

DUPLICATION STUDY:

**Graduate-Level
Academic Programs**



**INTERAGENCY WORKING GROUP ON U.S.
GOVERNMENT-SPONSORED
INTERNATIONAL EXCHANGES AND
TRAINING (IAWG)**

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OVERVIEW

In its *FY 1997 Annual Report*, the IAWG highlighted graduate-level academic programs as one activity in which potential duplication and overlap may exist. The IAWG defines duplication as activities by different elements/agencies that direct resources at the same targeted audience, using similar methodologies to achieve the same goals with duplicative as opposed to complementary outcomes. Programs that overlap are not inherently duplicative. They can be conceived and carried out as complementary efforts by various elements/agencies to address policy goals and objectives.

Through information sharing among federal departments and agencies and the clear articulation of program goals and objectives, program coordination can be enhanced and duplicative programming avoided. For this FY 1999 duplication study, the IAWG Academic Programs Study Group examined programmatic and administrative commonalities and differences among USG-funded academic programs.

IDENTIFICATION OF PROGRAMS

To compile a preliminary list of federal programs reporting involvement in graduate-level education, the IAWG queried its database for program characteristics that focus on academics, research, or specialized educational training. The IAWG Academic Programs Study Group screened 70 initial programs and determined that for the purposes of the study, only graduate-level (master's degree) programs of non-science departments and agencies would be surveyed.¹

According to IAWG records, approximately 25 federal programs fit the criteria for graduate-level education. Study group members developed a survey form and distributed it to the identified program offices, requesting responses from program administrators regarding the purpose, goals, administrative procedures, and evaluation guidelines of their programs. [The survey is included as Appendix 2 to this report.] The IAWG also used its FY 1999 Inventory of Programs to obtain additional program-specific information, where possible. The inventory is developed from the IAWG's Internet-based Federal Exchanges Data System.

After an initial review of survey responses, the study group determined that a number of other programs did not fit within the scope of this duplication study for a variety of reasons², such as programs that are:

¹ In the *1997 Annual Report*, the IAWG had concluded that examining program-specific duplication and overlap among the federal science departments and agencies would in itself be a duplicative effort. These federal organizations already have in place coordinating functions and fora to address issues of duplication and overlap.

² Appendix 3 includes brief descriptions of federal programs that were not included in this study for one of the reasons listed. These programs are administered by the Department of State, the Inter-American Foundation, the Library of Congress, and the U.S. Agency for International Development.

- Specifically designed to attract unique individuals with highly specialized knowledge and/or experience in a narrowly defined field.
- Recently initiated with no track record for review.
- Currently suspended due to budget cutbacks and/or other administrative and/or programmatic considerations.
- Without specific funding allocated to them.

The 14 remaining federal graduate-level academic programs appear, at first glance, to be similar in nature or to bring about similar outcomes. Most programs, in fact, do share certain commonalities, such as fostering and facilitating international learning experiences and promoting cultural awareness, and/or strengthening the U.S. and foreign knowledge base about other countries, for example. And the programs offer unique opportunities for U.S. and foreign graduate students to receive a distinctive academic experience.

However, a closer examination reveals that all of these programs -- created primarily by Congressional mandates, Executive Orders, and federal initiatives -- feature specific programming goals, target different audiences, and focus on different areas of the world.

Five of the programs offer scholarship opportunities for both U.S. and foreign students, an additional five programs are designed to enable citizens of foreign countries to pursue graduate education and/or training in a U.S. institution, and the four remaining programs are for Americans only.

Some programs are narrowly focused with opportunities for educational experiences centered in a specific region or single country. In some cases, programs focus on specific areas of study for participants. Thus, the IAWG chose the following departments and programs for further study:

U.S. Department of Defense

- Professional Military Education (PME) Exchanges
- National Security Education Program (NSEP)
- Olmsted Scholar Program
- Center for Hemispheric Defense Studies Program

U.S. Department of Education

- Fulbright-Hays Doctoral Dissertation Research Abroad Program
- Fulbright-Hays Group Projects Abroad Program

U.S. Department of State

- Ron Brown Fellowship Program
- Cyprus-American Scholarship Program
- Edmund S. Muskie Freedom Support Act/Graduate Fellowship Program
- Hubert H. Humphrey Fellowship Program
- Fulbright Student Program

- East-West Center Student Program
- Dante B. Fascell North-South Center Scholars Program
- The Israeli-Arab Scholarship Program

PROGRAM DESCRIPTIONS

Department of Defense

- The Center for Hemispheric Defense Studies Program seeks to develop civilian specialists in defense and military matters by providing graduate-level programs in defense planning and resource management, executive leadership, civilian-military relations, and interagency cooperation. <http://www3.ndu.edu/chds>
- The National Security Education Program (NSEP) awards scholarships to U.S. undergraduates to study abroad in geographic areas critical to U.S. national security in which U.S. students are traditionally under-represented. It also awards fellowships to U.S. graduate students to allow them to include study of foreign areas, languages, and other international fields crucial to U.S. national security. <http://www.aed.org/nsep>
- The Olmsted Scholar Program provides educational grants for two years of graduate study and other educational experiences in a foreign country to nine individuals each year, three each from the Army, Air Force, and Navy (three from the Navy includes any Marine volunteers). Scholars enroll as full-time students and study in a language other than English while interacting with the residents of the countries in which they are living. The purpose of the program is to broadly educate those young career military officers who exhibit extraordinary potential for becoming America's future military leaders. <http://afas.afpc.randolph.af.mil/pme/olmnet.htm>
- Professional Military Education (PME) Exchanges send officers for academic or full-year training in military staff schools abroad. Some of the U.S. officers attending the foreign staff schools do so under the auspices of a reciprocal PME Exchange Agreement between the U.S. Department of Defense and the foreign country's Ministry of Defense. All tuition costs are waived under the terms of the PME Exchange Agreements.

U.S. Department of Education

- The U.S. Department of Education's Fulbright-Hays programs were designed to provide an overseas dimension to USED programs authorized under Title VI of the Higher Education Act of 1965 (formerly Title VI of the National Defense Education Act of 1958). A significant number of Fulbright-Hays Doctoral Dissertation Research Abroad fellows, for example, have received language and area studies training on U.S. campuses under the Title VI Foreign Language and Area Studies Fellowships program; conduct full-time dissertation research overseas under the Fulbright-Hays award, and complete all of the requirements for a doctorate upon their return to the United States. Fellows who have

gone through this training help address national needs for expertise in the less commonly taught languages and on the world areas in which those languages are spoken by entering the teaching profession in the United States. Projects that focus on Western Europe are not supported generally. <http://www.ed.gov/offices/OPE/HEP/iegps/ddrap.html>

- The Fulbright-Hays Group Projects Abroad (GPA) Program provides grants to support overseas projects in training, research, and curriculum development in modern foreign languages and area studies by teachers, students, and faculty engaged in a common endeavor. Projects may include short-term seminars, curriculum development, group research or study, or advanced intensive language programs. Projects encompass the humanities, social sciences, and foreign languages and focus on the following world areas: Africa, East Asia, South Asia, Southeast Asia and the Pacific, the Western Hemisphere, East Central Europe and Eurasia, and the Near East. Projects that focus on Western Europe are not supported generally.
<http://www.ed.gov/offices/OPE/HEP/iegps/gpa.html>

Department of State (including the former U.S. Information Agency³)

- The Cyprus-American Scholarship Program (CASP) was established in 1981 with the purpose of assisting in the economic and social development of Cyprus through the provision of scholarships for Cypriot graduate and undergraduate students to study in the United States and through the provision of short-term professional training for Cypriot leaders. Since 1989, the former U.S. Information Agency (USIA) had signed annual Interagency Agreements with the U.S. Agency for International Development (USAID) for the transfer of funds and responsibility to USIA for the implementation of the CASP program. <http://www.fulbright.org.cy/cygrants.htm>
- The Dante B. Fascell North-South Center Scholars Program was developed to provide two-year scholarships for qualified students from Latin American and the Caribbean to pursue graduate work at the University of Miami in Inter-American Studies. Scholars' studies are complemented by research assistantships at the North-South Center. The North-South Center serves as a national and hemispheric source of information and analysis about Western Hemisphere policy issues. It promotes better relations between the United States and the nations of Latin America, the Caribbean, and Canada by combining programs of public policy, cooperative study, research, and training.
<http://www.miami.edu/nsc/pages/fellowships.html#nsfellow>
- The East-West Center Student Program provides scholarships for Asian, Pacific, and U.S. students for academic study in order to facilitate international learning and community building. The East-West Center promotes better relations and understanding between the United States and other nations in the Asia-Pacific region

³The United States Information Agency (USIA) was integrated into the Department of State on October 1, 1999.

through cooperative study, training, and research.

<http://www.eastwestcenter.org/edu-sp.asp>

- The Edmund S. Muskie Freedom Support Act/Graduate Fellowship Program provides scholarships for study at U.S. institutions of higher education, together with private and public sector internships, to nationals of the former Soviet Union, Lithuania, Latvia, and Estonia who have completed their undergraduate education and would not otherwise have the opportunity to study in the United States due to financial limitations.
<http://exchanges.state.gov/education/nonfulb/>
- The Fulbright Student Program provides graduate-level educational experiences to distinguished students around the world. Considered one of America's premier vehicles for increasing understanding and intellectual engagement with the rest of the world, the program operates under the leadership of the Presidentially-appointed J. William Fulbright Foreign Scholarship Board. The Bureau of Educational and Cultural Affairs plans and administers the programs in cooperation with bilateral Fulbright Commissions and Foundations operating in some 50 countries, the U.S. academic community, nongovernmental organizations, U.S. diplomatic missions, foreign governments, and educational institutions. <http://exchanges.state.gov/education/fulbright>
- The Hubert H. Humphrey Fellowship Program provides mid-career and professional training in the United States for public servants from the developing world. Humphrey Fellows study and conduct internships in a variety of fields. Participants are not necessarily graduate students and do not pursue degrees, but their courses of study are comparable with those of individuals enrolled in a graduate-level program.
<http://exchanges.state.gov/education/hhh>
- The Israeli-Arab Scholarship (IASP) Program allows highly qualified Arab citizens of Israel to study in institutions of higher learning in the United States, providing them both graduate education and an overview of American society and culture. Students are selected through a merit-based competition administered by the Public Diplomacy section at the Embassy in Tel Aviv. <http://www.amideast.org/programs/et/iasp/>
- The Ron Brown Fellowship Program was established in 1994 as the Central and Eastern European Graduate Fellowship Program. It is an assistance program funded under the Support for Eastern European Democracies (SEED) Act of 1989. The goal of the program is to prepare future leaders from Central and Eastern European countries through education and training in fields considered critical to assisting in their transition to democratic practices and free market economies. <http://exchanges.state.gov/education/nonfulb/>

GOALS AND OBJECTIVES

As the world becomes progressively more complex and interdependent, the U.S. Government has sought increasingly to develop a national capacity to meet the demands generated by this evolving

world and has endeavored tirelessly to promote better international understanding between people of the United States and peoples of the world. Educational exchanges and training provide some of the most effective methods of improving mutual understanding and increasing human capacity development.

The programs' objectives fall into two general classifications:

- Those that contribute to and advance U.S. manpower needs in education and in national security, and includes the programs sponsored by the Departments of Education and Defense
- Those that focus on public diplomacy and strengthen the international relations of the United States and other countries by providing emerging professionals from foreign countries exposure to American values, language, ideas, and culture (and similar opportunities for Americans to sample foreign values, languages, ideas, and cultures), and generally includes programs sponsored by the Department of State's Bureau of Educational and Cultural Affairs (ECA), which was formerly part of the U.S. Information Agency.

Focus on International Dimension for Future U.S. Educators

The programs sponsored by the U.S. Department of Education focus on the educational needs of the United States and provide an international dimension for future U.S. educators of foreign languages and area studies.

The Fulbright-Hays Doctoral Dissertation Research Abroad Program awards grants to colleges and universities to fund individual doctoral students, who are selected in a national, merit-based competition, to conduct dissertation research abroad in the field of modern foreign languages and area studies for a period of 6 to 12 months. After completing all of the requirements for a doctorate, participants are expected to meet the national need of the education community for language and area specialists with expertise in the less commonly taught languages and areas of the world in which those languages are spoken.

The Fulbright-Hays Group Projects Abroad Program gives graduate students with a teaching career goal the opportunity to participate in overseas advanced intensive language training programs that focus on the less commonly taught languages. Besides providing opportunities for in-country language instructions in a formal classroom setting, these programs offer invaluable opportunities to reinforce classroom instruction with practical experience in a great variety of social and professional contexts.

Focus on U.S. National Security Interests

Programs sponsored by the U.S. Department of Defense focus more specifically on U.S. national security; they address America's capacity to deal effectively with foreign languages and cultures. (However, a byproduct of some of these programs also is increased mutual understanding between Americans and foreigners.)

The Defense Studies Program offered by the Center for Hemispheric Defense Studies consists of a three-week graduate-level academic seminar focused particularly on defense planning and resource management. Conducted in Washington, D.C., the seminars are held four times per year. Conference Fellows consist of Latin American and Caribbean government civilians in defense-related positions and military personnel, or nongovernment civilians whose work is related to defense matters.

The National Security Education Program (NSEP) of National Defense University also addresses issues of national security. It enables Fellows to acquire the international competence needed to communicate effectively across borders and to understand other perspectives and analyze increasingly fluid economic and political realities. However, the NSEP program differs from other DOD programs in that it is broader in scope, and encompasses a diverse variety of academic fields, geographic regions, and foreign languages deemed essential to national security. It also is less tailored to military professionals, and targets graduate students interested in international affairs and U.S. national security. The merit-based program requires that U.S. candidates design their own research programs that include study of a modern foreign language. Upon return from their program, Fellows enter into a service agreement, under which they must seek employment with an agency or office of the federal government involved in national security affairs. In this way, the U.S. Government develops a cadre of professionals with extensive knowledge of a foreign language and expertise in dealing with global issues in a region important to U.S. national security.

The Olmsted Scholar Program provides commissioned officers in the U.S. military with the opportunity to study at a university abroad. Young military officers from the branches of the Armed Services immerse themselves in a foreign culture while studying a foreign language in a field of their choice. After two years of study at a foreign university, officers may pursue graduate degrees and will use their foreign experience in assignments requiring contact with host countries. The experience gained through the program gives officers an in-depth understanding of a foreign culture, making them more sensitive to the viewpoints and concerns of people around the world.

Professional Military Education (PME) Exchanges feature one-for-one exchanges between military staff schools overseas and branches of the U.S. military. The program sends U.S. officers for academic study and/or full-year training in foreign military staff schools and enables commissioned officers from other countries to receive vital military training in the United States. The program provides U.S. commissioned officers with a firsthand understanding of military procedures overseas, and encourages friendly relations and increased understanding between the United States and foreign countries.

Focus on Mutual Understanding on a People-to-People Basis

In most cases, the programs sponsored by the Department of State focus on ensuring that future leaders in the United States and abroad gain direct in-depth knowledge of the United States and other countries through academic study. The programs promote cross-cultural interaction and mutual understanding on a person-to-person basis in an atmosphere of openness, academic integrity, and intellectual freedom.

These programs give participants the opportunity to experience and understand U.S. and foreign societies at community and grassroots levels. A community of shared interests and values develops through better mutual understanding which supports traditional U.S. diplomacy and promotes more peaceful, friendly, and sympathetic relations between the United States and other nations. Programs in this category include the Cyprus-American Scholarship Program, North-South Center Scholars Program, East-West Center Student Program, Edmund S. Muskie Freedom Support Act/Graduate Fellowship Program, Fulbright Student Program, Hubert H. Humphrey Fellowship Program, Israeli-Arab Scholarship Program, and the Ron Brown Fellowship Program.

Several of these programs, most notably those focusing on the New Independent States and Eastern Europe, also contribute to the development of democratic and market-based economic systems. Thus, programs that build mutual understanding yield additional benefits of promoting democracy abroad and contribute to the development of stable and prosperous global economies.

PROGRAM APPLICATION AND SELECTION PROCESS

Most programs select participants through a general or focused announcement-application process. The review and screening process of applications and of applicants differs slightly among programs.

Several programs involve specialists from nongovernmental organizations. For example, the U.S. Department of Education's Fulbright-Hays Doctoral Dissertation Research Abroad and Group Projects Abroad Programs use a complex process in selecting grantees, which involves peer review by panels of distinguished language and area studies scholars, reviews within the U.S. Department of Education, consultations with U.S. diplomatic posts and binational commissions, and final selection by the Presidentially appointed J. William Fulbright Foreign Scholarship Board. The Department of State's Fulbright Student Program uses panels of distinguished academics and other professionals to score U.S. student applications. The scores are then placed in a ranking order for program administrators to follow for awarding grants. A similar type of process occurs for selecting foreign Fulbright students overseas.

Other programs rely on input from host governments to select appropriate candidates for their programs. The Department of Defense's Professional Military Exchange, for example, selects participants from a list of applicants provided by the host foreign government.

Personal interviews play an important role for several programs. For example, the Israeli-Arab Scholarship Program conducts personal interviews of a reduced pool of applicants as a mechanism to select program participants. The interviews provide applicants with the opportunity to demonstrate their interpersonal skills, discuss future plans for contributing to their community upon completion of the degree, and clarify any questions the panel may have regarding their applications.

More divergence appears among the means used to select university sites, and fields and courses of study. Selection techniques range from allowing applicants full or partial input into the final decision to directing that the U.S. Government funding agency or sponsoring center select sites

and fields of study. The East-West Center Student Program, for example, provides funding for graduate degree study at the University of Hawaii (UH), under an agreement between the Center and UH. Fields of study are determined, in part, by program offerings available at the University of Hawaii; participants do get to choose their courses of study. The Professional Military Education Exchanges program selects the university site and uses a negotiated process in selecting a field of study, such as a government-to-government agreement. The university department alone determines the participant's course of study.

PROGRAM PARTICIPANTS

The chart below shows the number of U.S. and foreign participants involved in graduate-level academic programs in FY 1999.

Program	U.S. Participants	Foreign Participants
Center for Hemispheric Defense Studies Program	2	147
National Security Education Program*	87	0
Olmsted Scholar Program	19	0
Professional Military Education Exchanges	39	39
Fulbright-Hays Doctoral Dissertation Research Abroad	95	0
Fulbright-Hays Group Projects Abroad	256	0
Cyprus-American Scholarship Program	0	20
Dante B. Fascell North-South Center Scholars Program	33	63
East-West Center Student Program	43	64
Edmund S. Muskie Freedom Support Act/Graduate Fellowship Program	0	315
Fulbright Student Program	869	1,354
Hubert H. Humphrey Fellowship Program	0	135
Israeli-Arab Scholarship Program	0	10
Ron Brown Fellowship	0	50
TOTAL	1,443	2,197

* The NSEP program includes individuals other than graduate-level students.

AREAS OF SPECIALIZATION

Regional Programs

Many Department of State programs target international participants from specific regions or countries:

- The Israeli-Arab Scholarship Program enables highly qualified Arab citizens of Israel to study in institutions of higher learning in the United States, providing them both graduate education and an overview of American society and culture.

- The Ron Brown Fellowship Program prepares future leaders from Central and Eastern European countries through education and training in fields considered critical to assisting in the transition to democratic practices and free market economies.
- The Edmund S. Muskie Freedom Support Act/Graduate Fellowship Program offers scholarship opportunities for citizens of Russia, the New Independent States, Lithuania, Latvia, and Estonia.
- The Dante Fascell North/South Center Program concentrates its efforts in the Western Hemisphere. U.S. participants go to the region to study while foreign participants from the region come to the Center in Miami, Florida.
- The East-West Center Program is open to Asian, Pacific, and U.S. students.
- The Cyprus-American Scholarship Program provides scholarships for Cypriot graduate and undergraduate students to study in the United States and provides short-term professional training for Cypriot leaders.
- The Hubert H. Humphrey Fellowship Program targets the developing world.

Fields of Study

The fields of study offered by these graduate-level programs vary enormously. Because of this variation, it was difficult to sort programs along strict areas of study. Programs offered by the Department of Defense, for example, are meant to help protect and advance America's national security interests. Thus, military science was a major field of study for these participants. However, many DOD program participants also study a broader range of subject matter. Still, to provide an idea of the kinds of issues that participants are studying, we have broken down the fields into three broad categories. For those programs whose primary fields do not lend themselves to easy categorization, we have listed them separately. Since many programs feature more than one area of study, we have selected the most popular courses of study reported based on the data available to us.

Humanities, social sciences, languages:

- The U.S. Department of Education's Fulbright-Hays Group Projects Abroad and Fulbright-Hays Doctoral Dissertation Research Abroad programs focus on modern foreign languages and area studies, which is defined as a program of comprehensive study of the aspects of a society or societies, including their geography, history, culture, economy, politics, international relations, and languages. Projects focusing on Western Europe are generally not funded.
- The top areas of study for the vast majority of State's Fulbright participants are the arts, humanities, and social sciences. Other strong fields are science and mathematics, business/free market economics, and engineering.

- The vast majority of participants in State's East-West Center Student Program studied Asian studies, political science, economics, geography, and urban and regional planning. Thirty other departments were represented in fields of study.

Military/defense/security issues:

- DOD's Center for Hemispheric Defense Studies program focused on defense planning and resource management, executive leadership, civilian-military relations, and interagency cooperation.
- DOD's Olmsted Scholar participants studied military science. While the ultimate goal of the program is to help protect the United States militarily, it does so by broadening U.S. knowledge and expertise about the languages and cultures of other countries. Thus, in addition to studying issues of a defense nature, participants also become immersed in a foreign culture to become sensitive to the interests, viewpoints, culture, and concerns of people around the world.
- The NSEP program also focused on enhancing the U.S. national security by increasing its capacity to deal effectively with foreign languages and cultures. Participants in this program studied international relations/area studies, business, social sciences, science and math, and the environment/conservation, among other subjects.

Business/free market economics:

- Although course work is pursued in a variety of areas, most students in the Edmund S. Muskie Freedom Support Act/Graduate Fellowship Program concentrate primarily in business/free market development, public administration, and the social sciences.
- Almost half of the participants in the Ron Brown Fellowship Program concentrated on business/free market development. The remaining were split among the fields of administration of justice, education, environmental studies, media/communication, and public administration.

Other:

- Hubert Humphrey Fellows primarily pursue graduate work in public health, drug abuse prevention, public administration, environmental studies, media/communication, educational administration, law, and urban planning and development.
- IASP scholarships provide advanced study in all areas except for clinical fields such as medicine, dentistry, and nursing. Recent grantees have pursued degrees in fields such as linguistic anthropology, Middle Eastern history, law, music, economics, and business administration.

- Dante Fascell North-South Center Scholars Program participants primarily took Inter-American area studies with concentrations in agriculture and environmental studies, followed by business/free market economics, social sciences, and media/communications.

MONITORING PROCEDURES

Overall, funding departments and agencies are involved in the operation of the program to some degree. Some agencies administer the program directly, while others monitor performance or set goals and policies for the program. Most agencies indicated that a program could be terminated for unsatisfactory or poor academic performance, noncompliance with the terms and guidelines of the program, or substantial violation with host country laws. Nearly all agencies play some sort of monitoring role throughout the operation of the program. The majority of the programs require performance reports, financial accounting statements, and/or other documentation to be submitted by participants during their program period.

The Ron Brown Fellowship Program Office in Washington is most directly involved in the program's administration. The program officer oversees the entire administration of the program and is an active participant in the interview, selection, and placement process.

For the Fulbright-Hays Doctoral Dissertation Research Abroad and Group Projects Abroad programs, the Department of Education administers all grant funds through grantee institutions and requires a final financial accounting of all funds and a report outlining project accomplishments from each grantee institution. While in-country, participants generally stay in touch with U.S. Embassies and binational Fulbright commissions.

The Olmsted Foundation requires a number of reports from each scholar: education enrollment verification of participant and spouse; a report describing language training, travel, housing, and registration; a first- and second-year cultural and social report; a first- and second-year academic report; and an advanced degree report providing an accounting of funds. The NSEP program office monitors the execution of its institutional grant programs.

The Dante Fascell North-South Center Scholars Program provides annual reports to the Department of State. Academic progress under the East-West Center Student Program is evaluated by the relevant university department and monitored by the East-West Center staff. For the Israeli-Arab Scholarship Program, a private organization monitors the student's progress in his/her academic program and oversees the distribution of various scholarship allowances.

U.S. Fulbright participants are monitored by binational Fulbright Commissions, Foundations, and/or U.S. Embassies in partnership with the private cooperating agencies, which also receive reports on foreign grantees studying in the United States.

No *formal* monitoring is conducted for DOD's Professional Military Education Exchange program. The monitoring that does exist at the professional military service schools consists of large training programs at one location where a country establishes a liaison officer to help support the students during their technical/skills training programs.

EVALUATION GUIDELINES

Post program evaluations generally consist of debriefings, contact with former participants through an alumni network, or an entire evaluation process. Established benchmarks for some programs include anecdotal feedback, informal evaluations, and the satisfactory performance of grant recipients. Several departments and agencies are currently establishing or refining evaluation benchmarks for their programs.

- Performance indicators and benchmarks have been developed for the Fulbright-Hays Doctoral Dissertation Research Abroad and the Fulbright-Hays Group Projects Abroad Programs. An electronic reporting system is being developed. This system is a public-private effort by the U.S. Department of Education with assistance from the academic community and a contractor knowledgeable in language and area studies.
- The Dante Fascell North-South Center maintains an active relationship with its alumni scholars to determine how educational and professional opportunities provided by the North-South Center have contributed to (1) their personal career development and (2) promoting inter-American cooperation and understanding.
- The Edmund S. Muskie Freedom Support Act/Graduate Fellowship Program also features an extensive array of alumni activities including, among others, small grants programs, associations, newsletters, workshops, conferences, and the Internet Access and Training Program (IATP). The program is currently undergoing a State-funded, independent program evaluation.
- Each CASP program has a lifespan of six to seven years, so multiple programs are in operation at any given time. Thus, the evaluation process is an ongoing one, with continual feedback generated from the Fulbright Commission and AMIDEAST to State's ECA Bureau. A few years ago, the Commission contracted with an outside company to conduct an overall evaluation of the program. The impact paper, completed in October 1998, gave an overall positive assessment of the program.
- The program office handling the Israeli-Arab Scholarship Program reported that its staff is working with AMIDEAST and the U.S. Embassy's Public Affairs Section in Tel Aviv, to develop an alumni network in Israel. So far, the numbers are modest, but are improving as each participant returns home.

LOGISTICAL ISSUES

The majority of the programs are coordinated by funding agencies, universities, private cooperating agencies, and/or U.S. Embassies and other overseas contacts. A few programs require participants to coordinate their own logistics. Participant support varies by program, though most supply tuition, room/board, stipends, research facilities/support, insurance, or travel funds. Some programs provide workshops, seminars, or academic/personal counseling.

The Olmsted Scholar Program takes an interesting viewpoint regarding the issue of logistics for its participants, all of whom are American. By design, the program places all of the logistical issues squarely on the shoulder of the selected officer. Obtaining orders and passports, acceptances and enrollment at the university and living on the economy are considered to be very important elements of the total immersion experience. In addition, it is suggested to new Scholars that they correspond with their counterparts (currently in the program studying at foreign universities) and also program alumni for advice. The Olmsted Scholar Program has had success with this method of operation. Other programs have found the use of alumni contacts to be quite effective as well. In addition, many programs conduct pre-departure and/or arrival orientations for participants. The Ron Brown Fellowship Program has found the use of e-mail invaluable in its ability to help program administrators keep participants informed quickly and comprehensively on logistical and other administrative details before, during, and after their fellowships.

Logistical trouble spots:

Three primary areas of continuing logistical/program difficulties were mentioned by survey respondents:

- Continuing to provide appropriate stipend levels for participants
- A lack of affordable housing and the availability of adequate health care services
- Achieving English proficiency levels acceptable to American universities

These three issues constitute common challenges to many of the programs surveyed. Program administrators could benefit from sharing information, resources, and approaches to addressing these issues.

Suggestions for logistical improvements:

The survey asked respondents to provide suggestions on ways to improve general program logistics. Even if they were not experiencing difficulties themselves, many agencies articulated ways to improve the logistics involved in programming and some shared their current practices as examples of what has worked well for them and could possibly work well for others. Thus, the answers below may not directly address the problems mentioned in the previous section.

- The U.S. Department of Education's Fulbright-Hays Doctoral Dissertation Research Abroad and Group Projects Abroad Programs: Logistics support provided by U.S. Embassies and binational Fulbright Commissions and Foundations should be tailored to the needs and sophistication of the participant. If, for example, U.S. Fellows have had extensive in-country experience, support might consist of providing them with appropriate visa/research clearance information. Fellows with no overseas experience, on the other hand, may require additional assistance in areas of housing, affiliation with host country institutions, points of contact, etc.
- The Department of State's East-West Center Program: Better use of Internet and web technology could improve recruitment and follow-up.

- The Department of State’s Israeli-Arab Scholarship Program: Recent changes now allow more candidate input into choices of U.S. universities. The program administrators are evaluating whether the changes they have implemented are sufficient or if additional changes need to take place.
- Edmund S. Muskie Freedom Support Act/Graduate Fellowship Program: More pre-departure orientation briefings overseas for participants prior to their arrival in the United States better prepares them for their academic experience.

DOD’s Professional Military Education Exchange Program: International students attending Military Service War Colleges and/or Command and Staff Colleges all receive a Foreign Identification Number (FIM). Countries sending students need to ensure that they have enough funds to cover various expenses associated with relocation for one year.

FINDINGS

According to survey respondents, graduate-level academic programs are enormously popular. Interest from prospective U.S. and foreign student candidates generally remains high, and, for some programs, is even increasing. While such interest is a positive statement on the usefulness of these programs, it also places greater demands on administrators. How to adequately respond to -- and even maintain -- this interest among students while facing budget restraints and limited resources that might diminish their ability to offer these programs is an important issue, among many, confronting administrators.

As stated earlier, the IAWG’s study revealed that while these programs may, at first glance, appear similar in nature, they do not duplicate one another. The programs distinguish themselves from one another primarily by targeting different regions and countries, focusing on specialized academic subject matter, and/or recruiting and selecting participants with different backgrounds or who are employed in a particular field or profession. The federal government is careful not to subscribe to a “one-size-fits-all” mentality in its programming.

Avoiding and/or eliminating duplication among programs is not always the purview of the federal agency through which the program is administered. Survey respondents indicated that a majority of the programs reviewed were initiated or created by Congress or the White House. At times, this has resulted in the creation of overlapping programs. When this occurs, federal agencies strive to diminish administrative overlap and increase overall program yield.

A recent example of the above situation can be found within the Bureau of Educational and Cultural Affairs at the Department of State. A case study follows:

Edmund S. Muskie Freedom Support Act/Graduate Fellowship Program Case Study

As recently as FY 1997, the Bureau administered two graduate-level programs that duplicated each other to a large degree: the Edmund S. Muskie Program and the Freedom Support Act Graduate Fellowship Program. These two programs were both designed to facilitate the transition

to democracy and market economy in the New Independent States of the former Soviet Union by providing one- to two-year graduate (Master's degree) fellowships to candidates from the region. There were really only two major differences between the programs:

- The Muskie Program allowed participants from the Baltic Republics. The FSA Graduate Program did not.
- The programs were funded from different sources. The Muskie Program was a base-funded program. The FSA Graduate Program used Freedom Support Act funds.

Three nongovernmental organizations (NGOs) worked cooperatively with the Bureau program office. (A fourth NGO administered a special component of the Muskie Program which was eventually eliminated.) The same basic administrative mechanisms were used for each program, down to the open recruitment, applications, selection panels, university placements, and participant monitoring and evaluation.

Both the Bureau program office and the implementing NGOs recognized the overlaps in the programs and took steps to reduce them and increase administrative efficiency. The NGOs implemented economies in recruitment and selection efforts. Not only did they coordinate the two programs within their own organizations by recruiting and advertising for the combined "package" of programming, they also worked together to coordinate their recruitment, selection, and university placements to minimize duplication among themselves.

In response to extreme budget contractions and to provide even more administrative efficiency, the USIA/State program office took the following actions:

- Combined the two programs' Requests for Proposals so that only one proposal would be written by each organization for both programs.
- Combined all administrative and alumni programming for both programs.
- Reduced the number of implementing organizations from 3 to 2 (through open competition).
- Approved a plan proposed by the remaining two implementing organizations to align more closely their program implementation to eliminate any remaining administrative duplication.

The above actions reduced administrative costs for the combined programs by \$700,000. This funding was rolled back into the programs to offset increases in tuition, travel, and the cost-of-living and to support the largest number of participants possible.

Essentially, what remains today is a single program for the NIS (Edmund S. Muskie Freedom Support Act/Graduate Fellowship Program) that involves two different funding streams. The Bureau recognized and eliminated what had constituted duplicative graduate-level academic programming. However, the Bureau has also attempted to eliminate what it views as duplicative funding streams for this program with much less success.

USIA's FY 1999 budget preparation was marked by strong FSA resources and constrained base resources. Therefore, USIA requested, with OMB's approval, that Congress zero-out the base funding for the Edmund S. Muskie Freedom Support Act/Graduate Fellowship Program. This

zeroing-out would have eliminated this duplication and freed scarce agency base resources, while maintaining the graduate-level academic exchange program using solely FSA funds. Congress refused to accept this reduction in both Fiscal Years 1999 and 2000. The request is pending for FY 2001. As indicated earlier in this report, the program is currently undergoing a State-funded, independent program evaluation.

This case demonstrates not only a federal agency's effort to identify and eliminate duplication without hindering its ability to address a critical programming need, but also shows that its ability to do so can be hindered by the very organization that generally calls for such action.

CONCLUSION

The graduate-level academic programs examined in this study comprise about eight percent of total programs and about two percent of the total participants reported by federal agencies in the IAWG's FY 1999 Inventory of Programs. The enormous success of these programs has magnified their overall presence within the total landscape of international exchanges and training conducted by the federal government. Since the mid-1990s federal administrators have had to carefully prune their programs in the face of budget setbacks, limited resources, rising costs, and high demand. Therefore, it comes as no surprise to the IAWG that instances of duplication are not apparent.

However, the IAWG believes that by providing this study of academic programs, agencies can learn from each other about administrative efficiencies and select best practices. As a resource guide, this report can be used by program administrators as a means to share information, spark new ideas, solve problems, and encourage further discussion. Those with logistical concerns can review how their counterparts are handling or avoiding similar problems, for example. (For an in-depth compilation of survey responses, please see Appendix 1.)

Program administrators who do not currently have evaluation benchmarks or are in the midst of refining or establishing them for their programs, for example, may wish to consult with their counterparts who have these processes already in place to determine whether these existing processes can be adapted wholly or in part to their particular programs. (For more information on conducting program evaluations, please see the IAWG Performance Measurement Report on our web site at <http://www.iawg.gov>; the report includes, among other items, a tailored primer for measuring the performance of international exchanges and training activities.)

Looking to the future, the IAWG believes distance learning can be an efficient and cost-effective teaching and training tool that perhaps can be applied to some of the graduate-level academic programs.

In Chapter VI of the IAWG *FY 1999 Annual Report*, the Distance Learning Study Group suggests that the IAWG form an interagency panel to assess the need for distance learning and to determine how best to structure an effort that will leverage distance learning initiatives from all sectors of society as a viable option in supporting and expanding USG international exchanges and training activities.

The Academic Programs Study Group and the Distance Learning Study Group plan to work together as participants in the interagency panel to address how and whether distance learning can be applied specifically to graduate-level academic programs. Additionally, the Academic Programs Study Group will continue to monitor new or recently established academic programs for areas of potential duplication.

However, the IAWG is not recommending that distance learning replace academic exchanges. Distance learning cannot replicate the value of an exchange experience. There is no substitute for actual, in-person, on-the-ground experiences, whether they involve Americans traveling and studying abroad or foreign nationals studying here in the United States. Indeed, for some academic programs, a major component is geared toward enabling and encouraging participants to learn about the world in an up-close and personal manner.

APPENDIX 1: SURVEY RESULTS

INTRODUCTION

The President and the Congress mandated the IAWG to identify areas of duplication, overlap, and complementarity in international exchanges and training programs in order to increase administrative and programmatic efficiencies. In its *1997 Annual Report*, the IAWG highlighted academic programs as one activity in which many observers assume that duplication exists. Using its FY 1998 Inventory of Programs, IAWG compiled an initial list of federal programs that have previously reported involvement in graduate-level education, but also requested that recently created or unidentified programs also be represented. For the purposes of this study, the IAWG surveyed only graduate-level programs of the non-science departments/agencies, and did not include postdoctoral programs in the results. USAID programs are also not included in the survey results below. [See survey form in Appendix 2.]

I. PROGRAM/ACTIVITY ORIGIN:

- Congressional mandates and/or Executive Orders have created the majority of the surveyed programs, which were established as early as 1946 and as recently as 2000.
- All of the programs offer unique opportunities for U.S. and foreign graduate students to receive a distinctive academic experience. Of the 14 graduate-level programs listed below, five of the programs offer scholarships to both U.S. and foreign students, five additional programs are for foreign students only, and the remaining programs are for Americans only.
- All of the programs listed below serve in part to facilitate international learning, mutual understanding between countries, community development, and cultural expertise.
- For a variety of reasons, all of the programs have reported that interest by prospective applicants has remained strong or has increased through the years.

Program	Year Initiated	Means of Initiation	Interest in Program	Program Objectives/Web Link
Fulbright-Hays Doctoral Dissertation Research Abroad Program (U.S. Dept. of Education)	Legislation passed in 1961; Executive Order signed in 1962	Congressional mandate, Executive Order, and Agency initiative	Interest in program has remained constant	This Fulbright program is designed to provide an overseas dimension to USED programs authorized under Title VI of the Higher Education Act of 1965. U.S. Fulbright Fellows receive language and area studies training on U.S. campuses, conduct full-time dissertation research overseas and then complete requirements for a doctorate, before entering the teaching profession. www.ed.gov/offices/OPE/HEP/iegps/ddrap.html
Fulbright-Hays Group Projects Abroad (GPA) Program (U.S. Dept. of Education)	Legislation passed in 1961; Executive Order signed in 1962; funding secured in 1966	Congressional mandate, Executive Order, and Agency initiative	Interest in program has remained constant	This Fulbright program is designed to provide an overseas dimension to USED programs authorized under Title VI of the Higher Education Act of 1965. U.S. Fulbright Fellows develop and conduct projects overseas that would help to improve the fields of modern foreign languages and area studies throughout the education structure of the U.S. www.ed.gov/offices/OPE/HEP/iegps/gpa.html
Dante B. Fascell North-South Center Scholars Program (U.S. Department of State/formerly USIA)	September 1992	Congressional mandate	Interest in program has remained constant	This program provides two-year scholarships for qualified students from Latin America and the Caribbean to pursue graduate work at the University of Miami in inter-American area studies. Scholars' studies are complemented by research assistantships at the North-South Center in Miami. www.miami.edu/nsc/pages/fellowships.html#nsfellow
East-West Center Student Program (U.S. Department of State/formerly USIA)	1960	Congressional mandate	Interest in program has remained constant	The program provides scholarships for Asian, Pacific, and U.S. students for degree study in a program that facilitates international learning and community building. www.ewc.hawaii.edu/edu-sp.asp
Israeli-Arab Scholarship Program (IASP) (U.S. Department of State/formerly USIA)	1991	Congressional mandate	Interest in program has remained constant	The IASP gives Arab citizens of Israel a greater opportunity to pursue graduation education in the U.S. Upon completing a graduate degree at an American university and experiencing life in the U.S., grantees are expected to return to Israel to contribute to the development and advancement of their community. www.amideast.org/programs/et/iasp/

Program	Year Initiated	Means of Initiation	Interest in Program	Program Objectives/Web Link
Ron Brown Fellowship Program (U.S. Department of State/formerly USIA)	1994	Congressional mandate	Interest in program has increased over the years	This SEED-funded program provides scholarships each year to advanced students and young professional from Albania, Bosnia and Herzegovina, Bulgaria, Croatia, the Former Yugoslav Republic of Macedonia, Romania, the Federal Republic of Yugoslavia (Serbia, Kosovo, and Montenegro), and Slovenia for graduate study at an American university in the fields of business, economics, public administration, public policy, educational administration, communications/journalism, environmental management and law. Fellows participate in one- or two-year degree programs at the master's level or one-year professional development programs. Fellowships are enhanced with practical training through summer internships. http://exchanges.state.gov/education/nonfulb/
Cyprus-America Scholarship Program (CASP) (U.S. Department of State/formerly USIA)	October 15, 1981	Congressional mandate	Interest in program has remained constant	The initial program objective was “to encourage and assist deserving needy displaced and other deserving needy Cypriots, who reach a high standard of academic achievement in their secondary school education, to pursue undergraduate studies in U.S. universities in priority fields of national development.” There was also a provision for some “postgraduate training.”
Edmund S. Muskie Freedom Support Act/Graduate Fellowship Program (U.S. Department of State/formerly USIA)	1992	Congressional mandate	Interest in program has increased over the years	The program provides scholarships for study at U.S. institutions of higher education, together with private and public sector internships, by nationals of the former Soviet Union, Lithuania, Latvia, and Estonia who have completed their undergraduate education and would not otherwise have the opportunity to study in the United States due to financial limitations. http://exchanges.state.gov/education/nonfulb/
Fulbright Student Program (U.S. Department of State/formerly USIA)	1946	Congressional mandate	Interest in program has remained strong	The program for U.S. and foreign students aims to increase mutual understanding between the people of the United States and the people of other countries. http://exchanges.state.gov/education/citizens/

Program	Year Initiated	Means of Initiation	Interest in Program	Program Objectives/Web Link
Hubert H. Humphrey Fellowship Program (U.S. Department of State/formerly USIA)	1978	Executive Order, in honor of the late Senator and Vice-President Hubert H. Humphrey	Interest in program has remained strong	This Fulbright exchange program brings accomplished mid-level professionals with commitment to public service in the public and private sectors from designated countries in Africa, Asia, Latin America, the Caribbean, the Middle East, and Eurasia to the United States for a year of study and professional experience. http://exchanges.state.gov/education/hhh/ or www.iie.org/pgms/hhh/
Center for Hemispheric Defense Studies (U.S. Department of Defense)	September 1997	Department of Defense (DOD) Directive	Interest in program has increased with a 2 to 1 applicant/ space ratio	This program seeks to develop civilian specialists in defense and military matters by providing graduate level programs in defense planning and resource management, executive leadership, civilian-military relations, and interagency cooperation. http://www3.ndu.edu/chds/
Professional Military Exchange (PME) (U.S. Department of Defense)	1986	Agency initiative	N/A	This program provides PME opportunities at no cost to friendly nations. The program enables some countries to receive vital training by providing an equal amount of training to a U.S. service member. <i>Website not available.</i>
Olmsted Scholar Program (U.S. Department of Defense)	1959	George and Carol Olmsted Foundation, with support from DOD, and Departments of the Army, Navy, and Air Force	Interest in program has remained high	The concept of this program encompasses the vision of young military officers and their families immersing themselves in a foreign culture while the officers study in a foreign language in a field of their choice. In years following, officers may pursue graduate degrees and will use their foreign experience in assignments requiring contact with host countries. http://afas.afpc.randolph.af.mil/pme/olmnet.htm
National Security Education Program (U.S. Department of Defense)	December 1991	Congressional mandate	Interest in program has increased	The objective of the program is to enhance the national security of the U.S. by increasing its capacity to deal effectively with foreign languages and cultures. Preference is given to applicants wishing to study in countries deemed important to national security. www.aed.org/nsep/

II. SELECTION PROCESS:

- In most cases, participants were selected for programs through a general or focused announcement and application process.
- However, due to the diverse range of program types represented, the actual application, review and screening procedures varied quite significantly.
- There was a comparable amount of divergence in the means used to select university sites and fields and courses of study.
- Selection techniques ranged from allowing participants full or partial input into final decision making, to directing that the U.S. Government funding agency or sponsoring organization select sites and fields of study.

Program	Participant Selection	University Site Selection	Selection of Field of Study	Selection of Courses of Study
Fulbright-Hays Doctoral Dissertation Research Abroad Program (U.S. Department of Education)	Extensive and thorough review process involving: 1) Screening of application by the institutions of higher education 2) Screening of applications by the U.S. Department of Education 3) Review of applications by panels of academic specialists in foreign languages and area studies 4) Review of program staff comments and panel recommendations 5) Initial selection of candidates by USED 6) Submission of applications to appropriate U.S. Embassies and Binational Fulbright Commissions for evaluation 7) Final selection is made by the presidentially appointed J. William Fulbright Foreign Scholarship Board	Ph.D. candidates conducting full-time doctoral dissertation research overseas are generally guided by host country requirements and/or their particular academic needs. If affiliation is needed, the individual or the binational commission or the student's American faculty advisor chooses sites.	Departmental program regulations require that the Fellow be a prospective teacher in the field of modern foreign languages and area studies.	The participants and their American dissertation advisors determine fieldwork.
Fulbright-Hays Group Projects Abroad Program (U.S. Department of Education)	Same process as above.	Sites are chosen by the U.S. institution that has received the grant.	Departmental program regulations require that participants are U.S. teachers, prospective teachers, or education personnel engaged in modern foreign languages and area studies.	The nature of the project is determined by the applying U.S. institution.

Program	Participant Selection	University Site Selection	Selection of Field of Study	Selection of Courses of Study
Dante B. Fascell North-South Center Scholars Program (U.S. Department of State/formerly USIA)	Participants are chosen through a general or focused announcement-application process.	The North-South Center chooses the university sites.	The North-South Center determines the field of study for its participants.	Participants select their courses of study in collaboration with the university department.
East-West Center Student Program (U.S. Department of State/formerly USIA)	Participants are chosen through a general or focused announcement-application process.	The USG agency funding the program chooses the site. Scholarships provide funding for graduate degree study at the University of Hawaii under an agreement between the Center and the University of Hawaii.	Fields of study are determined by the Center, with a focus on important issues of the Asia Pacific region, and U.S.-Asia Pacific relations. They are also determined by the graduate degree offerings of the University of Miami.	Participants select their courses of study.
Israeli-Arab Scholarship Program (U.S. Department of State/formerly USIA)	Participants are chosen through a general or focused announcement-application process.	The U.S. Government agency funding the program chooses the sites.	The U.S. Government agency funding the program chooses the field of study.	The funding agency selects the courses of study.
Ron Brown Fellowship Program (U.S. Department of State/formerly USIA)	Participants are chosen through a general or focused announcement-application process.	The funding U.S. Government agency chooses university sites.	The U.S. Government funding department/agency alone determines fields of study.	Participants and university departments together determine courses of study.
Cyprus-America Scholarship Program (CASP) (U.S. Department of State/formerly USIA)	Participants are chosen through a general or focused announcement-application process.	Participants choose university sites.	The U.S. Government funding department through the binational Fulbright Commission in Cyprus determines fields of study.	Participants and university departments together determine courses of study.
Edmund S. Muskie Freedom Support Act/Graduate Fellowship Program (U.S. Department of State/formerly USIA)	Participants are chosen through a general or focused announcement-application process.	The U.S. Government agency funding the program chooses the sites.	The U.S. Government funding department, with the expertise and input of the responsible program agency contractors, determines fields of study.	Participant and university department determines courses of study together.

Program	Participant Selection	University Site Selection	Selection of Field of Study	Selection of Courses of Study
Fulbright Student Program (U.S. Department of State/formerly USIA)	Participants are chosen through a general or focused announcement-application process.	Depending on the individual program, university sites may be chosen by participants, by the funding U.S. Government agency, or by a private cooperating agency.	Fields of study are generally not restricted, therefore not determined by a government entity	The participant and the university department determine courses of study together.
Hubert H. Humphrey Fellowship Program (U.S. Department of State/formerly USIA)	Participants are chosen through a general or focused announcement-application process.	The U.S. Government funding agency and the U.S. cooperating agency choose the university sites.	The U.S. Government funding agency and the U.S. cooperating agency choose the field of study.	Participants select their courses of study in collaboration with the university department.
Center for Hemispheric Defense Studies (U.S. Department of Defense)	Participants are chosen through a general or focused announcement-application process.	The Center for Hemispheric Defense Studies chooses the university site.	The Center for Hemispheric Defense Studies determines the field of study.	The university department alone determines the course of study.
Professional Military Exchange (U.S. Department of Defense)	Applicants are selected by a foreign government entity.	The program selects the university sites.	The program uses a negotiated process in selecting a field of study, such as a government-to-government agreement.	The university department alone determines the course of study.
Olmsted Scholar Program (U.S. Department of Defense)	Participants are chosen through a general or focused announcement-application process.	Applicants are provided a list of universities that are <i>NOT</i> available for a particular year. If a university is not on that list, applicants can include it among their list of ten preferred universities in priority order. The Olmsted Scholarship Board makes the final university selection.	The Scholar chooses the fields of study noted in the application dossier with the concurrence of the officer's branch of service. The Board of Directors of the Foundation also exercises the prerogative of reviewing and confirming these choices.	The course of study is determined by the funding agency.
National Security Education Program (NSEP) (U.S. Department of Defense)	Participants are chosen through a general or focused announcement-application process.	The program utilizes an open, merit-based national competition to select the university.	An annual survey of federal departments, agencies, offices, etc., having national security responsibilities.	NSEP participants select their course of study.

III. MONITORING PROCEDURES:

- Overall, federal funding departments and agencies are involved in the operation of the program to some degree.
- Some federal agencies administer programs directly, while others monitor performance or set goals and policies for programs and leave day-to-day operations to another cooperating agency.
- Most federal agencies indicate programs could be terminated for unsatisfactory or poor academic performance, noncompliance with the terms and guidelines of the program, or substantial violation of host country laws.
- Most federal agencies have a role in monitoring program operations.
- Most require written performance reports, financial accounting statements, and/or participants submit other documentation during their program period.

Program	Agency Involvement in Program Operation	Termination Triggers	Monitoring Role of Participants Home Country/Organization During Program Period
Fulbright-Hays Doctoral Dissertation Research Abroad Program (U.S. Department of Education)	The Department of Education's involvement in the overseas operation is limited to the following: (1) approving overseas travel, (2) issuing certifications of Fulbright-Hays status, (3) interpreting USED regulations, amending grant agreements, and reviewing final performance and financial reports.	Only the J. William Fulbright Foreign Scholarship Board upon recommendation may revoke a fellowship by the Secretary of Education. This recommendation may result from unsatisfactory performance or violation of the guidelines or standards of conduct adopted by the Scholarship Board.	Fellowships are awarded to candidates through the university in which the doctoral student is enrolled. The university administers all grant funds in accordance with USED regulations and the program-specific regulations. Administration includes a final financial accounting of all grant funds and a report outlining project accomplishments.
Fulbright-Hays Group Projects Abroad Program (U.S. Department of Education)	The Department of Education has limited involvement in the overseas operation, which may include: approving Fellow's overseas travel, interpreting USED regulations, amending grant agreements, and reviewing final performance and financial reports.	A participant may be terminated for unsatisfactory performance, acts likely to give offense to the host country, or violation of the guidelines or standards of conduct adopted by the Scholarship Board of the Department of Education.	During the program period, the U.S. institution's project director supervises the overseas project and administers all grant funds. A final financial accounting of all grant funds and a report outlining project accomplishments are required.
Dante B. Fascell North-South Center Scholars Program (U.S. Department of State/formerly USIA)	The Center works with the relevant University of Miami department in operating the program and in ensuring that the students remain in good academic standing.	A scholar's participation in the program may be terminated if he/she demonstrates poor academic performance (GPA of 2.5 or lower) for two consecutive semesters.	The North-South Center reports on the program annually to the Department of State. The participant's country or organization has no monitoring role.
East-West Center Student Program (U.S. Department of State/formerly USIA)	The Center defines the goals and structure of the program and administers it.	Student fellowships may be terminated for failure to meet academic requirements.	Academic progress is evaluated by the relevant U.S. university department and monitored by East-West Center staff.

Program	Agency Involvement in Program Operation	Termination Triggers	Monitoring Role of Participants Home Country/Organization During Program Period
Israeli-Arab Scholarship Program (U.S. Department of State/formerly USIA)	Contract agency AMIDEAST submits applications for admission to U.S. universities for those candidates who receive nominations for the scholarship. AMIDEAST tracks each nominee's placement, working with the U.S. Embassy in Tel Aviv, State Department's Bureau of Educational and Cultural Affairs, and the nominee to ensure the most appropriate academic placement possible.	Failure to complete program requirements after a grace period can result in the withdrawal of IASP funding.	AMIDEAST monitors the student's progress in his/her academic program and oversees the distribution of various scholarship allowances.
Ron Brown Fellowship Program (U.S. Department of State/formerly USIA)	The Program Office is very involved in the administration of the program, and participates in the interview, selection, and placement process.	Grounds of termination or revocation of grant include: Violation of any U.S. law, any act likely to give offense to the United States, failure to observe satisfactory academic or professional standards, gross nonperformance of academic responsibilities including academic dishonesty, physical or mental incapacitation, engaging in any unauthorized income-producing activity, failure to comply with terms and conditions of scholarship, material misrepresentation made by any grantee in the application form or scholarship grant document.	The organization/country from which the participants come does not have a monitoring role during the program period.

Program	Agency Involvement in Program Operation	Termination Triggers	Monitoring Role of Participants Home Country/Organization During Program Period
Cyprus-America Scholarship Program (CASP) (U.S. Department of State/formerly USIA)	Once funds are transferred from USAID to the Bureau of Educational and Cultural Affairs (ECA), the bureau assumes all responsibility for monitoring the program. ECA exercises this responsibility in coordination with the U.S.-Cyprus Fulbright Commission in Cyprus and the program agency, AMIDEAST. The Commission files quarterly reports, in which it requests funding for the following quarter.	There are no specified termination triggers. Congress renews funds on an annual basis.	The binational Fulbright Commission exercises oversight, while AMIDEAST monitors the Program at U.S. institutions.
Edmund S. Muskie Freedom Support Act/Graduate Fellowship Program (U.S. Department of State/formerly USIA)	The program is operated under cooperative agreements with one or more program agency contractors. ECA maintains daily contact with program agencies concerning all aspects of the program.	Fellows would be subject to termination if they violated the established terms and conditions of participation in the program. This ranges from failing in the university program to arrest or inappropriate behavior. Every measure is taken to ensure that problems are resolved in the best manner possible so that Fellows may successfully complete their program. There is no arbitrary termination.	The organization/country from which the participant comes does not have a monitoring role during the program period.
Fulbright Student Program (U.S. Department of State/formerly USIA)	The Department of State is engaged in setting policies and in selection of students.	The J. William Fulbright Foreign Scholarship Board establishes termination procedures. They include violation of laws, failure to observe satisfactory academic standards, physical or mental incapacitation, and failure to comply with grant terms.	Monitoring of students is conducted by private cooperating agencies funded by the Department of State. Additionally, the binational Fulbright Commissions or U.S. Embassies receive reports on Fulbright grantees.

Program	Agency Involvement in Program Operation	Termination Triggers	Monitoring Role of Participants Home Country/Organization During Program Period
Hubert H. Humphrey Fellowship Program (U.S. Department of State/formerly USIA)	The funding agency is greatly involved in the operation of the program.	Noncompliance with rights and responsibilities of grantees as defined by the Fulbright Scholarship Board could result in the termination of an individual's program.	Funding department is greatly involved in the operation of the program.
Center for Hemispheric Defense Studies (U.S. Department of Defense)	The funding agency is involved in all aspects of program operation.	A significant change in the Department of Defense policy that supports the program would result in termination prior to completion.	The organization/country from which the participant comes does not have a monitoring role during the program period.
Professional Military Exchange (U.S. Department of Defense)	The Military services create an annex to the Department of Defense professional Military Exchange based on equivalent training offered by country. Foreign students then receive training at the respective military service college/school.	A student could be sent home for an academic, medical, or disciplinary problem. Students also may leave after being recalled by their government due to military changes in the country.	Because of the nature of the program, no formalized monitoring role exists at the professional military service schools. The monitoring that does exist consists of large training programs at one location where a country establishes a liaison officer to help support the students during their technical/skill training programs.
Olmsted Scholar Program (U.S. Department of Defense)	Administrative matters such as pay and allowances are the responsibility of the military services.	N/A	The Foundation requires a number of reports from each scholar: education enrollment verification (of participant and spouse); a report describing language training, travel, housing, and registration; a first- and second-year cultural and social report; a first- and second-year academic report; and an advanced degree report providing an accounting of funds.

Program	Agency Involvement in Program Operation	Termination Triggers	Monitoring Role of Participants Home Country/Organization During Program Period
National Security Education Program (NSEP) (U.S. Department of Defense)	The NSEP office exercises overall administrative control of the program.	The NSEP program operates with funds on deposit in the National Security Education Trust Fund. The program continues until the trust fund is depleted.	The NSEP program office monitors execution of the institutional grant programs.

IV. EVALUATION GUIDELINES:

- The specific goals and evaluations of each program varied somewhat. Approximately seventy percent of the programs tailor and establish goals for individual participants.
- However, despite diverse goals, there is a noteworthy degree of similarity in circumstances that would result in failure of a program. Most agencies agree that revocation of an award, noncompliance with an agreed-upon scope of work, non-fulfillment of obligations, or failure to demonstrate progress toward set goals would constitute failure. Several departments and agencies indicated that the continuance of programs would not depend on the satisfactory performance of all participants. Others felt that a failure rate of five to fifty percent could jeopardize their programs, although many departments and agencies believe that failures in their programs were rare.
- Post-program evaluations generally consisted of debriefings, contact with former participants through an alumni network, or an entire evaluation process. Established benchmarks included anecdotal feedback, informal evaluations, and the satisfactory performance of grant recipients.
- Several departments and agencies are currently developing evaluation benchmarks.

Program	Goals for Program	Program Failure	Continuing Operation of Program	Post-Program Evaluation
Fulbright-Hays Doctoral Dissertation Research Abroad Program (U.S. Department of Education)	Success is measured in terms of the individual doctoral candidate's accomplishments in the field, both in terms of the improvement of his/her foreign language skills, and research on his/her dissertation. Specific performance indicators are being established.	Revocation of the award would constitute failure.	N/A	Performance indicators and benchmarks have been developed. An electronic reporting system is being developed. This system is a public-private effort by the U.S. Department of Education with assistance from the academic community and a contractor knowledgeable in language and area studies.
Fulbright-Hays Group Projects Abroad Program (U.S. Department of Education)	Success is measured in terms of the individual project accomplishments in the field and in terms of their educational impact on language and area studies in the U.S. Specific performance indicators determining accomplishments are being developed.	Revocation of the award would constitute failure.	Continuation of the program is based on national needs. Performance measures could be a factor in <i>project</i> continuance, but not in <i>program</i> continuance.	Performance indicators and benchmarks have been developed. An electronic reporting system is being developed. This system is a public-private effort by the U.S. Department of Education with assistance from the academic community and a contractor knowledgeable in language and area studies.

Program	Goals for Program	Program Failure	Continuing Operation of Program	Post-Program Evaluation
Dante B. Fascell North-South Center Scholars Program (U.S. Department of State/formerly USIA)	Goals of the program are established based on the Center's research priorities for a given period.	Failure is defined by: 1) poor academic performance (GPA of 2.5 or lower) and 2) failure to substantially complete assigned research projects.	Continuing operation of the program does not depend on short-term satisfactory performance of all scholars. A fifty-percent failure rate would jeopardize the program.	The relevant university department participates in the evaluation process. The Center also maintains an active relationship with "alumni scholars" to determine how educational and professional opportunities provided by the North-South Center have contributed to 1) their personal career development, and 2) promoting inter-American cooperation and understanding.
East-West Center Student Program (U.S. Department of State/formerly USIA)	Participant goals are two-fold: meeting the requirements of the participant's academic degree program and successful participation in and completion of the East-West Center student requirements, which includes regularly scheduled activities plus interdisciplinary research or study.	The university evaluates academic success or failure. Students are evaluated on their fulfillment of obligations to participate in Center activities.	A failure rate of even five percent of the students unable to complete their programs would result in significant re-evaluation of the program.	The Center's Alumni Office and a system of national/regional chapters through which the Center collects information about alumni activities and accomplishments handle follow-up with former East-West Center graduates.
Israeli-Arab Scholarship Program (U.S. Department of State/formerly USIA)	All grantees are guaranteed two years of IASP funding.	Failure of the program is defined as not completing or not demonstrating significant progress toward completion of the academic year within the normal two years of available funding.	The continuing operation of the program depends in part on the satisfactory performance of participants.	AMIDEAST, PAS Tel Aviv and the State Department's Bureau of Educational and Cultural Affairs are working together to develop an alumni network in Israel of program participants.

Program	Goals for Program	Program Failure	Continuing Operation of Program	Post-Program Evaluation
<p>Ron Brown Fellowship Program (U.S. Department of State/formerly USIA)</p>	<p>The administrative program goal for each academic year is to place as many candidates as possible to top tier U.S. universities and ensure that they complete their academic programs and internships.</p>	<p>Failure is defined as the inability to meet the high program standards and the terms and conditions of the program. Yes, universities are surveyed.</p>	<p>A high rate of grantee return is a measure of success for this program.</p>	<p>A federal in-house, informal evaluation was conducted in 1999. In addition, an alumni database is maintained for tracking. Funding agency has sponsored three alumni conferences for Brown Alumni.</p>
<p>Cyprus-America Scholarship Program (CASP) (U.S. Department of State/formerly USIA)</p>	<p>Program goals have evolved over the years from economic development to an emphasis on mutual understanding. Short-term training and bi-communal programs have more narrowly focused goals, which are the subject of discussion within the Fulbright Commission and differ from program to program.</p>	<p>Host universities evaluate each student's academic progress, and the usual rules of academic probation apply. Contract agencies participate in the evaluation of short-term training and bi-communal programs.</p>	<p>The continuing operation of the program depends in the short-term on the satisfactory performance of all participants. The Cypriot patriots, with a few exceptions, have an outstanding record of academic success.</p>	<p>CASP receives an annual appropriation from Congress, and the life of each program is 6-7 years, with multiple programs in operation at any given time. The evaluation process is therefore an ongoing one, and feedback from the Fulbright Commission in Cyprus and contractor AMIDEAST to ECA is continual. The Commission contracted with B.C. Cinergi Professional Development Ltd., for an overall evaluation a few years ago, which resulted in an impact paper completed in October 1998. The overall assessment was positive.</p>

Program	Goals for Program	Program Failure	Continuing Operation of Program	Post-Program Evaluation
Edmund S. Muskie Freedom Support Act/Graduate Fellowship Program. (U.S. Department of State/formerly USIA)	No specific goals are established for each academic program.	Failure has not been formally defined, but Fellows not successfully completing their programs would be defined as a failure. The university does submit an evaluation report.	The continuing operation of the program in the short-term depends, in a sense, on the satisfactory performance of all participants. If participants were not to complete their program successfully, it could jeopardize the program.	No benchmarks are established. Follow-up activities are in place such as alumni activities, including use of the Internet Access and Training Program, alumni small grants programs, alumni associations, alumni newsletters, workshops, conferences, etc.
Fulbright Student Program (U.S. Department of State/formerly USIA)	Academic programs and the goals therein are tailored to individual participants.	Failure is defined as not completing the academic program.	The continuance of the program does not depend on the satisfactory performance of all participants.	Currently there are no formal evaluation benchmarks.
Hubert H. Humphrey Fellowship Program (U.S. Department of State/formerly USIA)	Specific goals are established for each academic program and participant.	Noncompliance with the terms of the award could result in failure.	N/A	The university participates in the evaluation process. Post-program benchmarks are under discussion.
Center for Hemispheric Defense Studies (U.S. Department of Defense)	Goals are established for each academic program and for each participant.	Failure is defined as the inability to complete a program.	N/A	The university participates in the evaluation process. Post-program evaluation benchmarks include anecdotal feedback, informal evaluations, outreach to alumni, and frequency of alumni contact with the Center.

Program	Goals for Program	Program Failure	Continuing Operation of Program	Post-Program Evaluation
Professional Military Exchange (U.S. Department of Defense)	All Professional Military Exchange curricula have established specific goals tailored to their programs.	The military service colleges/universities have complete control of evaluation process and will determine whether an individual has been successful.	Due to the high level of students involved in these programs, it is very rare to have any failures associated with it.	The military service schools track their graduates informally and maintain records of graduates who reach positions of prominence within their country's service.
Olmsted Scholar Program (U.S. Department of Defense)	Olmsted Scholars enroll as full-time students and study in a language other than English while interacting with the residents of the countries in which they are living. They are expected to live on the economies of their host countries, and be connected with American military installations and embassies for necessary administrative purposes only.	Failure is defined as not meeting American academic standards.	A failure rate of fifty percent of the students would jeopardize the program.	The university provides academic evaluations, which are included in the Scholar's reports to the Foundation.
National Security Education Program (NSEP) (U.S. Department of Defense)	Specific goals are established for the program and the participants.	The respective college or university determines failure for student award recipients. Failure of granted programs is determined by NSEP office assessments of the program, and specified program evaluation criteria.	Continuing operation of the program depends on the overall satisfactory performance of the award recipients. No specific "jeopardizing" rate has been established.	Post-program evaluation benchmarks include the satisfactory performance of grant recipients and failure of a reasonable number of individual award recipients to find employment in the federal sector.

V. LOGISTICAL ISSUES:

- The funding agency, a university, a private cooperating agency, or overseas contacts coordinates the logistics of the majority of programs.
- Many federal departments collaborate with American Embassies overseas in making logistical arrangements.
- A few of the programs require participants to coordinate their own logistics or arrange details through another federal agency.
- Participant financial support varies by program, though the majority of programs supply tuition, room/board, stipends, research facilities/support, insurance, or travel funds.
- A few programs provide workshops, seminars, or academic/personal counseling.
- Logistical issues that worked particularly well for some departments and agencies include:
 - permitting participants to make their own arrangements for overseas travel and living
 - providing pre-departure and/or arrival orientation for participants
 - developing and continuing to maintain ties with program alumni
- Logistical issues of concern to some departments and agencies include:
 - dealing with delays in receiving new grant agreement approvals
 - developing contingency plans for residual funds due to unanticipated budget variations
 - understanding travel and customs requirements
 - maintaining appropriate stipend levels
 - availability of affordable housing for participants
 - availability of health care services for participants
- Logistical improvements suggested by some departments and agencies include:
 - need for better understanding of, and preparation for, programs by program participants
 - better use of Internet and web technology could improve recruitment and follow-up
 - more uniformity in the logistical support available to exchange participants overseas
 - better health care administration for program participants

Program	Coordination of Arrival Details	Participant Support	Logistical Issues (positive and negative)	Improvement of Academic Program Logistics
Fulbright-Hays Doctoral Dissertation Research Abroad Program (U.S. Department of Education)	Participants, their universities, and their overseas contacts handle most program arrival details. American Embassies and binational Fulbright Commissions overseas have provided some assistance under the terms of an interagency agreement with former USIA (now State), particularly in areas of the world where the research climate is difficult.	The grantee institution transmits funds to the U.S. Fellow in the field through mutually agreed upon private channels. American Embassies, binational Fulbright Commissions, and private contacts provide in-country advice.	Having U.S. doctoral candidates handle their own logistics with American Embassies and Fulbright Commissions overseas has worked well. In areas overseas where the research climate is difficult, working through academic channels guaranteed the success of the project. Accurate information on host country requirements governing research by U.S. citizens and permanent residents is difficult to secure. Confusing requirements governing the entry of computers into foreign countries has presented problems.	More uniformity in the logistical support USED Fulbright participants can receive overseas from the binational Fulbright Commissions and U.S. Embassies.
Fulbright-Hays Group Projects Abroad Program (U.S. Department of Education)	In this program, GPA project directors and their overseas contacts handle most of the arrival details. American Embassies and binational Fulbright commissions provide some assistance under the terms of an interagency agreement with USIA (now State), particularly in those areas of the world where the research climate is difficult.	The grantee institution and its representative take care of most of the logistics necessary for project completion. Posts, binational commissions, or private contacts provide some support.	Having U.S. educational institutions handle their own logistics generally has worked well. In areas where the research climate is difficult, working through academic channels guaranteed the success of the project.	More uniformity in the logistical support USED Fulbright participants can receive overseas from the binational Fulbright Commissions and U.S. Embassies.

Program	Coordination of Arrival Details	Participant Support	Logistical Issues (positive and negative)	Improvement of Academic Program Logistics
Dante B. Fascell North-South Center Scholars Program (U.S. Department of State/formerly USIA)	The University assists with initial living arrangements, where necessary. Fellows work with embassies in their home country to obtain necessary travel documents.	The Center will supply a monthly stipend, office space, research support, and limited travel support.	N/A	N/A
East-West Center Student Program (U.S. Department of State/formerly USIA)	The East-West Center sends pre-departure information, handles arrival details and housing arrangements.	The East-West Center's Program on Education provides administrative and program support, for the students' academic programs, as well as the Center's education program which includes weekly seminars and activities designed to foster intellectual and cultural interaction. Students must also be involved in a Center research project or complete one of several interdisciplinary certificates.	A 10-day orientation program is effective in informing students about program requirements and opportunities offered by the East-West Center Community.	Better use of Internet and web technology could improve recruitment and follow-up.

Program	Coordination of Arrival Details	Participant Support	Logistical Issues (positive and negative)	Improvement of Academic Program Logistics
Israeli-Arab Scholarship Program (U.S. Department of State/formerly USIA)	AMIDEAST and PAS Tel Aviv work together to ensure that participants get a thorough pre-departure briefing and that they understand the essentials of their program.	AMIDEAST and the Dept. of State (ECA/A/E/NEA-SA) each have a dedicated program officer for the IASP program. As enhancement funding has become available, IASP participants have been involved in tailored enrichment seminars and re-entry workshops.	Constant monitoring by AMIDEAST works well in making sure that the program logistics are running smoothly. Because participants typically come from disadvantaged communities in Israel, ensuring their level of English is acceptable to American universities has been a challenge. There is also a complicated problem of identity within the Israeli-Arab community.	Improvements have been made to the program logistics. Applicants are allowed more input into the selection of U.S. universities. Currently, evaluations on whether additional modifications are necessary are being conducted.
Ron Brown Fellowship Program (U.S. Department of State/formerly USIA)	Arrival details are the responsibility of the program agency contractors.	Close communication and monitoring of participants throughout their stay in the U.S. Close contact with student advisors. Resume writing and interview-techniques workshops. Letters of recommendation when participants apply for internships. Allowances to participate in professional development programs. Participation in workshops sponsored by the program.	Logistical issues stem from funding delays that result in a very tight timeline between final selection in May and placement at U.S. universities by July or August. The use of e-mail to communicate with participants before, during and after their program has worked well.	No particular comments at this time.

Program	Coordination of Arrival Details	Participant Support	Logistical Issues (positive and negative)	Improvement of Academic Program Logistics
<p>Cyprus-America Scholarship Program (CASP) (U.S. Department of State/formerly USIA)</p>	<p>AMIDEAST handles such placement details as J-visas and health insurance, as well as sub-contracting for short-term training and bi-communal programs. Student grantees are responsible for their own placement and travel arrangements. AMIDEAST pays the bills.</p>	<p>AMIDEAST handles the administrative details of both academic and short-term programs. The binational Fulbright Commission in Cyprus conducts the selection process for all programs and provides pre-placement student counseling services.</p>	<p>The main problem areas are uncertainties that stem from delays in new grant agreement approvals and contingency planning for unanticipated budget variations. Budget planning can be complicated, for example, when students obtain university grants and thus need less direct assistance from CASP. Contingency planning is necessary so residual funds can be used efficiently within the scope of CASP objectives.</p>	<p>Generally, all aspects of routine logistical procedures work well.</p>
<p>Edmund S. Muskie Freedom Support Act/Graduate Fellowship Program (U.S. Department of State/formerly USIA)</p>	<p>Arrival details are the responsibility of the program agency contractors.</p>	<p>The program agency contractor handles all routine participant support which varies from enrolling Fellows in accident and sickness insurance, paying tuition bills, sending the stipend, collecting transcripts, approving internships, etc.</p>	<p>The most troublesome logistical issues relate to the accident and sickness program for exchanges. Fellows often complain about poor customer services and long waits for reimbursement. Besides that, Fellows relate that the stipend is usually too low which can lead to complaints about locating affordable housing.</p>	<p>Better understanding of and preparation for programs by program participants. Better health care administration for program participants.</p>

Program	Coordination of Arrival Details	Participant Support	Logistical Issues (positive and negative)	Improvement of Academic Program Logistics
Fulbright Student Program (U.S. Department of State/formerly USIA)	Fulbright Commissions or U.S. Embassies handle J-visas and travel. Placement is done by Commissions in some countries or by private cooperating agencies in the U.S.	Private cooperating agencies provide student support services, including insurance enrollment, checks, and visa support. They assist students with academic and personal problems, and often provide academic programs and enrichment seminars.	Having private cooperating agencies handle most of the logistics, including payment of stipends, arrangement of enrichment programs, and handling of medical/legal emergencies, has worked well. Troublesome logistical issues: return travel, insurance coverage, computer failure.	It would help if program could use university medical coverage.
Hubert H. Humphrey Fellowship Program (U.S. Department of State/formerly USIA)	Logistical arrangements are contracted out.	Enhancement workshops, year-end conferences, and academic and professional advice are offered to participants.	Travel arrangements, professional affiliations, and alumni outreach work well. Modest stipend levels is the most troublesome logistical issue.	N/A
Center for Hemispheric Defense Studies (U.S. Department of Defense)	The National Defense University and the Center handle the details in conjunction and cooperation with the U.S. Embassies in the region.	Participants receive support for hotel, per diem, travel, and translation.	Travel arrangements made by the U.S. Embassies with NDU-provided fund citations works well. It is challenging to keep U.S. Embassies focused on CHDS programs.	N/A

Program	Coordination of Arrival Details	Participant Support	Logistical Issues (positive and negative)	Improvement of Academic Program Logistics
Professional Military Exchange (U.S. Department of Defense)	<p>The military service schools perform all duties associated with incoming students. U.S. Government Security Assistance Officers in international embassies provide visa and travel support from originating countries.</p>	<p>The military service schools provide a sponsor program to match local residents with international students to assist in their relocation and cultural orientation. U.S. International Military Student Officers are also assigned responsibility to provide logistical and cultural awareness support and training.</p>	<p>The military service schools conduct a week-long orientation process of all the main aspects which students may face during their stay, which works well. The sponsor program has also been very beneficial in providing transportation and local administrative support to students. Medical care for students can sometimes be difficult, due to lack of transportation. Finding affordable housing can also be challenging.</p>	<p>The introduction of the Foreign Identification Number for international students may make getting a social security number and medical assistance easier. Countries sending students to the U.S. need to ensure they have enough funds to cover various expenses associated with relocation for one year.</p>
Olmsted Scholar Program (U.S. Department of Defense)	<p>An important aspect of the program is the fact that the officer has the responsibility of solving the problems he/she faces in preparation for study abroad.</p>	<p>N/A</p>	<p>Maintaining contact with previous Scholars to a particular region works well.</p>	<p>New Scholar corresponds with those Olmsted Scholars currently studying at the foreign university.</p>
National Security Education Program (NSEP) (U.S. Department of Defense)	<p>The award recipients arrange the arrival details through the program to which they apply their awards.</p>	<p>Tuition, travel, room, board and laboratory fees are provided as a part of the applicant's funding.</p>	<p>A logistical arrangement that works well is the handling of the award competition and student follow-up activities by a not-for-profit administrative organization.</p>	

APPENDIX 2: IAWG GOVERNMENT SURVEY ON ACADEMIC PROGRAMS

Department/Agency: _____
Office: _____
Program: _____
Respondent's name: _____
Phone: _____
Fax: _____
E-mail: _____

I. Program/Activity Origin

A. Date when program was initiated _____

B. What action triggered the program?

- _____ Congressional mandate
- _____ Executive Order
- _____ Agency initiative
- _____ Other. Explain

C. Outline the original program concept. Please note whether a timeframe was established.

D. Has interest in the program remained constant? If not, what has produced its ups and downs?

II. Selection Process

A. Participants are chosen

- _____ Through a general or focused announcement-application process
- _____ From a list compiled by a government office
- _____ By university
- _____ By a foreign government entity, such as a foreign ministry
- _____ Other. Please specify.

B. University sites are chosen by the

- _____ Participant
- _____ Participant's employer

- Funding U.S. Government Agency
- Other. Please specify.

C. Fields of study are determined

- By the U.S. Government funding department/agency alone
- By a foreign government entity, such as a foreign ministry
- Through a negotiated process, such as a government-to-government agreement
- Other. Please specify.

D. Courses of study are determined by

- The participant alone
- The university department alone
- Participant and university department together
- Funding agency
- Other. Please describe.

III. Monitoring Procedures

- A. How much is the funding department/agency involved in the operation of the program?
- B. What termination triggers are in place, i.e., at what point/for what reasons would funding be cut off prior to completion of the planned program?
- C. Does the organization/country from which the participant comes have any monitoring role during the program period? If so, please describe the nature and extent of the role.

IV. Evaluation Guidelines

- A. Are specific goals established for each academic program? Are they tailored to the program or the participant?
- B. How is failure defined? Does the university have input into the evaluation process?
- C. Does the continuing operation of the program depend in the short-term on the satisfactory performance of all participants? What failure rate would jeopardize the program?

- D. What post-program evaluation benchmarks are established and what follow-up procedures are in place?

V. Logistical Issues

- A. Do you directly handle the arrival details -- J-visa, travel, and placement -- or contract those details out? Please explain.
- B. What types of participant support are provided during the academic study program? How are these demands dealt with?
- C. Which logistical issues are troublesome to the program? Describe what makes them difficult.
- D. Which logistical routines work well? Describe.
- E. How would academic program logistics be handled more efficiently?

VI. Other comments. Any additional comments on issues, areas, and topics not covered above.

APPENDIX 3: RELATED PROGRAMS

The IAWG determined that a number of interesting federal programs did not fit within the scope of this specific study. Descriptions of these programs follow:

Library of Congress

- The Muskie Library Fellows Program is intended to promote inter-cultural exchanges of people and to promote international understanding. Fellowships are available to students from Central and Eastern Europe and the former Soviet Union to study and learn in the United States. Exchange and Gift, European and Latin American Acquisitions Division has participated in this program in each of the last two years. Freedom Support Act Fellows have worked primarily on the Library of Congress international (book) exchange program, learning how the program works by performing a combination of routine duties and special projects under the direction of a Library of Congress Acquisitions Specialist.
- The Advanced Internship in Book and Paper Conservation Program provides advanced internships in rare book and paper conservation to qualified applicants from all over the world.
- The main objectives of the Soros Foundations Visiting Fellows Program are (1) to expose the foreign librarians to the specific roles of the Library of Congress as a national and parliamentary library, (2) to expose the participants to libraries in a democratic, i.e., “open,” society, which provide access to information to all persons, and (3) to encourage professional cooperation among librarians worldwide. Activities of the program include classroom presentations by prominent members of the American library community complemented by visits to various area libraries; Internet training; a management skills workshop; a week-long field experience at the Mortenson Center for International Library Programs, University Library, University of Illinois at Urbana-Champaign; and two months of work experience at a Washington, D.C., area library.

Department of State

- The Eisenhower Exchange Fellowships (EEF), created in 1953 to honor President Eisenhower, is an international leadership exchange program. EEF promotes international understanding and productivity through the exchange of information, ideas, and perspectives among emerging leaders throughout the world. The program brings outstanding professionals who are rising leaders in their countries to the United States and sends their American counterparts abroad, with a custom-designed program for each participant.

- The Dante B. Fascell North-South Center Fulbright Fellowship is a new program that will enable an accomplished Latin American or Caribbean scholar to conduct and publish policy-relevant research at the North-South Center for a nine-month period. The Fellow may also be required to give occasional lectures at the University of Miami. (The IAWG could decide to review this program after it has been in operation for a sufficient amount of time.)
- Although its activities do not directly sponsor a graduate program, the State Department's Educational Information and Resources Branch is worth mentioning because it provides important services to foreign students who come to the United States on a wide range of academic programs and complement a number of programs listed above. Specifically, the Branch promotes the international exchange of students and scholars by strengthening the infrastructure and administration of international educational exchange between the United States and other countries. It supports a network of educational advising centers located in nearly every country of the world and facilitates cooperation between educational advisors overseas and their counterparts at U.S. academic institutions. The Branch supports research on educational exchange and funds efforts to represent and promote U.S. higher education abroad.

The Inter-American Foundation

The Fellowship Program of the Inter-American Foundation prepares a cadre of professionals for leadership in promoting the Inter-American Foundation's institutional strategies for grassroots development in Latin America and the Caribbean in the areas of local development and social investment. The Fellowship Program implements other IAF programs and supports IAF development strategies by providing grants to train future NGO leaders, conduct field research on grassroots issues, and disseminate the lessons learned by prominent grassroots development leaders. Together, more than 915 IAF Fellows, plus the professional, academic, and governmental networks to which they belong, constitute a web of contacts capable of promoting local development and social investment. [The Inter-American Foundation did not return a survey on its Fellowship Program because funding cutbacks in FY 1999 caused the program to be suspended.]

The U.S. Agency for International Development

The academic training activities of the U.S. Agency for International Development (USAID) operate under a decentralized system, in which USAID Missions overseas facilitate and manage any training that occurs. There are no central or regional training programs and no funding specifically allocated for such programs. Individual Missions and/or training contractors select and train candidates on a case-by-case basis. These programs serve to advance progress toward a Mission's given strategic objective for the country in one of six allowable areas: Economic Growth/Agricultural Development, Democracy and Governance, Environment and Energy, Population, Health and Nutrition, Education and Training, and Countries in Transition. Below is a sampling of the types of activities that are either in the planning stages or presently in existence:

- The Clinton Scholarship Program in the West Bank-Gaza region is one that will be launched in the near future. It will include short-term nonacademic training as well as degree programs, and will

enhance human capital in public and private sectors for effective economic growth regulation and export promotion.

- The Education and Democracy Initiative is a Presidential program for approximately 15 African countries, which strives to increase public education and rule of law practices. It is not an academic-degree program, but is a combination of short-term academic enrollments and complementary training activities.
- The Team on Higher Education works with networks of U.S. institutions of higher education to make U.S. colleges and universities aware of USAID's client-country development needs, and to make USAID's field Missions aware of educational capabilities in institutional strengthening and workforce development. These relationships can take many different forms, including exchanges of professors between U.S. and foreign national universities, joint activity planning for institutional development, involvement of the private sector to support relevant job readiness training in vocational institutions, and others.