and feels more like a four-year. Students sprawl on outdoor benches under Spanish oaks or sit on the grassy quads between white stucco buildings.

Faculty from different subject areas share office space in mixed "academic houses" - a sort of 1970s "pod mentality," as Anne Kress, interim vice president for academic affairs, puts it. It makes for interesting cross-disciplinary collaboration. One English professor worked with the computer science department to create a writing course that integrated Web technology and research skills.

Students also find the price is right, at \$1,600 for 24 credit hours.

AND Graduates in zoo animal technology, a five-semester program leading to an associate of science degree, work at zoos across the country, including, predictably, Disney's Animal Kingdom in Orlando. The on-campus teaching zoo, which is open to visitors, has 71 species, heavy on birds and reptiles.

Oakton Community College (Des Plaines, Ill.)

Full time: 3,073. Part time: 7,524.

Transfer favorites: University of Illinois, Chicago; DePaul University; Loyola.

Chicago's northern suburbs send most of their high school students to college. The public high school serving Des Plaines, Maine West, posted a 94 percent graduation rate in 2005. So it's to be expected that Oakton offers programs commonly associated with four-year colleges. One writing-intensive curriculum focuses on the "great books" of Western culture; new in the fall, a global studies program examines how race, industrialization and resistance movements affect modern societies.

Oakton also has its share of geek programs, including an undergraduate research experience for students in biology, chemistry and medical technology. This spring, several students are working with scientists at the Argonne National Laboratory, affiliated with the Department of Energy. The college recently received a continuing grant of nearly \$800,000 from the National Science Foundation to bolster learning in science, technology, engineering and math, particularly for underachieving students.

AND The Koehnline Museum of Art on campus highlights the work of Chicago-area artists as well as non-natives. Claes Oldenburg, Alexander Calder and Salvador Dali are among the featured art stars.

Kirkwood Community College (Cedar Rapids, Iowa)

Full time: 8,586. Part time: 6,478.

Transfer favorites: University of Iowa, University of Northern Iowa.

In overwhelmingly white Iowa, it's not surprising that 82 percent of Kirkwood's students are white. But the college is multicultural in other ways. Students come from 39 states and 101 countries. International students, who number almost 600 a year, start out in intensive English-language courses before moving into their majors. Nursing and business are among the most popular, and most take their skills back home, says Mick Starcevich, the college's president.

Close to 100,000 international students attend community colleges in the United States, drawn to the cheaper route to an American degree and to campuses that might be more diverse and more tolerant of imperfect English than four-year institutions, says Norma G. Kent, a spokeswoman for the American Association of Community Colleges. The group sponsors recruitment fairs abroad for two-year colleges. Kirkwood, though, does not recruit overseas. "It's all word of mouth," says Dr. Starcevich.

The college does not have a slate of honors classes. Rather, it encourages strong students to develop individual study projects. This year's project suggestion from Phi Theta Kappa, the national honor society for community college students, is "Gold, Gods and Glory: The Global Dynamics of Power." Students who choose the topic have access to live-broadcast seminars and may participate in trips planned by the society.

A best bet: the agriculture science program is considered one of the country's strongest.

AND At the Class Act, a campus restaurant run by culinary arts students, diners can order panko-crusteD striped bass with coconut guava sauce - for \$7.

Richland College (Dallas)

Full time: 4,594. Part time: 10,225.

Transfer favorites: University of Texas, Arlington; University of North Texas.

It's not often you see "joy," "mutual trust" and "wholeness" among a community college's stated values, especially in a city as competitive and fast-paced as Dallas. "At Richland, we say that the 'end' is that we not be selfish," explains the college's president, Steven Mittelstet. "And that is very different than getting a degree and making your first million and not caring about other people."

So what does that mean for students? A lot of self-exploratory journal writing and grappling with the philosophical, religious and ethical questions inherent in their basic studies - such as when life begins (biology) or what it means to be human (literature, music and art). Students in a sociology class might work in a battered women's shelter. "Whole listening" is in and debate is out, since debaters listen only long enough to marshal arguments in response.

Richland also wants its students to see themselves as citizens of the world. A global studies course examines Islam, a peace studies course looks at the impact of race and ethnicity and an Asia honors class reviews Japanese anime.

AND Students take meditative walks at the outdoor labyrinth, modeled on the one at the cathedral of Chartres, near Paris. It's a half-mile to the center and back.

Community College of Denver

Full time: 2,279. Part time: 6,512.

Transfer favorites: Metropolitan State College, University of Colorado, Denver.

John Gardner, director of the Policy Center on the First Year of College in Brevard, N.C., cites the Community College of Denver for its long-term commitment to the success of low-income students. Administrators were especially worried when the number of freshmen coming back for a second year dropped, by five points, to below 50 percent last year. They blame a new state requirement that students at public colleges prove state residency with two pieces of documentation or pay the out-of-state tuition (\$6,735) instead of the in-state (\$2,101). Many who didn't return were local Hispanic students who lacked that second document (usually a birth certificate), says Christine Johnson, the community college's



president. The college, which is 26 percent Hispanic, is working with private donors who are helping such students pay tuition.

The college also offers a battery of support services for first-generation college students, including tutoring and online mathematics and writing laboratories. For giving underserved students a leg up, the college has won the MetLife Foundation's Community College Excellence Award. (City College of San Francisco is another winner.)

The Community College of Denver sits on the grounds of two four-year institutions: Metropolitan State and the University of Colorado. In 1967, the State Legislature decided to save money by creating a three-college campus. Today, the schools share a student center and research libraries. Community college students can also take for-credit classes at either of the four-year institutions.

This arrangement eases the transfer process: some 40 percent of full-time students transfer to either Metro State or C.U. Denver. "It's the power of place," explains Ms. Johnson. "From day one, our students are on a major university campus."

AND Students in the "Scared Scriptless" theater class perform standup, improvisational and sketch comedy and produce a sold-out show every spring.

City College of San Francisco

Full time: 8,651. Part time: 34,604.

Transfer favorites: San Francisco State; University of California, Berkeley and Davis.

Urban community colleges typically have more part-time than full-time students, and City College has a lot of them. Since the convenience factor is critical, eight satellite campuses are scattered throughout the city, one for English language instruction alone. The college must also satisfy a daunting range of interests, from fashion to astronomy to biotechnology. The national headquarters for Bio-Link, a program devoted to improving biotechnology education, is situated on the main campus.

City College reflects its hometown both in racial composition (40 percent Asian) and culture (programs include Philippine studies; gay, lesbian and bisexual studies; and culinary and hospitality studies). The Institute of International Education consistently ranks City College among the top 10 community colleges in sending students to study abroad. Students can spend next fall and spring studying language and art history in Paris, Florence or Madrid. Foreign study credits are either all or partly transferable to California's two state systems.

The rock-bottom line: \$20 a credit hour, or \$600 for two semesters. And there's an impressive rate of return: 75 percent of full-time students return for the second year.

AND Courses are built around Diego Rivera's "Pan-American Unity" at the Diego Rivera Theater on campus. The mural was commissioned for a 1940 international exposition and subsequently given to the college. The public can view the painting while student docents discuss its history and meaning.

Seattle Central Community College

Full time: 3,491. Part time: 3,289.

Transfer favorite: University of Washington, Seattle

The commitment to the sciences is evident in bricks and mortar. Last fall, Seattle Central opened a \$27 million math and science building. The college's Rocket Club recently traveled to the Johnson Space Center in Houston to conduct a NASA-approved experiment in microgravity. And each year, a handful of students are selected for 10-week fellowships working with top scientists in the engineered biomaterial research group at the University of Washington.

Students at Seattle Central - Time magazine's "college of the year" in 2001 - do well when they move on. A study of transfers to the University of Washington showed that they performed slightly better than "natives" (students beginning as freshman), with an average G.P.A. of 3.26.

Almost half of Seattle Central's students are minorities; 9 percent are international students, primarily from Asia, intent on transferring to four-year colleges. They pay out-of-state tuition and fees of about \$8,000 a year (in-state: under \$3,000).

"The city of romance, the city of art, Seattle is filled with beautiful music and the sweet smell of coffee," writes Jayoung Jung, a student from South Korea, in a testimonial on the college Web site. "Moreover the mood of rainy days in Seattle makes me feel like I'm seated in a jazz bar."

AND The Seattle Maritime Academy's survival course requires students to suit up in protective gear in the water. A few years ago, someone thought it would be fun to scare newbies with fake shark fins; the tradition continues today.

COMMUNITY COLLEGE DORMS

by Jennifer EPSTEIN

Going Residential

Paper-thin dorm room walls and fire alarms at dawn are typical expectations of four-year college student life, but not exactly what one thinks of when envisioning life at a community college.

The vast majority of American community colleges do not offer on-campus housing. But a handful built their first dorms decades ago, and as two-year institutions become a more common destination for traditional-age students seeking lower tuition costs and/or an education close to home, more community colleges are in the process of building singles, doubles, triples and larger apartments for their students.

Of the 1,100 colleges represented by the American Association of Community Colleges, 233 public colleges and about 40 private colleges offer some on-campus housing to their students. Norma Kent, the association's spokeswoman, said that although "nobody's documented the full picture, it is our sense that there is increased interest and growth" in campus housing at community colleges.

"With more traditional-age students enrolling at community colleges for a variety of reasons, colleges and students seem more receptive to on-campus housing," she said. "They want that college experience."

At Jackson Community College, in Jackson, Mich., the first 96 residents of the Campus View Learning and Living Community will move in next month. Rooms are apartment-style suites with four single bedrooms, two bathrooms, a full eat-in kitchen and hardwood floors.

Cindy Allen, Jackson's director of community relations, said that when Daniel J. Phelan, the college's president, first proposed building on-campus housing, there was skepticism within the college and the local community.

"People were saying, 'This is not what community college is about,'" Allen said. "But we did two surveys ... and found that it was exactly what would bring traditional-age students here."

The college started small, beginning with the \$6.8 million, 24-suite building that opens this year. Just the first of three residential buildings planned on the campus, Allen said that Phelan "will probably go to the trustees in a month or two to say, 'We've filled this dorm, let's get started on building another.'" One survey found that about 700 students wanted to live on campus; a more conservative study estimated 400 students.

Monroe Community College, in Rochester, N.Y., is another college relatively new to on-campus housing where demand is swelling. Rooms for the college's first 410 residents opened in the fall of 2003 and rooms for another 366 students are set to open this fall.

In the four years since the first group of students moved on campus, Susan M. Salvador, the college's vice president for student services, said that students have developed "a different sense of community among themselves and on campus."

The college, she said, "has needed to adapt to students being here 24-7" with improved dining and health services, intramural sports and extracurricular activities. The dorms have hosted dodge ball



games, pre-Halloween pumpkin carving and move-in day barbecues and ice cream socials.

Salvador said that all Monroe's beds have been filled for the fall and that some students are now on a waiting list, adding that the new \$18.4 million Canal Hall "is absolutely needed" to meet demand.

The 1,100 square-foot rooms are a combination of four-person and five-person suites with either three or four bedrooms, as well as a furnished living room, a kitchen and two bathrooms. Single bedrooms cost \$2,935 per semester and double bedrooms are \$2,645 per semester.

At Monroe, 88 percent of residents are 18-20 years old and 12 percent are 21-28 years old. Over all, 34 percent of the college's students are 20 or younger. Another 31 percent are 21 to 24 and 35 percent of the college's students are 25 or older. The college has 10,000 full-time students who would be eligible for housing. International students, Salvador said, make up a very small number of residents. Most residents live in-state or elsewhere in the United States.

"Most campuses with big international populations don't have on-campus housing," said Judy Irwin, director of international programs and services at the community college association. She estimated that only about 20 percent of community colleges with international students offer housing.

Irwin said that when students ask about housing on her semi-annual recruitment trips to Europe, Asia and Latin America, they "want to have confidence in knowing they will have the assistance of the college in finding housing," but they generally don't distinguish between dorms, off-campus rentals or stays with local families. "I'd say that not having dorms doesn't stop international students from going to a particular college."

Nonetheless, on-campus housing can be an attractive option for international students, as well as for students interested in learning about other countries' cultures. Dennis Gibbons, director of student housing at Mohawk Valley Community College, in Utica, N.Y., said that "the dorms create a tremendous learning opportunity for all our residents."

"For internationals," he added, "it's a way for them to learn American culture. For all the Americans, they get to learn about these other countries."

Mohawk Valley, Gibbons said, was the first New York community college to offer on-campus housing. The college built its first two dorms, housing about 350 students, in the 1960s, and added the 155-bed, suite-style New Hall in 2005.

The dorms, he said, are home to many students who live too far away to commute to campus - whether in New York, out of state or internationally - as well as to the growing population of traditional-age students who seek "a holistic college experience" even at a community college. Depending on room and meal plan choice, housing for one semester costs between \$2,000 and \$4,000.

By the numbers, most community colleges with dorms house only a small fraction of their students on campus.

College of the Siskiyous, in Weed, Calif., for example, has 136 beds and about 3,000 enrolled students. Casper College, in Casper, Wyo., houses 34 percent of first-year students and 14 percent of all students on its campus.

The town has a population of about 50,000, making it the state's second-largest city after Cheyenne, population 53,000, which is a three-hour drive away.

Cloud County Community College, in Concordia, Kan., built on-campus apartments in the 1970s that now house 240 students and are "always filled to capacity," Janet Eubanks, director of residential life, said, estimating that 95 percent of the residents live too far away to commute to campus on a daily basis.

Survival of the 1960s dorm at Yakima Valley Community College in Yakima, Wash., seemed bleak a few years ago, Larry Bailes, the college's housing manager, said. As recently as the 2004-5 academic year, occupancy rates lingered at around 15 percent. Students said that the required meal plan was too expensive and not useful to them. Rather than end a service useful to a small

contingent of students, the college closed the dorm's dining hall and kept room rates affordable.

Bailes said the dorms are at least \$50 per month cheaper than comparable local apartments, with monthly rates ranging from \$275 for a double to \$325 for a large single. The dorms are now filled almost to capacity each semester.

"The people who choose to live here," Bailes said, "have a very, very strong community." About 50 of the 135 residents of the college's dorm are athletes and, during basketball games, "the dorm empties out so that they can cheer on each other." They start groups for support, tutoring and prayer as needed and "socialize, particularly on the weekends when the campus is otherwise sort of dead."

But the residents are a very small proportion of the 4,700 students enrolled on the Yakima campus, and though they are "extremely protective of each other," Bailes said he "[doesn't] see that it brings the whole student population any closer, since it is primarily a commuter college."

Source: www.insidehighered.com

ACT TEST CENTERS WORLDWIDE

ACT, Inc., is pleased to announce that we currently have ACT Test Centers located in nearly 100 countries and territories around the world, including:

Afghanistan, Albania, American Samoa, Argentina, Australia, Austria

Bahamas, Bangladesh, Belgium, Belize, Bermuda, Bolivia, Brazil, Bulgaria, Burkina Faso

Cameroon, Canada, Cayman Islands, Chile, Colombia, Congo, Costa Rica, Cyprus, Czech Republic

Dominican Republic

Ecuador, Egypt, El Salvador

Federated States of Micronesia, Finland, France

Germany, Greece, Guam, Guatemala

Haiti, Honduras, Hong Kong, Hungary

India, Indonesia, Italy

Jamaica, Japan, Jordan

Kenya, Korea, Kosovo

Lebanon, Luxembourg

Malaysia, Malta, Marshall Islands, Mexico, Morocco

Nepal, Netherlands, New Zealand, Nicaragua, Nigeria, Northern Mariana Islands, Norway

Pakistan, Palau, Panama, Papua New Guinea, Peru, Philippines, Poland, Portugal, Puerto Rico

Qatar

Romania, Russian Federation

Saudi Arabia, Senegal, Singapore, Slovakia, South Africa, Spain, Suriname, Sweden, Switzerland



Taiwan, Tanzania, Thailand, Trinidad and Tobago, Turkey

Ukraine, United Arab Emirates, United Kingdom, United States, Uruguay

Venezuela, Vietnam, Virgin Islands

Zambia

To see the specific dates and locations that the ACT is being offered in your country or territory, simply go to:

<http://www.actstudent.org/regist/outside.html> and select your country from the drop-down list under "Look up a test center".

To locate test centers in the United States, US Territories, Canada, and Puerto Rico, use <http://www.actstudent.org/regist/centers.html> instead.

The ACT is accepted by every 4-year college and university in the US. It is also used by universities throughout Canada, the UK, Australia, and in many other countries around the world.

UNIVERSITY CHANNELS ON YouTube OFFER EDUCATIONAL VIDEOS

by Jeffrey THOMAS, Staff Writer

USINFO-ENGLISH Digest / 22-23 Jan 2008 (#2008-14)

University of California at Berkeley first to offer full courses! (764)

Washington - Any doubts about the audience for educational video material have been dispelled by the experience of two University of Minnesota math professors, Jonathan Rogness and Douglas Arnold, whose short video, "Moebius Transformations Revealed," has been viewed almost 1,300,000 times since its posting on YouTube in June 2007.

Offering educational wares on YouTube, a free video-sharing Web site, or Apple Computer's university site, iTunes U, is the latest wrinkle in the fast-growing OpenCourseWare (OCW) movement sparked by the Massachusetts Institute of Technology (MIT) in 2001 when it announced plans to offer online access to educational materials for 1,800 classes - virtually its entire curriculum - free and open to all.

Today, more than 150 universities from six continents participate in the OCW movement, offering approximately 5,000 courses for free. (See related article: <http://www.america.gov/st/educ-english/2008/January/20080108101202attocnich0.4027674.html>)

YouTube's development of an education category "is a direct response to our community's interest in this type of content," said Obadiah Greenberg, YouTube's strategic partner manager, in an e-mail interview. "As more colleges and universities upload content and create channels, we expect that Education will be a vibrant category on YouTube."

A company founded in February 2005 from a garage in Menlo Park, California, YouTube became a phenomenon in 2006 as users flocked to the site to watch and share videos. In November 2006, Google acquired YouTube, which continues to operate as an independent subsidiary.

PUBLIC WINDOW INTO UNIVERSITY LIFE

The University of California (UC) at Berkeley became the first university to make videos of full courses available through YouTube in October 2007.

The UC Berkeley channel opened with more than 300 hours of videotaped courses and events on topics ranging from bioengineering to peace and conflict studies.

The first video in a lecture series on integrative biology with professor Marian Diamond has been viewed 89,000 times. The first in a course titled "Physics for Future Presidents," with professor Richard Muller, has been viewed more than 128,000 times. And "An Introduction to Nonviolence" has been viewed 27,000 times.

UC Berkeley also makes available on its channel videos of interest to prospective students, such as one on campus life and a four-part series that provides a detailed tour of the Berkeley campus.

The university plans to continue to expand its catalogue of videos on YouTube with the aim of providing "a public window into university life - academics, events and athletics - which will build on our rich tradition of open educational content for the larger community," said Christina Maslach, vice provost for undergraduate education, in launching the site.

Other universities launching their own channels on YouTube include MIT, the University of Southern California, Vanderbilt, Duke, Purdue, Auburn, and Washington University in St. Louis.

University of California Television also has launched a channel with a rapidly growing catalogue of interviews, lectures, debates, cultural performances and poetry readings. Subjects run the gamut from medical programs to opera. A significant number of the videos are in Spanish.

COMMUNITY DRIVES THE CONTENT

"YouTube is an open platform: our community drives the content on the site," says Greenberg. "We see the YouTube education platform as an open field where anyone and everyone - regardless of geographic location or college affiliation - can learn. All educational institutions - anywhere - can launch a channel on YouTube."

YouTube's popularity is due in part to its allowing people to upload and share video clips easily across the Internet through Web sites, blogs and e-mail.

The company says it is "committed to 'internationalizing' YouTube by translating services and features into each country's native language."

YouTube is not alone in getting into educational video. Apple Computer's iTunes U, a music and video downloading service inaugurated in spring 2007, hosts free material from 28 colleges.

Universities do not have to choose between YouTube and iTunes. Auburn University, for example, launched a partnership a few months ago with Apple that provides the university with a dedicated space on iTunes where faculty and campus groups can post information, including presentations and lectures for downloading. In January 2008, Auburn launched a YouTube channel, posting 60 videos of lectures and events as its initial offering.

The Moebius Transformations Revealed (<http://www.youtube.com/watch?v=JX3VmDgiFnY>) video is available on YouTube.

YouTube does not have a single page from which all the university channels can be accessed. Some sample channels are:

Vanderbilt University
<http://www.youtube.com/vanderbilt>

University of California, Berkeley
<http://www.youtube.com/ucberkeley>

University of Southern California
<http://www.youtube.com/usc>

University of California Television
<http://www.youtube.com/uctv>

Duke University
<http://www.youtube.com/dukeuniversitynews>

Washington University
<http://www.youtube.com/wustlpa>

Purdue University
<http://www.youtube.com/purdue>

Auburn University
<http://www.youtube.com/auburnuniversity>



<http://www.youtube.com/mit>

(USINFO is a product of the Bureau of International Information Programs, U.S. Department of State. Web site: <http://usinfo.state.gov>)

USEFUL LINKS

UNESCO Portal on Higher Education Institutions

<http://www.unesco.org/education/portal/hed-institutions>

Here's an announcement of a new UNESCO website that lists recognized higher education institutions in selected countries. It's referred to as the "white list," meaning that like the CHEA database, it includes only accredited institutions, so that if an institution does not appear on a country's list, it means it is not accredited. Publishing positive lists, and keeping them up to date, is a much cleaner process than attempting to publish lists of institutions of questionable authority.

Only 12 countries have been completed so far, but more will be added. This portal is openly accessible and free of charge.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has established a Portal on Higher Education Institutions that is now available online at:

<http://www.unesco.org/education/portal/hed-institutions>

The Portal provides access to (1) higher education institutions sanctioned either by government or other competent authorities and (2) general information about higher education, accreditation, quality assurance and related subjects in various countries. It is an entry point to each country's institutions and information and not a centralized database or international "list."

The Portal has been developed by an International Steering Group convened by UNESCO that has been working for the past several years. We at the Council for Higher Education Accreditation (CHEA), the U.S. Department of State and the U.S. Department of Education (USDE) have been part of this effort. The Portal currently includes information from 12 countries and will be expanded to incorporate additional countries over time.

The information from individual countries is made available through links on the Portal site. Each country's data remain within the control of the participating country and have not been transferred to UNESCO. For the United States, the Portal includes links to the CHEA and USDE databases of institutions and programs accredited by U.S. accreditation organizations recognized by CHEA or USDE or both. The U.S. site also includes access to information about credential evaluation and financial assistance. The Portal will assist students, faculty, administrators, employers and other interested parties with reliable and useful information about higher education institutions and accreditation or quality assurance bodies. In addition to sharing the above link with you, access to the UNESCO Portal will also be available through the CHEA Website at: www.chea.org

Useful Web Sites for Summer Preparation

<https://www.collegedata.com>

There are thousands of good college websites these days. REAC Nancy Keteku has found one that's like a refresher course in competitive undergraduate admissions. To give your professional development a boost, visit the given site and click on "prepare and apply" – then you may read the relevant articles!

Introduction to Public International Law Research

http://www.nyulawglobal.org/globalex/Public_International_Law_Research.htm

Aspiring lawyers and academics hoping to peer into the world of public international law will be glad to learn about this site. Authored by lawyer and researcher Vicenc Feliu, this introduction to public

international law research is offered up as part of the Hauser Global Law School Program at New York University's Law School. Published in May/June 2008, this thorough introduction includes a host of information about online and offline resources that will come in handy. After reading the introduction, visitors can browse around sections that offer up material on treaties, case law, and relevant journals.

Along the way, visitors will also learn about the major players in public international law, such as the United Nations, the Council of Europe, and the European Union. Overall, this site is indispensable, and visitors with an interest in this area will want to tell their colleagues and friends about it. From The Scout Report, Copyright Internet Scout Project 1994-2008. <http://scout.wisc.edu/>

Lost Titles, Forgotten Rhymes: How to Find a Novel, Short Story, or Poem Without Knowing its Title or Author

<http://www.loc.gov/rr/program/bib/lost/>

What if you wanted to locate Robert Burton's masterful 17th century opus, *The Anatomy of Melancholy*? But wait: You can't remember his name or the name of the book. That's where you should know to click on over to this delightful and helpful reference guide created by Peter Armenti, Digital Reference Specialist at the Library of Congress. The intent of this guide is to "help readers identify a literary work when they know only its plot or subject, or other textual information such as a character's name, a line of poetry, or a unique word or phrase". The guide is divided into three separate sections: "Finding Novels", "Finding Short Stories", and "Finding Poems". Each section offers a host of resources that include general search engines, online book databases, library catalogs, listservs, message boards, and physical print resources available in many public libraries. This guide is rounded out by a selection of related resources, including a primer on how to find poems in the Library of Congress. From The Scout Report, Copyright Internet Scout Project 1994-2008. <http://scout.wisc.edu/>
