EducationUSA Forum 2010
Connecting You to the World
# Agenda

**Monday, June 28**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45</td>
<td><strong>Registration Opens</strong></td>
</tr>
<tr>
<td></td>
<td>Coffee, Tea and Pastries</td>
</tr>
<tr>
<td>8:30–8:45</td>
<td><strong>Welcome by Caryn Danz</strong></td>
</tr>
<tr>
<td></td>
<td><em>Branch Chief, EducationUSA, Bureau of Educational and Cultural Affairs, U.S. Department of State</em></td>
</tr>
<tr>
<td></td>
<td>New Hampshire I/II/III</td>
</tr>
<tr>
<td>8:45 – 9:00</td>
<td><strong>Introduction to EducationUSA</strong></td>
</tr>
<tr>
<td></td>
<td>New Hampshire I/II/III</td>
</tr>
<tr>
<td>9:00 – 9:30</td>
<td><strong>A Personal Story</strong></td>
</tr>
<tr>
<td></td>
<td>Bernard Longoni, <em>Graduate Student, George Mason University</em></td>
</tr>
<tr>
<td></td>
<td>Rebecca Zeigler Mano, <em>EducationUSA Adviser, Harare, Zimbabwe</em></td>
</tr>
<tr>
<td></td>
<td>Juan Camilo Tamayo, <em>Director of Undergraduate Admissions, Lynn University</em></td>
</tr>
<tr>
<td></td>
<td>Moderated by Bernard Burrola, <em>Program Officer, EducationUSA, U.S. Department of State</em></td>
</tr>
<tr>
<td></td>
<td>New Hampshire I/II/III</td>
</tr>
<tr>
<td>9:30–10:45</td>
<td><strong>Effective Recruiting Strategies for The U.S. Higher Education Community</strong></td>
</tr>
<tr>
<td></td>
<td>Jonathan Edwards, <em>Associate Dean of Admission, Grinnell College</em></td>
</tr>
<tr>
<td></td>
<td>David Hawkins, <em>Dir. of Public Policy &amp; Research, National Association for College Admission Counseling</em></td>
</tr>
<tr>
<td></td>
<td>Anne Schneller, <em>Coordinator of International Sponsored Student Recruitment, Michigan State University</em></td>
</tr>
<tr>
<td></td>
<td>Moderated by Caryn Danz, <em>Branch Chief, EducationUSA, U.S. Department of State</em></td>
</tr>
<tr>
<td></td>
<td>New Hampshire I/II/III</td>
</tr>
<tr>
<td>10:45 – 11:00</td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td></td>
<td>Coffee and Tea</td>
</tr>
<tr>
<td>11:00–12:30</td>
<td><strong>Concurrent Regional Trends Updates and Analyses</strong></td>
</tr>
<tr>
<td></td>
<td>Africa – Foggy Bottom</td>
</tr>
<tr>
<td></td>
<td>East Asia &amp; Pacific – New Hampshire I/II</td>
</tr>
<tr>
<td></td>
<td>Europe &amp; Eurasia – Mt. Vernon</td>
</tr>
<tr>
<td></td>
<td>Near East – Dupont</td>
</tr>
<tr>
<td></td>
<td>South &amp; Central Asia – New Hampshire III</td>
</tr>
<tr>
<td></td>
<td>Western Hemisphere – Potomac</td>
</tr>
<tr>
<td></td>
<td>Participants attend three separate regional sessions; each session repeated three times.</td>
</tr>
<tr>
<td></td>
<td>Session topics include:</td>
</tr>
<tr>
<td></td>
<td>• Current trends in student mobility</td>
</tr>
<tr>
<td></td>
<td>• Foreign and U.S. government financial aid for international students</td>
</tr>
<tr>
<td></td>
<td>• In-depth analysis of Open Doors and SEVIS data</td>
</tr>
<tr>
<td></td>
<td>• New recruitment efforts</td>
</tr>
<tr>
<td></td>
<td>• Career opportunities for students returning home</td>
</tr>
<tr>
<td>12:30–1:30</td>
<td><strong>Lunch and Networking</strong></td>
</tr>
<tr>
<td>1:45 – 2:15</td>
<td><strong>Special Address</strong></td>
</tr>
<tr>
<td></td>
<td>Janice Jacobs, <em>Assistant Secretary for Consular Affairs, U.S. Department of State</em></td>
</tr>
<tr>
<td></td>
<td>Introduction by Marianne Craven, <em>Managing Director for Academic Programs</em></td>
</tr>
<tr>
<td></td>
<td><em>Bureau of Educational and Cultural Affairs, U.S. Department of State</em></td>
</tr>
<tr>
<td>2:15 - 3:15</td>
<td><strong>Using Technology &amp; EducationUSA Marketing to Recruit International Students</strong></td>
</tr>
<tr>
<td></td>
<td>Gina Anderson, <em>Program Officer, EducationUSA, U.S. Department of State</em></td>
</tr>
<tr>
<td></td>
<td>Martin Bennett, <em>EducationUSA Marketing Coordinator, Institute of International Education</em></td>
</tr>
<tr>
<td></td>
<td>New Hampshire I/II/III</td>
</tr>
<tr>
<td>3:15 – 3:30</td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td></td>
<td>Coffee and Tea</td>
</tr>
</tbody>
</table>
# EducationUSA Forum: Connecting You to the World

**3:30 - 5:00** Concurrent Regional Trends Updates and Analyses  
- **Africa** – Foggy Bottom  
- **East Asia & Pacific** – New Hampshire I/II  
- **Europe & Eurasia** – Mt. Vernon  
- **Near East** – Dupont  
- **South & Central Asia** – New Hampshire III  
- **Western Hemisphere** – Potomac

**6:00 - 8:00** Reception  
Hosted by the Institute of International Education  
City Club of Washington at Franklin Square  
1300 I (Eye) St NW, Washington, DC

**Tuesday, June 29**

**8:00** Coffee and Tea

**8:15 - 9:45** Concurrent Regional Trends Updates and Analyses  
- **Africa** – Foggy Bottom  
- **East Asia & Pacific** – New Hampshire I/II  
- **Europe & Eurasia** – Mt. Vernon  
- **Near East** – Dupont  
- **South & Central Asia** – New Hampshire III  
- **Western Hemisphere** – Potomac

**9:45 - 10:00** Break

**10:00 - 10:45** Visa Update: What U.S. Colleges and Universities Need to Know  
- Fanta Aw, Assistant Vice President, Campus Life, American University  
- David Franz, Consular Affairs, U.S. Department of State  
- Carina Klein, Program Officer, EducationUSA, U.S. Department of State  
Moderated by Diane Weisz Young, Program Officer, EducationUSA, U.S. Department of State

**10:45 - 11:45** Student and Exchange Visitor Program (SEVP) Policy Update  
- Sharon Snyder, SEVP, Department of Homeland Security  
- Ann Balough, SEVP, Department of Homeland Security  
- Tim Hanes, SEVP, Department of Homeland Security  
Moderated by Carina Klein, Program Officer, EducationUSA, U.S. Department of State

**11:45 - 12:00** Break

**12:00 - 12:45** Successful Models for Creating Study Abroad Opportunities  
- Patricia Chow, Senior Program Officer, Research & Evaluation, Institute of International Education  
- Amy Forest, Program Officer, EducationUSA, U.S. Department of State  
- Bahareh Moradi, Program Officer, EducationUSA, U.S. Department of State  
- Rita Moriconi, Regional Educational Advising Coordinator, South America – Southern Cone  
Moderated by Caryn Danz, Branch Chief, EducationUSA, U.S. Department of State

**12:45 - 1:45** Lunch and Networking

**2:00 - 2:30** Keynote Address  
Robert D. Hormats, Under Secretary for Economic, Energy and Agricultural Affairs

**2:30 - 2:45** Presentation of Certificates & Closing Remarks

**3:00 - 4:30** Bonus Session: Spotlight on China and India  
- Kathleen K. Alam, Regional Educational Advising Coordinator, South Asia  
- Lauryne Massinga, Regional Educational Advising Coordinator, China, Taiwan, Hong Kong, Mongolia  
- Renuka Raja Roa, EducationUSA Adviser, India  
- Steven Yin, EducationUSA Adviser, China  
- Jenny Yu, EducationUSA Adviser, China

New Hampshire I/II/III
Wednesday, June 30

7:45  Coffee, Tea and Pastries

8:00 - 9:30  Evaluation of Chinese Credentials: The Official Guide
Mr. Wang Lisheng, Deputy Director General
China Academic Degrees and Graduate Educational Development Center (CDGDC)
Ms. Li Ping, Director, Division of Verification, CDGDC
Renaissance M Street Hotel, New Hampshire I/II/III

10:00 - 12:00  U.S. Higher Education Showcase
Organized by the Embassy Dialogue Committee (EDC)
*Requires prior registration with EDC
Embassy of The Republic of Indonesia
2020 Massachusetts Ave NW

October 4-8, 2010 • Pretoria, South Africa
For more information visit: http://www.educationusa.info/conferences/pretoria_2010/
The Department of State of the United States of America recognizes the following institutions for the financial support provided to economically disadvantaged international students.

Allegheny College
American University
American University, Washington College of Law
Amherst College
Arizona State University
Auburn University Graduate School
Babson College
Brandeis University
Clark University
Columbia University
Cottey College
DePaul University
East Carolina University
Emory University
Fairfield University
The George Washington University
Grinnell College
Guilford College
Ithaca College
Johnson & Wales University
Kalamazoo College
Lafayette College
Lawrence University
Lynn University
Macalester College
 Messiah College
Miami University
Michigan State University
Mount Holyoke College
Savannah College of Art and Design
Spelman College
State University of New York, Plattsburgh
Suffolk University
The College of Wooster
The Ohio State University
The University of Iowa
The University of Kansas
Troy University
Tufts University
Tulane University Law School
Tulane University
Union College
The University of Alabama
The University of Arizona
University of Bridgeport
University of California, San Diego
University of Delaware
University of Evansville
University of Florida
University of Maryland
University of Miami
University of Minnesota-Twin Cities
University of South Carolina
University of Saint Thomas
Vanderbilt University
Williams College
Worcester Polytechnic Institute

Opportunity Funds

Provided by the Educational and Cultural Affairs Bureau of the U.S. Department of State, Opportunity funds support underserved students of modest means by covering the up-front costs of applying to accredited colleges and universities in the United States. All students receiving assistance through Opportunity funds must be applying to a degree program.
Presenters

Fanta Aw  
Assistant Vice President, Campus Life  
American University  
fanta@american.edu

Ann Balough  
Chief, SEVP Program Management Section  
Student and Exchange Visitor Program, ICE  
Department of Homeland Security  
www.ice.gov/sevis

Martin Bennett  
EducationUSA Marketing Coordinator  
Institute of International Education  
mbennett@iie.org

Patricia Chow  
Senior Program Officer, Research & Evaluation  
Institute of International Education  
pchow@iie.org

Tim Hanes  
Associate, Program Management Section  
Student and Exchange Visitor Program, ICE  
Department of Homeland Security  
www.ice.gov/sevis

David Hawkins  
Director of Public Policy and Research  
National Association for College Admission Counseling  
dhawkins@nacac.com

Bernard Longoni  
George Mason University (graduate student)  
blondoni@yahoo.com

Anne Schneller  
Coordinator of International Sponsored Student Recruitment  
Michigan State University  
annes@msu.edu

Jonathan Edwards  
Associate Dean of Admission  
Grinnell College  
edwardsj@grinnell.edu

David Franz  
Bureau of Consular Affairs  
U.S. Department of State

Juan Camilo Tamayo  
Director of Undergraduate Admissions  
Lynn University  
jtamayo@lynn.edu

Educational Information and Resources Branch  
US Department of State Bureau of Educational and Cultural Affairs (ECA)  
Staff Members

Caryn Danz is the Branch Chief for the Educational Information and Resources Branch (ECA/A/S/A) at the Bureau of Educational and Cultural Affairs of the U.S. Department of State. Her branch is responsible for the network of EducationUSA advising centers located in 170 countries around the world which promote higher education in the U.S. as well as study abroad for American students.

Caryn has been a Foreign Service Officer for nearly 25 years, serving overseas in Panama, Moscow, Nairobi and Brasilia as the Cultural Affairs Officer or Assistant Cultural Affairs Officer. She has also served in Washington as the Coordinator of Public Diplomacy Training for Foreign Service Nationals, as Desk Officer for Brazil and the Southern Cone, as Regional Program Officer for Africa in the Bureau of International Information Programs, and as Program Officer at the New York Reception Center.

Caryn has a B.A. in Russian Studies and Political Science from Brown University. She is married and has two children, ages 13 and 10.

Gina Anderson, Program Officer for Japan, Korea and the Pacific, joined ECA/A/S/A in 2009. She also serves as Marketing/Technology Coordinator for the Branch. Gina comes to us from the New Media team in the Bureau of International Information Programs (IIP) here at the State Department and has extensive expertise on social media, having most recently worked with the White House team coordinating social media coverage of the President’s speeches in Cairo and Ghana. She knows public diplomacy well from her previous position in the Public Diplomacy Training Division of the Foreign Service Institute where she worked on the Information Officer training course and published a regular training newsletter. She also lived in Japan for two years, teaching English on the JET program and speaks Japanese.
Bernie Burrola, Program Officer for the Western Hemisphere, joined ECA/A/S/A in September 2007. A native of southern California, he most recently lived in Boston where he completed his Masters Degree in Law and Diplomacy from the Fletcher School at Tufts University. Prior to attending Fletcher, Bernie worked at Claremont McKenna College in Claremont, California as the Assistant Dean of Admission. In this role he worked on a variety of issues, but was charged specifically with increasing the number of underrepresented students to the College. Additionally he read applications, was a voting member of the admission committee, and presented the College to students and families across the United States.

Internationally Bernie has worked in Brazil on a microfinance project and as a Peace Corps Volunteer in Cape Verde, West Africa. As a Peace Corps Volunteer he taught 7th, 8th, and 9th graders at a rural high school and served on a Ministry of Education subcommittee studying retention rates among girls in the rural areas. He speaks Spanish and Portuguese fluently, and is also able to speak West African Creole.

Carina Klein, Program Officer for China and India, joined ECA/A/S/A in October 2009. A Foreign Service Officer, Carina served in the consular section of the U.S. Embassy in Cairo before coming to ECA. Carina will be headed to China in 2011, where she will serve as Cultural Affairs Officer at the U.S. consulate in Shanghai. As an undergraduate at Georgetown University, Carina specialized in Arab Studies and earned a bachelor of arts degrees in international relations and French. While a student, Carina worked as a study abroad adviser in Georgetown’s Office of International Programs. Carina also holds a master's degree in Teaching English to Speakers of Other Languages from Columbia University in New York. Prior to joining the Department of State, Carina worked at the Council on International Educational Exchange in New York and at the Educational Testing Service in Princeton, New Jersey. She also owned a travel agency specializing in educational travel for students and faculty. Carina speaks Arabic, French, Hebrew, and Spanish and looks forward to studying Chinese.

Ella Clement-Lilly, Program Officer for South and Central Asia, has been a program officer in the Educational Information and Resources Branch since June 1999. Her responsibilities include educational advising support for South and Central Asia and managing the reference collection. Ella holds a B.A. in sociology from Virginia Union University.

Amy Forest, Program Officer for East Asia and Southeast Asia, worked at USIA from 1985 to 1994 as a program officer in the Office of International Visitors and at USIA/State from 1994 to 2001 as a program officer in the Office of Academic Programs, Educational Information and Services Branch. During a one-year leave of absence, she worked as an international student/study abroad advisor at Central Connecticut State University. From 2001 to 2006, she lived with her husband and children in Beijing, China. Amy holds a bachelor's degree in Foreign Service from Georgetown University, with a focus on Middle East studies which included a junior year abroad in Egypt and Israel, and a master's degree in Public and International Affairs from the University of Pittsburgh, with a focus on economic and social development. Earlier career stints included working at the Philippine Refugee Processing Center in Bataan, Philippines, and at AMIDEAST in Washington.

Dorothy Mora, Senior Program Officer for Eurasia, joined the branch in 1996. From 1993-1996, she worked in the East European and NIS Affairs area office at USIA and reported on Freedom Support and SEED (Support for East European Democracy) funded activities. Her current responsibilities include managing the U.S. Based Training and Professional Advising Leadership Fellows programs. Dorothy was born in Accra, Ghana, and has lived overseas in the Czech Republic and Germany. Dorothy has a B.M. from Ohio Wesleyan University, a master's degree from the Peabody Institute of the Johns Hopkins University and a diploma for Russian language studies from the Defense Language Institute in Monterey, California.

Stephanie Niederhausen, Program officer for the Middle East/ North Africa, joined the branch in September 2009. Her responsibilities also include working with Opportunity funds. Previously, she has worked with international student programs at National Defense University and with the American Bar Association's Central European and Eurasian Law Initiative. A native of Tempe, Arizona, Stephanie holds a B.A. in Journalism from Arizona State University and an M.A. in Education and Human Development with a focus on International Education from George Washington University. Stephanie studied in Skopje, Macedonia in 1999-2000 and speaks Macedonian.
EducationUSA Forum: Connecting You to the World

Matthew Washburn, Program Officer for Europe, joined the branch in February 2009. His responsibilities also include managing adviser resources and training outgoing Foreign Service Officers. Prior to joining the Department of State, Matt worked in the fields of international development and international education for Peace Corps, the University of Richmond, and a number of NGOs in Europe. A native of Cooperstown, New York, Matt lived in Europe and Central Asia for nearly ten years. He studied abroad in Grenoble, France, holds a B.A. in International Relations from the University of Richmond and an M.A. in History from Central European University in Budapest, Hungary.

Diane Weisz Young, Program Officer for Sub-Saharan Africa, was pleased to join ECA/A/S/A in 2008. Diane has a B.A. in International Relations from the College of Wooster (Ohio) and a M.S. in Counseling from Edinboro University of Pennsylvania. For more than ten years, Diane worked at colleges and universities in the US, with her focus in the areas of residential life and career counseling. From 1998 – 2001, Diane lived in Hanoi, Vietnam. During this time, she was the Community Liaison Officer for the US Embassy and subsequently, the first-ever IIE Fulbright Program Officer. Once back in the US, Diane served as executive director of Arlingtonians Meeting Emergency Needs, a nonprofit that assists the working poor of Arlington, VA. From 2005 - 2008 Diane lived in Guatemala City, Guatemala where she worked at Colegio Maya American International School. Diane speaks Spanish and still remembers a bit of Vietnamese.

Regional Educational Advising Coordinators (REAC)

Kathleen Kisting Alam, REAC for South Asia since 1994, is based in Lahore, Pakistan. Prior to assuming REAC duties Kathleen served as educational adviser at the American Center in Lahore, where she has lived for more than twenty years. She has been a frequent speaker at NAFAE national conferences and has held OSEAS leadership positions as Regional Representative, Liaison to the Education and Training Committee, and Liaison to the Committee of Ethical Practices. Ms. Alam has B.S. in economics from Clark College in Dubuque, Iowa.

Rosemarie Arens, REAC for South America: Andean Region since 1994, is based in Lima, Peru. Prior to the REAC position, Ms. Arens was responsible for developing the Educational Information Center in the U.S.-Peru Fulbright Commission and served as the educational adviser in the Commission from 1987-1994. Ms. Arens assisted with USIA’s United States Based Training for educational advisers in 1991 and 1992, served as the Executive Director of U.S.-Peruvian Binational Center in Chiclayo, Peru (1979-1981) and as Director of the Language Center at the Pontifical Catholic University in Peru (1970-1979). Ms. Arens earned a B.A. in liberal arts from the Pennsylvania State University and an M.S. in linguistics from Georgetown University in 1970.

Kristen Cammarata, REAC for the Middle East and North Africa since 2000, is based in Rabat, Morocco. Prior to becoming the REAC, Ms. Cammarata served as a program manager at Peace Corps Morocco, where she supported volunteers, developed and facilitated training sessions, evaluated programs, and built liaisons with ministries and other partner organizations. She also completed a Fulbright fellowship in Morocco. Ms. Cammarata redesigned educational materials for the public health sector in the U.S., taught English on a Ministry of Education program in Japan and with the British Council in Morocco. Ms. Cammarata holds a B.A. in political science and English from Fairfield University and an M.A. in environmental studies/social research methods from Brown University.

Rekha Kalle, REAC for India since December 2008, is based in Delhi, India. Ms. Kalle joined the Public Affairs Section of the American Consulate General Mumbai as Deputy Media Advisor in December 2007. Prior to that, her career with the western regional office of United States Educational Foundation in India (USEFI) spans over 18 years in educational advising where she played a significant role in influencing Indian student mobility to the U.S. As the Regional Officer and Educational Adviser of the Mumbai office since the year 2001, she contributed to USEFI’s strategic planning and program development and was responsible for managing and administering the Fulbright program and educational advising services of the EducationUSA center. She served as the NAFSA OSEAS regional representative for South Asia from 2002 to 2006. In 2007, ECA honored her with the EducationUSA Adviser Appreciation Award for the Adviser with the highest impact.

Nancy Keteku, REAC for West and Central Africa since October 1996, is based in Accra, Ghana. Mrs. Keteku supports the efforts of 52 advisors in 43 advising centers in 38 African countries. She has researched extensively on sources of funding for international students, has presented at numerous conferences, including national and regional NAFSA conferences, CIS, OACAC, and AACRAO. Nancy earned her B.A. in anthropology and Russian from Vassar College.
Jonathan Lembright is the REAC for Southeast Asia. Prior to joining EducationUSA earlier this year, Dr. Lembright served as the Academic Program Manager at Food for the Hungry, Inc., a Phoenix-based international relief and development organization. He also worked for a community development organization in India, served as an educational consultant in Singapore and the Philippines, and spent four years as an academic advisor in higher education. Dr. Lembright holds a Ph.D. in education from Michigan State University and fulfills guest lecturing and adjunct professorial appointments in international development.

Lauryne Massinga, Ed.D. is the EducationUSA Director/REAC for China, Hong Kong, Macao, Taiwan and Mongolia. For more than two decades, Dr. Massinga’s work in education has led to professional experiences in higher education administration, teaching and teacher education, and in academic program planning, evaluation and accreditation. Prior to her appointment to Beijing, Dr. Massinga worked as the director of intercultural affairs at an independent school in Seattle, Washington and as the university programs coordinator for the United States Peace Corps. She has advised on institutional advancement, intercultural capacity building, international education, curriculum, and educational partnering in overseas schools and in universities internationally. Dr. Massinga holds an Ed.D. in Educational Foundations, an M.Ed. in Literacy, and a B.S.Ed in Secondary Education and Comprehensive Communications from the University of Cincinnati.

Amy McGoldrick, REAC for Europe and Central Asia since December 2008, is based in Ankara, Turkey. Previously, Ms. McGoldrick served as Country Director of American Councils in Turkmenistan, managing a diverse portfolio of U.S. and regional educational exchange programs and educational resource centers. Prior to working in Turkmenistan, Ms. McGoldrick worked for American Councils in Tbilisi, served as a UN Volunteer, and taught English as a Peace Corps Volunteer in Ukraine. Ms. McGoldrick earned a B.A. in history from the University of Chicago and an M.A. in Regional Studies (Russia, Eastern Europe, and Central Asia) from Harvard University.

Ann Merrill, REAC for Europe and Eurasia since October 2008, is based in Kiev, Ukraine. Ms. Merrill served as an international volunteer with Peace Corps in Moldova and United Nations Volunteers in Ukraine, working in the fields of community and youth development and promotion of volunteerism. Previously, Ms. Merrill worked at The Ohio State University (Columbus, Ohio), in recruitment, advising, and co-curricular activities, with both undergraduate and graduate students, established two new study abroad programs, and developed a new orientation program for international graduate students in the College of Business. Ms. Merrill holds a B.A. in Russian Language and Literature and a Master’s in teaching English as a Second Language from The Ohio State University.

Rita Moriconi, REAC for South America: Southern Cone since November 2008, is based in Rio de Janeiro, Brazil. In her previous position as Brazil Country Coordinator, Ms. Moriconi actively supported US Embassy programs such as Youth Ambassadors and Student Leaders, carried out basic training to new advisers and trained Brazilian university international office staff about study in the U.S. Ms. Moriconi earned a B.A. in English from the Universidade do Estado do Rio de Janeiro and an M.A. in American Literature from the University of Mississippi.

Richard O’Rourke, REAC for Northeast Asia and the Pacific since January 2009, is based in Tokyo, Japan. Prior to relocating to Japan, Mr. O’Rourke served as assistant REAC for East Asia and the Pacific based in Thailand. Mr. O’Rourke served five years on active duty in navigation, communications, and administration in the US Navy in Southeast Asia; coordinated a distance learning program in Japan with Central Texas College; taught Business English in Tokyo; and attended a communication arts program in Thailand. Mr. O’Rourke holds a B.A. in interactive communication processes from The Ohio State University in Columbus, Ohio.

Clara Priester is the REAC for East and Southern Africa. Prior to joining EducationUSA, Ms. Priester was McDonald’s South Africa’s first Director: Marketing and Communications. Ms. Priester recently served as the director of Brandworx, a strategic marketing and branding consultancy, sits on the board of CAF Southern Africa, is a Women’s Private Equity Fund trustee, is a member of the Institute of Directors; and is Chair of the Businesswomen’s Association (BWA) Johannesburg branch. She has been a lecturer for Marketing and Communications at Wits Business school, the IMM Graduate school of Marketing, and the AAA School of Advertising and has served as a consultant for various clients, and most recently with Endeavor (South Africa). Ms. Priester has a Bachelors Degree in Psychology and Secondary Education from Kansas Wesleyan University, a Masters in Business Administration (MBA) from The University of Chicago Booth School of Business and is a Chartered Marketer, CM(SA).
Wesley Teter, REAC for Europe since October 2005, is based in Budapest, Hungary. Previously, Mr. Teter served as REAC based in Berlin, Germany, and prior to joining EducationUSA lived in Brussels and completed the training program of the European Commission in the Directorate General for Education and Culture, in the office overseeing cooperation with non-EU countries. Mr. Teter holds a B.A. in Sociology from George Washington University and an M.A. in Urban Policy and Planning from Tufts University.

Tim Wright, REAC for Mexico, Central America and the Caribbean since November 2008, is based in Mexico City, Mexico. Previously, Mr. Wright served as the Program Officer for U.S. Fulbright Grantees at the U.S.-Mexico Fulbright Commission, supporting over 70 U.S. grantees in Mexico annually. Prior to moving to Mexico, Mr. Wright worked at the Council for International Exchange of Scholars on U.S. Fulbright Scholar Programs in the Western Hemisphere and on the Fulbright Specialists Program, working closely with Commissions and posts throughout Latin America and the Caribbean. Mr. Wright earned a B.A. in Spanish from Roanoke College in Virginia.

U.S. Department of State
Bureau of Educational and Cultural Affairs
Office of Global Programs
Educational Information and Resources Branch
ECA/A/S/A

Paul Hiemstra - Director, Office of Global Programs
Caryn Danz - Branch Chief
Bahareh Moradi - Program Officer (Gilman)

Africa
Diane Weisz Young
Program Officer for Africa, U.S. Department of State
youngdw@state.gov

Nancy Keteku
Regional Educational Advising Coordinator (REAC)
Western/Central Africa
nketeku@educationusa.info

Clara Priester
Regional Educational Advising Coordinator (REAC)
Eastern/Southern Africa
cpriester@educationusa.info

Margaret Anyigbo
EducationUSA Adviser - Nigeria
ifeomaanyigbo@hotmail.com

Martin Kanjadza
EducationUSA Adviser - Malawi
kanjadzamh@state.gov

Rebecca Zeigler Mano
EducationUSA Adviser - Zimbabwe
zeiglermanor@state.gov

East Asia & Pacific
Gina Anderson
Program Officer for Northeast Asia & Pacific
U.S. Department of State
andersongn@state.gov

Carina Klein
Program Officer for China & India,
U.S. Department of State
kleincd@state.gov

Amy Forest
Program Officer for East Asia and Southeast Asia
U.S. Department of State
forestal@state.gov

Lauryne Massinga
Regional Educational Advising Coordinator (REAC)
China/Taiwan/Hong Kong/Mongolia/Macao
lmassinga@educationusa.info

Richard O’Rourke
Regional Educational Advising Coordinator (REAC)
Northeast Asia/Pacific
rorourke@educationusa.info

Atusko Ichikawa
EducationUSA Adviser - Japan
aichikawa@fulbright.jp

EducationUSA Forum: Connecting You to the World
East Asia & Pacific (continued)

Doreen John  
EducationUSA Adviser - Malaysia  
mea@macee.org.my

Mun Kyeong Yu  
EducationUSA Adviser - Korea  
yumk@fulbright.org.kr

Ngoc Quach  
EducationUSA Adviser - Vietnam  
ngocquach2002@yahoo.com

Europe & Eurasia

Dorothy Mora  
Program Officer for Eurasia, U.S. Department of State  
moradd@state.gov

Matthew Washburn  
Program Officer for Europe, U.S. Department of State  
washburnmp@state.gov

Amy McGoldrick  
Regional Educational Advising Coordinator (REAC)  
Europe/Central Asia  
amcgoldrick@educationusa.info

Ann Merrill  
Regional Educational Advising Coordinator (REAC)  
Europe/Eurasia  
amerrill@educationusa.info

Wesley Teter  
Regional Educational Advising Coordinator (REAC)  
Europe  
wteeter@educationusa.info

Near East

Stephanie Niederhausen  
Program Officer for Near East  
U.S. Department of State  
niederhausens@state.gov

Kristen Cammarata  
Regional Educational Advising Coordinator (REAC)  
Middle East and North Africa  
kcammarata@educationusa.info

Consuelo Valdecanas  
EducationUSA Adviser - Philippines  
evaldecanas@paef.org.ph

Steven Yin  
EducationUSA Adviser - China  
yinjx1@state.gov

Jenny Yu  
EducationUSA Adviser - China  
Yumjx@state.gov

Bradley Gorski  
EducationUSA Country Coordinator - Russia  
bgorski@educationusa.info

Jakub Tesar  
EducationUSA Adviser - Czech Republic  
tesar@fulbright.cz

Nicholas Tourides  
EducationUSA Adviser - Greece  
advisor@fulbright.gr

Fabienne Van Den Bor  
EducationUSA Adviser - The Netherlands  
f.vandenbor@fulbright.nl

Lauren Welch  
EducationUSA Adviser - United Kingdom  
lwelch@fulbright.co.uk

Karen Bauer  
EducationUSA Adviser - Saudi Arabia  
bauerkm@state.gov

Rohayma Rateb  
EducationUSA Adviser - Egypt  
rrateb@amideast.org
EducationUSA Forum: Connecting You to the World

South & Central Asia
Carina Klein
Program Officer for China & India
U.S. Department of State
kleincd@state.gov

Ella Clement-Lily
Program Officer for South & Central Asia
U.S. Department of State
clementem@state.gov

Rekha Kalle
Regional Educational Advising Coordinator (REAC)
India
rkalle@educationusa.info

Kathleen Kisting Alam
Regional Educational Advising Coordinator (REAC)
South Asia
kalam@educationusa.info

Western Hemisphere
Bernard Burrola
Program Officer for Western Hemisphere,
U.S. Department of State
burrolaba@state.gov

Rosemarie Arens
Regional Educational Advising Coordinator (REAC)
South America - Andean Region
rarens@educationusa.info

Rita Moriconi
Regional Educational Advising Coordinator (REAC)
South America - Southern Cone
rmoriconi@educationusa.info

Tim Wright
Regional Educational Advising Coordinator (REAC)
Mexico, Central America, and the Caribbean
twright@educationusa.info

Institute of International Education
Mark Lazar
Vice President, Global Scholarship and Learning Programs
mlazar@iie.org

Nichole Johnson
Director, Global REAC Services
njohnson@iie.org

Martin Bennett
EducationUSA Marketing Coordinator
mbennett@iie.org

Amy McGoldrick
Regional Educational Advising Coordinator (REAC)
Europe/Central Asia
amcgoldrick@educationusa.info

Boumairam Ismailova
EducationUSA Adviser - Kyrgyzstan
boumairam@yahoo.com

Renuka Raja Roa
EducationUSA Adviser - India
reunka@uaief.org.in

Zehra Ratani
EducationUSA Adviser - Pakistan
zehra@usefpakistan.org

Etty Arjona
EducationUSA Adviser - Panama
aronjaetty@mac.com

Claudia Carrillo
EducationUSA Adviser - Chile
claudia@norteamericano.cl

Sandro Molino
EducationUSA Adviser – Peru
sandro@educationusa-peru.info

Brandon Howe
Multimedia Specialist
bhowe@iie.org

Shawna Hurley
Finance & Administrative Coordinator
shurley@iie.org
EducationUSA Forum: Connecting You to the World

Participant List

Mari Acob-Nash  
North Seattle Community College  
macobnash@sccd.ctc.edu

Margarita Ahumada  
Freeman School of Business, Tulane University  
margarita@tulane.edu

Aimee Akimoff  
Willamette University  
aakimoff@willamette.edu

Derrick Alex  
University of Colorado-Denver  
derrick.alex@ucdenver.edu

Dr. William Alexander  
Norfolk State University  
whalexander@nsu.edu

Leanne Renee Alibrook  
Ana G. Méndez University System  
lealibrook@suagm.edu

Michelle Alvarez  
University of Miami  
malvarez@miami.edu

Bryan Anderson  
University of South Florida  
sfbryan@usf.edu

Bryan Andriano  
George Washington University  
andriano@gwu.edu

Robert Arcangel  
LaSalle University  
arcangel@lasalle.edu

Brian Atkins  
The College of Wooster  
batkins@wooster.edu

Margaret Badiali  
Penn State University  
mb30@psu.edu

Bob Baldwin  
Allegheny College  
baldwin@allegheny.edu

Jim Barquiner  
Sacred Heart University  
barquiner@sacredheart.edu

Cindy Barr  
Elon University  
cbarr@elon.edu

Caitlyn Beasley  
The University of Scranton  
beasleyc2@scranton.edu

Steve Bennett  
Northern Virginia Community College  
sbennett@nvcc.edu

LaNitra Berger  
National Association for Equal Opportunity in Higher Education  
lberger@nafieo.org

Dr. Jack Bermingham  
Highline Community College  
jberming@highline.edu

Emily Betz Close  
Howard Community College  
ebetz@howardcc.edu

Maria Bibler  
The Ohio State University  
bibler.27@osu.edu

Aaron Boxler  
Miami University  
bxleraj@muohio.edu

Ellen Blauw  
Marquette University  
elen.blauw@marquette.edu

Cindy Blount  
Messiah College  
cblount@messiah.edu

Carol Bythle  
The College Board  
cbythle@collegeboard.org

Steven Boyd  
University of Bridgeport  
sboyd@bridgeport.edu

Michael Brennan  
Hillsborough Community College  
brennan@hccfl.edu

Lia Brenneman  
University of Florida  
lbrenneman@uifl.edu

Caillan Brome  
Amherst College  
cbrome@amherst.edu

Ray Bromley  
University of Albany  
rbrmley@albany.edu

Jane Brown  
Mt. Holyoke College  
elkimbre@mtholyoke.edu

Nicole Buenzli  
Lawrence University  
nicole.buenzli@lawrence.edu

Maureen Burke  
The University of Iowa  
maureen-burke@uiowa.edu

Roger Burke  
James Madison University  
brukeri@jmu.edu

Jared Butto  
American Council on Education  
jared_butto@ace.nche.edu

George Calderaro  
Columbia University  
gc2212@columbia.edu

Jeffrey Carbone  
Tufts University  
jeffrey.carbone@tufts.edu

Angela Carlson  
Hillsborough Community College  
acarlson6@hccfl.edu

Michelle Carrara  
Worcester Polytechnic Institute  
mccarrara@wpi.edu

Arlene Cash  
Spelman College  
acash@spelman.edu

John Chopka  
Messiah College  
jjchopka@messiah.edu

Lauren Vento  
Mumnouth University  
lvento@monmouth.edu

Rehema Clarken  
Northern Michigan University  
reclarke@nmu.edu

Steve Colee  
Macalester College  
colee@macalester.edu

Alexandra Cordero-Miles  
Valencia Community College  
acorderomiles@valenciacc.edu

Antonia Creteanu  
DePaul University  
acreteanu@depaul.edu

Patty Croom  
Michigan State University  
croom@msu.edu

Audra Cryder  
University of Kentucky  
audra.cryder@uky.edu

Tineke Cunningham  
Penn State University  
taxc4@psu.edu

Meredith D’Angelo (Esq)  
University of San Diego, School of Law  
meredithdangelo@sandiego.edu

Tanya Delgado  
University of South Florida  
tviera@grad.usf.edu

Shannon Demko  
American University  
demko@american.edu

Marguerite Dennis  
Suffolk University  /mdennis@suffolk.edu

Matthew Deschner  
University of Portland  
deschner@up.edu

James Dewey-Rosenfeld  
Babson College  
jdeweyrosenfeld@babson.edu

Ann Domorad  
American Councils for International Education  
adomorad@americanuncouncils.org

George Dordoni  
University of Central Missouri  
gdordoni@ucmo.edu

Diane Duvall  
University of Central Missouri  
duvall@ucmo.edu

Rick Eber  
Cotey College  
reber@cotey.edu

Rosie Edmond  
American University, Washington College of Law  
redmond@wcl.american.edu

Steven Edmond  
Huston-Tillotson University  
ssemond@htu.edu

Angie Edwards  
Winthrop University  
edwardsa@winthrop.edu

Stephanie Enstice  
Florida Institute of Technology  
stenstice@fit.edu

Julio Espana  
Kennesaw State University  
jespana@kennesaw.edu

Janine Farhat  
The College Board  
jfarhat@collegeboard.org

Carrie Feeheley  
Michigan State University  
feehelec@law.msu.edu
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Email</th>
<th>Name</th>
<th>Institution</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nemrac Figueroa</td>
<td>Ana G. Méndez University System</td>
<td><a href="mailto:nfigueroa@suagm.edu">nfigueroa@suagm.edu</a></td>
<td>John Goldrick</td>
<td>University of Portland</td>
<td><a href="mailto:goldrick@up.edu">goldrick@up.edu</a></td>
</tr>
<tr>
<td>Voyager</td>
<td>Miller College</td>
<td><a href="mailto:harrisd@millercollege.edu">harrisd@millercollege.edu</a></td>
<td>John Gaines</td>
<td>Vanderbilt University</td>
<td><a href="mailto:john.gaines@vanderbilt.edu">john.gaines@vanderbilt.edu</a></td>
</tr>
<tr>
<td>John Fishbein</td>
<td>Barnard College</td>
<td><a href="mailto:jfishbein@barnard.edu">jfishbein@barnard.edu</a></td>
<td>Margery (Dr) Ganz</td>
<td>Spelman College</td>
<td><a href="mailto:mganz@spelman.edu">mganz@spelman.edu</a></td>
</tr>
<tr>
<td>Beverly Fowler</td>
<td>University of Evansville</td>
<td><a href="mailto:bf28@evansville.edu">bf28@evansville.edu</a></td>
<td>Thomas (Dr) Golden</td>
<td>Vanderbilt University</td>
<td><a href="mailto:thomas.golden@vanderbilt.edu">thomas.golden@vanderbilt.edu</a></td>
</tr>
<tr>
<td>Eugene Gabay</td>
<td>Lafayette College</td>
<td><a href="mailto:gabaye@lafayette.edu">gabaye@lafayette.edu</a></td>
<td>Elizabeth Golder</td>
<td>University of Colorado–Boulder</td>
<td><a href="mailto:elizabeth.golder@colorado.edu">elizabeth.golder@colorado.edu</a></td>
</tr>
<tr>
<td>John Gaines</td>
<td>Vanderbilt University</td>
<td><a href="mailto:John.gaines@vanderbilt.edu">John.gaines@vanderbilt.edu</a></td>
<td>Beth (Dr) Hagan</td>
<td>Community College</td>
<td><a href="mailto:beth@communitycollege.edu">beth@communitycollege.edu</a></td>
</tr>
<tr>
<td>Margery (Dr) Ganz</td>
<td>Spelman College</td>
<td><a href="mailto:mganz@spelman.edu">mganz@spelman.edu</a></td>
<td>Alexis Haakonsen</td>
<td>Sacred Heart University</td>
<td><a href="mailto:haakonsenal@sacredheart.edu">haakonsenal@sacredheart.edu</a></td>
</tr>
<tr>
<td>Thomas (Dr) Golden</td>
<td>Vanderbilt University</td>
<td><a href="mailto:thomas.golden@vanderbilt.edu">thomas.golden@vanderbilt.edu</a></td>
<td>Luisa Martinez</td>
<td>University of North Florida</td>
<td><a href="mailto:martinez@unf.edu">martinez@unf.edu</a></td>
</tr>
<tr>
<td>Elizabeth Golder</td>
<td>University of Colorado–Boulder</td>
<td><a href="mailto:elizabeth.golder@colorado.edu">elizabeth.golder@colorado.edu</a></td>
<td>Becky Konowicz</td>
<td>Chapman University</td>
<td><a href="mailto:becky.konowicz@chapman.edu">becky.konowicz@chapman.edu</a></td>
</tr>
<tr>
<td>John Goldrick</td>
<td>University of Portland</td>
<td><a href="mailto:goldrick@up.edu">goldrick@up.edu</a></td>
<td>Elaine Kontos</td>
<td>American Association of Community Colleges</td>
<td><a href="mailto:elaine.kontos@aaacc.nche.edu">elaine.kontos@aaacc.nche.edu</a></td>
</tr>
<tr>
<td>Heidi Gregori-Gahan</td>
<td>University of Southern Indiana</td>
<td><a href="mailto:gahan@usi.edu">gahan@usi.edu</a></td>
<td>Cristiana Kunyczka</td>
<td>Felician College</td>
<td><a href="mailto:cristiana.kunyczka@felician.edu">cristiana.kunyczka@felician.edu</a></td>
</tr>
<tr>
<td>Alexis Haakonsen</td>
<td>Sacred Heart University</td>
<td><a href="mailto:haakonsenal@sacredheart.edu">haakonsenal@sacredheart.edu</a></td>
<td>Michael Laffey</td>
<td>American College Delaware</td>
<td><a href="mailto:michael.laffey@acdelaware.edu">michael.laffey@acdelaware.edu</a></td>
</tr>
<tr>
<td>Beth (Dr) Hagan</td>
<td>Community College</td>
<td><a href="mailto:BHagan7@aol.com">BHagan7@aol.com</a></td>
<td>Singee Lam</td>
<td>Monroe College</td>
<td><a href="mailto:singee.lam@monroecollege.edu">singee.lam@monroecollege.edu</a></td>
</tr>
<tr>
<td>Ismail (Dr) Hakim</td>
<td>Grand Valley State University</td>
<td><a href="mailto:hakimi@gvsu.edu">hakimi@gvsu.edu</a></td>
<td>Adina Lav</td>
<td>The George Washington University</td>
<td><a href="mailto:adinalav@gwu.edu">adinalav@gwu.edu</a></td>
</tr>
<tr>
<td>Grace Han</td>
<td>Columbus University</td>
<td><a href="mailto:gh2122@columbia.edu">gh2122@columbia.edu</a></td>
<td>Roni Sue Lee</td>
<td>Arizona State University</td>
<td><a href="mailto:ronisue.lee@asu.edu">ronisue.lee@asu.edu</a></td>
</tr>
<tr>
<td>Robert Hardin</td>
<td>University of Oregon</td>
<td><a href="mailto:rhardin@uooregon.edu">rhardin@uooregon.edu</a></td>
<td>Paul Leidig</td>
<td>Grand Valley State University</td>
<td><a href="mailto:paul.leidig@gvsu.edu">paul.leidig@gvsu.edu</a></td>
</tr>
<tr>
<td>Dickie Hargrave</td>
<td>University of North Texas</td>
<td><a href="mailto:dickie@unt.edu">dickie@unt.edu</a></td>
<td>Michelle Lewis</td>
<td>Carroll College</td>
<td><a href="mailto:mlewis@carroll.edu">mlewis@carroll.edu</a></td>
</tr>
<tr>
<td>Dave Harris</td>
<td>Miller College</td>
<td><a href="mailto:harrisd@millercollege.edu">harrisd@millercollege.edu</a></td>
<td>Alan Liebrecht</td>
<td>University of Charleston</td>
<td><a href="mailto:alanliebrecht@ucwv.edu">alanliebrecht@ucwv.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jaqueline Linde</td>
<td>American University</td>
<td><a href="mailto:linde@american.edu">linde@american.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>University/Affiliation</td>
<td>Email</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sara Morgan</td>
<td>Emerson College</td>
<td><a href="mailto:sara_morgan@emerson.edu">sara_morgan@emerson.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temple Morrow</td>
<td>Savannah College of Art and Design</td>
<td><a href="mailto:tmorrow@scad.edu">tmorrow@scad.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Necmi (Dr.) Mutlu</td>
<td>Northern Virginia Community College</td>
<td><a href="mailto:nmutlu@nvcc.edu">nmutlu@nvcc.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Min Myo</td>
<td>University of Maryland</td>
<td><a href="mailto:mmyo@umd.edu">mmyo@umd.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jessica Nelson</td>
<td>Auburn University Graduate School</td>
<td><a href="mailto:jsn0002@auburn.edu">jsn0002@auburn.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cori Nevers</td>
<td>Sacred Heart University</td>
<td><a href="mailto:neversc@sacredheart.edu">neversc@sacredheart.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christa Nordman</td>
<td>Marymount University</td>
<td><a href="mailto:christa.nordman@marymount.edu">christa.nordman@marymount.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erick Nunez</td>
<td>Marymount College</td>
<td><a href="mailto:enunez@marymountpv.edu">enunez@marymountpv.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martha (Marty) O'Connell</td>
<td>Colleges That Change Lives</td>
<td><a href="mailto:marty.oconnell@ctcl.org">marty.oconnell@ctcl.org</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laura Oliveira</td>
<td>Salve Regina University</td>
<td><a href="mailto:mcphiel@salve.edu">mcphiel@salve.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pauline Ongeri</td>
<td>Caldwell College</td>
<td><a href="mailto:pongeri@caldwell.edu">pongeri@caldwell.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patrick Oroszko</td>
<td>Clark University</td>
<td><a href="mailto:poroszko@clarku.edu">poroszko@clarku.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Patrick Palmer</td>
<td>Siena Heights University</td>
<td><a href="mailto:ppalmer@sienaheights.edu">ppalmer@sienaheights.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stefano Papaleo</td>
<td>Lynn University</td>
<td><a href="mailto:spapaleo@lynn.edu">spapaleo@lynn.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Parker</td>
<td>Guilford College</td>
<td><a href="mailto:mparker@guilford.edu">mparker@guilford.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karen Parkinson</td>
<td>Williams College</td>
<td><a href="mailto:kparkins@williams.edu">kparkins@williams.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Pelley</td>
<td>University of Portland</td>
<td><a href="mailto:pelley@up.edu">pelley@up.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kate Piasecki</td>
<td>Emory University</td>
<td><a href="mailto:kate_piasecki@bus.emory.edu">kate_piasecki@bus.emory.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kelly Plessing</td>
<td>Bergen Community College</td>
<td><a href="mailto:kplessing@bergen.edu">kplessing@bergen.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kelly Pulford</td>
<td>Augustana College</td>
<td><a href="mailto:kellypulford@augustana.edu">kellypulford@augustana.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Kay Purcell</td>
<td>University of Evansville</td>
<td><a href="mailto:mpurcell@evansville.edu">mpurcell@evansville.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christoper Reid</td>
<td>University of South Carolina</td>
<td><a href="mailto:reidcj@mailbox.sc.edu">reidcj@mailbox.sc.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beth Rickard</td>
<td>American College Delaware</td>
<td><a href="mailto:brickard@acdelaware.edu">brickard@acdelaware.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melinda Rios</td>
<td>Bloomfield College</td>
<td><a href="mailto:melinda_rios@bloomfield.edu">melinda_rios@bloomfield.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leslie Roca</td>
<td>Monroe College</td>
<td><a href="mailto:roca@monroecollege.edu">roca@monroecollege.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sarah Rodriguez</td>
<td>Indiana Tech</td>
<td><a href="mailto:ssrodriguez@indianatech.edu">ssrodriguez@indianatech.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nicholas Rosato</td>
<td>Rensselaer Polytechnic Institute</td>
<td><a href="mailto:rosatn@rpi.edu">rosatn@rpi.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott Saracusa</td>
<td>Tiffin University</td>
<td><a href="mailto:saracusaasw@tiffin.edu">saracusaasw@tiffin.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fred Schlingerman</td>
<td>Winthrop University</td>
<td><a href="mailto:schlingerman@winthrop.edu">schlingerman@winthrop.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gabriele Schmiegel</td>
<td>University of Minnesota-Twin Cities</td>
<td><a href="mailto:schm0535@umn.edu">schm0535@umn.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lincoln Schneider</td>
<td>Tulane University Law School</td>
<td><a href="mailto:hmarinar@tulane.edu">hmarinar@tulane.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joseph Schneider</td>
<td>University at Buffalo Law School</td>
<td><a href="mailto:jes2@buffalo.edu">jes2@buffalo.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shinta Shintawati</td>
<td>Hillsborough Community College</td>
<td><a href="mailto:sshintawati@hccf.edu">sshintawati@hccf.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leigh Morris Sloane</td>
<td>Association of Professional Schools of International Affairs</td>
<td><a href="mailto:sloane@apsia.org">sloane@apsia.org</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kelly Slogar</td>
<td>Slippery Rock University of Pennsylvania</td>
<td><a href="mailto:kelly.slogar@srwu.edu">kelly.slogar@srwu.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>David Smith</td>
<td>The Ohio State University</td>
<td><a href="mailto:dutton.78@osu.edu">dutton.78@osu.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Katy So</td>
<td>Brandeis University</td>
<td><a href="mailto:katyso@brandeis.edu">katyso@brandeis.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joseph Spellman</td>
<td>University of New Haven</td>
<td><a href="mailto:jspellman@newhaven.edu">jspellman@newhaven.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meredith Spinnato</td>
<td>Boston Architectural College</td>
<td><a href="mailto:meredith.spinnato@the-bac.edu">meredith.spinnato@the-bac.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sally Sprenger</td>
<td>University of Puget Sound</td>
<td><a href="mailto:ssprenger@pugetsound.edu">ssprenger@pugetsound.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marc Stearns</td>
<td>Thomas Jefferson University</td>
<td><a href="mailto:marc.stearns@jefferson.edu">marc.stearns@jefferson.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sonja Steinbrech</td>
<td>University of California - San Diego</td>
<td><a href="mailto:sonja@ucsd.edu">sonja@ucsd.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sarah Sucher</td>
<td>DePaul University</td>
<td><a href="mailto:ssucher@depaul.edu">ssucher@depaul.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paul Svan</td>
<td>Washington State University</td>
<td><a href="mailto:svan@savan.edu">svan@savan.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vilma Tafawa</td>
<td>Bunker Hill Community College</td>
<td><a href="mailto:vtafawa@bhcc.mass.edu">vtafawa@bhcc.mass.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juan Camilo Tamayo</td>
<td>Lynn University</td>
<td><a href="mailto:jtamayo@lynn.edu">jtamayo@lynn.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manny Tavares</td>
<td>Johnson &amp; Wales University</td>
<td><a href="mailto:mtavares@jwu.edu">mtavares@jwu.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steve Taylor</td>
<td>Chardonn State University</td>
<td><a href="mailto:staylor@css.edu">staylor@css.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jane Tiedge</td>
<td>Augusta College</td>
<td><a href="mailto:jantiedge@augustana.edu">jantiedge@augustana.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jennifer Tkacz</td>
<td>George Mason University</td>
<td><a href="mailto:jtkacz@gmu.edu">jtkacz@gmu.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colleen Tomlinson</td>
<td>University of Maryland</td>
<td><a href="mailto:ctomlin1@umd.edu">ctomlin1@umd.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ruth Unglesbee</td>
<td>University of Maryland</td>
<td><a href="mailto:rungles@umd.edu">rungles@umd.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mario Vidalon</td>
<td>University of Colorado-Boulder</td>
<td><a href="mailto:mario.vidalon@colorado.edu">mario.vidalon@colorado.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jacqueline Girard Vogl</td>
<td>State University of New York</td>
<td><a href="mailto:jgirard@plattsburgh.edu">jgirard@plattsburgh.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richard Vos</td>
<td>Claremont McKenna College</td>
<td><a href="mailto:rvos@cmc.edu">rvos@cmc.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julie Walkin</td>
<td>Oregon State University</td>
<td><a href="mailto:julie.g.walkin@oregonstate.edu">julie.g.walkin@oregonstate.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bill Wallace</td>
<td>The University of Alabama</td>
<td><a href="mailto:bill.wallace@ua.edu">bill.wallace@ua.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denise Waters</td>
<td>University of Delaware</td>
<td><a href="mailto:watersd@lerner.udel.edu">watersd@lerner.udel.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maureen Weatherall</td>
<td>Stevens Institute of Technology</td>
<td><a href="mailto:mweather@stevens.edu">mweather@stevens.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wayne Wheeler</td>
<td>American Association of Community Colleges</td>
<td><a href="mailto:wwehrer@aacc.nche.edu">wwehrer@aacc.nche.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gary White</td>
<td>Chardonn State University</td>
<td><a href="mailto:gwhite@css.edu">gwhite@css.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kristin (Dr.) Williams</td>
<td>George Washington University</td>
<td><a href="mailto:ksw@gwu.edu">ksw@gwu.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simone Williams</td>
<td>Walden University</td>
<td><a href="mailto:simone.m.williams@waldenu.edu">simone.m.williams@waldenu.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monika Wojciechowski</td>
<td>East Carolina University</td>
<td><a href="mailto:wojciechowski@ecu.edu">wojciechowski@ecu.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dawn Wooten</td>
<td>Florida Atlantic University</td>
<td><a href="mailto:dwooten@fau.edu">dwooten@fau.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catria Young</td>
<td>State University of New York</td>
<td><a href="mailto:cat.young@plattsmouth.edu">cat.young@plattsmouth.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Africa

Africa consists of 48 countries and two territories, divided into sub-regions: West, Central, East and Horn, and Southern Africa. Africa is also divided between Anglophone (23 countries), Francophone (21 countries), Lusophone (5 countries) and other (Arabic, Spanish: 3 countries). Several countries have more than one language of instruction. We have EducationUSA advising services in 44 centers in 39 countries, and expect to add more in 2011.

Interest in U.S. higher education is highest in West Africa, but is strong throughout the region. African enrollments in the U.S. increased rapidly between 1997 and 2002, then leveled off, mainly for financial reasons, but also due to rapidly expanding private higher education opportunities in Africa. The World Bank has found that investment in tertiary education produces high returns in terms of human capital that in turn accelerate economic growth, especially in low-income countries. Thus we are seeing greater demand for higher education in Africa than ever before, in pursuit of “knowledge-based development.” According to the World Bank, “Enrollments in higher education have expanded by 8.7 percent annually, compared to 5.1 percent for the world as a whole, and have tripled since 1991 to almost 4 million students.”

Eight countries have more than 1,000 students enrolled in the United States, and nine set new record enrollments last year. The ten countries with the most rapid increases in enrollments are prime spots for recruiting – and contain some unexpected names.

* 2009 IIE Open Doors Report
African students’ number one reason for study outside their countries is inadequacy of local higher education systems. Africa is the most mobile region in the world, with large numbers of students seeking international study. While the U.S. is the most popular country, the former rulers (the U.K., France and Portugal) are still a big (although stagnant) draw, and countries such as South Africa, Uganda, Ghana, and Senegal also host significant numbers of African students.

Funding for U.S. higher education remains a major challenge, although our research drawn from I-20s indicates that ability to pay is more widespread than commonly believed. EducationUSA Advisors estimate that the middle 50% of families can afford to pay between $5,000-$25,000 per year for their sons’ and daughters’ education. EducationUSA Advisors in Africa have developed intensive transformational advising models and advanced expertise in financial assistance: students using our advising centers report close to $20 million in funding awarded by U.S. colleges and universities to African students each year. Scholarships awarded by African government bodies are rare, but are available to top students in Nigeria, Botswana, Angola, and Mauritius.

- Sixty percent of the 32,680 Africans in the U.S. are enrolled at the undergraduate level; thirty percent are graduate students, and the remainder are divided between non-degree and OPT status.
- Over the last five years, Africa has recorded a 66% increase in the number of students in intensive English programs, to 1059, with leading enrollments coming from Gabon, Cote D’Ivoire, Mali, and Burkina Faso, with more than 100 students each.
- Equally impressive progress is reported with research scholars: over a five year period, this number has increased by 72%, to 2,795. Leading countries include Nigeria, Kenya, South Africa, Ethiopia, Ghana, and Cameroon, each with 150-450 scholars in the U.S.

Student visa issuance rates are low in about half the region’s countries, mainly because of poor preparation for the visa interview, inadequate educational plans, inadequate finances, and low return rates. It is essential to direct your African applicants to use the EducationUSA Advising Center and attend Pre-Departure Orientation, which radically increases their ability to qualify for student visas.

**Recruiting realities for U.S. universities:**
- African students respond to the personal touch.
- STEM and business fields are the most popular.
- English language programs should tie in with academic programs as much as possible.
- Access to standardized testing can be difficult. TOEFL is still paper-based in most countries.
- Credit cards for test registration, SEVIS and application fee payment are problematic.
- The CSS International Profile financial aid application blocks the majority of students with genuine financial need because they can’t afford the fees and can’t access credit cards.

* 2009 IIE Open Doors Report
Recruiting Strategies that Work in Africa:
- Refer all applicants to their EducationUSA Advising Center at the beginning of the admissions process
- Work with EducationUSA Advisers to verify academic and financial documents
- Explain fees and financial aid in detail
- Be flexible!

Recruiting Strategies that Aren’t Successful for Africa:
- Rigid expectations or requirements
- Assumptions about fraud or finances
- Lack of knowledge about educational systems and standards
- Over-reliance on standardized test scores

How Best to Partner with EducationUSA:
- Refer all African applicants to their EducationUSA Advising Center
- Encourage your African alumni to get involved with fairs and programs
- Conduct DVCs with our centers

Best Times of Year to Interact with Students (in person or via web chat, DVCs, Skype or Adobe Connects)
- June-November, but you’re welcome any time.

Study Abroad in the Region (Open Doors)

<table>
<thead>
<tr>
<th>Origin</th>
<th>U.S. Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Africa</td>
<td>3,700</td>
</tr>
<tr>
<td>Ghana</td>
<td>1,856</td>
</tr>
<tr>
<td>Tanzania</td>
<td>783</td>
</tr>
<tr>
<td>Kenya</td>
<td>657</td>
</tr>
<tr>
<td>Senegal</td>
<td>463</td>
</tr>
<tr>
<td>Uganda</td>
<td>457</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rank</th>
<th>Origin</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mali</td>
<td>272%</td>
</tr>
<tr>
<td>2</td>
<td>Benin</td>
<td>58%</td>
</tr>
<tr>
<td>3</td>
<td>Madagascar</td>
<td>47%</td>
</tr>
<tr>
<td>4</td>
<td>Namibia</td>
<td>40%</td>
</tr>
<tr>
<td>5</td>
<td>Ethiopia</td>
<td>37%</td>
</tr>
</tbody>
</table>

What to Watch over the next 3+ Years:
- Rapid increases in Internet access
- Gradual increases in graduate admissions interest
- Solutions to credit card payment issues
- More sophisticated, competitive applications
- Francophone and Lusophone university systems adopting the Bologna LMD system
- Dominance of mobile phones for student communication

* 2009 IIE Open Doors Report
East Asia and Pacific

Overview
EducationUSA divides East Asia and Pacific (EAP) region into three subregions:
1) The People’s Republic of China, Mongolia, and Taiwan
2) Japan, Korea, Australia, New Zealand, and Pacific Islands
3) Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, Timor-Leste, and Vietnam.

<table>
<thead>
<tr>
<th>EAP Student Growth in U.S.*</th>
<th>'08-'09</th>
<th>'07-'08 +/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subregion 1</td>
<td>136,580</td>
<td>+13.7%</td>
</tr>
<tr>
<td>Subregion 2</td>
<td>109,350</td>
<td>+1.2%</td>
</tr>
<tr>
<td>Subregion 3</td>
<td>44,395</td>
<td>+10.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree Program Type: 08-09*</th>
<th>UG</th>
<th>GRAD</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAP</td>
<td>64%</td>
<td>24%</td>
<td>12%</td>
</tr>
<tr>
<td>Subregion 1</td>
<td>48%</td>
<td>36%</td>
<td>16%</td>
</tr>
<tr>
<td>Subregion 2</td>
<td>71%</td>
<td>19%</td>
<td>10%</td>
</tr>
<tr>
<td>Subregion 3</td>
<td>58%</td>
<td>29%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Driven by the growth of the middle classes, there is an overall increase of students studying in the U.S. from the region (i.e., social mobility in the form of off-shore education). However, the proportion of the total number of EAP students studying abroad is shifting. As a general trend, mobile students are increasingly likely to stay within their region of origin; as such, East Asia and Pacific has become the most popular destination for its own students studying abroad.

In concert with this trend of shifting destination ratios, there is increased interest and growth in regional hubbing. There is a movement in East Asia and Pacific, notably China, Korea, Japan and Malaysia, to become destinations, or hubs, for students from the region as well as from their own countries. This expanded capacity of the higher education sector in major sending countries is one factor likely to impact future enrollment trends.
Regional Spotlight

Australia and New Zealand

- Increased interest from EAP third country nationals studying English and looking to transfer to U.S. degree programs.
- High demand for sports scholarships; continued recruiting opportunities for coaches.

Hong Kong

- Major reforms are underway in the secondary and tertiary education systems that impact the capacity of public tertiary institutions.
- 7% of the top quartile of students will lack a place in the local tertiary system.

Japan and Korea

- ESL and short term study abroad remain strongest markets.
- Increased enrollments at Chinese institutions (interest in language study).
- Low birth rates are creating new challenges, e.g., enrollment crises at home institutions.

Malaysia

- National Higher Education Strategic Plan (NHESP) – begun in ’07 and designed to make Malaysia an educational hub for the region.
- NHESP has increased a) the number of Malaysians completing UG locally, and b) the number of faculty going abroad for graduate degrees required to staff HE expansion.

Mongolia

- The Ministry of Education, Culture & Science (MECS) recently decided to combine several public state institutions into larger state universities to strengthen the national higher education system.
- Insufficient English language ability is one of the biggest factors preventing students from studying in English speaking countries.
- English language proficiency is expected to increase in the coming years due to efforts by MECS, NGOs, and training centers.

Vietnam

- Increase of 1,200 students in 97/98 to 13,000 in 08/09 (consecutive increases of 45%, 45%, 31%).
- 3rd most popular place of origin for community colleges; after Korea and Japan; ahead of China and Mexico.
- Increase attributed in part to rapid economic development, young population (60% under 35 yrs), and the strong value placed on education.

Top EAP Senders to the U.S.: 2008-09*

<table>
<thead>
<tr>
<th>Rank</th>
<th>Origin</th>
<th>Students in U.S.</th>
<th>’07–’08 +/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>China</td>
<td>98,235</td>
<td>+21%</td>
</tr>
<tr>
<td>2</td>
<td>Korea</td>
<td>75,065</td>
<td>+7%</td>
</tr>
<tr>
<td>3</td>
<td>Japan</td>
<td>29,264</td>
<td>-14%</td>
</tr>
<tr>
<td>4</td>
<td>Taiwan</td>
<td>29,264</td>
<td>-3%</td>
</tr>
<tr>
<td>5</td>
<td>Vietnam</td>
<td>12,823</td>
<td>+46%</td>
</tr>
</tbody>
</table>

Highest % Growth in EAP Students to U.S.: 2004-09*

<table>
<thead>
<tr>
<th>Rank</th>
<th>Origin</th>
<th>Increase</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vietnam</td>
<td>305%</td>
<td>3,165 to 12,823</td>
</tr>
<tr>
<td>2</td>
<td>Mongolia</td>
<td>114%</td>
<td>711 to 1,522</td>
</tr>
<tr>
<td>3</td>
<td>China</td>
<td>59%</td>
<td>61,765 to 98,235</td>
</tr>
<tr>
<td>4</td>
<td>Korea</td>
<td>43%</td>
<td>52,484 to 75,065</td>
</tr>
<tr>
<td>5</td>
<td>Philippines</td>
<td>22%</td>
<td>3,467 to 4,226</td>
</tr>
</tbody>
</table>

Recruitment Basics

To most effectively recruit students from the EAP region, the following guidelines should be considered:

a) create strategies with both students and parents in mind.
b) incorporate and utilize educational advising centers.
c) present information and materials in local languages.
d) develop a plan that includes alumni of U.S. universities.

* 2009 IIE Open Doors Report
Europe and Eurasia
Overview
“In 2020, at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad” (Leuven Communiqué, April 2009). There are now 47 countries across Europe and Eurasia committed to this bold vision and a second decade of the Bologna Process. The European Higher Education Area (EHEA) was officially launched in March 2010, offering a wider range of opportunities for student recruitment and institutional collaboration to more U.S. institutions than ever before. Bolstered by over 87,000 students and a substantial increase in U.S.-bound mobility from 2007 to 2009, the EducationUSA network is reaching more and more EHEA students and institutions seeking opportunities in the United States.

New directions for Europe and the United States:
• Student mobility from Europe and Eurasia climbed an impressive 5.9% from 2007 to 2009 (Open Doors).
• Positive views of the U.S. increased by 58 percentage points across Europe (GMF 2008-2009).
• Internships and practical, career-driven planning are stimulating new demand for U.S. education and training.
• Short-term programs in the U.S. are growing in popularity across Europe; e.g. a 40% increase in Germany (2008-2009).

Countries in the Spotlight
Opportunities in Turkey: Over 50,000 Turkish students study abroad each year due to domestic education shortages and promising opportunities abroad. The Turkish government continues to make huge investments in U.S. higher education.

Growth in Germany: The increases in Germany-U.S. student mobility indicate the beginning of a shift from long-term degree-seeking mobility to medium and short-term mobility patterns in a new post-Bologna Europe (Hoffmann, 2009).

Potential in Russia: Despite the particularly tough economic downturn, Russia’s mobility numbers held in 2007/08. As recovery calms long-term worries, look for an increase of 3-5% next year.

Changes in UK higher education will create a growing market for U.S. universities this year. Interest in undergraduate study will far exceed the number of government-funded places, shutting out 100,000 seniors in 2010.

Top Five Countries Sending Students to U.S. for 2009*

<table>
<thead>
<tr>
<th>Origin</th>
<th>U.S. Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turkey</td>
<td>13,263</td>
</tr>
<tr>
<td>Germany</td>
<td>9,679</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>8,701</td>
</tr>
<tr>
<td>France</td>
<td>7,421</td>
</tr>
<tr>
<td>Russia</td>
<td>4,908</td>
</tr>
</tbody>
</table>

* 2009 IIE Open Doors Report

Five Countries with Highest Percentage of Growth in Students Coming to U.S. (2005-2009)* **

<table>
<thead>
<tr>
<th>Rank</th>
<th>Origin</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Moldova</td>
<td>70.2%</td>
</tr>
<tr>
<td>2</td>
<td>Azerbaijan</td>
<td>44.4%</td>
</tr>
<tr>
<td>3</td>
<td>Finland</td>
<td>32.1%</td>
</tr>
<tr>
<td>4</td>
<td>Serbia¹</td>
<td>27.1%</td>
</tr>
<tr>
<td>5</td>
<td>Netherlands</td>
<td>26.9%</td>
</tr>
</tbody>
</table>

** not including countries sending less than 100 students
¹ Serbia: 2006-2009
EducationUSA Forum: Connecting You to the World

Highlights from Major Foreign Government Scholarships

- Turkey – Several Turkish government programs send hundreds of Turkish students to the U.S. on an annual basis with full scholarships to pursue graduate education (Ministry of National Education; TUBITAK; TEV; YÖK).
- Denmark - Since July 2008, all Danish undergraduate and graduate students may use a maximum of two years of state-sponsored scholarships for study abroad.
- Azerbaijani Government Scholarship Program – provides full funding for Azerbaijani graduate students to study in the fields of medicine, economics, management, information and communication technologies, and law.
- Slovenia - Ad futura offers $40,000 scholarships for Slovenes to study abroad ($5 million available for 2011); funding is also available for other in- and outgoing students, researchers or academics.

Analysis of Student Mobility Trends

- Competition from other countries, especially other English-speaking countries and the EU is increasing.
- America is back – Due in part to the total increase of internationally mobile students, the U.S. is also an increasingly popular study destination.
- Short-term mobility increased due to high demand for university-based exchanges and summer language study in the U.S.
- Community colleges are increasingly popular throughout Eurasia. Approximately 30% of Eurasian undergraduates are at U.S. community colleges.

Recruiting Realities for U.S. Universities

- Students from Turkey, Italy and Spain study primarily at the graduate level while students from the United Kingdom, Sweden, Norway, Russia and Poland study primarily at the undergraduate level (Open Doors 2009).
- U.S. universities and colleges with active recruitment efforts in Europe are successful in attracting a diverse range of students. U.S. representatives can improve their return on investment by focusing on specific countries, select fairs and deepening institutional partnerships.

Recruiting Strategies That Work in Europe and Eurasia

- Leverage your (partial) scholarships: At graduate level, the possibility of getting a research or teaching assistantship is a major factor in the decision to apply and ultimately attend a U.S. university.
- Community colleges, highlight your 2+2 articulation agreements, especially in Eurasia.
- In Europe, emphasize campus life. Promote the “Undiscovered U.S.” (Midwest, Northwest, South) as great destinations that combine cultural, academic and personal experiences on U.S. campuses in diverse environments.

Recruiting Strategies That Aren’t Successful in Europe and Eurasia

- The increasing cost of education in the United States is the most common deterrent for European students.
- In contrast to Europeans, Eurasian students and their families tend to be less interested in the warm college experience or a an attractive campus.
- Pursuing full fee-paying students is less effective than offering opportunities for partial scholarships or in-state tuition waivers.

How to Best Partner with EducationUSA

- Send scholarship updates targeting specific countries.
- Send staff or encourage local alumni to represent your university at local educational fairs and to help EducationUSA Centers promote study in the U.S.
- Help EducationUSA promote student internships and Optional Practical Training opportunities.
- Speak to a REAC about scheduling an EdUSA Connects webchat and reach prospective students from 47 countries in Europe.

Best Times of The Year to Interact with Students (in person or via web chat)

- September-November, March-April
EducationUSA Forum: Connecting You to the World

U.S. Study Abroad in the Region (Open Doors)

<table>
<thead>
<tr>
<th>Origin</th>
<th>U.S. Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>United Kingdom</td>
<td>33,333</td>
</tr>
<tr>
<td>Italy</td>
<td>30,670</td>
</tr>
<tr>
<td>Spain</td>
<td>25,212</td>
</tr>
<tr>
<td>France</td>
<td>17,336</td>
</tr>
<tr>
<td>Germany</td>
<td>8,253</td>
</tr>
</tbody>
</table>

Top Five Countries Recieving Students in 2009*

What to Watch over the next 3+ Years:

- University partnerships - Dual degree, semester and year-long exchanges as well as research and scholarly exchange programs are gaining popularity.
- Increasing demand for short-term programs - Summer programs and student internships.
- Increasing demand for liberal arts: Many prospective undergraduate students are interested in the liberal arts curriculum and flexibility of the U.S. higher education system, relative to the more restrictive European programs.

* Data from IIE Open Doors 2005-2009  **countries receiving 100 or more U.S. students both in 2006 and 2008

Top Five Growth Markets Receiving U.S. students (2006-2008)* **:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Origin</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Finland</td>
<td>71%</td>
</tr>
<tr>
<td>2</td>
<td>Turkey</td>
<td>69%</td>
</tr>
<tr>
<td>3</td>
<td>Cyprus</td>
<td>62%</td>
</tr>
<tr>
<td>4</td>
<td>Portugal</td>
<td>48%</td>
</tr>
<tr>
<td>5</td>
<td>Croatia</td>
<td>28%</td>
</tr>
</tbody>
</table>

Secure Login Access to The EducationUSA Higher Education Site

Accredited U.S. colleges and universities as well as higher education associations are eligible to receive login access to the Higher Education section of our EducationUSA website. The benefits of this access include:

- Send Materials to Our Centers
- Submit Information to Weekly Update
- Request Our Logo
- Access U.S. Higher Education Resource Section
- Print/Save Center and Country Fact Sheets

Take advantage of these free services by requesting your login today.

http://www.educationusa.info/secure/signup.php
Increased interest in hosting American students and setting up language learning centers at universities to such as Oman and Bahrain are interested in cost-sharing opportunities to stretch their budgets.

China and Malaysia are the heavily recruiting in the Gulf countries offering a more “structured lifestyle”.

Many countries are focusing on providing educational opportunities at home both at American and European branch campuses and private universities with an American style curriculum (Egypt, KSA, UAE, Qatar, Lebanon): KAUST in KSA, The American University in Cairo (will have its first PhD program this fall), and the Sorbonne in the UAE.

The youth bulge in the region means that countries are being forced to deal with the unemployment (25% for the region) and are focusing on career development and hard skills earlier and a liberal arts education is getting harder to promote.

Increase in local universities and U.S. branch campuses
Aggressive recruiting from other countries
Lack of opportunity for medical studies
Prohibitive costs of U.S. education
Changes in preference by scholarship authorities

Several countries in the MENA region (Algeria, Libya, United Arab Emirates [UAE], Qatar, Kingdom of Saudi Arabia [KSA]) have vast reserves of petroleum and natural gas that provide economic stability and prosperity. These revenues coupled with the increasing focus on education as a factor in economic stabilization have resulted in many countries sponsoring students to study abroad. Other countries have small numbers of unpublicized scholarships and students awarded these must secure their own acceptance. Countries that do not offer scholarships have a small elite class who can pay for a U.S. education and several middle class families can come up with $5,000-20,000 towards the cost of a U.S. education. We provide advising free of charge to all students to ensure that they find the best fit.

In the past few years, EducationUSA has made significant efforts (and preliminary reports indicate success) to recapture the market share for countries such as Qatar, the UAE and Saudi Arabia who are reconsidering their numbers who go to the U.K. and Canada. EducationUSA MENA has 24 advising centers in 18 countries. Our centers are located in U.S. Embassies and Consulates, AMIDEAST centers, Fulbright and we have one virtual center.

The following are some recent developments within the MENA region:
- Many countries are focusing on providing educational opportunities at home both at American and European branch campuses and private universities with an American style curriculum (Egypt, KSA, UAE, Qatar, Lebanon): KAUST in KSA, The American University in Cairo (will have its first PhD program this fall), and the Sorbonne in the UAE.
- The youth bulge in the region means that countries are being forced to deal with the unemployment (25% for the region) and are focusing on career development and hard skills earlier and a liberal arts education is getting harder to promote.
- More of the national budget in several countries is going towards education.
- China and Malaysia are heavily recruiting in the Gulf countries offering a more “structured lifestyle”.
- Countries with scholarships continue to be interested in the U.S. and other countries with fewer scholarships such as Oman and Bahrain are interested in cost-sharing opportunities to stretch their budgets.
- Increased interest in hosting American students and setting up language learning centers at universities to provide a true study abroad experience. (Syria, KSA, Oman, UAE, Lebanon)
EducationUSA Forum: Connecting You to the World

Countries in the Spotlight
Saudi Arabia, the UAE, Libya and Iraq continue to have scholarships and are sending steady numbers to the U.S. All except Iraq have government sponsored fairs this fall which is a valuable opportunity to meet the decision makers and promote your university.

Analysis of Trends
- Continued strong interest in STEM fields and business- seen to teach complex problem solving and practical knowledge to meet the needs of the labor market.
- Youth population coming of age producing a higher demand for tertiary education.
- Libya: largest percentage increase in region (333%) due to the Government of Libya Scholarship program
- Saudi Arabia: With 28,000 students currently in the United States, it jumps into the top ten sending countries.
- Qatar: 6 American campuses and the first community college managed by an American institution in the ME.
- Still interested in sending students to the U.S. but resumed sending students to U.K. for the foundation year.
- Many countries are recruiting international students to support their new institutions (Lebanon, Egypt, UAE, KSA, Qatar, Morocco)

### Top Five Countries Sending Student to U.S. for 2009*

<table>
<thead>
<tr>
<th>Rank</th>
<th>Origin</th>
<th>Students in U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saudi Arabia</td>
<td>12,661 IIE 28,000 (SACM)</td>
</tr>
<tr>
<td>2</td>
<td>Iran</td>
<td>3,533</td>
</tr>
<tr>
<td>3</td>
<td>Israel</td>
<td>3,060</td>
</tr>
<tr>
<td>4</td>
<td>Jordan</td>
<td>2,225</td>
</tr>
<tr>
<td>5</td>
<td>Kuwait</td>
<td>2,031</td>
</tr>
</tbody>
</table>

### Five Countries with Highest Percentage of Growth in Students Coming to U.S. (2009)*

<table>
<thead>
<tr>
<th>Rank</th>
<th>Origin</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Libya</td>
<td>330.3%</td>
</tr>
<tr>
<td>2</td>
<td>Palestinian Authority</td>
<td>45.4%</td>
</tr>
<tr>
<td>3</td>
<td>Qatar</td>
<td>34.2%</td>
</tr>
<tr>
<td>4</td>
<td>Saudi Arabia</td>
<td>28.2%</td>
</tr>
<tr>
<td>5</td>
<td>Jordan</td>
<td>23.7%</td>
</tr>
</tbody>
</table>

Major Foreign Government Scholarships
- Saudi Arabia - managed by the Saudi Arabian Cultural Mission and the Ministry of Higher Education
- Qatar - managed by the Higher Education Institute
- Libya - managed by the Canadian Bureau for International Education
- UAE - managed by various Ministries and Government Departments
- Kuwait - managed by the Ministry of Higher Education
- Iraq - managed by the Ministry of Higher Education

Recruiting realities for U.S. universities:
- Create recruitment strategies with both students and parents in mind
- In the Gulf, the focus is on graduate programs and many are bringing families. Family members and particularly the male “minders” need support in applying to programs and keeping busy.
- Many countries are interested in bridge programs similar to a foundation year that can count for credits, not just ELP.
- Many Gulf students (Qatar, Oman, Bahrain, UAE) have gone through the British A-level system – need to describe course requirements with this system in mind.
- Students are finding the application process long and confusing and might go to the UK, Canada or have someone do the application for them leading to a false impression of their current capabilities.
- For many students the U.S. is cost prohibitive and EducationUSA needs more information about cost-sharing, in-state tuition offers and other options that make studying in the U.S. more affordable.
- Still a large demand for conditional acceptances.
- Understand the way documents are issued (and not issued in each country). The adviser will inform you if the Ministry does not issue a document.

* 2009 IIE Open Doors Report
Recruiting Strategies that work in MENA
- Involve the EducationUSA advising center.
- Understand cultural norms- send appropriate staff.
- Offer support with logistics- airport pickup goes a LONG way.
- Researching the job market to promote appropriate programs.
- Conduct focus groups with new students to ask them what could have been easier about the application and settling in process.

Recruiting Strategies That Aren’t Successful for MENA
- Not involving the family.
- Accepting too many students from the same country.
- Asking for school visits on your own.
- Trying to visit when students are in class.
- Not visiting the EducationUSA centers.

How to Best Partner with EducationUSA
- Contact the REAC to discuss your institution’s strategy or visit to learn more about how you can collaborate with centers.
- Participate in government sponsored college fairs (UAE, Libya, Saudi Arabia). Students are bused in and government sponsors take note of who comes.
- Let us know what your institution’s goals are (diversity, best and the brightest, fee paying students?)

Best Times of Year to Interact with Students (in person or via web chat)
- September – mid-December
- January – April, June and July.

You are welcome any time, but to have the most productive visit, come in groups. Many Muslim, Christian and Jewish holidays are movable feasts so plan accordingly. Fall is best to stay on the students’ radar during the application time.

Study Abroad in the Region (Open Doors) U.S. Study Abroad: 3,362 U.S. students studied abroad in the Middle East in 2007/08, a 21.9% increase over the previous year

<table>
<thead>
<tr>
<th>Rank</th>
<th>Origin</th>
<th>U.S. Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Israel</td>
<td>2322</td>
</tr>
<tr>
<td>2</td>
<td>Jordan</td>
<td>486</td>
</tr>
<tr>
<td>3</td>
<td>UAE</td>
<td>345</td>
</tr>
<tr>
<td>4</td>
<td>Kuwait</td>
<td>37</td>
</tr>
<tr>
<td>5</td>
<td>Bahrain</td>
<td>35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rank</th>
<th>Origin</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kuwait</td>
<td>1650.0%</td>
</tr>
<tr>
<td>2</td>
<td>Lebanon</td>
<td>121.4%</td>
</tr>
<tr>
<td>3</td>
<td>Jordan</td>
<td>110.4%</td>
</tr>
<tr>
<td>4</td>
<td>UAE</td>
<td>99.4%</td>
</tr>
<tr>
<td>5</td>
<td>Oman</td>
<td>57.1%</td>
</tr>
</tbody>
</table>

What to Watch over the next 3+ Years:
Continued interest from China, UK, France and local universities
- More female students interested in graduate degrees, particularly law.
- Increasing use of social media Saudi Arabia is second among Arab countries using “Facebook. Statistics from http://www.checkfacebook.com show that the total subscribers reached 2,260,000 Saudis.

* 2009 IIE Open Doors Report
South and Central Asia

Overview
The South and Central Asia region is divided into three sub-regions:
1) India
2) South Asia (Afghanistan, Bangladesh, Maldives, Nepal, Pakistan and Sri Lanka)
3) Central Asia (Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan)

During the 2008/09 academic year, South and Central Asia recorded the 2nd highest increase (after Middle East/North Africa) in students studying in the United States. As U.S. students continue to seek new destinations for study abroad and as U.S. support for the study of critical foreign languages and new institutional partnerships emerge, the number of U.S. students studying in the region is also expected to continue to grow.

Degrees earned in U.S. higher education institutions continue to command respect and prestige across the region; however students in South Asia continue to show interest in degree programs in Australia, U.K., and other countries because of their relatively less stringent visa policies, perceived inexpensiveness, and simplified admissions procedures. Because of historic ties to Russia and generous scholarships from the Russian government, students in Central Asia also continue to pursue education in high numbers in Russia, but the U.S. and U.S.-style institutions are increasingly the first choice for Central Asian students, especially for Kazakhstani students who benefit from generous scholarship support from the Kazakhstani government and/or from increasingly wealthy families who have profited from the oil and gas industry.

Countries in the Spotlight

- **India**: Leading country of origin for foreign students in the United States since 2001 and new opportunities for U.S. institutions to establish campuses because of the recently passed Foreign Education Bill that allows foreign universities to set up campuses and offer degrees in India.
- **Nepal**: Largest single-year percentage increase (29.6%) of students studying in the United States due to active recruitment efforts by EducationUSA advising team, increase in English language schools, and willingness of families to make huge investment in higher education abroad.
- **Kazakhstan**: 274% increase in the number of students studying in the United States in the past four years and plans to establish a new foreign-run university in Astana continuing

### Top Countries Sending Student to U.S. for 2009*

<table>
<thead>
<tr>
<th>Rank</th>
<th>Origin</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>India</td>
<td>103,261</td>
</tr>
<tr>
<td>2</td>
<td>Nepal</td>
<td>11,582</td>
</tr>
<tr>
<td>3</td>
<td>Pakistan</td>
<td>5,299</td>
</tr>
<tr>
<td>4</td>
<td>Sri Lanka</td>
<td>2,977</td>
</tr>
<tr>
<td>5</td>
<td>Bangladesh</td>
<td>2,707</td>
</tr>
</tbody>
</table>

### Countries with Highest Percentage of Growth in Students Coming to U.S. (2008-2009)*

<table>
<thead>
<tr>
<th>Rank</th>
<th>Origin</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nepal</td>
<td>29.6%</td>
</tr>
<tr>
<td>2</td>
<td>Uzbekistan</td>
<td>27.6%</td>
</tr>
<tr>
<td>3</td>
<td>Afghanistan</td>
<td>20.0%</td>
</tr>
<tr>
<td>4</td>
<td>Kazakhstan</td>
<td>17.7%</td>
</tr>
<tr>
<td>5</td>
<td>Bangladesh</td>
<td>17.4%</td>
</tr>
</tbody>
</table>

### Major Foreign Government Scholarships

- **Kazakhstan** – The Bolashak Scholarship, initiated in 1993, provides fully funded scholarships to future leaders in business, international relations, law, science, engineering, and other key fields to study at select universities around the world, including in the U.S. Upon completion of their programs, scholarship recipients must return to Kazakhstan. The Bolashak program is fully funded by the Government of Kazakhstan and overseen by the Center for International Programs (since 2005) of the Ministry of Education and Science.
- **Pakistan’s Higher Education Council (HEC)** gives scholarships for graduate study abroad, but only to a narrow list of educational institutions considered to be ‘best’ due to the rankings of Financial Times and/or US News and World Report.

* 2009 IIE Open Doors Report
Analysis of Trends

- United States-India Higher Educational Cooperation (USIHEC) set up to assist the formation of partnerships in India www.usief.org.in/scripts/AboutUsTheTeam.aspx
- Countries in the region face imminent crisis of electricity and water shortages. There's a real need to have trained specialists in fields of environment, conservation, water management, urban development, and sustainability.
- The wave of students studying in countries other than the US continues
- Perceptions of difficulty in U.S. visa issuance (South Asia).
- Perceptions that study in countries other than the U.S. is less expensive.
- Students and their families are choosing avenues of higher education in countries close to home.
- Relatively lax visa requirements and the promise of employment attracted students to Australia.
- China is heavily recruiting in the region.
- Private local colleges of good quality, especially in Pakistan and Bangladesh, are attracting students to their undergraduate programs.

Recruiting realities for U.S. universities:

1. Create recruitment strategies with both students and parents in mind. Decisions about where and what to study are made by families, not by individual students.
2. Many students have gone through the British A-level system or local systems following a British model – need to describe course requirements with this system in mind.
3. Stream-line international student application
4. Applicants would like to meet university representatives or department heads. If you can't visit our countries, consider participating in an EdUSA Connects webchat and/or DVC or Skype chat with our EducationUSA centers.
5. While internet is availability in all countries, the speed of connections is too slow to avail of streaming videos or anything requiring a long download of information.

Recruiting Strategies That Work

- Use local alumni to promote your institution and consider asking a local alumna/us to participate in a local education fair on your behalf.
- Hold separate meetings for parents (South Asia).
- Use Skype for interviews or discussions with applicants.
- Post announcements in the EducationUSA Weekly update and/or offer special tuition discounts or offer to waive application fees.

Recruiting Strategies That Aren’t Successful

- Highlighting the opportunities to sightsee in the United States.
- Putting all information online in documents that are too long to be easily downloaded on slow internet connections.

* 2009 IIE Open Doors Report
EducationUSA Forum: Connecting You to the World

How to Best Partner with EducationUSA

- Participate in EducationUSA College Fairs and/or make presentations at EducationUSA centers.
- Use your faculty to create a PowerPoint or short video CD presentation of a department's specialization for distribution to our EducationUSA advising centers. If the presentation is describing generically a field of study or specialization, (not just promoting your institution) we will be able to cite your institution as the source, and the presentation will be used during outreach or special programs, thus greatly increasing the visibility and strong points of your institution. It also greatly assists our advisers who do not have firsthand experience of many of the fields of study to which students seek information.
- Host an adviser for the Explore program or during post-conference campus visits. These first hand experiences of your campuses are crucial for advisers with little firsthand experience of US campuses.

Best Times of Year to Interact with Students (in person or via web chat)

- September – mid-November; Late January – March

<table>
<thead>
<tr>
<th>Origin</th>
<th>Number of Students</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>58</td>
<td>61.1%</td>
</tr>
<tr>
<td>Bhutan</td>
<td>22</td>
<td>100.0%</td>
</tr>
<tr>
<td>Nepal</td>
<td>187</td>
<td>114.9%</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>48</td>
<td>71.4%</td>
</tr>
<tr>
<td>Tajikistan</td>
<td>19</td>
<td>533.3%</td>
</tr>
</tbody>
</table>

Top Receiving Countries for U.S. Study Abroad*

What to Watch over the next 3+ Years:

1. Competition from China
2. Increasing numbers of women interested in graduate degrees
3. Increasing internet usage

Comparison of 2-Year vs. 4-Year U.S. College Attendance*

<table>
<thead>
<tr>
<th>Origin</th>
<th>% Attending 2-Year Community College</th>
<th>% Attending 4-year Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kazakhstan</td>
<td>31%</td>
<td>69%</td>
</tr>
<tr>
<td>Kyrgyzstan</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>Tajikistan</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>Turkmenistan</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>Uzbekistan</td>
<td>53%</td>
<td>47%</td>
</tr>
</tbody>
</table>

Comparison of Academic Level of Central Asian Students in U.S. 2008/09*

<table>
<thead>
<tr>
<th>Origin</th>
<th>% Undergraduate</th>
<th>% Graduate</th>
<th>% Non-Degree/OPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kazakhstan</td>
<td>66%</td>
<td>23%</td>
<td>11%</td>
</tr>
<tr>
<td>Kyrgyzstan</td>
<td>52%</td>
<td>31%</td>
<td>17%</td>
</tr>
<tr>
<td>Tajikistan</td>
<td>41%</td>
<td>19%</td>
<td>40%</td>
</tr>
<tr>
<td>Turkmenistan</td>
<td>55%</td>
<td>34%</td>
<td>11%</td>
</tr>
<tr>
<td>Uzbekistan</td>
<td>59%</td>
<td>33%</td>
<td>8%</td>
</tr>
</tbody>
</table>

* 2009 IIE Open Doors Report
Western Hemisphere
Overview

The Western Hemisphere (WHA) can really be thought of as 4 distinct regions: Mexico and Central America, the Caribbean, the Andean Region, and the Southern Cone; covering a diverse range of academic calendars, educational systems, local languages, and options for recruiting students. With 110 advising centers throughout the Western Hemisphere, EducationUSA is well positioned as the official source on U.S. higher education for students, parents and local institutions. The following are some recent developments found within the region:

- The top four fields of study for students are: Business, Engineering, Humanities and Social Sciences.
- The U.S. continues to be the region’s premier international destination for students, despite increasing competition from Europe (Spain and the United Kingdom) and the Western Hemisphere (Canada, Cuba and Chile).
- South America sends 49% of the regional total numbers of students to the U.S., followed by Mexico and Central America with 32% and the Caribbean with 20%.
- The majority, (66%) of students from the region study at the undergraduate level in the U.S., and 31% of students at the graduate level.


<table>
<thead>
<tr>
<th>Rank</th>
<th>Origin</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dominican Republic</td>
<td>59.8%</td>
</tr>
<tr>
<td>2</td>
<td>Chile</td>
<td>25.3%</td>
</tr>
<tr>
<td>3</td>
<td>Paraguay</td>
<td>24.6%</td>
</tr>
<tr>
<td>4</td>
<td>El Salvador</td>
<td>23.1%</td>
</tr>
<tr>
<td>5</td>
<td>Brazil</td>
<td>21.0%</td>
</tr>
</tbody>
</table>

*2009 IIE Open Doors Report*

**Top Five Countries Sending Students to U.S. in 2009**

<table>
<thead>
<tr>
<th>Origin</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>14,850</td>
</tr>
<tr>
<td>Brazil</td>
<td>8,767</td>
</tr>
<tr>
<td>Colombia</td>
<td>7,013</td>
</tr>
<tr>
<td>Venezuela</td>
<td>4,678</td>
</tr>
<tr>
<td>Jamaica</td>
<td>3,902</td>
</tr>
</tbody>
</table>

**Countries in the Spotlight**

- **Dominican Republic**: Largest percentage increase region wide due to robust Ministry scholarships since 2007.
- **Chile**: Graduate study abroad scholarships offered by the government and the U.S. remains the leading country of destination.
- **Brazil, Bolivia, Costa Rica, Colombia, Ecuador, El Salvador, Guatemala, Honduras, Nicaragua, Panama, Peru, Paraguay, and Venezuela**: Opportunity Scholarships offered to underprivileged students of high academic excellence. EducationUSA has conducted extensive outreach to broadcast these opportunities.
- **Brazil, Chile, Colombia and Peru**: sustained economic growth is a key factor in increasing student mobility to the United States
Major Foreign Government Scholarships

- **Becas Chile**: seeks to send 30,000 students on graduate study abroad over the next 10 years.
- **Organization of American States Scholarships & Loans**: students from member countries are eligible for up to $15,000 in Rowe Fund loans and up to $30,000 for scholarships at the graduate level for all WHA and for undergraduate studies for students from English speaking Caribbean countries.
- **Brazil**: CAPES funds graduate study abroad (Ph.D.) and graduate research (sandwich grants).
- **Colombia**: COLFUTURO provides loans of up to $25,000 per year for qualified graduate students.
- **Ecuador**: SENACYT awards up to $45,000-$60,000 for graduate study in priority STEM fields declared by the President. Local municipalities also offer loans and scholarships for students to study abroad.
- **Dominican Republic**: MESCyT is currently fully funding graduate studies in STEM fields at Utah State University, Western Michigan University, Nova Southeastern University and Rochester Institute of Technology, and is actively seeking additional university partnerships.
- **Panama**: IFARHU, the government's human resource development institute, offers fully and partially funded scholarships to Panamanian students for English study, undergraduate and graduate degrees, and short term programs.
- **El Salvador**: The government’s “Becas Fantel para Educación Superior” scholarship program provides up to 100% funding depending on the student’s academic performance and financial need for undergraduate and graduate studies.
- **Barbados**: offers on average 10 National Development Scholarships that fully fund undergraduate and graduate studies abroad.

Analysis of Trends

- 38% of Caribbean students enroll in universities in Florida and New York.
- The Caribbean region sends 40 students to the US per 10,000 of tertiary aged population, compared to 28 for all of Asia.
- 46% of Mexican students go to institutions in Texas because of in-state tuition options, geographic proximity and historical ties.
- 26% of Brazilian students go to Florida, California and New York – Brazil reached a GDP of 9% in the first quarter of 2010.
- 30% of Chilean students study in California, New York and Massachusetts.

Recruiting realities for U.S. universities:

- In Argentina, Chile, Mexico and Uruguay, the focus is at the graduate level – specifically in MBA, LLM, Social Sciences and Humanities.
- In Brazil, Colombia, Costa Rica, Ecuador and Peru, the focus is at both the graduate and undergraduate level.
- Most Caribbean students have gone through the regional equivalent of the British A-level system and will have questions about credit transfer.
- In most South American countries, burgeoning economies are increasing students’ abilities to pay for study in the U.S.

Three - Five Recruiting Strategies That Work in the Western Hemisphere

- Word of mouth is key, use local alumni
- Attend regional college fair tours: South America EducationUSA Fair in September (Chile, Argentina, Brazil, Peru, Ecuador, and Colombia) www.educationusa.org.br/fair2010, www.educationusa.info
- Interact with students through DVCs, EdUSA Connects and presentations at advising centers
- Be able to offer some form of financial aid

How to Best Partner with EducationUSA

- Participate in fall college fairs: EducationUSA South American College Fairs, the Caribbean College Fair Tour, the Mexico College Fairs and the 2011 Central America Community College Fair Tour.
- Create unique scholarship opportunities for EducationUSA students.
- Join your Study State Consortia and visit our advising centers (in-person and online) to give presentations to students.
Best Times of Year to Interact with Students (in person or via web chat)

- Avoid the two weeks surrounding Easter for all of WHA.
- Mexico: September – October, January – early March, May; Central America: January – March, September; Caribbean: September – November.
- South America (Andean and Southern Cone): March to June and August to November.

Study Abroad in the Region (Open Doors)

<table>
<thead>
<tr>
<th>Top Receiving Countries*</th>
<th>U.S. Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>9,928</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>6,096</td>
</tr>
<tr>
<td>Argentina</td>
<td>4,109</td>
</tr>
<tr>
<td>Ecuador</td>
<td>2,814</td>
</tr>
<tr>
<td>Chile</td>
<td>2,739</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Top Five Growth Markets Receiving U.S. students*</th>
<th>Origin</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Honduras</td>
<td>75.8%</td>
</tr>
<tr>
<td>2</td>
<td>El Salvador</td>
<td>63.8%</td>
</tr>
<tr>
<td>3</td>
<td>Bolivia</td>
<td>58.6%</td>
</tr>
<tr>
<td>4</td>
<td>Nicaragua</td>
<td>40.5%</td>
</tr>
<tr>
<td>5</td>
<td>Peru</td>
<td>33.2%</td>
</tr>
</tbody>
</table>

What to Watch over the next 3+ Years:

- Increased student mobility from students and options for fully funded partnerships with governments in the Dominican Republic and Panama.
- Renewed interest in graduate studies from Mexican students due to local economic and security issues.
- Brazil for the first time made the list of top 20 countries receiving U.S. students and numbers are expected to increase after the launch of the Study Abroad Brazil publication, a joint initiative between IIE and the Forum on Study Abroad, highlighting Brazilian universities with partnerships in the United States.
- The Caribbean Examinations Council is actively developing articulation agreements with U.S. institutions to facilitate the transfer of credit for CAPE exams (equivalent to A Levels), which will impulse student mobility towards the U.S. from English speaking Caribbean nations.
- A surge in local options for English language study throughout WHA, both government and privately funded, will lead to increased interest in study in the United States.
- The graphic below shows the historically increasing tendency of Latin American students to study in the United States.*

* 2009 IIE Open Doors Report