

OACAC

Volume 4, Issue 1

December 1997

From The Editor

Greetings to all OACAC Members and Counselors from all over the world. In our efforts to maintain better communications with the membership and to keep you informed about OACAC, we have made a commitment to publish the Newsletter three times a year. This issue is an abbreviated version with information about the summer conference and a membership survey which I would encourage you to return to me as soon as possible. The information will be used to update membership information and to improve the services our organization provides.

Once again I am asking for article submissions for upcoming issues. I know we are all incredibly busy, but we are also the best sources of knowledge and information for our colleagues. If you have an idea, please take some time and write a short article for the newsletter. Submissions for the March Issue will be accepted until February 15.

Please mail your membership survey to me at the following address:

Marie I. Vivas
ECA M-314 Jet Cargo Box 020010
Miami, Florida 330102

or fax it to me at: (58-2) 993-0219

Articles can be mailed or faxed or you can e-mail me at my new and improved e-mail address: Marie_Vivas@eca.com.ve

Happy Holiday and best wishes for the New Year!!!!

From The President

On behalf of the Overseas ACAC membership and the Executive Board, I would like to extend greetings to all recipients of this newsletter and particularly to those of you whom it provides an introduction to our association. Less than a decade old, OACAC is a growing organization that provides a forum for counselors in overseas American and International schools to share views, discuss problems and solutions, and update ourselves on admissions trends in the United States. Importantly, it also gives us a voice at the national level in communicating our concerns and interests. The articles that follow will give you a sense of what OACAC is as well as offer hints of the exciting potential we have for making a positive impact on college counseling in ways that will serve our students with increasing effectiveness.

Overseas ACAC is an affiliate of our parent organization, the National Association for College Admission Counseling (NACAC). Many of our members attend NACAC conferences. Our officers take part in NACAC executive activities such as Leadership Development Institutes and Legislative Conferences in Washington, D.C. We have delegates who serve on standing or ad hoc committees that play key roles in helping to shape the vision, principles, and future of our profession. While membership in Overseas ACAC has many benefits, we have found also that membership in NACAC provides additional opportunities for professional growth and service. We therefore encourage our members to join NACAC as well. Those of us who have attended the summer leadership institutes, or been to Capitol Hill representing counseling concerns have found the experiences to be exhilarating and can vouch for the importance of our input as representatives of overseas students.

In This Issue:

	Page
From the Editor	1
From the President	1
Current Issues	2
Oacac General Membership Meeting	2
Computer Era Arrives for TOEFL	3
What difference can an International University experience make?	4
Executive Board	6

One of the significant advantages of NACAC membership that many of us overseas have found to be invaluable is NACAC's "Statement of Principles of Good Practice." This document is extremely helpful in outlining our responsibilities, either as counselors or admissions officers, as we work with young people and with each other. We know how easy is to feel removed from colleagues in the profession, to wrestle with problems that raise ethical questions, or to have to create solutions in what seems to be a vacuum. The "SPGP" is something concrete that we can look to for guidance and support when we need it.

If you have questions about membership in either OACAC or NACAC, please contact Beth Linguri, OACAC's Membership Chairperson. (Note: we are enlisting the help of "Regional Membership Coordinators" who can assist you with answers to questions or getting application materials. A complete list of these individuals should appear in our next newsletter). You are also welcome to contact any of our executive officers. We would love to see you at our summer conference or at the NACAC National Conference in Indianapolis, next October. These are two excellent opportunities to get to know each other, share ideas, and grow professionally.

Best wishes for a good and Happy New Year!

Sincerely, John M. Evans
President

Current Issues

Overseas counselors frequently encounter problems or issues that we discuss with each other and/or the appropriate people when the opportunities arise. Perennial concerns involve mail delivery problems, classification of U.S. citizens and non U.S. citizens in the application process, poor communication with state-side institutions or agencies, test registration or administration difficulties, financial aid confusion, etc.

Issues that we have surfaced at recent OACAC meetings include the following:

- There appears to be a trend towards

computerization of college admission tests and we need to keep abreast of how this will affect the students we counsel.

- The move towards privatization of U.S. counseling centers raises concerns about increased costs for international students seeking counseling. This may send those same students to seek higher education opportunities in other countries, particularly those whose governments are now funding education counseling centers abroad.
- Relations between schools and the local U.S. consulate or embassy vary around the world from excellent to non-existent, sometimes resulting in problematic visa issuance for our students.

Continuing discussion of these and other issues is important. Feel free to write us about your specific concerns. Consider submitting a newsletter article explaining your handling of or solution to a current or continuing problem. Better yet, bring your concerns to our meetings and conferences! We look forward to hearing from you! John M. Evans, President

OACAC Member Honored!

Overseas ACAC is extremely proud to announce that one of our senior members, **Peggy Templeton-Strong**, was honored as this year's recipient of the Gayle E. Wilson Award at the NACAC National Conference in San Francisco this September! The award is given to an individual whose dedication, life-long service and contributions to college counseling have been outstanding.

Peggy's tireless pursuit of excellence in providing the best college counseling for our students and the best professional opportunities for her colleagues in the profession is unequalled in vigor and scope. She has traveled extensively, visiting universities, organizing college tours, presenting workshops and attending conferences. Her experience, wisdom, and insight have been a source of strength to students, fellow counselors, admissions personnel and organizations like ECIS, OACAC, of which she has been a long-time member.

We are indebted to Peggy for her vision and

efforts in making OACAC the growing dynamic organization it is, and we are proud to share the joy of this honor with her!

John M. Evans
President.

OACAC General Membership Meeting September 25, 1997. San Francisco Hilton

John Evans opened the meeting at approximately 5:30 PM. The minutes of the previous meeting were reviewed and approved without additions or deletions.

John congratulated Peggy Templeton Strong on receiving the Gayle C. Wilson award, which is given each year to a NACAC member for outstanding contributions to the counseling profession and for her work in helping students. John introduced the officers, Executive Committee members and chairpersons of the various committees.

Debbie Dostert reported that the organization has approximately \$16,000 including an \$8,000 surplus. She outlined general expenses and income. Invoices for 1998 will be sent out in November and will be due by January 1.

Peggy Templeton Strong gave a brief outline concerning the origins of OACAC. She mentioned that the idea began in 1979 as a plan to form an organization to better represent the needs of the international student throughout the process of applying to an American university. Peggy explained that there were many obstacles to forming this organization because NACAC did not permit profit-making schools to join. In 1992 OACAC was formed and recognized by NACAC. She stressed OACAC's importance in breaking down barriers and encouraging collaboration between overseas schools and American colleges and universities.

Beth Linguri gave her personal thanks to Peggy on behalf of the organization and for the personal time and help she has given Beth over the years. Beth discussed membership and mentioned that there is a discrepancy between those listed in the directory and those Debbie has listed as paid.

They will work together and cross check their lists and rectify the problem. She encouraged the membership to renew their participation in OACAC. Currently the organization has 86 members from 44 different countries. There are 47 members from Europe and the Middle East (10 of which are Swiss schools), 38 from Asia (6 from Japan), 6 from Africa, 7 from South America and 2 from North America. There are also 82 associate member colleges. Beth felt that there are many other schools that should be members and has decided to make increasing OACAC's membership a personal project this year. She will oversee that a letter and brochure is sent along with the newsletter to potential new members. Beth feels that it is important for all of us to spread the word about the benefits of membership. She mentioned that one example of the strength and influence of the organization is the new NACAC Ad Hoc Committee, which is working on a new document addressing the concerns of overseas counselors and students. Ted Washburn encouraged OACAC to put our membership brochure in NACAC's new member packet. John Evans thanked Beth for the time that she has devoted to increasing OACAC's membership.

Pete Hauet expressed the importance of membership in terms of our voice in NACAC. In April we had 99 members but in May we had 101. NACAC determined the number of delegates late in April before we had the additional two members, which meant that OACAC had 3 delegates at the fall conference instead of 4.

Pete brought proposed changes to the by-laws before the membership. He proposed a change from a required double slate of officers to a single slate. He explained the reason for the change and some discussion ensued. 29 voting members were present and 24 voted in favor of the change while 3 voted against. The motion carried to change the bylaws to a single slate of officers. He encouraged nominations and said there will be a nominating committee in the future to prepare the slate of officers. He also gave a brief description of each officer's responsibilities.

Pete Hauet called attention to the article in the NACAC Annual Report by the AD Hoc Committee on Higher Education Access for

Overseas and International Students. Pete is Chairperson of the committee and explained that they have had four meetings to date. He commented that it was started because the feeling existed that international students were not being represented properly. The new guidelines will be introduced this week and hopefully approved during the conference in Indiana next year.

Marie said the deadline for information for the December newsletter will be November 15th. She will send this newsletter to potential new members to encourage participation in the organization.

Larry Turns explained that the 98 ECIS SUMMER Tour will be taking place from July 5-17 and will visit colleges and universities in New Hampshire, Maine, Vermont, as well as in Montreal. The OACAC Summer Conference will take place from the 17 to 19 of July. More details will be forthcoming. It was explained that there has been some confusion that signing up for the tour automatically registered you for the Summer Conference which is not the case. There are separate registrations for both the conference and the tour.

It was decided to meet again the following day at 10:15 to continue to discuss issues of mutual concern. The meeting concluded at approximately 7:00 PM.

An additional membership meeting took place on Friday, September 25th in the San Francisco Hilton at 10:15 AM. Some of the issues discussed were:

- 1 The new Ad Hoc Committee documents covering the guidelines for the recruitment, admissions, and support of international students.
- 2 The new computer-based TOEFL administration costs (perhaps as high as \$125.00) and issues of administration were raised.
- 3 The continued practice of some institutions to ask for a deposit signifying commitment from a student prior to May 1.
- 4 Increase in students being denied visas by US consulates worldwide. Some preventive measures were dis-

cussed including inviting consulate personnel to school in order to encourage a relationship with the school and coaching students regarding the questions they will be asked. Pete Hauet suggested we ask NACAC to make a stand on this issue and to issue a statement pointing out the significant amount of money that the US makes from having foreign nationals attend colleges and universities in the States. John Evans agreed to pursue this idea with NACAC leadership and will talk to Ruth Granados to enlist her support.

- 5 Privatization of USIS offices which are currently being run in some places by Petersons.
- 6 A suggestion for OACAC to push the use of the Common Application Secondary School Report Form and Teacher Recommendation Form.

Larry Turns
Secretary

Computer Era arrives for TOEFL in 1998

"Mouse to Replace pencil for International Students"

Beginning in summer 1998, many students taking the Test of English as a Foreign Language (TOEFL) will leave their No.2 pencils behind and use a computer instead. This change is part of an evolutionary effort to create a new and better generation of English proficiency tests.

The transition of TOEFL to computer is part of a project called TOEFL 2000 that began in 1993. It reflects the beliefs of the TOEFL Policy Council and Educational Testing Service (ETS) that the computer offers new opportunities for better English proficiency assessment that is more responsive to test takers and score users. Use of performance-based questions will also provide schools with better information about international students' ability to understand and use English.

Another large-scale testing program, the Graduate Record Examinations (GRE) switched to computer in 1993 and will offer

their last paper-and-pencil version in 1999. In October 1997, the Graduate Management Admission Test (GMAT) retired their paper version and moved immediately to computer. TOEFL's move to computer underlines the growing use of technology in ESL instruction and especially in higher education generally. For teachers and students worldwide, the computer is changing the future of education.

The computer-based TOEFL will have four sections: Listening, Structure, Reading and Writing. By using computer technology most sections will have new or improved question types.

The Listening section will continue to measure the ability to understand North American English, including frequently used vocabulary, expressions and grammar. With the computer-based version, test takers will now listen to dialogues, talks and group discussions through personal headphones while they see context-setting visuals on the computer screen.

The Structure section will still measure recognition of selected grammatical points in standard written English.

The Reading section will still use passages to measure reading ability, but new tasks that require the test taker to become more closely involved with the text have been developed.

The Writing section will measure the person's ability to generate, organize and support ideas using standard written English. In order to not disadvantage people, who lack keyboard skills, test takers may write or type the essay.

Another improvement is that the Listening and Structure sections will be computer-adaptive. Test takers receive a set of questions that generally are appropriate for their ability level. The CAT starts with a question of medium difficulty. If the test taker answers the question correctly, the next one will generally be more difficult. If the test taker answers incorrectly, the next one will generally be easier. Subsequent questions are presented based in part on the test taker's performance on previous questions and on the test design.

Computer-based TOEFL will be offered

worldwide at Sylvan Technology Centers, at specified university test centers, and ETS field offices. Testing will be available year-round in many sites. Test takers will make appointments either by their local test center or regional registration center. The appointments can be made within as little as a few days of testing. However, test takers should consider admission deadlines and call early to maximize chances of getting preferred test dates at the most convenient center. The entire testing experience will also improve as test takers sit in private carrels where they will use volume-controlled headphones. Score reporting will also be faster - students will see partial scores on screen at the test center and official score reports will be sent usually within two weeks of testing.

Because TOEFL is changing with the addition of new computer-unique questions and an essay, ETS will conduct a study to determine the need for a new scale. Students should check with institutions to which they are applying to inquire about their particular score standards.

The TOEFL program has taken steps to assure that an individual's test performance is not influenced by a lack of computer experience. A tutorial, designed especially for nonnative speakers of English, has been developed to teach the skills needed to take the computer-based TOEFL. Also, the results from a study conducted by ETS indicate the tutorial is effective because there was no practical difference between the performance of test takers who were familiar and unfamiliar with the computer.

Although the United States, Canada, Latin America, Europe, the Middle East, Africa, Australia, Malaysia, Singapore and Indonesia will make the transition to computer in 1998, the paper-based test will continue to be administered in the other areas in Asia. However, once computer-based TOEFL is introduced in a country, the paper-based program will be eliminated. ETS plans to complete the transition to computer by the year 2000.

ETS will provide preparation packages that allow candidates to practice their computer skills using sample test questions. In spring 1998 a CD-ROM with sample questions will be available worldwide; it will also be downloadable from the TOEFL Website at www.toefl.org. An expanded edition of the

TOEFL Test Preparation Kit will also be available in spring, 1998.

The following article relates to the discussions about "Global Nomads" at the OACAC conference this summer. I thought you might enjoy reading it because it considers the advantages of studying at an international university, and many of these advantages may benefit the high school students that we all work with on a daily basis. The piece was written by Dr. Peter Leuner, Associate Vice President for Academic Affairs, Richmond the American International University in London

Happy Holidays!

Julie L. Williams
Associate Dean of Admissions
Richmond, The American International University in London

WHAT DIFFERENCE CAN AN INTERNATIONAL UNIVERSITY EXPERIENCE MAKE?

Why would one choose to study in an international university rather than a regular "national" one? What difference might it make to your studies, your self-development and the transferable skills you acquire? The short answer is because if you are studying alongside students from up to one hundred different nationalities and cultural backgrounds you are likely to acquire more sensitivity, more knowledge, more flexibility and more insights into the working of the world than if you sat in a classroom in which nearly everyone came from a similar background to yours.

Throughout the world, most undergraduates study in universities and colleges in which the student body, the faculty and administration reflect the indigenous population profile. Recognizing some of the limits of such circumstances, and sensing the tremendous value to be derived from contact with other cultures and different academic traditions, more and more students have opted to "study abroad". As a result, a growing number of "foreign students" have appeared

in many university classrooms.

This internationalization of higher education mirrors economic, media and socio-political globalization, and has made the undergraduate experience more cosmopolitan than ever before. Yet, however enlightening these academically based contacts with other cultures are, they remain essentially bi-cultural and bi-national as students find themselves immersed in an institution that naturally reflects local traditions and the indigenous culture.

However, in a few fascinating cases this process has been taken much further. Around the world, a small number of truly international universities exist which have no dominant indigenous population and do not necessarily reflect the local pattern of higher education. Often based on the American pattern of higher education (due to its flexible, credit-based nature, easy exportability and appeal to local populations) these institutions cater to both local and global constituencies and incorporate an intrinsically international approach in the degree programs on offer. These universities engender a unique international perspective, which affects all aspects of organizational culture from teaching and learning to socializing and residence life.

Student bodies in these universities are very diverse, with no one-nationality dominating. Faculty profiles also reflect this - not to the same extent in terms of their national and cultural diversity, but research shows that a very high proportion of faculty teaching in these institutions earned their degrees from universities in different countries - hence their own experience of crossing educational borders sensitizes them to more international perspective. Just as there is a cadre of faculty who have themselves had experience in negotiating different educational structures and cultures, the international universities also attract administrative and support staff from diverse origins.

It is important to stress how these international institutions differ from those national universities which now boast that "more than one hundred nationalities are represented at X." In truly international universities the dynamics of learning in a truly diverse environment lead to the forming of global friendships. You will share those first few days and weeks as a new student with South Africans, Spaniards, Nigerians, Thais, Taiwanese, Americans, Palestinians, Egyptians, Swedes

and Iranians. There will be no implicit national/institutional culture to try and assimilate to - as there would be on a British or an American campus - because everyone is in a minority and nearly everyone encounters the local culture as a "foreigner". As students you will be constantly reminded that there is no taken-for-granted reference point, and that all ideas, concepts, patterns of behavior need to be explored rather than just taken for granted.

Students at international universities like Richmond the American International University in London, the American University in Paris, the American University in Cairo, the American College in Greece, benefit from being exposed to a wide spectrum of "international others". In an introductory sociology class, for instance, they will hear a Syrian perspective on the family, a Nigerian perception on appropriate gender roles, a Korean view of childhood socialization and an Indian view of the caste system. Faced with these perspectives - which similarly occur in business, humanities and many other disciplines - the world opens out in ways which would be difficult to replicate in more culturally monolithic institutions.

In the corridors and cafeterias of these universities, conversations in Arabic, Greek, Italian, English, Urdu and Japanese parallel one another (though English is the language of instruction and the common coinage of communication). Students at international universities are drawn from many countries and often proceed to careers, which have a decisively international dimension. The broadening academic and cultural experience prepares them well for sensitive and meaningful interaction in an international context. The undergraduate experience to be gained at such institutions provides valuable new perspectives on culture, identity and communication: what better preparation for the global institutions and interactions of the 21st century?

Peter S. Heuner

Richmond, The American International University in London

**Overseas Association for College
Admission Counseling
Executive Board 1997-98**

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Designed by Varenka Luna

MEMBERSHIP SURVEY

1. DIRECTORY

What additional information would you like to see included in the directory?

By-laws	NACAC info	Membership status
CEEB code	Application form	NACAC member
Web site	Date joined	Fin. aid. questions
Other	Travel tips	Sec. school Rep. form
School vacations		

How would you like data organized in additional lists?

- alphabetical by name
- alphabetical by school

2. If we divided the world and appointed regional chairs, how would you make that division? Would you be interested in serving as regional membership chair?
3. What additional services could we provide to members?
4. Should we organize more professional development focus groups on a regional organizational level?
5. In our next membership drive, whom should we target?
6. Should we advertise/include sponsorship in directory?

MEMBERSHIP INFORMATION UPDATE FORM

Name : _____

Title : _____

Institution : _____

NACAC Member - Yes _____ No _____

Mailing Address : _____

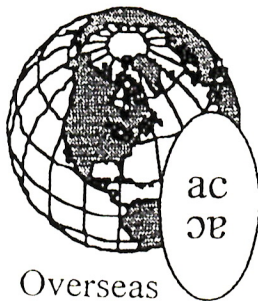
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Please mail by November 5, 1997, to :

Marie I. Vivas
ECA M-314, Jet Cargo Int, POBox 020010
Miami, Florida 33102

or fax me at: (58-2) 993-0219



CALL FOR NOMINATIONS

Our organization has been served well in the past by a wide variety of people. As past president, it is my responsibility to come up with a list of candidates for the offices of President elect, vice-president, treasurer and delegates. Our constitution requires two to run for each position. I ask you to think seriously about either placing your own name in nomination or that of any other OACAC member. To be eligible the candidate must be both a member of OACAC and NACAC.

Please write, fax or e-mail me with the nominations.

Peter Hauet, Past President OACAC
1-6-19 Seta, Setagaya Ku
Tokyo, Japan 158

Fax : 81 3 3707-1950
Email : HAUET@TWICS.COM

I would like to nominate
(feel free to write in your own name) for the office of

Your name :